

# Checklist: Developing a Faculty Mentoring Program <sup>i</sup>

## PHASE 1: UNIT ASSESSMENT

The most effective mentoring programs are grounded in the needs of the unit and can be supported by available resources. Therefore, it is critical to conduct a systematic needs/resources assessment versus making decisions based on limited perspectives and assumptions. An assessment uncovers what is most important to faculty members, current resources to address mentoring needs, and gaps in resources. Assessments can be conducted in multiple ways such as interviews, public forums, online/hard-copy surveys, review of archival records/data, and observations. Consider using the following checklist to guide the process.

### ☐ First Things First: A Planning Meeting

The first step is having a mentoring program planning meeting with major stakeholders who have an interest in, can inform and make decisions about a mentoring program (e.g. administrators, faculty representing different career stages, supervisors). Appoint someone to oversee the design/planning phase.

### ☐ Assess Existing Programming and Alignment with University Mentoring Policy

Does a unit mentoring program exist? *If yes*, use the following checklist to determine if it addresses all principles in the university mentor policy. *If no*, use the checklist for planning purposes. What processes already exist that can serve as a program foundation?

- At minimum, every pre-tenure faculty member has access to a formal mentor. Mentoring for all academics on campus is strongly recommended. Faculty members can choose whether or not to have a mentor.
- Mentoring needs at different career stages are taken into consideration.
- Faculty members with joint appointments are ensured one plan, coordinated between units, led by the primary unit.
- Potentially different challenges faced by diverse academics including women, persons of color and other facets of identity are to be addressed.
- Policies/procedures are in place to minimize conflicts of interest and protect confidentiality.
- Mentoring policies, expectations and roles are clearly communicated to all faculty.
- Formal mentoring is considered in the annual review of mentors.
- A plan exists to evaluate the mentoring program on an ongoing basis.
- Long-term evaluation plans exist, to track outcomes (e.g., every year internally and every 5th year minimum at the college and university-level).

## □ Collect Additional Data

Assess the mentoring needs of academics and resources in the unit using interviews, focus groups, surveys, and observation. What do people want and need?

- Determine what resources exist that can support a mentoring program.
- Learn about the range of mentoring models

## □ Create a Timeline for Program Development Planning

- Take into account planning meetings, needs assessment, data collection/analyses, implementation, and evaluation.
- Program plan accounts for time to gain the buy-in of individuals.
- Consider summer schedules

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<sup>i</sup> Content for this section was adapted from one document and one web-based toolkit: DeZure, D. (2009). *Designing and implementing effective faculty mentoring programs*. East Lansing: Michigan State University and Nagy, J., & Fawcett, S.B. (Eds., 2011). *Framework for program evaluation: a gateway to toolkits*. Lawrence, KS: Work Group for Community Health and Development. Retrieved from <https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/framework-for-evaluation/main>. Listed as item 20 in Literature Cited.