



**A Handbook for  
the  
Hampton University  
FACULTY MENTORING PROGRAM**



**October 2018**



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# 1. Purpose

**The purpose of the Mentoring Handbook is to:**

- ◆ Provide an overview of the HU Faculty Mentoring Program
- ◆ Describe the concepts and benefits of mentoring
- ◆ Define the roles of the mentor and mentee
- ◆ Provide strategies for being an effective mentor
- ◆ Describe the phases of the mentoring relationship
- ◆ Provide tools to help the mentoring program participants strengthen their relationship

## **2. Description and Mission**

New faculty are an integral part of fulfilling the overall mission of an academic institution and the task of integrating them into a university's culture can be both exciting and challenging. Research on best practices in developing new faculty often point toward a well-developed orientation process and the use of a socially-rich mentoring program to assist with handling the pressures of publication and teaching loads, as well as understanding new institutional missions, structures and processes. Well-developed orientation programs, including a formal mentoring program, are valuable for new faculty.

As part of Hampton University's new faculty training program, an orientation is given each semester that includes a thorough discussion of the mission as it relates to the faculty role, an overview of the University's structure and personnel, a discussion of the teaching, research, and service expectations as well as the tenure and promotion process, and an explanation of the resources available pertaining to student support and academic records. Each semester, interactive workshops are provided for new faculty to learn more about assessment, research, pedagogical issues and technological instruction.

In addition to the aforementioned workshops provided by the Center for Teaching Excellence, we have developed a structured mentorship program for faculty designed to (1) increase the overall quality of teaching, scholarship, and service among faculty; (2) increase collaboration between senior and junior faculty; and (3) lay the groundwork for long range productivity through training and nurture. Our initiative is based on a review of previous literature which suggests that the most effective mentoring programs are those which are designed to strengthen and assure continuity of the organizational culture, reduce new faculty anxiety, improve new faculty decision making, increase the potential for academic success, and increase new faculty commitment to the organization. In fact, it has been suggested that a well-crafted mentoring program should include the following components:

- ◆ Careful selection of mentors with high levels of personal achievement to reflect the values of the institution.
- ◆ Clearly defined roles and expectations pertaining to the mentor/mentee relationship.
- ◆ Formal orientation for mentors and mentees to clarify responsibilities, process and objectives.
- ◆ Assessment points throughout the mentor program.
- ◆ Improvement processes for implementing required mentor changes.

Other successful mentoring programs have included an extensive mentoring process that addresses mission, vision and values, academic structure, teaching excellence, active learning, advising, student evaluations, classroom observations, classroom mechanics, promotion and tenure, strategic planning and curriculum committees.

A few years ago, a mentorship survey was distributed to the Chairs and Coordinators of all academic programs at Hampton University. The survey was sent electronically to participants with follow-up procedures conducted by the Office of the Provost to ensure that each individual had an opportunity to participate. Results were tabulated and showed that overall, the Chairs and Coordinators responded that a mentoring program for new faculty was a valuable process that would contribute to the efficient operation of the department. Participants were also provided an opportunity to give comments about their current mentorship program. From these findings, there were indicators that some informal programs exist. Other units suggested that school-wide programs would be beneficial, particularly those that would provide more hands-on training for new faculty members, especially with regard to technology. Overall, the responses support a program between mentors and new faculty.

The specific aim of the mentoring program at Hampton University is to provide junior faculty with opportunities to engage in scholarly research in order to increase participation in conferences, enhance professional writing for publications, and improve teaching strategies.

Emphasis is placed on interdisciplinary research and collaborations with faculty and students. The effectiveness of research and teaching strategies will be addressed through a series of ongoing workshops/seminars offered through the Center for Teaching Excellence to enhance faculty participation in the research and teaching process.

