Giving and Getting Career Advice: A Guide for Junior and Senior Research Faculty

ADVANCE Program

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For more information or additional copies of this booklet, please contact the Office of the Vice President for Research, 734-764-1185.

1. Why is career advice important?

Faculty careers develop over time. Along the way, and more than in most occupations, individuals are free to make decisions and choices about how they spend their time and about what they do. Making those decisions requires information and judgment about consequences, since the decisions you make now are likely to matter for the long term. With limited information, individuals lack the basis needed to make informed judgments. That's not likely to lead to the best decisions! And since time is finite, "yes" to a new commitment today also means "no" to a current activity or future opportunity. Career advice from people with information and experience can provide a crucial context for decision-making and career development.

Lack of access to career advice—often because of few opportunities for informal interactions in which information is conveyed casually—is one of the most widely reported barriers to career advancement. Moreover, there is evidence that all women and men of color are particularly likely to suffer career setbacks from lack of career guidance. In one study (Preston, 2003), one third of women interviewed who exited science cited a lack of guidance as the major factor leading to the exit decision, while none of the men interviewed identified this as a factor influencing exit.

2. What exactly is career advising? Is it the same thing as "mentoring"?

Many people think of "mentoring" as something that is part of the graduate school relationship between an advisor and an advisee, and one in which the advisor sets relatively strong and clear limits on the advisee's range of choices. To avoid confusing this type of mentorship with the kind of interactions that junior faculty—who should proactively pursue their own career development—need to have with more senior colleagues, we are using the term "career advising" instead of mentoring.

There are many different forms of career advising and all of them are valuable to junior faculty. Some of them may, in fact, be similar to the mentoring of graduate students; but many are not. For example, Zelditch (1990) pointed out that junior faculty need several different kinds of people to help them: "Advisers, people with career experience willing to share their knowledge; supporters, people who give emotional and moral encouragement; tutors, people who give specific feedback on one's performance; masters, in the sense of an employer to whom one is apprenticed; [and] sponsors, sources of information about, and aid in obtaining opportunities." In a similar vein, the *University of Michigan Gender In Science and Engineering Subcommittee on Faculty Recruitment, Retention and Leadership*'s April 2004 Final Report broadly defined a mentor as a person who "facilitates the career and development of another person, usually junior, through one or more of the following activities: providing advice and counsel-

ing; providing psychological support; advocating for, promoting, and sponsoring the career of the mentee."

Senior faculty can provide some or all of these forms of career advice to their junior colleagues. However, it is not feasible or desirable to single out one individual to fulfill all possible mentoring roles or provide all possible kinds of career advice. For example, a particular faculty member may be a great example of a programmatic research approach and successful external funding, but may not be a particularly constructive citizen of the department; another may work in an area very distant from junior colleagues' interests, but be a marvelous teacher and beloved mentor of graduate students; still a third may simply seem to radiate good judgment and a balanced and humane approach to life. Each of these people has valuable things to offer to junior colleagues, but no one of them is likely to be able to help with all aspects of someone else's career development.

3. What is the goal of providing career advice?

The ultimate goal of giving career advice to junior faculty is to enhance their chances of career success in earning tenure (for instructional faculty) or advancement and promotion (i.e., for research or clinical track faculty) through achievements in scholarship, success in obtaining external funding, teaching, and/or service. Thus, senior faculty can offer information and assistance not only by providing advice about one's area of scholarship, but by:

- Providing information about the promotion and/or tenure processes
- Demystifying departmental, research center, college, and university culture
- Providing constructive and supportive feedback on specific work or on career progress
- Providing encouragement and support
- Helping to foster important connections and visibility
- Looking out for junior faculty interests

Junior and senior faculty alike should consider these topics for their discussions:

- Inside story on departmental culture
- Relationships to cultivate
- How to navigate department and institution
- How to recruit students or postdocs to your research group
- Grant sources; strategies for funding
- Advice about the career ladder and alternative tracks
- Publishing outlets and processes
- How to plan a career trajectory
- Teaching
- External visibility

