University of California, Davis
COACHE SURVEY OF FACULTY JOB SATISFACTION: 2012-13

Thematic Area Report:
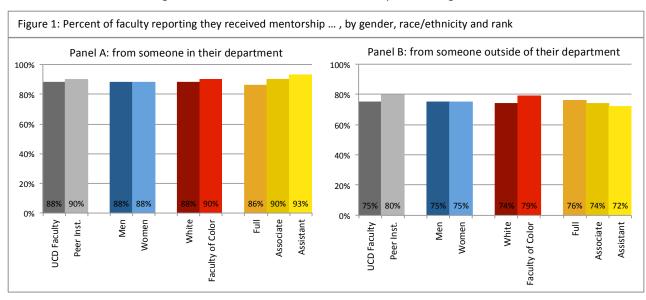**Faculty Mentoring**

INTRODUCTION

UC Davis is committed to making our campus one at which faculty at all levels and from all walks of life achieve their fullest potential as scholars and experience life-long career satisfaction. The results of the 2012-13 COACHE (Collaborative on Academic Careers in Higher Education) Faculty Job Satisfaction Survey presented here are being made available to spark discussion and generate ideas, as part of our ongoing effort to transform UC Davis into a true university of the 21st century—diverse, engaged and relevant.

The COACHE Survey is conducted annually by the Harvard Graduate School of Education, and has been administered to colleges and universities nationwide since 2003. The survey is designed specifically for tenure-stream faculty; it aims to measure the faculty population's levels of engagement in the teaching, research, and service, their level of satisfaction with the terms and conditions of their employment, and how supported they feel in their work. This report presents the results for the "Faculty Mentoring" survey questions. For more information about the COACHE Survey methodology, see the Technical Appendix at:
http://academicaffairs.ucdavis.edu/local_resources/docs/COACHE_Technical_Appendix.pdf
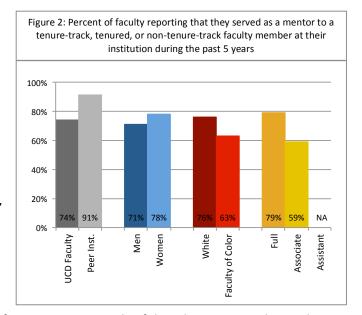
Thematic area: Faculty Mentoring

Mentoring has become increasingly important in the academic workplace across all the stages of the faculty career. The importance of effective mentorship of pre-tenure faculty members has long been recognized, but the effectiveness of different approaches to mentoring assistant professors varies depending on institutional context and individual faculty needs. The importance of mentorship after the tenure promotion is more often overlooked, although it may be essential for associate professors to achieve a timely promotion to the rank of full professor. While some institutions rely on the mentor-protégé model (senior faculty-junior faculty, one-on-one approach), new approaches encourage mutual mentoring (where faculty members at all ages and stages reap benefits), team mentoring (a small-group approach), and strategic collaborations (in which faculty members build networks beyond their departments and colleges). The COACHE survey asks faculty to assess the importance of mentorship for their career success, the effectiveness of the mentorship programs at their institution, and their experiences as mentees and mentors. The survey results do not identify specific characteristics of the mentorship programs or experiences of faculty, but they provide information about the prevalence of mentorship experiences and qualitative evaluations of the effectiveness and importance of mentorship for UC Davis faculty.

The individual survey items in the Faculty Mentoring thematic area are listed in Appendix A. All of the survey questions are measured with a 5-point scale on which higher values indicate higher ratings of importance, effectiveness, or levels of agreement with statements about faculty mentoring.

