

Exemplary Junior Faculty Mentoring Programs

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Methodology

The WFF has conducted initial research regarding junior faculty mentoring programs and policies at Yale and several of its peer institutions. Seventeen institutions were included in the initial query: Brown University, Columbia University, Cornell University, Dartmouth College, Duke University, Emory University, Harvard University, Princeton University, Rutgers University, Stanford University, the University of California System (including Berkeley, Irvine and San Diego campuses), the University of Chicago, the University of Michigan, the University of Pennsylvania, and Yale University. Resources available from the University of California System, the University of Michigan and the University of Chicago lead to additional valuable resources from other institutions including: the University of Manitoba, Kansas State University, the University of Oregon and the University of Wisconsin.

This document includes information about the best mentoring programs for junior faculty found in the course of our inquiry. One program is particular to FAS junior faculty, two programs were designed particularly for women faculty, one is particular to medical faculty, and one was designed for women faculty but since expanded to include the entire junior faculty.

Also included are two documents relevant to junior faculty mentoring, but that do not outline actual programs. The first includes principles for mentoring FAS junior faculty, and the second is a PowerPoint presentation describing a successful mentoring program to increase the success of female junior faculty in departments with low percentages of women faculty.

All research was conducted through visits to each institution's website. On each site, the phrase "junior faculty mentoring" was used in the available search engine. Each of the institutions explored yielded useful information pertaining to some aspect of junior faculty mentoring and development.

Emory University

Passages Program

<http://www.emory.edu/PROVOST/passages>

What is Passages?

Passages: A Structured Mentoring Program for Faculty at Emory, sponsored by the Provost's Office, provides junior faculty with quality guidance in building long and productive careers at the university. The program was developed by the Faculty Concerns Committee of Emory University's President's Commission on the Status of Women, and began in 1999 as a program for women faculty only. The program was expanded in 2001 to include all faculty members.

Passages pairs junior faculty with senior colleagues who have achieved tenure in the same school but who reside in a different department than their mentoring partner. Each pair works together to help the junior member set priorities, develop a network of advisors, increase visibility in the Emory and professional communities, understand Emory's institutional culture, and "quick start" the tenure process.

Passages is a structured mentoring program: members of each pair are expected to commit to regular meetings and formulate goals in different areas of importance for the junior faculty member. Even with an overall structure in place, the program affords each pair great flexibility in choosing how to spend their time and energy to enhance the junior members' career. Pairs meet throughout the academic year to work toward goals they develop together. Program participants also meet as group periodically for training and informal gatherings focused on career development. Every success recorded by a Passages' participant, every step toward tenure and promotion, is part of building a better future for all faculty at Emory

Acknowledgements

Passages owes its existence to the support of a number of people at Emory University, especially, Interim Provost Howard O. Hunter, former Provost Rebecca S. Chopp and the members of the President's Commission on the Status of Women. The members of the PCSW's Faculty Concerns Committee who designed the program in 1998-99 included Mary DeLong, Lynna Williams, Carol Burns, Polly Price, Maureen St. Laurent, Kay Vydareny, and Mary Anne Lindskog. We also appreciate the work of Paula Washington, president of The Womentor Group.

Passages materials were adapted in part from the training materials developed by the Women Faculty Network at the Massachusetts Institute of Technology, and the Women Faculty Mentoring Program at the University of Wisconsin-Madison.

How Do I Become Involved?

If you are interested in becoming a junior faculty protégé, click on "Junior Faculty Application" below. If you are interested in becoming a senior faculty mentor or a member of the informal mentoring advisory board, click on "Senior Faculty Application" below. Completed forms may be returned via email or campus mail to Jennifer Stocking, Coordinator, Passages Program (you will find her addresses and phone number on the forms).

Application Form for Junior Faculty Members

Name:

Work Phone:

Title:

Fax:

Department:

Email Address:

School Address:

Years at Emory:

Home Address:

Answers to the questions below will help us pair mentors and protégés.

Please describe in a few sentences your research interests.

Please describe in a few sentences the kinds of teaching you do or expect to do (i.e., lectures, seminars, laboratory teaching, graduate advising, etc.)

Each mentor/protégé will agree on a plan for the mentoring partnership. Please state 3 areas where you feel a mentor could help you:

Please state any preferences you might have regarding your potential mentor (i.e., gender, race, clinician vs. basic scientist, emeritus vs. current faculty, etc). Do you desire a mentor inside or outside your department?

If you have already chosen a mentor, please provide that person's name* and school/department below:

Please return this form by August 1 to Jennifer Stocking, Coordinator for the Passages Program, Office of the Provost, 313 Administration Building, Campus or via email to: jstocki@emory.edu.

*We will need to receive a completed application from him/her, also.

Application Form for Senior Faculty Members

Name:

Work Phone:

Title:

Fax:

Department:

Email Address:

School Address:

Years at Emory:

Home Address:

Answers to the questions below will help us pair mentors and protégés.

Please describe in a few sentences your research interests.

Please describe in a few sentences the kinds of teaching you do (i.e., lectures, seminars, laboratory teaching, graduate advising, etc.).

Please describe your particular strengths as a mentor (for example: teaching techniques; time management; networking with other faculty; etc.).

How available can you be to your protégé?

Please state any preferences you might have regarding your potential protégé (i.e., gender, race, clinician vs. basic scientist, etc). Do you desire a protégé inside or outside your department?

If you have already chosen a protégé, please provide that person's name* and school/department below:

Please return this form by August 1 to Jennifer Stocking, Coordinator for the Passages Program, Office of the Provost, 313 Administration Building, Campus or via email to: jstocki@emory.edu.

*We will need to receive a completed application from him/her, also.

Program Events and Activities

"Passages Program Orientation Workshop"

Tuesday, September 9, 2003, 4-6pm

Jones Room, Woodruff Library

Welcome Remarks: Harriet King, Senior Vice Provost for Academic Affairs

Mentoring Tips: Dr. Kim Loudermilk, Director of Special Academic Projects, Emory College

Panel Discussion of Passages participants from the 2002-03 academic year.

"Teaching Portfolio Workshop"

Wednesday, November 5, 2003, 11:30am- 1:30pm

Cox Hall Ballrooms, #1 & 2

Panel & Roundtable Discussions/Luncheon

"Grant Writing Workshop"

Wednesday, January 28, 2004, 3-5pm

Carlos Museum Reception Hall

Guest Speakers & Roundtable Discussion

"Balancing Family Life and an Academic Career"

Wednesday, March 24, 2004, 3-5pm

Location TBA

Tips for Mentors

- Exchange CV's with your protégé to stimulate discussion about career paths and possibilities.
- Ask about and encourage accomplishments. Provide constructive criticism and impromptu feedback.
- Use your knowledge and experience to help junior faculty member identify and build on his/her own strengths.
- Attend all Passages events, including the fall training session and periodic workshops.
- Try to be in contact twice monthly (if possible) about the junior faculty's career and activities. Commit to making one contact per month to show you're thinking about your protégé's career.
- Discuss annual performance reviews with the junior faculty member: how to prepare, what to expect, how to deal with different outcomes. Preview the document before it is submitted to the chairman.
- Aid the junior faculty in exploring the institutional, school, and departmental culture, i.e. what is valued? What is rewarded?
- Check-in with Passages coordinator with any concerns, or problems. Respond to occasional calls from the coordinator to see how each pair is doing.
- Share knowledge of important university and professional events that should be attended by the junior faculty member.

