BUILDING A MENTORING PROGRAM FOR NON-TENURE LINE FACULTY - ONE DEPARTMENT'S JOURNEY AND WHERE TO GO FROM HERE

Presented by: Sarah Angulo
PRESENTATION OUTLINE

- Benefits of mentoring
- Mentoring for nontenure line (NTL) faculty at Texas State
- Collaborative Mentorship Program in the Psychology Department
- Results from university-wide mentoring survey of NTL faculty
BENEFITS OF FACULTY MENTORING

- enhanced teaching effectiveness (Williams, 1991)
- increased faculty retention, productivity, and satisfaction (Columbia University, 2016)
BENEFITS OF FACULTY MENTORING

- a more positive work climate (Corcoran & Clark, 1984; Melicher, 2000)
- especially important for women and members of under-represented groups (Mott, 2002; Zellers et al., 2008)
MENTORING NTL FACULTY AT TEXAS STATE

• 42% of faculty members at Texas State are NTL (Texas State UOIR, 2021).
• Any effort to support these teaching specialists would have widespread and positive transformative impact for both faculty and students.
PSYCHOLOGY DEPARTMENT COLLABORATIVE MENTORSHIP PROGRAM

GROUP ORIENTED

SIX PRESENTATIONS

TWO SOCIAL EVENTS
PRESENTATION TOPICS

- psychology internship opportunities
- creating engaging discussions
- designing high-quality assessments in Canvas
- teaching large classes
- general Q & A
- practical considerations for online course design
SOCIAL EVENTS

- CATERED OUTDOOR LUNCH FROM CENTRAL MARKET (OCTOBER 2021)
- CATERED LUNCH (MAY 2022)
MENTORSHIP FEEDBACK

Brief post-presentation questionnaire

- Please rate your overall satisfaction with the session (1 = not at all satisfied, 5 = extremely satisfied)
- What aspects of the session were most valuable to you?
- Do you have any suggestions for improving the session?
MENTORSHIP FEEDBACK

Average satisfaction with sessions: 4.7 on a 5-point scale
What aspects of the session were most valuable to you?

<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Camaraderie, connection, collegial discussion, sharing ideas, hearing others' perspectives/experiences, sense of community</td>
<td>8</td>
</tr>
<tr>
<td>Conversation and discussion aspects</td>
<td>2</td>
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<tr>
<td>Information about internships</td>
<td>5</td>
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<td>Teaching tips</td>
<td>7</td>
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"I enjoyed listening to everybody's perspectives. Even though it was Dr. Meeks who was presenting, it turned into a conversation more than a lecture."
"It was so informative and useful! The presenter provided great information and tips to stimulate discussions in the classroom, to avoid common problems, and she stimulated good discussion within the session! All around wonderful and valuable!"
UNIVERSITY-WIDE SURVEY OF MENTORSHIP NEEDS

55 teaching faculty from multiple departments

- lecturer: 19
- senior lecturer: 24
- clinical faculty: 6
- other: 6
IT WOULD BE VALUABLE/HELPFUL FOR NEW FACULTY TO HAVE A MENTOR WHO WOULD...

- Be a positive role model (4.45)
- Provide honest feedback on performance (4.64)
- Provide information (4.69)
- Help locate suitable resources (4.42)
IT WOULD BE VALUABLE/HELPFUL FOR NEW FACULTY TO HAVE A MENTOR WHO WOULD...

- "Network build."
- "How/where/what technology/teaching platforms we use...Committees to be a part of, how to be an active part of the teaching team, decrease the isolation felt as everyone already has their teams/cliques."
- "Observe classes and provide feedback on teaching strategies."
PLEASE INDICATE HOW IMPORTANT YOU BELIEVE THESE PERSONAL ATTRIBUTES TO BE IN A MENTOR:

- Experience in teaching (4.60)
- Respectful (4.70)
- Honesty (4.84)
- Trustworthiness (4.84)
- Caring (4.38)
- Excellent interpersonal skills (4.33)
- Non-judgmental (4.38)
- Positive attitude/enthusiasm (4.47)
PLEASE INDICATE HOW IMPORTANT YOU BELIEVE THESE PERSONAL ATTRIBUTES TO BE IN A MENTOR:

• "Just being a good colleague, someone that is willing to listen without judgment."

