

The Carnegie Mellon Mentoring Series

MENTORS & COLLEAGUES

A GUIDE FOR JUNIOR FACULTY
AND THEIR MENTORS

Dear Colleagues,

Recruiting and retaining exemplary faculty members is essential to Carnegie Mellon's objectives of supporting leading-edge research to meet the changing needs of society and of providing the highest quality education to our students, who will have an important impact in their professions and communities. Supporting new faculty as they become acclimated not only fosters a congenial and productive campus environment, but also addresses Carnegie Mellon's mission of serving our students by exemplifying our values of quality, ethical behavior, responsibility to society, and our commitment to our work and to each other. Moreover, mentoring new faculty contributes to our pursuit of a diverse community where discovery, artistic creativity, and personal and professional development can flourish.

Just as we provide support to our students to guarantee their success, Carnegie Mellon strives to nurture our faculty to ensure their personal and professional growth and satisfaction. To help toward that goal, we have developed this mentoring guide for both new and established faculty—the mentored and the mentor.

Included in this booklet are insights and perspectives of both junior and senior faculty so that both can understand the needs, concerns, perceptions, expectations and responsibilities of the other. Also included are concrete suggestions and techniques for both the mentor and the mentored, taken from successful models currently used by various departments throughout the university and from accepted mentoring practices cited in the literature.

A recent Carnegie Mellon study, funded in part by the Alcoa Foundation, provided insights from experiences specific to our institution. The 2001-03 study, "Links Between Experience and Career Development at Carnegie Mellon," focused on faculty experiences at the university. The study comprised interviews with two cohorts: current faculty at the university and faculty who have left the university over the last decade. The purpose of the study was to better understand the experiences of all faculty members at Carnegie Mellon in order to determine what leads to feelings of acceptance and collegiality or disenfranchisement and isolation. It is no surprise that mentoring emerged as one of the major sources of satisfaction or dissatisfaction—and as an absolute necessity for professional success.

We hope that this booklet proves useful to both incoming junior faculty and the senior faculty who show the generosity of spirit to mentor them as they begin their new career.

Best regards,



Mark Kamlet, Provost

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THE IMPORTANCE OF MENTORS

My heart is in the work," pledged steel magnate and philanthropist Andrew Carnegie in 1900 when he endowed funds to establish Carnegie Technical Schools. A hundred years later, the technical school created for local Pittsburghers is known as a world-class research university. Carnegie Mellon University's size has changed and its scope has broadened, but one thing remains true: our heart is still in the work.

It doesn't take long for the newcomer to realize that this work ethic is an overriding feature of the university's culture. At a recent gathering of members of the campus community to discuss the university's culture and how it affects students, the group described Carnegie Mellon's culture as "professional, focused and project-driven." Other adjectives used to describe the university were "dynamic," "chaotic," "high pressure" and "intense." Overall, however, faculty and students noted that we value quality over quantity.

What these descriptors boil down to is that Carnegie Mellon is a place where dedicated people work hard in careers they love.

Another component of our culture is that there are also many subcultures. Although Carnegie Mellon is a small university, our focus on research across often-divergent departments makes for a decentralized organization in which there are a variety of subcultures.

Having guidance on how to navigate this work-focused, yet diverse environment is crucial to new faculty.

Why People Need Mentors

Beginning a career in any professional field is a challenge. Even though he or she has acquired extensive knowledge of a subject in graduate school, the new faculty member will be challenged by the numerous facets and interactions that a career in academia presents.

Junior faculty may feel that they should "hit the ground running" when they start as an assistant professor. And they will certainly be expected to do just that since the tenure clock is ticking away. However, getting off to a strong start does not mean that one needs to—or should—do it all on one's own. That's why the newcomer needs to be advised—to be mentored.

Mentor can have many connotations. You may envision a mentor as a role model—a senior and learned sage who lectures you on "truths." Mentors can certainly fit that description, but the definition of *mentor* (according to Webster's) requires only that the person be a "wise, loyal advisor" or even "a teacher or coach." This definition opens up the possibilities to include just about

"SUCCESSFUL PEOPLE HAVE MENTORS; THEY DON'T JUST GET THERE ON THEIR OWN."
— SENIOR PROFESSOR, H&SS

"MY MENTOR WAS 10 YEARS OLDER AND PROVIDED ASSISTANCE NOT ONLY IN ADJUSTING TO THE DEPARTMENT AND ACADEMIC LIFE, BUT ALSO IN ADJUSTING TO PITTSBURGH."
—JUNIOR FACULTY MEMBER, SCS

