

Network-Based Mentoring Programs to Support Faculty Connections: A Fresh Approach for Academic Leaders

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Appreciation to "Mutual Mentors" at UMass Amherst
Jung Yun & Brian Baldi
Faculty Awardees of Mellon Mutual Mentoring Grants

Session Goals

- Identify the **mentoring needs** of faculty;
- Distinguish between **traditional** and **new models** of mentoring;
- Describe how network-based mentoring can be **operationalized**;
- Assess the **impact** of network-based mentoring;
- Follow-up **resources** on network-based mentoring

Strategic Question: “What mentoring model will be most effective and appropriate for my department/college goals and context?”

Potential Roadblocks/ Priority Mentoring Areas

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-Career/Senior Faculty

- Choosing among “forks in the road”
- Keeping up, learning new skills, “service, service, service”
- Navigating promotion to full/ leadership, retirement
- Sustaining work/life balance
- Building new networks, resources

The Early Career Challenge



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

- Early career faculty member at UMass

Top Ten Roadblocks for an Early Career Investigator

10) Getting a grant

9) Getting a grant

8) Getting a grant

7) Getting a grant

6) Getting a grant

5) Getting a grant

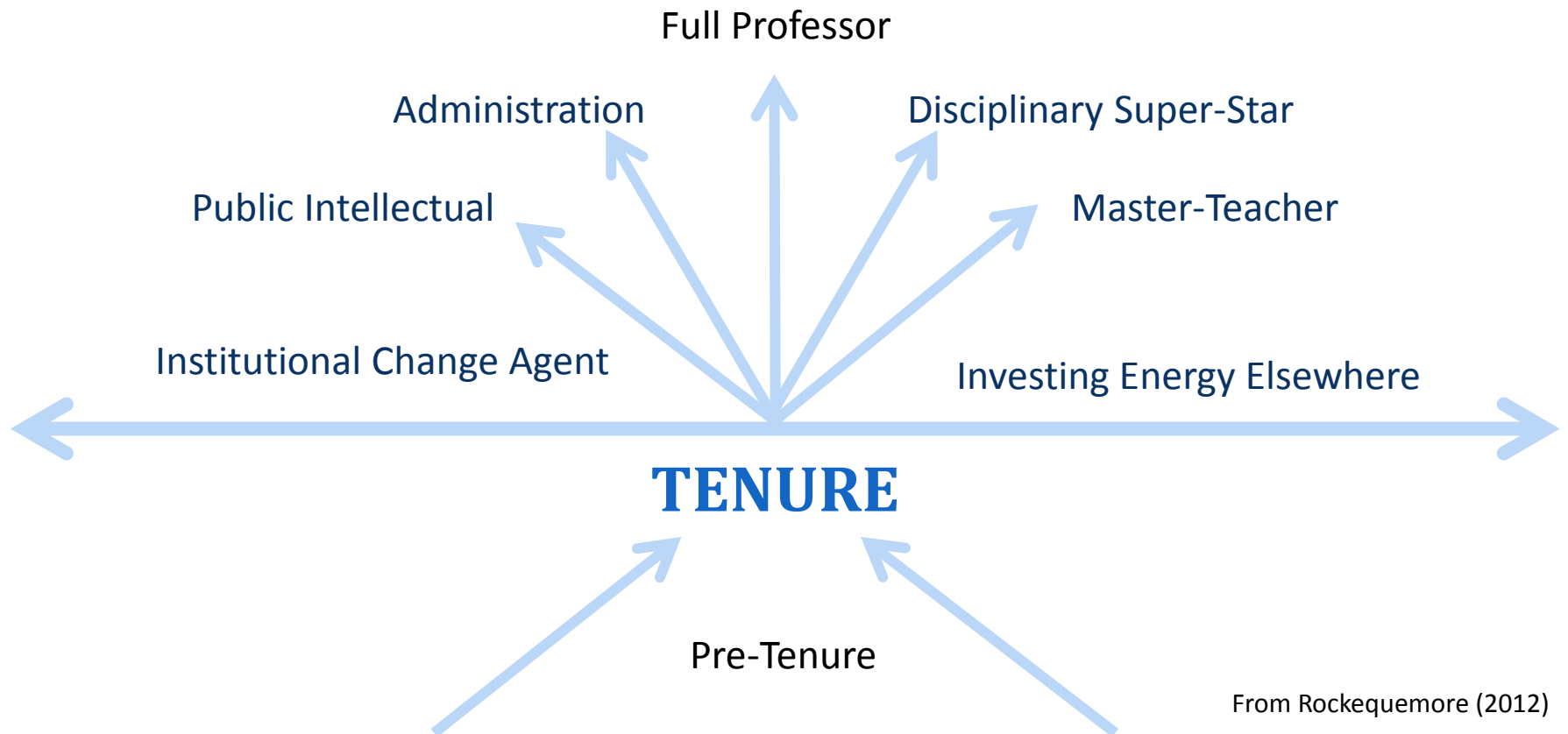
4) Getting a grant

3) Getting a grant

2) Getting a grant

1) Getting a grant

The Mid-Career Challenge



From Rocquequemoire (2012)

Why Is Mentoring Important?

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

Outcomes accruing include:

- Improved socialization to department, college, university
- More effective teaching
- Stronger record of scholarly productivity
- Increased rates of retention/tenure/promotion
- Sense of community and belonging

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.**”

