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**Mutual Mentoring:  
Moving Beyond One-Size-Fits-All Mentoring**

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Appreciation to my Mutual Mentors at UMass  
Jung Yun & Brian Baldi  
Faculty Awardees of Mellon Mutual Mentoring Grants

Innovative Pedagogy & Course Redesign May 30, 2013  
Fairfield University

**Session Goals**

- Identify the mentoring needs of faculty;
- Distinguish between traditional and emerging models of mentoring;
- Define your own mentoring network and what it might be;
- Assess the impact of networked mentoring;
- Explore implications for you and your colleagues.

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**Introductions/Needs Assessment**

Introductions:

- Name
- Department
- Position
- Thinking about your academic career right now, what is the most perplexing or challenging issue you face?


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**Needs Assessment: Priority Mentoring Areas**

<p><u>For Early-Career Faculty</u></p> <ul style="list-style-type: none"> <li>▪ Getting started/getting oriented</li> <li>▪ Increasing teaching, research, service skills</li> <li>▪ Navigating the tenure track</li> <li>▪ Creating work/life balance</li> <li>▪ Developing professional networks</li> </ul>	<p><u>For "Mid- and Senior" Faculty</u></p> <ul style="list-style-type: none"> <li>▪ Choosing among "forks in the road"/ legacy</li> <li>▪ Keeping up with discipline and learning new skills</li> <li>▪ Navigating promotion to full/administration/retirement</li> <li>▪ Sustaining work/life balance</li> <li>▪ Building new networks, resources, support</li> </ul>
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**The Early Career Challenge**

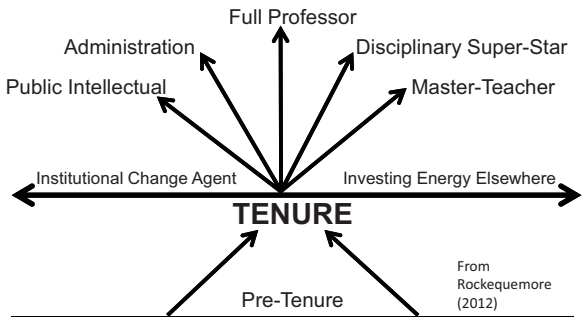


"The hardest thing is to do a good job with a career that could consume all available time, pay attention to a partner and children, publish or perish, teach well, lead an examined life, and keep out of debt."

-- Early career faculty member at UMass

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**The Mid-Career Challenge**



From Rockquemore (2012)

**Why Mentoring?**

Mentoring is a key to addressing these "roadblocks." It has also been proven to be one of the common characteristics of a successful academic career, particularly for women and faculty of color.

Outcomes accruing include:

- Greater commitment to an academic career
- More effective teaching
- Stronger record of scholarly productivity
- Increased rates of retention/tenure/promotion
- Sense of community and belonging

(Johnson, 2007)

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**How I Got Here**



MOUNT HOLYOKE

INDIANA UNIVERSITY

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**How You Got Here**

Discussion

- Think about the people who have influenced your career.
- Turn to another individual and briefly describe your mentoring story. What did your "best" mentor bring to the relationship in terms of career and other support?

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**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

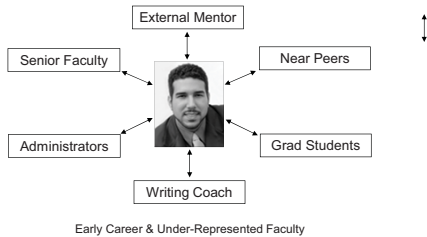


Early Career & Under-Represented Faculty

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**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.



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**How Is Mutual Mentoring Different?**

Mutual Mentoring is a hybrid of traditional mentoring & professional networking, of formal & informal mentoring that encourages:

- A focus on self-identified needs & goals, rather than "one-size-fits-all" knowledge;
- A broad network of multiple, diverse mentors
- A variety of mentoring approaches
- A more proactive, empowering approach to mentoring
- Opportunities to be mentored and mentor others

In sum, mentoring that is faculty-driven, functional, and flexible (Goodwin)

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**Why Formal Mentoring?**

- If you have a formal mentoring program in your department/college, 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 impediments have prevented you from offering one, or prevented others from supporting the development of one?

