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ADVANCE
RESOURCE CENTER

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THE
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OF RHODE ISLAND

FACULTY MENTORING HANDBOOK

A TOOL FOR ENSURING FACULTY SUCCESS

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Appendix D

College Mentoring Program Planning Calendar

January	ADVANCE contact Colleges to update mentor assignments
February	ADVANCE phone "check-in's" with new faculty begins
March	
April	
May	ADVANCE Mentor Program Assessment Survey
June	Mentor assignments completed for incoming faculty ADVANCE Mentoring Excellence Awards
July	
August	URI New Faculty Orientation – Mentor Materials to new faculty
September	ADVANCE Mentor Training Workshop
November	ADVANCE Junior Faculty "Mentoring Matters" Lunch
December	

Colleges should sponsor mentoring activities.
Please fill in your college's mentoring events, junior faculty receptions, etc.
The items above are URI- & ADVANCE-sponsored events or services.

Appendix C

A Great Faculty Mentoring Program Should Contain…

1. Visible, overt, regular communication from leadership that good mentoring is a department priority
2. Formal program management
3. Thoughtful mentor matching at hire, and prior to arrival on campus
4. Multiple mentors, one outside department, until T&P decision
5. Provision for training of mentors
6. Provision for training of junior faculty (mentees)
7. Opportunities for junior faculty to network/meet as a group
8. Opportunities to check on success of mentoring relationships for every junior faculty, and re-assign/augment, etc., as needed
9. Evaluation of program as a whole on a regular basis
10. Provision of formal recognition, acknowledgment, awards, etc., for mentoring

Does your college promote these 10 practices?

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Revised August 2008

Characteristic of Mentoring	For Example
Research & scholarship	Relevant funding sources; lab management; finding & nurturing grad students; budget management; communicating with funding agencies, etc.
Tenure & promotion process	Attendance at AAUP P&T workshop; examples of successful dossiers; help with preparing for annual review, tenure evaluation, etc.
Publications	Pertinent journals & meetings; dealing with reviewer revision requests; dealing with paper rejection; writing efficiently; forming collaborations, etc.
Teaching	Innovative pedagogy; IDP workshops; teaching large classes; boundaries with students, etc.
Serve as advocate	Expedite lab/office renovations; voice mentee's needs/concerns to chair/dean; protect mentee from inappropriate demands on time, departmental politics, etc.
Locating resources	Administrative negotiations; visit a grant monitor; apprise of local COR/funding opps., etc.
Service	Strategize career-appropriate service; highlight important committees, balance service time, etc.
Navigating URI systems	Budget forms approval; ID key administrative personnel; ID key forms (TARs)/procedures; etc.
Work-life issues	Asking for parental or other leaves; dual-career help; balancing work-life responsibilities, etc.
Professional relationships	Meeting/lunch with colleagues; introduce to administrators & potential faculty collaborators; etc.
Social relationships	Lunch invites; social events or introduce to similar others; routine of informal meetings, etc.
Educate & encourage dept to take mentoring seriously	Discuss mentoring at dept meetings; mentor gatherings; discuss college mentoring policy; endorse & practice idea that mentoring & nurturing junior faculty is entire dept's responsibility, etc.
General support	Be sensitive to anxiety — gauge when to step in, offer advice, etc.; be a good sounding-board — listen without judgment; remain positive & encouraging, not critical, etc.
Direct & frequent communication	Regular (not haphazard) & frequent meetings, even if informal; be proactive-prevent don't troubleshoot; schedule some meetings off-campus; stay in touch until tenure-decision, etc.
Settling into URI	Situate employment paperwork BEFORE mentee arrives on campus; ready office, lab, or studio; inform about realtors, day-care, schools, restaurants, civic orgs, community action groups, etc.; tour campus & introduce; highlight URI's uniqueness; tips on Univ and RI "culture;" etc.

"...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 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 the junior faculty are being met."