Tips for Protégés

- Show initiative in career planning: write a personal statement about your educational philosophy (to be amended as needed); exchange your CV with your mentor for discussion.
- Find out about, and take advantage of, opportunities for learning about how the university, and your field, operate. Write down questions as they occur to you, and then begin searching out the answers.
- Realize that your success is important not just to you, but also to your department and the university. Consider that "going it alone" doesn't work that well for anyone.
- Make your scheduled meetings with your mentor a priority, and take advantage of e-mail and the telephone to keep in touch informally.
- Be willing to ask for help.
- Let the Passages coordinator know if you have questions or concerns about the program.
- Begin assembling your "advisory board" of supporters and advisors in the university community.
- Make and maintain contacts with other junior faculty, within your department as well as in other departments and schools.
- Become familiar with the resources available to support and strengthen your teaching and research.
- Assemble a library of information about your institution, school, and department: the "Gray Book" of Emory faculty information for the university and a similar book for your school; the latest strategic plan for your school and your department.
- Set a meeting with your chair to discuss departmental expectations for tenure and promotion.

Suggested Topics of Discussion for Passages Pairs

General:

- How is the junior faculty member's department organized? (Divisions, Committees?) How are decisions made? What are the opportunities for junior faculty involvement?
- Is support staff available to junior faculty? What can be expected of support staff? What supplies and expenses are covered by your department? By your school? Are there other resources available to cover expenses related to teaching and research?
- Research and Resources:
- What conferences should the junior faculty attend? How much travel is allowed/expected/supported? How do you choose between large conferences and smaller events? What can you do at professional gatherings to gain the type of exposure that can lead to good contacts, and potential names of tenure-file reviewers?
- Authorship etiquette: On collaborative efforts, how are the authors listed? Where do graduate student names go? How important is first authorship? How is alphabetical listing of authors viewed?
- Where should you publish? What should you publish? How much/how often? What are your department/school's expectations regarding publication before tenure and promotion? How do journal/chapters in edited collections/conferences compare? How much "new" work is necessary to make something a "new" publication? Where should your publishing energy go: is a single-author book always preferable to an edited collection? May material published be submitted elsewhere? When is it time to worry if you haven't published?
- Is it worthwhile to send published reports to colleagues here, and elsewhere? What's the line between sharing news of your accomplishments and appearing self-congratulatory?

- Research and Resources (in a "soft money" and/or laboratory environment):
- What research resources are available to you as a faculty member?
- How important are grants? How do you get hooked into the grant-writing process? How much effort should you be investing in capturing research funding? How can you find people to assist you in writing the best possible proposal, to draw up the budget? What are departmental expectations of percent of your salary to be supported by external grant funding?
- What is the expected percent of indirect cost funding on grants you received? Are there funding agencies to which you should not apply for grants because of inadequate indirect cost recovery? For laboratory space, what is the expectation of the amount of indirect funds recovery per square foot of laboratory space you occupy? How does the department assess shared cost for use of common equipment and its service contracts?
- What do you see as your research "niche" in your department, in your area of research? What does your chair see your area of research contributing to the department, eventually to the school?
- For medical doctors, what is the expected level of clinical duty while trying to write and acquire external funding? Is clinical research funding equivalent to basic research funding?

Presentations on Research:

- Should you give presentations within your department? How often? How are colloquia in your department organized? What are the opportunities for your graduate students to present their work?
- Should you give presentations about your work at other universities/institutions/public settings? How often? How important is this? If it is important, how do you get invited to give these talks?
- Collaborative Research
- Is collaborative work encouraged or discouraged in your department/school/fields? With other members of your department? With international colleagues? With colleagues who are senior/more established? With other junior faculty/graduate students? Long-standing collaborations, or single efforts? How important is it to have some (or all) single-author papers to your credit or papers with multiple authors in which you are first author or senior author?
- Should you form a research group? What sort of activities should the group do, as opposed to work you should undertake individually?

Teaching:

- Will you be expected to assemble a teaching portfolio for your tenure review? What goes into such a portfolio?
- What are you expected to teach? Graduate, undergraduate, seminar, lecture, practicum, recitation, special topic, service course? Are some types of teaching more valued? How much flexibility is there in teaching schedules? Who controls the schedule?
- Which are the "good" subjects to teach? Is it good to teach the same course semester after semester, stay with a single area? Or should you "teach around"?
- Is it good to develop new courses? Specialized courses in your research area?
- For faculty on "soft money," what are the departmental expectations for teaching load considering the number and size of grants that must be written to support the expected fraction of your salary? Is this a reasonable expectation? What about lectures in other courses?
- How can you use a special topics course to get a new research project off the ground?

- How much time should you spend on your course preparation? Where's the line between sufficient preparation and over-preparation?
- Will you have a teaching assistant? Who will select him/her? What can you expect of a teaching assistant, and what are your responsibilities for evaluation of his or her performance?
- Are there departmental/school standards for grading? What degree of freedom do you have in determining course content? Does your department expect midterm and final exams?
- How are you evaluated on teaching? What importance is placed on peer observation of your teaching? On student evaluations? If senior faculty do observe your classes, who asks them to come? To whom do they report, and in what way? What resources are there for improving your teaching?
- If a classroom problem arises you aren't sure how to handle, what are your options for seeking advice, help?
- What documentation related to teaching should you keep? Syllabi? Exams? Abstracts?
- How should you develop a teaching portfolio? What form should it take? What should it include?

Student Supervision:

- How important is your work with graduate students? How many should you expect to supervise? How many is too many? How much advising should you expect to do? How do you set limits on the amount of time/effort you invest in graduate students?
- How do you identify "good" graduate students? What qualities should you look for? How aggressive should you be in recruiting them to work with you? What should you expect from your graduate students? How do you identify a problem graduate student?
- How important is it to the department that you are a Ph.D. student advisor? On a Ph.D. student committee? A mentor for a professional school thesis? Mentor for an independent honors thesis? What are the qualifications to become a Ph.D. advisor in the Graduate School?
- What should you keep in files on your students? Remember that you have to write reviews and recommendations for them.
- Should you hire postdoctoral associates? What are the advantages/disadvantages?
- How are the pay scales set for the graduate students and doctoral students? Should you be involved in writing training grants?

Service:

- How much committee work should you expect to perform within your department? School? University? At the beginning of your career at Emory? What committees should you push to serve on? Are there any you should avoid pre-tenure? How much time should you expect to devote to committees and other forms of service as a junior faculty member?
- How important is professional service outside of the university? How much paper and proposal reviewing is reasonable? Review boards? Journal assistant editorships?
- How do you weigh the prestige of organizing a national event in your field versus the time commitment?

Review Process:

- How long is your appointment? When will you come up for review? What sort of reviews? How is a fourth-year review, for example, different from the tenure review? What is the process? (What do you submit for review? When? How do you hear the results? How are the reviewers selected? Do you have a role in that process?)

- If you are responsible for submitting your own list of potential outside reviewers, how do you go about assembling such a list? What kind of reviewers should you try for? Are international and domestic reviewers regarded equally? How is the reviewer's own eminence evaluated? How much prior contact with a potential reviewer makes them unsuitable for your list? (Is having been on a panel together acceptable, but not a professional friendship?)
- What information is important in your vita? Is there any activity too trivial to include? Should you send copies of congratulatory letters to your department chair, or simply retain them for your dossier?
- How are raises determined in your department? School? How will you find out about your raise? What's the process for discussing your raise in a given year?
- How can you get feedback on how you're doing at any point in your pre-tenure career?

