Mutual Mentoring at Mid-Career: Making Every Connection Count

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Session Goals

- Identify the potential challenges affecting post-tenure faculty

- Consider benefits of traditional and emerging models of mentoring

- Map your mentoring networks—what they are and could be

- Use networked mentoring to build competencies

- Questions and discussion

Introductions/Needs Assessment

<u>Turn to a person next to you:</u>

- Introduce yourself

- Thinking about your academic career right now, what is the most perplexing or challenging issue you face? (4 minutes)
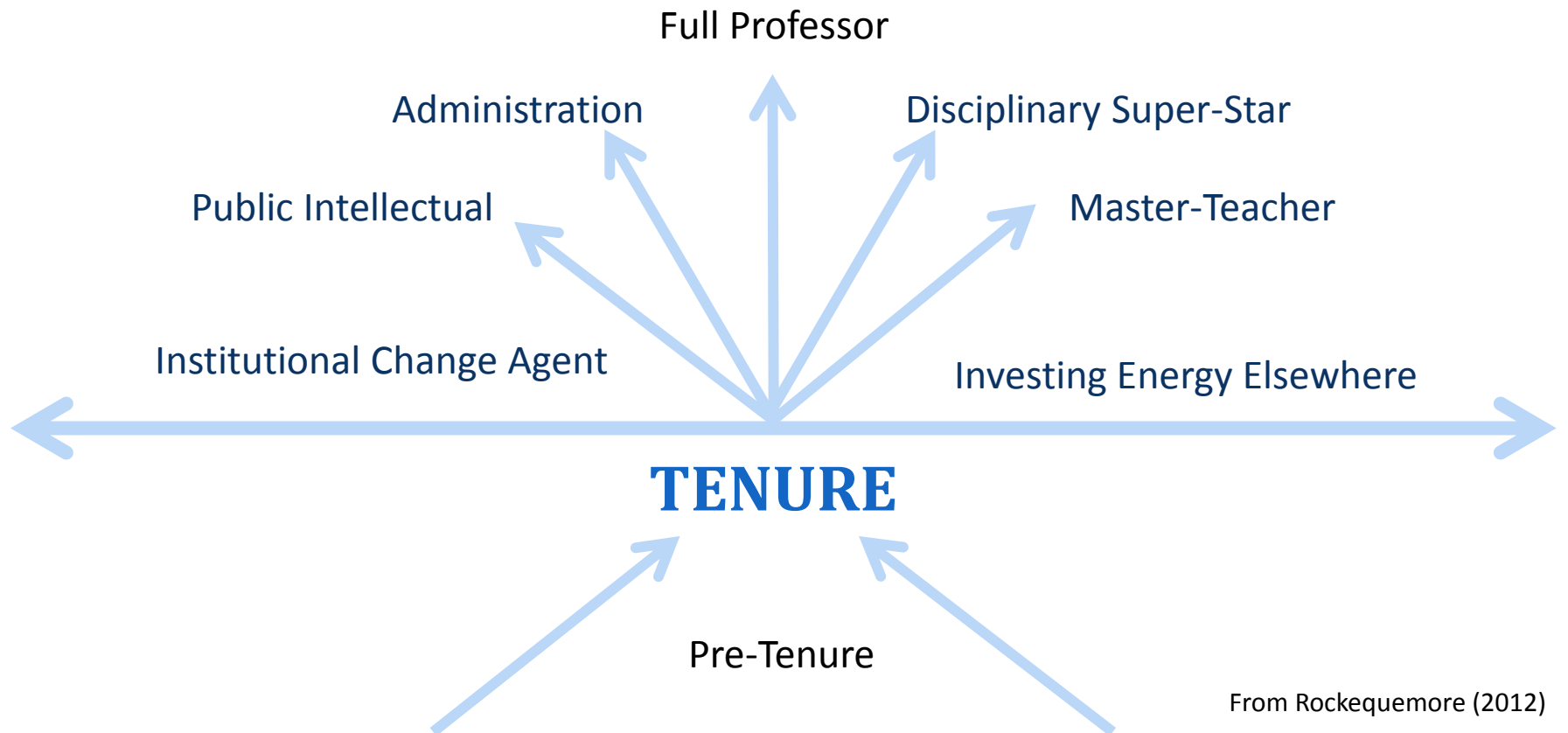
Research on
MID-CAREER & SENIOR FACULTY

- *Baldwin, DeZure, Shaw, & Moretto (2008)*
- *Shuster & Finkelstein (2008)*
- *Bland & Bergquist (1997)*