Figure 1: Percent of faculty reporting they received mentorship … , by gender, race/ethnicity and rank

Panel A: from someone in their department

Panel B: from someone outside of their department

Faculty experiences with mentorship at UC Davis

The COACHE survey results presented in Figure 1 show the percent of UC Davis faculty who report that they received mentorship from within their department or from another faculty member outside of their department. UC Davis faculty are slightly less likely to report being mentored than are the faculty at the five research institutions identified as peers of UC Davis (among the institutions that participated in the 2012-13 COACHE survey).[1] The percentages in Panel A are uniformly greater than those in Panel B of Table 1, indicating that mentorship relationships are more likely to occur among faculty within departments than across departments, but the experience of both of these types of mentorship relationships is common among UC Davis faculty: 88% report receiving mentorship from someone in their

Figure 2: Percent of faculty reporting that they served as a mentor to a tenure-track, tenured, or non-tenure-track faculty member at their institution during the past 5 years
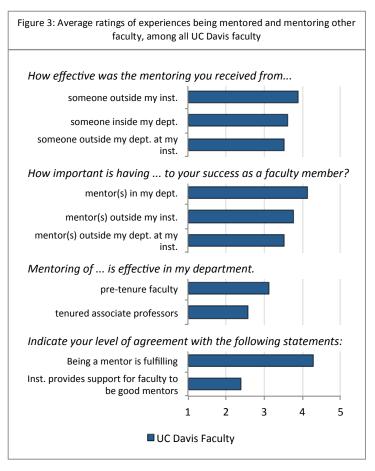
department and 75% report receiving mentorship from someone outside of their department. The results presented in Figure 1 also show that there are only very slight differences by gender, race/ethnicity, and rank in the receipt of mentorship.

Figure 2 presents the percent of faculty who report that they served as a mentor to either a tenure-track, tenured, or non-tenure-track faculty member from their own or another UC Davis department. UC Davis faculty are significantly less likely to report being a mentor than are faculty at the peer institutions. Among UC Davis faculty, women are more likely than men, and whites are more likely than Faculty of Color to report serving as a mentor to a colleague. And, as expected, full professors are more likely than Associate professors to report taking on mentoring responsibilities.

Faculty evaluation of their experiences being mentored and mentoring others

Figure 3 presents the faculty assessments of their experiences with mentorship at UC Davis. Faculty generally rated the mentorship they received – from someone outside of UC Davis, from someone inside their department, or from someone outside of their department but at UC Davis – as effective, but the highest ratings were reported for mentorship from non-UC Davis colleagues. Mentors from

Figure 3: Average ratings of experiences being mentored and mentoring other faculty, among all UC Davis faculty
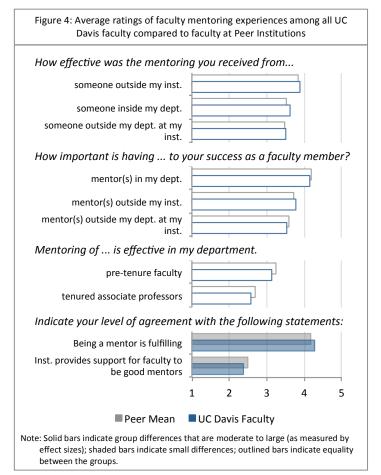
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[1] Indiana University–Bloomington, Johns Hopkins University, Purdue University, University of North Carolina–Chapel Hill, and University of Virginia. All of these are research-intensive universities; Purdue University and the University of Virginia are participants in the National Science Foundation ADVANCE program, as is UC Davis.

within one's department at UC Davis were considered, on average, to be the most important source of mentorship for a faculty member's career success, yet UC Davis survey respondents gave relatively low ratings of the effectiveness of their department's mentorship for faculty. The average rating for the effectiveness of

departmental mentoring of pre-tenure faculty was 3.1 (on a scale that ranges from 1 to 5) and the average rating for mentoring of tenured associate professors was significantly lower at 2.6. Faculty are generally very positive about their individual experiences providing mentorship and tend to agree or strongly agree with the statement, "Being a mentor is fulfilling," but they are much less likely to agree that UC Davis provides support for faculty to be good mentors. These results indicate a need for improved faculty mentorship programs at UC Davis, especially for associate professors, and an increased investment in resources, policies and practices that support faculty in their efforts to be good mentors.

To contextualize the evaluation of mentorship experiences among UC Davis faculty, we can look at how the UC Davis survey responses compare to the responses from the faculty at the five research institutions identified as peers of UC Davis (among the institutions that participated in the 2012-13 COACHE survey). Figure 4 shows that the average ratings of the effectiveness of the mentorship received, of the importance of mentorship for career success, and of the effectiveness of

Figure 4: Average ratings of faculty mentoring experiences among all UC Davis faculty compared to faculty at Peer Institutions

How effective was the mentoring you received from...
someone outside my inst.
someone inside my dept.
someone outside my dept. at my inst.

