

Mentoring Mentors

Building infrastructure for effective mentoring of mid-career faculty
A Workshop & Toolkit for Campus Leaders



advance
LAFAYETTE
HANSON CENTER
FOR INCLUSIVE STEM EDUCATION

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Who we are

- Hanson Center for Inclusive STEM Education at Lafayette College
<https://hanson.lafayette.edu/>
- Jenn Rossmann, Professor of Mechanical Engineering and Hanson Co-Director
- Chawne Kimber, Professor of Mathematics and Hanson Co-Director

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Why we are here

MAPWISELY grant for mid-career women in STEM

- Train-the-Trainer style session to prepare administrators to launch mentoring programs for their institutions
- Typically for (associate or deputy) provosts and deans

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Point-persons on Mentoring

Why a mentoring program needs a point-person
Who should be running mentoring programs and why

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Breakout Discussion

Who has had a great mentoring relationship, as the mentee?

- What made it great?
- How did it feel?
- How long did the relationship last?

good mentoring has institutional memory and skill in negotiating institutional environment

There needs to be a human component to it, not all about work

Confidentiality - can ask mentor anything

good mentoring: establishing of mutual trust

Mentor network - a number of people who can serve as mentors (distributed mentorship)

None of the six of us can say that we've had a great mentoring relationship as the mentee.

Felt good to have someone who took an interest in my long term career development and not just short-term problem solving around work.

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Preparing mentees

- Survey on what they want to work on: offer options
 - Mentoring plans
 - Sample Worksheet is in the **Toolkit**
- Discuss expectations for mentoring relationships
 - Confidentiality goes for both mentor and mentee
 - Things to consider with possible mentors
 - Number and nature of meetings
 - Do they "click"?
 - Where they are comfortable meeting
 - Boundaries on topics to be discussed

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Preparing mentees

- Build confidence in setting boundaries and getting past hierarchies
- Wellness goals
- And make a plan to check back in on how things are going

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Monitoring Mentees

Why do we check in?

- What can go wrong in mentoring relationships?
- When and how to check in

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Recruiting Mentors

Quick poll: How to select mentors

How do you know who are the great mentors on campus?

1. How do we select mentors?(Multiple Choice)

Ask your friends	(8/33) 24%
See whose office door is open	(3/33) 9%
Ask for volunteers	(10/33) 30%
Consult widely, early and often	(28/33) 85%
Interview possible mentors	(14/33) 42%

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Recruiting Mentors

Quick poll: How to select mentors

How do you know who are the great mentors on campus?

- Records: dean's private cheat sheet
 - Build and edit over time
- Vetting via confidential consulting
 - Department heads
 - Pre-tenure colleagues
- Conflicts of interest

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THE FACULTY WORKLOAD & REWARDS PROJECT

How Workload Becomes Unequal

<p style="text-align: center; font-weight: bold; font-size: small;">Some faculty volunteer more often</p> <ul style="list-style-type: none"> • Baez (2000) • Winslow (2010) • O'Meara (2016) • Eagan & Garvey, (2015) 	<p style="text-align: center; font-weight: bold; font-size: small;">Some faculty are asked more often</p> <ul style="list-style-type: none"> • Mitchell & Hesli, (2013) • O'Meara et al, (2017) • El-Alayli, Hansen-Brown, & Ceynar (2018) 	<p style="text-align: center; font-weight: bold; font-size: small;">Some faculty say yes more often & some negotiate</p> <ul style="list-style-type: none"> • Mitchell & Hesli, (2013) found women say yes more often when asked • O'Meara et al (2017) found women did not say yes more often 	<p style="text-align: center; font-weight: bold; font-size: small;">Different "asks" and different credit & rewards</p> <ul style="list-style-type: none"> • Women more likely to be asked to engage in non-promotable work activities (Babcock et al., 2017; Mitchell & Hesli, 2013; Jimenez et al, 2019)
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Equitable Workload Conditions

Transparency	Widely visible information about faculty work activities available for departments members to see.
Clarity	Clearly identified and well-understood benchmarks for faculty work activities.
Credit	Recognition and rewards for faculty members who are expending more effort in certain areas.
Norms	A shared commitment to ensuring faculty workload is fair with systems that reinforce these norms.
Context	Acknowledgment that different faculty members have different strengths, interests, and demands that shape their workloads with workload flexibility to recognize this context.
Accountability	Mechanisms to ensure that faculty members fulfill their work obligations

Source: O'Meara, KerryAnn; Cutbeppe, Dawn; Misra, Jyoti; and Jaséger, Audrey J. 2021. Equity-minded faculty workloads: What we can and should do now. American Council on Education

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Preparing Mentors

- What is a possible mentor good at?
 - Begin with teaching, scholarship, service categories
 - Self-assessment is in the **toolkit**
- What is their "mentoring style?"
- Background reading: lists of issues most often encountered by faculty, separated by stage of career, and state-of-the-field context
 - *Reflection and Development of a Mentoring Philosophy*

KNOW
THYSELF.

