

## Chapter 2

# Mentoring New and Junior Faculty

**Abstract** This chapter describes the ways in which mentoring supports new faculty in higher education. The chapter discusses the importance of mentors in the transition of new faculty to positions in higher education. An overview of the role of the mentor and protégé is shared, along with research-based tips for building positive mentor-protégé relationships. This chapter covers mentoring programs and provides examples of mentoring new and junior faculty and also shares topics that new and junior faculty members would expect to learn as they seek advice and guidance from their mentors. These topics are ones that mentors can use to provide support and resources for their protégés. The chapter concludes with an overview of mentoring new faculty who are women and those from minoritized racial and ethnic groups.

**Keywords** Mentoring • Mentoring new faculty • Mentoring junior faculty • Mentoring relationships • Transition to teaching in higher education • Mentoring topics • Mentoring women in higher education • Mentoring faculty from minoritized racial and ethnic groups

### 2.1 Introduction

The professional literature on mentoring provides a strong rationale for instituting mentoring programs in higher education. For example, a study on the perspectives of administrators, mentors, and protégés on a 10-year mentoring program conducted by Thurston et al. (2009) revealed that “mentoring new faculty into successful and secure colleagues saves money, builds programs, promotes student learning, increases morale, and prevents many types of staffing problems faced in universities” (p. 404). It appears, however, as though formal mentoring programs, although needed, are not typically established at every university. For example, one faculty member explained:

I have attended three different universities for my undergraduate, masters, and doctoral degrees... None of the universities I attended had formal mentoring programs. The informal mentoring I experienced took many forms, all of which were situational or supervisory in nature, such as: opportunities to write and publish with professors/peers; opportunities to present at conferences with professors/peers; internships. (Heider, personal communication, 2014)

Heider mentioned that different forms of mentoring took place in various institutions, which suggests that a consistent approach to mentoring is needed. The need for mentoring programs not only benefits the protégés but also institutions of higher education. For example, Thurston et al. (2009) noted that universities that invest in mentoring programs are rewarded with “a stronger presence in research and funding and scholarship, a more dynamic teaching cadre, and an academic team interested in learning, contributing, and growing” (p. 414).

It is important that a formal mentoring program be established and mentors be assigned to new faculty as early in the academic year as possible so that new faculty, including temporary or adjunct faculty, have someone to turn to for assistance and support from the start. While having a mentor assigned upon hiring new faculty may seem optimal, cultivating the naturalness of the mentoring relationship is described by Lea (2011) as a challenge, because “gained respect should be reciprocal, unplanned, beyond a timeline or follow a calendar” (p. 266). Another challenge of mentoring programs relates to pairing new faculty with the right match of a mentor, which is an essential piece of mentoring (Ford, pseudonym, personal communication, 2014). Finding the right match for new faculty is crucial and the assignment of mentors may be made by the department chairperson and/or a mentoring committee. The following recommendation for developing positive mentoring relationships was made by a faculty member who also served as a department chairperson:

Positive mentoring relationships should be developed by allowing mentors and mentees to choose each other, providing opportunities for collaboration, and creating opportunities for formative evaluations. I believe the Department Chairperson and Assistant Chairperson should mentor everyone, then after a month or so, allow the mentee to choose his or her mentor. The Chairperson can assist by matching mentees with faculty members with similar teaching and research interests. Opportunities for formal activities (like committee work) and informal opportunities (coffee or lunch) should be provided for new and veteran people to meet. (Rieg, personal communication, 2014)

Helterbran shared that she did not have a mentor when she was a temporary faculty member and once she was hired in a tenure-track position, most of the areas in which she would have been mentored were self-discovered as a survival strategy (personal communication, 2014). It is therefore important for temporary faculty, in addition to new tenure-track faculty, to be assigned mentors. For temporary faculty who move among different institutions in search of a tenure-track position, mentoring is critical because “often, new faculty members find it difficult to understand the best approach to take in handling a situation if they do not take into account the culture and unique aspects of the institution” (Zeind et al. 2005, p. 11).

It is with these considerations in mind that the focus of this chapter turns toward the importance of mentors in the transition of new faculty to positions in higher education. The term “new faculty” refers to any faculty member who is hired in a new position in higher education and includes temporary/adjunct faculty.

## 2.2 The Importance of Mentors in the Transition to Higher Education

New faculty may be faced with challenges that stem from the transition to higher education from their previous work experience. Conrad explained that new faculty “want to fit into the department and need to develop positive relationships with students, colleagues and administrators, along with adjusting to a new community and new role” (pseudonym, personal communication, 2014). Furthermore,

Higher education is unique, so there are certain aspects that could not have been experienced in another venue. Mentoring is important because people are going through things for the first time at many stages of their lives. All people need support in all aspects of their journeys. (Sibert, personal communication, 2014)

In these situations, the role of the mentor is crucial. Furthermore, a mentor “lowers the rate of turnover, increases the quality of success, provides a neutral person to seek answers to questions, and helps to eliminate the amount of error with new hires” (Marcoline, personal communication, 2014).

A faculty member who was previously a school teacher and administrator believed that because she had not worked full-time in a university setting, she therefore had a large amount of information to learn in a short period of time in order to function effectively (Sibert, personal communication, 2014). This sentiment was echoed by Conrad who shared:

I accepted the fact that higher education was new territory for me and that my limited knowledge of the culture and expectations of my new role would require professional and personal support. Specifically, I needed to ask many questions and not feel like I was a burden to those that were very familiar, but had many responsibilities of their own. (pseudonym, personal communication, 2014)

Similarly, the immersion of a former principal and superintendent into higher education was facilitated through mentoring. He stated,

The culture and routine responsibilities are vastly different from public education. Although I was a school principal and superintendent for many years, the teaching responsibilities in higher education require a full immersion into the university setting. My contact with higher education had been limited in my previous positions, mostly to that of a student. Now, trying to get a full understanding of how higher education functions, the advisory role of professors, and the minutia of that of a classroom teacher can be daunting. Fortunately, a department colleague stepped forward in spite of no formal mentoring program. Needless to say, having a go-to person was a big help! (Marcoline, personal communication, 2014)

Another faculty member, with a similar background, explained the importance of mentoring:

Without successful mentoring, the first year experience for an incoming faculty member may be more difficult than necessary. A positive first year should become the foundation for a positive career at the university. It should not be a negative experience that has to be overcome in subsequent years in order for a faculty member to have a sound understanding of the requirements of his or her position. (Frantz, personal communication, 2014)

Wen explained that mentoring makes new instructors feel more secure and less likely to feel at loss with the proper approaches to teaching new courses. Further, he shared that mentoring saves the time for new instructors to map out the outline of the pedagogy for certain courses, which helps to avoid a trial and error approach by new instructors that may negatively impact the students (personal communication, 2014). A faculty member offered this perspective:

Mentoring in higher education is important because higher education is unlike any other profession of which I am aware. Where else do you have a full-time job where you are only *required* to be at your workplace 17 hours per week? New faculty members must learn the trilogy of teaching, scholarship, and service, and how to manage/balance time to be successful and earn tenure and promotions. Without effective mentors, novice faculty members are doomed to fail. The 17 hours someone is required to be at the workplace may be in the evenings when no one else is “on the floor” or on weekends at an off-campus location. It is difficult to develop relationships if your schedule is one where you are not working when your colleagues are on campus. A good mentor can help with retention of new faculty members and assist them as they teach, publish, and serve. (Rieg, personal communication, 2014)

The notion of balancing the expectations associated with teaching, scholarship, and service, is an important one for mentors to address with protégés. For example, junior faculty may be overburdened with preparing new courses and advising students that they do not find time to engage in scholarship (Collins et al. 2009). Collins and colleagues advised that junior faculty limit their class preparation to a fixed amount of time to assist with this concern. Additionally, a formalized plan for mentoring new faculty in their development as researchers and academicians is needed (Zeind et al. 2005). Finding opportunities for service at all levels (e.g., university, college, department, and community) is a role that Infinity played as a mentor for newer faculty members (pseudonym, personal communication, 2014). Mentors need to help their protégés “discriminate between valuable, rewarding service, and less productive and time-consuming opportunities” (Ulery, Sammis, and Mexal, 2004 p. 48).

## 2.3 Mentoring Programs and Examples of Mentoring New and Junior Faculty

A successful mentoring program needs to be in place in order to facilitate the success of new and junior faculty. According to Paquette, while most mentoring is done informally, a positive step would be to implement a formalized mentoring program so that all new faculty can have similar experiences (personal communication, 2014). Zeind et al. (2005) described the following as keys of a successful mentoring program:

The formation of a group committed to faculty mentoring (mentorship subcommittee), the support and commitment of administration, the buy-in of senior faculty members and protégés, and the design of the program to support the mission of the academic units and institution. (p. 13)

Successful mentoring programs should show evidence of the following: “(1) positive thinking among all participants; (2) a strong cohort of mentees and mentors; (3) tracking and data collection to document success and failures; (4) objectives documenting clinical or internship experiences; and (5) long-term analysis on the careers of mentees” (Vega et al., 2010, p. 54).

The absence of structured mentoring programs is a disservice to new university faculty. A new faculty member recalled that some colleagues would help her out when she asked for assistance, particularly when teaching a new course or when she had questions about advising students. She recalled learning things mostly through self-discovery and then following up by asking questions, which occurred mostly with university policies and procedures. One way that she was mentored was through her colleagues sharing materials for new courses and assisting with advisement. As a tenured faculty member, she now mentors new faculty in her department in these ways (Ford, personal communication, 2014).

To avoid a haphazard approach to mentoring, it is important to look to the professional literature on successful mentoring programs and strategies that may be used to support new and junior faculty through mentoring. In 2011, Lumpkin reviewed the literature on successful mentoring programs in order to propose a model that includes the following four stages: conceptualization, design and development, implementation, and evaluation. She noted that potential benefits of this model include socialization into the culture, emotional support, networking, and increased job performance.

The key characteristics of mentoring programs identified in Lumpkin’s (2011) review include: “defining a clear purpose, goals, and strategies; selecting, matching, and preparing protégés and mentors for their new roles; holding regular meetings to nurture interactions among protégés and mentors; and evaluating program effectiveness” (p. 358). Some highlights of the key characteristics that Lumpkin described for each of these components are as follows:

- Defining a clear purpose, goals, and strategies: A campus-wide group that is representative should develop a succinct purpose statement. Additionally, administrators need to demonstrate commitment in this initial phase.
- Selecting, matching, and preparing protégés and mentors: The advisory committee develops a program handbook, advertises the program, gives mentors and protégés opportunities to request professional development programs, and allows them to be actively involved in the matching process.
- Holding regular meetings and interactions: Time is needed in order to capitalize on the benefits of mentoring.
- Evaluating the effectiveness of mentoring programs: Formative and summative evaluations that include quantitative and qualitative measures were recommended.

The discussion will now turn toward important considerations for mentoring, some of which echo Lumpkin’s research findings. These ideas include: assigning mentors and timing, professional development and evaluation of mentoring programs, and promoting ongoing communication and positive interactions.

### ***2.3.1 Assignment of Mentors and Timing***

Once new faculty are hired, the assignment of mentors is the initial step in helping them become acclimated into their new position and promoting a successful transition. The formal mentoring program should assign veteran faculty mentors to temporary/adjunct faculty as well as tenure-track faculty and consider the mentoring needs of each protégé with mentors assigned who will engage with protégés to collaborate on projects.

A study conducted by Thurston et al. (2009) found that the ways in which mentors meet the needs of their protégés differ from year to year with each protégé. Therefore, mentoring should be individualized to meet each protégé's needs and the matching process should address these needs. A formal mentoring program could be set up to match mentors with protégés through an online database that would share mentoring needs, mentor characteristics, etc. (Ford, pseudonym, personal communication, 2014). Another approach is to have the mentors and protégés involved in coordinating the mentoring assignments in order to promote greater ownership of the relationship; however, research has shown that some faculty needed assistance in finding mentors (Feldman et al. 2010).

It is important to have mentors act as designated contact persons for protégés to consult and ask questions. Mentors may then direct protégés to other persons or resources as needed. Having more than one mentor has been recommended (Diggs et al. 2009; Feldman et al. 2010) and depending on the needs of the protégé, mentors help support them according to those needs. The University of California, San Francisco's mentoring program in health sciences encourages junior faculty to "assemble a mentoring team consisting of a career mentor, scholarly mentor, and co-mentor with clear roles and responsibilities" (Feldman et al. 2010, p. 6). According to these researchers the career mentor is a "senior faculty member primarily responsible for providing career guidance and support" (p. 6); the scholarly mentor "must be an expert in the scientific or scholarly area of the mentee" (p. 6); and the co-mentor is "responsible for working with the lead mentor on overall mentoring responsibilities... for the mentee and for providing particular guidance in their area of expertise" (p. 6). Kawalilak and Groen (2010) described co-mentoring as a way for new faculty to support one another. They advised that new faculty should "tend to one's pre-tenure journey by creating a safe reflective space to step back from challenges of being a new academic" (p. 143). It is from this space, they explain, that co-mentoring may evolve. With regard to having a safe environment, it was recommended that the mentor should create an environment in which perfection is not expected from new and junior faculty but rather personal and professional growth (Johnson, personal communication, 2014). This perspective is important given that the transition to higher education from another position can present a new, and challenging, learning experience.

Once mentor-protégé matches have been made, the mentoring relationships should "last longer than one year, be formal in nature, be based upon an assignment with a competent tenured employee, and exist for the needs of both the institution

and new employee. The mentor should also receive some type of recognition or compensation” (Marcoline, personal communication, 2014).

Concerns about the ways in which institutions organize mentoring programs were shared by Lea (2011):

The institutional will’s dominance over the mentor/apprenticeships truncates the natural grown affinity... as a result, most mentoring programs are created for a skill-based transient existence via workshops, speaking events, discussion circles, etc. Institutional formality and programming can merely be a bad imitation of nature. Its attempt to replicate is obtrusive against the naturalness in building trust and independent decision making to mentor and to be a mentee. Mentoring empowers and affirms the seeker for self-actualization. The need to claiming the authority of ones’ own mind stipulates taking ownership of the means and control for knowledge production. Mentoring is essentially teaching to live with freedom. (p. 264)

### ***2.3.2 Professional Development and Evaluation of Mentoring Programs***

Participation in professional development workshops was a recommendation made by Collins et al. (2009) for mentors to renew best practices for their role. The professional development activities should focus on growth, not remediation, according to Collins et al. While professional development experiences help faculty improve their practice, it is also important to evaluate the successfulness of mentoring programs and make continual improvements based on ongoing evaluation.

The following quote illustrates the importance of using a cyclical approach to mentoring new faculty, which serves as a method to continually evaluating and improving the mentoring process:

I believe after the initial year in the position, each new faculty member should meet to discuss his/her first year with the department chairperson. At that meeting, it could be valuable to the chairperson to hear both the positives and negatives of that new employee’s experiences in order to share good ideas and positive experiences as well as suggestions for improvement on the mentoring process for future new faculty and mentors. It stands to reason; if one new employee had concerns or questions on a procedure, process, or teaching requirement, then another will most likely have similar questions. By debriefing after one year in the position, I feel some of those concerns and issues may be addressed for incoming faculty. That information could be shared in a type of FAQ sheet that could be given to all mentors and new faculty members. That document could serve as a starting point for the initial mentoring meeting and also serve as a place for the new faculty member to reference when looking for departmental or university information. (Frantz, personal communication, 2014)

Cohen (1995) proposed the need for mentor self-assessment. He cautioned against “placing too much focus on analyzing the performance of the person in the student role (mentee) and too little focus understanding the importance of the individual in the teacher role (mentor)” (p. 16). Furthermore, Cohen stated,

If the mentoring experience is to truly benefit the mentee, training programs must avoid an imbalance of emphasis on the significant contribution of the mentor, an imbalance that could seriously limit the enriched learning opportunities that derive as much from mentor initiatives as from mentee responses and actions. (p. 16)

Blood and colleagues (2012) recommended that mentoring programs need to take into account the developmental and situational stages in careers and that mentors should be trained to ask protégés specifically about these areas because the mentoring needs of faculty vary according to academic rank, duration at rank, research focus, and parenting status. Once mentors identify specific areas in which their protégés need support, the mentors can work with department chairs to provide assistance as needed. For example, in terms of parenting status, Paquette elaborated that newly hired faculty should have attention given to their schedules, including consideration of travel requirements and the assignment of teaching evenings and weekend classes (personal communication, 2014).

### ***2.3.3 Promoting Ongoing Communication and Positive Interactions***

The importance of the mentor taking an interest in the protégé's personal life, as well as professional life was shared by Paquette (personal communication, 2014). This type of relationship developed into a friendship, which will always be important to her. Lasting friendships is a benefit of mentoring as described by Infinity (pseudonym, personal communication, 2014). These examples highlight the importance of promoting ongoing communication and positive interactions. This section will describe ways in which mentors may promote these types of interactions.

A strategy that was deemed successful by a new faculty member involved meeting with her mentor for lunch on a monthly basis (Infiniti, pseudonym, personal communication, 2014). To prepare for these meetings, Infiniti would write her questions in a notebook to be answered when she met with her mentor. It appears as though this strategy of writing down questions prior to mentoring meetings could help with addressing an apparent gap between what mentors and protégés believe to be important topics of discussion. For example, Feldman et al. (2010) found:

While only 28% of mentees reported reviewing their promotion/merit packet with their mentor, it was the top-rated topic that mentees said they wanted assistance with. Likewise, only 31% reported discussing issues of personal-professional balance with their mentor but it was in the top five topics for which mentees reporting wanting assistance. (p. 6)

Furthermore, Feldman et al. speculated that mentors might define their mentoring role more narrowly than protégés do.

Collins et al. (2009) offered the following suggestions for mentoring activities that would support junior faculty: (1) informal dinner circles with colleagues that promote conversations about similar interests and their work; (2) mentoring lunches

in which mentor/protégé pairs meet; and (3) forums in which junior faculty get to see and hear about their colleagues' work. Furthermore, as shared by Murray, an informal relationship that is non-evaluative should be encouraged (personal communication, 2014).

The amount of time that it takes to nurture mentoring relationships cannot be underestimated; therefore, the concept of having multiple mentors can assist with this challenge. Collins and colleagues (2009) noted that "having more mentors with more specialized roles allows the new faculty member to seek out help without overburdening a single individual and increase the likelihood of success for individual tasks and career goals" (para 18). Having more than one mentor would help address the challenge of finding enough time for effective mentorship by one individual. Furthermore, having multiple mentors would address some of the challenges that might be encountered when only one mentor is assigned. Rieg shared these ideas and challenges:

The biggest challenge I faced as a mentee and mentor was TIME. Because of conflicting schedules it is often difficult to find the time to meet as a mentor and mentee. It is important to MAKE face-to-face time for mentoring, put it on my calendar, and do not let other meetings or people interfere with that commitment. Another challenge is when formal mentors and mentees do not 'click'... Another challenge in my department is the lack of diversity – new candidates from minority groups often seek mentors from outside our department (which isn't necessarily a bad thing but it sometimes isolates people). It is difficult to recruit and retain diverse faculty members. The benefits of mentoring far outweigh the challenges! (personal communication, 2014)

Because effective mentoring requires commitment and time, those who organize mentoring programs need to consider the workload in order to have an adequate number of mentors (Zeind et al. 2005). A participant in the study conducted by Ortlieb et al. (2010) explained that a challenge he faced as a new faculty member related to "developing close relationships with faculty who were already overburdened with duties and responsibilities" (p. 115). It has been recommended that in order "to make mentoring a more sustainable and profitable practice, mentors should receive appropriate training, resources and rewards from the administration to demonstrate support for the program" (Ulery et al. 2004, p. 48).

