



**Network-Based Mentoring Programs to
Support Faculty Connections:
A Fresh Approach for NTID Academic Leaders**
Margaret B. Bailey and Carol Marchetti

September 20, 2018

This material is based upon work supported by the
National Science Foundation under Grant No. 1209115



Primary workshop source:

Mary Deane Sorcinelli

Senior Research Fellow, Institute for Teaching Excellence and
Faculty Development

University of Massachusetts Amherst

Co-PI , Undergraduate STEM Education Initiative

American Association of Universities (AAU)

msorcinelli@acad.umass.edu



Reimagining our Careers and Campus Culture

<http://nsfadvance.rit.edu/>

ADVANCERIT
Reimagining our Careers and Campus Culture



Session Goals

- Identify the **mentoring needs** of pre-tenured and tenured faculty;
- Distinguish between **traditional** and **new models** of mentoring;
- Describe how network-based mentoring can be **operationalized**;
- Discuss the **impact** of network-based mentoring;
- Review **resources** provided to support you in this work.

***Strategic Question:** “What mentoring model will be most effective and appropriate for meeting department/NTID/RIT goals given our context?”*

Why Is Mentoring Important?

Mentoring is key to addressing “roadblocks” within a faculty member’s career. It has been proven to be one of the common characteristics of a **successful academic career**, particularly for women, faculty of color, and for D/HH faculty.

Outcomes accruing include:

- Improved socialization to department, college, university
- 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)

Reimagining our Careers and Campus Culture

<http://nsfadvance.rit.edu/>

ADVANCERIT
Reimagining our Careers and Campus Culture



“Roadblocks” Exercise

- Divide the sheet of paper in half
- Label left side “Early Career Faculty” and right side “Mid-Career/Senior Faculty”
- List as many “roadblocks” as possible in each column over the next few minutes.