Personal Issues:

- What policies does Emory University have for family and personal leave? How do you go about asking for such leave? Do you begin at the department level? Is there an appeals process if your request is turned down?
- What programs/assistance does the university provide for childcare?
- How visible must one be in the department? Is it expected that you'll show your face every day? Is it acceptable to work at home?
- What problems does the university's Employee Assistance Program deal with?
- What are the university's sexual harassment policies?
- If you're involved in a controversy or dispute, where do you go for help?

List of resources

Books and Articles

- Allen, T. "When Mentors and Protégés Communicate: Lessons from Universities." *Mentoring International* 4.1 (1990): 24-28.
- Astin, A. E. and R. G. Baldwin. *Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching*. Washington, DC: ASHE-ERIC Higher Education Reports No. 7. 1991.
- Boice, R. "Quick Starters: New Faculty Who Succeeded." *Effective Practices for Improving Teaching*. Ed. M. Theall and R. Franklin. San Francisco: Jossey-Bass, 1991. 111-121.
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- Menges, Robert J. and Associates. *Faculty in New Jobs: A Guide to Settling In, Becoming Established, and Building Institutional Support*. San Francisco: Jossey-Bass Publishers, 1999.
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- Sorcinelli, Mary Deane and Ann E. Austin. Developing New and Junior Faculty. San Francisco: Jossey-Bass Publishers, 1992.
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- Valian, Virginia. Why So Slow? The Advancement of Women. Cambridge: The MIT Press, 1999.
- Washington, Paula and Diane Scott. The Womentor Guide: Leadership for a New Millennium. Traverse City, MI: Sage Creek Press, 1999.
- Wunsch, M. A. "Developing Mentoring Programs: Major Themes and Issues." New Directions for Teaching and Learning. 57 (1994): 27-34.
- Wunsch, M. A. "Giving Structure to Experience: Mentoring Strategies for Women Faculty." Initiatives 56.1 (1996): 1-10.

Websites

- Stanford University School of Medicine. Faculty Mentoring Program. <http://www-med.stanford.edu/school/facultymentoring>
- On-line article about mentoring in university settings. <http://www.ntlf.com/html/lib/bib/95-3dig.htm>
- University of California, San Diego. Faculty Mentoring Program. <http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm#INTRODUCTION>
- The Womentor Group website. <http://www.womentor.com/index2.htm>
- University of Wisconsin System Women's Studies Librarian's Office, "MENTORING WOMEN IN HIGHER EDUCATION: AN ANNOTATED BIBLIOGRAPHY." <http://www.library.wisc.edu/libraries/WomensStudies/bibliogs/mentor.html>
- CTE Occasional Paper: Mentoring Faculty. <http://ase.tufts.edu/cae/>
- APA Monitor Online: "Mentoring Program Helps Young Faculty Feel at Home." <http://www.apa.org/monitor/mar99/mentor.htm>

For More Information

If you would like more information about the Passages program, please contact:

Passages Coordinator:
 Jennifer Stocking
 313 Administration Building
 Emory University
 Atlanta, GA 30322
 Phone: 404-712-8932
 Fax: 404-712-9108
 Email: jstocki@emory.edu

University of California, San Diego

Faculty Mentoring

<https://evc.ucsd.edu/faculty/mentoring.html>

Introduction

This mentoring program is intended to be a useful way of helping new faculty members adjust to their new environment. Whether it is academe itself that is new, or simply the UCSD campus, assistance from a well-respected mentor can be an invaluable supplement to the guidance and assistance that a Department Chair provides during the early years at a new university. The program's success will depend on the new faculty members, their mentors and their department chairs all taking an active role in the acclimation process. An outline of the responsibilities of each is outlined below.

The Responsibility of the Department Chair

As soon as the appointment is made, the chair assigns a mentor. For faculty appointed as Associate Professor or Professor, assignment of a mentor is less critical, but highly encouraged, to serve as a means of acclimating the new faculty member to UCSD. The chair is responsible for advising new faculty on matters pertaining to academic reviews, and advancement. As the mentor may also be asked to provide informal advice, it is also the chair's responsibility to see that mentors have current information on UCSD's academic personnel process.

The Responsibility of the Mentor

The mentor should contact the new faculty member in advance of his/her arrival at the University and then meet with the new faculty member on a regular basis over at least the first two years. The mentor should provide informal advice to the new faculty member on aspects of teaching, research and committee work or be able to direct the new faculty member to appropriate other individuals. Often the greatest assistance a mentor can provide is simply the identification of which staff one should approach for which task. Funding opportunities both within and outside the campus are also worth noting. The mentor should treat all dealings and discussions in confidence. There is no evaluation or assessment of the new faculty member on the part of mentor, only supportive guidance and constructive criticism.

The Responsibility of the New Faculty Member

The new faculty member should keep his/her mentor informed of any problems or concerns as they arise. When input is desired, new faculty should leave sufficient time in the grant proposal and paper submission process to allow his/her mentor the opportunity to review and critique drafts.

The Mentor

The most important tasks of a good mentor are to help the new faculty member achieve excellence and to acclimate to UCSD. Although the role of mentor is an informal one, it poses a challenge and requires dedication and time. A good relationship with a supportive, active mentor has been shown to contribute significantly to a new faculty member's career development and satisfaction.

Qualities of a Good Mentor

- Accessibility – the mentor is encouraged make time to be available to the new faculty member. The mentor might keep in contact by dropping by, calling, sending e-mail, or

extending a lunch invitation. It is very helpful for the mentor to make time to read / critique proposals and papers and to provide periodic reviews of progress.

- Networking – the mentor should be able to help the new faculty member establish a professional network.
- Independence – the new faculty member’s intellectual independence from the mentor must be carefully preserved and the mentor must avoid developing a competitive relationship with the new faculty member.

Goals for the Mentor

- Short-term goals
 - Familiarization with the campus and its environment, including the UCSD system of shared governance between the Administration and the Academic Senate.
 - Networking—introduction to colleagues, identification of other possible mentors.
 - Developing awareness—help new faculty understand policies and procedures that are relevant to the new faculty member’s work.
 - Constructive criticism and encouragement, compliments on achievements.
 - Helping to sort out priorities—budgeting time, balancing research, teaching, and service.
- Long-term goals
 - Developing visibility and prominence within the profession
 - Achieving career advancement.

Benefits for the mentor

- Satisfaction in assisting in the development of a colleague
- Ideas for and feedback about the mentor’s own teaching / scholarship
- A network of colleagues who have passed through the program
- Retention of excellent faculty colleagues
- Enhancement of department quality

Changing Mentors

In cases of changing commitments, incompatibility, or where the relationship is not mutually fulfilling, either the new faculty member or mentor should seek confidential advice from his/her Chair. It is important to realize that changes can and should be made without prejudice or fault. The new faculty member, in any case, should be encouraged to seek out additional mentors as the need arises.

Typical Issues

- How does one establish an appropriate balance between teaching, research and committee work? How does one say "no?"
- What criteria are used for teaching excellence, how is teaching evaluated?
- How does one obtain feedback concerning teaching? What resources are available for teaching enhancement?
- How does one identify and recruit good graduate students? How are graduate students supported? What should one expect from graduate students? What is required in the graduate program?
- What are the criteria for research excellence, how is research evaluated?
- How does the merit and promotion process work? Who is involved?
- What committees should one be on and how much committee work should one expect?
- What social events occur in the department?