- Research
- Tenure and/or promotion processes
- Key conferences to attend
- Family issues
- Service roles inside and outside the University, including work on committees
- National sources of support
- Publishing outlets and processes

4. What are the different forms of career advising?

Where will junior research faculty find career advice? We believe they may find it in many kinds of interactions and relationships, including with peers. The following identifies several types of career advising:

Specific (one-on-one) advising: This kind of advice depends on conferring with someone very familiar with specific issues unique to the junior research faculty member's field, or involves direct and specific feedback from a supervisor such as a department chair or unit head. It may be useful to have two or more faculty members function in this role: one with a similar scholarly interest (and not necessarily on the research track) and one on the research track or knowledgeable about the research track promotion process. If you have trouble identifying faculty advisors, consult with your unit head or the research associate dean. Types of specific advising include:

- Review of current activities and future plans. These may include:
  - research activity, including publishing, grant activity, etc.
  - service activity, on campus and nationally
  - teaching activity, including both formal courses and mentoring students
- Review of documents, like curriculum vitae, annual reports, required professional statements
- Critical feedback in the crucial years prior to tenure reviews or promotions, with delineation of the exact criteria by which that faculty member will be evaluated
- Personal advice on sensitive issues that individuals do not feel comfortable discussing in groups
- Identification and facilitation of specific opportunities for faculty members to grow into leadership positions

Group advising: Not all career advice requires one-on-one interaction. "Group advising" refers to advising that can be accomplished for the benefit of multiple individuals simultaneously. Sessions can be led by one or by a few senior faculty and address broad issues such as a collegial conversation about the intellectual concerns of the department or program, developing a research program, grant funding, how to draw students to your lab, time management, or

policies on promotion. Units with sizeable numbers of research science faculty may want to organize such meetings. Junior research scientists in a given unit, or across similar units, may want to work together to organize some group advising activities.

Zone advising: This refers to interactions with individuals with particular areas of expertise (zones) such as successful grant funding, university service assignments, or teaching and learning resources such as the Center for Research on Learning and Teaching (CRLT). In this variation on the group advising idea, one senior leader can serve as a resource on a particular topic for multiple junior faculty members.

Peer advising: Another variation on group advising is provided by facilitating career-relevant interactions among peers. Junior research faculty can assist one another by sharing information, strategies, knowledge about resources, and general moral support. Types of peer advising activities include:

- Dissemination of information on institutional policies similar to the packages provided to all junior faculty/new hires. Topics may include dual career programs, leave policies, and work-family resources.
- Guidance for preparation of annual evaluations and promotion dossiers.
- Discussion of the level of achievement expected for promotion in various areas (e.g., research, teaching, success at obtaining external funding).
- Communication of eligibility for internal awards and external national and international recognition.

Again, junior research scientists in a given unit, or across similar units, may want to organize regular peer advising meetings.

In general, career advising activities can take many forms and do not have to occur in formal settings. In addition, they can include both on-campus and national resources. The following list of potential locations or settings for career advising activities is adapted from the Association for Women in Science (AWIS) website on mentoring: *www.awis.org/resource/mentoring.html*.

Career advising contacts can be through:

- Informal office visits
- Phone calls
- Email
- Meals and coffee breaks
- Campus Events
- Professional society meetings
- "Shadowing" a senior faculty member by agreement
- Poster sessions or other special presentations
- Touring a lab or workplace
- Symposia
- Recreational activities
- Conferences
- Travel support
- Workshops
- Lectures

5. Common issues for junior and senior research faculty regarding career advising

1. Think of yourself as establishing a respectful collegial relationship. Try to engage in ongoing conversations with one another. Try to meet at least once each semester to discuss professional development and progress in all key areas. Don't be invisible or cancel meetings unless absolutely necessary.
2. Work together to define your roles and to set goals. Remember that the career advising process is a two-way street, and you both have to establish the ground rules. This may include agreeing on what you will ask of each other. Things to consider regarding career advising may include:
   - Reading drafts of grants or papers
   - Helping create opportunities or connections
   - Providing feedback about progress
   - Providing advice about teaching issues
   - Providing information about the department/unit
   - How often to meet

