

Enhancing Professional Development of Faculty

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Faculty Mentoring

- Mentoring relationships in the workplace:
 - Increase job satisfaction
 - Increase institutional commitment
 - Increase rates of promotion and retention
 - Decrease work conflict

de Janasz & Sullivan, 2004; Moody, 2004; Neilson et al., 2001; Tenenbaum et al., 2001



Mentoring is Particularly Effective for Women

- Bilimoria et al. (2006): For both male and female faculty, academic job satisfaction is significantly influenced by institutional leadership and mentoring, and the mediating factors are “internal academic resources” and “internal relational supports” – these mediators contribute equally for men, whereas *for women, “internal relational supports” have a greater influence on job satisfaction than resources.*



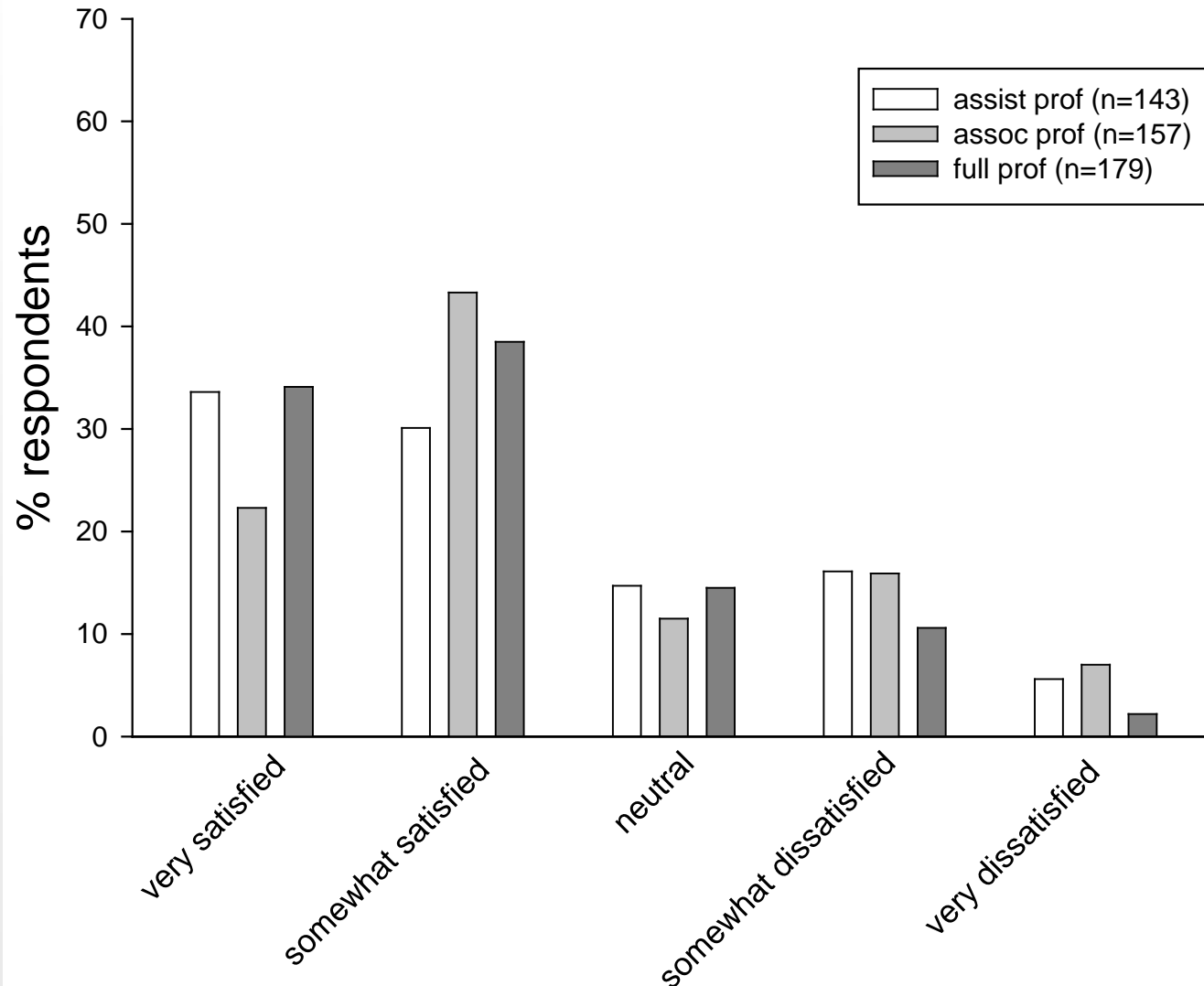
WSU Faculty Mentoring Survey (Spring 2011)

- Gathered faculty feedback (>1,000; 39% response rate) about:
 - existing forms of mentoring,
 - faculty perceptions of barriers and benefits to mentoring,
 - important mentoring topics, etc.