Socrates

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Mentoring is not Cloning



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Mid-Career Faculty Development

background reading for mentors in the toolkit!

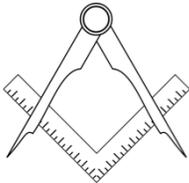
Organizational Development	Functional Development	Personal Development
<ul style="list-style-type: none"> • Leadership opportunities • Involvement in governance • Opportunities for fellowships, sabbaticals, etc. • Mentoring opportunities 	<ul style="list-style-type: none"> • Opportunities for technology training • Teaching strategies • Peer review/ assessment • Curriculum design • Instructional skills • Interdisciplinary opportunities 	<ul style="list-style-type: none"> • Professional & career advancement • Unique programs for women, deaf and hard-of-hearing, AAJANA faculty • Well-being, work/life balance programs • Family friendly policies such as dual career

Source: Batalla, G. M., & Brown, B. E. (2006). *Faculty career paths: Multiple routes to academic success and satisfaction*. Westport, CT: Praeger Publishers.

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Preparing Mentors: universal principles

- The mentoring relationship overall
- Break down hierarchies
- Set expectations and boundaries with the mentee: seek to align expectations of mentee and mentor
 - Seek to fulfill the mentoring goal(s)
 - Mentors should check in regularly to see how well meeting expectation and mentoring goal(s)



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Preparing Mentors: mentoring meetings



- Where to meet
- How often to meet (institution level expectation?)
- Documentation of meetings (institutional expectations?)
- Productive conversations & skillful listening (handout in toolkit)
- Guiding the development of SMART goals
 - Goal development worksheet in the [toolkit](#)
- Topics: Typical issues based on mentee's stated goals and best practices
 - [Reading list in toolkit](#)
- Check in with the mentee as a person before and after



Feldman, MD, UCSF, 2010

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SMART GOALS EXPLAINED



SPECIFIC Be clear and specific so your goals are easier to achieve. This also helps you know how and where to get started!

MEASURABLE Measurable goals can be tracked, allowing you to see your progress. They also tell you when a goal is complete.

ACTIONABLE Are you able to take action to achieve the goal? Actionable goals ensure the steps to get there are within your control.

REALISTIC Avoid overwhelm and unnecessary stress and frustration by making the goal realistic.

TIMEBOUND A date helps us stay focused and motivated, inspiring us and providing something to work towards.

THE COACHING TOOLS COMPANY.COM

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Preparing Mentors: Mentoring Across Differences



- Recognize and identify assumptions
 - ...and their potential impacts
- Learn to create an environment that invites and promotes open discussion about differences.
 - Utilize *appreciative inquiry*—the process of posing questions that generate positive awareness rather than focusing on the challenges of differences
 - Avoid expressing doubt about experiences different from your own ("yes, and...")
- Engaging differences, rather than avoiding them, enhances the learning of both parties and improves their mentoring relationship.

In the toolkit:

Gersick & Kram High-achieving women at midlife. -- women integrate the different aspects of their lives at different stages in their careers.

Blake-Beard et al Unfinished business: The impact of race on understanding mentoring relationships. -- Faculty of color often have two mentoring networks

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Breakout: Case Studies for Discussion

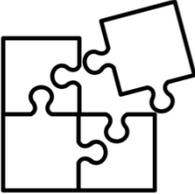
Read case study in Google doc and answer questions in the doc as a group.

Report out.

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Matching

Should be based on the mentee survey and relative strengths of the possible mentors *(whom a mentee person has gotten to know through the multisession training program)*



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Mentoring Maintenance

- Checking in
- Assessment and adjustment
 - Maintain confidentiality



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A Starter Toolkit

- Worksheets for mentees and mentors to set and align expectations
- Mentor self-assessment
- List of common issues for mentees
- Background reading for [multisession mentor preparation program](#)
- Summary handout



Questions?
<https://hanson.lafayette.edu>

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