

Biola University
CLEAR-
Center for Learning Enrichment,
Assessment & Research

Mentoring Program

Introduction

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MENTORING PROGRAM

“I treasure my past and current mentoring relationships. They account more than any other single human factor (outside my marriage relationship) for my growth as a maturing, caring, professional. I would pray that everyone could experience such depth and love in their relationships.”

—a CCC faculty member

MENTORING (a working definition):

MENTORING is an ongoing relational process,

- in which someone who knows something, the **MENTOR**,
- offers that something (the power resources such as wisdom, advice, information, emotional support, protection, linking to resources, career guidance, status, etc.)
- which is received by someone else, the **MENTOREE/PROTEGE**, at a sensitive time so that it impacts personal and/or professional growth.

(Stanley & Clinton, 1992)

RATIONALE:

•“The early years of a faculty member’s career set the stage for a lifetime of accomplishment, or failure, as a citizen of the academy” (Jackson & Simpson, 1994, p. 65).

•Wheeler (1992) suggests that junior faculty need to develop expertise in the following seven areas:

1. understanding institutional roles and expectations
2. learning how the institution operates in getting things done
3. finding resources
4. developing collegiality
5. obtaining feedback on professional progress
6. improving skills and performance in professional roles
7. finding a balance in work-life expectations

RESPONSE:

•The categories delineated above parallel the career and psychosocial functions which **mentoring relationships** provide.

•In mentoring relationships, the protege needs to be nurtured and guided and the mentor is able to provide nurturing and guidance. A mentor, who is generally older and more experienced, “has the energy to support and guide the protégé because she/he has already developed a career” (Otto, 1994, p. 19).

•Protégés can borrow and adapt successful approaches mentors have already tried and found effective in similar teaching situations. Studying the success of exemplary new faculty it was concluded that, “Nothing, evidently, will help ensure a strong start more than prearranged networks of support and mentoring” (Boice, 1993, p. 77).

RECOMMENDATION: A formal mentoring program

•The new direction for mentoring in higher education is:

1. systematic and comprehensive mentoring
2. sponsored by the institution
3. available to all those who wish to engage in it

(Boice, 1992; Wunsch, 1994)

•“Rather than simply viewing mentoring in terms of a relationship between two individuals, it needs to be conceptualized as a process. As a growth process it can be defined, planned, and evaluated” (Wunsch, 1994, p. 29).

RESULTS of a Mentoring Program (Anticipated):

•Participating in a formal mentoring program has been shown to benefit the mentor, the protege, and the organization as follows:

•**MENTORS:** Mentors may experience enhanced self-esteem, revitalized interest in their work, a close relationship with their protégé, fulfillment of personal developmental needs, fulfillment of mentoring components required for advancement to the rank of full professor, and professional assistance on work projects (Murray, 1991; Biola University Faculty Handbook).

•**PROTEGES:** In comparing protégés in formal mentoring programs with nonproteges, Murray (1991) noted higher performance and productivity ratings for the protégés, higher salaries, increased career satisfaction, and greater knowledge of the organizational and technical aspects of the profession.

•**THE ORGANIZATION:** Organizational benefits resulting from facilitated mentoring include—increased productivity, cost effective personnel training, improved recruitment efforts, increased organizational communication and understanding, maintenance of motivational levels of senior personnel, enhancement of services offered by the organization, and improvement in strategic planning (Murray, 1991).

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Program Overview

PROGRAM OBJECTIVES:

1. Provide a non-threatening and supportive environment for the development of an on-campus mentoring relationship between junior and senior faculty.
2. Create an opportunity for cross-disciplinary interaction and mutual disciplining to be shared among faculty.
3. Facilitate the exchange of new skills and knowledge between participants.
4. Enhance current career satisfaction and faculty vitality levels of participants.
5. Address some of the entry-level survival needs of new faculty.
6. Encourage the setting of, and planning for, performance and productivity goals by protégés in consultation with mentors.
7. Serve as a tool to aid the university in identifying and developing its own current and future leaders.