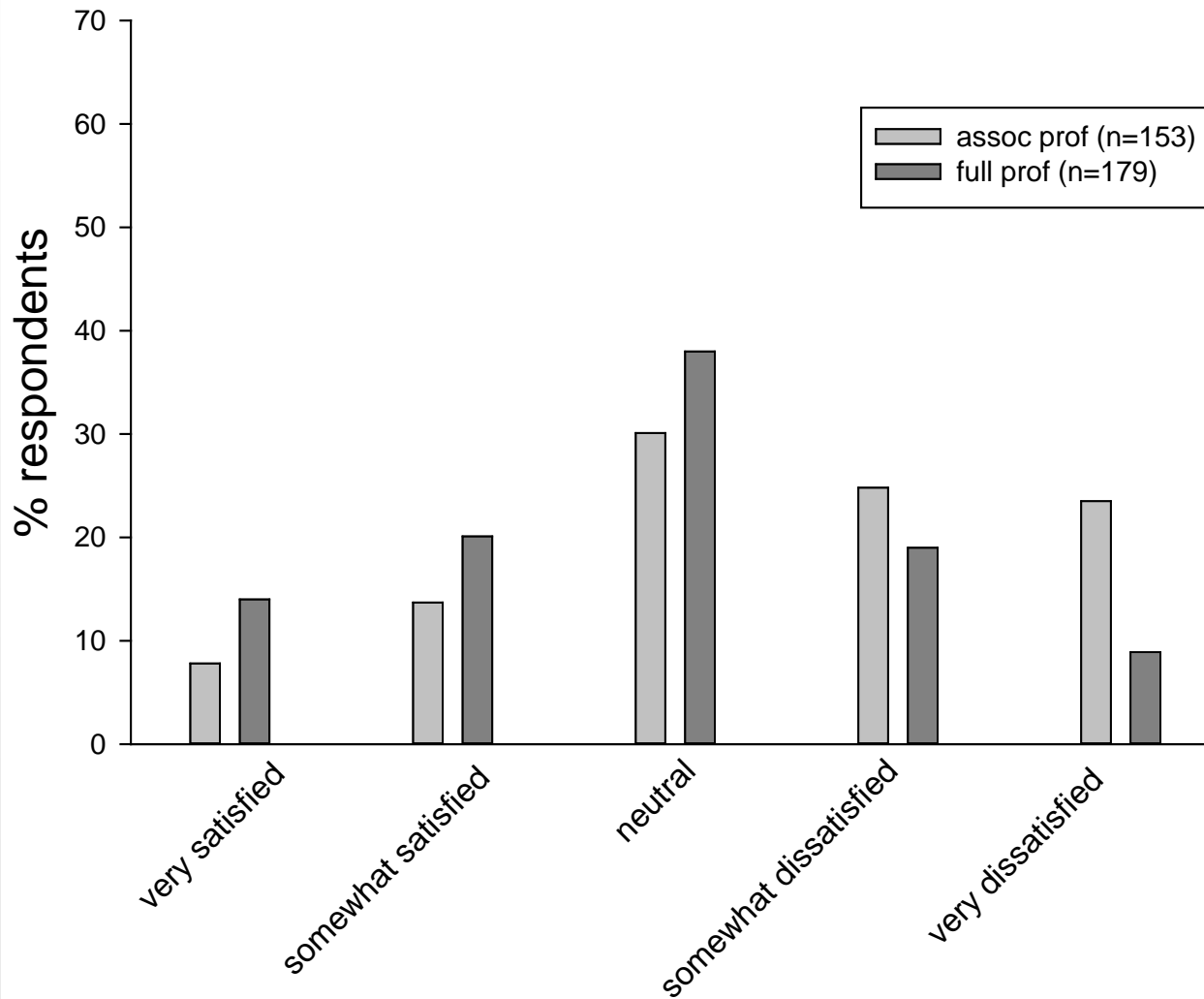


How satisfied are you with current mentoring for PRE-TENURE faculty?