Challenges

- Choosing among "forks in the road"/ legacy

- Navigating promotion to full, leadership, or retirement

- Sustaining work/life balance

- Keeping up with the discipline and learning new skills

- Building new networks, resources, support

The Post-Tenure Challenge

Full Professor

Administration

Disciplinary Super-Star

Public Intellectual

Master-Teacher

Institutional Change Agent

Investing Energy Elsewhere

TENURE

Pre-Tenure

From Rockequemore (2012)

Post-Tenure Challenges


Navigating the Path to Full

- Waiting for "the tap on the shoulder"

- Lack of clarity about promotion standards

- Being a "good citizen" makes it hard to reach full

- Deciding to take on leadership or not, the next project, or next life stage

Post-Tenure Challenges

Service, Service, Service

- High service load, especially for women and faculty of color

- Taking on leadership roles as Associate Professors has consequences…

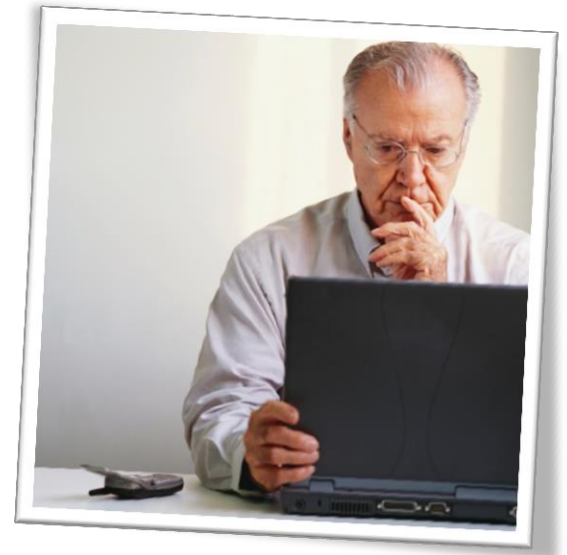- … But saying "no" has consequences too
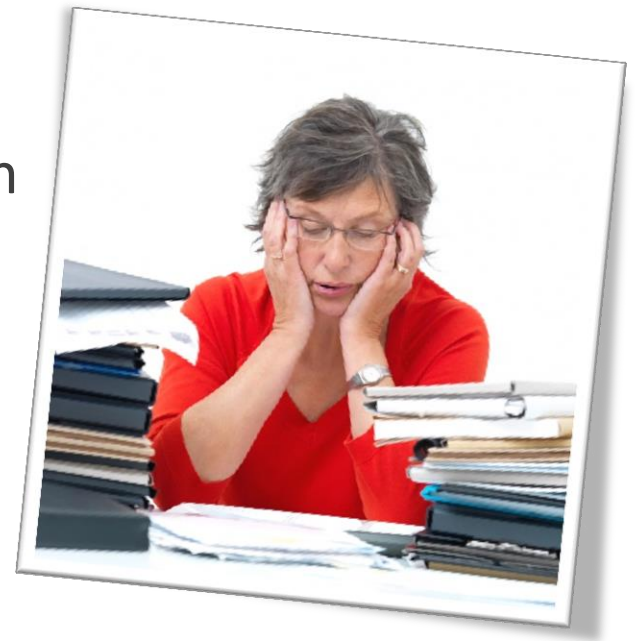
Post-Tenure Challenges

Work/Life Balance

- No breathing room or "break"

- The "panini generation"

Post-Tenure Challenges

Keeping Up/Staying Vibrant

- Resources primarily directed toward early-career faculty

- Overflowing with ideas but not enough money to pursue them

- Lack of mentoring/community/dialogue with peers

Four Post-Tenure Pathways

1. **Synergistic Citizen:** Ability to self-reflect, reinvent self as researcher-teacher, looks for and takes opportunities that align with interests. Institutional connection strong; work satisfaction high to medium

2. **Weary Citizen:** Takes on service that sustains institution; depleting service (institutional) or invisible labor (departmental/individual), sits in "service trench." Institutional connection strong; work satisfaction medium to low

3. **Independent Agent:** Lack of "fit" with institution, often from painful experience leading to decreased loyalty to institution; creates own growth channels. Institutional connection weak; work satisfaction high to medium

4. **Discouraged Isolate:** Long-term sense of feeling unappreciated, unrecognized; typically critical of administration (past/current); withdrawal from active engagement. Institutional connection weak; satisfaction medium or low   (Beaubouef, Erickson, Thomas, 2017)

Why Mentoring?

Mentoring is a key to addressing "roadblocks." Proven to be one of the common characteristics of a successful academic career, particularly for women and faculty of color.

