SAMPLE

DEVELOPING FACULTY MENTORING PROGRAMS

A COMPREHENSIVE HANDBOOK

DAVID KIEL

ACADEMIC IMPRESSIONS | 2019
DENVER, CO

Published by Academic Impressions.

CR Mrig Company. 4601 DTC Blvd., Suite 800, Denver, CO 80237.

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Cover design by Brady Stanton.

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ISBN: 978-1-948658-08-9

Printed in the United States of America.

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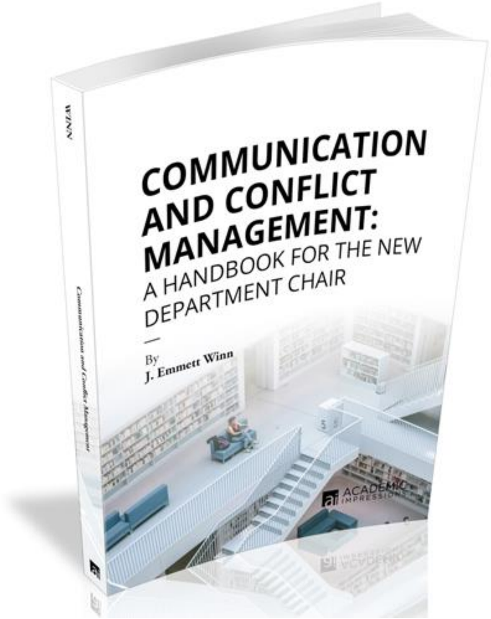
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DEDICATION AND ACKNOWLEDGMENTS

This book is about mentoring, so it is only fitting that I dedicate it to my own mentor Rolf Lynton, author of many books, founder of innovative institutions on four continents, a former dean, and change agent extraordinaire. At 95 years of age, Rolf is still making discoveries about how to foster innovation and writing about them for a global audience.

I was fortunate to have Rolf as a role model and mentor, and, for the last twenty-five years, a colleague and friend. Ours has been one of those traditional mentoring relationships where a life-long bond is established that continues to foster mutual creativity.

But, as you will see in the pages of this book, it also makes sense to have a network of mentors as well as one touchstone. I was fortunate to have other people who helped me along the way, taught me valuable skills and lessons, and even came to rescue my career and sanity at various points. In this company, I must name Doug Champion, David Hawkins, Bert Kaplan, Ken Lessler, Jean McLendon, Terry Miller, Bill Peck, Marian Smallegan, Terry Vance, Bob Vaillancourt, and Bill Woodward. Where I would have been without them is anybody's guess.

I also want to dedicate this book to Professor Ruel Tyson, former Chair of Religious Studies at UNC-CH, and founding and long-time Director of the Institute for the Arts and Humanities (IAH). The IAH has provided a semester research leave for over 500 scholars in the arts, humanities, and qualitative social sciences and it has been a trailblazer for faculty development efforts on the Carolina campus. An intellectual's intellectual, Ruel seemed an unlikely choice for a salesman of the Arts and Humanities to the broader worlds of business and philanthropy. Yet over a 25-year period, he and his team, and successors, starting with a $5000 stake from a hopeful dean, managed to raise over $50,000,000 and counting for faculty development at UNC-CH. For Ruel, evidently, "the miracle of the loaves and the fishes," as recounted in the New Testament, was more than a parable. It was Ruel who also took a chance on me in 2001 and gave me the opportunity to work at the IAH, and that led to a second career in faculty development. In essence, Rolf Lynton and my other mentors showed me what to do, and Ruel Tyson gave me the opportunity to do it, hence this book and all it represents.

I also had helpers in creating this book. My former boss at the Center for Faculty Excellence, Todd Zakrajsek, introduced me to the world of faculty development. MSU Associate Provost Deb DeZure first introduced me to the literature on mentoring in the academy. They were kind enough to look over draft chapters and encouraged me to continue with the project as did my colleague Rob Kramer, an academic leadership and coaching expert. This book has also benefitted greatly from the suggestions and comments of AI Director of Publications Daniel Fusch and AI Senior Program Manager Tunde Brimah. Amit Mrig, AI's President, is herewith publicly accused of putting the idea to write a book for AI into my head in the first place.

