Career Self-Efficacy Mentoring for Pre-Promotion Underrepresented Faculty

Indiana University — Purdue University Columbus (IUPUC)

Towers, G. W., Poulsen, J. R., Carr, D. L., Zoeller, A., Torres Bernal, A., & Crisp, C.

Brief Overview

IUPUC:

- is a school of IUPUI that serves the south-central region around Columbus, IN
- educates ~ 1,500 undergraduate and graduate students in the arts & sciences, business, education, engineering, and nursing

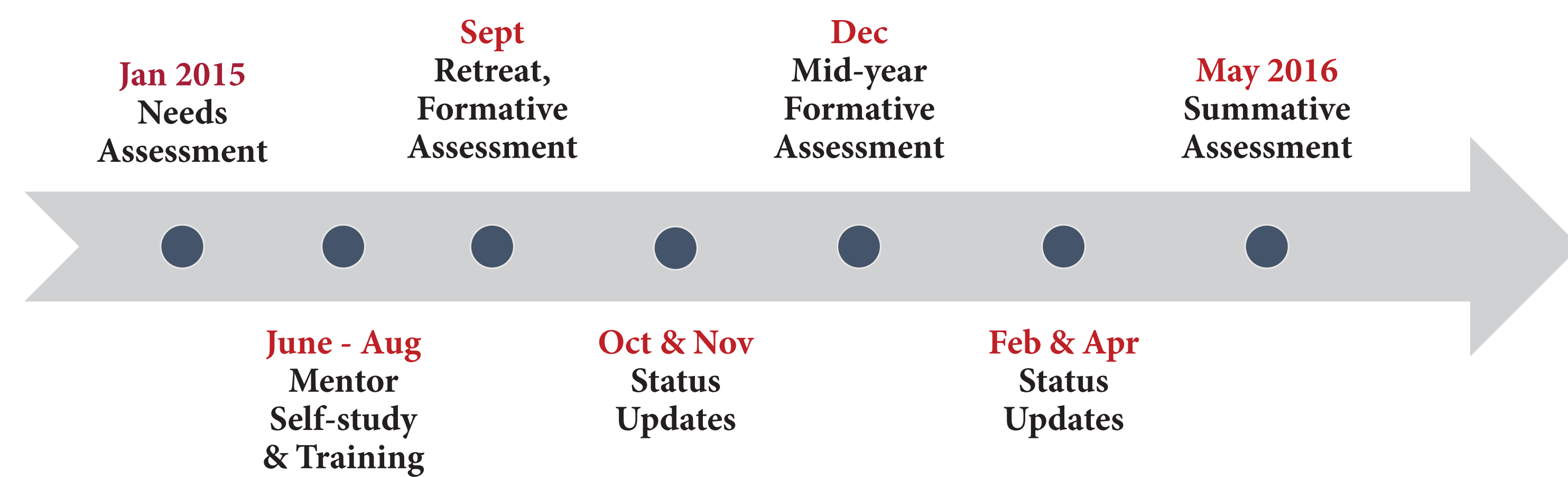is a small, teaching-centered college within a large research university

- expects tenure-line faculty to meet research goals while emphasizing teaching quality
- expects lecturers and clinical faculty to meet heavier teaching loads while actively serving the university and engaging the community

IUPUC Faculty in Spring 2015 were:

- 56% female
- 22% minority
- 48% first generation college
- 77% untenured
- and 29% full-time teaching faculty were non-tenure track (2x other IUPUI schools)

Progress to Date

Jan 2015 Needs Assessment	**Sept** Retreat, Formative Assessment	**Dec** Mid-year Formative Assessment		**May 2016** Summative Assessment
	June - Aug Mentor Self-study & Training	**Oct & Nov** Status Updates	**Feb & Apr** Status Updates	

Needs Assessment

A survey of full-time faculty regarding mentoring satisfaction and needs found:

