



Faculty Mentoring Handbook

Loyola University Chicago

Center for Faculty Excellence
Director, Christine Li-Grining, PhD

Dear Colleagues,

It gives me great pleasure to share with you an overview of mentoring activities at Loyola University Chicago to support **faculty success** in teaching, research, and scholarly activities. The Center for Faculty Excellence offers a number of mentoring programs, including workshops and other professional development opportunities. Faculty have different mentoring needs throughout their careers, and effective mentoring is key to job satisfaction, a sense of belonging, retention and productivity.

For early career faculty, mentoring is necessary to acquire the skills and professional relationships that will lead to a successful career within the University and the profession. For senior faculty, mentoring is useful in helping chart one's career trajectory after promotion and tenure, whether it be in a leadership role in the institution or their discipline, as a public scholar, a master teacher, etc. As an institution, mentoring helps to support a positive cultural climate and promotes equity and transparency.

Loyola University Chicago is fortunate to attract scholar-teachers who are innovative researchers, teachers, and leaders across campus, in their respective disciplines and communities, more broadly. The Center for Faculty Excellence supports faculty in all of the important roles they play at Loyola and beyond, and we are consistently at work to create a culture of mentoring at LUC. This Handbook offers information about how the University supports faculty through a number of programs, as well as resources on best practices for faculty mentoring.

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Benefits of Mentoring


Every transition in one's academic career necessitates the acquisition of new forms of knowledge and new skills. Effective faculty mentoring provides support and guidance in the development of these skills, which are critical for professional success. Mentoring is especially important for early career faculty to acclimate to the culture of the department, college, and university; to establish good research skills and effective publishing strategies; to share and encourage effective teaching and classroom facilitation strategies; to effectively balance teaching, research and service; and to guide faculty members in progression toward promotion and tenure. Mentoring is particularly important for minoritized faculty to experience a greater sense of belonging and connectedness and to establish connections across the University.

Re-Thinking Mentoring

Each step on the academic ladder is a *new game*, with *new rules* (written and unwritten), new questions, and new challenges to navigate...

Graduate Student → Post-Doc → Assistant Professor → Associate Professor → Professor

The most efficient way to make a transition is to build a network of mentors, sponsors, and collaborators that meet new rank-appropriate needs.

 National Center for Faculty Development & Diversity

Mentoring in Academic Departments/Schools

Best practices: **1)** All full-time faculty should have at least one mentor in their department/school; **2)** Incoming faculty should be introduced to their dept/school mentors within the **first two weeks** of the fall semester; **3)** Early career faculty often benefit from a primary and a secondary mentor. A team mentoring strategy guards against reliance on a single faculty mentor to address all of the professional needs of the mentee and ensures that faculty are exposed to different approaches or methods that can translate into useful feedback that informs successful career progression.

What Does Effective Mentoring Look Like? A Few Examples

- Introduce mentees to guidelines and criteria about teaching, research, and service responsibilities in your department/college
- Explore professional development opportunities available to faculty
- Offer feedback on drafts for articles, book chapters, grants, etc.
- Provide advice on what kind of publications are considered “top-tier” in your school/department and help your mentee develop a realistic publication plan.
- Suggest appropriate journals for publication – both traditional and online
- Introduce your mentee to other colleagues to encourage opportunities for co-authored papers and collaborative grant-writing or research projects.
- Help your mentee identify on-campus and external resources for research, including grants, fellowships, funding for travel
- Share information with your mentee about teaching, such as sample syllabi, seminar facilitation practices exercises, technology resources, etc.
- Visit your mentee's classroom and provide constructive feedback...and invite your mentee to observe your classes.
- Advise your mentee on how to select administrative duties and committee work that will support his/her research and teaching agenda (i.e. curriculum committee, institutional effectiveness committee, etc.)
- Notice whether your mentee's institutional and/or disciplinary service obligations may be impacting their progress toward tenure, and share your concerns and suggestions.
- Regularly discuss with your mentee his/her experience with the promotion and tenure process.
- Share examples of your successful grant applications, book proposals, promotion statements, etc.
- Share your own experiences of time management, conflict resolution, dealing with stress, and maintaining balance.

