



Faculty Mentor Program

Participant Handbook

Office to Advance Women, Equity & Diversity
11200 SW 8th Street, Florida International University, PC230, Miami, FL
mentor.fiu.edu | 305.348.3787

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Initiation:

First Meeting Checklist

Get to Know Each Other

- Share information about your professional and personal life
- Learn something new about your mentee/mentor

Establish Guidelines

- When and where will we meet?
- How will we schedule meetings?
- How will we communicate between meetings?
- What agenda format will we use?
- Will there be any fixed agenda items to be discussed at every meeting?
- How will we exchange feedback?
- How will we measure success?

Partnership Agreement

- Review partnership agreement, modify if desired, sign and exchange
- Review goals for the mentoring relationship

Confirm Next Steps

- Schedule date, time and place of future meetings

FOR ALL MENTEES
Setting goals

Mentee's Future Professional Goals

Short Term Goals

List your professional goals for the coming year:

Long Term Goals

List your professional goals for the next 3-5 years. Be specific, and indicate key milestones toward achievement:

Faculty Mentoring Agreement:

As mentor and mentee in the Faculty Mentor Program at FIU, we are voluntarily entering into an advising relationship for career development. We mutually agree to the following terms and conditions for career advising, which will be periodically monitored by the Faculty Mentoring Program at FIU.

Mutual Objectives for the Career Advising Relationship

- 1.
- 2.
- 3.

Duration of Career Advising

Beginning Date: September 16-17,2020

Ending Date: May 5, 2020

Frequency of Meetings

We agree to meet at least _____ time(s) each semester. If any party cannot attend a scheduled meeting, we agree to notify the other parties in advance and try to reschedule the meeting.

Confidentiality

Issues discussed within the career advising relationship will be kept confidential, unless otherwise agreed upon by the Advisee/Advisors.

Exit Clause

If any Advisee/Advisor needs to terminate the relationship *for any reason*, he or she may do so by notifying the Faculty Mentor Directors at mentor@fiu.edu. They will then establish a new career advising relationship for the Advisee.

Non-Binding

Advice provided as part of the Faculty Mentor Program is simply advice and is not binding on the Advisee. In addition, following any advice provided is not a guarantee of any particular result or of successful career outcomes. It is the Advisee's responsibility to use his or her best judgment in making his or her own career decisions.

Evaluation

We agree to participate in an evaluation of the career advising relationship at the end of one academic year.

Name _____

Name _____

Date _____

Date _____

FOR TENURE-EARNING AND RESEARCH PROFESSORS

Mentee's Self-Evaluation Form

Please rate how skilled you feel you are in each of the following areas from
(1) Not at all skilled to (5) Extremely skilled

		Not skilled					Extremely skilled					
		1	2	3	4	5	1	2	3	4	5	
1	Ability to identify and approach individuals for mentoring											
2	Setting and achieving goals and timelines											
3	Turning your work into academic scholarship											
4	Preparing and submitting a peer-reviewed manuscript											
5	Understanding authorship, publication, and integrity											
6	Writing grant proposals											
7	Budget management (allocation, navigating the process)											
8	Review and critique manuscripts for a journal											
9	Designing a comprehensive research plan											
10	Constructing hypothesis and aims											
11	Understanding statistical analysis (& work with statistician)											
12	Understanding study designs											
13	Quantitative research skills											
14	Qualitative research skills											
15	IRB submission and process											
16	Creatively developing new research directions											
17	Creating a lecture presentation											
18	Dealing with difficult situations in classroom											
19	Understanding of tenure and promotion criteria											
20	Navigating the organizational/institutional culture											
21	Joining professional societies											
22	Enhancing professional visibility (locally and nationally)											
23	Balancing personal and professional life (work life balance) skills											
24	Leading and motivating others (in teams, meetings, committees)											
25	Managing projects and programs											
26	Time management skills (e.g., workload, planning, pace of career)											
27	Networking skills (and creating professional networks)											
28	Conflict resolution skills											
29	Providing feedback to others											
30	Negotiating skills (to achieve your career goals and needs)											

Adapted from: Indiana University School of Medicine Faculty mentoring Resources

This is a list of questions common to many TENURE-EARNING Assistant Professors. You may consider discussing these topics in your advising meetings.