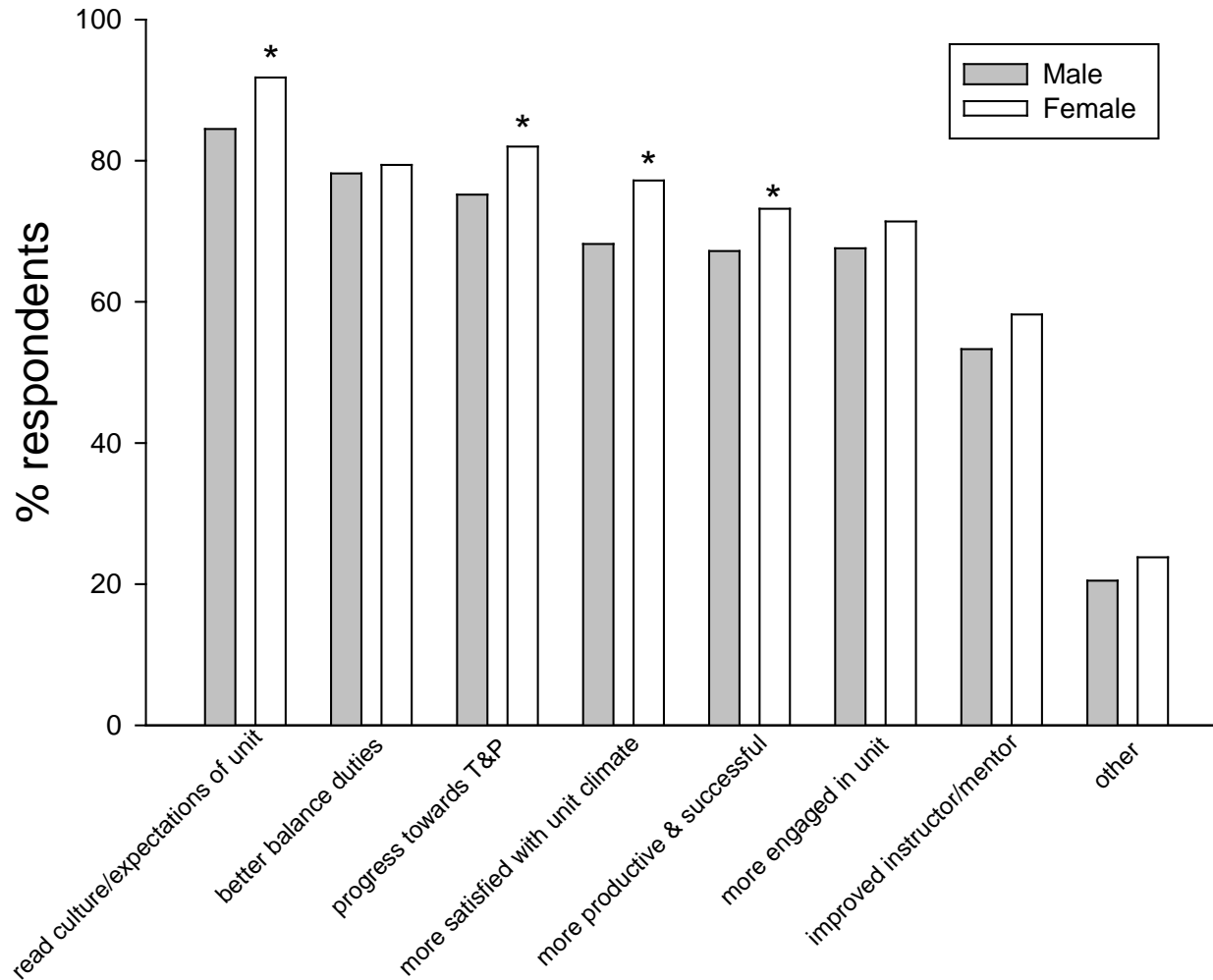


How satisfied are you with current mentoring for POST-TENURE faculty?