Mentoring Underrepresented Faculty



Faculty from historically underrepresented racial/ethnic groups, as well as those underrepresented in particular disciplines/fields, experience unique and specific challenges in academia. Some issues that underrepresented faculty face are:

- Overtaxed with service demands related to diversity
- Disproportionate advising and mentoring responsibilities/obligations, particularly to support underrepresented students
- Increased classroom incivilities, especially those faculty who teach “difficult subjects” (issues related race, gender, sexuality)
- Lack of acceptance/struggle to gain “professional legitimacy”
- Lack of sponsors, mentors, and collaborators
- Stereotyping, microaggressions, and racism

These issues translate into reduced time for research/scholarship, increased feelings of stress, marginalization, sentiments of distrust, and disillusionment. **Sponsorship and mentoring of underrepresented faculty should attend to these challenges by:**

- Protecting minoritized faculty from excessive service demands/requests
- Evaluating teaching and scholarship with an eye towards common biases from students and colleagues (see Huston in “Suggested Readings”)
- Ensuring that promotion and/or tenure criteria and expectations are clear, transparent, and regularly communicated, and offering consistent feedback on research and teaching agendas
- Including early career faculty in collaborative projects/grant proposals, when possible
- Helping navigate the informal and formal rules and practices of the department/school/University

Mentoring Workshops

While there exists a general consensus that “mentoring is good,” mentoring relationships are generally uneven and can fail especially if there is not clarity about what constitutes an effective mentoring relationship. Some of the most common barriers to mentoring are lack of trust, challenges due to time, lack of structure, lack of commitment, and lack of knowledge about how to mentor faculty from different backgrounds/experiences.

The Center for Faculty Excellence offers two workshops every spring and fall term to help facilitate positive and effective mentoring:

For Mentors: How to Be an Effective Faculty Mentor

In this workshop, prospective mentors will learn how to:

- Give feedback/advice
- Build relationships with mentee(s)
- Engage in active listen
- Address the unique and specific challenges of underrepresented faculty
- Navigate mentorship and sponsorship

For Mentees: How to Make the Most of Your Mentoring Experience

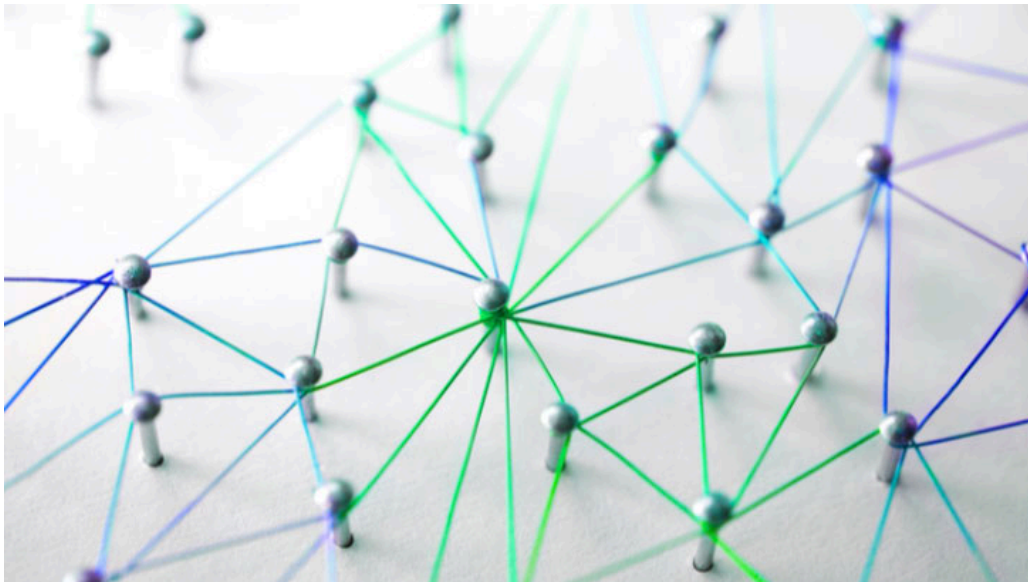
In this workshop, prospective mentees will learn how to:

- Maximize your mentoring relationships
- Establish clear milestones for your career progression
- Identify areas of growth and opportunity
- Ask the right questions to get what you need
- Set SMART goals

For more information about faculty mentoring workshops, please contact Faculty_Develop@luc.edu

Mentoring Across LUC

Peer Mentoring Circles



Peer mentoring or "[networked mentoring](#)" creates a community of shared knowledges and experiences, meets the diverse needs of faculty mentees, and normalizes cultivating a support system of multiple mentors and sponsors.

