MENTORING FOR NEW FACULTY AT THE UNIVERSITY OF ALBERTA

Faculty are the most valuable and expensive resource that institutions of higher education can acquire. It only makes sense to invest in the growth and development of our most valuable resource.

REPORT OF THE SUB-COMMITTEE OF THE TEACHING, LEARNING AND TECHNOLOGY COUNCIL (TLAT)

Members of the sub-committee:
Heather Kanuka (chair) – Centre for Teaching and Learning
Walter Archer – Faculty of Extension
Janice Causgrove Dunn – Faculty of Physical Education
Emerson Csorba – Students' Union
Janna Isabelle – Postdoctoral Fellow Office
Robert Luth – Faculty of Science
Paula Marentette – Augustana Campus
Daphne Read – Faculty of Arts
Hassan Safouhi – Campus St Jean
Peter Schiavone – Faculty of Engineering
Nima Yousefi – Graduate Students' Association

Contributions to Part 2 (interviews and analysis):
Jenna Kelland (CTL Research Associate)
Beth Young (CTL Research Associate)
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Last revised: April 2, 2012

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TERMS OF REFERENCE

TEACHING, LEARNING AND TECHNOLOGY COUNCIL (TLAT)

MENTORING SUBCOMMITTEE TERMS OF REFERENCE

The Teaching, Learning and Technology Council (TLAT) is a catalyst for the discussion and development of policies, plans and best practices related to teaching, learning and technology. The Council recommends to University Leaders long-term teaching, learning and technology strategies.

PURPOSE OF TLAT:

- Develop teaching, learning and technology policy recommendations for the Provost through the proactive involvement of representative academic members of the university
- Review and suggest improvements in current policy management and ways in which the Vice-Provosts (Information Technology) and (Academic Programs) can facilitate the enhancement of teaching and learning through the use of technology
- Enhance the flow of information from the Faculties and promote grassroots involvement in policy decision making relating to teaching, learning and the use of technology
- Serve as a conduit through which approved policies can be transmitted to administrators, faculty members and support staff in various constituencies
- Recommend priorities and initiatives for the Centre for Teaching and Learning
- Maintain the university's E-Learning Plan.

PURPOSE OF THE TLAT MENTORING SUBCOMMITTEE:

The overarching purpose of this subcommittee is to explore mentoring practices and to recommend priorities and initiatives for University Leaders. While the broader construct of mentoring includes research, teaching and service, this subcommittee will explore the mentoring of new faculty focusing primarily in the area of teaching and secondarily on research and service. One way to facilitate successful experiences for new faculty is through the use of a mentor. New Faculty is defined as recently hired academics at the Assistant Professor level and pre-tenure.

To assess the feasibility of implementing mentoring practices at the UofA, this subcommittee will:

- Review existing literature on mentoring practices in university settings
- Investigate existing mentoring practices at the University of Alberta
- Investigate mentoring practices across Canada

Building on the literature and data gathered on above, this subcommittee will:

- Develop recommendations for mentoring practices at the UofA
- Disseminate findings and recommendations to the TLAT-C committee

This subcommittee is purely advisory.

A review of the literature was conducted for this report. The review revealed a number of findings about mentoring in institutions of higher education that have been consistent over the last four decades. Issues pertaining to difficulties implementing mentoring programs in University settings are consistent with the findings of the Canada-wide survey and the follow-up interviews at the University of Alberta.

With few notable exceptions, following is an overview of the findings in our research:

- New faculty have difficulty transitioning from doctoral studies to academia
- New faculty state they did not have sufficient support when they first started as a faculty member
- With a few notable exceptions, new faculty tend not find mentoring helpful

The reasons for the above findings are varied, but (and consistent with prior literature) the Canada-wide survey and the follow-up interviews reveal the following difficulties:

- Lack of collegial relationships resulting in experiencing isolation, separation, fragmentation, loneliness, competition, and sometimes incivility
- Lack of integrated personal and professional lives
- Little or no feedback, recognition and/or reward
- Lack of a comprehensive understanding of the tenure and promotion process
- Unrealistic expectations and insufficient resources and support system
  (Results consistent with findings: Billings & Moos, 1982; Ganster, et al, 1986; Fink, 1984; Sorcinelli, 1994; Cox, 1997; Johnsrud, 1994; Boice, 1992; Schoenfeld & Magnan, 1992; Price & Cotton, 2006; Ingersol & Strong, 2011)

It has been argued in the literature that efforts to address these issues necessitate rethinking faculty roles and collegial relationships. Mentoring has been viewed as an effective activity to facilitate restructuring of this nature that not only creates, but also sustains, change.

Literature on mentoring relationships has tended to support these perspectives, concluding that mentoring has a significant positive impact on career patterns, performance, and satisfaction. In addition, much of the literature concludes that there are three aspects to mentoring benefits, often referred to as the 'benefit triad'. The mentoring benefit triad includes:

- New Faculty (protégés / mentees)
- Senior Faculty (mentors)
- Institution
  (Boice, 1992; Fagenson, 1989; Greying & Rhodes, 2004; Lannkau & Scandura, 2002; Reich, 1986; McNellis, 2004; Otto, 1994; Luna & Cullen, 1995).

The benefits for <u>new faculty</u> include:

- Gaining an understanding of the organizational culture
- Accessing informal networks of communication that carry significant professional information
- Greater productivity as leaders in professional associations
- Receiving more competitive grants
- Publishing more books and articles
- Increasing job satisfaction
- A better understanding of the tacit rules within the institution

The benefits for <u>senior faculty</u> include:

- Gaining satisfaction from assisting new colleagues
- Improving managerial skills
- Keeping abreast of new knowledge and techniques
- Increasing stimulation from bright and creative new faculty members
- Enhancing status and self-esteem
- A generative stimulus and revitalization

The benefits for the <u>institution</u> include:

- Increasing general stability and health of the organization
- Faculty Members develop a sense of commitment to both their profession and institution
- Contributing to future organizational leadership and developing potential leaders

The Benefit Triad versus Our Research Findings

Unfortunately, the Canada-wide survey and interview data at the UofA do not support the benefit triad. In particular, there is little evidence from the participants of the Canada-wide survey and the UofA interview data that the advantages cited from the benefit triad were benefits they experienced. A critical review of the literature also reveals the following problems with much of the literature on the benefits of mentoring, which may explain the lack of consistency. In particular, much of the literature on mentoring is:

- anecdotal or draws on anecdotal literature
- conclusions are not consistent with data collected
- small sample sizes
- atheoretical
- most of the research on mentoring has been conducted in the U.S.

In the Canada-wide survey and UofA follow up interviews, the following were identified as barriers to mentoring:

- Reward system
- Time
- Resources
- Training
- **Structuring of mentoring programs / mentoring relationships**

Mentors and coordinators:

- Resources
- Guidelines, suggestions for meetings, duration, etc
- University-wide orientation / preparation for mentoring
- Peer-peer support
- Access to expert / experienced mentors
- Recognition / rewards
- Training
- Autonomy (advice vs. surveillance)

New Faculty:

- Demystify expectations for tenure and promotion
- Mentoring relationships are typically problematic
- Discrimination is problematic
- Good faculty are busy
- Help in ALL areas (teaching, service, research)
- Feedback in ALL areas
- Sense of institutional belongingness
- Better support systems
- Work-life balance
- Collegial relationships (vs. competition and incivility; advice vs. surveillance)

Conclusions

Based on the data from the Canada-wide survey and the semi-structured interviews, it appears that the way mentoring is conducted in institutions of higher education in Canada, and the UofA, needs to be rethought. Specifically, on both the Canada-wide survey responses as well as the semi-structured interviews at the UofA, it is not entirely clear if mentoring helps new faculty, or hinders them (e.g., ongoing problems of discrimination, lack of preparation for tenure and promotion, problematic matching, grooming mentoring).

While there are many factors contributing to mentoring relationship problems, one aspect seems to be dominant: the orientation for new faculty into academia has been bundled into one activity: mentoring – with one person responsible for all the orientation activities for new faculty. Of course, assuming that one person has expertise in all areas is an optimistic assumption. Based on the data collected, it would seem more reasonable to conclude that what new faculty need is an **orientation** program – of which providing advice by an experienced faculty member (or mentor) is only one of many resources required to support new faculty.

Recommendations

The results of our research indicate that what new faculty want, and need, is assistance and advice in:

- socialization into the institution (they want to have a sense of 'belongingness')
- adjusting in the transition from graduate student or PDF to faculty member
- teaching, research and service, as well as understanding how to balance these three areas
- understanding how they are assessed (tenure and promotion)
- achieving work-life balance
- forming collegial relationships

These activities fall under what would in business settings be termed as an **orientation program** (also known as induction and onboarding) for new employees. Objectives of orientation programs include socialization, adjustment, development and assessment.

This committee, then, recommends that an orientation program for new faculty be created.

Activities of the orientation program should include:

- introduction (e.g., familiarization, acclimatization)
- collaboration (e.g., inter- and intra-disciplinary activities with other new faculty across all campuses)
- campus-wide workshops (e.g., teaching, graduate supervision, work-life balance)
- unit specific workshops (e.g., writing annual reports, knowing discipline specific grant agencies, writing discipline specific grant proposals)
- reduced workloads (e.g., course release, team teaching, co-supervision)
- advice and support from experienced faculty members (versus one-on-one mentoring)

With respect to how the orientation programs for new faculty should be initiated and designed, this committee recommends:

- This report is distributed to Deans and Chairs.

- At the next Deans' Retreat, the New Professor Orientation Program (NPOP) is added to the agenda

- Units (defined as either Faculties and/or Departments depending on the structure of the Faculty) will be responsible for initiating, advocating and promoting the orientation activities for new faculty. If the Faculty has Department Chairs, for example, the Chair and/or Associate Chair would oversee the New Faculty Orientation via a Department Committee.

- Support structures and resources must be provided to Faculties as well as clear messaging from the Provost that supporting our new academics is important and valued. The Provost should follow up annually with Deans to ensure Faculty efforts are effective. A key indicator of effective support for new academics is evidence that advice is provided by accomplished academics in research, service and teaching.

- The NPOP should be ongoing, working with new faculty cohorts until tenure and promotion has been granted.

- As our new Faculty enter 'mid-career' (defined as successful attainment of tenure and promotion) another program (e.g., the '*what now program*?') should be created. This program should be designed to prepare mid-career Faculty to be our future academic leaders.

Problems Identified with New Faculty's Integration into Academe

…the proportion of faculty who characterized their work lives as 'very stressful' rose dramatically: from 33% in 1986, to 49% in 1988, and 71% in 1990. These figures are in contrast to the 15% of faculty who assigned a rating of 'very stressful' to their non-work lfve all three years. Moreover, the impact of work life on non-work life was perceived as extremely negative. As noted earlier, the greatest stress appeared to stem from pressure from research productivity, time constraints, and the balancing of teaching, research, and service commitments. …In fact, 41% of faculty indicated that their health had deteriorated over the prior five years. (Longitudinal study conducted by M.D. Sorcinelli, 1992, p.22)

As early as the '70s, the literature on new faculty identified problems with the way they were being integrated into their institutions (see for example L. Dee Fink and H. Zuckerman's early work). By the '80s and '90s the research on academic development had become a mainstream area of research, with higher education researchers identifying numerous problems with career development for new and early academics. The research in the '80s and '90s was remarkably consistent in the findings, revealing the following issues:

- New and early faculty experience extreme feelings of great stress (Sorcinelli & Austin, 1992; Boice, 1991; Olsen & Sorcinelli, 1992).

- New and early faculty need assistance on several fronts; they feel their colleagues and administrators need to better understand these needs in addition to providing assistance on how to cope with career pressures (Sorcinelli & Austin, 1992; Boice, 1991; Olsen & Sorcinelli, 1992).

- Administrators tend not to fully understand how to attract and recruit promising new faculty and once hired, how to retain them (Sorcinelli & Austin, 1992; Finkelstein & CaCelle Peterson, 1992).

- New faculty do not feel a sense of collegiality in their departments and/or faculties. In particular, they do not perceive their work environments as stimulating and supportive (Finkelstien & LaCelle Peterson, 1992; Olren & Sorcinelli, 1992; Fink, 1984; Sorcinelli, 1988; Turner & Boice, 1989).

- Whatever degree of collegiality new faculty do experience, it typically revolves around their research and publications, rather than their teaching roles. Most new and early faculty spend more time on teaching than they do on research. Perhaps even more important is that new and early faculty tend to be most dissatisfied with their teaching roles (Boice, 1991; Finkelstein & LaCelle Peterson, Fink, 1984; Olsen & Sorceinelli, 1992).

Mentoring: Solution? Or problem?

It has been suggested that mentoring could be a solution to many, if not most, of the identified problems expressed by new faculty as they begin their careers (e.g., Bogat & Redner, 1985; Boice, 1993; Greyling & Rhodes, 2004; Fagenson, 1989; Kram, 1986; Lankau & Scandura, 2002; Luna & Cullen, 1995; Olian, Carroll, Giannantonio & Freen, 1988).

At the core of the mentoring process is an interpersonal relationship between an experienced employee and a new employee – or individuals who are at different stages in their professional development – whereby the experienced person takes an active role in the career development of the new faculty member. The experienced faculty member may serve as a role model, adviser, and/or guide in various formats that range from highly structured and planned interactions to *ad hoc* and informal interactions. The underpinning assumption of mentoring as a form of learning and professional development originates from the belief that learning occurs through observing, role modeling and/or apprenticeship, and questioning.

The annotated bibliography attached to this report shows there is an extensive body of literature suggesting that mentoring programs lead to important benefits in university settings for new faculty – as well as to senior faculty, and the institution in general. Specifically, much of the literature asserts that mentoring programs can help develop more collegial and compassionate departments and institutions. Often described as a process where tacit knowledge may be passed on to less experienced employees and a means for making explicit the ethics, rules and skills that are necessary for productive performance within the university culture. Conclusions often rest as a belief that making tacit knowledge explicit is necessary for new faculty to become initiated into the traditions, habits, rules, cultures, and practices of the department and/or faculty they have joined. Simply making explicit what universities do is a powerful means for preparing new faculty for their new roles.

Benefits of Mentoring New and Early Faculty

It has been argued in much of literature on mentoring that the primary benefit of a mentoring program is to help new and early faculty—or any new employee for that matter—to fully develop their professional careers. There is a good deal of opinion literature concluding that an effective way to fully develop new employees (including new faculty) is through the implementation of support systems that provide guidance from experienced colleagues. Spanning more than four decades, a fairly extensive body of literature has been accumulated which suggests that mentoring programs can lead to important benefits in higher education settings for new faculty, senior faculty, and the institution in general – often referred to as the 'benefit triad'. A few noteworthy American scholars (e.g., Austin, Sorcinelli, Boice, Finkelstein, Kram) in academic development have conducted research on mentoring, with most of the studies being conducted from 1980-2000. The literature in the last decade – though not as prolific – has been consistent with the earlier research.

Overview of the Benefit Triad

Benefits to New and Early Faculty Members. For new and early faculty, the literature asserts that mentoring programs support professional growth and renewal, which in turn empowers new faculty as individuals and colleagues (Boice, 1992b). The results of a study by Fagenson (1989) revealed that mentored individuals reported greater levels of satisfaction, career opportunity, recognition and promotion than non-mentored individuals, regardless of sex or level. It has also been asserted that through mentoring it is more likely that new faculty will decode the organizational culture (Greyling & Rhodes, 2004; Kram, 1986), access informal networks of communication that carry significant professional information (Olian, Carroll, Giannantonio, & Feren, 1988), and receive assistance in defining and achieving career goals (Bogat & Redner, 1985). Similarly, Lankau and Scandura (2002) also note that mentoring facilitates career development and supports new faculty with organizational socialization and network relationships, which are necessary to understand the culture and tacit rules within an organization. One early study by Queralt (1982) found that faculty with mentors demonstrated greater productivity as leaders in professional associations, received more competitive grants, and published more books and articles than faculty without mentors. And, in addition to the enhancement of research and socialization skills, much of the mentoring literature claims that teaching also improves when new faculty are provided with mentors.

Benefits to Experienced Faculty (the mentors). According to the literature in this area, new faculty members are not the only ones to benefit from mentoring programs. It is asserted that mentors gain satisfaction from assisting new colleagues, improving their own managerial skills, keeping abreast of new knowledge and techniques, and benefiting from increased stimulation from bright, creative new faculty members (Reich, 1986). According to McNellis (2004) they also receive tremendous satisfaction from watching new faculty members grow. Senior faculty who mentor new faculty may also derive enhanced status and self-esteem from being seen as successful, as well as experiencing high satisfaction in developing interpersonal relationships (McNellis). Blackburn, Chapman and Cameron (1981) note that mentoring relationships can provide generative stimulus and revitalization to senior scholars. Likewise, Boyle and Boice (1998) assert that mentors also find mentoring relationship of value.