SUCCESSFUL FACULTY MEMBERS AT CARNEGIE MELLON REPORT HAVING MULTIPLE MENTORS, QUITE OFTEN INCLUDING OTHER NEWCOMERS AND IN DEPARTMENTS OTHER THAN THEIR OWN.
—"LINKS BETWEEN EXPERIENCE AND CAREER DEVELOPMENT AT CARNEGIE MELLON"

"IT WAS UNCLEAR TO ME
WHAT BALANCE BETWEEN
'PURE' ACADEMIC WORK AND
PROFESSIONAL PRACTICE
EXPERIENCE WAS
NECESSARY FOR SUCCESS IN
MY DEPARTMENT. BOTH OF
MY MENTORS WERE NOT
ONLY HELPFUL IN GIVING
ADVICE, BUT I HEARD
THROUGH THE GRAPEVINE
THAT THEY THEN 'DEFENDED'
MY DECISIONS AS
APPROPRIATE AT
PROMOTION TIME."

—JUNIOR FACULTY MEMBER,
CFA

"THE WORD 'MENTOR' IS
LIKE THE WORD 'GOD'—YOU
CAN'T TELL PEOPLE WHAT IT
IS BECAUSE THEY ALREADY
KNOW WHAT IT MEANS TO
THEM. IF PEOPLE THOUGHT
OF MENTORING AS ADVISING
AND HELPING (AND MAYBE
NURTURING), THERE
WOULDN'T BE SO MUCH
ANGST ABOUT FINDING A
MENTOR. VERY FEW PEOPLE
CAN REALLY BE A TRUE
MENTOR, BUT A LOT OF
PEOPLE CAN GIVE HELPFUL
ADVICE."

—PROFESSOR, CIT

"A MENTOR'S OWN GROWTH
AND DEVELOPMENT ARE
NURTURED THROUGH
REFLECTION, RENEWAL AND
REGENERATION."

—THE MENTOR'S GUIDE
(ZACHARY)

anyone who can provide useful advice.

Even after reducing down the definition of *mentor*, both the mentor and the mentored may be unclear on what mentoring actually involves. Lois

Zachary, in her handbook "The Mentor's Guide," explains simply that "*learning is the fundamental process and the primary purpose of mentoring.*" Having been both students and teachers, the mentor and the mentored can take comfort in such a familiar interpretation of mentoring. Among the essential skills and insights newcomers can learn from senior faculty are how to balance the various roles of academic life, how to negotiate departmental politics and how and when to say "no" to unnecessary volunteer duties.

This guide provides institution-specific insights and recommendations on mentoring, based on our 2001-2003 study, "Links Between Experience and Career Development at Carnegie Mellon." Interestingly, our findings echoed the national research conducted on the subject. An overarching recommendation found throughout the literature and in our study is the newcomer's need for multiple mentors.

Just as students cannot learn all they need to know from one professor, new faculty members cannot rely on one mentor or colleague for all of the information they need to succeed in their new job. Indeed, as the academy has become more diverse, it has become nearly impossible to find that one role model. Rather, the junior faculty members now look to several faculty members (whether senior or junior, or whether in-

side or outside the department) for advice and feedback. This building of a *mentoring team* is not only beneficial to the success of the junior faculty member in the acclimation to the day-to-day routines of the work, but also provides interdisciplinary contacts who can assist in gaining research funding as well as the collegiality that enhances one's enjoyment of the job.

Mentoring Benefits the Mentor as Well

Certainly, the junior faculty member who is being supported and advised by senior colleagues is receiving a valuable gift, but the senior faculty member who mentors the newcomer also gains from the experience.

Through the new perspective gained by seeing research and teaching through the eyes of the junior faculty member, the mentor can maintain acuity, increase creativity, and experience professional and personal growth and renewal. Moreover, mentoring can be viewed as part of one's role as faculty to prepare the leaders of the future—from undergraduates to junior faculty—all the while contributing to the reputation of the department and enrichment of the discipline. Ob-serves one senior professor, "There is a hidden cost when you choose *not* to help a new faculty member transition."

ESTABLISHING MENTORING RELATIONSHIPS

Although the university does not operate a formal mentoring program, the university and the departments strive to support new faculty as they become acclimated in their new positions. The individual schools and departments offer a variety of mentoring resources, from formal to informal and from mentor-initiated to protégé-initiated.

Choosing Mentors

Whom to Ask

Protégés often believe that they are best paired with a senior mentor from their department who is most like themselves—same gender, same race.