   You can avoid letting each other down, or surprising each other, if you have an explicit sense of the nature of your expectations. And of course you both need to listen and be respectful, and recognize that both of you can benefit from these interactions.
3. Don't expect career advising to be a panacea for every academic and career problem; it can't address every issue, and no one relationship can encompass all aspects of anyone's career. Sometimes there are problems or issues that cannot be solved through the career advising process, although often the process can help redirect efforts to other sources of assistance (other faculty, colleagues at other institutions, or even institutional assistance, such as the Center for Research on Learning and Teaching). It's also true that sometimes you may give or be given genuinely bad advice (usually unintentionally!). A good way to guard against *taking* bad advice is to gather advice from multiple sources and compare what you hear. And never feel that just because someone gave you advice you have to take it; it's your career! You're interested in other people's perspectives, because they may help you understand or see things you otherwise wouldn't. But in the end you make the decisions.
4. Finally, like all other human relationships, relationships between junior and senior faculty may produce discomfort, despite everyone's best intentions. For example, some people (junior or senior) may feel that career advising requires them to expose vulnerabilities they are more comfortable concealing (a frequent concern of academics who are occupationally subject to "impostor" anxieties) or to permit another

person some degree of "control" over their decisions. A career advising relationship may even lead someone to feel more grateful, or more nurturant, than is comfortable in a professional relationship. If these uncomfortable feelings arise, they should not provoke alarm; instead, they are signs that the relationship may need some adjustment or fine-tuning. It is often possible to gain perspective on uncomfortable feelings like these from another colleague, preferably one not too directly involved with the other faculty member.

6. Tips for senior faculty

As a senior faculty member, you can help shape careers and encourage successful outcomes. You know and can explain the system, pointing out pitfalls, shortcuts, and strategies. Often, junior faculty need to learn what they may not even know to ask.

Think of your own experiences as a junior faculty member and how you achieved your current status. Giving valued advice is usually rewarding for the senior faculty member, as well as for her or his more junior colleague—in part because it can be an invigorating connection with people in touch with the most recent advances in the field you share. But recognize that it is often difficult and intimidating for junior colleagues to articulate their questions and needs, and to approach more senior faculty. Recall that things you say may—without you intending it—lead them to feel more anxious, more inadequate, or hopeless about their own future. It's important to contextualize your feedback so it is actually constructive rather than undermining, and offers direction rather than simply criticism.

1. Let your junior colleagues know that they are welcome to talk with you—just on one occasion or on a frequent basis. The gift of your full attention is often the most important one you can give a less experienced colleague.
2. Clarify expectations about the extent to which you can, or will, offer guidance concerning personal as well as professional issues. If you are not comfortable assisting in some areas, suggest another faculty member who may be able to assist. Recognize and evaluate what you can offer, and keep in mind that you cannot be expected to fulfill every function.
3. Inform junior faculty about how frequently you will be able to meet with them. Be explicit if you have a heavy travel schedule, are about to take a sabbatical, or will be assuming an administrative position. Discuss alternative means of communication (e.g., email or telephone) and encourage them to consult others who have proven to be reliable advisors. Try always to keep appointments you do make.
4. Provide specific information about as many topics as you can, such as the informal rules of the profession and of navigating the department/

unit and institution. Help junior faculty learn what kinds of available institutional support they should seek to further their own career development. Tell them about potential funds to attend a workshop, for example.

