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

Rising costs and increasing global competition press institutions to do more with less. At the same time, deep budget cuts and a general social and political impatience have revived calls for reform in educational affordability, curriculum, and outcome measurement. Yet within this environment, a myriad of success stories are being forged among educational institutions, supporting industries, and educational consortia that are embracing innovative approaches to all aspects of the higher education system. This book spotlights those fresh approaches and aims to bring higher education professionals together, as part of a broad, national movement to motivate reflection and encourage similar dynamic efforts. The editors and expert contributors focus in particular on areas such as measures of academic quality, benchmarking, faculty development, retention, curriculum development, technology, and facilities. In each case, this book illustrates successful pilot programs and documents tools that have proven to maximize efficiencies crucial to the continued success of the entire higher learning community.

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.

Essays offer guidance for African American students pursuing advanced academic degrees, discussing such topics as choosing as advisor and interacting with students from other ethnic backgrounds.

"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.

Cutting across the fields of psychology, management, education, counseling, social work, and sociology, The Blackwell Handbook of Mentoring reveals an innovative, multi-disciplinary approach to the practice and theory of mentoring. Provides a complete, multi-disciplinary look at the practice and theory of mentoring and demonstrates its advantages Brings together, for the first time, expert researchers from the three primary areas of mentoring: workplace, academy, and community Leading scholars provide critical analysis on important literature concerning theoretical approaches and methodological issues in the field Final section presents an integrated perspective on mentoring relationships and projects a future agenda for the field

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 aspects of mentorship in college, readers will learn about challenges and benefits of 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.

"Collaborations that integrate diverse perspectives are critical to addressing many of our complex scientific and societal problems. Yet those engaged in cross-disciplinary team science often face institutional barriers and collaborative challenges. Strategies for Team Science Success offers readers a comprehensive set of actionable strategies for reducing barriers and overcoming challenges and includes practical guidance for how to implement effective team science practices. More than 100 experts--including scientists, administrators, and funders from a wide range of disciplines and professions-- explain evidence-based principles, highlight state-of the-art strategies, tools, and resources, and share first-person accounts of how they've applied them in their own successful team science initiatives. While many examples draw from cross-disciplinary team science initiatives in the health domain, the handbook is designed to be useful across all areas of science. Strategies for Team Science Success will inspire and enable readers to embrace cross-disciplinary team science, by articulating its value for accelerating scientific progress, and by providing practical strategies for success. Scientists, administrators, funders, and others engaged in team science will also leave equipped to develop new policies and practices needed to keep pace in our rapidly changing scientific landscape. Scholars across the Science of Team Science (SciTS), management, organizational, behavioral and social sciences, public health, philosophy, and information technology, among other areas of scholarship, will find inspiration for new research

directions to continue advancing cross-disciplinary team science." -- Prové de l'editor.

Covering a timely topic, which is more and more frequently in the news, this book offers vignettes that will sharpen the reader's ability to recognize and respond to difficult situations sparked by identity differences among faculty, staff, and students in college and university settings. The authors provide a systematic guide to addressing interpersonal conflicts that arise out of issues of identity difference, both for individuals and for campus work teams who provide direct service to students. Managing Diversity Flashpoints in Higher Education empowers readers to diagnose diversity flashpoint situations and positively address them without creating defensiveness and barriers to dialogue. The authors include an overview of the changing ethnic, racial, and gender composition of students in higher education in the United States and the major trends in campus responses to the changing student population. They offer an approach to creating higher education environments that welcome people of all cultural characteristics and promote civility on campus. The book is founded on the authors' research on diversity flashpoints in higher education for which they interviewed a national sample of student affairs professionals. The authors identified uncomfortable interpersonal situations with faculty members in which the discomfort arose from student identity difference. This process led to the formulation of strategies for using vignettes (resulting from interviews) in professional development sessions.

A full-bodied, robust discussion of issues of concern to faculty in schools of education.

The purpose of this book is to describe the approach and process involved in a program designed to assist faculty in acquiring technology skills and to apply these skills in constructing meaningful learning-centered applications. Most educators will agree that the challenge of developing faculty technology expertise is a major and crucial one for colleges and universities. As early as 1988 it became apparent that teachers were not prepared to use new technologies coming into their classrooms (OTA, 1988). This book is intended for educators who are working to lead the meaningful integration of technology into higher education and K–12 environments. The detailed stories provide useful knowledge and background for K–12 educators, higher education educators, and trainers in business and industry who are faced with the challenge of helping people learn to use technology effectively.

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.

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.

JoAnn Moody shows majority campuses, faculty, and administrators how to dismantle the high barriers that block women and especially minorities from entry and advancement in the professoriate. Good practices for improving recruitment, evaluation, mentorship, and retention are offered.

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.

This volume addresses all facets of faculty development, including academic and career development, teaching improvement, research capacity building, and leadership development. In addition, it describes a multitude of ways, ranging from workshops to the workplace, in which health professionals can develop their knowledge and skills. By providing an informed and scholarly overview of faculty development, and by describing original content that has not been previously published, this book helps to ensure that research and evidence inform practice, moves the scholarly agenda forward, and promotes dialogue and debate in this evolving field. It will prove an invaluable resource for faculty development program planning, implementation and evaluation, and will help to sustain faculty members' vitality and commitment to excellence. Kelley M. Skeff, M.D., Ph.D., May 2013: In this text, Steinert and her colleagues have provided a significant contribution to the future of faculty development. In an academic and comprehensive way, the authors have both documented past efforts in faculty development as well as provided guidance and stimuli for the future. The scholarly and well-referenced chapters provide a compendium of methods previously used while emphasizing the expanding areas deserving work. Moreover, the writers consistently elucidate the faculty development process by highlighting the theoretical underpinnings of faculty development and the research conducted. Thus, the book provides an important resource for two major groups, current providers and researchers in faculty development as well as those desiring to enter the field. Both groups of readers can benefit from a reading of the entire book or by delving into their major area of interest and passion. In so doing, they will better understand our successes and our limitations in this emerging field. Faculty development in the health professions has now received attention for 6 decades. Yet, dedicated faculty members trying to address the challenges in medical education and the health care delivery system do not have all the assistance they need to achieve their goals. This book provides a valuable resource towards that end.

Faculty Success through MentoringA Guide for Mentors, Mentees, and LeadersR&L Education

Using case studies and relevant literature, this book illustrates the challenges to legitimate, Shared-governance domains when the routine of the academy is forced to deal with big issues, often brought on by external forces. Mortimer and Sathre have gone beyond a discussion of faculty/administrative behavior by focusing on what happens when the legitimate governance claims of faculty, trustees, and presidents clash. They place these relationships in the broader context of internal institutional governance and analyze the dynamics that unfold when advocacy trumps collegiality. The book closes with a defense of shared governance and offers observations and practical suggestions about how the academy can share authority effectively and further achieve its mission.

Mentoring has become an important aspect of professional development in a wide variety of fields such as education engineering and business. There is an increased interest in the topic on a global scale. Research indicates that those who receive mentoring rise faster in their organizations and have more success in their careers than those who do have this experience. This series will focus on various aspects of the mentoring process. This book examines mentoring with a focus on enhancing opporutnties for those traditionally ignored in the mentoring process. It includes chapters about mentoring in a variety of settings with varied populations to capture the essence of the experience. The editor gleans the chapters to present an analysis of the organizational factors which should be considered when designing a mentoring program and the human side of the mentoring process. The book should be of interest to those who want to foster the success of others through organizational mentoring intitiatives as well as to individuals who wish to partiicpate in mentoring endeavors as a mentor or mentee.

Working Equal exposes the myth of heroic individualism that is central to contemporary western thought. With more than 35% of full-time faculty with a spouse or partner in the same profession, dual career couples are a growing presence in higher education in the U.S.. This compelling and innovative volume examines and testifies to the contribution of intimate and familial relationships to artistic, literary, and scientific accomplishment. An original study of a growing phenomena in higher education, Working Equal presents a new and invaluable portrait of contemporary faculty life.