Promotion & Tenure	
	What are the formal and informal criteria for promotion and tenure?
	What or who can clarify these criteria?
	What would you have wanted to know when you began the tenure process?
	How does one build a tenure file?
	Who sits on the tenure committee and how are they selected?
	How should I prepare for merit review?
	What can I negotiate when I get an outside offer?
	How should I prepare for the third year review?
	Is my job description matching the work I do?
	Are my research, teaching, service and grants of an appropriate level?
	Who should I meet in the institution, in the discipline and even worldwide?
Research	
	Am I publishing enough?
	How can I increase my visibility in the field?
	What conferences should I attend?
	Are there people that I should collaborate with?
	How do you get on professional association panels?
	What are the journals to publish in? Have any colleagues published there?
Teaching	
	What classes do I need to teach?
	How do I get a good teaching schedule?
	How do I get to teach important classes?
	How do I deal with problems with students?
	Do I have enough graduate students?
	How are teaching evaluations handled and weighted?
Service	
	What are the important committees to serve on?
	How can I get nominated to be on them?
	Are there committees to avoid?
	How is this work documented?
Department or Research Unit Culture	
	What are the appropriate ways to raise different kinds of concerns or issues and with whom?
	How do people find out about and get nominated for awards and prizes?
	What organizations are important to join?

Adapted from "Giving and Getting Career Advice: A Guide for Junior and Senior Faculty" NSF ADVANCE at the University of Michigan

<http://advance.umich.edu/resources/toolkit.pdf>

What to Ask Your Mentor about Teaching and Service

Suggested Questions to Ask Your Mentor for All Faculty

Getting Started

- How is the department, school/ college, and university organized?
- Are there department or university events that I should be sure to attend?
- How does the department fit into the college (or university) in terms of mission, personnel standards, and culture? Do I need to take multiple sets of standards into account when planning my professional development?
- What department/college/university resources are available (e.g., travel funds, typing and duplicating, phone, computer equipment, supplies)?

Department Specifics

- How are decisions made?
- Are there interpersonal or departmental dynamics that would be helpful to know about?
- Is there support staff? What should be expected from support staff?
- How much time do I need to spend in my office and/or lab being visible in the department?
- Is it considered acceptable/appropriate to work from home?

Teaching

- What is the normal teaching profile for early-career faculty in my department/ college?
- What am I expected to teach?
- Should I teach the same course, stay within a single area, or teach around?
- Should I develop a new course? An undergraduate course? A specialized course in my research area?
- How many independent studies should I agree to sponsor? How do I choose them?
- What documentation on teaching and advising should I retain for my personnel file?
- How do I establish an excellent teaching record? What resources are available at the department/college/ university level to help me do so?

Course Specifics

- How do I find out what the content of a course should be?
- Does the department share syllabi, assignments, etc.?
- Are there department guidelines for grading?
- What is the usual frequency of midterms, exams, or graded assignments?
- If I teach undergraduate courses, are resources available for grading, section leadership, etc.?

Teaching Assessment

- Does the department/ college take the nature of the course into consideration when analyzing student evaluations of teaching?
- Does the department use student evaluations?
- Does the department use any other methods beyond student ratings to assess teaching effectiveness?

Advising

- How is advising handled in the department?
- How many undergraduate advisees should I have?
- How much time should I spend in advising them?
- What campus resources are available if I have questions about degree requirements?

Students

- What is considered an appropriate response to a student who is struggling with course work or is clearly troubled in some way?
- What resources are available for students? What can/should I suggest?
- What kinds of files should I keep on my students?

Service

- What kind of service to the department, college, and university is expected of me?
- What kind of outreach is expected of me?
- Should I ask to teach service courses?

Mentor's Self-Evaluation Form

Please rate how skilled you feel you are in each of the following areas from
(1) Not at all skilled to (5) Extremely skilled

	Skill	Not at all					Extremely skilled				
		1	2	3	4	5	1	2	3	4	5
1	Active listening										
2	Providing constructive feedback										
3	Establishing a relationship based on trust										
4	Identifying and accommodating different communication styles										
5	Employing strategies to improve communication with your mentee										
6	Working with mentee to set clear expectations of the mentoring relationship										
7	Aligning your expectations with your mentee's										
8	Considering how personal and professional differences may impact expectations										
9	Working with mentee to set research or teaching goals										
10	Motivating your mentee										
11	Building mentee's confidence										
12	Stimulating your mentee's creativity										
13	Acknowledging your mentee's professional contributions										
14	Negotiating a path to professional independence with your mentee										
15	Taking into account the biases and prejudices you bring to the mentor/mentee relationship										
16	Working effectively with mentee whose personal background is different from your own (age, race, gender, class, region, culture, religion, family composition etc.)										
17	Helping your mentee network effectively										
18	Helping your mentee set career goals										
19	Helping your mentee balance work with personal life										
20	Understanding your impact as a role model										
21	Helping your mentee acquire skills or resources										

MENTORS: Priority Mentoring Areas

There are numerous challenges to professional success and personal well-being among tenure-earning faculty that fall into five key categories of challenges identified in the literature of faculty development at large. These challenges are considered to be “Priority Mentoring Areas.”

Below each priority please write several things that you can do as a mentor to assist your mentee in this priority area.

Getting to Know the Institution: Understanding the academic culture of departments, schools/colleges, and the institution; identifying resources to support research and teaching; and creating a trusted network of junior and senior colleagues.

Things I can do to assist:

Excelling at Teaching and Research: Finding support for research such as developing a research/writing plan, identifying sources of internal and external funding, soliciting feedback on manuscripts and grant proposals; and finding support for teaching such as developing new courses, pedagogical methods, technologies, and interdisciplinary curricula.

Things I can do to assist:

Understanding Tenure, Promotion, and Evaluation: Better understanding the specific steps of the tenure process or non-tenure track promotion process, learning more about the criteria for evaluating research and teaching performance, finding support in developing the tenure or promotion dossier, soliciting feedback on the quality and quantity of work through the annual faculty review.

Things I can do to assist:

Developing Supportive Professional Networks: Establishing substantive, career-enhancing relationships with faculty who share similar interests, challenges, and/or opportunities. These faculty may be from other FIU departments and schools/colleges, and/or from other institutions. Networks designed to support under-represented faculty, female faculty, full-time lecturers, mid-career and senior faculty, and faculty interested in future leadership roles are particularly encouraged.

Things I can do to assist:

Creating Work-Life Balance: Prioritizing/balancing teaching, research, and service; finding support for goal setting; developing time management skills; attending to quality of life issues such as dual careers, childcare, and affordable housing.

Things I can do to assist:



Top Ten Things New Faculty Would Like to Hear from Colleagues

"As an antidote to the triple threat of evaluation, isolation, and overwork, ... some advice on what helps new faculty succeed..."
 -Sorcinelli (2004)

Consider the following top ten list of things new faculty members would like to hear from their chairs, their senior colleagues, their mentors as they try to teach well, produce fruitful research, earn tenure, pay attention to a partner and children, lead an examined life, and make plans for the future (Sorcinelli, 2004).

1) Remember: you are great. We hired you for a reason. We hired you for success. We make a huge, up front effort to get talented early-career and the goal is to have you succeed. Newcomers, with new energy and ideas, help us improve our department. You are rising stock, an investment in the future of the department and institution. Despite your greatness, however, you aren't expected to figure out everything about this department and institution on your own. Reach out to all of us in the department. Ask questions. Ask for help.

2) You don't have to be superwoman or superman tomorrow. Or even next month. The senior professor who is an outstanding teacher, has built a daunting research program, and is president of his professional society did not get there in a year. There may be one or two new faculty members who appear to manage it all in their first year, but such an expectation is unrealistic. It takes new faculty two or three years to get established; so, pace yourself for the long run. Things will take off more quickly than you think.

3) Figure out what matters (tenure and/or promotion). Every department and college differs in its expectations for research, teaching and service. Sometimes, departmental and college requirements can be vague or contradictory. Don't try to figure things out on your own. Talk to everyone. Talk to your department chair and to the dean, but remember that what they say may be constrained by pressures bearing on them at the moment. You can't be guaranteed that the same administrators will be around when you go up for tenure or promotion. Talk to recently tenured or promoted faculty and talk to that respected, older,

straight shooting professor who can give you solid, realistic advice. Seek input on managing your teaching and research goals as well as your annual faculty report, and the tenure timetable.

4) Decide what doesn't matter. Everyone works hard. But you're not going to help your career development if you are working hard on something that does not matter. It's okay to serve in places that will be of some benefit to you. For example, being in charge of the departmental seminar series may help you establish relationships with important colleagues in your field. Invite them to give a departmental seminar. Their input about your work will be valuable, and you will be expanding your network of colleagues beyond our campus. A positive, national reputation does not hurt in influencing local tenure decisions.

5) Teaching matters. Increasingly, teaching matters a lot at FIU and in most departments. Senior colleagues are here to help you figure out where your teaching is going and why you are taking it there. The Center for the Advancement of Teaching or your dean or your department chair can introduce you to teachers in and outside of our department who are committed to teaching and student learning. They have a range of skills and experiences worth tapping, for making lectures more effective, facilitating discussion, testing and assigning grades, and teaching with technology. Put simply, departments can't afford faculty who can't teach.

6) Make a plan. As you are figuring out 3, 4, and 5, make a plan. Consult with your department chair about the priorities you set. As you pursue your plan, here are a few tips. Play to your strengths. Cultivate a specialty that you enjoy and do well. Develop a "big picture" for your teaching, for your research and service. As well, think about how are you helping to define and complement the department's mission. How will your work help to enhance the department? Finally, try not to avoid or procrastinate on the important tasks in your plan.

7) Think "mentors," plural. Those who are older are sometimes wise and can give you realistic and solid advice on a lot of issues. Mentors inside the department can help you with issues of teaching and scholarship and also on how to read the culture. But reach out to colleagues beyond the department. There might be someone outside your department or college who can provide you a broader view of the discipline.

8) Invite community. It's the rare department that can unanimously achieve the ideal in relationship harmony. But most of us want more collegiality. If you share a sense of excitement about your teaching and scholarship, it will bring colleagues to you who can contribute to your work.

Almost everything you encounter, someone else has, too. Track down our successful scholars and teachers and consult with them. Don't hide your own teaching and scholarship away. Tell us what you're doing. Don't forget your own students. Be sure to invite their feedback. They just might be your best teachers.

9) Don't work on 15 things all at once. Nothing will ever get done. The good news is that as a new faculty member, you'll probably get better at juggling multiple roles and tasks. The bad news is it remains a challenge throughout an academic career. Pick one thing that matters out of your responsibilities and tasks. Try to make sure you are devoting at least a quarter of your time to that one thing and splitting the other three-fourths of your time among the 14 other things. Once that one thing went "out the door," turn to the next thing that matters, so there is always one project getting a good chunk of your time. It doesn't always work, but it is helpful to hold as an ideal plan.

10) Have a life. Take care of yourself and your life outside of work. Whether the fatigue is emotional or physical, work can be an effort when you are too tired to put on a public face, to smile and chat at the mailboxes, to stand in front of the classroom. So you must take care of yourself, "fill the tank," whatever that is to you. If you are drained, you can't be imaginative in the ways your teaching and research require. If you take care of yourself, you'll have more time and energy to do what matters and you'll enjoy this job, despite all the pressures. Mark Twain once said of Richard Wagner's music, "It's better than it sounds." For most of us, an academic career is better than it sounds. For some of us, it remains the greatest job in the world.

ASSOCIATE PROFESSORS

MID-CAREER PROFESSIONAL GROWTH AND DEVELOPMENT

Q and A to share with your mentor if you feel comfortable.

1. Three words or phrases that YOU believe describe your strengths.

2. Three words or phrases that you think OTHERS would say describe your strengths.

3. Three words or phrases that YOU believe describe your limitations/challenges.

4. One thing you are MOST satisfied about regarding your present WORK life.

5. One thing you have been FRUSTRATED or DISSATISFIED about regarding your present WORK life, but that you do not seem able to change.

6. One or two ways in which this stage of your career feels different from earlier stages.

7. One or two people you admire greatly, from your professional arena, loosely defined. Why did that person/those people come to mind?