PARTICIPANT CRITERIA:

Protégés:

- Full-time faculty
- Less than five years of full-time teaching experience at Biola
- Teachable
- Committed to active participation (both “give and take”) in a mentoring dyad
- Willing to invest time in the development of an effective mentoring relationship

Mentors:

- Senior faculty status (in terms of tenure and/or length of time at the university)
- Demonstrated effectiveness as a teacher, scholar, and colleague
- Committed to leadership development
- Strong interpersonal skills
- Willing to invest time in the shaping of another person’s career

TERMS OF PARTICIPATION:

1. Voluntary for both protégés and mentors

2. Participation in program for a minimum of one semester with the option (if mutually agreed upon by mentor and protégé) of extending to a second semester.

3. Bi-weekly meetings (2X month) with mentoring partner during the regular semester.

** (Note: cafeteria meal passes will be provided for mentoring dyads so that a shared lunch or coffee may be enjoyed two times/month)

A Note to Mentors

SIX MOST IMPORTANT CHARACTERISTICS OF A MENTOR

(from "Mentoring: An Adult Development Perspective" by M.L. Otto in New Directions for Teaching & Learning, no. 57, Spring, 1994)

1. A willingness to share knowledge.
2. A willingness to allow growth.
3. A willingness to give positive and critical feedback.
4. Directness in dealings with the protégé.
5. Honesty.
6. Competency.

AREAS WHERE NEW FACULTY NEED THE MOST HELP ("advice")

(Boice, 1992)

- Teaching
- Scholarly Productivity
- Time Management

PROTÉGÉ WISH LIST

"What I Wish My Mentor Would Talk to Me About..."

- The relationship between the schools: how do they feel about each other?
- Dealing with individuals in another school: please be as candid with me as possible.
- How to read disagreements/conflicts around here without covering them: what is/are the structures/atmosphere for disagreement?
- Spiritual maturity/ integrating my faith.
- Do I want to teach here long-term? Why? Am I underpaid? (exploring these types of things with someone who is a spiritually mature person)
- Convince me that this is where I need to teach! Why are YOU here?

ASK GABBY (Obstacles)

Dear Gabby,

The Café is too noisy, too busy, and the hours too restrictive to meet undisturbed.

-No Place To Go

Dear No Place,

Why not select a table for two at Eagle’s Nest? You can use your meal card to eat there at the time of your choosing. Or, use “Biola-on-the-go”—a designer **bag lunch** program that is offered in the Eagles’ Nest Monday through Friday 11:00am-2:00pm.

On the other hand, so it’s a little busy—at least the students are seeing two faculty members eating in “their” cafeteria and enjoying time to talk.

* * * * *

Dear Gabby,

I have no time to meet with my protégé.

-Running Helter Skelter

Dear Helter Skelter,

According to the latest health reports, overall productivity is enhanced with a lunch break. Minimum monthly requirements for maximum health benefits: just 2 little ole lunches a month!

Cast your bread upon the waters and watch God turn it into a submarine sandwich!

But seriously, didn’t someone invest a little of that precious commodity, TIME, with you to give you a hoist up to where you are today? Why not return the favor?

* * * * *

Dear Gabby,

There are such differences in personality and style with my protégé that I am not sure I have anything of value to offer him/her.

-Feeling Useless

Dear Useless,

Probably for that very reason you have something to offer! If your protégé has a conflict with you, they may have a conflict with others as well. See this as an opportunity to encourage their adjustment in this relationship so that it might serve as a building block for required interpersonal skills in other relationships.

Keep meeting even though the temptation is to avoid the contact. Like a sore muscle, pressing on through the pain with regular exercise will ease the discomfort.

A Note to Protégés

MENTOR WISH LIST

“What I’d like Protégé(s) to know. . .”

- Ask me questions! I don’t always know just what issues are the most pressing for you.
- Feel free to share with me: What’s on your mind?
- Please understand—the longer I do what I do, the more unsure I am!

FACTORS OPERATING IN SUCCESSFUL MENTORING

RELATIONSHIPS (Protégé’s Position)

(R.E. Kling & D.A. Brookhart, “Mentoring: A Review of Related Literature,” 1991: Report No. SP 003 864, ERIC Document Reproduction Service No. ED 346 095).

