



## Faculty Serving as Mentors by Rank, Gender, and Race

Mentorship between faculty members can benefit professors in many ways. Being a mentor can provide faculty with a [sense of recognition](#) and allows them to [give back to their fields and remain engaged with emerging methodologies](#). Faculty-faculty mentorship can take [many forms](#), including group or one-on-one mentoring, peer-to-peer or senior-junior mentoring, and networks of mentoring. Currently, it is not well known how many of these connections exist on campus. However, data collected from tenure-track faculty in the 2023 ADVANCE Campus-wide Climate Survey allows us to explore how many U-M faculty serve as formal or informal mentors.

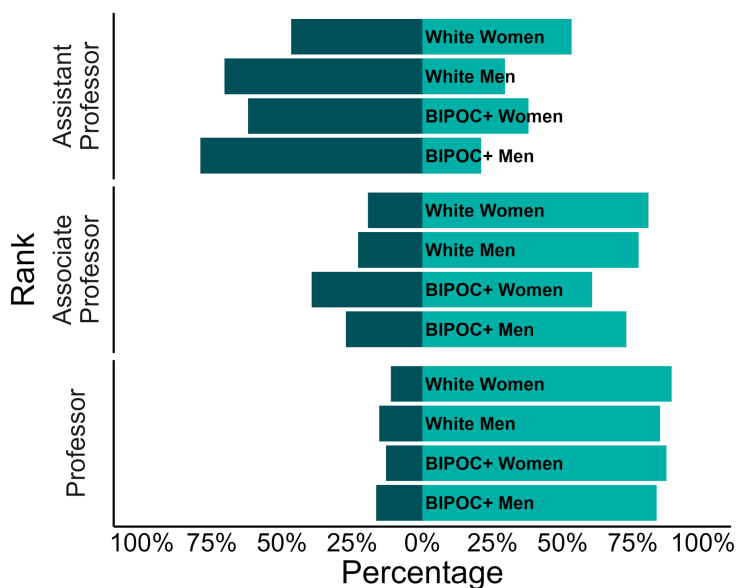
**Full Professors provide the most mentoring for other faculty.** Significantly more full professors (85%) were mentors than assistant or associate professors (56%;  $p < .001$ ). Across all ranks, race differences emerge. Significantly less BIPOC+<sup>1</sup> (64%) faculty were mentors than white faculty (77%;  $p = .005$ ). Women (72%) were mentors as often as men (72%;  $p = .727$ ).

**After accounting for rank, gender differences emerge.**

[Previous ADVANCE research](#) shows the gender and race composition of tenure-track faculty differs between ranks, with full professors being less diverse than assistant and associate professors. When considering rank, BIPOC+ faculty were mentors as often as white faculty ( $p = .074$ ). However, after adjusting for rank, differences by gender emerge.

Among associate and full professors, women were mentors as often as men ( $p = .649$  and  $p = .095$ , respectively). Among assistant professors, significantly more women (46%) were mentors than men (27%,  $p = .002$ ). These findings align with [previous research](#) suggesting women take on more informal and care-related service requests.

Group: ■ Does not have a mentee ■ Has a mentee



**Want more information about mentoring?**

Explore resources from the [Center for Research on Learning and Teaching](#) and [U-M Dearborn's Faculty Mentoring Toolkit](#)—including best practices for [mentors](#) and [mentees](#).

