

# **New Faculty Mentoring at UNT: A Vehicle to Explore Inclusion**

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# Introduction

- Universities have a vested interest in recruiting, retaining, and promoting high quality faculty.
- Higher education institutions reward performance through awarding tenure. Tenure is a lengthy process, typically five to six years.
- Ascending the ranks in the academy has traditionally embodied a “sink or swim” environment. This process often resulted in unacceptably high faculty attrition rates.
- The financial cost of hiring new faculty, in addition to the organizational instability that results from faculty turnover, is a topic of interest to colleges and universities (Bin Tareef, 2013).

# Background *(Cont.)*

- The current academic workplace consists of a multigenerational workforce.
- Early career faculty are often although not always generationally different (e.g., Generation Xers and Millennials) than their predecessors (e.g., Baby Boom and Veteran Generation) (Finkelstein, 2010; Hannay & Fretwell, 2011).
- These four generations vary tremendously in terms of their dispositions, motivations, and experiences (Hannay & Fretwell, 2011; Zemke, Raines, & Filipczak, 2000).

# Definitions of the Four Generations

<b>Generations</b>	<b>Definition</b>	<b>Size</b>
<b>The Veteran generation</b>	born 1925-1945	6.4 million
<b>The Baby Boom generation</b>	born 1946-1964	85 million
<b>Generation X (Gen-X)</b>	born 1965-1981	50 million
<b>Millennial generation (Gen-Y)</b>	born 1982-1999	76 million

(Hannay & Fretwell, 2011; Trunk, 2007; U.S. Department of Labor, 2010)

# Changing Demographics

- The demographic characteristics of higher education have changed over time, most notably during the last 40 years. Faculty composition changed dramatically between 1969 and the early 2000s (Finkelstein, 2010).

	1969	Early 2000s
Gender	Most faculty were male	Approximately 40% of faculty were female with an equal distribution of men and women among newly recruited members
Race	Less diversity	Diversity increased to approximately 20% nonwhite or minority faculty members
Nationality	Only about 10% of faculty members were foreign-born, most of whom were from European countries	Most foreign-born faculty are from East and South Asia
Generations	American college and university faculty were members of the World War II generation, and new recruits were their offspring—the Baby Boom generation	Generation Xers and the Millennial generation are replacing the Baby Boom generation

# Background

- As the old guard retires from the field, Gen-X and Gen-Y junior faculty members are replacing them.
- This change in the composition of the workforce requires universities to adapt and adjust to meet the needs specific to each of the four generations (Hannay & Fretwell, 2011).
- Colleges and universities have taken steps to remediate this situation by redefining the environment of the academy through faculty mentoring programs (see for example, Borders et al., 2011; Law et al., 2014; Sorcinelli & Jung, 2007).

# Introduction *(Cont.)*

- The program at the research intensive university in this study provides three formal mentoring opportunities for early career faculty across ranks including:
  - individual mentoring within disciplines
  - cross-disciplinary mentoring teams
  - individual mentoring grants
- These mentoring opportunities are intended to help early career faculty navigate the academy successfully and develop leadership capacity, university wide.