- under-represented faculty scored lower (M = 7.8 on a 3 to 15 point scale) than white male faculty (M = 11.3) on mentoring satisfaction
- 63% under-represented faculty scored below scale midpoint vs. 0% other faculty
- need for enhancing career self-efficacy indicated by research, teaching, and T & P rated most important from list of 13 mentoring needs

Mentor Self-study / Training on Career Self Efficacy & Transitions

Bandura's Concept of Self-Efficacy

- "...the individual's belief that he or she can cause an intended event to occur and can organize and carry out the course of behavior necessary to deal with various situations" (Rodin, 1990, 2)
- our goal was to increase participant *Career Self Efficacy*, perceptions of mentee ability to direct their career trajectories

Schlossberg's "4 S" Model of Transitions

- framework for navigating life transitions (Schlossberg, 2008) which includes:
  — situational variables (e.g., concurrent stressors)
  — social supports important for coping (typically disrupted by the transition)
  — strategies for coping with stress
  — self variables

Retreat

- keynote address from recognized mentoring scholar Dr. Deanna L. Reising
- initiated mentoring relationships by describing roles and responsibilities
- Mentors and mentees encouraged to engage professional development programs:
  — Intergroup Dialogue Community of Practice (IGD) program.
  — Enhanced Mentoring Program with Opportunities for Ways to Excel in Research (EMPOWER)
  — Developing Diverse Researchers with InVestigative Expertise (DRIVE).

Formative Assessment

- collected baseline data using:
  — *General Self-Efficacy Scale* (GSE, Schwarzer & Jerusalem, 1995) a 10 item measure of belief in ability to cope with life stressors and problems using a four point Likert scale (range 10 to 40); higher scores = greater general self-efficacy
  — *Transition Guide & Questionnaire Modified* (TGQ-M, Schlossberg, 2008) a 56 item measure using a five point Likert scale; higher scores = greater coping resources

Measure Psychometrics		
	Test-Retest (9 months)	**α**
GSE	.80*	.85
TGQ-M		
Situation	.72 ***	.86
Social Supports	.90 ***	.72
Strategies	.67 **	.91
Self	.58 *	.81

* p < .05, ** p < .01, *** p < .001

- GSE scores correlated with the TGQ-M situation, self, and strategies (r = .79, p < .05, r = .87, p < .01, and r = .86, p < .01 respectively) but not supports (r = .66, ns)

Program Delivery

- mentees received feedback on TCQ-M assessment results from licensed psychologist
- mentors and mentees met separately at least monthly throughout the academic year
- group status updates convened bi-monthly

Lessons Learned

What went well?

Summative Statistical Assessment

- though not statistically significant, mentees completing both measures (n = 7) reported an increase in General Self-Efficacy and Transition variables

Change in Mentee General Self-Efficacy & Transition Variables		
	t	**d**
GSE	1.67	.48
TGQ-M		
Situation	.62	.18
Social Supports	1.93	.37
Strategies	1.88	.38
Self	1.16	.26

Summative Qualitative Assessment

- mentees expressed feeling more confident (consistent with increase in GSE)
- mentors reported in a focus group strengthened faculty culture and morale, bolstered interdepartmental relationships, and fruitful professional collaborations
- mentees reported utilizing other resources like the university's promotion and tenure on-line materials and workshops, increased productivity relative to the previous year, and beginning a collaboration with their mentor

Challenges

- most participants did not utilize certain formal resources like the intergroup dialogue (n = 2), nor did they apply for internal grants (n = 0).
- mentors reported that, while they found mentoring to be very rewarding, they are unsure that they will be able to sustain their high level of commitment.
- mentors and mentees expressed unease with the closeness of fit of mentoring assignments.

Next Steps

Program leaders and participants identified two changes to address our challenges:

1. **Introduce a mentor bureau:** Mentors will identify areas of specialization so mentees can choose mentors to help with specific needs.
2. **Add peer mentoring:** Mentees will meet separately to express concerns, provide support, and share strategies for success.