Hampton University is committed to innovative teaching strategies and to scholarship and creative activity that produces knowledge, refreshes faculty expertise, and amplifies teaching effectiveness. In keeping with that mission, the Mentoring Program has as its mission to foster the professional development of new and junior faculty through the guidance, encouragement and support of seasoned faculty so they may be successful and productive members of the university community.

### **Program Highlights**

- ◆ Annual kick-off meeting where mentors and mentees first meet and greet each other
- ◆ Mid-semester activity
- ◆ End-of-the-semester gathering
- ◆ Mentoring-related workshops
- ◆ Recognition of mentors and mentees

## **3. Program Goals**

- ◆ Support and facilitate faculty development through mentor/mentee pairs.
- ◆ Provide accurate, timely information regarding advancement and promotion at HU.
- ◆ Identify a comprehensive plan to support the career development of faculty in all series.



- ◆ Build a mentoring database of processes and outcomes to support and evaluate mentoring activities.
- ◆ Provide a strong central structure, resources and leadership for faculty mentoring.

## **4. What is Mentoring?**

Mentoring is an important and effective resource in the orientation of new faculty. Mentoring, which is derived from the Greek word meaning "enduring" symbolizes a relationship between an experienced person (a mentor) and a mentee or a protégé. The mentor provides guidance and support in a number of ways in order to help the mentee develop personally and professionally.

Mentoring has been defined as the process in which one person, usually of superior rank and outstanding achievement, guides the development of an entry level individual, seen as the protégé or the mentee. Additionally, the role is intended to be dynamic and interactive, thereby making the success of the relationship dependent on constructing meaningful dialogues and designing tangible actions. In higher education, new faculty mentoring programs provide the opportunity to share pertinent and valuable information, including resources, assistance and support, and cross-disciplinary collaboration and discussion.

# 5. Importance of Mentoring

## **Mentoring helps the institution**

- ◆ Develop future leaders
- ◆ Improve its image and its social responsibility within the community
- ◆ Achieve strategic business goals
- ◆ Retain excellent faculty members

## **Mentoring helps mentors**

- ◆ Share successes and challenges of their careers
- ◆ Feel a sense of satisfaction and personal fulfillment
- ◆ Build a new awareness of issues facing their colleagues
- ◆ Better understand the needs and workings of another department
- ◆ Expand leadership capabilities

## **Mentoring helps mentees**

- ◆ Gain an advocate and trusted friend
- ◆ Get adjusted quickly to the culture of the university
- ◆ Support professional growth and renewal
- ◆ Learn how to balance teaching, research, service and other responsibilities
- ◆ Build a circle of friends and contacts within the university
- ◆ Gain job satisfaction and feel a valued member of the community
- ◆ Become future leaders

## **Mentor responsibilities**

A good mentor is someone who

- ◆ Is caring and assists with the mentee's career growth
- ◆ Teaches networking skills and helps mentee establish relationships with key players in the university
- ◆ Is an active listener and provides feedback when necessary
- ◆ Is an honest, sincere and willing communicator who shares knowledge and experience
- ◆ Helps build self-confidence and offers encouragement through positive comments and support
- ◆ A good role model who teaches by example
- ◆ A wise counselor and a responsible professional
- ◆ Is committed and makes time for mentoring

## **Mentee responsibilities**

A good mentee is someone who

- ◆ Is receptive to feedback and guidance
- ◆ Actively seeks opportunities to learn
- ◆ Is appreciative of the coaching and counseling
- ◆ Regularly attends programs geared towards orientation of new faculty
- ◆ Is enthusiastic and committed to mentoring

## 6. Qualities of a Good Mentor

- ♦ **Accessibility** – the mentor is encouraged to make time to be available to the new faculty member. The mentor might keep in contact by dropping by, calling, sending e-mail, or extending a lunch invitation. It is very helpful for the mentor to make time to read / critique proposals and papers and to provide periodic reviews of progress.
- ♦ **Networking** – the mentor should be able to help the new faculty member establish a professional network.
- ♦ **Independence** – the new faculty member's intellectual independence from the mentor must be carefully preserved and the mentor must avoid developing a competitive relationship with the new faculty member.