5. Recognize that sometimes your own experience is relevant and useful to colleagues who are more junior; hearing accounts of how you accomplished something (or failed to), including obstacles you faced, can help normalize and contextualize experiences for them. At the same time, it's good to bear in mind that circumstances change in academia, in the various colleges, units, and in departments. So it's good to underscore the need for junior colleagues to look into specific rules, policies and practices as they currently exist rather than relying on information passed on anecdotally.
6. Share the "tacit" rules of being successful in the business of research and within the relevant unit with junior colleagues.
7. Provide opportunities for junior colleagues. For example, suggest his/her name to be a discussant at national meetings or other such opportunities that will increase his/her visibility. Generally, take opportunities to promote the junior faculty member's research.
8. Ask your junior colleague to develop and share a work plan that includes short-term and long-term goals as well as a time frame for reaching those goals.
9. Give criticism as well as praise when warranted. Always present criticism in a private and non-threatening context with specific suggestions for improvement in the future. Rather than emphasize past problems or mistakes, focus on future actions that may remedy or redress those problems.
10. Tell junior faculty where they stand—how they are doing, whether they are meeting your expectations, and if they are showing what it takes to move up. Be specific. Don't just tell a junior faculty member that it's necessary to publish more in high-quality journals, but suggest which journals those are, and give guidelines about approximately how many papers to shoot for in those journals before promotion.
11. Be clear about the career goals of the junior faculty member (e.g., independent researchers, move to tenure track position) and advise accordingly.
12. Take responsibility to encourage junior faculty to be proactive about asking questions, seeking feedback, and making connections with senior colleagues. Take the time to make sure junior faculty are doing so.
13. Communicate. Failing to communicate is the biggest pitfall for all relationships. Remember that face-to-face meetings can often clear up misunderstandings better than email. Problems need to be discussed as soon as possible.

There are a number of specific areas in which you may be in a good position to help, or you may feel it is best to point the junior colleague toward someone who might be a better source of advice. These include:

1. Grant writing. There are many features of the process of obtaining external funding that are unwritten or vague. Advisors can help by clarifying funders'/referees' criteria for successful grant proposals. Sharing negative experiences you have had in trying to secure outside funding, and how you managed or overcame them, may also be helpful. In some fields, junior faculty may be well-served by including senior colleagues as Co-PIs, Co-investigators or consultants in grant proposals. Give junior faculty advice about who might be helpful to include. Also, encourage junior faculty to apply for one of several "early career" grants (e.g., K01-Mentored Career Development Award [NIH]; Young Investigator Award [NSF]) and be available to provide substantial feedback on their early efforts.
2. Fostering networks for your junior colleagues. Whether or not you can provide something a junior colleague needs, suggest other people who might be of assistance: other UM faculty or colleagues from other universities. Introduce your junior colleagues to those with complementary interests within your unit or department, elsewhere on the UM campus, or at other universities. For example, at conferences, a simple introduction at a coffee break or an invitation to join your table for lunch may be sufficient to initiate a lasting advising relationship for a junior colleague.
3. Providing forthright assessments of their research through close readings of their work and trying to provide these assessments in a timely manner.
4. Providing opportunities for junior colleagues. For example, suggest his/her name to be a discussant at national meetings or other such opportunities that will increase his/her visibility. Generally, take opportunities to promote the junior faculty member's research.

7. Tips for department chairs and unit directors

Department chairs and unit directors set the tone for how faculty in the unit—senior and junior—will view the issue of career advising. If the chair or director does not appear to truly value the practice, or merely gives it lip service, it will be clear to all concerned that it is not a valued activity in the unit. By taking career advising seriously, and consistently communicating that it is part of the responsibility of all faculty, chairs and directors can help create a climate in which better career advising takes place.

1. Build into the evaluations of senior faculty a share of responsibility for mentoring new colleagues. For example, during reviews for merit increases, chairs and directors can take into account the quality and

quantity of career advising by asking explicitly for this information on the annual review forms. Have senior faculty document in their annual report their efforts to assist junior faculty in getting research grants, establishing themselves as independent researchers, and having their work published in peer-reviewed outlets. Collaborative research—especially when the junior scientist is the lead author—may also be a sign of a productive career advising relationship. You may also want to ask junior faculty to indicate which senior faculty have been helpful to them, as a sort of check on these self-reports.