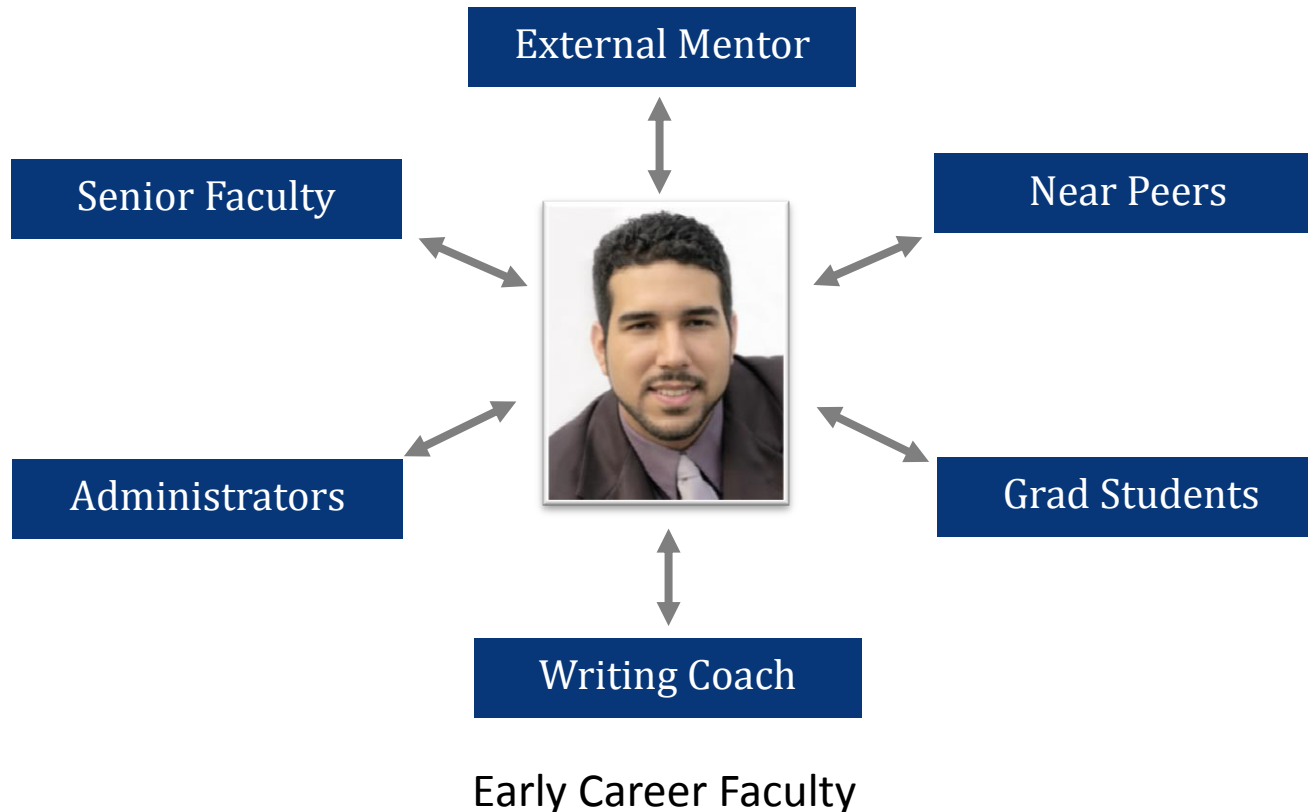
Senior Faculty



Early Career 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 is a **hybrid** of traditional mentoring & professional networking that encourages:

- Focus on **self-identified goals**, rather than “one-size-fits-all”
- **Network** of multiple, diverse mentors
- **Variety** of mentoring approaches
- **Proactive, empowering** approach to mentoring
- **Opportunities** to be mentored and mentor others

In sum, mentoring that’s **faculty-driven, functional, and flexible**

Quick Poll

In your department/college, what does mentoring look like?

- A. Traditional mentoring program: one-on-one senior/new faculty
- B. Mutual Mentoring: E.g. mentoring committee, peer network
- C. No formal program, mentoring largely informal

Why Formal Mentoring?

- If you have a formal mentoring program in your department/school, what are some of the benefits and/or challenges that you've encountered as a participant or administrator?
- If you don't have a formal mentoring program, what obstacles or impasses have prevented you from offering one, or prevented others from supporting the development of one?

