

University of Washington
Department of Radiology
Faculty Guide to Mentoring





Dedication

Marsha L. Landolt 1948–2004

LaMerle Belcher

You would not be reading this guidebook were it not for the bold yet compassionate leadership of Marsha L. Landolt, University of Washington Graduate Dean from August, 1996 to January, 2004. Dr. Landolt envisioned a Graduate School that not only provides excellent services to UW junior faculty and faculty, but also proactively shapes the future of graduate education in the United States and abroad.

In particular, Dr. Landolt was an ardent advocate for junior faculty and passionate about helping them reach their goals. Her vision drove the creation of innovative resources for graduate research, teaching, professional development, career planning and, of course, mentoring. Although the dean's death was a tragic and untimely loss for our community, her enduring legacy will benefit all UW junior faculty and faculty far into the future.

This guidebook is dedicated to Dean Marsha Landolt's life and accomplishments.

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Dear UW Radiology Faculty Member:

An important part of the mission of The University of Washington School of Medicine Department of Radiology is to improve the quality of faculty development and mentoring.

Effective mentoring begins with the faculty and is best when junior faculty *and* senior faculty share responsibility for ensuring the quality of such support. When it comes to academic success and persistence, there is no substitute for a healthy relationship between you and your mentees.

The purpose of this guidebook is to help faculty members enhance their knowledge of the mentoring process—the elements, roles, and stages of development associated with it along with practical strategies for nurturing rewarding relationships with junior faculty.

Because mentoring is a two-way street, we have also developed a companion guidebook for junior faculty, called *How to Obtain the Mentoring You Need*. Mentoring is key to success for all those involved.

We hope you will use this guidebook as a tool to reflect on and plan your mentoring, and to share promising ideas with your colleagues. We wish you every success as you engage in the challenging and rewarding experience of mentoring junior faculty.

—The UW Radiology Mentoring Team

Acknowledgments

Many hands and minds were instrumental in creating this mentoring guide for the UW community. We thank the Rackham School of Graduate Studies at the University of Michigan for making versions of their mentoring handbooks available to all schools for local adaptation.

Junior faculty and professors are the lifeblood of the education enterprise. Over the years, hundreds of graduate students and faculty at UW and other research universities have participated in professional development projects sponsored by The Graduate School. We are indebted to them for graciously sharing their ideas on enhancing graduate education and providing insights on mentoring that shaped this guide.

Several campus leaders offered their time and thoughtful expertise in reviewing earlier drafts. We are especially thankful to Jody Nyquist, Associate Dean Emerita and former Director, Re-envisioning the PhD project; Dyane Haynes, Director, Disability Resources for Junior faculty Office; Charlotte Spang, Executive Director, Foundation for International Understanding through Junior faculty; Dick Sprick, Director, Gay, Bisexual, Lesbian, Transgender Commission; Julia Harrison, former President, Graduate and Professional Student Senate; and the International Teaching Assistant Program staff of the Center for Instructional Development and Research. Suzanne Brainard, Executive Director, Center for Workforce Development, kindly allowed us to adapt two worksheets from her work on mentoring in science and engineering.

This mentoring guide has been adapted from the faculty mentoring guide from the University of Washington Graduate School, with permission.

What junior faculty tell us

One of the strongest desires junior faculty express, regardless of race, gender, sexual orientation, age, nationality, socioeconomic background, discipline, or department affiliation, is *to obtain more effective mentoring*. The need is universal: good mentoring helps all junior faculty in successful career advancement. And that is the University's core business.

This universality, however, does not mean that all junior faculty's needs are the same. Far from it. Because junior faculty come from different walks of life and have different needs, effective mentoring is not equal mentoring but equitable mentoring. Just as the effective teacher tailors lessons to the learning needs of diverse students, the skilled mentor tailors guidance strategies appropriately to the goals and circumstances of individual mentees.

At the UW, we have the unique opportunity of hearing from a wide range of junior faculty, including those who have been underrepresented or marginalized historically in US higher education. As a result, we have learned about challenges junior faculty face in their career development.

Mentoring, like all academic and professional activities, takes place in historical, social, and political contexts that influence our institutional culture. The UW Department of Radiology acknowledges this fact in its commitment to identify, pursue, and encourage strategies that enhance success, diversity, and multiculturalism in all facets of junior faculty career advancement.

Opening up lines of communication

Talking regularly about research, teaching, examining the multiple roles of a professional in a particular field, and jointly exploring funding avenues and future job opportunities are hallmarks of good mentoring. Junior faculty consistently describe these themes as high priorities.

The recommendations in this guidebook draw attention to useful concepts that will help you and your junior faculty engage in productive and timely communication. This guidebook also addresses biases, assumptions, and perceptions that hinder communication and offers ways that you can eliminate or minimize their negative effects on your mentoring relationships.

No single formula for successful mentoring exists, but we do know that frank and mutual exploration of expectations and interests should be the focus of first meetings with mentees. While this guide cannot provide the answers to every question or scenario that may arise, it does address the factors that can influence junior faculty's mentoring needs and suggests effective ways you and your junior faculty can promote learning and professional development.

The concept of mentoring has gained currency in recent years as a means to improve the productivity and effectiveness of the many individuals engaged in the academic medical enterprise. At the same time, this increased attention has revealed that our day-to-day understandings of the process often are limited. Many people assume that good mentoring "just happens" naturally or is only for those who are "lucky enough" to stumble upon the right individuals to guide their intellectual and professional development. Good mentoring, however, is not a matter of luck. It is a matter of awareness, intention, and a genuine desire to see protégés succeed. The sections in this guidebook walk you through the concepts, planning, strategies, and tools that facilitate meaningful mentoring relationships.

Tools for excellence

This guidebook is part of a suite of resources the Department of Radiology is developing to help faculty and junior faculty achieve successful mentoring relationships based on realistic goals, expectations, and understandings:

- A growing compilation of online professional resources for junior faculty, faculty, and staff.
- The Department of Radiology Mentor Award.
- Distinguished Mentor Statements.
- The Department of Radiology Guidelines for Good Practice in Mentoring: Part 3 of 3 (Mentoring).
- MyElectronicMentor (in progress), a self-guided, interactive mentoring assistance program designed especially for UW junior faculty.

We encourage you and your junior faculty to explore these resources by visiting our web site at: www.rad.washington.edu/mentoring. There you will also find direct web links to numerous campus-wide services that help junior faculty succeed in our academic community.

How to use this guidebook

Section II, Mentoring in a dynamic learning community, lays a foundation for understanding the nature of mentoring and how it is similar to, and different from, advising. Here you can explore the basic definition and core qualities of good mentoring, the changing nature and needs of junior faculty, the benefits of mentoring to you and your junior faculty, and the various roles and responsibilities you have as a mentor. This section also stresses the importance of helping junior faculty seek multiple mentors.

Section III, Five strategies for effectively addressing junior faculty's diverse needs, provides concrete practical strategies and recommendations for managing relationships with your mentees. Here you can expand your understanding of the personal, social, demographic, professional, and historical factors that influence your mentees' goals and challenges. The focus is on helping you adopt fulfilling mentoring approaches that assist *all* junior faculty in their pursuit of excellence, both during and beyond a particular phase of their career.

Section IV, Getting the journey started, helps you begin the initial groundwork of building great relationships with your mentees. Here you can explore strategies to clarify your and your mentees' mutual interests as well as articulate the expectations that you have of each other.

Section V, Mentoring resources, provides sample work-sheets to help you and your junior faculty implement the strategies and recommendations discussed in this guide-book. It also provides a list of further readings to expand your knowledge of mentoring and professional development.

We hope this guide serves all members of our department as a useful starting point for enriching mentoring as part of the faculty experience and for ensuring vitality in being a faculty member at the University of Washington.

What is mentoring?

Mentoring is a relationship. At the same time, it is a journey mentors and mentees embark on together. Throughout this journey, two or more individuals help each other arrive at a destination called professional excellence. Naturally, the journey can be challenging, with occasional muddy trails and blind spots but with many more panoramic lookouts and high points. Good mentoring is simply “the best way to get there.”

In our department, mentoring relationships are close, individualized relationships that develop over time between a faculty member and one or more faculty members, who have a strong interest in the junior faculty’s career goals. It includes not only academic guidance, but also prolonged nurturing of the faculty’s personal, scholarly, and professional development.