# Research Questions

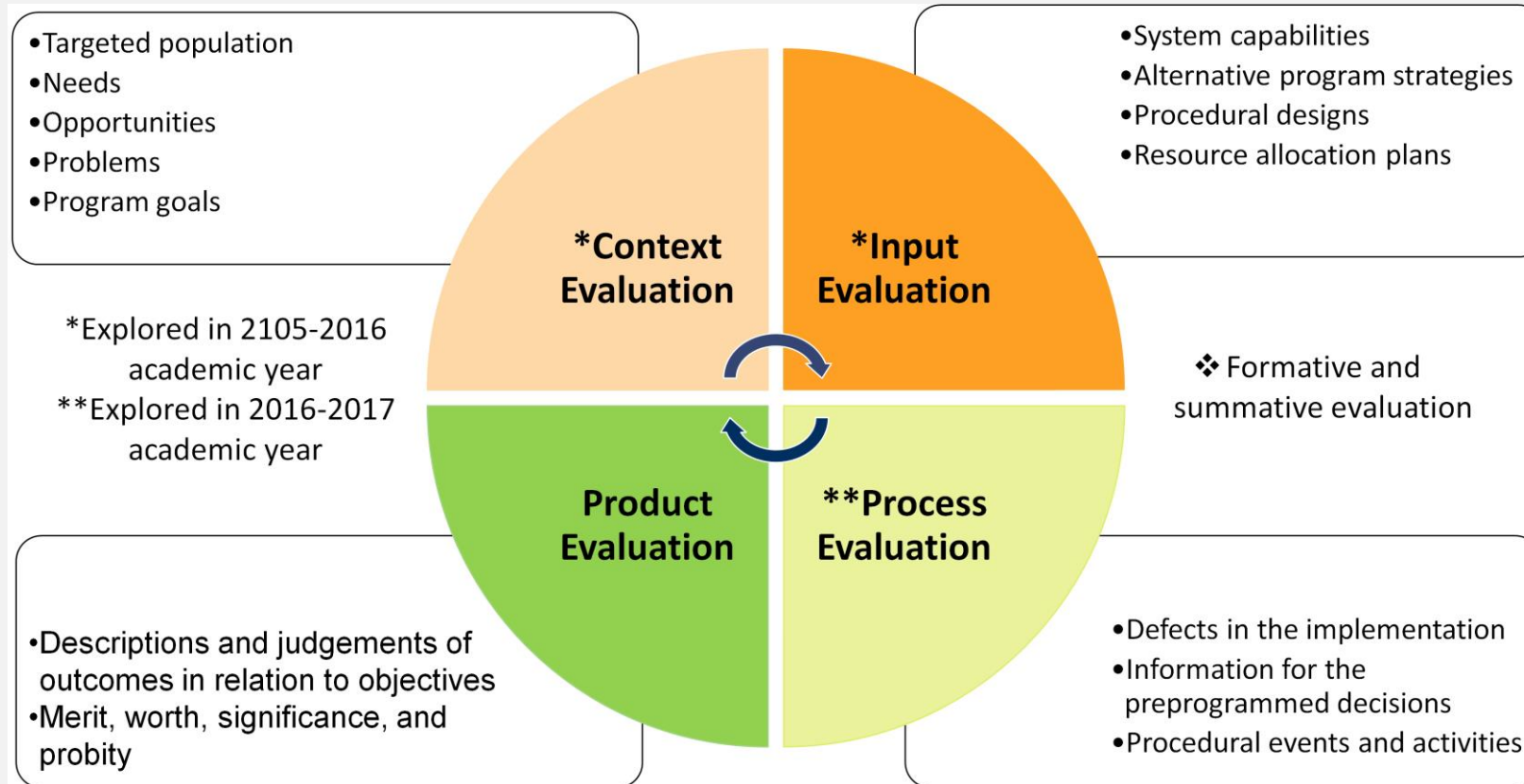
- What is the structure of the mentoring program?
- What opportunities exist for non-structured activities?
- **What are the perceptions of the participants regarding program events/groups, communication, benefits, needs, and barriers?**
- **What are the perceptions and impacts of the program on the experiences of diverse and underrepresented faculty?**



# Research Method

- This study is part of a multi-year (2015-2017) program evaluation using the Context-Input-Process-Product (CIPP) model.
- The four components of the CIPP model reciprocally related to each other and reflect the complex nature of mentoring practices (Frye & Hemmer, 2012; Stufflebeam & Shinkfield, 2007; Zhang et al., 2011).
- Thus far, researchers have focused on the program's context, inputs, and processes as an exploratory approach to establish a baseline, as the University had never previously evaluated the program.
- The holistic research design provides data that transcends rank and generation. The results are informing real-time, meaningful change in a historically inelastic environment.

# CIPP Model



(Stufflebeam & Shinkfield, 2007, pp. 329, 335)

# Quantitative Results

- Cultural Responsiveness
  - Department, College, UNT
- Inclusive Nature UNT
  - Mentee/Mentor
  - Male/Female
  - White/NonWhite
- Color Code
  - None—no evidence
  - Orange—likely
  - Yellow—practically
  - Red—Urgent, statistically significant

Table 19

		All Participants			Mentees		Mentors		
		Mentee v. Mentor	White v. NonWhite	Male v. Female	White v. NonWhite	Male v. Female	White v. NonWhite	Male v. Female	
		Cultural Responsiveness	Department	M-W-U	<i>NS</i>	<i>NS</i>	<b>.072<sup>F</sup> PS</b>	<i>NS</i>	<b>.051<sup>F</sup></b>
$X^2(df)$	<i>NS</i>			<i>NS</i>	<b>Less Responsive</b>	<i>NS</i>	<b>Less Responsive</b>	<b>Less Responsive</b>	<i>NS</i>
College	M-W-U		<i>NS</i>	<b>.078<sup>NW</sup> PS</b>	<i>NS</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>	<i>NS</i>
	$X^2(df), p \leq .05$		<i>NS</i>	<b>Less Responsive</b>	<i>NS</i>	<b>Less Responsive</b>	<b>Less Responsive</b>	<b><math>X^2(3) = 16.701</math> <math>p = .001</math></b>	<i>NS</i>
University	M-W-U		<i>NS</i>	<i>NS</i>	<i>NS</i>	<b>.034<sup>NW</sup></b>	<i>NS</i>	<i>NS</i>	<i>NS</i>
	$X^2(df)$		<i>NS</i>	<i>NS</i>	<b>Female "good"</b>	<b>Less Responsive</b>	<i>NS</i>	<i>NS</i>	<i>NS</i>

