ADVANCE
FACULTY MENTORING HANDBOOK

Draft Revised October 2007

Compiled By
The NSF ADVANCE Program
The University Of Rhode Island

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Preface

The URI ADVANCE Program

The ADVANCE program at the University of Rhode Island was initiated by a 5-year grant (2003-2008) from the National Science Foundation. The goal was to improve and enrich the science, technology, engineering, and mathematic (STEM) academic workforce at URI through the increased representation and participation of women faculty. URI ADVANCE has worked in the areas of faculty recruitment and retention, faculty development, networks of support, and climate change to the ultimate benefit of all faculty at the institution. Through administrative collaborations, program initiatives will be sustained beyond the time period of the grant. These impact a much broader base than the science community and result in policies, practices, and a working environment that is improved for everyone.

Providing mentoring support of new faculty is one undertaking of the ADVANCE Program. Over the duration of the grant, ADVANCE has hosted training workshops and has produced many support materials. In 2006, the Provost of the University endorsed the creation of a campus-wide Faculty Mentoring Program. Recognizing that many departments/colleges had excellent mentoring programs well underway, the need existed to have formal expectations and a set of resources in place to ensure that all new faculty were provided good mentoring.

> *"All URI colleges shall implement a mentoring policy that provides for effective mentoring for their new faculty. This mentoring shall consist of career-advancing guidance, as well as social and psychological support for the new faculty member. College policies shall include the provision of one or more mentor(s) to each new faculty member, some form of mentor training, and regular "checking in" to ensure that the needs of junior faculty are being met."*
>
> -Approved by URI Provost M. Beverly Swan, December 21, 2006

ADVANCE facilitates the efforts of the Provost's office and individual departments by helping colleges develop their programs, soliciting and training new mentors, informally touching base to ensure that mentoring relationships are satisfactory, functioning as a resource for both junior faculty and mentors if challenges arise, and maintaining a mentor data base. The role of ADVANCE in this regard is to promote better understanding and sustained attention to the critical importance of good mentoring. The ADVANCE Resource Center, located in 001 Carlotti Administration Building, is available to offer guidance and materials to colleges in fulfillment of their mentoring policies and practices. Visit our website at www.uri.edu/advance for more information and resources. Feel free to contact us at (401)874-9422 or advance1@etal.uri.edu with any questions and/or suggestions.

Top Ten Things New Faculty Would Like to Hear from Colleagues

"As an antidote to the triple threat of
evaluation, isolation, and overwork, …
some advice on what helps new faculty succeed..."
-Sorcinelli (2004)

Consider the following top ten list of things new faculty members would like to hear from their chairs, their senior colleagues, their mentors as they try to teach well, produce fruitful research, earn tenure, pay attention to a partner and children, lead an examined life, and make plans for the future (Sorcinelli, 2004).

1) Remember: you are great. We hired you for a reason. We hired you for success. We make a huge, up front effort to get talented early-career and the goal is to have you succeed. Newcomers, with new energy and ideas, help us improve our department. You are rising stock, an investment in the future of the department and institution. Despite your greatness, however, you aren't expected to figure out everything about this department and institution on your own. Reach out to all of us in the department. Ask questions. Ask for help.

2) You don't have to be superwoman or superman tomorrow. Or even next month. The senior professor who is an outstanding teacher, has built a daunting research program, and is president of his professional society did not get there in a year. There may be one or two new faculty members who appear to manage it all in their first year, but such an expectation is unrealistic. It takes new faculty two or three years to get established; so, pace yourself for the long run. Things will take off more quickly than you think.

3) Figure out what matters (tenure). Every department and college differs in its expectations for research, teaching and service. Sometimes, departmental and college requirements can be vague or contradictory. Don't try to figure things out on your own. Talk to everyone. Talk to your department chair and to the dean, but remember that what they say may be constrained by pressures bearing on them at the moment. You can't be guaranteed that the same administrators will be around when you go up for tenure. Talk to recently tenured faculty and talk to that respected, older,

straight shooting professor who can give you solid, realistic advice.   Seek input on managing your teaching and research goals as well as your annual faculty report, and the tenure timetable.

4) Decide what doesn't matter. Everyone works hard. But you're not going to help your career development if you are working hard on something that does not matter. It's okay to serve in places that will be of some benefit to you. For example, being in charge of the departmental seminar series may help you establish relationships with important colleagues in your field. Invite them to give a departmental seminar. Their input about your work will be valuable, and you will be expanding your network of colleagues beyond our campus. A positive, national reputation does not hurt in influencing local tenure decisions.

