



UNIVERSITY OF
SOUTH FLORIDA
COLLEGE OF EDUCATION

Mentoring Guide for New and Experienced Faculty in Education

COE New Faculty Mentoring Program (NFMP)

Faculty Mentoring Coordinator

Dr. Carol A. Mullen, Educational Leadership & Policy Studies

Sponsor: Office of the Dean

Dr. Colleen Kennedy, Education Dean

Dr. Harold Keller, Associate Dean for Academic Affairs

“Those who have torches will pass them on to others”
—Plato

The purpose of the New Faculty Mentoring Program (NFMP) is twofold. Its primary aim is to promote and support the professional development of new members of the USF College of Education (COE) faculty. A second purpose of almost equal importance is to provide established faculty with opportunities to make a difference in the professional lives of these new colleagues in the sharing of their professional experiences and expertise. Hence, we intend that both mentors and their protégés will benefit from the communication and contribution that ensues in the mentoring process. Finally, we expect that the college as a whole will be a significant benefactor from this initiative. Ideally, the NFMP will serve as another means for forwarding the college’s mission of offering challenging learning opportunities, supporting educational research and scholarship, and preparing the next generation of educators, scholars, and leaders for the professoriate.

To our New Faculty

Welcome! We are excited that you are here and are eager to get to know you! Join our dynamic academic community in the College of Education by getting involved in the New Faculty Mentoring Program (NFMP) and other opportunities that will come your way. You will want to get good value from your assigned faculty mentoring relationships, so foster them all you can. Reach out beyond them for the help and assistance you will need.

We want to do all we can to support your scholarly development and successful integration within your new academic culture. We care about supporting your retention and advancement through formal mentoring, a widely recognized strategy for career and professional development. Every college, just like every university, has its own distinct mission, structures, dynamics, policies, and procedures. Research shows that new faculty who have the help of a

mentor fare better both as teachers and researchers and that they experience higher confidence and morale as well. New faculty who seek ongoing mentoring support from senior faculty make better progress toward meeting the requirements of tenure and promotion. They also gain by being provided guidance and advice related to various aspects of their discipline and institution, all in order to help them succeed as a scholar, teacher, and colleague.

This 9-month program has the support of several parties who are working together to ensure that this is a helping and assisting process: the Faculty Mentoring Coordinator, the Associate Dean for Academic Affairs and the Dean, the Associate Dean for Research and Faculty Development, the interim Associate Dean for Research and Faculty Development, the department chairs, and, most importantly, the faculty mentors and yourselves. We are fully committed in this college to seeing that our new faculty realize their full potential as tenured professors.

The mentoring relationships you develop will focus on the areas in which you will be seeking support. Faculty mentors will help you make the transition to USF and the community. Importantly, they are prepared to work within the parameters of your agenda.

To our Faculty Mentors

Thank you! Without your generous commitment to this program, it simply would not exist. Your willingness to devote time and effort to mentor another, however, was not the only criterion used to build a roster of faculty mentors. Those participating in the NFMP were selected from a pool of faculty identified for their track record in mentoring and advising COE students and faculty. Your participation in this program represents a genuine acknowledgement of your demonstrated mentoring ability and leadership by your colleagues.

As one who has mentored others, you probably know first-hand that the satisfaction of aiding the success of another person through mentoring is immensely rewarding. Nevertheless, we hope that as the college reaps the benefits of your mentoring work, you will experience the additional gratification from knowing that you have made a difference towards attaining the college's goals for national-level recognition in scholarship.

What is the COE New Faculty Mentoring Program?

Immediate and Future Goals:

1. Assist faculties and departments in taking an active role in mentoring pre-tenure faculty
2. Through formal mentoring structures, support the professional and scholarly development of new faculty
3. Sustain a dynamic mentoring culture in the college that recognizes the importance of faculty-to-faculty guidance and assistance in the academy.

NFMP Structure and Expectations:

The NFMP represents a formalized, systematic approach to mentoring our new faculty that relies upon the organizational efforts of the mentoring coordinator, dean's office, and department chairs. Each faculty protégé is matched with two faculty mentors, one from within and another from outside the mentee's academic unit. Department chairs locate the Department Mentor and the mentoring coordinator identifies the College Mentor.