2. Take multiple opportunities to communicate to senior colleagues the importance of providing career advice to junior faculty.
3. Recognize that senior colleagues who support junior research faculty may be conflicted regarding the development of independence of their junior collaborators. Openly discuss the professional expectations and responsibilities your senior colleague has toward research faculty they support.
4. Ensure that the procedures and standards involved in the promotion processes are clear to junior faculty and they understand how they might move from the research to the instructional track.
5. Ensure that all junior faculty know about University policies intended to ease the work-family conflict and opportunities for bridging funds.
6. Create opportunities that encourage informal interaction between junior and senior faculty. You might create a fund for ordering pizza, a lunch budget, a gift card for a local coffee shop for them to share, etc.
7. Provide a "tip sheet" for new arrivals. A tip sheet would include items such as contact people for key services around the department or unit. More broadly, check to ensure that the newly-arrived faculty have access to the information, services, and materials (e.g., computing or lab equipment) needed to function effectively in the environment.
8. Recognize that senior faculty may not be completely certain how best to engage in career advising. Help them! For example, sponsor a lunch for senior faculty in which the topic of discussion is career advising and faculty can exchange information and ideas on the subject.
9. Work with the junior research faculty member to develop a career development plan. This includes encouraging them to develop an independent scholarly reputation through participation as a principal investigator or co-principal investigator on research grants, sole or primary authorship of significant research papers, and/or co-advising of graduate students.
10. Provide the junior faculty member with a yearly review of her/his accomplishments and discuss goals for the future. Recognize that junior faculty may find it difficult to assess the significance of criticism; be careful to frame criticism in a constructive way, but also be as clear as

possible. Be sure to provide some written follow-up, summarizing the discussion (or to ask your junior colleague to do that, so you can review it).

11. Use email as a mechanism to ensure the entire faculty has equal access to key decisions, information, and career opportunities.

8. Tips for junior faculty

Units or departments may formally assign one or more senior faculty members to assist junior faculty. Sometimes, however, these relationships never develop or additional people are needed. In the worst case, the relationships set up formally may actually be destructive. More benignly, but still seriously, sometimes senior faculty appear to have no available time; then junior faculty feel they are either not getting what they need or fear they are intruding.

Junior faculty should feel that they are in charge of establishing and maintaining mentoring relationships. If a relationship is destructive or unhelpful, allow it to languish. It is much better to avoid interaction with a senior colleague who is not helpful than to continue it. However, avoidance alone is not enough. At the same time that you let one relationship dwindle, be sure to seek alternative relationships that are more helpful.

Despite appearances, most senior faculty are committed to the development of junior faculty and will readily provide career advice, if asked. Try to identify senior faculty in your unit—or even in another unit—who you think might have helpful advice for you; be the one to initiate a meeting. Alternatively, ask for an introduction from a colleague if you are uncomfortable introducing yourself. Your chair or director can assist in identifying someone who would be an appropriate career advisor.

Additionally, don't limit your search for career advisors to your own institution. To establish a relationship with senior faculty in your research area from other institutions, ask them if they would be willing to meet with you on the phone, over email, at a conference, or invite them to present a seminar or talk in your department.

One person might serve as an advisor or mentor on departmental matters, another might provide information about and assistance with career opportunities, and another might serve as a role model for managing career and family responsibilities

1. Read the faculty handbook (*www.provost.umich.edu/faculty/handbook/*), and become familiar with the research and background of your advisors' research and career. Read their CVs whenever you can.
2. Get the unwritten information. There are unwritten organizational structures, rules and customs defining the departmental and institutional culture. Respect and become acquainted with the administrative and clerical staff clerical and treat them like the professional colleagues they are; they can be valuable sources of information about informal

structure. Learn what services are available from the department and institution such as clerical help, release time, research assistance, grants administration, and financial support.

