

# Growing Careers for Women and Minority Faculty: Mentoring at Multiple Career Stages

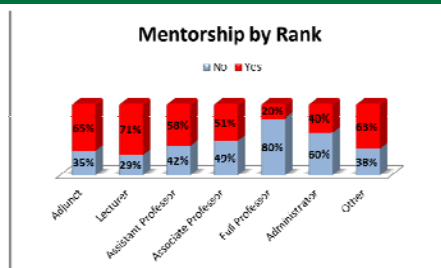
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## ABSTRACT

UNC Charlotte has utilized climate survey-derived information to drive review of University policies and to initiate programming to improve the working environment for women and non-majority faculty at the institution. In this paper, we describe the phases and processes of change and some components of our programming that have been particularly effective. The UNC Charlotte ADVANCE Faculty Affairs and Diversity Office (FADO) was established through an NSF IT Award in 2006. FADO has developed and implemented programming to enhance career development at all stages. The Office was institutionalized at the end of the funding period, and is now supported by the Office of Academic Affairs. It is clear that Institutional awareness has moved forward over the past 8 years. For example, a grant-originated Committee was formed to review policies and practices at UNC Charlotte that might impede the recruitment, retention, and full professional development of faculty members, particularly women and non-majority faculty. In addition a standing faculty committee has been formed that also reviews faculty wellness issues. Multiple Career Support Programs have been implemented but two we discuss in detail are initiatives for new faculty that include a mentoring program and a semester long-enhanced orientation, and our Mid-Career portfolio that includes peer-mentoring, interactive forums to discuss pathways to promotion with Deans and the Provost and one day conferences for Associate Professors and their chairpersons where associate professors learn strategies for career advancement, and administrators gain insights into ways they can help mid-career faculty succeed. We view our model as a useful starting point for dialogue across different institutions of higher learning for developing best practices around developing an inclusive working environment.

## MENTORING AT UNC CHARLOTTE



## EARLY CAREER MENTORING

- New Faculty Mentoring Initiative (2007 – Present) - 125 new faculty have participated in the program since its inception.
- Junior faculty members matched with senior colleagues who are outside the junior faculty members home units.
- Supplemental to mentoring within a discipline or program and is not a replacement for that mentoring.
- Participation is voluntary.
- Assists untenured faculty members to become familiar with the college and university, and to learn about opportunities and resources available to them.
- Integrates untenured faculty into the existing college structure through socialization to its norms and expectations.
- The expanded interconnections of college faculty promote enhancement of the intellectual community.

## ORIENTATION

- New Faculty Orientation (2012 – Present) - 154 new faculty have attended the program
- An overview of the University is presented, and participants were introduced to people and programs that can assist them in their teaching and research.
- Presenters include the University Chancellor, Provost, the Faculty President and other faculty and staff members.
- Includes interactive luncheon, during which new faculty participate in an interactive workshop on Assistance in Addressing Student Needs.

## FACULTY TRANSITIONS

Semester-long series of sessions for new faculty focusing on a variety of important issues faculty may face to help them navigate issues and build a sense of community. Each year, new faculty attend sessions that include a welcome orientation/open forum, workshops on plagiarism, grant opportunities and the reappointment, promotion and tenure process, among other topics. The series ends with a closing gathering to reflect on the first year.

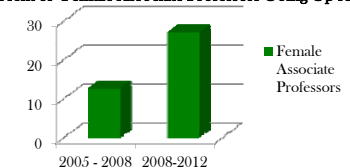
## MID-CAREER FACULTY DEVELOPMENT

### Mid-Career Mentoring Initiative

*Goal: Provide associate professors with mentors to facilitate the process of promotion to full professor*

- Focus groups with women associate professors in STEM departments and follow-up survey of all associate professors.
- 6-step “mid-career planning process” is the centerpiece.
- Informal and formal peer-mentoring programs within and across disciplines and vertical-dyads (full:associate professor)

Percent of Female Associate Professors Going Up for Full Professor



### “Charting your Path” Conferences

*Goal: provide female and under-represented associate professors and their administrators with strategies for career advancement*

- 2011 UNC Charlotte.
- 2012 Collaboration NC A&T State University.
- 2014 Collaboration NC State’s Office for Institutional Equity and Diversity and Office of Faculty Affairs.

### Yearly Faculty Forum

*Goal: provide opportunity to hear from Provost and all Deans regarding importance of and expectations for promotion.*

- 126 associate professors have participated.
- College Review Committees (CRC) encouraged to attend.
- Positive feedback was reflected in COACHE survey of tenured faculty; clarity of the promotion process received high marks.

## CAREER DEVELOPMENT STRATEGIES FOR FEMALE ASSOCIATE PROFESSORS