8. If someone were to give you the gift of two extra hours per day, what would you do with that time? Why?

From: Strage, A., (2019). "Stayin' alive" and thriving at mid-career. In Baker, V. L. Lunsford, L. G., Neisler, G., Pifer, M. I, and Terosky, A.L. (Eds.), Success after tenure: Supporting Mid-Career Faculty (pp. 75-96), Stetling, VA: Stylus Publishing.



career

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Essay on how faculty members can chart a meaningful post-tenure career

Submitted by Kerry Ann Rockquemore on June 25, 2012 - 3:00am

Recent news documenting [the unhappy state of associate professors](#) [1] was unsurprising to me. I travel to different campuses every week and one of the most frequent requests I receive is to help “stuck” associate professors find their mid-career mojo. And there’s nothing quite like walking into a room full of frustrated associate professors who have been invited to a workshop on moving forward at mid-career. The level of misery, rage, frustration and exhaustion is so close to the surface that it’s palpable.

It’s clear that mid-career presents its own set of unique challenges. Having worked with many mid-career faculty members, I’m offering this column series for those of you who are afraid you may get stuck, know you’re stuck right now, or have been stuck so long you no longer remember what unstuck looks like. While professors get stuck for a whole lot of different reasons, it’s clear that name-calling, shaming, and labeling are not helpful in getting anyone unstuck. So let’s lift the judgment and instead acknowledge that it’s normal to get stuck at different points in our career.

The trick is to figure out why and start moving toward a better place. Over the next six weeks, I would like to walk through a process

whereby those who are stuck can identify how you got there, where exactly you are stuck, map out some strategies to get unstuck, build a support network for moving forward, and consider an exit strategy (if applicable).

So let's get started with the obvious question: Why are people at mid-career miserable? According to the COACHE survey, associate professors are dissatisfied with support for interdisciplinary scholarship, mentoring, travel funding, and time available for research. I also think that there's a deeper shift that occurs for faculty members once they get tenure that many either don't realize, or fail to respond to in proactive ways. Specifically, when faculty members are on the tenure track, there is a clear and time-limited goal: get promoted with tenure. That goal has externally imposed criteria that constrain and drive individual behavior.

But once that goal is met, the situation flips upside down from one of maximum external constraint to one of unprecedented choice. I'm not suggesting tenured professors have absolute freedom, but relative to other professions, they have unparalleled autonomy and choices about their future direction. I've observed a broad array of post-tenure pathways, including institutional change agent, public intellectual, administration, disciplinary star, master teacher, and investing energy elsewhere. Some of these paths lead expeditiously to full professor while others can take a faculty member astray from the activities that are rewarded with promotion.



The problem for many post-tenure faculty is that they have grown so accustomed to being in a position of external constraint from the tenure track that when they pass into the next stage of their careers (one in which the primary benefit is the ability to choose), they struggle in choosing a path.

Why? Because they: a) don't know what they want, b) have been working so hard for so long they forgot what they love, or c) are genuinely interested in so many different things that they don't know what to do first. No matter what the reason is, the outcome is the same: if you don't choose a clear a path and focus your best energy in that direction, you get pulled in many different directions at once in support of other people's agendas. And whenever your energy is spread out in lots of different directions, it's difficult to achieve excellence in any one area. What I often hear mid-career faculty describe is a situation of working many hours over many years, but when they pause to reflect, it's difficult to say what has actually been accomplished.

The first step in moving forward at mid-career is understanding and acknowledging that the game has changed from the time you were pre-tenure in all the external ways described by respondents in the

COACHE survey AND at a much deeper level. In other words, the internal dynamics have become fully inverted. So much so that the challenge is no longer meeting externally imposed standards, but instead clarifying who you are as a professor, what you want from your work, and where you want to be five years from today. Let me suggest a few questions that may help you as a starting point:

Who Are Your Role Models?

I define role models as people who are working in the academy in a way that you aspire to work. That means different things to different people, but what matters is that you can pinpoint specific people who have (or are doing) something you want to emulate. Maybe you can name them immediately, or maybe it will take you a while to think it through. Either way, identifying role models forces you to flesh out criteria and an image of what it would look like to thrive in the academy. This is particularly helpful for people are interested in so many things that they struggle to choose. Connecting with your role models will likely clarify what choices they made at your career stage and how they made those critically important decisions.

What Do You Love?

For those of you who are stuck because you're so numb, exhausted, or used to putting everyone else's needs above your own, try taking some time to reflect on (and remember) what you love. Sometimes people talk about trying to find their "purpose" as if it's some lofty mystical quest that you are put on earth to complete. But I tend to believe that purpose is really just about finding the most efficient way to deliver what you are best designed to do. And the surest way of figuring that out is to focus on what you love as an indicator.

