Building a Mentoring Program and Culture

University of Western Ontario
London, Ontario
May 6, 2010

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Session Agenda

- To identify potential roadblocks to professional success and personal well-being of faculty;

- To explore both traditional and emerging models of mentoring, with an emphasis on the "Mutual Mentoring" model;

- To examine practices that encourage faculty to build their own mentoring networks;

- To assess the impact of Mutual Mentoring.
Potential “Roadblocks” in Academia

For Early-Career Faculty
- Getting started/getting oriented
- Increasing teaching, research, service skills
- Navigating the tenure track
- Creating work/life balance
- Developing professional networks

For "Mid- and Senior" Faculty
- Choosing among “forks in the road”/ legacy
- Keeping up with discipline and learning new skills
- Navigating promotion and shifting expectations
- Sustaining work/life balance
- Building new networks, resources, support

Summing It All Up

“The hardest thing is to do a good job with a career that could consume all available time, pay attention to a spouse and children, publish or perish, teach well, lead an examined life, and keep out of debt.”

-- Early career faculty member
Why Mentoring?

Mentoring is a key to addressing these “roadblocks.” It has also been proven to be one of the common characteristics of a successful academic career, particularly for women and faculty of color.

Outcomes accruing include:

- Stronger commitment to a career in academe
- Stronger record of scholarly productivity
- More effective teaching
- Increased rates of retention/tenure/promotion
- Benefits to the mentor

(Johnson, 2007)

How I Got Here

(Mount Holyoke, Indiana University, UMass Amherst)
How You Got Here

Directions:

- Think about the people who have influenced your career – people who have inspired, promoted, and/or supported you.

- Turn to one or two other individuals and briefly describe what your “best” mentor brought to the relationship in terms of career and other support. Influence on your mentoring?

- How has this relationship influenced the way you mentor others?

Traditional Mentoring

Traditionally, mentoring in academia has taken the form of a one-on-one, hierarchal relationship in which a senior faculty member takes a junior faculty member “under his/her wing.”

Senior Faculty

↓

Early Career & Under-Represented Faculty
Mutual Mentoring

Mutual Mentoring is a network-based model of support that encourages the development of a wide variety of mentoring partnerships to address specific areas of knowledge and expertise.

How Is Mutual Mentoring Different?

Mutual Mentoring differs from traditional mentoring in that it encourages:

- A broad network of multiple, diverse mentors
- A variety of mentoring approaches
- A focus on areas of experience or expertise, rather than “one-size-fits-all” knowledge;
- Benefits to not only the “protégé,” but also the “mentor”
- Opportunities to be mentored and mentor others.
Multiple Points of Entry… and Exit

(Gilles Trehin, 2006)

Campus-Wide

Departmental/ Interdisciplinary

Inter-Institutional

Individual

From Mentoring to Mutual Mentoring

Small Group Questions:

- If you have a mentoring program in your department/ college, what are some of the benefits and challenges that you've encountered as a participant or program administrator?

- If you don't have a mentoring program, what obstacles or impasses have prevented you from offering one, or prevented others from supporting the development of one?

- How might “Mutual Mentoring” enhance (or complicate) a program?
Departmental Mentoring

Anthropology Mentoring Before

Ad Hoc Mentor

A Department-Wide MM “Team”

Anthropology Mentoring After

Senior Faculty

Dept. Chair

Peers

Five Colleges

External Mentor

Alumnae/i

Internal Mentoring Partners

External Mentoring Partners
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<th>Other Neat “MM” Team Ideas</th>
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<td><strong>English.</strong> Team developed an on-line department “handbook”—everything from mechanics of setting up a course website to listing of available grants/fellowships</td>
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<td><strong>Political Science.</strong> Multi-layered group mentoring in which each new faculty has a mentoring team—advanced graduate student, mid-career or senior faculty, and external mentor</td>
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<td><strong>Microbiology.</strong> Team hosted tenure process dinners with newly tenured faculty, members of personnel committee. Invited spouses/partners and provided funds for childcare.</td>
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<td><strong>Teaching in the Digital Age.</strong> Team created a network of humanities faculty interested in exploring teaching &amp; research methods using emergent digital technologies. Hosted colloquia lunches, a server and a podcast</td>
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<td><strong>Asian Pacific American Studies.</strong> Interdisciplinary team of Five College faculty had formal “Dinner and Discussion” meetings. Each took place at one of the five campuses and focused on issues of teaching, research and tenure</td>
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<td><strong>Life Sciences Women Faculty.</strong> Team of women professors across STEM disciplines and career stages. Invited external scholar to give a science talk and a public talk on mentoring women in academia</td>
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Individual Mentoring Before

