INFORMATION BROCHURE FOR INCOMING WOMEN FACULTY

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Introduction

As part of its effort to recruit and retain more women faculty, MIT has implemented a new mentoring program for junior women faculty. This brochure describes the new mentoring program and acts as a guide for mentoring of junior women faculty. Some of the issues that our group feels are important have been presented in a list of questions on topics such as research, teaching, administration and performance reviews. It is our hope that junior faculty will discuss questions relevant to their situation with their mentors and colleagues. Some of the questions may need immediate answers, many will be addressed over the first year(s) here. Lists of general Institute publications, resource people and the women faculty (as of March, 1992) are also provided. The brochure concludes with several articles and case studies on mentoring. Although the document has been produced by the women faculty with junior women faculty in mind, it is of course available to any faculty member on request.

This brochure was developed by the Women Faculty Network (WFN) at MIT during the 1991-92 academic year. Major contributions to the brochure were made by: Mary Boyce, Peggy Cebe, Simone Hochgreb, Vera Kistiakowsky, Heather Lechtman, Ruth Perry, Karen Polenske, Mary Rowe, Lynn Stein, Lisa Steiner, Judith Thomson, Lena Valavani and Caroline Whitbeck.

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The Mentoring Program

This program provides the new faculty member with an information brochure that accompanies the initial offer of appointment, assigns her mentors and establishes a system for periodic review of mentoring. Both people must take an active role in developing the mentoring relationship. This program is intended to provide a framework for that to happen.

1. *Notification of Offer of Faculty Position*

- Department head should send this information brochure to incoming junior women faculty with the letter offering the appointment.

2. *Assignment of Mentors*

- WFN should be notified whenever a woman is offered a faculty position at the Institute
- for the first year, the WFN committee on mentoring will assign the new faculty member a woman mentor from the same school whose role will be to give general advice; her department head will assign a second mentor from the same department who will focus more on departmental issues
- both mentors to be assigned as soon as an offer is made to a woman faculty candidate so that some of the initial questions and issues can be addressed before she comes to MIT
- after (and even during) the first year, the new faculty member should be encouraged to choose her own mentors; possible longer-term mentors include the first year mentors, one or more senior faculty members in the same department, one or more senior faculty members in the same field either at MIT or at other institutions
- multiple mentors are helpful; each junior faculty member normally benefits from the counsel of several mentors although chief responsibility for mentoring should reside in a single individual

3. *Review of Mentors*

- in the fall of the first year, mentors and mentees meet with WFN (by school) to discuss expectations of the mentor-mentee relationship
- in the spring of the first year, new women faculty meet with WFN (by school) to review and evaluate their mentoring; women faculty who are themselves mentors will not attend this meeting
- in the spring, the junior women faculty may also wish to meet among themselves without mentors or WFN and report back to WFN
- mentors singly or in groups can meet with the WFN at any time to discuss issues surrounding mentoring
- if either the mentor or the mentee is dissatisfied with the relationship he or she can seek counsel and remediation from any of the following: the WFN, informal mediators within departments, department heads and the Institute Ombudspersons
- occasional abuses in the form of negative mentoring do occur; we hope that this program will make such abuses far less likely

The Mentor Profile

The mentor profile which follows outlines the mentor's role for the mentor and the department head and acts as a guide for the new faculty member in selecting mentors. The most important tasks of a good mentor are to help the mentee achieve excellence and to act as an active, assertive *advocate or sponsor* for the junior faculty member to the department, the dean and colleagues within and outside MIT.

1. *Qualities of a good mentor*

Examples of good mentoring have included the following:

- *Advocacy* - the mentor should be willing to argue in support of the junior faculty member for space, funds, students.
- *Accessibility* - the mentor must make time to be available to the mentee. The mentor might keep in contact by dropping by, calling, sending e-mail, or inviting the mentee to lunch. The mentor should make time to ask questions and read proposals and papers, and for periodic reviews of progress.
- *Networking* - the mentor should have enough experience and contacts to be able to help establish a professional network for the mentee
- *Independence* - the mentor must not be in competition with the mentee; the mentee's intellectual independence from the mentor must be carefully preserved

2. *Tasks for the mentor*

Long term goals

- every mentor should ask:
  what should the professional profile of the mentee be?
  where should the mentee be in her career during the first 3 years?
  how can the mentor facilitate this?
- explain department's typical or general criteria for promotion and tenure; impart any flexibility that exists in the promotion/tenure schedule; the mentor should be aware that there is no one rigid set of requirements for junior faculty, but that there are acceptable ranges of performance in various categories (e.g.. scholarship, publications, supervision of graduate students, presentations at conferences, funding, changing the field, teaching, administrative duties, consulting, collaborations with colleagues)
- mentor should inform other senior faculty of mentee's progress
- help the mentee develop many options for the future; from the beginning, the mentor and mentee should plan for multiple job opportunities

Shorter term goals

- help sort out priorities: budgeting time, publications, teaching, setting up a lab for experimental work, committees
- advice on how to deal with difficulties, e.g. lab space, secretarial support, access to students

- networking, introductions to colleagues, identification of other possible mentors for the mentee
- help get research support: contacts, access to agencies
- compliment mentee's achievements, inform colleagues of mentee's achievements
- how to say no to certain demands on your time

3. *Changing mentors*

- a mentee should consider changing mentors if the mentor is clearly and consistently uninterested in her, if the mentor consistently depresses the mentee by undervaluing her abilities, if the mentor displays any other signs of undermining the relationship (e.g. racial, sexual, ethnic or other prejudice), or if there simply is incompatibility
- a mentee should consider adding a mentor if the current mentor consistently cannot answer questions or offer advice

Questions for Thought:

A Guide for New Faculty and Their Mentors

1. *Before Coming to MIT*

1.1 General

How should your time be divided among teaching, advising, fundraising, administration, committee work and other service (departmental, institute and outside), research and consulting? What else?

How do you get consulting? How much should you do?

What resources are there at MIT to help you get settled (housing, HALP/CIM loans, child care office. What details do you need to find out about benefits, moving, ...)? What MIT publications should you get (Policies and Procedures, Bulletin, Faculty/Staff Directory)? What offices should you contact? What mailing lists do you need/want to be on?

Who are good resource people to ask these and other questions of? Your Administrative Officer (AO)?

1.2 Research and Resources

Are you responsible for finding your own money? What expenses are you expected to cover? How much will this cost?

How do you go about getting startup funds? How (if at all) will your summer be funded? How do you buy equipment? What travel support can you expect from your department?

Do you need to write a proposal before coming to MIT? How soon afterwards?

How is lab space allocated? How is equipment maintenance paid for? How much support staff time is covered by the department?

