



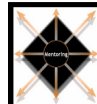
Mentoring Outcomes for New Faculty

- Higher rates of retention
- More effective teaching and university service
- A stronger record of scholarship/creative endeavors
- Higher rates of achieving tenure and promotion
- Greater sense of commitment to the university
- Better adjustment to the department and university

(Source: *On Being a Mentor*, Johnson, 2007)

Mentoring is...

- Voluntary
- Success oriented
- Mutually beneficial

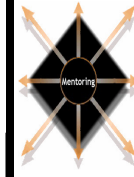


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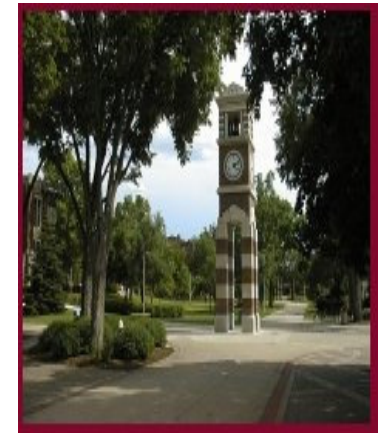
 University of Wisconsin - La Crosse



College of Liberal Studies New Faculty Mentoring Program



Mentoring For
Faculty Success



UW-L
College of Liberal Studies



Program Goals

The program goals are to help: the Mentor

- promote collegiality through mentoring
- provide guidance and support for successful career enhancement and professional development for new faculty
- assist in the retention and promotion of new faculty members
- enhance the climate for quality teaching, research/creative endeavors, and service

the Mentee

- successfully adjust to UW-L and become an active member of the university community
- learn the policies and procedures at UW-L
- learn how to negotiate academic culture
- network with other faculty and develop a support system within the college and UW-L

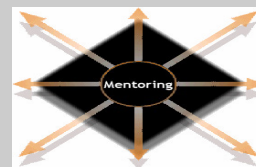
the Department

- create a more welcoming and supportive organizational culture that enables new faculty from diverse backgrounds to be successful at UW-L
- reduce impediments to progress towards retention, promotion, and tenure
- enhance the climate for quality teaching, research/creative endeavors, and service
- identify resources to support teaching, research/creative endeavors, and service activities



Structure of Program

- The program coordinator develops a pool of tenured, senior faculty who are willing to serve as mentors to new faculty outside their department.
- The program coordinator matches new faculty with senior faculty, with the expectation that mentors and mentees will meet on a regular basis.
- Mentors receive an orientation to the program.
- The program is voluntary, and participants may choose to remain with the program as long as necessary.
- Participants are encouraged to attend the teaching for diversity faculty seminar, which serves as a support network for faculty committed to quality teaching.
- Informal social occasions are sponsored by the college to provide networking opportunities for new faculty.
- Mentors are required to provide a progress report at the end of the fall and spring semester.



Value of Mentoring

“Mentoring is an honor. Except for love, there is no greater gift one can give another than the gift of growth. It is a rare privilege to help another learn, have the relevant wisdom useful to another, and have someone who can benefit from that wisdom.”

(Bell, 1996)

“Mentoring is a personal and reciprocal relationship in which a more experienced, (usually older) faculty member acts as a guide, role model, teacher, and sponsor of a less experienced (usually younger) student or faculty member. A mentor provides the protégé with knowledge, advice, counsel, challenge, and support in the protégé’s pursuit of becoming a full member of a particular profession.”

(Johnson, 2007)

“Mentorships are complex, interactive, and mutually beneficial”

(Johnson, 2007)

