MUTUAL MENTORING GUIDE

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Mentoring has long been viewed as a powerful means of enhancing the professional well-being of faculty members, especially new and under-represented faculty.

In response, a number of institutions have developed mentoring programs, often shaped by the traditional one-on-one mentoring model of a senior faculty member guiding the career development of his/her protégé. Over the past decade, however, mentoring has evolved, reflecting new models, research, approaches, and experiences. This guide describes an innovative, flexible, and faculty-driven model of "Mutual Mentoring" that encourages faculty at all stages of the academic career to think differently about how they approach and engage in mentoring relationships.

For individual faculty, departments, and interdisciplinary groups interested in enhancing professional development through mentoring, this guide provides substantive ideas. It includes an overview of mentoring in academia; an introduction to network-based mentoring; guidelines for protégés and mentors; suggestions for department chairs; and examples of individual, departmental, and interdisciplinary mentoring partnerships.

Please note that throughout this guide, we try to avoid the use of the hierarchal terms "protégé" and "mentor," preferring instead to refer to the participants in a Mutual Mentoring relationship by using the more egalitarian "mentoring partners." However, we revert to the traditional terms when we believe that doing so will help promote clarity and amplify the differences between traditional mentoring and Mutual Mentoring.

Contents:

Part One: Overview of Mentoring in Academia

Mentoring is often cited in the literature of higher education as one of the few common characteristics of a successful faculty career, particularly for women and faculty of color. Demonstrated benefits to protégés include development of skills and intellectual abilities; engagement in meaningful, substantive tasks; entrée into career advancement opportunities; and access to advice, encouragement, and feedback. Protégés, however, are not the only beneficiaries of mentoring relationships. Mentors benefit from the development of new career networks, the satisfaction of helping other people develop professionally, and the acquisition of ideas and feedback on their own work. Finally, institutions benefit from mentoring through better retention, an improved working environment for faculty, and a stronger sense of campus community (Girves, Zepeda & Gwathmey, 2005).

It can be argued that the need for mentoring and its benefits is greater today than ever before. Based on our own research, as well as a comprehensive review of the literature on faculty development and mentoring, we know that new and under-represented faculty experience a number of significant challenges that can act as "roadblocks" to productivity and career advancement. These include:

- Getting oriented to the institution (understanding the academic culture; identifying research and teaching resources; creating a trusted network of colleagues).
- Excelling in research and teaching (locating information on course design, assignments, grading, technology, and teaching strategies; developing a research and writing plan; identifying sources of internal and external funding; soliciting feedback on manuscripts and grant proposals).
- Managing expectations for performance, particularly the tenure process (understanding the specifics of the tenure process; learning about criteria; developing a tenure dossier; soliciting feedback through the annual faculty review process).
- Finding collegiality and community (building substantive, career-enhancing relationships with faculty).
- Creating balance between professional roles and also between work and family life (prioritizing and balancing teaching, research, service and personal time). (Sorcinelli & Yun, 2007; Yun & Sorcinelli, 2008).

Given the wide range of areas in which early-career faculty seek support, how has mentoring evolved to better address the realities of academia as experienced by a new generation of scholars? And how can mentoring help institutions not only recruit and retain their faculty, but also promote their long-term professional development and personal well-being? The answer to both these questions might best be found in the concept of Mutual Mentoring.

Part Two: Introduction to Mutual Mentoring

Traditionally, mentoring in academia has been defined by a top-down, one-on-one relationship in which an experienced or senior faculty member guides and supports the career development of a new or early-career faculty member by taking him/her "under his/her wing" (See Figure 1.1).