To what extent are the following BENEFITS to faculty mentoring? "somewhat agree" + "strongly agree"





Recommendation: Enhance Internal Mentoring

- Assistant professors, who receive more formal in-house mentoring than all other faculty, are the most satisfied with mentoring.
 - *Ensure that ALL pre-tenure faculty have mentors*
 - *Implement (optional) mentoring for associate professors & non-tenure-track faculty*



Recommendation: Provide Checklists

- All faculty (especially women) value mentoring, and we know what topics and what mentor characteristics they most value.
 - *Provide checklist of mentoring topics to mentors & mentees, to increase focus & productivity of scheduled interactions.*



Mentoring Discussion Topics*

*that 70-90% of WSU faculty respondents “somewhat or “strongly agreed” were important (WSU Faculty Mentoring Survey, 2011)

- Understanding unit culture/expectations
- Tenure and promotion progress
- Balancing research/teaching/service
- Understanding institution culture/expectations
- Publishing issues
- Developing collaborations
- Developing long-term professional goals
- Grantsmanship
- Service issues (e.g., balancing/selecting service)
- Classroom instruction issues
- Student mentoring issues
- Work-life issues



Best Practices for Mentoring Faculty

- Do not rely on a single mentor (misdirection less likely with greater diversity of input)
- Engage discipline-specific mentor(s) in addition to institution/unit-specific mentors (to increase relevance of career guidance to mentee's particular sub-field)
- If too few senior colleagues in unit/on campus, engage those outside unit/campus (good practice anyway, so that mentees gain perspective from those outside the unit but within the college/university)
- Ask mentee to identify possible mentors (increases likelihood of functional matches)
- Before each meeting, mentee circulates c.v., and identifies topics that s/he wants to discuss
- Before each meeting, mentors peruse mentee's c.v., and identify topics that they want to discuss



Best Practices for Mentoring Faculty (cont'd)

- At each meeting, review the criteria for promotion as stated in the unit T&P guidelines.
- Recognize/reward service of faculty mentors (to provide incentive or at least recognize such service)
- Do not require service as mentor (to avoid reluctant and therefore likely poor guidance)
- Chair/unit director should meet periodically with all senior faculty to *maintain consensus* on unit tenure/promotion evaluation & guidelines
- Mentoring committees should discuss any lack of consensus with all senior faculty and unit director, to try to *resolve stark disagreements among mentors* – and then get back to the mentee.



Outcomes from Faculty Mentoring Survey

- Presentation of results to faculty (2012-13):
 - College of Arts & Sciences: Music, Psychology, Math, Biology, Chemistry, PPPA, English, Fine Arts, CCGRS
 - College of Education: Teaching and Learning
 - School of Communications (20 min)
 - College of Nursing (10 min)
- Contacted:
 - College of Engineering & Architecture (+ 4 departments)
 - All other CAS units



Outcomes from Faculty Mentoring Survey

- Presentation of results to CAS Chairs (Dec 2014)
- Discussion of college aspirations re: faculty mentoring
- Collect data on current mentoring in CAS units, encourage enhancement of unit mentoring programs
- Dissemination of “Important topics to discuss/Best practices” document



CAS Unit Mentoring Programs F'14

UNIT	Assist Profs	Assoc Profs	Non-TT Faculty
Anthropology	2-4 internal	by request	2-3 internal
Biology	3 internal	1 committee: meet every other year	1 committee, by request
Crit Cult Gend Race Studies	2-3 internal	by request	
Chemistry	2 internal, 1 external	by request	Senior clinicals meet annually w/ jr clinicals
Criminal Justice	1 internal (informal)	--	
English	3 internal		
Fine Arts	2 internal		
Foreign Lang. & Cultures	3 internal	chair mentors	
History	2 internal		
Math	3 internal		
Music	1 committee for all (informal)	1 committee for all (informal)	1 committee for all (meet every other year)
Physics	1 internal		
Politics, Phil & Public Affairs	3 internal		
Psychology	3 internal	3 internal, optional	2-3 internal
School of the Environment	3 internal		
Sociology	3 internal	annual mtg w/ all fulls	--

ADVANCE External Mentor Grant Program

2009-2014

Preliminary Summary

ADVANCE
— at WSU —





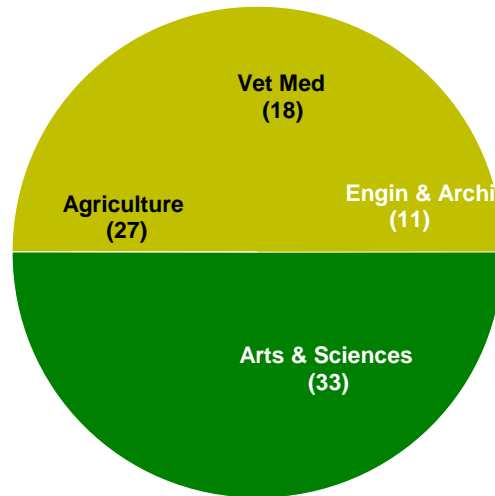
Aim

- To increase retention, productivity & success of STEM women faculty at WSU
 - Provide additional source of career mentoring for WSU assistant and associate professors
 - *Promote collaboration between WSU faculty and researchers outside WSU (2010-present)*
- Average grant = \$3368 (range ~\$2-6K, *primarily for travel*) + \$750 mentor honorarium

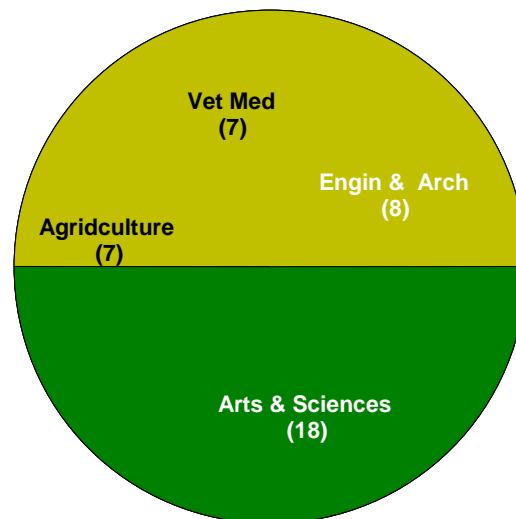


2009-14: Who was funded?

Female Assistant & Associate Professors by College (N=89)



Grantees by College (N=40)



...Faculty from 19 departments



2009-2014: Who was funded?

- Rank
 - 27 tenure-track assistant professors
 - 11 tenured associate professors
 - 1 research assistant professor
 - 1 clinical assistant professor
- Location
 - 33 Pullman
 - 6 Vancouver
 - 1 Tri-Cities



Who Were the Mentors?

- From 33 different academic institutions + 2 research institutes
- All U.S. except 1 Thailand, 1 Singapore, 1 Scotland
- Mostly full professors
- 22 female, 18 male



Mentor Dr. Wiedinmyer (NCAR) & Dr. Chung (WSU)



Primary Grant Activities

- Visit mentor's institution (typically giving a seminar): 80%
- Host mentor visit to WSU (typically, mentor seminar to dept.): 63%
- Co-attend national or international conference, or other activity: 45%
- Regular to periodic communication by email/Skype/phone: 90%

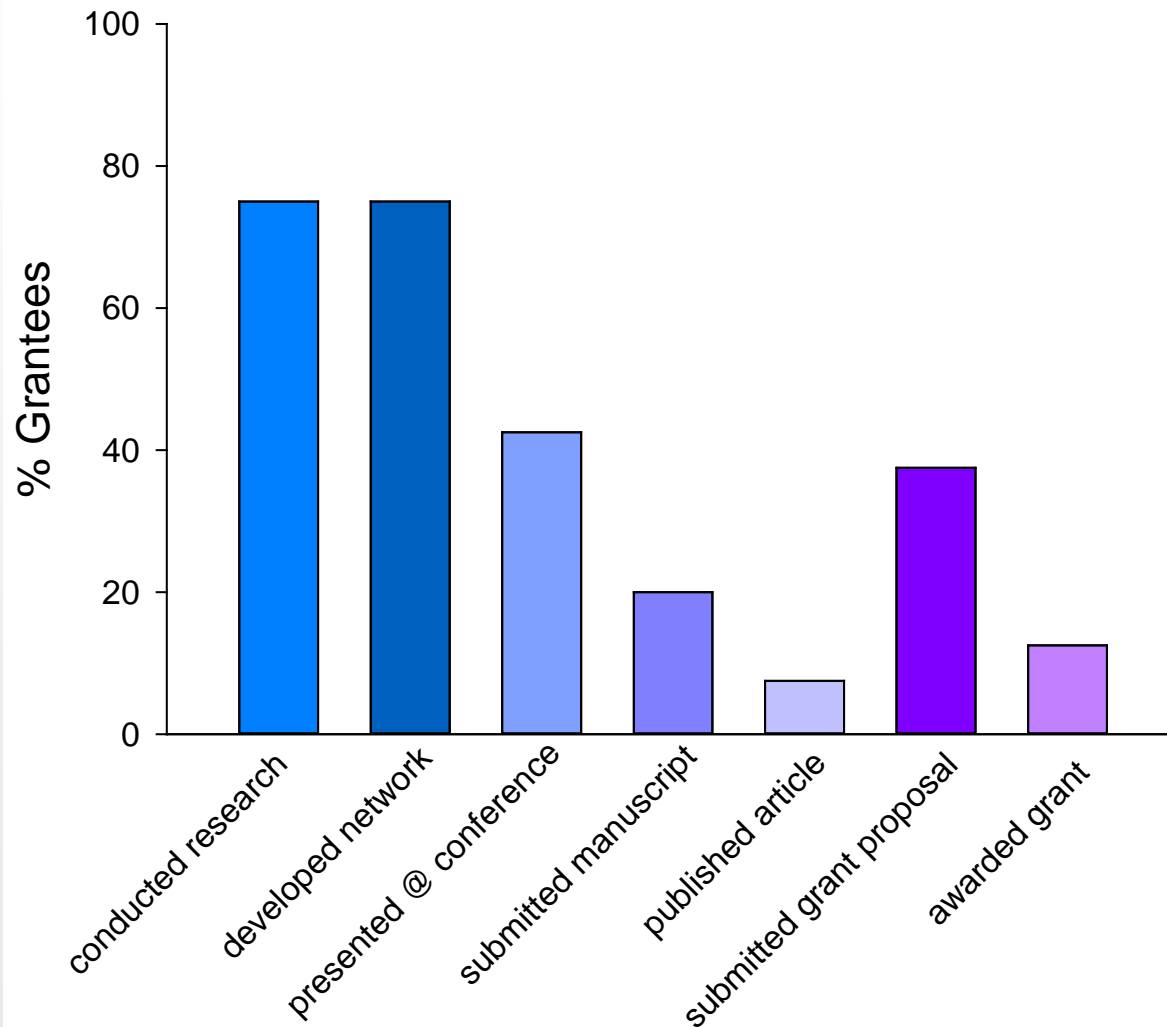


At Completion

- Initial report submitted within 1 month of completion of proposed activities (n=40)
- Average time to completion: 14.5 months (range 4-32)
- 1 year after submission of initial report, follow-up solicited (“Any updates?” n=34 as of June 2015)