- What seminars and workshops does the department organize?
- What is the college system? What responsibilities come with appointment to a particular college?

Publications

- The Department Chairperson's Role in Enhancing College Teaching, A.F. Lucas, Jossey-Bass, Publisher, San Francisco, 1989.
- Information Brochure for Incoming Women Faculty, Massachusetts Institute of Technology.
- Mentoring: Contemporary Principles and Issues, Bey and Holmes, Association of Teacher Educators, Reston, Virginia, 1992.
- Mentoring Means Future Scientists, Association for Women in Science (AWIS), Washington, D.C., 1993.
- New Directions for Teaching and Learning, no. 57. Jossey-Bass, Publisher, San Francisco, 1994.

Stanford Medical School Faculty Mentoring Program

<http://med.stanford.edu/oa-mentoring.html>

The Faculty Mentoring Program at Stanford University School of Medicine is designed to help the younger faculty members plan their careers with the advice of more experienced colleagues. Because the program is set up for the benefit of the junior faculty, the younger partner in each mentor/mentee pair should take considerable responsibility for making the relationship work. The mentee is expected to contact the mentor to set up the first meeting, at which both parties should reach a clear understanding of what they expect from each other. They should agree on the frequency, duration, and place of meetings, and they should decide whether or not the mentor will have an "open door" policy so as to be available for mentees at any time. It should be made clear whether the mentor will act as go-between for the mentee and the Chair regarding promotion, salary setting, etc. Mentees should be encouraged to formulate their career goals clearly, define sharply any problems they perceive and bring specific problems to meetings for discussion. The mentor may wish to ask for some such material in writing. Mentors cannot guarantee the happiness and work environment of mentees at Stanford and they cannot make promises as to salary equity, but they can offer support, encouragement and useful information. It is important to establish how issues of confidentiality will be dealt with. If total confidentiality is expected, the mentor might, for instance, find it difficult to approach a Chair on behalf of the mentee when there is a dispute among colleagues. The mentor/mentee pair should agree to a no-fault conclusion of the relationship if either party feels that the intended goal is not being achieved, without either blaming the other.

Mentees can select more than one mentor, perhaps for different purposes, and mentors can counsel more than one mentee.

Eligibility

Mentees are Assistant Professors or Acting Assistant Professors at Stanford University School of Medicine. Mentors are Associate Professors or Full Professors in the University Tenure Line, the Medical Center Line, or the Research, Clinical or Teaching Lines of the School of Medicine.

Choice of mentors

In the candidate's offer letter, a temporary mentor will be assigned by the department chair or division head to each newcomer. The mentee may remain with this original mentor indefinitely or may add another mentor at any time. Mentors may be changed without need to state a reason. Use the Web to find a list of faculty in your department or elsewhere in the school and to look up faculty with research interests in your field. (Some departments do not have suitable information on the Internet; if necessary, contact Dr. Tompkins for a printed list.) Choose a mentor from among the Professors and Associate Professors and contact Dr. Vistnes or Dr. Tompkins to ascertain that your chosen mentor is willing to work with you. They almost always are. Faculty members who do not have access to the Web can obtain this information through the office of Dean Linda McLaughlin, Assistant Dean for Academic Affairs.

University of Wisconsin Women Faculty Mentoring Program

<http://www.provost.wisc.edu/women/mentor.html>

Why was the Women Faculty Mentoring Program created?

The Women Faculty Mentoring Program (WFMP) began in 1989. A study commissioned by the Chancellor in 1987 revealed that untenured women faculty were voluntarily resigning from the University of Wisconsin-Madison at a rate greater than that of their male counterparts. Many women cited feelings of isolation as a major reason for their departure. To try to address such problems, all women faculty were invited to participate in the Women Faculty Mentoring Program. In 1990 the program was formally adopted by the Office of the Associate Vice Chancellor for Academic Affairs. In 1997, the program's mission was expanded to include additional resources and services for tenured women.

How does the Women Faculty Mentoring Program work?

The Women Faculty Mentoring Program operates very simply. In the fall of each year, all newly hired and newly tenured women are invited to participate in the Women Faculty Mentoring Program by the program's director and coordinator. Interested women are asked to fill out a brief questionnaire indicating their field of study and personal interests. Each untenured woman is then matched with a tenured woman outside of her own department but, insofar as it is possible, in her field. The Women Faculty Mentoring Program does not replace the need for the department to assign a guidance committee or mentor for each probationary faculty member; rather, it offers additional information and resources that build upon the work of departmental mentoring relationships. In addition to celebrating the successes of newly promoted and tenured women faculty at an annual reception, the Women Faculty Mentoring Program provides an orientation workshop for mentors and mentees and offers several "brown bag" sessions on topics of special interest to women faculty each year.

Who Directs The Program?

The Women Faculty Mentoring Program is directed by Laura McClure (Professor of Classics and Director of the Integrated Liberal Studies Program) in consultation with an advisory committee of twelve members. The program is supported by the Office of the Provost and the Office of the Secretary of the Faculty. Linda S. Greene (Associate Vice Chancellor for Faculty & Staff Programs and Professor of Law) and Bernice Durand (Associate Vice Chancellor for Diversity & Climate) are the Office of the Provost's liaisons to the program. Lindsey Stoddard Cameron, Coordinator of New Faculty Services, is the Office of the Secretary of the Faculty's contact and the program coordinator.

How Do I Become Involved?

If you are interested in becoming a mentee or mentor in the Women Faculty Mentoring Program, please click on the appropriate category (below) to obtain a participation form and return your completed form to the program coordinator, Lindsey Stoddard Cameron, by campus mail (132 Bascom Hall) or FAX (265-5728). If you have questions, please contact Lindsey by phone (262-3931) or e-mail (jlsc@bascom.wisc.edu).

Participation forms are stored in Adobe PDF (Portable Document Format) files. For information on obtaining and installing the FREE Adobe Acrobat Reader, [follow this link](#). To view PDF documents, you must have the Acrobat Reader installed as a web browser plug-in.

Details on the Role of the Mentor and Mentee

What is a mentor?

- Webster's dictionary defines a mentor as a wise and trusted teacher or counselor. In the work world, mentors are usually senior or higher-level employees who take junior or lower-level employees under their wings and help them prepare for moving ahead in their careers. Traditionally, mentoring has occurred informally between people who work together. However, reliance on informal relationships can limit access to mentoring opportunities.
- A person can never have too many mentors. As a faculty member, you might have several formal and informal mentors at the same time. The purpose of the Women Faculty Mentoring Program is to support women faculty and assist in their career development by providing mentoring from women faculty outside of their academic departments.

What is the mentor's role?

- Recognize and evaluate what you can offer a mentee, keeping in mind that you should not expect yourself to fulfill every mentoring function.
- Clarify expectations with your mentee about the extent to which you will offer guidance concerning personal as well as professional issues such as advice about how to balance family and career responsibilities.
- Be sure to give criticism (as well as praise) when warranted but present it with specific suggestions for improvement.
- Help your mentee learn what kinds of available institutional support she should seek in order to further her own career development (such as funds to attend conferences or workshops, release time for special projects, or equipment through the capital exercise).
- Tell your mentee if she asks for too much (or too little) time.

What questions might a mentor answer?

