Canadian **Federation** for the
Humanities and Social Sciences

The Academy as Community

A Manual of Best Practices for Meeting the Needs of New Scholars

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The Academy as Community:

A Manual of Best Practices for Meeting the Needs of New Scholars

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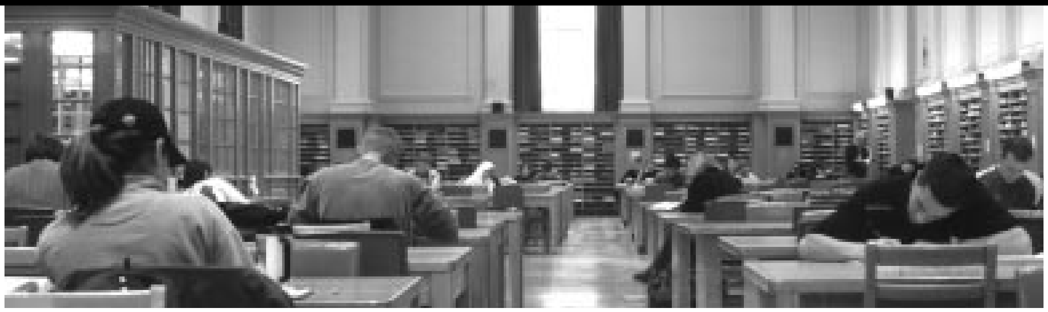
The Academy as Community

At the beginning of the 21st century, Canadian universities face several challenges. One of the most important is the exciting prospect of faculty renewal. According to research conducted by many organizations within the Canadian research community, such as the Social Sciences and Humanities Research Council and the Association of Universities and Colleges of Canada, Canadian universities will see a turnover of approximately 30,000 faculty in the next decade. As aging "baby boomers" retire in great numbers and student enrollments increase by as much as 20%, 16,000 new faculty will be needed within the Humanities and Social Sciences alone. Both SSHRC and the AUCC predict that there will be a shortfall of qualified candidates to fill these positions, partly because of attractive options south of the border luring them away. In light of this, the recruitment, and more importantly, the retention of new scholars within the ranks of Canadian academe is a pressing issue for all concerned about the future of post-secondary education and research in this country.

OUR INDIVIDUAL INSTITUTIONS ARE COMMUNITIES OF SCHOLARS.



How can we best retain and encourage new scholars in the initial stages of their careers? How can we ensure that our practices respect new scholars' diverse backgrounds and circumstances? Equally important, how can we create conditions which allow new scholars to develop and advance innovative protocols and research projects?

In November 2001, a panel of five academics in various stages of their careers met to discuss the challenges faced by new scholars at the AGM of CFHSS. Their discussions revealed that while new scholars are excited by the opportunities offered for professional and personal development in their tenure-track appointments, many also often experience significant feelings of alienation, uneasiness, and frustration—feelings which are not always effectively dealt with by current institutional practices. Upon the recommendation of the panel, the CFHSS struck a Task Force to study both the specific needs of new scholars and the practices currently in place to meet them at all levels within our universities and across our professional disciplines. The Task Force was also charged with the responsibility of producing an inventory of best practices, and in fulfilment of that responsibility, we offer this manual which we have entitled "The Academy as Community."

We have chosen this title in order to convey our vision: that the Canadian academy as a whole and our individual institutions in particular are communities of scholars, administrators, and students whose professional and personal aspirations can best be served through an understanding [of] our interdependence upon one another as we teach, research, and learn as well as through a shared commitment to the principle of equity. Although academics are highly specialized, trained to study the feasibility of original and unique ideas, our individual pursuits are dependent upon the smooth and equitable functioning of the human community of which we are a part. The contributions that each of us makes to the health of the community as a whole sustain the creative environments in which we function best. This need for creative and sustaining intellectual, professional, and emotional support is perhaps most keenly felt by newly graduated and/or recently appointed PhDs who find themselves suddenly immersed in a new institution, and often, in a new city or town far from the supports furnished by their graduate school experience. Thus, this manual focuses upon the specific experiences and difficulties faced by this group of "new scholars."

To ease the transition from graduate student to faculty member, we recommend that departments, faculties, and administrations *mentor* their new scholars, to guide them through the apparent labyrinth of institutional expectations and demands, and to guide them towards the various institutional supports in place to help them meet these expectations and demands. We have chosen the term, "mentor," carefully. New faculty, by virtue of their inexperience, need not only the guidance, advice, and support of specific middle-ranked and senior faculty, but also a strong welcome into their new community through the collective goodwill of all of their colleagues. The community, not just individual faculty members, can "mentor" new scholars, creating a welcoming space for them in the community.

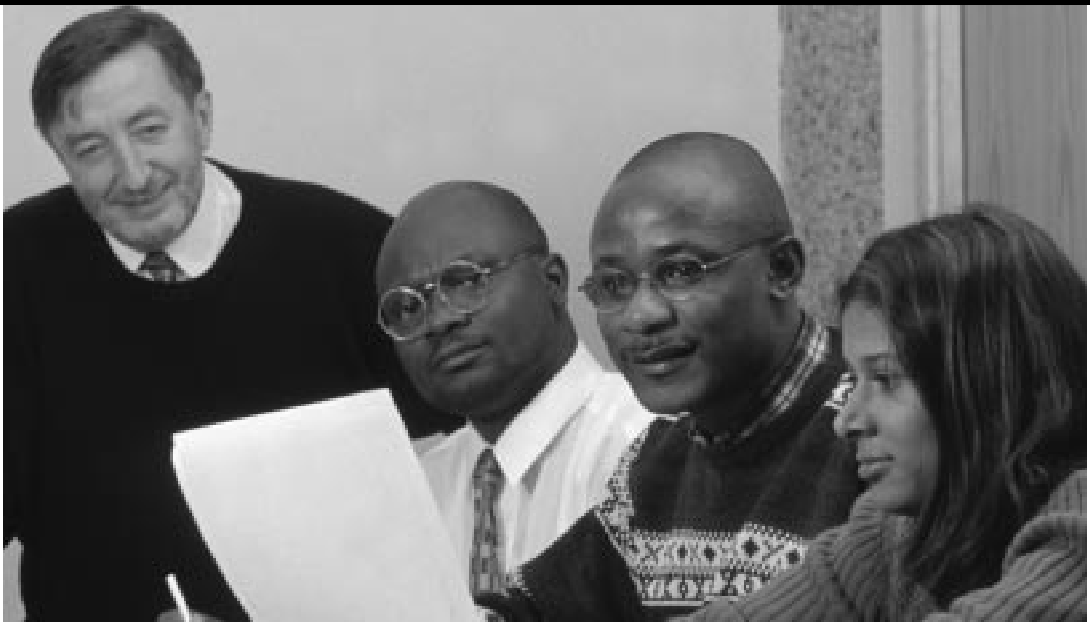
THE COMMUNITY, NOT JUST INDIVIDUAL FACULTY MEMBERS, CAN "MENTOR" NEW SCHOLARS, CREATING A WELCOMING SPACE FOR THEM.

All departments, faculties, unions, and administrations are currently doing several things which foster just such a community and our manual is a compilation of successful practices already in place in many institutions across the country. We are also cognizant, however, that a significant number of new scholars remain unaware of available supports and that more active advising needs to be done. Our manual has a three-part structure. The frontline of administrators—Deans and Chairs—has, perhaps, the most important role to play in the initiation process of new scholars, and thus, our manual begins with suggested practices for administrators, and then moves on to advice to new scholars in the second section, and recommendations for stimulating collegial, social interaction and activities in the final section. In the Appendix, you will find a discussion of the advantages and disadvantages to various mentoring models; we hope this appendix will help institutions decide which model is best suited to their particular needs.

