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

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”
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

<table>
<thead>
<tr>
<th>Group</th>
<th>Caregiving</th>
<th>Housework and Home Maintenance</th>
<th>Professional Work</th>
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<td>12</td>
<td>43</td>
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<td>Men with children</td>
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<td>Women without children</td>
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<td>W+M with children</td>
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</tbody>
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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**


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

  [https://facultydiversity.site-ym.com/](https://facultydiversity.site-ym.com/)
Questions?