## 7. Goals for the Mentor

### Short-term goals

- ♦ Familiarization with the campus and its environment
- ♦ Networking—introduction to colleagues, identification of other possible mentors
- ♦ Developing awareness—help new faculty understand policies and procedures that are relevant to the new faculty member's work
- ♦ Constructive criticism and encouragement, compliments on achievements
- ♦ Helping to sort out priorities—budgeting time, balancing research, teaching, and service

### Long-term goals

- ♦ Developing visibility and prominence within the profession
- ♦ Achieving career advancement

## 8. Typical Issues

- ◆ How does one establish an appropriate balance between teaching, research and committee work?
- ◆ What criteria are used for teaching excellence, how is teaching evaluated?
- ◆ How does one obtain feedback concerning teaching? What resources are available for teaching enhancement?
- ◆ How does one identify and recruit good students? How are students supported? What should one expect from students? What is required in the specific program?
- ◆ What are the criteria for research excellence, how is research evaluated?
- ◆ How does the merit and promotion process work? Who is involved?
- ◆ What committees should one be on and how much committee work should one expect?
- ◆ What social events occur in the department, school and/or university?
- ◆ What seminars and workshops does the department, school and/or university organize?
- ◆ What is the university system? What responsibilities come with an appointment to the university?

## 9. Faculty Mentoring Program Timeline

We suggest that the mentor and mentee commit to meeting for the next nine months and work together to schedule meetings that include two “check-points” during the semester.

**September - October**

\_\_\_\_\_ Mentor/Mentee matching and orientation, Mid-semester meetings

<b>November - December</b>	_____ End of semester meetings
<b>January - February</b>	_____ Meeting to discuss continuing mentoring relationship
<b>March - April</b>	_____ End of semester meetings
<b>May</b>	_____ Meeting to discuss continuing mentoring relationship

## 10. Suggested Mentoring Activities

Mentors and new faculty are encouraged to meet face-to-face and to frequently keep in touch through phone or email. Suggested mentoring activities are:

- ◆ Discuss short term and long term career goals and professional interests.
- ◆ Attend the programs offered by the Center for Teaching Excellence and other campus units.
- ◆ Share information on academic and student support services on campus.
- ◆ Discuss effective instructional techniques, course development and curricular issues.
- ◆ Explore research and sponsored funding opportunities, and writing publications.
- ◆ Discuss academic policies and guidelines, and university governance structure.
- ◆ Attend campus events such as sports, theater productions, and cultural programs.
- ◆ Share information on instructional resources and Web sites useful to new faculty.
- ◆ Discuss student issues such as advising, motivating, and handling academic dishonesty.

- ◆ Share experiences on managing time, handling stress, and balancing workload effectively.
- ◆ Discuss preparing for tenure and promotion and career advancement.
- ◆ Explore professional development opportunities available to new faculty.
- ◆ Address special needs, concerns, or questions and help in troubleshooting difficult situations.

