OFFICE OF THE PROVOST
UNIVERSITY OF LOUISVILLE
# Table of Contents

1. Purpose ..................................................................................................................... 3
2. Introduction ............................................................................................................... 3
3. Importance of Mentoring ......................................................................................... 3
4. Faculty Development Needs Assessment Survey – For Mentees ......................... 4
5. Faculty Development Needs Assessment Survey – For Mentors ......................... 7
6. Phases of a mentoring relationship ........................................................................... 10
   (i) Introduction and orientation phase ..................................................................... 10
   (ii) Collaboration and problem solving phase ......................................................... 10
   (iii) Transition phase ............................................................................................... 10
7. Faculty mentoring within the department ................................................................. 11
8. Recommended activities in the Introduction phase .................................................. 11
9. Recommended activities in the collaboration phase .................................................. 12
10. Possible activities for the Faculty Development .................................................... 12
11. Cultivating relationships in the collaboration phase ................................................ 13
11. Recommended activities in the Transition phase ..................................................... 14
12. Appendix A
   (i) Mentoring Log – Sheet for Protégé ................................................................. 15
   (ii) Mentor Evaluation of Protégé ............................................................................ 16
   (iii) Protégé Evaluation of Mentor .......................................................................... 18
   (iv) Mentoring Checklist ......................................................................................... 20
13. References ................................................................................................................ 22
**Purpose**

The University of Louisville offers a mentoring resource book to enhance leadership development, professional socialization, and competence in order to promote the professional and personal development of the new faculty members while improving the overall quality of education.

**Introduction**

**Mentoring**

“Mentoring has been defined as the process by which one person, usually of superior rank and outstanding achievement, guides the development of an entry level individual, seen as the protégé or the mentee” *(Carmen, 1988; Gerstein, 1985; Gehrke, 1988)*

“In higher education, mentoring programs for new faculty provide the opportunity to share pertinent and valuable resources, assistance and support, and cross-disciplinary collaboration and discussion. While mentors cannot guarantee the job satisfaction and happiness of new faculty mentees, they can offer support, encouragement, and useful information.” *(Benedictine University, 2005)*

**Definition of Mentor**


**Definition of Protégé (Mentee)**

A person guided and helped especially in the furtherance of his or her career, by another, more influential person. *(Webster’s New World College Dictionary, 3rd edition, Macmillan, USA, Victoria Neufeldt, Editor in Chief)*

**Importance of Mentoring**

1. To prepare the newly hired faculty for their role as university instructors.
2. To address the developmental needs and interests of the senior faculty members.
3. To address the changing student needs.
4. To improve the overall quality of education at the university.
Faculty Development Needs Assessment Survey- For Mentees

1. Name___________________________________________

2. Age____________________________________________

3. Gender
   □ Male      □ Female      □ Prefer not to respond

4. Phone ____________________________________________

5. Email address______________________________________

6. Department________________________________________

7. Faculty Status
   □ Full time faculty
   □ Full time faculty with admin or other release time
   □ Part time (adjunct)
   □ Other_______

8. How many years have you been teaching at the university level?
   _______0-2  _______3-5  _______6-10  _______ 11-15  _______16+

9. How many years have you been teaching at the University of Louisville?
   _______0-2  _______3-5  _______6-10  _______ 11-15  _______16+
10. Academic Interests:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

11. Areas in which you seek development:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

12. **Expectations from the mentoring partnership**
   
a) What is the most important thing you would like to gain from this partnership?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

   b) State three goals or expectations (with a time frame)
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

13. How often would you prefer to talk/meet?

   - [ ] Once a week
   - [ ] Once in two weeks
   - [ ] Once a month
   - [ ] Other _________

14. Preferred method of communication

   - [ ] Person- Person
   - [ ] Phone
   - [ ] Email
   - [ ] Other _________
15. Preferred days of the week

<table>
<thead>
<tr>
<th>Preference</th>
<th>Most Preferred</th>
<th>Least Preferred</th>
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<tbody>
<tr>
<td>Monday</td>
<td>5</td>
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<td>1</td>
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<td>Friday</td>
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16. Preferred time of the year

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<td>Summer</td>
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<tr>
<td>Before the Semester begins</td>
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<tr>
<td>Early Semester</td>
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<td>Late Semester</td>
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17. Additional Comments: (topics/issues you would like to discuss, preferred activity format specific needs etc.)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Faculty Development Needs Assessment Survey- For Mentors

1. Name___________________________________________

2. Age____________________________________________

3. Gender
   □ Male          □ Female          □ Prefer not to respond

4. Phone____________________________________________

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6. Department________________________________________

7. Faculty Status
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8. How many years have you been teaching at the university level?
   _______ 0-2     _______ 3-5    _______ 6-10    _______ 11- 15    _______ 16+

9. How many years have you been teaching at the University of Louisville?
   _______ 0-2     _______ 3-5    _______ 6-10    _______ 11- 15    _______ 16+

10. How much time can you commit in a mentoring partnership per month?
    □ Two hours          □ Four hours
    □ Eight hours        □ Other __________
### 11. Preferred days of the week

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### 12. Preferred time of the year

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### 13. How often would you prefer to talk/meet?