Outcomes accruing include:

- Greater commitment to an academic career

- More effective teaching

- Stronger record of scholarly productivity

- Increased rates of retention/tenure/promotion

- Sense of community and belonging

(Bland et.al, 2009; Johnson, 2007)

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."
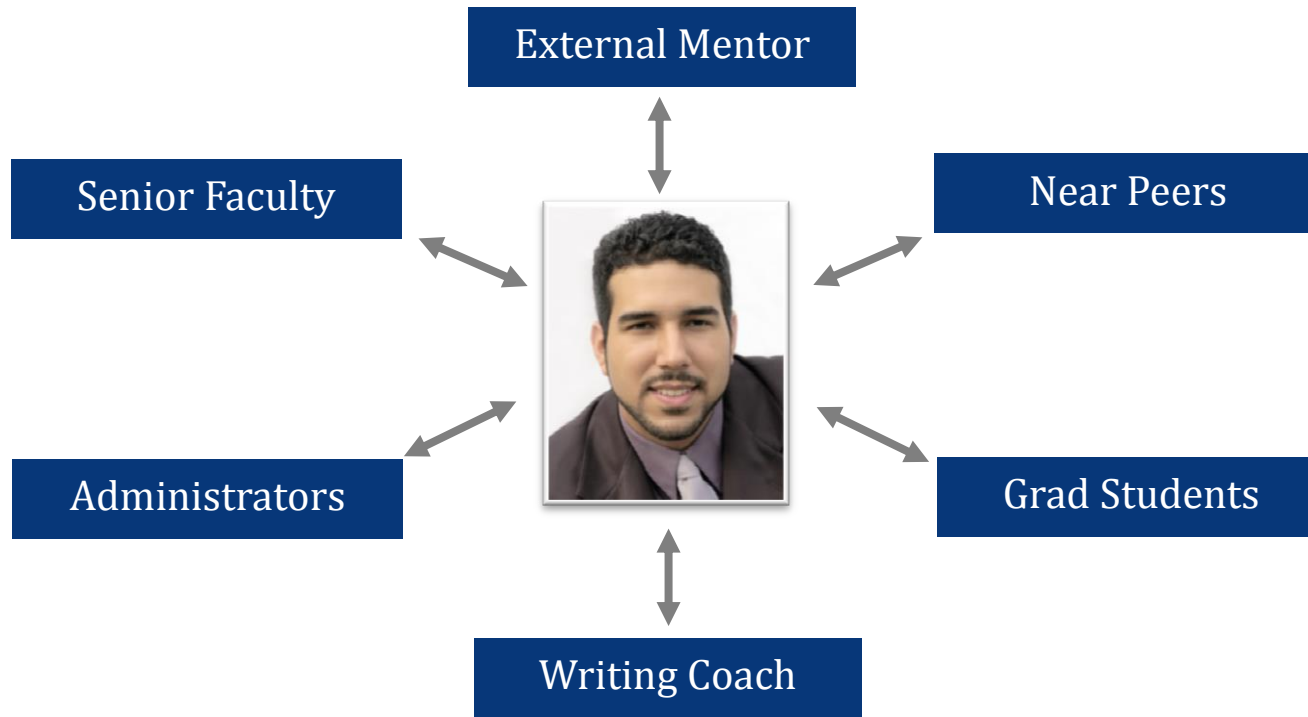
Senior Faculty

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.

External Mentor

Near Peers

Senior Faculty

Grad Students

Administrators

Writing Coach

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 is faculty-driven, functional, and flexible

Mapping Your Mentoring Networks

1. Who do you *have* in your network of support?

2. What do you need to take one step forward?

3. How do you build a mentoring network? Exemplars

4. Taking that step forward!

Knowledge/Skill (Research & Teaching)

Career Advancement

You

Time/Work/Life Balance

Choose Own Challenge

1. Who's In Your Network?

In the four quadrants of your Mutual Mentoring Map, jot down the people (within and outside of RIT) who serve as mentors to you.

Research & Teaching

Dissertation advisor

Sr. Faculty "teaching mentor"

Career Advancement

Dept. chair

YOU

Dept. secretary (advising)

Work/Life Balance

Service

Choose Your Own Challenge

Self-Reflection

- Where is your network strongest? Most useful?

- Who/What resources have you tapped into?

2. What Do You Need to Move One Step Forward?

- What is your intellectual/educational passion? What do you want to pursue? What inspires you?