Potential Roadblocks/ Priority Mentoring Areas

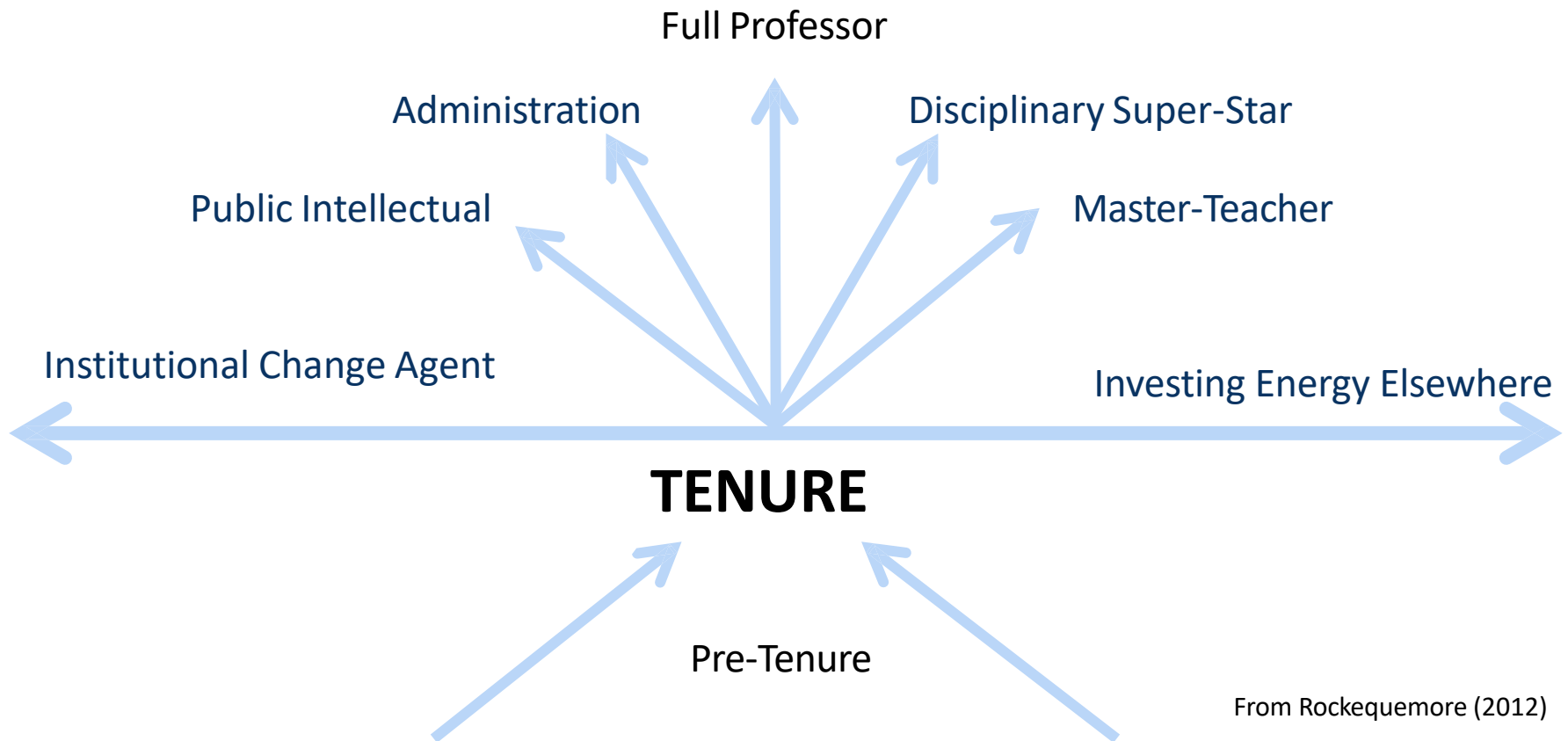
For Early-Career Faculty

- Getting started/getting oriented
- Increasing teaching, research, service skills
- Navigating the tenure track
- Creating work/life balance
- Developing professional networks

For Mid-Career/Senior Faculty

- Choosing among “forks in the road”
- Keeping up, learning new skills, “service, service, service”
- Navigating promotion to full/leadership, retirement
- Sustaining work/life balance
- Building new networks, resources

The Faculty Challenge



From Rocquequomore (2012)

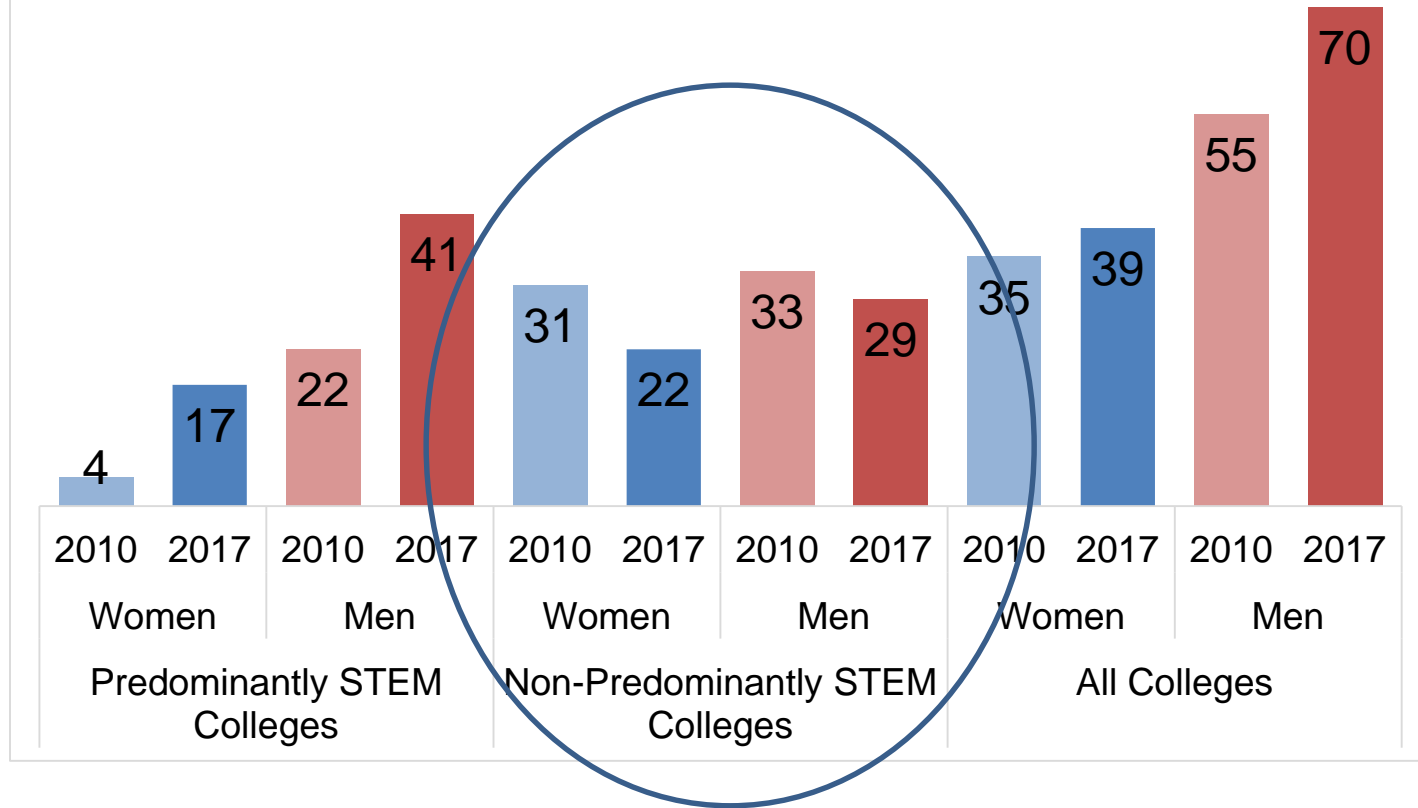
Reimagining our Careers and Campus Culture