- [ ] Once a week
- [ ] Once in two weeks
- [ ] Once a month
- [ ] Other ________
14. Preferred method of communication

☐ Person-Person  ☐ Phone

☐ Email  ☐ Other__________

15. Areas of expertise

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

16. Additional Comments: (topics/issues you would like to discuss, preferred activity format specific needs etc.)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Phases of the Mentoring Relationship

1. Introduction and Orientation
2. Collaboration and problem solving
3. Transition

Introduction and Orientation

- The mentor is admired and respected for competence and ability to provide support and guidance
- The mentee represents someone with the potential and willingness to take guidance

Collaboration and Problem Solving

- Positive expectations are tested against reality
- Career functions emerge first
- Psychosocial functions emerge as the interpersonal bond strengthens

Transition

- Provides opportunity for mentee to demonstrate skills and operate independently and for mentor to demonstrate that one has been successful in developing new talent
- Relationship becomes, primarily, a friendship
- Structural and emotional separation
- May have ambivalence, discomfort
Faculty Mentoring within the department

It is recommended that each department chair appoints a senior faculty member to be the departmental Director of Mentoring. This Director encourages mentor-mentee pairs to meet and participate actively in all phases of the mentoring partnership.

Recommended activities in the Introduction and Orientation Phase

Creating a Mentoring Workshop/Meeting to Get Started

It’s important to create a mentoring workshop/meeting in which the mentor and mentee can be paired using the needs assessment surveys. The survey also serves as an icebreaker at the beginning of the workshop/meeting. The mentor and mentee should introduce each other and establish guidelines for future meetings.

1. Get to Know Each Other: The mentor and mentee should share information about each other in order to increase the comfort level.

   - Discuss the expectations of the mentee from the relationship
   - Review the “needs assessment” survey
   - Discuss the ways to measure success

2. Establish Guidelines: They should also establish guidelines to meet the goals of this relationship.

   - How often should they meet
   - How to schedule future meetings
   - What would be the best method of communication
   - How much time do they have for the mentoring partnership
   - How to exchange feedback

3. Next Steps

   - Date, time and place of the next meeting
**Recommended activities in the collaboration and problem solving phase**

In this phase, effective mentoring activities are conducted to meet the goals. Regularly scheduled meetings are strongly recommended, at least for the first few months, in order to establish a solid mentoring relationship. After a few months, mentor can be contacted on “as needed” basis. Mentors and mentees engage in activities that promote the professional development of new faculty members. The activities can be planned with the faculty input or involvement. They should also be guided by the “needs assessment” survey. These activities include regular meetings, emails, or phone calls with the mentor. A mentor can also recommend some resources in the university that can help in the development of new faculty members.

**Possible activities within the University for the Faculty Development**

1. **Monthly Newsletters**

   Monthly newsletters that contain practical, professionally relevant news on topics like recent trends and innovations relating to faculty development in higher education, research based tips on teaching and advising, publication and grant writing strategies can be very helpful.

2. **Faculty Development Materials Center**

   There should be a section of library or the faculty lounge stocked with continually updated literature on issues related to faculty growth and development. It may also include audio-visual resources. It can be housed in a section of the library or the faculty lounge.

3. **Seminars and Workshops**

   Seminars and workshops could be offered periodically on campus during the academic year or as part of a pre-semester, off-campus retreat designed to build enthusiasm for the upcoming academic year. Issues addressed by such workshops should be practical and should reflect faculty needs and input. Faculty should be canvassed for dates and times when they would be able to attend. If possible, workshops should be offered at more than one time in order to accommodate the schedules of as many faculty members as possible.

   Invariably, there will be some faculty members who cannot attend at any of the scheduled times. It is recommended that "minutes" of the workshop and seminar be recorded and sent to all faculty members who did not attend.
4. **Guest Speakers**

Outside speakers with special expertise in issues pertinent to faculty development may provide a fresh, extra-institutional perspective.

**Cultivating the Relationships in the collaboration phase**

**Giving (and Receiving) Feedback**

Mentees want to receive honest, candid feedback from their mentor. Equally important is the feedback mentees can offer to mentors. Engaging in reciprocal and on-going feedback is a vital component of the partnership.

