



UNIVERSITY OF CENTRAL FLORIDA

Faculty Mentoring Toolkit

Mentoring resources for mentees, mentors, and department leadership.



**Faculty
Excellence**





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Mentorship Defined & Benefits

Mentoring is a reciprocal and collaborative relationship between two or more faculty members for the purpose of growth, learning, and career development.

It is a mutually beneficial connection, where the mentee, mentor, and the University all benefits.

The purpose of mentoring is to grow from the knowledge and experience of colleagues with different perspectives. It is the best way to accelerate personal, intellectual, and career growth and advancement.

The UCF faculty mentoring website provides helpful guidance for mentors, mentees, and department leadership.

The Four Phases of a Mentoring Relationship

1 | PURPOSE

- Goal setting
- Joining a mentoring program
- Establishing compatibility

2 | ENGAGEMENT

- Building rapport and trust
- Working out action-plan for goals
- Getting to know each other

3 | GROWTH

- Building skills
- Overcoming barriers to growth
- Developing growth mindset
- Accountability

4 | COMPLETION

- Reflection
- Building confidence to continue growing
- Paying it forward

(Sarev, 2022)

Mentee Benefits

- Provides a source of encouragement and empowerment
- Helps identify and achieve career goals
- Aids with detecting and correcting knowledge and skill gaps
- Increases confidence
- Expands scholar network

Mentor Benefits

- Develop leadership skills
- Become recognized as a trusted resource
- Gain new perspectives
- Opportunity to pay it forward

University Benefits

- Strengthens sense of community and belonging
- Enhances faculty engagement
- Increases faculty and student success
- Supports innovation



Creating a Mentoring Circle

At many universities, new faculty may have only one senior faculty member from within their department as a mentor and mentors often receive little guidance of the role they should play for their mentees.

Best Practice

New faculty should have a team of mentors who provide support and create an immediate network resource in multiple areas. This should include research, teaching, service, and social support.

Each mentor must understand the responsibilities they have to their mentee and agree to a set mentoring time period.



Recommendations

At least four varied mentors are recommended:

- A mentor who shares the same scholarship interest or are a content expert in an area in which the mentee is expected to grow.
- One selected from the same school/department is beneficial for promotion guidance.
- Another from the general university community can help navigate potential university difficulties.
- An added mentor at another institution to supply confidentiality.

Selecting additional mentors from outside of your discipline serves multiple purposes [Campbell Mentoring Program](#) (Kohn, 2014):

- Ingrains collaboration as a core academic value in finding problems and seeking solutions.
- Establishes a promising intellectual network as a critical resource for all faculty and fosters the development of networking skills.
- Creates new windows of opportunity throughout the university that helps all faculty members.
- Having mentors from different academic areas within the university also allows faculty to gain insights unique to UCF.

Relationship Building & Mentoring Coordination

A good mentor can help the mentee become more effective, learn new skills, develop greater confidence, and help faculty make better decisions for overall growth within the institution. Mentors also obtain many benefits, as well, including:

- Expanded scholarly and personal perspectives
- Strengthening of technical, leadership, and people skills
- Exposure to innovative ideas and insights
- Satisfaction from seeing others develop

To Begin the Process

The mentoring process can begin with an inaugural meeting attended by the mentee and mentor(s). During this time, the faculty and mentor(s) should plan for regular meetings in the coming year and block off calendars to prioritize these times.

Faculty Excellence encourages at least two one-on-one meetings per month.

- Meeting should be initiated and conducted by the mentee.
- Prior to the meeting, give a written list of goals that cover scholarship and creative activities, teaching, and service to your mentor(s).
- This plan consists of a short-range first year plan and a longer-range, two-year plan.

Plan an assessment meeting on the yearly mentoring anniversary.

- In advance of this meeting, the mentee should give a summary listing accomplishments in scholarship, creative activities, teaching, and service for the preceding year.
- Create a proposed plan of goals for these same areas for the upcoming year.
- Include a list of current or potential roadblocks that may hinder progress and development.
- Discuss pathways to move forward towards goals.