Best Practices for Administrators

During both the interview process and the early days of the new appointment, Deans and Chairs play an instrumental role in informing the new appointee about contractual details, tenure criteria, equity policies, and general institutional regulations and supports available in their faculties and departments. Chairs, especially, perform the crucial, initial stage of the "mentoring" process, as they are the first people with whom the appointee has frequent contact within the department. As a result, it is important that Chairs be as open and available as possible, willing to answer any questions and address concerns especially in the early days of the appointment, and remain a touchstone throughout the tenure-track years.

DEANS AND CHAIRS PLAY AN INSTRUMENTAL ROLE...



The Interview

Before the interview, the Chair should provide the candidate with the following information:

- Complete schedule of all elements of the campus visit, including travel arrangements, meals, meetings with various stakeholders, presentation, classroom lecture (if applicable), library tour, and formal interview.
- Detailed description of the kind and length of presentation expected by the department: should it focus upon dissertation, new research, teaching vision, or a combination of all three? Also indicate the length of paper desired and inform the candidate to expect questions.

- If applicable, a detailed description of the kind of classroom lecture expected. Provide any relevant information about the class: How many students are in the class? Who else will attend the lecture? Who is the current instructor of the course and what is his or her contact information? Provide the course syllabus so the candidate can effectively situate his or her material within the context of the whole course. (See also page 15.)
- If required, a detailed description of the contents of an expected teaching dossier.
- A list of the names and research interests of all of the members of the Appointments Committee and/or Area Sub-Committee.
- During the interview, the Chair should discuss the following with the candidate:
    - the make-up of the department and its position within the university or college as a whole;
    - the student body;
    - teaching and research expectations for first year and also for tenure;
    - opportunities for inter-disciplinary exchange, or in the case of satellite campuses, opportunities for exchange with the main campus; and
    - exciting research projects within the department and suggested opportunities for future collaborations.
- *Throughout the interview process, the Chair should provide all candidates with timely information relating to their status within the competition.* Candidates should have the receipt of their applications acknowledged; those who are not invited to on-campus interviews should be notified of their elimination from the competition as soon as possible. Those who are invited to campus should be given as much advanced notice as possible in order to prepare thoroughly for the interview. All candidates who are interviewed should be notified when an offer has been made, even if the offer is still in negotiation. Since negotiations can sometimes take several weeks, common courtesy demands that a person not be left with false hopes for an undue length of time and certainly not past the time of notification indicated during the interview.

During the interview, the Dean should discuss the following with the candidate:

- The collective agreement.
- The range of inter-disciplinary institutes within the Faculty.
- The standing of the Faculty in university-wide research profiles.
- Opportunities for both internal and external funding.

The Offer

*Information about the following should be provided when appointing **tenure-track faculty**:*

- Salary and benefit packages.
- Pension.
- Criteria and process for tenure.
- Start-up funding: Ideally, new faculty members should be supplied with sufficient start-up funds to purchase the technology, books, and other supplies needed for research and teaching. This funding is one of the key elements of the successful recruitment and retention of new scholars. Institutions need to be aware of the start-up packages offered by competing institutions and be aware of the financial demands of different kinds of research in order to construct packages which are competitive. Start-up funding should also be sufficient to meet any special technological needs of disabled faculty.

START-UP FUNDING IS ONE OF THE KEY ELEMENTS OF THE SUCCESSFUL RECRUITMENT AND RETENTION OF NEW SCHOLARS.

- Availability of various internal research grants and the application requirements for each.
- First year teaching and committee assignments: Teaching release during the first year of teaching is another key component of recruitment and retention. New scholars need time to establish new research projects and to prepare their applications for major external grants in the fall of their second year.
- Moving expenses.
- Spousal hiring regulations (Please see further comments on page 23).
- Information about local real estate and rental housing market, medical services, schools, arts organizations, sports organizations and facilities, etc: This information could be especially important in those areas where some of these services may be difficult to access.
- Copy of collective agreement.

Information about the following should be provided when appointing contract faculty (please see page 12 for definition of contract faculty):

- Salary and eligibility for benefits and pension.
- Duration of contract.
- Course assignment.
- Required teaching duties.
- For limited term contracts, required administrative duties and research expectations.
- For teaching-only contracts, possibilities for committee appointments.
- Office space, phone, email, photocopying, library privileges, support services, and parking.
- Opportunities for future employment.
- Copy of collective agreement.

The First Weeks of Tenure-Track Appointment

- *The new faculty member should be formally introduced to all members of Faculty and Department (including graduate students).* Formal introductions could occur in the first Department and Faculty meetings in September. Chairs should also make every effort to introduce new faculty members to all members in the department with whom they will have significant contact: e.g. key department administrators, all department support staff, colleagues with common interests, areas of study, cultural backgrounds, and domestic situations, etc.
- *Deans or Chairs should provide new faculty members with information indicating where they can obtain advice and information relating to grants, technical services, classroom support, pedagogical training, and library resources.* New scholars need to know "whom to ask" for help relating to the set up of their offices, teaching, and research. We suggest providing a small pamphlet or directing new faculty members to key webpages which list the services available to them both within the department, and externally, in areas such as the Faculty or University Research Office, Technical and Computing Services, and the Library. (See page 18.)
- *Presidents, Rectors, and/or Vice-Presidents Academic should host a reception welcoming all new faculty to the university.* A gathering which includes new faculty from all departments within the university induces community-building across disciplines and can reduce the alienation experienced by a new faculty member who is the only new hire within his or her particular department.
- *Faculties and Departments should introduce their new hires to both the larger university body and the general public through media, such as campus websites; faculty, alumni, and student newspapers or magazines; and local municipal newspapers.* Presidents, Rectors, and/or Vice-Presidents Academic might also wish to broaden the guest list of the above welcoming reception to include special guests from the public, such as members of community organizations who would have an interest in the work of the new scholars in attendance. A new international scholar, for instance, may also enjoy connecting with members of local international community organizations, such as the International Students Association.

- *Chairs should introduce new faculty members to departmental support staff and provide information about the specific support each staff member can and will provide for faculty.*

CRITERIA FOR TENURE SHOULD BE TRANSPARENT.

- *Criteria for tenure should be transparent.* Anecdotal evidence reveals that new scholars find the tenure process enormously stressful. They report that much of this stress results from the fact that they often receive conflicting, and politically charged, information about the process from a variety of sources. We recommend that the Chair quell the tenure rumour mill by becoming the central, reliable source of information about tenure within the department. New faculty members need to feel confident that the information received from the Chair is accurate, complete, and consistent. They should feel confident that they are being evaluated through a standardized and equitable process. Moreover, new faculty members should feel able to speak to the Chair about any incidences of intimidation or harassment they may experience during the pre-tenure period.
  - Preferably, the criteria for tenure should be presented to the appointee in both oral and written form, with no discrepancy between the process as presented in written form and any so-called "informal" understandings. If current tenure practices are not correctly reflected in the written document, then the latter should be revised as soon as possible to reflect current practice.
  - On campuses where full-time continuing contracts are the norm, rather than tenure, requirements for passing successfully through any probationary period should also be clearly documented and given to the new faculty members upon their appointment.
  - The document should be as specific as possible. Although criteria and weighting can vary within and across departments and faculties, wherever possible new faculty members should be given as much information as is needed to clarify the research expectations for tenure. For example, the document might specifically indicate the number and kind of publications (e.g. books, articles, reviews, editions, notes, etc.) needed for tenure. Where applicable, new faculty members might be provided with clear guidelines relating to the number of peer-reviewed publications expected. The value of conference papers and poster presentations could be indicated as well.
  - The document should also specifically indicate the various kinds of teaching experiences that are expected, the number of teaching evaluations (i.e. peer and/or student) needed, and the required elements of a teaching dossier. New faculty members should also be aware of their own responsibilities for arranging peer and student evaluations as required. New faculty members should also be informed if supervision of honours and/or graduate students is allowed before tenure, and where it is, if such supervision is expected.
  - New faculty members should clearly understand how evaluation of both teaching and research will occur. Evaluation of teaching should ideally include multiple perspectives, as one perspective in the absence of others might well provide an incomplete picture of the teacher's knowledge and skills.