# 11. The Ten Commandments of Mentoring

1. **Don't be afraid to be a mentor.** Many mentors underestimate the amount of knowledge that they have about the academic system or their organization, the contacts they have, and the avenues they can use to help someone else. A faculty member does not have to be at the absolute top of his or her profession or discipline to be a mentor. Teaching assistants can mentor other graduate students, graduate students can mentor undergraduates, and undergraduate majors can help those beginning the major.
2. **Remember you don't have to demonstrate every possible faculty role to be an effective mentor,** but let your new faculty colleagues know where you are willing to help and what kind of information or support you can give that you believe will be particularly helpful. Be clear about whether you are willing to advise on personal issues, such as suggestions about how to balance family and career responsibilities.
3. **Clarify expectations about how much time and guidance you are prepared to offer.**
4. **Let new faculty know if they are asking for too much or too little of your time.**
5. **Be sure to give criticism, as well as praise, when warranted,** but present it with specific suggestions for improvement. Do it in a private and non-threatening context. Giving criticism in the form of a question can be helpful, as in "What other strategy might you have used to increase student participation?"
6. **Where appropriate, "talk up" your new faculty accomplishments to others in your department and institution,** as well as at conferences and other meetings.
7. **Include new faculty in informal activities whenever possible** - lunch, discussions following meetings or lectures, dinners during academic conferences.
8. **Teach new faculty how to seek other career help whenever possible,** such as funds to attend workshops or release time for special projects.
9. **Work within your institution to develop formal and informal mentoring programs** and encourage social networks.
10. **Be willing to provide support for people different from yourself.**



## 12. Mentoring Partnership Agreement

As a mentor and mentee in the Faculty Mentoring Program, we agree to abide by the following set of guidelines:

1. Commit to making the time to meet on a regular basis.
2. Keep the content of our conversations confidential.
3. Practice active listening.
4. Provide each other with honest, direct and respectful feedback.
5. Provide career and possibly lifestyle advice to the mentee.
6. Share frankly my observations and ask career relevant questions.
7. Recognize that the mentor is advising and guiding in good faith, and is not acting as an agent of the university or making promises on behalf of the university.

Signed:

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Mentor

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Mentee

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Date

# 13. Mentoring Meeting Journal

Use this page to record the discussion points in each of your mentoring meetings.

Date:

Check In (e.g. urgent issues, work-life balance, personal issues):

Goal Discussion:

Action Items:

Next meeting date: \_\_\_\_\_

# 14. Initiation

## First Meeting Checklist

### Get to Know Each Other

- ◆ Share information about your professional and personal life
- ◆ Learn something new about your mentee/mentor

### Establish Guidelines

- ◆ When and where will we meet?
- ◆ How will we schedule meetings?
- ◆ How will we communicate between meetings?
- ◆ What agenda format will we use?
- ◆ Will there be any fixed agenda items to be discussed at every meeting?
- ◆ How will we exchange feedback?
- ◆ How will we measure success?

### Partnership Agreement

- ◆ Review partnership agreement, modify if desired, sign and exchange
- ◆ Review goals for the mentoring relationship

### Confirm Next Steps

- ◆ Schedule date, time and place of future meetings

## Structuring Meeting Time

Determine how to use your time together. One suggestion is the “**10/20/60 Rule**” that will help you to establish a solid partnership and

address mentoring goals and everyday issues. For a meeting of about 1½ hours split the time roughly as follows:

### **First 10 Minutes**

- ◆ Engage in personal/professional—“check-in”

### **Next 20 Minutes**

- ◆ Focus on ‘front burner’ issues (upcoming presentation, manuscript revision, etc.)

### **Last 60 Minutes**

- ◆ Discuss current and long term goals and priorities

## **Expectations**

A critical component of a successful mentoring relationship is clarity of commitment and expectations.

### **Mentors and mentees need to agree on:**

- ◆ Scheduling and logistics of meeting
- ◆ Frequency and mode of communicating between meetings
- ◆ Responsibility for rescheduling any missed meetings
- ◆ Confidentiality
- ◆ “Off-limits” conversations
- ◆ Giving and receiving feedback
- ◆ Working with formalized mentee goals

# 15. Cultivating the Relationship:

## Building Trust

When people trust each other, they allow their most authentic self to emerge. They feel free to share concerns, insecurities and doubts. Listening to each other builds trust. Sharing reservations and uncertainties builds trust. Most importantly, demonstrating by our acts that we are trustworthy builds trust.

