



# Mentoring for Success

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New Faculty Orientation

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# Today

- Why have faculty mentoring? Types of mentoring
- Two mentoring scenarios
- Mentoring: Best practices
- Institutional mentoring: Preliminary data
- Resources available

# Why have faculty mentoring?

- Fosters an inclusive and transparent faculty culture
- Combats myths
- Confidential and constructive resource for career advancement
- Can raise your profile in School and on campus
- Way to obtain feedback on delicate issues or plans before approaching Department Chair
- Linked to important outcomes

# Types of Faculty Mentoring

- Formal Mentoring
  - National
  - Systemwide
  - University
    - ADVANCE
  - School/Department
- Informal Mentoring

# Scenario: The Tenure Meeting

- Assistant Professor Kimberly Smith joined the department two years ago. She would like to submit her file for review as soon as possible.
- This is her first meeting with the department chair to discuss her progress towards tenure.
- The Department Chair, Dr. Ted Steward, is struggling to meet the demands of his research and his responsibilities as Chair.
- Associate Professor, Dr. Susan Clark, wants to be promoted to Full Professor this year.

# Discuss with others at your table...

- How would you describe the Chair's behavior?
- What are some specific ways the Chair could provide more mentoring for Dr. Smith?
- How can the Chair facilitate Dr. Smith's success in the tenure process?

# Scenario: Junior Faculty Crunch

- Same actors, different roles
- Department Chair sees herself as proactive.
- Assistant Professor has limited experience with step-system or politics in academia.
- Chair knows that some faculty were against this hire; they thought she was too junior and not ready for an Assistant Professor appointment.

# Discuss with others at your table...

- In what ways was the Chair effective? What could she have done differently?
- In what ways was the faculty member effective? What could she have done differently?



# Share: Best Practices

- Choose 1 or 2 ideas for *improving these interactions* that came from your table discussion
- Choose a table member who will share these “best practices” ideas with the whole group

# What do these scenarios highlight?

## Importance of mentoring for faculty success

### CAREER

- Research and publication guidance
- Work/family balance
- Equity in service and teaching

### PSYCHOSOCIAL

- Friendship, collegiality
- Climate, fairness
- See Douglas Haynes, “Suggested tasks for faculty mentors”,  
<http://advance.uci.edu/ADVANCE%20PDFs/SUGGESTED%20TASKS%20FOR%20FACULTY%20MENTORS.pdf>
- See Stacy Blake-Beard, “One size does not fit all: Mentoring for Career Success”; Invited presentation, UCI, November 4, 2011.  
[http://advance.uci.edu/2011\\_mentoring\\_conference\\_materials.html](http://advance.uci.edu/2011_mentoring_conference_materials.html)

# What do these scenarios highlight?

Both mentor and mentee contribute to the success of the relationship

- Clear and realistic expectations
- Shared responsibility
- Active listening
- Self-disclosure and confidentiality
- Provide feedback
- Time for reflection
- Proactive behavior
  - Help make your mentor a sponsor



- See Douglas Haynes, "Career Advising Basics: 1 to 4"  
<http://advance.uci.edu/ADVANCE%20PDFs/Career%20Advising%20Basics.Careeradvisingbasics.pdf>
- See Stacy Blake-Beard, "One size does not fit all: Mentoring for Career Success"; invited presentation, UCI, November 4, 2011.  
[http://advance.uci.edu/2011\\_mentoring\\_conference\\_materials.html](http://advance.uci.edu/2011_mentoring_conference_materials.html)

# Faculty Success Program (FSP)

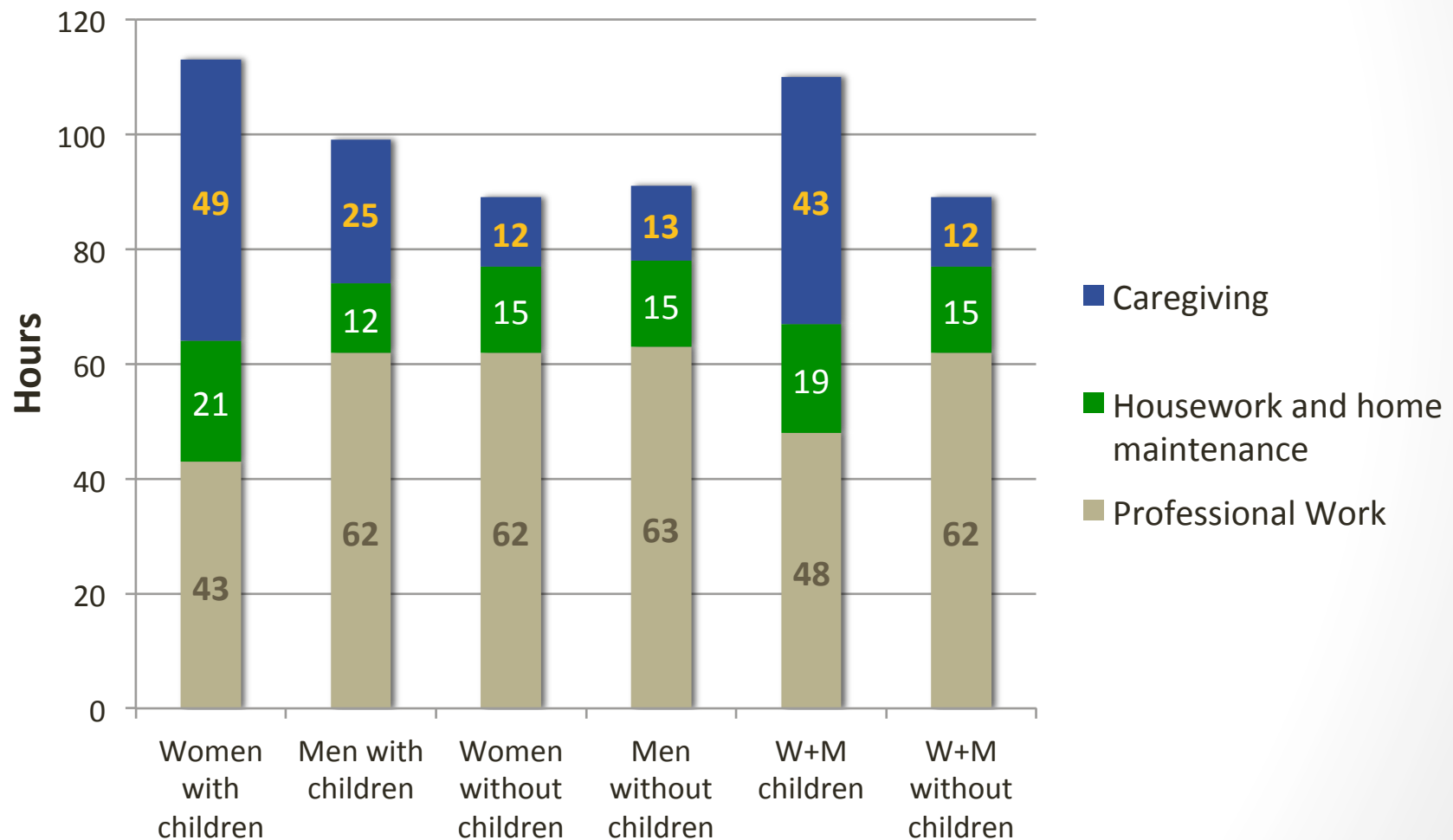
- Part of the National Center for Faculty Development & Diversity
- 12-week Boot-Camp designed to “transform your personal and professional life”
- Goals:
  - Balance research, teaching, and service
  - Improve time management skills
  - Create a consistent daily writing routine
  - Develop a network of support and accountability
  - Develop a network of mentors

# At UCI, we seek data about our programmatic initiatives!

- Spring 2015: Launched UCI ADVANCE-supported survey of faculty in FSP
- Currently have 6 cohorts of participants
- Survey domains
  - Work-family interface
  - Knowledge and utilization of family friendly policies
  - Perceived impact of FSP

Pre-program data, immediate post, 6- and 12-month post

# Pre-program: Time spent on caregiving, housework & professional work



# Preliminary Conclusions

- Faculty enrolled in FSP to: (1) improve their work-life balance and (2) increase their productivity
- Program goals: (1) publish more, (2) increase work-life balance and (3) improve time-management skills
- Daily writing considered to be the easiest *and* hardest component of the FSP to implement
- Majority of faculty reported that their research productivity had increased, that they wrote daily, that their time management skills increased, and that their priorities were clearer
- Half or more of faculty participants reported that their goals for the FSP were met

# Resources to help you cultivate a network of mentors and support

- UCI ADVANCE

<http://advance.uci.edu/CareerAdvising.html>

<http://advance.uci.edu/ResourcesWorkLife.html>

[http://advance.uci.edu2011\\_mentoring\\_conference\\_materials.html](http://advance.uci.edu2011_mentoring_conference_materials.html)

- National Center for Faculty Development and Diversity;  
K.A. Rockquemore

<https://facultydiversity.site-ym.com/>

[https://www.insidehighered.com/users/kerry-ann-rockquemore?  
page=1](https://www.insidehighered.com/users/kerry-ann-rockquemore?page=1)



*Questions?*