What other labs are available for cross-disciplinary research efforts at MIT? Elsewhere?

1.3 Teaching

What is the normal teaching load in your department?

2. *On Arrival*

2.1 General

Who is your AO (administrative officer)? What is his/her responsibility? How do the mechanics of your department/lab work (e.g., purchase orders)?

How is your department organized? (Divisions, committees?) How are decisions made?

What should you expect from your support staff? What fraction of a support staff member's time is typical? What kind of work can you expect from him/her?

2.2 Research and Resources

How important are grants? How do you get hooked into the grant-writing process? Where should you look? Who can help you to find out where to meet people, to write the best possible proposal, to draw up a budget? How much effort should you be investing in fundraising? What are the tradeoffs?

Who, if anyone, will "introduce you around" to government funding agencies and others?

How does ILP (Industrial Liaison Program) work? What can it do for you?

3. *Later*

3.1 Research and Resources

What conferences should you go to? Do you need to have papers accepted? How much travel is allowed/expected/demanded? Is it better to go to large conferences or smaller workshops? Should you give the papers or should your students? If the latter, how else can you gain the type of exposure necessary for good tenure letters?

Authorship etiquette: Should you put your graduate students' names on your papers? Should you put them ahead of your own? How important is first authorship? How is alphabetical listing of authors viewed?

Where should you published? What should you publish? How much / often? Are there quantity/quality standards for promotion? How do journal / chapters in edited collections / (refereed or unrefereed) conferences compare? Should you write/edit a book? Special issue?

May material published in one place (workshop, conference) be submitted to another (journal)? How much new work is necessary to make it a "new" publication? What is the etiquette for reporting prior publication or submission?

Is it worthwhile to prepare technical reports and send them to colleagues elsewhere?

Should you give talks within your department? How often? How should you publicize your work within your department? What about your graduate students? How are the colloquia in your department organized?

Should you give talks at other universities/industrial sites? How often? Where? How important is this? How do you get invited to give such talks?

Is collaborative work encouraged or discouraged in your department/field? With other members of your department? With international colleagues? With colleagues who are more senior/better known? With junior colleagues/graduate students? Long-standing collaborations, or single efforts? How important is it to have some singly authored papers?

Should you form a research group? What sorts of activities should the group do, as opposed to you and an individual student?

3.2 *Student Supervision*

How important are graduate students? How many should you expect to have? How many graduate students is too many? How much time/effort should you be investing in your graduate students? How much advising should you expect to do?

How do you identify good graduate students? What qualities should you look for? How aggressive should you be in recruiting them? Do you need to find money/equipment/office space for them? What should you expect from your graduate students? How do you identify a problem graduate student?

How do you promote your graduate students to the rest of the community (at MIT and nationally/internationally)?

Similar questions for UROPs: Should you have them? How many? What kind of commitment in time, effort, and resources should you expect to make? What kind of return should you expect?

What should you keep in files on your students? Remember that you will have to write reviews and recommendations for them.

3.3 Teaching

What are you expected to teach? Graduate, undergraduate, seminar, lecture, recitation, special topic, service subject?

Which are the good subjects to teach? Is it good to teach service subjects, or bad, or indifferent? Is it good to teach the same course, or stay within a single area, or teach around?

Is it a good thing to develop a new course? An undergraduate course? A specialized course in your research area?

How can you use a special topics course to get a new research project off the ground?

How much time should you spend on your subjects?

Will you have a teaching assistant for your subject? Who will select him/her? What can you expect a teaching assistant to do?

Are there guidelines for grading?

3.4 Administrivia

How much time should you spend advising academic counselees?

How much committee work should you expect? Which committees should your turn down if asked to serve? How much time should you expect to spend on committee work? Department vs. Institute vs. outside?

What types of outside service should you do while untenured? Paper and proposal reviewing? Review boards? Journal assistant editorships?

3.5 Review Procedures

For how long is your appointment? When will you come up for review? What sort of review? What is the process (who, what do they look for, how will you hear about it, etc.)? How will this repeat during the pre-tenure years?

How should you go about finding people to write references for you? How many will you need? From where? International/domestic?

What is your department/school's official form for your faculty record? Where can you get one? What does it include? What other vita information should you keep?

What should go in your dossier? Should you send copies of congratulatory letters to your department head? Others?

What types of raises are typical? When will you find out about your raise? How?

How can you get feedback on your performance?

3.6 Personal issues

What special resources do your department and the institute have for women? For family issues?

What policies does MIT have for family and personal leave? Since most of these policies are administered at the departmental level, how are such things handled in your department?

How visible must one be in the department? Is it OK or detrimental if most work is done at home?

Who is the ombudsperson and what matters does she deal with?

How should you record any controversial matters? Whom do you go to about disputes?

List of General Institute Publications

Bulletin and appropriate departmental directories and bulletins
Faculty/Staff Telephone Directory
Student Telephone Directory
Policies and Procedures
How to GAMIT (How to Get Ahead at MIT)
ILP (Industrial Liaison Program) Research at MIT Directory
Faculty Newsletter
MIT Members of Faculty
Benefits information
"Stopping Sexual Harassment" - an MIT roadmap to helping resources for (almost) any kind of problem

List of Resource Persons and Offices at MIT

Department Administrative Officer (AO)
Faculty mentors
Special Assistant to the President - Professor Mary Rowe
Industrial Liaison Program (ILP)
Women Faculty Network (WFN)
Equal Opportunities Committee - Chairperson
Assistant Equal Opportunity Officer - Clarence Williams
School Women Faculty Group
Child Care Office

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Women Faculty at MIT

March 1992

Position	Number
Professor	36
Associate Professor	28
Assistant Professor	41
Institute Professor	1
Adjunct Professor	2
Total Resident Faculty	108
Professor Emerita	3
Visiting Professor	16
Total Women Faculty	127

WOMEN FACULTY AT MIT
March 1992

SCHOOL OF ARCHITECTURE & PLANNING

ARCHITECTURE

Sandra C. Howell	Prof.	T*
Leila W. Kinney	Asst.	NT
Rosemary Grimshaw	Asst.	NT
Renee Y. Chow	Asst	NT
Ritsuko Taho	Asst.	NT
Sibel Bozdogan	Asst.	NT

URAN STUDIES & PLANNING

Lynda L. Wiggins	Asst.	NT
Judith Tendler	Prof.	T
Karen R. Polenske	Prof.	T
Patricia Hynes	Adj. Prof.	NT

MEDIA ARTS & SCIENCE

Edith K. E. Ackerman	Assoc.	NT
Glorianna Davenport	Asst.	NT
Muriel R. Cooper	Prof.	T
Patricia Maes	Asst.	NT
Rosalind Picard	Asst.	NT