<http://nsfadvance.rit.edu/>

ADVANCERIT
Reimagining our Careers and Campus Culture



Number of RIT Associate Professors with Years in Rank > 9 Years, 2010 vs. 2017, by STEM Designation of College



Quick Poll

In your department, what does mentoring look like?

1. Traditional mentoring program: one-on-one senior/new faculty
2. Traditional mentoring program: one-on-one department head/new faculty
3. Mutual Mentoring: E.g. mentoring committee, peer network
4. No formal program, mentoring largely informal

Why Formal Mentoring?

- If you have a **formal mentoring program** in your department/school, what are some of the **benefits and/or challenges** that you've encountered as a participant or administrator?
- If you **don't have a formal mentoring program**, **what obstacles or impasses** have prevented you from offering one, or prevented others from supporting the development of one?

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

Reimagining our Careers and Campus Culture

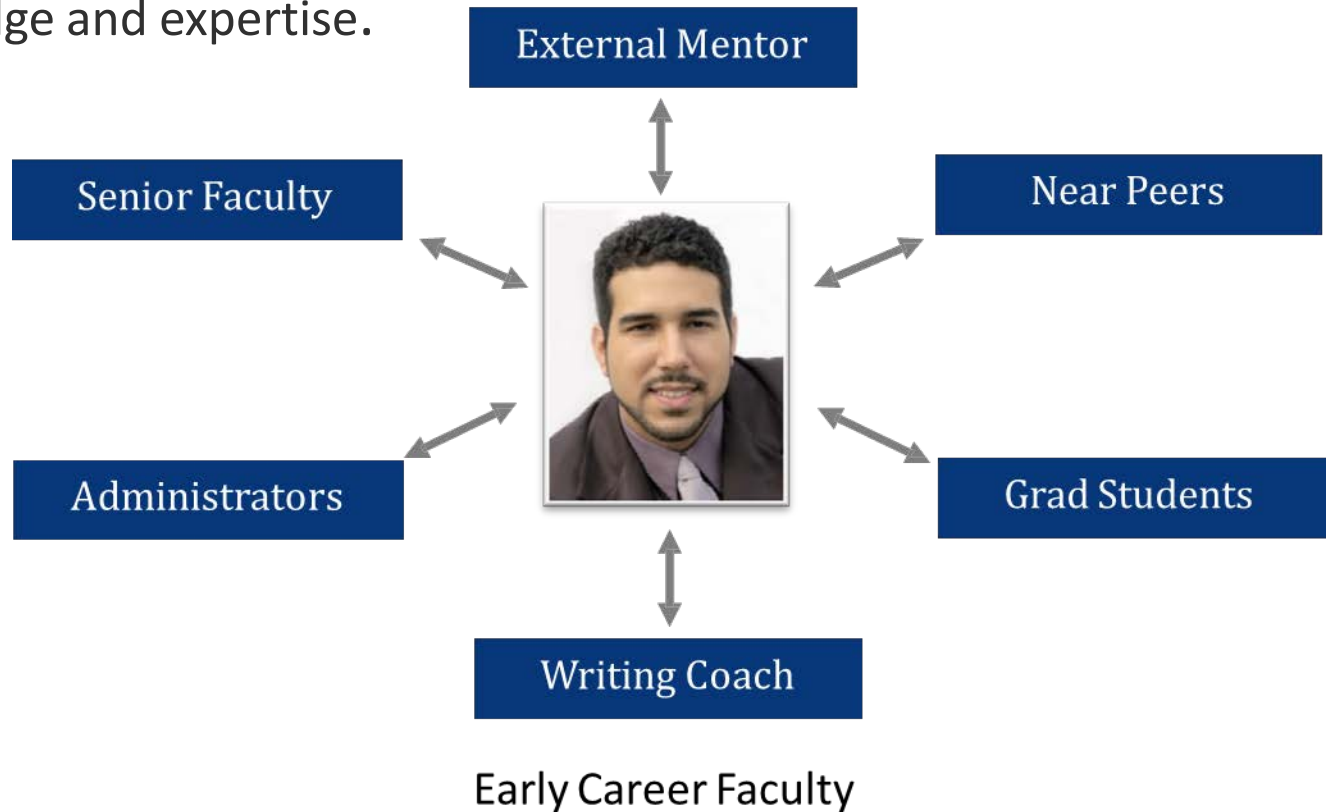
<http://nsfadvance.rit.edu/>

ADVANCERIT
Reimagining our Careers and Campus Culture



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.



Reimagining our Careers and Campus Culture

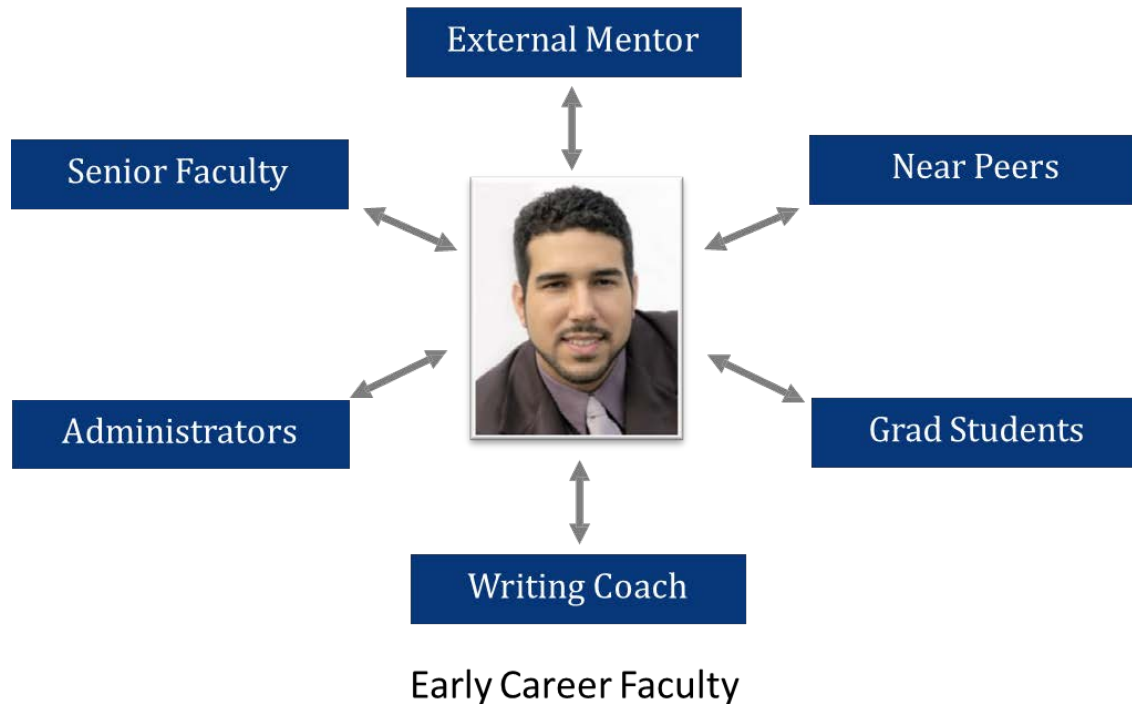
<http://nsfadvance.rit.edu/>

ADVANCERIT
Reimagining our Careers and Campus Culture



Meeting Identified Needs

Mutual Mentoring is a network-based model that supports faculty in **meeting multiple needs**. Faculty can depend on different types of people for mentoring, and they can also go to different mentors for various aspects of their careers and lives.



