

Duke Kunshan University

Policy on

Mentorship of Faculty

昆山杜克大学教师指导制政策

Adapted from the University of California San Diego (UCSD) Faculty Mentoring Program,
<https://academicaffairs.ucsd.edu/faculty/programs/faculty-mentoring-program.html>
Approved by the Duke Kunshan University Faculty on September 26th, 2018

参照加州大学圣地亚哥分校（UCSD）教师指导计划起草
<https://academicaffairs.ucsd.edu/faculty/programs/faculty-mentoring-program.html>
昆山杜克大学全体教师于2018年9月26日审批通过
昆山杜克大学请全体于2019年1月23日修改和审批通过
Revised and approved by the Duke Kunshan Faculty on January 23rd, 2019

- I. Duke Kunshan University Mission Statement
- II. Purpose of Faculty Mentorship
- III. Appointment of Mentors
- IV. Responsibilities of and Benefits for the Mentor
- V. Responsibilities of and Benefits for the Mentee
- VI. Frequently asked Questions
- 一. 昆山杜克大学使命
- 二. 教师指导制的目的
- 三. 指导人的任命
- 四. 指导人的责任与裨益
- 五. 被辅导人的责任与裨益
- 六. 常见问题

I. Duke Kunshan University Mission Statement (adopted by the Board of Trustees, July, 2017)

昆山杜克大学使命（昆山杜克大学理事会于2017年7月正式通过）

DKU is a highly selective research-oriented, liberal arts and sciences university located in China, whose primary mission is to enable students from around the world to lead purposeful and productive lives. By delivering the highest quality undergraduate and graduate education that is truly interdisciplinary, we prepare students for professional, intellectual and societal leadership roles across the globe. The core of our educational offering is a four-year undergraduate degree program featuring an integrated and multi-disciplinary curriculum, with an effective blend of Chinese, American, and global techniques and values and a culture of academic excellence and freedom. Our world-class faculty pursue knowledge in service to society, involving students in innovative scholarship and research programs. As a premier Sino-US joint-venture university, we embrace the integration of global, national, and local traditions of thought and experience and promote cross-cultural understanding and cross-border collaborations.

昆山杜克大学的使命是建设扎根于中国并以通识博雅教育为特色的高水平研究型大学，致力于帮助来自世界各地的学生追求有意义、有成就的人生。学校通过提供最高水平的跨学科本科和研究生教育，为学生成长为全球范围内不同专业、学术和社会领军人才打下坚实基础。作为学校教育核心的四年制通识博雅本科学位项目，其课程体系以知识集成和多学科融合为鲜明特色，汇聚中国、美国乃至全球的先进教学方法与价值观，并推崇追求卓越和学术自由的文化氛围。学校世界级的教师团队秉持知识服务社会的宗旨，将学生培养与创新的学术和科研相结合。作为一所中美共建的高水平中外合作大学，昆山杜克大学致力于将全球各国家和地区的优秀思想传统与经验有机融合，弘扬跨文化沟通理解和跨国合作。

II. Purpose of Faculty Mentorship: **教师指导制的目的：**

The purpose of faculty mentorship at Duke Kunshan University (DKU) is to help new faculty, junior faculty and in some cases mid-career faculty (mentees) adjust to their position and to help them understand the unique interdisciplinary and global aspects of DKU's mission. A good mentorship program will ultimately enhance DKU's mission and contribute to its achievements as an institution. The success of DKU's mentoring program depends on the swift appointment of carefully-chosen mentors on the arrival of the mentee, as well as the active participation of both the mentor(s) and the mentee.

昆山杜克大学（DKU）教师指导制旨在帮助新教师、初级教师以及某些处于职业发展中的教师（统称被辅导人）适应职业发展需求，并帮助他们了解昆山杜克大学在跨学科教学与国际教育方面的独特使命。一个好的教师指导项目有益于昆山杜克大学实现其使命，促进其发展与成功。昆山杜克大学教师指导项目的成功，取决于在被辅导人到岗时迅速为其匹配经过认真挑选的指导人，也取决于指导人和被辅导人参与项目的积极性。

III. Appointment of Mentors: **指导人的任命：**

Units (research centers, institutes and divisions) are responsible for offering mentorship to faculty affiliated with them. The DKU Mentorship Program is intended to be supplemental. 各单位（研究中心、研究院所和学部）负责向本单位教师提供指导。昆山杜克大学指导项目旨在作为一项额外的辅助支持性项目。

- For regular rank, tenure-track faculty (assistant professors), two mentors will be invited, by the Vice Chancellor of Academic Affairs (VCAA) in consultation with the unit head (program director or division chair). It should be made clear that the mentors and the mentee are participating voluntarily and that all parties must approve of the arrangement. If all parties agree to the arrangement, the mentors will be appointed by the VCAA¹.