SCHOOL OF ENGINEERING

AERONAUTICS & ASTONAUTICS

Lena Valavani	Assoc.	NT
Sheila E. Widnall	Prof.	T

CHEMICAL ENGINNERING

Karen K. Gleason	Asst.	NT
Linda Cima	Asst.	NT

CIVIL ENGINEERING

Ann F. Friedlaender	Prof.	T
Lorna J. Gibson	Assoc.	T
Sallie W. Chisholm	Prof.	T

ELECTRICAL ENGINEERING & COMPUTER SCIENCE

Shafi Goldwasser	Assoc.	T
Martha L. Gray	Asst.	NT
Leslie A. Kolodziejski	Asst.	NT
Barbara H. Liskov	Prof.	T
Nancy A. Lunch	Prof.	T
Lynn Stein	Asst.	NT

MATERIALS SCIENCE & ENGINEERING

Peggy Cebe	Asst.	NT
Heather N. Lechtman	Prof.	T

MECHANICAL ENGINEERING

Anuradha Annaswamy	Asst.	NT
Mary Boyce	Asst.	NT
Lorna J. Gibson	Assoc.	T
Simone Hochgreb	Asst.	NT

NUCLEAR ENGINEERING

Jacquelyn Ciel Yanch	Asst.	NT

OCEAN ENGINEERING

Judith T. Kildow	Assoc.	T

SCHOOL OF HUMANITIES & SOCIAL SCIENCE

ANTHROPOLOGY/ARCHAEOLOGY

Dorothy Hosler	Asst.	NT
Jean E. Jackson	Prof.	T
Heather N. Lechtman	Prof.	T

ECONOMICS

Ann F. Friedlaender	Prof.	T
Janet Currie	Asst.	NT

FOREIGN LANGUAGES & LITERATURES

Catherine V. Chvany	Prof.	T
Isabelle DeCourtivron	Assoc.	T
Elizabeth J. Garrels	Assoc.	T
Suzanne Flynn	Assoc.	T
Margery Resnick	Assoc.	T

HISTORY

Pauline R. Maier	Prof.	T
Robin W. Kilson	Asst.	NT
Elizabeth A. Wood	Asst.	NT
Anne E. McCants	Asst.	NT
Harriet N. Ritvo	Assoc.	T

LINGUISTICS & PHILOSOPHY

Irene R. Heim	Assoc.	NT
Judith J. Thomson	Prof.	T

LITERATURE

Rita Bettina Goldberg	Assoc.	NT
Ruth Perry	Prof.	T
Irene Tayler	Prof.	T
Cynthia G. Wolff	Prof	T
Mary Fuller	Asst.	NT

* T = tenured NT = non tenured

MUSIC & THEATER ARTS

Jeanne S. Bamberger	Prof.	T
Ellen Harris	Prof.	T

POLITICAL SCIENCE

Suzanne D. Berger	Prof.	T
Nazli Choucri	Prof.	T
Ellen M. Immmergut	Assoc.	NT

SCIENCE, TECHNOLOGY & SOCIETY

Deborah K. Fitzgerald	Asst.	NT
Lily E. Kay	Asst	NT
Sherry R. Turkle	Prof.	T

PROGRAM IN WRITING & HUMANISTIC STUDIES

Elizabeth E. Chodakowska	Prof.	T
Harriet N. Ritvo	Assoc.	T
Rosaline H. Williams	Assoc.	T

SLOAN SCHOOL OF MANAGEMENT

Deborah G. Anacona	Assoc.	NT
Lotte Bailyn	Prof.	T
Rebecca M. Henderson	Asst.	NT
Judith A. Lachman	Assoc.	NT
France Leclerc	Asst.	NT
Lisa M. Lynch	Assoc.	NT
Wanda J. Orlikowski	Asst.	NT
Nancy L. Rose	Assoc.	T
Mary Rowe	Adj. Prof.	NT
Marcie J. Tyre	Asst.	NT
D. Eleanor Westney	Assoc.	T
Joanne Yates	Assoc.	NT
S. Lael Brainard	Asst.	NT
Maureen A. Scully	Asst.	NT

SCHOOL OF SCIENCE

BIOLOGY

Marie B. Chow	Assoc.	NT
Nancy H. Hopkins	Prof.	T
Ruth Lehmann	Asst.	NT
Terry Orr-Weaver	Asst.	NT
Mary-Lou Pardue	Prof.	T
Lisa A. Steiner	Prof.	T
Hazel L. Sive	Asst.	NT

CHEMISTRY

Silvia T. Ceyer	Prof.	T
Joanne Stubbe	Prof.	T

EARTH, ATMOSPHERICA & PLANETARY SCIENCE

Marcie K. McNutt	Prof.	T
Paola M. Rizzoli	Assoc.	T
Leigh H. Royden	Assoc.	T

MATHEMATICS

-	-	-

PHYSICS

Katherine Freese	Asst.	NT
Jacqueline N. Hewitt	Asst.	NT
Vera Kistiakowsky	Prof.	T
June L. Matthews	Prof.	T
Lisa Randall	Asst.	NT

WHITAKER COLLEGE OF HEALTH SCIENCE & TECHNOLOGY

BRAIN & COGNITIVE SCIENCES

Susan Carey	Prof.	T
Suzanne H. Corkin	Prof.	T
Ann M. Graybiel	Prof.	T
Ellen Hildreth	Assoc.	NT
Mary C. Potter	Prof.	T

INSTITUTE PROFESSOR

Mildred S. Dresselhaus		T

PROVOST'S OFFICE

Chokyun Rha	Prof.	T

ATHLETICS

Karyn A. Atlman	Asst.	NT
E. Jane Betts	Assoc.	T
Jean A. Heiney	Assoc.	T
Candace L. Royer	Assoc.	T

PROFESSOR EMERITA (resident at MIT)

Lisa R. Peattie (Urban Studies)
Annamaria Torriani-Gorini (Biology)
Phyllis A. Wallace (Management)

MENTORING LITERATURE

Find Yourself a Mentor

Mentoring and Networks

A Place in the Sun

Moving Up: Role Models, Mentors and the "Patron System"

Classic Crises for New Faculty

Mentoring Case Studies

Find Yourself a Mentor

Prof. M. P. Rowe--MIT--Systems Approach to Mentoring

One of my major bits of advice for all minorities and women in nontraditional environments is to find themselves mentors. A mentor can be any race or sex or age. You do not have to like him or her; therefore, you have a very wide range of people to choose from, including both pleasant people and those you consider to be unpleasant. Anyone can help you so long as this person is competent and responsible.

