Hampton University Faculty Mentoring Program

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Welcome and Introductions: Center for Teaching Excellence

- Spencer R. Baker – Assessment
- Lillie Calloway – Pedagogy
- Zina T. McGee – Research
- Arun Verma – Technology
- Pollie Murphy – Liaison to the Office of the Provost
Background

- 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

- Making them familiar with organizational structure
- Knowledge of organization’s expectations
- Ways for advancement
- Familiarity with organization’s traditions
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
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
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