**Table 20**

			All Participants			Mentees		Mentors	
			Mentee v. Mentor	White v. NonWhite	Male v. Female	White v. NonWhite	Male v. Female	White v. NonWhite	Male v. Female
Inclusive Nature	Race/ Ethnicity	M-W-U	NS	NS	.041 <sup>F</sup>	NS	NS	NS	NS
		$X^2(df)$	NS	NW < W, PS	Less Inclusive	NW < W, PS	Female "good"	NW < W, PS	F < M, PS
	Gender Identity	M-W-U	NS	NS	.078 <sup>F</sup> PS	NS	NS	NS	.113 <sup>F</sup> PS
		$X^2(df)$ , $p \leq .05$	NS	NS	Less Inclusive	NW < W, PS	F < M, PS	NS	Less Inclusive
	Sexual Orientation	M-W-U	.161 <sup>ME</sup> PS	.074 <sup>W</sup> PS	NS	NS	NS	NS	.107 <sup>F</sup> PS
		$X^2(df)$	ME > MR	NW < W, PS	NS	NS	NS	NS	F < M, PS
	Language	M-W-U	NS	.137 <sup>NW</sup> PS	.077 <sup>F</sup> PS	.176 <sup>NW</sup> PS	NS	NS	.077 <sup>F</sup> PS
		$X^2(df)$	MR < ME	Less Responsive	Less Inclusive	Less Inclusive (.059)	NS	NS	$X^2(3) = 8.134$ , $p = .043$
	Age	M-W-U	NS	NS	.070 <sup>F</sup> PS	NS	NS	NS	.059 <sup>F</sup> PS
		$X^2(df)$	NS	NS	Less Inclusive	NS	NS	NS	$X^2(3) = 5.563$ , $p = .062$
	Religion	M-W-U	ME < MR, PS	NS	.062 <sup>F</sup> PS	NS	NS	NS	.064 <sup>M</sup> PS
		$X^2(df)$	$X^2(3) = 8.172$ , $p = .043$	NS	$X^2(3) = 7.139$ , $p = .068$	NS	NS	NS	$X^2(3) = 8.771$ , $p = .032$
	Veteran Status	M-W-U	.014 <sup>MR</sup> MR < ME	NS	NS	NS	NS	.085 <sup>W</sup>	NS
		$X^2(df)$	$X^2(3) = 9.863$ , $p = .020$	NS	NS	NS	NS	NW < W, PS	NS
	Parent/ Family Status	M-W-U	NS	NS	NS	NS	NS	NS	NS
		$X^2(df)$	NS	NS	NS	NS	NS	NS	NS
	National Origin	M-W-U	.001 <sup>MR</sup> MR < ME	NS	.001 <sup>F</sup> F < M	.056 <sup>NW</sup> W < NW, PS	NS	NS	.006 <sup>W</sup> F < M
		$X^2(df)$	$X^2(3) = 10.433$ , $p = .015$	NS	$X^2(3) = 13.642$ , $p = .003$	$X^2(3) = 5.493$ , $p = .139$	$X^2(3) = 7.330$ , $p = .062$	NS	$X^2(3) = 9.278$ , $p = .026$

# What's in a voice?

- Identity (cultural, professional, personal)
- Lived experience (lens, bias, perspective, vantage point, reflection)
- Values (vision, goals, equity, beliefs, justice)
- Motivation (intrinsic/extrinsic)
- Relationships (personal/professional, internal/external, organic/hierarchical)
- Community (engagement, connectedness, acculturation, belongingness)

# Qualitative Findings

## ➤ **Four Major Themes**

- Building mutual relationships
- Benefits of mentoring
- Value of networking and collaboration
- **Diversity and inclusion**
  - **No specific questions about diversity and/or inclusion**

# Qualitative Findings *(Cont.)*

## ➤ **Building Mutual Relationships**

- Most of the mentee and mentor participants described the faculty mentoring program as mutually beneficial for sharing, learning, interacting, and communicating.
- These activities are only possible in mentoring when a relationship is based on human interaction between at least two people. Thus, relationships are a critical element for meaningful mentorship in faculty mentoring practices.



