Agenda

Group Discussion: Mentoring in Your Department

Mentoring: Benefits, Models, Mechanics, and Best Practices

Developing a Mentor Program

Your Mentor Profile

Mentoring Dilemmas

“Successful mentors view the act of mentoring as an opportunity for thoughtful reflection and personal growth.”

- Enz, 1992

What Role Does Mentoring Play in Your Department?

- What does mentoring look like in your department? What would you like it to look like?
- As a faculty member-turned-chair, how (if at all) has your thinking about faculty mentoring changed?
- How has mentoring changed since you were a new faculty member?
- What is the most important lesson you have learned as a mentor that you would like to pass on?
Facts about Faculty Mentoring

Compared to non-mentored faculty, formally mentored faculty experience:

- Higher levels of job satisfaction
- Better student evaluations
- Greater academic productivity
- More promotions
- Report greater commitment to their institution and greater commitment to their profession
- Stronger likelihood of remaining at the institution
- Greater likelihood to mentors others in the future

(Johnson, 2007; Cartwright, 2008)
And yet, how does mentoring often happen?

- Sporadically – *haphazard communication*
- Informally – *little accountability or expectations*
- Inconsistently – *great mentoring ➔ no mentoring*
- Partially – *meeting only some needs*
- Transitory – *relationships fizzle and end*
- Fuzzy expectations – *lack of ground rules*
- Unrecognized – *little formal or informal recognition*
Why is it Important?

The Academy Today
- Working longer hours
- Increasingly competitive scholarly climate
- Increasing expectations about teaching & service
- Changing expectations about balancing life and work
- Faculty diversity is increasing
- Focus on multi- and interdisciplinary scholarship

Recruitment & Retention Tool
- Important perk, especially in this economic climate
- Informal networks wield great power
- Isolation is a key contributor to attrition
Models and Types of Mentors

- One-to-one
- Multiple Mentors
- Group or Peer Mentors
- Mentor Networks
- Expert Mentor Teams
- “Synergistic” Mentoring
- E-mentors or paper mentors
Mentors Should: Be Available, Share Knowledge, Be Supportive, Provide Networks, Listen

- Career guidance and advocacy
  - Research, teaching, service → workload balance, priorities
  - T&P process
  - Grants, publications
  - Access to resources
  - Establish professional networks and collaborations
  - Advocate and protect
- Organizational
  - Navigating university systems
  - Share “local knowledge”
  - Help settling in
  - Promote mentoring within department
  - Instill a sense of citizenship
- Psychosocial
  - Offer support, advice, sympathetic ear, sounding board
  - Work-life integration
  - Establish social and community networks
  - Be a role model
  - Develop trust
Some things to consider . . .

- Sociocultural assumptions
- Underrepresented or “solo” faculty
- Tokenism/generalization
- Care giving responsibilities
- Harassment and discrimination
- Status/power differences
- Diversity in scholarship, talents, styles, and career paths

Gender
Race, ethnicity
Age
Sexual orientation
Disability
1. Visible, overt, regular communication from leadership that good mentoring is a department priority
2. Formal program management
3. Thoughtful mentor matching at hire, and prior to arrival on campus
4. Multiple mentors, one outside department, until T&P decision
5. Provision for training of mentors
6. Provision for training of junior faculty (mentees)
7. Opportunities for junior faculty to network/meet as a group
8. Opportunities to check on success of mentoring relationships for every junior faculty, and re-assign/augment, etc., as needed
9. Evaluation of program as a whole on a regular basis
10. Provision of formal recognition, acknowledgment, awards, etc., for mentoring
Communication from leadership that mentoring is a priority.

1. Be diligent about mentor assignments
   - Establish a formal policy and guidelines
   - Provide resources and incentives!!
   - Acknowledge work of mentors
   - Host social gatherings
   - Encourage departmental mentoring as a way to increase social capital
   - Foster a culture of mentoring - normalize mentoring in the department – resist the deficit model
   - Be a role model - have a mentor (peer?) yourself
Mentoring is the intangible benefit
Otherwise slippage is inevitable
Designated person or committee to:
- Manage
- assign,
- check-in and re-assign
- ensure training occurs
- Plan gatherings
- acknowledge efforts of mentors
Thoughtful mentor matching at hire, prior to arrival.

3.

- Automatic process – not voluntary
- Who assigns? Search committee? Chair? FAN?
- Assessing individual faculty needs – ask!
- Contact prior to arrival on campus, and immediately upon arrival
Few people are a “one-man-band”
Less is not more
Cross disciplinary/department exposure is helpful
One year is NOT ENOUGH! Remember going through the tenure process?
5. Few people are natural mentors
   See Slide 5!
   Annual workshop, tutorial and/or handbook
   Occasional informal gatherings to compare notes
   Occasional informal gatherings with mentees
Learning to be a good mentees:
- Initiating behaviors (motivation to engage/disengage)
- “Coachability” (willingness to learn and use advice)
- Competencies (clarity of goals, communication style)

People don’t know what they don’t know, and may be hesitant to ask

Expectations of a mentoring relationship
7. Opportunities for junior faculty to network as a group

- Informal networks are extremely valuable
- Junior faculty are very busy and may tend to isolate themselves
- Shared local knowledge
- Shared challenges
- Opportunities for collaboration
Mentoring relationships should not be left on their own (see Slide 5!)

After first semester, and one year

Be wary of silence or quick answers

Informal, face-to-face conversations – “chats” - very important as subtle issues rise to the surface

Suggest additional mentors rather than ditching ineffective one

Stress no-fault policy – be *ready* to mediate or finesse
9. Regular program evaluation

- Accountability, Accountability, Accountability,
- Be careful of self-perception bias (differences in satisfaction in relationship between mentors and mentees)
- Formal evaluation campus-wide is best
- Short survey or topic at department meeting annually
10. Mentoring should not be a thankless job
- Formal service contribution
- Partial course release, stipend, etc.
- Verbal acknowledgement, pat on the back
- Elevate mentoring to a high status activity

Formal recognition, acknowledgments, awards, etc..

[Image of two people shaking hands]
Your Mentor Profile

... *Or, if you prefer these categories:*

- I am really skilled and comfortable with this and I can do it just fine
- I am really skilled and comfortable with this, but I have to admit I don’t think to do it enough
- I know something about this, but I could learn a little more
- This is an area I’m not really knowledgeable about
- This is an area I’m not comfortable talking about
- What other people can I suggest to help address this?
Thank You.

Questions?

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