The career needs of new faculty typically involve goals ranging from entry level concerns (e.g., locating resources for research and teaching) to promotion and tenure requirements to professional development issues.

Guidance provided to junior faculty in the areas of research, teaching, and service may take many forms including:

- Research focus and strategic planning
- Scholarly writing development
- Conference and grant proposals
- Preparation for a mid-tenure review
- Preparation for tenure

Faculty Appraisal:

All participating faculty parties—both internal and external mentors—appraise the success of the mentoring arrangement and the program at the beginning and end of the year. This is achieved through surveys distributed by the mentoring coordinator. Additionally, faculty protégés are encouraged to provide feedback on the success of the mentoring enterprise. Besides providing the NFMP with a means for the program's continuous improvement, it provides mentees an opportunity to acknowledge the efforts of their mentors:

Thank you so much for obtaining [so-and-so] as a mentor for me. This week I sat with him for nearly 2 hours. His vision for the children's research center is awesome and he helped me to see my research from a larger perspective. What a personable and professional scholar! It was a privilege to share with him and I left our meeting feeling truly energized about my work.

What is Formal Mentoring?

Formal mentoring involves a one-on-one mentor-protégé arrangement based on assignment to the relationship. New faculty members function as the center of a mentoring triad, assigned to two mentors, one within his or her departmental unit (the "internal" or Department Mentor) and another from a different departmental unit in the college (the "external" or College Mentor). In this scheme, new faculty members quickly become socialized on the nature of academe from seasoned colleagues who serve as role models and advisors.

Formal mentoring relationships are also characterized by an experienced professor (mentor) taking an active role in developing the academic career of a new faculty member (mentee) by offering guidance, support, and advice. Mentors guide with their “inside knowledge” of the norms, values and procedures of the institution and from a depth of professional experience. Access to this often tacit knowledge enables mentees to enjoy a “quick start” in their new academic environment. Research in the area of mentoring reveals that scholars and researchers develop successful careers more rapidly in academic environments where expectations for successful performance are explicit and when intellectual strengths and career development are supported. In contrast, academe is often characterized as an environment in which norms defining successful performance are unwritten or vague, leaving new faculty to learn their roles primarily through experience. Although mentor–mentee relationships may sometimes develop on an informal basis, mentoring support for new faculty is not the norm. Formal mentoring structures are therefore needed.

Forming Mentor-Mentee Pairs

Lessons learned about “designing” mentoring relationships:

- Pairs formed by the assignment of mentees to mentors have fared as well as pairs that picked each other
- Pairs formed outside departments have worked as well as pairs from within departments
- College mentor–mentee pairings have the advantages of fostering more open relationships and more neutral analyses of the work environment. Consequently, external mentors are often perceived as objective guides and advocates for the mentee who are able to facilitate non-threatening discussion of policies and politics
- Internal mentees know the department culture and new faculty member’s discipline;

they can be very specific about expectations, role relations, resources, and more

Faculty Mentor Descriptions

Who is the *Department Mentor*? This experienced professor is likely to have more contact with the new faculty member than the College Mentor. Being from inside the mentee’s department, this “go to” person serves as an invaluable local resource and for the countless stream of issues that arise for any academic who is new to an institution.

Who is the *College Mentor*? This seasoned faculty member is a colleague–friend with whom the new professor can freely discuss any concerns regarding research, teaching, or service in confidence. An outsider to the mentee’s department, the College Mentor can provide additional helpful perspectives on life within our college and university.

Mentoring Agreement

Mentoring parties can clarify understandings of what is expected by coming to an agreement about the parameters of their relationship. Such an agreement may vary considerably, but it should, nevertheless, specify the general areas to be addressed, the time commitment, and the expected duration of the relationship. It should also provide for the termination of the agreement by either party. An agreement provides documentation that department heads can use in determining the service contribution of mentors. The NFMP participants can discuss this issue and devise their own agreements, forwarding copies of the signed mentoring agreements to the parties’ department chairs and the mentoring coordinator.

