new faculty mentoring

ADVANCE Rising Tide Center
your experiences

• at your tables, discuss the following:
  • who were the most effective mentors in your academic career?
  • why were they the most effective?
  • if you ever had negative mentoring experiences, what made them negative?
what faculty mentoring does

0 mentoring provides new faculty with an explicit connection to more senior faculty members to provide guidance, advice, and socialization to the new department and institution (Tierney & Bensimon, 1996)
what mentoring offers new faculty

- mentoring offers **role models** for new faculty, who learn by simply watching the behavior of the more senior faculty
- mentoring offers **information transmission**, wherein senior faculty share tricks of the trade and strategies for success with new faculty
- mentoring offers **informal relationships** that may offer opportunities to collaborate, network, and feel more comfortable in and satisfied with the home unit (Croson & McGoldrick, 2007)
- mentoring **creates opportunities** for junior faculty to realize their own potential
what mentoring offers new faculty

intense mentoring relationships have been found to predict:
- political savvy
- more advanced professional skills
- higher levels of research productivity
- greater career advancement

(Bova, 1995; Gaff & Simpson, 1994; Johnsrud & Atwater, 1993)
what mentoring offers the mentor

0 satisfaction of assisting in the development of a colleague
0 satisfaction of contributing to overall climate change
0 ideas for and collaboration about the mentor’s own teaching/scholarship
0 a network of colleagues who have passed through the program (University of Toronto, n.d.)
what mentoring offers the institution

- increased commitment, productivity, and satisfaction of new faculty
- retention of faculty
- encouragement of cooperation and cohesiveness for those involved in the program (University of Toronto, n.d.)
why formal mentoring

- Many believe that mentoring relationships should occur naturally and develop organically; however:
  - In one study, spontaneous mentoring only occurred for 1/3 of new faculty – those new faculty who struggled the most were even more likely to go un-mentored.
  - Of the spontaneous pairings, the majority “died an early, natural death” due to busyness (Boice, 2000).

- At UMaine, nearly 26% of assistant professors expressed they do not receive assistance from a senior colleague on progress toward tenure (2011 Faculty Satisfaction Survey).
what kinds of mentoring do (new) faculty need?

- substantive feedback – editors, readers, colleagues in department
- sponsorship – senior department faculty
- access to opportunities – faculty mentors, peer mentors, external mentors
- professional development – internal, external
- emotional support – friends, family, others
- intellectual community – readers, collaborators
- role models
- safe space

what do these look like?
which are your responsibility as a mentor?
what is expected of mentors?

- availability - meet on a regular basis with your mentee – we suggest monthly but no less than once/semester
- networking - connect new faculty members with campus and its resources, such as:
  - Rising Tide Center
  - CETA
  - Faculty Development Center
  - EAP, EO, HR, Union
- listening - be an active listener
- advisor - provide helpful feedback and information
- referral - refer to others as needed
common mentoring norms

0 our meetings begin and end on time
0 each of us actively participates in the relationship
0 our communication is open, candid, and direct
0 we will respect our differences and learn from them
0 we will honor each other’s expertise and experience
0 we will safeguard confidentiality
0 we will manage our time well
0 we will put interruptions aside
helpful skills in mentoring

- active listening
- confidentiality
- constructive criticism and praise
- awareness of own strengths and weaknesses
- connect mentee with others and resources
active listening
special considerations in mentoring
did you know?

1. how many departments on campus have zero women faculty?  3
2. how many departments have only 1 woman faculty member?  6
3. what is the percentage of women full professors?  23%
4. what percentage of the full-time faculty at UMaine are considered members of minority groups?  14%
5. what percentage of faculty members have requested an accommodation for a disability from EO this year so far?  8%
Considerations in mentoring: women faculty

- Gender of mentor/mentee does not affect outcomes; however, sensitivity to conditions existing for women is important, particularly in underrepresented fields.

- UMaine women faculty report spending more time with family and household responsibilities than men (p<0.05).

- UMaine women faculty feel that their departments tend to be less supportive of colleagues who want to balance their family and career lives, when compared to men (p<0.01).

- UMaine women faculty reported having fewer children than they wanted because of their career compared to men (p=.000).