POTENTIAL TOPICS

- Identifying grants and resources
- Proposal development
- Conducting and leading a research group
- Promotion and tenure processes
- Internal and external awards
- Teaching support (Faculty Center for Teaching and Learning visits)
- Teaching, mentoring, and recruiting students
- Developing mentoring networks
- Maintaining work-life balance
- Time management



Mentoring Resources at UCF

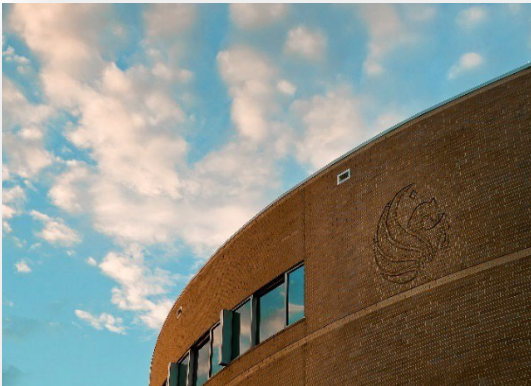
Faculty Excellence offers a variety of peer communities that offers support and opportunities to work collectively toward goals through regularly scheduled meetings. These are intentional spaces to connect with peers, network, and create mentoring partnerships.

Take full advantage by exploring the options below:

- [Academic Leadership Academy](#)
- [Associate Professor Mentoring Community](#)
- [First-Generation Assistant Professor Mentoring Community](#)
- [Non-tenure Earning Faculty Communities](#)
- [Tenured/Tenure-Earning Community](#)

Karen L. Smith Faculty Center for Teaching and Learning (FCTL)

The [FCTL](#) is dedicated to helping with teaching and classroom needs.



Visit their website for information on faculty writing groups, inclusive teaching practices and more.

- Location: Classroom Building 1, Room 207
- Phone: 407-823-3544
- Email: fctl@ucf.edu

Additionally, you can learn more about their [Faculty Development Cohorts](#) program to network and foster relationships with other faculty.

National Center for Faculty Development and Diversity (NCFDD)

The [National Center for Faculty Development and Diversity](#) is an independent professional development, training, and mentoring community of faculty, postdocs, and graduate students from over 450 colleges and universities. In addition to the resources available to faculty as an Institutional Member, the Center also offers professional development training and intensive mentoring programs.

Faculty Excellence Resources for Promotion and Tenure

The university provides promotional pathways for tenured, tenure-earning, and non-tenure earning faculty. Faculty Excellence provides a list of [resources](#) to help you learn how to navigate the process.

Additionally, Dr. Jana Jasinski, vice provost for Faculty Excellence hosts informative discussions each academic year to help faculty prepare for promotion and tenure at all career stages.

In these sessions, faculty learn best practices and materials needed to prepare and assemble their promotion dossier and receive valuable tips for presenting scholarly work.

There is also the opportunity to ask questions and take part in an open dialogue with colleagues who are also applying for promotion.

Faculty Excellence Faculty Wellness

Relationships impact work fulfillment and individual wellness. The Faculty Excellence mentoring toolkit provides resources for faculty health and wellness to foster belonging and engagement.

Faculty Excellence is committed to supporting faculty professional health and wellness, empowering faculty to reach their maximum level of academic and personal balance.

To support this mission, a self-enrolled [Faculty Wellness Webcourse](#) is available, offering faculty tools to better manage work-life integration and optimize personal wellness at UCF and beyond.

The resources provided encourage faculty interaction, connection, and communication, as these form the foundation for thriving mentoring relationships.





UCF Mentoring Spotlight

It is our goal to promote a mentoring culture at UCF and as such, Faculty Excellence is proud to highlight excellent mentorship happening on campus.

We encourage you to [share](#) your mentoring efforts to be featured on our webpage.

Department of Biology

The department of [Biology](#) created a dynamic mentoring [Biology Launch Community](#).

Utilizing results from the 2018 UCF COACHE (Collaborative on Academic Careers in Higher Education) survey and funds received by the 2019-2020 mini-grant to improve departmental relations and mentoring, the Biology Faculty Launch Mentoring community was developed and led by Dr. Linda Walters, Pegasus Professor of Biology. With more than twenty years as a UCF faculty and having had amazing mentors, Walters is an experienced faculty mentor.

Collective results of this mentoring group showed that all participants felt:

- It was the most helpful group they had participated in at that time
- It made them feel more comfortable to approach senior faculty members with questions
- The mentoring community gave them confidence and assurance that they are on the right path

Review the links above for more details, inspiration, and mentoring tips.



Does Your Department Offer Mentoring for Faculty?

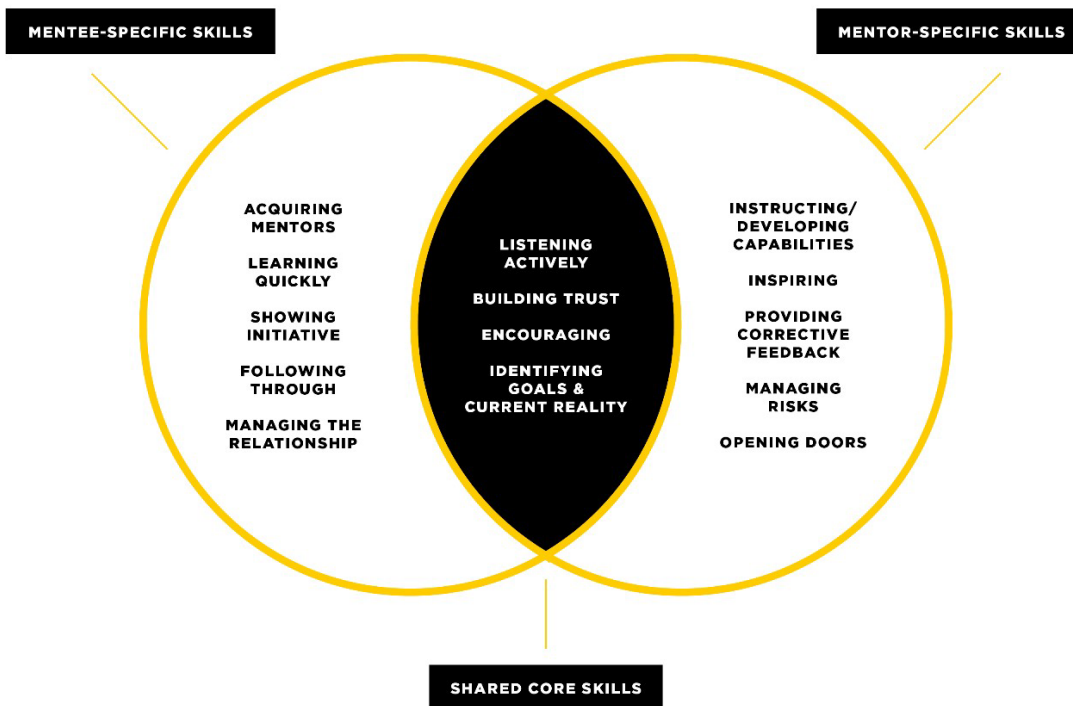
[Let Us Spotlight You!](#)

Mentee Resources

Mentorship Objectives

- Provide faculty with personal, intellectual, and career development guidance to achieve scholarly advancement and personal fulfillment
- Give empathetic and honest feedback
- Contribute to faculty drive, motivation, culture, and community
- Promote diverse relationships and facilitate sharing of knowledge and resources
- Challenge mentee growth and encourage accountability

The Mentoring Skills Model



(Phillips-Jones, 2003)

As a mentee, it is your responsibility to take ownership of your learning and development needs. Starter goals are okay, but optimal goals would follow the SMART goals format.

The faculty and mentor can develop these goals together:

- Specific
- Measurable
- Attainable
- Relevant
- Time-Bound

Mentee

Meeting Checklist

A mentee is responsible for ownership of their learning and development needs.

Utilizing the checklist below will help mentees remain organized during the mentoring process.

PRE-FIRST MEETING

1. Contact the mentor, make introductions, and set up the first meeting.
2. Update and provide a copy of mentee's CV to the mentor.
3. Complete the self-assessment below.
4. Prepare an agenda for the meeting.

SELF-ASSESSMENT

1. What are my goals?
2. What guidance do I seek?
3. What skills do I need to learn or improve?
4. How can a mentor help me with my goals?
5. What are my levels of expertise and skills as a teacher and scholar?
6. What purpose will this mentoring relationship serve?

POTENTIAL TOPICS

- Identifying grants and resources
- Proposal development
- Conducting and leading a research group
- Promotion and tenure processes
- Internal and external awards
- Teaching support (Faculty Center for Teaching and Learning visits)
- Teaching, mentoring, and recruiting students
- Developing mentoring networks
- Maintaining work-life balance
- Time management

DURING FIRST MEETING

- Discuss expectations, roles, and responsibilities.
- Unpack short-term and long-term professional goals, and proposed projects.
- Outline steps to reach goals including mentoring needs, skills, resources, and a timeline.
- Determine frequency of meetings.
- Discuss when and where to meet.
- Establish meeting guidelines and interactions. This can range from brief email or phone updates to lengthy meetings.
- Specify the agenda format that is preferred.
- Discuss how to handle communication between meetings.
- Determine the best way to exchange feedback and evaluation.
- Ask your mentor about their career path.
- Review promotion and tenure criteria together.
- Suggest potential topics for future meetings based on career advancement intentions, skills, development, and/or work-life balance.

AFTER MEETING

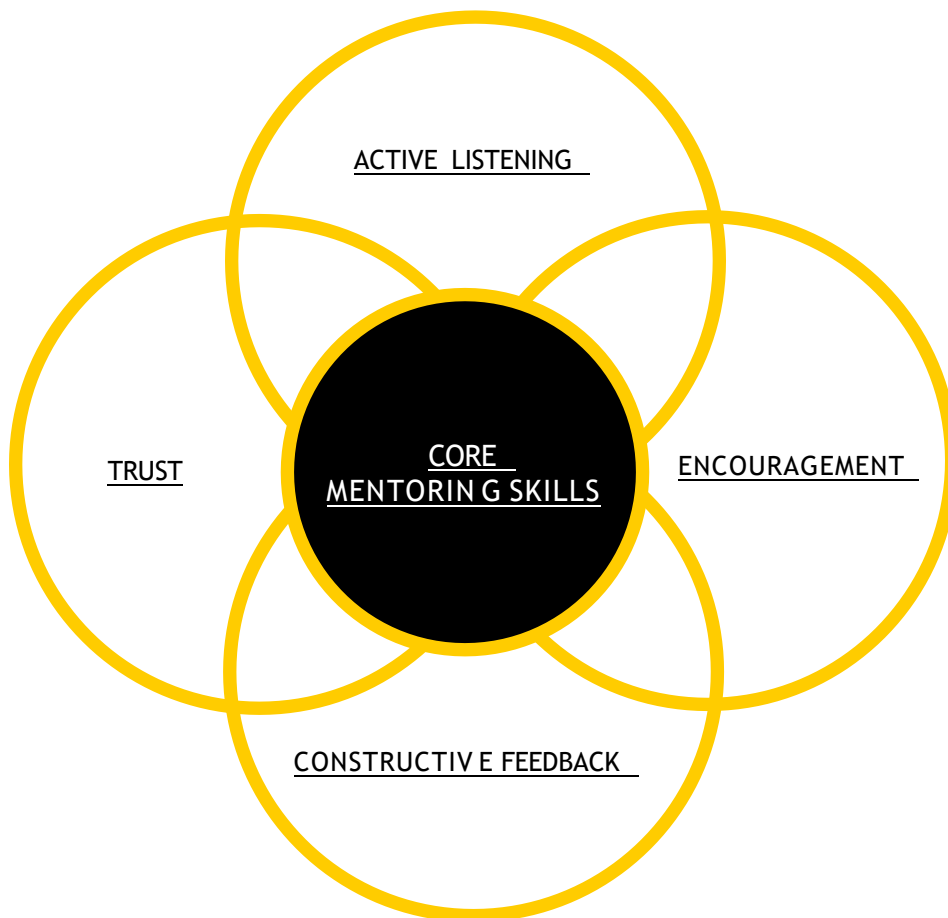
- Maintain ongoing portfolio of activities and projects.
- Create a mentoring timeline to follow.
- Compose agenda for each meeting and email it to the mentor in advance.
- Re-evaluate the mentoring relationship.
- Commit to immediate updates to mentee's CV.
- Create an annual list of accomplishments, scholarship, service, and awards.