Reimagining our Careers and Campus Culture

<http://nsfadvance.rit.edu/>

ADVANCERIT
Reimagining our Careers and Campus Culture



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's **faculty-driven, functional, and flexible**

What is the Chair's Role in Faculty Mentoring?

- What are some of the roles that you, as a department head/chair, play in mentoring your faculty?
- Do these roles change depending on the faculty member's rank? Or whether they are new faculty or existing?

What are some of the Chair's roles in faculty mentoring?

- Assign short-term (one semester) allies to new faculty hires.
- Supply a newcomer with essential information about departmental operations months before their arrival on campus.
- Introduce and warmly promote the new faculty member to students (at the very beginning of the semester).
- Act as a broker.

For Academic Leaders

- Start with the premise that faculty members have a variety of needs, and **YOU** don't personally have to meet each need.
- The most effective mentoring you can do is to help your faculty identify **THEIR** needs and how to get them met with on-and-off campus resources.
- Start by assessing needs (focus groups, discussion). What skills do you need to develop? What support systems do you need to be successful?
- Key to implementing the Mutual Mentoring model is to give faculty a sense of **autonomy** and **agency** to develop their own context-sensitive mentoring relationships and activities, within a programmatic structure that promises equitable access to resources and support.

- Sorcinelli, Yun & Baldi, 2016

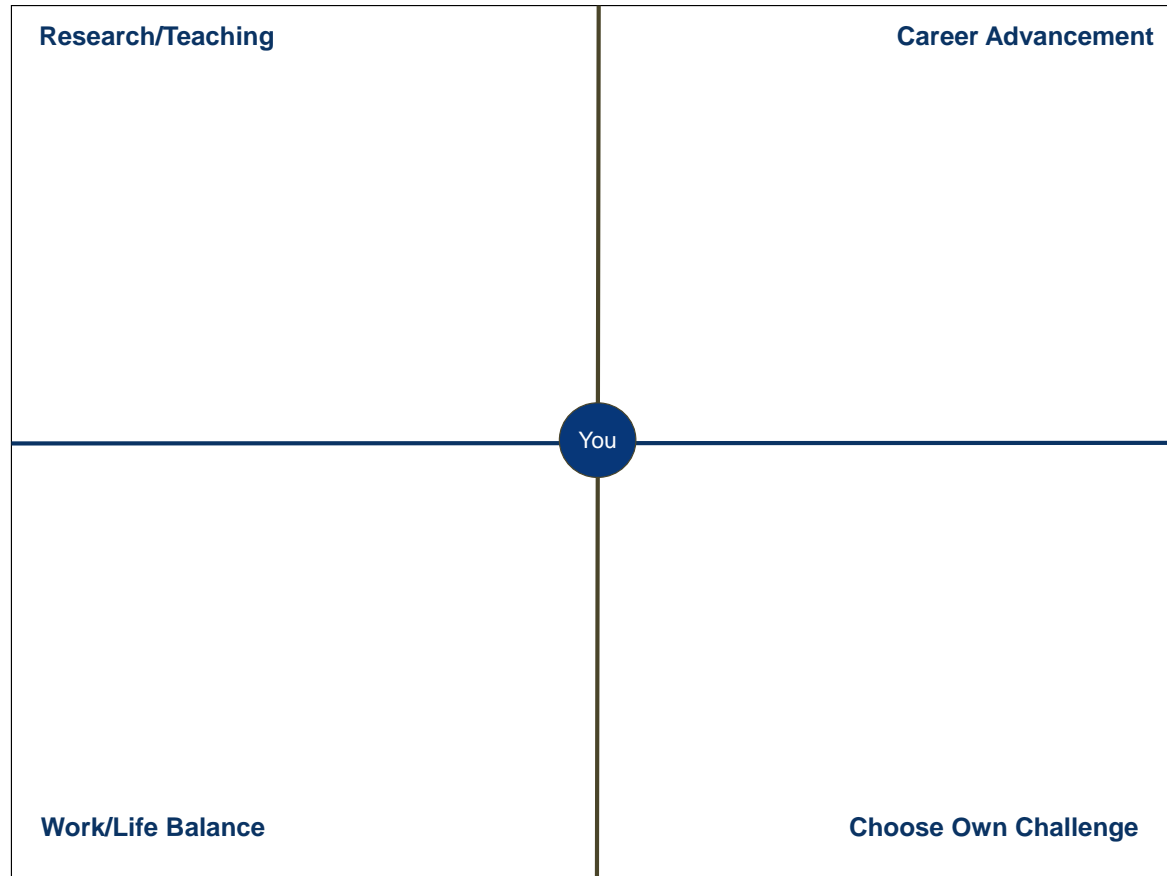
Reimagining our Careers and Campus Culture