(2011 Faculty Satisfaction Survey)
Considerations in mentoring: faculty of color

- Faculty of color are often asked to do more service, advise more students, and “represent diversity” on committees – also called *cultural taxation* (Tierney & Bensimon, 1996)

- Faculty of color in predominately white institutions (PWIs) have been found to express their research being devalued and having less mentorship (Turner, Gonzalez, & Wood, 2008)

- At UMaine, faculty of color have been found to express more feelings of isolation and perceive their departments’ climates less positively than their white counterparts (2011, 2013 surveys)
considerations in mentoring: international faculty

- foreign-born faculty have been found to receive more negative teaching evaluations from students than their U.S.-born counterparts (Marvasti, 2005; Skachkova, 2007)
- these issues, and other cultural differences, may factor into reasons why international faculty are often less satisfied with their jobs when compared to U.S.-born faculty (Kim et al., 2011)
- at UMaine, international faculty have expressed concern about how to best interact with students who have never met foreign-born individuals (Veliz, 2013)
considerations in mentoring: faculty with disabilities

- While national data do not exist on this population, NSF (2008) reported nearly 8% of STEM doctoral recipients documented a disability.
- Only once a faculty member indicates in writing or orally that he or she has a disability does the accommodation process begin; one should never assume a disability.
- Refer faculty members to Equal Opportunity should they have questions or concerns about disabilities.
common mentoring scenarios

adapted from Stewart (2006), University of Pennsylvania
Every time I discuss gender perspectives in class, a group of male students refuses to participate in discussions and mock my accent. What should I do?
classroom conflicts

Oh, you’re just having a basic classroom management problem. Just tell them you are in charge and remind them that you assign the grades. By the way, are you working on your English?
alternatives

0 what recommendations would you make to this mentor to improve the quality of advice in the future?
  0 provide information about instructional support resources
  0 recommend that the faculty member notify the department head about the problem
  0 recommend that the faculty member become familiar with student contact guidelines and judicial processes
  0 volunteer to visit class to observe faculty-student interactions
  0 other?
Will you please review my teaching philosophy statement? I know it’s only the second-year review but I want to make sure that I present myself and my work coherently and effectively.
Oh, don’t worry too much about that. When I went through the process, these statements weren’t even allowed. I’m sure the committee will be able to interpret what you put together.
alternatives

- What recommendations would you make to this mentor to improve the quality of advice in the future?
  - Volunteer to review draft statement
  - Suggest that the faculty member request other colleagues to review the draft
  - Assist faculty member in obtaining copies of narrative statements submitted by colleagues as part of previous P&T reviews
  - Other?
No one in the department is doing research on diversity topics. Should I find colleagues in other departments to work with?
I know you wrote your dissertation about that multicultural stuff but that won’t get you tenure here. You need to shift your interests to make your colleagues more comfortable so they can support you.
what recommendations would you make to this mentor to improve the quality of advice in the future?

- offer to assist in identifying faculty members with similar interests in other units/locations
- offer to assist in identifying appropriate publication outlets, conferences, etc.
- offer to identify opportunities for the faculty member to present research in progress to colleagues in the academic unit
- other?
The multicultural student group has asked me to be its advisor. I’m very excited about the honor. I know I can help them plan for future career opportunities.
We discourage untenured faculty from service activities. We’ll get you on some committees during the fourth year so there’s some service in your dossier. After you get tenure, you can help students all you want.
alternatives

0 what recommendations would you make to this mentor to improve the quality of advice in the future?

0 help faculty member prioritize service obligations
0 discuss the dilemma with the faculty member’s chair
0 recommend that the faculty member discuss the dilemma with other faculty who have experienced similar requests
0 volunteer to assist the faculty member in supporting the student organization
0 other?
mentoring resources
mentoring in a can

- September: time management & organization
- October: advising students & improving teaching
- November: summer funding & preparing for annual evaluations
- December: final exams, grading, & MaineStreet
- January: developing a research agenda
- February: service do’s and don’ts
- March: balancing work and life
- April: faculty database & taking stock
- May: using summer months effectively
mentor brown bags

opportunities to meet and network with other mentors to discuss tips, issues, and ideas

0 November 21 – Coe Room, Union
0 March 27 – Coe Room, Union
faculty mentoring award

forthcoming 2014 – watch for nominations to be sent in winter
questions
concerns
thoughts