

In 2013-2014, the Collaborative on Academic Careers in Higher Education (COACHE) based at Harvard University conducted a survey on faculty job satisfaction at the University of Arizona, which included items on mentoring. A total of 850 TTE faculty and continuing status professionals completed the survey (response rate = 54%).

Most faculty feel that having a mentor is important to their success.

81% of the respondents said that having a mentor in their department was important or very important to their success as a faculty member. Looking at pre-tenure faculty only, this increases to 92%.

Most mentors find the role fulfilling.

84% of associate and full professors agreed that being a mentor has been fulfilling in their role as a faculty member.

However, only about half of faculty say they have received effective mentoring in their department.

When asked to rate the effectiveness of the mentoring received within their department:

- 51% said somewhat or very effective
- 11% said neither effective nor ineffective
- 17% said somewhat or very ineffective
- 11% said they did not receive mentoring

Likewise, only 47% agreed that there is effective mentoring of the pre-tenure faculty in their department.

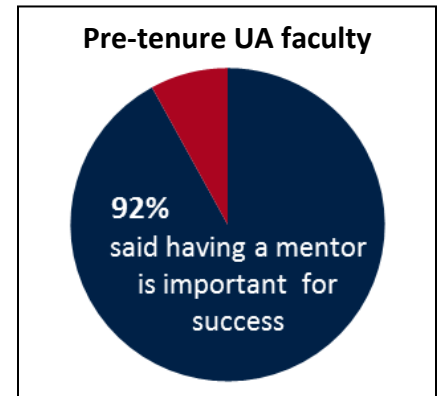
Less than a quarter of associate and full professors feel that there is effective mentoring of associate professors in their department.

23% somewhat or strongly agreed that there is effective mentoring of tenured associate faculty in their department (asked of tenured associate and full professors only).

Moreover, there is little perceived institutional support for faculty mentoring.

Only 15% of associate and full professors agreed that the UA provides adequate support for faculty to be good mentors.

The experience of UA faculty is not unique in many ways. Other studies have found that less than half of junior faculty say they feel adequately mentored (Bickel and Brown 2005). Kerry Ann Rockquemore runs a faculty development center serving over 18,000 academics and notes that the most common complaint she hears is that people are not getting the mentoring they need, whether it indicates no mentoring at their institution, getting shamed when asking for help, or being matched with a mentor too busy to meet with them (Rockquemore 2013).



Pre-tenure faculty, women, and faculty of color tend to feel that mentoring is more important to their success.