- What are the department's formal and informal criteria for promotion and tenure? Who can clarify these criteria? How do I build a tenure file? Who sits on relevant committees? Who can support a nomination effectively?
- How do people in my field find out about, get nominated for and win assistantships, fellowships, grants, awards, and prizes?
- What organizations should I join? Who can help a person get on the program?
- What are the leading journals in my field? Have any colleagues published there? How should co-authorship be handled? Who can bring a submission to the attention of the editors?
- What is the best way of getting feedback on a paper--to circulate pre-publication drafts widely, or to show drafts to a few colleagues?
- What are appropriate and accepted ways to raise different kinds of concerns, issues and problems?

How does mentoring benefit the mentee?

- honest criticism and informal feedback;
- advice on how to balance teaching, research and other responsibilities and set professional priorities;
- knowledge of informal rules for advancement (as well as political and substantive pitfalls to be avoided);
- skills for showcasing your work;

- an understanding of how to build a circle of friends and contacts both within and outside our institution; and
- a perspective on long-term career planning.

University of Oregon Women Faculty Resource Network Mentoring Program

<https://inclusion.uoregon.edu/facultyexternal-mentor-program>

The Women Faculty Resource Network has recently established a Mentoring Program for Women Faculty. The intent is to provide mentoring for the more junior women faculty on campus to assist them in attaining their academic goals. The initial focus of this mentoring program is on tenure-track women faculty. WFRN has established an advisory group of more senior women faculty who are happy to assist women faculty by either being a mentor or by helping the mentee in locating an appropriate mentor. Once a mentor/mentee relationship has been established, WFRN has a series of documents to assist in making this relationship work. These include a description of the role of the mentor, questions for the mentee and mentor to discuss, a form for planning a time-table for attaining specific goals and other related documents. To attain some of these documents, click on the highlighted words above.

If you are interested in being part of this program as either a mentor or mentee, please contact Geri Richmond, richmond@oregon.uoregon.edu (x6-4635).

Resources

- Directory of Mentor Advisory Group
- A concise directory of persons whom you may contact.
- Guide to the Role of a Mentor
- Go here for a guide to being a mentor.
- Questions for the Mentor and Mentee to Discuss
- Common inquiries for discussion.
- Time Table for Attaining Goals
- A helpful time table.

Other Resources

- Academic Appointments Process
- Faculty Handbook
- Faculty Guide to Promotion and Tenure

How to Contact Us

University of Oregon Women Faculty Resource Network
Coordinator: Geraldine L. Richmond, Dept. of Chemistry, University of Oregon
e-mail richmond@oregon.uoregon.edu

The Mentor Profile

The mentor profile which follows outlines the mentor's role for the mentor and the department head and acts as a guide for the new faculty member in selecting mentors. The most important tasks of a good mentor are to help the mentee achieve excellence and to act as an active, assertive advocate or sponsor for the junior faculty member in the department, the dean and colleagues within and outside of the University.

1. Qualities of a good mentor

Examples of good mentoring have included the following:

- Advocacy - the mentor should be willing to argue in support of the junior faculty member for space, funds, students.

- Accessibility - the mentor must make time to be available to the mentee. The mentor might keep in contact by dropping by, calling sending e-mail, or inviting the mentee to lunch. The mentor should make time to ask questions and to read proposals and papers, and for periodic reviews of progress. The mentor should be willing to constructively criticize errors and to recognize and praise excellence,
- Networking - the mentor should have enough experience and contacts to be able to help establish a professional network for the mentee
- Independence - the mentor must not be in competition with the mentee; the mentee's intellectual independence from the mentor must be carefully preserved
- Excellence- the mentor should help the mentee set high standards for her work and assist where possible in allowing her to achieve these goals; assist in helping the mentee evaluate herself realistically.

2. Tasks for the mentor

Long term goals

- every mentor should ask:
 - what should the professional profile of the mentee be?
 - where should the mentee be in her career during the first 3 years
 - how can the mentor facilitate this?
- explain department's typical or general criteria for promotion and tenure; impart any flexibility that exists in the promotion/tenure schedule; the mentor should be aware that there is no rigid set of requirements for junior faculty, but that there are acceptable ranges of performance in various categories (e.g. scholarship, publications, supervision of graduate students, presentations at conferences, funding, changing the field, teaching, administrative duties, consulting, collaborations with colleagues)
- mentor should inform other senior faculty of mentee's progress
- help the mentee develop many options for the future

Shorter term goals

- help sort out priorities: budgeting time, publications, teaching, obtaining appropriate resources, setting up a lab or experimental work if appropriate, committees
- networking, introductions to colleagues, identification of other possible mentors for the mentee
- help get research support
- compliment mentee's achievements, inform colleagues of mentee's achievements
- how to say no to certain demands on your time

3. Changing mentors

- a mentee should consider changing mentors if the mentor is clearly and consistently uninterested in her, if the mentor consistently depresses the mentee by undervaluing her abilities or questioning her motives, if the mentor displays any other signs of undermining the relationship (e.g. racial, sexual, ethnic or other prejudice), or if there is simply incompatibility
- a mentee should consider adding a mentor if the current mentor consistently cannot answer questions or offer advice.

Portions taken from "Information Brochure for Incoming Women Faculty", MIT, June 1992

Types of Questions to Consider: A Guide for New Faculty and Their Mentors

1. On Arrival

1.1 General

- How is your department organized? (Divisions, committees?) How are decisions made?
- Is there any support staff? What should be expected from support staff? What kind of work can be expected from him/her? What supplies and expenses are covered by your department? How can you obtain computer equipment for your office?

1.2 Research and Resources

- What research resources are available to you as a faculty member?
- How important are grants? How do you get hooked into the grant-writing process? How much effort should you be investing in fundraising? What are the tradeoffs? Who can help find people to assist you in writing the best possible proposal, to draw up the budget?

2. Later

2.1 Research and Resources

- What conferences should you go to? Do you need to have papers accepted? How much travel is allowed/expected/demanded? It is better to go to large conferences or smaller workshops? How else can you gain the type of exposure necessary for good tenure letters?
- Authorship etiquette: Should you put your graduate students' names on your papers? Should you put them ahead of your own? How important is first authorship? How is alphabetical listing of authors viewed?
- Where should you publish? What should you publish? How much/often? Are there quantity/quality standards for promotion? How do journal/chapters in edited collections/(refereed or unrefereed) conferences compare? Should you write/edit a book? May material published in one place (workshop, conference) be submitted to another journal? How much new work is necessary to make it a "new publication?"
- Is it worthwhile to send published reports to colleagues elsewhere?
- Should you give talks within your department? How often? How should you publicize your work within your department? What about your graduate students? How are colloquia in your department organized?
- Should you give talks at other universities/institutions/industrial sites? How often? Where? How important is this? How do you get invited to give such talks?
- Is collaborative work encouraged or discouraged in your department/field? With other members of your department? With international colleagues? With colleagues who are more senior/better known? With junior colleagues/graduate students? Long-standing collaborations, or single efforts? How important is it to have some singly authored papers?
- Should you form a research group? What sorts of activities should the group do, as opposed to you and/or an individual student?

2.2 Student Supervision

- How important are graduate students? How many should you expect to have? How many graduate students is too many? How much time/effort should you be investing in your graduate students? How much advising should you expect to do?

- How do you identify good graduate students? What qualities should you look for? How aggressive should you be in recruiting them? Do you need to find money/equipment/office space for them? What should you expect from your graduate students? How do you identify a problem graduate student?
- How do you promote your graduate students to the rest of the community?
- What should you keep in files on your students? Remember that you have to write reviews and recommendations for them.
- Should you hire postdoctoral associates? What are the advantages/disadvantages? What should you pay the postdoctoral associate?