5) Teaching matters. Increasingly, teaching matters a lot in most departments. Senior colleagues are here to help you figure out where your teaching is going and why you are taking it there.   The teaching and learning center (URI Institutional Development Center) or your dean or your department chair can introduce you to teachers in and outside of our department who are committed to teaching and student learning. They have a range of skills and experiences worth tapping, for making lectures more effective, facilitating discussion, testing and assigning grades, and teaching with technology. Put simply, departments can't afford faculty who can't teach their way out of a paper bag. So instead, we subscribe to the "open-bag policy:" we regard teaching as worthy, public, and always developing and evolving. We'll be talking about and assessing teaching and student learning all along the way with you.

6) Make a plan. As you are figuring out 3, 4, and 5, make a plan. Consult with your department chair about the priorities you set. As you pursue your plan, here are a few tips. Play to your strengths. Cultivate a specialty that you enjoy and do well. Develop a "big picture" for your teaching, for your research and service. As well, think about how are you helping to define and complement the department's mission. How will your work help to enhance the department? Finally, try not to avoid or procrastinate on the important tasks in your plan.

7) Think "mentors," plural. Those who are older are sometimes wise and can give you realistic and solid advice on a lot of issues. Mentors inside the department can help you with issues of teaching and scholarship and also on how to read the culture. But reach out to colleagues beyond the department. There might be someone outside your department or college who can provide you a broader view of the discipline.

8) Invite community.   It's the rare department that can unanimously achieve the ideal in relationship harmony. But most of us want more collegiality. If you share a sense of excitement about your teaching and scholarship, it will bring colleagues to you who can contribute to your work.

Almost everything you encounter, someone else has, too. Track down our successful scholars and teachers and consult with them. Don't hide your own teaching and scholarship away. Tell us what you're doing. Don't forget your own students. Be sure to invite their feedback. They just might be your best teachers.

9) Don't work on 15 things all at once. Nothing will ever get done. The good news is that as a new faculty member, you'll probably get better at juggling multiple roles and tasks. The bad news is it remains a challenge throughout an academic career. Pick one thing that matters out of your responsibilities and tasks. Try to make sure you are devoting at least a quarter of your time to that one thing and splitting the other three-fourths of your time among the 14 other things. Once that one thing went "out the door," turn to the next thing that matters, so there is always one project getting a good chunk of your time. It doesn't always work, but it is helpful to hold as an ideal plan.

10) Have a life. Take care of yourself and your life outside of work. Whether the fatigue is emotional or physical, work can be an effort when you are too tired to put on a public face, to smile and chat at the mailboxes, to stand in front of the classroom. So you must take care of yourself, "fill the tank," whatever that is to you. If you are drained, you can't be imaginative in the ways your teaching and research require. If you take care of yourself, you'll have more time and energy to do what matters and you'll enjoy this job, despite all the pressures. Mark Twain once said of Richard Wagner's music, "It's better than it sounds." For most of us, an academic career is better than it sounds. For some of us, it remains the greatest job in the world.

A generational "changing of the guard" is underway in the American professoriate (Rice et al. 2000). The magnitude and challenge of this change starts with the significant technological and fiscal/financial differences between life in the academy in the 1970's and that in the 21st century. The challenge continues on to include large differences in the ways retiring, senior faculty have experienced their careers and the quality-of-life expectations combined with employment conditions of the next generation of new faculty. There exists a disparity between the old perception of an academic career and its new realities. Characterized by autonomy, freedom to pursue that which is intellectually interesting, being part of a community of scholars, security, and flexibility, the reality of life in the academy can contrast remarkably from this vision. Increasingly, early-career faculty face changing requirements for tenure, a more competitive research climate, increasing teaching and service demands, and overall earlier vulnerability. Recently-hired faculty have different needs and desires than their predecessors regarding work, life, and family balance. As well, the diversification of the professoriate in recent decades has produced a population of underrepresented faculty (faculty of color, First Nations faculty, women, part-timers) for whom these issues manifest differently. The changing face of life on campus also includes a changing student body. Education has taken on a consumer orientation. Learning can be perceived not as an end in itself but as a means to an end, and the course instructor, the hired practitioner.

Although still motivated by a passion for academic work and a desire to make significant contributions, new faculty often find themselves stressed and isolated. Early pressures can undermine the energy, creativity, and commitment that made these candidates so desirable.

Mentoring Works

Research has demonstrated that senior colleagues play a highly important role in creating the kind of academic environment that supports the success of early-career faculty (Rice, et al., 2000; Sorcinelli, 2000). Mentoring is intended to provide intellectual, professional, and social support as new faculty develop their careers and their professional identities. Mentoring has been described as an interpersonal relationship between individuals who are at different stages in their professional development (Toal-Sullivan, 2002). Mentors may serve as role models, and act as advisors, guides or advocates in a variety of contexts (Jipson and Paley, 2000). The expectations of those involved in the mentoring relationship will determine the purposes that are served. An active mentor can contribute significantly to a new faculty member's development and job satisfaction. The underlying assumption of mentoring as a form of learning and professional development originates from the belief that learning occurs through observing, role modeling, apprenticeship, and questioning (Kanuka, 2005). With women and minorities still underrepresented in some fields (STEM), conscientious mentoring and role modeling is especially critical.

The mentor, the mentee and, as well, the institution realize benefits of good mentoring.

Benefits for the mentee include:

- Individual recognition and encouragement
- Informal feedback
- Access to informal networks of communication
- Advice in defining and achieving career goals
- Advice on scholarship and teaching
- Advice on balancing teaching, research, committee work and other responsibilities
- Gaining an understanding of the culture of the institution
- Gaining knowledge of procedures and inside information about the department, college, university
- Gaining knowledge of the informal and formal rules for advancement
- Reduction of stress (psychosocial support)
- Feeling welcomed and valued through the initiation of mentoring

Benefits for the mentor include:

- Satisfaction in enabling new faculty to begin their careers with a sense of direction
- Satisfaction in assisting in the development of a colleague
- Satisfaction of contributing to overall institutional climate change
- Provides opportunities for reflection and renewal of mentor's own teaching and research career
- Respect and recognition from others in the university as an individual who has the ability to identify, encourage and promote other colleagues
- Improves managerial and mentoring skills
- More apt to keep abreast of new knowledge and techniques
- More apt to keep abreast of institutional developments
- Increases stimulation from bright and creative new colleagues

Benefits to the institution:

- Increases commitment, productivity and satisfaction of new faculty
- Minimizes attrition
- Encourages cooperation and cohesiveness for those involved in the program
- Develops faculty, enabling them to make full use of their knowledge and skills
- Contributes to the general stability and health of the institution
- Facilitates the development of future organizational leadership

(Luna and Cullen, 1995; Kanuka, 2005; Mentoring Program For New Faculty Members; Cartwright, 2007)

"When a department makes a new hire at the assistant professor level, it has invested in one of its most valuable resources: a tenure-track faculty position. If the department does not nurture that new professor, it greatly reduces the probability of a good return on that investment. On the other hand, if the department facilitates access to the knowledge and resources required to develop a new faculty member's career, the payoff is likely to be a valued colleague for many years. If a new faculty member is successful, everyone benefits."

-Olmstead (2005)

Mentoring IS Work

The literature on mentoring in universities reports that mentored faculty experience higher levels of job satisfaction, better student evaluations, greater academic productivity, and a stronger likelihood of remaining at a particular university than non-mentored faculty (Cartwright, 2007). Mentoring, however, is not a panacea for all problems in a department, university or institution. A field-based research project funded by the Women's Education Act under the purview of the U.S. Department of Education has identified some misconceptions about mentoring (Center for Excellence in Teaching). Although potentially rewarding, mentoring is work and requires effort. Institutions should reward those individuals who agree to take on the responsibility. Recognition or incentives turn mentoring into an important activity and a priority in the workplace. Mentoring should be approached from a position of strength and reserved for developing human potential. It should not be applied as a solution in a problem department or to problem employee nor solely as an orientation activity. Mentors and mentees are often assigned to one another with the assumption that a common workplace will be enough to make the relationship work. Not everyone is a good mentor or mentee, and participants' readiness, communication, volunteerism, compatibility and mentoring style should be assessed. Each member of the pair has different needs and considerations. Training and guidelines are important, but a successful mentoring program allows for individualized goals drawn jointly from the pair. Institutions benefit when they provide resources for the pair and do not hamper their progress (Center for Excellence in Teaching).