OVERVIEW

NOTE TO THE READER

If you are already convinced that your campus or unit needs to formalize, extend, and improve its mentor-ing programs, read the first two sections of this introduction and then go straight to Chapter 1.

If you want to review the case for why well-defined mentoring programs should replace current informal or ad hoc arrangements, continue to the end of the Overview.

Introduction

In 2010, Bruce Carney, the Provost at the University of North Carolina at Chapel Hill, endorsed the following report from a faculty task force he had appointed the year before.

> Mentoring is central to both individual and institutional success. Good mentorship is a hallmark of successful academic units. The department chair or school dean is responsible for ensuring mentoring is available and for establishing an environment conducive to and supportive of mentorship. Senior faculty members have a responsibility to support and advise their junior colleagues. Early career faculty should be proactive in developing mentoring relationships and are responsible for taking advantage of the mentorship opportunities available to them. (1)

He said the provost's office would now look at the polices and programs each unit had in place for faculty mentoring as a part of the five year review conducted by the graduate school. Deans took notice. Chairs began to conduct their own reviews, and chairs were asked about the mentoring services their departments provided.

I had just been hired into a job that focused on building support programs for faculty leaders across the campus. As often happens in organizations, people get assigned new tasks without much preparation. I was now asked, in addition, to create programs and activities designed to help chairs and deans implement mentoring programs. I needed to get up to speed very fast on the whys, wherefores, and hows of faculty mentoring.

It took me seven years of study, action, and review to accumulate the information contained in this handbook that I now share with you.

The chapters, supplement, and appendices that follow this Overview are designed to constitute a rich information resource for your campus.

7 Ways to Use This Book

Here are seven ways to use this book to help your campus strengthen mentoring and faculty development services for faculty throughout the career cycle.

1. Get your leadership on the same page

This book brings together in one place the information academic leaders need to create or strengthen faculty mentoring and faculty development on their campuses. It is designed to help you plan and take effective action to improve mentoring and faculty development services. By purchasing multiple copies for use by a planning committee or simply providing copies to the chairs and deans, you can assure access to the needed information in one volume.

2. Understand the *whys* of mentoring

The rest of this Overview describes why well-defined, comprehensive faculty mentoring and development programs are needed now more than ever. I will also discuss why they are necessary, not only for enhancing the productivity and retention of academic talent, but also for realizing the values of equity, inclusion, and diversity.

3. Support early career faculty

In Chapters 1-2, you receive a comprehensive guide to methods and approaches for improving mentoring programs and faculty development services for tenure track and non-tenure-track early career faculty. I will provide information about the design and implementation of mentoring programs in granular detail not usually seen in discussions of mentoring. I will also share examples of many effective practices that you can adapt to the situation of your department, school, or campus whether you are at a university, a liberal arts college, or two-year institution.

4. Extend mentoring to mid/late-career

Chapter 3 extends the discussion to supporting faculty members through the crisis of the mid-career. Chapter 4 shows how all the good work in faculty development may culminate in support for senior faculty during what should be the most productive time in their career. Throughout, I will provide examples of policy statements, program descriptions, and case studies that can be adapted for local use.

5. Get it done

Chapter 5 provides detailed guidance for chairs, deans, and senior leaders on implementation for the campus, school and department level.

6. Provide tools for training

In the text and appendices that follow, I will provide easily adaptable tools, tips, and checklists that have been used for orienting and training mentors and mentees. In addition, there are materials for guiding and assisting faculty leaders who are tasked with designing programs of mentoring and faculty development.