Mentoring Functions

Academic mentoring relationships have two major functions: career and psychosocial.

CAREER FUNCTIONS

Sponsorship—mentor recommends the new faculty member for opportunities and roles in the academy and outside

Exposure and visibility—mentor encourages the mentee to serve on vital committees and to network and to get to know key people

Coaching—mentor shares knowledge of the field and how to successfully navigate requirements of educators, such as state and federal laws and rules. Mentors may share teaching ideas, suggest specific ways to accomplish a task, or encourage mentee to try new strategies or behaviors.

Protection—mentor shields junior faculty member from making untimely or inappropriate requests. Mentor may assist with assignments or tasks (and deadlines) that are difficult to complete, such grant proposal writing, article revising and editing, and syllabus development.

Challenging assignments—mentor encourages mentee to research or teach using new strategies or techniques, possibly models these, and provides feedback on the performance

PSYCHOSOCIAL FUNCTIONS

Role modeling—mentors provide a positive example to follow in organizing and managing workload, including stresses, and in relating to people in the college and university

Acceptance and confirmation—mentors provide support and trust as the mentee adjusts to the environment. Mistakes are recognized as part of learning and growing. The mentor is nonjudgmental with respect to the mentee's race, gender, lifestyle, values, or opinions, and shows respect for these and the person.

Counseling—mentors act as a sounding board for the mentee to discuss anxieties and ambiva-

lences that may affect performance. Mentors demonstrate good listening skills and encourage the new professor to talk about concerns. Feelings of competence and about relationships may be discussed; work/family conflicts may also surface. Constructive alternatives to problems are sought. All shared feelings and doubts are kept in confidence.

Friendship—mentors and new professors engage in social interaction that results in mutual liking. The mentor may invite the new professor for coffee, a meal, or another social activity.

Responsibilities of Faculty Mentoring Coordinator

Solicit necessary information from all organizational and mentoring parties

Pair new faculty with College Mentors and assist department chairs with locating internal mentors

Monitor any difficulties or obstacles encountered in the formation or experience of mentoring relationships and resolve problems

Organize events (e.g., “meet and greet” luncheon each fall semester for all participants) and other specialized events (e.g., faculty research panels, grants information sharing)

Maintain and update the COE's New Faculty Mentoring Program webpage

Assess the program from the perspective of all program participants; generate anonymous feedback and official reports

Responsibilities of New Faculty Member

Participate in as many program functions as possible and submit the requested information for matching purposes (i.e., contact information, description of research interests)

Maintain contacts (preferably through meetings) on a regular basis (e.g., once a week with Department Mentor and once a month with College Mentor)

Ask for guidance and assistance from the two mentors whenever anticipated and needed

Request any desired changes in mentoring relationships from the mentoring coordinator

Assess the program by completing a survey at the outset and end of the year

Consult with department chair and faculty mentors about tenure-and-promotion guidelines, policies, and procedures

Responsibilities of Faculty Mentors

Ensure that contact (preferably through meetings) between mentors and mentees is maintained on a regular basis

Help the mentee make the transition to the college and Tampa Bay area

Introduce the mentee to the larger academic community and its culture

Advise the mentee on how to deal with the pressures and crises of professional life

Focus on mentee-driven agendas in the broad areas of research, teaching, and service

Assist with knowledge of the institution, career development, & professional development

I. Getting to Know the Institution

Mentors frequently assist new faculty in:

- Understanding the academic culture of the institution
- Identifying and using resources to support teaching and research activities
- Building a network of junior and senior colleagues

- Appreciating social and political dynamics in their new departments and faculties

II. Career Development

Mentors can advise mentees on:

- The promotion and tenure process
- Provide feedback on the quality and quantity of their work in terms of tenure consideration
- Provide general support and encouragement

III. Professional Development

Mentors can support mentees by providing:

- Constructive feedback on grant and research proposals
- Assistance in the development of a long-term research and writing plan
- Suggestions for the development of effective teaching strategies
- Advice on the selection of appropriate service commitments
- Access to an expanded network of professional contacts

