Successful Faculty Mentoring and Retention

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Why You Are Here Today

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Goals

- To engage in discourse on faculty mentoring and retention
- To explore various approaches to faculty mentoring and retention
- To stimulate action for successful faculty mentoring and retention

KWL for Faculty Mentoring

- What do you <u>know</u> about faculty mentoring?

- What do you <u>want</u> to know about faculty mentoring?

- What have you <u>learned</u> about faculty mentoring?

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Mentoring Dissected

○ Mentoring is a three-part construct:

- Mentor

- Mentee

- Nature of the Mentor-Mentee Relationship

Defining Mentor/Mentoring - 1

○ "…the person, through assignment or desire, who guides the professional development of another person" (Dunham-Taylor, 2008, p. 340)

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Defining Mentor/Mentoring - 2

○ "A mentoring relationship is one that may vary along a continuum from informal/short-term to formal/long-term in which faculty with useful experience, knowledge, skills, and/or wisdom offers advice, information, guidance, support, or opportunity to another faculty member or student for that individual's professional development" (Berk et al., 2005, p. 67)

Defining Mentor/Mentoring - 3

○ "…mentoring is a reciprocal learning relationship characterized by trust, respect, and commitment, in which a mentor supports the professional and personal development of another by sharing his or her life experiences, influence, and expertise" (Zellers, Howard, & Barcic, 2008, p. 555)

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Mentoring Made Simple

"Free wisdom"

The Need for Mentoring

○ "The standard for performance is that faculty members will be expert teachers, conduct research, and provide service to both the university and the profession. It is extremely difficult to meet all of these expectations, and new faculty might have trouble interpreting the relative value placed on each of these activities by the administration and other faculty" (Jacelon et al., 2003)

Roles of a Faculty Mentor
(Sands, Parson, & Duane, 1991)

- Friend
- Career Guide
- Information Source
- Intellectual Guide

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Mentee & Mentor Cases

- Select one Mentee Voice and one Mentor Voice to read
- Discuss
- Determine what mentor/mentoring definition(s) and role(s) are present in these two cases

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Unique Context of the Academy

- "When a faculty member mentors another faculty member, however, the situation is different. Faculty members are peers on the department level. Yet those who are mentored by colleagues put themselves in an unequal and vulnerable position in relation to persons who, some time in the future, may be making decisions about their tenure and promotion" (Sands, Parson & Duane, 1991, p. 174)

Not All Mentoring Is the Same

- Senior-Junior
- Peer-to-Peer (Jacelon et al., 2003)
- Cross-Race (Stanley & Lincoln, 2005)
- Expert-Novice
- Same/Different Gender
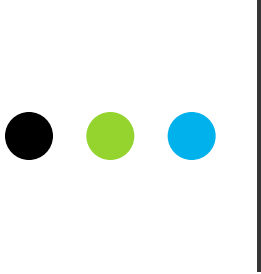- Volunteer vs. Assigned

KWL for Faculty Retention

- What do you <u>know</u> about faculty retention?

- What do you <u>want</u> to know about faculty retention?

- What have you <u>learned</u> about faculty retention?
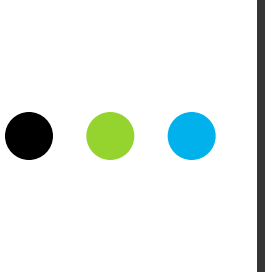
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Defining Retention

"Keeping" faculty at the institution

Factors Impacting Faculty Retention

○ Review the Sample College Retention Plan

○ What is one <u>sentence</u> that is essential to the work of faculty retention?

○ What is one <u>phrase</u> that is essential to the work of faculty retention?

○ What is one <u>word</u> that is essential to the work of faculty retention?

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Relationship Between Mentoring & Retention

○ "…if we do not take the time to mentor, we only perpetuate the problem, lose those faculty recently hired, and need to once again find and hire more faculty. This requires more time and resources than it would have taken to properly mentor a new faculty member in the first place" (Dunham-Taylor et al., 2008, p. 338)

Mentee & Mentor Cases

- Select a new Mentee Voice and a new Mentor Voice to read
- Discuss
- Determine what elements of these cases might support or hinder faculty retention

When Staying Hurts

○ Lack of mentoring can lead to…

- Isolation

- Fear of colleagues and administrators

- Fear of the system and policies

- Fatal professional mistakes

- Unfruitful efforts toward scholarship

- Missed opportunities for collaboration

- Personal distress

Challenges to Faculty Mentoring & Retention

"…most of the research on mentoring has been conducted in business and industry rather than in education. In fact, junior and senior faculty and administrators alike are often uncertain about how to foster effective mentoring relationships" (Stanley & Lincoln, 2005, p. 44)

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Challenges to Faculty Mentoring & Retention

"…in many schools, few senior faculty members have established programs of research from which to mentor the newer faculty" (Jacelon et al., 2003, p. 335)

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Challenges to Faculty Mentoring & Retention

" Individuals bring to the mentoring process a complex set of experiences, mental models, social and cultural identities, expertise, goals, expectations, values, and beliefs, all of which make for potential areas of conflict" (Stanley & Lincoln, 2005, p. 50)

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Challenges to Faculty Mentoring & Retention

"…faculty and students are more comfortable relating to someone of their own sex. This phenomenon, however, puts women in fields with few senior women faculty at a distinct disadvantage becuase there are fewer women mentors who are available" (Sands, Parson, & Duane, 1991, p. 189)

Challenges to Faculty Mentoring & Retention

"Women and minorities in positions of authority are in short supply in the workforce and thus are unable to meet the demand for same-culture mentoring" (Zellers, Howard, & Barcic, 2008, p. 559)

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Taking Action

- Consider the challenges to faculty mentoring and retention previously discussed
- Work with your team to develop an action plan to address at least one of those challenges or another that is specific to your academic context

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