

**FACULTY MENTORING: RESULTS FROM THE 2010 FACULTY CLIMATE SURVEY**

**Introduction**

The Faculty Climate Survey was administered in fall 2010 to Board-appointed faculty at the rank of instructor and above who had been hired before April 2010. The survey included items about overall satisfaction at the university; evaluation of work environment and leadership; access to and satisfaction with academic resources and support; assessment of the campus climate; and career development aspects such as promotion, tenure, mentoring, and retention. This report presents results on the survey questions related to faculty mentoring at Case Western Reserve University (CWRU).

Of the 2,669 faculty who received the survey, 24% (631) responded. Excluding medical faculty in clinical disciplines, the response rate is 41%. Females were more likely to respond to the survey than males (39% vs. 21%). In terms of race/ethnicity, a higher proportion of White faculty responded to the survey compared to Asian and Underrepresented Minority (URM) faculty<sup>1</sup>. Likewise, a larger proportion of professors, instructors<sup>2</sup>, and associate professors responded, as did tenured faculty and tenure track faculty.

**Adequacy of Mentoring**

Faculty were asked “While at CWRU, do you feel you have received adequate mentoring?” Of the faculty who responded to the survey, 49% marked “yes.”<sup>3</sup> The groups that reported the highest percentage of adequate mentoring were males, White faculty, professors, and tenured faculty. The table below compares the faculty who felt they received adequate mentoring by gender, race/ethnicity, rank, and tenure status<sup>4</sup>.

**Table 1. Percent of Faculty Who Received Adequate Mentoring by Rank and Tenure Status**

Groups	Received Adequate Mentoring					
	All Faculty	Men	Women	White	Asian	URM
All Faculty	49%	51%	47%	52%	42%	31%
Instructor	39%	30%	41%	40%	*	*
Assistant Professor	42%	39%	45%	45%	38%	25%
Associate Professor	52%	53%	51%	53%	50%	43%
Professor	57%	60%	50%	59%	33%	43%
Not In Tenure Track	37%	37%	37%	39%	33%	27%
Tenure Track	54%	48%	62%	58%	50%	29%
Tenured	57%	61%	50%	60%	38%	42%

<sup>1</sup> Underrepresented minority (URM) includes those faculty self-identified as African American, Hispanic, or Native American.

<sup>2</sup> Responses from instructors and senior instructors were grouped into one category.

<sup>3</sup> Scale: Yes, no, not applicable. Those who marked “not applicable” are not included in this report.

<sup>4</sup> Comparisons by tenure status exclude instructors, who are not at the tenure-eligible rank. In order to maintain participant confidentiality, groups with fewer than five responses are not reported. These groups are marked with an asterisk (\*).

Non-tenure track faculty members (37%) were significantly less likely to say they received adequate mentoring. That said, we found no significant differences when comparing responses by race/ethnicity, gender, and rank.

Underrepresented faculty in clinical departments in the School of Medicine reported the lowest percentage of adequate mentoring (9%), while White faculty in the Weatherhead School of Management reported the highest (71%). The table below compares faculty responses to adequate mentoring by college/school, gender, and race/ethnicity.

**Table 2. Percent of Faculty Who Received Adequate Mentoring by School, Gender, and Ethnicity**

School/College	Received Adequate Mentoring					
	All Faculty	Men	Women	White	Asian	URM
Applied Social Sciences	40%	50%	29%	42%	*	*
Arts and Sciences - Arts, Humanities, and Social Sciences	55%	59%	52%	58%	*	50%
Arts and Sciences - Math and Natural Sciences	61%	65%	54%	63%	60%	*
Dental Medicine	47%	55%	33%	42%	*	*
Engineering	50%	50%	*	52%	43%	*
Law	58%	50%	64%	61%	*	*
Management	57%	67%	33%	71%	*	*
Medicine - Basic Sciences	50%	53%	44%	49%	54%	*
Medicine - Clinical	40%	41%	39%	43%	43%	9%
Nursing	57%	*	58%	60%	*	33%
Physical Education and Athletics	33%	50%	*	33%	*	*

No significant differences existed across genders in each school. There was only one significant difference when comparing responses by race/ethnicity. This was in Management, where White faculty members were significantly more likely than Asian faculty to say they received adequate mentoring.

