Faculty Advising Faculty: Mentoring, Career Advising, and Sponsorship

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Mentoring is Obviously Necessary

- Universities are intergenerational communities (like most workplaces)
- More senior people know things more junior people don’t know
  - About the institution
  - About the discipline
  - About norms for success
- Obviously more senior people should help pass on their knowledge to the more junior ones
Faculty Resistance to “Mentoring”

- Can’t find people willing to do it
- Can’t “legislate” it; must evolve naturally
- It’s infantilizing
- It’s risky (may fail, be destructive)
- I didn’t get it; only weaklings need it
What is the resistance about?

- Senior people are lazy and selfish? Blind to the mentoring they obviously got?
- Junior people resist more socialization? OR fear impact of looking like they need help? OR don’t know they need help?
- Culture provides lots of support for not doing it

Maybe mentoring IS the wrong paradigm!
Mentoring Paradigm

- Mentoring is a relationship of responsibility
  - You are a guide
    - To the process of acquiring a degree
    - To the institution
    - To the field (in terms of research, teaching, etc.)
  - You are responsible for the outcome
    - You define acceptable performance
    - You have an investment in success
  - You are held accountable for the outcome (by mentee, colleagues, profession)
Career Advising Paradigm

- Relationship of peers
  - No right to control processes or outcomes
  - Uneven knowledge about different domains
  - BUT demand for evaluation at various points
- Lack of experience in one results in need for career advice (though may know lots more than other in many domains)
- What advice is needed varies across people and over time
- The culture should provide structures that deliver that advice
  - Should effectively monitor whether relevant career advising is happening
  - Should clearly separate advising from evaluation
Career Advice

- Information
  - Including alternatives
- Ways of thinking about immediate decisions/choices
- Safe context for advice about setbacks
- Ideas about alternatives when “stuck”
- Ways of thinking about “big picture”
- Ways of maximizing satisfaction and minimizing frustration
Kinds of Career Advice Needed

- Research
  - Journal selection
  - Revising
  - When to cut losses
  - Ways to get work noticed
  - Grants
  - Collaborators
  - Campus norms/resources/processes

- Clinical
- Teaching
- Service
  - What is their weight in their appointment/career?
  - How best do they meet them?
  - What is optional/not at all optional?
Kinds of Career Advice Needed

● “Balance”
  ● Balancing demands of different aspects of work life
  ● Balancing career with family/personal life
    ● Institutional norms
    ● Institutional policies and resources
      ● Dual career
      ● Parental leave
      ● Child care
    ● Information about community resources
    ● Alternative ideas about how to do it!
Kinds of Career Advice Needed: Conceptualizing and Representing “Career”

- Figuring out how to have a plan
  - Crucial career milestones (third year review, tenure review, promotion to full)
  - Can’t control timing of many key decisions (journal article acceptances, grants)
- Figuring out how to prioritize competing goals
- Figuring out how to “package” or represent career
  - In career reviews
  - In grant proposals
Focus on Satisfaction in this Work

- Freedom and autonomy
- Research you love
- Impact on the field
- Working with students
- Flexibility in schedule

Keeping them in view is critical; career advisors can help people do that
Features of Successful Career Advising Interactions

- Open-ended
- Generative
- Tailored to concerns of the person seeking advice
- May include requests for advice about future and past evaluations
- Informative/encouraging/reassuring/inspiring/helpful
Advising is Not Evaluating

Evaluation involves:

- Assessment of outcomes
- Assessment of process/trajectory
- Prediction about future outcomes/trajectory
Features of Evaluation Interactions

- Criteria-driven
  - Led by questions of the evaluator in terms of specific criteria

- Informative/realistic/accurate/fair
Evaluators

- Leadership figures
- Senior faculty

- Must be realistic about power relationship in career advising,
  but also
- Must actively work to separate advising from evaluating
Career Advisors

- Leadership figures (institutional rules and norms)
- Senior faculty
- Recently-tenured or promoted faculty
- Peers
  - “Group mentoring”
- Zone mentors
  - Grants
  - Teaching
  - Editing
  - Leadership
  - Balance/Life…
Giving Advice is Not Enough

- 2008 Catalyst survey of 4,000 employed men and women graduates of top MBA programs; equal credentials, but in first jobs women:
  - Paid less
  - Lower-level positions
  - Less satisfied
  - More likely to have mentors!

Career Advising: Mentoring vs. Sponsoring

- Interviews with 40 high-potential men and women
- Reanalyzed survey
- Conclusion:
  - Women overmentored/undersponsored
  - Lots of advice/little assistance!

What is “Sponsorship”? 

