Components of an Effective Faculty Mentoring Program

An effective faculty mentoring program:

- Benefits the mentees, the mentors and the institution (Kanuka & Marini 2004)
- Is part of everyday teaching, research and service activities (Kalev 2006)
- Is supported by a long term commitment by the department, school and campus
- Preserves the role of the department chair to set forth clear expectations for academic advancement, generally through a meeting at least once annually with each faculty member
- Includes all members of the department in informal communication of knowledge and support relevant to professional and personal development (Bozeman & Feeney 2007, Ragins 1999)
- Continues through all stages of the academic career (Bartunek et al. 1997)
- Reflects participation of multiple mentors as part of a “mosaic” (Peluchette & Jeanquart 2000)
- Supports formal mentoring relationships between faculty as needed and encourages clear expectations to be established between the mentor and mentee at the outset
- Is attentive to the important learning opportunities that come from activities such as team teaching or research collaboration
- Covers a wide range of topics, including teaching, community relations, managing research projects, promotion and tenure, work-life balance and family accommodations
- Provides models for long-term mentoring relationships and also short-term arrangements for mentoring on a specific subject such as the second book or a particular research challenge
- Includes a process for periodic evaluation to ensure that all faculty are engaged as mentors and mentees

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Division of Equity & Inclusion Faculty Mentoring and Career Development Program
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