

### How Do I Create a Successful Faculty Mentoring Program?

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# Magna20MinuteMentors

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## Steps to Build a Mentoring Program Rationale

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(Considerations for university administration, provosts, college administrators, department administrators, hiring committees, advancement committees, and faculty support centers.)

1. ***What does hiring cost?***  
Find out how much various departments at your university or college spend each year on recruiting and hiring new faculty members (many departments spend hundreds of thousands of dollars per year).
2. ***What is our failure rate?***  
Find out department percentages of new faculty members who failed in the tenure process over the past ten years.
3. ***Count the cost.***  
How much does each failed tenure candidate cost his/her department (include money, time, and other department resources devoted to finding, recruiting, hiring, and training)?
4. ***What led to failure?***  
Identify the common factors that led to failure (include department chairs, rank and advancement committees at the department, college, and university levels to get a more complete understanding).
5. ***What leads to success?***  
Identify the common factors and key predictor variables for success based on the experiences of those who succeeded in the tenure process.
6. ***Identify mentoring target areas.***  
Which keys to success and predictors of failure are best suited to improve under a mentoring relationship.
7. ***Get buy-in from veteran faculty.***  
Identify appropriate ways to incentivize mentoring help from tenured faculty (consider the results from #3 above when calculating stipends or other incentives).
8. ***Seek administration buy-in.***  
Communicate the results from your analysis to demonstrate the need, solutions, and possible benefits to the department and the university.

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## Mentoring Program Considerations

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- **Don't** make your mentors invent their own program.  
**Do** train mentees together when discussing the generalities of your program and let the mentors deal with the specific applications to their mentee's situation one-on-one.
- **Don't** expect your mentors to be experts on mentoring.  
**Do** provide mentoring for your mentors following the same principles you will teach them to use with their mentees. Mentors will be much better if they have first experienced excellent mentoring.
- **Don't** give mentors one training session and assume they know what to do.  
**Do** follow the training pattern you expect of them: (1) Show them, (2) Help them, (3) Watch them, and (4) Let them.
- **Don't** be unreasonable in time commitment requirements from your mentors.  
**Do** set reasonable time expectations for everyone involved so there are no surprises.
- **Don't** make the mentor/mentee pairs define the mentoring program.  
**Do** give them general expectations and limitations along with the freedom to set up specific parameters to meet their needs within those expectations.
- **Don't** assume that one size fits all. Nobody likes feeling victimized by unnecessary mandates.  
**Do** give choices whenever possible in your program.
- **Don't** put all of your mentoring eggs in one basket.  
**Do** use a variety of mentoring tools to create a successful mentoring mosaic (e.g. formal & informal mentors, mandatory programs & opt-in incentives, 1-on-1 & 1-on-many mentoring relationships, top-down & bottom-up & peer-to-peer mentoring, planned & spontaneous experiences, etc.)

## Building or Improving a Mentoring Program

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Create a mentoring mosaic through variations and combinations of the following program options:

- Formal vs. Informal
- Mandatory vs. Opt-in
- One-on-one vs. One-on-many
- Entire faculty vs. Faculty subsets
- Incentivized vs. Non-incentivized
- Multi-layered vs. Single layered

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## Online Resources

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### Emory University Passages Program

<http://www.udc.edu/docs/faculty/passages.pdf>

### University of Albany

<http://www.albany.edu/academics/mentoring.best.practices.toc.shtml>

### University of Massachusetts Amherst Mutual Mentoring Guide

<http://www.umass.edu/ctfd/mentoring/resources.shtml>

### From Mentor to Mentoring Networks

<http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=976>

### Principles of Good Practice

<http://www.eric.ed.gov/PDFS/ED450634.pdf>

### Ten Things New Faculty Want to Hear

<http://academicladder.com/top-ten-things-new-faculty-members-would-like-to-hear-from-colleagues>

### Department Chair Advice

<http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=976>

### Bibliography of Sources

<http://www.albany.edu/academics/mentoring.best.practices.appendices.shtml#Bibliography>

### U.S. Department of Education Consumer Guide (Mentoring)

<http://www2.ed.gov/pubs/OR/ConsumerGuides/mentor.html>