3. Recognize the influential people in the department. Be observant and find out which behaviors are valued and which are not.
4. Be active and energetic. Do not assume that anyone else will look out for your interests. For example, if you feel that a service assignment is either unfair or unwise for you, be sure to seek out advice from other faculty about the issue, and about how to get it addressed. It is not best to simply suffer in silence; it is best to get the situation remedied and senior faculty in the department will be able to advise you about it.
5. Develop a strategy that will guide your development as an independent scholar. Many research faculty enter the university to work as part of a research enterprise of a senior colleague. Such relationships can be beneficial to all concerned. However, it should be the long-term goal of both you and your senior collaborators that you develop your own, independent scholarly reputation. Participation as a principal investigator or co-principal investigator on research grants, sole or primary authorship of significant research papers, and co-advising of graduate students are all ways of developing your professional reputation. You should discuss this issue with your senior collaborators and advisors, and develop a plan with them to help you develop professionally.
6. Get familiar with the rules and criteria regarding the ranks and promotion criteria for research faculty. These are outlined at *www.research.umich.edu/policies/um/PRS/PRS_primer.html*. Also described here are university policies on bridge funding. Your department or unit may also have policies regarding research faculty promotion, so consult your chair or research associate dean regarding criteria and timing for promotion.
7. Keep careful records of your activities (e.g., research and scholarship, grants written and funded, service activities, teaching and/or mentoring). Scrutinize your own record regularly to judge if your effort and priorities are aligned; be a proactive manager of your own career portfolio. This will greatly assist you, while evaluating new opportunities, and as you prepare for career advancement or tenure.
8. Determine if there are publications that you should avoid publishing in because they are not valued. Try to not waste your time serving on committees that are not valued, or teaching courses that do not strengthen your case for advancement. Be sure to seek advice from advisors and senior faculty members about what committees to serve on, and then volunteer for those committees.

9. Seek information, advice, and assistance in developing, implementing, and revising your strategy; do not make major decisions without talking to other people.
10. Actively seek feedback from colleagues, senior faculty, department chair, or unit director. Recognize that other junior faculty—both at the University of Michigan and elsewhere—are often sources of valuable advice and help too. For example, as a group, junior faculty in a department or across a couple of departments may be able to provide one another peer mentoring; or ask specific administrators or senior faculty to discuss particular issues.
11. Do not assume that no feedback means there are no problems.
12. If your position was defined in specific terms when you were hired, be sure you have a copy of the job description. You want to be sure there are no aspects of the job you are expected to do that you don't recognize.
13. An annual review should be in writing. If it is negative and you believe the comments are legitimate, you should discuss them with your career advisors, including your chair or director, and plan what you need to do to improve. If you believe a comment is not accurate, provide written materials to refute the evaluation.
14. If you have a joint appointment, make sure you know the process through which you will be evaluated for your annual review as well as review for promotion. Determine which unit will coordinate these reviews, and how the units will share information during the review process. Understand the priorities of the different units to identify and remedy any potential conflicts.
15. Consult with chair or unit director to determine how annual merit raise and promotion evaluations are conducted.
16. Develop your own networks with junior faculty colleagues and others in your field.
17. Read and discuss any written policies about promotion or how one might move onto the tenure track with your career advisor(s).
18. Let your career advisors, chair or director, and colleagues know when you have done good work. Be sure that professional information is put into your personnel folder.
19. Communicate. Failing to communicate is the biggest pitfall for all relationships. Remember that face-to-face meetings can often clear up misunderstandings better than email. Problems need to be discussed as soon as possible.

9. Integrating work and personal life: University policies

In March 2004, the *University of Michigan Gender In Science and Engineering Report of the Subcommittee on Family Friendly Policies and Faculty Tracks* published recommendations to modify policies related to work-family issues. The policies being examined for revision include more flexible and extensive coverage for leave without pay, modified duties, and stopping the tenure clock. The report also discusses the need for additional on-campus daycare. The report and all UM policies are available online at the links listed below.

www.umich.edu/~advproj/GSE-_Family_Friendly_Policies.pdf

www.provost.umich.edu/faculty/handbook/index.html

spg.umich.edu/

www.provost.umich.edu/programs/dual_career/

Other UM resources include:

Work/Life Resource Center: *www.umich.edu/~hraa/worklife*

Center for the Education of Women: *www.umich.edu/~cew*

10. Summary: Questions to ask and to answer

This is a list of questions junior and senior faculty may use to remind them of issues they need to discuss that were outlined in the previous sections.