How to Build a Network of Mentors

Team Grants and Micro-Grants



Departmental Mentoring

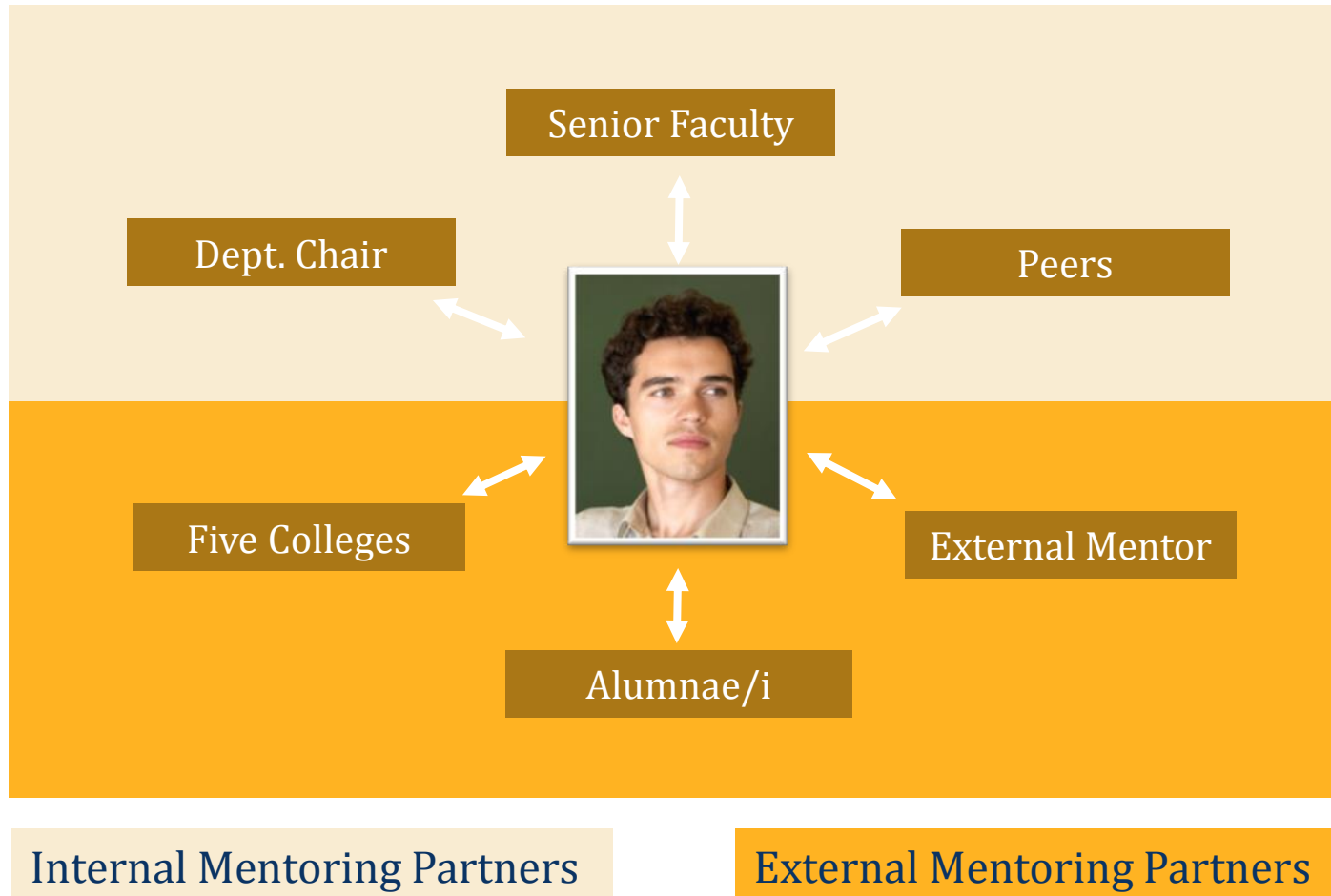
Anthropology Mentoring Before

Ad Hoc
Mentor



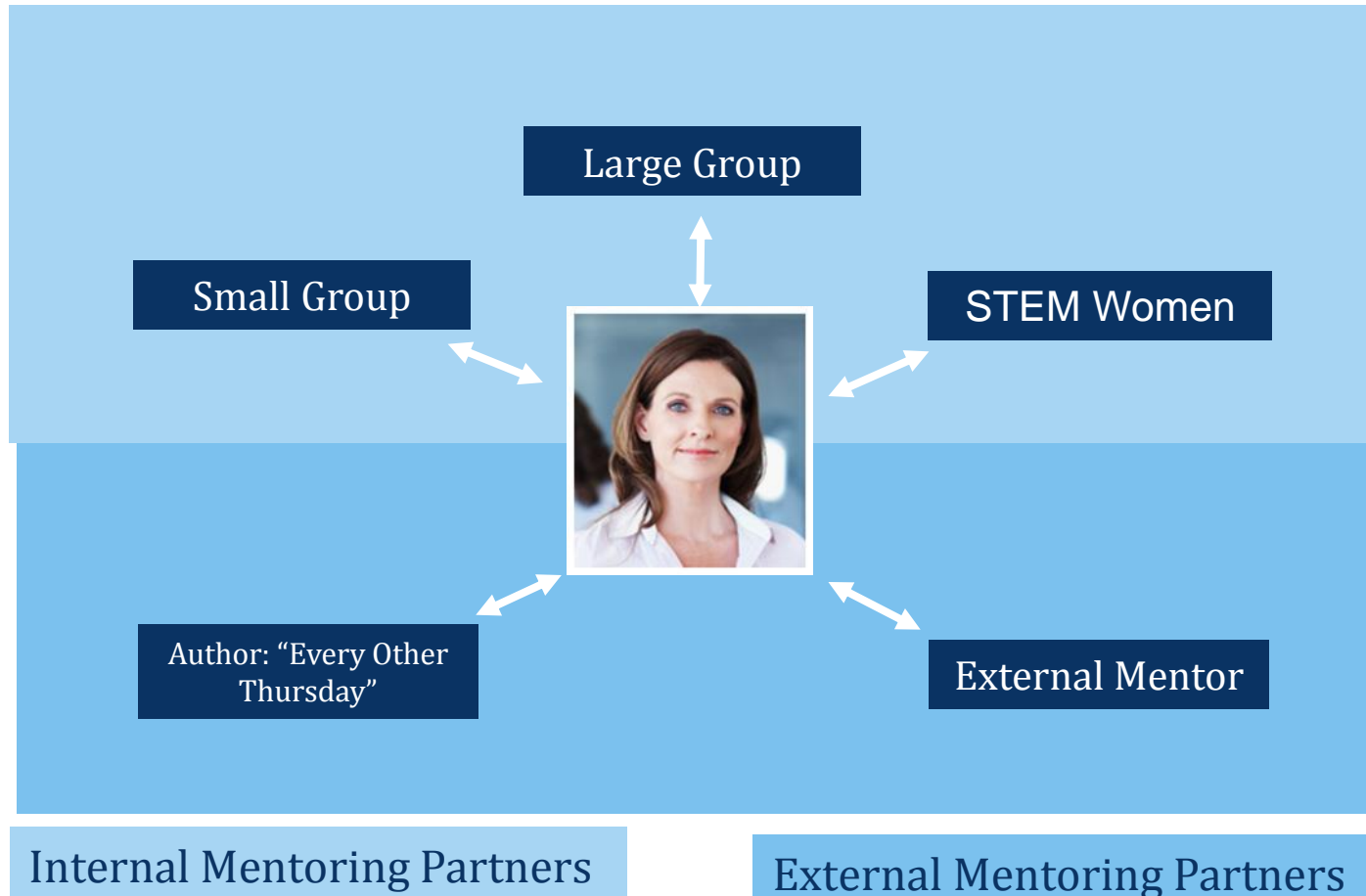
Departmental Team

Anthropology: Equitable access to info and resources in department, to external networks; build community