- Accept the role of active participant in the relationship
- Confide in and communicate with the mentor
- Demonstrate openness to mentor’s suggestions

Mentoring Conversations

MENTORS, LEAD THE WAY!!

(From the protégés) “WE NEED SOMETHING SPECIFIC TO TALK ABOUT EACH MEETING. PLEASE”

Feel Free to Pick ‘n’ Choose From the Following Lists—

GENERAL TOPIC AREAS

In a study of faculty mentoring dyads (Boice, 1992), mentoring conversations were dominated by the following topics:

1. Scholarly Productivity
2. Managing Classrooms & Students
3. Conflicts and Politics with Colleagues
4. Retention & Tenure

SPECIFIC TOPIC AREAS

Initiate discussion on the following (**mentors need to do the initiating**).
“So, tell me, how is/are _____ going for you?”

- 1) Advising students
- 2) Grading/establishing grading policies
- 3) Course evaluations
- 4) Relationships with your chair/dean/colleagues
- 5) Balancing time demands
- 6) Your professional decisions related to Biola/your profession

****Note:** Reading an article related to one of the above topics (and others) might be a helpful discussion starter. Copies of possible articles may be found in the CLEAR office. Contact Shelly Cunningham for further information (x4045).

MISCELLANEOUS TOPIC AREAS:

- Office Life: How available should I be for students? Can I/ Should I invite them to my home? How do you get to know students? What do they expect?
- Campus Services for Faculty: What special services have you found to be helpful on this campus to help you in your teaching and research?
- Unwritten rules: Is there a dress code around here for faculty— either stated or not stated?
- Interested in Biola's past
- Philosophy of Education
 - What is "education"?
 - What does this have to do with the broader society?
 - What is the nature of a "Christian school" or "Christian education"?
- Some of us are coming from backgrounds in, training from, secular universities—
 - Terms and movements in Christendom?
 - Key Christian journals and literature I should be aware of?
 - A sort of "Primer on Issues in Christianity Today"
 - *Which of these issues are "we about" here?
 - *What are the "rules" for this "playing field"?
- What is "prudent behavior" here?
 - Where can you push? What should you never push?
 - What can/can't you talk about?
 - How to behave prudently without being a wimp?
 - What type of things do you have to "earn the right" to speak about on a political level?
 - Example (of what happened in a classroom): Can we talk about gender stereotypes/psychological androgyny, homosexuality in the classroom? Student reactions seem so uncomfortable.
- Academic Freedom "within constraints" – what does this mean?
- What is the vision here? Where does the president, the board, want to see Biola go in the next few years? Where, and how, do I/can I, fit into this?

SCHOLARSHIP OF TEACHING

- Classroom visitations
 - 1) Arrange to visit one of each other's classes.
 - 2) When you visit, make note of the following in preparation for discussion at the next lunch you share together:

One Observation—about the class that you want to share with your mentor/protégé

One Question—you want to ask your mentor/protégé

- Co-teach?
- Guest lecture or make a guest appearance in each other's classes (if appropriate)

SCHOLARSHIP OF RESEARCH

- Review manuscripts in progress

REFLECTION & GOAL-SETTING

- How have your expectations for teaching here (at Biola) and/or for teaching full-time been met or challenged? Where have you been disappointed? Where have you been surprised?
- As you reflect on last semester, what is one area of personal/professional growth you want to focus on this semester? How can we hold each other accountable and support one another in our selected area? (Note: this implies that both the mentor and the protégé are willing/prepared to share one area of desired growth/change/stretch!)
- Where do you want to be, professionally, in five years? What steps need to be taken now to begin moving in that direction?

Biola University Faculty Mentoring Program Mentee Evaluation Rubric

Please respond to the following evaluation items related to the relationship with your mentor by circling the appropriate number on the basis of the 5 point scale below. You are encouraged to make comments related to each item below when appropriate (use the back of the form for extra writing space.) Note: Not all items will apply to each mentoring relationship.