Benefits to the Institution. It has also been argued that institutions that have successfully implemented mentoring programs benefit through an increased general stability and health of the organization. Otto (1994), for example, asserts that new and early faculty members who are mentored tend to develop a sense of commitment to both their profession and institution. Additionally, it has been asserted that mentoring may be effective at facilitating the development of future organizational leadership, as well as developing potential leaders (Luna & Cullen, 1995).

Credibility of Prior Research on Mentoring

Based on this literature, it is reasonable to conclude that mentoring relationships are both useful and powerful in understanding and advancing organizational culture, providing access to informal and formal networks of communication, and offering professional stimulation to new faculty members. It stands to reason, then, that mentoring would tend to increase job satisfaction and greater organizational socialization (see for example Luna & Cullen, 1995).

Unfortunately, much of the literature that make claims about the benefits of mentoring:

- is anecdotal or draws on anecdotal literature
- have drawn conclusions that contradicts the data collected and analysed
- is based on small sample sizes (~10-40)
- is atheoretical
- is conducted in the U.S.

Some of the prior research has addressed commonly held beliefs about successful and sustainable mentoring relationships in higher education settings. For example, a commonly held belief is that spontaneous mentoring relationships are more effective than structured pairings. However, a study by Boyle and Boice (1998) revealed naturally forming mentoring relationships are less effective than structured and systematic mentoring programs. In particular, spontaneous mentoring tends to be more irregular and shorter lived than planned, structured and monitored approaches. Personality profile matches and friendships are also poor predictors of successful mentoring relationships.

Based on some studies, and some of the opinion literature, it would seem that the best predictors of successful mentoring relationships are formal programs that are planned and structured; provide clarity of expectations, regularity of meetings, and commitments by individuals who have mutual respect. Perhaps the most unexpected recommendation made in the literature is that group mentoring, which includes cross-departmental faculty, is viewed as the most beneficial way to initiate relationships. On the matter of group mentoring, Sandler (1993) asserts further that having multiple and diverse mentors provide a number of important advantages for both mentors and mentees. For example, through group mentoring, new and early faculty members will have wider access to allies and alliances, as well as access to social and professional networks. Sequentially, when several people are involved in the mentoring process the mentoring functions can be shared – relieving the pressure for a few experienced faculty mentors to carry the entire load. Furthermore, very few faculty members have exemplary skills and knowledge in all facets of academia (i.e., teaching, research, service/administration). Hence, when mentoring is facilitated by a variety of experienced faculty members who have complimentary strengths and skills, it takes the pressure off departments to find 'perfect' mentors, as well as taking the pressure off the mentors who often feel burdened with the task of being superior on all fronts.

Sandler (1993) warns further that when mentoring is conducted as a one-on-one relationship there can be some significant disadvantages. For example, a one-on-one relationship is often intense and, as such, has the potential for professional disruption and collegial discord if it ever becomes necessary to end the relationship. Further, reliance on a senior faculty member can result in what is commonly referred to as 'grooming mentoring'. Senior faculty who have been acculturated and entrenched in university traditions can result in creating hierarchical, power-laden mentoring relationships that are too restrictive to provide the skills and knowledge that new and early faculty members need to cope in today's universities (Haring, 1999). In contrast, group mentoring relationships comprised of faculty members with diverse and complementary skills and knowledge can result in achieving greater benefits than traditional mentoring dyads, while avoiding many of the potential problems that occur in pairing relationships. Mullen (2000) has referred to this kind of eclectic group mentoring as the *mentoring mosaic* model.

While intuitively the notion of structured, group mosaic mentoring may seem to make sense, thus far, the literature does not provide us with a corpus of research showing that it works better than one-on-one mentoring.

Consistency in Findings

Acknowledging that the prior research on mentoring may be questionable with respect to credibility, specific aspects of the literature reviewed for this report are strikingly similar to the results of the Canada-wide survey and semi-structured interviews at the UofA.

Consistency in findings include the following areas:

- new and early faculty want the process of tenure and promotion to be demystified
- new and early faculty who fall into minority areas continue to experience discrimination
- it appears that all formats of mentoring pairing (formal, non-formal and informal) suffer from relationship problems
- both new and experienced faculty agree mentors need training
- both new and experienced faculty agree faculty who are (or would make) good mentors are too busy

It does need to be noted, however, that there is an inconsistency between the prior research and the findings in our Canada-wide survey and semi-structured interviews at the UofA. This difference is the assumption that new faculty are well prepared with respect to their research programs—incorrectly assuming that teaching is the area where they need the most assistance. While this committee is concerned with mentoring on teaching, both new and experienced faculty said that teaching could not be considered in isolation of research and service. On this front, many (most) new faculty expressed (in both the Canada-wide survey and semi-structured interviews at UofA) concerns about

understanding what they need to achieve with respect to research, as well as teaching (and less so for service).

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Townsend-Johnson, L. (2006). African-American women faculty teaching at institutions of higher-learning in the Pacific Northwest: Challenges, dilemmas, and sustainability. Dissertation presented to the University of Oregon April 25 2006. Online. http://0proquest.umi.com.aupac.lib.athabascau.ca/pqdweb?did=1196417211&sid=1&Fmt=2&clientId=12302&RQT=309&VName=PQD Last accessed February 28, 2012.

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> *Focuses on mentoring from the perspective of preparing practitioners in applied fields.*

Sorcinelli claims that doctoral students are poorly prepared for the complex responsibilities that contemporary faculty members face. Among the shortfalls: (a) expectations for performance – students have little knowledge of the tenure process as expectations were "ambiguous, shifting and inconsistent" (Sorcinelli 2002, p. 43); inadequate formal feedback & mentoring; (c) flawed and incomprehensible review structures. Sorcinelli advocates demystifying the tenure process and explicitly outlining requirements, giving development feedback, creating flexible tenure timelines, improving collegial review processes, and by encouraging senior staff to mentor newcomers. The Association of American Colleges and Universities (AACU) and the Council of Graduate Schools sponsors a project called "Preparing Future Faculty" which aims to address these shortfalls by mentoring graduate students so that they will have a better idea of what their new roles entail. Several programs have been developed which could serve as a roadmap for institutions interested in developing formal mentoring programs.

Gaff, J.G., Pruitt-Logan, A.S., Sims, L.B., & Denecke, D.D. (2003). *Preparing future faculty in the humanities and social sciences: A guide for change.* **Council of Graduate Schools, Association of American Colleges and Universities. Washington, DC. Online.** http://www.preparing-faculty.org/PFFWeb.PFF4Manual.htm **Last accessed January 22, 2007.**

> *Focuses on mentoring from the perspective of preparing practitioners in applied fields.*

Gaff *et al.* detail the Preparing Future Faculty (PFF) project sponsored by the AACU and the (American) Council of Graduate Schools. The authors focus on PFF activities in the humanities and social sciences, but the PFF is also active in sciences and mathematics. The project is a response to the recognition that graduate students are ill-prepared for faculty positions. They note that while students receive mentoring and research training while preparing their dissertation, only a fraction of them will actually go on to work in research universities. While research skills are essential, they also need training in teaching and service, and many of them aren't receiving this. PFF aims to provide this training by developing "clusters" (Gaff *et al.* 2003, p. 7), groups of institutions with complementary foci (e.g., research, teaching univ's) with professional organizations and work in partnership to mentor graduate students. "Common PFF program elements include courses for credit, certificate programs, seminars, workshops and informal student activities, experiences at partner institutions, professional activities, and attention to diversity" (Gaff *et al.* 2003, p. 35).

Price, J., & Cotton, S.R. (2006). Teaching, research, and service: Expectations of assistant professors. *American Sociologist, 37*(1), **5-21. Online.** http://0-search.ebscohost.com.aupac.lib.athabascau.ca/login.aspx?direct=true&AuthType=url,ip,uid&db=sih&AN=22409638&site=ehost-live Last accessed February 27, 2007.

> *Focuses on mentoring from the perspective of preparing practitioners in applied fields.*

While mainly interested in the field of sociology, the authors interviewed 22 faculty (13 new, 9 senior) at two U.S. universities (one research, one teaching) across a range of academic disciplines. They wanted to find out how teaching was supported and evaluated, and how important research and publication was deemed to be. They also surveyed subjects' understanding of the tenure and promotion process, and compared senior responses to junior (foresight versus hindsight). They found that "scholarship expectations for…tenure and promotion vary much more greatly across rank, discipline, and institution than do those for teaching or service" (Price & Cotton

2006, p. 19). Although consistent, an acceptable benchmark for teaching competence was a lack of complaints. Junior faculty saw service as largely unimportant and unnecessary for promotion, while senior faculty saw the need for service, albeit in balance with other responsibilities. Both junior and senior felt they shouldered the lion's share of service duties and felt their counterparts should do more. Views on scholarship varied significantly, with junior faculty placing much less importance on publishing than senior. Senior faculty stressed publication quantity over quality, although peer-reviewed journals were important, as was an overall direction or focus in one's research agenda. Junior and senior faculty were almost unanimous in their perceived need for formal mentoring programs, even though they viewed them as problematic:

> Across all departments and schools, senior faculty believe informal mentoring occurs between senior and junior faculty. But nearly all think someone else is doing it. Almost all of the junior faculty find senior faculty to be of little help. Further, if a formal mentoring program exists, the match is hit or miss. The junior faculty in these departments perceive that the senior faculty do not want to mentor them, and subsequently, provide little guidance. Several junior faculty (N=6) reveal that they did more mentoring of their mentor than they received…A few junior faculty (N=3) admit that they receive more mentoring from other junior faculty than senior faculty. (Price & Cotton 2006, p. 12)

In light of their findings, Price & Cotton recommend: "(1) improving the professional socialization of graduate students…(3) clarifying expectations of Assistant Professors [and] (4) increasing mentoring resources (Price & Cotton 2006, p. 13). (Some recommendations not noted as they don't apply to mentoring)

Townsend-Johnson, L. (2006). African-American women faculty teaching at institutions of higher-learning in the Pacific Northwest: Challenges, dilemmas, and sustainability. Dissertation presented to the University of Oregon April 25 2006. Online.
http://0proquest.umi.com.aupac.lib.athabascau.ca/pqdweb?did=1196417211&sid=1&Fmt=2&clientId=12302&RQT=309&VName=PQD

HE focus, not mentoring per se. Looks at female black faculty and their experiences with promotion & tenure

(Dissertation 160+ pages, no hard copy, use hyperlink above) Townsend-Johnson notes that universities in the U.S. Pacific Northwest have had difficulties retaining female black faculty and identifies a lack of research in this area. Her qualitative study uses grounded theory to examine African-American female faculty's experiences (including her own). She interviewed ten participants from Pacific Northwest institutions, coded transcripts and categorized them according to theme. The author outlines some of the problems she faced, such as students' lack of respect and unfavourable teaching assessments, tokenism (i.e., pressure to serve on many committees as the lone black female), and colleagues that either covertly or overtly, knowingly or unknowingly, questioned the integrity of her scholarship abilities. Similar experiences were encountered by the other study participants. Among the major themes:

- African-American women faculty are still clustered in low ranking positions.
- There are few students and faculty of color at…[higher ed institutions] in the Pacific Northwest.
- Institutions of higher learning in the Pacific Northwest do not appear to be a positive work environment for African-American women.
- Participants experience marginalization or negative differential treatment in comparison to other faculty members.
- Participants feel isolation and stress. (Townsend-Johnson 2006, p. 48)

Based on her findings, several factors are seen as necessary for African-American women to achieve tenure and succeed in HE, including a developing strong support network both on and off-campus, and formal mentoring programs within their institutions to guide the tenure process.

Allen, T.D., Poteet, M.L., & Russell, J.E.A. (2000). Protégé selection by mentors: What makes the difference? *Journal of Organizational Behavior, 21*(3), 271-282. Online. http://links.jstor.org/sici?sici=08943796%28200005%2921%3A3%3C271%3APSBMWM%3E2.0.CO%3B2-7 **Last accessed February 28, 2007.**

Business focus, informal mentoring

Allen, Poteet & Russell study mentoring from the mentor's perspective, surveying 282 supervisors to determine which characteristics they look for when choosing a protégé. They found that mentors were more likely to choose protégés according to their perceived potential abilities, rather than their perceived need for help. Women were more likely to choose according to perceived ability than were men. Using social exchange theory (e.g., Homans, 1958; Thibaut and Kelley, 1959), the authors conclude that perceived benefits outweigh the costs when protégés are believed to have high potential. For protégés with perceived high needs, the potential costs outweigh the potential benefits to mentoring. They propose that women face additional perceived risks to mentoring, such as lack of time and potential negative consequences to the mentor's own career, and that these risks may explain why women are more likely to choose protégés with potential ability over need. Meanwhile, those who may need mentoring the most are unlikely to receive it, at least not informally.

Austin, A.E. (2002). Preparing the next generation of faculty: Graduate school as socialization to the academic career. *Journal of Higher Education, 73*(1), 94-122.

Focuses on mentoring from the perspective of preparing practitioners in applied fields.

Using data from a longitudinal study of 79 graduate students at two (research-based) U.S. universities, Austin outlines a critical need for better faculty preparation. She mentions the sheer number of senior faculty that are nearing retirement and how this is occurring at a time when external stakeholders (government, society) are restricting resources and demanding more accountability and higher quality from educational institutions. A mismatch is found between PhD student preparation and contemporary faculty realities. Respondents report having opportunities to develop their research skills, but not to obtain funding or write grant proposals; they receive little or no assistance regarding institutional service, teaching, curriculum design or using learning technologies. They receive little mentoring, feedback or guidance regarding the differences involved in working at a teaching-based or research-based institution, or in finding a personal/professional balance. Doctoral-granting institutions should create mentoring and development programs that provide career guidance and teaching support. Informal peer-mentoring should also be facilitated/supported..

Barkham, J. (2005). Reflections and interpretations on life in academia: A mentee speaks. *Mentoring and Tutoring, 13*(3), 331–344.

Mentoring from perspective of preparing practitioners in applied fields (teacher ed), first-hand account of formal mentoring from mentee's perspective

Barkham offers an autobiographical account of her first year as a new teacher educator, and as a mentee in a formal program. Rather than being passive with benefits flowing in one direction, the mentee's role was active and reciprocal, and the relationship was "learner-driven" (Barkham 2005, p. 337). Addressing the benefits and costs associated with mentoring, she claims that women may experience more drawbacks than their male colleagues. Although she sees mentoring as a worthy institutional investment, she is concerned about mentors' capabilities and asks "who mentors the mentors" (p. 331). She offers the following advice for mentees:
- Be open and honest
- Be prepared to listen and reflect
- Respect advice
- Ask questions of both mentors and of other colleagues
- Be prepared to ask for help

- Be sympathetic to others' problems
- Be prepared to offer fresh ideas
- Be prepared to work hard
- Make friends—network
- Enjoy the new life (340-41)

"The success of my approach as a mentee laid in the apology, appreciation, and avoidance of being over-demanding. My mentor's success laid in her willingness to respect each question as having merit and being responsive and reassuring" (Barkham 2005 p. 334).

"…the mentoring process…took place within a structured framework…Heather had consented to be my mentor and was protected by having time allocated by her line manager for the process. Mentoring was part of her assigned duties, and she was also given the opportunity to attend meetings as part of her own professional development. She made this clear to me during one of our sessions when we were reflecting on the mentoring process. This gave me the reassurance that I was not making unreasonable demands and that the organization where we worked was structurally enabling my progress during my first year in post. This gave me a sense of security and self-worth—others were investing in me. In turn, my commitment to the organization and my new career strengthened" (Barkham 2005 p. 337).

Bauder, H. (2006b). The Segmentation of Academic Labour: A Canadian Example. *ACME: An International E-Journal for Critical Geographies, 4*(2), 228-239. Online. http://www.acme-journal.org/vol4/HBa.pdf Last accessed January 22, 2007.

Offers nice Canadian stats on HE if needed

Bozionelos, N. (2004). Mentoring provided: Relation to mentor's career success, personality, and mentoring received. *Journal of Vocational Behavior, 64*(1), 24-46.

Business focus, informal mentoring from the mentor's perspective

Bozionelos looks at informal mentoring between superiors and subordinate employees, and distinguishes this form of mentoring from formal (where relationships are arranged by the organization), lateral (involving participants of equal status) and external mentoring (involving relationships between members of different organizations). In a survey of 176 managers, Bozionelos finds that the more mentoring they provided to subordinates, the more successful their careers became. Further, those who had been mentored in the past were more likely to mentor others. A "Five Factor Model" is employed to examine how personality affects the quantity or quality of mentoring. Findings indicate that neuroticism may hamper the relationship, while extraversion, openness, agreeableness, and conscientiousness may facilitate the relationship, although the role of personality appears to be limited. Adds to the research base by finding that benefits are reciprocal, not hierarchical, and by facilitating the matching process by providing personality variables.

