Establishing a Faculty Mentoring Program

Joshua Schulte
schultj1@scf.edu

Follow this and additional works at: https://newprairiepress.org/accp

Part of the Educational Leadership Commons, and the Higher Education Administration Commons

This work is licensed under a Creative Commons Attribution-Share Alike 4.0 License.

Recommended Citation

This Event is brought to you for free and open access by the Conferences at New Prairie Press. It has been accepted for inclusion in Academic Chairpersons Conference Proceedings by an authorized administrator of New Prairie Press. For more information, please contact cads@k-state.edu.
Numerous articles exist discussing the benefits of faculty mentoring, both formal and informal. The benefits include increased camaraderie, improvements in pedagogy and research, and guidance in career planning and establishing oneself in a new faculty role \(^1\), \(^2\), \(^3\). In 2017, an ad hoc committee formed to develop a faculty mentoring program at State College of Florida, Manatee-Sarasota (SCF). While informal mentoring was common, the college never had a formal faculty mentoring program. The SCF faculty senate agreed that formalizing the mentoring process would provide consistent outcomes and provide documentation for faculty, tenure, and promotion reviews.

The ad hoc committee worked over the course of 18 months to develop the program. The work included establishing qualifications for mentors, expectations, timelines, and forms for documentation. This collection evolved into a faculty created and maintained handbook that not only includes details on the mentoring program, but also serves a centralized location for new faculty members to find answers to common questions. The first group of mentors and mentees started in the spring of 2019. Both mentors and mentees had positive experiences.

In this seminar, I will share the formation and execution of a faculty mentoring program. The program, with support and input from administration, connects junior faculty with experienced peers on a volunteer basis. It includes a handbook to guide both mentor and mentee. The mentor and mentee meet at regular intervals throughout the mentee’s first academic year and discuss a variety of topics, including pedagogy, professional development, and college culture. Materials will be provided to participants which include checklists, observation forms, and guidelines for mentor/mentee meetings. The goal is for the participant to leave with groundwork upon which to develop their own faculty mentoring program.