Mentor Resources

Tools to Improve Core Mentoring Skills

Access to [UCF LinkedIn Learning](#) account required to view the information below.

Click on the words within each circle to access the links:



Mentor Meeting Checklist

Mentors provide faculty with personal, intellectual and career development guidance.

Use the checklist below to remain organized during the mentoring process.

PRE-FIRST MEETING

1. Exchange contact information.
2. Discuss best ways to communicate (phone, email, in person).
3. Obtain and review mentee's CV.
4. Suggest potential topics for first meeting.
5. Encourage mentee to prepare an agenda.
6. Ask mentee to complete self-assessment below.

MENTEE SELF-ASSESSMENT

1. What are my goals?
2. What guidance do I seek?
3. What skills do I need to learn or improve?
4. How can a mentor help me with my goals?
5. What are my levels of expertise and skills as a teacher and scholar?
6. What purpose will this mentoring relationship serve?

POTENTIAL TOPICS

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DURING FIRST MEETING

- Examine mentee self-assessment and goals.
- Discuss expectations, roles, and responsibilities of the mentoring relationship.
- Establish meeting guidelines:
 - When and where to meet
 - How to schedule meetings
 - Discuss how to communicate between meetings
 - Specify the agenda format that is preferred.
- Preference of exchanging feedback and evaluation.
- Agree on confidentiality (in accordance with [UCF Employee Code of Conduct](#)).

ONGOING DIALOGUE PROMPTS

- What were some high points and challenges since our last meeting?
- Tell me about a difficulty you have had.
 - What did you do that was effective?
 - What could you have done differently?
- What are examples of items we have discussed that have proven to be helpful for you?
- What surprises, unanticipated learning, challenges, positive or negative factors you have experienced?
- How have you applied what you have learned thus far?
- Is learning in desired competencies occurring?
 - If so, please explain.
 - If not, discuss how we can improve.
- What changes do you plan to make?
- Do you feel you are growing? Why or why not?
- What is working well for you in this mentoring experience?
- What can we adjust to enhance our mentoring relationship?

Department Resources

UCF believes our greatest asset is our people, which includes each individual faculty, staff, and student. This is reflected in the strategic plan's focus on fostering [community and culture](#).

Creating community is about achieving strength through shared activity and interests. We believe good mentoring is linked to community, both feeding a sense of belonging and drawing on it to bolster mentoring relationships.

Faculty Excellence aims to supply tools to help department leadership and faculty in this quest. Results from the Collaborative on Academic Careers in Higher Education ([COACHE](#)) survey, a tool used by institutions to gather faculty perceptions on workplace experiences, helped inform the faculty mentoring initiative.



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Examples from Other Higher Education Institutions

[University of Michigan: Launch Committee](#)

Evidence of Success

- Integration with department
- Access to information
- Multiple perspectives
- Satisfaction

[University of Massachusetts Amherst](#)

Evidence of Success

- Lowered barriers to collaboration
- Accelerated process of developing networks
- Participants reported concrete visible outcomes (i.e., professional achievements)
- Long-term mentoring relationships

Access Linda Phillips-Jones' [The Mentor's Guide](#) for additional mentoring guidelines.



Authorship

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