How important is having ... to your success as a faculty member?
mentor(s) in my dept.
mentor(s) outside my inst.
mentor(s) outside my dept. at my inst.

Mentoring of ... is effective in my department.
pre-tenure faculty
tenured associate professors

Indicate your level of agreement with the following statements:
Being a mentor is fulfilling
Inst. provides support for faculty to be good mentors

■ Peer Mean ■ UC Davis Faculty

Note: Solid bars indicate group differences that are moderate to large (as measured by effect sizes); shaded bars indicate small differences; outlined bars indicate equality between the groups.

mentorship for pre-tenure and tenured associate professors among UC Davis faculty are on par with those for faculty at the Peer Institutions. UC Davis faculty are slightly more likely to agree with the statement, "Being a mentor is fulfilling," but they are slightly less satisfied than faculty at peer institutions with the support UC Davis provides for faculty to be good mentors.[2]

Group differences in faculty assessment of mentorship experiences

The COACHE data allow comparison of faculty survey responses between groups of UC Davis faculty to identify disparities in faculty mentorship experiences. We compare the faculty assessments of their mentee and mentor experiences by gender, race/ethnicity, and rank.

Figure 5 shows the average faculty response to questions about the effectiveness and importance of faculty mentoring at UC Davis separately by gender and by race/ethnicity. Women and men rate the effectiveness of the mentorship they received from within their department equally but women faculty are generally more positive than their male colleagues about the effectiveness of the mentorship they received from someone outside of their department. Women are especially more likely than men to report receiving very effective mentorship from a UC Davis colleague who is outside of their home department. Women are significantly more likely than men to report that having a mentor or mentors – from their department, from outside their department at UC Davis, and from

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[2] Solid bars indicate group differences in effect sizes (measured by Cohen's *d*) of at least 0.3, i.e., differences that are conventionally considered moderate or large. Shaded bars indicate group difference effect sizes of 0.1-0.29, i.e., conventionally considered small. Outlined bars indicate that there are no group differences (effect sizes of 0-0.09).

outside UC Davis – is very important for their success as a faculty member. There are no gender differences in the faculty assessments of the effectiveness of departmental mentoring of pre-tenure and tenured faculty or in the likelihood that they find being a mentor fulfilling. But women faculty provide a slightly more negative assessment than do men of the support UC Davis provides to enable faculty to be good mentors.

Faculty of Color at UC Davis are more likely than Whites to report receiving effective mentorship and this gap is especially significant for mentorship received from a UC Davis colleague who is outside of their home department. Faculty of Color also are more likely than Whites to report that non-UC Davis mentors and UC Davis mentors who are outside of their department are very important for their career success, although the differences are small in magnitude. Faculty of Color are slightly less positive than White faculty about the effectiveness of the mentorship their department provides for tenured associate professors and about the support UC Davis provides for faculty to be good mentors.

Figure 5: Average ratings of faculty mentoring experiences among all UC Davis faculty by gender and by race/ethnicity

How effective was the mentoring you received from...
- someone outside my inst.
- someone inside my dept.
- someone outside my dept. at my inst.

How important is having ... to your success as a faculty member?
- mentor(s) in my dept.
- mentor(s) outside my inst.
- mentor(s) outside my dept. at my inst.

Mentoring of ... is effective in my department.
- pre-tenure faculty
- tenured associate professors

Indicate your level of agreement with the following statements:
- Being a mentor is fulfilling
- Inst. provides support for faculty to be good mentors