Likewise, mentors often feel most comfortable and assume they can offer more to the protégé who is a younger version of him or herself. However, mentoring studies have found little difference in the effectiveness or quality of mentoring based on differences in race or gender. Furthermore, mentoring by senior faculty was rated only slightly higher than that of “more senior” junior faculty. Interestingly, mentors from other departments were rated more highly than those from within the new faculty member’s department—perhaps because the newcomer didn’t feel pressured to hide his or her ignorance or concerns (Boice, 1992).

Of course, these findings may apply to only some of the Carnegie Mellon departmental cultures and individuals involved in mentoring relationships

here, but they provide interesting insights that may open up one’s perspective of what makes a good mentoring partnership.

How to Meet Them

Sometimes a prospective mentor is apparent—someone from your department with whom you hit it off during your interview, for example. Or you may meet a junior or senior faculty member from another department who seems to be able to provide the kind of advice you seek. Accepting invitations to university-wide seminars and interactive events as well as to lunches, dinners and other social events will open up your network of potential mentors and other knowledgeable colleagues and friends.

Approaching a Mentor

Approaching someone you would like to have mentor you may take a variety of forms, from setting up a formal meeting to discuss the topic to casually dropping by his or her office to ask for some insight on a particular issue. Whatever the

“I HAVE HAD TROUBLE FINDING A MENTOR IN MY DEPARTMENT, BUT I HAVE FOUND A WONDERFUL MENTOR IN ANOTHER DEPARTMENT WHO IS CURRENTLY HELPING ME TO WORK ON BUILDING RELATIONSHIPS WITH SENIOR COLLEAGUES IN MY OWN DEPARTMENT. THERE ARE BOTH CULTURAL AND GENDER ISSUES IN MY DEPARTMENT, WHICH HAVE RESULTED IN THIS SITUATION, BUT WITH GUIDANCE AND ADVICE FROM MY MENTOR I AM LEARNING HOW TO MANAGE THE SITUATION.”

—JUNIOR FACULTY MEMBER, H&SS

“ONE OF MY MENTORS DID NOT ADVISE ME ON A REGULAR BASIS, BUT WHEN HE DID IT WAS INCREDIBLY HELPFUL. AT ONE POINT, HE ENCOURAGED MY

INVOLVEMENT IN A PARTICULAR RESEARCH AREA THAT HAS BEEN VERY FRUITFUL. AT ANOTHER POINT HE ADVISED ME TO ATTEND A PARTICULAR ANNUAL CONFERENCE THAT PUT ME IN CONTACT WITH PROMINENT PEOPLE EARLY IN MY CAREER, WHICH HAS PROVED TO BE A CONTINUED GOOD NETWORKING OPPORTUNITY.”

— SENIOR FACULTY MEMBER, CIT

"I BELIEVE MY SCHOOL TAKES GREAT PRIDE IN HELPING JUNIOR FACULTY SUCCEED. I AM PARTICULARLY GRATEFUL FOR THE INFORMAL MENTORING OF ONE SENIOR AND TWO JUNIOR COLLEAGUES, FOR WHOSE HELP AND ADVICE I WILL ALWAYS BE INDEBTED. THESE THREE COLLEAGUES GAVE ME SUBSTANTIVE FEEDBACK ON MY WORK, PROFESSIONAL PRIORITIES AND SELF-PRESENTATION. MY SENIOR COLLEAGUE NOT ONLY READ ALL MY PAPERS AND COMMENTED ON THEM, BUT HE READ AND RECOMMENDED ARTICLES HE THOUGHT WERE RELEVANT TO MY WORK. ALL THREE OF THEM ADVISED ME ON HOW TO DIRECT MY TIME AND ENERGY TO DEVELOP MY CAREER. ALTHOUGH I ALSO HAD A 'FORMAL' MENTOR, MY INFORMAL MENTORS WERE MORE BLUNT AND, HENCE, MORE USEFUL."

—SENIOR FACULTY MEMBER, HEINZ SCHOOL

"MY DEPARTMENT HEAD SERVED AS ONE OF MY MENTORS. HE GAVE ME VALUABLE PROFESSIONAL ADVICE, INCLUDING (APPROPRIATELY) CHASTISING ME FOR TAKING TOO LONG TO GET PAPERS OUT."

—JUNIOR FACULTY MEMBER, CIT

approach, it is important for the junior faculty member to declare his or her intent to be mentored so that the prospective mentor understands what is expected.

Formal or Informal?

