

Mentoring: The Role of the Chair

1. Mentoring junior faculty
2. Mentoring senior faculty
3. Establishing a mentoring culture
4. Finding your own mentoring

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Qualities of a Mentor

1. Mentors create opportunities and open doors.
2. Mentors know your strengths and abilities. They challenge you to go beyond what you think you can do.
3. Mentors set an example.
4. Mentors want you to succeed and help you learn from your mistakes. They are not in competition with you.
5. Mentors want you to become independent.

Ellen Kappel, 2008, *Oceanography* 21(1):5

To Keep in Mind

1. You are responsible for the mentoring of your faculty, but you are not expected to be the mentor.
2. Position gives you authority, yet you are not the authority.
3. Separate your role as chair from your role as a faculty member.
4. Remember that you hold this position temporarily.
5. Though you need to look after each individual, your main job is to look after the faculty as a whole.

Mentoring Junior Faculty

1. Multiple mentors are needed for junior faculty.
2. These faculty need to be proactive in developing a network of mentors.
3. Junior women and underrepresented minorities do not often have role models.
4. As chair, discuss how to gain and keep mentors. Jr. faculty need to cultivate and keep mentors.
5. Junior faculty need mentors outside of the department, to express doubts, to ask for advice on how to deal with the chair, etc.

Mentoring Senior Faculty

1. Remember to be careful with advice: you have not yet been there.
2. Listen. Understand how they want to spend their last years as a faculty member.
3. Keep focus on goals to accomplish, not on number of years left to work.
4. Encourage them to seek advice outside of the department.
5. Do not expect the same mapping of responsibilities for junior, mid-career and senior faculty members.

Establish a mentoring culture

1. Make mentoring queries part of annual reviews: ask if they are mentored, *and* if they are mentoring.
2. Senior scientists should collectively review progress of junior scientists.
3. Do not assign mentors, but encourage collective responsibility.
4. All faculty should collectively review progress of graduate students.
5. Have graduate students peer mentor and also mentor undergraduates.

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