¹ In the case where the mentee has an established relationship with the mentor, and makes the arrangement him/herself, it is not necessary for the VCAA to write an appointment letter, but the mentee must inform the VCAA of the mentorship agreement in writing

如果被辅导人与指导人建立了良好的关系，已自行安排，学术事务副校长不必写任命书，但被辅导人必须以书面形式告知学术事务副校长有关指导人的安排

对于常规终身轨教师（助理教授），将由学术事务副校长与单位负责人（项目主任或学部领域主任）协商，邀请两名指导人。要明确指出的是，指导人和被辅导人均自愿参加，并且指导人的安排均需获得双方的批准同意。经双方同意，指导人将由学术事务副校长任命¹。

- At least one mentor (DKU mentor) will be invited from the full-time faculty at DKU following consultation with the mentee and their unit head. This mentor can help the mentee understand curricula, academic policies and the academic culture of DKU.
经与被辅导人及其单位负责人的协商，在昆山杜克大学的全职教师中至少邀请一名指导人（昆山杜克大学指导人）。该指导人可以帮助被辅导人了解昆山杜克大学的课程体系、学术政策和学术文化。
- The other mentor (Scholarship mentor) should be invited from within the mentee's discipline following consultation with the mentee, their unit head, and their DKU mentor, from DKU, Duke, Wuhan University or elsewhere, and should be an established scholar, and ideally should have experience with funding and producing scholarship in China.
经过与被辅导人、其单位负责人及其昆山杜克大学指导人的协商，应从昆山杜克大学、杜克大学、武汉大学或其他大学中邀请在对应学科领域的有建树的学者，作为另一位指导人（学术指导人），理想情况下该指导人应具备在中国募集研究资金和开展学术研究的经验。
- The DKU Mentor may also serve as the mentee's scholarship mentor if he/she is appropriately qualified
如果资历符合，昆山杜克大学指导人也可担任被辅导人的学术指导人。
- The appointment of mentors for tenured faculty members isn't as critical, but if new to DKU's campus, they may still benefit from a mentor at DKU. One DKU mentor may be appointed for new faculty members who hold the rank of associate or full professor, from the full-time faculty at DKU, by the VCAA.
对终身教职教师的指导人安排相对而言并不是很关键，但如果对昆山杜克大学的校园不熟悉，在学校能有一位指导人仍会给终身教职教师带来裨益。学术事务副校长可以从学校的全职教师队伍中为新到任的副教授或正教授任命一位昆山杜克大学指导人。
- Non-tenure track, regular-rank faculty members (instructors, lecturers) will be mentored by the Director of Faculty Affairs (DFA).
非终身轨的常规职位教师（讲师类）由教师事务主任提供指导。
- Mentorship of secondary appointments is the responsibility of their primary institution (professional development) and the unit with which they are affiliated (issues that pertain to DKU).
副聘教师的指导由其主聘机构负责（职业发展相关事宜），及其所属单位负责（与昆山杜克大学有关的事宜）。
- Mentorship of non-regular rank faculty members (adjuncts and visiting assistant/associate/full professors) is the responsibility of the unit with which they are affiliated.
非常规职位教师（兼职教师、客座助理教授、副教授和正教授）的指导由其所属单位负责。

Mentors should possess most of the following qualities. (* indicates preferable qualities)
指导人应具备以下素质。（*表示应优先具备的素质）

