



COACHE REPORT

# MENTORING

FLORIDA STATE UNIVERSITY



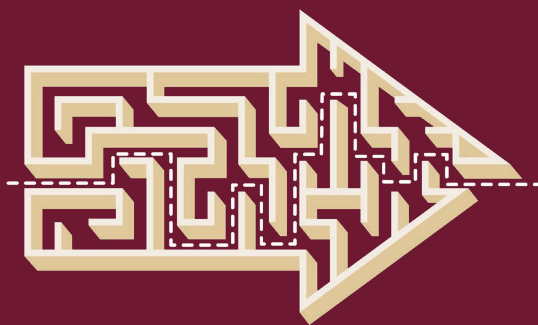
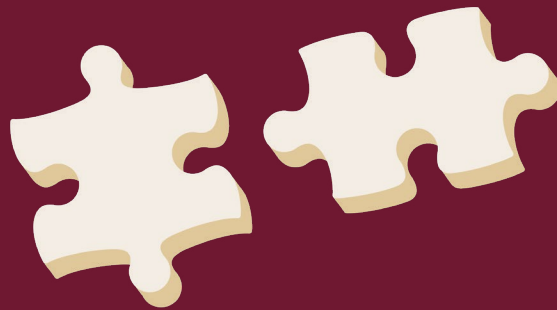


**84%**

OF FACULTY  
SAY SERVING  
AS A MENTOR IS  
FULFILLING

**88%**

OF FACULTY BELIEVE  
BEING MENTORED  
IS IMPORTANT TO  
ACADEMIC SUCCESS



**60%**

OF FACULTY PROVIDE  
MENTORSHIP TO  
OTHERS AT FSU

# WHAT IS MENTORING?

## DEFINE

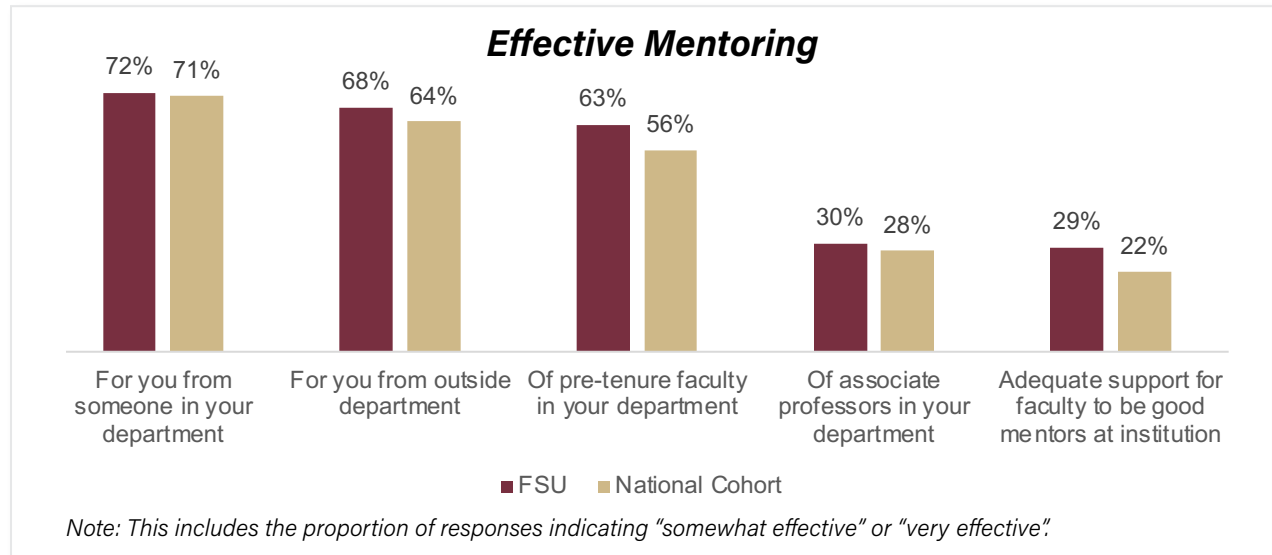
**Mentoring relationships -** whether one-on-one or group, aspirational or peer, offered in the department or the college, at the university-level or outside the university - are important to faculty success in the academic workplace.

Mentoring can vary widely in structure, duration, and scope. While some practices are narrowly focused on tenure and promotion, others are more broadly aimed at supporting faculty through career stages and life transitions or promoting professional success and personal well-being.

The COACHE faculty job satisfaction survey identifies "Mentoring" as one of twenty benchmarks. Five survey items that fall within the same theme are used to measure the effectiveness of mentoring (broadly defined) available to faculty inside and outside their department at the university. The benchmark also assesses the effectiveness of mentoring of pre-tenure and tenured faculty as well as the support for faculty to be good mentors. The benchmark at FSU can be compared to survey ratings from similar public research institutions identified as its peer cohort. We refer to this cohort as the "national cohort" for the purposes of comparison in this report. It should be noted however that no specific definition of mentoring is provided by COACHE so that each participant makes their own assumptions when taking the survey.

# OVERVIEW OF FINDINGS

*FSU rated equal or higher than the national cohort in faculty perceptions of effective mentoring across all subgroups and all 5 survey items used in the benchmark.*



	I receive effective mentoring from someone in my department	I receive effective mentoring from someone outside my department at FSU
Tenured Faculty	66.0%	61.0%
Pre-Tenured Faculty	78.6%	75.5%
Non-Tenure Track Faculty	76.4%	72.5%
Full Professors	69.2%	64.0%
Associate Professors	64.0%	59.4%
Men <sup>1</sup>	71.9%	62.8%
Women <sup>1</sup>	73.0%	73.7%
White Faculty <sup>2</sup>	70.8%	64.4%
Faculty of Color <sup>3</sup>	76.1%	75.7%
Asian Faculty <sup>4</sup>	78.5%	70.0%
Under-Represented Minority Faculty <sup>5</sup>	74.3%	80.3%
<b>OVERALL</b>	<b>72.1%</b>	<b>67.5%</b>

Note: Highlighting in "Garnet" indicates higher scores relative to the national cohort, highlights in "Gold" indicate lower scores relative to the national cohort.

1: Respondents could indicate their gender as man or trans man; woman or trans woman; genderqueer or gender non-conforming; fill in an answer or decline to answer.

2: A person who indicates they are not Hispanic having origins in any of the original peoples of Europe.

3: For the purposes of the COACHE survey, an aggregated group composed of people who indicated their race/ethnicity as American Indian or Native Alaskan: A person having origins in any of the original peoples of North and South America (including Central America); Asian or Asian-American: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan and the Philippine Islands; Black or African-American: A person having origins in any of the black racial groups of Africa; Hispanic or Latino/a: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin; Native Hawaiian or Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands; Middle Eastern, Southwest Asian, or North African; Other.

4: Asian or Asian-American: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan and the Philippine Islands.

5: For the purposes of the COACHE survey, an aggregated group composed of people who indicated their race/ethnicity as: Black or African-American: A person having origins in any of the black racial groups of Africa; Hispanic or Latino/a: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin; American Indian or Native Alaskan: A person having origins in any of the original peoples of North and South America (including Central America); Native Hawaiian or Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands; Middle Eastern, Southwest Asian, or North African; Other.

# AREAS OF STRENGTH

## RATES OF MENTORING

In terms of mentoring, FSU faculty had similar or better mentoring indicators compared to peer and cohort comparison institutions. About 60% of tenured/non-tenure track faculty indicated providing mentorship to others at FSU. Among those who specified that they mentored others, the majority supported non-tenure track (53.5%) and pre-tenure (68%) faculty members within their own department, or in other departments (20% and 16% respectively). In general, the majority of FSU faculty include mentoring as a key role that they play in their positions, supporting the development of junior colleagues.

## IMPORTANCE OF MENTORING

Most FSU faculty stated that being mentored was significant to them. In fact, 88% of faculty responded that mentoring in their department was important, while 62% and 71% answered respectively that mentoring outside the department and outside the institution was important to their success as a faculty member. Moreover, 84% of respondents said serving as a mentor was fulfilling in their role as a faculty member. Overall, FSU faculty identify mentorship as a key part of academic career development.

Asked to consider the benefit of receiving mentorship, 72% of all FSU faculty indicated that they received very or somewhat effective mentoring from someone within their department, and 67% received very or somewhat effective mentoring outside their department. These rates are similar to other cohort institutions.

Although mentoring is important at all stages, it is essential to the success and advancement of early-career faculty. Among tenure-track faculty across all demographic subgroups, 63% reported mentoring of assistant professors in their departments as effective, as compared to 56% in the national cohort. However, 79% of assistant professors at FSU viewed mentoring within their departments as very or somewhat effective. These rates suggest that FSU values mentorship for early-stage scholars and that early-stage scholars are generally receiving the mentorship they need.

## CURRENT FSU MENTORING INITIATIVES

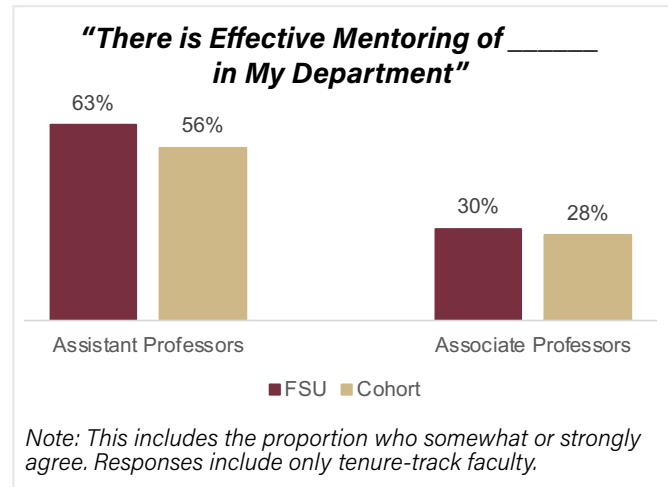
Creating a culture of effective mentoring involves initiatives that support diversity and inclusion. Similar to what was reported in 2018, faculty of color and underrepresented minorities were more satisfied with the effectiveness of mentoring inside or outside their department than their counterparts at our cohort institutions. 76% of faculty of color at FSU found mentoring outside the department effective as compared with 67% in the national cohort.

# AREAS OF GROWTH & IMPROVEMENT

## MENTORING AMONG ASSOCIATE PROFESSORS

Mid-career faculty face different challenges than those starting in the profession and often require different forms of support for development and advancement. Although the majority of tenured and non-tenure track faculty did engage in mentoring, two in five (40%) did not engage in any mentoring of other faculty members. In addition, among those who did indicate providing mentoring to others, only 25% mentored tenured faculty within their own department, and 10% mentored tenured faculty in other departments. This may at least partially explain why associate professors perceive mentoring as less effective than assistant professors. One-third of associate professors at FSU perceive mentoring from someone within the department as not being effective compared to only one in five assistant professors. These results suggest that associate professors seem to receive less support than they want.

Relative to counterparts at other universities in the national cohort, faculty of color, Asian, and under-represented minority faculty at FSU were more likely to report mentoring of

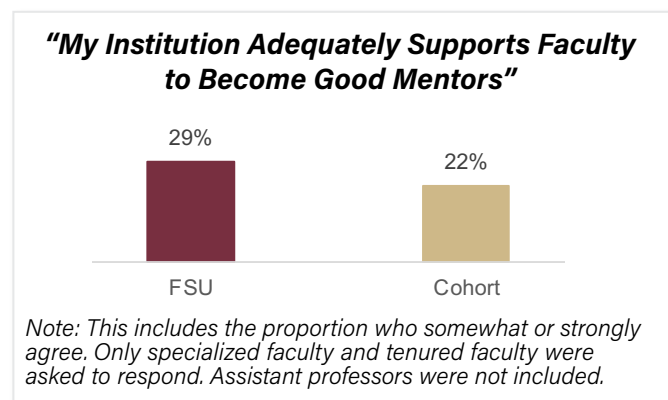


associate professors in their departments as effective. Even so, only 36-41% reported that mentoring at the associate professor level was effective.

These results suggest that although FSU is generally providing better support for under-represented groups at the associate level, overall, there are substantial gaps in mentoring support for mid-career faculty in their professional development or their path to promotion in rank.

## TRAINING AND SUPPORT OF MENTORSHIP

Although FSU had a higher proportion compared to the national cohort (22%), only 29% of all tenured and specialized faculty agreed that FSU provides adequate support for faculty to be good mentors.