■ Men ■ Women   ■ White ■ Faculty of Color

Note: Solid bars indicate group differences that are moderate to large (as measured by effect sizes); shaded bars indicate small differences; outlined bars indicate equality between the groups.
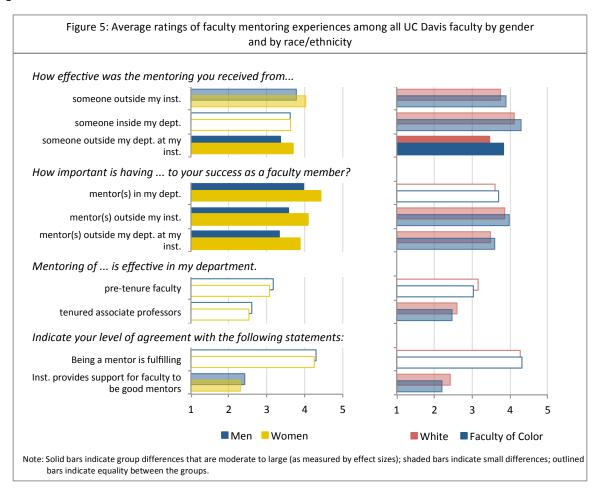
Figure 6 presents the COACHE survey results for faculty mentorship by the academic rank of the respondents. Rank does not appear to be associated with the faculty members' ratings of the effectiveness of the mentorship they receive, except that Associate professors report slightly higher ratings than full professors of the effectiveness of the mentoring they received from individuals who are not affiliated with UC Davis. Rank is associated with the faculty members' assessment of the importance of having a mentor: assistant and associate professors find mentors more important than do full professors; assistant professors feel that mentors within their department are particularly important to their success as a faculty member.
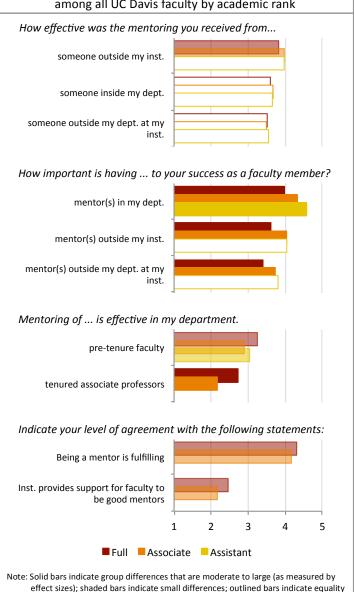
Although they are as likely as full and assistant professor to report receiving mentorship from a department colleague, associate professors provide the lowest ratings of the effectiveness of mentoring in their department and they rate the mentorship provided to associate professors particularly poorly. All tenured professors (associate and full) are very positive about the fulfillment they gain from acting as a mentor, but associate professors are slightly

less positive about this than are full professors. Both associate and full professors give negative evaluations, on average, of the support UC Davis provides for faculty to be good mentors but associate professor are slightly more negative than full professors about the availability of institutional support for mentorship.

MOVING FORWARD

To make the best use of these findings as we continue transforming UC Davis, our colleges and schools are beginning to discuss the survey results for their units, and deans and Academic Senate leaders will be recommending responses that build on our strengths and address areas in need of improvement. One recurring theme is that our campus needs to identify better ways to reward and recognize those who make a significant effort to mentor other faculty members. To determine whether our ongoing efforts have had impacts on faculty job satisfaction measures, UC Davis will field the COACHE survey again in 2017.

Figure 6: Average ratings of faculty mentoring experiences among all UC Davis faculty by academic rank

How effective was the mentoring you received from...
- someone outside my inst.
- someone inside my dept.
- someone outside my dept. at my inst.

How important is having ... to your success as a faculty member?
- mentor(s) in my dept.
- mentor(s) outside my inst.
- mentor(s) outside my dept. at my inst.

Mentoring of ... is effective in my department.
- pre-tenure faculty
- tenured associate professors

Indicate your level of agreement with the following statements:
- Being a mentor is fulfilling
- Inst. provides support for faculty to be good mentors

Legend: ■ Full ■ Associate ■ Assistant

Note: Solid bars indicate group differences that are moderate to large (as measured by effect sizes); shaded bars indicate small differences; outlined bars indicate equality between the groups.