• "Awareness of their own biases and privileges, engages in regular critical self-reflection, particularly around areas of culture and regarding the impact of their actions on others, not going to perpetuate oppressive systems within the mentor/mentee relationship"
FROM THE FOLLOWING LIST OF POSSIBLE BENEFITS OF BEING A MENTOR, PLEASE INDICATE HOW IMPORTANT THESE FACTORS WOULD BE TO YOU PERSONALLY AS A MENTOR:

- Contributes to personal/professional self (4.19)
- Exposure to fresh/new ideas (4.35)
- Renewed energy/enthusiasm (4.28)
- Rewarding to share insight (4.35)
FROM THE FOLLOWING LIST OF POSSIBLE BENEFITS OF BEING A MENTOR, PLEASE INDICATE HOW IMPORTANT THESE FACTORS WOULD BE TO YOU PERSONALLY AS A MENTOR:

- "Ability to contribute to changing systems and to shape the workplace environment (make it more humane in a small way)."
- "Satisfaction in sharing knowledge and experience with a current and future colleague."
- "You're helping your colleagues!"
PLEASE INDICATE HOW STRESSFUL THESE FACTORS WERE TO YOU WHEN YOU WERE FIRST HIRED AS A MEMBER OF THE FACULTY.

- Inadequate knowledge regarding the university milieu (3.72)
- Inadequate information regarding the informal/unspoken rules (4.11)
PLEASE INDICATE HOW STRESSFUL THESE FACTORS WERE TO YOU WHEN YOU WERE FIRST HIRED AS A MEMBER OF THE FACULTY.

- "When I started with the university I was sort of just thrown into the role. I had minimal guidance and I still am trying to figure out how to navigate it all. An assigned mentor would have been extremely beneficial."
- "There were SO many things I didn't know....The administrative assistant in our department at the time was immensely helpful to me."
PLEASE INDICATE HOW STRESSFUL THESE FACTORS WERE TO YOU WHEN YOU WERE FIRST HIRED AS A MEMBER OF THE FACULTY.

• "Being a person of color and fully believing the commitment to diversity at the university level and being met with other truths about how we actually operate and think about these issues."
PLEASE INDICATE HOW STRESSFUL THESE FACTORS WERE TO YOU WHEN YOU WERE FIRST HIRED AS A MEMBER OF THE FACULTY.

- "How to log into areas, what I needed access to, where to be and when for meetings, benefits, not knowing you won't get paid until October 1 even though we started in August (the largest amount of stress because my family was not prepared for no paycheck for 6 weeks)."
Which benefits of mentoring relationships do you feel are most important to the faculty overall?

- Increased teaching skills (4.55)
- Increased job satisfaction (4.49)
- Increased collegiality (4.45)
FROM THE FOLLOWING LIST OF POSSIBLE OBSTACLES/DETERRENTS TO MENTORING, PLEASE INDICATE THE SIGNIFICANCE TO YOU, IF YOU WERE CONSIDERING BEING A MENTOR.

- Lack of time to fulfill the role effectively (4.31)
- Lack of supportive infrastructure (4.08)
FROM THE FOLLOWING LIST OF POSSIBLE OBSTACLES/DETERRENTS TO MENTORING, PLEASE INDICATE THE SIGNIFICANCE TO YOU, IF YOU WERE CONSIDERING BEING A MENTOR.

- "Everyone is already overworked, and underpaid, please don’t ask for more without compensation."
- "Some faculty may find it overwhelming."
IF A MENTORING PROGRAM WAS ESTABLISHED IN YOUR DEPARTMENT, HOW IMPORTANT WOULD IT BE TO INCLUDE/ADDRESS EACH OF THE FOLLOWING FACTORS?

- Formal recognition of the mentoring role (release time) (4.25)
- Orientation program for mentors (4.11)
SUMMARY

• Benefits of mentoring
• Psychology Department's collaborative mentoring community
• University-wide survey results: Faculty are eager for rewarding mentoring programs which do not further add to their workload