- New faculty members should know what kinds of committee work are expected to earn tenure, so that they do not end up taking on more responsibility than is necessary, inadvertently endangering their ability to attain their research goals in a timely fashion. This is of particular concern on small campuses and within tiny departments. Due to the limited number of faculty, new scholars can find themselves serving as Chair of the department during their pre-tenure years, resulting in either a delay in the tenure process or extreme stress as the faculty member struggles to find time to conduct research. We recommend that no person be given such administrative responsibility before tenure. Deans and Chairs should also ensure that heavy administrative duties do not fall upon new female appointees, especially on campuses where male faculty significantly out-number female faculty. Because institutions desire both female and male representation on department, faculty, and senate communities, female faculty can find themselves overwhelmed with administrative work, again to the detriment of their research.

- New faculty members should be given clear indication of the weight given to each criterion needed for tenure. If research is most valued and committee work least valued, for example, this should be transparent to new faculty members. Conversely, if teaching is more valued than research, this too should be clear.

- The Chair should also be as frank as possible about the judging process. Who will judge the candidate's file? What are the institutional mechanisms which determine the selections of judges?

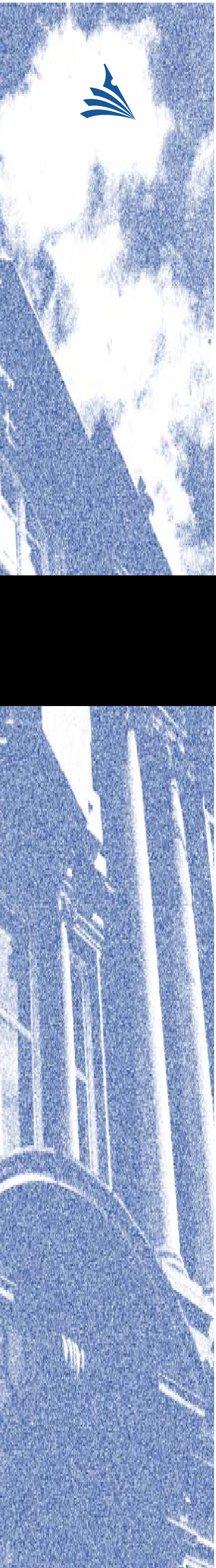
THE MENTORING PROCESS CAN BE AN IMPORTANT PART OF THE SUCCESSFUL INTEGRATION OF NEW FACULTY MEMBERS INTO THE CULTURE OF THEIR DEPARTMENT, FACULTY AND UNIVERSITY.

- *New faculty members should be assigned a mentor.* The mentoring process can be an important part of the successful integration of new faculty members into the culture of their department, faculty and university. As such, it ought to be a complement to other policies on faculty development. Anecdotal evidence suggests, however, that in some institutions attempts at mentoring have been a signal failure. The following suggestions are meant to help Deans and Chairs avoid potential pitfalls and to increase the chances that mentoring will be helpful and beneficial to both the individual and the institution (See also the appendix on page 26 for a more complete discussion).

    - Deans and Chairs should determine whether new faculty members would be served best by a mentor from within or outside of the department. Both possibilities have advantages and disadvantages. On campuses where departments are quite small or in cases where inter-departmental politics are particularly fractious, it might be best to appoint mentors outside of the department. In other instances, though, an internal mentoring arrangement might be more effective. Because each institution has its own specific characteristics, we believe this choice should be left to each institution. We only recommend that both Deans and Chairs meet to examine the unique circumstances of their faculties and departments before deciding whether to assign a mentor from within or outside the department, so that the chosen mentoring model will have the greatest potential for success.

    - Deans should give careful thought to the choice of mentors, taking into account similarities of intellectual interests, age, cultural backgrounds, domestic situations, etc. Where possible, choose mentors of the same sex, so that issues of equity and climate are dealt with sympathetically. Mentors need to be congenial persons who have had a variety of successful teaching experiences, who have also had success in research, grantsmanship and publication, and who have demonstrated common sense, discretion and good judgement in their service to the institution and in their relationships with graduate students, colleagues and administrators. In short, not all faculty members will be suited to the task and often the supply of good mentors is quite limited.

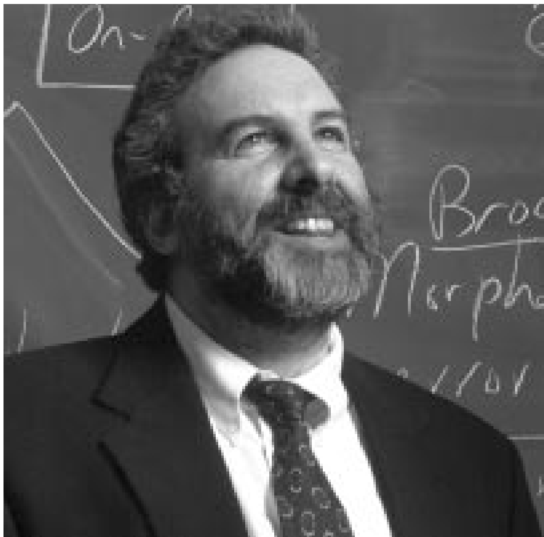
- Mentoring must be a voluntary, mutually gratifying activity. Having decided on a potential pairing of a mentor and new faculty member, the Dean should in writing outline the importance of the task and invite his or her chosen colleague to be considered as a mentor for the new faculty member. At this time, the Dean should also provide an outline of his or her reasonable expectations of the mentoring process, including frequency of contact. Moreover, the mentor should also understand that he or she will not be the main source of information on the tenure process—this role should remain solely the Chair's. Only if the response to the Dean's offer is enthusiastically received should the person be appointed. Successful mentoring is a process that requires a commitment of time and energy on both the part of the mentor and the part of the new faculty member, and this needs to be understood from the outset.



MENTORING REQUIRES A CONSCIOUS EFFORT TO ANTICIPATE THE NEW FACULTY MEMBER'S NEEDS AND TO PROVIDE GUIDANCE AND ADVICE AS IT IS NEEDED OR REQUESTED.

- Mentoring requires a conscious effort to anticipate the new faculty member's needs and to provide guidance and advice as it is needed or requested. Although specific needs will become apparent through conversations between the mentor and the new faculty member, mentors should be prepared to offer advice on the following: preparation of course syllabi; teaching strategies for both undergraduate and graduate classes; the supervision of honours and graduate students; preparation of small and large (internal and external) grants; publication of research; management of the demands of teaching, research, and committee work; balance of work and home; avoidance of conflicts of interest; departmental and senate rules and regulations; and effective communication with administrators and senior faculty.

- Mentors should be asked to invite their new colleague to lunch very early in the first term where a mutually convenient schedule of regular meetings will be set. We recommend that mentors and protégés meet at least bi-weekly. Informal arrangements, while having the advantage of flexibility, may prevent new faculty members from requesting as many meetings as they might like, for fear of "bothering" their mentors.