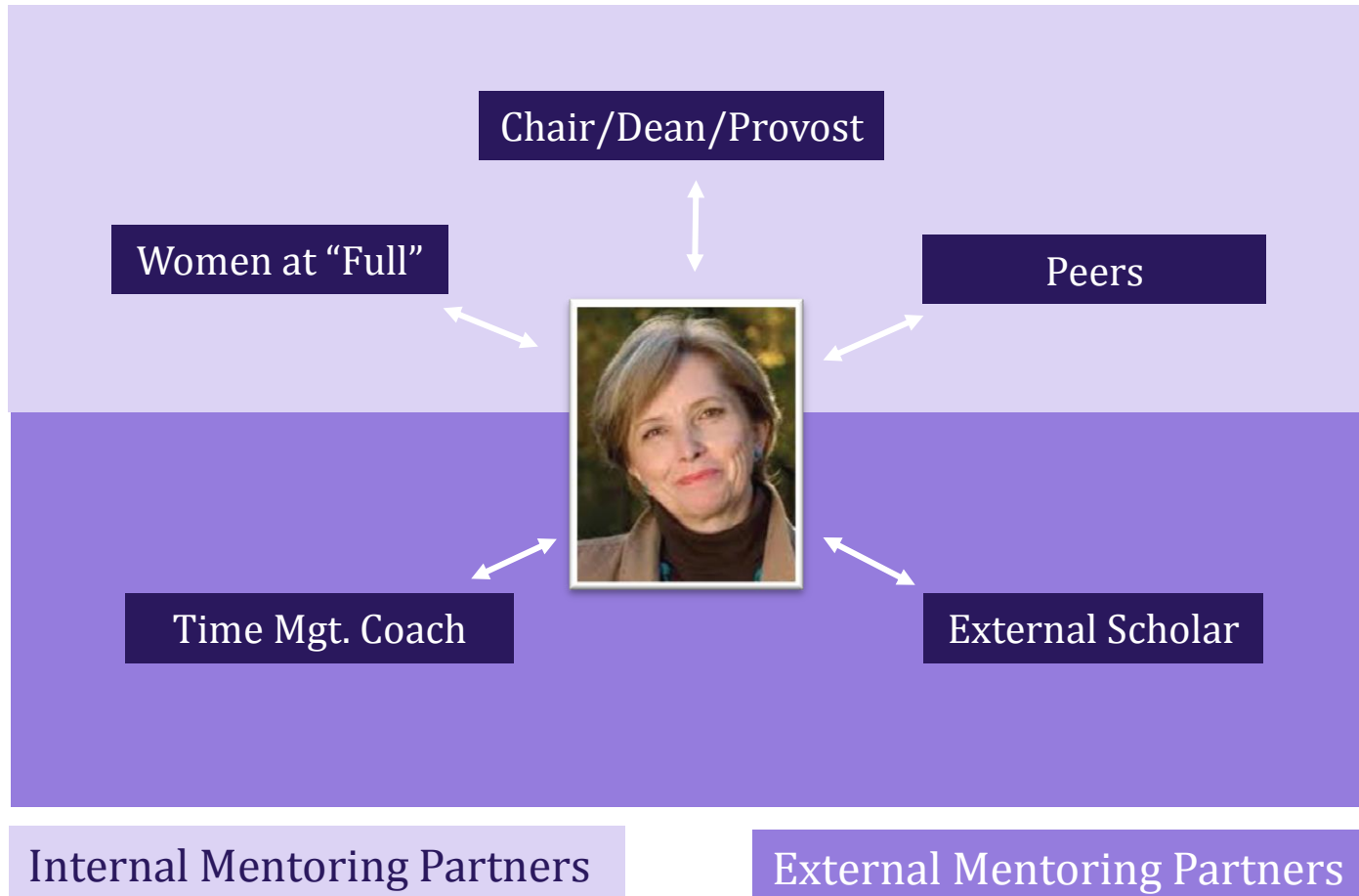
STEM Interdisciplinary Team

Life Sciences Women: Address isolation; exchange best practices in full range of work and life; sponsorship



Affinity Team

Mid-Career Women: Understand midcareer challenges; gather data on promotion to full; personal, institutional action



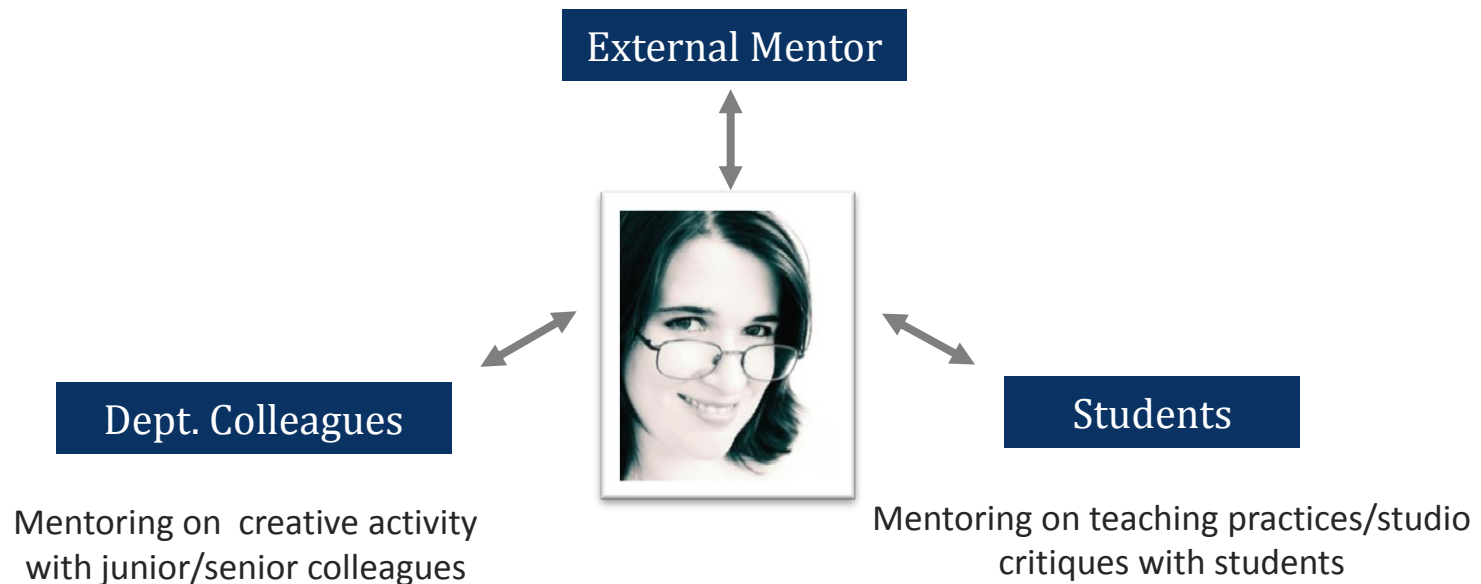
Individual Mentoring Before Micro-Grants



Individual Mutual Mentoring

Art & Art History: Enhance skills as a teacher and artist.

Brought internationally-acclaimed artist to campus for one-on-one mentoring to foster two sides of career



Individual Mutual Mentoring

Biology: Learn new research skills and mentor students.

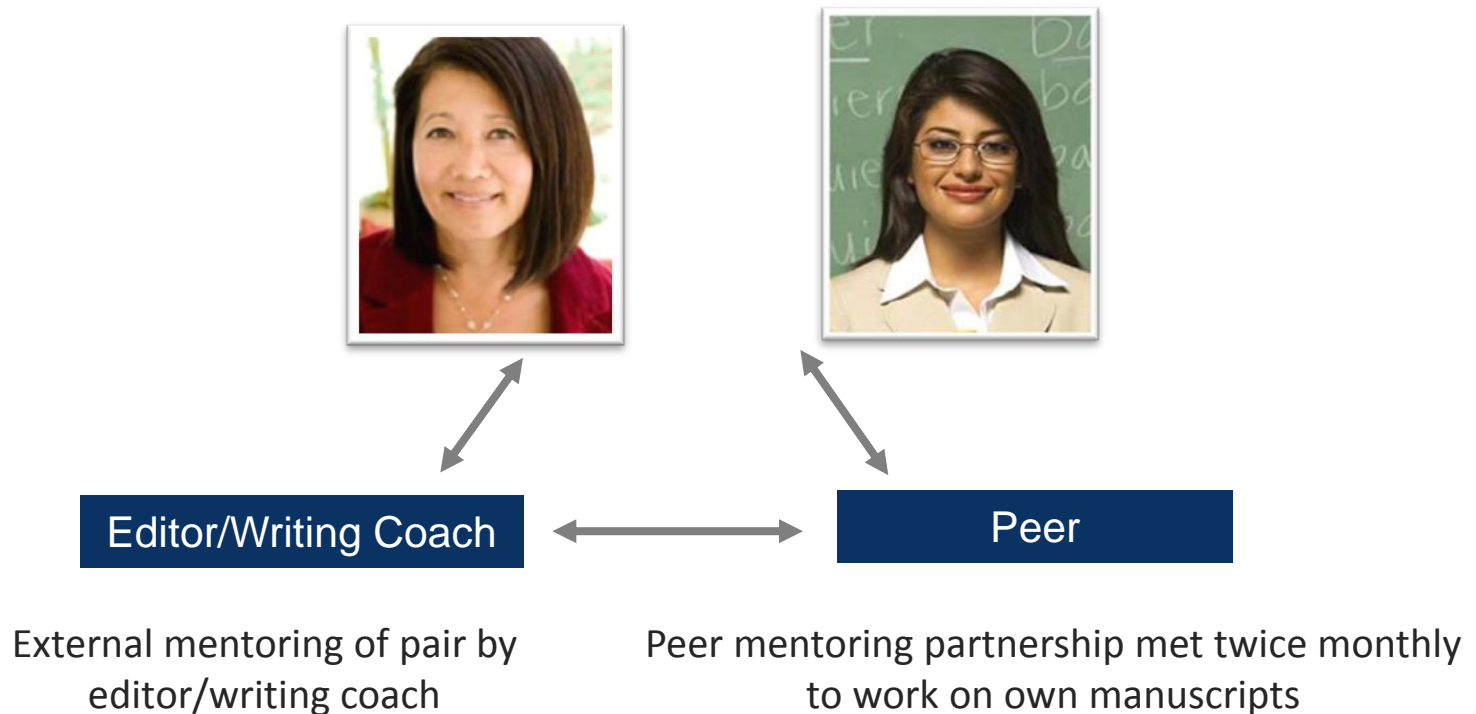


Visited lab of senior colleague for one-on-one mentoring in techniques for field study

Small group mentoring of undergraduate and grad students back in department

Individual Mutual Mentoring

Classics & English: Building support/accountability for writing



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).

