

UO Department of Anthropology Mentoring Guidelines

Purpose & Need

Junior faculty (career NTTF, Visiting Assistant Professors and TTF)* require specific kinds of training and mentorship in each of the three key areas of work expected of faculty in the Department of Anthropology and at the University of Oregon: service, teaching, and research/writing.

A primary aim of mentorship is to provide a counter-balance to the implicitly classed, raced and gendered expectations that create an uneven playing field for women, LGBT, first generation, international, migrant, disabled and of color faculty. The goal is to recruit, retain and support a diverse and engaged faculty that work in the service of building a stronger department and a better society.

More specifically, a formal mentorship program provides an opportunity for senior faculty to provide quality information to junior faculty. Junior faculty are often unaware of unwritten or informal norms and standards. In addition, junior faculty would benefit from mentorship that can guide them to specific resources on campus that can support them in their research and teaching. Senior faculty can offer information about norms and standards in research, teaching and service, funding and collaborative opportunities on campus and beyond campus, as well as advice about prioritizing various kinds of labor (for example, where to apply for grants or fellowships, which journals or presses to target for publications, etc.) and work-life balance (for example, family leave policies, etc.).

Given that junior faculty have different kinds of concerns and questions at various points in the years leading up to review and/or promotion, the mentoring relationship would extend through to promotion.

Coordinating Body

The community committee will serve as a coordinating body for the mentorship program. After consulting with senior and junior faculty, the community committee will recommend potential mentoring pairs to the department head, who will then appoint a senior faculty mentor for every junior faculty member. The expectation is that this will happen as early as possible after the hiring of a new faculty member, potentially even before they arrive on campus. The community committee will reach out to junior faculty to discuss potential mentors, as well as reach out to senior faculty to ask about their interest and availability in serving as mentors. There is no expectation that a senior faculty member *must* serve as a mentor. However, senior faculty who do agree to serve as formal mentors will be recognized with credit toward service.

* Pro-tem faculty have highly variable circumstances and arrangements in the department. While they are not formally included in this document, they will be invited to participate in workshops,

events, and other mentoring activities on relevant topics.

Mentoring Expectations

Mentors and mentees will meet at minimum twice per term (excluding the summer), and optimally once per month. This meeting might be over coffee or a meal, or may be held over Skype if faculty are off campus. The department will provide funds each year to each mentor/mentee to subsidize these meetings, whenever possible. In addition, mentors will be available to mentees via email outside of these meetings.

There is no expectation that mentors will have all of the information that a new faculty member requires. When the mentor does not have an answer, their goal should be to direct their mentee to someone who might be able to offer the mentor quality information.

The content of mentorship meetings will vary according to the interests and needs of mentees. However, both mentor and mentee should frequently consult the UMRP mentoring handbook to familiarize themselves with the kinds of questions and topics they might want to discuss. Moreover, mentors and mentees will be provided with a list of potentially helpful resources and centers on campus (for example, information on annual grants and area studies centers).

If a mentor is away for a period of time, the mentor and mentee should arrive at a prior arrangement about how to organize their regular meetings by other means (via email, telephone or Skype, for example). If the mentor will be unavailable for an extended period of time, the mentee should be provided with a new mentor, either temporarily or permanently.

Administrative Mentorship

The chair of the department will meet with junior faculty as a group at least once a term to answer questions and provide mentorship about institutional structures, institutional memory and institutional mechanisms, both in the department and across the university. In addition to these meetings, some junior faculty might be interested in:

- 1.) an intentional and well-developed training on budget, finance and development within the university setting. It is particularly useful to learn about how finance and development work, the implications for projects, centers and institution-building, as well as how this relates to faculty and staff recruitment, retention and development.
- 2.) Administrative mentorship between high-level administrators and small groups of junior faculty. Rather than simply doing service, having small group mentoring sessions provides opportunities for discussions *about* the work of service and administration in different spaces of the university.

The community committee, in consultation with the chair of the department, could facilitate such trainings & mentorship at the request of junior faculty.

Topical Workshops

In consultation with junior faculty, the community committee will also host regular workshops on topics of interest to the group as a whole. Such topics might include: work-life balance, publishing, tenure & promotion, choosing a second project, writing an NSF or Wenner-Gren, targeting peer- review journals, writing a book prospectus, graduate admissions, etc. These workshops might involve the participation of faculty and administration from other parts of campus, editors from journals and presses, or the directors of granting agencies. The department will allocate funding for these workshops.

Book Manuscript Workshops

For faculty writing books, the department will provide logistical support and matching funds to allow junior faculty to bring in experts in their fields of research. These workshops will provide junior faculty with invaluable feedback on their manuscripts in anticipation of publication as well as tenure & promotion processes.

Department Archive

The department will maintain an internal archive containing contributed past syllabi, grant proposals, examples of promotion documents, book proposals, etc. that all faculty can make use of as templates or models. Faculty will receive annual calls to submit such materials to the archive. Given the intellectual labor involved in producing such materials, as well as possible restrictions on sharing, submission to this archive is entirely voluntary.

Acknowledgements

This document has been drafted by the Community Committee (Stephen Dueppen, Zachary Dubois & Bharat Venkat) with input from faculty members of the Department of Anthropology, drawing in particular on the ideas and language of a proposal written by Ana Lara, Maria Escallón & Bharat Venkat called “New Networks: Comprehensive Training and Mentorship across the Diverse Aspects of Professional Labor.”