The Ivory Tower is and can often be a lonely place for faculty of color. Social injustices run deep and are entrenched within academia. Faculty of color (FOC), more specifically Black and Hispanic, often lament about the 'Black/Brown' tax that frequently takes its toll both personally and professionally, and pushes them out of the academy. Similar to trends in P?12 settings, educators of color in postsecondary contexts represent less than 10% of the profession. In essence, we are an anomaly and the implications of this are clear and dire, as evidenced by persistent achievement, access, and expectation gaps within the academy. Scholars of color (SOC), at all stages, but particularly during doctoral training, frequently struggle to not just survive, but to thrive, in the academy. Too many fail to earn their doctoral degree, with many wearing the All But Dissertation (ABD) as a badge of honor. Although ABD is not a degree, many scholars of color receive inadequate mentoring, often substandard in comparison to the hand?holding White students receive, which leaves far too many doctoral students of color lost, bewildered, angry, indignant, and defeated. This righteous indignation is justified, but excused away using the myth of meritocracy and colorblind notions of success; followed by a myriad of problems steeped with victim blaming, as noted in the classic Presumed Incompetent: The Intersections of Race and Class for Women in Academia (Gutiérrez y Muhs, Niemann, González, & Harris, 2012). The aforementioned work was not the first treatise on higher education and how the non?status quo, along with those grappling with oppression and double standards, experience the profession called higher education. Moreover, The Chilly Climate (Sandler, Silverberg, & Hall, 1996) report, which focused on females, was also telling, but not enough was addressed and disclosed about females of color, until version two. But these issues do not stop with females of color, but instead, extend to all faculty of color. R.A.C.E. Mentoring, a social media Facebook group, with several subgroups (see Figures 1 and 2) was created by Donna Y. Ford, Michelle Trotman Scott, and Malik S. Henfield in 2013, to tackle the numerous thorny and contentious issues and challenges in higher education. We began by intentionally attending to the needs of students enrolled at mostly White universities, as well as those who attended historically Black colleges and universities, while keeping the unique nuances and challenges of each setting in mind. We wanted scholars of color to thrive in both. Fondly and affectionately called RM, our

charge and challenge is to affirm the dignity and worth of scholars of color. Additionally, we recognize that there are scholars outside of academe, and their contributions as well to impact and affect change for Black and Brown people inside and outside of academe need to be acknowledged. These scholars are community organizers, activists, P?12 teachers, and families. It truly takes a village...

Passing the Torch explores the mentor-student relationship and the way in which anthropology has been passed from one generation to the next. There are many ways in which this process has been followed. A number of them are discussed here, including some non-anthropological examples. Some of the contributors to the volume provide very personal stories of mentoring or being mentored, while others provide classical examples, such as Boas's mentoring of Margaret Mead. This book is useful in teaching about the manner in which anthropology is passed on, and has relevance to the theory of learning.

Written for college leaders at all levels as well as for trustees, this book engages the reader, via narrative and analysis, with the reflective and the practical knowledge essential to a constructive legacy. Leaders of colleges and universities hold in trust an enterprise of complex mission, governance, and outcome. Most will take office with accompanying media celebration of their past records and future promise. Each will exit with a legacy. A few will leave behind tragic legacies of defeated spirits, corrupted organizations, and shameful ethical records. In Leadership Legacy Moments, the author reflects upon the ideas, skills, and values that are essential to effective leadership so that a leader leaves behind a student body with great promise, a set of accomplishments achieved in concert with faculty and staff, and an institutional culture that inspires curiosity, courage, and compassion. Professor Bogue illustrates how ideas and values are linked in the stewardship of one of our nation's premier organizational enterprises. The book is about constructing a leadership legacy that is both effective and ethical.

The Art and Science of Mentoring is a collection of chapters and vignettes that honors one of the leading experts of mentoring, Fran Kochan. Her amazing role of being able to blend theory and practice in regards to mentoring is captured in these pages. As one prote ge said, "She practices what she preaches." The volume is divided into an introduction, Part II, which explores important concepts and ideas in regards to mentoring and then Part III which are essays from individuals whom Fran Kochan mentored throughout her life. In closing, Fran Kochan lives and breathes her words. Even today, she continues to work with scholars, practitioners and others she meets. She offers a guiding hand, she uplifts and she supports all that she meets. Please enjoy this volume of highlights of research from top mentoring experts who are peers of Dr. Kochan, as well as the tributes from a sampling of individuals she has mentored to successful careers. You will be inspired to learn how Dr. Fran Kochan masters both the art and science of mentoring. We honor her in this book as scholar, mentor, and friend.

