

Brief Description of Mentoring Program Currently in Place

- The program is intended to supplement, not replace, the chair as a natural mentor.
- The program is mandatory for all pre-tenured faculty, but voluntary for mentors, Mentors must meet specific criteria such as being well-established, willing to make time for the mentee, being professionally active, and approachable.
- Mentors are not in the same department as their mentee.
- The Professional Development Committee assigns mentors to new hires based on interests, strengths, and availability. In years with several new hires, the first year may be spent in a group situation with one mentor for more than one new hire.
- The mentor/mentee pair outlines goals for the relationship: what they want to gain from the relationship, scheduled activities, and regular meetings.
- Mentors are provided with lists of suggested/encouraged activities and other resources.
- Mentees are encouraged to be proactive in the relationship – they should ask questions and take responsibility to make the relationship work.
- A tenure workshop is conducted every fall to familiarize new hires with the tenure process and portfolio requirements.
- There is a process by which either one of the mentoring pair can request reassignment if the relationship is not working.
- The program is formalized in documents that include: Responsibilities of Mentors; Encouraged/Suggested Activities; Meeting Ideas; Responsibilities of Mentees; Role of Chair.

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Selected Additional Readings with Brief Notations

Allen, T. D., Day, R., & Lentz, E. (2005). The role of interpersonal comfort in mentoring relationships. *Journal of Career Development, 31*(3), 155-169.

Study of same and cross-gender, formal and informal relationships.

Carter, M. (2004). Mentors inspiring excellence: NEST new educator's support team. *Delta Kappa Gamma Bulletin, 70*(3), 42-45.

Model of school district program

Casto, C., Caldwell, C., & Salazar, C. F. (2005). Creating mentoring relationships between female faculty and students in counselor education: Guidelines for potential mentees and mentors. *Journal of Counseling and Development : JCD, 83*(3), 331-336.

Overview of expectations

Hambright, W. G., & Diamantes, T. (2004). An analysis of the experiences of a first-year tenure-track faculty member. *Education, 124*(3), 436-438.

Short description of one mentoring pair's experience

Holloway, J. H. (2004). Mentoring new leaders. *Educational Leadership, 61*(7), 87-88.

Principal's program, characteristics

Janas, M. (1996). Mentoring the mentor: A challenge for staff development. *Journal of Staff Development, 17*(4), 2-5.

Practical tips for developing mentors

Johnson, W. B. (2007). *On being a mentor : A guide for higher education faculty.*

Mahwah, N.J.: Lawrence Erlbaum Associates.

Moody, J. (2004). Supporting women and minority faculty. *Academe, 90*(1), 47-52.

Practical tips for welcoming and mentoring new hires

Rowley, J. B. (1999). The good mentor. *Educational Leadership, 56*(8), 20-22.

Qualities of a good mentor

Sorcinelli, M. D. (2000). *Principles of good practice: Supporting early-career faculty.*

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<http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED450634>

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Good practice principles, inventories, examples of approaches

Sorcinelli, M.D., & Austin, A.E.(Eds.). (1992). *Developing new and junior faculty.* San Francisco: Jossey-Bass.

Contains a chapter of guidelines for mentoring