

## Faculty Success Through Mentoring A Guide For Mentors Mentees And Leaders The Ace Series On Higher Education

*A practical guide for achieving equitable outcomes From Equity Talk to Equity Walk offers practical guidance on the design and application of campus change strategies for achieving equitable outcomes. Drawing from campus-based research projects sponsored by the Association of American Colleges and Universities and the Center for Urban Education at the University of Southern California, this invaluable resource provides real-world steps that reinforce primary elements for examining equity in student achievement, while challenging educators to specifically focus on racial equity as a critical lens for institutional and systemic change. Colleges and universities have placed greater emphasis on education equity in recent years. Acknowledging the changing realities and increasing demands placed on contemporary postsecondary education, this book meets educators where they are and offers an effective design framework for what it means to move beyond equity being a buzzword in higher education. Central concepts and key points are illustrated through campus examples. This indispensable guide presents academic administrators and staff with advice on building an equity-minded campus culture, aligning strategic priorities and institutional missions to advance equity, understanding equity-minded data analysis, developing campus strategies for making excellence inclusive, and moving from a first-generation equity educator to an equity-minded practitioner. From Equity Talk to Equity Walk: A Guide for Campus-Based Leadership and Practice is a vital wealth of information for college and university presidents and provosts, academic and student affairs professionals, faculty, and practitioners who seek to dismantle institutional barriers that stand in the way of achieving equity, specifically racial equity to achieve equitable outcomes in higher education.*

*ABSTRACT Over the past decades, there has been growth in student academic success programs in institutions of higher learning. However, with this growth instructors in these programs have not always been prepared to teach courses focused on supporting student academic success. The purpose of this study was to understand the role that mentoring plays in the performance of new faculty in the Success Courses department at Arizona State University. The guiding questions of the study examined the degree to which mentoring affected instructors' efficacy in implementing the core tenets of the Success Courses Department and the features of the mentoring program for new instructors found useful. I used an action research, mixed method approach with focus groups, interviews, and surveys serving as data collection tools. The participants in the study were new department faculty mentees who taught for the Success Courses department at ASU in the fall of 2018. The quantitative data suggested that the faculty mentoring program helped new instructors improve their understanding of their students and the classroom environment. The qualitative findings indicated that faculty mentoring provided overall support, enhanced preparedness to deliver course content, created opportunities for professional growth and development, and supported positive relationships and collaboration. The faculty mentoring program enhanced the development of relationships between mentors and mentees, which is important for assisting new instructors as they seek to address individual challenges related to their teaching practices.*

*The purpose of this study was to understand the impact of faculty-to-faculty mentoring programs on the experiences of both mentors and first-year instructor protégés in Career and Technical Education (CTE) programs with an emphasis on practitioner-educators in nursing and in welding/fabrication. The study was undertaken for four reasons: (a) increases in retirement rates force extensive replacement of experienced community college CTE faculty, (b) teaching effectiveness is linked to student success and is often predicated on experience and the application of best andragogical practices, (c) mentoring constitutes effective preparation for new professionals, and (d) given the demands placed on community colleges to educate learners and provide for a robust workforce, faculty preparation constitutes a significant challenge for community college leaders well into the future. The research design used an interpretive social science philosophical approach and the method of hermeneutic phenomenology. Ten faculty from three community colleges were interviewed in order to understand: (a) what they viewed as the key elements in a mentoring initiative, (b) how the elements of mentoring influence the experiences of first-year faculty, and (c) what common themes emerged concerning mentoring experiences that participants self-describe as successful. Impressions and statements drawn from the interviews were examined to show how the participants viewed their experiences within the mentoring relationship and how such experiences played a part in their lives as practitioner-educators. Aspects of mentoring experiences that participants identified as both present and high yield in nature included collaboration, reciprocity in relationships, a dedication to continuous improvement in both program and individual performance, access to experiences that constituted a source of renewal for programs and educators, and the existence of transformative experiences that lead to growth and satisfaction. Analysis of participant statements identified the needs of novice instructors coming to the community college learning environment for the first time and suggested experiences that may support them in their andragogical growth. Among the insights drawn from the study are the following: Providing authentic growth experiences that work may positively affect faculty retention and satisfaction. Institutional initiatives can be deemed successful only if they have a positive impact on students and the achievement of their outcomes. Taking into consideration these insights, related recent literature on mentoring, and the lived experiences of practicing CTE instructors as shared through their interviews, this study offers implications for community college leaders responsible for shaping and nurturing the faculty in a time of competitive job opportunities, unprecedented retirements, and scarcity of resources in an increasingly-complex environment. The manner in which these parameters are addressed may likely affect institutional success and prestige, faculty retention and satisfaction, student success, and long-term program viability.*

*This new book in the Diverse Faculty in the Academy series pulls back the curtain on what Black women have done to mentor each other in higher education, provides advice for navigating unwelcoming campus environments, and explores avenues for institutions to support and foster minoritized women's success in the academy. Chapter authors present critical approaches to advance equity and to achieve trust and transparency in the academy. Drawing on examples of mentoring between Black women students, faculty, and administrators in and outside of the academy from diverse institutional contexts, exploring the use of digital technologies, and framed by theoretical concepts from a range of disciplines, this important volume provides insights on mentoring that can be employed across all of higher education to support the success of Black women faculty. Full of actionable steps that institutional leaders can take to support the network of mentors it takes to be successful in the academy, this book is a must read for department and university leaders, faculty, and graduate students in Higher Education interested in supporting and fostering mentoring for those most vulnerable in the academic pathway for success.*

*Supporting Mid-Career Faculty*

*Narratives for Negotiating Identity and Achieving Career Success*

*The Science of Effective Mentorship in STEMM*

*Heeding New Voices*

*A Guide for Higher Education Faculty, Second Edition*

*The SAGE Encyclopedia of Higher Education*

*Mentoring Early-Stage Faculty*

*To meet the dynamic academic demands of twenty-first century digital learners, many institutions of higher learning are offering more online classes than ever before that are accessible to both traditional and non-traditional learners. As such, a growing demand for online courses implies that participating institutions provide faculty with appropriate professional development programs to ensure the design and delivery of quality online courses. The Handbook of Research on Virtual Training and Mentoring of Online Instructors is a critical scholarly resource that highlights the issues, challenges, and online engagement experiences to enhance effective teaching and learning in this learning environment. Featuring coverage on a broad range of topics such as media literacy, professional development, and virtual learning environments, this book is geared towards educational administrators, educators, and instructional designers interested in quality online instruction.*

*Through candid discussions and personal counter-narrative stories, Black Faculty in the Academy explores the experiences and challenges faced by faculty of color in academe. Black faculty in predominantly White college and university settings must negotiate multiple and competing identities while struggling with issues of marginality, otherness, and invisible barriers. This important book illuminates how faculty can develop a professional identity that leads to success in academe, while at the same time remaining true to cultural and personal identities. Through rich narratives, chapter authors situate race-related encounters at the center of their experience in an effort to deconstruct and challenge commonly held assumptions about life in academe. They also provide key recommendations and strategies to help faculty of color ensure their continued professional success. Framed by critical race theory, these stories show how faculty can successfully maneuver through all stages of a career in academe, including tenure and promotion, publication, mentoring, networking, and dealing with institutional climate issues. This valuable book is for faculty and administrators seeking to create an environment that nurtures professional growth and fosters success among Black faculty.*

*Faculty Success Through Mentoring provides practical tools for higher education leaders to implement a formal mentoring program that will lead to a vital and diverse faculty across all stages of an academic career. The authors not only describe the tangible benefits of formal mentoring programs, but they also outline the characteristics of effective mentors and mentees, and they cover other models such as group and peer mentoring.*

*This guide offers helpful advice on how teachers, administrators, and career advisers in science and engineering can become better mentors to their students. It starts with the premise that a successful mentor guides students in a variety of ways: by helping them get the most from their educational experience, by introducing them to and making them comfortable with a specific disciplinary culture, and by offering assistance with the search for suitable employment. Other topics covered in the guide include career planning, time management, writing development, and responsible scientific conduct. Also included is a valuable list of bibliographical and Internet resources on mentoring and related topics.*

*Faculty Mentoring and Its Impact on Freshmen Students' Success*

*A Guide for Mentors, Mentees, and Leaders*

*Research Anthology on Challenges for Women in Leadership Roles*

*Faculty Success Through Mentoring*

*Faculty Mentoring*

*Faculty Success Through Mentoring*

*Encyclopedia of books published after year 2000.*

This practical book explores ways teachers can collaborate and learn from each other in formal and informal situations. It demonstrates that a mentoring relationship can benefit both new and experienced teachers. Full of strategies that are practical and easy to implement, the book offers solutions to common questions, opportunities, and challenges that face teachers every day. Based on extensive experience, this highly readable book includes personal histories and experiences around important values and advocates for honest reflection and meaningful feedback. An essential resource for all educators, the book champions reciprocal and ongoing processes of learning, listening, and sharing.

A well-defined mentoring program is essential to faculty productivity and success. As institutions seek increase faculty diversity, adopt increased standards for faculty productivity, and become more aware of the benefits of extending mentoring beyond early-career, it’s crucial to bring rigor and definition to your department’s mentoring efforts. David Kiel, who worked with faculty leaders to design mentoring programs for all of UNC-Chapel Hill’s professional schools and the College of Arts and Sciences, draws on years of research and experience to bring you this uniquely comprehensive handbook. This book includes practical strategies from a wide range of institutions, from community colleges to research universities. This nearly 600-page handbook covers not only what works but how to do it: Get a comprehensive primer for launching or improving mentoring programs for early-career, mid-career, and late-career faculty. And get 200+ pages of worksheets, checklists, templates, and assessments to help you refine your mentoring services. \*Mentoring programs for faculty have long proven to be one of the most effective strategies colleges and universities have to promote career development, increase engagement, improve the level of student success, and foster innovative research. In *Developing Faculty Mentoring Programs*: A Comprehensive Handbook, David Kiel delivers fully on the promise of its sub-title to provide a Comprehensive Handbook on this important and productive practice in supporting the success of academics throughout their careers. This is a welcome addition to the literature on mentoring and will serve both faculty and administrators in their efforts to provide high quality and effective mentoring programs for their colleagues. " - Jeffrey L. Buller, Senior Partner, ATLAS Leadership Training "Developing Faculty Mentoring Programs by David Kiel delivers fully on the promise of its sub-title to provide a Comprehensive Handbook on this important and productive practice in supporting the success of academics throughout their careers. This is a welcome addition to the literature on mentoring and will serve both faculty and administrators in their efforts to provide high quality and effective mentoring programs for their colleagues." - Deborah DeZure, Ph.D., Assistant Provost for Faculty and Organizational Development Emerita, Michigan State University

This book brings together leading practitioners and scholars engaged in professional development programming for and research on mid-career faculty members. The chapters focus on key areas of career development and advancement that can enhance both individual growth and institutional change to better support mid-career faculty. The mid-career stage is the longest segment of the faculty career and it contains the largest cohort of faculty. Also, mid-career faculty are tasked with being the next generation of faculty leaders and mentors on their respective campuses, with little to no supports to do so effectively, at a time when higher education continues to face unprecedented challenges while managing continued goal of diversifying both the student and faculty bodies. The stories, examples, data, and resources shared in this book will provide inspiration--and reality checks--to the administrators, faculty developers, and department chairs charged with better supporting their faculties as they engage in academic work. Current and prospective faculty members will learn about trends in mid-career faculty development resources, see examples of how to create such supports when they are lacking on their campuses, and gain insights on how to strategically advance their own careers based on the realities of the professoriate. The book features a variety of institution types: community colleges, regional/comprehensive institutions, liberal arts colleges, public research universities, ivy league institutions, international institutions, and those with targeted missions such as HSI/MSI and Jesuit. Topics include faculty development for formal and informal leadership roles; strategies to support professional growth, renewal, time and people management; teaching and learning as a form of scholarship; the role of learning communities and networks as a source of support and professional revitalization; global engagement to support scholarship and teaching; strategies to recruit, retain, and promote underrepresented faculty populations; the policy-practice connection; and gender differences related to key mid-career outcomes. While the authors acknowledge that the challenges facing the mid-career stage are numerous and varying, they offer a counter narrative by looking at ways that faculty and/or institutions can assert themselves to find opportunities within challenging contexts. They suggest that these challenges highlight priority mentoring areas, and support the creation of new and innovative faculty development supports at institutional, departmental, and individual levels.

The role of women in the workplace has rapidly advanced and changed within the previous decade, leading to a current position in which women are taking over leadership roles and being offered these positions more than ever before. However, a gap still exists with the representation of women in the workforce especially in power positions and roles of authority in organizations. While the representation of women in leadership roles is impressive and exciting for the future, women still face many challenges when taking over these positions of power and face many issues related to gender inclusivity. There is also still gender bias and discrimination against women who have been given the opportunity to become authority figures. It is essential to acknowledge and discuss these critical issues and challenges that women in leadership roles must handle to better understand the current climate of gender roles across various industries and types of leadership. The Research Anthology on Challenges for Women in Leadership Roles discusses the role of women in positions of authority across diverse industries and businesses. By reviewing the biases, struggles, discrimination, and overall challenges of being a woman in a powerful role, women leaders can be better understood for their role in a male-dominated world. This includes topics of concern such as equal treatment, proper implementation of women’s policies, social justice activism, discrimination, and sexual harassment in the workplace, and the importance of diversity and empowerment of women in leadership positions with chapters pertaining specifically to African-American, Hispanic, Asian, and Middle Eastern women. This book is ideal for professionals, researchers, managers, executives, leaders, academicians, sociologists, policymakers, and students in fields that include humanities, social sciences, women’s studies, gender studies, business management, management science, health sciences, educational studies, and political sciences.

*A Guide to Succeeding in the Academy*

*From Equity Talk to Equity Walk*

*Mentoring Faculty of Color*

*The Wiley International Handbook of Mentoring*

*Mentoring Redirected and Renewed*

*On Being a Mentor*

*Best Practices for Mentoring in Online Programs*

This IAMSE Manual, *Mentoring Across the Continuum*, is a product of its co-editors' and authors' lifetime work in mentoring faculty and studying the impact of this mentoring. The book defines the field of academic medicine as highly dependent on finding and relating to mentors at virtually every stage of a doctor's career. It describes and analyzes successful mentor/mentee relationships, examining the authors' personal experiences, as well as a data-driven approach, to explore the culture. The editors look at the data with respect to the success of different strategies in mentoring, as well as different structures of diverse mentoring programs. As well, proven ways to deliver these programs successfully for all professionals who lead mentoring programs or are active participants as mentees. There is a special emphasis on the mentoring of medical educators. However, the themes explored in this book are generalizable beyond the medical educator to include other mentor beyond just the traditional concepts adds breadth and depth to understanding what can be gained from mentor-mentee relationships. This Manual is a valuable resource for clinicians, educators, and trainees in addition to anyone involved in medical education and progressing through the stages of practicing, teaching, and learning in medicine. This Manual represents a meaningful addition to the literature on this most important professional subject.

The 14 new essays in this collection, from under-represented faculty who teach at predominantly white colleges and universities, discuss both the tenure and promotion experiences of faculty of color and are not racial, ethnic, gender, cultural or discipline specific. The book is thus not only for aspiring graduate students of color and faculty of color desirous of outside mentoring but also for administrators interested in the professional development and dilemmas of faculty of color tenure or promotion. Most of the contributors are at the associate professor stage of their careers and some hold the rank of full professor.

With over 600 signed entries, the SAGE Encyclopedia of Higher Education demonstrates the impact higher education has had on global economies and universities across the world. Topics include:
• students burdened with higher tuition fees
• departments expected to produce courses and research that have clear and demonstrable social impact
• what the university is and how it meets social and business requirements
This encyclopedia touches on all aspects of higher education and universities As an interdisciplinary field, these volumes will prove to be an essential resource for students and researchers in education, sociology, politics and other related fields across the humanities and social science disciplines.

An important aspect of higher education is the mentorship of junior faculty by senior faculty. Addressing the vital role mentorship plays in an academic institution's survival promotes more opportunities and positive learning experiences. Faculty Mentorship at Historically Black Colleges and Universities provides emerging research on the importance of recruiting, retaining, and promoting faculty within Historically Black Colleges and Universities. While highlighting specific issues and a mentorship including professional development, peer mentoring, and psychosocial support. This book is an important resource for academicians, researchers, students, and librarians seeking current research on the growth of mentorship in historically black learning institutions.

*A Guide to Faculty Development*

*More Than Colleagues*

*Wonderpedia / NeoPopRealism Archive 2010*

*Handbook of Research on Virtual Training and Mentoring of Online Instructors*

*Supporting Faculty and Students in Higher Education*

*Relationship-Rich Education*

*Mentoring as Transformative Practice: Supporting Student and Faculty Diversity*

*Wonderpedia offers the books reviews, while NeoPopRealism Journal publishes news, views and other information additionally to the books reviews. These publications were founded by Nadia RUSS in 2007 and 2008, in new York City.*

*During the past few years, the baby-boomer generation has been inching toward retirement at professional schools, colleges, and universities—and is slowly being replaced by a new generation of faculty. Academic institutions would do well to seize the opportunity given them by this transition to enhance the performance and satisfaction of their most important asset—this new faculty cadre. What is one of the most efficient and effective strategies for faculty development? Providing quality mentoring for new and early-stage faculty. Mentoring has two dimensions: career-advancement interventions and social-psychological support. Both dimensions bolster the success, confidence, and sense of belonging for mentees, thus improving the school's and department's performance, retention rate, and reputation. There are, of course, a multitude of scholarly articles, how-to books, and campus website guidelines already focused on mentoring at colleges, universities, and professional schools (especially at medical schools). Yet Dr. Moody has repeatedly noted during her consulting visits that actual mentoring practice "on the ground" is often non-existent or ineffective. Why? Dr. Moody posits two main reasons. First, a number of powerful counter-productive assumptions weaken commitment to mentoring. Second, several essential elements and mechanisms are missing from mentoring relationships and organized programs. In this publication, Moody debunks ten pervasive misconceptions and myths. She then outlines the eight missing elements of mentoring, with details about how to weave these elements into mentoring processes and programs. This booklet often has been used in readiness workshops for mentors and mentees and also in leadership-development workshops for deans and chairs. It outlines the essential elements that should be incorporated into mentoring processes and programs, including an emphasis on how mentors and chairs can mitigate gender bias and group bias in their departmental cultures.JoAnn Moody is the author of three additional booklets used nation-wide by colleges, universities, professional schools, and individuals: Rising Above Cognitive Errors: How to Improve Searches, Evaluations, and Decision-Making; Demystifying the Profession: Helping Early-Faculty Succeed; and "Solo" Faculty: Improving Retention and Reducing Stress. She also has written the book, Faculty Diversity: Removing the Barriers, Second Edition (Routledge Press, 2012, 263 pp).*

*Mentoring Assists in Preparing Our Nation's Future Generations The Mentoring in Higher Education: Best Practices Workbook consists of suggested exercises for all mentoring participants and includes protege vignettes, faculty vignettes, and basic questions for starting and implementing a mentoring program. Each suggested exercise or question begins with a list of skills or proposed mentoring activities that program administrators, mentors and proteges can use as additional sources of training and professional development activities. In all cases, the exercises and questions are specifically designed to enhance the mentoring process. The workbook also introduces practical approaches for designing, implementing and evaluating a planned mentor program. The case studies are designed to present real-life challenges and elicit a genuine discussion of tangible solutions. The activities are designed to assist mentors in unlocking students potential and nurture their educational aspirations.*

*Scholars examining how women and people of color advance in academia invariably cite mentorship as one of the most important factors in facilitating student and faculty success. Contributors to this volume underscore the importance of supporting one another, within and across differences, as critical to the development of a diverse professoriate. This volume emphasizes and highlights: the importance of mentorship,policies, processes, and practices that result in successful mentoring relationships;real life mentoring experiences to inform students, beginning faculty, and those who would be mentors;and evidence for policy makers about what works in the development of supportive and nurturing higher education learning environments. The guiding principles underlying successful mentorships, interpersonally and programmatically, presented here can have the potential to transform higher education to better serve the needs of all its members. This is the 171st volume of the Jossey-Bass quarterly report series New Directions for Higher Education. Addressed to presidents, vice presidents, deans, and other higher education decision makers on all kinds of campuses, it provides timely information and authoritative advice about major issues and administrative problems confronting every institution.*

*A Research-Based Guide for Faculty and Administrators*

*At Medical, Law, and Business Schools and Colleges and Universities*

*Essays on Professional Development and Advancement in Colleges and Universities*

*The Handbook of Mentoring at Work*

*Practical Advice, Examples, and Resources*

*Women's Leadership Journeys*

*Mentoring in Health Professions Education*

*Ultimately, the book is an invitation—and a challenge—for faculty, administrators, and student life staff to move relationships from the periphery to the center of undergraduate education.*

*Addressing head-on how power and the thorny politics of race converge in the academy, this guide is full of invaluable tips and hard-earned wisdom. Its aim is to help black academics thrive without losing their voices or their integrity.*

*Reports on structured interviews conducted with new faculty and graduate students who will be the professoriate of the future. Considers what changes need to be made in the faculty career to make it more enticing, self-renewing, and resilient for the individual and to provide greater flexibility for institutions. Includes a "Principles of Good Practice: Supporting Early-Career Faculty" section also available separately at www.aahe.org/ftrr/principles\_brochure.htm*

*Faculty mentoring programs greatly benefit the institutions that have instituted them, and are effective in attracting and retaining good faculty. Prospective faculty members commonly ask about mentoring at on-campus interviews, and indicate that it is a consideration when choosing a position. Mentoring programs also increase the retention rate of junior faculty, greatly reducing recruitment costs, and particularly help integrate women, minority and international faculty members into the institution, while providing all new hires with an orientation to the culture, mission and identity of the college or university. The book provides step-by-step guidelines for setting up, planning, and facilitating mentoring programs for new faculty members, whether one-on-one, or using a successful group model developed and refined over twenty-five years by the authors. While it offers detailed guidance on instituting such programs at the departmental level, it also makes the case for establishing school or institutional level programs, and delineates the considerable benefits and economies of scale these can achieve. The authors provide guidance for mentors and mentees on developing group mentoring and individual mentor / protégé relationships—the corresponding chapters being available online for separate purchase; as well as detailed outlines and advice to department chairs, administrators and facilitators on how to establish and conduct institution-wide group mentoring programs, and apply or modify the material to meet their specific needs. For training and faculty development purposes, we also offer two chapters as individual e-booklets. Each respectively provides a succinct summary of the roles and expectations of the roles of Mentor and Mentee. Faculty Mentoring / Mentor Guide Faculty Mentoring / Mentee Guide The booklets are affordably priced, and intended for individual purchase by mentors and mentees, and are only available through our Web site.*

*A Comprehensive Handbook*

*A Practical Manual for Mentors, Mentees, Administrators, and Faculty Developers*

*Successful STEM Mentoring Initiatives for Underrepresented Students*

*Empowering the Faculty*

*Stories, Research, and Novel Perspectives*

*Success After Tenure*

*Black Faculty in the Academy*

*This volume brings together research from leading scholars with stories from women leaders in diverse sectors to provide insights from their leadership journeys. The book begins with personal stories of women’s leadership journeys by chief executive officers, a former U.S. ambassador, a college president, and others. The stories enable readers to make sense of their own leadership journeys by learning about the varied paths to leadership and taking note of key elements such as role transitions, defining moments, identity development, and growth mindsets. Next, scholars discuss novel research that can guide women in navigating their journeys to leadership, including on followership, competition, representation of women in politics, and the role of biology in leadership. This must-have volume offers cutting-edge perspectives and a guide for women to navigate their own journeys to impactful leadership.*

*"Some material in this book is based on A Handbook for new practitioners published by New Forums Press in 1988"—T.p. verso.*

*The first collection in the area of mentoring that applies theory to real-world practice, research, programs, and recommendations from an international perspective In today's networked world society, mentoring is a crucial area for study that requires a deep international understanding for effective implementation. Despite the immense benefits of mentoring, current literature on this subject is surprisingly sparse. The Wiley International Handbook of Mentoring fills the need for a comprehensive volume of in-depth information on the different types of mentoring programs, effective mentoring practices, and emerging practical and applicable theories. Based on sound research methodologies, this unique text presents original essays by experts from over ten different countries, demonstrating the ways mentoring can make a difference in the workplace and in the classroom; these experts have an understanding of mentoring worldwide having worked in mentoring in over forty countries. Each of the Handbook's four sections—mentoring paradigms, practices, programs, and possibilities—include a final synthesis chapter authored by the section editors that captures the essence of the lessons learned, applies a global context, and recommends research avenues for further exploration. This innovative volume demonstrates how mentoring in any culture can help employees to complete tasks and advance in their positions, aid in socialization and assimilation in various settings, provide diverse groups access to resources and information, navigate through personalities, politics, policies, and procedures, and much more. Offers an inclusive, international perspective that supports moving mentoring into a discipline of its own and lays a theoretical foundation for further research Shows how emerging practical theories can be implemented in actual programs and various scenarios Examines a wide range of contemporary paradigms, practices, and programs in the field of mentoring, including a panorama of introspections on mentoring from international scholars and practitioners Includes historical and epistemological content, background information and definitions, and overviews of fundamental aspects of mentoring The Wiley International Handbook of Mentoring is an essential volume for a global readership, particularly teachers of mentoring courses, trainers, and researchers and practitioners in a variety of fields such as business, education, government, politics, sciences, industry, or sports.*

*Successful STEM Mentoring Initiatives for Underrepresented College Students is a step-by-step, research-based guide for higher education faculty and administrators who are charged with designing mentoring programs to recruit and retain students from underrepresented groups. Written by an acknowledged expert in the field of STEM mentoring, the book constitutes a virtual consultant that enables readers to diagnose the issues they face, identify priorities, and implement appropriate practices to achieve their goals. The book describes the real and perceived barriers that underrepresented students—to include women, students of color, transfer students, and first-generation college students—encounter when considering enrollment, or participating, in science courses; considers the issues they face at the various transitions in their education, from entering college to declaring a major and moving on to a profession; and sets out the range of mentoring options available to program designers. By posing key questions and using three running case illustrations of common dilemmas, the book walks readers through the process of matching the best design options with the particular needs and resources of their own department or campus. Intentionally brief and to the point, the book is nonetheless a comprehensive guide to the full range mentoring models and best practices, that also covers issues of institutional and departmental climate and teaching methods, and offers insider insights to help designers avoid pitfalls as they create effective, sustainable mentoring initiatives. This guide will assist administrators working on new initiatives to broaden access and improve persistence and graduation in their programs, as well as apply for research grants, by clarifying objectives and identifying the effective evidence-based practices to achieve them. It also provides common conversation-starters for departments to identify obstacles to enrollment and broaden participation.*

*On Being a Mentor to Students in Science and Engineering*

*Building Mentorship Networks to Support Black Women*

*Tracing the Experiences of Career and Technical Education Instructors Engaged in Faculty-to-faculty Mentoring Programs*

*Faculty Mentoring in an Academic Success Program*

## Fostering Growth and Renewal

### Best Practices Workbook

#### Developing Faculty Mentoring Programs

...a comprehensive overview of the current state of research, theory and practice drawn from the leading scholars and practitioners who have advanced our understanding of mentoring in the workplace... The Handbook of Mentoring at Work; Research, Theory, and Practice, provides a definitive guide that not only informs the field, but also extends it in three critical ways: Chronicles the current state of knowledge of mentoring and identifies important new areas of research: The Handbook begins with offering an extensive, cutting-edge and in-depth review of core topics in mentoring research, such as diversity in mentoring relationships, learning processes in mentoring relationships, formal mentoring, peer mentoring, socialization and mentoring, leadership and mentoring, dysfunctional mentoring, personality and mentoring, and electronic mentoring. Extends the theoretical horizon of mentoring: The theoretical section of the Handbook builds and extends mentoring theory by drawing on a diverse and rich literature of related theories, such as network theory, adult development theory, relational theory, communication theory, personal change theory, work-family theory and theories of emotional intelligence. Builds a bridge between the practice and study of mentoring: The Handbook includes chapters that address not only formal mentoring programs, but also mentoring practices that relate to leadership development programs, diversity programs and international perspectives. The Handbook is a "must-have" reference for understanding the key debates and issues facing mentoring scholars and practitioners, and provides a theory-driven road map to guide future research and practice in the field of mentoring.

*On Being a Mentor is the definitive guide to the art and science of engaging students and faculty in effective mentoring relationships in all academic disciplines. Written with pithy clarity and rooted in the latest research on developmental relationships in higher educational settings, this essential primer reviews the strategies, guidelines, and best practices for those who want to excel as mentors. Evidence-based advice on the rules of engagement for mentoring, mentor functions, qualities of good mentors, and methods for forming and managing these relationships are provided. Summaries of mentorship relationship phases and guidance for adhering to ethical principles are reviewed along with guidance about mentoring specific populations and those who differ from the mentor in terms of sex and race. Advice about managing problem mentorships, selecting and training mentors, and measuring mentorship outcomes and recommendations for department chairs and deans on how to foster a culture of excellent mentoring in an academic community is provided. Chalk full of illustrative case-vignettes, this book is the ideal training tool for mentoring workshops. Highlights of the new edition include: Introduces a new model for conceptualizing mentoring relationships in the context of the various relationships professors typically develop with students and faculty (ch. 2). Provides guidance for creating a successful mentoring culture and structure within a department or institution (ch. 16). Now includes questions for reflection and discussion and recommended readings at the end of each chapter for those who wish to delve deeper into the content. Best Practices sections highlight the key takeaway messages. The latest research on mentoring in higher education throughout. Part I introduces mentoring in academia and distinguishes mentoring from other types of relationships. The nuts and bolts of good mentoring from the qualities of those who succeed as mentors to the common behaviors of outstanding mentors are the focus of Part II. Guidance in establishing mentorships with students and faculty, the common phases of mentorship, and the ethical principles governing the mentoring enterprise is also provided. Part III addresses the unique issues and answers to successfully mentoring undergraduates, graduate students, and junior faculty members and considers skills required of faculty who mentor across gender and race. Part IV addresses management of dysfunctional mentorships and the documentation of mentorship outcomes. The book concludes with a chapter designed to encourage academic leaders to make high quality mentorship a salient part of the culture in their institutions. Ideal for faculty or career development seminars and teaching and learning centers in colleges and universities, this practical primer is appreciated by professors, department chairs, deans, and graduate students in colleges, universities, and professional schools in all academic fields including the social and behavioral sciences, education, natural sciences, humanities, and business, legal, and medical schools.*

*"In Faculty Success through Mentoring, the authors describe the tangible benefits of formal, traditional mentoring programs, in which mentor-mentee interactions are deliberate, structured, and goal-oriented."--Inside jacket.*

*Best Practices for Mentoring in Online Programs is a straightforward guide to creating meaningful, lasting mentoring programs for faculty or students enrolled in fully or predominantly online programs. Faculty and student mentoring programs are proliferating in higher education, including peer mentoring, group/network mentoring, and career mentoring, making it all the more important that administrators and instructors incorporate research-based best practices for effective and successful implementation. Divided into two sections - the first on mentoring programs for faculty, the second on programs for students - this volume engages a broad variety of mentoring models and contexts across disciplines, paying special attention to the effective strategies and common problems associated with online mentoring. The book addresses the practical aspects of setting up, running, structuring, and evaluating online mentoring programs, along with the recruitment, selection, compensation, and recognition of mentors. Case studies and interviews bring to life the challenges and opportunities of mentorship, including how to resolve discussions pertaining to difficult or controversial issues, while a wealth of resources, templates, and checklists will help administrators and faculty take concrete steps towards implementing or developing programs tailored to their needs and institutional contexts.*

#### Handbook of Career Development in Academic Psychiatry and Behavioral Sciences

##### How Human Connections Drive Success in College

##### Mentoring Each Other

##### Academic Library Mentoring

##### Theory, Research, and Practice

##### Teachers listening, learning, and sharing to create more successful classrooms

##### The Black Academic's Guide to Winning Tenure--without Losing Your Soul

*Working in academic psychiatry is fulfilling, replete with extraordinary colleagues and inspiring opportunities for meaningful work and professional growth. Even so, getting started in an academic career can be a bit unsettling. After years of education, a new faculty member may feel unprepared for the everyday duties associated with a different academic role -- negotiating with the chair, writing letters of recommendation for students, participating on committees with colleagues, and balancing personal and professional life. The Handbook of Career Development in Academic Psychiatry and Behavioral Sciences, Second Edition, provides real-world advice with compassion. Readers will find just what they need when they need it: step-by-step guidance to approaching the tasks and challenges that face them, questions to discuss with mentors and colleagues, and professionally vetted online career development resources. Readers will also hear the voice of sympathetic, experienced academic clinicians who share how best to navigate challenging situations encountered in academic settings. Each chapter features: Smart Strategies: A list of specific actions readers can take to reach their professional goals Questions to Discuss with a Mentor or a Colleague: A list of questions that simplifies and normalizes the process of soliciting career advice and assistance Additional Resources: A collection of the most recent and innovative websites, books, and articles that will assist readers on their career path, even after they've finished reading the book Readers who seek out the advice in this book will find that they are better equipped to forge their academic careers -- and flourish.*

*Mentorship is a catalyst capable of unleashing one's potential for discovery, curiosity, and participation in STEM and subsequently improving the training environment in which that STEM potential is fostered. Mentoring relationships provide developmental spaces in which students' STEM skills are honed and pathways into STEM fields can be discovered. Because mentorship can be so influential in shaping the future STEM workforce, its occurrence should not be left to chance or idiosyncratic implementation. There is a gap between what we know about effective mentoring and how it is practiced in higher education. The Science of Effective Mentorship in STEM studies mentoring programs and practices at the undergraduate and graduate levels. It explores the importance of mentorship, the science of mentoring relationships, mentorship of underrepresented students in STEM, mentorship structures and behaviors, and institutional cultures that support mentorship. This report and its complementary interactive guide present insights on effective programs and practices that can be adopted and adapted by institutions, departments, and individual faculty members.*

*Mentoring in academic libraries implies a belief in the future of library employees, systems, the profession, and the principles that libraries uphold. It signifies a commitment to the broader institution and to higher education's values of exploration, discovery, critical examination, and knowledge generation. Academic Library Mentoring: Fostering Growth and Renewal presents a cross-section of mentoring thought and practice in college and university libraries, including mentoring definitions, practice fundamentals, models, program development, surveys, and analysis. Across three volumes, it explores library mentoring programs and the lived experiences of library faculty, librarians, library staff members, graduate library and information science students, and library student employees. Volume 1, Fundamentals and Controversies, details effective mentoring skills and behaviors, mentoring models, dysfunctional mentoring relationships, conflicts of interest in mentoring, and, through a feminist lens, power differentials in mentoring. Chapters on diversity, equity, and inclusion call for library personnel to understand the exclusion some experience in the profession and to implement more inclusive mentoring practices. Mentoring of Library Faculty and Librarians, Volume 2, explores mentorship skills, models, purposes and issues, and program development. Mentoring purposes include support for the pursuit of tenure and promotion, other career goals, and psychosocial concerns. Issues incorporate understanding and addressing diversity, equity, and inclusion in mentoring. Chapter methodologies include surveys, program assessments, analysis of practices against standards, case studies of mentor and mentee lived experiences, and case studies of libraries and affiliated entities. In Volume 3, Mentoring of Students and Staff, we hear the voices of library science students and library student employees as they describe their library school and library employment mentoring experiences. Also presented are mentoring programs for recruiting individuals to the profession, practices supporting all library employees regardless of formal employee classification, and methods for enhancing the skills of consortial members. The volume ends with a look to the future of mentoring and organizational development and with a tool any library employee at any career stage can use in forming their own mentoring constellation. Intentional, effective, committed mentorships can help mentees understand their roles and develop their identities as librarians, library workers, or library science students. Mentorships also help mentees understand and meet performance standards, broaden their skills, shift to new specializations, and discern options for contributing to the larger institution and the profession. Through mentoring, mentors may be invigorated by contributing to the growth of mentees and by encountering ideas and approaches different from their own. Academic Library Mentoring: Fostering Growth and Renewal addresses the many dimensions of contemporary academic library mentoring and how best to engage in inclusive, effective mentoring.*

*The number of students attending public universities is increasing in the United States. These students are diverse in terms of age, ethnicity, socio-economic status, and academic abilities. Some are the first in their families to attend college. These varied backgrounds and experiences often result in students who are under-prepared for college. Increasing academic success and retention of students are a constant struggle at many institutions of higher education. The current study investigated the academic performance (GPA) and retention rates of freshmen students who were part of the mentoring program at Mississippi State University. The results indicated that students who were part of the mentoring program performed better academically and also were retained at a higher rate than that of those students were not part of the mentoring program. Incoming college freshmen need access to as many university resources as possible, such as mentoring to aid them in successfully acclimating both academically and socially. Efforts should focus on encouraging faculty interaction beyond the classroom via mentoring. This mentoring interaction will help incoming students not only with a higher GPA, but also with a better chance at remaining at college and ultimately graduating.*

*Adviser, Teacher, Role Model, Friend*

*Evidence-Informed Strategies Across the Continuum*

*Mentoring in Higher Education*

*Academic Careers for a New Generation*

*Expanding Practitioner Knowledge for Racial Justice in Higher Education*

*New Directions for Higher Education, Number 171*

*Faculty Mentorship at Historically Black Colleges and Universities*

*This new book in the Diverse Faculty in the Academy series pulls back the curtain on what Black women have done to mentor each other in higher education, provides advice for navigating unwelcoming campus environments, and explores avenues for institutions to support and foster minoritized women 's success in the academy. Chapter authors present critical approaches to advance equity and to achieve trust and transparency in the academy. Drawing on examples of mentoring between Black women students, faculty, and administrators in and outside of the academy from diverse institutional contexts, exploring the use of digital technologies, and framed by theoretical concepts from a range of disciplines, this important volume provides insights on mentoring that can be employed across all of higher education to support the success of Black women faculty. Full of actionable steps that institutional leaders can take to support the network of mentors it takes to be successful in the academy, this book is a must read for department and university leaders, faculty, and graduate students in Higher Education interested in supporting and fostering mentoring for those most vulnerable in the academic pathway for success. Since the first edition of A Guide to Faculty Development was published in 2002, the dynamic field of educational and faculty development has undergone many changes. Prepared under the auspices of the Professional and Organizational Development Network in Higher Education (POD), this thoroughly revised, updated, and expanded edition offers a fundamental resource for faculty developers, as well as for faculty and administrators interested in promoting and sustaining faculty development within their institutions. This essential book offers an introduction to the topic, includes twenty-three chapters by leading experts in the field, and provides the most relevant information on a range of faculty development topics including establishing and sustaining a faculty development program; the key issues of assessment, diversity, and technology; and faculty development across institutional types, career stages, and organizations. "This volume contains the gallant story of the emergence of a movement to sustain the vitality of college and university faculty in difficult times. This practical guide draws on the best minds shaping the field, the most productive experience, and elicits the imagination required to reinvision a dynamic future for learning societies in a global context." --R. Eugene Rice, senior scholar, Association of American Colleges and Universities "Across the country, people in higher education are thinking about how to prepare our graduates for a rapidly changing world while supporting our faculty colleagues who grew up in a very different world. Faculty members, academic administrators, and policymakers alike will learn a great deal from this volume about how to put together a successful faculty development program and create a supportive environment for learning in challenging times." --Judith A. Ramsley, president, Winona State University "This is the book on faculty development in higher education. Everyone involved in faculty development--including provosts, deans, department chairs, faculty, and teaching center staff--will learn from the extensive research and the practical wisdom in the Guide." --Peter Felten, president, The POD Network (2010-2011), and director, Center for the Advancement of Teaching and Learning, Elon University*