- Approved by URI Provost M. Beverly Swan, December 21, 2006

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Appendix B: Mentoring Needs Assessment for New Faculty

	Things I Could Do			
This advice would benefit me… (Not prioritized)	I don't have this need	Mentor provides effectively (or referred me to a provider)	I should talk about this need with my mentor	I should find another mentor (List possible names)	Who can help me identify my options?
Research & scholarship					
Tenure & promotion process					
Teaching					
Advocacy					
Locating resources					
Service					
Navigating URI					
Work-life issues					
Professional relationships					
Social relation-					
Educate & encourage dept to take mentoring					
General support					
Direct & frequent communication					
Settling into URI					

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Characteristic of Advisement	For Example
Research & scholarship	Relevant funding sources; lab management; finding & nurturing grad students; budget management; communicating with funding agencies, etc.
Tenure & promotion process	Attendance at AAUP P&T workshop; examples of successful dossiers; help with preparing for annual review, tenure evaluation, etc.
Publications	Pertinent journals & meetings; dealing with reviewer revision requests; dealing with paper rejection; writing efficiently; forming collaborations, etc.
Teaching	Innovative pedagogy; IDP workshops; teaching large classes; boundaries with students, etc.
Serve as advocate	Expedite lab/office renovations; voice mentee's needs/concerns to chair/dean; protect mentee from inappropriate demands on time, departmental politics, etc.
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	Things I Could Do					
Characteristic of advisement (Not Prioritized)	I'm doing this fine, or have found someone else to help	My mentee doesn't have this need	I should talk about this need with my mentee	I should either begin this or do it better	I should find someone for help (List possible names)	Other?
Research & scholarship						
Tenure & promotion process						
Teaching						
Serve as advocate						
Locating resources						
Service						
Work-life issues						
Establish professional relationships						
Establish social relationships						
Educate & encourage dept to take mentoring seriously						
General support						
Direct & frequent communication						
Settling into URI						

Preface

The ADVANCE Institutional Transformation Project was initiated at the University of Rhode Island through a 5-year (2003-2008) National Science Foundation grant. The goal was to improve and enrich the science, technology, engineering, and mathematics (STEM) academic workforce at URI through the increased representation and participation of women faculty. ADVANCE endeavored to accomplish its goal by launching initiatives in four areas: (1) faculty recruitment and retention, (2) faculty development, (3) work-life balance, and (4) climate change. Because the benefits of these efforts extend to *all* faculty, and ultimately everyone at the University, ADVANCE endeavors to produce systemic change by improving policies, practices, and the work environment for everyone. By establishing collaborations with the administration, and permanent networks of support, we are striving to sustain change beyond the grant period by evolving into a permanent center for equity and diversity at URI.

Effective mentoring for new faculty has been a significant undertaking of ADVANCE. To meet that goal, we host training workshops and provide support materials to educate mentors, mentees, and department chairs. To complement the excellent mentoring programs many departments/ colleges already have underway, we promote the establishment of formal institutional expectations along with a set of resources to ensure that all new faculty receive good mentoring. In 2006, the Provost of the University endorsed the creation of a campus-wide Faculty Mentoring Program.

ADVANCE facilitates the mentoring efforts of the Provost's office and individual departments by helping colleges develop their programs, soliciting and training new mentors, "checking-in" to ensure satisfaction in mentor relationships, functioning as a resource for both junior faculty and mentors if challenges arise, maintaining a mentor data base, evaluating mentor programs, and rewarding excellent mentoring through an annual award. We aim to promote better understanding and sustained attention to the critical importance of good mentoring. Please contact us with any questions, suggestions, or concerns, or visit our website at: www.uri.edu/advance.

"My mentor has provided invaluable insight, assistance, and guidance to me over the past 4 years. During my first year, he stopped by my office nearly every week just to see how I was doing, and since then he has continued to be in frequent touch with me. He has answered all sorts of questions that I had regarding URI policies, procedures, and balancing the demands of teaching and research. When I've called him or stopped by his office, he's always made time for me. In addition, he's gone out of his way to introduce me to other members of the URI community and made me feel at home."

- junior faculty member, URI, 2008

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Top 10 Things That...

… 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, senior colleagues, and 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 faculty 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 Instructional 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 will 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.

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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.

A parting thought…

...happy faculty stay.

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 most 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 most, 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.

Change in the Academy

A generational "changing of the guard" is underway in the American professoriate (Rice, Sorcinelli, & Austin, 2000) which has related challenges. 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 to include large differences in the ways retiring, senior faculty 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, women, and 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.

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 facilitates the efforts of the Provost's office and individual departments by helping colleges develop their programs, soliciting and training new mentors, helping with mentor matches, 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 functions in a facilitative role to promote better understanding and sustained attention to the critical importance of good mentoring.