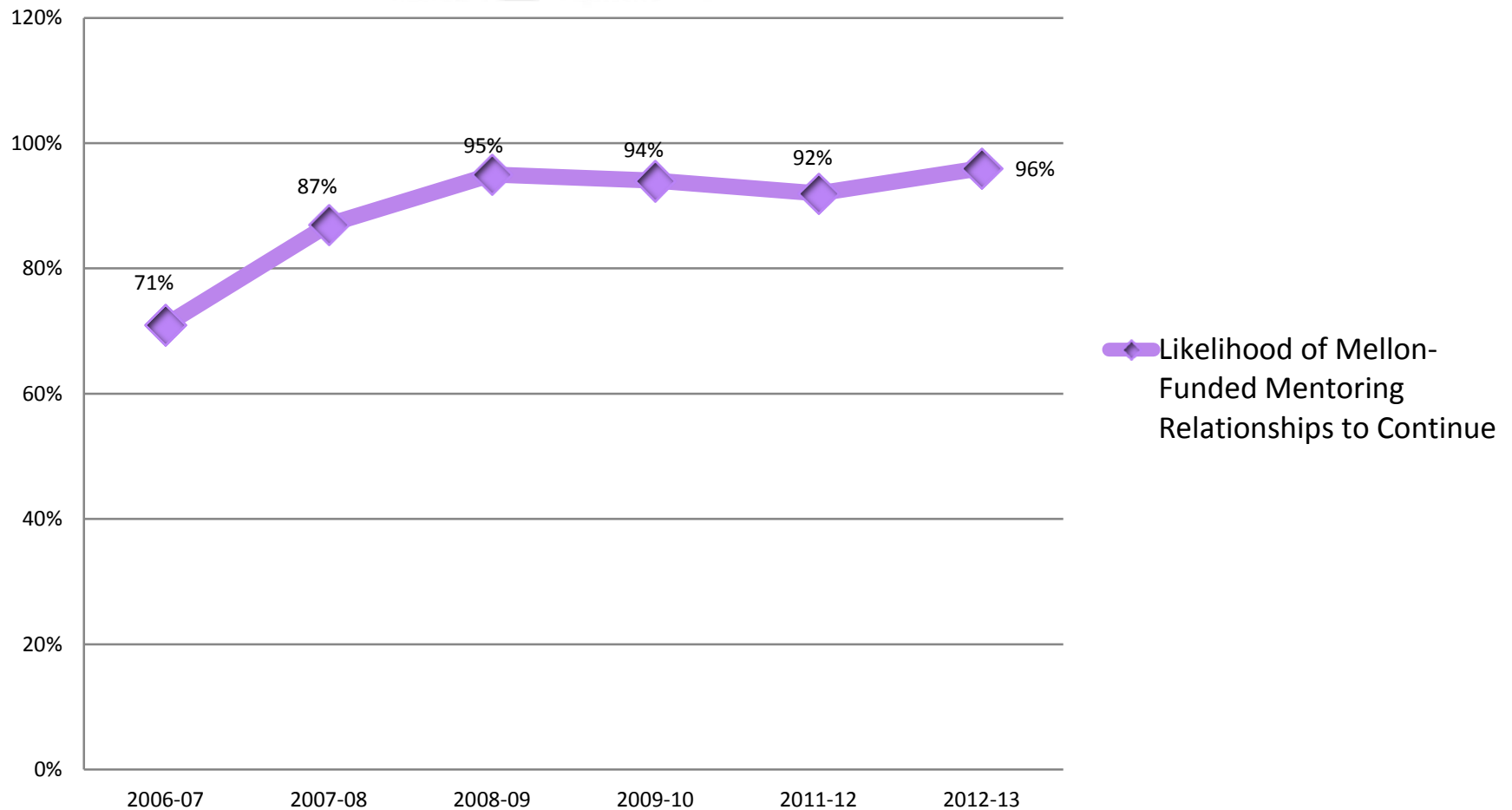
Study of Model, Research & Practice 2007-2014

Who elected to participate?

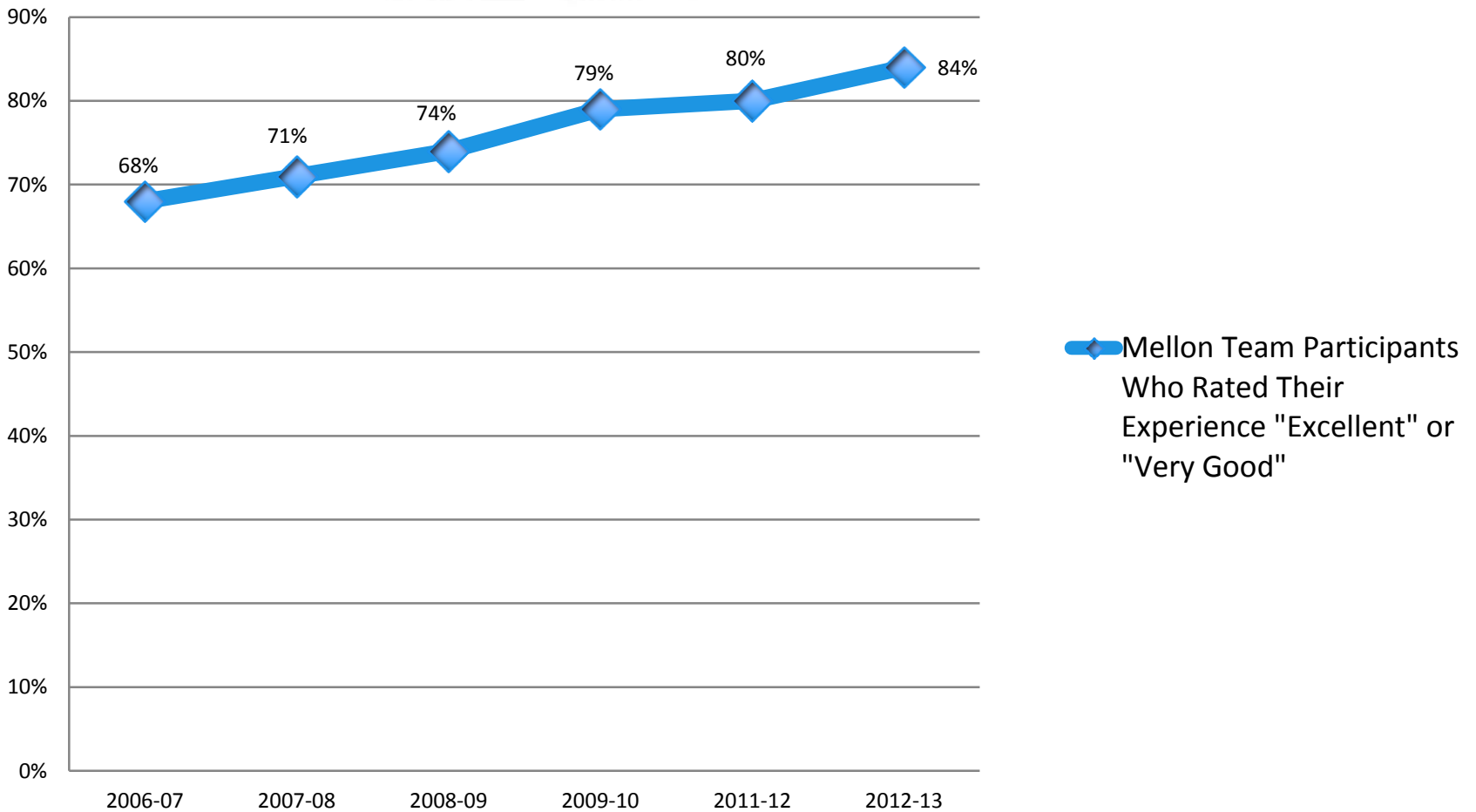
- 142 innovative networks
- 69 Team and 73 Micro Grants
- 518 unique faculty members
- 40% of all full-time faculty
- All 8 colleges and 50 departments