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**Why Formal Mentoring**


Research on formal mentoring (and networked mentoring) is limited, but suggests that formal programs:

- Extend benefits of mentoring to all faculty of whatever background;
- Make mentoring a natural part of institutional culture

Formal programs are more likely to succeed when they have a purpose, support of faculty and leadership, structure, resources, and assessment.

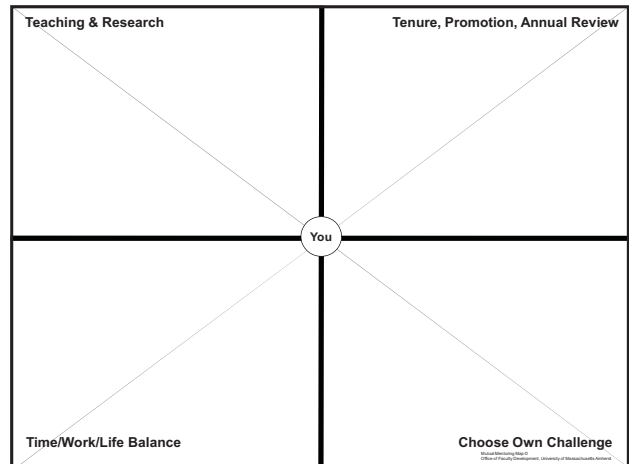
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**Mapping Your Mentoring Networks**



1. Who do you have in your network of support?
2. How do you build a mentoring network? Exemplars
3. Who do you need in your network of support?

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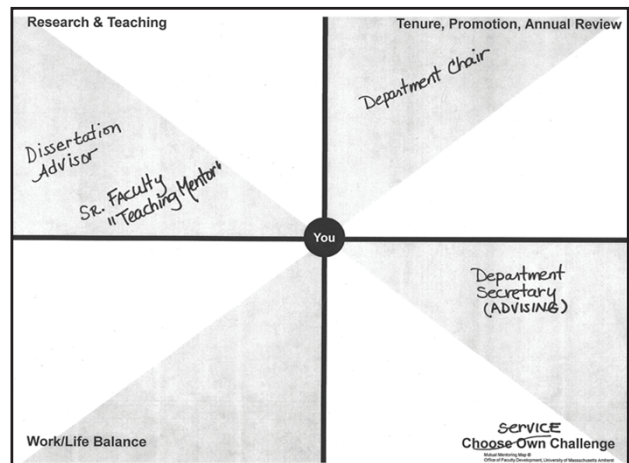


**Mutual Mentoring Map<sup>®</sup>**

Who Do I Have in My Network of Support?

In the **GRAY** areas, jot down the **people** (within and outside of your institution) who serve as mentors to you.

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**Mutual Mentoring Map<sup>o</sup>**

Reflection on Your Network of Support

Where is your network strongest? Most useful? Please share examples of knowledge, skills, or support gained.

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**Operationalizing Mutual Mentoring**



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**Departmental Mentoring**

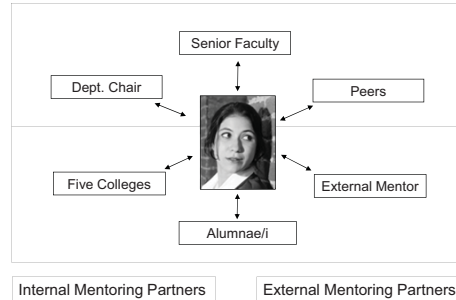
Anthropology Mentoring Before



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**Departmental Team**

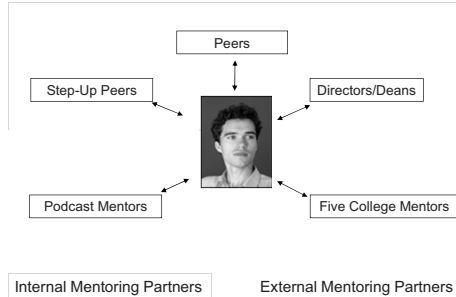
Anthropology Mentoring After



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**Interdisciplinary Team**

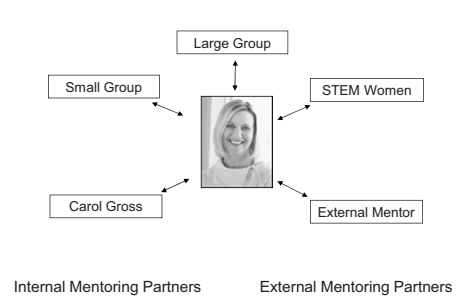
Teaching in the Digital Humanities



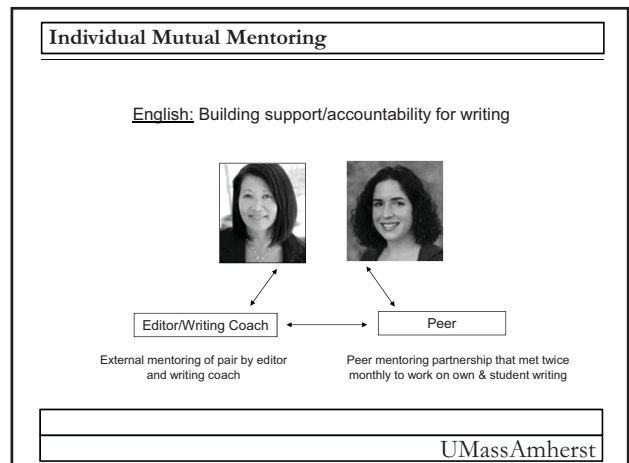
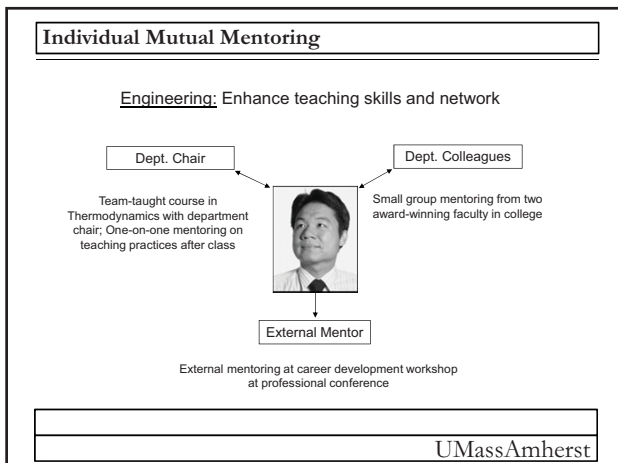
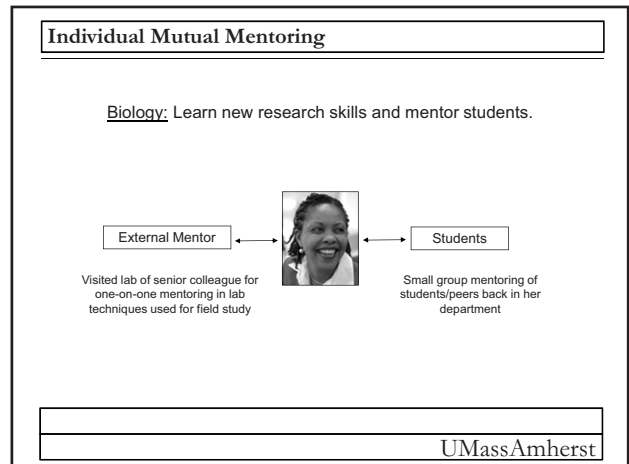
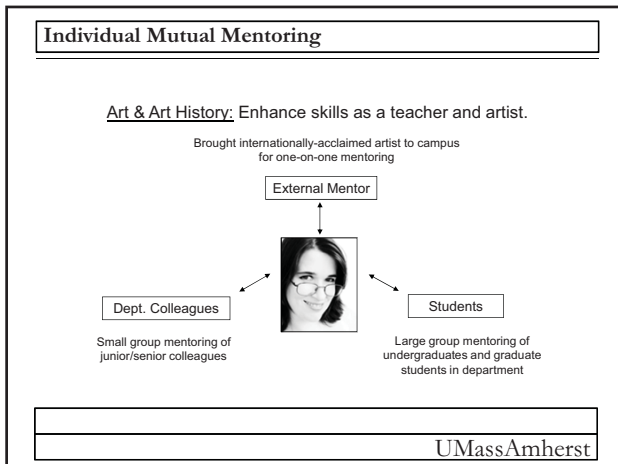
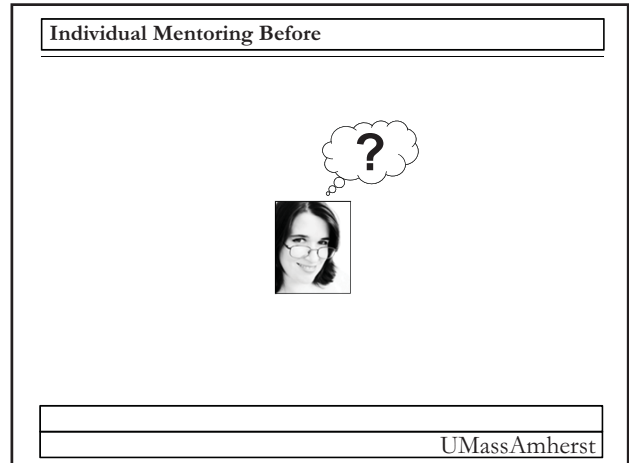
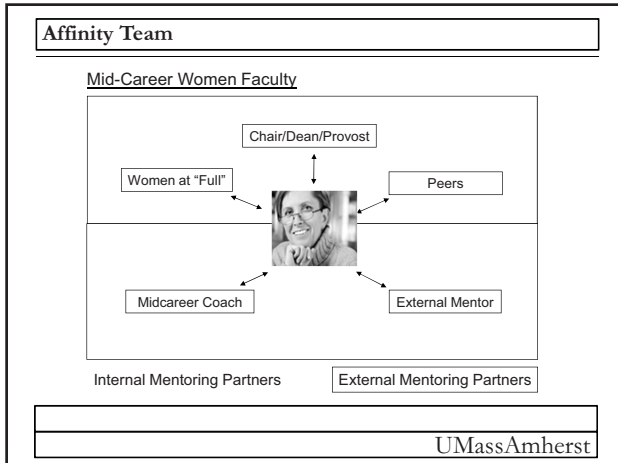
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**STEM Interdisciplinary Team**

Life Sciences Women



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**Mutual Mentoring Map<sup>o</sup>**

What Do I Need in My Network of Support?

- In which **QUADRANT(S)** do you need the most mentoring right now? Focus in and let go of...
- In the **WHITE** area, jot down the people (within and outside of your institution) who could serve as mentoring partners to you. Who can help move you forward?

*Note: Think outside the box. What about mentors in a different discipline? On another campus? In professional association? Outside of academia? Don't worry about SIZE of network. Think competencies and who has them.*

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**Building Your Mentoring Relationships**

You've strategically identified a mentoring partner(s) & a specific, professional development goal. How can you initiate and structure a mentoring interaction(s) to achieve your goal? )



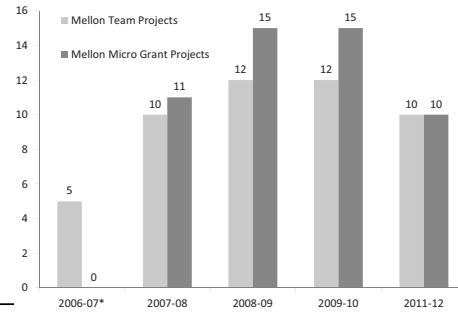
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**Does Mutual Mentoring Work?**

- 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).

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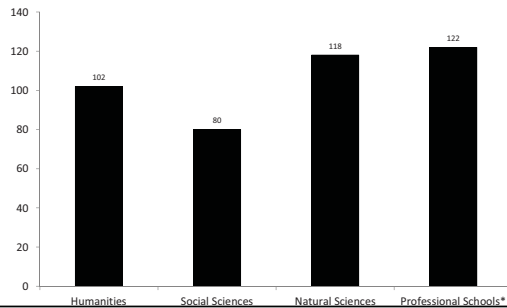
**Projects: 100 Innovative Networks; 32% of Faculty**



\* Micro Grants were not available in 2006-07 pilot year.

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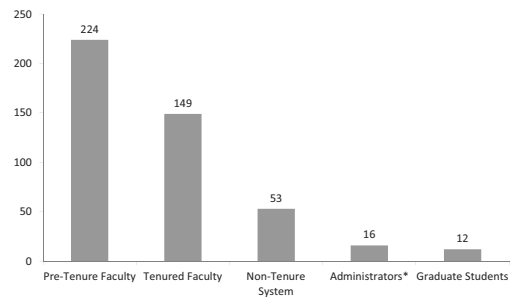
**Disciplines**



\* Professional Schools = Business, Education, Engineering, Nursing, Public Health

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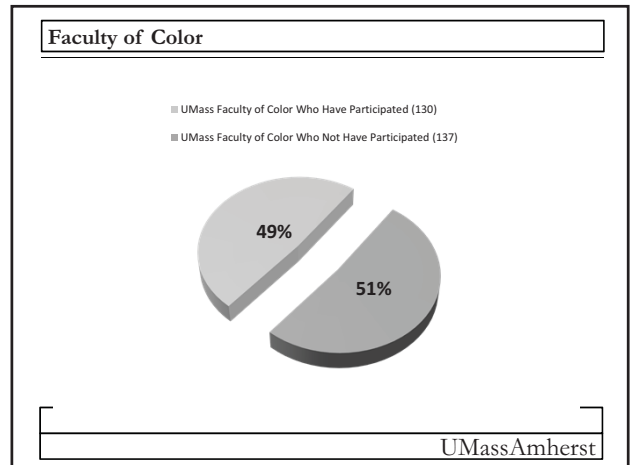
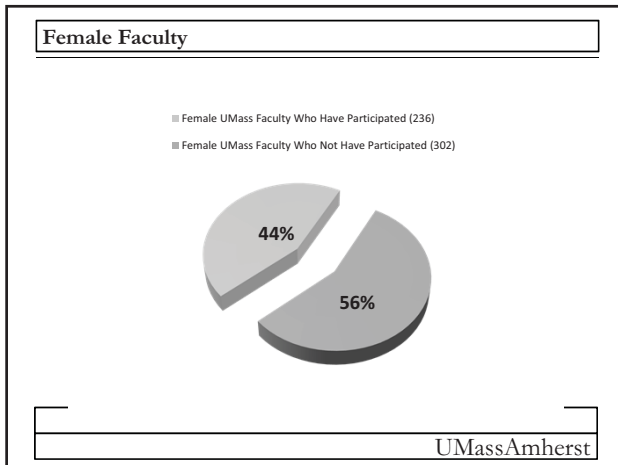
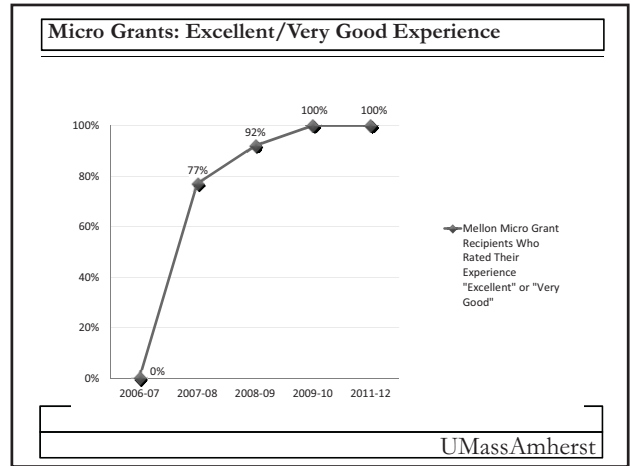
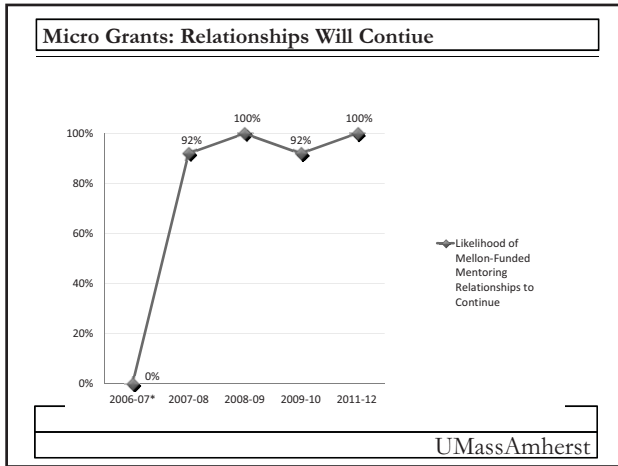
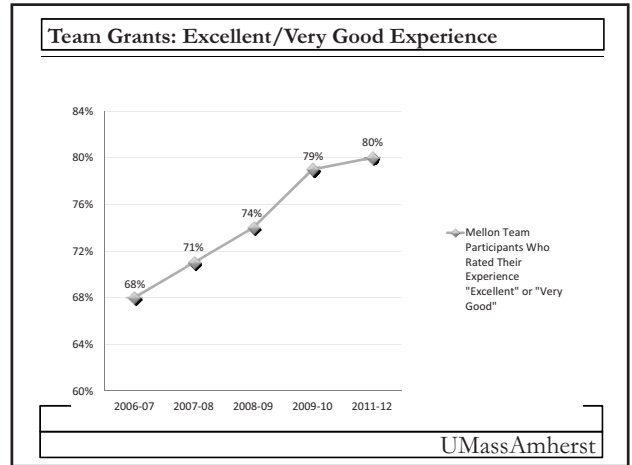
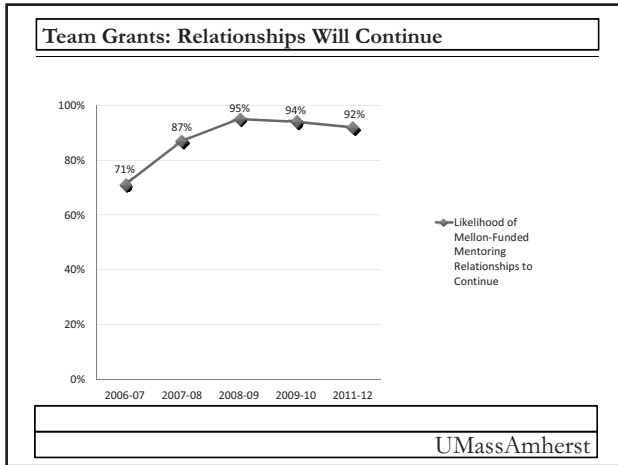
**Career Stages**