The ADVANCE Center:

- √ Maintains a master list of faculty mentor assignments across all colleges.
- √ Solicits and maintains a list of faculty interested in serving as mentors.
- √ Provides annual mentor training sessions for both mentors and mentees.
- √ Provides written mentoring materials and a web tutorial.
- √ Contacts mentors and new, early-career faculty annually to ensure relationships are mutually satisfactory and the various needs of new faculty are being met.
- √ Assists & coaches new faculty and/or mentors with any issues or challenges.
- √ Advises colleges on how to increase the effectiveness of their mentoring programs.
- √ Publicly acknowledges excellent mentoring through an annual award.
- √ Evaluates mentoring at URI annually.

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- √ There is often just as much variability within groups as between. Value and respect individual differences.
- √ Acknowledge both real and perceived lack of power. Respect the subjective experiences of women and more subtle forms of discrimination such as 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.
- √ Give special concern for the complexity that arises when gender, race, and or sexual orientation intersect. Faculty women of color often experience unintended discrimination due to both their gender and 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.

Changing Mentors

It is not unusual for an initial match-up between a junior faculty member and a mentor to be less than ideal. 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. The ADVANCE Office also offers neutral outside assistance in locating new matches or additional mentors.

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 & Chesler 2002; Massachusetts Institute of Technology, 2006; National Academy of Engineering, 2006).

Unfortunately, all too often junior faculty members remain silent about a less than satisfactory relationship, or simply be unaware or too busy to focus on improving their mentoring relationship. For this reason, it is important for the chair to “check in” periodically to ensure things are going well for both parties.

Mentoring Works

Research demonstrates that senior colleagues play critical roles in creating the kind of academic environment that supports the success of early-career faculty (Rice, Sorcinelli, & Austin, 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 & 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.

BENEFITS FOR THE MENTEE

- √ Informal, “off-the-record” feedback
- √ Having a safe sounding board
- √ Access to formal & 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
- √ Advice on work-life balance challenges
- √ Advice on conflict resolution
- √ Individual recognition and encouragement
- √ Gaining knowledge of procedures and inside information about the department, college, university
- √ Gaining an understanding of the “culture” of the institution
- √ Gaining knowledge of the informal and formal rules for tenure & promotion
- √ Having a spokesperson or advocate, if needed
- √ Reduction of stress (psychosocial support)
- √ Gaining knowledge about the local community
- √ Feeling welcomed and valued as a member of the URI community

BENEFITS FOR THE MENTOR

- √ 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 new research/scholarly collaborations
- √ 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 developments in one's field
- √ More apt to keep abreast of institutional developments
- √ Increases stimulation from bright and creative new colleagues

BENEFITS FOR THE INSTITUTION

- √ Contributes to recruitment success
- √ 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

(Cartwright, 2008; Kanuka, 2005; Luna & Cullen, 1995; University of Toronoto, n.d.*a*)

"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)

tively work to establish networks of support. A good mentor can help.

Recognize Diverse Needs. Successful mentoring must recognize diverse needs and styles of faculty of differing race, culture, class, and gender. Institutional change through challenge of some of the conventions can improve the chances of successfully integrating personal and professional life for all faculty. Striving for a more inclusive, participatory, and democratic organizational structure that values all its members and their needs and interests promotes the kind of climate that encourages the risk-taking necessary for innovative work and the collaboration necessary for networking (Etzkowitz et al., 2000).

Sexual Harassment. The subject of sexual harassment is a necessary part of any conversation about mentoring. Despite the best intentions, increased awareness, and education, sexual harassment is still prevalent in many work environments. The potential for sexual harassment exists in all mentoring relationships; both men and women are potential victims and potential perpetrators. 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 students and new faculty call for discussions of new models of collegiality and professional development that avoid such abuses of authority.

CONSIDERATIONS

- √ The goal is not assimilation into existing structures, but reform in structures that keep underrepresented or female women faculty marginalized.
- √ Give thoughtful consideration to individual needs in making mentor-mentee matches. Cross-race and cross-gender mentoring may serve some of the needs and interests, but assist in networking with other departments as research suggests that underrepresented individuals tend to benefit greatly from relationships with other underrepresented faculty who may fill different mentoring needs.
- √ The status difference in cross-gendered, cross-race dyads can create problems. Avoid stereotypical roles (parent-child or knight-helpless maiden). Heed the obvious gender barriers.
- √ Be aware, no matter how well-intentioned, young faculty do not want to be told they look young or remind their mentor of their adult daughter (or son).
- √ Be conscious of over-taxing the one or two senior women or faculty of color in a college or department.
- √ Acknowledge that women may want to construct their careers around priorities that differ from their male counterparts', including non-traditional research interests and timelines.
- √ A mentee may respond better to non-affronting, non-aggressive challenges, and perform better when supported rather than tested.
- √ Acknowledge the attributes of women that have been traditionally undervalued: greater emphasis on collective, team-based approaches to learning and achievement, and interpersonal satisfaction and integration.
- √ Acknowledge influences of female socialization without perpetuating negative or harmful stereotypes. Women's socialization tends toward cooperation in contrast to individual competition.

associate levels range from 2.1 to 10.5%. Often these percentages reflect only a single, "solo status" faculty member in a given department. These numbers are not sufficient for optimal role modeling of minority students or faculty. Women faculty from minority racial and ethnic backgrounds at the full professor level are nearly nonexistent in physical sciences and engineering departments at top research institutions.

Faculty Diversity at URI. Data compiled by the ADVANCE Program at URI for 2006 indicated that women comprised 10% of the full professors in the computer, physical, and life sciences and engineering departments (NSF Benchmark Indicators Report, 2006). At the associate and assistant levels, the percentages were 32% and 44%, respectively. Of 248 total faculty in these disciplines, there were 5 minority women and 5 minority men assistant professors, and 6 minority women and 5 minority men associate professors. There were 26 men and no women from minority racial groups at the full professor rank. Expanding the analysis to include the Social and Behavioral Sciences (290 total faculty), women comprised 21.7% of the faculty in 2006, up from 16.5% in 2003.

Examine Traditional Strategies. ADVANCE research at URI has also confirmed findings that a supportive climate, which includes effective mentoring, is key to the success of female STEM faculty and underrepresented faculty in any department. Chesler & Chesler (2002) discuss the importance of "gender-informed" mentoring strategies. Such strategies start with an examination of the socialization of women as compared to men particularly as it pertains to their definitions and means of success in the academy. In a male-dominated environment, particularly in the sciences and engineering, the traditional mentoring approach is often rooted in a "boot camp" experience or a "weed out" process, in the belief that this will produce a strong performer. As described by Seymour (1995), the goal is to strengthen the mentee with challenges designed to produce an increased tolerance to stress and potentially to weed out those who cannot rise to the occasion while focusing on the longer term goal of independence. A successful "journey" requires separation from dependency that often leads to a high degree of competition. This traditional approach is often inconsistent with the socialization of women (and men socialized in less gender-constricted ways) and their orientations toward integration rather than separation, interdependence, and collaborative rather than competitive work styles (Chesler & Chesler, 2002).

Recognize Negative Outcomes. The negative consequences of this mentoring approach for those whose needs differ can extend from feeling isolated and unsupported to leaving the institution. This concept can be applied to the cultural differences between the predominantly white academy and early-career faculty of color, of differing ethnic origin, with disabilities, or of other underrepresented groups. In highly male-dominated fields and/or white-dominated fields, sometimes not calling attention to the fact that one is different (not male, not white, not the "norm") is one's best shot at surviving. This "psychology of tokenism" encourages underrepresented minorities entering such professions to learn to fit into and thus replicate the existing structure. But in order for diverse faculty members to play sustained roles in these traditionally white, male professions, they must ac-

Mentoring IS Work

The literature on mentoring in universities (Cartwright, 2008) indicates that, compared to non-mentored faculty, mentored faculty experience:

- √ higher levels of job satisfaction
- √ better student evaluations
- √ greater academic productivity
- √ stronger likelihood of remaining at a particular university

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 (University of Southern California, 2003).

Although potentially rewarding, mentoring is work that requires time and effort. Thus, institutions should reward mentors. 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 mentoring pair and do not hamper their progress (University of Southern

Remember:
- √ Reward good mentoring
- √ Mentoring should be a normal, expected activity between faculty members
- √ Match carefully—each member of the pair has different needs and considerations
- √ Encourage individual goal-setting and relationship flexibility

Models of Mentoring

ONE-TO-ONE MENTORING

The most necessary ingredient to a fulfilling mentoring relationship in the one-to-one model is for the two individuals to *spend time interacting*. Below are some models of one-to-one mentoring:

Inside the department. In this model, the most traditional, 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. Departmental mentors can provide helpful information on localized, departmental practices and policies. This can be important as demands of grantsmanship, teaching and research can be quite different between disciplines.

There is, however, a risk that this form of mentoring can lead to discipleship building (Cartwright, 2008). Mentees might find themselves inadvertently drawn into a departmental faction simply because of the association with their mentors. 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.

Outside the department. 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 the mentor's lack of familiarity with the mentee's home department.

Are similar characteristics important? The model of being paired with a mentor who identifies with the race, gender, age and/or ethnicity of the mentee (underrepresented or otherwise) also has its advantages and disadvantages.

The literature indicates that such mentors can provide valuable advice for negotiating the special demands upon mentees from underrepresented groups (Cartwright, 2008). 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 indi-

Successful Mentoring of Underrepresented Groups

Conscientious mentoring of early-career faculty from underrepresented groups can broaden our thinking about established institutional structures and traditional faculty roles, and improve the quality and climate within the profession. However, the very differences that make diverse candidates desirable are the same ones that can compromise the mentoring relationship. To derive the greatest value from racial, generational, cultural, and/or gender differences, mentoring must do more than replicate the "old boy's network." As academia strives to diversify, the characteristics of a supportive climate must be reconsidered.

Uneven Expectations. Increasing numbers of women are earning science and engineering doctorates but proportionate numbers are not found in the professoriate (NAS, 2007). Significant gender gaps, marked by decreasing numbers of women at every educational transition from high school through full professorship, occur throughout the academic pipeline in the sciences. The reasons for this are not related to a disparity in capability or drive, but are a function of institutional culture and its expectations (NAS, 2007). Unknowingly, some structures and practices in academic institutions discourage underrepresented individuals from achieving their potential. For example, characteristics that are often selected for and believed to relate to scientific creativity -assertiveness and single-mindedness- are valued more highly than characteristics such as flexibility, diplomacy, curiosity, motivation, and dedication. The traits of assertiveness and single-mindedness, comprising a socially unacceptable stereotype when applied to women, are often used as evaluation criteria and do not favor women who employ different methods for success. Additionally, the time demands on successful scholars require that they have substantial work and family support. Ironically, it is still more often the female partner, aka. the female faculty member, who is considered the source of such support. NAS (2007) reports that 90% of women scientists and engineers have full-time working spouses while only 50% of the spouses of male faculty work full time. Time and work expectations, and balancing family and work have differential impacts on men and women.

National Data. Nelson et al. (2007) report on data derived from the top 100 U.S. science and engineering departments (ranked by the National Science Foundation). There are fewer than 5% "underrepresented minorities" (African American, Hispanic, First Nations) at the full professor level in the physical sciences and engineering disciplines (FY2007). Percentages at assistant and

- √ Support research about mentoring women and other newcomers in your discipline.
- √ Identify a set of other potential informal mentors for each new faculty member that includes persons within and outside the department and institution who are familiar with some aspect of each individual's field.
- √ Consider establishing 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 a mentor(s) with different strengths throughout the organization.
- √ Encourage the formation of broad networks of women and underrepresented faculty 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.).
- √ Consider possible professional or personal conflicts of interest that may compromise relationships between mentors and mentees, and unfairly compromise a junior faculty member's progress
- √ Emphasize a zero-tolerance policy for sexual harassment and publicize guidelines (available through the URI AAEOD office website: www.uri.edu/affirmative_ action).
- √ 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.

Four behaviors identified by women scientists at URI as key in helping advance their careers. These are valuable for ***any new faculty member***:

1. Create opportunities for collaboration
2. Enhance competency through mentoring
3. Provide resources for doing research
4. Generate support through community

viduals would be well suited to each other based solely on similar gender or race 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.

MULTIPLE MENTORS

Current perspectives of mentoring often value group approaches and multiple mentors as viable alternatives. New faculty members can find an array of mentors useful — colleagues and peers inside and outside the department — to assist with their acculturation to the university.

"The notion of a single experienced faculty member being willing an able to play the all-inclusive role of mentor to a [mentee] is wishful thinking."