The First Years of Tenure-track Appointment

- *Throughout the tenure-track period, junior faculty members and Chairs should meet once a term to discuss the progress towards tenure.* Regular meetings and assessments should serve two main purposes: first, to help alleviate undue stress on junior faculty members, and second, to clearly indicate the status of their progress so that they can adjust their workload and schedule accordingly.

  Throughout the first year, the Dean should monitor the mentoring relationship.

  - If the numbers of new appointees allow, the Dean should invite new faculty members to lunch at about the mid-point of the first term and at that time explicitly ask how the relationship with the mentor has developed. If the numbers are too great for this to occur, the Dean should share this responsibility with his or her Chairs.

  - If, by the end of the first term, a mentoring relationship does not seem to be working, either because the choice of mentor has been unfortunate, or for any other reason, it should be dissolved and a new mentor should be appointed.

  - At the end of the first year, the Dean should write to the mentor, thanking him or her for the effort expended and expressing the hope that the relationship will continue and develop into a collegial friendship. What needs to be made clear is that being chosen as a mentor is a distinct honour and mark of the Dean's confidence, and that it comes with important responsibilities that are vital to the success of the new faculty member, the department, and the faculty.

- *The Chair and Dean should ensure that teaching and service assignments are fairly and equitably distributed amongst faculty.* If possible, published guidelines should be available to new scholars which outline the methods used to distribute the workload equitably amongst faculty. It is important that this process is as transparent as possible so that all new scholars within a department, faculty, or institution both are, and feel as though they are, being treated fairly in relation to issues of tenure and promotion.

- *Institutional expectations relating to both the application for and receipt of external grants should be clearly indicated.* This is especially important where there is not a direct link drawn between winning external grants and receiving tenure, but where there is still an expectation for the former from the institution.

- *Internal grants should be designed to meet the needs of all research being conducted at the institution, not only the research which supports the institution's instructional or research focus.* Institutions which specialize in Science and Technology need to be aware of the different research practices and needs of faculty working in the Humanities and Social Sciences and vice versa. Internal grants aimed at funding technical or laboratory needs will not aid Humanities research, while grants aimed at travel and library research will fail to help engineers and scientists. Given the demands of tenure faced by both sets of faculty, both need equal access to research funding within the institution.

The First Year of Contract Faculty Appointments and Post-doctoral Fellowships

- *Contract faculty members and post-doctoral fellows should be afforded treatment similar to that given tenure-track appointees.* We have chosen the term "contract faculty" to denote all those teaching on contracts of a fixed duration. These contracts can be either full-time or part-time for their duration, and although most are course-by-course, teaching-only contracts, some can include administrative and research duties as well. We also include in this group, part-time faculty members who have continuing or renewable, non-tenured contracts. In several disciplines, contract faculty are responsible for nearly 50% of undergraduate teaching. Their work in our departments is, in many cases, indispensable. Although on temporary contract, most (over 65.5%) contract faculty are actively pursuing full-time work in the academy, and if no longer on the tenure-track job market, still define themselves as academics, actively engaged in research and undergraduate teaching. Given the level of commitment to their profession and to their academic careers and also given the contribution they make to our intellectual communities, new faculty hired on temporary contracts need to be welcomed into the academy with the same enthusiasm and support given new tenure-track faculty. Like their more fortunate colleagues, contract faculty should be treated as valued members of the department and as academics in need of guidance in developing the promising careers in front of them.

CONTRACT FACULTY MEMBERS AND POST-DOCTORAL FELLOWS SHOULD BE AFFORDED TREATMENT SIMILAR TO THAT GIVEN TENURE-TRACK APPOINTEES.

- At the beginning of each year, all new contract faculty and post-doctoral fellows should be formally introduced to all members of the department along with any other newly hired tenure-track faculty. Chairs of departments should make a concerted effort to meet individually with each new appointee, so that each knows that he or she is a valued and recognized part of the whole department.
- At their request, new contract faculty should be assigned a mentor and should be clearly informed that this support is available to them. If the supervisor of a post-doctoral fellow is unavailable as mentor, another faculty member should be appointed. Mentoring is especially important for contract faculty who are not former graduate students of the institution and are new to the faculty and department. Mentors should treat new contract faculty as well as post-doctoral fellows as they would new tenure-track appointees. (See guidelines on pages 9-10).
- Where such participation does not contravene collective agreements, contract faculty should be welcome to attend and participate in department meetings and committees. However, since any administrative work done by contract faculty is not required by contract, they should not feel obligated to do it, nor should they feel that any future ` contract is threatened by their refusal to accept committee appointments.
- Contract faculty and post-doctoral fellows should be included on all department lists of faculty, whether in any published literature or on department webpages, hallway bulletin boards, faculty telephone directories, and university website directories. Their names should be displayed on office doors in the same manner as full-time faculty.
- Evaluation processes and hiring practices for contractually limited appointments should be transparent and equitable. Departments should avoid the practice of offering contracts behind the scenes, depending on the whim of individual administrators or resulting from various social, political and/or intellectual networks. Where possible, contracts should be offered well in advance of the start of each term (ideally three to four months before term begins) so that contract faculty have time in which to properly prepare the courses offered. When a full-time position in the area of a contract faculty member's expertise becomes available within the department, the department should seriously consider his or her application.
- The welcome of and the farewell to contract faculty should be equally cordial. We recommend that the Chair invite the contract faculty member to an exit interview and address a formal letter of thanks to him or her.

Best Practices for New Scholars

Thus far, this manual suggests that the well-being of new scholars is largely dependent upon the actions of Deans, Chairs, and other faculty members, since a positive reception of new scholars into their new community is crucial to their own acceptance of their new home and workplace. However, there are also many things which new scholars can do to ensure their successful integration into their faculties and departments. We urge new scholars to be proactive in asking for and taking advantage of the services and supports available to them, and to be open to what may be new, unfamiliar approaches, institutional practices, and social dynamics encountered throughout their job search and in the early years of their academic careers. We begin this section with a series of questions new scholars should ask in order to elicit the information they need for a successful start to their academic careers.

> WE URGE NEW SCHOLARS TO BE PROACTIVE IN ASKING FOR AND TAKING ADVANTAGE OF THE SERVICES AND SUPPORTS AVAILABLE TO THEM, AND TO BE OPEN TO WHAT MAY BE NEW, UNFAMILIAR APPROACHES, INSTITUTIONAL PRACTICES, AND SOCIAL DYNAMICS...

The Job Search

Where can I find information about the academic job search?

- Since most graduate schools in Canada have several supports in place to aid new scholars as they enter the job market, we do not wish to repeat too much information already widely available. Common sources of information include department job boards and newsletters, dossier services (either run by individual departments or Faculties of Graduate Studies), career placement services (available through university-wide Student Services), Graduate Chairs, and individual graduate supervisors. Academic job postings are available in general academic publications, such as CAUT's *Bulletin* and AUCC's *University Affairs*, and in more specialized academic publications, usually associated with a specific discipline's professional associations or organizations. Although most academic job advertisements are posted in the fall, Canadian schools continue to advertise throughout the year and so it is important to check all sources regularly.

The Interview

How should I prepare for the interview?

- Research the department. Most departments have websites which contain information about undergraduate and graduate courses, faculty members, special projects, and other department activities. Become familiar with faculty members, especially those working in your area(s), and be prepared to show your interviewers how you will augment department strengths or fill in important gaps. If you will be able to make a contribution to any special research project within the department or to any periodicals published through the department, be prepared to explain how you can do so.

- Ask for the names of the people sitting on the Appointments Committee. Familiarize yourself with their interests and be sure to ask them about their research during coffee, lunch, and dinner on the day of your interview.

