Research has demonstrated that mentoring increases research productivity and funding, improves teaching, aids retention, and helps advance careers. UA faculty reported that they see mentoring as professionally important and personally fulfilling in the COACHE survey of TT faculty and continuing-status professionals. Unfortunately, only 51% reported that they had received somewhat or very effective mentoring, and only 15% of associate and full professors believe support for mentoring is adequate. This assessment was supported by the fact that 80% of associate professors reported that they had not received formal feedback on their progress towards promotion. Over 30% of assistant professors who had been here at least a year reported that they had not received such feedback. These responses help to explain why the second lowest item in the entire COACHE survey was support for mentoring (with the lowest item being faculty housing benefits).

To improve support for mentoring, an outside consultant has been enlisted to lead a mentoring retreat on January 20 to launch a semester-long program for mentors, mentees and heads. All heads and faculty will be invited to the retreat and workshops, and mentors and mentees from individual departments and colleges will be invited to participate as groups to leverage the impact of the program. This initiative will build on the success of the fall Campus Connections program offered by the Provost's Office along with the Office of Research and Discovery, the Commission on the Status of Women, Human Resources, and the Office of Instruction and Assessment. Almost five hundred people attended the workshops and community-building events, and the workshops served as springboards for other offerings. For example, Dr. Laura Hunter's workshop on creating time for research was attended by sixty participants, and it led to a half dozen invitations to offer such workshops in departments and colleges.

To support department and college efforts, this initiative will provide training on mentoring, and workshops on writing grants and publications, teaching resources, and strategies for promotion and career advancement. We will share research on mentoring programs with mentors and heads.

- ➢ Effective Mentoring Strategies
- ➢ Mentoring Up
- ➢ Making Time for Research
- ➢ Offering Feedback on Writing
- ➢ Leveraging Research Resources
- ➢ Collaborating on Teaching
- ➢ Making Service Work
- ➢ Responding to Unconscious Biases
- ➢ Using Reviews to Mentor, and Be Mentored
- ➢ Going up for Full
- ➢ Using the Promotion Process for Career Advancement

The benefits of mentoring:

- Increased productivity, including more publications, more major grants, and more top journal publications (Blau et al. 2010; Carr et al. 2003)
- Increased retention (Kosoko-Lasaki et al. 2006)
- Better tenure and promotion prospects (Johnson 2007; Kosoko-Lasaki et al. 2006; Stanley & Lincoln 2005)
- Increased sense of support for research (Carr et al. 2003)
- Heightened teaching effectiveness (Luna & Cullen 1995)
- Higher career satisfaction (Carr et al. 2003)
- Increased organizational engagement (Trower 2012)
- Lower feelings of isolation (Carr et al. 2003; Christman 2003; National Academy of Sciences 1997)
- Greater sense of fit, which is critical to job satisfaction and retention—especially for women and faculty of color (Trower 2012)

Researched by Dr. Laura Hunter, Office of the Provost

Most UA heads report that their departments have some sort of mentoring program but that more support for mentoring is needed. In the COACHE survey, less than half of the respondents felt mentoring of junior faculty was adequate. To follow up on that study, in the summer of 2014 a survey was conducted of 101 UA heads on their department's mentoring. 54 responded. Three quarters of those heads replied that their departments had programs, and that such programs are important in supporting junior faculty. When asked what help they need to support mentoring, respondents suggested research-based resources, workshops and training for mentors, more events to facilitate mentoring, and recognizing and rewarding mentors.

While few UA Faculty see mentoring as well supported, most value serving as mentors, and mentees view it as important to their success. In the COACHE survey, 92% of pre-tenure faculty reported that having a mentor is important to their success, and 84% of all faculty reported that being a mentor is fulfilling. Strengthening mentoring is important to engaging mid-career faculty. Less than a quarter of associate and full professors feel that there is effective mentoring of associate professors in their department. 23% somewhat or strongly agreed that there is effective mentoring of tenured associate faculty in their department (asked of tenured associate and full professors only).

> **Benefits to Mentors**
> - Personal satisfaction (Johnson-Bailey & Cervero 2004)
> - Sense of contribution and accomplishment (Fogg 2003)
> - Revitalized interest in their work (Murray 2001)
> - Exposed to fresh ideas and new perspectives (Johnson-Bailey & Cervero 2004; Murray 2001; Zellers et al. 2008)

This mentoring initiative will draw on existing research to foster best practices. Research underlines the importance of offering training and programming to support discipline-based mentoring. Such programming offers opportunities for mentors and mentees to come together, reflect upon lessons learned, and expand their collaborative networks. Such broader mentoring is particularly valued by women and minorities, who will also benefit from advice on how unconscious bias can affect professional interactions and careers.

Related Research

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