Mentorship: Empowering Faculty To Take Charge

CENTER FOR TEACHING EXCELLENCE

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Center for Teaching Excellence

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

<table>
<thead>
<tr>
<th>Must include:</th>
<th>To strengthen:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Structured Orientation</td>
<td>• Faculty Performance</td>
</tr>
<tr>
<td>• Training</td>
<td>• Retention</td>
</tr>
<tr>
<td>• Mentoring</td>
<td>• Job Satisfaction</td>
</tr>
</tbody>
</table>
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

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

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

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Difference in needs of mentees</td>
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<tr>
<td>Resources</td>
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<tr>
<td>Availability of good mentors</td>
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<tr>
<td>Pairing mentors and mentees</td>
</tr>
<tr>
<td>Time constraints</td>
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<tr>
<td>Evaluation</td>
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</tbody>
</table>
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
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/ftpmp/default.html

University of Michigan
- http://www.umich.edu/%7eadvproj/mentoring/sa.pdf

Southern Connecticut University
- http://www.southernct.edu/faculty_development/resources/