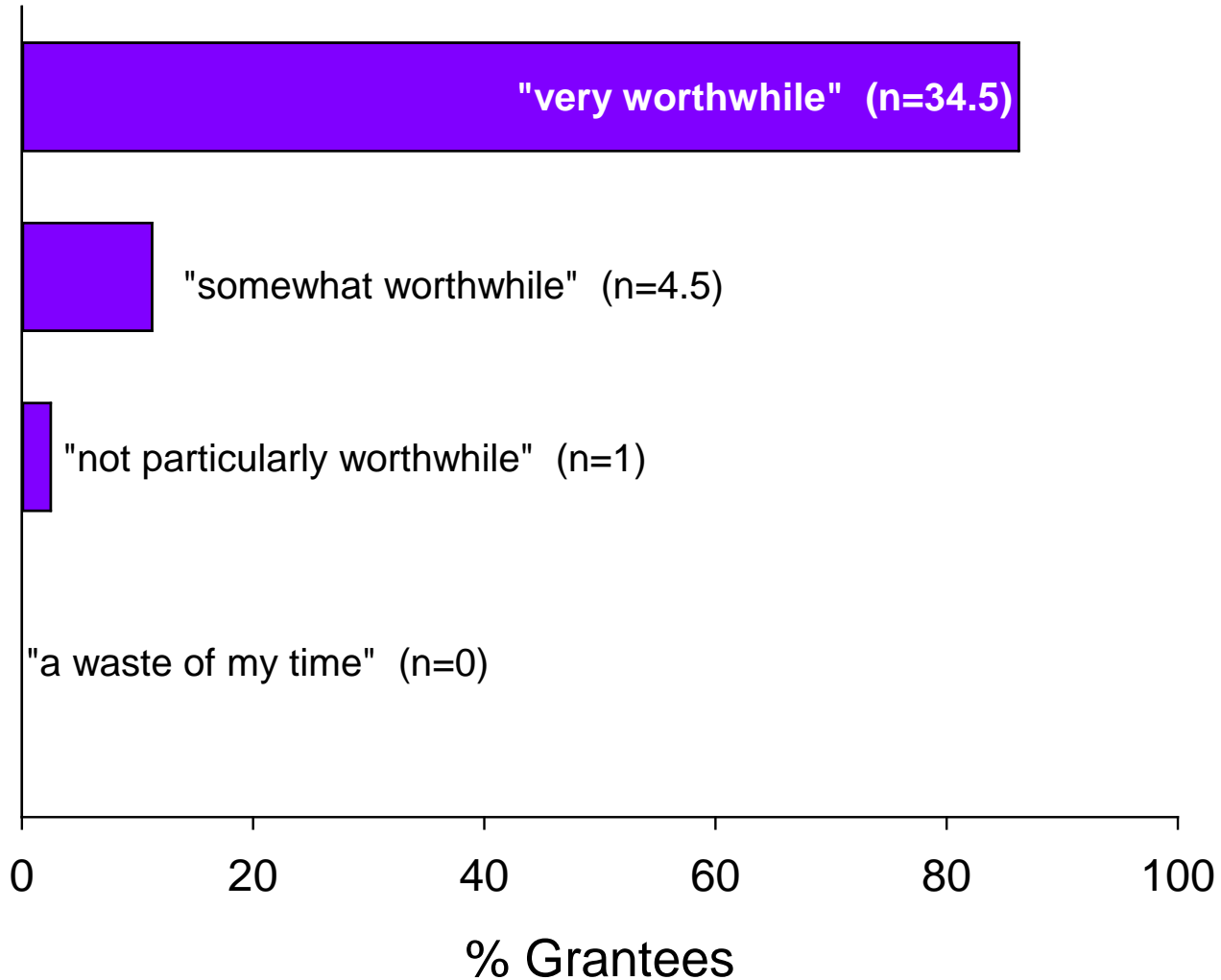


Professional Accomplishments Directly or Indirectly Related to EM Grant (at conclusion of grant)