Department or Research Unit Culture

Who are the key people in the department or research unit?

What are appropriate ways to raise different kinds of concerns or issues and with whom?

Who can help me get email, find out about resources like copying or processes like grading?

How do people find out about and get nominated for awards and prizes?

What organizations are important to join?

Research

Can you tell me about the Institutional Review Board, which provides approval for human and animal subject experiments?

How do I set up my lab?

How do I get grants?

How do I build grants and plan supplements to fit soft money realities?

Are my grant proposals appropriate for this department or unit?

Are there research or equipment projects being developed by other faculty in the department that I can or should get involved with?

May I read some successful grant proposals, as close to my research area as possible?

What conferences should I attend?

Are there people that I should collaborate with?

How do you get on professional association panels?

What are the journals to publish in? Have any colleagues published there?

Am I publishing enough?

How can I increase my visibility in the field?

Teaching

How can I teach courses?

How do I deal with sticky situations or problems with students?

How do I encourage graduate students to join my research project?

Can I serve on dissertation committee?

Service

What are the important committees to serve on?

How can I get nominated to be on them?

Are there committees to avoid?

How is this work documented?

Promotion

What are the unit's formal and informal criteria for promotion?

What or who can clarify these criteria?

What would you have wanted to know when you began the tenure process?

How does one build a promotion file?

How should I prepare for my annual review?

What do I do if I want to move to the instructional track?

Is my job description matching the work I do?

Are my research, teaching, service and grants of an appropriate level?

Who should I meet in the institution, in the discipline and even worldwide?

11. Additional resources on career advising and mentoring

Web and institutional resources

Adviser, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering, National Academy of Sciences, National Academy of Engineering, Institute of Medicine, National Academy Press, Washington DC, 1997. *www.nap.edu/readingroom/books/mentor/index.html*

The Association of Women in Science is a non-profit association which works to promote women's activities in all scientific fields, from mentoring to scholarships to job listings. *www.awis.org/resource/mentoring.html*

The Center for Research on Learning and Teaching (CRLT) website provides a bibliography and links to online resources on mentoring. Topics covered include: institutional mentoring programs, mentoring women faculty and faculty of color, discipline-specific mentoring, and training materials for mentors and mentees. *www.crlt.umich.edu/publinks/facment.html*

How to Mentor Graduate Students: A Guide for Faculty in a Diverse University. *www.rackham.umich.edu/StudentInfo/Publications/FacultyMentoring/contents.html*

How to Get the Mentoring You Want: A Guide for Graduate Students at a Diverse University. *www.rackham.umich.edu/StudentInfo/Publications/StudentMentoring/contents.html*

Providing Faculty with Career Advice or Mentoring: Principles and Best Practices, UM, College of LSA, June 2004. *www.umich.edu/~advproj/mentoringlsa.pdf*

The University of Michigan Office of the Provost and Executive Vice President for Academic Affairs has links to articles and other information on mentorship. *www.umich.edu/~provost/mentoring/index.html*

The Center for the Education of Women offers free counseling to University of Michigan faculty (as well as staff, students and residents of surrounding communities; call 998-7210). Faculty may wish to discuss career goals, job fit, negotiation strategies, work/life issues, problems affecting career progression or other needs. CEW also supports two professional development networks for faculty women: the Women of Color in the Academy Project and the Junior Women Faculty Network. In addition, CEW offers other kinds of programs addressing, for example, salary negotiation, grant proposal writing, parenting in the academy, financial planning, and research presentation. For more information contact the Center at 998-7080, or visit *www.umich.edu/~cew.*

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