"This supports the suggestion that providing mentoring for less senior organizational members contributes to the preparation of the next wave of mentors in the organization (Ragins and Scandura, 1999), which leads to the initiation of a "mentoring cycle" and the establishment of a mentoring culture. Therefore, it is to the interest of organizations to provide incentives to their managers to become mentors. Organizations have at their disposal a major such incentive, as the results suggest that mentoring is an activity that relates to tangible extrinsic, along with intrinsic, career benefits for mentors. Therefore…in addition to stressing the importance of obtaining mentors for career development, [formal programs] must also focus on the benefits that accrue from becoming a mentor" (Bonzionelos 2004, p. 39).

de Janasz, S.C., & Sullivan, S.E. (2004). Multiple mentoring in academe: Developing the professorial network. *Journal of Vocational Behavior, 64*(2), 263-283.

Informal mentoring from HE perspective with business comparisons, advocates multiple mentoring

deJanasz & Sullivan find that while there is a substantial body of research that focuses on mentoring in business and for graduate student development, there are few studies that involve the mentoring of professors. They put forth three reasons why scholars may hold that faculty-faculty mentoring is unnecessary: that faculty are fully prepared following the guidance received in graduate school; rather than the power imbalances, participants in faculty-faculty mentoring have essentially equal status; and the tenure-track career ladder is not as complex as business career stages.

To address the complexities that contemporary faculty face (see Austin 2002), no one person can provide the assistance that newcomers need. By having multiple mentors, ones who can provide insight into different aspects of practice, new faculty are best able to integrate into the institutional community and establish their careers. In line with business literature on intelligent careers, the authors advise viewing faculty careers as similar to intelligent careers (i.e., cyclical, depending upon the task at hand, rather than staged with set responsibilities). Signalling career competencies (knowing why, how, and whom) to colleagues, as well as looking for these signals, will help new faculty advertise their own competencies to others and recognize the kind(s) of assistance they need, and to identify where they may find it.

> …it is unlikely that one person can fulfill the mentoring role across the various projects, functions and learning environments experienced by professors today. We suggest that professors need to, and have already begun to, break away from the traditional dissertation advisor as career mentor model and develop relationships with multiple mentors who can assist in different aspects of their career. (271)

> …we have several recommendations for how universities can improve faculty mentoring. To begin, while 60% of Fortune's 100 best companies to work for in the U.S. have formal mentoring programs (Branch, 1999), a web and database search suggests that relatively few universities have such programs for their professors. (de Janasz & Sullivan 2004, p. 274)

> Research on formal mentor programs in industry suggests that success is more likely when participants have input into the matching of protégé to mentor, when the pair establishes goals and meets regularly, when there is an exit mechanism, and when the mentoring program is integrated into other career development efforts (Forret, Turban, & Dougherty, 1996; Gibb, 1999; Viator, 1999; Wilson & Elman, 1990; see Scandura & Williams, 2002 for a review). (p. 274)

> The University of Hawaii (UH) can serve as a model for establishing such faculty development programs. (p. 275) (http://www.fmp.hawaii.edu/)

Dixon-Reeves, R. (2003). Mentoring as a precursor to incorporation: An assessment of the mentoring experience of recently minted Ph.D.s. *Journal of Black Studies, 34*(1), 12-27. Online. **http://links.jstor.org/sici?sici=00219347%28200309%2934%3A1%3C12%3AMAAPTI%3E2.0.CO%3B2-C Last accessed February 28, 2007.**

Mentoring from HE perspective (sociology), racial focus,

Dixon-Reeves explore mentoring from the perspectives of recent PhDs of African-American origin (73% female). Most (97%) receive some form of mentoring (as compared to previous studies with more dismal results), and 74% had multiple mentors to satisfy a variety of needs. Developing a typology of mentoring roles (peer counselor, adviser, role model, sponsor and coach) respondents described their primary mentor as a coach, and additional mentors as role models, advisors, sponsors and peer counselors. African American men were more

likely to serve as primary mentors, or "coaches" for male respondents. This was not the case for African American women, leading the author to conjecture that women may be hesitant to mentor due to increased personal and domestic responsibilities.

Gaff, J. (2002) The disconnect between graduate education & faculty realities. *Liberal Education, 88*(3), 6-14.

Mentoring from perspective of preparing practitioners in applied fields

Gaff cites literature that points to a mismatch between graduate student preparation and faculty requirements (mainly Golde & Dore 2001). He/she also cites Golde (2001), whose study demonstrates the effectiveness of the Preparing Future Faculty (PFF) programs. Golde compared participants who had received mentoring via Preparing Future Faculty (PFF) programs with participants from the same institutions who had not participated in the programs. PFF participants were:

- more interested in a faculty career, and interest increased after PFF involvement;
- more willing to teach, lead discussions, deliver lectures, develop a teaching philosophy and use technology;
- more interested in and better prepared for university governance;
- more likely to have multiple mentors;
- more likely to have positive mentoring experiences.

Reference (if you can find it):

Golde, C.M. and T.M. Dore. 2001. At cross purposes: What the experiences of today's graduate students reveal about doctoral education. Philadelphia: The Pew Charitable Trusts.

Hardwick, S.W. (2005). Mentoring Early Career Faculty in Geography: Issues and Strategies. *The Professional Geographer 57*(1), 21–27

Mentoring from HE perspective, provides helpful/unhelpful mentor behaviors, issues mentor face, questions proteges should ask before choosing a mentor

Echoing Austin (2002), Hardwick claims that due to new technologies, research pressures and increasing competitiveness, new faculty entering the field of geography require mentoring to balance teaching, research, service and personal lives. Hardwick provides an example of a recent mentoring project undertaken by the Association of American Geographers (details: http://www.colorado.edu/geography/gfda/gfda.html), as well as suggestions on how to encourage mentoring, assist proteges in pairing decisions, and develop formal mentoring programs.

Table 2. Encouraging Positive Mentoring Relationships (Revised and adapted from Bensimon, Ward, and Sanders 2000, 135.) (Hardwick 2005, p. 24)

Helpful Mentoring Behavior in Senior Faculty
- Encourages discussion about teaching, research, and service
- Helps demystify the tenure and promotion process
- Routinely volunteers to visit colleagues' classes to offer advice or write a letter of support for their tenure files
- Visits new faculty in their offices for friendly talks
- Shares grant opportunities and calls for papers with junior faculty
- Offers professional advice in an approachable manner

Disabling Mentoring Behavior
- Expects early-career faculty to make the initial contact and ask for help
- Assumes all is well unless there is a complaint
- Requires new faculty to do things the chair's way or the senior professors' way
- Never chats with new faculty on their own turf
- Refuses to visit the classrooms of other faculty
- Tells war stories rather than offering constructive advice

Questions potential protégés should ask before choosing a mentor (Hardwick p. 25)
1. Does the colleague have the time or interest in developing a mentoring relationship?
2. Is his or her demeanor (personality type, body language, etc.) appealing and comfortable?
3. Have other colleagues or friends had a positive experience working with this potential mentor in the past and have they achieved their career goals under his/her tutelage?
4. Does the potential mentor anticipate being in the same department or program for a long period of time?
5. Does the faculty member have a positive attitude about the discipline and his/her department and university?
6. Does the person exhibit the ability to communicate ideas clearly, openly, and effectively?
7. Has the potential mentor published a respected set of papers, books, and book chapters, and is his/her teaching and service record respected in the department and university?
8. Does the person have a history of providing support for other protégées who may have had a mentoring relationship with him or her?
9. Does the potential mentor appear interested in making time to establish a close mentoring relationship now and in the future?

Typical problems facing mentors:
- Lack of preparation
- Time constraints
- Lack of clarity in confidentiality agreements
- Lack of clarity of purpose
- Inappropriate selection of mentee
- Lack of understanding in the department and/or university of the important role of training and maintaining a mentoring system (Hardwick 2005, p. 25)

"…senior faculty may…be challenged to meet the demands of their department while also maintaining an active research agenda of their own. Thus, when all too many of these harried new geography faculty try to find a more senior mentor to guide their decision making and help find balance in a stressful environment, they may end up discovering only another colleague who is too busy to have even a brief conversation about the challenges of being an academic" (Hardwick 2005, p. 22).

"The academic life attracts self-starting, self-reliant individuals who place high value on solving problems on their own. To seek or accept help, to take direction that might encourage conformity or submission, could signal unsuitability or weakness…[referring to Boice's (2000) "Social Darwinism,] most new professors without the ''right stuff'' will be weeded out of the profession. Perhaps because many experienced and survived the same unspoken arrangement in graduate school, they accept its continuation into the professorate" (p. 23).

"Older faculty's most common style of mentoring is to share war stories that are often anecdotal and unproven—no matter how well intentioned. In the midst of this often conflicting and confusing advice, a newcomer may be tempted to ignore all of it" (p. 23).

(Hardwick article also has a great suggested readings list)

Healy, C.C., & Welchert, A.J. (1990). Mentoring relations: A definition to advance research and practice. *Educational Researcher, 19*(9), 17-21 Online.
http://links.jstor.org/sici?sici=0013189X%28199012%2919%3A9%3C17%3AMRADTA%3E2.0.CO%3B2-C **Last accessed February 28, 2007.**

Mentoring from the perspective of preparing future faculty, attempts to develop a definition

Healy & Welchert focus on the lack of an agreed-upon definition of mentoring and add to the literature base by developing a definition based on contextual-developmental theory. They describe their definition as "functional", as it distinguishes mentoring from other developmental activities such as sponsoring or training, lessening conceptual confusion, and "comprehensive", as it aligns with what we currently know about the phenomenon.

> "…we consider mentoring to be a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both. For the protégé, the object of mentoring is the achievement of an identity transformation, a movement from the status of understudy to that of self-directing colleague. For the mentor, the relationship is a vehicle for achieving midlife "generativity" (Erikson, 1963), meaning a transcendence of stagnating self-preoccupation via exercise "of an instinctual drive to create and care for new life…" (Erikson, cited in Yamamoto, 1988, p. 186)" (Healy & Welchert 1990, p. 17).

Their definition is unique in two ways: it asserts that both parties may benefit, and it sees transformations as occurring on both sides of the relationship. It can be used to describe either informal or formal mentoring, and regarding this division, the authors describe the literature as "polarized" (p. 18) between those who are doubtful about whether "true" mentoring can be replicated in a formal program, and those who feel that formalized mentoring is a viable option. Healy & Welchert appear to fall in the latter category, as they point out that formal programs are a recent phenomenon, and like any new innovations, need time to work out issues and evaluate their effectiveness.

> "What emerges from the literature is a polarized view of mentoring. On the one hand, there is 'classical' mentoring…it is dynamic, occurs spontaneously between two people of goodwill and commitment, is long term, multifaceted, and potentially profound in impact. On the other hand are assigned, short term, cost-effective arrangements of limited significance that have, in the minds of some, sullied and usurped the title *mentoring*" (Healy & Welchert 1990 p. 18).

> "…thinking that pits "true" mentoring against "imitation" mentoring begets an unproductive state of affairs. For one thing, the conclusion that deliberate attempts to foster mentoring are doomed to yield results is premature given that formalized mentoring programs are a relatively recent phenomenon and there has been little time to hone and evaluate them. For another, the essence of mentoring has not been sufficiently explicated to distinguish institutional mentoring from other staff development programs. Thus, the suggestion that intentional mentoring debases a human phenomenon of profundity is a hypothesis to be tested, not a truism to be affirmed" (Healy & Welchert 1990, p. 18).

> "…formal programs may promote the developmental-contextual hallmarks of reciprocity and qualitative transformation and need not degrade a profound human relationship" (Healy & Welchert 1990, p. 18).

From: Higgins & Kram (2001)

Informal, business perspective, social networks theory, develops typology involving structural/individual factors that moderate relationships

Using concepts from social networks theory, Higgins & Kram develop a four-part framework as a way to identify the various types of mentoring relationships that occur, and to predict the types of relationships that might develop, depending upon structural and individual circumstances. Developmental networks are "those relationships the protégé names at a particular point in time as being important to his or her career development" (p. 268). "Network diversity", the number of different social systems the relationship stems from (p. 269), and "relationship strength", the level of emotional affect, reciprocity and frequency of communication (p. 269), are combined to create a four-part framework to identify different types of mentoring relationships:

high network diversity/high relationship strength (Entrepreneurial)	High network diversity/low relationship strength (Opportunistic)
Low network diversity/high relationship strength (Traditional)	Low network diversity/low relationship strength (Receptive) (p. 270)

Higgins & Kram believe that there are several factors that may affect the relationships that develop: the protégé's attitude towards his or her development (instrumental or expressive); and the protégé's emotional competence. An instrumental development attitude is utilitarian in nature, while expressive attitudes are more holistic, and oriented towards personal growth. On the basis of their framework and these moderating factors, they offer several propositions, predicting the types of relationships that are likely to occur in particular circumstances:

- Expressive orientations are likely to produce high relationship strength, resulting in either traditional or entrepreneurial networks.
- The greater participants' emotional competence, the more likely high strength relationships will form, resulting in either entrepreneurial or traditional networks.
- Individuals in entrepreneurial networks are the most likely to experience positive career changes.
- Personal learning is more likely in entrepreneurial networks than traditional, opportunistic, or receptive.
- Opportunistic networks are least likely to result in personal learning.
- Individuals in traditional networks are most likely to experience organizational commitment.
- Individuals in receptive networks are least likely to experience work satisfaction.

"…if the 'more mentoring is better' assumption holds, it seems relevant to consider alternative sources that might provide similar types of assistance" (Higgins & Kram 2001, p. 266)

Hult, C., Callister, R., & Sullivan, K. (2005). Is there a global warming toward women in academia? *Liberal Education, 91*(3), 50-57.

focuses on the working environments and job satisfaction of female faculty in science, engineering & technology (SET)

With a goal to preserve faculty retention, this study sets out to determine whether women in HE are working in a more hospitable climate than they have in the past. Women in SET were chosen as the focus because change has occurred the most slowly in these academic domains. Forty-two female faculty members were interviewed and asked about their job satisfaction and their responses were compared to an equal number of male colleagues at the same institutions. Results indicated no significant gender differences in career success or job satisfaction, but women were more likely to report the following obstacles:
- Negative interactions with colleagues
- Negative experiences with evaluations, promotion & tenure
- Difficulties balancing professional and personal lives

- Heavy workloads
- Left out of collaborations, informal networks and mentoring

To improve the recruitment and retention of female faculty, the authors advise taking a departmental approach by providing training and support to department chairs so they may create more hospitable working environments.

Johnson-Bailey, J., Cervero, R.M., & Baugh, S. (2004). Mentoring in black and white: the intricacies of cross-cultural mentoring. *Mentoring and Tutoring, 12*(1), 7-21.

Informal mentoring, 1st person accounts from both mentor/protégé perspectives, compares accounts to literature

The authors have been involved in a long-term mentor/protégé relationship, one that morphed into a collegial peer relationship over the years. A first-person account from both the mentor's and protégé's perspective reveals six issues that are typical in cross-racial relationships: trust between mentor/protégé: "(1) trust between mentor and protégé (difficult to establish, easy to erode); (2) acknowledged and unacknowledged racism (people's propensity to discuss or avoid the topic); (3) visibility and risks pertinent to minority faculty ("tokenism" and pressure to serve on committees etc.); (4) power and paternalism (questions regarding research agenda and ability; mentor seen as champion or traitor); (5) benefits to mentor and protégé (reciprocal); and (6) the double-edged sword of 'otherness' in the academy" (racial vision or blindness) (Johnson-Bailey & Cervero 2004, p. 7).

Quote from mentor: "For any relationship to be successful, both people must benefit… There is no way I could quantify the significance of my insights and learning that have resulted from our work together, from her dissertation through the many papers and presentations we have done together. There is also a larger dimension to our relationship as our department has also benefited tremendously from her presence as a faculty member. Indeed, I often wonder who is mentoring whom in this relationship?" (Johnson-Bailey & Cervero 2004, p. 9)

Mentor: "Our mentoring relationship has thrived in the most difficult of times for a variety of reasons. I think that the very important reasons for the durability lie in the fact that our mentoring relationship is multifaceted—a site of struggle, reciprocity, learning and scholarship" (Johnson-Bailey & Cervero 2004, p. 11).

"In the tenuous atmosphere of our predominately white institution, Juanita [black protégé] has struggled with a hostile environment and contentious colleagues and witnessed in confusion, subdued anger and resentment Ron [white mentor] experiencing that same setting with relative ease and a seeming degree of cheer" (Johnson-Bailey & Cervero 2004, pp. 12-13).

Kartje, J.V. (1996). Oh Mentor! My Mentor! *Peabody Journal of Education, 71,*(1), 114-125. Online. http://links.jstor.org/sici?sici=0161-956X%281996%2971%3A1%3C114%3AOMMM%3E2.0.CO%3B2-3 Last accessed February 28, 2007.**

Overview of mentoring in literature, examines difficulties regarding lack of consensus over definition

Kartje reviews the mentoring literature and sees it as springing from three fields: adult development, business and education (i.e. PhD preparation). No agreed upon definition can be found in these fields, because, according to Kartje, when we think of "mentoring" we create an idiosyncratic vision of the concept. Each field has a different vision of mentoring, sees different purposes and benefits arising from mentor-protégé relationships. The adult development field sees mentoring as a gift-related activity to assist others in realizing their life's potential. The business field sees mentoring as an aid to career success, particularly for female employees.

Meanwhile, education (PhD prep) sees it as a means of instilling academic values and behaviours and imparting particular skills. According to Kartje, all fields see the mentor-protégé relationship as reciprocal rather than hierarchical. Other similarities include:
- can be described as helping relationships focused on achievement characterized by assistance and support
- provide psycho-social support, career assistance and role modeling
- personal relationships
- mentors' careers are more established, advanced

Morin, K.H., & Ashton, K.C. (2004). Research on faculty orientation programs: Guidelines and directions for nurse educators. *Journal of Professional Nursing, 20,* 239-250.

Mentoring from perspective of preparing practitioners in applied fields (nursing), lit search for evidence of effective mentoring programs

Morin & Ashton review the literature on mentoring, searching the health, nursing and education fields for articles published since 1980, and looking for evidence of effective mentoring programs. Although most studies were descriptive rather than empirical, several commonalities were discovered: mentoring occurs over a long period of time, is included as a part of faculty development programs, programs help to foster a welcoming atmosphere, provide information about appropriate roles, and identify potential mentors.

Murray, John P. (Winter 1999). Faculty Development in a National Sample of Community Colleges. *Community College Review*, 27, 47. Retrieved March 13, 2007, from *Academic OneFile* via Thomson Gale: http://0-find.galegroup.com.aupac.lib.athabascau.ca:80/itx/infomark.do?&contentSet=IAC-Documents&type=retrieve&tabID=T002&prodId=AONE&docId=A60498501&source=gale&userGroupName=atha49011&version=1.0

Mentoring as preparation for practitioners in applied fields (teacher development), identifies successful elements in literature, compared to what is occurring in colleges

Murray examines the literature and identifies elements that appear to be vital to the success of formal programs: "institutional support, that is, a climate that fosters and encourages faculty development; a formalized, structured, and goal-directed development program; a connection between faculty development and the reward structure; faculty ownership; support from colleagues for investments in teaching; and a belief that good teaching is valued by administrators" (p. 48). College administrators from 130 institutions are surveyed and their responses are compared to the literature to see how many of these critical elements are present in formal development programs. The results outline a clear need for more support from the top and the development of more unified, focused programs.
- Regarding institutional support: While administrators profess to support development initiatives, "the study found a glaring lack of commitment" (no pages)
- Regarding: formalized, structured and goal-directed development program: "No college had a formalized, structured program…The colleges involved in this study relied on a mix-and-match set of voluntary activities. The research is almost unanimous on the ineffectiveness of such an approach" (no pages)
- Regarding a connection between faculty development and reward structure: colleges were attempting to connect activities with rewards, but connections were weak, as administrative evaluations outweighed evaluations by students and peers
- Regarding faculty ownership: "there can be no ownership of an unstructured, leaderless program" (no pages).
- Regarding support from colleagues: this component was present at colleges.
- Regarding teaching as valued by administrators: this component was present.

"Colleges and universities, for whatever reasons, have been neither sufficiently alert to, the ever-changing circumstances of their instructional staffs nor adequately resourceful in meeting their changing needs for professional development. It is indeed striking how much has been written about faculty growth and renewal and how few campuses have seen fit to develop comprehensive, systematic programs…splendid conceptual models are available; adequate programs have not taken seed" (Schuster et al., 1990, pp. 3-4). (no page numbers)

Reference: Schuster, J. H., Wheeler, D. W., & Associates. (1990). Enhancing faculty careers: Strategies for development and renewal. San Francisco: Jossey-Bass.

Noe, R.A. (1988). Women and mentoring: A review and research agenda. *The Academy of Management Review, 13*(1), pp. 65-78. Online. http://links.jstor.org/sici?sici=0363-7425%2819801%2913%3A1%3C65%3AWAMARA%3E2.0.CO%3B2-B Last accessed February 28, 2007.

Business focus, gender issues, describes structural and individual obstacles to the development of relationships, formal and informal. Dated but well cited

"A number of barriers, including lack of access to information networks, tokenism, stereotyping, socialization practices, norms regarding cross-gender relationships, and reliance on inappropriate power bases, may stymie the development of mentorships for women" (Noe 1988, p. 67).

Ragins, B.R., & Cotton, J.L. (1991). Easier said than done: Gender differences in perceived barriers to gaining a mentor. *The Academy of Management Journal, 34*(4), 939-951. Online. http://links.jstor.org/sici?sici=00014273%2819911 2%2934%3A4%3C939%3AESTDGD%3E2.0.CO%3B2-9 Last accessed Feb 28 2007.

business, informal, gender focus, perceived barriers to mentoring

Ragins & Cotton examined whether there were gender differences in the perceived barriers to mentoring. The study also aimed to further theory development by examining what factors hinder the formation of informal mentoring relationships. According to Kram (1985), the first stage in the mentoring relationship is initiation, but the authors counter that the first stage occurs prior to this, at the initial establishment of the relationship. Surveying over 500 employees matched by gender, rank and speciality, results indicated that women reported more barriers, although this did not hinder their active search for mentors. Further, respondents who had no prior experience with mentoring perceived more barriers than those who had been mentored in the past.

Ragins, B.R., & Scandura, T.A. (1994). Gender differences in expected outcomes of mentoring relationships. *The Academy of Management Journal, 37*(4), 957-971. Online. http://links.jstor.org/sici?sici=00014273%2819940 8%2937%3A4%3C957%3AGDIEOO%3E2.0.CO%3B2-N Last accessed February 28, 2007.

business, costs-benefits theory, mentor's perspective, looks for gender differences in expected outcomes

Point to research that proposes that the costs and benefits involved in becoming a mentor are higher for women than for men. Their survey employed matched sample of 80 male and 80 female executives. Findings indicated that there were no gender differences in subjects' willingness to become mentors or in their expected outcomes. The authors interpret their findings by turning to structuralist theory, which holds that gender differences are the result of structural imbalances. As the study used a matched sample, there were no

imbalances, so no differences should have been detected. An implication is that employees' positions may have more bearing on their willingness to mentor and on the outcomes they expect than gender.

Ragins, B.R., & Scandura, T.A. (1999). Burden or Blessing? Expected Costs and Benefits of Being a Mentor. *Journal of Organizational Behavior, 20***(4), 493-509. Online.** http://links.jstor.org/sici?sici=08943796%28199907%2920%3A4%3C493%3ABOBECA%3E2.0.CO%3B2-Z **Last accessed February 28, 2007.**

Business, informal, cost-benefits, towards being/having been mentored and intentions to mentor

The authors wished to see whether there was a relationship between being a mentor, or having been mentored, and intentions to mentor in the future. They anticipated that those with no prior mentoring experience, from either side of the relationship, would perceive higher costs and fewer benefits. Conversely, they anticipated that those with prior mentoring experience would perceive higher benefits and fewer costs. 275 executives were surveyed and findings supported their hypotheses, which leads the authors to suggest that mentoring may be an "intergenerational process" (Ragins & Scandura 1999, p. 506): it may contribute to an ongoing mentoring cycle.

Perceived costs included:
- More trouble than it's worth
- Dysfunctional relationship
- Nepotism
- Bad reflection on mentor's career
- Energy drain (Ragins & Scandura 1999, p. 497)

Perceived Benefits included:
- Rewarding experience (career and personal)
- Enhanced job performance
- Loyal base of support – protégé trusted ally
- Recognition by others
- "Generativity" (Erikson 1963 human development concept) (Ragins & Scandura 1999, p. 497)

"…organizations that actively develop protégés may also be developing future mentors. Organizations seeking to develop mentoring relationships as part of the organizational culture may therefore need to take a proactive role in reaching potential mentors who have never been in a mentoring relationship. Our results suggest a focus on reducing the perceived costs of being a mentor. Since many of these individuals may lack an accurate view of the costs and benefits associated with the relationship, organizations may want to use mentoring programs and training interventions which focus on a realistic exploration of the costs and benefits associated with being a mentor. (Ragins & Scandura 1999, p. 506)

Ragins, B.R., Cotton, J.L., & Miller, J.S. (2000). Marginal mentoring: The effects of type of mentor, quality of relationship, and program design on work and career attitudes. *The Academy of Management Journal, 43***(6), 1177-1194. Online.** http://links.jstor.org/sici?sici=00014273%28200012%2943%3A6%3C1177%3AMMTEOT%3E2.0.CO%3B2-Q **Last accessed February 28, 2007.**

business, compares satisfaction levels, job attitudes with non-mentored, informally-mentored and formally-mentored subjects

A national survey involving 1162 employees determined whether respondents had been non-mentored, informally mentored, or formally mentored. Satisfaction with their mentoring and career attitudes were also measured to determine how the quality of their mentoring affected their opinions. Mentoring quality is seen as

falling along a continuum, with dysfunctional at one extreme, highly satisfying at the other, and marginally satisfying in the middle. Informal and formal mentoring differ: the former develops by mutual identification and selection, is unstructured (participants meet whenever they wish), continues for a long period of time and may possibly lead to higher satisfaction. The latter is characterized by assigned matches that are formed not on the basis of mutual development, but according to organizational expectations. Programs are structured (members are committed to meeting at a set frequency/duration), and last for a short period of time. Quality may suffer, as the intrinsic motivation found in informal relationships may be lacking, leading to marginal satisfaction.

Results indicated that those in highly satisfying relationships (formal or informal) reported more positive career attitudes than non-mentored respondents. Those who described their mentoring (formal and informal) as marginal or dissatisfying had similar career attitudes as non-mentored subjects. Formally mentored respondents were more likely to report marginal satisfaction, however marginal formal mentoring led to higher career attitudes than dissatisfying informal mentoring. Finally, a post hoc analysis revealed that women were more likely to report dissatisfying formal mentoring experiences and negative career attitudes which suggests that formal programs may be less effective for women than men. Overall, results "indicate that the presence of a mentor alone does not automatically lead to positive work outcomes; the outcomes may depend on the quality of the mentoring relationship" (Ragins, Cotton, & Miller, 2000, p. 1190). [Dee – so formal programs should place an emphasis on mentor training]

Rose, G. (2005). Group differences in graduate students' concepts of the ideal mentor. *Research in Higher Education, 46*(1), 53-80. Online. http://0search.ebscohost.com.aupac.lib.athabascau.ca/login.aspx?direct=true&AuthType=url,ip,uid&db=aph& AN=15840921&site=ehost-live Last accessed February 8 2007.

Mentoring as PhD prep, examines protégés' concepts of mentors, compared protégé demographic and academic characteristics to preferences for different mentoring types

Rose divides the mentor's role into three types: Integrity (role modeling and encouragement), Guidance (practical assistance and providing information), and Relationship (interpersonal involvement in the protégé's life). A study involving 537 PhD students asked them to identify their ideal mentor by type, and then grouped according to gender, age, international or domestic origin, and academic field. The following hypotheses were made:
- Integrity will be more important to women than men
- Guidance will be more important to men than women
- Relationship will be more important to international than domestic
- For specific academic tasks, Guidance will be more important to international than domestic.
- Integrity will be more important in the humanities and arts than in other disciplines
- Guidance will be more important in the natural sciences than in other disciplines
- Relationship will be more important in the social sciences and education than in other disciplines
- The older the protégé, the less important mentoring becomes and vice versa

Results indicate that females do consider Integrity to be more important than males. Relationship was more important to international students than domestic, and there does appear to be an inverse relationship between age and the perceived importance of mentoring. However, hypotheses regarding males' preference for Guidance, international students choosing Guidance for specific tasks, and preferences according to academic fields were not supported.

"Identification of such group differences [demographics, academic field] in preference for different aspects of mentoring might enable potential mentors to better understand the nuances of this role" (Rose 2005, p. 58). [Dee - knowing this would also help with the matching process]

Sands, R.G., Parson, L.A., & Duane, J. (1991). Faculty Mentoring Faculty in a Public University. *The Journal of Higher Education, 62*(2), 174-193. Online.
http://links.jstor.org/sici?sici=00221546%28199103%2F04%2962%3A2%3C174%3AFMFIAP%3E2.0.CO%3B2-I
Last accessed February 28, 2007.

HE focus, faculty-faculty mentoring (as opposed to PhD prep), examines issues (i.e., equal power relationships)

The authors view mentoring from the standpoint of both human development and ecological theory: mentoring contributes to an individual's maturation and "generativity" (Erikson 1963), while organisms that thrive in a new environment do so because of "'goodness of fit' between the person and environment, the satisfaction of mutual needs, stressors, the capacity to cope, and supports" (Sands, Parson & Duane 1991, p. 179).

Mentoring relationships between faculty differ from typical faculty-student relationships due to power issues. In one respect, they have an equal relationship and function as peers, yet at some point in the future, the mentor may be involved in evaluating the protégé for purposes of tenure and promotion. Therefore, being open and honest may expose weaknesses or leave the protégé vulnerable to negative consequences.

The study set out to determine what mentoring meant to faculty at a research-oriented university in the U.S. Midwest, and how they engaged in the practice. 347 assistant, associate and full professors were surveyed, but deans and administrators were excluded. The authors examined prior mentoring experiences, subjects' ideal type of mentor, whether particular groups preferred specific types of mentors, and the mentoring activities present in their institution.

Results indicated the following:

- 72% reported prior mentoring, mostly during their PhD preparation
- Only a third had been mentored at their present institution: "Clearly, having a mentor when one is a faculty member is not normative" (Sands, Parson & Duane 1991, p. 188)
- There were no gender differences in the quality of mentoring, past or present, or in the time spent mentoring
- Mentoring was most often informal and voluntary, rather than formal and assigned

Regarding the ideal type of mentor, four main types emerged:

- The Friend – social interaction, involvement in personal life
- The Career Guide – assists with research, professional visibility
- The Intellectual Source – provides information about explicit and implicit expectations for tenure and promotion
- The Intellectual Guide – collaboration and critique

Results indicated that subjects held opposing views of mentoring, with some believing it promoted equal relationships and others believing it promoted dependent relationships. Finally, tenured faculty preferred The Friend, faculty who had been mentored in grad school preferred The Intellectual Guide, and female faculty preferred The Career Guide or The Information Source.

"Not much is known about mentoring between faculty members. It is not known how prevalent the practice is or whether the relationships that develop are actively sought by junior faculty members, fostered by mature scholars, evolve naturally, or are the products of policies promoted by some departments" (Sands, Parson & Duane 1991, p. 175).

The decline in mentoring from graduate school to employment in an academic setting may reflect expectations of the university professoriate. The Ph.D. is a terminal degree for scholarship. Presumably the scholar conferred with a doctorate is capable of autonomous practice as a university professor. It is assumed that the new professor does not need the support that was present in graduate school. (Sands, Parson & Duane 1991, p. 188)

Savage, H.E., Karp, R.S., & Logue, R. (2004). Faculty mentorship at colleges and universities. *College Teaching,* *52*(1), 21-24.

provide support for formal mentoring programs in HE

Using an historical perspective, the authors argue that there is a need for formal mentoring programs in HE. The authors claim that traditionally, faculty clubs served to indoctrinate new faculty members into the academic community, but that the popularity, indeed, even existence of these clubs has been waning. Ironically, this decline has occurred at a time when they are needed more than ever, due to the increasing complexities and pressures involved in faculty work. Electronic communication has allowed faculty members to look outside their institutions for support, but emails, faxes and telephones are no substitute for face-to-face communication with institutional peers. Unfortunately, the cycle of mentoring has been broken, as having had no such experiences when they were new faculty, today's senior faculty do not feel any sense of compulsion to serve in this regard. Further, new faculty may view mentoring as interfering with their autonomy and may resent or resist the interventions.

Effective programs need to attend to three vital elements of mentoring: career development, psychosocial issues, and role modeling. The mentoring program at their own institution is faculty driven, supported by administration, able to accommodate individual preferences and assists new faculty during their first year. Program goals (guided by relevant research) include:

- To empower faculty by supporting professional growth and renewal (Boice 1992)
- To promote faculty satisfaction (Menges 1999)
- To attract, retain, and facilitate promotion (Luna and Cullen 1995; Kirk 1992) by explaining responsibilities, tenure and promotion policies (Rice 1996) and introducing new faculty to people in different departments
- To provide opportunities for junior and senior faculty to interact in order to develop mutual respect and avoid counterproductive divisions (Magner 1999)
- To provide information about departmental and university culture (Johnsrud 1994)
- To help new faculty develop teaching and research skills and balance their responsibilities (Jackson and Simpson 1994).

Thomas, D.A. (1993). Racial dynamics in cross-race developmental relationships. *Administrative Science* *Quarterly, 38*(2), 169-194. Online. http://links.jstor.org/sici?sici=0001-8392%28199306%2938%3A2%3C169%3ARDICDR%3E2.0.CO%3B2-F **Last accessed February 28, 2007.**

examines how people's strategies for dealing with race affect the kind of relationship that develops (vocational versus psycho-social).

Thomas studies 22 cross-race mentoring pairs to determine how the strategies they use to deal with racial issues affect the kinds of relationships that develop. The relationships are said to be either utilitarian (Sponsor) or humanitarian (Mentor) in nature. A Sponsor provides career support, coaching, feedback and advocates advancement, while a Mentor offers psychosocial support, friendship in addition to career support. Two strategies for dealing with race are either to deny that issues exist and suppress conversation, or to recognize issues and discuss them openly. Results indicated that when both the mentor and mentee preferred the same strategy, Mentor relationships were more likely to develop. When there was a mismatch between strategies, Sponsor relationships were more likely to develop.

Wanberg, C., Kammeyer-Mueller, J., & Marchese, M. (2006). Mentor and protégé predictors and outcomes of mentoring in a formal mentoring program. *Journal of Vocational Behavior, 69,* 410-423.

Longitudinal study of formal program in HE. Using relational theory, examines how mentor/protégé personalities contribute to relationship outcomes.

Using relational theory as a guide, the authors examine whether personality factors contribute to the development of mentoring relationships as well as their outcomes. A year-long formal mentoring program was studied at three points in time, surveying both mentors and protégés to see how their personalities contributed to, or detracted from the formation and continuation of their associations. Mentoring was viewed as either utilitarian, providing career support, or humanitarian, providing psychosocial support. Proteges who received psychosocial support were more likely to express career satisfaction. Psychosocial support was more likely with proactive mentors and mentor/protégé pairs with similar personalities. Proactive mentors were more likely to spend more time mentoring, and the more mentoring was provided, the more positive the outcomes for both mentor and protégé.

Armenti, C. (2004). Gender as a barrier for women with children in academe. *Canadian Journal of Higher Education, 34*(1), 1-26.

> *HE focus, not on mentoring but on women's experiences in Canadian HE*
> Armenti interviews 19 female faculty members at one Canadian institution to examine what they perceive as obstacles to career success. The women reported child-related time crunch and career-related time crunch as their greatest challenges. They experienced problems with childbearing (resulting in the "May Baby Syndrome", where women attempted to avoid disrupting academic calendar), childrearing (consumed by guilt for not spending enough time on work). They experienced issues related to research (academic culture leads to teaching/service as "women's work", less time for research), a higher willingness to leave the academy (guilt about not spending more time with family), and problems achieving tenure and promotion (teaching/service/childbearing interrupts research/publishing schedule). Using a cultural feminist perspective, they claim that academe is aligned to the male life trajectory and should be altered to take female life cycles into account.

> The women in this study…were happy in many ways…Most of the women indicated that they valued at least three aspects of their occupation: (1) the control that they had over their working hours; (2) the lack of supervision; and (3) the right to determine their own course of research…Notwithstanding the positive aspects of their careers, the women find obstacles in their path: the child-related time crunch and the career-related time crunch. (Armenti 2004, pp. 10-11)

> [One respondent] recalled attending a women's caucus meeting…where she discovered that many of the younger women professors were attempting to give birth in the month of May so as not to interrupt the teaching schedules in their respective departments. At this university, the practice of childbearing in the month of May by women professors was so widespread that it became known as the "May Baby Phenomenon" at women's caucus meetings. (12)

PART II: OVERVIEW OF FINDINGS OF THE CANADA-WIDE SURVEY

BRIEF SUMMARY OF FINDINGS

The survey data (n=1157) results reveal it is encouraging that more new faculty are being mentored than in the past (16.7% mid- to late-faculty vs. 35.4% new faculty).

The survey results reveal that fewer spontaneous mentoring relationships are currently being formed with new faculty (51.5% of mid- to late faculty had spontaneously formed relationships vs. 28.2% of new faculty) and fewer senior colleagues are offering to mentor new faculty (15.2% of mid- to late-faculty vs. 6.4% new faculty).

There was good agreement that mentors should provide new faculty with:

- information of the formal institutional rules
- constructive feedback about teaching
- constructive feedback about research
- constructive feedback about committee work

It is less clear how mentors should be rewarded. New faculty believe mentoring support should be recognized on the faculty member's annual report, whereas mid- to late faculty believe recognition of mentoring should be informal (e.g., good citizenship).

There was strong agreement that an excellent mentor will have the following characteristics:

- accessible
- respected among professional peers within the institutions
- an exemplary researcher

Note: Mid- to late faculty also included an exemplary teacher to be an important characteristic – but this was not consistent with perceptions by new faculty members

Other:

- In regard to mentor assignment, there were inconsistencies. The greatest agreement occurred with mid- to late-faculty believing that mentoring relationships should be mutually formed with some combination of input from the new faculty member, mentor, department chair/head and dean

- The duration of the mentoring relationship should be ongoing until the new faculty member has attained tenure, requiring 2-4 hours / month

EXTENDED OVERVIEW OF CANADA-WIDE SURVEY FINDINGS

The purpose of this study was to investigate mentoring practices within Canadian Universities. The method used to collect the data was a questionnaire. The objectives of this study were to:

1. Identify current mentoring activities for new faculty members in universities that identify themselves as research-intensive across Canada

2. Identify past mentoring activities for mid- to late-career faculty members in universities that identify themselves as research-intensive across Canada

3. Determine if there are: (a) relationships between mentoring practices and academic career development; (b) relationships between mentoring practices and academic career satisfaction

The secondary objectives of this study were to determine:

- mentor roles
- mentor rewards
- mentor characteristics
- mentor assignment/matching
- duration/time commitment
- mentor preparation
- matching format
- if significant differences between mentoring practices occur between participant demographics

Participants

There were two types of participants: Newly hired university faculty (within the last five years and non-tenured) and mid- to late-career university faculty (employed as an academic for more than ten years and tenured). The sample was limited to Canadian universities (social sciences, humanities, natural sciences and engineering). Ethics approval was obtained the University of Alberta. The survey was piloted with new and mid- to late-career faculty within the University of Alberta. Based on their feedback the questionnaires were revised.The survey respondents' were anonymous and the data have been reported in the aggregate. There was no compensation or remuneration. Participants were asked to complete the survey (estimated 15 minutes) and return it in an enclosed, stamped, and self-addressed envelope.

Approximately three thousand names of invited participants were drawn randomly from the listing of faculty members on publicly accessible Canadian University web sites. A mailed (postal) and paper-based questionnaire was sent to all participants with a letter of invitation and a self-addressed and stamped return envelop. Follow up postal letters and emails were sent to remind participants to complete the survey.

A total of 1157 useable surveys were completed and returned. Following are the aggregated results for each of the survey sections.

	New Faculty (percent)	Experienced Faculty (percent)
Mentoring should be provided to new faculty	89.5	88.0

	New Faculty (percent)	Experienced Faculty (percent)
Had a mentor when first entered the university	35.4	16.7

	New Faculty (percent)	Experienced Faculty (percent)
Assigned a mentor by my department head or dean	45.5	21.3
Spontaneously formed relationship	28.2	51.5
Approached by a senior colleague	8.3	3.0
Senior colleague offered to be a mentor	6.4	15.2

* Eleven percent (eighteen responses) of new faculty responded with the 'other' option to this question. The other option asked for an explanation. Sixteen of the eighteen who responded stated that their doctoral supervisor was their mentor when they first entered university as an academic. Nine percent of experienced faculty responded to the 'other' option to this question. All responses stated that their doctoral supervisor was their mentor when they first entered university as an academic.

Mentors should …	New Faculty (percent)	Experienced Faculty (percent)
… provide information on the formal institutional rules	90.3	85.9
… give constructive feedback about teaching	84.4	86.0
… give constructive feedback about research	91.2	88.1
… give constructive feedback about committee work	87.7	84.4
… serve as an advocate for new faculty	68.2	58.5

Mentors should be …	New Faculty (percent)	Experienced Faculty (percent)
… rewarded with a certificate of participation	35.3	17.0
… rewarded in their annual report	81.1	52.9
… [rewards should be] informal	28.8	57.5
… recognized through professional associations	40.1	28.4

An excellent mentor is someone who…	New Faculty (percent)	Experienced Faculty (percent)
… is accessible	96.8	97.4
… is respected among professional peers within the institution	86.3	86.8
… is respected among professional peers outside the institution	66.3	68.5
… has access to professional contacts	58.9	63.4
… is an exemplary teacher	68.8	72.5

… is an exemplary researcher	77.3	78.4
… has compatible career goals	51.5	47.4
… has common interests	45.3	55.6

How should the mentoring relationship be formed?	New Faculty (percent)	Experienced Faculty (percent)
Deans	22.3	16.5
Immediate supervisor	20.7	42.5
Mentors should select whom they wish to mentor	49.7	47.8
New faculty should select their mentors	43.7	46.4
Spontaneously formed	36.0	41.2
Mutually formed	46.8	65.1

	New Faculty (percent)	Experienced Faculty (percent)
The duration of a mentoring relationship should be until tenure	51.2	54.6
The approximate meeting time commitment for a mentoring relationship should be 2-4 hours/month	47.5	45.8

	New Faculty (percent)	Experienced Faculty (percent)
Mentor preparation should be provided by the university	59.5	45.7

It is advantageous to have …	New Faculty (percent)	Experienced Faculty (percent)
… a mentor from a different discipline	17.1	12.8
… group mentoring (e.g., three or four mentors with diverse abilities and skills with a small group of new faculty versus one mentor with one new faculty member) versus a one-on-one mentoring relationship	43.2	28.2

Test of Between-Subjects Effects: <u>New Faculty</u>

Q3: I am male / female

Career Development		Mean	SD	d.f.	F	p
Q8: I understand what I need to do to attain tenure	Male	3.87	1.054	1	2.112	.147
	Female	3.71	1.083			
Q9: I understand what I need to do to attain promotion	Male	3.75	1.062	1	2.852	.092
	Female	3.56	1.138			
Q10: I have been provided with clear expectations in regard to teaching	Male	3.23	1.164	1	.026	.872
	Female	3.11	1.208			
Q11: I have been provided with clear expectation in regard to service	Male	3.04	1.100	1	.551	.458
	Female	2.95	1.240			
Q12: I have been provided with clear expectations in regard to research	Male	3.61	1.071	1	.834	.362
	Female	3.51	1.112			
Q13: I have received assistance in achieving my career goals	Male	3.30	1.156	1	1.463	.227
	Female	3.15	1.281			
Q14: Overall, I have been satisfied with my career	Male	3.85	.973	1	4.144	.042*
	Female	3.65	.993			
Q15: Overall, I have good collegial relationships	Male	4.06	.916	1	2.645	.105
	Female	3.90	1.082			

* significant at α=.05 level
** significant at α=.01 level

Q3: I am male / female

Mentor Rewards		Mean	SD	d.f.	F	p
Q25: I believe mentors should be rewarded with a certificate of participation	Male	3.18	1.061	1	.548	.459
	Female	3.10	.992			
Q26: I believe mentors should be rewarded in their annual report	Male	3.99	.735	1	.014	.905
	Female	3.98	.826			

				d.f.	F	p
Q27: I believe rewards for mentors should be informal	Male	2.94	.993	1	1.477	.225
	Female	2.82	.947			
Q28: Mentoring activities should be recognized through professional associations	Male	3.25	.884	1	1.519	.219
	Female	3.37	.960			

* significant at α=.05 level
** significant at α=.01 level

Q3: I am male / female

Mentor Characteristics	Mean		SD	d.f.	F	p
Q29: I believe an excellent mentor is someone who is accessible	Male	4.29	.546	1	.001	.978
	Female	4.29	.599			
Q30: I believe an excellent mentor is someone who is respected among professional peers within the institution	Male	4.03	.728	1	.2419	.121
	Female	4.15	.735			
Q31: I believe an excellent mentor is someone who is respected among professional peers outside the institution	Male	3.68	.805	1	2.647	.105
	Female	3.83	.934			
Q32: I believe an excellent mentor is someone who has access to professional contacts	Male	3.51	.817	1	4.100	.044*
	Female	3.68	.866			
Q33: I believe an excellent mentor is someone who is an exemplary teacher	Male	3.75	.841	1	.041	.840
	Female	3.77	.831			
Q34: I believe an excellent mentor is someone who is an exemplary researcher	Male	3.86	..781	1	.942	.337
	Female	3.93	.765			
Q35: I believe an excellent mentor is someone who has compatible career goals with the new faculty member	Male	3.38	.915	1	1.901	.169
	Female	3.98	.974			
Q36: I believe an excellent mentor is someone who has common interests with the new faculty member	Male	3.22	.974	1	1.201	.274
	Female	3.34	.997			

* significant at α=.05 level
** significant at α=.01 level

Q3: I am male / female

Mentor Assignment		Mean	s.d.	d.f.	F	p
Q37: I believe faculty deans should assign mentors to new faculty	Male	2.73	1.005			
	Female	2.56	.989	1	2.554	.111
Q38: I believe immediate supervisors should assign mentors to new faculty	Male	3.08	.936			
	Female	3.07	1.044	1	.016	.898
Q39: I believe mentors should select whom they wish to mentor	Male	3.43	.988			
	Female	3.17	1.067	1	5.436	.020*
Q40: I believe new faculty should select their mentors	Male	3.22	1.028			
	Female	3.11	1.046	1	1.044	.308
Q41: I believe mentor relationships should be spontaneously formed	Male	3.04	1.103			
	Female	2.83	1.111	1	3.383	.067
Q42: I believe mentoring relationships should be mutually formed	Male	3.88	.928		.071	.790
	Female	3.91	1.060	1		

* significant at α=.05 level
** significant at α=.01 level

Q5: I am a visible minority

Career Development		Mean	s.d.	d.f.	F	p
Q8: I understand what I need to do to attain tenure	Yes	3.22	1.246			
	No	3.86	1.026	1	15.042	.000**
Q9: I understand what I need to do to attain promotion	Yes	3.30	1.171			
	No	3.71	1.087	1	5.403	.021*
Q10: I have been provided with clear expectations in regard to teaching	Yes	3.02	1.220			
	No	3.25	1.188	1	1.484	.224
Q11: I have been provided with clear expectations in regard to	Yes	2.70	1.263	1	3.573	.059

		Mean	s.d.	d.f.	F	p
service	No	3.04	1.162			
Q12: I have been provided with clear expectations in regard to research	Yes	3.70	.963	1	.794	.373
	No	3.54	1.116			
Q13: I have received assistance in achieving my career goals	Yes	2.65	1.197	1	11.844	.001**
	No	3.31	1.211			
Q14: Overall, I have been satisfied with my career	Yes	3.30	1.093	1	10.563	.001**
	No	3.80	.960			
Q15: Overall, I have good collegial relationships	Yes	3.17	1.060	1	36.195	.000**
	No	4.09	.955			

* significant at α=.05 level
** significant at α=.01 level

Q5: I am a visible minority

Mentor Rewards		Mean	s.d.	d.f.	F	p
Q25: I believe mentors should be rewarded with a certificate of participation	Yes	3.25	.866	1	.640	.424
	No	3.12	1.052			
Q26: I believe mentors should be rewarded in their annual report	Yes	3.86	.765	1	1.216	.271
	No	4.00	.791			
Q27: I believe rewards for mentors should be informal	Yes	2.95	.861	1	.269	.604
	No	2.87	.987			
Q28: Mentoring activities should be recognized through professional associations	Yes	2.93	.846	1	9.013	.003**
	No	3.37	.926			

* significant at α=.05 level
** significant at α=.01 level

Q5: I am a visible minority

Mentor Characteristics		Mean	SD	d.f.	F	p
Q29: I believe an excellent mentor is someone who is accessible	Yes	4.36	.529	1	.699	.404
	No	4.28	.581			

	Mentor Assignment	Mean	s.d.	d.f.	F	p
Q30: I believe an excellent mentor is someone who is respected among professional peers within the institution	Yes	3.91	.848	1	2.952	.087
	No	4.11	.725			
Q31: I believe an excellent mentor is someone who is respected among professional peers outside the institution	Yes	3.51	.869	1	3.982	.047*
	No	3.79	.874			
Q32: I believe an excellent mentor is someone who has access to professional contacts	Yes	3.47	.842	1	1.131	.288
	No	3.61	.851			
Q33: I believe an excellent mentor is someone who is an exemplary teacher	Yes	3.64	.908	1	.884	.348
	No	3.77	.830			
Q34: I believe an excellent mentor is someone who is an exemplary researcher	Yes	3.73	.837	1	2.331	1.28
	No	3.92	.760			
Q35: I believe an excellent mentor is someone who has compatible career goals with the new faculty member	Yes	3.49	..991	1	.074	.786
	No	3.45	.942			
Q36: I believe an excellent mentor is someone who has common interests with the new faculty member	Yes	3.36	.908	1	.297	.586
	No	3.27	.999			

* significant at α=.05 level
** significant at α=.01 level

Q5: I am a visible minority

Mentor Assignment		Mean	s.d.	d.f.	F	p
Q37: I believe faculty deans should assign mentors to new faculty	Yes	2.73	.947	1	.827	.364
	No	2.56	1.006			
Q38: I believe immediate supervisors should assign mentors to new faculty	Yes	3.08	.988	1	.102	.750
	No	3.07	.994			
Q39: I believe mentors should select who they want to mentor	Yes	3.43	1.207	1	1.084	.299
	No	3.17	1.011			
Q40: I believe new faculty should select their mentors	Yes	3.22	.897	1	1.396	.238
	No	3.11	1.056			