Behaviors That Build Trust	Behaviors That Destroy Trust
<ul style="list-style-type: none"><li>• Being a proactive listener</li><li>• Cooperating with others</li><li>• Openly sharing</li><li>• Actions are parallel to words</li><li>• Accepting and non-judgmental</li><li>• Authentic and true-to-self</li><li>• Freely admitting mistakes</li><li>• Actively seeking out differences</li><li>• Encouraging others to succeed</li><li>• Having a positive outlook</li><li>• Honoring confidentiality</li></ul>	<ul style="list-style-type: none"><li>• Not paying attention to what is being said</li><li>• Being competitive</li><li>• Withholding and keeping people out</li><li>• Acting contrary to words</li><li>• Criticizing and disapproving</li><li>• Acting with a hidden agenda</li><li>• Blaming others for mistakes</li><li>• Keeping a closed mind to new ideas</li><li>• Discouraging others from taking risks</li><li>• Projecting a negative perspective</li><li>• Breaking confidence</li></ul>

## Giving (and Receiving) Feedback

Mentees want to receive honest, candid feedback from their mentor. Equally important is the feedback mentees can offer to mentors. Engaging in reciprocal and on-going feedback is a vital component of the partnership.

### Effective feedback:

- ◆ Is offered in a timely manner
- ◆ Focuses on specific behaviors
- ◆ Acknowledges outside factors that may contribute
- ◆ Emphasizes actions, solutions or strategies

### **Effective Feedback from Mentee:**

- ◆ Whether the advice or guidance you offered was beneficial and solved an issue
- ◆ Whether the mentor communication style and/or actions facilitate a positive mentoring experience
- ◆ Whether the mentor communication style and/or actions create challenges to a positive mentoring experience

### **Effective Feedback to Mentee:**

- ◆ Mentee strengths and assets
- ◆ Areas for growth, development and enhancement
- ◆ Harmful behaviors or attitudes
- ◆ Observations on how your mentee may be perceived by others

## **16. Separation and Redefinition**

Participating in a mentoring program brings the opportunity for planning and implementing closure that is unlike most other types of relationships. Whether you determine to continue meeting on a regular basis or not, it is essential to discuss and plan the process by which your formal partnership will come to a close.

If appropriate, you will want to think about how you would like to transition from a formal to an informal mentoring partnership or to more of a peer relationship. It is recommended to instill some structure to even an informal partnership so as to yield the most benefit from the time you spend together.

### **Closure Checklist:**

- ◆ Discuss how to use the remaining time together.
- ◆ Make sure an important goal has not been overlooked.
- ◆ Plan a formal acknowledgement or celebration of the mentoring relationship.

### **Questions to Discuss:**

- ◆ Have the goals been achieved?
- ◆ Have the important issues been discussed?
- ◆ How should the separation/redefinition be acknowledged?
- ◆ What will the agenda be for the last meeting?
- ◆ What would be the ideal interaction going forward?

## **17. Mentee Strategies to Achieve Mentoring Objectives**

Whether your objectives focus on broad issues or more specific developmental areas, your mentor's ability to help you attain those objectives will be enhanced when you have clearly defined where you want to go and how you want to get there. It's important to think carefully about your objectives and the challenges to achieving them.

### **Use the questions below to appraise your objectives:**

#### **Specificity**

- ◆ Have you identified a specific objective for the partnership?
- ◆ Are your objectives definite and precise?

#### **Measurability**

- ◆ Are your objectives quantifiable in nature?
- ◆ Have you decided how to measure success?

#### **Work Plan**

- ◆ Do you have an action plan to achieve your objectives?
- ◆ Have you considered the outcome of achieving your objectives?

#### **Reality Check**

- ◆ Are your objectives realistic given the circumstances?
- ◆ Have you determined a completion date?
- ◆ Is your timeline realistic?
- ◆ Will you need additional resources or tools to be successful?

### **The Mentor's Role**

- ◆ Will your objectives require your mentor to provide you something other than guidance?
- ◆ How can your mentor be most helpful to you?

