

Faculty Mentoring



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Agenda

Group Discussion: Mentoring Experiences

Mentoring Models, Mechanics, and Best Practices

Your Mentor Profile

Considerations in Initiating a Mentoring Relationship

Mentoring Dilemmas

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

- Enz, 1992

Enz, B. J. (1992) Guidelines for selecting mentors and creating an environment for mentoring. In T. Bey and C. Holmes (Eds.) *Mentoring: Contemporary Principles and Issues*. Reston, VA: Association of Teachers Educators.

What Does Mentoring Mean to You?

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- What topics do you discuss with your mentee? What ones don't you discuss?
- What expectations do you have of your mentee?
- How has mentoring changed since you were a new faculty member?
- What is the most important lesson you have learned as a mentor?
- What are your strongest/weakest offerings as a mentor?

Facts about Faculty Mentoring

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

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

(Johnson, 2007; Cartwright, 2008)

And yet, how does mentoring often happen?

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- 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?

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- **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

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- **One-to-one**
- **Multiple Mentors**
- **Group or Peer Mentors**
- **Mentor Networks**
- **Expert Mentor Teams**
- **“Synergistic” Mentoring**
- **E-mentors or paper mentors**

Qualities to Strive For

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- **What Makes a Good Mentor?**
 - Availability (proactive communication, approachability, TIME)
 - Knowledge Sharing (across many areas, informal and formal)
 - Support/Guidance (interest, acceptance, respect, advocacy, advice)
 - Networking (ongoing - social, professional)

- **What Makes a Good Mentee?**
 - Initiating behaviors (motivation to engage/disengage)
 - “Coachability” (willingness to learn and use advice)
 - Competencies (clarity of goals, communication style)

Be Available, Share Knowledge, Be Supportive, Provide Networks, Listen

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- **Career guidance and advocacy**
 - Research, teaching, service → workload balance, priorities
 - Tenure and promotion 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

Your Mentor Profile

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... *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?

Some things to consider . . .

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- 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

Stages of Mentoring Relationship

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1. **Initiation** → *mutual screening*
2. **Cultivation** → *confidence builds, professional identity, career optimism*
3. **Separation** → *less dependent*
4. **Redefinition** → *may evolve into collaboration, less contact*

Sample Mentor Expectation Worksheet

Adapted from *A Curriculum for Training Mentors and Mentees*. Brainard, Harkus and St. George, University of Washington, 1998

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The reasons I want to be a mentor are to:

- Encourage and support less senior faculty
- Establish close professional relationships
- Challenge myself to achieve new goals and explore alternatives
- Pass on knowledge
- Create a network of talented junior faculty
- Other reasons I want a mentor: _____

I want my mentee and me to:

- Tour my labs/facilities learn about my projects/activities
- Go to formal mentoring events
- Meet over coffee, lunch, or dinner
- Go to educational events such as lectures, talks, documentaries
- Go to local professional meetings
- Other activities I want to do with my mentor: _____

Sample Mentor Expectation Worksheet, cont'd

Adapted from *A Curriculum for Training Mentors and Mentees*. Brainard, Harkus and St. George, University of Washington, 1998

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I hope my mentee and I will discuss:

- Academic activities that will most benefit my mentee's future career
- Promotion and tenure preparation
- The realities of the academic work place
- My work
- Collaboration with my research group and potential contributions to my funded grants
- How to network
- How to manage work and family life
- Other topics I hope to discuss with my mentee: _____

Relationship Mechanics at Initiation

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- **Assess your strengths and the needs of your mentee**
 - why have you been matched together?
- **Assess your own stereotypes and implicit biases**
 - Race, gender, age, ability, discipline, power status, neediness
- **Define your roles and establish rules of engagement**
 - what is the imagined length, depth, and breadth of your relationship?
- **Establish a specific plan for regular communication**
- **Agree on an assessment strategy for your relationship**
 - Take the temperature regularly
 - Agree on a no-fault plan for changing or adding mentors

Mentoring Dilemmas

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- Sarah
- Brian, Joe & Sarah
- David
- Geraldine
- Jeff and Cathy/Cathy and Jeff
- Jaime

URI ADVANCE Program Faculty Mentor Online Tutorial:
http://www.uri.edu/advance/MentorTutorial/mentoring_introduction.html

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Thank you.
Questions?

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