Models of Mentoring

One-to-one. In this, the most traditional model, the more experienced person from within one's own department is asked to provide support. The mentee has access to information and experience that is specific to his or her discipline. This can be important as demands of grantsmanship, teaching and research can be quite different between disciplines. Departmental mentors can provide helpful information on localized, departmental practices and policies. There is, however, a risk that this form of mentoring can lead to discipleship building (Cartwright, 2007). Mentees might find themselves drawn into a departmental faction inadvertently, simply through their association with their mentor. It could become difficult to establish or express their own views on departmental issues and developments. New faculty may resist showing weaknesses to colleagues who may be involved in tenure and promotion decisions. This disadvantage can be particularly harmful to underrepresented faculty.

Being paired with a senior faculty mentor from outside one's own department offers the potential for a broader perspective of the college/institution and could generate collaborative, cross-disciplinary research, but may be limited by a lack of familiarity with the mentee's home department.

Being assigned to a mentor who identifies with the underrepresented race, gender, age and/or ethnicity of the mentee is also a model with advantages and disadvantages. The literature indicates that such mentors can provide valuable advice for negotiating the special demands upon mentees from underrepresented groups (Cartwright, 2007). The very subtle ways in which race and gender can affect scholarly activities are often known best by those who have experienced them. However, the expectation that two individuals would be well suited to each other based solely on gender or race similarity is not always met. As well, senior women/faculty of color who may be few in numbers, particularly in the STEM fields, may be overburdened by the demand that they mentor all the early-career faculty who identify similarly. Expectations of friendship and emotional support in these mentoring relationships can make the mentoring process less productive.

The most necessary ingredient to a fulfilling mentoring relationship in the one-to-one model is for the two individuals to spend time interacting.

Multiple mentors.   Current perspectives of mentoring often value group approaches and multiple mentors as viable alternatives.   New faculty members can find useful an array of mentors, colleagues inside and outside the department, along with peer mentors, to assist with their acculturation into the university.   The goal has become to engage people with different styles, skills, and values in an effort to improve the overall work environment. This is consistent with a less hierarchical and more reciprocal relationship philosophy that may be more productive for some, especially women and other underrepresented faculty groups (Chesler and Chesler, 2002). This eliminates the need to find the perfect mentor and encourages mentees to consider advice from several different perspectives.   This approach encourages more participation on the part of mentors as they recognize that they are not expected to meet the mentee's every need. Participants may include faculty "experts" who are available to be consulted specifically about teaching, grant-writing, faculty development, faculty committee work, etc.   An important point, however, is that this approach requires planned implementation.   Boyle and Boise (1998) reported a low participation rate of only one-third of new faculty in "naturally occurring" multiple-mentor programs. Mentoring tended to be irregular and transitory as new colleagues, burdened with duties, put off meetings with mentors.

Group session mentoring.   Another form of mentoring takes place in a group setting, perhaps a brown-bag lunch, in which new members of a faculty are invited for informal information-sharing and problem-solving. This might be organized and facilitated by a college dean, department chair, or mentoring committee. The intent of this program is to allow new faculty to come together to discuss issues, positive or negative, that are related to their adjustments to the university. The facilitators need not have an agenda; the issues can arise from the members of the group. The informality of the session provides a setting where frustrations, doubts and concerns can be voiced without fear of creating a negative image before a departmental colleague.   These meetings will also allow new members to become acquainted with those in other departments, and will contribute to their professional and personal integration in the new environment.   Participants gain a sense of feeling less isolated.   The literature states frequently that peer mentoring in such situations is highly effective (Smith et al., 2001).

Best Practices

GUIDELINES FOR MENTORS

Consistently, the literature suggests that the concerns of early-career faculty surround 1) understanding the tenure process, 2) feeling a sense of positive collegiality, 3) developing and maintaining a balanced and integrated life (Sorcinelli, 2000). Good mentoring can help meet these concerns and enable departments to improve conditions for all faculty members.

Be available. The mentor must be available to the new faculty member, must keep in contact, and be prepared to spend time discussing University affairs, reading proposals and papers, and reviewing the new faculty member's progress.

Take the initiative to make the call to arrange for your first and subsequent meetings with your mentee. Come to a mutually agreed upon frequency and/or reason for meeting. Consider scheduling meetings with greater frequency in the first semester. If the times are established at the outset, this will help the new colleague to overcome the fear of "bothering" the mentor.

Listen and ask questions; these are two essential skills for successful mentoring. In-depth listening includes: suspending judgment, listening for understanding and providing an accepting and supportive atmosphere. Ask powerful questions, questions that are challenging in a friendly way and questions that help your mentee talk about what is important to her/him.

