RE-THINKING MENTORING:
How to Build Communities of Inclusion, Support and Accountability

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Today’s Facilitator: Mindi Thompson

- Tenured professor at University of Wisconsin-Madison
- Registered Health Service Psychologist
- Faculty Success Program Head Coach
TODAY’S TALK

1. Challenges faculty members face
2. Re-thinking mentoring
3. The NCFDD Model
PART I: CHALLENGES FACULTY FACE
TENURE-TRACK CHALLENGES

The tenure-track is stressful for ALL faculty due to:

- Varying degrees of preparation for ALL aspects of the job
- Minimal feedback and support
- Unclear criteria for promotion & tenure
- Ever-escalating expectations for research and funding
- Need to front-load research portfolio
- Long probationary period (6 years) followed by a series of high-stakes, yet anonymous votes
Additionally, under-represented faculty commonly describe:

- Struggling to find time for research given diversity requests
- Experiencing emotional exhaustion from differential classroom dynamics
- Managing visibility, invisibility and belonging
- Lack of collegial acceptance (mentors but not sponsors)
POST-TENURE CHALLENGES

Full Professor

Disciplinary Super-Star

Master-Teacher

Institutional Change Agent

Investing Energy Elsewhere

Public Intellectual

Administration

Pre-Tenure
All of these challenges can lead to...

- A negative impact on productivity during the transitions
- Engaging in *self-isolation* as a protective defense mechanism
- Emotional exhaustion and anxiety
- Stress-related illness
- Strained relationships
- Thoughts of leaving the Academy
PART II: RE-THINKING MENTORING
## RE-THINKING MENTORING

<table>
<thead>
<tr>
<th>CONVENTIONAL WISDOM</th>
<th>WHAT’S MISSING</th>
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<tbody>
<tr>
<td>Mentoring is <em>really</em> important!</td>
<td>“Mentoring” means different things to different people</td>
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<td>Mentoring = magical relationship between faculty</td>
<td>Identifying faculty needs &amp; getting them met</td>
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<td>Faculty have the time, energy, and desire to serve as mentors</td>
<td>Mentoring is time-intensive, invisible, &amp; unrewarded labor</td>
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<td>Once tenured, faculty no longer need mentoring</td>
<td>Every transition requires new skills &amp; support</td>
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<td>What worked in the past, should work today</td>
<td>Expectations today are far greater than the past</td>
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Each step on the academic ladder is a new game with new rules (written and unwritten), new questions, and new challenges …

The most efficient way to make a transition is to build a network of mentors, sponsors, and collaborators that meet new rank-appropriate needs.
Re-Think Mentoring

Professional Development

- Substantive Feedback
- Access to Opportunities
- Sponsorship

- Emotional Support
- Intellectual Community
- Role Models

Accountability for what REALLY Matters
Ask: What do I need? How can I get it?

- Substantive Feedback
- Professional Development
- Emotional Support
- Access to Opportunities
- Intellectual Community
- Sponsorship
- Role Models
- Accountability for what REALLY Matters

Faculty Member
PART III: THE NCFDD MODEL
Ask: What do I need? How can I get it?

- Substantive Feedback
- Access to Opportunities
- Sponsorship
- Professional Development
- Emotional Support
- Intellectual Community
- Role Models
- Accountability for what REALLY Matters
The NCFDD Mentoring Model

- Substantive Feedback
- Access to Opportunities
- Sponsorship
- Professional Development
- Emotional Support
- Intellectual Community
- Role Models
- Accountability for what REALLY Matters

Faculty Member
The Core Challenge:
The things that matter most
have the least built-in accountability

Most faculty prioritize based on accountability

This is why the NCFDD model is based on teaching
Concrete Skills & Strategies
Creating Accountability Structures
for Research Productivity
Biggest Mistakes Faculty Make

Pain Point: I’m working all the time but I’m not being productive

Criteria for Tenure & Promotion
- Research: 70%
- Teaching: 20%
- Service: 10%

Typical New Faculty Member
- Research: 28%
- Teaching: 70%
- Service: 2%
Academics often imagine they must have long unbroken stretches of time to write, but the demands of an academic career seldom allow this luxury.

Daily writing leads to steady productivity and fewer feelings of anxiety over failure to meet expectations for productivity.

**Mental shift:** writing is the most important part of my long term success, therefore it's my top priority.

**Behavior shift:** I write every day and create a way to be accountable that works for me.
NCFDD Core Curriculum

Strategic Planning

- Every Semester Needs A Plan
- Manage Stress & Rejection
- Develop a Daily Writing Practice

Healthy Relationships

- Engage in Healthy Conflict
- Cultivate a Network of Mentors & Sponsors
- The Art of Saying “No”

Work-Life Balance

- Master Academic Time Management
- Align Your Time with Your Priorities

Explosive Productivity

- Overcome Academic Perfectionism
- Move from Resistance to Writing
1) Campus Workshops

Campus Workshops

For colleges, universities, foundations, and professional organizations that want to support the success of their pre-tenure faculty, we provide a series of on-campus workshops.

See our Campus Workshops Schedule >
2) Annual Membership

Institutional Membership

For colleges and universities who want to offer the NCFDD's resources for an UNLIMITED number of graduate students, post-docs, and faculty members, we offer access to all the following benefits at one flat rate.

Read more >
2) Annual Membership

- Weekly productivity tips (*Monday Motivator*)
- Monthly core curriculum webinars
- Monthly guest expert webinars
  1. How to Negotiate Your First Book Contract
  2. Time Management for New Parents
  3. Teaching in Color
- Multi-week courses:
  1. Publishing
  2. Winning Grants
  3. Writing Science
- Community: online forums, buddies, challenges...
Faculty Success Program

NCFDD's signature program, the Faculty Success Program is specifically designed to transform your personal and professional life. It’s all about learning the secrets to increasing your research productivity, getting control of your time, and living a full and healthy life beyond your campus.

Read more >
3) FACULTY BOOTCAMP

12-Week Mentoring Intensive:

- Faculty create semester work plans
- Weekly community training module
- Weekly accountability groups facilitated by tenured faculty coaches
- On-call mentoring
- Daily tracking via an online community

This is where we DISRUPT and RESTRUCTURE daily decision-making and time management
This process is facilitated by COACHES

COACHES:

• Are performance-driven
• Ask powerful questions
• Facilitate a process
Institutional Membership

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