**Want to participate in mentoring?**

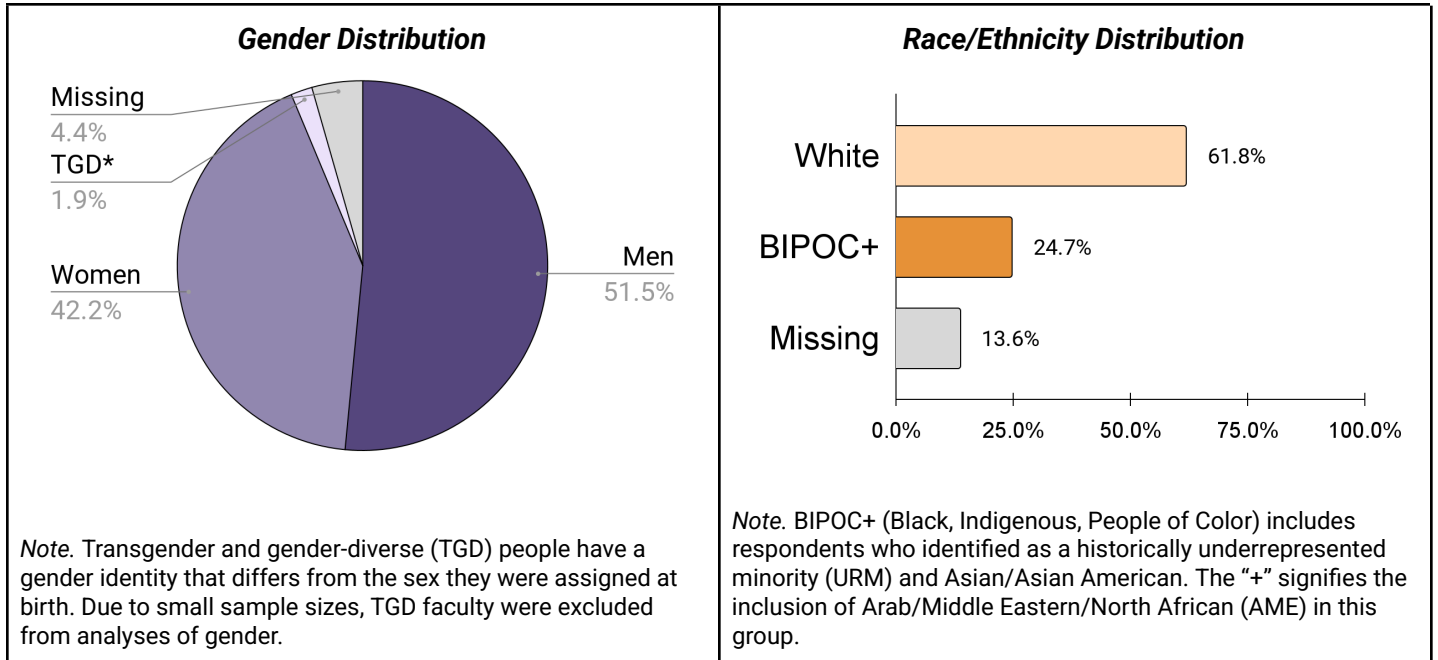
Whether you want to participate as a mentor or as a mentee, consider asking your department chair or unit administrator about your options, consult your school/college's faculty affairs/development page, and explore peer networks, like [those hosted by the ADVANCE Program](#). Assistant professors in many units<sup>2</sup> can also enroll in [ADVANCE's Launch program](#) which pairs newly hired faculty with a committee of senior faculty mentors.

<sup>1</sup> BIPOC+ (Black, Indigenous, People of Color) includes respondents who identified as a historically underrepresented minority (URM) and Asian/Asian American. The "+" signifies the addition of Arab/Middle Eastern/North African (AMENA) to this group.

<sup>2</sup>For more information on what school/colleges participate in this program, please visit [ADVANCE's Launch program](#) website.

## Supplemental Analysis and Methods

### Tenure Track Faculty Respondent Demographics



### Survey Instrument

The data were collected from tenure-track faculty in a 2023 campus-wide survey administered by the ADVANCE Program. The key variables used in this report were:

- Do you serve as a mentor/career advisor to another faculty member(s)?
  - Formal at U-M (yes = 524, no = 607)
  - Informal at U-M (yes = 755, no = 401)
  - Formal outside of U-M (yes = 203, no = 855)
  - Informal outside of U-M (yes = 641, no = 474)

### Analytical Methods

The distribution of respondents was not fully representative of all U-M faculty invited to participate in the survey. To address this, all analyses were conducted using weights calculated from five variables (i.e., age group, sex, school/college, race-ethnicity, rank). The above questions on mentorship were used to create a new binary variable to explore the percentage of faculty who were a mentor. If a respondent answered "yes" to any of those items, they were considered a mentor; if they answered "no" to all of the items, they were not considered a mentor. These ratios were then compared by gender, race/ethnicity and rank using chi-squared tests and logistic regression models where  $p < .05$  was considered significant.

### Citations

ADVANCE Program (2024). Assessing the Academic Work Environment for Tenure-Track Faculty at the University of Michigan in 2023: University-related Climate across Gender, Race, and Rank. Retrieved from: <https://advance.umich.edu/wp-content/uploads/2024/05/ADVANCE-2023-CW-Report-gender-race-rank.pdf>