## **18. Mentee Dos and Don'ts**

### **Do**

- ◆ Take initiative
- ◆ Look for opportunities to teach your mentor
- ◆ Be respectful of mentor's time
- ◆ Communicate agenda and goals with mentor prior to meeting
- ◆ Clarify goals and expectations
- ◆ Practice self-reflection
- ◆ Support your peers
- ◆ Keep your CV up to date
- ◆ Have multiple mentors
- ◆ Clarify your values



## Don't

- ◆ Be passive - don't wait for the mentor to initiate interactions
- ◆ Be late, disorganized
- ◆ Stay in the comfort zone
- ◆ Stay in a mentoring relationship when it is no longer helpful

## 19. Mentor's Role in Mentee Development

### Support

- ◆ Listening—actively (empathically)
- ◆ Expressing positive expectations
- ◆ *(Mentors) balance both a present sense of where their students are and a dream of what they can become.*
- ◆ Serving as advocate
- ◆ Sharing ourselves

### Challenge

- ◆ Setting tasks
- ◆ Setting high standards
- ◆ Modeling
- ◆ Providing a mirror

### Vision

- ◆ Provide a vision for a satisfying and successful career (Daloz, 1999)

# 20. Evaluating Your Mentee's Goals

**Use the checklist below to appraise your mentee's goals:**

## **Specificity**

- ◆ Has your mentee identified specific short and long term goals?
- ◆ Are the goals definite and precise?

## **Measurability**

- ◆ Are your mentee's goals quantifiable in nature?
- ◆ Has your mentee determined how to measure success?

## **Work Plan**

- ◆ Does your mentee have an action plan to achieve their goals?
- ◆ Has your mentee considered the outcome of achieving these goals?

## **Reality Check**

- ◆ Are your mentee's goals realistic given the circumstances?
- ◆ Has your mentee determined a completion date?
- ◆ Can success be achieved within the time allocated?
- ◆ Will additional resources or tools be needed to achieve success?

## **Your Role**

- ◆ Is your role to advise, suggest or listen?
- ◆ Will your mentee's goals require you to provide something other than guidance?
- ◆ How can you be most helpful to your mentee?

## 21. Mentor Dos and Don'ts

### Do

- ◆ Listen actively
- ◆ Support and facilitate networking and brokering
- ◆ Teach by example
- ◆ Be aware of role conflict
- ◆ Encourage and motivate mentee to move beyond their comfort zone
- ◆ Promote independence
- ◆ Promote balance
- ◆ Rejoice in success and convey your joy
- ◆ Encourage reciprocity

### Don't

- ◆ Fix the problem
- ◆ Take credit
- ◆ Take over
- ◆ Threaten, coerce or use undue influence
- ◆ Lose critical oversight—allow friendship to cloud judgment
- ◆ Condemn (mistakes or lack of agreement are not career altering disasters)

## 22. Mentor's Meeting Checklist

- ☐ Set aside adequate time for meetings
- ☐ Obtain and review mentee's CV prior to meeting
- ☐ Be sure to review contact information and other meeting arrangements

- ☐ Clarify what mentee expects from you--and what you expect from mentee
- ☐ Review mentee's short/long term goals
- ☐ Be sure that you have accurate, up to date information on advancement and promotion policies for your mentee's series and rank
- ☐ Ask mentee to help you with writing, research, teaching, curriculum development etc. that is consistent with their career goals
- ☐ Be aware of potential conflicts of interest if you are both a supervisor and mentor for the mentee
- ☐ Be sure that mentee has joined committees and professional organizations helpful for career development
- ☐ Assist your mentee to find other mentors within and outside HU

## 23. Resources

### Mentor-Mentee Training Materials

- Boice, R. (1991). Quick starters: New faculty who succeed. In M. Theall & J. Franklin (Eds.), *Effective practices for improving teaching* (New Directions for Teaching and Learning, no. 48) (pp 111-121). San Francisco: Jossey-Bass.
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