# Qualitative Findings *(Cont.)*

## ➤ **Building mutual relationships**

### Mentee:

“[A relationship is] a partnership where both can grow somehow. From the standpoint of the mentor, I don’t know if you can grow that much. From the mentee, I think what you want to do is to grow and get better. A relationship that is, I don’t know, a partnership. That’s how I would describe it....”

# Qualitative Findings *(Cont.)*

## ➤ **Benefits of Mentoring**

- Increased scholarly productivity and teaching effectiveness are also among the initial goals of this mentoring program.
- Many mentees cited their mentor(s)' encouragement of scholarly activities (e.g., by providing opportunities to conduct, publish, and present research) and support for teaching (e.g., suggestions for grading) as particularly helpful.
- The program/department support for productivity was reflected in the expectations communicated by the University administration in formal activities for junior faculty within the context of the mentoring program.

# Qualitative Findings *(Cont.)*

## ➤ **Benefits of Mentoring**

### Mentee:

“My mentor is very good even though [he or she] is very busy but [he or she] makes time to check in with me, offer guidance and useful tips and suggestions.”

"My individual mentor within my discipline has been invaluable in learning my way around and being made aware of opportunities.”

# Qualitative Findings *(Cont.)*

## ➤ **Value of Networking and Collaboration**

- Both mentors and mentees reportedly value formal and informal opportunities for cross-disciplinary collaboration based in part on individual specificities (e.g., interest, expertise, position).
- Participants expressed a desire for more purely social activities to assist in fostering a sense of belonging in the university community and the community at large.
- The faculty affinity groups supported by the team mentoring grants provided them with the opportunity to relate to and work with similarly situated faculty based. However, awareness of these opportunities are not at the level expected by administration.

# Qualitative Findings *(Cont.)*

## ➤ **Value of Networking and Collaboration**

### Mentee:

“The mentoring grants offered through Faculty Success were far and away the best ways of meeting and collaborating with colleagues. This allowed us to tailor our events and get the most out of them. The formal events were good in linking us with specific people but they also felt very forced. The size of groups also allowed in-group cliques to form. That said, both my formal departmental and formal interdisciplinary mentors became meaningful collaborators, so my experience on the whole was very positive.”

# Qualitative Findings *(Cont.)*

## ➤ **Diversity and Inclusion**

- Diversity and inclusion efforts are ubiquitous within higher education, particularly, within the professoriate.
- The new generation of junior faculty in the academy have increasingly diverse backgrounds and often different mentoring needs than previous generations.

# Qualitative Findings *(Cont.)*

## ➤ **Diversity and Inclusion**

- University administrators and the Division of Institutional Equity and Diversity have a vested interest in creating a sense of community for diverse and underrepresented faculty.
- These needs may vary for faculty of diverse backgrounds in terms of race/ethnicity, gender identity, age, religion, cultural background (e.g., language, nationality), family/parental status, position/years of experience at the institution, etc.

# Qualitative Findings *(Cont.)*

## ➤ Diversity and Inclusion

### Mentee:

“My department seems woefully unaware of the realities of cultural issues and how they play into the everyday lives of diverse students and faculty. Not facing these realities has created a false sense of ‘being above such issues’ and creates artificial boundaries when what is needed is discussion and action.”



# Qualitative Findings *(Cont.)*

## ➤ Diversity and Inclusion

### Mentee:

- “I'm a white guy from Texas, so I had no problems fitting in. I don't know what it would like to be a person of color or a woman, but it seems to me the tone of the university is very friendly and respectful. This seems to me the most culturally sensitive campus I've been on -- but I'm experiencing this from a very privileged subject position.”

# Qualitative Findings *(Cont.)*

## ➤ Diversity and Inclusion

### Mentee:

- “Our department is not culturally responsive enough. I have sat in on committee meetings where an international faculty member would try to speak but was talked over multiple times. It was very discouraging to see that as a new faculty of color. I was also talked over on several occasions sending me the message that what I had to say was not as valid.”

# Qualitative Findings *(Cont.)*

## ➤ Diversity and Inclusion

### Mentee:

- “While there is an overt language of inclusiveness on campus, I don't necessarily see these values reflected in hiring, promotion, or inclusion of diverse perspectives in administration or decision-making. I heard from one international faculty member that she felt she was being excluded from hiring committees simply because of her English language difficulties. I am currently the only Latino faculty member in my fairly large area, and I can count the number of African-Americans on one hand. I don't see any diversity whatsoever in administration, outside of the Division of Institutional Equity & Diversity. The President's Cabinet is 60% white male, and includes one person of color. There are only four people of color among the Deans, and only two of those are women. While we have been called a ‘minority-serving institution’ because of our student population, we currently don't have a lot of minorities serving those students.”

