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Establishing a Faculty Mentoring Program

Joshua Schulte
schultj1@scf.edu

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- 1) Presentation Title: Establishing a Faculty Mentoring Program
- 2) Presenter information: Josh Schulte

Josh Schulte is Assistant Professor of Biology and Chair of the Natural Science Department on the Bradenton Campus of State College of Florida, Manatee-Sarasota (SCF). Prior to SCF, he was an Assistant Professor of Biology at Roane State Community College. He holds a MA in Teaching and MS in Biology from Austin Peay State University. He is currently a student for an EdD in Higher Education Administration from University of Florida.

- 3) Disciplines: Educational Leadership, Mentoring
- 4) Presentation Theme: Diversity, Equity and Inclusion
- 5) Presentation Type: best practice presentation (45 minutes)
- 6) Abstract: Presenter will discuss the establishment and conductance of a college-wide faculty mentoring program. The program entails connecting a new faculty member with a mentor and includes regular meetings, observations, and discussions of pedagogy.
- 7) Keywords: mentoring, faculty, collegiality, college culture, leadership
- 8) Creative Commons License: Attribution-NonCommercial-ShareAlike
- 9) Presentation Documents: Description of the Session

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^{i, ii, iii}. 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.

ⁱ Fountain, J., & Newcomer, K. (2016). Developing and sustaining effective faculty mentoring programs. *Journal of Public Affairs Education*, 22(4). Retrieved from:
<https://www.tandfonline.com/doi/abs/10.1080/15236803.2016.12002262>

ⁱⁱ Zeind, C., Zdanowicz, M., MacDonald, K., Parkhurst, C., King, C., & Wizwer, P. (2005). Developing a sustainable faculty mentoring program. *American Journal of Pharmaceutical Education*, 69(5), 1-13.

ⁱⁱⁱ Bean, N., Lucas, L., & Hyers, L. (2014). Mentoring in higher education should be the norm to assure success: Lessons learned from the faculty mentoring program, West Chester University, 2008-2011. *Mentoring & Tutoring, Partnership in Learning*, 22(1), 56-73.