- Bring sample course outlines for at least one undergraduate course listed on the department website (preferably two to demonstrate the breadth of your knowledge) and one graduate course. Make sure that you are able to justify all of the elements in your syllabi as well as the overall arrangement and vision of the courses. Do not include anything in your sample syllabi that you are not prepared to speak about in some detail. Be prepared to explain how you would teach a specific concept or text.
- You may be asked about teaching failures and successes. Be prepared to discuss how you dealt with a difficult problem in the classroom effectively.
- Prepare in advance (and practice) a brief summary of your dissertation. You will be asked about your research and it is important to be able to speak succinctly but knowledgeably about it.
- Be prepared to discuss how your specific research relates to broader issues within your immediate area as well as within the discipline as a whole. For example, if you have written a dissertation on three authors of the late 18th century, be prepared to show how this work relates to the 18th century as a whole as well as other issues within English studies generally.
- Be prepared to show how your research will or does relate to your undergraduate teaching.
- You will likely be asked to prepare a paper to be delivered before the whole department. Be sure to ask what kind of paper the department will expect. Some will ask to hear about your dissertation, others will want you to present your latest work, while others may want you to discuss your vision as teacher and researcher. Do not be afraid to ask for as much clarification about this as you need. Because you may only have two or three weeks notice of an interview, you should have a paper in hand throughout your job search. Ask for the expected time limits of the paper. Since it is imperative that you abide by the time limit, practice before going!
- You may also be asked to teach an undergraduate class. If you are, be sure to ask the following questions: What subject/concept/text should you teach? How many students are in the class? What year are they in? Are they honours students? Will they be told that your lecture is part of an interview? How many faculty members will attend the lecture? Ask for a copy of the course syllabi and the name and contact information of the professor, so that you can ascertain the material already covered and situate your lecture accordingly. Call ahead to arrange for any audio-visual needs you may have. If the department you are visiting prides itself on being "wired" be sure to include technology in your lecture.
- You may also be asked to meet with graduate students. If not, then you should consider requesting such a meeting. Graduate students can give you valuable insight into the general atmosphere of a department. However, although you may feel inclined to be less formal when meeting with your contemporaries, always remember that they, too, are evaluating your performance and will likely be invited to give their impressions to the Appointments Committee.
- If possible, arrange to have a mock interview before leaving for the real thing.
- Bring enough copies of all materials to distribute to each member of the Appointments Committee.
- Prepare a list of questions you would like to ask the members of the Appointment Committee. These questions should demonstrate both your interest in the student body of the university as well as your interest in the activities of the department.

The Offer

When offered a tenure-track appointment, what information should I gather before making my final decision?

- Salary scales, benefits package, and pension: Make sure that you understand how your salary will be determined, ensuring that any past experience is counted.
- The teaching load for your first year of teaching and the years subsequent to that: If applicable, ask about expectations for graduate teaching and supervisory responsibilities.
- Tenure criteria, contract renewal, merit increases, sabbatical leaves, and promotion: These should be made available to you in print form.
- The availability and amount of any start-up funds and any restrictions which might apply to your use of them.
- Moving expenses: Ask about how these expenses will be paid—either through an addition to your salary or through a lump-sum payment.
- A copy of the collective agreement.
- Required or expected committee duties during your first year and through the pre-tenure years: Establish the value such work will have in your application for tenure.
- Required or expected office hours.
- The names and contact information of recent hires in the department, so that you may query them on their experiences within the department and faculty.
- Information about the library and the resources it offers.
- If applicable, a copy of spousal hiring policies.
- If applicable, a copy of maternity and parental leave policies: Ask about how maternity and parental leave will or might affect your application for tenure.
- Information and advice on the housing and rental market in the area.

What elements of the tenure-track offer are negotiable? How should I handle the negotiation?

- Start dates (especially if you are on post-doc or on maternity leave), salary, spousal hiring, housing grants, start-up funds, and teaching release are often negotiable.
- If you currently hold a tenure-track appointment, you can ask that teaching and research already conducted be counted towards tenure in your new institution, enabling you to apply for tenure earlier than might be expected.
- If you have or anticipate an alternative offer from another institution, you will have added leverage during the negotiation process. It is imperative, however, that you be open about the details and status of the other offer while you negotiate; if the Chair or Dean discovers that you have falsely represented the other offer, your future relationship with these administrators and your new department may be seriously compromised.

When offered a contract of fixed duration, what information should I gather before making my final decision? This section also applies to post-doctoral fellows who accept a teaching contract in addition to their research duties.

- Information about contract: length, duties, remuneration, and holiday pay: Ask whether the contract will be renewable. If not, and you are hoping for further employment after the end of the contract, try to determine whether or not you could be rehired and the conditions under which that might occur. Determine if there is a possibility that you will be offered additional teaching during the period of the contract. Make sure you know how acceptance of more work could affect your contract.
- Information about your eligibility for benefits and pension.
- A copy of the collective agreement: Determine what section of the agreement applies to you. Ascertain whether there is a seniority list and how you can/will be included on it.
- A copy of the department's hiring practices for contract faculty appointments: How are courses assigned, to whom, and on what criteria?
- Information about the course(s) you have been assigned: the maximum number of students in the course; the names of instructors who have taught the course in the past and who would be available for consultation; copies of past syllabi; the format of course (lecture or seminar); the number of assignments and examinations required; the number of office hours required; and the methods of student and peer evaluation which will be conducted during the course. Ask how those evaluations will be used.
- Information about office space, phone, email, secretarial support, photocopying, computer access, printing, and parking.
- Information about the availability of research, travel, and conference funding: Ask for information about internal and external grants for which you can apply.
- Post-doctoral fellows should also ask if and when any presentation of their research will be expected.

The First Weeks of Tenure-track, Contract, and Post-doctoral Appointment

Once all of the above information is weighed and an offer is accepted, the new faculty member often faces the daunting task of moving to a new town or city, buying or renting a new home, learning the idiosyncrasies of a new work place, and launching his or her academic career. In the beginning, there is much to learn and help is sometimes not immediately apparent, not because it is unavailable, but because it is not always visible. Knowing where to go to find answers to questions is absolutely crucial during the first weeks of the appointment. The following can be excellent sources of valuable information.

- *The Dean and/or Chair.* Shortly after your arrival, arrange to meet with the Dean and/or Chair (ideally, he or she will contact you, but if not, do not hesitate to contact him or her yourself). Come prepared with a list of your immediate questions and concerns, ranging from concerns about your office space to broader questions about tenure requirements.
  - Because teaching will likely be your first and most pressing concern, ask the Chair for specific names of individuals you should/could consult about course syllabi, textbook orders, and class lists.
  - Also consult the Chair about accessing your start-up funds as soon as possible and clarify how these funds can be used.
  - Briefly review the information you received during the negotiation of the offer. Confirm the expected teaching and service loads.
  - Although perhaps not in the first meeting, you should arrange to meet the Chair early in your first term to discuss the criteria for tenure in detail. When you do so, ask for a written statement of the criteria and ask for clarification about any part of the process which concerns you. (Please see pages 8-9 for information you should expect to receive about this.)
- *The Faculty or University Research Office.* The Faculty or University Research Office is an excellent source of information on both internal and external grants. Research Officers help faculty determine their suitability for specific grants, connect to granting agencies interested in funding their kind of research, write more effective grant applications, and tailor their research needs to granting requirements and opportunities. The FRO also runs seminar and training sessions which are especially useful to new scholars who are writing grant applications for the first time.
- *Technical and Computing Services.* New faculty members can get advice and help in buying and installing computers through campus technical and computing services. Some campus computing services offer significant savings to faculty buyers in comparison to off-campus stores.
- *The Library.* University and college libraries sometimes allocate funds for the purchase of books and materials relating to the research of new faculty. Arrange to meet with the librarian connected to your area and discuss the possibilities for future collection development. Ask what kinds of research support are available to faculty so that you will be able to take advantage of librarians' expertise.

