University of Minnesota

Faculty Mentoring

April 2014

Louis Mendoza, Priscilla A. Gibson, and the Faculty Mentoring Advisory Committee
Introduction and Background

The need for and lack of appropriate mentoring was a consistent theme expressed by UMN faculty members from underrepresented groups at formal and informal activities sponsored by the Institute for Diversity, Equity, and Advocacy (IDEA), a unit of the Office for Equity and Diversity.

Concerns were also raised by members of the Women’s Faculty Cabinet regarding climate, P&T processes, advancement to Full Professor rank, and opportunities for administrative leadership.
Faculty Mentoring Advisory Committee

An advisory committee of faculty and staff was convened in Fall, 2012 to discuss strategies to respond to the need for mentoring services.

Priscilla Gibson, Committee Chair
Associate Professor, Social Work

Louis Mendoza
Associate Vice Provost, Equity and Diversity

Arlene Carney
Vice Provost, Faculty and Academic Affairs

F. Abel Ponce de Leon
Professor, Animal Sciences

Marlene Zuk
Professor, Ecology, Evolution and Behavior

Anita Gonzalez
Senior Lecturer, Center for Teaching and Learning

Joan Howland
Professor, Law

Sean Garrick
Associate Professor, Mechanical Engineering

Nancy Raymond*
Professor, Psychiatry

Doneka Scott*
Assistant Vice Provost, Equity and Diversity

Past committee members:
Alex Lubet
Professor, School of Music

Naomi Scheman
Professor, Philosophy

Yolanda Majors
Asst. Program Director, CEHD Centers

Charmaine Stewart
Associate Professor, Medical School

Janet Haynes
Assistant Professor, Social Work, UMD

Administrative Support Staff:
Jennifer Caron, Institute for Diversity, Equity and Advocacy

*Joined committee 2013-14:
Advisory Committee Process

Members concurred with the need for mentoring and some shared existing evidence that corroborated this position:

- Data collected by the Women Faculty Cabinet (WFC)
- President Emerging Leaders (PEL) and the Collaborative on Academic Careers in Higher Education (COACHE)

Members developed steps to determine best practices on mentoring and obtained data on the state of mentoring at the University of Minnesota using the following to three work groups:

- Literature review for best practices in mentoring
- Review of websites on mentoring programs at University of Minnesota as well as at peer institutions
- Data collection from faculty at University of Minnesota
Literature: Best Practice Principles

1. Clear purpose, goals, and strategies
   - indicate need for mentoring
   - secure commitment from administration, and
   - form faculty advisory committee to take the lead.

2. Selection, matching, and preparation of mentors and mentees for their new roles
   - develop informational materials/program handbook/orientation information,
   - recruit mentors and mentees,
   - provide characteristics of a successful relationship, and
   - match mentors and mentees with understanding that success depends on each playing an active role.

3. Hold regular meetings and monitor to ensure they are regularized.

4. Evaluation
   - formative evaluation at regular intervals,
   - suggested questions should explore meeting; topics of conversation; shared project or activity; problems or issues; description of the relationship; and other resources or assistance needed to enhance the relationship, and
   - summative evaluation should be conducted semi-annually via quantitative and qualitative measures.

## Data Collection

<table>
<thead>
<tr>
<th>Method</th>
<th>Number of activities</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus Groups with Faculty-of-Color</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducted by Marlene Zuk and Sean Garrick (first group)</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Priscilla Gibson and Louis Mendoza (second group)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Individual, face-to-face interviews with Deans</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and/or Associate Deans</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Held by Marlene Zuk, Abel F Ponce De Leon and Louis Mendoza</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ChimeIn survey with new faculty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducted by Priscilla Gibson and Louis Mendoza with new faculty</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>at luncheon hosted by Arlene Carney</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Qualtrics online survey of selected faculty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
<td>71</td>
</tr>
</tbody>
</table>
Methods

Areas explored in data collection
- Experiences with mentoring
- What is/is not working
- Scope of mentoring needed
- Status of mentoring in department
- Essential tasks/components of mentoring
- Needed incentives for being a mentor
- Barriers to and benefits of participating in mentoring
- Degree to which mentoring is supported & promoted
- Recommendations for developing an ideal mentoring program

Analysis
Qualitative data: Open and selective coding (Strauss, 1987)
- Open coded and reduced codes within each method
- Compared and merged codes across all methods
Results

State of Mentoring on UMN Campus

- Is terrible, tough and tormenting (mentor as “tormentor”)
- Relies on same background/affinity group for support and service mentality
- Is not available, valued or helpful
- Is too regimented
- Is provided to graduate students instead of junior faculty
- Does not exist in some departments because senior faculty members lack time and/or motivation to mentor
- Small number of senior faculty in some departments
- Is exclusionary to some faculty due to its informal nature
- Varies in quality
- Needs improvement
Results

Selected Challenges

- Negative view of mentoring/mentoring process
  - Handholding to assist unproductive faculty
  - Extra work that is not valued and hinders senior faculty’s progress and productivity
  - Difficult to evaluate if expectations were met
  - Difficult to mandate when no critical mass of senior faculty in a department
- Maintaining a clear role for academic units if program is operated outside of it
- Educating mentors about the psychosocial aspects of mentoring
- Low priority in colleges and departments
- Appropriate level of resourcing a mentoring program
- Is not needed as some faculty members have had or is having good experiences with mentoring
- Senior faculty lack of interest, time or support for mentoring
Results

Recommended Components of a Mentoring Program

- Enhance understanding of the path to promotion and
- Counsel on work-life balance issues
- Develop strategies to present a cogent narrative on research
- Assist in developing short and long-term goals in building a research agenda
- Recognize the unique needs and challenges of specific faculty groups in terms of isolation, self-isolation, and increased demand for community engagement.
- Formalized University-wide policy on mentoring is needed for all faculty to promote consistency of opportunity
- Model must be voluntary, flexible and provide choices for mentees on degree of participation
- Incentivize participation of mentors by acknowledging service within and outside of P&T process
Statement of Purpose

Following initial data collection and research on best practices, the committee created the following statement of purpose:

The Committee’s purpose is to develop an evidence-based and best practice-informed mentoring program that is voluntary, process and outcome driven, individualized to meet current needs, flexible enough to be attuned to the varying contexts that emerge from differences between academic units, and aimed at promotion, retention, and advancement for faculty at all ranks.

The resulting comprehensive mentoring model will be inclusive of the distinct challenges and needs faced by faculty-of-color, women, GLBT, and faculty with disabilities but also incorporate a universal design approach to ensure functionality for all faculty members.

The program will be built on current mentoring efforts, publicized, and regularly evaluated.
Developing a Communications Strategy

To increase awareness of the importance of mentoring for all faculty, especially non-tenured, tenure-track (junior faculty) from under-represented groups and to introduce the new mentoring program

Strategy

- Publicize the roll out through websites; listserv, communications to faculty through deans; and individualized letters to faculty self-identified as belonging to an underrepresented group
- Create brochures with information about the program
- Give presentations and/or handouts at all major faculty events such as new faculty orientation; new chair orientation; and etc.
Guiding Principles for Mentoring Program

A mentoring program should:

- Be based on best practices, regularly evaluated, and complementary instead of replacing existing mentoring in academic units
- Adhere to universal design
- Have support of administration at all levels
- Emphasize its purpose of academic advancement and retention
- Showcase services already available at U to assist faculty
- Utilize a mosaic model providing a menu of services
- Be well-publicized
- Ensure that matches are based on mentees-determined needs and mentors-identified capacities, and pool of available mentors
- Provide training for mentor and mentees that holds participants accountable, and articulates expectations clearly
- Develop and implement a one-year pilot program to build infrastructure, evaluate, revise, and prepare for full implementation
Program Cycle

**Summer**
- Training and match mentees based on expressed needs
- End of year evaluation and program revisions
- Host annual mentor recognition program

**Fall**
- Host Fall Symposium showcasing mentoring
- Conduct informal check-ins with mentors and mentees
- Conduct mid-year evaluation

**Winter**
- Publicize throughout year

**Spring**
- Publicize throughout year

End of year evaluation and program revisions
### Faculty Mentoring Program

<table>
<thead>
<tr>
<th>Major Components</th>
<th>Best Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment</td>
<td><strong>Mentors:</strong> Will be recruited through publicity and targeted outreach. Volunteers will complete a form to capture their areas of expertise and preferable model of mentoring. <strong>Mentees:</strong> Will be recruited through publicity. Volunteers will complete a needs assessment form and identify their preferable model of mentoring.</td>
</tr>
<tr>
<td>Match mentor and mentees</td>
<td>Program Coordinator will match pairs, assign to individual mentoring, circle mentoring, and/or mentoring support groups.</td>
</tr>
</tbody>
</table>
| Orientation/training                  | • Provide program handbook  
• Provide characteristics of successful mentoring relationship  
• Required for both mentors and mentees, initially in person  
• Expectations of both parties clearly articulated  
• Assert importance of regular meetings between mentors and mentees  
• Encourage mentees to develop an individualized plan of work based on P & T Guidelines  
• Actively participate in mentoring and meeting milestones  
• Provide concrete recommendations and regular feedback specific to each mentor’s role                                                                                                                                                                                                  |
| Many mentoring opportunities          | Mosaic Model: Details outlined in Slide 17                                                                                                                                                                                                                                                                                                      |
| Evaluation                            | Regular intervals  
Semi-annually via quantitative and qualitative measures                                                                                                                                                                                                                                                                                      |
Additional Components

Services to academic units

- Mentees will be strongly encouraged to have at least one mentor in department
- Training of mentors and mentees
- Presentations on mentoring
- Information regarding departmental and college mentoring programs on website
Mosaic Model of Mentoring

Faculty will have the option to chose one or more of the following:

Individual/One-to-One
Traditional mentoring model with senior person in or out-of-department.