Q41: I believe mentoring relationships should be spontaneously formed	Yes	3.04	1.322	1	2.775	.097
	No	2.83	1.081			
Q42: I believe mentoring relationships should be mutually formed	Yes	3.88	.971	1	.014	.907
	No	3.91	1.006			

* significant at α=.05 level
** significant at α=.01 level

Q6: I have a physical disability

Career Development		Mean	s.d.	d.f.	F	p
Q8: I understand what I need to do to attain tenure	Yes	3.14	1.069	1	2.634	.105
	No	3.80	1.067			
Q9: I understand what I need to do to attain promotion	Yes	3.43	.976	1	.328	.567
	No	3.67	1.104			
Q10: I have been provided with clear expectations in regard to teaching	Yes	2.43	1.134	1	3.246	.072
	No	3.24	1.184			
Q11: I have been provided with clear expectations in regard to service	Yes	1.86	.690	1	7.015	.008**
	No	3.03	1.166			
Q12: I have been provided with clear expectations in regard to research	Yes	3.14	1.069	1	.987	.321
	No	3.56	1.099			
Q13: I have received assistance in achieving my career goals	Yes	2.57	1.397	1	2.072	.151
	No	3.24	1.223			
Q14: Overall, I have been satisfied with my career	Yes	3.43	.976	1	.782	.377
	No	3.76	.985			
Q15: Overall, I have good collegial relationships	Yes	3.29	1.254	1	3.593	.059
	No	4.01	.991			

* significant at α=.05 level
** significant at α=.01 level

Q6: I have a physical disability

Mentor Rewards		Mean	s.d.	d.f.	F	p
Q25: I believe mentors should be rewarded with a certificate of participation	Yes	3.14	1.069	1	.001	.976
	No	3.13	1.036			
Q26: I believe mentors should be rewarded in their annual report	Yes	4.14	.378	1	.289	.591
	No	3.98	.795			
Q27: I believe rewards for mentors should be informal	Yes	3.00	.816	1	.120	.730
	No	2.87	.975			
Q28: Mentoring activities should be recognized through professional associations	Yes	3.29	.756	1	.012	.911
	No	3.33	.931			

* significant at α=.05 level
** significant at α=.01 level

Q6: I have a physical disability

Mentor Characteristics		Mean	SD	d.f.	F	p
Q29: I believe an excellent mentor is someone who is accessible	Yes	4.00	.000	1	1.793	.181
	No	4.29	.579			
Q30: I believe an excellent mentor is someone who is respected among professional peers within the institution	Yes	3.86	.690	1	.728	.394
	No	4.1	.737			
Q31: I believe an excellent mentor is someone who is respected among professional peers outside the institution	Yes	3.57	.787	1	.347	.556
	No	3.77	.873			
Q32: I believe an excellent mentor is someone who has access to professional contacts	Yes	3.57	.787	1	.010	.920
	No	3.60	.847			
Q33: I believe an excellent mentor is someone who is an exemplary teacher	Yes	4.14	.690	1	1.513	.220
	No	3.75	.832			
Q34: I believe an excellent mentor is someone who is an exemplary researcher	Yes	4.29	.488	1	1.819	.178
	No	3.89	.769			

		Mean	s.d.	d.f.	F	p
Q35: I believe an excellent mentor is someone who has compatible career goals with the new faculty member	Yes No	3.86 3.45	1.069 .945	1	1.260	.262
Q36: I believe an excellent mentor is someone who has common interests with the new faculty member	Yes No	3.71 3.28	1.113 .986	1	1.343	.247

* significant at α=.05 level
** significant at α=.01 level

Q6: I have a physical disability

Mentor Assignment		Mean	s.d.	d.f.	F	p
Q37: I believe faculty deans should assign mentors to new faculty	Yes No	3.14 2.63	1.069 .994	1	1.824	.178
Q38: I believe immediate supervisors should assign mentors to new faculty	Yes No	3.43 3.06	1.134 .990	1	.951	.330
Q39: I believe mentors should select who they want to mentor	Yes No	2.86 3.31	.900 1.035	1	1.340	.248
Q40: I believe new faculty should select their mentors	Yes No	3.29 3.16	.756 1.043	1	.099	.753
Q41: I believe mentors relationships should be spontaneously formed	Yes No	2.86 2.95	1.069 1.114	1	.050	.824
Q42: I believe mentoring relationships should be mutually formed	Yes No	4.71 3.86	.488 1.001	1	5.015	.026*

* significant at α=.05 level
** significant at α=.01 level

Q7: I consider myself to be a minority based on sexual orientation

Career Development		Mean	s.d.	d.f.	F	p
Q8: I understand what I need to do to attain tenure	Yes No	3.26 3.84	1.267 1.041	1	10.104	.002**

				1	6.988	.009**
Q9: I understand what I need to do to attain promotion	Yes	3.21	1.277			
	No	3.71	1.079			
				1	1.485	.224
Q10: I have been provided with clear expectations in regard to teaching	Yes	3.00	1.273			
	No	3.25	1.184			
				1	7.809	.005**
Q11: I have been provided with clear expectations in regard to service	Yes	2.50	1.310			
	No	3.06	1.152			
				1	.139	.709
Q12: I have been provided with clear expectations in regard to research	Yes	3.50	1.133			
	No	3.57	1.096			
				1	5.456	.020*
Q13: I have received assistance in achieving my career goals	Yes	2.79	1.318			
	No	3.28	1.212			
				1	7.042	.008**
Q14: Overall, I have been satisfied with my career	Yes	3.34	1.146			
	No	3.79	.967			
				1	11.998	.001**
Q15: Overall, I have good collegial relationships	Yes	3.45	1.389			
	No	4.04	.945			

* significant at α=.05 level
** significant at α=.01 level

Q7: I consider myself to be a minority based on sexual orientation

Mentor Rewards	Mean		s.d.	d.f.	F	p
Q25: I believe mentors should be rewarded with a certificate of participation	Yes	3.14	.986	1	.679	.411
	No	3.13	1.039			
Q26: I believe mentors should be rewarded in their annual report	Yes	4.14	.84	1	.374	.541
	No	3.98	.782			
Q27: I believe rewards for mentors should be informal	Yes	3.00	.823	1	.047	.829
	No	2.87	.983			
Q28: Mentoring activities should be recognized through professional associations	Yes	3.29	.955	1	.951	.330
	No	3.33	.926			

* significant at α=.05 level
** significant at α=.01 level

Q7: I consider myself to be a minority based on sexual orientation

Mentor Characteristics		Mean	SD	*d.f.*	*F*	*p*
Q29: I believe an excellent mentor is someone who is accessible	Yes	4.34	.534	1	.358	.550
	No	4.28	.580			
Q30: I believe an excellent mentor is someone who is respected among professional peers within the institution	Yes	3.97	.885	1	1.077	.300
	No	4.11	.724			
Q31: I believe an excellent mentor is someone who is respected among professional peers outside the institution	Yes	3.45	1.108	1	5.085	.025*
	No	3.79	.848			
Q32: I believe an excellent mentor is someone who has access to professional contacts	Yes	3.47	.862	1	.855	.356
	No	3.61	.850			
Q33: I believe an excellent mentor is someone who is an exemplary teacher	Yes	3.95	.868	1	2.266	.133
	No	3.73	.832			
Q34: I believe an excellent mentor is someone who is an exemplary researcher	Yes	3.89	.727	1	.000	.983
	No	3.90	.774			
Q35: I believe an excellent mentor is someone who has compatible career goals with the new faculty member	Yes	3.332	.873	1	.871	.351
	No	3.47	.953			
Q36: I believe an excellent mentor is someone who has common interests with the new faculty member	Yes	3.11	.831	1	1.301	.255
	No	3.30	1.004			

* significant at α=.05 level
** significant at α=.01 level

Q7: I consider myself to be a minority based on sexual orientation

Mentor Assignment		Mean	*s.d.*	*d.f.*	*F*	*p*
Q37: I believe faculty deans should assign mentors to new faculty	Yes	2.92	.983	1	3.202	.074
	No	2.61	.999			
Q38: I believe immediate supervisors should assign	Yes	3.46	.836	1	6.479	.011*

		Mean	SD	d.f.	F	p
mentors to new faculty	No	3.02	1.000			
				1	11.305	.011**
Q39: I believe mentors should select who they want to mentor	Yes	2.76	1.090			
	No	3.35	1.016			
				1	.179	.672
Q40: I believe new faculty should select their mentors	Yes	3.11	.994			
	No	3.18	1.047			
				1	7.776	.006**
Q41: I believe mentor relationships should be spontaneously formed	Yes	2.46	1.043			
	No	2.99	1.111			
				1	5.057	.025*
Q42: I believe mentoring relationships should be mutually formed	Yes	4.24	.760			
	No	3.86	1.016			

* significant at α=.05 level
** significant at α=.01 level

Frequencies: <u>Experienced Faculty</u>

Q3: I am male / female

Mentor Rewards	Mean		SD	d.f.	F	p
Q17: I believe mentors should be rewarded with a certificate of participation	Male	2.53	1.016	1	.035	.852
	Female	2.51	1.084			
				1	3.861	.050*
Q18: I believe mentors should be rewarded in their annual report	Male	3.21	1.143			
	Female	3.45	1.145			
				1	.09	.756
Q19: I believe rewards for mentors should be informal	Male	3.41	1.013			
	Female	3.37	1.062			
				1	5.509	.765
Q20: Mentoring activities should be recognized through professional associations	Male	2.86	.988			
	Female	3.11	1.032			

* significant at α=.05 level
** significant at α=.01 level

Q3: I am male / female

Mentor Characteristics	Mean		SD	*d.f.*	*F*	*p*
Q21: I believe an excellent mentor is someone who is accessible	Yes	4.33	.650	1	.475	.491
	No	4.37	.645			
Q22: I believe an excellent mentor is someone who is respected among professional peers within the institution	Yes	4.14	.771	1	1.344	.247
	No	4.23	.745			
Q23: I believe an excellent mentor is someone who is respected among professional peers outside the institution	Yes	3.75	.875	1	.108	.743
	No	3.78	.879			
Q24: I believe an excellent mentor is someone who has access to professional contacts	Yes	3.67	.859	1	.096	.757
	No	3.64	.913			
Q25: I believe an excellent mentor is someone who is an exemplary teacher	Yes	3.78	.916	1	.225	.636
	No	3.83	.800			
Q26: I believe an excellent mentor is someone who is an exemplary researcher	Yes	3.89	.833	1	.042	.838
	No	3.90	.803			
Q27: I believe an excellent mentor is someone who has compatible career goals with the new faculty member	Yes	3.24	.996	1	5.469	.020*
	No	3.48	.924			
Q28: I believe an excellent mentor is someone who has common interests with the new faculty member	Yes	3.43	.900	1	.526	.469
	No	3.50	.948			

* significant at α=.05 level
** significant at α=.01 level

Q3: I am male / female

Mentor Assignment	Mean		*s.d.*	*d.f.*	*F*	*p*
Q29: I believe faculty deans should assign mentors to new faculty	Yes	2.30	1.015	1	.832	.362
	No	2.39	.915			
Q30: I believe immediate supervisors should assign	Yes	2.94	1.138	1	.365	.546

		Mean	SD	d.f.	F	p
mentors to new faculty	No	3.01	1.043			
Q31: I believe mentors should select whom they wish to mentor	Yes	3.22	1.026	1	.242	.623
	No	3.17	1.141			
Q32: I believe new faculty should select their mentors	Yes	3.13	1.065	1	.019	.890
	No	3.14	1.083			
Q33: I believe mentor relationships should be spontaneously formed	Yes	3.19	1.074	1	2.356	.126
	No	3.01	1.139			
Q34: I believe mentoring relationships should be mutually formed	Yes	3.58	1.118	1	4.476	.035*
	No	3.83	1.030			

* significant at α=.05 level
** significant at α=.01 level

Q4: I am over/under (retired/non-retired) the age of 65

Mentor Characteristics	Mean		SD	*d.f.*	*F*	*p*
Q21: I believe an excellent mentor is someone who is accessible	Non-retired	4.33	.650	1	4.661	.031*
	Retired	4.37	.648			
Q22: I believe an excellent mentor is someone who is respected among professional peers within the institution	Non-retired	4.14	.807	1	9.095	.003*
	Retired	4.23	.710			
Q23: I believe an excellent mentor is someone who is respected among professional peers outside the institution	Non-retired	3.75	.860	1	5.128	.024*
	Retired	3.78	.880			
Q24: I believe an excellent mentor is someone who has access to professional contacts	Non-retired	3.67	.873	1	15.663	.000**
	Retired	3.64	.858			
Q25: I believe an excellent mentor is someone who is an exemplary teacher	Non-retired	3.78	.852	1	2.938	.087
	Retired	3.83	.881			
Q26: I believe an excellent mentor is someone who is an exemplary researcher	Non-retired	3.89	.847	1	5.064	.025*
	Retired	3.90	.799			

Mentor Assignment	Mean		s.d.	d.f.	F	p
Q27: I believe an excellent mentor is someone who has compatible career goals with the new faculty member	Non-retired	3.24	.970	1	.017	.896
	Retired	3.48	.976			
Q28: I believe an excellent mentor is someone who has common interests with the new faculty member	Non-retired	3.43	.936	1	2.766	.097
	Retired	3.50	.899			

* significant at α=.05 level.
** significant at α=.01 level

Q4: I am over/under (retired/non-retired) the age of 65

Mentor Assignment	Mean		s.d.	d.f.	F	p
Q29: I believe faculty deans should assign mentors to new faculty	Non-retired	2.40	1.037	1	1.238	.267
	Retired	2.29	.939			
Q30: I believe immediate supervisors should assign mentors to new faculty	Non-retired	2.97	1.091	1	.000	.988
	Retired	2.98	1.112			
Q31: I believe mentors should select whom they wish to mentor	Non-retired	3.14	1.088	1	1.022	.313
	Retired	3.25	1.049			
Q32: I believe new faculty should select their mentors	Non-retired	2.98	1.028	1	5.373	.021*
	Retired	3.23	1.093			
Q33: I believe mentor relationships should be spontaneously formed	Non-retired	3.02	1.046	1	2.230	.136
	Retired	3.18	1.127			
Q34: I believe mentoring relationships should be mutually formed	Non-retired	3.74	1.039	1	1.240	.266
	Retired	3.62	1.119			

* significant at α=.05 level
** significant at α=.01 level

Q5: I am a visible minority

Mentor Rewards	Mean		SD	d.f.	F	p
Q17: I believe mentors should be	Yes	3.12	1.143	1	8.755	.003**

rewarded with a certificate of participation	No	2.50	1.023			
				1	2.589	.108
Q18: I believe mentors should be rewarded in their annual report	Yes	3.65	1.164			
	No	3.28	1.131			
				1	.461	.498
Q19: I believe rewards for mentors should be informal	Yes	3.27	.919			
	No	3.41	1.032			
				1	2.172	.141
Q20: Mentoring activities should be recognized through professional associations	Yes	3,23	1.032			
	No	2.94	.985			

* significant at α=.05 level
** significant at α=.01 level

Q5: I am a visible minority

Mentor Characteristics	Mean		SD	d.f.	F	p
Q21: I believe an excellent mentor is someone who is accessible	Yes	4.50	.583	1	1.601	.206
	No	4.33	.655			
Q22: I believe an excellent mentor is someone who is respected among professional peers within the institution	Yes	4.35	.689	1	1.266	.261
	No	4.18	.753			
Q23: I believe an excellent mentor is someone who is respected among professional peers outside the institution	Yes	3.69	.970	1	.256	.613
	No	3.78	.868			
Q24: I believe an excellent mentor is someone who has access to professional contacts	Yes	3.62	.898	1	.139	.709
	No	3.68	.878			
Q25: I believe an excellent mentor is someone who is an exemplary teacher	Yes	3.81	.981	1	.000	.986
	No	3.80	.866			
Q26: I believe an excellent mentor is someone who is an exemplary researcher	Yes	3.88	.816	1	.001	.976
	No	3.89	.822			
Q27: I believe an excellent mentor is someone who has compatible career goals with the new faculty member	Yes	3.35	1.056	1	.024	.878
	No	3.32	.972			
Q28: I believe an excellent	Yes	3.69	.970	1	2.010	.157

| mentor is someone who has common interests with the new faculty member | No | 3.43 | .916 | | | |

Q5: I am a visible minority

Mentor Assignment		Mean	s.d.	d.f.	F	p
Q29: I believe faculty deans should assign mentors to new faculty	Yes	2.31	1.011	1	.013	.908
	No	2.33	.979			
Q30: I believe immediate supervisors should assign mentors to new faculty	Yes	3.12	1.306	1	.417	.519
	No	2.97	1.087			
Q31: I believe mentors should select whom they wish to mentor	Yes	2.96	1.076	1	1.429	.233
	No	3.22	1.068			
Q32: I believe new faculty should select their mentors	Yes	2.69	.928	1	4.732	.030*
	No	3.17	1.082			
Q33: I believe mentor relationships should be spontaneously formed	Yes	3.04	1.076	1	.136	.712
	No	3.12	1.101			
Q34: I believe mentoring relationships should be mutually formed	Yes	3.62	.983	1	.085	.771
	No	3.68	1.099			