2.3 Teaching

- What are you expected to teach? Graduate, undergraduate, seminar, lecture, recitation, special topic, service course?
- Which are the good subjects to teach? Is it good to teach service courses, or bad, or indifferent? Is it good to teach the same course, or stay within a single area, or teach around?
- Is it a good thing to develop a new course? An undergraduate course? A specialized course in your research area?
- How can you use a special topics course to get a new research project off the ground? How much time should you spend on your course preparation?
- Will you have a teaching assistant for your subject? Who will select him/her? What can you expect a teaching assistant to do?
- Are there guidelines for grading? What is the usual frequency of midterms and exams? How are you evaluated on teaching? How much do student teaching evaluations count? What resources are available for improving teaching skills?
- What documentation should you retain for your personnel file? Course summaries? Course exams?
- How can you make certain that your teaching is evaluated beyond student evaluations? Will a faculty member be selected to observe your teaching? How will that faculty member be selected? When will the faculty member observe the class?

2.4 Administration

- How much time should you spend advising undergraduate students? graduate students?
- How much committee work should you expect in your department? campus-wide?
- Which committee should you turn down if asked to serve? How much time should you expect to spend on committee work?
- How important is service work outside of the university is acceptable/expected? How much paper and proposal reviewing is reasonable? Review boards? Journal assistant editorships?

2.5 Review Procedures

- How long is your appointment? When will you come up for review? What sort of review? What is the process (who, what do you look for, how will you hear about it etc.)? How will this repeat during the pre-tenure years?
- How should you go about finding people to write references for you? How many will you need? From where? International/domestic?
- What information is important in your vitae? What should go into your dossier? Should you send copies of congratulatory letters to your department head? Others?
- What types of raises are typical? How are raises determined? When will you find out about your raise? How?
- How can you get feedback on your performance?

2.6 Personal issues

- What policies does the University of Oregon have for family and personal leave? Since most of these policies are administered at the departmental level, how are such things handled in your department?
- What programs/assistance does the University provide for childcare?
- How visible must one be in the department? Is it okay or detrimental if work is done at home?
- Who is the ombudsperson and what matters does she/he deal with?
- How should you record any controversial matters? Whom do you go to about disputes?
- Adapted from "Information Brochure for Incoming Women Faculty", Women Faculty Network, Massachusetts Institute of Technology.

University of Michigan College of Literature, Science and the Arts

Junior Faculty Mentoring: Principles and Best Practices

<http://www.umich.edu/~advproj/mentoringlsa.pdf>

Guidelines from the College of LSA
Junior Faculty Mentoring: Principles and Best Practices
December 18, 2002

The interests of the departments and programs, of the College and the University, and of individual faculty members are best served when the people we hire are constructively mentored and reviewed. Constructive mentoring and reviewing of tenure-track faculty works to help such faculty meet high standards of rigor, depth and innovation in scholarship, and to realize their full potential as scholars, teachers, and members of the academic community. When we grant tenure to a faculty member, we acknowledge the high contributions that person is making to our scholarly and learning community; we also acknowledge the institution's wise choice in hiring and wise and enabling mentoring of the new faculty member. Given all that is at stake, both personally for the candidate and institutionally, in hiring and tenure, the mentoring and reviewing of tenure-track faculty is some of the most important work we do.

Principles:

1. It is the responsibility of departments and programs in which new faculty hold tenure-track appointments to mentor those faculty in ways that help them to reach their full potential in teaching and research and to be successful in the tenure process.
2. Mentoring of new faculty is a responsibility of all tenure-track faculty members, and a particular responsibility of the chair or director.
3. Mentoring is both a formal and an informal activity and it is about the substance of teaching and research in the academy as well as about external measures of success such as which journals one publishes in.
4. Tenure-track appointees should have the opportunity to review formally with their chair or director at least once a year their teaching and research in relation to their progress towards tenure. These reviews should be constructive and diagnostic. That is, without predicting success in the tenure process, they should address areas of strength and areas for improvement in the faculty member's teaching, research and service and should make suggestions about goals and strategies for improvement.
5. Chairs and directors should conduct reviews of tenure-track appointees' work in a friendly and constructive spirit. The aim of these reviews is to communicate clearly the requirements for tenure, and to help candidates meet those requirements; it is not to intimidate candidates.
6. Chairs and directors should recognize that some candidates may in some contexts (e.g., women or minorities in departments/programs with very few such people) face special challenges in being fully accepted into the department/program and in receiving the kinds of informal mentoring that both help their careers and make them feel comfortable. In such instances, the chair or director may wish to work with the College to find mentoring structures outside as well as within the department/ program. And s/he will wish to pay particular attention to ensure that departmental/ program behavior in both formal and informal settings is fully and respectfully inclusive of such candidates and of the scholarly interests for which they were hired.
7. Department or program members should conduct themselves, in both formal and informal settings, in ways that mentor by example. We should not be mentoring anyone in our community, be they students or new faculty, in old strifes, uncivil debate, personal arguments, reputational slaughter by innuendo, etc.

Best Practices: Department

1. As soon as a candidate is offered a position and accepts, the chair or director should work with his/her colleagues to develop a mentoring plan for the new faculty member. The prospective faculty member should be consulted in developing this plan. The plan should include attention to teaching, graduate supervision, and research and should be predicated on being helpful rather than authoritarian. Care should be taken not to be unintentionally coercive in the formulation of the mentoring plan and to ensure that it yields reasonably consistent advice for the new appointee. This mentoring plan should include participation by several members of the department/program during the six years of the candidate's progress towards tenure.
2. Departments and programs should work to develop a "climate of mentoring" in which all members of the department/program spontaneously and informally mentor their new colleagues. Collegial conversations about the intellectual concerns of the department/program are one of the best modes of informal mentoring. Departments and programs should take care to ensure that there are departmental/program events, such as colloquia and seminars, that include new faculty as both audience and presenters, make them welcome as members of the community, and serve as modes of informal mentoring.
3. Chairs and directors should work with the Center for Research on Learning and Teaching (CRLT) to ensure that new faculty take full advantage of the help in preparing for successful teaching that it offers. They should sponsor, or co-sponsor with other units, CRLT workshops, as well as "Climate Theatre" workshops in the department/ program as well as making sure that faculty are fully aware of extra-departmental/ program opportunities offered by CRLT.
4. Chairs and directors should support collaborative teaching and research, team teaching, and interdisciplinary teaching efforts on the part of junior faculty, both for the intrinsic value of such work and because collaborative work is itself a form of mentoring. This work should be given full credit.
5. Chairs and directors should have a friendly conversation in a formal appointment with tenure-track faculty at the end of each winter semester. That conversation should include discussion of the candidate's research and his/her teaching experience for the year. It should offer advice and encouragement to the candidate and should seek to find constructive ways of addressing any emerging problems. In cases of joint appointments, the two chairs and/or directors may wish to meet together with the candidate to ensure that their respective advice to the candidate is consistent. In addition, the chairs and/or directors of their units should review each year their respective requirements of the candidate to ensure that they are not, together, demanding too much. Particular attention should be paid to teaching and service requirements to make sure that candidates are not doing "double duty" in, for example, teaching large introductory lectures or committee and advising assignments.
6. Regardless of whether tenure-track faculty hold single or joint appointments, their chairs and directors should review their work assignments carefully to ensure that they are not being unduly burdened by an excessive number of new course preparations, large classes, or demanding service assignments.
7. Tenure-track appointments should be given the opportunity to teach in the area(s) of their research at the senior undergraduate and graduate levels during their first five years. Such opportunities may include team teaching.
8. Service assignments to tenure-track candidates should serve as mentoring contexts in which the candidate learns about the values and operations of the University (e.g., the curriculum committee rather than the hospitality committee).
9. One is not born a mentor but learns to become a mentor. Faculty mentors in a department/program should meet occasionally, but regularly, to discuss problems and strategies around mentoring and to share their knowledge.