- *Professional Development Services.* If you are a new teacher and would like some training, you will likely find help from resources on your campus which provide faculty teaching workshops and seminars. These services are usually listed on the main university or college website rather than on department webpages. The Professional Development office may also offer orientation for new faculty across the campus during the week before classes—look for this opportunity. Participation in these seminars and workshops is usually voluntary so you will need to be especially pro-active and self-motivated in accessing these supports.
- *Faculty Union or Association.* For information about salary, benefits, pension, duties, and responsibilities, your faculty union or association is an important source of information. They also offer opportunities for cross-disciplinary faculty involvement.
- *Campus Recreational Services.* If you are interested in using recreational facilities on campus, information will be available through the university or college website. You can also find information about campus intramural leagues if you are interested team sports, but first ask around the department to find out if there is an active sports team that you can join.
- *Department Office Support Staff.* Secretaries, receptionists, office managers, and book-keepers can often be the best source of information available within the department. Introduce yourself to them as soon as you arrive and ask them about the services they provide. If you treat them with courtesy and respect, you will find that they are wonderful sources of information as well as life-savers when difficulties threaten to thwart grant applications and final exams.

A PRODUCTIVE MENTORING RELATIONSHIP CAN HELP TO IMPROVE YOUR PERFORMANCE IN ALL AREAS OF YOUR WORK BY ALLEVIATING FEELINGS OF ISOLATION AND INADEQUACY THROUGH MUTUAL PROFESSIONAL AND EMOTIONAL SUPPORT.

- *The Mentor.* One of the most effective ways of learning about the various elements of a successful academic career is to develop an open, trusting relationship with a more experienced faculty member who can help you negotiate the classroom, the grant-application process, committee meetings, and institutional rules and regulations. A productive mentoring relationship can help to improve your performance in all areas of your work by alleviating feelings of isolation and inadequacy through mutual professional and emotional support. Because we are aware, however, that the mentoring relationship can also be fraught with potential difficulties, we suggest that the following strategies be used to maximize the positive aspects of mentoring. (If you are a post-doctoral fellow and already have a supervisor arranged through the fellowship, the following advice may not be applicable to you.)
    - When you arrive to begin your first faculty appointment, ask if there is a formal mentoring program in place. If there is, determine how and when a mentor will be assigned to you. Indicate the qualities (age, gender, specialization, cultural background, domestic situation) you would like in your mentor; this will help your Chair or Dean select a suitable candidate. Where possible, we recommend that mentors and protégés should be of the same gender. Where this is not possible, both should be cognizant of the university or college's sexual harassment policies to avoid any accusation of improprieties.

- If there is no mentoring program in place, indicate your desire to be mentored. Ask the Dean or Chair to suggest names of people who might be willing to be a mentor for you and then meet with each one, talk about your expectations of the relationship, and see if a mutual satisfying association could develop. If you find a suitable candidate, the Chair or Dean should be asked to mediate and monitor the arrangement.
- If there is no mentoring program in place for contract faculty and you have been hired to teach on contract in a new department, indicate your desire to be mentored and request that the Dean or Chair assign a mentor for you.
- When you meet your assigned mentor, or begin the formal mentoring relationship with the faculty member of your choice, establish a regular schedule of meetings at a frequency you expect will be sufficient to your needs. We recommend that a schedule be set so that neither mentor nor protégé feels that meetings are being requested too often or too infrequently. Meetings should occur at least on a monthly basis and preferably on a bi-weekly basis, especially in the first term of your appointment.
- You should feel comfortable asking your mentor about any aspect of your academic career, including tips on how to balance home and work life, how to manage tricky political situations with colleagues, how to manage the competing demands of research, teaching and administrative service, how to supervise honours and graduate students, and how to deal with difficult students. Your mentor should also be an invaluable source of information about publishing your research. However, the Chair, rather than your mentor, should be your main source of information concerning the tenure process.
- Where possible, collaborate with your mentor. Through collaboration, you can observe your mentor at work and benefit from the support of his or her expertise.
- Remember that your mentor is an excellent model. Take advantage of opportunities to watch him or her lecture, present a paper or poster presentation, or speak to colleagues in departmental, faculty, or senate meetings.
- Although you may ask your mentor how to handle tricky political situations in general terms, you should avoid drawing your mentor into any specific conflict you may have with another colleague; likewise, your mentor should not involve you in any conflict he or she may have either. Such politicking can sour a mentor-protégé relationship very quickly and have broader effects on your relationship with the department as a whole.
- It is important to keep in mind that the mentor-protégé relationship, although founded upon psycho-emotional mutuality, is primarily a professional relationship, and as such, can be ended whenever the relationship is no longer serving its purpose. When there is any kind of breakdown in the relationship, approach the Dean and ask that it be ended and that you be assigned another mentor. The mentor, of course, will also have the right to end the relationship if he or she feels it is no longer beneficial.

The First Year of the Appointment

- *Throughout the tenure-track period, you should meet with the Chair once per term to consult with him or her on your progress towards tenure.* Rather than depending upon advice or rumours circulating amongst your colleagues for information about tenure, we recommend that you rely primarily on the advice of the Chair, rather than your mentor, to clarify any confusion, concerns, or fears you might have regarding tenure. The Chair is in the best position to treat all new faculty equitably and consistently; mentors, on the other hand, are meant to be supporters of their specific protégés. Be aware of written guidelines on tenure provided by your department and use them as you consult with the Chair about your progress. If the expectations seem to have changed, politely but firmly insist upon the fair and consistent application of the criteria as stated in written documents. If you feel that your concerns are not being addressed, seek the advice of the Dean if necessary.

- *Find out the requirements for the annual review.* The Chair will likely be the best source of information about the annual review. Ask about deadlines, required documents, and expected performance levels. So that this task does not become onerous, constantly update your c.v. (in the format required by the review), prepare and maintain a teaching dossier, and request any reference letters or peer evaluations well in advance of the deadline. Contract faculty should ascertain whether their work is included in the review, and if so, what is required of them.

- *Read department newsletters or bulletins, memos, and handouts.* Although the amount of paper and email arriving in your mailboxes might seem overwhelming at times, it is vital that you read it all. Information about department policies, application deadlines, examination dates, etc. is often communicated to faculty in this way. Information about teaching seminars, reading series, colloquia, etc. is generally contained within weekly department newsletters. University events are available online or in campus newspapers. If you want to feel as though you are "in the loop," you need to allocate some of your time to reading these information sources.

- *Draw upon the experience, expertise, and knowledge of all of your colleagues.* Whenever possible, strike up conversations with other faculty throughout your department, faculty, and institution. Each person is a potential cache of valuable insight and knowledge and may be able to pass along key tips about the job, ranging from efficient marking methods to the latest academic trend.

Best Practices for Colleagues

The health of departments, faculties, and institutions is dependent upon the faculty membership, not only for cutting-edge research and energetic teaching, but also for administrative service, without which the university would cease to exist. Without faculty members willing to serve on Department, Faculty, or Senate committees and as Chairs, Deans, Vice-Presidents, and Presidents, the university would not function. In conversation with our constituency, the Task Force discovered widespread concern that with the predicted loss of great numbers of senior faculty, the increasing emphasis upon research as the key element of promotion and tenure, and the presence of significant discontent in the junior and middle faculty ranks, fewer and fewer faculty members will be willing to serve the university in administrative roles. Fewer and fewer faculty, we found, feel as though they belong to a community which supports them and to which they owe some loyalty and service beyond the immediate demands of their contract. How has this alienation developed and how can we combat it?