Often young people are told to find role models, preferably same-sex, same-race, likable ones, hopefully of the same sexual orientation and value structure. One is told to find this saint and then learn to be like her or him. Saints, however are few, (especially ones of the same-sex, same-race, etc.). Therefore, it is easier just to find mentors. Even a crusty grouch can be encouraged to be a mentor, just so long as she or he is competent and responsible.

A mentor is a person who comments on your work, criticizing errors and praising excellence. This person sets high standards and teaches you to set and meet your own high standards. A mentor teaches you how The System works. If you are in a hospital or in industry or in academe, you learn the organization chart and also how the place really works. Most important, you learn how to succeed in your training, how to succeed in your work, how to get promoted, on the basis of excellent work.

Mentors teach you which intellectual and business problems are important and how to recognize them yourself. They apprentice you to proposal writing, conference presentation, how to construct a budget. They introduce you to important networks, talk about your work to others, and find you jobs. Initially, they are your evaluators and the linkage to other evaluators. They teach you finally how to set your own goals, how to evaluate yourself realistically and how to succeed.

Many women find it particularly hard to acquire a mentor. Senior women are exhausted and occasionally jealous of their uniqueness. Senior men sometimes ignore women or they advance on women as sex objects, or they avoid women because they are "sex objects," and wives would complain. Junior women are often shy. What can junior women do to find a mentor, even if they feel shy?

Nearly any competent and honorable person can be helped to become your mentor. I mean this, of course, not in the Machiavellian, exploitative sense, but in the context of respectful, honest behavior on your part. Take responsibility for finding decent mentors.

First you need to observe carefully what kind of person you are dealing with. Be receptive to advice and counsel offered to you from competent people even if you do not particularly like them. Stay away from people who want to use you or hurt you, even if you are attracted to them. Because "negative" or destructive mentorship is also possible, it is especially important never to engage emotionally with someone who may wish to hurt you. Do not pick fights or respond to provocation from negative mentors; if possible, stay away from such people.

When you find honorable people who know more than you in any important arena, seek them out. Be both receptive and responsive. You do not want to "use" other people yourself; the reward to others from helping you lies in your own responsiveness and creativity. Thank others for any help you get, give credit with scrupulous care to those who help, bring credit to your mentors for having sponsored you. Here are some possible steps.

1. Introduce yourself; make the fist contact - always on a professional subject. Go up after a meeting, write a letter to an expert, asking an important question; comment on his/her last report; send your conference presentation in draft for comment.

2. Do it again, respectfully and intelligently.

3. Begin to ask for help about your errors and excellence. Cherish the good advice you are given and thank your mentor when he or she is helpful. Say it even if she or he brushes it off or says "it was nothing." Be sure you acknowledge all the help you are given.

4. See if you can apprentice yourself to the more senior persons on any part of any project, and work hard.

5. As you get to know your mentor, be friendly, open and very professional. Get to know her or his spouse and introduce your own friends as appropriate. Avoid sex with a mentor at all costs unless you plan marriage or are so good that nothing can hurt you. However, if sex does become part of the relationship, keep yourself visibly and sturdily independent. If a lot of work is accomplished, make sure you get credit for it. Try to be independent enough to move to another job or another city to advance if that becomes necessary.

6. Seek out several mentors if it seems at all appropriate. Nobody is or can be perfect at everything. You will learn different things from different people.

7. Do whatever you can to help your mentors forever after and give credit in public for the help you've gotten. This reinforces good behavior everywhere. It will encourage you to become a first-rate mentor. (With care and practice you may even become a good role model for mentors!)

Mentoring and Networks

Prof. M. P. Rowe--MIT--Systems Approach to Mentoring

Women and men need multiple helping resources. "Mentoring" includes many functions: coaching, sponsorship, cheer leading, supervision, giving a sense of history, helping people set standards, providing inspiration. Most people need more than one mentor.

An employer should build a "mentor framework," rather than a mentoring "program." A successful mentoring framework requires at least five elements, each of which is necessary but not sufficient.

One: A successful mentoring program requires legitimation as well as leadership, from the top. As with all company policies, mentoring will only be successful if it is announced, supported, led and practiced by senior managers. In addition, mentoring of women and minorities requires top management legitimation, since otherwise many potential mentors will be afraid of criticism by wives and colleagues.

Two: Responsible networks of minorities and women should be encouraged in-house and out-of-house. Networks have repeatedly been shown to be indispensable to sustained progress for "non-traditional" people. They should be encouraged to share information, provide mutual support, teach skills, and function as informal channels for inquiries and concerns. Networks are an efficient way to provide role models where there are very few senior women and minorities.

Three: Top management should keep in close touch with these networks. Networks will exist, covertly or overtly. Covert, defensive networks tend to polarize issues. Maintaining close communications between top managers and networks permits each to learn from the other. The CEO will learn what women and minorities need. Those in the network will learn what is realistically available and "how the system works."

Four: Minorities and women need explicit training to share responsibility for finding their own helping resources. They need to learn to do it themselves partly as matters of assertiveness and responsibility. In practice this is also the only effective way of finding adequate mentoring for women and minorities. Legitimation and fostering of mentoring by top management is essential. But it is also essential for junior people to seek out and be receptive to guidance and sponsoring.

Five: An employer needs explicit mentoring programs which should be designed:

- for men and women, minorities and non-minorities, with safeguards to be sure they work equally for non-traditional people.
- in the context of a good performance evaluation program.
- in the context of a framework of "support for career development and life-time growth" for everyone, ideally including those who will leave as well as those who will remain.
- so that mentors and mentees are each expected to be seeking each other, simultaneously.
- uniquely for the needs and characteristics of each company and of each type of employee and manager.

Responsible mentoring frameworks and mentoring programs:

- help with recruiting.
- foster greater productivity.
- help diverse people understand each other.
- are essential to support minorities and women on an equal basis.
- help to surface concerns, in a low-key way.
- help those who must go, to go "to" something, thus maintaining the good name of the employer, which supports further recruiting.

A PLACE IN THE SUN

A favorable position that allows for development;

A share in what one has a natural right to.

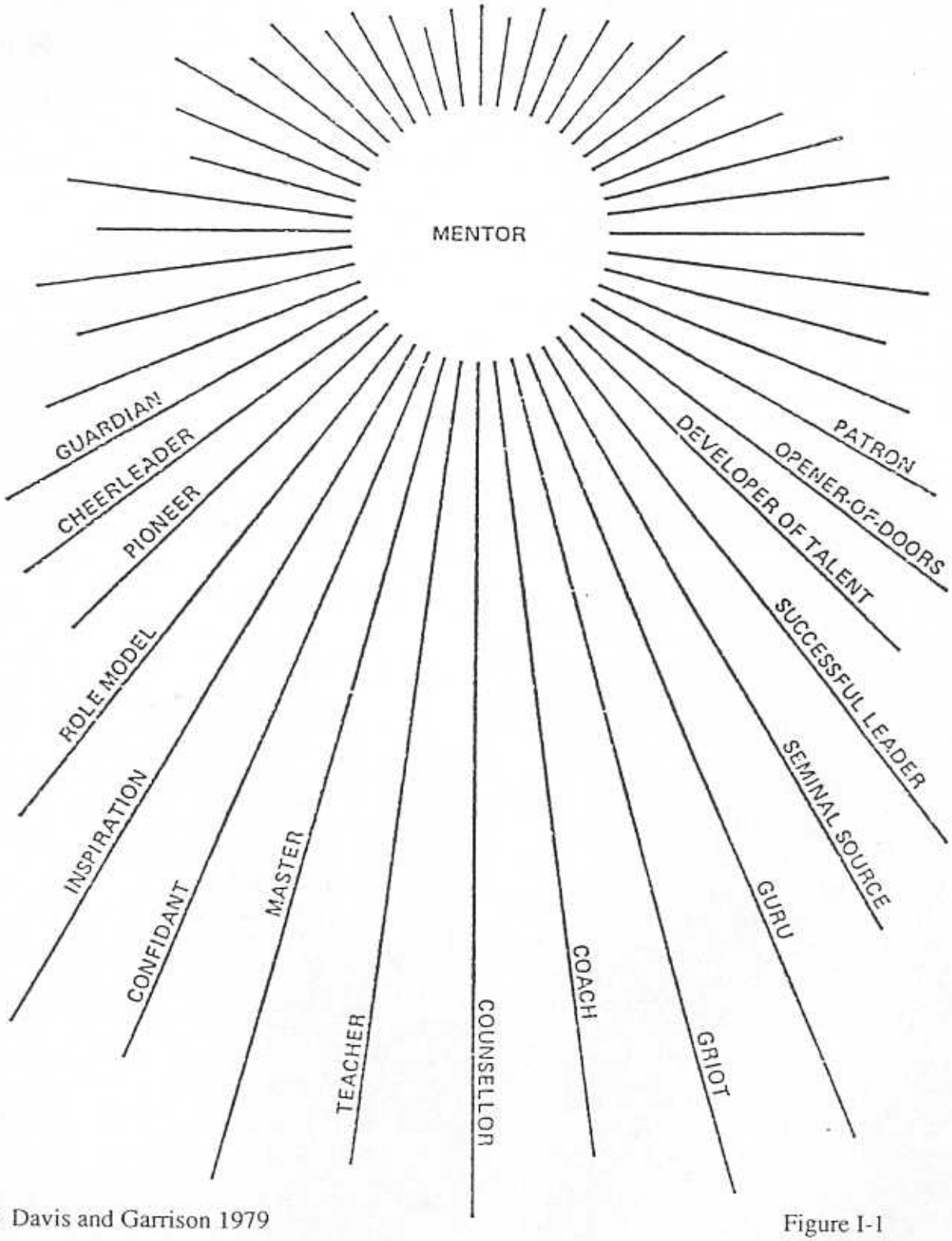

Figure I-1

Moving Up: Role Models,

Mentors, and the "Patron System"

(Reprinted from the Sloan Management Review, Spring 1978)

Eileen C. Shapiro, Harvard Medical School
Florence P. Haseltine, Yale University School of Medicine
Mary P. Rowe, Massachusetts Insitue of Technology

Increasing effort, time, and money are being invested in projects for women. Many are intended to recruit and promote women in traditionally male professions, such as management, science, medicine, dentistry, engineering, and architecture. Much emphasis has been placed on"role models" and "mentors" as prerequisites for women's success. The authors examine these concepts and suggest (1) that role models are of limited effectiveness in assisting women to *gain* positions of leadership, authority, or power and (2) that mentors are at one end of a *continuum* of advisory/support relationships which facilitate access to such positions for the protégés involved. The authors conclude that careful consideration of this continuum will lead to better focused and more effective efforts directed at bringing women into positions of leadership and authority. *Ed.*

The need for female role models has long been proclaimed by women students and junior-level professionals in male-dominated fields, such as medicine, dentistry, management, architecture, science, and engineering. More recently, some of the women who have found themselves forced into the personae of role models have begun to wonder whether mentors are not, in fact, a more critical variable related to upward mobility within a profession than role models. At recent women's conferences, much time has been spent in discussion about role models, mentors, and "moving up" in traditionally male professions. Three key points have begun to emerge from these discussions:

1. Role models are at best of limited effectiveness in assisting women to actually *gain* positions of leadership, authority, or power.
2. The concept of "mentor" is at one end of a *spectrum* of individuals in advisory/support roles who facilitate entry and mobility for their protégés.
3. Women often lack mentors or sponsors who can be instrumental in their career advancements.

The impetus for this article came from the Conference on Women's Leadership and Authority in the Health Professions held on June 19-21, 1977, and sponsored by the Program for Women in Health Sciences at the University of California-San Francisco. The authors wish to give special thanks to Lynne R. Davidson.

These points bear further consideration and research. In this article we examine some of the limitations of the concept of role models in relation to professional mobility and suggest a continuum of advisory/support personae ranging from "mentors" to "peer pals." We focus on women who have already made the decision to enter a profession -- i.e. students in professional schools and recent graduates (whom we call "young professionals") -- rather than preprofessional women, such as high school students and undergraduates, for whom the salient issues are whether to have a career, which career to pursue, and "getting in" as opposed to "moving up" in a chosen profession.

Role Models: *Sine Qua Non* or Sociological Dinosaur?

Role models may be described as individuals whose behaviors, personal styles and specific attributes are emulated by others. In a professional setting, such emulation or modeling is a contributory factor in the construction of professional identity. For many women, the concept of role models has been expanded to include life-style issues as well as "on-the-job" behaviors and characteristics. Moreover, it has been assumed by many women that female role models are, if not a prerequisite, at least a key variable in the successful *resolution* of professional identity and feminine self-concept for female professionals in male-dominated professions. On the premise that successful resolution of these issues will facilitate the career progress of women entering the professions, considerable time and money have been directed toward creating and facilitating role model relationships, particularly for women students in professional schools. Many of these young women actually search for a total role model, who they believe will be critical to their future success. Roeske and Lake's study of role models for women medical students illustrates some of the limitations of these assumptions.[1] However, to even begin to accurately access the importance of female role models for women entering traditionally male professions, we need to jettison old assumptions and ask instead some basic questions:

- Do female-role models play a facilitating role in women's advancement?
- If so, what type of facilitating role do role models play and how do they contribute to the future success of young women professionals?
- What constitutes an appropriate female role model?
- Are total role models desirable or possible?

Hazeltine has described the concept of role modeling as a "sociological dinosaur" and argues that role models may be at best irrelevant and at worst destructive -- that female role models actually may inhibit women's advancement.[2] She points out that a basic dynamic of the role model relationship is passivity; being a role model is, for the model, an essentially passive role. Moreover, it may be dangerously misleading for young women to search for a role model, for a person who exemplified totally the kind of life one wants to lead. It is often impossible to find that exact combination that constitutes a desired role model for a specific individual. For women physicians, for example, relevant characteristics might include specialty and sub-specialty choice, practice style, practice type, marital and parental status, as well as personal solutions for childcare and housework. In those few cases in which the gross specifications are met, the details often are not congruent with the idealized image: the role model has an unsatisfactory social life (if she is married, has children, and is working full time, she may have

[1] See Roeske and Lake [11].

[2] See Hazeltine [6].

no social life at all), her husband is a male chauvinist, her work habits are unpleasant, her manner is abrasive, etc.

Furthermore, professional women who have "made it" (at least to some extent) and who therefore can be role models, usually did so under circumstances significantly different from those facing women now entering the professions. The compromises made by successful women professionals may not seem relevant to each succeeding generation of women. When younger women look to the women ahead of them as models for their lives, they are often disappointed -- and sometimes frightened -- by what they see.

It is important therefore to think of role models in the plural, of multiple role models illustrating ranges of options and solutions available to women professionals. In this conception, role models demonstrate what can be and what is possible for women professionals, without insistence on fidelity to a set of solutions adhered to by one particular model. Moreover, recent research by Bucher and Stelling indicates that students and young professionals (male and female) often engage in *selective* role modeling using multiple "partial" role models, picking particular traits they desire to emulate and rejecting others[3]. In fact, of the types of role modeling documented by Bucher and Stelling, the *most prevalent form* involved partial models. Bucher and Stelling also found "negative" models -- individuals with characteristics that the trainee actively chooses not to acquire -- to be a common type of role model used by the young professionals in their study.

Bucher and Stelling's research discusses some of the general processes involved in role modeling, regardless of the sex of the role model or the fledgling professional. Their findings, which indicate the selective nature of this process, are liberating and illuminate the fact that students and young professionals take an active role in the creation of their professional identities by picking and choosing, exercising judgment, and deliberately constructing ideal models for themselves. The insights gained from their work should free the women student from searching for a holy grail, for the ideal role model who uniquely embodies all the attributes, achievements, and characteristics the student wishes for herself. Moreover, those insights should free senior women from the expectation that they must be complete role models -- the total professional women. Senior women will thus be allowed greater individuality and more room for personal choice and growth, and will experience less pressure on their life-styles and values.

Women entering male-dominated professions face special obstacles, such as the formation of an identity as a professional and as a women professional. The presence of senior women who have "made it," or role models in the broadest sense, can be a facilitating factor in the formation of such an identity. However, Bucher and Stelling's work on role modeling and White's work on androgyny[4] lead us to suggest that the current narrow emphasis on female role models for female students may be inadequate or perhaps inappropriate. Generally women and men share most skills. To the extent that women and mean have traditionally developed somewhat different skills, it is useful to remember that the most professionals, in order to be maximally effective, need to be both interpersonally adept and instrumentally creative. Women and men entering the professions should be encouraged to use both men and women as "partial" role models, selecting and rejecting traits to create for themselves a composite ideal that represents the kinds of professional toward which they aspire.

In summary, we have argued that although female role models can be helpful for aspiring women professionals, they do not represent a panacea for women's advancement, as has often been assumed. We have further argued that the search for a role model who uniquely represents

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[3] See Bucher and Stelling [1], Chap. VIII.

[4] See White [15].

the ideal women professional incarnate is destructive to both student and role model alike, enmeshing the student in a hopeless search and the would-be- role model in a prison of unattainable expectations. We have suggested that it is more useful to think in terms of multiple "partial" role models. We conclude that role models, both as general examples of what is possible and as models for particular traits, are important ingredients in the development of professional identity and commitment. As a prescription of "making it" -- for attaining leadership, authority, or power -- role models are not sufficient and in some cases may be counterproductive.

The Patron System: Mentors, Sponsors, Guides, and "Peer Pals"

As the inadequacies of the concept of role models have become more evident to those actively concerned with the advancement of women within the male-dominated professions, the concept of "mentors" has received increasing currency and advocacy. Rowe has urged women to "go find yourself a mentor" and Grant has recommended the creation of structured "preceptorships."[5]

Estler, examining the "filter points" at which disproportionate numbers of women are screened out of progressively higher managerial levels, identifies three critical factors in this screening process: competence, compatibility, and mentorship.[6] Levinson has described male fledglings with male mentors; Sheehy, and Hennig and Jardim have explored some of the dynamics of female fledglings with male mentors.[7] Epstein, Lorber, and Hall have described how what Lorber calls the "system of professional patronage and sponsorship" operates in a profession such as medicine.[8]

We propose that this system of professional patronage and sponsorship, what we call the "patron system," is comprised of a range of advisory/guiding personae. We use the term "patron system" deliberately, despite its possible negative connotations, because these advisory/guiding personae function literally as patrons -- protectors, benefactors, sponsors, champions, advocates, supporters, and advisors. No pejorative judgment or implication of gender of the patron is intended.

We suggest further that such personae form a continuum with "mentors" and "peer pals" as end points, and postulate that "sponsors" and "guides" are internal points on this continuum. We define "mentors" as the most intense and "paternalistic" of the types of patrons described by this continuum. These are the "godfather" or rabbis" that Kanter describes at "Indsco."[9] "Sponsors" serve as the two-thirds point on our continuum; they are strong patrons but less powerful than mentors in promoting and shaping the careers of their protégés. We describe the one-third point on the continuum by using the term "guides." These individuals are less able than mentors and sponsors to fulfill the roles of benefactor, protector, or champion to their protégés. But they can be invaluable in explaining the system. Their primary functions are to point out pitfalls to be avoided and shortcuts to be pursued, and generally to provide valuable intelligence to their protégés. In this respect, secretaries and administrative assistants are often overlooked as potential and actual patrons for young professionals. Finally, we use the term "peer pals," helping each other to succeed and progress. The concept of peers as patrons belies the notion that patrons must be more senior and more powerful than their protégés. While peer pals clearly cannot be godfathers to each other, the reciprocity implicit in the relationship can

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5 See Grant [4] and Rose [12].

6 See Estler [3].

7 See Henning and Jardim [7], Levinson [9], and Sheehy [13] and [14].

8 See Epstein [2], Lorber [10], and Hall [5].

9 See Kanter [8].

provide a powerful boost toward success for each of the participants. Through sharing information and strategies and providing sounding boards and advice for one another, peer pals help each other while helping themselves.

Within the patron system the mentor-protégé dyad is a special kind of relationship. It is intense and usually charged with emotion and has a basically parental dynamic structure (what Sheehy calls "professionally paternalistic"). Describing the end points of the continuum of patron relationships in bold strokes, the mentor-protégé relationship is restrictive, comes with strings attached, and, in the final analysis, can result in the greatest boost toward success. The "peer-pal" relationship is often a bootstrapping operation, usually but not always between peers, and can result in incremental steps toward success.

How does this continuum of patron relationships relate to the upward mobility of women? We would suggest several areas of inquiry and analysis, again taking the two ends of the continuum as our examples.

We suggest that the mentor relationship can perhaps be facilitated but not legislated; to "assign" mentors to women would be an exercise in futility. Moreover, the number of protégés is directly limited by the number of mentors (most mentors would have no more than two or three protégés at one time), so that finding a mentor is not a realistic option for all women entering a profession. Here Grant's notion of preceptorships is useful to consider, because it provides a way of structuring patron relationships for women that fall toward the middle of the continuum, toward the sponsors and guides. Mentors are clearly a variable related to success and mobility, but not everyone (male or female) will choose to be or will be chosen as a protégé. Mentorships are not democratic.

How mentors choose their protégés, or how protégés find their mentors, needs further investigation. Gender is likely a variable, but we would speculate, in line with Hall's observations, that social class and race may be of at least equal importance.

There is also the related question of sexual dynamics -- heterosexual and homosexual -- within a mentor-protégé relationship. Sheehy postulates "a confusing male-female attachment" between male mentors and female protégés. We would speculate that looking at the sexual dynamics without taking into account other significant variables may lead to a distorted view. A more useful analysis would result, in our view, from a theoretical matrix that reflects the various possible dyads in a mentor-protégé relationship: male mentor-male protégé, male mentor-female protégé, female mentor-male protégé, and female mentor-female protégé.

Beyond its use in analyzing the sexual dynamics of mentor-protégé dyads, this theoretical matrix also allows one to look at the important variable of gender in dyads in a systematic fashion, particularly in terms of the mentor-protégé matching process, the internal dynamics of the relationship, and the transition *out* of the mentor-protégé relationship. For example, Kanter, Hall, and others have suggested that mentors may tend to choose protégés with whom they identify or who are at least socially similar to themselves. What does this mean for male mentors with female protégés or for female mentors with male protégés? More importantly, one can hypothesize (as we have in this article) that an essential dynamic of the mentor-protégé relationship (including the transition out of the relationship) is *parental*, although it is usually described in terms of fathers and sons. The matrix can also be useful in analyzing the often traumatic transition from protégé to colleague (and from mentor to colleague). Again, one can speculate that mentors will react differentially to same-sex protégés, as opposed to opposite-sex protégés, "leaving the nest."

Turning to the other side of the continuum, we suggest that peer pals and guides, whose accessibility is far greater than that of mentors and sponsors, are more congruent with the feminist notion of women helping other women within an egalitarian framework. While mentors frequently introduce (and introject) their protégés to established networks, peer pals often create their own "new order" networks, such as the so-called "old girl networks." The young professional can take a much more active role in finding one or more guides or peer pals, and guides can accept more protégés than can mentors because the guide relationship is less intense, time consuming, and exclusionary. Moreover, relationships on the peer-pal side of the continuum provide greater latitude than mentor-protégé dyads, and they can be more easily created or restructured to meet the needs of particular women. While in the mentor-protégé dyad the mentor is always the patron, in peer-pal relationships each participant acts sometimes as protégé and sometimes as patron.

In conclusion, we suggest that careful consideration of the continuum of what we have called "patron relationships" can lead to better focused and more effective efforts directed at bringing women into positions of leadership, authority, and power. Rather than touting code words such as "role models" or "mentors" as panaceas for downtrodden women professionals, we urge examination of the implications of these terms so that thoughtful solutions can be developed. The continuum of patron relationships we have described is presented as a step in this direction.

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Classic Crises for New Faculty

- leftover problems with former thesis or postdoc advisor
- harassment from significant outsiders: sponsors, colleagues elsewhere
- harassment from here: students, staff, postdocs, colleagues
- trouble getting space, equipment, students, getting equipment set up
- trouble finding housing, job for spouse, placements for children, day care
- terrible financial problems
- a specific and on-going fight with significant senior faculty members
- unexpected health/OB-Gyn problems of self or family
- terrible loneliness, fear of being in wrong field, wrong school, homesick etc.
- ongoing frustration trying to find out how MIT system works
- exhaustion

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Mentoring Case Studies

Prof. M. P. Rowe--MIT--Systems Approach to Mentoring

Marietta came to the department as one of its first women. She was a shy, reserved person, very different in style from the senior faculty in her field, all of whom were men. In several attempts to get to know more than a dozen members of the senior faculty, she felt rebuffed - and in a few cases, quite offended - by their behavior. One thought she was a new technician; another presumed she was the spouse of a colleague, another did not want to talk about any serious subject with her, etc.

In short, the men appeared uninterested in getting to know Marietta, and Marietta soon found it hard to trust any senior person in her department. In discussions with a women adviser, she decided to build mentoring relationships with senior people away from this university. She began systematically to correspond with senior people at four other universities in two other countries.

She was soon invited to give a paper at one of these places, and during the subsequent trip, she got to know several other senior colleagues from around the world. One of these scientists later

spoke very positively of Marietta's work in a discussion with a senior colleagues in her own department. Thereafter, Marietta was able slowly to develop the collegial relationships at home that she had wanted. As an important serendipitous side-benefit, when Marietta came up for her first promotion, the letters appeared all the more impressive, coming in from major laboratories in several different countries.

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Colleen came to the department as the new junior person in a field with an extremely well-known senior man who was working on similar problems. The senior faculty member quickly became a powerful and helpful mentor to Colleen. The two began a fruitful collaboration from which came a stream of well-regarded papers all jointly authored.

In Colleen's third year, an older woman suggested that Colleen talk with the department head. The older woman was concerned that Colleen's contribution to the papers would be attributed to the senior member of the pair even though Colleen had come up with several of the central ideas embodied in the work. Colleen went to talk with the department head.

In the opening hour, the department head smiled benignly and spoke warmly of the work Colleen had co-authored and of her "skillful lab work." Colleen, however, primed by her advisor, asked directly and specifically whether the close collaboration could hurt her career. She was dismayed to hear her friend's fears confirmed. "Well, as a matter of fact, I have heard others suggest that Professor Famous must have had the central ideas...." Colleen then pushed for the department head to help her think through a plan whereby she would be able to make clear that the contributions she had made - and was yet to make - to the collaboration. She began systematically to talk about her work with other senior people and ultimately acquired one other helpful mentor.

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Ariadne came to the department as one of two junior women, the only two junior people to be hired for a long period of time. Three months later, she sought advice about how to deal with her woman colleague, Piro. Ariadne described what she saw as constant attempts by colleagues to pit the two against each other. Piro seemed in fact to be becoming hostile and competitive. Ariadne thought that some of the senior faculty, almost all of them male, were consciously or unconsciously trying to set up a competition between them. Ariadne also thought that the men might succeed and that both the women might get pushed out.

Ariadne was advised to invite Piro to dinner and to see if it would be possible for the two of them to mentor and support and speak well of each other. The advisor reasoned that whether or not either women got tenure, and even if either or both subsequently left the university, that having had a strong supporter would still have helped each career.

The two women did eat dinner. They discovered that they saw as some negative mentoring toward each of them about the other. They made a pact. Each would staunchly support the other in all areas and in every possible way. They shared as much as they could about their respective projects. Each was able to line up one other woman faculty friend at another nearby university so they developed a dinner discussion group of four. Each then pushed the career of the other wherever appropriate. Both got tenure.

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Laticia came to the department with very well-defined research interests in an area peripheral to the central focus of the department. She had been discovered in a vigorous affirmative action

search and came strongly recommended by her thesis advisor, a man very eminent in their field. Since there was no one who could really advise her in her new department, Laticia continued to correspond weekly with her thesis advisor, who continued to be extremely helpful to her.

In her second year, Laticia's department head suggested that she should begin new line of research "closer to the needs of the department." Laticia was surprised and dismayed. She began to get to know other senior faculty in her department, all of whom gave her the same advice as the department head. She felt in some ways quite badly used, but concluded that her future at the university depended on a switch in sub-field. She lost about six months while trying to decide which mentor to believe and wished fervently that she had better understood the position she was in when she came and that her advisors had considered her interest before their own.

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Roberta came to the university pregnant. She set up her office and her research program, took on two graduate students, and had the baby. The baby cried all night for months. Roberta's husband became tired and cross. Roberta became more tired than she had ever been in her life - and she lived that way for months. She had no time to get to know anyone. She felt very lonely. Her graduates students seemed plainly disappointed in her. The head of her section looked strained as he reviewed her first year with her and talked about her not having brought in the kind of money she should have been competing for. Roberta became quite sick with the flu that first summer. Her mother was angry with her for "never calling anymore." There was a heat wave. The research hit a reef. Roberta's husband talked of looking for a job in Chicago. The baby caught the flu from Roberta.

A senior faculty member found Roberta crying in her car in the parking lot and took her back into the office to talk. Two calls brought two appointments for Roberta: one with a woman professor in her school who had three children. The other was to talk with a confidential counselor. The senior faculty member then drew out Roberta about her work. They talked, non-stop, for an hour, then took up the topic again the following day in the faculty lunchroom. Roberta was introduced to another professor in the lunchroom. She agreed to meet with him the following week about a possible industrial contact. Over lunch, they laid a one-year plan to deal with eight different professional problems and issues. Roberta agreed to talk with the senior professor six weeks later.

She called the woman professor and the counselor sometimes every day for months. She went to the Child Care Office for help in getting day care.

This is not an immediate happily-ever-after story. It took three years, one of them with reduced teaching, for Roberta to get back to feeling normal. She is deeply proud of her survival skills, but describes those years as the hardest in her life.

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Anne-Jeannette thought a senior faculty member was systematically taking her ideas in discussions with graduate students in her lab. She also thought the senior colleague was interfering with her sponsors and had lied about it to her.

Joyce found herself in extraordinary demand in her department: she was put onto several department committees; every woman graduate student and every graduate student of color in the department sought her out; and then she got a call to be named to a prestigious national committee.

Lorraine thought that a fellow junior faculty member was the person who was making obscene phone calls to her. Naomi knew who was making civilized but "entitled", undiscouragable passes at her: the colleague in the next floor lab. Martha Jo lost her funding in her second year due to an amazing fluke in a changeover in her Federal funding agency. Yung-An needed help in finding new industrial sponsors. And Taffy thought she had good reason to wonder if she was being paid as much as her male peers.

Susannah was wooed by three other universities, but very unsure about a wise course to take. Katerina fell deeply in love with a senior colleague in her section, who proposed to her in her second semester. Camilla had all her proposals funded at once and did not know how to deal with too much good fortune, Could all the work be done?

Thalia was invited to work on a regular basis in the consulting firm owned by three senior colleagues. She soon realized that her contribution might be quite central to the success of the firm. Jennifer made a central discovery in her third year, and as a result needed heavy-weight advice about how to spend her time the following two years. Sarah was offered a $30,000 pearl necklace by an Asian sponsor.

All of them went to the department head, the section head or the dean to work it out in discussions over time, and all of them lived happily every after.

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Agnes was convinced that her department had made a mistake in hiring her. She was having migraines and was unsure about her teaching. Magda was very homesick for her sunny homeland and hated the cold, impersonal, unfriendly, workaholic environment in her department. Kuniko fell in love with a non-Japanese and despaired of every being able to go home again. Saralyn came out of the closet the summer before she came to the university. She wanted very much to talk with other single women faculty and, if possible, with other lesbians. Mara was afraid about speaking in public and had to present several colloquia.

Narabeth's parents were very old. She is an only child and very worried about their loneliness and frailty. Meena, a remarkably beautiful woman, was constantly sought out by male students, faculty and the administrators. She especially found herself the object of attention at professional conferences. Lineeta was the object of hostile attention, an apparent vendetta from a distinguished senior man at another university.

Taiwo felt extremely lonely with no other professional woman of her ethnic background at the university. She found herself with heavy phone bills. Marlene wondered if she married the right person and wondered if she had picked the right career. Should she have gone into music after all?

Persephone found a lump in her right breast, spent six weeks before the mastectomy wondering for the thousandth time whether women get equal attention from physicians and spent six years hoping there would be no recurrence of the cancer. Liriane spent almost two decades trying to get pregnant, developing a courage and patience she would not have believed possible. Then she got pregnant, at age 44.

All of them spent weeks and months slowly building friendships and networks with other women - and one or two men - and lived happily ever after - after very hard work to make it work. One was heard to say, "Not only is no woman an island, but I am very sure that nobody can make it alone here."

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