Climate Case Study #1 - Resistance to Mentoring Responsibilities
How to foster respect and inclusion in your unit when...

...there is resistance to an equitable distribution of faculty mentoring responsibilities?

The Climate Case Studies are organized around RISE's *Eight Levers to Shift Climate for Respect and Inclusion* framework. RISE uses the eight levers above to think about the ways in which more inclusive, respectful, and civil climates might be intentionally cultivated in the higher education workplace context.

LEVER	APPROACH	WHAT IT MIGHT LOOK LIKE
ENVIRONMENT	Develop physical and virtual settings where mentoring can occur as part of "normal work"	• Establish regular mentoring settings and times as a unit, perhaps around a faculty meeting or other regular event • Create and encourage the use of neutral meeting spaces (coffee shop, cafeteria) to dilute differential power dynamics
EXPECTATIONS	Collaboratively develop and clearly share expectations about mentoring	• Develop a unit-wide plan for mentoring and other activities that support the department's mission • Make quality mentoring a required component of annual merit and promotion reviews
INTERACTIONS	Consider a variety of interactive modes to encourage mentorship and foster positive mentoring relationships	• Proactively develop responses to address predictable excuses from hesitant faculty • Reflect together on which mentoring structure (e.g., one-on-one, group, peer) may best fit your unit
LANGUAGE	Use language that presents mentoring as a beneficial experience for both mentors and mentees	• Invite faculty into the discussion—of why they mentor, the role of mentoring in their own careers, of their desire for mentors • Have mentees describe their personal needs and desires for good mentoring • Develop a mentoring handbook with input from both mentors and mentees
MODELING	Champion mentoring through your own behaviors and conversations	• Acknowledge and describe the importance of mentors and mentorship in your own career • Serve as a mentor yourself
OPPORTUNITIES	Use mentoring as an opportunity to enhance organizational climate for both mentors and mentees	• Discuss how certain types of service may disproportionately fall on some faculty, especially types of service that tend to be invisible or undervalued • Establish a mentoring award • Formalize a process to train faculty to be effective mentors
ROUTINES & STRUCTURES	Provide resources and develop documentation to promote mentoring as a part of regular work demands	• Proceed with a faculty hire only if there is a specific mentoring plan in place • Review mentoring assignments and contributions annually • Establish a mentoring committee and/or mentoring chair to "keep the ball rolling" • Establish an annual "contract" between mentor and mentee
TIME	Demonstrate respect for the time demands required for mentoring in relation to existing obligations	• Take time to understand the resistance and what lies behind it • Allocate specific meeting times for mentoring to occur • Consider freeing up time for individuals who do a lot of mentoring by reducing their other service obligations • Publicly recognize that good mentoring requires a dedicated and significant amount of time

Additional Resources:
- Equity-Minded Faculty Workloads: What We Can and Should Do Now (O'Meara et al., 2021)
- Why Your Mentorship Program Isn't Working (Johnson et al., 2020)
- Giving and Getting Career Advice: A Guide for Junior and Senior Faculty (ADVANCE Program, 2016)
- Information about the ADVANCE Program's Launch Committees

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