Best Practices: College

1. The College will sponsor a meeting at least once a year, announced well beforehand and with a follow-up reminder, and open to all tenure-track faculty to discuss the requirements for tenure and promotion and the tenure and promotion process. Chairs and directors are invited to this meeting and are to be very strongly encouraged to attend so as to introduce transparency into these proceedings.
2. The College pays particular heed to special needs for mentoring within particular groups—needs that may emerge through discussions with junior faculty or through patterns perceivable in applications for tenure. Where such needs emerge, it will set up special mentoring structures to address them.
3. The Dean and Associate Dean for Academic Affairs are open to meetings with groups of junior faculty who wish to speak with them about particular issues.
4. The Dean asks of all chairs and directors that they include in their annual reports a section on mentoring and on diversity and this is part of the conversation between the Dean and chairs and directors in their annual review conversation.
5. The Dean will work with chairs and directors of departments and programs with very few women and/or minority hires to help make the “climate” in these departments and programs more collegial to such faculty (e.g., through addressing mentoring issues, issues of community, systemic discrimination, “climates” of intense internal competitiveness that may be unattractive to potential hires, etc.).
6. The Dean’s Office will make available to chairs and directors and to tenure-track faculty a list of resources available on campus to improve teaching, facilitate mentoring, provide information about progress to tenure, etc.
7. The Dean’s Office will sponsor an information session annually on effective mentoring for new faculty members and for chairs and directors.

The Gender Equity Project

The Sponsorship Program at Hunter College — CUNY

Principal Investigators Virginia Valian, Vita Rabinowitz, Shirley Raps, Richard Pizer

Gender Equity Departments

Natural Science

Biology

Chemistry

Computer Science

Mathematics & Statistics

Physics & Astronomy

Social Science

Anthropology

Economics

Geography

Political Science

Psychology

Sociology

GEP Project Initiatives

Gender Equity Benchmarks

Sponsorship Program

Policy Review

Education

Equity in Resources & Power

Recognition & Leadership

From the Mentoring Literature We Know

- To avoid the pitfalls of mentoring: the word, the concept, elements of the practice (connotations of hierarchy, overcommitment, exclusivity)
- Different faculty seeking to advance their careers have different needs, and individuals' needs change over time
 - Needs may be scholarly, professional and/or psychosocial
 - Different skills may be needed for succeeding in the discipline and the institution
- Faculty seeking advancement should play a big role in defining their own needs, including what kind of helpers they need
- No one sponsor can (or should) provide all forms of help; “mentoring mosaic” is both desirable and practical
- Sponsors should be recognized and compensated

Key Elements of GEP Sponsorship Program

- Explicit focus is on increasing scholarly productivity and improving academic career within discipline and institution
- Application process requires
 - identification of needs, including qualities of ideal sponsor
 - formal commitment to a set of activities including regular interactions with sponsor
 - regular monitoring of adherence to commitments via progress reports
 - mandatory attendance at GEP workshops

GEP sponsorship program

- **Time and resources for research**
 - \$10,000 (in Year 1)
 - release time
 - research assistance
 - Travel
- **A sponsor**
 - \$5,000 (in Year 1)
 - serves as an intellectual sounding board
 - provides feedback on papers and career plans
- **Workshops**

Tangible benefits for associates



GEP sponsorship program

Workshops

FALL 2003

- Balancing work responsibilities and evaluations
- **Sponsoring and being sponsored**
- Effective public presentations
- **Procrastination and time management**
- Handling rejection and publishing
- **Power and politics**
- Entitlement and negotiation

SPRING 2004

- **Student and assistant management**
- Self-promotion and building a national reputation
- **Marital equality**
- Balancing work and personal lives
- **Leadership and social networks**
- Capitalizing gains and maximizing progress in the summer

GEP Associates

- Our 15 associates are diverse in many ways, including academic department, academic rank, academic success, race and ethnicity, and what they seek in a sponsor.
- Associates' "ideal sponsor" described as someone:
 - Of my race
 - Who will be "gentle with me"
 - Who will "hold my feet to the fire"
 - In a specific research area
 - With a particular skill set
 - With an affinity for a certain approach to scientific problems
 - Physically close to Hunter College

GEP Sponsors

- Sponsors are also a diverse group, male and female, from as far away as Yale and Rutgers, and as close as Hunter and other CUNY schools
- Sponsor minimum requirements:
 - Physically close enough to consult face to face
 - Not a member of associate's department
 - Willing to commit to regular contact with associate
 - Willing to commit to read associate's written work and provide feedback

GEP sponsorship program

Results I from Year 1: 12 associates

Publication and grant submissions before and during GEP participation

	Pre-GEP	During
Papers	10	14
External Grants	10	18
Internal Grants	18	23
Total	38	55

Pre-GEP = Sept 01 - Aug 02
 During = Oct 02-May 03

Contacts with and help received from sponsors (pooled data)

	Totals
Meetings*	91
E-mail/ Phone*	141
Writing help**	88
Non-writing help**	41

* Oct 02-May 03
 ** Oct 02-Mar 03

GEP sponsorship program

Results II from Year 1: 12 associates

Compared to before their GEP participation, associates reported spending significantly MORE time

Early Effects (October 2002)

writing up their research

talking to colleagues about their research

attending professional meetings*

attending seminars/brownbags*

End of Year-1 Effects (May 2003)

writing up their research

on other research related activities

talking to colleagues about their research

talking to colleagues about their prof dev

talking to their chair about their prof dev*

attending professional meetings

attending conferences

attending classes*

* marginal effect, $p < .10$

GEP sponsorship program

Results III from Year 1: 12 associates

Compared to before their GEP participation, associates reported significantly MORE success

End-of-Year 1 Effects (May 2003)

submitting grant proposals

submitting abstracts/poster/papers
to conferences

GEP sponsorship program

How Do Associates Perceive Sponsor Contact?

Year 1 Data

<i>January</i> 2003	Mean (SD) 1=low satisfaction 5=high satisfaction
Quality of interactions	3.2 (0.63)
Career advancement help	2.9 (0.69)
Contact satisfaction	4.1 (0.63)
Feedback satisfaction	4.2 (0.84)
Overall benefit	4.3 (0.65)

GEP sponsorship program

Year 2: GEP Associates' Summer '03 Writing Time and Productivity

Summer '03: Mean total writing hours and mean pages written

Summer 2003 (3 months)	Academic writing Mean (SD)	External grant writing Mean (SD)
Number of Hours	86 (36)	14 (33)
Number of Pages Written	33 (21)	7 (17)
<i>r (df=13) hours and pages written</i>	0.278	0.565* *p<0.05

GEP sponsorship program

Year 2: GEP Associates' Fall '03 Writing Time and Productivity

Fall '03: Mean total writing hours and mean pages written

Fall 2003 (3 months)	Academic writing Mean (SD)	External grant writing Mean (SD)
Number of Hours	92 (68)	36 (74)
Number of Pages written	31 (27)	12 (24)
<i>r</i> (df=13) <i>hours and pages written</i>	0.656* *p<0.05	0.890** **p<0.01

Select Accomplishments of GEP Associates

- Associate gains are increasing over time (“the accumulation of advantage”)
 - Two associates received their first book contracts this year, both with excellent university presses, and a third expects to receive a contract shortly
 - Two associates have received major fellowships to study next year at prestigious institutes
 - The three associates who have come up for tenure have all received tenure; one of the two who have come up for promotion has been promoted
 - One associate was selected by AAAS Latin American Lecture Series as Outstanding Woman Scientist
 - Based on her networking at a conference, one associate was contacted and cited by Time magazine, and subsequently appeared on several shows, including The Today Show
 - Associates have been very successful in applying for and receiving internal grants; one associate received her first internal grant ever at HC

Sponsorship Program

Associate Feedback

Workshops

"The workshops have been extremely useful to me in:
1) recognizing and addressing work blocks,
2) recognizing and trying to deal with poor time management, 3)
recognizing that there is flexibility in scheduling classes, and 4)
realizing that the "issues" that have impeded my progress are
not unique."