5=Agree Strongly 4=Agree 3=Agree somewhat 2=Disagree 1=Disagree Strongly 0=Not Applicable

1. My mentor was transparent about his/her life and professional history with me.	0	1	2	3	4	5
2. My mentor demonstrated commitment to my professional development.	0	1	2	3	4	5
3. My mentor demonstrated commitment to my personal development.	0	1	2	3	4	5
4. My mentor was prepared for each of our scheduled meetings.	0	1	2	3	4	5
5. My mentor willingly took on the role of a confidant for me.	0	1	2	3	4	5
6. My mentor maintained the integrity of our relationship by creating an environment of trust.	0	1	2	3	4	5
7. My mentor helped me develop avenues of effective faculty-student relationships.	0	1	2	3	4	5
8. My mentor discussed my role as an academic advisor.	0	1	2	3	4	5
9. My mentor discussed the development of syllabi.	0	1	2	3	4	5
10. My mentor discussed effective testing strategies.	0	1	2	3	4	5
11. My mentor explored time management with me.	0	1	2	3	4	5
12. My mentor helped me establish goals for the next few years.	0	1	2	3	4	5
13. My mentor provided feedback on research and/or writing projects.	0	1	2	3	4	5
14. My mentor explored effective pedagogy with me.	0	1	2	3	4	5
15. My mentor and I visited each other's classrooms to explore our pedagogy.	0	1	2	3	4	5
16. My mentor explained the promotion and tenure process at Biola.	0	1	2	3	4	5
17. My mentor interacted with me socially.	0	1	2	3	4	5
18. This mentoring relationship was consistent with what I expected.	0	1	2	3	4	5

Some of the most effective aspects of this mentoring relationship were:

I believe that enacting the following changes will make future first-year faculty mentoring relationships more effective at Biola:

Biola University Faculty Mentoring Program Mentor Evaluation Rubric

Please respond to the following evaluation items related to the relationship with your mentee by circling the appropriate number on the basis of the 5 point scale below. You are encouraged to make comments related to each item below when appropriate (use the back of the form for extra writing space.) Note: Not all items will apply to each mentoring relationship.

5=Agree Strongly 4=Agree 3=Agree somewhat 2=Disagree 1=Disagree Strongly 0=Not Applicable

1. My mentee demonstrated commitment to our relationship throughout the designated time period.	0	1	2	3	4	5
2. My mentee asked questions about life at Biola.	0	1	2	3	4	5
3. My mentee was willing to take on new responsibilities.	0	1	2	3	4	5
4. My mentee was receptive to critique.	0	1	2	3	4	5
5. My mentee was transparent about his/her life and professional history with me.	0	1	2	3	4	5
6. My mentee demonstrated commitment to his/her professional development.	0	1	2	3	4	5
7. My mentee demonstrated commitment to his/her personal development.	0	1	2	3	4	5
8. My mentee was prepared for each of our scheduled meetings.	0	1	2	3	4	5
9. My mentee confided in me.	0	1	2	3	4	5
10. My mentee maintained the integrity of our relationship by helping create an environment of trust.	0	1	2	3	4	5
11. My mentee responded to my efforts to help him/her develop avenues of effective faculty-student relationships.	0	1	2	3	4	5
12. My mentee discussed his/her role as an academic advisor.	0	1	2	3	4	5
13. My mentee discussed the development of syllabi.	0	1	2	3	4	5
14. My mentee discussed effective testing strategies.	0	1	2	3	4	5
15. My mentee explored time management with me.	0	1	2	3	4	5
16. My mentee cooperated with my efforts to help him/her establish goals for the next few years.	0	1	2	3	4	5
17. My mentee discussed research and/or writing projects with me.	0	1	2	3	4	5
18. My mentee explored effective pedagogy with me.	0	1	2	3	4	5
19. My mentee and I visited each other's classrooms to explore our pedagogy.	0	1	2	3	4	5
20. My mentee and I discussed the promotion and tenure process at Biola.	0	1	2	3	4	5
21. My mentee interacted with me socially.	0	1	2	3	4	5
22. This mentoring relationship was consistent with what I expected.	0	1	2	3	4	5

Some of the effective aspects of this mentoring relationship were:

I believe that enacting the following changes will make future first-year faculty mentoring relationships more effective at Biola: