

Guide to Faculty Mentoring in the Faculty of Arts and Sciences



Harvard University

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1. Introduction

The Faculty of Arts and Sciences (FAS) is committed to making Harvard the ideal place for tenure-track faculty to develop their careers. While we cannot guarantee tenure to every incoming faculty member, we can create a stimulating and supportive environment that enables our faculty to do their most innovative and exciting research and teaching.

To help achieve this goal, we offer this guide to departments and the School of Engineering and Applied Sciences (SEAS) areas¹ about mentoring tenure-track faculty. Mentoring is an expression of our core values, and it is critical to advancing our mission. It enables our colleagues to make their best contributions to research, teaching, and our community. The FAS is grateful to all its faculty members for their mentoring efforts.

Mentorship means taking an active interest in your colleagues, giving them practical advice, and sharing knowledge and networks with them. It includes a wide range of activities, in many of which FAS faculty members already engage. These activities include:

- Giving informal feedback about a new research project
- Giving substantive feedback about a grant proposal, working paper, research protocol, or book chapter
- Offering advice about which journals would be the best match for an article in preparation
- Helping a tenure-track colleague strategize about his or her teaching assignments
- Advising on how to handle performance issues with a TF, TA, or postdoc
- Nominating a tenure-track colleague to serve on an important committee that would allow them exposure and significant engagement with departmental or University issues
- Introducing a tenure-track colleague (in person or over email) to a colleague in another department or at another institution.

Research has shown that mentoring is an effective mechanism for ensuring the health of an organization.² On an individual level, mentors provide guidance and accountability to mentees, and in return, they receive intellectual stimulation and both the gratification and the fruits of community building. On an institutional level, mentoring supports the FAS's commitment to growing a diverse pool of talented, early-career scholars.

¹ Throughout this document, the term "department" is used to refer to both FAS departments and areas in the School of Engineering and Applied Sciences. The term "chair" refers to both department chairs and SEAS area deans; "department administrator" includes SEAS area directors; and "divisional dean" also refers to the John A. Paulson Dean of SEAS.

² James A. Wilson and Nancy S. Elman, "Organizational benefits of mentoring," *Academy of Management Executive* 4 (1990): 88-94 and Sarah A. Hezlett and Sharon K. Gibson, "Mentoring and human resource development: Where we are and where we need to go," *Advances in Developing Human Resources* 7 (2005): 446-469.

The FAS believes that mentoring is at its best when it empowers the mentee. Mentees should feel that mentors are a resource upon which they can draw to flourish in their careers. We hope that mentors feel invested in growing a community of talented, productive, and contributing colleagues.

This Guide begins by offering three “short guides” to the responsibilities of departments, mentors, and mentees, respectively. These short guides encapsulate key concepts and practices and are written to be stand-alone documents, for convenient use by departments, mentors, and mentees. The rest of this Guide expands on the short guides. We discuss more fully what mentorship means and provide examples of activities that FAS faculty have found to be useful. Because departments, in addition to formal mentors, play an important role in the professional development of tenure-track faculty, we outline some practices that departments have successfully implemented. Next, we describe important considerations in matching mentors and mentees, and we close by discussing the mentor’s role within a broader network of support. Because mentoring faculty with joint appointments can sometimes require extra thought, we include in the Appendix a sample planning document for jointly-appointed faculty.

The recommendations in this Guide are drawn from focused conversations, during Fall 2015, with tenured and tenure-track faculty across the FAS, information provided by faculty in their annual Faculty Activity Reports, and research about effective mentorship practices from a variety of disciplines. We are grateful to all our faculty colleagues for their thoughtful comments, effective practices, and dedication to mentoring. Each of you makes Harvard an exciting place to teach, learn, and build community. Thank you for all that you do.

2. Short Guide: Department Responsibilities³

We recommend that all tenured faculty members in the department take an active role in the informal mentoring and network-building of tenure-track colleagues.

In addition, we recommend that departments implement the following structures to ensure equity in tenure-track colleagues' access to mentoring and other resources:

a) Have a clear **point person or departmental committee** for overseeing and implementing the departmental mentoring plan. The chair may appoint the person or committee or may serve as the point person him or herself. Some departments have found particular success in having recently tenured faculty members serve as the point person or as a member of the committee.

This person or entity is ultimately responsible for the following:

- Oversight of the mentoring program, including assessing mentor matches and providing accountability for both mentors and mentees.
- Developing a system for switching mentors.
- Meeting with the department's tenure-track faculty at least once per year, either individually or as a group, to hear their feedback on the program and make clear that the department is there as a resource for them.
- Offering mentees a mentor external to the department, and working with the Division/SEAS on matching.

b) The **department chair** has the following responsibilities:

- Provide tenure-track faculty with guidance on policies and procedures for reviews, including detailed information about the timing of their reviews and how to time their leaves.
- Communicate how the department will support and assess tenure-track faculty members' growth as a teacher and the development of their teaching portfolio, which should demonstrate effectiveness in a variety of contexts (i.e., undergraduate lecturing, seminar instruction, concentration and non-concentration courses, one-on-one advising, and graduate student development).
- Make clear that the voices of tenure-track faculty members are welcome in departmental discussions. For example, include tenure-track faculty in department meetings and decision-making (with the exception of tenure and promotion cases).
- Ensure that tenure-track faculty are engaging in useful, high-value service that will give them a voice in departmental decision-making, while also protecting them from too much service. It is the chair's responsibility to ensure that tenure-track faculty are not overburdened with service requests.

³ The term "chair" refers to both department chairs and SEAS area deans; "department administrator" includes SEAS area directors; and "divisional dean" also refers to the John A. Paulson Dean of SEAS.

- Ensure that all departmental faculty engage in a conversation about the departmental mentoring plan at least once per year. This will remind the faculty about the plan and help engender a culture in which mentoring is valued in the department.
- Communicate the department's policy about whether mentors can serve in evaluative capacities as part of review processes. (We are confident in our tenured colleagues' ability to separate the duties of mentorship and evaluation, but the department is ultimately responsible for deciding whether mentors should participate in or recuse themselves from second-year, associate, and tenure reviews.) The department's policy must be consistent and actively communicated to tenure-track faculty before they are paired with formal mentors.
- Using the planning document in the Appendix, ensure that jointly-appointed tenure-track faculty are balancing their teaching and service across departments in ways that are of high value to their careers. Ensure that both departments understand their priorities.
- Make sure that tenure-track faculty know to immediately contact their divisional assistant dean for faculty affairs with any questions about leaves or other human resources issues (e.g., parental teaching relief).
- Make sure that tenure-track faculty have information on the Title IX coordinators for faculty.
- Ensure that all tenure-track faculty are receiving effective mentoring, as described in this guide. (This can happen either through direct conversations with tenure-track faculty or by talking at least once per semester with the point person or committee responsible for the departmental mentoring plan.)

c) Have an **onboarding process** in place for new tenure-track faculty, executed by the departmental point person or committee and the department administrator. For example:

- Pair tenure-track faculty members with a mentor, with input from both parties.
 - o Ideally this will happen immediately after the tenure-track faculty member has accepted his or her offer, so that he or she can be in touch with the mentor before the start of the term.
- Introduce tenure-track faculty to key administrative and academic resources. E.g.:
 - o The department administrator and other departmental staff (e.g., finance officer, director of labs, event coordinator).
 - o The Director of Undergraduate Studies or Director of Studies – for questions about the curriculum, undergraduate teaching, shopping week, and registration. Ideally the DUS or DoS would be in touch soon after the accepted offer to discuss teaching for the first year.
 - o Academic Technology Group – for questions about course websites or technology needs for teaching.
 - o The divisional assistant dean for faculty affairs.
 - o Pay special attention to faculty entering Harvard from outside of the U.S. academic system, and include details in their onboarding process about academic requirements and undergraduate and graduate teaching and mentoring.
- Work with the divisional dean to connect tenure-track faculty members with faculty outside of the department. For example, the divisional dean will work with the department and mentoring point-person or committee to:
 - o Find a mentor from another department.

