

Mentorship: Empowering Faculty To Take Charge



CENTER FOR TEACHING EXCELLENCE

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Center for Teaching Excellence



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Background



- **What is an Academic Institution-College/University?**
 - Community of teachers and research scholars
- **Mission:**
 - To educate students and grant degrees
- **In order to accomplish the mission, the institution has to hire persons with appropriate credentials (content experts)**

Background (Continued)



- **Develop the Content Experts as Educators (faculty)**
- **Integrate them into the existing community**
- **Process of development and integration -
Enculturation**

Best Practices of Enculturation

Must include:

- Structured Orientation
- Training
- Mentoring

To strengthen:

- Faculty Performance
- Retention
- Job Satisfaction

Best Practices



- **Incoming person is a content expert**
 - May not have teaching/practical experience
- **May not have worked in an organization before – little or no knowledge about the processes of the organization.**

Best Practices



- Making them familiar with organizational structure
- Knowledge of organization's expectations
- Ways for advancement
- Familiarity with organization's traditions
- Short
- Least stressful

Best Practices - Orientation



- The institutional mission- its uniqueness and how it relates to the faculty role
- Overview of structure, personnel, and how they meet faculty needs
- Teaching and research expectations
- Tenure and promotion criteria
- Student support system – learning help, learning disabilities, counseling, etc.
- Structured faculty mentoring program

Best Practices - Mission



- Discussion of Mission
- Guides short term and long-term decisions, practices and actions
- Sets the limits and boundaries
- Aligns personal interests to support the institution
- misalignment may result into failure
- Better understanding helps in shaping a faculty member's academic career and the direction of the institution

Best Practices - Structure



- **Understanding of Protocol - chain of command**
- **Different institutions have different chains of command**

Best Practices - Expectations



- **How faculty performance will be evaluated**
 - teaching,
 - research and scholarly activity
 - institutional and community service
- **Priority and emphasis in each area**
 - Can depend on the discipline

Best Practices - Retention



- **Faculty commitment**
- **Reflection of institution's stability**
- **Requirements and expectations**
- **Process and expectations for advancement and retention**

Best Practices - Mentoring



- Clear understanding of each area's requirements
- The “unofficial rules!”
- Helps to strengthen and assure the continuity of organizational culture
- Reduces faculty anxiety
- Improves new faculty decision-making
- Increases the potential of academic success
- Increases the new faculty's commitment to the organization and retention

Role of CTE



- **Cross-check with the list**
- **Efforts towards instituting an effective and productive mentoring program**

Mentorship Survey



- **Survey Questions were created based upon a review of “Best Practices”**
- **For Chairs/Coordinators, survey was sent electronically to 47 Chairs/coordinators and returned by 18**
 - 38% return rate
 - Follow-up was made by the Office of the Provost
- **For Deans, survey was sent electronically to 8 Deans and returned by 7**
 - 88% return rate
 - Follow-up was made by the Office of the Provost

Mentorship Survey Results



Question	Chair	Dean	Total
1. A mentoring program for new faculty is a valuable process.	4.56	4.43	4.52
2. A mentoring program for new faculty contributes to the efficient operation of the department/unit.	4.33	4.43	4.36
3. There should be a formal, university-wide mentoring program for new faculty.	3.67	4.33	3.83
4. There should be a formal, mentoring program for new faculty established at the School/College level.	3.50	4.00	3.64
5. There should be a formal, mentoring program for new faculty established at the Department level.	3.83	4.00	3.88
6. The mentoring program should include:			
6a. Informal (non-threatening) classroom observation by the mentor.	4.00	4.14	4.04
6b. Formal (documented) classroom observation by the mentor.	2.83	2.71	2.80
6c. Informal (non-threatening) feedback on faculty performance from the mentor.	4.17	3.86	4.08
6d. Formal (documented) feedback on faculty performance from the mentor.	2.78	2.71	2.76
6e. Informal (non-threatening) feedback on tenure/promotion procedures from the mentor.	4.06	4.43	4.16

Mentorship Survey Results



Question	Chair	Dean	Total
6f. Formal (documented) feedback on tenure/promotion procedures from the mentor.	2.94	2.86	2.92
6g. Informal (non-threatening) feedback about the new faculty member's performance to Department Chairperson/Coordinator.	3.72	4.43	3.92
6h. Formal (documented) feedback about the new faculty member's performance to Department Chairperson/Coordinator.	3.00	2.71	2.92
7. The Department Chairperson/Coordinator should be responsible for assigning faculty mentors.	3.93	4.43	4.09
8. Department Chairs/Coordinators should be exempt from serving as mentors.	2.53	2.43	2.50
9. Only tenured Faculty members should serve as faculty mentors.	1.93	2.29	2.05
10. Only Faculty members with five or more years of college teaching experience should serve as mentors.	3.00	2.57	2.86
11. Only Faculty members with an established record of research and scholarship should serve as mentors.	2.60	2.71	2.64

Mentorship Survey Results



- **Chairs/Coordinators and Deans responded that a mentorship program for new faculty was:**
 - A valuable process
 - Contributes to the efficient operation of the department/School
- **Chairs/Coordinators responded that an informal (non-threatening) mentorship program for new faculty is already in place in several departments**
- **Deans responded that a formal, university-wide mentoring program for new faculty should be established**

Mentorship Survey Results



- Deans responded that an informal (non-threatening) mentorship program should be developed
- Chairs/Coordinators and Deans did not indicate that a formal system of feedback to the new faculty member or others is required
- Chairs/Coordinators and Deans did not agree on individual requirements for who should perform duties as a faculty mentor
- Chairs/Coordinators and Deans provided comments indicating support for an informal program between the mentor and the new faculty member

Benefits of a Faculty Mentoring Program



- **Institutional**

- Advances the organizational culture
- Provides access to informal and formal networks of communication
- Creates professional stimulation for both junior and senior faculty members

- **Faculty**

- Improvements in teaching and research, overall satisfaction, and organization socialization
- Mentees become empowered
- Mentors feel renewed through their sharing of power and advocacy of collegiality

Faculty Mentoring-Best Practices



- **One-on-One Mentoring**
 - Mentor oversees progress toward tenure
 - Mentor aids in faculty member's participation in research field
 - Mentor facilitates faculty member's participation in professional instructional activities, grant writing and service
- **Group Mentoring**
 - Collegial system arises through normal departmental activities
 - Junior and senior faculty work together on projects, committee work, and professional activities

Implementation of Faculty Mentoring Program



- **Difference in needs of mentees**
- **Resources**
- **Availability of good mentors**
- **Pairing mentors and mentees**
- **Time constraints**
- **Evaluation**

Faculty Mentoring at HU



- **Role of the Mentor**
- **Specific Tasks of the Mentor**
- **Ideal Qualities of the Mentor**
- **Importance of Mentoring**
- **Mentor Responsibilities**
- **Mentee Responsibilities**

Faculty Mentoring at HU



- Program Description
- Program Mission
- Program Goals
- Process
- Time Factor
- Program Highlights

Your Thoughts...



- **Break into three groups to discuss the following:**
 - What would you like to see in a mentorship program for new faculty at Hampton University?
 - Do you feel that a faculty mentor should come from the same discipline as the new faculty member?
 - How long should the mentorship period be for a new faculty member?
 - Should there be a different mentor for different areas (i.e., research, teaching, or service)?
 - Can we use existing programs to meet the need for faculty mentorship?
 - Would you be willing to serve as a faculty mentor?

Our Next Steps



- **Develop a faculty mentoring program based upon the best practices, survey results, and your input**
- **Contact those of you who have expressed an interest in mentoring**
- **Possibly develop a small pilot program for implementation**

Resources Links: Faculty Mentoring and Best Practices



Harvard University

- <http://www.faculty.harvard.edu/03/034.html>

University of California-San Diego

- <http://www.academicaffairs.ucsd.edu/faculty/programs/fmp/default.html>

University of Michigan

- <http://www.umich.edu/%7eadvproj/mentoring/sa.pdf>

Southern Connecticut University

- http://www.southernct.edu/faculty_development/resources/