This book discusses fundamental campaign principles, but is not a how-to guide. Rather, its emphasis lies on the strategic decisions that a campaign requires and on campaign leadership.

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, teaching, 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.

The world is continually changing. As organizations become more diverse, the need to recognize and develop talent within others becomes more critical and more complex. Herein lies the fundamental dilemma that parties to these important relationships face. Based on a recent gathering in Amherst, the contributors of this volume attempted to help each other better understand the issues that they were facing in their own diversified mentoring relationships as mentors, protégés, or both. This volume is the result of their efforts. Organized into three sections, the book focuses on the different types of mentoring perspectives--theoretical, empirical, and experiential. It addresses the following issues: *Developmental relationships--the emerging themes and theoretical models that discuss the experiences of various ethnic populations, *Empirical evidence--qualitative and quantitative research that examines the impact of diverse mentoring relationships, *First-hand accounts--experiences that recount key lessons learned in various situations, including breaking the glass ceiling, among others. Although cultural issues have a powerful influence on the failure and success of mentoring programs and relationships, there is scant research on this area and little in the way of guidelines that practitioners can use to help assure mentoring success. This book seeks to expand our knowledge and understanding of this topic and to foster the use of this information to enhance practice and research. The book is unique in a number of ways and will be an important resource for all those engaged in mentoring endeavors and for those conducting research in this area. First, it presents research findings on the cultural impact of mentoring at the individual relational level, at the organizational level, and within the structures of the society. Secondly, the chapters describe mentoring from an international perspective including programs from Africa, Australia, Canada, Finland, India, Ireland, Korea, Scotland, Sweden and the United States. Third, the book is research based and yet, can be easily applied to practice. Chapters provide information on lessons learned and also include reflective questions to enable the reader to delve more deeply into the constructs and findings in order to apply them to their own practice and research. This makes the book an ideal resource for training mentors and mentees, for designing mentoring programs, for teaching about mentoring, and for establishing and maintaining mentoring relationships. It also will be of value to those who are engaged in conducting research on how to create and maintain successful mentoring relationships and programs. Endorsements All mentoring relationships are diverse. Indeed, it is the difference between mentor and mentee that creates the potential for co-learning. Mentoring that bridges cultural gaps opens the way to an exchange of understanding about both internal and external assumptions and perspectives (how each of us thinks and how the world functions for each of us). In this book, the editors and contributors demonstrate the diversity of diversity, with particular focus on education in different societies. I recommend it as essential background reading for anyone designing mentoring programmes, in which cultural diversity will be a significant dynamic. Dr David Clutterbuck, Special Ambassador, European Mentoring and Coaching Council In this boundary-spanning volume, the authors pull back the curtain on the latest evolution of mentoring theory and practice revealing that all mentoring relationships are intrinsically cultural. Not only that, the researchers present creative, empirically sound ideas for mentoring at different scales—personal encounters, networked communities, and loose collectives. This book is robustly inclusive of structural layers of mentoring differentiated by context—whether higher education, schools, or collegial communities—making meaning of cultural diversity as part of one's inner core of relational and systematic mentoring. Practitioners of mentoring and researchers of mentoring alike should find this work important for understanding the breadth and depth of mentoring in different cultural contexts while allowing its essence to remain unfolding, rather than simply told. All mentoring professionals can gain insight and value from the diversity of theoretical orientations that capture as well

as map the impact of global and cultural influences of mentoring in everyday worlds. A must read for all who care about the quality of educational relationships and about making a difference in learning settings. ~ Dr. Carol A. Mullen, Professor of Educational Leadership, Virginia Tech, University Council for Educational Administration (UCEA) Plenary Session Representative (PSR)

Simon (philosophy, Hope College) presents Roman Catholic and Protestant perspectives on ways to nurture new faculty at church-related educational institutions, for those involved in administering faculty development programs and for those seeking advice on designing and implementing such programs. A

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.

Mentoring in Formal and Informal Contexts is a collection of invited works on mentoring in the many contexts in which it exists. Working with AHEA, the editors identified authors that have demonstrated experience and/or have published in this area. The book is arranged thematically (health care, education, the workplace, etc.) and further sub-themed as appropriate. Mentoring in Formal and Informal Contexts is important because it fills a unique niche in the field of adult education, extends the scope of AHEA to a larger audience, and offers a current volume for scholars and practitioners based on both research and practice-based research. The audience: This collection is appropriate for a wide variety of professors, researchers, practitioners, and students in the field of adult education.