- If intellectually and professionally advantageous to the tenure-track faculty member, nominate him or her to serve as an external reader, as an evaluator, or on Standing Degree or other FAS-wide committees.
- If appropriate, suggest affiliations with centers or research groups.
- Encourage tenure-track faculty to take advantage of programs offered by the Divisions/SEAS to bring tenure-track faculty together in formal and informal ways.

3. Short Guide: Mentor Responsibilities

Mentorship means taking an active interest in your colleagues, giving them practical advice, and sharing knowledge and networks with them.

Mentorship is a supportive relationship, not an evaluative one. Tenured faculty should remember that tenure-track faculty are their colleagues – not their graduate students – and should be treated accordingly.

It is not the formal mentor’s sole responsibility to meet all the professional development needs of a tenure-track faculty member. However, it is the formal mentor’s responsibility to be a first point of contact for questions and concerns, and then to work with his or her mentee to identify resources (including colleagues at Harvard or beyond)⁴ that can help the mentee achieve his or her professional goals. Thus, the formal mentor is part of a broader network.

All tenured faculty in the department are expected to participate in informal (unassigned) mentoring of tenure-track faculty. In addition, **each tenure-track faculty member should have at least one assigned, formal mentor or a mentoring committee⁵ in the department.** The assigned, formal department mentors have the following responsibilities:

- Have an open door and be available to **listen, discuss, and give advice** about the mentee’s **research, teaching, and service.**
- Check in with your mentee at least once per semester. (Over lunch or coffee is nice.)
- Discuss a **multi-year plan** with your mentee that includes teaching and research goals.
- Make sure your mentee is aware of **key resources** within his or her Division or SEAS, the FAS, and the University. For example:
 - o The “Resources for FAS Faculty and Researchers” website: <http://facultyresources.fas.harvard.edu/>, hosted by the FAS Office for Faculty Affairs.
 - o The \$1000 stipend for professional development included in your mentee’s research support. Encourage your mentee to use this money to convene a workshop or symposium of scholars in his or her field to assess his or her work.
- Understand if your mentee is sufficiently **connected to a network of scholars** in his/her field:
 - o **Internal:** You should understand if your mentee is sufficiently connected, first, as it relates to Harvard. If your mentee is not sufficiently connected, you should suggest ways in which he or she could connect with faculty in other departments.

⁴ Another helpful resource is the website for FAS faculty and researchers: facultyresources.fas.harvard.edu/

⁵ Some departments use small mentoring committees in place of an assigned formal mentor.

Consider nominating him or her for an affiliated faculty spot at a center, program, or Standing Committee.

- **External:** You should also understand your mentee's connection to the academic community beyond Harvard. If he or she is not sufficiently connected, offer helpful suggestions about key conferences, study days, workshops, or other activities that he or she could participate in. Introduce your mentee to your own networks. Or encourage your mentee to convene an event, and offer concrete advice about funding sources and logistical support.
 - **Note:** If your mentee is not in your field and/or you do not feel able to comment on his or her research, make sure that the mentee is receiving substantive intellectual feedback from other colleagues within or beyond Harvard.
- Be aware of whether your mentee is **producing scholarship and disseminating it in a timely way:**
- Be available to answer questions from your mentee about the readiness of his or her scholarship to be submitted, the appropriate kind or level of press or journal, and other issues to keep in mind (including current debates in the field, histories of particular journals or presses, reputations for timeliness of publication).
 - If your mentee is struggling with productivity, listen to his or her concerns and try to ascertain whether this is something you can help with. You may be able to give helpful advice or offer strategies, such as forming a writing group or research exchange with their peers (at Harvard or externally). It may also be that he or she needs to address prioritization and time management, and you can encourage him or her to seek specific, focused guidance (from you or elsewhere).
- Understand if your mentee is **performing effectively as a teacher and adviser:**
- Encourage your mentee to develop a teaching portfolio that includes experience working with undergraduates, graduate students, and postdocs; lecture and discussion-based courses; and classroom teaching and one-on-one advising.
 - Offer to observe your mentee as a lecturer or discussion leader. Invite him or her to observe your teaching.
 - Be willing to discuss effective advising strategies and to share advice about mentoring graduate students and postdocs and contributing to their professional development.
 - Point him or her towards resources that can assist with teaching, including the Bok Center.
- Be available to answer **questions about research processes**, including securing funding and awards and managing a research group.
- When requested, offer advice on personnel issues, such as how to manage TFs, and postdocs, especially in cases of underperformance.
 - When requested, offer advice about types of grants, strategies of when to apply, and other sources of funding. If possible, be willing to introduce tenure-track faculty members to program officers (or the equivalent) and/or research program support staff.