THE PSYCHO-SOCIAL ACTIVITIES AND BENEFITS OF THE ACADEMIC CAREER HAVE OFTEN BEEN OVERLOOKED AND DEEMED EXPENDABLE... THE LOSS OF THESE IMPORTANT COMMUNITY-BUILDING ACTIVITIES IS SIGNIFICANTLY AFFECTING JOB SATISFACTION...

There are several reasons for this discontent, ranging from the severe cutbacks in government funding, long periods of little or small pay increases, increased competition and demands for research grants, the loss of full-time faculty complements without corresponding faculty renewal, and so forth. As workloads have increased during the past decade, and scarce resources of time and money have been focussed upon the demands of teaching and research, the psycho-social activities and benefits of the academic career have often been overlooked and deemed expendable. In a busy schedule, it is no doubt easy to dismiss the department wine-and-cheese or the presentation of a colleague in favour of other academic or domestic duties. Unfortunately, though, anecdotal evidence is mounting which suggests that the loss of these important community-building activities is significantly affecting job satisfaction throughout the faculty generally and amongst new faculty particularly.

In order to rectify this situation, we urge faculty members to pay attention to the communal health of their departments and faculties. The following is a list of suggestions which might help to increase collegiality and social well-being within our ranks, and in turn, encourage the retention of new scholars on our campuses.

- *Make social events a priority within the department and faculty.* Most departments and faculties have social events which mark the beginning of each year, but this is not enough. In order to accommodate the specific needs of your department, we recommend the formation of a social committee, devoted to facilitating psycho-social bonds amongst faculty. Friendships can, of course, spring up spontaneously during initial meetings, but most only develop over time and through repeated encounters. There are many kinds of encounters which the social committee could arrange: short, daily coffee breaks; regular, but informal get-togethers over lunch or breakfast; Friday afternoons at the pub; monthly wine-and-cheeses; barbeques; family picnics; and term parties. A special effort should be made to personally invite all new faculty—tenure-track, contract, and post-docs—to each function to alleviate their potential feelings of shyness or fears of isolation.

- *Social events should reflect the domestic situation of your faculty.* If your faculty consists of several young families, try to include some events during the year which can accommodate children. Special attention should be paid to whether the locale and timing of the event can meet the needs of children. Ideally, some of the party budget should be reserved for hiring babysitters who will be able to distract and entertain the children while their parents engage in adult conversation. If, on the other hand, most of your faculty is childless, family events may be limited.
- *Social events should be as inexpensive as possible.* Although it may be pleasant to have one event during the year which involves considerable expense (i.e. during the December holiday period), too many costly events can prevent the participation of the whole faculty, especially tenure-track and contract faculty as well as post-docs. If more than one costly event is planned during the year, new faculty members may feel almost actively excluded from the party as it will seem to them quite obvious that the event exceeds their financial means and that the senior faculty is cavalierly ignoring their particular circumstances.

“THE SINGLE MOST EFFECTIVE THING THAT A UNIVERSITY CAN DO TO HIRE AND RETAIN FACULTY IN ALL DISCIPLINES IS TO PROMOTE AMONG STUDENTS, FACULTY AND STAFF A HEALTHY BALANCE BETWEEN FAMILY AND WORK.”

- *The domestic situation of new faculty members should be recognized and accommodated.* Many new faculty members face the prospect of moving not only themselves to a new town or city, but also spouses and young children. The academy has been slow to accommodate the reality that many new scholars are married to spouses with professional careers, indeed many with academic careers, and that many are women who either have recently begun their families or plan to in the near future. In the 2003 Killam Lecture, Shirley M. Tilghman, President of Princeton University, argues that “the single most effective thing that a university can do to hire and retain faculty in all disciplines is to promote among students, faculty and staff a healthy balance between family and work.” We recommend that institutions or faculties deal with these issues forthwith, with policies such as the following:
    - Ensure that your department, faculty and/or institution has a spousal hiring policy in place, for both heterosexual and same-sex marriages. This policy should be documented and provided to the potential faculty member upon the initial offer of appointment.
    - Your institution should also be prepared to help spouses of new faculty find satisfying employment within the local area either through campus Human Resources or the Career Development Office or through a partnership with a local head-hunting agency. If is it not possible for the spouse to find local employment and the spouse chooses not to leave his or her current job, then the department should be prepared to be flexible in its residency requirements for the new appointee.

    - Ensure that your department, faculty, and/or institution has a maternity and parental leave policy in place. This should be documented and available upon request. The policy should clearly indicate how maternity or parental leave will affect the tenure process, although any effect should be purely temporal rather than substantive. No new faculty members should be made to feel fearful that maternity or parental leave will negatively affect their future application for tenure. Nor should faculty members be "punished" for taking a maternity or parental leave, for example through the assignment of an unreasonable teaching load upon their return to work. In addition, faculty members should not feel pressured to have children according to the scheduling needs of the department.
    - Institutions should provide affordable, onsite daycare.
    - Departments and faculties should avoid scheduling meetings late in the day, as this will create undue conflicts for faculty with young children. Given that some faculty members begin their days with 8 a.m. lectures, it is reasonable for them to expect their day to end at 4:30 p.m.
- *Departments should create supportive research environments.* There are several ways in which we can support and acknowledge the research accomplishments of our colleagues:
    - In department newsletters, create a regular feature to which all faculty are encouraged to submit information about recent publications, poster presentations, and public lectures.
    - Once a year, arrange a faculty-wide celebration of major publications (books, textbooks, editions, etc) published by full-time and contract faculty members.
    - Faculty should be invited to share works-in-progress with their colleagues through organized activities, such as department colloquiums. The invitation to do so should be made public, with clearly stated expectations and deadlines. In other words, colloquiums should not be formed through private, informal invitation. New tenure-track and contract faculty as well as post-docs, whose work will likely be unknown to organizers, may be overlooked and inadvertently alienated from the process.
    - Study groups devoted to specific areas of specialization can encourage the cross-fertilization of ideas amongst colleagues. They can also help new and established faculty be aware of new ideas and trends occurring within their discipline which are not necessarily directly related to their own research. These groups could also include graduate students.
    - Public lectures by visiting scholars and readings by authors can also encourage social and intellectual exchange between colleagues as well as between faculty, students, and the general public.
    - Where possible, inter-disciplinary exchange should be facilitated, either through joint arrangement of social events, colloquiums, or public lectures/readings.
    - During key grant-application periods, colleagues should be particularly open to mentoring one another, sharing valuable insight and experience wherever possible.

- Collaborative research projects should be encouraged within and between departments. Increasing amounts of research funding is earmarked for collaborative work, and unfortunately, humanities scholarship is often not competitive in this area. To increase proficiency in this area, training for writing collaborative grants should be made available and widely publicized.
- Encourage faculty attendance at graduate students' thesis proposal sessions, if they are open to the public.