"The 14 essays come from faculty who teach at predominantly white colleges and universities. This book discusses the tenure and promotion experiences of faculty of color and is not racial, ethnic, gender, cultural or discipline specific. They discuss their personal identity, professional backgrounds, and life experiences as they relate to their journeys through the tenure and promotion process"--Provided by publisher.

Chairing an academic department comes with a multitude of responsibilities in a wide variety of areas. As a new department chair, you immediately confront many of the basics of academic leadership: managing budgets, supporting faculty, resolving conflict, and facilitating change, to name a few of the topics covered in The Essentials for New Department Chairs, the companion to this booklet. This collection is designed to help you navigate the further intricacies of your role. Bringing together in one place for the first time sound advice and proven strategies from experts in the field, these articles from The Department Chair provide practical tips on such topics as post-tenure review, work-life balance for faculty, fundraising, departmental planning, and preparing your administrative résumé. Every selection contains easily accessible strategies and advice that you can put to use immediately. The range of articles covers the important functions of academic departments, and the authors impart the skills and thinking you need to enhance your leadership capabilities. For brand-new department chairs this booklet will provide you with an overview of the complexities of the chair role. For those chairs with a year or two more experience this booklet will provide direction and guidance

as you delve more deeply into your responsibilities. Designed to provide a wealth of strategies in five crucial areas?faculty recruitment and evaluation, faculty mentoring and development, enhancing teaching and building community, departmental initiatives, and chair development and next steps?the expert advice and field-tested techniques presented here offer essential insights into this important chair work. This collection will equip you with lessons to draw from and best practices for leading into the future.

This book offers faculty and leaders of academic institutions insights on issues surrounding faculty mentoring and how national and international co-mentoring networks can contribute to the success of their members. These networks help female faculty and faculty from traditionally marginalized groups to engage positively with their careers, to create supportive systems that help them navigate the often-difficult path of academia, and gain success in their research work and publications. The book discusses the international women's network C-Y-F, which works across national and international boundaries, embracing women from five continents, diverse linguistic, ethnic, and cultural backgrounds, different generations and academic ranks. Contributions by authors from traditionally marginalized groups add to a better understanding of mentoring and co-mentoring from a variety of perspectives.

Mentoring Today's Nurses: A Global Perspective for Success provides guidance to faculty on how to mentor today's students at all levels of the educational system. Authors Baxley, Ibitayo, and Bond provide a road map for educators struggling to successfully understand the patterns and expectations of students at all levels within a global society.

The primary thrust of the proposed volume is to provide information for higher education minority serving institutions (MSIs) and other institutions and individuals interested in providing and/or improving mentoring programs and services to a variety of target groups. The editors are interested in how mentorship can produce beneficial outcomes for the mentor that may be similar to or different from outcomes in other educational contexts. Thus, the purpose of this volume is to showcase, through case studies and other forms of empirical research, how successful mentoring programs and relationships at MSIs have been designed and implemented. Additionally, we will examine the various definitions and slight variations of the meaning of the construct of mentoring within the MSI context. It is our intent to share aspects of mentoring programs and relationships as well as their outcomes that have heretofore been underrepresented and underreported in the research literature.

This comprehensive, four-volume work presents practical, up-to-date recommendations in areas impacting all job applicants and employees, including work/life balance, diversity management, performance, recruitment, training programs, and employee conflict.

College student populations are becoming increasingly more diverse as students from diverse backgrounds have greater access to higher education. Additionally, governing bodies have heightened expectations related to student success, retention, and time to degree, thus holding institutions of higher education more accountable. With a changing student demographic and increased accountability measures, faculty and administrators are seeking effective strategies to enhance intercultural responsiveness among underrepresented populations to support their success. Developing an Intercultural Responsive Leadership Style for Faculty and Administrators is a critical research

publication that examines student retention and success among underrepresented college student populations by analyzing factors impacting their persistence towards graduation as well as exploring strategies to enhance intercultural responsiveness among these populations. Featuring a wide range of topics such as diversity, intercultural fluency, STEM education, and lifelong learning, this book is ideal for administrators, faculty, academicians, policymakers, researchers, and students.