In recent years, however, the literature on professional development has indicated the emergence of new, more flexible approaches to mentoring in which no single person is expected to possess the expertise of many. New and early-career faculty are now encouraged to seek out "multiple mentors" (de Janasz & Sullivan, 2004), "constellations" of mentors (van Emmerik, 2004), and "networks" of mentors (Higgins & Kram, 2001) who can address a variety of career competencies. The Mutual Mentoring model that we espouse and encourage is optimized in the following five ways:

- Mentoring partnerships include a wide variety of individuals - peers, near peers, tenured faculty, chairs, administrators, librarians, students, etc. (see Figure 1.2);
- Mentoring approaches accommodate the partners' personal, cultural, and professional preferences for contact (e.g., one-on-one, small group, team, and/or online);
- Partnerships focus on specific areas of experience and expertise, rather than generalized, "one-size-fits-all" knowledge;
- There is a reciprocity of benefits between the person traditionally known as the protégé and the person traditionally known as the mentor (as the bi-directional arrows in Figure 1.2 illustrate); and
- Perhaps most importantly, new and under-represented faculty gain a sense of empowerment when they are not seen or treated solely as the recipients of mentoring, but as the primary agents of their own career development.

The next sections of this guide address the ways in which faculty members across career stages can work toward building and participating in strong, productive, and substantive Mutual Mentoring networks.
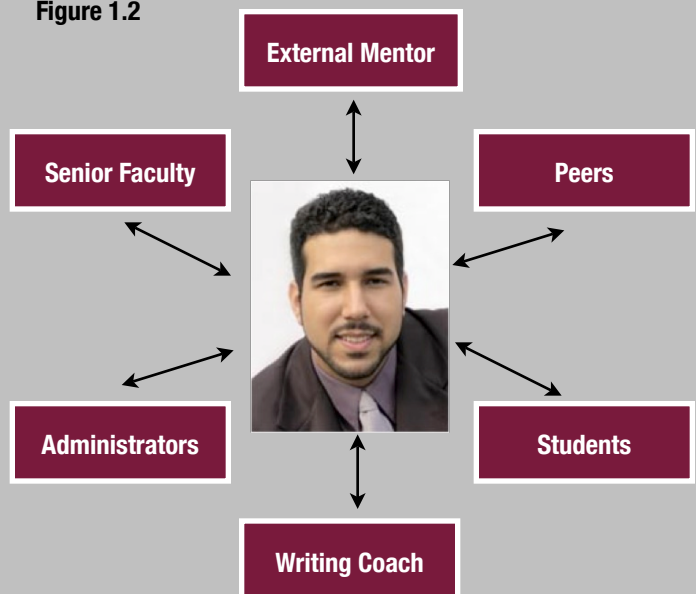
Figure 1.1

Early-Career and Under-Represented Faculty

"Mutual Mentoring encourages early career and under-represented faculty to build a network of support consisting of a variety of mentoring partners."

Figure 1.2

Early-Career and Under-Represented Faculty

Part Three: Guidelines for Protégés

The Role of the Protégé

Establishing a Mutual Mentoring network requires early-career faculty to be highly proactive and intentional, two key attributes of successful professional development (Haring, 2005). While some mentoring relationships can and do happen "organically," it is not advisable for early-career faculty to wait for a mentor to choose them or be assigned to them, and then hope that the relationship will prove valuable over time. Today, the pressures to publish often, teach well, earn tenure, and juggle the demands of work/life are simply too great to go it alone. A Mutual Mentoring network functions as a safety net of concerned and interested individuals committed to helping an early-career faculty member achieve success over the short- and long-term.

This section describes some of the ways in which early-career faculty can determine what their mentoring needs are, find mentoring partners who fit those needs on a wide variety of levels, and make the most of their mentoring partners' knowledge, experience, and skills.

Characteristics of a Good Protégé

A good protégé…

- Proactively identifies what types of knowledge, relationships, and support could be potentially helpful and career-enhancing to a mentoring partner.
- Recognizes and accommodates the time constraints of his/her mentoring partners.
- Follows up promptly when a mentoring partner offers to make helpful introductions or referrals.
- Asks for – and also provides – feedback on how the mentoring relationship is working, or not working.
- Offers his/her expertise or support whenever appropriate; understands that the benefits of the mentoring relationship can be reciprocal.
- Suggests specific options and alternatives to improve a mentoring relationship, as needed.
- Treats all information exchanged with his/her mentoring partners ethically and confidentially.