- What types of knowledge, skills, training, feedback, resources and/or relationships would be most helpful and potentially career-enhancing to you?
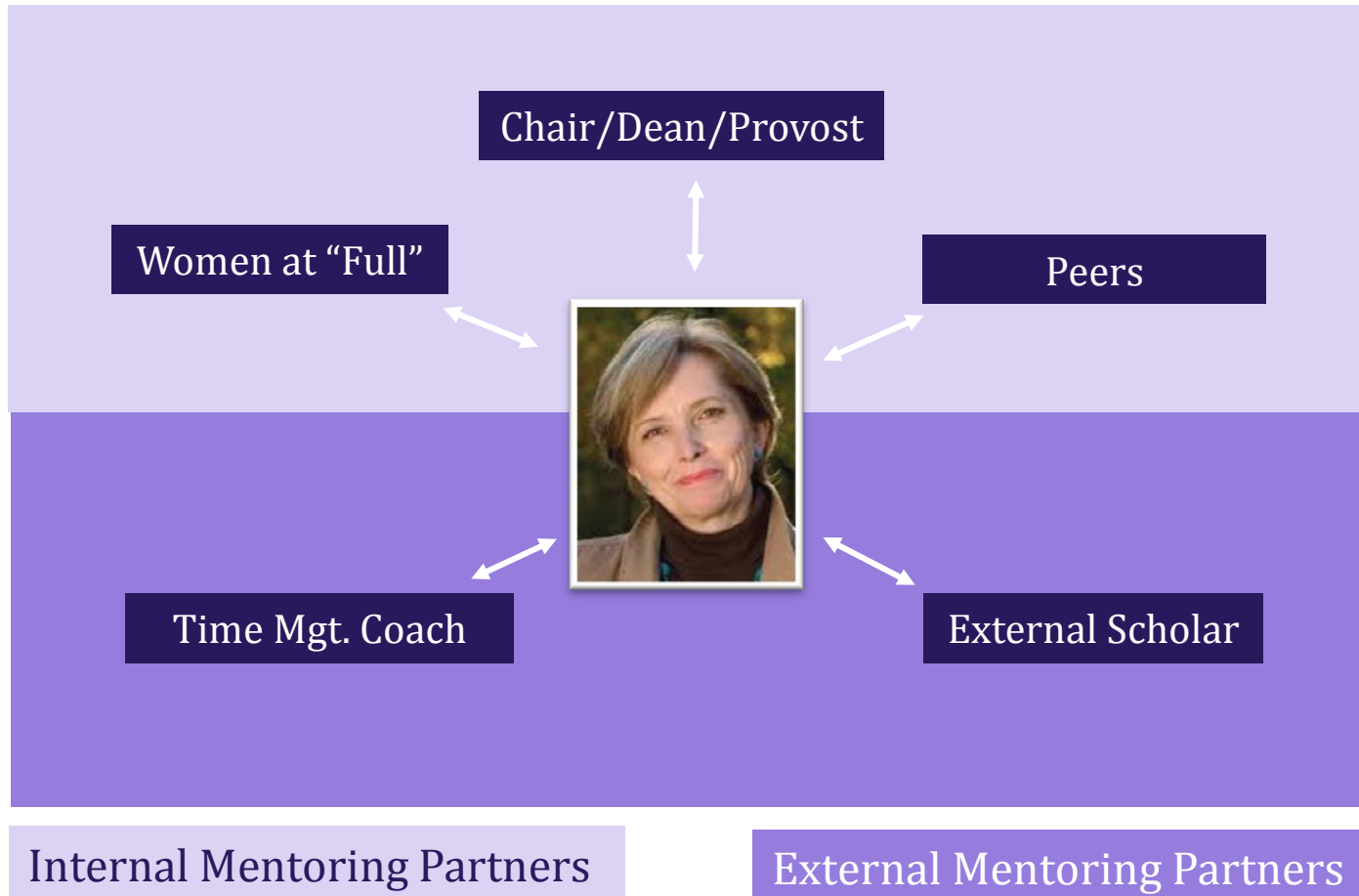
Turn to worksheet on "What do I Need Right Now: Knowledge, Skills, Training, Feedback, Resources, Social Support?"