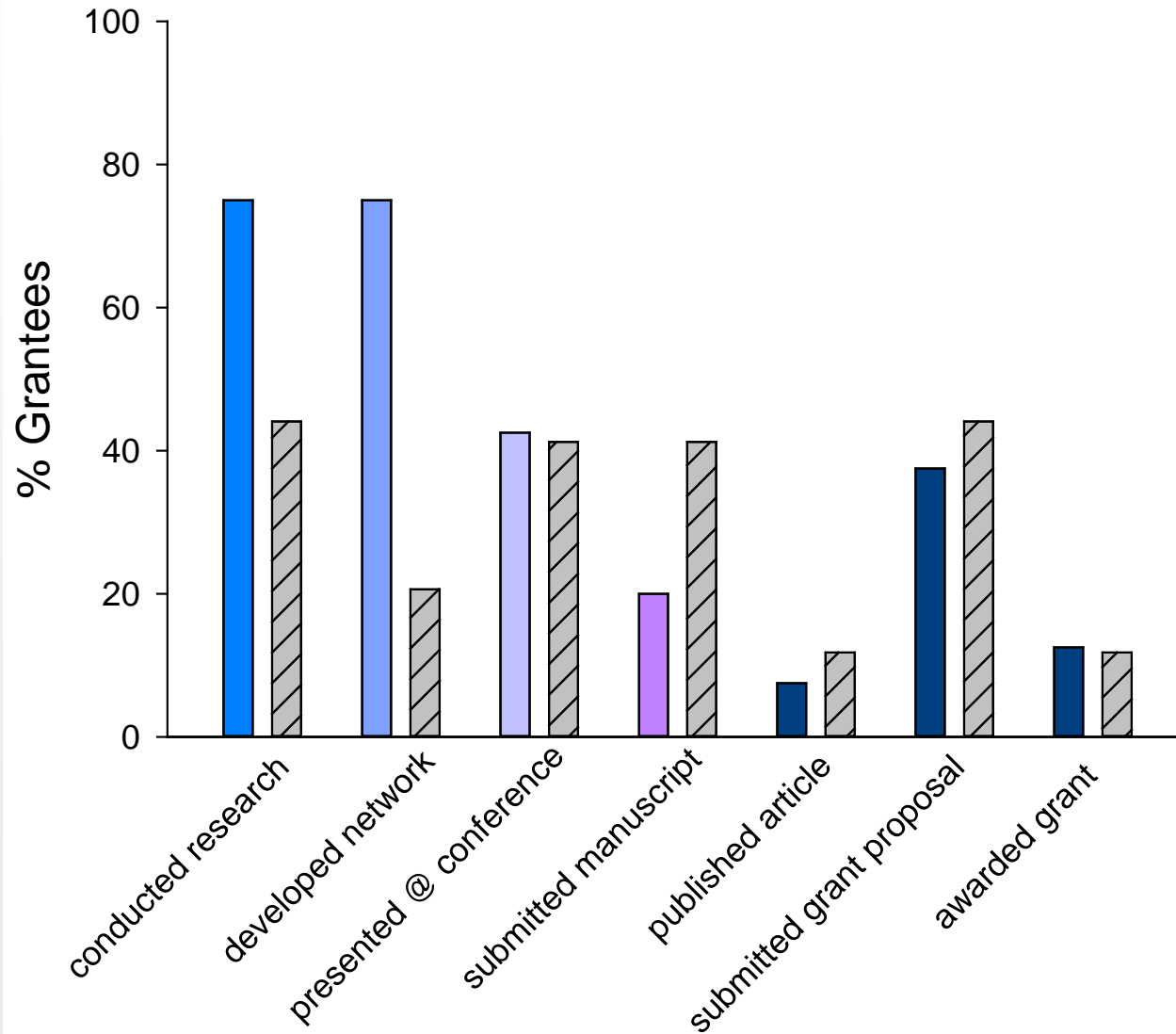


Grantees' rating of overall benefit





Professional Accomplishments Directly or Indirectly Related to EM Grant (at 1-year follow-up; n=34)





Other Outcomes at Follow-up

- Mentor made additional visit to WSU to discuss collaboration
- WSU graduate student sent to mentor's lab for training
- WSU assistant professor won research award
- WSU assistant professor submitted first symposium proposal, and gave invited lecture
- WSU faculty member developed new software
- Equipment (confocal microscope) successfully purchased and set up at WSU-Vancouver



Cost-benefit?

- Total program costs:
 - Grants + Honoraria ~ \$171K for 40 grants,
+ Program Administration
- Benefits: some apparent early quantitative benefits; significant qualitative benefits
- Drawbacks: long-term outcomes have yet to be measured; *control group lacking* (but see Blau et al. (2010))



ADVANCE External Mentor Program: Recommendations

- Broaden availability of external mentor programs across WSU.
- Mentors from outside WSU are beneficial:
 - Provide discipline-specific, rather than dept- & institution-specific career guidance;
 - Increase WSU faculty professional network;
 - Increase WSU faculty collaboration with external partners;
 - May increase WSU faculty productivity and job satisfaction?



ADVANCE External Mentor Program: Recommendations

- Encourage faculty applicants to:
 - Choose a mentor with whom they could potentially collaborate
 - Avoid mentors in the midst of career transitions
 - Consider back-up plan if first mentor does not work out
- Require unit chair/director to assist with planning mentor visit to WSU, *and with cost*



Next Steps...

- Spring 2015: CAS External Mentor Grant Program launched
 - Annual call for proposals, goal to fund 6-8 faculty/year (cost split with units)
 - *Emphasize chair involvement*
- Summer 2015: NCFDD Summer Bootcamp Scholarships
 - 6 faculty funded (cost split with units)
 - *Seek to partner with other colleges to obtain institutional membership to NCFDD*



National Center for Faculty Development & Diversity

<http://www.facultydiversity.org/>



Next Steps...

- 2015-16 and beyond:
 - Enhance internal mentoring programs in CAS units, particularly for associate professors and non-TT faculty
 - Develop college-level pre-tenure and non-TT faculty workshops (1-2/semester)
 - What is the NFCDD Faculty Success Program? (Mar 2015)
 - Mentoring graduate students (Apr 2015)
 - How do I get an external mentor? (Fall 2015)
 - Promotion for non-TT faculty (Fall 2015)
 - ??
 - Maintain informal chair discussion meetings started in 2014-2015
 - Initiate new chair training/discussion meetings (summer 2015)