- *Departments should create supportive teaching environments.* We can support each other as teachers through the following suggested practices:
    - Be open and willing to exchange course syllabi, text lists, and successful lectures with colleagues.
    - Provide pedagogical workshops within your department or widely advertise institutional workshops. A special effort should be made to encourage new scholars to attend.
    - Provide opportunities for faculty to share successful teaching strategies.
    - Encourage the peer review of new scholars' teaching which is not related to the formal evaluation process, with the aim being the constructive development of new teaching strategies and insight into current teaching practices. This practice need not be restricted to new scholars; the ongoing renewal of teaching skills throughout the faculty can only be positive.
    - Ensure that courses are distributed equitably amongst the faculty, paying particular attention to enrolment numbers and marking loads of particular courses.
    - Ensure that all faculty, including contract faculty, have an equitable opportunity to teach courses which reflect their research interests.
    - Demonstrate collegiality within the classroom through team-teaching or guest lecturing.
    - Celebrate award-winning teachers in your department.
    - Ensure that the required teaching load is weighted fairly within the criteria for tenure. In other words, in institutions that are teaching-intensive, teaching and innovative pedagogy should be valued more than research in the tenure process.
- *Remember that contract faculty and post-doctoral fellows are also members of your departments, faculties, and institutions and should be actively included within the social and intellectual academic community.*

Appendix: Models of Mentoring

Pros and Cons

The decision about mentoring must be taken with care; we stress that there is no substitute for good, insightful judgement. It is also important that the Dean and Faculty Evaluation committees formally recognize the professional value of this work as an integral portion of the service component of a colleague's record. The relationship between mentor and protégé can be highly productive, emotionally beneficial, and intellectually rewarding, but it can also lead to unwanted conflict, emotional tensions, and soured departmental relations. Because of these potential pitfalls, we believe that it is crucial that each institution, faculty, and department carefully examine various models of mentoring and choose, after deliberation, the one which will have the greatest chance of success in its particular situation. Although this document strongly advocates for mentoring as the best method for meeting the needs of new scholars, we are also keenly aware that there is no "one-size-fits-all" model which will suit the needs of institutions, faculties, and departments of widely divergent sizes, locations, and constituencies. The following is a list of possibilities and some discussion of the pros and cons of each. This list is by no means exhaustive, but we hope it will provoke the discussion needed to help you make the correct decision in light of your particular situation.

1. Assigning one mentor from within the department.

Pros: When the mentor and protégé are from the same department, the protégé has access to information and experience which is specific to his or her own discipline. This can be important, especially because the demands of grantsmanship, teaching, and research can be quite different between disciplines. Someone who is very successful in winning grants in history may not be of much help to someone who is trying to find funding in psychology or education. Similarly, successful pedagogical strategies in a psychology classroom may differ significantly from those needed in a literature classroom. Mentors from within the department can also provide invaluable information about localized, department practices and policies.

Cons: Mentoring within the department can lead to discipleship-building and cronyism. Protégés might find themselves drawn into a departmental faction inadvertently, simply through their association with their mentor, and might find it difficult to establish or voice their own particular views on departmental issues and developments.

2. Assigning one mentor from outside the department.

Pros: A mentor from outside the department might be able to provide a protégé with a broader perspective of both the institution and the academic profession than a mentor from within the department. An inter-departmental mentoring relationship could also be instrumental in improving communication between departments and developing cross-disciplinary research and teaching opportunities. This bridge-building could not only be beneficial to the health of the institution as a whole, but also to the protégé's career, as he or she broadens the scope of his or her research and becomes involved in the sort of collaborative research which is currently favoured by SSHRC and NSERC. If a mentor is assigned outside of the protégé's department, the protégé is also unlikely to become embroiled in department in-fighting simply through association with his or her mentor. For best success using this model, we suggest mentors be chosen from complementary departments, so that potential disciplinary differences will be minimized.

Cons: As mentioned in point one, a mentor from outside of the protégé's department and discipline may be able to offer only limited help in areas of key concern: grantsmanship and teaching. As well, protégés who return to their own departments championing the "way things are done" in their mentor's department may find themselves inadvertently caught up in broader departmental conflicts within the faculty or institution as a whole. It would be unfortunate if a protégé became an unwitting "spy" or "reporter" for either his or her own department or that of his or her mentor.

3. Assigning a mentor of the same gender.

Pros: Especially for new faculty members who are female, a female mentor will be able to provide valuable advice for negotiating the special demands upon female faculty members, especially in the realms of research and administration. Male mentors assigned to female protégées may find the experience enlightening, as long as they are aware of how gender issues can affect the reception of research grants and the reception of the women faculty members' ideas within administrative committees.

Cons: In faculties and departments where male faculty significantly outnumber female faculty, it may be difficult to find a mentor of the same gender. In this case, a mentor sensitive to the experience of women in the academy should be assigned. Both mentors and protégés should be well-informed of sexual harassment policies and conduct the relationship accordingly.

4. Assigning two mentors, one from within the department and one from outside of it.

Pros: If assigned two mentors from both inside and outside of the department, protégés could receive much needed discipline-specific information as well as broader institutional and professional advice. They would have the benefit of two perspectives, providing them with alternative models and ideas when trying to make decisions about their careers for themselves. With two different mentors, protégés are less likely to become associated with only one faction within the department or institution than when assigned only one mentor. In the two mentor model, protégés could also be exposed to both the male and female perspectives on the profession.

Cons: The main disadvantage to this model is that it would involve an enormous amount of personnel and time. Deans would probably find it difficult to find two mentors to serve each new faculty member and protégés might not have the time to meet with two mentors bi-weekly. It is also possible that protégés might find it difficult to balance the advice of one mentor against the other and might feel that in following one mentor's advice they would create a conflict with the other. Thus, one relationship may sour as the other prospers.

5. Assigning two mentors, one who would focus upon the professional concerns of the new faculty member and one who would focus upon the new faculty member's integration into the broader community of the town or city.

Pros: New faculty members who are moving to a town or city of a significantly different size or demographic make-up than that of their past experience might find the transition quite difficult and alienating. Having a mentor help them find a friendly neighbourhood, a good school for their children (if applicable), a doctor, and other such amenities could be of as much help to new faculty members as having a mentor help them deal with professional issues. Just knowing when summer soccer or baseball registration for your children occurs can make the difference between the first year being full of difficulties and disappointments or being successful and relatively happy.

Cons: It may be difficult for Deans to find people willing to sacrifice time and effort to serve as a "community mentor" since this kind of mentoring is less obviously connected to professional development than traditional academic mentoring. As well, "community mentors" might be unable to give useful advice—might even inadvertently give bad advice—simply because they will not know their protégés well enough to know what neighbourhood or social groups would suit them.

6. **Scheduling monthly group sessions involving several mentors and protégés in addition to regular one-on-one meetings.**

Pros: These group sessions could provide protégés with valuable insight from several senior colleagues who might fill in "gaps" in the experience of their own specific mentor. Mentors can also rely on each other to provide protégés with information which they find difficult to supply on their own. Both mentors and protégés will benefit from the examples of their peers, as they model effective mentoring relationships for each other. At the same time, protégés assigned weaker mentors will benefit from exposure to other, more able ones. Most importantly, these sessions will signal that mentoring is a priority of departments, faculties, and institutions, and as such, is considered a shared responsibility across all faculty.

Cons: This situation could create the classic problem of "too many cooks stirring the pot." Protégés could be confronted with conflicting advice which could be difficult to sift and negotiate. They might also find themselves drawn into personal conflicts amongst the mentors which could be detrimental to their ability to function within the department. Also, the time required to meet as a group may be hard to find, especially in light of the fact that these meetings would not replace one-on-one scheduled meetings.

7. **Assigning mentors from professional and discipline-specific organizations.**

Pros: Mentors and protégés from different institutions, but within the same discipline, could form important national, cross-institutional connections. This could both strengthen various professional organizations, by encouraging the new scholar's membership in and future service to the organization, and promote institutional exchange opportunities. Similar to having a mentor from outside of the department, the protégés will benefit from an outside perspective, but will still be able to gain discipline-specific teaching and grantsmanship advice.

Cons: Setting up such a mentoring program will require organization and time. New faculty members will need to be tracked and identified, so that they can be encouraged to join the organization and take part in the mentoring program. Established members of an organization will need to be solicited to the role of mentor.

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