## 2.4 Topics of Importance for New and Junior Faculty

The specific needs of each new faculty member must be taken into account in order for the mentor to tailor the mentoring process to meet the protégé's individual needs. Determining a plan of action may be the result of discussing the particular challenges that each new faculty member faces. For example, a new faculty member shared his experience:

After working in public education for 36 years, I found I had to learn an entire new set of rules and procedures. This was necessary in addition to the time consuming preparation required to begin teaching new classes. At times, even with my experience and maturity, it

was overwhelming. To overcome this, I worked with my mentor through emails, in person, and during an occasional lunch to address all my questions and concerns. In addition, I talked with the department chairperson and several faculty members who had either taught my courses prior to me or had experience from longevity in their positions. I aligned myself to “positive individuals” who had the information I needed to succeed and the time and willingness to share that information. (Frantz, personal communication, 2014)

Rather than assuming what protégés need, mentors should be certain to ask their protégés what their mentoring needs are in order to help them be successful. A more formal approach would be to give a needs assessment in order to help identify specific challenges and then tailor mentoring experiences to the unique needs of new and junior faculty. For example, one new faculty member felt comfortable with teaching yet fearful about conducting research and publishing (Searby and Collins 2010). Additionally, mentors should support their protégés through the tenure and promotion processes (Murray, personal communication, 2014). Zeind et al. (2005) advised that “colleges and universities should tailor faculty development and mentoring to the collective and individual needs of the institution and the academic units” (p. 13). Generally, mentoring should be provided to help new faculty “understand the requirements and expectations of teaching, scholarship, service, and fulfilment of professional responsibilities” (Paquette, personal communication, 2014). It is important that mentors understand the particular needs of junior faculty in order to provide the appropriate level of support. Collins et al. (2009) explained,

Today’s junior faculty in many colleges are often older and more likely to be female, ethnic minorities, or foreign born. These facts alone make the lived experienced [*sic*] of junior faculty very different than the experiences that the tenured, white-male faculty member or administrator had perhaps decades ago. (para 2)

The mentor of one faculty member who experienced early success in higher education provided “the framework for open sharing of information about tenure and promotion expectations, the inside politics of the department and school, and research protocols at the university” (Searby and Collins 2010, p. 2). Participants in a study conducted by Schrodtt et al. (2003) found that participants expressed a need for additional support with research and university politics. They also commented that their findings emphasized the importance of new faculty receiving information from those inside the organization. A common topic for mentors and protégés was also found to be securing funding (Feldman et al. 2010).

Another common topic that should be addressed is the need for support with writing for publication. According to a former public school teacher and administrator, having an accomplished writer support her in co-authoring publications addressed this need (Helterbran, personal communication, 2014). Paquette elaborated on how her mentor assisted her with scholarship by sharing some of her publications and talking with her about the publication process (personal communication, 2014). Furthermore, Paquette’s scholarship was supported by co-writing with another faculty member who was hired at the same time. The need for mentorship in writing for publication was echoed by Infinity (pseudonym, personal communication, 2014) who noted that this requirement was not an expectation in

her previous role. A faculty member who was a prolific writer invited her to co-author a book and then mentored her through the writing process. This mentorship led to improved confidence in writing and improved writing skills.

In addition to learning about writing for publication, learning the procedures within the department and university are needs expressed by new faculty. One new faculty member reported that she learned these procedures by talking to colleagues and asking questions; she felt that colleagues mentored her by allowing her to attend meetings and do a lot of listening. She also felt that sometimes she just needed a kind face and a friendly word, which mentoring provided her with at many times during many days. She further mentioned that while having a designated mentor was important, she additionally sought the assistance of others (Sibert, personal communication, 2014).

To summarize some of the procedural aspects of mentoring new faculty, Frantz (personal communication, 2014) shared the following examples of topics that mentors could address with their protégés:

- Writing a course syllabus (share samples)
- Selecting and ordering textbooks
- Determining a grading scale
- Accessing campus resources for faculty and students, such as the services that a Writing Center, research facility, and library provide
- Conducting student evaluations (e.g., share a sample of the evaluation prior to the start of the new faculty member's first semester of teaching)
- Securing instructional supplies
- Scheduling office hours
- Entering course data for accreditation purposes
- Advising students and assisting them with scheduling and completing (and evaluation of) electronic portfolios
- Observing and evaluating student teachers (i.e., share examples of completed observations and evaluation forms; explain requirements for Teacher Work Samples; and certification procedures)
- Grading policies and procedures for entering mid-term and final grades
- Preparing for evaluation (i.e., teaching, scholarship, and service expectations; preparation of portfolio or binder of supporting documentation and evaluation forms)
- Scheduling and conducting peer observations
- Earning tenure (i.e., process and requirements)
- Requesting vehicles for official travel
- Requesting the use of personal and sick days
- Securing a parking permit

Mentors need to carefully consider what information is given and when because, according to Collins et al. (2009), giving too much information to junior faculty before they actually need to use and implement procedures might be detrimental because without implementation the procedures may not make sense. If the mentor

has experienced similar situations as a new faculty member, they may draw on their experiences to determine what information is needed when. Frantz elaborated by sharing:

A mentor should be an individual who has either taught one of the courses the new faculty member is teaching or has a working understanding of the course or program. Although the sharing of basic departmental information and procedures is important, the new faculty member was hired to teach. Therefore, information related to teaching specific courses in a higher education setting should be the highest priority in the mentoring process.