To Do List for Protégés

- Your department may have a formal mentoring program in place. If so, take advantage of this important resource, but keep in mind that the mentor chosen for you (or by you) as part of this program should not be your only source of professional support.
- Clarify your needs before you begin to identify or approach potential mentoring partners. "Drill down" to the specifics whenever possible. I.e., asking someone for "help with time management" is different from asking for "help understanding which types of departmental service commitments will be most manageable while you're preparing for mini-tenure." Knowing what you need helps others determine if they have relevant or useful knowledge to share with you.
- For newcomers to an institution (or academia at large), it is often difficult to know what questions to ask a mentoring partner, and/or what information is necessary to succeed. Near peers—colleagues who are close to your career level—can be particularly invaluable in such situations because their experiences as newcomers are still reasonably fresh. Helpful "global" questions to ask include: what do you wish you would have known when you first arrived? What were the most unexpected surprises or obstacles that you encountered along the way? What is the most valuable thing you've done in support of your teaching/research/service, etc.?
- Ask some key colleagues who they think you should approach about your specific subjects of interest. Keep in mind that there are many different ways that you can "click" with a mentoring partner. Whose research methods are closest to your own? Who teaches classes similar in size to yours? Who uses a particular classroom technology that you're interested in adopting? Who seems like the best overall personality match?
- Extend your mentoring network beyond departmental colleagues. Identify external scholars who have significant overlap with your academic specialization. These mentors may serve as knowledgeable reviewers of your research and grant proposals. They can introduce you to a broader network of scholars, and can give you information about other successful academic models and resources.
- Look for mentoring partners outside the faculty ranks. A talented, tech-savvy student may be invaluable in helping you navigate the learning curve of a new class management system, while a librarian specializing in your discipline may be helpful in suggesting hard-to-find resources for a research project.
- After engaging with your new mentoring partners, clarify expectations as early as possible – yours and theirs. Failed mentoring relationships are often the

result of unmet and/or unrealistic expectations. Try to decide (or get a clear sense of) how often the two of you would like to or are able to meet; whether your interaction will be mostly in person or online; if your mentoring partnership will cover more general topics or more specific ones; if there will be a product or outcome to signal the end of the mentoring relationship, etc.

- Thank and acknowledge your mentoring partners whenever possible and appropriate.
- Remember that information shared by your mentoring partners is confidential.

Suggested Questions to Ask Your Mentoring Partners

Getting Started

- How is the department, school/college, or university organized? How are decisions made? Are there interpersonal or departmental dynamics that would be helpful to know about?
- What resources are available (e.g., travel funds, typing and duplicating, phone, computer equipment, supplies)? Is there support staff? What should be expected from support staff?
- How does the department fit into the college (or university) in terms of culture and personnel standards? Do I need to take two sets of standards into account when planning my professional development?
- How much time do I need to spend in my office and/or lab being visible in the department? Is it considered acceptable/appropriate to work from home?
- Are there department or university events that I should be sure to attend?

Research

- Is there help available for writing grant proposals, preparing budgets, etc.? How much time should I spend seeking funds?
- What kind of publication record is considered excellent in my department and college? How many refereed articles do I need? In what journals? How are online journals viewed? Do I need a book?
- How are journal articles or chapters in edited collections viewed? May material published in one place (conference, workshop) be submitted to a journal? How much work is necessary to make it a "new publication"?

- How is collaborative work viewed within the department/college? Do co-authored articles count in my discipline? Is being first co-author considered important? Should I put my graduate students' names on my papers? How is alphabetical listing of authors viewed?
- Do conference and workshop papers/presentations count as research in my discipline?
- Should I give talks within my department? How are colloquia arranged in my department? How do I publicize my work within the department?
- What conferences should I go to? Is it better to go to national conferences or smaller ones? How much travel is allowed/expected/demanded? What support is available for travel expenses? From where? How else can I gain the type of exposure I need for good tenure letters?
- Would it be advisable to further develop my dissertation or branch out into a new area of research?
- What is the process of selecting graduate and/or undergraduate students for my lab?