- ***Experience:** The mentor(s) should be of higher or equal rank to the mentee. The mentor(s) should be of higher or equal rank to the mentee. Scholarship mentors should have a solid record of academic success and if appropriate, experience with obtaining funding in the mentee's field. DKU mentors should be familiar with DKU's curriculum, academic policies and research programs, and should have a good understanding of DKU's academic mission and global culture.
*经验： 指导人应比被辅导人的级别更高或处于相同等级。学术指导人应有扎实的学术成就以及具备在被辅导人研究领域获得科研资金的经验（如适用）。昆山杜克大学指导人应熟悉昆山杜克大学的课程体系、学术政策和研究项目，并应充分了解昆山杜克大学的学术使命和全球文化。
- ***Accessibility:** The mentor(s) should contact the mentee either in person or electronically on a regular basis, and should be available at reasonable notice. Ideally, the DKU mentor should be present on DKU's campus.
*联系： 指导人应亲自或以其他通讯方式定期联系被辅导人，在有适当提前通知或预约的情况下，指导人应能够提供指导服务。理想情况下，昆山杜克大学指导人应到访昆山杜克大学校园。
- **Without conflict of interest:** Ideally, the mentor(s) should not be assigned to the same research project as the mentee if there is a potential conflict of interest that may prevent the mentor from providing appropriate guidance².
不存在利益冲突： 理想情况下，如存在可能妨碍指导人提供适当指导的潜在利益冲突²，则不应将指导人分配到与被辅导人相同的研究项目中。
- **Networking:** The mentor should be able to help the mentee establish a professional network within his or her discipline, and across campus at DKU and/or Duke or Wuhan University.
人际关系： 指导人应能够帮助被辅导人在其学科领域，在昆山杜克大学和/或杜克大学或武汉大学的校园内建立专业人际网络。
- **Global Connections:** The mentor should be able to help the mentee establish global connections and pursue global and/or interdisciplinary collaboration opportunities.
全球网络： 指导人应帮助被辅导人建立国际化联系并寻求国际和/或跨学科合作机会。
- **Experience with Cross-Cultural Education:** DKU mentor(s) should have experience with cross-cultural education and teaching.
跨文化教育经验： 昆山杜克大学指导人应具备跨文化教育及教学经验。
- ***Integrity:** The mentor should be willing to facilitate confidential consultation, while respecting the mentee's intellectual independence. They should avoid micro-managing or developing a competitive relationship with the mentee.
*诚信： 指导人应同意在保护被辅导人的知识独立的同时，加强咨询的保密性。不应对被辅导人过度干涉或与被辅导人建立竞争关系。

IV. Responsibilities of and Benefits for the DKU Mentor:

昆山杜克大学指导人的责任与裨益：

² If the mentor begins a collaborative project with the mentee after being assigned as his or her mentor, either party may request that a replacement mentor be appointed following consultation with the appropriate parties.

如指导人在被指派后开始与被辅导人共同参与项目，则指导人或被辅导人均可在同相关方的协商后，要求指导人替换。

Appointment to faculty mentorship holds important responsibilities that include but are not limited to,

指导人承担重要职责，包括但不限于：

- Making himself or herself familiar with DKU's academic & research policies.
熟悉昆山杜克大学的学术和研究政策。
- Contacting the assigned mentee within a month of being appointed and introducing themselves.
在任命后一个月内联系指定的被辅导人并做自我介绍以相互了解。
- Arranging to make contact with the mentee on a regular basis.
定期与被辅导人联系。
- Providing informational advice to the mentee on aspects of teaching, research and service as they pertain to DKU's mission, and/or directing the mentee to appropriate individuals.
向被辅导人提供与昆山杜克大学使命相关的教学、研究和服务方面的信息，和/或告知被辅导人能够在相关问题上提供帮助的相应人选。
- Assuring the mentee of his or her confidentiality and ability to discuss sensitive issues related to the mentee's work. Mentors should not encourage discussion of personal issues or condone complaints, but should offer possible solutions to the mentee's concerns or direct them to appropriate individuals.
向被辅导人保证其对工作的保密性，以及能够就被辅导人所从事的工作讨论领域内敏感问题的能力。指导人不应鼓励讨论个人问题或纵容投诉抱怨，但应尽可能为被辅导人的问题提供可能的解决方案，或告知能够为其相关问题提供帮助的相应人选。
- There is no evaluation or assessment of the mentee on the part of the mentor, only supportive guidance and constructive feedback.
指导人不会对被辅导人进行评估工作，只提供支持性指导和建设性反馈。