New faculty may feel pressure in trying to balance teaching with other responsibilities such as advisement, scholarship, and service. A participant in a study conducted by Ortlieb et al. (2010) explained that his greatest challenge as a new faculty member was advising students, in addition to the pressure of needing publish. In the same study, another participant shared that his challenges related to determining which meetings were considered mandatory and which were suggested and how this determination related to the organizational culture. He also felt challenged in establishing a research agenda.

Given the previous information, the discussion will now turn toward some specific topics that are common areas of concern for new faculty. These topics include observations, writing syllabi, student evaluations, scholarship, and tenure and promotion.

### **2.4.1 Observations**

As a requirement for tenure and evaluation purposes, new faculty are required to be observed. The feedback provided as a result of these observations may be very useful and help focus the protégé's efforts to grow as an instructor in higher education. An observation-and-conference cycle for mentoring new teachers, proposed by Jonson (2008), can be a useful tool in higher education. Jonson described this cycle as: (1) preobservation conference, in which the mentor and protégé determine the observation's focus; (2) observation, which involves the mentor "intentionally and methodically observing interaction" (p. 121) and recording data; and (3) postobservation conference, in which the focus of the observation is shared with the protégé and feedback is provided.

From a mentoring perspective, observations should be conducted on a mutual basis. Specifically, protégés would benefit from the opportunity to observe their mentors and other faculty teach, according to Conrad (pseudonym, personal communication, 2014). She explained,

I was looking for specific feedback to improve my teaching. I asked for resources and suggestions, and was provided with resources and ideas that were shared with me to support me. I wanted to ask for more opportunities to observe my peers to get ideas.

Zachary (2000) stated,

There is no greater contribution to mentee learning than the gift a mentor provides by giving and receiving ongoing, honest, constructive feedback. Expanding the capacity of a mentee to do the same promotes competence, inspires confidence, and enriches the learning experience. (p. 136)

This quote supports the idea put forth by Conrad that in addition to being observed by a mentor, the protégé should also have the opportunity to observe the mentor and use this opportunity as a learning experience. Murray believes the mentor-protégé relationship to be non-evaluative and explained that the mentor can be a champion for the protégé (personal communication, 2015). Furthermore, Thurston and colleagues (2009) explained,

Openness and honesty are needed to build trust, so that the mentee can feel free to share questions, concerns, and overall fears. Both the mentor and the mentee need to be able to express divergent opinions as they work together. (p. 405)

### **2.4.2 Syllabi**

When mentors share examples of syllabi with their protégés, they are providing another level of support. By sharing high quality syllabi, mentors may explain terminology and the thinking that went into their creation (Conrad, pseudonym, personal communication, 2014).

### **2.4.3 Student Evaluations**

For new faculty, the need to gain positive student evaluations is a reality that they must confront. New faculty may be challenged by teaching new courses and therefore become concerned about the effect of lack of experience on student evaluations. Therefore, mentors should spend time reviewing the student evaluation instrument at the onset of the semester and help the protégé focus on strategies that may be implemented to meet the intended goals of the evaluation process.

### **2.4.4 Scholarship**

Ford shared that she mentors new faculty by offering to collaborate with them on projects, publishing, and research (pseudonym, personal communication, 2014). Collaboration with new faculty can be a double-edged sword, however, as shared by one faculty member:

I do believe that my strong collaborative nature and mentoring nature has often been to my own professional detriment. When I look at what I have done, I realize that by inviting

others along I often have to share the credit which is not so good for promotion. (Ford, pseudonym, personal communication, 2014)

This idea relates to the previous discussion on having enough time for effective mentoring and recognition of the time that mentors spend to support their protégés. It appears that if the level of scholarship in which mentors engage decreases as a result of mentoring, the higher education institution should hold mentorship of new faculty in higher esteem. In other words, co-publishing between a mentor and a protégé should hold the same level of significance as manuscripts that are solely published.

### 2.4.5 *Tenure and Promotion*

Taken collectively, peer observations, creating syllabi, student evaluations, and scholarship lead to one of the most important topics of concern for new faculty members: tenure and promotion. The role of the mentor is critical for helping new faculty become tenured and promoted. Ford (pseudonym) confided:

I think egos and the pressure for tenure and promotion are difficult and a good mentor *that you can trust* can help keep you grounded, focused and help manage stress and anxiety. The *“oh this will be good for tenure”* can really overwhelm you. A good mentor will help you wade through what really is and is not ‘good for tenure’ so you are not so overcommitted. (personal communication, 2014)

Since she has earned tenure and has been promoted, Ford helps new faculty by sharing how evaluation materials were organized. By doing so, she provides a model that shows new faculty the expectation of what applying for promotion entails.

