

Mentoring Strategies that Advance Faculty

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GOAL

- Explore network-based mentoring to support all faculty at every career stage, particularly for women and faculty of color.

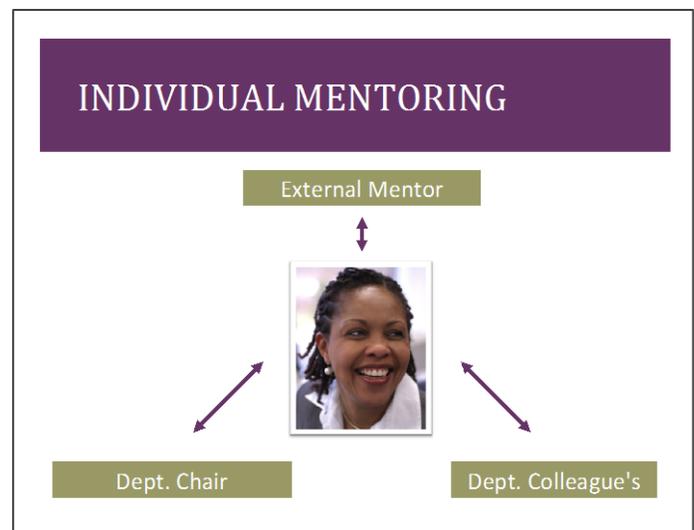
DEFINITION OF NETWORK-BASED MENTORING

- Traditionally, mentoring has taken the form of a **one-on-one, hierarchical relationship** in which a senior faculty member takes a junior faculty member “under his/her wing.” *Network-based mentoring encourages the development of a wider variety of mentoring partnerships to address specific areas of knowledge and expertise.*

NETWORK-BASED MENTORING REDEFINES “MENTORING” BY FOCUSING ON

- **Self-identified** needs and goals, rather than generic, one-size-fits-all knowledge
- A network of **multiple, diverse mentors**, (peers, near-peers, senior faculty, chairs, same-race/cross-race, same-gender/cross-gender);
- Approaches that accommodate personal, professional preferences for contact (one-on-one, group, face-to-face, online);
- A more **intentional, proactive approach** to mentoring --agency of own career development;
- **Reciprocal/relational** vs. hierarchical mentoring
- In sum, mentoring that is **faculty-driven, functional, and flexible**

WHAT NETWORK-BASED MENTORING MIGHT LOOK LIKE



POSSIBLE FORMATS/LOCATIONS FOR NETWORK-BASED MENTORING

- **Curricular programs** where faculty already come together (e.g., *team-taught, interdisciplinary courses; first-year seminars or capstone courses; courses with multiple sections*)
- **Scholarly programs** where faculty already come together (e.g., *works-in-progress seminar, scholarly work achievement group*)
- **Workshops, forums, conversations** (e.g. *how to prepare for tenure, sabbatical planning, how to build a mentoring network*)
- Semester or year-long **learning communities** (e.g. *new faculty seminar, teaching fellowship, reading group, peer writing and review group, grant writing group, mid-career professor group*)
- **Internal grants** to build mentoring networks (*micro-grants, team grants*)
- **Informal formats** (e.g., *mentoring luncheons, pot-lucks, TGIF, receptions*)
- Panels and workshops at **professional association** annual conferences that offer strategies for mentoring
- In sum, when and wherever **two or more faculty come together**, there can be “mutual mentoring”

INNOVATIVE NETWORK-BASED MENTORING PROGRAMS AT DIFFERENT LEVELS

- **Departmental/Interdepartmental/College** (e.g., college-level group mentoring across career stages, individual mentoring committees for all incoming faculty, mentoring group for teaching in the digital humanities, for psychology research mentoring, for mentoring teaching physics, for interdisciplinary seminar on new meanings of race)
- **Intra-institutional** (e.g., college-wide mentoring policy, customized and implemented at department level)
- **Inter-institutional** (e.g., micro-grant or career development grant to develop national or international networks outside of the institution)
- **Affinity** (e.g., mentoring group for new faculty, for women in the life sciences, for faculty of color moving toward tenure, for mid-career women faculty, for Asian/Pacific/American studies faculty, for engineering and computing women faculty)

WHY A NETWORK-BASED MENTORING MODEL

- Studies suggest that faculty with “multiple mentors” have **significantly higher levels of career success** than those with a single or no mentor (Van Eck Peluchette & Jeanquart, 2000; Van Emmerik, 2004).
- A “networking model” 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).
- Formal network-based programs **extend benefits of mentoring to all faculty of whatever background**, and for whom informal mentoring might not be available, and make mentoring a natural part of institutional culture (Lottero-Perdue, Fifield, 2010).
- Pre-tenure faculty who design their own mentoring networks **benefit from approaching mentoring more proactively and intentionally**, while tenured faculty invited to participate in a network **benefit from strengthened connections** between early-, mid-career, and senior colleagues (Sorcinelli & Yun 2009; Yun & Sorcinelli, 2013).
- Faculty members who participate in mentoring networks are more likely to regard mentoring as a career-enhancing activity as well as to develop mutually beneficial mentoring relationships than are their non-participating peers (Yun, Baldi & Sorcinelli, 2016).