7. Get a portal to additional resources

I will try not to burden the reader with copious academic references in the text, but footnotes at the end of each chapter provide readers with access to original sources so readers can follow up on their own and extend their inquiries as needed. (The URLs included in these notes were accurate as of January 29, 2019.) I have searched for good examples of what institutions of higher education are doing to support mentoring at all career stages. Another helpful feature of the book is a selected annotated bibliography of resources including books, websites, and organizations. Once your team has this book they should have access to the information they need to strengthen faculty mentoring and faculty development services at your college or university.

Finally, the book also contains a supplement that addresses the special needs of non-tenure-track, full-time faculty. Throughout the book, I will suggest mentoring options for this group. This is a growing proportion of the faculty at many institutions, but this supplement is a recognition of the fact that on many campuses they will need significant improvement of their jobs before mentoring and faculty development services can have the desired effect.

5 Reasons Why Well-Defined Faculty Mentoring Programs Are Essential

Here are five reasons why well-defined faculty mentoring programs are a "must have feature" of campus life.

1. Increased diversity

Increasing diversity has added to the need for well-structured mentoring. For most of its history, the students and faculty of US colleges and universities have been predominantly male and white and served a small proportion of the population. After WWII and the passage of the GI Bill, the US became the first country to move toward a mass system of higher education. Institutions of higher education began to attract and accept many more white males from families whose parents never attended college.

After the passage of the Higher Education Act of 1965, the increasing enforcement of civil rights laws, and the

1972 adoption of Title IX (that promoted equal opportunities for women) greater numbers of women and people of color also began to enroll in the previously white male-oriented institutions across the country. Increased federal aid to students also fueled this expansion. In addition, enrollment in two-year community colleges greatly increased. (2)

Partly as a response to these events, demands for the faculty to diversify as well became ever more insistent. As more women and faculty members of color were hired beginning in the late 1960s and early 1970s, it eventually became clear that the informal mentoring system and the established norms of promotion and tenure were not going to work for all. White men who had informal mentors would get information and assistance that women and faculty members of color did not have access to. There was little appreciation for the demands of child-rearing facing young mothers on the tenure track. There was evidence of implicit bias and evident gender, race, and other biases in selection and promotion. (3)

Generational differences have come into play as well. Younger baby boomers and Gen X faculty "have been vocal about wanting…more transparency and processes, more welcoming and supportive processes, more welcoming and supportive workplace/department, and more frequent and helpful feedback about progress." (4)

Also, as faculty from other nations became US faculty members, it became clear that the styles of teaching, research, and student-faculty interactions they learned might not fit with preferred US approaches. New concerns about gender identity and sexual orientation add other areas of complexity. As diversity increases, the university becomes more "a low context culture" where cues on how to succeed are less easily acquired from normal interactions and observations and so faculty need help in navigating that culture successfully. (5)

2. Social barriers

Social dynamics can be a barrier to getting help for new faculty members. From my discussions with chairs, I know that personality and patterns of senior/early career faculty interaction are also factors in skewing who gets help in departments. Some talented people might derail in informal or poorly structured mentoring programs because they fail to seek help when they need it, in the mistaken view this will compromise their independence. They may also fear to seek help from the senior faculty who they think might evaluate or constrain them. On the other hand potential mentors may be too busy with their own work to reach out to younger faculty and may not see that as their role or obligation. Or they may fear that their offers will be seen as interference. They may not have had effective mentors and may be unsure how to perform the role.

If you are a new minority faculty member, or a new female faculty member in an overwhelmingly male department, there is a chance you might feel quite isolated if someone did not reach out to you and help you become part of the group – and guide you through the tenure process. On the other hand, white male faculty may be uncomfortable in reaching out, because they don’t want to emphasize differences. So, there may be many factors that confound the informal mentoring system.

3. Increased standards for productivity

Increasing standards for productivity also adds to the need for structured mentoring. Furthermore, as expectations for faculty grow ever higher, young faculty members, male and female, white and of color, became more anxious about what is going to be demanded of them. National surveys show that early career faculty members are looking for more clarity, guidance, and collegiality. In the competition for the best talent, having a reputation as a place where young faculty members "sink or swim" on their own is not a selling point.

4. Mentor non-tenure-track faculty

Adding more non-tenure-track faculty also increases the need for mentoring programs. In addition, as long-serving fixed-term full-time faculty members become more prominent in the academy, they are playing increasingly important roles. They have not typically had focused career development or mentoring support so there is a gap that becomes more obvious as formal programs are being put in place for the tenure track. More and more frequently full-time non-tenure-track faculty are successfully making the claim they should be integrated into the regular faculty and have clear paths for advancement supported by mentoring and faculty development opportunities. (6)

5. Growing recognition of the need for mentoring programs beyond early career

There is a new recognition of the need for mentoring for mid-career and beyond. Once early career faculty members are promoted (either on the tenure or non-tenure track) there is often a drop off in motivation and careers can become stalled. Increasingly, academic leaders are looking to mentoring and faculty development programs to forestall this "post-tenure slump" or to accelerate the way back to higher morale and productivity.

So for at least these five reasons, institutions of higher education (IHEs) have increasingly come to the conclusion that purely informal systems of mentoring are inherently unfair and ineffective. Some talented early career faculty will lose out, the department will be subjected to costly unwanted turnover, and the reputation and morale of the unit could be damaged.

As a result of these and other considerations, good support and guidance for new faculty, especially those on the tenure track, have become an expectation for leading universities and colleges. Academic leaders are becoming convinced "it's the right thing to do." More clearly defined mentoring systems are seen as ways of leveling the playing field and providing guidance and support for early-career faculty members and also, increasingly, mid-career and late-career faculty members who are the role models and gate keepers for others. Universities increasingly want to be known as a university that hires talented faculty and helps them become our next generation of leading scholars.

Many studies are now showing that faculty mentoring programs are helpful to new faculty and to IHEs in various ways. Benefits include recruiting, retention and advancement, socialization, relationship building, productivity, and professional growth. (7)

What Do We Mean by Well-Defined Faculty Mentoring?

What do we mean by well-defined faculty mentoring and how is it important in the context of faculty development?

I have argued that more formal faculty mentoring programs are becoming more standard across the academy. Since I have made this case so strongly, it is incumbent upon me to better define our terms so actions can be well directed. Mentoring is a common term and the traditional meanings may not always fit the current context.

The *traditional* concept of mentoring involves a life changing and often career-long relationship between an older, knowledgeable individual and a younger person coming along in the same field. The relationship evolves informally and is sustained by the satisfaction and benefits that both parties experience. There is nothing wrong with this concept of mentoring. The only thing is that this traditional sense of the relationship cannot be programmed; it happens naturally when there is good chemistry between a younger person who wants mentoring and an older person who wants to provide it. (8)

As I have previously said, there are many barriers to this kind of mentoring relationship occurring across lines of gender, class, nationality, and race. So, if conditions are making mentoring more crucial, but less "naturally" available because of the increasing pressure on everyone's time, it then becomes necessary to formally structure well-defined programs of mentoring that will better serve faculty and our IHEs. These well-defined mentoring programs cannot assure that "traditional" mentoring occurs in terms of lifelong deep, mutual relationships, but they can greatly increase the chances that the new or younger faculty member will get the help he or she needs to be successful in terms of promotion and professional development.

Formal or well-defined mentoring programs achieve this result by structuring the mentoring role in terms of behavioral expectations rather than the expectation of a particular kind of a relationship. Since each unit will create a specific role for mentors that help the unit implement its particular mentoring and faculty development goals, the prescribed mentoring role will differ a bit in each department or school. Despite wide variation in how the mentoring role is carried out, there are some common elements. The mentor role most often includes the following: providing guidance about promotion standards and procedures, feedback about the candidate's progress relative to those standards, and substantive advice in terms of strengthening teaching and scholarship so as to meet unit productivity standards. Within that context a lasting relationship may or may not evolve but at least the mentees will get the basic information they need to be successful in the department or school that employs them.