Ford elaborated by explaining her work with securing grants and how this type of scholarship, while personally gratifying, is not as valued when being considered for promotion. She is constantly encouraged by her department to do grant work with no release, which consumes much of her time. She shared, “I wish I had a mentor who has followed a similar path to help me navigate this avenue of scholarship because it is rewarding and reaches far more people than some obscure publication or book but is not as valued” (pseudonym, personal communication, 2014). Ford’s experience aligns with the work of Kawalilak and Groen (2010) who advised that new faculty should “tend to one’s pre-tenure journey by creating a safe reflective space to step back from challenges of being a new academic” (p. 143). Mentors who have experienced the pressures that new faculty face are best positioned to help their protégés in this regard.

Collins et al. (2009) suggested that evaluation procedures for junior faculty need not be identical to tenured faculty and advised that undifferentiated procedures do not support junior faculty’s professional development.

## **2.5 Mentoring New and Junior Faculty that Include Women and Minoritized Racial and Ethnic Groups**

New and junior faculty who are women or those who are from minoritized racial and ethnic groups have unique needs that may be met through mentoring. This section will discuss first the mentoring needs of female new and junior and faculty before turning toward the needs of those from minoritized racial and ethnic groups.

### ***2.5.1 New and Junior Faculty Who Are Women***

While new faculty members need support in order to be successful in higher education, women often fend for themselves as they enter the academy (Searby and Collins 2010). Women have unique mentoring needs that make it good to talk with other women who face similar responsibilities (Layton, pseudonym, personal communication, 2015). A study of women medical school faculty found that 54 % of the participants reported having a mentor but that a significant number had unmet mentoring needs (Blood et al. 2012). A unique need that Infinity expressed relates to her belief that new faculty need to learn how to succeed in an atmosphere that could be deemed an “all boys’ club” at times and in some situations (pseudonym, personal communication, 2014). This idea aligns with the work of Searby and Collins (2010) who explained that new faculty who are women are often left to fend for themselves. To address this concern, putting more females in leadership roles may be helpful. In terms of mentoring, matching female mentors and protégés with similar interests and backgrounds may be effective. The needs expressed by women faculty at the assistant professor rank with regard to mentoring include writing and publishing articles (Blood et al. 2012). Infinity has had experience mentoring male and female colleagues and believes that men have unique mentoring needs as well, likely due to their previous professional experiences prior to entering the university setting as faculty.

### ***2.5.2 New and Junior Faculty from Minoritized Racial and Ethnic Groups***

The term “minoritized” racial and ethnic groups is used in this publication in keeping with the terminology shared in *Is Everyone Really Equal?* (Sensoy and DiAngelo 2011). Sensoy and DiAngelo defined a minoritized group as:

A social group that is devalued in society. This devaluing encompasses how the group is represented, what degree of access to resources it is granted, and how the unequal access is rationalized. Traditionally, a group in this position has been referred to as the *minority group*. However, this language has been replaced with the term *minoritized* in order to

capture the active dynamics that create the lower status in society and also to signal that the group's status is not necessarily related to how many or few of them there are in the population at large. (p. 186)

In terms of mentoring in higher education, the definition offered by Sensoy and DiAngelo points to the importance of insuring access to mentoring as a resource to support minoritized groups in the higher education community. Rodriguez (1995) cautioned, "Many values held and assumptions made within a Western, male, upper-middle-class construct may not be applicable, and instead of promoting multiple perspectives, may lead to mentoring that aims for homogenization or conformity to one viewpoint" (p. 76). Furthermore, according to Diggs et al. (2009), "Predominately White institutions have not yet realized their goals of recruiting and retaining faculty of color in meaningful numbers" (p. 330). These authors explained that this issue could be addressed through the mentoring process for minority faculty.

Rodriguez (1995) described multicultural mentoring as "an active process that is deeply contextualized" and developmental (p. 75). She cautioned that since many mentors were educated in monocultural environments, they need to "become multicultural people before they can address mentoring to diversity" (p. 75). Citing Nieto's (1992) three-step process (1992), Rodriguez offered these steps: (1) learn more; (2) confront your own racism and bias; and (3) learn to see reality from a variety of perspectives.

At the community college level, Vega et al. (2010) noted that "a formal mentoring project for minority faculty must be accountable and backed up with reliable data to have a systemic and sustainable effect over time" (pp. 53–54). Additionally, Vega et al. recommended that a mentoring program for minority faculty at a community college includes: "mentoring by a well-respected practitioner; job shadowing; clinical or internship experiences; and time spent in the daily life and activities of the culture of the community college" (p. 54). These authors wrote about the need for community colleges to recruit and retain a diverse faculty. Implementing best practices in mentoring is a step in meeting this need.

Frazier (2011) advised universities to create mentoring programs in which African American scholars serve as mentors at the institution or through other organizations that can provide a network for mentoring African American faculty who are untenured. Specifically, she recommended that mentoring programs at universities must be created in which African American scholars serve as mentors through a network of mentoring African American faculty who are untenured. According to Vega et al. (2010), "Successful mentoring for minority faculty and administrators must be: credible, reliable, systemic and structured, highly regarded, focused on outcomes, and associated with a credible organization or institution" (p. 54).