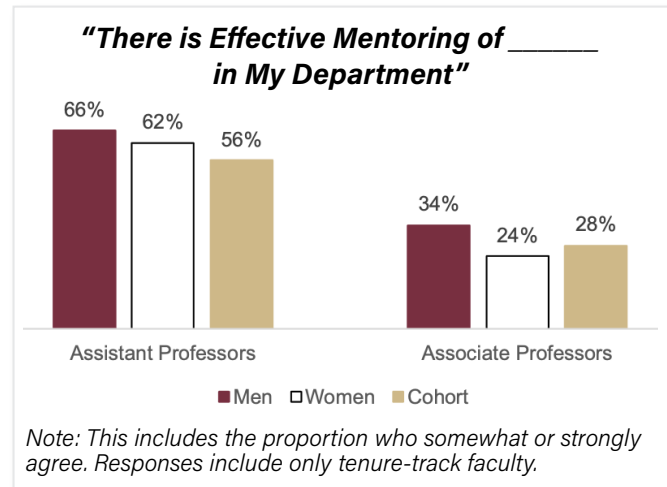


# AREAS OF GROWTH & IMPROVEMENT

## GENDER DIFFERENCES IN EFFECTIVENESS OF MENTORING

Overall, 24% of people self-identifying as women and 34% of people self-identifying as men viewed mentoring of tenured associate professors to be effective. Due to inadequate sample sizes, we were unable to report detailed information on individuals identifying as non-binary. In addition, there appear to be differences between Black, Hispanic, and Asian women, but sample size limitations prevented us from providing more refined differences by race and gender.

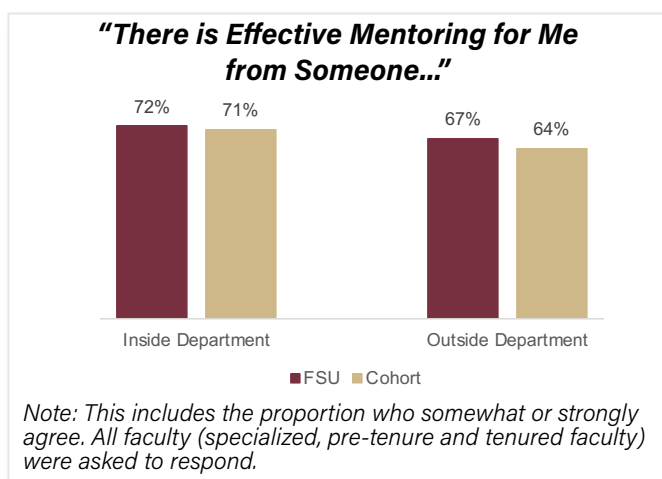
Mentoring has the potential to strengthen gender equity in time to advancement from associate to full professor. Women have lower rates of agreement regarding the question about whether their department has a culture where associate professors are encouraged to work towards promotion to full professor.



In addition, women indicate having less clarity regarding the process, the criteria, and the timeframe for promotion to full professor relative to men.

## EFFECTIVENESS OF MENTORING INSIDE VS OUTSIDE THE DEPARTMENT

While most mentoring occurs within a faculty member's home department, 62% of faculty at FSU reported that mentoring from someone outside their department at FSU is important. Gender and race disparities suggest that some groups found mentoring outside their department (but offered at FSU) especially beneficial. Faculty of color and under-represented minority faculty, both pre-tenure and tenured, report greater effectiveness of mentoring received outside their department relative to their race majority peers. Similarly, a higher proportion of women indicated effective mentoring was occurring from those outside their department relative to men. Compared to their peers in the national cohort, faculty of



color, Asian/Asian-American, and under-represented minorities at FSU found mentoring outside the department more effective than their white counterparts.

# NEXT STEPS FOR IMPROVING MENTORSHIP AT FSU

Engagement of faculty and academic leaders in discussions of the results is critical to implementing effective and sustainable changes that will support faculty success. We are scheduling meetings with faculty groups, as well as with chairs and deans, to review and discuss the COACHE results. We hope that these meetings will produce faculty-driven plans for making FSU an even better academic home for our faculty.

*As we seek to improve mentorship at FSU and further the university's strategic goals, we have identified several important areas for development:*

1

Examine differences in expectations from key leaders across different colleges to **identify effective ways to support faculty** at all stages of their careers, including mid-career when mentoring plans for associate professors may be lacking.

2

**Prioritize diversity and inclusion** in faculty mentoring and advancement by building on existing resources and planning new ones to foster an equitable climate for faculty.

3

**Invest in current initiatives** to recognize and train mentors, improve research mentoring relationships, and increase opportunities to share best practices.

4

Review and if needed, **implement mentoring guidelines and accountability measures** for departments and colleges to ensure equitable advancement.

5

Promote **cross-disciplinary mentoring** outside home departments.

ADDITIONAL RESOURCES CAN BE FOUND AT [FDA.FSU.EDU](https://fda.fsu.edu)

*We look forward to engaging with colleagues about mentoring at FSU.*