To their disadvantage, few Americans--and few in higher education--know much about the successes of historically Black colleges and universities. How is it that historically Black colleges graduate so many low-income and academically poorly prepared students? How do they manage to do so well with students "as they are", even when adopting open admissions policies? In this volume, contributors from a wide spectrum of Black colleges offer insights and examples of the policies and practice--such as retention strategies, co-curricular activities and approaches to mentoring--which underpin their disproportionate success with populations that too often fail in other institutions. This book also challenges the myth that these colleges are segregated institutions and that teachers of color are essential to minority student success. HBCUs employ large numbers of non-Black faculty who demonstrate the ability to facilitate the success of African American students. This book offers valuable lessons for faculty, faculty developers, student affairs personnel and administrators in the wider higher education community-lessons that are all the more urgent as they face a growing racially diverse student population. While, for HBCUs themselves, this book reaffirms the importance of their mission today, it also raises issues they must address to maintain the edge they have achieved.

Contributors: Pamela G. Arrington; Delbert Baker; Susan Baker; Stanley F. Battle; T. J. Bryan; Terrolyn P. Carter; Ronnie L. Collins; Samuel DuBois Cook; Elaine Johnson Copeland; Marcela A. Copes; Quiester Craig; Lawrence A. Davis, Jr.; Frances C. Gordon; Frank W. Hale, Jr.; B. Denise Hawkins; Karen A. Holbrook; James E. Hunter; Frank L. Matthews; Henry Ponder; Anne S. Pruitt-Logan; Talbert O. Shaw; Orlando L. Taylor ; W. Eric Thomas; M. Rick Turner; Mervyn A. Warren; Charles V. Willie; James G. Wingate.

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 provides an in-depth look at best practices in how to design, develop, and maintain a systematic approach to faculty mentoring and answers every question about how to ensure the effectiveness of these programs. Based on practice experience and exhaustive research, this book is the blueprint that everyone interested in successful faculty mentoring should follow." - 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 portrays the various ways in which mentoring occurs in higher education. Targeting the stakeholders who benefit from mentoring, namely faculty, graduate and undergraduate students, and their professional colleagues, this book supports those who are involved in the mentoring process. It synthesizes the professional literature on mentoring and shares examples of effective practices that address the needs of mentors and their protégés. The book describes mutual benefits of mentoring, along with the characteristics of effective mentors and the ways in which they may support their protégés. The relationships discussed in Mentoring Processes in Higher Education surround mentoring new faculty; peer mentoring for professional development; mentoring through research, scholarship, and teaching opportunities; and mentoring through field experiences, athletics, and student organizations. The book shares the voices of mentors and their protégés as it illustrates how mentoring relationships form the basis for reflection, a transaction of ideas, and growth in knowledge and skills to ultimately advance the institution and field through a collaborative environment in which stakeholders thrive and are valued for their contributions. The cyclical effect of positive mentoring is illuminated through real-life examples that show how protégés eventually become mentors in a continual process of support.

Landing a tenure-track position is no easy task. Achieving tenure is even more difficult. Under what policies and practices do faculty find greater clarity about tenure and experience higher levels of job satisfaction? And what makes an institution a great place to work? In 2005–2006, the Collaborative on Academic Careers in Higher Education (COACHE) at the Harvard Graduate School of Education surveyed more than 15,000 tenure-track faculty at 200 participating institutions to assess their job satisfaction. The survey was designed around five key themes for faculty satisfaction: tenure clarity, work-life balance, support for research, collegiality, and leadership. Success on the Tenure Track positions the survey data in the context of actual colleges and universities and real faculty and administrators who talk about what works and why. Best practices at the highest-rated institutions in the survey—Auburn, Ohio State, North Carolina State, Illinois at Urbana-Champaign, Iowa, Kansas, and North Carolina at Pembroke—give administrators practical, proven advice on how to increase their employee satisfaction. Additional chapters discuss faculty demographics, trends in employment practices, what leaders can do to create and sustain a great workplace for faculty, and what the future might hold for tenure. An actively engaged faculty is crucial for American higher education to retain its global competitiveness. Cathy Ann Trower's analysis provides colleges and universities a considerable inside advantage to get on the right track toward a happy, productive workforce.

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