The participants in a study conducted by Diggs et al. (2009) shared that that faculty of color do not necessarily need to have a mentor who is a cultural match. Tillman's (2001) study examined the mentoring relationships between African American faculty who were nontenured, with the exception of one, and their senior faculty mentors who, for the most part, were White. Tillman stated,

Same-race match is likely to be the strongest predictor of success in a mentor-protégé relationship, and most mentor-protégé relationships tend to be same-race rather than cross-race relationships; however, all of the protégés in this study, except one, had White primary mentors. The majority of these protégés, as well as the mentors, emphasized that the essence of their relationship was mentoring for professional growth and development and that the most important factor was whether the mentors could provide the protégés with the kind of career support necessary to achieve promotion and tenure. All of the protégés agreed that race could, at times, be a factor that affected the relationship on a personal/cultural level, but they expressed few concerns about race as a factor in their professional relationship. (p. 313)

A different perspective was offered by Evans and Packer-Williams (2011) who advised that “mentees may feel suspicious of and behave more awkwardly around mentors who are different from them” (p. 9). Evans and Packer-Williams reported the results of their study of a group of African American junior faculty at a traditionally White institution who formed a peer mentoring group in which they assisted each other in growing as new professors. This group, according to the authors, believed that their peer mentoring program was effective for mentoring African American women faculty and advised that administrators in higher education should consider creating such mentoring programs. Evans and Packer-Williams found that peer mentoring in this program acted as a vehicle for the participants to process and cope effectively with microaggressions; helped the participants increase positive self-identity and self-efficacy as a scholar; and recognized and helped participants recognize and combat internalized oppression and stereotypes.

The participants in the study conducted by Diggs et al. (2009) suggested that having more than one mentor is beneficial due to the various experiences, resources, and support that they may offer. This approach worked for Infinity because her “assigned mentor” moved away after her first year in higher education and from that point on, she was mentored by a variety of faculty in leadership roles in her department (e.g., department chairperson, student teaching coordinator, program coordinator, etc.) (pseudonym, personal communication, 2014). Whereas Infinity met formally in monthly meetings with her assigned mentor, after her first year the various mentors didn’t meet formally with her but rather answered questions as they arose. Sibert advised that the best way to support one another involves time and talking, whether the situation is related to race, gender, or ethnicity (personal communication, 2014). Rodriguez (1995) advised,

For mentoring to be a change agent for the institution as well as the person being mentored, the assumptions underlying traditional models of hierarchical mentoring must be challenged to allow for democratic participation in the institution as well as in the society at large. A vision of mentoring that emphasizes the acceptance of differences as enriching the worldview and contributions of an institution could transform mentoring practices, making them congruent with our diverse society. (p. 76)

Diggs et al. (2009) found that faculty of color desired the “establishment of a community of scholars of color as an important support for their work” in which participants collaborate on research and exchange ideas (p. 324). The researchers explained,

Mentoring activities helped to establish a safe place where faculty of color could meet” and that safe place was a “*colored space*; a space where minority faculty could relate to one another beyond the scrutiny of the dominant culture or the shackles of mainstream expectations. (p. 328)

Furthermore, “These kinds of spaces may be of particular importance for faculty who feel that they have to present the smiling face in the public academy while pursuing tenure” (p. 330). While the participants in Tillman’s (2001) study

were successful because of their ability to adapt to and negotiate the mainstream academic culture... it seems clear that despite their ability to adapt, some of the protégés felt they were outsiders in their institutions and that success, in and of itself, did not necessarily translate into a feeling of belonging. Thus, the culture of the academy, to some extent, may influence the African American faculty member’s perception of their acceptance in this institution. (p. 317)

Identifying the mentoring needs of any given university is essential in making mentoring successful. For example, Infinity stated that for a university that is in a predominantly White, middle class town, minority groups face challenges (pseudonym, personal communication, 2014). She elaborated that one reason is that there are not a lot of opportunities for them to socialize with members of their ethnic or racial groups and also that if English is not their native language, students claim that they can’t understand them and therefore can’t relate to them. In order to address these needs, more social and culturally responsive activities should be provided; background in multicultural education and culturally responsive teaching is needed; and there is a need to learn to appreciate and support ALL people.

Tillman (2001) maintained that institutions must go beyond recruiting African American faculty and take the steps needed to be responsible for their success. Tillman’s recommendations for practice include: (1) give consideration as to how mentors will be assigned to new African American faculty, especially with regard to research interests; (2) monitor and evaluate the mentoring relationships; (3) devise a list of the career and psychosocial functions that new faculty need; and (4) seek African American mentors from inside and outside the institution.

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<http://www.springer.com/978-3-319-39215-8>

Mentoring Processes in Higher Education

Laverick, D.M.

2016, XIV, 84 p. 6 illus., Softcover

ISBN: 978-3-319-39215-8