Faculty development is a broader term than *mentoring*, but arguably mentoring is the core faculty development service especially in the early years. Faculty development may be comprised of other activities besides one-on-one mentoring. These include: attending workshops on teaching practices or research methods, participating in peer support groups, grant support for attending conferences, starting research, or taking time off to develop a course. These also include leadership practices that recognize important transitions and achievement and are inclusive and welcoming, and, in general, create a motivating climate that fosters faculty success throughout the length of the career.

In this book, I will focus on the establishment of well-defined faculty mentoring programs in the early chapters, but also expand our perspective to other forms of faculty development once that basic function is clarified and fully explicated.

The Qualities of a Good Mentoring Relationship

The well-defined mentoring relationship, however structured, has a specific job to do (e.g., impart essential knowledge about promotion processes, assure good teaching, and guide scholarship). So, the first requirement is that the mentor or mentors assigned have the knowledge, ability, and motivation to do this job. However, the relational part of the mentor-mentor connection is also critical. It is important to demonstrate to the mentee that the mentor(s) have the best interests of the mentee at heart, that the mentor(s) can be trusted, that they will make time for the mentee, and they will do their jobs in the mentoring context. Any relationship is a two-way street so the mentee must demonstrate commitment, responsibility, and initiative as well.

In any human relationship, there are differing degrees of control, closeness, and affection that are extended by one and desired by the other. Hopefully, there is a good fit on these dimensions, but if the fit is a big problem for one or both parties, there needs to be a mechanism in place to adjust the relationship or find a new mentor. While the academic unit can control the structure and expectations of any mentoring system, there will be considerable variability that can only be chalked up to "human nature." You can create good mentoring processes and programs, but you cannot mandate good mentoring relationships. (9)

How Program Design Can Foster Good Mentoring

You cannot assure that a mentoring relationship will be of the classical life-long, career informing, and deep intellectual connection variety, or that it be a perfect fit for both the mentors and the mentees. However, you can work to assure the relationship gets off to a good start and has a decent chance of succeeding. You can ensure the overall program goals are clear and relevant to the needs of the unit and the mentee, that the role of the mentor and mentees are well defined, that pairing of mentors and mentees is the result of a thoughtful process, that required and elective activities are specified, that there is effective communication about the program, that there are adequate resources for program administration, and, finally, that you check from time to time to see how each relationship and the overall program is working. Attention to these issues helps prevent problems born of misunderstanding that can be damaging to a new faculty member who is in a vulnerable state and also damage the reputation and morale of faculty members in the unit who may feel responsible for whatever problems arise. (10)

Inclusion and Diversity

Here I refer to mentoring that works across lines of gender, color, and other flashpoints of difference. I started this introduction by saying that part of the original impetus toward more formal mentoring programs had to do with accommodating faculty members who were neither male nor white and with providing a basic level of support and guidance for all early career faculty. Now I have to say, sadly, in addition, that a well-structured mentoring program does not inoculate against these problems with respect to gender or race or other issues related to difference. I will have a lot to say about how to address the endemic challenges that face under-represented minority faculty members throughout this book, but I will start with the suggestion that awareness is key.

If you are a chair or dean or mentoring program head, you should work to acquaint yourself with the issues that may arise and options for handling these issues. If a faculty member senses that she is the victim of prejudice or neglect, hopefully she will come talk with you about it. The worst-case scenario is when you find out you have lost a promising faculty member because you were unaware of the problems—or find out when a grievance or OEO complaint is filed.

In addition to a heightened awareness of these types of problems, it makes sense for chairs and deans to assure that faculty members who have concerns related to any issue of difference have access to talk with someone outside the mentoring committee or even the department or school. Ideally, the chair or head of the unit mentoring effort will build in safeguards such as making sure the mentees know where they can go to have confidential conversations elsewhere on campus that ultimately can lead to surfacing and addressing any problems. (11) Some universities have ombuds programs that serve this function. (12)

Mentoring and Faculty Development: Not Just for Tenured and Tenure-Track

Another guiding principle of this handbook is that mentoring and faculty development are not just for tenured and tenure track faculty. Actually we still have a long way to go to make sure that the programs that support tenure and tenure track faculty are what they need to be. However, we have even more to do to see that mentoring and faculty development services are extended to full-time, non-tenure-track faculty. In universities and colleges, it is actually these faculty members who do the bulk of the teaching in language instruction, introductory STEM courses, music performance and creative writing instruction, teacher education, and many business courses. In research universities, fixed-term faculty members may also be found in full-time research roles or in the health professions in clinical and teaching roles. More and more IHEs are creating career paths with promotional standards and junior, mid-level, and senior rank designations for non-tenure-track faculty. In this book, I provide guidance for how mentoring and faculty development services can also become available for fixed-term full-time faculty as well. In Appendix A, I discuss the special concerns that might affect fixed-term full-time faculty and how these should be addressed before you can expect mentoring and faculty development services to produce the desired results for this group.

In an ideal world, mentoring and faculty development services would be extended to adjunct or part-time faculty as well, and where it's practical I recommend that. However, a review of the literature on adjunct and part-time faculty shows that so many issues exist in making existing part-time faculty jobs achieve even minimally accepted standards for this large group of US faculty members that the mentoring and faculty development discussion for this group may be premature, pending other types of job improvements that are more basic. (13)

Conclusion: Making the Case

Since I will spend the rest of this book discussing how best to design and implement effective faculty development programs for your faculty, it makes sense to conclude this introduction and overview by summarizing the main reasons it's worth the considerable investment in time and energy such an effort entails.

Here is the case for investing in stronger mentoring and faculty development programs. The main reasons include:

- Faculty need more support because of the increasing demands and expectations in terms of teaching, research, and service.

- Informal mentoring arrangements are likely to let some faculty fall between the cracks, and under-represented minority faculty—those that most departments are trying so hard to recruit and retain—are most at risk.

- Late Gen X and Gen Y faculty have higher expectations for transparency, support, and collegiality than the older "boomers" and their predecessors.

- There are increasing expectations that full-time, non-tenure-track faculty should have promotional paths, mentoring, and development opportunities.

- Failure to meet rising expectation for effective mentoring and support could result in costly faculty turnover.

- As institutions work to upgrade their mentoring and faculty development systems, IHEs who are lagging may be at a competitive disadvantage in recruitment.

- Research shows that faculty mentoring improves faculty satisfaction, retention, and productivity.

Now, read the rest of this book and find out the best ways to strengthen mentoring and faculty development on your campuses and reap the benefits of a productive and satisfied faculty group.

Notes

1. See "The Report of the UNC Task Force on Future Promotion and Tenure Policies and Practices." May 2009.

   https://provost.unc.edu/taskforce-future-promotion-tenure-policies-practices/

2. For a good brief overview of the history of changes in US college and university enrollment, see Louis Menand's "College: The End of the

Golden Age" in *The New York Review of Books*, Oct. 2001 Issue. Access at:

http://www.nybooks.com/articles/2001/10/18/college-the-end-of-the-golden-age/

3. I think it's fair to say this historical narrative is generally accepted. For research documenting the particular difficulties that women and faculty of color face, see Carnegie Mellon's "Fostering a Mentoring Culture: A Guide for Department Heads," Mark Kamlet Provost, Revised 2002. p.2. https://www.cmu.edu/teaching/resources/MentoringFaculty/MentoringGuideDepartmentHeads.pdf and Rachel Thomas' "Exemplary Junior Faculty Mentoring Programs, WFF-Yale University, 2005, p. 15, citing documented issues at the University of Wisconsin:

   https://cpb-us-e1.wpmucdn.com/blogs.cornell.edu/dist/8/6767/files/2016/01/Exemplary-Junior-Faculty-Mentoring-Programs-105ab08.pdf

4. Cathy Ann Trower, *Success on the Tenure Track: Five keys to Faculty Job Satisfaction*, Johns Hopkins University Press, Baltimore, p. 23.