# Qualitative Findings *(Cont.)*

## ➤ Diversity and Inclusion

### Mentee:

- “Maternity leave (or lack thereof) is a major issue in our department. It does not affect me personally but it has contributed to low morale of other faculty members and looks bad compared to potential offers for family leave discussed for male job applicants. Gender disparity (in terms of numbers of faculty and pay) in the department is also rather noticeable. Faculty mentoring grants have gone a long way to create inclusive gatherings and spaces.”

# Qualitative Findings *(Cont.)*

## ➤ **Diversity and Inclusion**

### Mentor:

"More awareness of diversity and how that benefits our culture. When micro aggressions and open prejudice or bullying occur, leadership must act quickly and decisively. Then, leadership should monitor continuously."

# Qualitative Findings *(Cont.)*

## ➤ Diversity and Inclusion

### Mentor:

"Having a large number of faculty from diverse educational, cultural and linguistic backgrounds does not equate to cultural responsiveness. It is about treating members from different groups with dignity and respect that makes an institution culturally responsive."

# Qualitative Findings *(Cont.)*

## ➤ Diversity and Inclusion

### Mentor:

"Not sure what is meant by cultural responsiveness. If you mean is there diversity at the surface level, yes. If you mean have all areas potentially related to culture been carefully satisfied, I would say no. Communications is still a problem in our college and department. Sharing is based on friendships and 'in-vs.-out' group at a noticeable level -- even the most inattentive person could see it."

# Qualitative Findings *(Cont.)*

## ➤ **Diversity and Inclusion**

Mentor:

"There's still so much discrepancy between salaries and no one seems to address it."



# Qualitative Findings *(Cont.)*

## ➤ Diversity and Inclusion

### Mentor:

"In my department, problems with inclusivity rests with some individual faculty members (a relatively small number of faculty members at opposite ends of the spectrum) who either (a) resist productive diversity-equity and/or inclusivity initiatives because of personal prejudices/biases or (b) impede diversity-equity/inclusivity progress by being overly zealous/aggressive in pushing their own personal agendas and mindsets, thus alienating even our most tolerant, open-minded faculty members. Overall, I think the department, college, and university (as an institution or institutional entities) are quite supportive when it comes to inclusiveness."

# Qualitative Findings *(Cont.)*

## ➤ Diversity and Inclusion

### Mentor:

"PLEASE PROVIDE CHILDCARE FOR FACULTY! The Child Development Lab only takes children 3 years of age and older and the childcare facilities in Denton are terrible for small children. If you want women and parents to succeed in academia, you **MUST** provide childcare!"

# Qualitative Findings *(Cont.)*

## ➤ Diversity and Inclusion

### Mentor:

"There are very few female tenure-track or tenured faculty in the [name redacted] Department. \_\_ men and \_\_ women, and one of the women has recently been denied tenure. Seems the department needs to consider more aggressive hiring of women and/or better mentoring of the women they do hire."

# Qualitative Findings *(Cont.)*

## ➤ Diversity and Inclusion

### Mentor:

"It appears that from a student perspective UNT has made some specific efforts for inclusiveness for gender identity and sexual orientation, but I am unsure how this translates for faculty."

# Qualitative Findings *(Cont.)*

## ➤ Diversity and Inclusion

### Mentor:

"I feel like UNT has a bigger challenge with the intersectionality of it's faculty groups on campus. While the Women's Faculty Network has long held administrative support; this is a newer trend for faculty women of color."

# Implications

- The importance of new faculty success and the costs associated with program implementation necessitate research inquiries into the design and effectiveness of these programs.
- This study contributes to existing literature through capturing the voices of participants and developing and improving mentoring practices intended to build faculty leadership capacity.
- That is, failure to foster an environment that accepts and respects their identity in terms of social, personal, and professional dispositions is likely to contribute to individual dissatisfaction and eventual high institutional turnover rates.

## Implications *(Cont.)*

- The findings from this ongoing study have been and will continue to be used to support improvement efforts in this program and will likely serve to inform efforts at other institutions seeking to provide faculty with expanded mentoring opportunities and benefits.
- Thus far, the findings suggest that unique needs and situations of individual faculty should be reflected in the program design. Failure to capture their voices is likely to perpetuate the high turnover culture indicative of the academy.

# Conclusions

- Meeting the needs of a multigenerational workforce is critical.
- The mentoring program must consider preferences, attributes, and inclusivity (e.g., work-life balance, family status, community) when fostering a desirable work environment.
- Given the changing climate in the academy, university decision makers must increase their awareness and understanding of junior faculty needs, both on generational and individual levels.





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