"When a department makes a new hire at the assistant professor
level, it has invested in one of its most valuable resources...If the department does not nurture
that new professor, it greatly reduces the probability of a good return on that
investment. On the other hand, if the department facilitates access
to the knowledge and resources required to develop a new faculty
member's career, the payoff is likely to be a valued colleague for many
years. If a new faculty member is successful, everyone benefits."

~ Professor Marjorie Olmstead
University of Washington

Introduction

Faculty mentoring is an effective practice used in the development and support of early career and senior faculty. Faculty mentoring programs are designed to cultivate and advance all faculty members in teaching and research activities, in support of institutional and departmental goals. A faculty-supportive strategy offers an academic atmosphere that promotes inclusivity, collaboration, and engagement, which are important factors for faculty to feel part of a university/college community. The UNT Faculty Mentoring Program strives to provide meaningful experiences in a supportive environment on matters that are pertinent to members of the professoriate.

This guidebook provides a brief summary about faculty mentoring and its impact on faculty success, in addition to an overview of the three components of the UNT Faculty Mentoring Program. The role of the mentor and protégé, benefits of the mentorship, and a checklist to aid in the development and maintenance of the mentoring relationship are reviewed. Additional resources are provided for further reading.

What is Mentoring?

The Oxford Dictionary defines mentoring as to advise or train someone, especially a younger colleague; however, mentoring is a much more dynamic relationship than advisement and training. Bozeman and Feeney (2007) offer the following definition

> the informal transmission of knowledge, social capital, and psychosocial support . . . between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé) (p. 731).

While this definition suggests mentorships are hierarchical in nature, it is important to focus the attention on the relationship and not the definition. Clutterbuck and Lane (2004) state "to some extent, definitions do not matter greatly, if those in the role of mentor and protégé have a clear and mutual understanding of what is expected of them and what they should in turn expect of their mentoring partner" (p. xvi). Altogether, the mentorship should be based on trust, mutual respect, and the sharing of ideas and experiences.

Importance of Faculty Mentoring

Mentoring programs in higher education offer new and current faculty the opportunity to connect and collaborate within and outside of their respective academic departments. Additionally, higher education institutions invest in their own retention efforts, mission, and culture by providing and supporting a faculty mentoring program.

The early years of a faculty member's career is the most critical because new hires need advice about career development, teaching, service, and resource information. Austin (2003) asserts that early-career faculty members seldom receive adequate and clear directions about their roles or routine feedback. A faculty mentoring program provides new faculty with professional and social networking opportunities that foster inclusion, research productivity, collaboration between diverse faculty members and disciplines, and enhance teaching skills (Phillips & Dennison, 2015). Likewise, institutional needs including retention efforts and the preservation of the mission and culture, are addressed when new faculty associate having a mentor with "higher levels of job satisfaction, better student evaluations, greater academic productivity and a stronger likelihood of remaining at a particular university than non-mentored faculty" (Cartwright, 2008, p. 4).

UNT Faculty Mentoring Program

The UNT Faculty Mentoring Program provides new faculty with support and resources for successful academic careers. UNT is committed to a culture of mentoring excellence in all areas that impact faculty life, and building a network of mentors is foundational to our success. To help faculty transition into their new roles and strengthen connections across

campus departments, the UNT Faculty Mentoring Program provides new faculty with professional and social support.

The UNT Faculty Mentoring Program has three components: **One-on-One Mentoring**, which is the traditional pairing of an experienced faculty member with an early career faculty member within the same discipline; **Cross-Disciplinary Mentoring Teams** provide additional mentoring and networking opportunities outside of the new faculty members' departments; and the **Mentoring Grant Program** provides funds to support mentoring efforts by any full-time faculty member across all ranks. The UNT Faculty Mentoring Program is committed to supporting faculty research and teaching, as well as being dedicated to diversity, inclusion, and engagement.

The Role of the Mentor

Mentors provide individual or group mentoring support that contributes to the career development of a junior colleague.[1] The mentor should offer advice on aspects of teaching, research, and committee work, and direct the new faculty member to appropriate individuals or offices for further assistance. <u>There is no evaluation or assessment of the new faculty member on the part of the mentor</u>, only supportive guidance and constructive feedback. The most important tasks of a good mentor are to help the new faculty member achieve excellence and to acclimate to the University of North Texas. A good relationship with a supportive, active mentor has been shown to contribute significantly to a new faculty member's career development and satisfaction.[2]

Characteristics of Successful Mentors:
- Accessible
- Provides constructive feedback
- Actively listens
- Shares knowledge and academic career experiences
- Open about personal experiences
- Preserves protégé's intellectual independence
- Maintains confidentiality
- Familiar with faculty resources
- Acts as an advocate for protégé

The Role of the Protégé

The protégé can take on the role of protégé, friend, or collaborator depending on the new faculty member's needs, academic experience, and the nature of the mentoring relationship.[3] Although the mentor is available for guidance and support, ultimately, <u>the protégé is responsible for his or her career advancement</u>. It is important that the protégé take an active role in the mentoring relationship to experience the full benefits of the program.

Guidelines for Protégé:
- Select a mentor who is an established faculty member
- Share your career plans and goals
- Evaluate your needs and communicate your expectations, goals, and objectives for the relationship
- Do ask for advice. Seriously consider your mentor's advice if your immediate reaction is not positive. Be open to different perspectives
- Keep the mentor informed of academic progress, difficulties, and concerns
- Take advantage of opportunities for professional growth in teaching, research, and service
- Be honest. Don't be afraid to end the mentoring relationship if you find you are ill-matched

Benefits of Faculty Mentoring

A carefully constructed faculty mentoring program demonstrates an institution's interest in and responsibility for faculty success. The benefits of a well-thought-out program has the potential to strengthen institutional and departmental objectives, and the professional career and personal well-being of new and current faculty. For those who participate in faculty mentoring programs, the advantages are well documented.