Teaching

- What is the normal teaching profile for early-career faculty in my department/college?
- How many independent studies should I agree to sponsor? How do I choose them?
- How do I find out what the content of a course should be? Does the department share syllabi, assignments, etc.?
- If I teach undergraduate courses, are resources available for grading, section leadership, etc.? Does the department/college take the nature of the course into consideration when analyzing student evaluations of teaching?
- Does the department use student evaluations? Does the department use any other methods beyond student ratings to assess teaching effectiveness?
- How is advising handled in the department? How many undergraduate advisees should I have? How much time should I spend advising them? What campus resources are available should I have questions about degree requirements?
- How many graduate student advisees should I have? How much time and effort should I invest in working with graduate students? How do I identify "good" graduate students? How aggressive should I be in recruiting them? Do I need to find resources

for them? What should I expect from them? How do I promote my graduate students to the rest of the community?

- What is considered an appropriate response to a student who is struggling with course work or is clearly troubled in some way? What resources are available for students? What can/should I suggest?
- What kinds of files should I keep on my students?
- What am I expected to teach? Should I ask to teach service courses? Should I teach the same course, stay within a single area, or teach around? Should I develop a new course? An undergraduate course? A specialized course in my research area?
- How do I establish an excellent teaching record? What resources are available at the department/college/university level to help me do so?
- Are there department guidelines for grading? What is the usual frequency of midterms, exams, or graded assignments?
- What documentation on teaching and advising should I retain for my personnel file?

Service

- What kind of service to the department, college, and university is expected of me?
- What kind of outreach is expected of me?
- When should I begin service and outreach? How much should I take on?
- Are there committees I should seek out as a new faculty member? Any I should turn down if I am asked to serve?
- How much service to the profession or communities outside of the university is recommended or expected?
- How do I develop and document an excellent record of service and outreach?

Tenure and/or Evaluation Processes

- What is the approximate balance between research, teaching, and service that I should aim for?
- How important is the annual faculty report in merit, reappointment, tenure, and promotion decisions in my department? What sort of documentation of my achievements will help me succeed in these decisions?
- What kind of record-keeping strategies can I adopt to make compiling my annual faculty report and/or tenure package both accurate and manageable?

- Do I need to "read between the lines" in my annual evaluation? I.e., will someone tell me explicitly if there are specific concerns about my performance?

Balancing Professional and Personal Life

- What are the resources for meeting and socializing with other new faculty?
- Where can I get help with dual career issues, childcare, and other personal concerns?
- What sort of support is available to me through the campus and surrounding communities?
- Where can I find advice on balancing a professional life (e.g., teaching, research, service) with a personal life (e.g., time for significant others, children, leisure, civic responsibilities)?

Part Four: Guidelines for Mentors

The Role of the Mentor

Results of numerous studies suggest that intellectual, social, and resource support from senior colleagues, chairs, deans, and campus administrators may be critical to attracting, developing, and retaining new and under-represented faculty (Bensimon, Ward & Sanders, 2000; Rice, Sorcinelli & Austin, 2000). In particular, findings point to the importance of the essential mentoring role played by individuals within an early-career faculty member's department, including other early-career faculty, more senior colleagues, and the department chair.

What issues and opportunities should colleagues be aware of in supporting early-career faculty? The guidelines and suggestions in this section can be used to reflect on how to create an effective and supportive mentoring partnership, to prepare for mentoring sessions, and/or to identify areas for learning that might contribute to further development as a mentoring partner.

Characteristics of a Good Mentor

A good mentor…

- Is willing to share his/her knowledge and academic career experience.
- Listens actively and non-judgmentally – not only to what is being said, but also to how it is said.
- Asks open and supportive questions that stimulate reflection and makes suggestions without being prescriptive.
- Gives thoughtful, candid, and constructive feedback on performance, and asks for the same.
- Provides emotional and moral encouragement, remaining accessible through regular meetings, emails, calls, etc.
- Acts as an advocate for his/her mentoring partner, brokering relationships and aiding in obtaining opportunities.