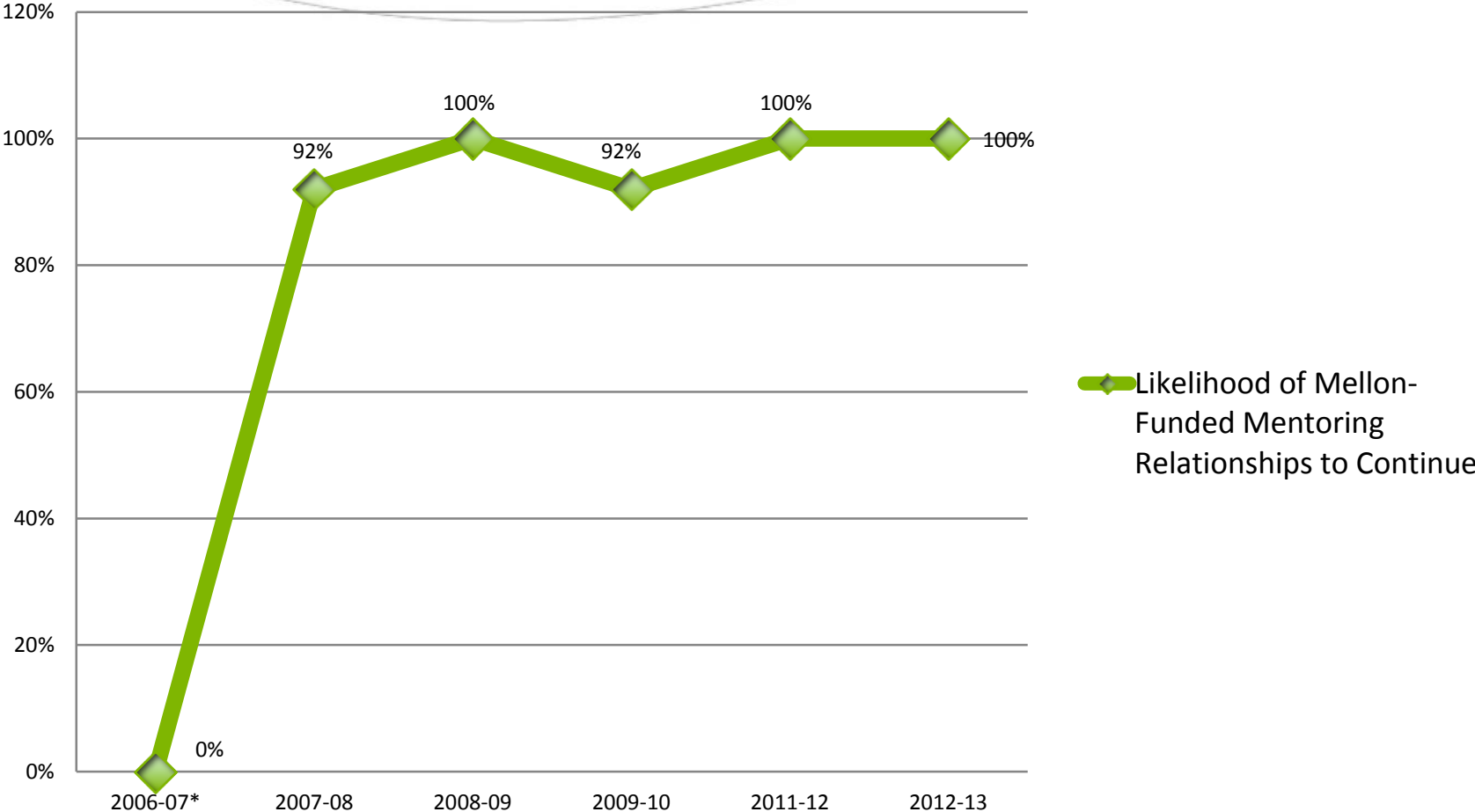
Team Grants: Relationships Will Continue



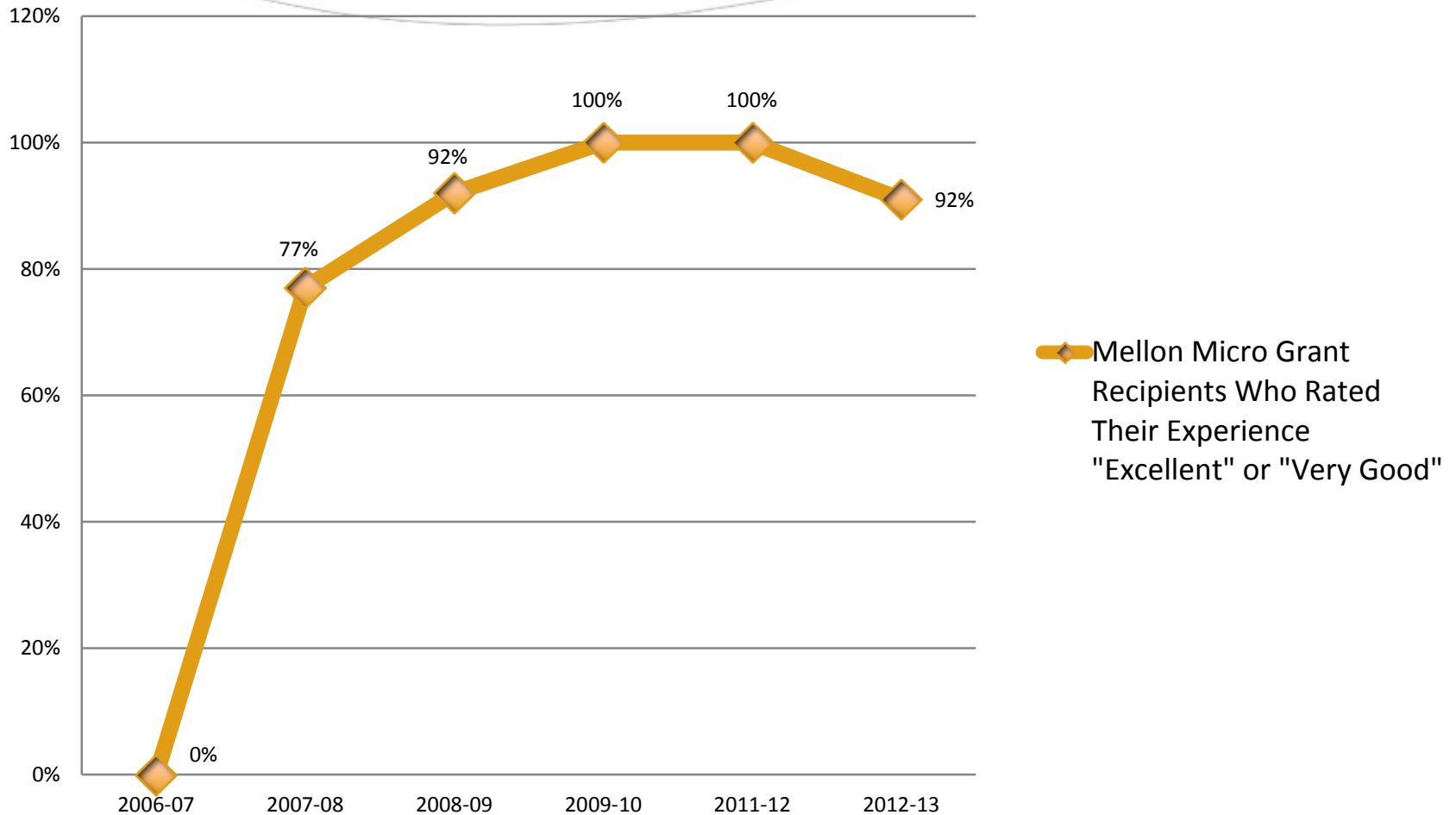
Team Grants: Excellent/Very Good Experience