The Council of Graduate Schools, a national policy organization dedicated to the improvement and advancement of graduate education, defines mentors as:

Think of mentoring as the consistent and developmental evolution of wisdom, technical knowledge, assistance, support, empathy, and respect to junior faculty through, and often beyond, their career development. In other words, mentoring is a constellation of activities—educational, interpersonal, and professional—that mean more than advising junior faculty on how to meet specific requirements, as critical as they may be. Mentoring helps junior faculty understand how their ambitions fit into academic advancement, department life, and career development.

An effective mentoring relationship passes through several *developmental phases*. Early on, a mentor recognizes a junior faculty’s unique qualities and believes the faculty deserves special coaching. In turn, this recognition inspires the junior faculty, who seeks to benefit from the mentor’s support, skills, and wisdom. Later, both parties explore and deepen their working relationship, perhaps collaborating on projects in which the junior faculty develops into a colleague. After a while, the protégé may grow in ways that require some separation from the mentor, to test his or her own ideas. This distancing is a sign that the mentoring relationship is maturing and providing the protégé with the skills needed to function independently. Finally, both mentor and mentee may redefine their relationship as one of equals, characterized over time by informal contact and mutual assistance, thus becoming true professional colleagues.

Benefits of mentoring

Research confirms what most faculty and leaders already know: many junior faculty enter their career development with little understanding of the complex landscape of higher education or how different philosophies in career development drive expectations for academic excellence and ideal career pathways. In fact, despite very articulate statements of purpose in their applications, many junior faculty initially are unsure of what they will do with their career pathway. This is not a problem but rather an opportunity for good mentoring. Junior faculty’s career goals are evolutionary and good mentors assist junior faculty with their professional evolution.

Early on, junior faculty learn that their study will differ vastly from their prior experience. Previously, their goal was *to obtain* knowledge, while as a faculty member their goal is *to contribute* knowledge to a field of study and begin functioning as members of a profession.

There is no doubt about it: quality mentoring greatly enhances faculty success in many aspects. Studies indicate that junior faculty who receive effective mentoring demonstrate greater:

- productivity, in research activity, conference presentations, publications, instructional development, and grant-writing.
- academic success, in persisting in an academic career, taking a shorter time to promotion, and performing better in academic pursuits.
- professional success, with greater chances of securing tenure-track advancement or career development if seeking leadership positions in other academic settings

Mentoring enables junior faculty to:

- acquire a body of knowledge and skills.
- develop techniques for networking and collaborating.
- gain perspective on how their discipline operates academically, socially, and politically.
- acquire a sense of scholarly citizenship by grasping their role in a larger academic enterprise.
- deal more confidently with challenging intellectual work.

Mentoring enables faculty members to:

- engage the curiosities and energies of fresh minds.
- keep abreast of new research questions, knowledge, paradigms, and techniques.
- cultivate collaborators for current or future projects.
- identify and train junior faculty whose work is critical to the completion of a research project or successful academic

- activities.
- prepare the next generation of intellectual leaders in the disciplines and in society.
- enjoy the personal and professional satisfaction inherent in mentoring relationships.

A mentor's varied roles

Mentors play many combinations of roles in junior faculty's lives. "Guide," "counselor," "advisor," "consultant," "tutor," "guru," and "teacher," are just some of the functions associated with helping junior faculty succeed. Your particular combination of professional expertise, personal style, and approach to facilitating learning shapes the kind of mentor you are. You probably will wear several "hats" over the course of your junior faculty's development. You might be comfortable wearing many hats at once, or prefer only one or two at a time.

Whatever the case, it is important to remember that effective mentoring, like wisdom itself, is multidimensional. The best mentors adjust their multiple roles to meet different junior faculty needs. While there is no single formula for good mentoring, it is important that you know the three "core" roles that are essential to advancing the educational, professional, and personal growth of your junior faculty.

Disciplinary guide

The role of a disciplinary guide is to help junior faculty become contributing members of their disciplines. This guidance goes beyond helping junior faculty complete the requirements of their academic programs, as important as that assistance is. This guidance is deeper and involves helping junior faculty to understand how their discipline has evolved as a knowledge enterprise; recognize novel questions; identify innovative ways of engaging junior faculty in knowledge through teaching and collaborative research projects; and see their discipline—its questions and methodologies—in relation to other fields. Another aspect of this role is to help junior faculty grasp the impact their disciplines have on the world outside of academe, and to assist them in pursuing the kind of impact they desire to have with a career in academic medicine.

Skills development consultant

While junior faculty have been trained how to generate knowledge, especially at the doctoral level, its pressures for specialization can make junior faculty temporarily lose sight of the array of skills needed to succeed both during and after their formal training periods. This can result, in part, because of the relative intensity and isolation of their education and/or research. As a skills consultant, your role is to emphasize the variety of skills, including but going beyond clinical and research skills, that effective professionals possess. For example:

- *Oral and written communication skills.* These include clearly expressing the results of one's activities; translating field-specific knowledge for use in varied contexts, such as teaching or interacting with the public; and persuading others, such as funding agencies, policy makers, or conference audiences, of the value of one's work.
- *Team-oriented skills.* Often, the most innovative learning occurs in teams that problem solve collaboratively. Increasingly, complex problems require interdisciplinary or multidisciplinary solutions. Your role is to foster collaborative problem-solving by helping junior faculty learn through group exercises and projects.
- *Leadership skills.* Junior faculty are prime candidates to become intellectual leaders in a variety of settings. Effective mentors help junior faculty build their potential by inviting them to assume leadership roles throughout their careers, e.g., in seminars, university governance, community outreach, disciplinary societies, and department or university committees. These activities help build people skills—listening to others, shaping ideas, and expressing priorities—which are indispensable for advancement in any career.

Career consultant

In recent years, the mentor's role as career consultant has taken on increased importance, especially for junior faculty. As a result, many junior faculty are choosing challenging positions in a greater variety of settings and diverse sectors of the academic community.

As a career consultant, the mentor imparts a view of careers as an evolutionary process—one that requires planning, flexibility, and adaptation to change. Informed of the realities, an effective mentor finds ways to help junior faculty develop relationships with other potential mentors. You can find these individuals in other places in the University. You can also find them in schools, community groups, nonprofits, corporations, government agencies, or industrial laboratories. Wider relationships help junior faculty gain a realistic and informed view of their career choices and learn how to translate their activities into professional opportunities. With a modest investment of time, you can learn about employment trends inside and outside of the academic environment by consulting the appropriate resources.

It would be impossible for you to fulfill equally well all these mentoring roles for each and every mentee. Part of your responsibility as a mentor is to help junior faculty cultivate *multiple* mentoring relationships inside and outside the UW. Multiple sources of expertise improve junior faculty's ability to marshal the many resources they need to meet the

challenges of academic medicine and future career pathways. To make the most of mentoring, have thoughtful discussions with your mentees and ask them what they need from you to navigate their experience, adapt to disciplinary cultures, and become productive, fulfilled professionals and colleagues.

Advising focuses on the activities, requirements, and attainment of satisfactory progress through the steps needed to achieve a particular goal.

Mentoring focuses on the human relationships, commitments, and resources that help junior faculty find success and fulfillment in their academic and professional pursuits.

Section 1I

1. Develop your own vision of good mentoring

To develop your own vision for effective mentoring, reflect on your days as a junior faculty and answer with candor the following questions:

- What kind of mentoring did I receive?
- How did it compare to the mentoring received by junior faculty who were different from me in race, gender, age, ability, or family background?
- What did I find helpful and unhelpful about the mentoring I received?
- How well would the mentoring I received apply to the junior faculty today?
- How well did my mentors help me progress developmentally through my academic career?
- How do the people and questions in my field present challenges that differ from when I was a junior faculty member?
- How well did my mentors prepare me for my career?
- What kinds of mentoring did I not receive that would have been helpful to me?

The answers to these questions may help you to define the kind of mentor you want to be and identify the building blocks for developing productive relationships with junior faculty. Ultimately, your vision will clarify the expectations you have about mentoring (see Worksheet 1, Mentor expectations).

2. Embrace the basics of good mentoring

There are several ways to recognize good mentoring. UW faculty who have received awards for outstanding mentoring, such as the Department of Radiology Mentor Award, are excellent models. You can benefit from the lessons they have learned by visiting www.rad.washington.edu/mentoring. Advanced junior faculty are also excellent sources of insight into what helps them function optimally in the academic setting. One junior faculty we interviewed described excellent mentoring this way: “The best mentor I ever had used to have this motto: ‘My primary responsibility is helping my junior faculty build their futures.’” To be an excellent mentor, develop the following behaviors:

Engage junior faculty in ongoing conversations

- A simple “hello” in the hallway makes a difference. Ask junior faculty how they are doing with coursework or projects.
- Let junior faculty know they are welcome to talk with you during your academic time.
- Talk to your mentees at least once a quarter. Reach out to those who seem remote to find out whether it is their cultural way of being respectful or if it is due to social and academic isolation.
- Share coffee or meals with junior faculty away from the office, if you are able, to engage them in informal discussions without office distractions.

“The message my mentor sent to me was that I had value enough for her to spend time with me.”

“The most important things my mentor did were spending time talking with me and taking an interest in things interesting to me.”

Demystify academic medicine for junior faculty

- Obtain the most recent copies of your program’s guidelines and the departmental guidelines for promotion.
- Adjust your conversations to the level of junior faculty’s understanding. New junior faculty may not know certain

terminology or what questions to ask. Many are hearing terms such as “qualifying papers” or “national presence” for the first time.

- Clarify unwritten or vague aspects of your expectations for academic contributions, research, and teaching.
- Help junior faculty grasp the finer points of forming an academic portfolio, and how the department PAR process works. At each stage of the junior faculty process, discuss the formal and informal criteria that determine what counts as quality work.
- Alert junior faculty to pitfalls well ahead of time, especially those that may affect funding or appointment standing.

“It has been extremely helpful to me to have a mentor who recognized that academic procedures and protocol—everything from how to select paper topics to how to assemble a PAR—are not familiar territory for a lot of people.”

“My mentor has been willing to answer the most basic questions without making me feel foolish for asking them.”

Provide constructive and supportive feedback

- Provide junior faculty with forthright assessments of their work. Do not assume they know what you think about their work.
- Provide timely feedback on junior faculty’s work. A delay in responding can create insecurity and hinder their progress.
- Temper criticism with praise when it is deserved. Remind junior faculty that, with your high standards, you intend to help them improve.
- Avoid assuming that junior faculty who fall behind in their work lack commitment. Talk with them to learn what is going on. They may be exhausted or unclear about what to do next, simply dislike a project, or have difficulties with collaborators.
- In a timely manner, address any problems that pose questions about a faculty’s ability to complete his or her goals. Putting issues aside may cause more damage later.

“I wrote several drafts before he felt I had begun to make a cogent argument, and as painful as that was, I would not have written the paper that I did without receiving strong, if just, criticism, but in a compassionate way.”

“Honest advice given as gently as possible is something all of us junior faculty need.”

Provide encouragement

- Encourage junior faculty to discuss their ideas, even those they fear might sound naïve.
- Encourage junior faculty to try new techniques and expand their skills.
- Let junior faculty know that mistakes lead to better learning. Share a less-than-successful experience of your own and what it taught you. For example, you might show junior faculty a heavily critiqued paper you submitted to a journal or an initial draft of a research proposal.
- Reassure junior faculty of their skills and abilities to succeed. Many experience anxiety about whether they belong in academic environment (e.g., the “imposter syndrome”). Let junior faculty know that even seasoned professionals experience anxiety at times.
- Teach junior faculty how to break large scholarly tasks into smaller, more manageable ones to avoid becoming overwhelmed.

“Mentorship is far more than a one-time conversation about your career plans or a visit to your mentor’s home. It is the mentor’s continuous engagement in my professional growth and the ongoing support and encouragement my academic endeavors.”

“My mentors encouraged me both to publish my work and to participate in conferences. Without their encouragement, I might not have made the effort to accomplish these things.”

Foster networks and multiple mentors

- Suggest others who can help junior faculty if there is a need you cannot meet. UW faculty, department faculty, alumni, department staff, retired faculty, and faculty from other universities are rich resources.
- Introduce junior faculty to faculty and other junior faculty with complementary interests on campus and at conferences.
- Help junior faculty connect their work with experts in the community (e.g., senior faculty) who can provide helpful career perspectives.
- Build a community of scholars by coordinating informal discussion groups, projects, or occasional potluck meals among junior faculty who share academic interests.

“My mentor referred me to a faculty member doing related research at UNC at a time when my research was floundering and I really needed additional support. I could not have completed my paper were it not for this recommendation.”

“My mentors really made me feel part of a team with my junior faculty peers, having regular meetings and informal parties and get-togethers,

working on projects together, and forming interest groups. That comradeship was essential to my academic growth and my sense of having a community.”

Look out for junior faculty’s interests

- Let your junior faculty know up front, and in a variety of ways, that you want them to succeed.
- Create opportunities for junior faculty to demonstrate their competencies. For instance, take them to important meetings and conferences or encourage them to make presentations in diverse university settings to gain visibility.
- Nominate your mentees for high-visibility activities, projects, and teaching opportunities when you feel they are sufficiently prepared.
- Promote junior faculty’s research and teaching accomplishments inside and outside the department.
- Be an advocate for all junior faculty.

“My mentor allowed my tasks to grow along with me, offering appropriate opportunities and challenges at each stage of my goals.”

Treat junior faculty with respect

- Minimize interruptions and distractions during meetings with junior faculty. A common concern among junior faculty is that senior faculty do not provide them their full attention while talking. Be aware of your body language. Avoid looking at your watch while a junior faculty is talking.
- Remember previous conversations with junior faculty. Some faculty keep notes on discussions (filing them separately from junior faculty’s official records), then review the notes prior to meetings.
- Tell your junior faculty what you learn from them. Such disclosure helps junior faculty see themselves as colleagues.
- Acknowledge the prior skills and valuable personal, professional, and educational experiences junior faculty bring to the department.

“She treated me and her other junior faculty with respect—respect for our opinions, our independence, and our visions of what we wanted to get from achieving our goals.”

“It sounds silly but the best thing my mentor did for me was to actually sit down and listen to what I had to say. When junior faculty are allowed to feel that what they have to say is actually worthwhile, it makes interactions more rewarding.”

Provide a personal touch

- Be open and approachable. Junior faculty may need to discuss certain academic and nonacademic issues. Knowing they can come to you and that you will care is particularly helpful to shy junior faculty or those from cultural backgrounds different from yours.
- Help junior faculty find creative solutions to their challenges or problems.
- Familiarize yourself with the department mentoring and professional development resources so you can refer junior faculty to multiple avenues of assistance.

“Having someone supportive when things go wrong is the difference, in my mind, between an adequate mentor and a great one.”

“A few of my mentors were always willing and eager to talk with me about my career interests, professional pursuits, and issues such as juggling career and family. This may not sound like much, but it truly makes a difference.”

3. Know the common concerns of all junior faculty

Need for role models

All junior faculty benefit from role models they can admire—professionals whose lives they want to emulate. People usually identify role models based on shared outlook and connections to similar experiences. Because of the composition of faculty at UW, junior faculty from historically underrepresented groups and women in some disciplines can face greater challenges finding faculty role models who have had experiences similar to their own. Some junior faculty convey that they hope to find “someone who looks like me,” “someone who immediately understands my experiences and perspectives,” or “someone whose very presence lets me know I, too, can make it in academics.”

- If the composition of faculty and junior faculty in your department is homogenous, help identify and recruit new members who represent diverse backgrounds.
- Hold departmental discussions on how to provide training and work climates that welcome contributions from all members.
- Become familiar with people across the University or at other universities who can help your mentees.
- Know that you can provide excellent mentoring to junior faculty of different gender, race, or culture from you. What is most important is focusing on what junior faculty need in order to learn and accomplish their goals.

Questioning the canons

To do adventuresome academic work, junior faculty need to question the implicit assumptions and ways of knowing in their disciplines. Indeed, this very questioning is often what helps academic disciplines evolve. Sometimes junior faculty find that their perspectives or intellectual interests do not fit neatly into the current academic canons. For instance, interest in interdisciplinary questions and in the social applications of knowledge is growing, but many junior faculty find that the structure of their department makes it difficult for them to pursue research and teaching questions across disciplinary boundaries. Studies suggest that under-represented junior faculty experience this disjuncture more keenly; however, majority junior faculty face the chasm as well. Productive scholarly environments value new ways of thinking and encourage junior faculty to explore, and possibly challenge, different models of inquiry.

- Listen to junior faculty's experiences and perspectives. Ask them to share scholarly articles or essays that illustrate the work they would like to accomplish.
- Identify content that is traditionally excluded or marginalized in your field and expand the boundaries of your discipline by addressing it.
- Help your junior faculty learn about the many interdisciplinary communities of scholars that exist on campus.
- Foster ongoing departmental discussions on how disciplinary and interdisciplinary theory and methodology are changing because of the inclusion of more diverse content, approaches, and perspectives.

Fear of being categorized as a "single-issue" scholar

Some junior faculty, whether minority or majority, are concerned that if they select questions of gender, race, sexual orientation, or the content of marginalized cultures as research and/or paper topics, faculty will mistakenly assume they are interested in pursuing only these topics for their entire career, or will question the relevance of their work. If your junior faculty are passionate about such questions in their research and teaching, help them bolster the scholarliness of their agenda:

- Ask junior faculty what their research interests are rather than assume that their interests are driven only by personal characteristics.
- Find out what motivates your junior faculty. Then, help them learn how to use sound disciplinary concepts and theories to frame the issues that drive their intellectual curiosity.
- Discuss with your junior faculty how race, gender, sexual orientation, ethnicity, and other characteristics expand the types of questions asked in your discipline and the tools used for answering them.
- Help junior faculty practice presentations that illustrate the depth and breadth of their research interests.
- Encourage junior faculty to anticipate skeptics' responses to their topics and to plan ahead for addressing them.

Feelings of isolation

Scholarly activity can be an isolating endeavor. Isolation from other junior faculty or from one's community leads junior faculty to loneliness and self-doubt. In more severe cases, isolation can lead to depression or opting out. Junior faculty from historically underrepresented groups can feel particularly isolated or alienated if their department's composition is highly homogenous.

- Encourage junior faculty to attend departmental functions and form discussion groups.
- Be aware of junior faculty who seem to experience difficulty taking active roles in departmental settings and find ways to include them. Ask them about their research interests, hobbies, activities, and avocations.
- Introduce your junior faculty to others with complementary interests, regardless of their background.
- Remind junior faculty of the wealth of organizations on and off campus that provide a sense of community, e.g., cultural and religious groups, reading groups, professional associations, and the UW's varied resources.

Burden of being a spokesperson

It is unfair to assume that any single student can speak representatively for the experiences or beliefs of a whole group. When certain issues arise in seminars or theoretical discussions, especially those of race, class, or gender, the pressures of being a spokesperson arise, which tend to burden underrepresented junior faculty more than others, although any faculty can feel this pressure. Consider the burden placed on a female student in an engineering seminar if asked, "how would a woman approach this design problem?" Or, for that matter, the burden on a male graduate student, white or not, in a feminist theory class if asked to provide "the male view" on an intellectual topic.

- Avoid assuming that the "white, male" experience is the norm. Understand how race, gender, and other characteristics influence, but do not predetermine, your junior faculty's perspectives on intellectual problems or issues.
- Avoid asking junior faculty to speak as spokespersons for the group to which you perceive they belong. Simply ask for their perspective.
- When you hear junior faculty voluntarily taking on spokesperson roles, acknowledge what you have gained from their contributions to the discussion.

Balancing work and lifestyle

Junior faculty from all disciplines observe the senior faculty devoting large parts of their lives to their work in order to find success in the academics, and can feel overwhelmed if they feel expected to spend every waking minute on their professional career. This perception causes concerns for junior faculty who seek to balance success in their career with other responsibilities, such as family or hobbies. To help your junior faculty deal with these pressures:

- Demonstrate to junior faculty that you value each dimension of your life. Be open to bringing up your interests and hobbies. Share your thoughts about the benefits of balancing work and life to refresh and regroup.
- Offer your junior faculty tips on managing time wisely and help them understand that large tasks can be broken down into more time manageable components.
- Recognize that junior faculty work hard to balance professional life and home demands. Those with family responsibilities are not able to spend as many hours on campus as other junior faculty, but often can be better focused when they are there.
- Learn something about the demands your junior faculty face beyond the department. If you sense that a junior faculty is encountering difficulties, listen first and offer ideas for solutions. Or, guide the junior faculty to appropriate campus resources.

GENDER

Women are as ambitious as men in pursuing a successful academic career. Women and men demonstrate ambition in their day-to-day persistence, interest, and intellectual contributions, which are changing the face of academic medicine. Even though the academic community is more enlightened than ever before about the benefits of having both genders well-represented in our teaching and research, we are still working to transform the traditionally “male-centered” structure of academic medicine. When sexism and other unconscious biases surface, women junior faculty experience the negative effects more pointedly, although men also report negative effects. For this reason, while junior faculty share many of the same concerns about academic interactions, women express some concerns that differ from those of men.

Assertiveness. The unspoken code in academic medicine is that, aside from being intelligent, those who assert them-selves in discussions or conference presentations attain success. Many women and racialized minorities, and even international junior faculty, express concern about difficulties they experience making their contributions heard. For example, in discussions, women have noted that to contribute an idea, often they have to interrupt another faculty. They tend to see interjecting themselves in this manner as rude and disrespectful, yet fear that peers will wrongly attribute their lack of participation to having no ideas at all. Many women report that when they do assert their ideas strongly, they feel subjected to criticism in a way that their male counterparts are not—even though the assertive behavior is the same.

Competitiveness. Research has shown that an overly competitive and critical atmosphere in career development can alienate minority junior faculty, and that women, in particular, feel such alienation more intensely. There is no doubt that women are capable of providing insightful criticisms of others’ work when warranted. But some interpret faculty behavior that is overly critical as an attempt to appear intellectually superior, and thus as a form of insecurity. Women, and indeed increasingly junior faculty in general, lament that the system does not reward praising the contributions of other scholars. More opportunities for collaborative work would help balance the competitive culture of academic medicine.

Importance of positive feedback. Many junior faculty desire to receive frequent constructive feedback on their work. Although lack of feedback is problematic in its own right, the lack of constructive feedback can lead junior faculty to doubt their capabilities. Women tend to attribute negative experiences they have in academics to personal deficiencies, while men tend to attribute them to insufficient guidance or problems within the department. Regarding their mentor’s personal style, men are more content than women with mentors who, even though they may be impersonal, offer solid instrumental advice. Women may interpret a professor’s distance as an indication that he or she has a negative opinion of them. Studies suggest that all of these nuances hold true for racialized minorities as well.

Recommendations

- Set ground rules with your junior faculty for group discussions, and explain how your expectations for participation will advance junior faculty’s goals.
- Experiment with ways of preventing a few junior faculty from dominating seminars. For example, encourage junior faculty who have participated once in discussion to wait until others have had a chance to talk before contributing again.
- Avoid calling on male or female junior faculty to be spokespersons for their gender. Invite junior faculty to offer *their* perspectives, and, if appropriate, ask them to share how they think gender may or may not influence them.
- Adjust the tenor of discussions that become overly critical. Remind junior faculty that it is always easier to criticize a work than to produce one, and follow up with: “What contributions *does* this particular piece make?”
- Acknowledge multiple forms of participation, e.g., group or pair work, e-mail discussions or discussion boards, journal comments, informal discussions, and presentations. Some junior faculty contribute better in small groups.
- Be aware of how discussion groups form in your seminars and determine ways to intervene if junior faculty become excluded or marginalized.
- Make sure junior faculty know how to contact a departmental representative if they feel they are being treated in ways that negatively impact their work.
- Use concrete language to convey feedback on junior faculty’s work. Saying “this paragraph exposes the research problem succinctly, but leaves out one important point” is clearer than “this is not bad” or “I don’t have any major problems with it.” Ambiguous feedback hinders junior faculty’s performance.

Resources

www.grad.washington.edu/mentoring

Center for Instructional Development and Research offers consulting and workshops on how to make learning environments and mentoring more inclusive. 206-543-6588

Center for Workforce Development provides graduate student mentorship and resources geared towards women pursuing careers in the sciences and engineering. 206-543-4810

Center for Curriculum Transformation assists individual faculty and academic departments with curriculum change related to gender and cultural pluralism. 206-685-8276

RACE AND ETHNICITY

Race and ethnicity are important factors that shape faculty experiences on campus. Although the racial and ethnic diversity of the UW community has been increasing slowly but steadily over the last 20 years, the campus community as a whole remains relatively homogenous. Thus minority junior faculty can feel marginalized, not only in the department but in how research problems and curricula reflect, or fail to reflect, their scholarly influence, experiences, and academic goals.

Stereotypes still exist on campus, and there is a great need to eliminate unexamined assumptions. We need more role models of faculty and junior faculty who engage in multicultural scholarship, research, and teaching so as to make diversity awareness and support structures more explicit.

Role models. As mentioned earlier, when junior faculty enter the large, complex structure of a research university, they can experience feelings of isolation or become overwhelmed. One of the first things junior faculty do, is seek out people with whom they can identify in order to temper those feelings. This search can be especially challenging for junior faculty of color because the dearth of minority faculty, and of white faculty who resonate with their academic and sociocultural experiences, makes it difficult to find an advisor or mentor in their fields. It is *not* the case that ethnic minorities want only other ethnic minorities as professors and mentors. Rather, they seek to find affinity with role models who have “paved the way,” who work through the dissonances between their home communities and the academic community, and who can help junior faculty do the same. Mentors who can assist with these challenges enable junior faculty to see pathways towards their own futures more clearly. When one of the few faculty of color leaves the UW for another university, minority junior faculty can feel the impact—it often means the loss of a potential supporter of their work.

Stereotyping. Stereotypes still exist on campus and there is a great need to eliminate unexamined assumptions. Stereotypes are particularly burdensome to junior faculty of color, not least because many have worked hard to overcome significant barriers. A stereotype that junior faculty of color worry about is whether other junior faculty and faculty will have low expectations of them. White faculty and peers may unwittingly avoid reaching out to, or worse, end up discouraging junior faculty of color in seminar or community interactions. This stereotype makes minority junior faculty feel unnecessarily awkward when seeking advice and guidance. Another harmful stereotype is that “all ethnic minorities are alike” or have the same goals for academics and experience the same challenges. The lumping together of outlooks or abilities creates an environment that compromises collegial interaction and undermines junior faculty’s individual needs and talents.

Lack of an explicit support system. At least two kinds of support are necessary for junior faculty, and in particular junior faculty of color, to succeed. The first is sufficient financial support and the second is environmental support, including mentoring and networking. It is dangerous for departments to assume that junior faculty automatically “know” how to navigate the system or pursue support, such as through grant writing, paper writing, and establishing networks with potential mentors. Traditionally marginalized junior faculty in higher education may have fewer direct channels to such sources of assistance. If workshops on these issues are not offered regularly in departments, or not publicized well, then opportunities remain hidden and junior faculty miss out on identifying resources to invest in their long-term success.

Exclusion from support networks. Underrepresented junior faculty on opportunities often are inadvertently overlooked for teaching and research activities. As a result, they experience fewer opportunities for collegial, career-building interactions with faculty and peers. They also miss out on how teaching and research assignments can enhance their career goals and strengthen their curriculum vitae.

Recommendations

- Reflect on how you have been socialized to think about race and ethnicity and make efforts to increase your awareness, socially and academically. For example, attend some of the numerous diversity forums on campus each year, and bring ideas for community building back to the department.
- Inform yourself about scholarly advances in your discipline resulting from the inclusion of multicultural research and perspectives. Think about the challenges these advances pose to your discipline and to scholars.
- Become a role model for junior faculty of color, regardless of your ethnic background. Learning more about minority junior faculty’s needs will enable you to carry out this role. Also, build more explicit connections to faculty of color in or outside your department and expose your junior faculty to their work and ideas.
- Seek, first and foremost, to understand junior faculty’s individual needs. Junior faculty from different race and ethnic groups face issues and experiences differently than white junior faculty. At the same time, avoid assuming that all junior faculty from a given racial or ethnic group have the same perspectives or needs.
- Be aware of negative dynamics and the ways they may affect the experiences of all junior faculty.

- Explicitly recognize each minority student's unique strengths and scholarly promise. Talk to junior faculty about their strengths and help them improve in other areas.
- Offer minority junior faculty a breadth of possibilities for scholarly interactions: leading discussions, collaborating on projects, designing workshops, and presenting research at campus forums or disciplinary meetings. This allows junior faculty to show their strengths and learn new skills.
- Make sure your department offers at least one workshop per quarter on financial support, mentoring, community building, success strategies, and other issues of importance to all junior faculty, particularly those of color. Use e-mail, newsletters, or posters to publicize the departmental and other units' helpful resources.
- Help your department create a policy of providing varied and developmental scholarship to all junior faculty, including junior faculty of color on fellowships. Broad exposure to different kinds of academic work is just as important as deep exposure to a research problem.
- Use informal assignments to broaden junior faculty's experience, such as being representatives in policy, curricular, and faculty meetings, or leading various writing, research, or teaching groups.
- Familiarize yourself with minority colleagues and white faculty both in and outside your department who may help extend all junior faculty's networks.
- Learn about national networks for underrepresented minorities in your discipline and participate in them.

Resources

www.grad.washington.edu/mentoring

Center for Instructional Development and Research offers web and print resources on inclusive teaching and assistance with workshops. 206-543-6588

Center for Multicultural Education focuses on research projects, activities, and services designed to improve practice related to equity issues, intergroup relations, and the achievement of junior faculty of color. 206-543-3386

Center for Curriculum Transformation helps individual faculty and departments to address cultural pluralism in the academic curriculum. 206-685-8276

Ethnic Cultural Center promotes diversity, cross-cultural exchange, lectures, and learning beyond the classroom for graduate and under junior faculty. It also provides meeting space and theatre events. 206-543-4635

Graduate Opportunities & Minority Achievement Program (GO-MAP) provides graduate student outreach and recruitment programs, and supports diversity with numerous resources and opportunities. 206-543-9016

Office of Minority Affairs provides outreach and academic support services to ensure a welcoming climate in which all junior faculty can realize their full potential. 206-685-0518

BEING FROM ANOTHER COUNTRY

The rules of the academic game. When international junior faculty arrive on campus, they need to demystify three cultures: the US culture, the culture of the research university, and the academic culture in their department. They discover that policies in departments can be quite different from those in their home institutions, or are opaque or difficult to interpret. For instance, some may find it initially hard to understand how they can create a promotional pathway. On a subtler note, international junior faculty rely on different assumptions about how faculty members and junior faculty should relate to each other. Many East Asian junior faculty, for example, have reported sensing a kind of interpersonal “coldness” from some US faculty who, while informal and jovial with junior faculty, might remain distant regarding junior faculty’s personal or family lives. In other countries, the faculty-junior faculty relationship often extends beyond academic discussions and may include various types of nonacademic interactions.

Social stresses. In moving far away from families and friends, international junior faculty can feel a great sense of displacement. Those who are new to the US, and who bring their partners and children with them, worry about how well their families will adjust to American life. Even for junior faculty from countries with large numbers of fellow nationals at the UW, uncertainties about how to socialize with Americans can raise stress levels. After a while, some junior faculty may begin to wonder how they will be accepted with different dress, talk, and behavior.

Recommendations

- Help international junior faculty acclimate to department activities by occasionally calling on them to participate in discussion. Assure them, especially those who are the most quiet, that you are stimulating dialogue and not singling them out. Some junior faculty have a hard time, at first, jumping into animated discussions.
- Reserve extra time outside of structured activities to interact with international junior faculty. Ask them about their research and outside interests, their families, how they are adjusting, and what education is like in their home countries. In this way, you help them know that you are concerned about their personal as well as academic well being.
- Realize that not all international junior faculty have difficulties with English; many of them were trained in English-speaking institutions, and for others, English is their first language.
- By the same token, avoid assuming that if an inter-national student speaks English well, he or she does not experience cultural dissonance or confusion about how US education works.
- Offer a variety of ways for international junior faculty to meet with you: in person, by e-mail, phone, scheduled appointments, or group meetings. This variety enables junior faculty with different levels of linguistic competence to choose how to communicate with you comfortably.
- Make it a point to introduce new international junior faculty to more advanced international junior faculty, and to US junior faculty with international experience. This enlarges new junior faculty’s networks.
- Be aware that the rules governing academics and funding in the US may be different from those in other countries. Most junior faculty have a visa that might restrict their and their families needs, differently from what you might experience as a US national. If you have questions about these requirements, speak with your administrator or department chair. If you have questions about your junior faculty’s travel or work, contact the department’s faculty appointments coordinator.
- If you have ever traveled to another country, recall how you had to rely on others’ assistance to acclimate to the language and customs. Offer international junior faculty the same courtesies you found helpful.

Resources

<http://www.grad.washington.edu/mentoring>

International Services Office addresses a range of issues for international junior faculty assistance. 206-543-0841

Foundation for International Understanding through Junior faculty links UW international junior faculty, visitors, and scholars with the Puget Sound community and provides opportunities for cross-cultural friendship and events.

206-543-0735

BEING FROM ANOTHER SOCIO-ECONOMIC SECTOR

Junior faculty come to academic medicine from a variety of socio-economic trajectories, determined either by their parents' educational and occupational circumstances or by their own occupational histories. In recent years, more and more junior faculty delay higher education in order to earn and save money, gain professional experience, or support their families. Socio-economic background is a largely "invisible," but important factor that influences junior faculty's mentoring needs. If you have mentees who grew up in a blue-collar family; were raised by a single, struggling parent; come from a very large family or a family of low income; or come from rural or inner-city origins, they probably have surmounted considerable obstacles to obtain an education.

Often, junior faculty who come from disadvantaged back-grounds are the first in their family to complete an graduate degree. The fortitude these junior faculty develop to persevere and pursue their academic ambitions is a highly desirable quality. The effects of a disadvantaged background do not stop, however, just because a junior faculty member has entered academics. Junior faculty who experienced hardships earlier in life need mentoring that is attentive to their concerns.

Recommendations

- Understand that junior faculty's career aspirations vary and their interests may not be the same as those that motivated you to want to become a professor. Ask junior faculty about their aspirations and how they expect you to help them achieve their goals.
- Ask junior faculty how their prior work experiences relate to, or have influenced them to pursue, academics. Have junior faculty write about these understandings and invite them to make periodic observations about how they are developing professionally.
- Ask junior faculty how their current scholarship informs their perspective on prior work experiences.
- Provide opportunities in presentations and departmental forums for junior faculty to link theory and practice.
- Realize that career aspirations may shift over the course of junior faculty's tenure, so be prepared to help your mentees seek out a variety of opportunities.
- Help junior faculty pursue a healthy balance of professional development opportunities such as research opportunities, teaching opportunities, and special leadership opportunities, such as department or university committees. Whatever their ultimate career pathway, your mentees will benefit greatly by learning how their skills apply in multiple arenas.

Resources

<http://www.rad.washington.edu/mentoring>

Preparing Future Faculty Program helps junior faculty observe and experience a full range of faculty roles and responsibilities. 206-543-9054

4. Encourage your department to strengthen mentoring

Departmental faculty members, chairs, and administrators share a collective responsibility to establish and maintain a culture of effective mentoring. While this culture will differ from department to department, there are some common elements of effective mentoring environments. The department's web page (www.rad.washington.edu/mentoring) offers resources to help improve opportunities for mentoring.

Consider implementing the following strategies to help your department optimize its mentoring resources and nurture productive relationships between faculty and junior faculty.

Develop a mentoring policy

It is wise for departments to construct a policy that focuses on effective mentoring as a core component of the junior faculty experience. Such a policy is most effective when it emerges from the creative ideas and good will of the faculty, which a few interviews with mentoring focus groups can cultivate. In this way, all members of a department can identify principles of mentoring and agree on how they will institutionalize and reward good practice.

Establish peer mentoring

In order to facilitate junior faculty's transition to life in academics, suggest first-year junior faculty seek more advanced junior faculty on the basis of similar interests. Peer mentors can help new junior faculty become familiar with departmental culture, strategies for success in the first year, and resources at the University and in Seattle. Departments can support this effort by outlining the basic responsibilities of both peers to each other and to the mentoring process, and making funds available to support regular mentoring activities.

Establish multiple mentoring mechanisms

Encourage research exposure. The purpose of such exposure is for beginning junior faculty to gain awareness to different skills and intellectual problems, not to conduct independent research. Disciplines in the sciences and engineering are often valuable avenues to explore that will help junior faculty early on to a range of career specializations.

Offer teaching mentors. Balance and or leverage your strength as a mentor with the other faculty in the department. Help junior faculty progress instructionally, and offer suggestions for improvement. Suggest a special course for junior faculty. Recommend junior faculty to lead group discussions on general topics or discipline-specific instructional techniques, and curriculum development.

Connect with your alumni. Your alumni are prominent professionals in their fields with many resources, ideas, and energies to "give back" to your department and to current junior faculty. Many UW departments have been instituting mechanisms to reconnect with their alumni in meaningful ways. Through speaker panels, alumni can share their vision of career prospects in academes. Through interactive workshops, alumni can help junior faculty explore the realities of a faculty career in different institutional contexts, or learn how to develop their disciplinary and intellectual skills in academics.

Start a "brown bag" lunch program. Periodic junior faculty lunches are a great way to help junior faculty develop relationships and discover mutual interests with a variety of individuals. Lunches can be organized around topics, and the department can help organize the events that will help junior faculty assess faculty members' research and teaching programs. Small groups that support individualized attention are most helpful.

Create community. Designate a special space to foster a collegial and inviting atmosphere in which junior faculty, faculty, staff, and their families can gather periodically for social opportunities. Use this space to honor the accomplishments of junior faculty and faculty, such as publications, research, teaching and mentoring awards, or other professional and personal accolades.

Enhance professional socialization. Departments can do many things to help faculty mentors nurture the professional development of their junior faculty. Invite junior faculty to participate on departmental committees, including hiring and admissions committees. Create formal opportunities for junior faculty to present their teaching or research at departmental seminars or brown bags, and increase opportunities for practicing public speaking skills. Assigning one or two faculty members to provide junior faculty with constructive feedback increases the value of that feedback. Alumni speaker series, which celebrate the varied accomplishments of alumni, are very effective for helping

junior faculty network as well as construct ambitious yet realistic visions of their professional pathways.

And, finally, reward effective mentoring!

Departments that create rewards for excellent mentorship are usually in the best position to help their faculty turn good principles into action. Imbedding the importance and passion for mentoring in our day-to-day activities is most important reward we can give to our junior faculty. This passion for mentoring creates the culture for departmental excellence and participation in developing our junior faculty.

Conduct initial meetings with junior faculty's interests in mind

Early in your mentoring relationship, encourage junior faculty to do a self-appraisal to better assess their own needs and begin thinking about the types of people who might best help them. Use the following questions as “talking points” to guide your first meetings with mentees. Prior to your first meeting, you will find it helpful to fill out Worksheet 2, Mentor checklist. When you begin to meet with new mentees, use Worksheet 3, Professional development plan, or create one of your own.

What are the junior faculty's goals?

- Ask about the junior faculty's prior educational and professional experiences, and how he or she connects these to their current career pathway. What does the junior faculty hope to accomplish?
- Discuss your own research or creative projects and how they complement or diverge from your mentee's interests.
- Offer suggestions about courses, other training, and work experiences that would aid the mentee in reaching his or her goals.
- Refer the junior faculty to colleagues inside and outside the University who could serve as additional mentors to assist the learning and professional goals. If you know someone well, offer to send a letter of introduction on the mentee's behalf.
- Recognize that junior faculty may want to use their activities to contribute positively to the community, either during or after their career. Refer junior faculty to colleagues who have successfully bridged academic and community goals.
- Realize that the junior faculty's career goals will likely change over the course of time, especially as he or she begins to learn about the particular academic discipline.
- Increase your awareness of how junior faculty identities shape the academic experience and how the academic experience shapes junior faculty's identities. Well formed identities are springboards to greater self-confidence and connectedness to wider communities of experience.

What are the junior faculty's strengths and weaknesses?

- Ask the junior faculty to describe broadly the skills he or she brings to academics (e.g., creative, analytical, statistical, organizational, etc.).
- Share your impressions about strengths and areas for improvement if you know the junior faculty well enough your interactions or projects.
- Suggest experiences the junior faculty needs in order to improve important skill sets or gain broader exposure.

What is the junior faculty's preferred work style?

- Discuss what type of guidance the junior faculty needs to learn most effectively (e.g., independent vs. one-on-one work).
- Discuss your own work style and how you typically interact with junior faculty (e.g., do you prefer to meet only during certain times? Do you hold informal meetings? Do you invite junior faculty to collaborate on teaching and research projects, and papers and presentations?).
- Ask the junior faculty to describe people who have been valuable mentors in the past, and what these mentors did that helped him or her achieve important goals.

Clarify expectations

One of the strongest themes that junior faculty express, on this campus and in national studies, is the desire for greater clarity on expectations, roles, and responsibilities. With clear expectations, mentoring relationships are far more likely to be productive, enjoyable, and mutually beneficial. Not all mentors and mentees establish a formal contract. Some find it useful, while others prefer to work from mutually specified yet informal agreements (see Worksheet 4, Sample agreement). To prevent misunderstandings, discuss frequently the expectations you and your mentee have of each other, including how they may change over time.

In particular, the following points are especially helpful to discuss with mentees early on:

Have realistic expectations

Be realistic about what you can do for your mentees and help them understand what kinds of assistance they can expect from you. Assist your junior faculty in their search for multiple mentors. Analyze what your mentees need and help them develop a productive balance between seeking help from you and taking on more responsibility over time as they develop professionally. Your mentees will differ in their needs and willingness to seek your help, and some may not

have a firm grip on their goals or needs. While you should establish standards of excellence and professionalism for all your mentees, adjust your approach depending on the developmental stage of each mentee.

Clarify roles and responsibilities

No matter how formal or informal your mentoring agreements may be, as your mentees progress through the academic experience, you can revise your understandings together. Some responsibilities to address early, include:

Goals and work plans. Ask your junior faculty to develop and share with you a general work plan, including short- and long-term goals, and establish reasonable timelines. Make sure these plans are feasible and meet the academic pathway's criteria. Agree upon a time for junior faculty to update you at least once a quarter (e.g., via a meeting, memo, or e-mail) on progress made and obstacles encountered. Discuss any additional training and experiences junior faculty need to achieve their goals. If adjusting timelines becomes necessary, work together to agree upon new plans.

Meetings. Talk with your junior faculty about how often you can meet. Be explicit if you have a heavy travel schedule, are about to take a sabbatical, or will be assuming an administrative position. If you are unable to meet often enough to satisfy junior faculty's needs, discuss alternative means of communication such as e-mail, and help junior faculty think of others to consult. You can also convey what issues you feel require a face-to-face meeting and those that can be dealt with in other ways. Let junior faculty know if they may contact you at home, and under what circumstances calls are appropriate. Also, ask them whether you can contact them at home.

Some professors prefer junior faculty to take responsibility for arranging and leading meetings while others prefer to share the responsibility. Some prefer junior faculty to prepare agendas in advance so as to maximize time together. Whichever is true for you, communicate this to your mentees and extend them a clear invitation to contact you when they need help.

Feedback. Discuss how often you will give feedback on junior faculty's progress and what type of feedback they can expect from you. In all cases, explain to mentees how you intend your feedback to help their intellectual and professional growth.

Reminders. Explain how long it generally takes you to review junior faculty's work, and let them know how they can best follow up if you are unable to reply within the specified time frame. For instance, you might like an e-mail or phone reminder a few days before the agreed-upon date. Each time junior faculty submit work to you, convey when they can expect you to return it. Take these opportunities to remind junior faculty of your feedback style and your expectations.

Drafts. Explain what you expect first drafts to look like before being submitted to you. If you do not want junior faculty to submit rough drafts, suggest they share their work with a trusted peer or writing group first. When your junior faculty submit successive drafts, ask them to highlight revised sections to save you from unnecessarily re-reading the full document.

Publishing and presenting. Discuss with mentees your philosophy and expectations about co-authorship, as well as your willingness to help them prepare work for submission to journals and conferences. Ask junior faculty what writing/speaking goals they have.

Intellectual property. If you have invited a mentee to work closely with you on a research project, clarify who owns the data that is being collected and whether others will be able to have access. Consideration for the ownership and sharing of research is important in all disciplines. Discuss the ownership of any copyright and patent agreements that might occur as a result of a collaborative project. For more information, contact the UW Office of Research www.washington.edu/research, or the UW Office of Intellectual Property and Technology Transfer at depts.washington.edu/techtran.

Research and human subjects. All research involving human subjects that is performed or supervised by UW faculty, staff, or junior faculty must be reviewed by the UW Human Subjects Division. It is an essential part of a faculty mentor's responsibilities to advise junior faculty to seek Human Subjects review and approval prior to the beginning of research activities. Research with human subjects cannot be retroactively reviewed and approved. Moreover, performing a human subjects study without prior review and approval is considered "serious" non-compliance according to federal regulations, and must be brought to a full Human Subjects Committee for inquiry and action. More information is available at www.washington.edu/research/hsd/index.php.

Confidentiality. Mentors and junior faculty who develop close relationships sometimes discuss confidential issues. Be clear about the confidentiality you would like accorded to you regarding sensitive issues you might disclose,

and offer strict confidentiality to your mentee.

Recommendation letters. Let junior faculty know how much time you need to write letters on their behalf. Ask them to help you by giving you information about the fellowship, grant, or program to which they are applying, including updated copies of their curriculum vitae. Ask junior faculty to provide details about the areas of their experience they would like emphasized. In your letters, try to address multiple facets of junior faculty's work.

Basic advice to give your mentees

Remember that junior faculty must invest patience, persistence, and creativity in their search for lasting mentoring relationships. Because there is no one formula for finding great mentors, junior faculty always welcome good advice. The following tips are addressed both in this faculty guidebook and in the companion guidebook for junior faculty, *How to Obtain the Mentoring You Need*. Reinforce these messages by reminding your mentees of these tips regularly in your meetings, and hallway conversations.

Encourage junior faculty to be proactive

Ideally, all junior faculty should feel they can approach their professors openly and candidly. But at a large research university like UW, some junior faculty may find the faculty quite different from their prior experience and may need to make extra efforts to seek out interactions. In some cases, personalities or cultural backgrounds may make junior faculty feel less comfortable with direct approaches. Remind your junior faculty that visiting you during certain times is a great way to maintain contact. At the same time, invite your junior faculty to suggest other times and places for discussions, or offer them yourself.

Explain the advantages of multiple mentors

Because one individual is rarely able to meet all of a student's mentoring needs, junior faculty need to find and cultivate multiple mentors. Mentors can be faculty members within or outside the University. Junior faculty with multiple mentors increase the likelihood that they will obtain assistance and support from a range of expert sources—their “team.” This approach is especially helpful for exploring diverse academic opportunities.

Help junior faculty develop realistic approaches to mentors

Junior faculty will find that developing mentoring relationships is more effective if they request specific kinds of guidance, rather than make general requests for mentorship. Help your junior faculty understand they need to invest time in identifying what they need from their mentors and request that assistance clearly and professionally.

Remind junior faculty to be visible

Help your junior faculty become aware of the importance of being visible in department life—that office and hallway conversations build and maintain relationships as well as help people glean vital information. Help them find creative ways to be visible, by getting involved in key events or gatherings, or taking a leadership role in coordinating certain events each year.

Empower junior faculty to take themselves seriously

Junior faculty need to see themselves not only as bright junior faculty, but as colleagues. Talk to your junior faculty about the full range of professional activities that build career potential: participating in departmental lectures or other activities, joining professional associations and societies, networking at local or national conferences or campus events, and seeking opportunities to present work projects.

Encourage junior faculty to be responsible

Junior faculty should understand the value of “owning” their careers, which includes responsibility for developing a vision of the future and attending to ordinary, everyday details. These details include being prompt for scheduled meetings, preparing meeting agendas, and updating mentors at least once a quarter about their work, progress, and plans.

Encourage junior faculty to show commitment to their professional development

Junior faculty need to demonstrate involvement in their programs, courses, and research. Many faculty underscore the importance of junior faculty “embracing their own work” or “deciding to be the world's expert in a particular area.” You can help junior faculty show commitment in ways that fit their professional goals and individual circumstances. Talk with your junior faculty about the kinds of professional activities they would like to take part in and encourage them to take a lead role in departmental or campus initiatives they care about.

Invite junior faculty to receive criticism in a professional manner

Junior faculty need to accept criticism of their work in a professional manner. Accepting criticism does not mean agreeing with everything that is said, but rather reflects a willingness to consider other points of view. If junior faculty disagree with certain criticisms, it is appropriate for them to defend their ideas in a professional manner.

Invite junior faculty to comment on your advice

Help junior faculty learn to share information constructively. Sharing different opinions is a mark of collegiality and growth. For example, after junior faculty read books or articles that you have suggested, ask them to offer you their reactions. You can also ask junior faculty to tell you whether the feedback or advice you give is useful, and how it could be more useful. Remember, junior faculty do not necessarily follow their mentors' advice in every instance. In fact, sometimes *not* taking your advice can be a sign that your mentees are seeking opportunities for thinking on their own, and thus a sign of the kind of growth you are helping them to achieve.

You are on your way!

Providing good mentoring to your junior faculty is one of the best investments you can make in your own professional life as well as your mentees' lives. Good mentoring relationships do not just "happen;" they take effort, patience, and planning. But the returns are great and will have a positive impact on you and your junior faculty for many years to come.

Good mentoring will give your junior faculty the edge as they enter the profession of their choice. By helping new talent enter the field, you will help your profession evolve and acquire for yourself new ways of approaching challenges, thus enriching your own expertise. Most importantly, you will help your mentees maintain a positive attitude and acquire the self-reliance they need for embarking confidently on their path to success. Remember, many junior faculty will follow in your footsteps. They, too, will mentor many others over the course of their professional lives, whatever their career trajectories. The mentoring relationships you nurture now will directly and indirectly benefit numerous individuals and institutions down the road. On this wonderful journey, we wish you every success!

Section IV

Worksheet 1: Mentor expectations

Use this worksheet to develop an understanding of what you expect to gain from your mentoring relationships. By clarifying your own expectations, you will be able to communicate and work more effectively with your junior faculty. Add items you deem important.

The reasons I want to be a mentor are to:

- ☐ Encourage and support a junior faculty in my field
- ☐ Establish close, professional relationships
- ☐ Challenge myself to achieve new goals and explore alternatives
- ☐ Pass on knowledge
- ☐ Create a network of talented people
- ☐ Other _____

I hope that my mentee and I will:

- ☐ Tour my workplace, center, or lab
- ☐ Go to formal mentoring events together
- ☐ Meet over coffee or meals
- ☐ Go to educational events such as lectures, conferences, talks, or other university events together
- ☐ Go to local, regional, and national professional meetings together
- ☐ Other _____

I hope that my mentee and I will discuss:

- ☐ Academic subjects that will most benefit his or her career
- ☐ Career options and professional growth
- ☐ The realities of the workplace
- ☐ My work
- ☐ Technical and related issues
- ☐ How to network
- ☐ How to manage work and family life
- ☐ Personal dreams and life circumstances
- ☐ Other _____

The things I feel are off limits in my mentoring relationship include:

- ☐ Disclosing our conversations to others
- ☐ Using non-public places for meetings
- ☐ Sharing intimate aspects of our lives
- ☐ Meeting behind closed doors
- ☐ Other _____

I will help my mentee with opportunities by:

- ☐ Finding academic possibilities in my department, center, lab, or society
- ☐ Introducing my mentee to people who might be interested in collaborating with him or her
- ☐ Helping practice for presentations
- ☐ Suggesting potential research contacts to pursue
- ☐ Teaching about networking
- ☐ Critiquing his or her resume or curriculum vitae
- ☐ Other _____

The amount of time I can spend with my mentee will be, on average:

1 2 3 4 hours each *week*/every *other week*/per *month* (circle one)

Adapted from: Brainard, S.G., Harkus, D.A. and George, M.R. (1998), *A curriculum for training mentors and mentees: Guide for administrators*. Seattle, WA: Women in Engineering Initiative, WEPAN Western Regional Center, University of Washington.

Worksheet 2: Planning for first meetings—a mentor's checklist

Use this checklist to plan initial meetings with your mentees in light of what you hope to help them achieve over the long-term.

- ___ Arrange first meetings with potential mentees.
- ___ Explain the goals for meetings and discuss how confidentiality should be handled.
- ___ Discuss what each of you perceives as the boundaries of the mentoring relationship.
- ___ Review the mentee's current experience and qualifications.
- ___ Discuss and record the mentee's immediate and long-term goals; explore useful professional development experiences in light of these goals. Record these on a professional development plan. (See Worksheet 3.) Discuss strategies and target dates.
- ___ Discuss and record any issues that may affect the mentoring relationship such as time and financial constraints, lack of confidence, new to the role, etc.
- ___ Arrange a meeting schedule (try to meet at least once a quarter). Record topics discussed and feedback given at each meeting. Ensure that all meeting records are kept confidential and in a safe place.
- ___ Discuss the following activities that can form part of your mentoring relationship:
 - Giving advice on strategies for improving teaching.
 - Organizing observation(s) of teaching and providing constructive feedback.
 - Organizing a session of work shadowing.
 - Consulting on issues or concerns the mentee has with research groups.
 - Providing feedback from other sources (junior faculty, faculty, administrators, and other mentors in or outside the University).
- ___ Create a mentoring action plan that reflects different professional development needs at different stages of the mentee's academic development.
- ___ Encourage your mentee to reflect regularly on his or her goals, achievements, and areas for improvement. Ask the mentee to compose a brief reflection essay (e.g., 1/2 page) prior to each meeting.
- ___ Amend the mentoring action plan as needed by focusing on the mentee's developing needs.

Adapted from: *Mentoring towards excellence: Section 4: Handbook and guidelines for mentors and mentees*. Association of Colleges and the Further Education National Training Organisation, Learning and Skills Council: Coventry, England.

Worksheet 3: Professional development plan

Ask your junior faculty to develop and share with you a general work plan, including short- and long-term goals, and establish reasonable timelines. Make sure these plans are feasible and meet the academic pathway's criteria. Agree upon a time for junior faculty to update you at least once a quarter (e.g., via a meeting, memo, or e-mail) on progress made and obstacles encountered. Discuss any additional training and experiences junior faculty need to achieve their goals. If adjusting timelines becomes necessary, work together to agree upon new plans.

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Worksheet 4: Sample mentor and mentee agreement

Consider using this agreement, or another one that you and your mentee(s) create together, if you believe the mentoring relationship will be strengthened by formalizing a mutual agreement of roles, responsibilities, and expectations.

We are voluntarily entering into a mentoring relationship from which we both expect to benefit. We want this to be a rich, rewarding experience with most of our time together spent in professional development activities. To this end, we have mutually agreed upon the terms and conditions of our relationship as outlined in this agreement.

Objectives

We hope to achieve:

To accomplish this we will:

_____	_____
_____	_____
_____	_____

Confidentiality

Any sensitive issues that we discuss will be held in confidence. Issues that are off-limits in this relationship include:

Frequency of Meetings

We will attempt to meet at least _____ time(s) each month. If we cannot attend a scheduled meeting, we agree to notify one another in advance.

Duration

We have determined that our mentoring relationship will continue as long as we both feel comfortable or until:

No-Fault Termination

We are committed to open and honest communication in our relationship. We will discuss and attempt to resolve any conflicts as they arise. If, however, one of us needs to terminate the relationship for any reason, we agree to abide by one another's decision.

Mentor

Mentee

Date

Date

Source: Brainard, S.G., Harkus, D.A., and George, M.R. (1998), *A Curriculum for training mentors and mentees: Guide for administrators*. Seattle, WA: Women in Engineering Initiative, WEPAN Western Regional Center, University of Washington.