Mentorship is valued by DKU and is recognized as an important service in the tenure and promotion review process. The benefits of being a mentor are significant and include but are not limited to,

昆山杜克大学重视教师指导制，该体系是终身教职和晋升审查过程中的重要服务项目。成为指导人的益处很多，包括但不限于：

- Retention of high quality colleagues
留住高质量的同事
- Enhancement of the quality of the unit and/or DKU as an institution
提高单位和/或昆山杜克大学的办学质量
- Satisfaction at having assisted in the professional development of a colleague
协助同事的职业发展所带来的满足感
- Opportunities to grow the mentor's own professional networks
发展自己的专业网络的机会
- Opportunities to learn more about DKU's policies and organization
进一步了解昆山杜克大学的政策和组织架构
- Opportunities to encounter new ideas about teaching and research from the mentee
能够与被辅导人交流教学和科研方面的新想法

V. Responsibilities of and Benefits for the Mentee:

被辅导人责任与裨益:

Mentees benefit from participating actively in the mentorship program in terms of networking and professional development. Their participation in gaining an understanding of DKU's curriculum and mission also contribute to the success of DKU, and their willingness to participate contributes to the collaborative, collegial culture at DKU. Mentees have a responsibility to

被辅导人将从积极参与指导项目中获得人际网络和职业方面的发展。他们参与了解昆山杜克大学课程体系和使命也有助于昆山杜克大学的发展，他们的积极参与也能够促进昆山杜克大学的友好合作精神。被辅导人责任如下：

- Respond to the mentor(s) promptly and accept his or her offers to meet and/or facilitate discussion.
及时回应指导人并接受其有关进行会谈、促进讨论的提议。
- Utilize the mentor's knowledge of the organization and culture of DKU.
通过指导人进一步了解学校的组织和文化。
- Utilize the mentor's experience in his or her discipline and his or her knowledge of funding, and/or networking opportunities.
珍惜利用指导人在其学科中的经验，及其对经费资助方面的知识，和/或人际资源。
- Provide the mentor with feedback and/or make suggestions for further assistance if necessary.
如有必要，向指导人提供反馈和/或提供进一步有关指导方面的建议。
- Provide feedback to the FDA regarding the mentorship program and consider becoming a mentor to new faculty later.
向教师事务主任提供关于指导项目的反馈意见，并考虑未来成为新任教师的指导人的可能性。

VI. Frequently asked Questions:

常见问题

The following is a list of some questions that are frequently asked by new faculty members. Mentors should be aware of these (and others) and be prepared to prompt discussion on them if necessary.

以下是新教师的常见问题。指导人应了解这些（以及其他）问题，并做好在必要时进行及时讨论的准备。

- How does one establish an appropriate balance between teaching, scholarship and service?
如何在教学、学术研究和服务之间取得平衡？
- How do I find sources of funding for my research and resources to help me write grants?
如何找到研究的资金来源以及能够帮助我进行相关经费申请的资源？

- What are the scholarship expectations for tenure and promotion at DKU in my discipline, and how is scholarship evaluated?
在本学科范围内，昆山杜克大学在终身教职和晋升方面对学术研究有何期望？学术研究是如何评估的？
- What criteria are used for teaching excellence and how is teaching evaluated?
优秀教学的标准是什么？如何评估教学？
- How are DKU's mission and curriculum unique and how can I contribute innovatively to the growth and success of its programs?
昆山杜克大学使命及其课程体系独特性的具体表现是什么？如何创新性地为项目的发展和成功做出贡献？
- How does one identify and recruit good graduate students and/or undergraduate interns? What should I expect from graduate students and how do I best mentor them?
如何发掘和招到优秀的研究生和/或本科实习生？我应该对研究生有何期望？我如何优化对他们的指导？
- What should I expect from students in my courses and what are their expectations for me; how do I gauge whether their expectations are reasonable?
在课程教学中，我应该对学生有何期望？他们对我的期望是什么？我如何衡量他们的期望是否合理？
- What committees should I be on and how much service should I do?
我应该参加哪些委员会，提供哪些服务？
- What extracurricular activities and social events are available to me?
我可以参加哪些课外活动和社交活动？