3. How to Build a Network of Mentors

Pilot 1: Associate Professors

Mid-Career Women Mentoring Community

Chair/Dean/Provost

Women at "Full"

Peers

Time Mgt. Coach

External Scholar

Internal Mentoring Partners

External Mentoring Partners

Pilot 1: Outcomes

Mid-Career Women Mentoring Community Outcomes:

- Developed sustainable mentoring network to enhance capacity as mid-career leaders on campus

- Cultivated mentoring relationships with colleagues, on- and off-campus (e.g., women full professor, time management coach, external scholar)

- Understood historical and contemporary landscape of female faculty promotion to full at UMass and nationally (i.e. sociologist, chair, dean, provost)

- Six of eight participants have been promoted to full professor

Pilot 2: Senior Faculty Team

Senior Women Mentoring Community

"Every Other Thursday"

"Every Other Thursday"

Info Gathering

Leadership Development
Mutual Mentoring & Action Planning

Info Gathering

Pay It Forward

Pay It Forward

Pilot 2: Outcomes

Senior Women Learning Community Outcomes:

- Mentored each other on professional development issues, found workable solutions to difficult professional problems

- Identified common obstacles at senior rank, shared perspectives, learned new competencies

- Created unique plan for each participant to carry back to her dept/college, tailored to local needs, context & culture

- Meeting design based on Daniell, E. (2008). *Every Other Thursday*. Yale University Press. Still meeting 2012-2017!

Individual Mentoring Before
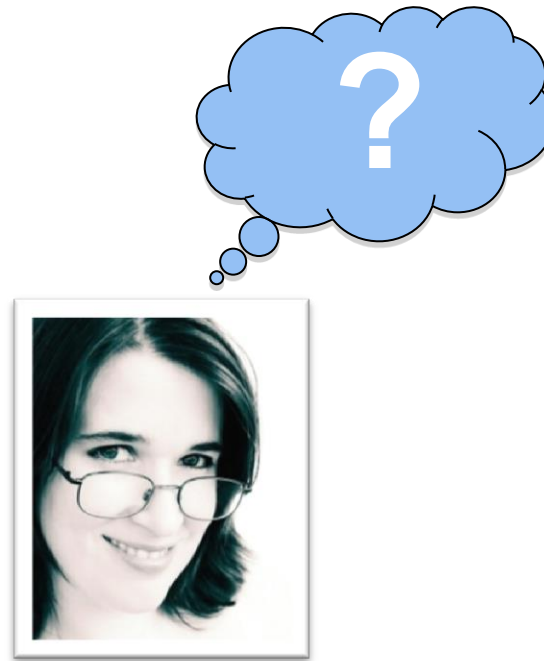
Individual Mutual Mentoring

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

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

External Mentor

Dept. Colleagues

Students

Small group mentoring of
department colleagues

Large group mentoring of undergrads &
graduate students in department

Individual Mutual Mentoring

<u>Biology:</u> Learn new research skills and mentor students.

External Mentor		Students

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

Small group mentoring of undergraduate and grad students back in her department

Individual Mutual Mentoring

English: Building support/accountability for writing

| Editor/Writing Coach | ⟷ | Peer |

External mentoring of pair by editor/writing coach

Peer mentoring partnership that met twice monthly to work on own manuscripts

4. Building Your Network

- In which **QUADRANT(S**) of your MAP do you need career advice now? Biggest Gaps? Focus in on your "*what I need right now.*"

- Add the people (within and outside of RIT) who could serve as mentoring partners. Who has what you need? Can help you move forward?

NOTE: *Think outside the box. What about mentors in a different discipline? On another campus? In your professional association? Outside of academia? Don't worry about SIZE of network. Think competencies and who has them.*

5. Moving Thought To Action

You've identified a:

- A professional development goal and a mentoring partner(s)

- What will you do to initiate a mentoring interaction?

- **Write down at least one step you can take NOW to move forward**

Be Your Own Best Mentor

- Clarify your needs as clearly as possible before you begin to identify or approach potential mentoring partners.

- Be specific about your request for mentoring. Do you and your mentoring partner share a common definition of what "mentoring" is?

- Check in regularly—but in an environment where everyone has too much to do, respect the time limits available for mentoring.

- Ask for and follow up promptly when your mentoring partner makes helpful introductions or referrals.

- As a reciprocal relationship develops, be as open and generous as possible about offering your expertise. And thank your mutual mentor!

- Sorcinelli, Yun & Baldi (2016). *Mutual Mentoring Guide*

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).

Does it Work at UMass Amherst?
Data from 2007-2014

- High participation— 515 faculty from all eight colleges and 50 departments participated (40% of all full-time instructional faculty)

- Women & FOC overrepresented – 290 women faculty, 151 ALANA faculty

- High level of satisfaction with mentoring activities (81% team grants, 93% of micro-grants rated experience as "excellent" or "very good")

- Long term sustainability of mentoring relationships (91% team grants, 97% micro-grants expected relationships to continue after grant period)

- 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 (Yun, Baldi & Sorcinelli, 2016)

Take-Aways?

- What did you learn?

- What questions do you have?