5. There is more on this in Walter H. Gmelch and Jeffrey L. Buller's *Building Academic Leadership Capacity: A Guide to Best Practices*, Jossey Bass, 2015, p. 159.

6. For one example of advocacy in this regard see "The Imperative for Change: Understanding the Necessity of Changing Non-Tenure-Track Faculty

Policies and Practices" by Adrianna Kezar, Daniel Maxey, and Lara Badke. This is a White Paper prepared as part of the Delphi Project, 2014. The Delphi Project is housed in the Pullias School of Education at the University of Southern California: https://pullias.usc.edu/delphi/

7. Joselynn Fountain and Kathyrin E. Newcomer summarize the literature through 2012 in their 2016 article "Developing and Sustaining Effective Faculty Mentoring Programs, *Journal of Public Affairs Education*, *JPAE 22* (4), 483– 506.

8. See the discussion of traditional mentoring in the *VCU School of Medicine Faculty Mentoring Guide*, Revised March 2002, by Dean Heber H. Newsome, and Associate Dean Carol H. Hampton, p 1-2.

   https://medschool.vcu.edu/media/medschool/documents/fmguide.pdf

9. What constitutes a good mentoring relationship in a classic sense is discussed in the book *Good Mentoring: Fostering Excellent Practice in Higher Education*, by Jeanne Nakamura and David J. Shernoff, Jossey Bass, John Wiley and Sons, 2009. See especially pages 219-265.

10. The research basis for determining the characteristics of well-structured mentoring programs is identified by Fountain and Newcomer in the article cited in note 7, p. 485 & p. 492.

11. Kerry Ann Rokquemore provides a good primer for chairs on the issues that might arise for under-

represented minority faculty in *Inside Higher Ed*: https://www.insidehighered.com/users/kerry-ann-rockquemore. See her essays:

- "Advice for Mentoring Underrepresented Senior Faculty Members." *Inside Higher Ed*, 3/02/16.
- "Advice to a White Professor About Mentoring Scholars of Color." *Inside Higher Ed*, 2/17/16.
- "How to Follow up with Underrepresented Faculty Who Decide to Leave Your Institution." *Inside Higher Ed*, 2/20/16.
- "How to Retain a Diverse Faculty." *Inside Higher Ed*, 1/06/16.

12. Many universities currently have such programs, including Columbia, Kentucky, Stanford, Oregon State, Vanderbilt, and UNC. For more information on these types of programs, see:

    http://www.ombudsassociation.org/About-Us.aspx

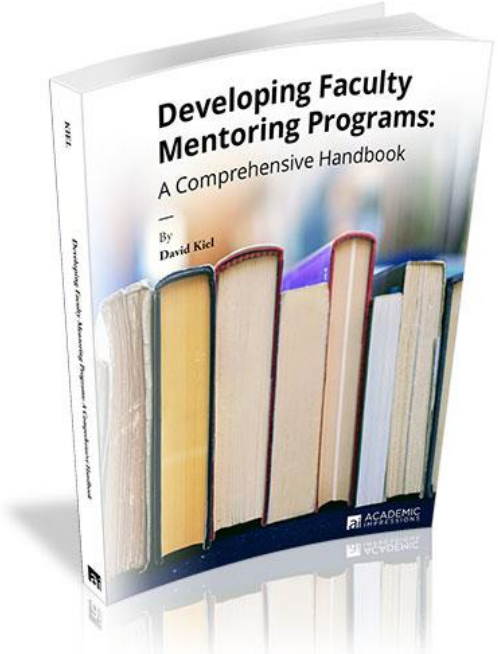
    Also see "One Faculty Serving All Students," Coalition on the Academic Workforce, February, 2010 Issue Brief:

    http://www.academicworkforce.org/Research_reports.html

READ MORE

We hope you have enjoyed this complimentary sample from *Developing Faculty Mentoring Programs*.

You can purchase the entire book here.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