Individual Mutual Mentoring

**Art & Art History**: Enhance skills in teaching and creative activity.

Brought internationally-acclaimed artist to campus for one-on-one mentoring

External Mentor

Dept. Colleagues

Small group mentoring of junior/senior colleagues

Students

Large group mentoring of MFA graduate candidates and undergraduates in department
**Biology:** Learn new research/teaching skills and mentor students.

- Visited lab of senior colleague for one-on-one mentoring in lab techniques used for field study
- Small group mentoring of students/peers back in his department

**Engineering:** Enhance teaching skills.

- Team-taught course in Thermodynamics with department chair; One-on-one mentoring on teaching practices after each class
- Small group mentoring from two award-winning faculty in department
- External mentoring at career development workshop at professional conference
Individual Mutual Mentoring cont’d

**English:** Further work on book writing and student writing.

- Editor/Writing Coach
- Peer

External mentoring of pair by editor and writing coach
Peer mentoring partnership that met twice monthly to work on own writing, discuss student writing

Institution-Wide Points of Entry to “MM”

**Office of Faculty Development Programs**
- Orientation and Welcoming Programs
- Scholarly Writing Programs
- Tenure Preparation Workshops
- Support for Time Management/Work/Life Balance
- Mutual Mentoring Initiative
- Leadership Development Programs
- Redesigned OFD website: [www.umass.edu/ofd](http://www.umass.edu/ofd)

**Campus Partners:** Center for Teaching, Library, Research Affairs, Academic Computing
Small Group Discussion

With the colleagues at your table, please review your “Mutual Mentoring maps.”

- What are the strengths of your department’s network (i.e., people, department/campus/external resources)?

- Where are the gaps? Is anyone or anything missing from your map?

- How might you build additional mentoring partners and resources for your department? Now? One year from now? Two?

Does Mutual Mentoring Work?

- Assistant professors with “multiple mentors” have significantly higher levels of career success than those with a single or no mentor (Van Eck Peluchette & Jeanquart, 2000).

- “Mentoring constellations” are positively associated with career satisfaction. Individuals with more mentoring constellations seem to gather greater career benefits than those with just one mentor (Van Emmerik, 2004).

- A “networking model” of mentoring may be more inclusive of women and minorities than the “grooming model” of traditional mentoring. Combining both models in mentoring programs can take advantage of the strengths of each (Girves, Lepeda, Gwathmey, 2005).
Team Grant Scores

Global evaluation scores for Mellon team grant recipients have increased annually.

2006-07 2007-08 2008-09

68% 71% 74%

- Likelihood of Mellon-Funded Mentoring Relationships to Continue
- Mellon Team Grant Participants Who Rated Their Mentoring Experience "Excellent" or "Very Good"

Individual Grants

Global evaluation scores for Mellon individual grant recipients have also increased annually.

2006-07 2007-08 2008-09

0 77% 92%

- Likelihood of Mellon-Funded Mentoring Relationships to Continue
- Mellon Individual Grant Recipients Who Rated Their Mentoring Experience "Excellent" or "Very Good"
Female Faculty

In three years, 46% of UMass Amherst's female faculty have elected to participate.

- Mellon-Funded Female Faculty at UMass (155)
- Remaining Female Faculty at UMass (184)

Faculty of Color

During the same time period, 54% of UMass Amherst's faculty of color have elected to participate in the Mellon Mutual Mentoring Initiative.

- Mellon-Funded Faculty of Color at UMass (105)
- Remaining Faculty of Color at UMass (89)
Why Mutual Mentoring Works

“Mutual Mentoring is such a commonsense approach to learning…it mirrors the academic mission in that it encourages discourse and values the experiences of everyone in the room, no matter their rank.”

Next Steps

- Based on this session, what is one idea for building a mentoring network that you can take with you?
Mutual Mentoring Guide

http://www.umass.edu/ofd/mentoring/resources.html