**Effective feedback**

- Is offered in a timely manner
- Focuses on specific behaviors
- Acknowledges outside factors that may contribute
- Emphasizes actions, solutions or strategies

**Effective Feedback from Mentee:**

- Whether the advice or guidance offered was beneficial and solved an issue
- Whether the mentor communication style and/or actions facilitate a positive mentoring experience
- Whether the mentor communication style and/or actions create challenges to a positive mentoring experience

**Effective Feedback to Mentee:**

- Mentee strengths and assets
- Areas for growth, development and enhancement
- Harmful behaviors or attitudes
Recommended Activities in Transition phase

It is essential to discuss and plan the process by which this formal partnership will come to a close.

Closure Checklist:

☐ Discuss how to use the remaining time together
☐ Make sure an important goal has not been overlooked
☐ Plan a formal acknowledgement or celebration of the mentoring relationship.

Questions to Discuss:

☐ Have the goals been achieved?
☐ Have the important issues been discussed?
☐ How should the separation/redefinition be acknowledged?
☐ What will the agenda be for the last meeting?
☐ What would be the ideal interaction going forward?
APPENDIX A

{Mentoring Appointment}

- Date:

- Mentor:

- Method of Communication:
  - Person- person  phone  e-mail  other _______

- Outcome:

- Next step:

- Comments:

- Next Meeting date_________________
Mentor Evaluation of Protégé

NAME: ________________________________

1. Year and Semester(s) of Participation:

2. Number of times you interacted with your mentee

☐ Once a week ☐ Once in two weeks
☐ Once a month ☐ Other________

3. How would you describe Relationship with your mentee

☐ Very good ☐ Good ☐ Fair ☐ Poor

4. Please answer the following questions about your mentoring experience

<table>
<thead>
<tr>
<th>Time involved in the meetings was sufficient</th>
<th>Not at all</th>
<th>Very little</th>
<th>Some</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>My responsibilities were clear to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The protégé understood his/her responsibilities in the relationship</td>
<td></td>
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<td></td>
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<tr>
<td>Protégé was prepared for the mentoring sessions</td>
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5. What was the most satisfying part of the mentoring experience?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
6. What was the least satisfying part of the mentoring experience?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

7. Would you volunteer to serve as a mentor in the future?
   
   [ ] Yes    [ ] No

8. Activities you engaged in with your mentee (e.g. meeting to share information, attending seminars or events together, interacting via email or phone, etc.):

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

9. Comments/ Suggestion

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
Protégé Evaluation of Mentor

NAME: ________________________________

1. Year and Semester(s) of Participation:

2. Number of times you interacted with your mentor

☐ Once a week  ☐ Once in two weeks

☐ Once a month  ☐ Other _________

3. How would you describe Relationship with your mentor

☐ Very good  ☐ Good  ☐ Fair  ☐ Poor

4. Please answer the following questions about your mentoring experience

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<tr>
<td>The mentor understood his/her role in the relationship</td>
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<tr>
<td>Mentor was prepared for the meeting/sessions</td>
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5. What was the most satisfying part of the mentoring experience?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
6. What was the least satisfying part of the mentoring experience?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. Activities you engaged in with your mentor (e.g. meeting to share information, attending seminars or events together, interacting via email or phone, etc.):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. Comments/ Suggestion
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Mentoring Checklist

Each department can prepare a check list of questions commonly asked by the new faculty. Some of the examples are given below:

1. Orientation to the department

   - Who are the key people in the department?
   - What are appropriate ways to raise different kinds of concerns or issues and with whom?
   - How do people find out about and get nominated for awards and prizes?
   - What organizations are important to join?

2. Research

   - Can you tell me about the Institutional Review Board, which provides approval for human and animal subject experiments?
   - How do I set up my lab?
   - How do I get grants?
   - Are my grant proposals appropriate for this department or unit?
   - Are there research or equipment projects being developed by other faculty in the department that I can or should get involved with?
   - May I read some successful grant proposals, as close to my research area as possible?
   - What conferences should I attend?
   - Are there people that I should collaborate with?
   - How do you get on professional association panels?
   - What are the journals to publish in? Have any colleagues published there?
   - Am I publishing enough?
   - How can I increase my visibility in the field?

3. Teaching

   - What classes do I need to teach?
   - How do I get a good teaching schedule?
   - How do I deal with sticky situations or problems with students?
   - Do I have enough graduate students?
   - How are teaching evaluations handled and weighted?
4. Service

☐ What are the important committees to serve on?
☐ How can I get nominated to be on them?
☐ Are there committees to avoid?
☐ How is this work documented?
References