Q6: I have a physical disability

Mentor Rewards		Mean	SD	d.f.	F	p
Q17: I believe mentors should be rewarded with a certificate of participation	Yes	2.50	1.517	1	.004	.948
	No	2.53	1.031			
Q18: I believe mentors should be rewarded in their annual report	Yes	3.67	1.366	1	.639	.424
	No	3.29	1.132			

		Mean	SD	d.f.	F	p
Q19: I believe rewards for mentors should be informal	Yes	3.67	.816	1	.442	.507
	No	3.39	1.028			
Q20: Mentoring activities should be recognized through professional associations	Yes	3.17	1.329	1	.309	.579
	No	2.94	.981			

* significant at α=.05 level
** significant at α=.01 level

Q6: I have a physical disability

Mentor Characteristics		Mean	SD	*d.f.*	*F*	*p*
Q21: I believe an excellent mentor is someone who is accessible	Yes	4.83	.408	1	3.507	.062
	No	4.33	.652			
Q22: I believe an excellent mentor is someone who is respected among professional peers within the institution	Yes	4.50	.548	1	1.115	.292
	No	4.18	.750			
Q23: I believe an excellent mentor is someone who is respected among professional peers outside the institution	Yes	4.33	.516	1	2.543	.112
	No	3.76	.870			
Q24: I believe an excellent mentor is someone who has access to professional contacts	Yes	4.00	.894	1	.857	.355
	No	3.80	.875			
Q25: I believe an excellent mentor is someone who is an exemplary teacher	Yes	4.00	1.095	1	.319	.573
	No	3.80	.865			
Q26: I believe an excellent mentor is someone who is an exemplary researcher	Yes	4.50	.548	1	3.407	.066
	No	3.88	.816			
Q27: I believe an excellent mentor is someone who has compatible career goals with the new faculty member	Yes	4.00	.894	1	3.047	.082
	No	3.30	.973			
Q28: I believe an excellent mentor is someone who has common interests with the new faculty member	Yes	3.67	1.033	1	.377	.540
	No	3.43	.920			

* significant at α=.05 level
** significant at α=.01 level

Q6: I have a physical disability

Mentor Assignment		Mean	s.d.	d.f.	F	p
Q29: I believe faculty deans should assign mentors to new faculty	Yes	3.00	1.291	1	3.386	.066
	No	2.32	.970			
Q30: I believe immediate supervisors should assign mentors to new faculty	Yes	2.71	1.113	1	.418	.518
	No	2.98	1.098			
Q31: I believe mentors should select whom they wish to mentor	Yes	3.14	1.464	1	.027	.868
	No	3.21	1.064			
Q32: I believe new faculty should select their mentors	Yes	3.14	1.464	1	.000	.995
	No	3.14	1.073			
Q33: I believe mentor relationships should be spontaneously formed	Yes	2.57	1.397	1	1.789	.182
	No	3.13	1.096			
Q34: I believe mentoring relationships should be mutually formed	Yes	3.43	1.397	1	.399	.528
	No	3.69	1.077			

Q7: I consider myself to be a minority based on sexual orientation

Mentor Rewards		Mean	SD	d.f.	F	p
Q17: I believe mentors should be rewarded with a certificate of participation	Yes	2.57	1.207	1	.065	.799
	No	2.51	1.016			
Q18: I believe mentors should be rewarded in their annual report	Yes	3.43	1.165	1	.329	.567
	No	3.28	1.130			
Q19: I believe rewards for mentors should be informal	Yes	2.90	1.221	1	4.987	.026*
	No	3.42	1.010			
Q20: Mentoring activities should be recognized through professional associations	Yes	3.00	1.049	1	.097	.755
	No	2.93	.982			

* significant at α=.05 level

Q7: I consider myself to be a minority based on sexual orientation

Mentor Characteristics	Mean		SD	d.f.	F	p
Q21: I believe an excellent mentor is someone who is accessible	Yes No	4.47 4.34	.612 .650	1	.811	.368
Q22: I believe an excellent mentor is someone who is respected among professional peers within the institution	Yes No	4.16 4.19	1.015 .737	1	.025	.875
Q23: I believe an excellent mentor is someone who is respected among professional peers outside the institution	Yes No	3.79 3.77	.918 .869	1	.005	.943
Q24: I believe an excellent mentor is someone who has access to professional contacts	Yes No	3.58 3.68	.964 .872	1	.528	.468
Q25: I believe an excellent mentor is someone who is an exemplary teacher	Yes No	4.00 3.79	.816 .876	1	1.053	.305
Q26: I believe an excellent mentor is someone who is an exemplary researcher	Yes No	3.89 3.89	.875 .820	1	.002	.964
Q27: I believe an excellent mentor is someone who has compatible career goals with the new faculty member	Yes No	2.48 3.35	.98 .969	1	5.023	.026*
Q28: I believe an excellent mentor is someone who has common interests with the new faculty member	Yes No	3.11 3.46	.994 .905	1	2.962	1.02

* significant at α=.05 level

Q7: I consider myself to be a minority based on sexual orientation

Mentor Assignment	Mean		s.d.	d.f.	F	p
Q29: I believe faculty deans should assign mentors to new faculty	Yes No	2.32 2.32	1.057 .968	1	.000	.987
Q30: I believe immediate supervisors should assign mentors to new faculty	Yes No	2.58 2.95	1.071 1.090	1	6.028	.015*
Q31: I believe mentors should select whom they wish to	Yes	2.32	1.057	1	14.734	.000**

				1	10.320	.001**
mentor	No	3.26	1.049			
Q32: I believe new faculty should select their mentors	Yes	2.37	1.212			
	No	3.17	1.060			
				1	12.603	.000**
Q33: I believe mentor relationships should be spontaneously formed	Yes	2.26	1.368			
	No	3.17	1.070			
				1	1.278	.259
Q34: I believe mentoring relationships should be mutually formed	Yes	3.95	1.129			
	No	3.66	1.091			

* significant at α=.05 level
** significant at α=.01 level

Representative Survey Comments: New Faculty

Question	Comment
10 – I have been provided with clear expectations in regard to teaching	I need a LOT of help here
12. I have been provided with clear expectations in regard to research	This is what is changing: does one need publications or does one need grants?
13. I have received assistance in achieving my career goals.	Not from within my institution, no.
13	I get assistance, but no one knows how to help (e.g. my accent)
14. Overall, I have been satisfied with my career.	As an institutional process – No As in what I have accomplished – Yes.
18. describe how your mentoring relationship(s) was formed	I asked & found my own mentor
18.	Sponsored by our Faculty Association
19 I think mentoring should be provided to new faculty.	spontaneous mentoring is ok. It is called good collegiality. Anything imposed would not work (our plates are so full!).
19	I have mixed feelings. I think it's great to have a mentor, but I don't know how one could be 'provided' because the relationship needs, to some degree, to be self-selected.
19	- some one who knows how to help new Canadians like me.
20 I believe mentors should provide information on the formal institutional rules.	And informal!
20	Should come from institutional seminars to avoid bias, misinformation.
21 I believe mentors should give constructive feedback about teaching.	[respondent indicates 'strongly agree'] I need the most help here.
24 I believe mentors should serve as an advocate for new faculty (cont.)	Young faculty need guides and ALLIES who represent their needs/concerns in tenured faculty meetings. Senior faculty can remain too detached & make decisions without jr. faculty's input without this conscious effort.
36 I believe an excellent mentor is someone who has common interests with the new faculty member.	All of these characteristics might be useful, but a good mentor need not be someone who is an exemplary researcher, teacher or someone who is very active in their field. They need not have the same career goals, but at commitment to mentoring is essential.
36	Common interests, not important, common values are.
40 I believe new faculty should select their mentors.	New faculty may not know who should serve as a mentor

41	I believe mentoring relationships should be spontaneously formed	Jr. person may not get a mentor this way alone.
41		[respondent indicates 'strongly disagree'] would not happen with me
42	I believe mentoring relationships should be mutually formed	A good match between mentor & new faculty is key – there should also be flexibility in changing mentors if it doesn't work out.
42		Assigning friends is never a task for bureaucrats!
42		I have been lucky to have excellent, informal mentors, but a more formal system is key, since my experience, from what I have seen, is not necessarily the rule.
42		Mentors should be assigned externally. This should be a voluntary assignment. Since I was coming in from abroad, I would have felt unable to select a mentor, or form such a relationship spontaneously – although there may be occasions where that might work.
42		It might be nice to be assigned a mentor from a different department for perspective, but wouldn't it be nice if senior faculty would spontaneously consider giving advice to new faculty instead of avoiding them and telling them nothing? If only…
45	Should mentors undergo preparation	Mentors should have completed both career development & diversity training, or provide evidence of equivalencies.
45		Ideally, the preparation should have been to be themselves properly mentored
45		Counselling training and/or interpersonal communication and/or cross-cultural training.
45		Should become familiar with institutional and departmental policies and rules, both formal and informal. Should have a sense of the direction of the new faculty's career and how to guide them appropriately.
45		Should know about issues new faculty face → often distant from mentor's experience – and where to get needed assistance.
45		Clarify expectations & assumptions for both parties – it should remain informal, but some basics spelled out to new faculty won't feel like he/she is "improvising" and mentors don't feel too directive.
45		Mentoring across cultures and generations requires that the mentor be ready for 'difference'
45		Maybe just an orientation about the kinds of concerns new faculty generally have, also a list of things that new faculty would not even know enough to ask about.
45		The best mentors will share their experience and knowledge, for which they do not need any formal preparation.
45		- should be advised of other institutional people/offices that can provide assistance; should be told what they should <u>not</u> advise new faculty of.
45		Guidelines about – what new faculty in general need: advice, strategies, a bit of "venting" space, feedback. Remind mentors to take the initiative in contacting mentees – setting up meetings over coffee or lunch.
45		Given the nature of university settings, mentoring could become an opportunity for senior faculty to vent, thereby eating up more of a new faculty member's valuable time. There should be guidelines.
47	I believe it is advantageous to have a mentor from a different discipline.	I believe that people need multiple mentors – senior colleagues in one's own discipline, junior colleagues who have just gone through the routines themselves, people working at other institutions and in other disciplines. Good mentoring relationships are seldom formed, but if the informal ones are not available the formal ones are better than nothing.
47		Cultures & norms are different

48 I believe it is advantageous to have group mentoring	Again, politics & interpersonal dynamics come into play here – very risky for a new hire who may be powerless in this situation. Mentorships are best served when they are not forced or constructed, but rather are spontaneous.
Final Comments	1. While there is information/support that only a colleague within a discipline can offer, in a small department being paired with a mentor could be unhealthily incestuous. 2. Too many in-service service/learning programs theorize or are too vague to be of use. We need practical help with real functioning outcomes. 3. We had absolutely no support here, and that continues. Learning how merit/committees/teaching assign works, and about the 'culture' of the university in general is like a covert operation. As long as academia functions as a competition culture, real mentoring programs will not flourish. In academia today, sadly, underhanded selfishness is rewarded.
Final (re: Q 48 – group mentoring)	I don't like [question] #48. I'm personally not a group person and the tenure, promotion and grant preparation process is very competitive. Why would I subject myself to a peer group mentoring situation when I'm competing with these people. Crazy idea! Mentoring is great when it works. Identify achievers and make sure they meet new faculty. Encourage mentorship but don't force it.
Final	My case is very specific because I am an immigrant from France. I received a very strong opposition in Quebec. This is why I had to find out a position outside Quebec… I have to say that the help I received to conduct my career has been very poor. It is the reason why I strongly agree with your research.
Final (re:Q 47 different discipline)	There seems to be two issues mentors can help w/ (1) advice on tenure/promotion expectations which seems best handled w/in a department (2) politics/personal conflicts etc., which would be best addressed w/ a mentor outside the department.
Final (re Q spontaneously formed, different discipline)	A mentor is very important when you start your career. However & unfortunately, I don't believe it can be organized by an exterior force (chair, dean). In my case, the mentoring started through a close teaching collaboration with a senior faculty member. Unfortunately, there are some dangerous aspects related to mentoring that have to do with departmental politics. Later in my career, two or three colleagues decided to 'mentor' me in an administrative job (chairmanship). It was catastrophic, because they ended manipulating me towards their own vision of the department.
Final (re visible minorities)	This is a very useful research project! I hope you are able to pay attention to needs across various identity groups (i.e., an urgent need for mentors for people of colour faculty who similarly experience racial marginalization)
Final (re mentor preparation)	Some people are natural mentors, some people are not. The former tend to get over worked, the latter avoid work. For this reason (1) mentors must be recognized for their work (e.g., part of admin responsibilities) (2) those who are not natural mentors should be trained to at least provide the bare minimum ie. key information such as - how to manage an academic career - how to balance & negotiate admin/teaching/research - assistance with first research grant proposals - who to talk to about what at the univ. - how to publish a book - tips on networking (introductions would be nice) - tips on admin at professional associations - how to chose the right journals for your work.

Final (re mentor in different discipline)	It would be nice to have a department mentor (who knows the ins & outs of dept) AND one outside (who isn't involved in dept politics)
Final (re group mentoring)	I like the more collective model suggested in #48. This would enlarge networks & the pool of experience that could be shared. - Care needs to be taken that this does not become another form of surveillance, oversight & compulsion. What if your interests and perspectives are those of a sm. minority – and somewhat at odds with conventional models of scholarship. Does this mandate more conformity?
Final (re assigned by Dean/Chair, mentor characteristics)	I think mentoring has a lot to offer but it has to be done carefully with some degree of oversight. Given the politics at some universities I do not think it should be left to the Dean or Chair but rather a senior faculty member who has experience mentoring. I also do not think everyone is capable of being a mentor. There is a natural link, I would think, between good teaching and good mentoring. If a faculty member is not a strong teacher I would doubt that they could be an effective mentor.
Final (re formalized mentoring)	While formalizing mentoring is a nice idea, it seems to me that much of it does (or does not) occur informally in a collegial and well-governed department. Having been in both a toxic dept…and a highly collegial dept…it seems to me that while formal mentoring would be useful for some, a better use of resources might well be for universities to spend more time thinking about departmental governance issues.
Final (re university politics, power, divisions)	University politics are fundamentally unaccounted for in this survey. There is an implicit power dynamic in the mentoring process which needs to be addressed. If I am to be taken seriously as a peer, not a subordinate, it is disadvantageous for me to be mentored by particular people. I have sought out the colleagues who I think best able to respond to my questions, whether it be about departmental or university culture. The formal mentors I know of are not the people I would ask those questions of. While I appreciate that I could have signed up formally to be mentored, my organic relationships have been quite productive. As to mentoring more generally in the profession, there are cultural/sub-disciplinary/generational gaps that mean I've chosen mentors from outside the university for my non-teaching, non-uni "professional" needs.
Final (re need for formal mentoring)	As you can tell, I am disgruntled! I asked in several forums for a mentor (education services, department chair, union) and was provided with no mentor and not even with any information about how to get one. If there were senior colleagues looking out for junior faculty, lack of a mentor would be fine, but as it is we are lost! No one tells us anything. I had to hound the department chair about the 3rd year review process which I only knew existed from a friend in another department – after several months I got some information (which turned out to be not quite accurate) about one month before the papers were due. The department has many secret rituals and conventions known to all the senior faculty but kept secret from the new hires who know so little that we do not even know what to ask. Perhaps this is not a deliberate plot to keep us in the dark but mere forgetfulness about what it is like not to know. However it is hard to keep that in mind. I feel that if there were some official mentoring system the kind of situation we are in would be less likely. The situation here is so miserable that I have taken it upon myself to "mentor" the newer faculty so at least we can be clueless together or at least they know they are not the only lost ones.
Final (re knowing what is required for tenure)	The most critical matters for a young scholar's career: i.e. what are the expectations for tenure, are the most elusive. The information somewhat "percolates" and makes its way informally to you, with its share of fuzziness and

	downright contradictory signals. We all know what a stellar dossier would be, but what about a perfectly acceptable, although non-exceptional dossier? A lot of stress comes from the lack of yardsticks that indicate basic requirements.
Final (re visible minorities)	- You really need to address race, gender, etc. here. - One of the most difficult aspects of working at a predominantly white institution (faculty, staff and students) is finding support among people of colour or finding progressive, anti-racist faculty (white and non-white). - New faculty (white and non-white) who are progressive need mentors to help them work through institutionalized racism and other forms of oppression (including being asked to teach <u>all</u> the 'race' classes, mentor <u>all</u> the students of colour, teach the white faculty about racism, serve as a bodily "representation" of "affirmative action" – not to mention student remarks, racist graffiti, etc.).
17 (re visible minority)	♀ + visible minority = discrimination in my dept.
17 (re visible minority)	It's very (painfully) clear I was hired because I am a visible minority.
24 (re visible minority)	Mentors should also be aware of other factors which may specifically impact the experience of those they are mentoring (i.e., institutional racism)