Team of Mentors
A group of mentors chosen for mentee based on support or resources they can provide to mentee and who may or may not all be from same department or discipline as mentee.

Circle Mentoring
Mentees (at least 3 with maximum of 6) who meet as group and are led are led by a senior faculty member (Yolanda Major facilitated this approach at UIC).

Peer Support Group
An informal mentoring model whereas mentees meet with other mentees within or across disciplines as a non-facilitated group.

External Mentoring Program
Mentoring resource available to mentee that is external to UMN such as the National Center for Faculty Development and Diversity.
Selected Key Components of Program Training

- Developing an individualized plan for mentee with mentee’s and mentor’s input
- Differentiate between mentoring (support) and evaluating for annual reviews
- Balance between holding hands and allowing independence
- Effective use of mentoring outside department and University of Minnesota
- Review major university policies (Leaves, spousal hire, etc.,)
- Strategies for understanding and acclimating to department culture
- Support and advise in areas of teaching, research, community service, and engagement
- Strategies for integrating oneself into scholarly community
- Strategies for having difficult conversations about differences, evaluating feedback, and constructively ending dysfunctional relationships
- Understand the supplemental nature of mentoring, not replacing need for mentoring in academic unit
Changes

Due to financial constraints, the mentoring model was reduced.

In four significant areas:

1. Recruitment
2. Participants
3. Mosaic model
4. Infrastructure (incentives)

The following slide shows specifically how the program has been scaled down from original proposal.
## Mentoring Model

<table>
<thead>
<tr>
<th>Major Components</th>
<th>Original</th>
<th>Reduced</th>
</tr>
</thead>
</table>
| **Communication Strategies** | Publicize the roll out of it  
Power Point presentations  
Brochures  
Provide information to departments | No change |
| **Recruitment** | 30-50 mentors.  
50 mentees from all colleges (10 reserved for new hires) | 10-20 mentors  
30 mentees from all colleges except the Medical School (10 reserved for new hires) |
| **Participants** | All Assistant Professors of which one-half will be from underrepresented groups  
Aim for gender balance | Assistant Professors from underrepresented groups  
No change |
| **Mosaic Model** | Individual/One-to-one  
Team of mentors  
Mentoring Circle  
Mentoring Peer Support Group  
External mentoring program | Individual/One-to-one  
Mentoring Circle  
Mentoring Peer Support Group |
| **Training** | Training for both mentors and mentees | No change |
| **Matching process** | Mentors and mentees matched based upon information received from both on forms | No change |
| **Incentives for mentors** | Recognition at annual dinner | Dinner and presentation of plaque with letter signed by Vice President for Equity and Diversity, Katrice Albert |
## Mentoring Model continued

<table>
<thead>
<tr>
<th>Major Components</th>
<th>Original</th>
<th>Reduced</th>
</tr>
</thead>
</table>
| Utilizing Existing Faculty Professional Development Programs | - Showcase and list information and/or links to mentoring resources and services such as EAP already existant on campus  
- Encourage all departments/colleges to publicize mentoring efforts on their websites  
- Identify contact person to answer questions  
- List mentoring resources external to university | - Showcase and list information and/or links to mentoring resources and services such as EAP already existant on campus  
- Encourage all departments/colleges to publicize mentoring efforts on their websites  
- Identify contact person to answer questions |
| Evaluation                           | - Conduct informal check-in and mid-year evaluation  
- Conduct annual evaluation | No change |
| Infrastructure and Oversight         | - Facilitated by the Institute for Diversity, Equity, and Advocacy (IDEA) and the Office of the Vice Provost for Faculty and Academic Affairs  
- Funded by Office for Equity and Diversity; Office of the Senior Vice President for Academic Affairs and Provost | - Facilitated by the Institute for Diversity, Equity, and Advocacy (IDEA)  
- Funded by IDEA and OED |
Model for 2014-15

Summary

- Recruit 10-20 mentors
- Invitation to all colleges except Medical School
- Seeking 4-5 current junior faculty to participate with goal of identifying cohort of 30 mentees
  - Reserve 10 spaces for new junior faculty hired for fall 2014
- Participants will be faculty from under-represented groups
  - Aim for gender balance
For more information regarding
The work of this committee,
please contact:

**Institute for Diversity, Equity, and Advocacy**

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