Gains for new faculty:
- Understanding organizational context and culture
- Network with other faculty
- Research productivity increases
- Enhanced instruction
- Inclusivity

Gains for Senior Faculty:
- Support institutional recruitment and retention efforts
- Respect and recognition for genuine interest in the success of colleagues
- Promote diversity and equity among faculty
- Exposure to new knowledge, which has the potential to revitalize your own work and thinking
- Continuity of your professional values and ethics

Gains for the Institution:
- Retention of high quality, diverse faculty
- Investment in and development of future leaders
- Increased commitment, productivity, and satisfaction of new faculty
- Creates a supportive climate for faculty

Checklist

Below are recommendations for the mentor and protégé prior to, during, and after the initial year of participation in the UNT Faculty Mentoring Program. The following lists were developed to help mentors and protégés gain a better understanding of the mentoring model and are by no means exhaustive.

Mentor Checklist:
____Share contact information
____Review promotion & tenure criteria and policies for your protégé's
        track and rank
____Obtain and review the protégé's CV's prior to first meeting
____Discuss expectations
____Consider motivation behind being a mentor
____Classroom procedures for department classrooms (keys, equipment,
        supplies, etc.)
____Important policies and syllabus elements
____Technical Support (IT, Library, Blackboard, etc.)
____Department expectations for teaching, scholarship, and service
____Professional travel (policies, funding, forms, etc.)
____Discuss time management, setting priorities, balancing career and family
____Discuss the research portfolio – contents, stage of completion, target
        journals, etc.
____Discuss or assist with any student issues that arise (i.e., cheating,
        rescheduling exams, classroom disruption, etc.)

____Help protégé acquire invitations to present at conferences and seminars (in-house or at other schools)

____Discuss strategies for improving teaching in the upcoming year

Protégé Checklist:

____Prepare questions to ask your mentor throughout mentoring relationship

____Review your mentors academic interest and experience

____Exchange contact information

____Update and send CV to mentor

____Consider how a mentor can help you achieve your goals

____Discuss the culture of the department (i.e. expectations for collegiality, participation in seminars and workshops, importance of maintaining a presence on campus, etc.)

____Discuss format for promotion and tenure

____Discuss summer salary support procedures

____Discuss teaching strategies

____Discuss the process for evaluation of teaching

____Discuss research opportunities including grants, manuscripts, and publications

____Discuss becoming a reviewer

____Discuss research goals and timelines

____Discuss a plan of action for areas of improvement and projects to be continued

____Discuss any other topics of issues or concern

Summary

The UNT Faculty Mentoring Program seeks to serve, promote, and recognize the work of UNT faculty through formal and informal events, and provide opportunities for teaching, research, and service excellence. The professional and personal growth of UNT faculty is an important component of UNT's mission to advance educational excellence and prepare students to become engaged citizens of the world. Through collaboration and commitment, the UNT Faculty Mentoring Program is passionate about the success of all faculty members and endeavors to create an environment where innovation and creativity are at the forefront of faculty achievement.

Resources

Mentoring Resources: UMass Amherst Institute for Teaching Excellence &
Faculty Development
http://www.umass.edu/ctfd/mentoring/resources.shtml

Mentoring Toolkit: UC, Davis Staff Development & Professional Services
http://sdps.ucdavis.edu/toolkits/mentoring/index.html

The 10 Commandments of Mentoring: Northern Illinois University New
Faculty Mentoring
http://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/CLS/1
0%20Commandments.pdf

New Faculty Mentoring Checklist: Ball State University
http://cms.bsu.edu/-
/media/WWW/DepartmentalContent/Educational%20Excellence/PDF/m
entoring-checklist.pdf

Faculty Mentoring Handbook: University of Rhode Island
https://oied.ncsu.edu/faculty/wp-
content/uploads/2013/04/Faculty_Mentoring_Handbook_pdf-1.pdf

Resources on Faculty Mentoring: University of Michigan Center for
Research on Learning and Teaching
http://www.crlt.umich.edu/faculty/facment

Faculty Mentoring Toolkit: UCSF Faculty Mentoring Program
http://academicaffairs.ucsf.edu/ccfl/media/UCSF_Faculty_Mentoring_Pr
ogram_Toolkit.pdf

Faculty Mentoring Program: Marquette University
http://www.marquette.edu/fmp/expectations.shtml

USC Upstate New Faculty Mentoring Program: Office of Academic Affairs
http://www.uscupstate.edu/uploadedFiles/Faculty_and_Staff/Academic_
Affairs/New%20Faculty%20Mentoring%20Program%20-
%20Resources%20and%20Guidelines%20revised.pdf

Office of the Provost Mentee Checklist: Purdue University
http://www.purdue.edu/provost/heads/resources/mentee.html

Guidelines for Mentors and Mentees: Georgetown University Medical
Center Faculty Mentoring Program
https://georgetown.app.box.com/s/bgvc8uv30b9jcx3bw0nd

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[1] Taken from: Georgetown University Medical Center Faculty Mentoring Program

[2] Taken from: UC San Diego Faculty Mentoring Program

[3] Taken from: New Faculty Mentoring Program OSU College of Liberal Arts