- Facilitated by two senior faculty and comprised of 4-6 early career faculty.
- We offer **affinity-based peer mentoring groups** in order to address the specific and unique challenges faced by underrepresented faculty.
- Senior faculty mentors must attend a mandatory workshop, which will cover how to cultivate trust, facilitate generative, solution-oriented dialogue, and how to address specific needs/challenges of URM faculty.

Virtual Faculty Writing Groups

The Loyola University Chicago Center for Faculty Development and Scholarly Excellence invites all faculty to participate in a wonderful opportunity to “write-on-site” with their colleagues across the University. The groups are small (4-6 members) and structured around participants' goals and preferences. Joining a writing group offers accountability, structure, and community for faculty to advance their writing (*writing* can include scholarly research, creative projects, grant/fellowship applications, data collection, etc.).



If you're interested in bringing more joy, camaraderie, and routine to your writing projects, consider joining a faculty writing group. Writing groups begin at the beginning of the **fall, spring and summer** terms. Center Director, Christine Li-Grining, PhD, does a monthly check-in with each group to offer an additional layer of support and accountability. Send an email to Faculty_Develop@luc.edu to sign up and receive more information.

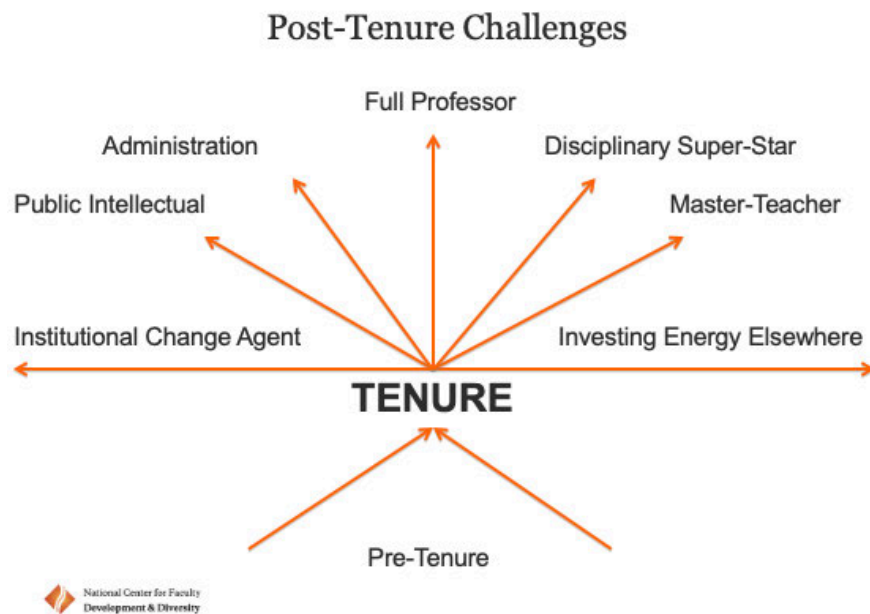
Peer Review

One of the most difficult aspects in the transition from graduate student to new faculty member is the loss of “built-in” readers for chapter drafts, grant/fellowship applications, article manuscripts, etc. Getting feedback at various stages of the writing process is crucial for scholarly productivity, professional advancement and personal satisfaction.

The Center will connect faculty with “readers” from adjacent fields/areas of interest who can exchange work for “peer review.” Faculty “readers” can offer advice about new ideas, article/book chapter drafts, fellowship applications, project descriptions of grant apps, etc. For more information about Peer Review, please email Faculty_Develop@luc.edu.



Magis Faculty Leadership Fellows



“Magis” is a key Jesuit value that means striving for excellence, striving to carry out our purpose, striving to work for the betterment of self, others, and our society. In that spirit, the Office of the Provost has created the Magis Faculty Leadership Fellowship in order to develop the next generation of servant-leaders at Loyola University Chicago.

