

USC's 40 Suggestions About Creating A Mentoring Culture

Mentees:

- Should agree to their own faculty profile and the level of expectations outlined by the administration.
- Might need to be reassured that there is updated/consistent communication among the Dean/Chair/Mentor.
- Might need personalized mentoring emphasizing one area (teaching, research, promotional process/USC academic culture) rather than one-size-fits-all type
- Might need quite different types of mentoring depending on stage in career (post-doc to emeriti).
- Might need to be acclimated to US university culture if coming from non-US school.
- Might need to be made to aware of expectations of a research university versus a teaching college.
- Might need mentoring beyond those things academic (work/family life, minority issues...)
- Might need extra clarifications of expectations if a professional school expects contributions beyond traditional funded research and published scholarship.
- Might need direct constructive advice on work done and suggestions for places of future work outlets.
- Might need administrative help to avoid the extra burden of ineffective 'official' mentors.
- Might need to be made to listen and be advised to be 'mentor-able'
- Might need to be reminded to create an EXPANDING field of mentors (not stagnant network for 6 years)
- Might need to be reminded to find a balance between autonomy/independence and community/connection
- Might need to be reminded that one cannot base one's own tenure success on praise from department.

Mentors:

- Should understand that their mentee's tenure success can not be based only on praise from department.
- Should be fully familiar with UCAPT guidelines and any other official promotional standards
- Should clarify 'expectations' but not be held accountable for the 'means/methods' of achieving them
- Should clarify expected quantity/quality/level of creativity/impact/pace of work for the given time frame and field of academic research/books/articles/grants etc.
- Should help candidate distinguish between professional affiliations/meetings which are well regarded versus those which are lesser regarded by a School's faculty.
- Should orientate new faculty to USC context, expectations at American research university
- Should help define and re-define criteria and candidate profile with Dean: Teaching, Research, Service
- Should be appropriately active prior to 3rd Year Review and Dossier/UCAPT Review Process
- Should help creating a two way conversation with Dean and Candidate throughout entire process
- Should be consistent supporting the Dean's assessment of Candidate Post-3rd Year Review
- Should review candidate's work and offer feedback and suggestions for additional mentorship.
- Should help establish careful boundaries between advocacy and knowledgeable objectivity during the third year and final promotional review periods so as not to affect the candidate's case.

Dean/Associate Deans/Chairs:

- Should clarify faculty profile and set level of expectations (quantity/pace/quality/creativity/impact) for promotion in writing. (KEY)
- Should oversee/support/believe in current mentoring structure in school or change it.
- Should encourage the senior faculty, administration, and human resource committees to create an interconnected 'web' of mentoring
- Should reward successful mentors (in annual reviews/ relieve other service/update faculty profile)
- Should make all faculty aware of the rising-bar expressed in UCAPT guidelines
- Should take Third Year Review seriously, and effectively address any necessary modifications in a candidate's mentoring support at this time.
- Should make clear to candidate that a dialogue between designated mentor and Dean occurs regularly.
- Should not wait to institute mentoring once candidate is in crisis mode.
- Should identify potential emeriti scholars several years before faculty retirement so the deans can 'mentor' that person into becoming a productive emeriti faculty member and mentor through the Emeriti College at USC. Effective emeriti faculty often can mentor at all 4 levels: teaching, research, promotional process and social integration—crossing boundaries between schools, helping smaller ones.

A number of deans have suggested that:

- Helps yield the highest return for investment (human/fiscal) during tenure track process. Three or so mentors per junior faculty might seem inefficient but that one person then can in return mentor hundreds of others during his/her USC lifetime.
- Maximizes long-term effectiveness of productive NTT faculty.
- Helps USC/your School distinguish itself nationwide (balancing high housing costs...)
- Helps insure greater success in recruiting and converting minority faculty to tenure.
- Can produce an 'upward flow' of information (invigorating senior faculty through mentoring great junior faculty)