Appendix A: Faculty Mentoring Survey Questions

Q125	Please rate the effectiveness or ineffectivness of the following for you:	Mentoring from someone in your department
		Mentoring from someone outside your department at your institution
		Mentoring from someone outside your institution
Q130	Please rate your level of agreement or disagreement with the folloiwng statements:	*(Tenure-Track or Tenured Only):* There is effective mentoring of pre-tenure faculty in my department.
		(Tenured Associate or Full Professors Only): There is effective mentoring of tenured associate professors in my department
		(NTT or Tenured Associate or Full Professors Only): My institution provides adequate support for faculty to be good mentors
Q115	Would you agree or disagree that being a mentor is/has been fulfilling to you in your role as a faculty member?	Answer options range from strongly agree to strongly disagree
Q120	Whether or not you have received formal or informal mentoring at your current institution, please indicate how important or unimportant each of the following is to your success as a faculty member:	Having a mentor or mentors in your department
		Having a mentor or mentors outside your department at your institution
		Having a mentor or mentors outside your institution

Appendix B: Faculty Mentoring Survey Questions Summary Statistics

Benchmark Item	UC Davis vs Peers				UC Davis Faculty by Race		
	UCD Mean	Peer Mean	Cohen's *d*		White	Color	Cohen's *d*
Effectiveness of mentoring within dept.	3.620	3.521	0.081	Effectiveness of mentoring within dept.	3.601	3.696	0.079
Effectiveness of mentoring outside dept.	3.505	3.476	0.027	Effectiveness of mentoring outside dept.	3.482	3.593	0.106
Mentoring of pre-tenure faculty	3.130	3.242	0.087	Mentoring of pre-tenure faculty	3.155	3.027	0.099
Mentoring of associate faculty	2.574	2.688	0.096	Mentoring of associate faculty	2.598	2.466	0.111
Support for faculty to be good mentors	2.376	2.494	0.108	Support for faculty to be good mentors	2.418	2.198	0.210
Being a mentor is fulfilling	4.276	4.172	0.127	Being a mentor is fulfilling	4.269	4.313	0.055
Importance of mentoring within dept.	4.146	4.185	0.041	Importance of mentoring within dept.	4.110	4.293	0.203
Importance of mentoring outside dept.	3.531	3.589	0.053	Importance of mentoring outside dept.	3.465	3.813	0.347
Importance of mentoring outside inst.	3.774	3.717	0.055	Importance of mentoring outside inst.	3.745	3.894	0.153
Effectiveness of mentoring outside the inst.	3.883	3.835	0.052	Effectiveness of mentoring outside the inst.	3.860	3.978	0.130

Benchmark Item	UC Davis Faculty by Gender				UC Davis Faculty by Rank				
	Men	Women	Cohen's *d*		Full Faculty	Associate Faculty	Assistant Faculty	Full vs Assoc. Cohen's *d*	Assoc. vs Asst. Cohen's *d*
Effectiveness of mentoring within dept.	3.616	3.626	0.008	Effectiveness of mentoring within dept.	3.599	3.669	3.653	0.056	0.013
Effectiveness of mentoring outside dept.	3.369	3.698	0.308	Effectiveness of mentoring outside dept.	3.513	3.490	3.549	0.021	0.053
Mentoring of pre-tenure faculty	3.169	3.071	0.075	Mentoring of pre-tenure faculty	3.248	2.895	3.039	0.273	0.104
Mentoring of associate faculty	2.602	2.527	0.063	Mentoring of associate faculty	2.740	2.167	N/A	0.497	N/A
Support for faculty to be good mentors	2.419	2.306	0.103	Support for faculty to be good mentors	2.458	2.169	N/A	0.271	N/A
Being a mentor is fulfilling	4.295	4.248	0.060	Being a mentor is fulfilling	4.308	4.165	N/A	0.175	N/A
Importance of mentoring within dept.	3.970	4.421	0.493	Importance of mentoring within dept.	3.981	4.327	4.575	0.361	0.351
Importance of mentoring outside dept.	3.317	3.869	0.525	Importance of mentoring outside dept.	3.403	3.729	3.805	0.300	0.078
Importance of mentoring outside inst.	3.571	4.091	0.535	Importance of mentoring outside inst.	3.616	4.035	4.039	0.421	0.004
Effectiveness of mentoring outside the inst.	3.779	4.026	0.262	Effectiveness of mentoring outside the inst.	3.822	3.975	3.970	0.154	0.005

Note: The absolute value of Cohen's *d* is reported.