

FACULTY MENTORING RESOURCE BOOK-2012



***OFFICE OF THE PROVOST
UNIVERSITY OF LOUISVILLE***

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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

A person looked upon for wise advice and guidance. (*Webster’s II New Riverside Dictionary, Revised edition, Houghton Mifflin Company, Boston*)

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?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Once in two weeks |
| <input type="checkbox"/> Once a month | <input type="checkbox"/> Other _____ |

14. Preferred method of communication

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Person- Person | <input type="checkbox"/> Phone |
| <input type="checkbox"/> Email | <input type="checkbox"/> Other _____ |

15. Preferred days of the week

Most Preferred

Least Preferred

Preference	5	4	3	2	1
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

16. Preferred time of the year

Most Preferred

Least Preferred

Preference	5	4	3	2	1
Fall					
Spring					
Summer					
Before the Semester begins					
Early Semester					
Mid semester					
Late Semester					

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 _____

5. Email address _____

6. Department _____

7. Faculty Status

Full time faculty

Full time faculty with admin or other release time

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. 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

Most Preferred

Least Preferred

Preference	5	4	3	2	1
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

12. Preferred time of the year

Most Preferred

Least Preferred

Preference	5	4	3	2	1
Fall					
Spring					
Summer					
Before the Semester begins					
Early Semester					
Mid semester					
Late Semester					

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

	Not at all	Very little	Some	A lot
Time involved in the meetings was sufficient				
My responsibilities were clear to me				
The protégé understood his/her responsibilities in the relationship				
Protégé was prepared for the mentoring sessions				

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

	Not at all	Very little	Some	A lot
Time involved in the meetings was sufficient				
My responsibilities were clear to me				
The mentor understood his/her role in the relationship				
Mentor was prepared for the meeting /sessions				

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?

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