

## **Enhancing the Journey for New and Seasoned Faculty: Authentically Leading through Mentoring**

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### **1) Effective Techniques for Recruiting Qualified Faculty**

Higher educational institutions struggle with recruiting faculty in a variety of disciplines including but not limited to: nursing, engineering, business, and computer science. There are other challenges in hiring as well including diversity, salary, gender, and age. The purpose of the initial portion of this plenary session is to educate the participant regarding successful and practical techniques used to recruit qualified professionals to teach in these critical shortage areas.

Many institutions are on limited recruitment/advertising budgets. Therefore, administrators must be creative in their approaches to recruiting. Many institutions utilize open houses on multiple campuses to recruit qualified candidates. Human Resource personnel can provide “hands on” time with faculty to assist in filling out forms and answering questions. Institutions can also cross train other personnel such as secretarial staff to be their spokesperson during these open houses.

Job Fairs can be another method to recruit qualified faculty. Local job fairs conducted at malls or health fairs can be inexpensive and fruitful. Teaming staff that are familiar with the specific discipline along with Human Resources personnel can enhance the recruitment efforts as questions can be answered from both a discipline perspective as well as a policy and procedure perspective.

Recruitment efforts can also be conducted through a partnership with other educational institutions. Graduate students from other institutions can be a conduit for recruitment. For example, the credentials needed for a community college faculty member may not be the same as those required for a University. If a community college teams up with a neighboring University to provide Practicum/teaching experiences, administration can recruit while providing the educational opportunity for the graduate student. Potential candidates for employment may also need a “spark” to get them excited about the role of an educator. Techniques such as job shadowing or creating “Nuts and Bolts” seminars for potential employees can expose individuals to an exciting new career. Finally, in your recruitment efforts don’t forget to mention the benefits of being an educator such as: 1) academic calendar 2) benefits, 3) tenure positions, and 4) scheduling.

## **2) Successful Techniques for Mentoring New Faculty**

Once you’ve got that candidate hired, how do you keep them?

Successful mentoring can be the key to keeping a new faculty member to stay.

Assign faculty to both interdepartmental and intracollege mentors. The interdepartmental peer mentor can answer questions such as “When are our department meetings or who do I ask to get my computer set up.” Marjorie Olmstead, in her article, “Mentoring New Faculty: Advise to Department Chairs” stresses the importance of an interdepartmental mentor:

“The chair and other mentors should serve both as sources of information and as advocates for the new faculty member. It is vital that the new faculty member has a “safe” person to whom he or she can bring questions or problems.” (Olmstead, 2007)

Intracollege mentors can provide faculty with a bigger picture of the institution and can introduce new faculty to administrators, faculty, and staff. In a meta-analysis of literature

related to mentoring, the literature demonstrates that there are extensive benefits to mentoring including but not limited to: 1) gaining a better understanding of the organizational culture, 2) access to informal networks of communication, and 3) assistance in defining and achieving career goals. (Kanula, 2007)

Experts in the field of mentoring also found that faculty with mentors demonstrated greater productivity, received more competitive grants, and published more books than faculty without mentors. (Queralt, 1982)

Other mentoring techniques include: 1) Providing the individual with a formal orientation in which paperwork and procedures are discussed, 2) Creating luncheons in which new faculty and mentors attend, and 3) Providing times for new faculty to discuss questions/issues with administrators.

### **3) Helpful Communication Strategies to Use with New and Seasoned Faculty**

Frequent communication is essential to the department and the institution. Administrators would be wise to provide new faculty with a weekly email or communication times to discuss issues of which they may not understand. For example, “Hubbard’s helpful hint” is a communication technique that I utilize with new faculty. Each week I choose a topic that seasoned faculty is well aware of, but that new faculty would not have an understanding. For example, before graduation, I discuss how to order your regalia, where to park, where to enter, where to leave, etc. It may seem basic to a seasoned faculty, but to a new faculty member, it means a lot as they are often not sure what or who to ask. It also fosters communication as they may ask questions had I not initiated the communication.

For seasoned faculty, I send an email entitled, “Hubbard’s highlights” in which I discuss what I have learned through meetings during the week. Sometimes, administrators attend many meetings and assume that faculty is aware of the information. Many times, I forget that faculty has not received the information or I forget what may have been discussed in meetings. By providing this email, it provides the faculty with a synopsis, and makes the administrator reflect on the week. It also fosters communication as faculty may have questions regarding the information that I have sent them.

Don’t forget informal means of communication. Informal communication such as spending time with faculty through lunches or chatting provides a direct line of communication without making faculty feel uncomfortable to discuss issues with administration.

#### **4) Revitalization Methods to Use with Seasoned Faculty**

In order to avoid seasoned faculty becoming “burned out”, administrators must be attuned to the needs of seasoned faculty. Administrators can attend to these needs through: 1) Recognition, 2) Demonstration of faculty talents through presentations and travel opportunities, and 3) Creating perks for accomplished faculty.

Administrators need to recognize faculty for the talents that they possess. There are multiple awards both within the college and outside the institution that don’t require a great deal of time or money. For example, many institutions have faculty of the month awards. Faculty often doesn’t get the recognition simply because the nominees are unaware of the existence of the award. Administrators can also nominate employees on state and national level such as Florida Association of Community College and also discipline specific such as Florida Nurses Association.

Despite tight travel budgets, administrators need to encourage faculty to present at conferences. Many times, there are local conferences in which faculty can travel up and back the same day. Faculty should also be encouraged to serve as accreditation visitors. Accreditation bodies often will pay faculty travel without cost to the institution other than time off. This will also allow a smother visit during future institutional accreditation processes. Administrators can also look into travel abroad opportunities for faculty that are sponsored by local, state, and international groups such as the Kiwanis or

Faculty should be encouraged to participate in grant writing and research opportunities. Even the smallest amount of participation can create a spark for a long term employee. Sabbaticals can also provide a refreshing opportunity for faculty. Finally, don't forget to look into token perks such as parking or extra secretarial support to relieve an otherwise weary faculty member.

### **5) Understanding Generational Differences of Faculty**

In order to lead effectively, one must understand the generational differences of those that you lead. Basically there are four generational groups that must be addressed: 1) the Silent generation, 2) the Boomers, 3) the Gen X er's, and 4) the Millennial's. During the plenary session, there will first be a discussion on the general characteristics of each of the generations. The birth eras, unique characteristics of the groups, and the rationale as to why they act the way that they do will be discussed. Next, the strengths and the weaknesses that each group brings to the workplace will be evaluated. Recruitment techniques for each generation will be brought forth. Finally, successful management techniques will be demonstrated throughout the final portion of this presentation.