Be plugged in. The mentor should be in a position to help establish a professional network for the new faculty member. Make introductions to colleagues, and identify other possible mentors. Ensure that the new faculty member is included in formal and informal information flow in the department, college, university, and professional community. Introduce your mentee to administrators whose assistance is critical in areas of purchasing, hiring students, administering grants, etc. Include mentees in informal activities whenever possible. Help find social support network if necessary. Help make contacts for outreach.

Be an advocate. The mentor should be prepared to advocate in support of the new faculty member with regard to space, students, funds, etc. The mentor should treat all dealings and discussions in confidence, providing supportive guidance and constructive criticism.

Maintain and respect privacy, honesty and integrity. Approach your relationship with the attitude, "what is said in this room stays in this room." Violating these values can negatively impact on the mentoring relationship. Make these boundaries very clear at the beginning of the mentoring relationship.

Short-term goals
- Familiarization with the University, administrative systems and division heads. Know campus resources and where to direct your mentee for questions you cannot answer.
- Establishing priorities – help mentee with budgeting time, setting up a lab, publications, teaching, committees.
- Sources of research funds and support in proposal writing.
- Dealing with difficulties - lab space, access to students.
- Advice on dealing with academic offenses.

Long-term goals
- Advice on criteria for promotion and tenure; make mentee aware of the expectations in various categories (scholarship, teaching, graduate supervision).
- Discuss what progress might be expected during the first 3 years.
- Discuss where the professional profile should be after 3 years.

Other guidelines
- Evaluate what you can offer to mentee. Acknowledge your strengths and weaknesses. Set a clear structure for the relationship at the beginning. Discuss expectations. Discuss time commitments. Renegotiate these time commitments as needed. Do not expect yourself to fulfill every mentoring function.

- The mentee may feel uncomfortable with the imbalance of power in the mentor/mentee relationship. Tell him or her how much you get out of the relationship, and that he/she should not feel beholden to you.

- Mentor because you enjoy it and think it is the right thing to do. Demonstrate enthusiasm and motivation for mentoring.

- Be sure to give constructive criticism as well as praise. Give suggestions for improvement privately.

- "Talk-up" your mentee's accomplishments when appropriate to other colleagues.

- Help mentees learn what kinds of institutional support they should seek in order to further their own career such as funds to attend conferences, workshops and/or release time for special projects.

• Make a list of the things that you would have wanted to know when you were in the position of the person you will be mentoring.

• Experiment with the process. Meetings with your mentee can include alternatives to meeting in your office. Consider sharing lunch, meeting at a coffee shop, or attending a special event together.

• Plan for the next meeting before you depart from each meeting. Review your progress based on your agenda and solicit ideas about what might be discussed in your next meeting.

• Clarify expectations about the extent to which you will offer personal as well as professional guidance.

• Establish expectations regarding the duration of the relationship; 3 years, until tenure is achieved, or undecided.

GUIDELINES FOR MENTEES

Currently, it is the practice of the University to assign mentors to all incoming faculty prior to the start of their first semester at the institution. Contact your department chair if you have not been made aware of your mentor. Be aware, as well, that the ADVANCE Program Office is available to offer guidance and materials new faculty. Visit our website at www.uri.edu/advance or feel free to contact us at 874-9422 or advance1@etal.uri.edu.

Prioritize your needs. Prior to your first meeting with your mentor, consider your short term, immediate needs, and your longer-term goals. How can your mentor help you achieve these goals? Prepare a brief "autobiography" to share with your mentor and discuss your vision or life goals. Bearing in mind the vision of your first few years at the institution, focus on what you need to get started. Set up regularly scheduled meetings with your mentor.

Get to know the players. Ask about the Instructional Development Program and course planning workshops. Ask to be introduced to the administrators in your department or college (fiscal clerks, Scientific Research Grant Assistants, Business Managers, and other specialists) who can assist you with the maze of administrative tasks and paperwork necessary to life on campus. If you have extensive purchasing requirements (building equipment or setting up a lab or other facility), ask to be introduced to the Director of Purchasing. Ask about the services available in the Research Office (workshops, proposal preparation assistance, RFP notification listserv). If you are coming to campus with grants in hand, ask to be introduced to the accountant who will oversee the spending of your money. This is a critical connection as it is the duty of Contract and Grant Accounting

to assure adherence to state procedures and federal laws with which you will likely be unfamiliar.   Ask about the important people in your department, discipline, college, institution. Inquire of the most effective manner in which to communicate with them and the circumstances under which it would be appropriate to do so.

Be sure to inquire about your mentor's own educational and career choices and goals. Find out about the things that are important to your mentor, such as research interests, family, etc.   Explore opportunities for collaboration with your mentor either now or in the future.

Stay on track. Do not let too much time go by without seeing your mentor. Keep the relationship active. Try to be focused about your needs during for each meeting. While your mentor has considerable resources to share with you, s/he also has a tight time schedule.

Keep track of your scholarly activities in teaching and learning (attendance at training workshops), research, and service or outreach

Issues to consider. The following are issues typical, though not all inclusive, of the type that may be of consideration to a new faculty member:

- Which subfields are expanding or contracting in my field?
- How do people in the field find out about, get nominated for and win grants, awards, and prizes?
- What are the leading journals in the field? Have any colleagues published there? How should co-authorship be handled? Who can bring a submission to the attention of the editors?
- What organizations are the most important to join, what conferences are the ones to attend? How does one get on the program?
- What is the best way of getting feedback on a paper?
- How are student assistantships assigned? How do I apply for a research/teaching assistant?
- What aspects of a contract are negotiable?
- What are the appropriate and accepted ways to raise different kinds of concerns, issues and problems (e.g., verbally or by memo) and with whom?
- What are the department's formal and informal criteria for promotion and tenure? Who can clarify these criteria? How does one build a tenure-file? Who sits on the relevant committees? Who can effectively support a nomination?
- What departmental and institutional decisions are pending that might affect positions in the department? Who can influence these decisions?
- How does one establish an appropriate balance between teaching, research, and committee work? How does one say "no"? When is it okay to say "no"?
- What funds are available from the department / University? Start-up funds, graduate scholarships, travel / conference, small equipment

funds, etc.
• How is the department organized? How are decisions made? What infrastructure is available to the new faculty member?
• What should the professional profile be after 3 years?
• What criteria are used for teaching excellence, how is teaching evaluated, and what is a teaching dossier?
• What are the grading guidelines for courses?
• How does one obtain feedback concerning teaching?
• What resources are available for teaching enhancement?
• How does one become a member of the graduate faculty?
• What should graduate students expect from their major professor?
• What should be included in the annual activity report?
• Will there be feedback about performance from the Chair? If so, how often?
• What are the policies concerning maternity, family or personal leaves? How genuinely supportive is the department regarding work-life balance issues?
• Which professors or administrators have contacts at places with appropriate openings for spouses/partners?

GUIDELINES FOR THE DEPARTMENT CHAIR

• Endorse mentoring as a valuable service contribution to the University and support recognition of those who engage in it.

• Ask the search committee to recommend a potential mentor to the Chair. The Chair assigns a mentor to a new faculty member as soon as the offer of appointment is accepted.

• As well, the Chair will assist in advertising the Mentoring Program and recruiting potential mentors.

• The Chair makes information regarding mentoring programs available to all potential hires at the time of the interview.

• The Chair ensures that appropriate contact information regarding the assigned mentor is sent before the new faculty arrives.

• The mentor can contact the new faculty member in advance and address critical questions and issues before their arrival.

• The Chair should discuss the mentoring program with both the mentor and new faculty member and should continue to check in with both parties periodically throughout the mentoring relationship.

• The Chair should be amenable to funding a couple of lunches per year for the mentor and new faculty member.

• Support research about mentoring women and other newcomers in your discipline.

• Encourage and assist a set of academic mentors for each entering new faculty person which includes persons within and outside the department and institution who are familiar with some aspect of each individual's field.

• Establish a two-stage mentoring program in which newcomers are initially paired with a senior person of the same sex and race and then helped by that person to find mentor(s) with different strengths throughout the organization.

• Encourage the formation of broad networks of women and underrepresented groups for social and professional development.

• Do your part to be a mentor to new faculty. Organize a reception for new faculty and university staff.   Make sure new faculty get put on appropriate distribution lists. Nominate new faculty for professional or national committees and invite them to conferences and colloquia.

• Arrange meetings/lunches with new faculty to describe the tenure process, any deadlines and how faculty will be evaluated.

• Make sure new faculty have lists of people to contact for different needs (e.g., grants and contracts office, research office, whom to call to unlock a classroom, media assistance, local community numbers, child care resources, current committee and teaching assignments and a listing of responsibilities of department staff, etc.).

• Develop a conflict of interest policy which clarifies appropriate relationships between mentors and mentees.

• Publicize sexual harassment guidelines (http://www.uri.edu/affirmative_action/univ_policies.html#sexharras).

• Set up formal and informal grievance procedures for students, faculty, and staff that encompass conflict of interest and sexual harassment complaints. Distribute these procedures/guidelines to all mentors and mentees to be discussed early in the mentoring relationship.

GENDER POLITICS AND MENTORING

The mentoring relationship offers an opportunity for the mentor and mentee to demonstrate their skills and abilities and to learn from each other. However, contemporary gender politics tend to put a new spin on traditional mentoring (Indiana University, 1995). In this era when mentoring must do more than merely replicate the "old boy's network," several important questions arise that necessarily complicate the issue.

Do women mentor and need to be mentored differently from men? Since women, on the whole, tend to manage conflict, authority, teamwork, and delegation differently than men do, it makes sense that the mentoring they receive should not ignore those differences. In this context, how important is it for women to have female mentors? Do those formal mentoring programs designed to increase the retention of women and/or minorities in fields where they have traditionally been underrepresented actually work, or is the mentoring relationship a more organic one that must naturally develop out of mutual interest?

Researchers have discovered that "insufficient informal guidance and sponsorship have been cited as especially damaging for women graduate students who are at the point of transition between student and professional and must begin to build a professional identity."

"As a woman aspiring to participate in a male-dominated, intellectually-driven field," says one graduate student, "there is nothing like the reassurance one gathers from simply watching other women succeed in academic positions. Mentoring takes that reassurance to new heights."

In fields such as mathematics and the physical sciences where women have been traditionally under-represented, women graduate students and early-career faculty may avoid seeking out same-sex mentoring as a survival tactic because doing so is seen as admitting a special need or "deficiency." In highly male-dominated fields, sometimes not calling attention to the fact that she is not male like most everyone else is a woman's best shot at making it. This "psychology of tokenism" encourages women entering such professions to learn to fit into and thus replicate the existing structure. But in order for women to play sustained roles in these traditionally male professions, they must actively sponsor other women.

Research bears out the assumption that mentored new faculty women attain higher rank than those without mentors. Increasing the number of women faculty on campuses requires not only their successful recruitment, but also a welcoming environment where women can thrive. In studies about faculty retention, women faculty are more likely to cite personal reasons that include feelings of social and professional isolation for leaving an institution. Any comprehensive plan to retain women faculty members must also include a mechanism whereby women who have successful academic careers can share what they have learned with their new colleagues.

There are certain problems unique to women in the academy that can be better tackled woman to woman.

"We can talk about teaching, about dealing with the expectations that we do more service than men, and be cheery about it...We have to work with men and we need to do it well. To be savvy, one should develop a broad network of support. Woman-to-woman is part of that network."

Unfortunately, the subject of sexual harassment is a necessary part of any conversation about mentoring. One might say that the potential for sexual harassment exists in all mentoring relationships -that both men and women are potential victims and potential perpetrators of sexual harassment. Yet statistics show that the overwhelming numbers of sexual harassment victims in the academy are women with complaints against men. The changing gender demographics of our graduate students and untenured faculty call for discussion of new models of collegiality and professional development that avoid such abuses of authority.

Research suggests that in contrast to the traditional model of mentoring in which a person hitches his future to that of a "star," women want mentoring from a number of mentors. Ideally, women are better off seeking many mentors, some of them being men. However, mentoring across genders can only be successful in an organization that equitably respects and rewards men's and women's professional performance.

CONSIDERATIONS

• The goal is not assimilation into existing structures, but change in structures that keep women/underrepresented faculty marginalized.

• Acknowledge the values of women that have traditionally been undervalued. For example, women tend to place greater emphasis on interpersonal satisfaction, integration, and collective, team-based approaches to learning and achievement.

• Acknowledge influences of female socialization without perpetuating negative and potentially harmful stereotypes. For example, women are

socialized as caretakers and cooperation is emphasized above personal success. This is in direct contrast to many university atmospheres that emphasize individual competition. Nonetheless, there is often just as much variability within groups as between. Successful mentoring programs must value traditionally undervalued characteristics in our society and appreciate and respect individual differences.

• Acknowledge both real and perceived lack of power. This means valuing the subjective experiences of women and more subtle forms of discrimination. For example, although women may or may not have to deal with overt forms of discrimination, several studies have indicated that all women in academia are subject to institutional discrimination inflicted by out-dated maternity leave policies, hiring practices, salary gaps, tenure polices, child care issues, and dual career concerns. University policies will differentially affect male and female faculty (e.g. tenure clock and the decision to have a child). This must be openly discussed and validated for all women.

• Give special concern for the complexity that arises when categories such as gender, race, and or sexual orientation intersect. For instance, women faculty of color most likely experience discrimination due to their gender and their race. Mentoring programs must be adjusted accordingly to account for these intersections.

• A psychological climate of trust must be developed between the mentor and mentee and other supportive networks. This involves active listening and questioning that extends beyond professional achievements and includes interpersonally focused dialogue on issues such as work-family balance.

• Be aware of research indicating discrimination leading to lower achievement of underrepresented faculty. Be aware of research suggesting that a major reason for these problems may be a lack of informal interaction and mentoring for these persons.

• Address the difficulty of women from underrepresented backgrounds in finding an appropriate mentor. This may be due to the overabundance of White and/or male mentors and lack of mentors from a underrepresented background.

• If there are few underrepresented women in a department, this high visibility may deter potential mentors.

• Research interests of underrepresented women may fall outside the mainstream interests of the department and may be considered risky by senior faculty.

• Underrepresented faculty may be assigned to fringe departments

and/or moved into administrative positions before they have built a substantial research base.

• Underrepresented women who do hold senior positions may be overburdened with committee responsibilities and/or other mentees, and may not have the necessary time to commit.

• Encourage networking with other departments as research suggests that underrepresented women tend to benefit greatly from relationships with other underrepresented women who may fill different mentoring needs.

Changing Mentors

In cases of changing commitments, incompatibility or where the relationship is not mutually fulfilling, the new faculty member or mentor should seek advice from the Department Chair, Associate Dean or Dean. It is important to realize that changes can and should be made without prejudice or fault. Discuss the possibility of changes with mentors during the first meeting. Changing mentors should be considered if the mentor is uninterested in the program, discourages or undervalues the new faculty member's abilities, indicates conflict of interest or form of prejudice, or simply appears to be incompatible. The need for another mentor should be fulfilled on behalf of the new faculty person. As well, he/she can be encouraged to seek out and/or identify other possible new mentors (Chesler and Chesler 2002; Massachusetts Institue of Technology, 2006; and National Academy of Engineering, 2006).

Role of the ADVANCE Office

FACULTY MENTOR PROGRAM ASSISTANCE

ADVANCE is committed to the success and retention of new faculty at URI. Both mentors and mentees should be provided some level of training, as should a pool of faculty members willing to serve as future mentors, and effective mentoring should be formally recognized. ADVANCE can facilitate the efforts of the Provost's office and individual departments by helping colleges develop their programs, soliciting and training new mentors, informally touching base to ensure that mentoring relationships are satisfactory, functioning as a resource for both new faculty and mentors if challenges arise, and maintaining a mentor data base. ADVANCE can function in a facilitative role and promote better understanding and sustained attention to the critical importance of good mentoring.

The ADVANCE Center will:
- Maintain a master list of faculty mentor assignments across all colleges
- Solicit and maintain a list of faculty interested in serving as mentors
- Provide annual mentor training sessions for both mentors and mentees
- Provide written mentoring materials and web tutorial
- Contact mentors and new/early-career faculty annually to ensure relationships are mutually satisfactory and the various needs of new faculty are being met
- Assist/coach new faculty and/or mentors with any issues or challenges
- Advise colleges on how to increase the effectiveness of their mentoring programs
- Publicly acknowledge excellent mentoring

Toward the goal of self-assessing the effectiveness of mentoring in a given department or college, the following questions may be considered by individuals, or groups of individuals, for discussion. These questions are derived from the 2007 ADVANCE Academic Work Environment Survey.

1. I believe that good mentoring is important to the success of most faculty members.
2. My college places a high priority on quality mentoring.
3. My department/unit, in particular, places a high priority on quality mentoring.
4. My discipline or field values mentoring.
5. I am familiar with the mentoring policy in my college.
6. My department/unit has a process to ensure that mentoring relationships are going well.
7. My department/unit acknowledges mentoring activities through an award, course release time, or some other tangible recognition of

service.
8. I am satisfied with the level/quality of mentoring I am currently receiving.
9. Mentoring about teaching is important.
10. Mentoring about the promotion process is important
11. Mentoring about publications is important.
12. Mentoring about finding resources is important.
13. Mentoring about work-life issues is important.

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