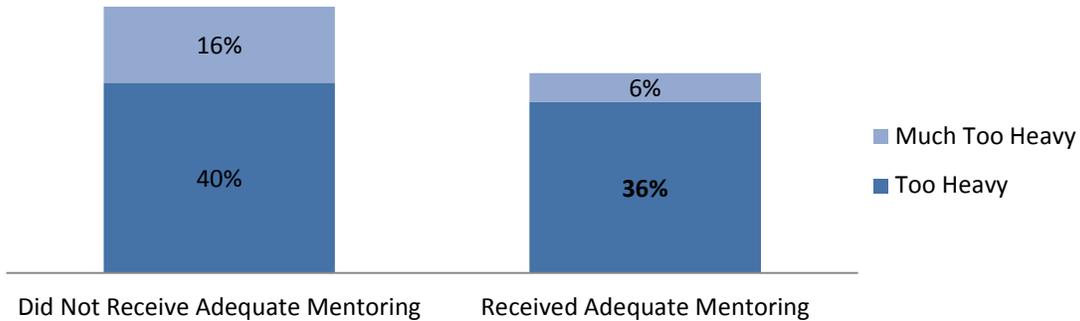
#### **Adequacy of Mentoring and Satisfaction**

Faculty members who received adequate mentoring were significantly more likely to be satisfied with being a CWRU faculty member overall (75% vs. 52%) and with resources provided by the university to support their teaching (66% vs. 40%) and their research and scholarship (57% vs. 38%).

#### **Adequacy of Mentoring and Workload**

Faculty members who received adequate mentoring were significantly less likely to say that their workload was “too heavy” or “much too heavy” (42% vs. 56%). The chart below compares faculty responses to workload and adequacy of mentoring.

### Adequacy of Mentoring Compared to the Heaviness of Workload 2010 Faculty Climate Survey



Faculty who said they received adequate mentoring reported spending significantly more time on research/scholarship (average percent of time: 32% vs. 25%) and meeting/communicating with students outside of class (13% vs. 11%).

#### Adequacy of Mentoring and Sources of Stress

Compared to those who did not receive adequate mentoring, faculty members who received adequate mentoring were significantly *less stressed* about the following (percentages reflect those who felt *no stress*):

- Timing of departmental meetings (56% vs. 46%);
- Review/promotion process (47% vs. 29%);
- Departmental or campus politics (39% vs. 22%); and
- Securing funding for research (17% vs. 9%).

Faculty members who received adequate mentoring were *no less stressed* about the following:

- Scholarly productivity (15% vs. 12%);
- Teaching responsibilities (37% vs. 38%);
- Advising responsibilities (48% vs. 52%); and
- Committee and/or administrative responsibilities (32% vs. 34%).

In terms of sources of stress outside of the job, those who received adequate mentoring were significantly less stressed about the cost of living (12% vs. 19%) and caring for someone who was ill, disabled, aging, and/or in need of special services (10% vs. 16%). Faculty who said they received adequate mentoring were no more or less stressed about managing household duties (35% vs. 33%), childcare (51% vs. 48%), or their health (4% vs. 8%).