Micro Grants: Relationships Will Continue

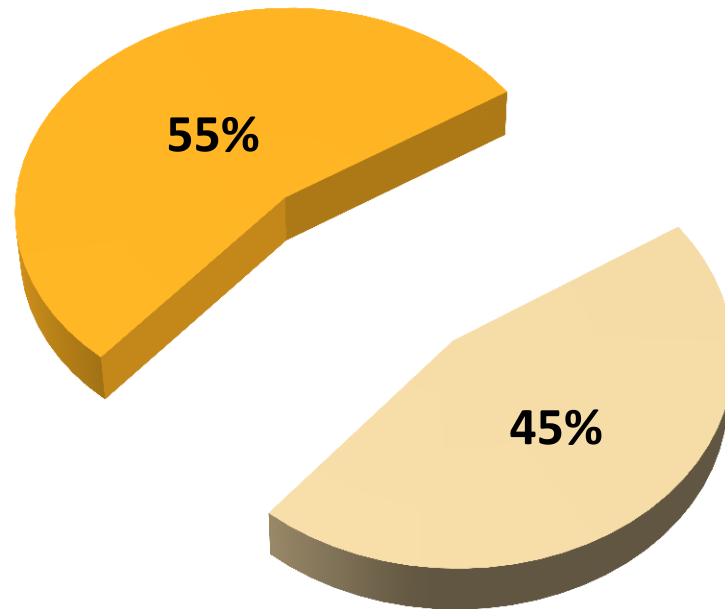


Micro Grants: Excellent/Very Good Experience



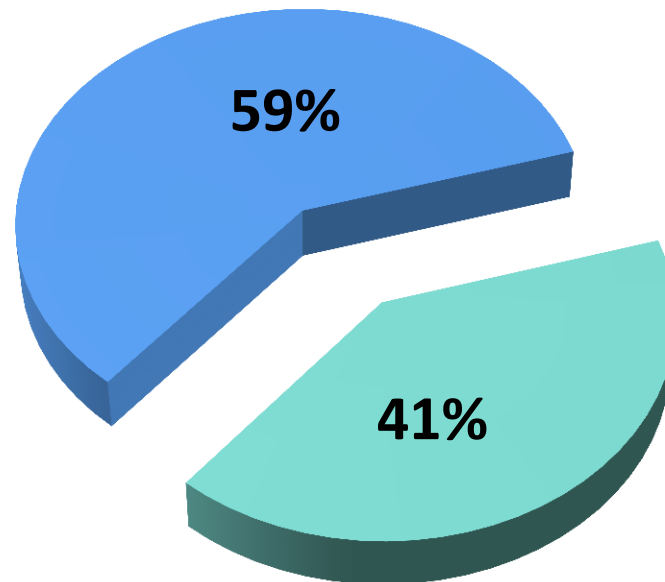
Female Faculty

- Female UMass Faculty Who Have Participated (267)
- Female UMass Faculty Who Not Have Participated (221)



Faculty of Color

- UMass Faculty of Color Who Have Participated (146)
- UMass Faculty of Color Who Not Have Participated (100)



Our Findings Indicate...

“Faculty members who participated in the initiative were more likely to regard mentoring as a **career-enhancing activity**; develop **mutually beneficial** mentoring relationships; and report higher work **productivity** and work **satisfaction** than non-participating peers (Yun, Baldi & Sorcinelli, 2016). “



Why Mentoring Works

- Open to all faculty vs. targeted groups
- Expands vs. diminishes “traditional” mentoring model
- Customized/faculty-driven projects vs. generic/imposed from above
- Invests in faculty through GRANTS! With PIs! With guided, streamlined proposal process, “mapping” goals & networks
- Lowers the barrier for collaboration
- Makes mentoring intentional, purposeful, empowering

For Academic Leaders

- Start with the premise that faculty members have a variety of needs, and **YOU** don't personally have to meet each need.
- The most effective mentoring you can do is to help your faculty identify **THEIR** needs and how to get them met with on-and-off campus resources.
- Start by assessing needs (focus groups, discussion). What skills do you need to develop? What support systems do you need to be successful?
- Key to implementing the Mutual Mentoring model is to give faculty a sense of **autonomy** and **agency** to develop their own context-sensitive mentoring relationships and activities, within a programmatic structure that promises equitable access to resources and support.

Take-Aways?

- What did you learn?
- What questions do you have?