To Do List for Mentors

- Consider your own motivation for being a mentor. How will your experience and expertise contribute to the relationship? What concrete things can you do to help your mentoring partner? What skills are your strengths as a mentor (e.g., coaching, goal setting, guiding, promoting, problem solving, navigating political shoals)?
- Make contact with your mentoring partner as soon as possible and establish a regular meeting time, perhaps for coffee or lunch.
- Get to know your mentoring partner, his/her circumstances and concerns, and be willing to share information and perspectives. Also, it may be difficult for a new or early-career faculty member to approach you with problems or questions, so suggesting topics for discussion or asking questions may be helpful.
- Remember that information shared by your mentoring partner is confidential. A breach of confidentiality can irreparably damage even the best mentoring relationships. To avoid this, make clear decisions about confidentiality early on, agreeing that what you say to each other needs to be held in confidence.
- Offer your mentoring partner "insider's advice" about the campus, department, or profession. What do you know now that you wish you had known earlier in your career? What were the roadblocks that you encountered along the way? What have you learned? How do your experiences compare with those of your mentoring partner?
- Provide support and help with any questions or problems that might arise relating to professional and/or personal matters. You don't need to have the answer for every question. Rather, you can act as a resource or a guide and direct your mentoring partner to the appropriate office or person who can help.
- Focus on your mentoring partner's development; you should respond to his/her needs and to what he/she is looking for in the relationship. This might mean helping your mentoring partner sort out expectations and priorities for the relationship.
- Provide constructive feedback. Help your mentoring partner solve his/her own problem rather than giving him/her directions. Remember, you are not directing or evaluating your mentoring partner – you are assisting, coaching, and supporting.
- Introduce your mentoring partner to colleagues outside of the department and institution whenever possible and appropriate. These colleagues might be in the same field or specialization, use similar research methods, have parallel teaching interests, or be at a similar or different career stage. Connections with different faculty will encourage your mentoring partner to build a network of

mentors who can offer specific knowledge, skills, and new perspectives.

- Look for opportunities to connect face-to-face, but also explore other options for connecting (e.g., telephone, email, videoconferencing, etc.).
- Mentoring is one of many other personal and professional commitments that you and your mentoring partner are juggling. Be open to setting a mutually reasonable number of meetings, rescheduling meetings if necessary, calling a "time-out" during a particularly busy month, or acknowledging that the relationship may be moving toward closure.

Suggested Activities to Do with Your Mentoring Partner

Getting Started

- Introduce your mentoring partner to colleagues and "useful" people in the department/school, so he/she can benefit from a range and variety of colleagues.
- Show a new faculty member the physical layout and resources of the department and campus, as well as to explain any local rules, customs, and practices.
- Help your mentoring partner find basic information on teaching, research, and administrative responsibilities in your department, college, and/or university (e.g., course management system, forms for annual faculty review, office of grants and contracts).
- Explain the various support systems within your college or university (e.g., the ombudsperson, psychological services, learning and other student support services).

Research

- Discuss your mentoring partner's research focus. Is he/she developing a consistent theme, theory or model, and direction?
- Advise on the kind of publications that are considered "first-tier" in your department and estimate a realistic benchmark in terms of the kinds and numbers of articles, monographs, or books expected.
- Suggest appropriate journals for publication – both traditional and online, if appropriate – and offer feedback on the writing of research articles and conference papers.
- Encourage participation in departmental and/or interdisciplinary research activities, such as informal

discussions about writing projects, colloquia for ideas in progress, and visiting scholar presentations.

- Introduce your mentoring partner to departmental and/or interdisciplinary research groups to provide an avenue for co-authored papers and co-authored/collaborative grant-writing or research projects (if viewed positively in your department).
- Help your mentoring partner identify on-campus and external resources for research, such as sessions on professors as writers, grant proposal writing workshops, summer research grants, and funds for travel to professional meetings.