- Be available to answer **questions about service commitments**, including advice about high-value service and strategies for saying no.
- Know your mentee's **timeline** for associate review and tenure review.
- Know the **process for reviews**, including 2nd year, associate, and tenure reviews.
 - o For detailed information on the process and timeline for each of these reviews, see the FAS Appointment and Promotion Handbook: academic-appointments.fas.harvard.edu.
 - o Important contacts for questions: the department chair and the divisional assistant dean for faculty affairs.

4. Short Guide: Mentee Responsibilities

At its best, a mentoring relationship empowers the mentee to do his or her best work in a supportive and stimulating environment. While we expect departments and mentors to take an active interest in the professional development of tenure-track faculty, we also believe that mentees have an important role to play.

Tenure-track faculty have to take responsibility for their professional development.

- **Develop an intellectual and professional network.**
 - Understand that a single mentor will not be able to speak to all aspects of your professional development.
 - Use your assigned, formal mentor or mentoring committee to help you build a strong and diverse network within and outside of Harvard.⁶
 - Use the option of a mentor external to your department to assist in building this network. Your external mentor is an excellent source of perspective and advice about your department, about Harvard, and about your career trajectory. If your external mentor has similar research interests, he or she may also be able to speak to issues in your field.
 - Take advantage of opportunities to meet colleagues outside of your department as early as possible. Your cohort from the New Faculty Institute is a good place to start. Events sponsored by the Office for Faculty Affairs, the Divisions/SEAS, and the Office for Faculty Development and Diversity are also good opportunities to meet tenure-track and tenured colleagues.
- **Be an active participant in the mentor match process.**
 - Consider issues such as research interests and teaching interests in requesting a mentor.
 - Speak up to your point person or committee if the match is not productive or if other needs warrant a change.
- **Ask questions.**
 - During your check-ins with your mentor, cultivate open communication by discussing research, teaching and service. You should feel free to ask questions about how Harvard works and how the department works, as well as seek advice about any professional issues.
 - Keep in mind that asking specific and guided questions will likely yield the most specific and concrete answers.
 - While we encourage mentors to take initiative to reach out to their mentees, there may be times where you will need to initiate contact. When doing so, be specific about your needs (including your timeline for a response).
 - Remember that the advice given by mentors is not the same as a directive. Most advice will be borne from the mentor's own experience and may or may not be the right fit for you. Use your judgment and network (including other tenured faculty in your department) to help assess whether the advice is helpful or not.

⁶ The National Center for Faculty Development and Diversity's Interactive Mentoring Map (<https://dl.dropboxusercontent.com/u/72986838/Frequent%20Downloads/Mentoring%20Map.pdf>) offers a template for mapping your network.

- **Know the resources available to you, and ask your mentor for specific advice about how to best utilize them.**
 - A good place to start is the “Resources for FAS Faculty and Researchers” website: <http://facultyresources.fas.harvard.edu/>, hosted by the FAS Office for Faculty Affairs.
 - The \$1000 stipend for professional development that is included in your research support. Consider using this money to convene a workshop or symposium of scholars in your field to assess your work.
- **Know your timeline for reviews, and approach your department chair or assistant dean with questions or for clarification.**
 - For information on the process and timeline for each of these reviews, see the *Tenure-Track Handbook*, available at the “Appointment and Promotion” page of the “Resources for FAS Faculty and Researchers” website (<http://facultyresources.fas.harvard.edu/appointment-and-promotion>).
 - Important contacts for questions: the department chair and the divisional assistant dean for faculty affairs.

