

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.
- Boice, Robert. *The New Faculty Member: Supporting and Fostering Professional Development*. San Francisco: Jossey-Bass Publishers, 1992.
- Boyle, P. and B. Boice. "Systematic Mentoring for New Faculty Teachers and Graduate Teaching Assistants." *Innovative Higher Education* 22.3 (1998): 157-179.
- Caplan, Paula J. *Lifting a Ton of Feathers: A Woman's Guide to Surviving in the Academic World*. Toronto: University of Toronto Press, 1993.
- Johnsurd, L. K. and M. A. Wunsch. *Barriers to Retention and Tenure at UH-Manoa: Faculty Cohorts 1982-88*. Technical Report. Honolulu: University of Hawaii, 1991.
- 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.
- Michols, I. A., H. M. Carter, and M. P. Golden. "The Patron System in Academe: Alternative Strategies for Empowering Academic Women." *Women's Studies International Forum* 8 (1985): 383-390.
- Perna, F. M., Bart M. Lerner and M. T. Yura. "Mentoring and Career Development among University Faculty." *Journal of Education*. 177.2 (1991): 33-45.

- Sandler, Bernice R. "Women as Mentors: Myths and Commandments." Educational Horizons Spring 1995: 105-107.
- Sands, R. H., L. A. Parson and J. Duane. "Faculty Mentoring Faculty in a Public University." Journal of Higher Education 62:2 (1991): 174-93.
- Schoenfeld, A. Clay and Robert Magnan. Mentor in a Manual: Climbing the Academic Ladder to Tenure. Madison, WI: Atwood Publishing, 1994.
- Sorcinelli, Mary Deane and Ann E. Austin. Developing New and Junior Faculty. San Francisco: Jossey-Bass Publishers, 1992.
- Toth, Emily. Ms. Mentor's Impeccable Advice for Women in Academia. Philadelphia: University of Pennsylvania Press, 1997.
- 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 Program

<http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm>

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.