- Active implication of “advising faculty”
  - Recommend for opportunities/advocate for advancement
  - Help plan when taking on new roles
  - Help take charge in new roles
  - Endorse authority publicly
Faculty Career Advising: Structure is Essential

- If unstructured only some people get it
  - Good systems are:
    - Transparent
    - Equitable
    - Helpful
- Different structures can work
  - Single advisor not likely to work
  - “Circle of advisors”
    - 1:1 person monitors overall process OR
    - Authority figure monitors overall process
- Advisee must play significant role in organizing what is helpful
  - What are particular needs? (publication, grants, teaching, networking, etc.)
  - Group? Who?
  - Regular meetings or email or seek different things from different people?
  - Participation in group/zone activities
  - Annual “career advising plan”
- Career advisors must be sponsors; can/should play role in evaluation
  - Keep roles separate
  - Not all advisors can/should be evaluators
Mentoring At the Medical School

A Snapshot
# Snapshot of the Medical School Faculty – FY 2011

<table>
<thead>
<tr>
<th>Track</th>
<th>FY 2011</th>
<th>FY 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional track</td>
<td>862</td>
<td>(772)</td>
</tr>
<tr>
<td>Research track</td>
<td>326</td>
<td>(240)</td>
</tr>
<tr>
<td>Clinical track</td>
<td>843</td>
<td>(587)</td>
</tr>
<tr>
<td>Lecturers</td>
<td>299</td>
<td>(219)</td>
</tr>
</tbody>
</table>

**Total** 2330 **(1818)**
Satisfaction survey

- Every other year, 2006-2010
- All faculty are invited
- Response rate 2011: 1313/2330 - 43%
## Overview of Results

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>N=1471</td>
<td>N=1231</td>
<td>N=1313</td>
</tr>
<tr>
<td>Overall Job</td>
<td>71.1</td>
<td>74.0</td>
<td>72.7</td>
</tr>
<tr>
<td>Satisfaction (0-100 Scale)</td>
<td></td>
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</tbody>
</table>
Questions that Best Predict Overall Satisfaction

- Department chair advocates for career growth
- Chair provides useful feedback about performance
- Career expectations are being met
- Having sense of control over career
- Satisfaction with how being mentored
Factors Influencing Overall Job Satisfaction

- Existence of Mentor (formally or informally):
  - 72.2% of valid responses were “yes”
    - Overall job satisfaction: 77.5
  - 27.8% of valid responses were “no”
    - Overall job satisfaction: 63.5
  - Difference: 14.0 points
  - (187 respondents did not answer the question)
Mentoring by track
Presence and satisfaction

<table>
<thead>
<tr>
<th>Have mentor</th>
<th>Overall</th>
<th>Research</th>
<th>Instr</th>
<th>Clin</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>72.5%</td>
<td>78.5%</td>
<td>71.3%</td>
<td>67.8%</td>
</tr>
</tbody>
</table>

Statistically more satisfaction with how being mentored:
Research (5.15), Instructional (4.95), Clinical (4.41)
Mentoring by gender: Presence and satisfaction

<table>
<thead>
<tr>
<th>I have a mentor</th>
<th>Overall</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>72.5%</td>
<td>71.3%</td>
<td>74.3%</td>
</tr>
</tbody>
</table>

Satisfaction with how being mentored: males significantly higher (male 4.91 vs. 4.58 female) 
P=0.003
Mentoring: Serving as a mentor

- I serve as a mentor to others:
  - Instructional: 89.5%
  - Research: 72.5% *(all stat sign)*
  - Clinical: 64.4%

- Men: 76.9%
- Women: 68.9%  
P=0.003
Satisfaction with opportunity of being a mentor

- Males significantly higher (male 5.77 vs. 5.52) (p=0.001)
- Order of tracks:
  - Instructional (5.83), Research (5.63), Clinical (5.53) (all sign)
Third year review mentoring on the clinical track

- 2004-2010, 163 reviews 3-4 year assistant professors
- 79 men, 84 women
- Data are objective

Goal promotion:
- 78% yes
- 11% not sure
- 11% no
Conclusions:
1. 27% of faculty rates mentoring as good
2. 17% feels they get no mentoring
Conclusions

- 72% of all faculty has a mentor
- Satisfaction with mentoring varies, between tracks and gender
- 60-90% serves as a mentor
- Overall clinical track scores lowest
Questions?
Discussion

- Questions for clarification or concerns do you have?
- What resources do you need to successfully mentor junior faculty?
- Faculty mentor recommendations to build our network of mentors
Faculty Development Resources

- Giving and Getting Career Advice: A Guide for Junior and Senior Faculty, ADVANCE
- Mentoring Faculty in Academic Medicine, Linda Pololi, M.D., Brandeis University
- Faculty Development Website

https://wiki.umms.med.umich.edu/display/FAFD/Faculty+Career+Development