Teaching

- Provide information to your mentoring partner about teaching, such as a profile of students, sample syllabi, teaching exercises, technology resources, and office hours.
- Discuss teaching norms such as course structures, assignments, and exam questions as well as departmental standards for fairly assessing and grading students' work.
- Visit your mentoring partner's classroom and provide constructive feedback – and invite your mentoring partner to visit your classes.
- Encourage your mentoring partner to connect with the teaching and learning center on campus, in particular to access processes that provide early, formative feedback on teaching (e.g., confidential midterm feedback from students), but also for workshops, teaching fellowships, and grants.
- Discuss key student issues, such as advising, sponsoring independent study, and working with and supervising graduate students.
- Discuss how to deal with student problems, such as issues of motivation, class management, emotional difficulties, students who are under-prepared for a course, and what to do about cheating and academic dishonesty.
- Discuss how colleagues in the department get, interpret, and use feedback on teaching from students, peers, and teaching improvement consultants so your mentoring partner can improve his/her teaching and student learning.
- Encourage discussions about teaching and learning among the early-career and senior colleagues in your department and/or college.
- Recommend a guidebook for your mentoring partner, such as *Teaching Tips* (McKeachie and Svinicki, 2006).

Service

- Advise your mentoring partner on what kinds and amount of service and/or outreach are expected in the department.
- Advise your mentoring partner on how to select administrative duties and committee work that will support his/her research and teaching agenda (e.g., graduate student admissions and departmental speaker series).
- Be alert to whether or not your mentoring partner's service to the department, school, university or external organizations is perhaps hindering his/her accumulation of evidence for tenure, and share your concerns with your mentoring partner.

Tenure and/or Evaluation Processes

- Help your mentoring partner set challenging but realistic goals that match the particular mission and resources of your department and align with the central missions of your college or university.
- Encourage your mentoring partner to keep an ongoing log or record of his/her scholarly activities in teaching and learning, research, service, and outreach.
- Regularly solicit feedback from your mentoring partner about his/her experience with the tenure process.
- Encourage your mentoring partner to attend department, college, or campus-level seminars on preparing for tenure.

Balancing Professional and Personal Life

- Help your mentoring partner set up a plan of short- and long-term goals, and encourage your partner to measure progress and success on the goals identified.
- Share your experiences of setting priorities, managing time, handling stress, and balancing workload effectively.
- Connect your mentoring partner to special resources or networks on-campus that might be of relevance and support (e.g., networks for women or faculty of color).
- Link your mentoring partner to information and services for dual-career couples and for flexible employee benefits such as parental leaves, flexible time limits for tenure, part-time status for child-rearing, and childcare.

- Provide information and facilitate access to non-academic resources in the area, such as housing, schools, child care options, as well as cultural, entertainment, and sporting events both on- and off-campus.

Part Five: Suggestions for Department Chairs

If you are a chair, you play a particularly important role in setting the tone and agenda for mentoring early-career faculty in your department. The following suggestions focus on your mentoring role, not only for professional development but also for personnel decision-making. They also encourage a model in which the entire department is collectively responsible for establishing and maintaining a culture of Mutual Mentoring.

The Chair as a Mentoring Partner

- Help manage new faculty members' transition by providing an orientation to the department, including information on departmental expectations, policies for promotion and tenure, collegial culture, and the names and "faces" of departmental faculty and key staff. Urge new faculty to also attend college and campus-wide orientations (and accompany them if invited).
- Facilitate the acquisition of resources (adequate office, lab, studio space, a computer) and staff support (e.g., research assistants, clerical personnel, technicians) to ensure new faculty receive timely assistance and can meet your department's expectations for tenure.
- Assign new faculty courses that fit their interests and priorities and offer fewer courses or, at the very least, fewer preparations during the first year or two of appointment.
- Support a flexible leave program to allow pre-tenure faculty to complete scholarly projects before tenure review.
- Encourage new faculty to seek out research and teaching development activities beyond the department (e.g., teaching and learning center, office of research support, library, office of academic computing).
- Be especially mindful of under-represented faculty to ensure that they are protected from excessive committee assignments and student advising prior to tenure.