<http://nsfadvance.rit.edu/>

ADVANCERIT
Reimagining our Careers and Campus Culture



Helpful Map



Reimagining our Careers and Campus Culture

<http://nsfadvance.rit.edu/>

ADVANCERIT
Reimagining our Careers and Campus Culture



NTID Faculty Mentoring Success Stories



Dr. W. Scot Atkins
Associate Professor, Business
Department, NTID



Dr. Bonnie Jacob
Assistant Professor
Science and Mathematics
Department, NTID

Reimagining our Careers and Campus Culture

<http://nsfadvance.rit.edu/>

ADVANCERIT
Reimagining our Careers and Campus Culture



Strategic Use of Resources

- Build a culture of self-agency and intentional network creation
- E.g. Make more intentional use of faculty time and travel funds
 - Request mini-reports on new connections and learning at conference

***Connect* Grant Evaluator Findings**

Indicate...

- **Internal Networks were strengthened.** Through luncheons, workshops, speaker series, small group discussions, and lunch-and-learns, grantees built relationships with others.... These new networks lead to more research collaborations and subsequent grant proposals, as well as increased visibility.....
- **External Networks were developed.** Through conferences and social media, grantees grew their professional community, which lead to new professional avenues and illuminated new research opportunities.

Other Findings Indicate...

- Networking Impacted Grantees' Career Advancement.
- Project Visibility Increased Through Networking and Promotion.
- Grantees saw Important Career Advancement Outcomes.
- Mentorship by Grant Mentors and Peers Benefitted Grantees.

Why Support for *Faculty Mentoring Works?*

- *Note: “Support” can be financial or other forms of support*
- **Expands** vs. diminishes “traditional” mentoring model
- **Customized/faculty-driven** projects vs. **generic/imposed from above**
- Invests in faculty through **formal mechanism**. With guided, streamlined proposal process, “mapping” goals & networks
- Lowers the barrier for **collaboration**
- Makes mentoring **intentional**, purposeful, empowering

Does Mutual Mentoring Work?

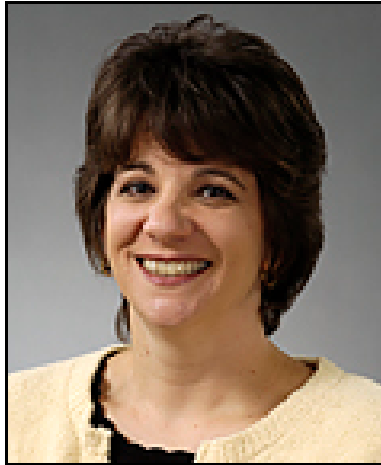
- Assistant professors with “multiple mentors” have **significantly higher levels of career success** than those with a single or no mentor (Van Eck Peluchette & Jeanquart, 2000).
- “Mentoring constellations” are **positively associated with career satisfaction**. Individuals with more mentoring constellations 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).

Conclusions

- Discussed **mentoring needs** of pre-tenured and tenured faculty;
- Distinguished between **different models** and **focused on network-based mentoring**;
- Learned how network-based mentoring can be **operationalized**;
- Discussed the **impact** of network-based mentoring;
- Please review **resources** provided to support you in this work.

Strategic Question: “*What mentoring model will be most effective and appropriate for meeting department/NTID/RIT?*”

Interpreting Services and Contact



Cheryl Bovard

***Interpreting Coordinator-Non-Academic
NTID, Office: HLC-1510,
Phone: (585) 475-5271 (V),
csbdis@rit.edu***



Cynthia Collward

***Interpreting Coordinator-Non-Academic
NTID, Office: HLC-1591,
Phone: (585) 475-6410 (V/TTY),
clcdis@rit.edu***

Reimagining our Careers and Campus Culture

<http://nsfadvance.rit.edu/>

ADVANCERIT
Reimagining our Careers and Campus Culture