-Tierney & Bensimon (1996)

The goal is 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 (Chesler & Chesler, 2002).

This model of mentoring eliminates the need to find the perfect mentor and encourages mentees to consider advice from several different perspectives. It encourages more participation on the part of mentors as they recognize that they are not expected to meet the mentee's every need.

This model, however, requires carefully planned implementation to ensure follow-through from all parties. 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 OR PEER MENTORING

Another form of mentoring known as being highly effective 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 model is to allow new faculty to come together to discuss issues, both positive and 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.

This mentoring model allows new members to become acquainted with those in

other departments, and can 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).

"EXPERT" MENTORING

Some institutions, including URI, maintain an active pool of "expert" mentors who are available to be contacted directly by faculty who are seeking ad-hoc assistance or expertise in a particular area such as teaching, grant management, grant proposal writing, work-life balance, tenure and promotion, or conflict management.

The duration of the assistance is generally short term and topic- or task-specific. Call the ADVANCE office for more information.

ate openings for spouses/partners?

- √ 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?

GUIDELINES FOR THE DEPARTMENT CHAIR

- √ Publicly endorse mentoring as a valuable service contribution to the University and support recognition of those who engage in it.
- √ Assist in advertising the Mentoring Program and recruiting potential mentors. Be familiar with the components of a great faculty mentoring program (**Appendix C**).
- √ Be familiar with the Mentoring Program Calendar (**Appendix D**) for your college. Coordinate new faculty or mentor-mentee events with those established on the calendar. Take advantage of activities and services available through the ADVANCE Office.
- √ Develop a formal mechanism (award, partial course release, social event, etc.) to reward mentors in your department
- √ Ask the search committee to recommend potential mentors. Assign a mentor to a new faculty member *as soon as the offer of appointment is accepted.*
- √ Make information regarding mentoring available to all potential hires at the time of the interview.
- √ Ensure that appropriate contact information regarding the assigned mentor is sent before the new faculty arrives.
- √ Ensure that the mentor contacts the new faculty member in advance and addresses critical questions and issues before her/his arrival.
- √ Continue to check in with both parties periodically throughout the mentoring relationship.
- √ Be amenable to funding a couple of lunches per year for the mentor and new faculty member.

partment 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 in the Contract and Grant Accounting Office. This is a critical connection as it is the duty of 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 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 appropri-

Best Practices Guidelines

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, and (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, and setting a regular schedule for meeting. 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, both those that are challenging in a friendly way and those that help your mentee talk about what is important to her/him.

Be plugged in. As a mentor, 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 networks 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 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.
- √ Ensure initial provisions are in place—hiring paperwork processed, office and lab set up, etc.
- √ 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 her or him how much you get out of the relationship, and that s/he 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 mentee learn what kinds of institutional support s/he should seek for career development, 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.

Assess your relationship. Bearing in mind that it is unrealistic to expect to be able to meet all of your mentee's needs, take the time to assess your strengths. Ask your mentee how else you might be of assistance, or help your mentee make connections with others who have different strengths to offer. The Faculty Mentoring Profile worksheet (**Appendix A**) provides an excellent aid to a self-evaluation.

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 Resource Center is available to offer guidance and materials to new faculty and to assist with mentor matching and other issues related to mentoring throughout the early career years. 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, and 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. The following list is intended to get you thinking. Not all of these apply to everyone.

I want my mentor to help me:

- √ Network
- √ Gain a realistic perspective of the academic workplace
- √ Gain knowledge of the unwritten "do's and don'ts"
- √ Balance work and other responsibilities and set priorities
- √ Challenge myself to achieve new goals and explore alternatives
- √ Develop a plan for promotion and tenure
- √ Facilitate opportunities for advancement
- √ Critique my proposals
- √ Invite me to lectures, talks, presentations

The Mentoring Needs Assessment for New Faculty (**Appendix B**) is a very useful tool designed to assist you in developing your needs and goals.

Set up regularly scheduled meetings with your mentor. Establish a mutually agreed upon time commitment for this activity. Mentors and mentees meet anywhere from an hour a week to an hour a month or less frequently. Your needs will vary. Communicate regularly with your mentor to assure that your needs are met and to extend consideration to your mentor of his/her time.

Get to know the players. Ask about the Instructional Development Program and course planning workshops. Ask to be introduced to the administrators in your de-