Tenure and/or Evaluation Processes

- Sponsor a yearly meeting for all pre-tenure faculty during which you review the specific details of the tenure process, including the names of evaluators, timetables and deadlines, the kinds of information needed for tenure files, and what pieces faculty members are responsible for collecting and submitting (e.g., record of professional activities, names of outside reviewers). Be sure to invite the tenure review committee to the meeting.

- Give frequent, accurate feedback. Formally evaluate all early career faculty at least once a year. Highlight what is going well, clarify what merits attention, and offer concrete suggestions for improvement through discussion and written comments.
- Encourage your pre-tenure faculty to explore options such as "stopping the clock" or counting previous work for credit to "early tenure," based on individual circumstances.
- Encourage an ongoing discussion of the tenure process and the values that inform it through departmental meetings, written guidelines, seminars, etc.
- Work with your personnel committee to create clear criteria for the tenure process so standards don't change when/if the tenure review committee experiences turnover.
- Appoint pre-tenure faculty each year to sit on the personnel committee to provide more information on the tenure review process.

Building a Program at the Departmental Level

- Assess the needs of pre-tenure faculty (e.g., hold individual discussions or focus groups) to better understand the state of mentoring in your department and to inform planning, development, and modification of a mentoring program.
- Ask a broadly representative group of faculty to explore different mentoring models and recommend a context-specific, workable departmental program (e.g., assigned or self-selected mentoring partners, a mentoring committee for each new faculty, multiple mentors of limited term, mentors outside the department). For examples of departmental mentoring programs, see Part Six.
- Check department schedules and the campus calendar to minimize scheduling conflicts, overlap in mentoring activities, and over-scheduling. Consider that attendance at early breakfast, dinner or evening sessions may be difficult for faculty with families.
- Encourage mentoring partners to set concrete goals, to develop a roadmap or specific steps for each meeting (how to get from here to there), and to measure their progress along the way.
- Help clarify the roles of mentoring partners early on; this guide can provide a useful starting point for such a discussion.
- Build responsibility for nurturing new colleagues into the evaluation of senior faculty and seek ways to recognize and reward senior faculty members for the time spent working with their early-career colleagues.

Part Six: Examples of Team Mentoring Projects

At the University of Massachusetts Amherst, a generous grant from The Andrew W. Mellon Foundation provides support for departmental, school/college, and interdisciplinary teams and for individual pre-tenure faculty to develop Mutual Mentoring projects of their own design (See http://www.umass.edu/ofd/ for more information). Below are examples of how recent team grant ("M3") recipients have put their grants into practice. The teams demonstrate a wide range of mentoring forms – one-on-one, small and large group, peer and near-peer, cross-disciplinary, and intra- and inter-institutional. They also focus on a variety of different topics – mostly selected by pre-tenure faculty as areas of interest and concern – including research productivity, tenure preparation, work-life balance, teaching tools, and professional networking.

Department of Anthropology
The Anthropology Department designed its M3 Grant to support seven pre-tenure faculty members, primarily in the areas of research, tenure preparation, and professional networking. The department used its grant to host monthly peer mentoring meetings on a wide variety of topics (e.g., effective teaching, tenure preparation, grant writing, support for scholarly writing); sponsor a Mutual Mentoring reception at the American Anthropological Association annual meeting to bring together alumnae/i of the UMass Amherst Anthropology program; and provide modest networking funds for pre-tenure faculty to invite senior scholars to speak on campus.

Department of Biology
Prior to receiving an M3 Grant, the Biology Department's mentoring program was based largely on the traditional one-on-one model, in which a new assistant professor was assigned to a single senior faculty mentor. With its M3 Grant, the department brought together pre-tenure faculty in regular peer and near-peer mentoring workshops that focused on topics of their choice, specifically: lab management, grant management, hiring and overseeing lab staff, and tenure preparation. The grant also enabled pre-tenure faculty to connect with "Off-Campus Research Mentors," as well as provided modest travel stipends to attend conferences, learn new lab techniques under supervision, and/or visit their Off-Campus Research Mentors.