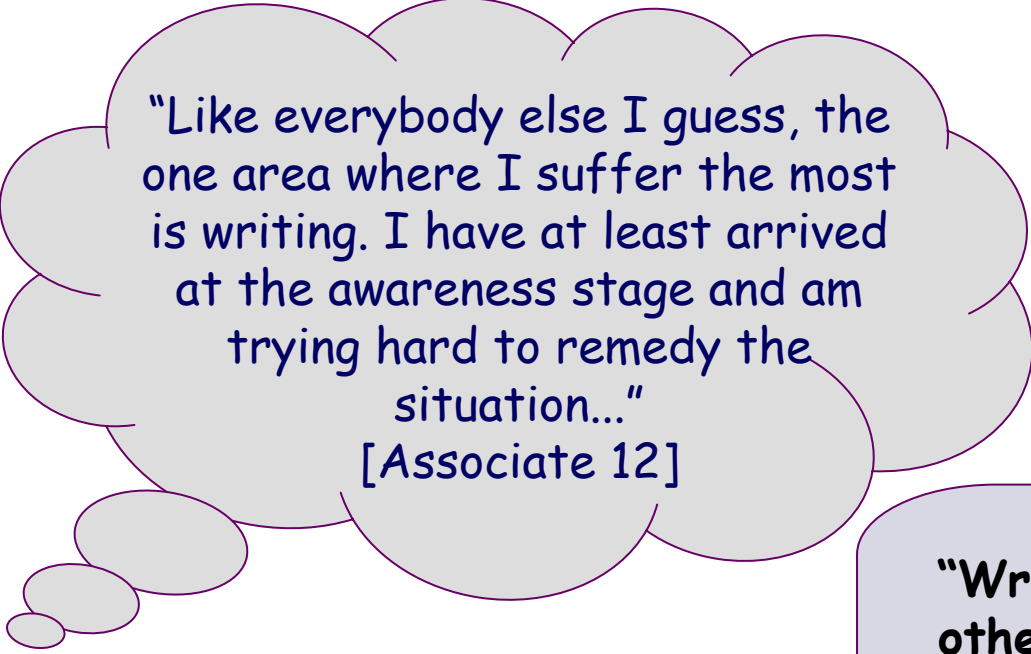
[Associate 12]

"I have just experienced a major rejection from NSF and
I have been dealing with unfair requests for revisions of a
paper. The GEP workshop on perfectionism and handling
rejection helped me put some perspective on both
experiences."

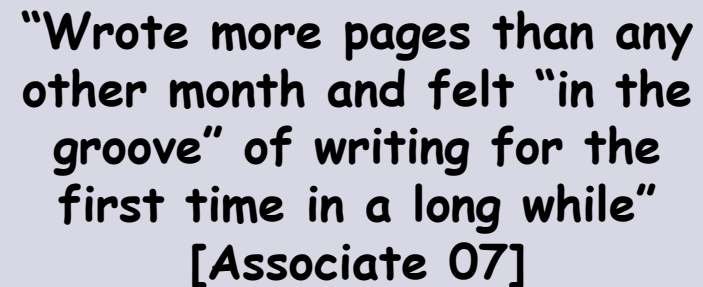
[Associate 08]

Sponsorship Program Associate Feedback

Productivity



"Like everybody else I guess, the one area where I suffer the most is writing. I have at least arrived at the awareness stage and am trying hard to remedy the situation..."
[Associate 12]



**"Wrote more pages than any other month and felt "in the groove" of writing for the first time in a long while"
[Associate 07]**

Sponsorship Program

Associate Feedback

Sponsor Assistance

"I finally met with my sponsor. I have been postponing meeting with him because I wanted to make more progress on my articles, but now I am glad we met. We had a very constructive conversation about my upcoming promotion and tenure."

[Associate 10 - Oct. 2002]

"My sponsor had a phone conversation with my chair and thought that I could be "cautiously optimistic" regarding my tenure prospects. He also said he would talk to the Dean of A&S about me at an upcoming meeting."

[Associate 10 - Nov. 2002]

"My chair and I had a meeting with the Dean of A&S. The meeting went very well. The Dean mentioned that my sponsor spoke highly of me to her."

[Associate 10 - Dec. 2002]

Sponsorship Program Associate Feedback

The GEP as a Resource

“During my mid-year evaluation, I discussed with the GEP co-directors the importance of my GEP participation (for the support, structure, goal orientation, and encouragement it provides) in moving my work forward. We agreed that I seemed to be back on track and making progress toward my goals.”
[Associate 09]

“The opportunity to speak to the GEP staff on this issue [of a post-doctoral associate’s job search] was very important and helped me to handle the situation professionally and forcefully.”
[Associate 03]

Lessons associates have learned from the GEP

- What is negotiable, and how to negotiate
- That one must say no, and how to say no, to some requests
- How to be a “good enough” teacher and department/college citizen
- How to talk about one’s research engagingly in 3, 7, and 15 minute bytes
- How little time they spend writing, and how writing time must be planned, facilitated, and guarded
- When an article is rejected, how to turn it around swiftly
- How to plan to make the most of the summer for scholarship
- Treat your chair, dean, and others in administration as allies, and they are more likely to behave like allies

The Sponsorship Program is recognized in the College as a valued resource

- Number of applications to program has increased over time
 - Year 1: 12 applications
 - Year 2: 15 applications
 - Year 3: 21 applications
- More productive scientists have applied to the program
- Number of departments participating is increasing
 - We have received our first application from Anthropology and are meeting for the first time with representatives from the Physics Department
- GEP award is seen as prestigious in the College, and is now regularly publicly credited with improving careers during promotion and tenure deliberations

Observations

- Improving a career takes time, and improvement in a scholarly career is difficult to track in its early stages.
- Particular challenges for our associates seem to be
 - Few faculty development opportunities
 - Inconsistent chair leadership and communication practices in some departments
 - Need for improved research skills for those who have not published much, not published in a new area, or have not published in a long time
 - Need for more encouragement and opportunity to discuss work
 - Need for increased appreciation for what kind of time, commitment, and activities are necessary for success in academic careers
- Succeeding in the discipline and institution are not the same thing; Sponsors within and beyond the institution are vital

Ongoing Challenges with Sponsorship Program

- Identify, select, support, monitor excellent sponsors
- Make better matches between associates and sponsors
- Spread the sponsorship around
- Increase sponsor engagement and effectiveness
- Develop comparison groups
- Define and measure success
- Involve women from more departments
- Understand change is slow (but advantages accumulate)