Characteristics of Successful Mentees and Mentors

I. *Successful Mentee*—primary characteristics include the ability and willingness to:

- Initiate regular meetings and get to know the mentor
- Be prepared for meetings with specific questions and tasks
- Clearly articulate career and professional needs
- Assume responsibility for one's own professional growth and development
- Set goals and make decisions to achieve those goals
- Spend time reflecting on the achievement of goals
- Be receptive to constructive feedback
- Maintain confidentiality
- Avoid imposing or becoming dependent

- Know that mentors are not responsible for “managing” them or their workload
- Express appreciation for mentor’s efforts and commitment

II. **Successful Mentor**—primary resource of successful mentors is their knowledge of the norms, values, and procedures of their institutions. This knowledge is essential to mentees in meeting their objectives, but there are also personal characteristics that contribute to effective mentoring. These include the ability to:

- Initiate regular meetings and get to know the mentee
- Provide friendly support and help
- Introduce the mentee to colleagues and “useful” people
- Disclose where to find basic written information
- Read and critique any materials (e.g., syllabi)
- Observe mentee’s teaching and provide feedback
- Give advice on potential sources of funding
- Value the mentee as a person
- Develop mutual trust and respect
- Maintain confidentiality
- Listen actively and ask open and appropriate questions
- Make suggestions without being prescriptive
- Provide constructive and positive feedback
- Help the mentee solve his or her own problem, rather than giving direction
- Focus on the mentee’s development, and resist the urge to produce a clone
- Encourage mentees to take reasonable risks in meeting their objectives

On a Final Note

The NFMP, developed in fall 2005, is still evolving. Modifications are being made based on faculty input and assessment, so share with the coordinator what you want to see happen.

For additional information on the COE's NFMP, go to <http://www.coedu.usf.edu/main/faculty/Mentoring.htm>

Acknowledgments

We wish to acknowledge the important collaborative efforts of former Associate Dean Carine Feyten that contributed to the development of the NFMP and this booklet.

Research on this mentoring program has been funded by the 2006 COE Mini-Grant Program Mullen, C. A. (forthcoming). *Faculty mentoring programs in higher education: Cases demonstrating success.* Norwood, MA: Christopher-Gordon Publishers.

Stay tuned for announcements that will be circulated via your e-mail account.

Sponsor

Dr. Colleen Kennedy
Education Dean



Sponsor

Dr. Harold Keller
Associate Dean for Academic Affairs



Contact information:

Coordinator
Dr. Carol A. Mullen
Associate Professor



COE New Faculty Mentoring Program
Educational Leadership & Policy Studies
College of Education
University of South Florida
4202 E. Fowler Ave., EDU162
Tampa, FL 33620-5650
E-mail: cmullen@coedu.usf.edu
Phone: (813) 974-0040
Fax: (813) 974-5423

Sources Consulted include

- Allen, T. D., & Eby, L. T. (2007). (Eds.), *Blackwell handbook of mentoring: A multiple perspectives approach*. Malden, MA: Blackwell Publishing.
- CAS Mentoring Program leaflet*. (2005). University of South Florida (Christine Probes, Coordinator).
- Johnson, W. B. (2002). The intentional mentor: Strategies and guidelines for the practice of mentoring. *Professional Psychology: Research and Practice*, 33(1), 88-96.
- Johnson, W. B., & Ridley, C. R. (2004). *The elements of mentoring*. New York: Palgrave MacMillan.
- Kram, K. E. (1985/1988). *Mentoring at work: Developmental relationships in organizational life*. Lanham, MA: University Press of America.
- Mullen, C. A. (2005). *The mentorship primer*. New York: Peter Lang.
- Mullen, C. A. (2006). *A graduate student guide: Making the most of mentoring*. Lanham, MD: Rowman & Littlefield Education.
- Noe, R. A. (1988). An investigation of the determinants of successful assigned mentoring relationships. *Personnel Psychology*, 41, 457-479.
- University of Manitoba, Mentoring programs. [University Teaching Services]. Retrieved June 14, 2006, from: http://www.umanitoba.ca/academic_support/uts/services/mentoring/index.php

Copyright © 2006 by Carol A. Mullen