#### Adequacy of Mentoring and Promotion and Tenure

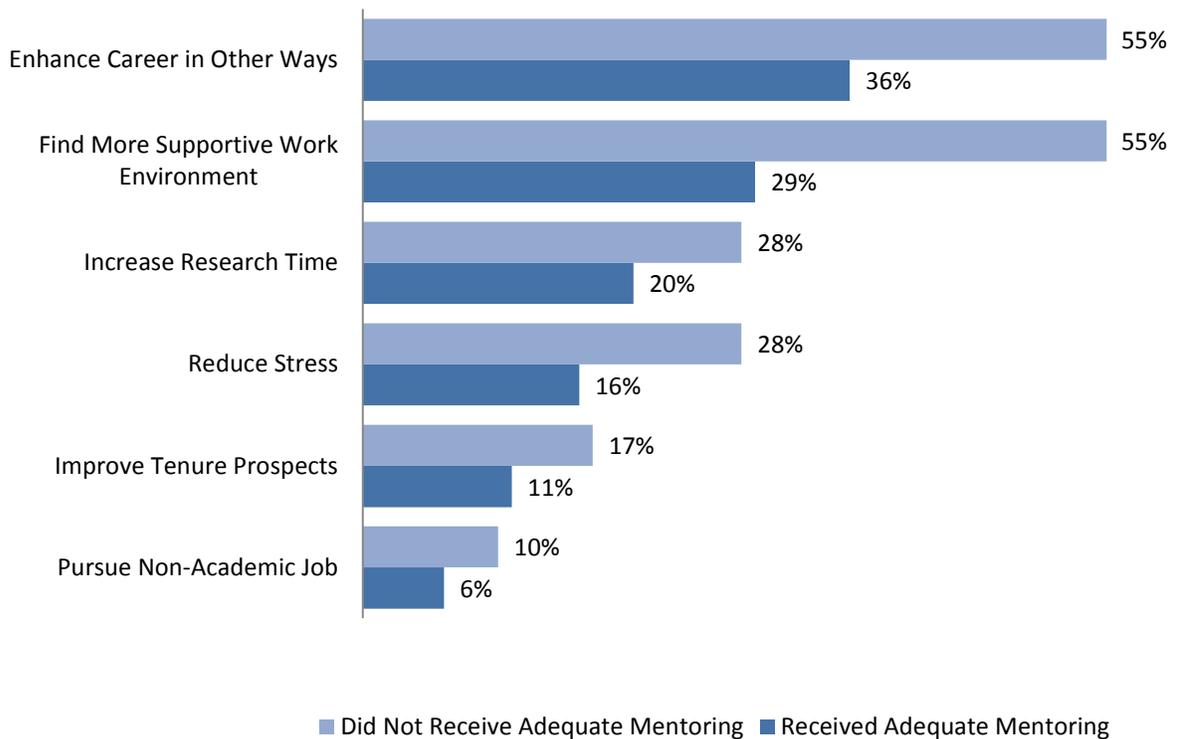
Those who said they received adequate mentoring were significantly more likely to say that the following items were “valued appropriately” in the tenure process:

- Professional reputation (76% vs. 56%);
- Research/scholarly work (75% vs. 52%);
- Collegiality (58% vs. 38%);
- Obtaining grants/funding (55% vs. 34%);
- Service (51% vs. 35%); and
- Teaching contributions (43% vs. 32%).

**Adequacy of Mentoring and Faculty Retention**

Of the 631 faculty who took the survey, 207 (33%) said it was “somewhat likely” or “very likely” that they would leave Case in the next three years. Those who said they did not receive adequate mentoring were significantly more likely to say they would leave in the next three years (45% vs. 25%). They were also significantly more likely to say they had considered leaving Case for the following reasons (percentages reflect those who said they had considered the reason “to a great extent”):

**Adequacy of Faculty Mentoring and Factors Considered "To a Great Extent" in Deciding Whether or Not to Leave CWRU**  
2010 Faculty Climate Survey



### Participation in Formal Mentoring

Seventy percent (70%) of faculty said they had served as a mentor while at the university, and 38% of faculty said they had received mentoring through a formal university program while at CWRU<sup>5</sup>. Participation in formal mentoring differed significantly by gender, ethnicity, rank, and tenure status. More specifically, a significantly larger proportion of women participated in formal mentoring than did men (48% vs. 30%). A significantly larger proportion of Underrepresented faculty participated in formal mentoring (61% vs. 37%) compared to White faculty.

Formal mentoring participants also made up a significantly larger proportion of assistant and associate professors. As might be expected, significantly more pre-tenure faculty participated in formal mentoring than did non-tenure track or tenured faculty.

### Formal Mentoring, Adequacy of Mentoring, and Satisfaction

Formal mentoring participants were significantly more likely to say have they received adequate mentoring while at the university (65% vs. 38%). They were also more likely to report overall satisfaction with being a faculty member at CWRU (68% vs. 61%) and with resources the university provides for their teaching (60% vs. 47%). Participants and non-participants did not differ in their responses on being satisfied with resources provided by the university to support research and scholarship.

### Formal Mentoring and Workload

Participants in formal mentoring did not differ significantly from their peers in terms of the reasonableness of workload; however, participants were significantly more likely to have:

- Received relief from teaching/other workload duties due to personal reasons (28% vs. 20%);
- Taken an outside job offer to their department chair/dean (20% vs. 14%); and
- Slowed or stopped their tenure clock for personal reasons (12% vs. 6%).

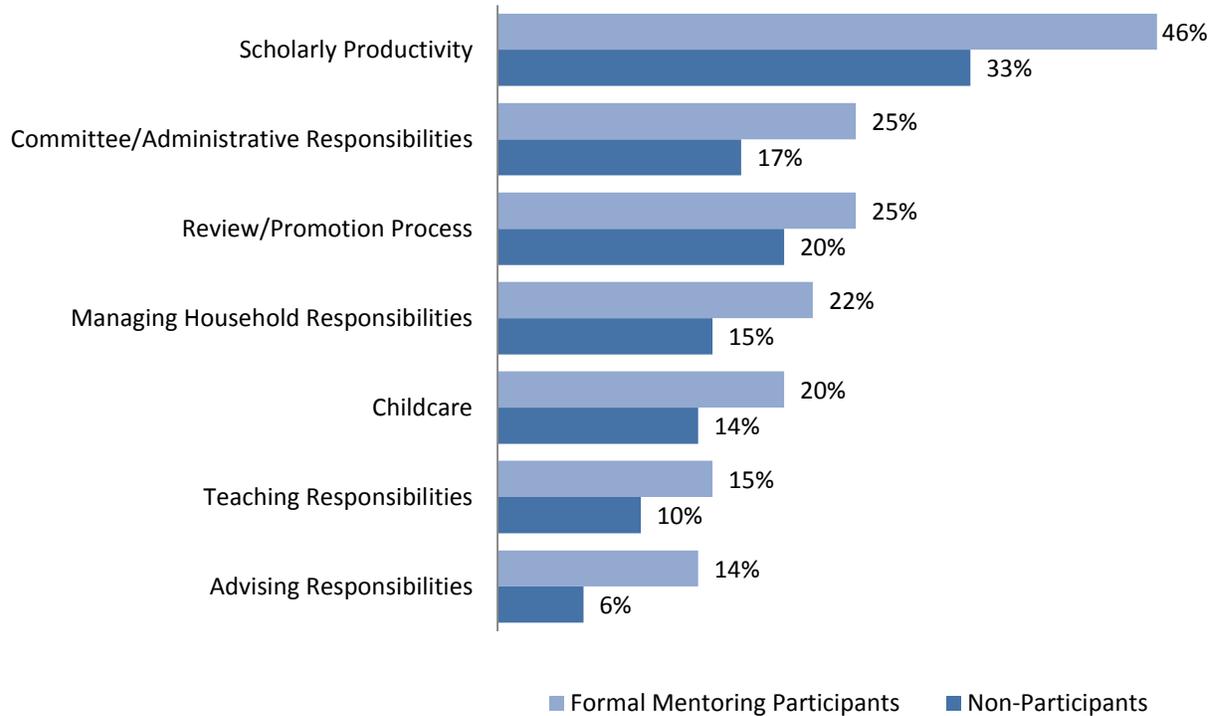
### Formal Mentoring and Sources of Stress

Formal mentoring participants did not differ significantly from non-participants in the extent of stress they felt about department/campus politics and securing funding for research, although they were significantly *more* stressed in several other areas. The next chart compares sources of stress by mentoring participation (percentages reflect those who marked “extensive” stress). Only items which were significantly different are included in the chart.

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<sup>5</sup> Data regarding faculty who received informal mentoring was not available and therefore is not included in this report.

### Formal Mentoring Participation and "Extensive" Sources of Stress 2010 Faculty Climate Survey



#### Formal Mentoring and Promotion and Tenure

Participants were significantly less likely to say that research/scholarly work (24% vs. 30%) and obtaining grants and funding (43% vs. 52%) were overvalued in the tenure process (percentages reflect those who marked "somewhat overvalued" or "very overvalued").

#### Formal Mentoring and Retention

Although formal mentoring participants were more likely than non-participants to say they were satisfied at CWRU (68% vs. 61%), they were no more or less likely to say they would leave the university in the next three years. In fact, they were significantly more likely to have considered leaving in order to increase their time for research (considered to "a great extent": 30% vs. 20%). Compared to faculty who had not participated in formal mentoring, they were *just as likely* to say they had considered leaving CWRU in order to:

- Improve their prospects for tenure;
- Find a more supportive work environment;
- Reduce stress;
- Pursue a non-academic job;
- Increase their salary; and
- Enhance their career in other ways.

### Additional Information

For additional information about this report, please contact Lynn Singer at 216-368-4389 or [lynn.singer@case.edu](mailto:lynn.singer@case.edu). To submit a request for data, please visit the Institutional Research website at: <http://www.case.edu/president/cir/cirhome.html>.