5. What Does “Mentorship” of Tenure-track Faculty Mean?

We now move from the “Short Guides” into fuller discussion of key terms, principles, and recommended practices for departments and individual formal mentors.

What does mentorship of tenure-track faculty mean?

Mentorship means taking an active interest in your colleagues, giving them practical advice, and sharing knowledge and networks with them.

Mentorship is about sharing human capital. Mentorship is a supportive relationship, not an evaluative one. It involves listening with an open mind, encouraging discussion, and offering advice. Essential to successful mentoring relationships are **maintaining open lines of communication and developing trust**. These elements are especially important so that critical feedback, when necessary, can be given and received in a constructive manner.

Tenured faculty should remember that tenure-track faculty are their colleagues – not their graduate students – and should be treated accordingly.

Mentoring is also different from advocacy. While some mentors wish to serve as advocates for their mentees, this is not required in order to be an important source of support to tenure-track faculty. Making mentees aware of resources and opportunities and encouraging them to be attentive to building their networks are critical ways in which tenured faculty can empower their tenure-track colleagues.

Many tenured faculty at the FAS report being very committed to mentoring. They have engaged with their mentees in diverse and productive ways. As there is no single way to support tenure-track faculty, Section 6 offers a sample of activities that our faculty have found to be helpful.

By far, both tenured and tenure-track faculty members report that **regular, informal, one-on-one meetings yield productive conversations with lasting impact**. Such interactions seem most effective when they occur with predictable frequency – as often as once a month, and no less than once a semester.

Regular meetings complement an **“open-door” policy**, where the mentor makes clear that the mentee can approach him or her with questions or concerns. In some cases, an actual “open door” has made a significant difference!

Our discussions with FAS faculty have taught us that tenure-track faculty members overwhelmingly prefer that **the mentor take the initiative to set up regular meetings and to follow through on them**. While tenure-track faculty members lead many aspects of their professional development, they are put in a difficult position when made to “ask” for mentoring. Similarly, if a mentor is willing to read a mentee’s work or observe his or her teaching, it is helpful for the mentor to offer to do so, rather than wait for the mentee to ask. This is especially important because tenure-track faculty members are often surprised not by what they anticipate, but by what they are not even aware is an issue.

Faculty also report that **genuinely engaging with the work** of their tenure-track mentees is critical to a strong mentoring relationship. Moreover, tenured faculty report being intellectually and personally rewarded when they seriously engage with their mentees' work.

Indeed, many of the “activities” in Sections 6 and 7 involve this “real” intellectual engagement. Tenure-track faculty report wanting more engagement of this sort, as well as concrete professional advice, rather than vague exhortations to “publish more.” Similarly, many mentorship activities advocated by both tenured and tenure-track faculty relate **to long-term development as a scholar and teacher, rather than focusing narrowly on the sole goal of gaining tenure at Harvard.**

Finally, mentoring involves both **empowering** tenure-track faculty to do their best work and **supporting** them with advice and resources. We recommend that mentors keep both in mind in their approach and maintain open communication with their mentee to ensure that both aspects of the relationship are being enacted equally and respectfully.

The next section offers a list of successful mentor activities practiced by FAS faculty.

6. Suggested Mentor Activities

In Fall 2015, the Office for Faculty Affairs held focus groups and interviews, requested formal and informal feedback, and included questions about mentoring on the 2015 Faculty Activity Report. Many faculty members shared what is working well in their current mentoring relationships. The following list of excellent suggestions is a sample of what we heard:

Intellectual engagement

- Discuss each other's research, and offer constructive feedback.
- Consider a mutual exchange of work –articles, book chapters, etc. – without overburdening your mentee.
- Discuss your mentee's ideas for his or her next project, and offer helpful feedback.
- Help your mentee strategize on how to handle struggles with the work.
- Read grant proposals.
- Share successful grant proposals.
- Read book proposals. Create a writing group – with other tenure-track faculty, with the mentor, and/or with tenured faculty.

Navigating academic structures

- Listen to your mentee's short-, medium-, and long-term goals, and discuss 1-, 3-, and/or 5-year plans that take research projects and teaching responsibilities into account.
- Discuss publication strategies, teaching portfolio, management of departmental duties, and other activities. Help the mentee strategize about when to accept teaching, speaking, and service requests and when to say no.
- Discuss time management and balancing workloads.
- Offer advice about navigating Harvard, including departmental culture.
- Offer advice about what to expect from committee service.
- Encourage your mentee to pursue high-value service and try to protect him or her from too much service.
- Encourage your mentee to optimize visibility in the department, Division/SEAS, FAS, University, and field.

Network building

- Help your mentee to build a professional network both within and beyond Harvard.
- Introduce your mentee to editors.
- Introduce your mentee to colleagues at other institutions.

Teaching advice/support

- Offer advice on teaching and advising, including undergraduate teaching, graduate teaching, and thesis and dissertation advising. Offer advice on what to expect in the different roles of thesis reader, thesis adviser, dissertation committee member, and dissertation adviser.
- Share successful teaching materials.

- Suggest co-teaching or other collaborative opportunities.
- Visit your mentee's classes and invite your mentee to visit your classes.

General support

- Get to know your mentee genuinely – as a person, scholar, and teacher.
- Ask questions.
- Be available.
- Take your mentee to lunch or coffee to discuss his or her progress or concerns.
- Take the initiative to set up meetings, offer to read work, visit classes.
- Develop a relationship characterized by trust and open communication.

7. Sample Departmental Activities for the Professional Development of Tenure-track Faculty⁷

In addition to the efforts of individual mentors, departments can support the professional development of their tenure-track colleagues. Below are examples of successful practices implemented by FAS departments. These are examples only, meant to inspire a conversation about what will work best for individual departments.

Many of the measures below enhance people's development as a scholar and teacher, and they also help to create a culture of mentorship within the department. Many also ensure integration of tenure-track faculty into the core of the department. However, in considering these practices, departments must be aware of how much time they will require from tenure-track colleagues. While the FAS wants all of our colleagues to develop as citizens, we do not want to overburden assistant and associate professors during critical years when they are developing their teaching and research.

Activities that FAS departments recommend include:

- Include tenure-track faculty in all faculty meetings and decision-making, with the exception of reviews and voting on tenure and promotion.
- Include tenure-track faculty on important, high-value committees. (These will vary by department, but can include graduate admissions, graduate exams, the curriculum committee, and tenure-track searches.)
- Service outside of the department is still service, and it is important to recognize it as valuable.
- Invite tenure-track faculty and tenured faculty to present their current research.
- Have tenure-track faculty run seminar/colloquia series, so that they can invite senior colleagues in the field with whom they want to build better relationships.
- When appropriate, give preference to a tenure-track colleague's needs and interests, in such areas as competitive departmental research funds, choosing graduate students, and teaching assignments.
- Take advantage of departmental or division support for meals or coffee that allows for peer-group interaction, e.g., paying for a tenure-track lunch each semester with no tenured colleagues present.
- Plan workspace and office assignments to ensure integration of tenure-track faculty with the rest of the department.

⁷ The term "chair" refers to both department chairs and SEAS area deans; "department administrator" includes SEAS area directors; and "divisional dean" also refers to the John A. Paulson Dean of SEAS.

8. Key Principles: The Mentor Match

How do formal mentors and mentees get paired together? Below we offer recommendations for making matches and, as important, changing matches.

Making the match

We advocate a matching system where tenure-track faculty have the opportunity to nominate potential mentors to the point person or committee responsible for the department's mentoring program. Tenured faculty may also nominate themselves to serve as mentors to specific tenure-track faculty. To be successful, both the mentor and mentee must be willing and enthusiastic parties to the match. The process for extra-departmental mentors will be handled by the Division/SEAS and the mentoring point-person or committee.

Furthermore, the earlier the match takes effect, the more potential there is for the relationship to be useful to the mentee. We suggest eliciting ideas from the tenure-track faculty member as close to the time of accepted offer as possible, with the goal of a match being in place by the start of the fall semester (or spring semester for off-cycle hires). The mentee thus has a point of contact for early questions related to lab establishment, onboarding postdocs, teaching, and work/life issues. The mentor is not responsible for knowledge in all areas of a tenure-track faculty member's professional life but should be available to direct him or her to appropriate people or resources in a timely manner.

While the early years are an especially important time to have a mentor, we suggest that tenure-track faculty should have an assigned formal mentor throughout their appointment.

Changing the match

Even with careful attention to initial matching, mentor/mentee relationships will need to change. This is natural, as faculty members' intellectual interests, professional development, and other circumstances evolve. Events that may inspire change include:

- A mentor is on leave and cannot carry out his or her mentoring duties.
- New faculty members are hired.
- A mentor's or mentee's intellectual interests change significantly.
- The department or mentee has identified an area of particular developmental interest for the mentee.
- The departmental point person or committee responsible for the mentoring program determines that the mentor is not fulfilling his or her duties appropriately.
- The mentee decides that he or she would like a new mentor.

Reviews are often appropriate times to reassign mentors and mentees, but changes can be made at any point, as appropriate.

Departments are responsible for establishing a clear policy for changing mentors. If the mentee requests the change, the point person or committee responsible for the departmental mentoring program must ensure that the mentor is informed in a collegial and professional manner.

To change a mentor who is outside the department, the mentor or mentee should be in touch with the divisional dean's office or the chair of the joint department.

Some departments may choose to automatically rotate formal mentors. We suggest that even in this model, the mentee be given a real voice, each time, in who should serve as his or her mentor. If a mentoring relationship is going well – according to both parties and the departmental point person or committee – we recommend that the mentee and mentor be able to continue with this pairing.

Mentoring relationships are highly individual and will vary based on many factors, including department, field, career stage, research interests, teaching interests, and life experiences. Both careful matching and the ability to change the match can ensure productive mentoring.

9. Key Principles: Mentor as Part of a Network

A mentee will not get everything he or she needs from a single mentor. Both mentors and mentees can be open about this in conversation.

It is not the formal mentor's sole responsibility to meet all the professional development needs of a tenure-track faculty member. However, it is the formal mentor's responsibility to be a first point of contact for questions and concerns, and then to work with his or her mentee to identify resources (including colleagues at Harvard or beyond)⁸ that can help the mentee achieve his or her professional goals. Thus, the formal mentor is part of a broader network.

The department can make visible to its tenure-track colleagues parts of that network within the department. Each tenured faculty member has particular strengths. It is very useful for the department to identify those strengths, communicate them to tenure-track faculty, and encourage tenured faculty to be willing to share those strengths. For example, tenured faculty with experience editing a journal or series may be particularly well-positioned to offer feedback on article or book submissions. Faculty who have served as evaluators for granting agencies may be able to read grant proposals with an eye to successfully garnering funding. Faculty who are known for their deep commitment to teaching may wish to offer advice from their interactions with undergraduate and graduate students. Faculty knowledgeable about House life may have insight into the undergraduate experience at Harvard.

Regardless of what each tenured faculty member brings to the table, they each have something to offer to a tenure-track faculty member. Collectively, the tenured faculty are an indispensable resource as tenure-track faculty build their developmental networks.⁹

It is in the tenure-track faculty member's best interests to develop a strong and varied network within and outside of Harvard. This will be of practical use as he or she navigates the tenure-track, and it will scaffold his or her intellectual work as a scholar and teacher at every stage.

What can mentors do to help mentees build their professional networks both within and beyond Harvard?

⁸ Another helpful resource is the website for FAS faculty and researchers: facultyresources.fas.harvard.edu/.

⁹ For more on mentorship and developmental networks, see Monica C. Higgins and Kathy E. Kram, "Reconceptualizing Mentoring at Work: A Developmental Network Perspective," *The Academy of Management Review* 26 (2001): 264-288. For a practical application, see the National Center for Faculty Development and Diversity's Interactive Mentoring Map: <https://dl.dropboxusercontent.com/u/72986838/Frequent%20Downloads/Mentoring%20Map.pdf>.

Within Harvard:

- Encourage your mentee to request a mentor in an allied field or with similar research interests from outside the department. (You can, but do not have to, suggest specific names.)
- Nominate your mentee for service on standing committees that relate to his or her research (e.g., the Standing Committee on Degrees in Women, Gender and Sexuality or the Standing Committee on Ethnicity, Migration, and Rights) or for affiliation with centers related to his or her research area, if these will be of high value to the mentee.

Beyond Harvard:

- Encourage your mentee to connect with colleagues from other institutions who are visiting Harvard.
- Suggest conferences or other professional events that might serve your mentee's interests and profile.
- Bring your mentee's work to the attention of external colleagues.
- Co-author papers or grant proposals with your mentee, or invite him or her to participate in your projects.

While some mentors wish to serve as advocates for their mentees, this is not required in order to be an important source of support to tenure-track faculty. Making mentees aware of resources and opportunities and encouraging them to be attentive to building their networks are critical ways in which tenured faculty can empower their tenure-track colleagues.

Appendix: Sample Planning Document for Jointly-Appointed Faculty

This document can serve as the basis for discussions between department chairs and jointly-appointed faculty members and should be reviewed and re-evaluated through regular meetings (at least once annually).

Joint Appointment Understanding Between the Department of _____ and the Department of _____

The Department of _____ and the Department of _____ will seek to maintain a plan for _____'s time as a tenure-track faculty member appointed jointly in both units.

Goals:

- Develop a long-term research, teaching, and service plan to optimize the possibility of tenure
- Build a strong teaching record in both units
- Build a sufficiently strong service record in both units, without overburdening him/her; ensure service obligations are distributed over semesters and years, without undue overlap

Considerations:

- _____'s appointment is .5 FTE in _____ and .5 FTE in _____, with _____ as the primary unit.
- Both units would participate in his/her reviews and vote on his/her promotion case(s). Review committees would include faculty from both units.
- If he/she achieves tenure, the expectation is that he/she would be tenured into both units.

Summary of responsibilities:

- Teach three courses per year, plus one teaching contribution
 - _____ and his/her two chairs should meet together at least once per year to plan teaching in the following and later years; the weighted distribution of the courses normally will alternate year by year between the two units
 - _____ normally will be expected to teach [specific course] every other year
 - His/her expertise is such that it is expected that his/her courses normally will benefit both units; both chairs should be consulted about prospective courses that might not count in one unit or the other
- Participate in graduate student admissions; advise graduate students and direct dissertations; the department/committee chairs will coordinate to ensure that the number of students he/she takes on is balanced relative to other faculty
- Attend departmental/committee meetings held by both units
- Advise undergraduates and supervise theses; examine and read theses (keeping in mind the total number of students being advised, which shouldn't be double the number he/she would work with if he/she was appointed in just one unit)

- Participate in committees and service in both units, including participating in faculty searches
- Serve in departmental/committee roles; the department/committee chairs will coordinate, and will aim for him/her to hold such roles only once in total (not once in each unit)
- Other unit-specific responsibilities as relevant
- Both chairs will need to approve _____'s leave plans

Questions:

- Who will be his/her formal and informal mentors? Formal: _____

Appointment timeline:
(assuming successful promotion to associate professor)

2014-15	
2015-16	Second-year review
2016-17	Possible leave
2017-18	Review for promotion to associate professor
2018-19	Start of associate professor term / Possible leave
2019-20	
2020-21	Tenure review
2021-22	

Detailed appointment and teaching timeline:

Year 1 (2014-15):	Teaching:
Year 2 (2015-16):	Second-year review Teaching:
Year 3 (2016-17):	Leave? Teaching:
Year 4 (2017-18):	Review for promotion to associate professor Teaching:
Year 5 (2018-19):	Start of associate professor term Leave? Teaching:
Year 6 (2019-20):	Teaching:
Year 7 (2020-21):	Tenure review Teaching:
Year 8 (2021-22):	Teaching: