The Neuroscience Program (NSP) is an interdepartmental graduate training program. Currently, FTEs for the large majority of NSP faculty are in departments and not NSP. Three NSP faculty have either full appointments in NSP (Breedlove) or joint appointments (Jordan, Wang) in NSP and a department (psychology and physiology, respectively). To date, all three faculty are tenured. However, NSP anticipates gaining new junior faculty whom will have joint appointments in NSP and departments (pending approval to develop an undergraduate major in Neuroscience). As such, a formal mentoring policy for junior faculty will be instituted. NSP’s mentoring practices for such joint appointment faculty will be coordinated with the lead departments, recognizing that mentoring may look different for any given individual faculty, depending on the specific mentoring policy already in place in the lead department. Below are a set of guiding principles on mentoring that NSP endorses. For faculty who have joint appointments in NSP and a department, NSP recommends that the mentoring team include at least one senior faculty who is a member of NSP but is outside the “home” department of the mentored faculty.

Guiding principles for mentors:

- **Do no harm:** The role of the mentor is to *facilitate* the career success of the mentee.
  - Mentoring is intended to provide intellectual, professional, and social support as new faculty develop their careers and professional identities.
  - Mentors may serve as role models, advisors, guides and/or advocates in a variety of contexts.
  - An active mentor can contribute significantly to a new faculty member’s development and job satisfaction.
  - Mentors provide an opportunity for mentees to gain knowledge on formal and informal rules of advancement.

- **Explicit statement about confidentiality:** The mentor assures the mentee that issues raised by the mentee are kept confidential unless the mentee gives explicit permission to share a particular concern with another party.

- **Decide on parameters of discussion with mentee:** discuss explicitly at the first meeting what is OK to ask, how often to meet, length of meetings, etc., and any particular expectations for the mentor-mentee relationship.

- **Avoid conflicts of interest:** Mentors should not be in a position to evaluate nor vote on the mentee’s professional performance since this could impede the mentee’s willingness to *openly* seek the advice that is needed.

- **Acknowledgement that career advancement depends on a myriad of factors that fall in both professional and/or personal domains.** As such, discussions that benefit the
mentee may include advice not directly related to the “essential three” metrics (achievement in service, teaching, and research) on which career advancement hinges.

Guiding principles for mentees:

- **Mentees are responsible for their own success.** While your mentor’s role is to provide advice and support intended to facilitate your success, achieving success is your responsibility. It is up to you to plan and use your time wisely.

- **It is OK to ask and you should.** Time is a valuable commodity for both you and your mentor. When you meet with your mentor, have specific questions in mind.

- **Know about campus resources and strategically take advantage of them:** We realize that your time is limited and that it is difficult to sort through all the information that one is given at orientation. The natural inclination is to feel like you do not have time to take advantage of campus or department resources, because you may feel like you need every available moment to work to succeed. *What may not occur to you is that many of these resources are in place to help you to succeed.* For example, there are a large number of valuable professional resources through Faculty Office of Development ([http://fod.msu.edu/](http://fod.msu.edu/)), some specifically targeting topics relevant to early career faculty, including how to teach effectively, survive/thrive in academe, the top ten list “Top 10 Things Faculty Need to Know About MSU” ([http://fod.msu.edu/ResourcesForInstructors/TopTenFaculty.asp](http://fod.msu.edu/ResourcesForInstructors/TopTenFaculty.asp)). MSU also offers a multitude of technical training classes on how to use Angel, Photoshop, Camtasia for online course, etc. (URL?). There are also valuable family- and community-related resources at the Family ([http://www.frc.msu.edu/](http://www.frc.msu.edu/)) and Women’s ([http://wrc.msu.edu/](http://wrc.msu.edu/)) resource centers. For example, there is a MSU parent list serve that regularly sends out information about local parenting workshops (e.g., on bullying, how to avoid arguments with your teens), summer camp opportunities and particularly valuable information if you have special-needs children.

- **Take advantage of your mentor to help you first conceptualize and then articulate realistic short and long term goals for successful career advancement.**

CJ idea:

NSP proposes to build a web site that will have two major aims:

1. Strengthening ties among NSP members (faculty, postdocs and students) to enhance faculty research productivity in what is already a collaborative community
   
   a. (voluntary) personalized bios from faculty willing to mentor other faculty, students, and postdocs that includes information about themselves personally
and their science, professional activities, etc (whatever they think is important to share)

i. Personal piece might include whether they have family, what they enjoy in the community, hard-won knowledge they wished someone had told them as a new faculty member, their favorite hobbies, past times and restaurants

ii. Main scientific enterprise (main question) and the main methods they use (the idea is that this might help other faculty know contact who to “reach out to” for guidance when their research program takes them in a new direction, most particularly when new techniques are needed)

iii. Other professional activities that extend our vision and voice beyond MSU (leadership in professional societies, serving on editorial boards, study sections, etc., or other activities such as Atchison’s Bridge Program, Jordan’s launching Brain Bee@MSU, Breedlove’s Summer School for Behavioral Neuroendocrinologists, Sisk’s presidency at SBN, etc.). In each case, the goal would be for individuals to be candid about why they said “yes” or thought it was important (for them, MSU and/or their discipline)

2. Establishing a mentoring/resource portal that will provide links to faculty bios, (select) mentoring resources (for both mentee and mentors) and the multitude of on-campus resources at MSU that are designed to help support and promote career success of faculty that will also be aimed at enhancing student and postdoc career success.

   a. Examples include FOD, Women and Family Resource Centers, library resources (instructional workshops page), SYSTAT, technical training opportunities on photoshop, angel, etc (unit that offers this?),