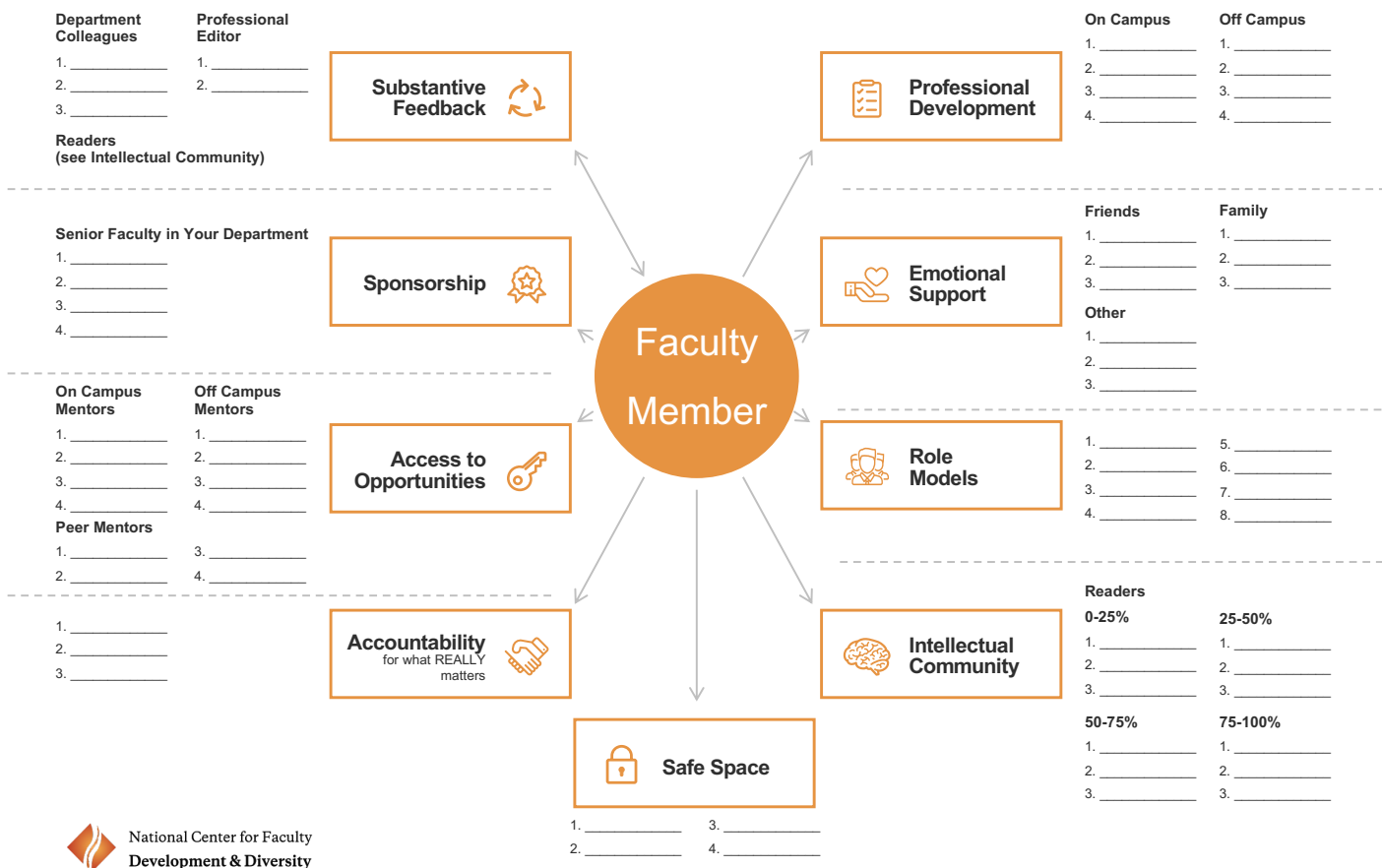
The **Magis Faculty Leadership Fellowship** provides professional development opportunities for tenured faculty who are interested in exploring campus administration and leadership. Faculty fellows will participate in professional development activities to better understand the many roles of university leaders, to understand the unique meaning of leadership in a Jesuit context, and assess their interest in pursuing opportunities in academic administration.

Additional Resources

The National Center for Faculty Development and Diversity (NCFDD) is organization dedicated to “supporting faculty, postdocs, and graduate students in making successful transitions at every stage of their academic career.” Loyola University Chicago has an institutional membership with NCFDD. LUC faculty have access to NCFDD resources including a library of professional development webinars, the Monday Motivator, and NCFDD’s Core Curriculum that help develop the skills necessary to be successful in the Academy. To activate your membership, visit facultydiversity.org/join.

NCFDD’s Mentoring Map is an excellent tool to identify the diverse areas where faculty – across all ranks – can benefit from mentorship and support. The map helps faculty identify the areas where they have ample support as well as opportunities for networking and relationship building.

NCFDD Mentoring Map



Suggested Reading

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