The formality of the mentoring relationship is entirely dependent on the parties involved, and is something that can be decided at the beginning or that can evolve as the relationship progresses. Remember, just because a certain type of mentoring relationship worked for the individuals before does not mean that it is the ideal relationship for the two new parties.

When Entering a Mentoring Relationship, Both Parties Should Consider...

- That a mentor does not need to "be all things" to the mentored colleague.
- The nature of the mentoring relationship to ensure that both parties feel comfortable with the type of advice to be given and received (e.g., feedback on research or teaching or help in understanding how to navigate the institution)
- What style or time commitment is comfortable for both of you
- That past mentoring models may not work for this new relationship

Senior faculty should...

- Try to remember their own early experiences. What do you know now that you wish you'd known then? Share that with junior faculty, but be careful not to convey political bias.

- Understand that the junior colleague's experience may be different from yours due to a change in department culture since your early days (e.g., the ratio of senior to junior members may have shifted or the research/teaching focus may have changed)
- Consider how things might be different for a junior colleague (Is she the only female professor in the department? Is he/she the only minority in the department?)
- Take the time to engage junior colleagues in conversation about outside interests, family, etc.
- Know when to refer the junior faculty member to someone else for a particular need

Junior faculty should...

- Understand that senior faculty may have forgotten what it was like to be new in the department
- Realize that senior faculty are so entrenched in the environment and in their routines that they may not be able to be objective about difficulties you may be experiencing
- Understand that senior faculty—especially from another department or research group—might have had a completely different set of experiences

Other Sources of Support Networking

Many people think of networking as a way to find a job or an aggressive method to sell something. "Scientists think [networking] is a horrible, alien thing," notes one physicist, "but in fact they're doing it already. When you go to

scientific meetings and poster sessions, ask people questions at the end of talks, go on lab visits or give a talk—that's networking" (Kreeger). Interacting in this natural way—*networking*—is a wonderful means to meeting new colleagues in your own or another field, and a good opportunity to build research funding contacts.

Peer Group

Your peers can be a rich source of support and advice. You can gather together a group of junior faculty from your department (remember your office mates in grad school?) or look outside the department. New faculty seminars and the faculty happy hours are also wonderful opportunities to meet other peers.

Junior faculty at Carnegie Mellon have formed such networks across departments and have found them invaluable. They read each other's proposals or papers and discuss teaching and university politics. Simply sharing experiences with and getting perspective from others often helps clarify situations and issues you're dealing with and can help you decide how to respond to them.

The Importance of Staff

Remember that the university isn't made up of just faculty and students. Staff are crucial to the administration of the campus, and are a bountiful source of knowledge about the workings of the university. Treating them with the respect they deserve will ensure a healthy professional relationship as you begin your career at Carnegie Mellon.

ENDING A MENTORING RELATIONSHIP

"IT WOULD BE FOOLISH TO ASSUME THAT ALL PAIRINGS ARE GOING TO WORK. IT MAY BE THAT YOU CAN CONTINUE IN A LIMITED FASHION WITH VERY EXPLICIT GOALS. IT MAY BE, FOR EXAMPLE, THAT YOU CAN'T CONNECT WITH SOMEONE ON A PERSONAL LEVEL, THEIR PERSONAL LIFE AND PERSPECTIVE ON PERSONAL LIVES JUST DON'T MATCH YOURS AND YOU CAN'T LEARN ANYTHING FROM THAT. BUT IT MAY BE YOU CAN LEARN SOMETHING ON THE PROFESSIONAL LEVEL, SO IT'S POSSIBLE THAT IF YOU LIMIT YOUR SCOPE IT CAN STILL BE PRODUCTIVE. IF IT'S NOT GOING TO BE PRODUCTIVE, THEN ENDING IT PROBABLY TAKES A BURDEN OFF YOUR SHOULDERS.

IF IT'S NOT PRODUCTIVE, THEN IT'S A WASTE OF TIME ON BOTH SIDES, AND BOTH SIDES SHOULD UNDERSTAND THAT. IT'S PERFECTLY APPROPRIATE TO SAY WHY YOU WANT TO END THE RELATIONSHIP, BUT YOU DON'T HAVE TO INVOLVE THE GORY DETAILS OF WHY YOU DON'T WANT IT. IT IS OKAY TO SAY, 'THIS JUST ISN'T WORKING OUT FOR ME,' AND MAKE A CLEAN END OF IT."

—ANITA BORG
(IN LAZARUS ET AL.)

"SUCCESS REQUIRES
SEEKING THE INFORMATION
NECESSARY FOR
UNDERSTANDING,
NEGOTIATING, MONITORING
AND MEETING THE
INSTITUTION'S
EXPECTATIONS."
— SARAH M. DINHAM.
"BEING A NEWCOMER," IN
FACULTY IN NEW JOBS
(MENGENS)

"A QUICK AND INFORMAL
METHOD FOR GATHERING
ADVICE IS TO ASK SEVERAL
SENIOR COLLEAGUES,
'WHAT DOES IT TAKE TO
SUCCEED IN THIS
ENVIRONMENT?'" (REIS)

"NEW FACULTY IN FIELDS
SUCH AS ARCHITECTURE,
ART, DESIGN, DRAMA,
ENGINEERING, MUSIC AND
BUSINESS MAY HAVE COME
DIRECTLY FROM BEING A
PRACTICING PROFESSIONAL
RATHER THAN HAVING BEEN
A STUDENT IN A PH.D.
PROGRAM. THESE
NEWCOMERS MAY FIND THE
TRANSITION TO AN
ACADEMIC CAREER EVEN
MORE COMPLEX."
—SENIOR FACULTY MEMBER.
CFA

JUNIOR FACULTY'S NEEDS AND EXPECTATIONS/ MENTORS' ROLES AND RESPONSIBILITIES

When junior faculty begin their new jobs, they are not only faced with the day-to-day adjustments of work life, but are also most likely settling into a new home and dealing with all the issues that come with moving to a new town.

Unpacking at work and at home, learning the new campus computer/library/administrative system, getting research established, planning a course—the new faculty member's to-do list seems endless. Because there is so much to do and learn, the junior faculty member wants—and needs—to cut to the chase.

Compounding all the logistics that junior faculty face as they begin their new job are the assumptions and expectations that they may bring to their new career. The newcomer may assume his or her new department's culture will be much like that of their Ph.D. experience. Or that research is conducted much like it was under their Ph.D. advisor. Or that teaching will be as easy as it was in their graduate teaching assistantship experience. Or that academia will not be very different from their experience working in industry.

What the newcomer must realize is that no matter how extensive one's research or teaching experience was in graduate school, as a faculty member the responsibility for those activities is now *wholly* in his or her hands. (Or, in the case of someone coming directly from

professional practice, realizing that the culture—including common practices—may take some getting used to.)

Clinging to assumptions or expectations can hamper one's acclimation to new responsibilities. The key is to use the knowledge gained as a graduate student or as a practicing professional, but be open to the knowledge yet to be learned as a faculty member. That is where one's mentoring team can be of assistance.

The newcomer will find it most helpful to gain knowledge from mentors in three main areas: *intellectual, professional and political*.

Intellectual

Although they may have had considerable teaching or research experience as graduate students, junior faculty are now entirely responsible for those two ventures. They may have served as a teaching assistant for several classes as a graduate student, but now they are in charge of designing a course, directing their own teaching assistants and deciding how to grade. In addition, they are responsible for advising students in their studies, research and campus lives, and may not yet

realize the work that goes into directing students' academic careers and, therefore, how many advisees to take on.

They may be used to the grading policies of their previous institution, and assume that Carnegie Mellon's policies are the same. They may have done extensive research and written papers with their graduate advisor, but now they themselves are responsible for bringing in funds to supplement their own salary and to support their graduate students. All of these tasks become easier when you build on your colleagues' knowledge and experience.

Professional

Aside from the intellectual pursuits of research and teaching, junior faculty may have difficulty in achieving balance within the job. Senior faculty can provide guidance in helping the newcomer decide where to put his or her time and energy (i.e., be specific about where to prioritize for the biggest payoff). They can also help identify appropriate goals and then follow through with guidance in the process of how to reach them.

Perhaps the junior faculty member has a light teaching load the first year; then the seasoned professor may advise putting emphasis on writing research proposals and building a network of future research colleagues.

The newcomer may have trouble finding the time or knowing how to network professionally. A senior professor in one's field can introduce the junior faculty member to contacts both inside and outside the university who are doing similar or complementary work.

Beyond work, the junior faculty member may be neglecting his or her home or social life. While it's an accepted fact that working on the tenure track requires dedication and a significant time

commitment, it's also true that we all need to relax and have a life outside of work. The junior faculty member may see that "everyone" is consistently working late into the evening and coming into the office on weekends, or, conversely, that others don't seem to be working as many hours as he or she is. This is another instance when consulting a variety of mentors can help you gain perspective, perhaps learn some time management techniques and, hopefully, achieve a healthy and productive balance between work and other pursuits.

Political

The new junior professor has most likely come directly from 10 or more years in an academic setting where he or she as a student was graded (more or less) objectively, and all that was needed to succeed was to do good work. Or, he or she may have come from a professional position with clear-cut objectives and assessment rubrics and routine performance appraisals. In either case, this new position in academia—in particular, department politics—may prove to be a bit of a shock.

The reality is that all organizations are political, and each one has its own hierarchy and issues. The newcomer is busy enough getting his or her office/lab/class/research set up, and certainly doesn't have the time to get involved in the politics of the department. However, one does need to be aware of political issues—

"WHEN I FIRST CAME TO CARNEGIE MELLON, I DIDN'T HAVE A CLUE ABOUT HOW TO WRITE A GRANT. MY MENTOR SPENT A LOT OF TIME TEACHING ME THIS SKILL, WHICH HAS PAID OFF CONTINUALLY OVER THE YEARS—FOR BOTH ME AND THE UNIVERSITY."
—SENIOR FACULTY MEMBER, MCS

"I WAS LUCKY—TWO SENIOR FACULTY MEMBERS BEFRIENDED ME EARLY ON, AND BECAUSE THE PROMOTION CRITERIA IN OUR DEPARTMENT WERE NEVER VERY CLEAR, THEY PROVIDED LOTS OF INFORMATION AND FEEDBACK TO ME INFORMALLY THAT I BELIEVE HAS LED TO MY SUCCESS."
—SENIOR FACULTY MEMBER, CFA

"LOTS OF DEAL-MAKING GOES ON IN MY COLLEGE, AND I WAS LUCKY ENOUGH TO HAVE A REALLY GOOD MENTOR WHO HELPED ME LEARN HOW TO NEGOTIATE THE ENVIRONMENT AND MAKE GOOD DEALS."
—SENIOR FACULTY MEMBER, GSIA

"WHAT I NEEDED FROM MY MENTORS THAT I DIDN'T GET WAS ADVICE ON HOW TO MANAGE MY TIME AND DIRECT MY ENERGIES TO ACCOMPLISH PROFESSIONAL GOALS AND STILL HAVE A LIFE OUTSIDE OF WORK. BOTH OF THEM WERE VERY HELPFUL IN HELPING ME UNDERSTAND WHAT I HAD TO DO FOR PROFESSIONAL ADVANCEMENT, BUT IT WAS THE 'HOW TO DO IT ALL' THAT I HAD DIFFICULTY WITH."

—JUNIOR FACULTY MEMBER, SCS

either to sidestep them or to find out how they might impact one's day-to-day work or future success.

Political issues may include how one goes about securing departmental resources such as Ph.D. students or lab space, whether sabbaticals are truly encouraged, or what the real policy is on stopping the tenure clock to have children. Or issues may involve the existence of "factions" within the department or "difficult" faculty members. Advice on these latter, personal issues are best taken with a grain of salt, but it's always better to know what content-

tions exist in the department.

In our study, "Links Between Experience and Career Development at Carnegie Mellon," many of the interviewees noted the existence of departmental politics—which were subtly but unmistakably apparent—and lamented their inability to manage them effectively. The truth is that even if one tries to avoid the pervasive political atmosphere, you will eventually be affected. The key is to enlist the help of your senior colleagues in understanding the politics so that you can better manage them to the best of your ability.

A good mentor will . . .

- Give constructive feedback and praise when warranted
- Suggest available institutional support to further the newcomer's career development
- Be available to critically and constructively read proposals and papers
- Maintain confidentiality
- Advise on tenure and promotion requirements and processes, making sure the criteria are clear and progress is being made
- Provide advice on university, college and department/team policies, and *explain the unwritten rules* of those groups
- Suggest strategies for effective teaching, grading and writing grant proposals
- Make introductions to colleagues in other departments

- Propose effective ways of interacting with students and colleagues
- Help sort out priorities such as budgeting time, publications, teaching, obtaining appropriate resources and serving on committees
- Suggest how to say "no" to certain demands on one's time
- Provide social support and act as an advocate for the new faculty member
- Discuss research, publication and conference presentations
- Tell the protégé if he/she asks for too little or too much of one's time
- Recognize and evaluate what can be offered to the protégé, keeping in mind that one mentor should not expect him or herself to fulfill every mentoring function

(From University of Washington-Oshkosh's "Mentoring Benefits and Roles")

BEHAVIORS AND ATTITUDES

Understanding the Other Party

U*nderstanding one another's expectations, attitudes and feelings helps to foster a welcoming, supportive and productive collegial environment among our faculty. The recent study of current and past faculty at Carnegie Mellon revealed the issues that junior faculty have regarding mentoring at the university.*

Following are perceptions that some faculty shared in the study. Certainly not all faculty feel this way, but it may help to be aware of the possibility of the existence of these feelings.

Some junior faculty perceive that:

- senior faculty don't seem interested and/or have the time to provide guidance, feedback and/or advice
- they are competing with the senior faculty for funding, so they don't feel comfortable asking for feedback on proposals; likewise, they may feel there is competition for resources (such as space), which can create tension
- there is a lack of interest on the part of senior faculty to collaborate on research
- choosing one faculty member for advice over another may be viewed as "siding with a group"
- they have no clear understanding of tenure criteria because they are unwritten or vague

- they are isolated, since everyone seems too busy to talk to them
- there is tension in that senior colleagues may be in traditional fields while they themselves are in emerging fields
- no one ever takes the time or initiative to simply recognize or comment on work well done
- there is a "sink or swim" attitude that is part of the academic ethos

Senior faculty perceive that:

- junior faculty don't understand the pressure they are under to maintain their reputation, funding, etc.
- junior faculty will ask when and if they need help, advice, etc.

Simply understanding that these perceptions and feelings may exist can assist both parties to more explicitly address them.

"I THINK SOME SENIOR FACULTY HAVE BLIND SPOTS —THEY DON'T KNOW HOW THEY ACCOMPLISHED WHAT THEY ACCOMPLISHED, THEY JUST 'DID IT' TO BE GOOD MENTORS, THEY FIRST HAVE TO BE MORE CONSCIOUS OF HOW THEY THEMSELVES NEGOTIATED CAREER ISSUES, AND THEN THEY CAN MAKE THIS KNOWLEDGE EXPLICIT TO THOSE THEY MENTOR."

—SENIOR FACULTY MEMBER, CIT

"I WASN'T HIRED FOR MY INTERPERSONAL SKILLS, AND I KNOW I'M NOT A GOOD MENTOR TO DEAL WITH PERSONAL ISSUES, BALANCE OF LIFE ISSUES, ETC. BUT I'M HAPPY TO READ A PROPOSAL OR PAPER AND GIVE FEEDBACK."

—SENIOR FACULTY MEMBER, MCS

THE GOOD, THE BAD AND THE UNNECESSARY

Learning from the Experiences of Others

“In my first month on the job, a senior faculty member in my department took the time to give me feedback on a research grant proposal I was writing.”

Tips for the protégé: You should feel free to ask for feedback on things like this. Allow plenty of time for the person to review or comment. Given the busy schedules of your colleagues, understand when someone is too busy to help, and ask someone else.

Tips for the mentor: It takes just a little time, but makes a big impact on the success of the newcomer to help out in this way, especially early on. It also builds feelings of collegiality. However, don't feel slighted if the junior faculty member doesn't always come to you, but chooses others in the department as well.

“A senior faculty member in my department introduced me to faculty from another department with whom I later collaborated.”

Tips for the protégé: If you would like to meet certain people from other departments, you should by all means either ask someone in your department for an introduction or ask for recommendations of whom to meet and then send an e-mail or give that person a call.

Tips for the mentor: It's not difficult or time-consuming to make introductions that will help the newcomer.

“He answered my questions about who was difficult in the department.”

Tips for the protégé: Be sure to word these queries carefully, and only ask these types of questions if you are directly affected by the “difficult” person.

Tips for the mentor: You need to be objective about the “difficulty” people have presented in the department, and provide concrete strategies on how to deal with the individual(s). Try not to cloud your advice with personal feelings you may have about those people.

“The professor I entered into a formal mentoring relationship with tried to turn me into a ‘Mini Me’ of himself. I appreciated the attention at first, but after awhile it got to be too much pressure.”

Tips for the protégé: Even well-meaning people tend to look upon their experience as the prototype for success. The protégé can guide the relationship by expressing his or her own special needs.

Tips for the mentor: It's noble to mentor a young faculty member, but you must remember that you are mainly doing it to help a junior colleague evolve into a sea-

soned professional who has individual goals and his or her own personality.

“We scheduled these regular lunches but they eventually became unnecessary and awkward. I simply didn’t have anything to discuss.”

Tips for the protégé: Perhaps the senior faculty member feels the responsibility to continue advising you. If you sense that the relationship is strictly (or mostly) professional, you can certainly end it—nicely. Say you have truly appreciated the advice and feedback, that it has been very helpful, but now it’s time to buckle down and get the work done. Saying you’re busy is always an understandable excuse.

Tips for the mentor: Look for cues that the mentoring “lessons” have run their course. If you are not sure, you can simply let the junior faculty member know that you are always there when needed, and let him or her approach you in the future.

“I really don’t think I need a mentor here. After all, I stay in touch with my graduate advisor at my old university. She’s been so helpful in putting me in touch with collaborators and supporting my research ideas.”

Tips for the protégé: It’s wonderful that you have grown in your relationship with your former graduate advisor, and that you still keep in touch. In the smaller or more specific fields, it is crucial to keep your contacts with colleagues strong. However, your graduate advisor likely knows nothing about

the politics of your current department, and is certainly not on your tenure committee. This is a good example of the importance of having multiple mentors on a variety of levels and subjects. It seems that the former advisor is excellent in advising you on the broader, intellectual issues such as research, but you also need advice and feedback on the professional and political issues on the homefront.

Tips for the mentor: You don’t want to impose your advice uninvited on a new faculty member, but if you see that he or she is not seeking out the advice, feedback or collegiality of other department members, you can start by inviting him or her to lunch to talk about mutual research interests or a shared alma mater. Perhaps the newcomer is reticent to ask for advice, believing that it will be perceived as a weakness. Or he or she may think that socializing (even when discussing something work-related) would be viewed as wasting time.

"I HAD TWO SENIOR COLLEAGUES WHO, FROM DAY ONE, COLLABORATED WITH ME. AT TIMES WE WROTE PAPERS TOGETHER AND AT TIMES THEY INSISTED IT WAS IMPORTANT FOR ME TO WRITE PAPERS ON MY OWN. HOWEVER, THEY REVIEWED MY WORK FOR PUBLICATION AND THEIR FEEDBACK WAS VITAL. I NOW DO THAT. WHEN I CAN, FOR MY JUNIOR COLLEAGUES BOTH HERE AND AT OTHER SCHOOLS."
 —SENIOR FACULTY MEMBER, GSIA

"WHETHER AN INSTITUTION BECOMES A COMMUNITY OF COLLEAGUES DEPENDS ON INDIVIDUAL FACULTY MEMBERS AND THEIR WILLINGNESS TO CREATE SUCH AN ENVIRONMENT. TAKING A NEWCOMER UNDER ONE'S WING MAY BE THE FIRST STEP TO ACCEPTING HIM OR HER AS AN EQUAL—AS A COLLEAGUE."
 —RITA K. BODE, "MENTORING AND COLLEGIALLY" IN FACULTY IN NEW JOBS (MENGES)

EVOLVING FROM NEWCOMER INTO A COLLEAGUE

As important as mentoring is, the truth remains that it is primarily a stepping stone to collegiality—"power and authority vested equally" among colleagues (Webster's).

Given that the purpose of mentoring is a means to acclimate the new faculty member to his or her new environment and responsibilities, it is obvious that all mentoring relationships must come to some sort of end. ("All mentoring should be short-term," comments one department head, "just until the new faculty member is functioning in the system.")

Whatever the structure of the mentoring relationship and however the mentoring ends, though, hopefully that relationship has evolved into a solid, collegial one.

We hope that both the mentor and the mentored have gained some insight from this booklet and have taken away some concrete tips on the benefits of mentoring, specifically:

- *everyone needs a mentor* for at least some of the major issues that the newcomer will face—be they intellectual, professional or political
- *mentors can take many shapes*—they may come from inside or outside one's department, be of a different race or gender, be a senior faculty member or a more seasoned junior faculty member
- *mentoring can be formal or informal*
- *a mentoring team will provide more*

comprehensive support than can one individual.

Carnegie Mellon is committed to the professional and personal development of new faculty. And it is the responsibility of everyone in the campus community to support newcomers as they become acclimated in their new careers at the university.

Moreover, supporting new faculty is part of the mentoring continuum. "Even as junior faculty, you mentor graduate and undergraduate students," observes a senior faculty member from CIT. "As you move through the system, you are always helping the people behind you. If you have been helped by others on your way, then you have an obligation to help others in return."

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Carnegie Mellon



The Carnegie Mellon Mentoring Series
**MENTORS & COLLEAGUES:
A GUIDE FOR JUNIOR FACULTY,
THEIR MENTORS & COLLEAGUES**

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