\*Other = Librarians, Graduate Students, Staff, etc.

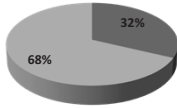
\*\*Chart includes only UMass faculty and graduate student participants

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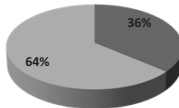
### Multiple Involvements

Total MM Faculty



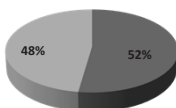
More than 1 network = 135  
1 network = 287

Female MM Faculty



More than 1 network = 86  
1 network = 152

MM Faculty of Color



More than 1 network = 68  
1 network = 62

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### Why Mutual Mentoring Works

- Open to all tenure-track faculty vs. targeted groups
- Expands vs. diminishes "traditional" mentoring model
- Customized/faculty-driven projects vs. generic/imposed from above
- Invests in faculty through GRANTS! With PIs! With streamlined grant proposal process and budgeting
- Makes mentoring intentional, purposeful, empowering
- Encourages reciprocal/relational vs. hierarchical mentoring

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### As You Leave This Session...

- What practices/mechanisms does your department/campus have in place to support networked mentoring?
- What's one idea you can take away from this session that could enhance the practice/culture of mentoring at your institution?



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### Additional Resources

See:

- UMass Amherst Mutual Mentoring Guide
- Selected Bibliography
- Examples of Innovative Mentoring Policies & Practices

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