What Is Your Body Telling You?

If you want to go to a quick source of information, I recommend listening to your body! Our bodies are amazingly accurate barometers that constantly provide us with data about how near (or far) we are to meaningful work. For example, every time I attend a meeting I feel sleepy, cranky, and like I want to escape as soon as possible. As you can imagine, when I held an administrative position in my department, I felt sleepy, cranky and restless a lot because I spent most of my time in meetings. In contrast, when I'm teaching, I'm energized and fully engaged, and I often lose track of time. Guess what? My body is pointing me toward the path that will lead me to work at my highest potential. It doesn't mean I never have to sit in meetings (I do), but I've chosen to pursue a post-tenure path that maximizes the time I spend doing energy-generating activities and minimizes the time I spend doing energy-draining activities.

What if You Had a Magic Wand?

If you're having difficulty choosing a path because you're yearning for change, but feel overwhelmed by the vast array of things needing to be fixed in your midst, this question may be particularly helpful. Instead of making a list of everything that is broken in your world, and all of the complex, structural reasons these things are seemingly unfixable, imagine for a moment that you had a magic wand. If you could wave that magic wand and make one change in the world, what would occur? The answer to that simple question will often point you in the direction of the change you truly want to work toward.

These questions are a first step towards getting unstuck. I hope it's clear that each of these questions is designed to help you change the conversation from what you don't want to what you DO want. And

more importantly, each of them will give you some measure of clarity about which post-tenure pathway you want to pursue in over the next five years.

This week's challenge:

1) If you're stuck, release yourself from any negative emotions, judgment and/or shame about it. None of that will change what's in the past and none of it is helpful in moving forward.

2) Start a journal or create a file and label it "mid-career mojo." Let it be a place where you give yourself permission to explore different paths, write about the questions posed here, entertain new possibilities, and/or collect items that inspire and direct you.

3) Spend 15 minutes journaling about where you want to be 5 years from today. Write about it in the present tense and write about it in as much detail as you can imagine. Remember, this is about what you actually want, not what you don't want.

4) If you're drawing a blank, just observe the data that your body is providing when you're in different work situations. Notice when you feel energized and lose track of time, and when you feel drained and like time is standing still.

I hope this week brings you freedom from any judgment about being "stuck," clarity about what you want in the next five years, and the courage to imagine yourself truly thriving.

Peace and productivity,

Kerry Ann Rockquemore

Source URL: <https://www.insidehighered.com/advice/2012/06/25/essay-how-faculty-members-can-chart-meaningful-post-tenure-career>

Links: <https://www.insidehighered.com/news/2012/06/04/associate-professors-less-satisfied-those-other-ranks-survey-finds>

Collectors, Nightlights, and Allies, Oh My! White Mentors in the Academy

Marisela Martinez-Cola
Utah State University

Abstract

As more students of Color enter into Historically White Institutions (HWIs), the dearth of mentors of Color continues to be an issue leaving students to rely on White mentors within academia. Much of the literature regarding mentoring discusses its definitions and best practices. It does not, however, capture the experiences of students of Color and their perceptions of their White mentors. It also fails to challenge White mentors who other, tokenize, or fail to understand their mentees. Through autoethnography rooted in Critical Race Theory counternarratives, I identify, define, and discuss three roles White mentors play for students of Color.

Keywords: critical race theory, counternarrative, autoethnography, cross-racial mentoring

Marisela Martinez-Cola joined the faculty at Utah State University in the Fall of 2018 after receiving her PhD from Emory University in Atlanta, Georgia. The first in her family to attend college, she is also an alumnus of the University of Michigan, where she majored in African American Studies. She then earned a law degree at Loyola University Chicago School of Law. She credits her varied educational experiences for contributing to her interdisciplinary approach to research and teaching. Her research largely focuses on the critical comparative study of race, class, and gender as it relates to culture, social movements, and comparative/historical sociology. Her current book project is entitled *The Bricks Before Brown* and is a comparative historical case study of the construction of race, class, and gender in Mexican American, Chinese American, and Native American school desegregation cases that came before the 1954 Supreme Court ruling in *Brown v. Board of Education*.