Department of English
Like the Biology Department, the English Department's prior mentoring program was based largely on the traditional one-on-one model. With its M3 Grant, the department expanded

its efforts and hosted a fall retreat to allow faculty across career stages to collaboratively plan their mentoring activities; organized peer mentoring sessions on topics of the pre-tenure faculty's choice (e.g., academic publishing and the department's expectations of teaching, research, and service); sponsored alumnae/i receptions at two national conferences to promote professional networking; provided modest travel grants to enable new faculty to attend a major conference in their subject area; and also produced an online handbook to support incoming faculty.

> **"M3 Grants are large team mentoring grants that support faculty-driven, context-sensitive projects based at the departmental, school/college, or interdisciplinary levels."**

Departments of Natural Resources Conservation and Microbiology
This interdisciplinary M3 Team, comprised of pre-tenure faculty from the departments of Natural Resources Conservation and Microbiology, worked closely with a highly reputable external career coach, who developed "Individualized Mentoring Teams" for each participating faculty member. These individualized mentoring teams consisted largely of external mentors, including peers, near-peers, and senior professionals in both academia and industry. The pre-tenure faculty also met regularly at mentoring lunches organized around topics of their choice, including time management, effective writing habits, work-life balance, and mentoring graduate students.

Department of Political Science
The Political Science Department created a Group Mentoring System ("GMS") that matched new faculty with a variety of on- and off-campus mentoring partners, including mid-career and senior faculty, advanced graduate students, and an external senior scholar. Funds enabled each new faculty member to meet one-on-one with his/her mentoring partner(s), invite an external senior scholar to UMass Amherst to give a public talk, and work in small peer mentoring groups with other GMS participants. New faculty also received modest travel stipends to present research and build professional networks at key disciplinary conferences.

Part Seven: Examples of Individual Mentoring Projects

The Mellon Mutual Mentoring Micro-Grant ("M4") Program was created to include individual faculty members interested in building a Mutual Mentoring network, but whose departments, schools/colleges, and/or interdisciplinary groups did not apply for or receive M3 funding. M4 Grants have enabled pre-tenure faculty to initiate highly innovative mentoring projects that address a wide range of professional development needs, and to think critically and proactively about areas of their career in need of growth, improvement, and/or change. Below are examples of M4 Grant recipients' projects.

Assistant Professor of Art, Architecture and Art History

With an M4 grant, this pre-tenure faculty member invited an external mentoring partner (a leading artist, critic, writer, curator, and professor) to UMass Amherst as a visiting artist. During this visit, her mentoring partner gave a presentation on his studio practice and career development, met with junior and senior faculty, and held a talk and Q&A session with MFA graduate candidates within the department.

Assistant Professor of Communication Disorders

This pre-tenure faculty member organized a mentoring group consisting of junior and senior faculty (both in and outside of his department) to work on a federal research grant proposal. With his M4 Grant, he attended a grant writing workshop (as part of a national conference) and brought back to his colleagues grant writing ideas, strategies, and feedback.

Assistant Professor of Polymer Science & Engineering

Presenting at a biophysics/biomaterials international workshop sponsored by a research university in Mexico was the focus of this faculty member's M4 grant. Through this visit, he also met with potential research collaborators with the goal of expanding his international network of mentoring partners within the biomaterials field.

Assistant Professor of Psychology

This pre-tenure faculty member visited the lab of an external mentoring partner at another research university to receive additional training with a specific research methodology, as well as equipment. Her goal is to receive a federal grant to support her research using this particular methodology.

Assistant Professor of Nursing

This pre-tenure faculty member developed a new model of web-based mentoring for nurse practitioner Ph.D. candidates, many of whom are taking coursework offered in online/distance learning formats. She met regularly with a team of on-campus faculty mentoring partners, and has developed papers about their work together, including one that was recently accepted for an annual biomedical and health informatics symposium.

"**M4 Grants are small team mentoring grants that are intended to encourage new and pre-tenure faculty to identify desirable areas for professional growth and opportunity, and to develop the necessary mentoring relationship(s) to make such change(s) possible.**"

Part Eight: References

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