Representative Survey Comments: Experienced Faculty

Question	Comment
9 When I first entered the university as a faculty member I had a mentor.	Not formally, but informally people served that role.
10 Please provide a brief description of your mentor	My thesis supervisor was my mentor – but I also had a dean who guided my career.
10	Someone was assigned to me from another department in the same faculty. She had been at the university about 7 – 10 years. We met about 2 or 3 times.
10	No one used the term 'mentor' in 1966, and if they had, it would have been regarded as condescending. It was assumed we knew what was expected of us, and if we had questions, we would ask our always helpful and supportive seniors, the Department Head among them. In that sense, we had all kinds of 'mentoring' resources. But no formal policy was involved or invoked. It was a simpler age!
10	A fifty-year old male with an affinity for disadvantaged groups: ethnic, gender, race, class. We would go out for coffee or lunch every week or two. He loved to chat. Had a great sense of humor.
10	New @...Summer Program in 1987, New in Conservatory in 1992 New as sessional in music in '93 New in Education as sessional in '95 - NEVER a mentor!
10	I had no mentor at my own institution. However, I did have a close colleague at another institution who was about 3 years ahead of me career-wise. That person provided considerable support in both research & teaching.
12 I believe mentors should provide information on the formal institutional rules.	Mentors can also provide information on the 'informal' milieu & practices of the institution
13 I believe mentors should give useful feedback about teaching.	Mentors should provide feedback if asked. I do not think that mentors should intrude (e.g., visit a classroom) unless invited.
13	On all points, [12 – 16] I would argue that the mentor should advise on these things, when necessary/requested. "Feedback" suggests surveillance for the administration.
13	# 13 – 15: mentors need to be sensitive to the autonomy of the new faculty member
14 I believe mentors should give useful feedback about research.	The discussion should be about balancing competing demands including research – which types 'count' etc.
16 I believe mentors should serve as an advocate for new faculty.	Advocate – yes, in the sense of helping them along their university path but not for anything they want – there are clear limits.
16	With respect to #16: this is the role of departmental head. If someone expected me

		to take on this role as a mentor, I would refuse.
16		On Qu. 16, mentors should certainly be supportive and encouraging, and practically helpful, but it's not their job to try to skew the politics of tenure and promotion in favour of the candidates. As much as possible, that should presumably remain an issue of merit.
16		This question seems meaningless to me without a context. If the new faculty member was suffering discrimination, then yes I think a mentor should be and advocate. In renewal of probation or tenure proceedings or in deciding merit pay, I'd say no
17	I believe mentors should be rewarded with a certificate of participation.	Are we at summer camp? This is childish!
17		Certif. of participation is useless. It would be much better if senior faculty got $500 - $1000 bucks or some tangible benefit for the time & effort this takes. Either unrestricted cash or travel grant/prof. development grant
18	I believe mentors should be rewarded in their annual reports.	If there is a formal arrangement then it does need to be properly documented as a service contribution, for sure.
18		It is simply something we should do for young colleagues – for their benefit and for the department's benefit.
18		This sort of thing is a matter of collegial service. Academics who think they should be re-warded [*sic*] or otherwise 'recognized' for everything they do have lost track of their professional calling.
18		Seeing the person you have mentored succeed is its own reward
18		Many people do not engage in mentoring practice because it is very time consuming and demanding yet little institutional value is awarded for it.
18		A GOOD colleague just does it. (Though, many faculty here don't know how to be good colleagues)
19	I believe rewards for mentors should be informal	Am ambivalent re# 19. mentoring has to be a free gift, not professional leverage or lobbying.
20 – additional comments		We have enough to do as professors, - my job is to teach & do research, not invent a new profession
20		Mentors should be absolutely objective; there should be nothing at stake for them.
28 – additional comments		Most important in addition to professional credibility and personal integrity is sincerity and empathy.
28 – additional comments		A mentor has to be knowledgeable about how the institution and profession work and committed to helping colleagues. But they needn't be 'exemplary' teachers or researchers.
28 – additional comments		EMPATHY and interpersonal skills are as important as anything else. Exemplary res or teacher does not necessarily imply the kind of experience that equates with "wisdom".
28	I believe an excellent mentor is someone who has common interests	Common lived experiences are important for mentors to share, e.g., pairing a single childless woman with a married mother would not serve well.
28 common interests		This question seems to me vague. Do mentors & new fac. member have to share specific research or teaching interests? – No. Do they have to share interests in fine teaching & research? – Yes.
29	I believe faculty deans	Above response really means, 'It depends.' But in general it should happen

	should assign mentors	informally, with encouragement from the Dept. Chair if required. Deans should probably keep out of this. On the other hand, a Dean who senses that a Dept. Chair is not devoting enough attention to the needs of new faculty members is certainly well-advised to draw the deficiency to the attention of the Chair. In short, they should encourage the process, but not actively intervene in it.
33	I believe mentoring relationships should be spontaneously formed.	Can't plan on that though good if it happens.
33		Let the new faculty find a suitable mentor.
34	I believe mentoring relationships should be mutually formed	Should be mutual choice, but agree some institutional organization may be needed.
34		Spontaneous relationships are generally the best in my view but this doesn't always just happen. Consequently, some form of support and encouragement should be provided for those to form. However, they should never be imposed.
34		I think all the named approaches are good for starting. The best might be as in 34 – but this could be accomplished by ensuring potential mentors are assigned to committees, team taught courses, etc. w potential mentees.
34		Spontaneous formation won't work. The Head should be in charge, but the new Faculty member & the prospective mentor both need to agree to the mentorship
37	Should mentors undergo preparation	Experience is sufficient preparation.
37		By the time I've prepared the mentor I might as well do the mentoring myself.
37		They should be well informed about university governance, politics, process & structure; should be updated on all types of internal and external research funding and support opportunities, deadlines, etc.
37		Mentoring is something that cannot be taught to an unwilling participant.
37		A bit of sensitivity training/coaching would be a good thing if mentors are being assigned. Perhaps the mentor-elects could be mentored themselves a little bit at first.
37		You either are, or are not, "mentor-material"
39	I have been active in providing leadership	A lesbian female – get real!!
46	Overall, I experience career satisfaction.	The problems are bullies & envy.
46		I love my work but feel completely overwhelmed by administrative and technical duties in the last 2-3 years.
46		Present career satisfaction based on teaching & interaction with students
46		I experience tremendous frustration in general as a teacher of minority background.
47	I believe it is advantageous for new faculty to have a mentor from a different discipline	– disagree. It is most essential to have a mentor from within the discipline. If you can have both – great.
47		A mentor from a different discipline has the advantage of not being involved in department politics. Moreover, since the mentor gets to know the weaknesses of the person being mentored, it would be preferable if s/he were from a discipline other than the mentoree's so that s/he could not report on the mentoree's weaknesses to promotion and tenure committees.
47		Discipline should at least be cognate. If same discipline, care should be taken to avoid conflict of interest when it comes to tenure decision

48 I believe it is advantageous for new faculty to have group mentoring	To difficult to organize, put too much work pressure on too many people
48	Interesting notion. In my unit, I'd have to say, in all sincerity, we are over-worked, therefore, doing a good job of mentoring would probably be a stretch. Plus, mentoring would 'count' for [nothing] in T & P performance-based salary increases. In other words, my unit would not really value mentoring. Too bad. This tone is set by our administrators.

48	FINALLY, YES!!
	    In my opinion, universities are rife with old-boy networks and patron-client professional connections. If mentoring in whatever form reinforces this as I fear some forms could, it should be opposed; if it breaks it down, opens up and democratizes career development, then mentoring could be a big advance. Because the entire questionnaire until the very end seems shaped by an individualist concept of mentoring and since the questionnaire seems oblivious of serious union issues and the deep politics in certain disciplines, I am very sceptical of the validity of this survey.
	    Whether group or individual, mentors have to be separate from those who sit in judgement or who can exercise discipline, such as deans, grant committee members, or teaching award committee members, etc. otherwise, the possibilities of favouritism on the one hand or bias because of (possibly confidential) info given through mentoring, on the other, will be increased more than already exists.
	    Then what is the position of a faculty member denied tenure or a promotion after following the advice of a mentor. Hence, the group process and the sharing of views and responsibility becomes important. Why does the survey not [unclear] or explore [unclear] issues?
	    What are the implications for workload on already stretched faculty members. The survey suggests a true commitment, but why does it not explore how this would be organized in workloads, especially if it becomes formalized and rewarded.
	    There needs to be a clear distinction between a group advocate or champion, such as for new faculty, aboriginal faculty, female faculty, faculty with disabilities, etc, and "mentoring" in the sense of providing information and advice on teaching, tenure applications, grant competitions to individual or small groups of faculty. To [unclear] large scale change would involve the faculty association and lead to [unclear] collective agreement terms and institutional/structural practices and has a partisan dimension. [unclear] more individualized and small group, could also involve the faculty association such as an information session on the tenure process involving TTR members, stewards, etc. but there really needs to be a great degree of neutrality and confidentiality in individual or small group contexts for mentoring (as I conceive it) to avoid reinforcing the status quo, [unclear] its divisions and inequities.

Final Comments	I strongly believe in mentoring as a wholistic activity – especially for women and minorities who continue to be out of the loop in the academy (political science being an especially exclusionary club.
	    My question is this, mentoring for what end? To teach new faculty how to play the present game, stay afloat, survive in an increasingly competitive environment? Or, mentoring to help them come into their own as scholars, teachers and 'citizens' (departmental/institutional)?
	    I wonder sometimes, especially when I see young women convinced of their equality as 'sameness' burn out as they struggle with motherhood and professional

	demands, and use 'parental' leave to suckle babies instead of making it to the library (the benefit young men seem to be getting when opting for this <u>new</u> leave!)
	Mentoring, then, needs to take these larger structural issues of gender/other forms of inequality <u>seriously!</u>
Final	Bottom line = good collegial relations & professionalism = an exchange that fosters growth – for those being 'mentored' <u>and</u> those offering mentoring.
Final	In my experience very few of the colleagues I have worked with over 40 years have the personalities, professional confidence and/or interests in being mentors except to their own grad students. A formal system of mentoring would be likely to produced perceived unfairness, conflict over criticism and power struggles. Don't go there!
Final	Doing this survey I realized that role models were far more useful than official mentors. When I was hired my department was run by an external chair & board consisting of 5 or 6 of the most accomplished administrator scholars. I learned most things by emulating & working with them.
	Think about how this experience could be institutionalised: It seems to me that it might be a good idea to assign senior faculty who agree to be mentors (and have had some training) a 'shadow' – a junior member who serves on the same committees, is evaluated by them, and the like. Even better, a team of mentors could be shadowed by a group of new faculty members – so I might be on a committee w/ new faculty member x, be asked to team teach with new faulty member y, approve grant apps submitted by new faculty member z, and so on. In this case I think the mentor pool should be cross disciplinary.
	The advantage of a system like this is that it would expose new members to a variety of potential role models, making it more likely that a fit would be found.
	The main thing is to strike a balance between experience & current knowledge. Senior faculty often understand rules and duties in a very intuitive & traditional way – and while this is important information, it is important that new faculty be exposed to multiple understandings of what things 'really' mean – and to the actual current rules & policies.
Final	My university has no formal mentoring process of which I am aware.
	I have been on promotion & tenure committees and have seen that faculty have failed to make tenure for what seems to me to be bad strategic errors (such as taking on too much committee work, too much extra teaching, or trying to publish in very prestigious journals even after 3 or 4 years of failure. I have also seen faculty hurt themselves by stating unrealistic goals in their annual reports. And, I have seen occasions when misguided chairs have written very positive comments when a faculty was headed for trouble. All of these errors should be avoided if a person has a good mentor.
Final	New faculty at my university have been almost universal in expressing the view that they desire & value mentoring. More experienced colleagues have not always been as enthusiastic. Particular in recent years, more senior Faculty have sometimes viewed the responsibility of mentoring as an unwanted intrusion on their time.
	We've tried various formal systems at [university] and for us, departmental systems have worked best. Broader systems have sometimes slowed to a near halt. With a departmental system, at least some departments have been very active & involved.
Final	I prefer informal mentoring. Lack of mentoring may occur when the majority do not share the gender/race/ethnic perceptions of young faculty – so only institutions where new faculty might be isolated is it something that may need

	special attention. But it should be informal.
	    I do not favour obligatory or assigned mentoring. Some people may not be ideal for the job and may even undermine the new hire.
	    The most important thing is to find a position with good colleagues.

Final	Mentoring is indissociable with departmental politics, and is best left spontaneous. One need not be a mentor to be helpful and supportive. I had no real mentor in my early years, and the academic climate was overly hostile to white males like myself. With junior faculty I try to be supportive to those who I think deserve the support and engourage.
Final	I dislike the idea of mentoring which I find patronizing & controlling. Had there been attempts to mentor me when I was 1st appointed I should have resisted them strongly. What is needed I think is advice on formal rules, requirements & responsibilities & on things like committee work & this should come from the HoD. On research & teaching I think the new faculty member is best left to their own devices – though advice & help should be available if requested.
Final	I was a mentor in a formal mentoring initiative, and it had very mixed success. Much time was spent allowing mentees and mentors to mingle, then the mentees selected a mentor. It was stipulated that it had to be outside the mentee's faculty. In practice, uptake by new faculty was low, and the "matching" process very time-consuming & awkward (felt like "The Dating Game"!). Now [university] Centre for Learning & Teaching offers consultation on teaching, but it seems that requests are few. In short, I love the idea of mentoring, see the importance of the mentee having the choice of mentor. So I seem to be arguing for some sort of "organized/orchestrated spontaneity"! I'll be very interested to see your results!

PART III: SEMI-STRUCTURED INTERVIEWS AT THE UofA

BRIEF OVERVIEW

In addition to identifying and describing the current mentoring programs for new and early faculty members at this university, data were collected on the experiences and observations of selected faculty members:

- 12 RHFMs[1] (in 2006 or later) who said that they had formal mentors,
- 12 RHFMs (in 2006 or later) who said they had not had formal mentors,
- 2 RHFM (in 2006 or later) who said they had informal mentors,
- 8 established faculty who had acted as mentors, and
- 8 administrators who were coordinating formal mentoring programs, or had done so recently, or had arranged formal mentoring relationships.

THEMES AND TOPICS THAT EMERGED FROM THE INTERVIEWS

1. **PURPOSES OF MENTORING:** The primary purpose of mentoring was viewed as assisting newly hired faculty members to establish themselves as academics at the UofA.

2. **FORMS OF MENTORING:** There was a large range of forms of mentoring identified and described by the faculty members including:

   1. Formally Assigned Individual Mentor
   2. Formally Assigned Group of Mentors (multiple mentors supporting one new faculty member)
   3. Organized Mentoring Activities at the unit level or through university-wide services
   4. Informal Individual Mentors
   5. Ad Hoc Informal Mentoring
   6. Informal Group Mentoring

3. **CHARACTERISTICS OF GOOD MENTORS:** Participants enumerated a rather long list of personal qualities that a good mentor did/should possess including:

   - Openness
   - Strong interpersonal and communication skills – friendliness, helpfulness, good listening, sociability, and honesty combined with tact
   - Awareness of and empathy for the situation and needs of newer colleagues.
   - Availability
   - Good mentors are good academic citizens. They are colleagues who accepted responsibilities along with rights, who made well-rounded contributions to academic work/life, and who would pass on those attitudes.

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[1] RHFM = recently hired faculty member.

There was consensus that not everyone makes a good mentor and that there are people who shouldn't be mentors.

4. FACETS OF ACADEMIC WORK AND LIFE: RHFMs had questions ranging from the practical details of orienting around campus (e.g. where offices and services were available) to big picture concerns about career development. Mentoring should address those aspects not taught in graduate school. Though many RHFM were particularly concerned about achieving tenure.

5. EXCLUSIONS, OMISSIONS, AND EQUITY: Some RHFMs said that, while they did not see any intentional exclusion, some RHRMs experienced disadvantages for which effective mentoring did, or could, compensate.

6. STRUCTURED FORMAL MENTORING PROGRAMS: Numerous study participants reported that, even when unit heads claimed to have mentoring programs, the program tended to consist of notification that a new faculty member and a more senior one had been assigned to each other as a mentoring pair. Or, the RHFM was asked to find a mentor and inform the administration of that person's name and agreement to mentor. Either way, an official mentoring match was made but there was no supportive context or follow up, leaving the mentor and protégé/mentee to find their own path to a mentoring relationship.

EXTENDED OVERVIEW OF SEMI-STRUCTURED INTERVIEWS

BACKGROUND

The purpose of the semi-structured interviews was to gain an understanding of faculty members' experiences and activities related to mentoring practices at the University of Alberta. This section is intended to provide qualitative data specific to the UofA.

In addition to identifying and describing the current mentoring programs for new and early faculty members at this university, data were collected on the experiences and observations of selected faculty members from four groups:
1. Recently hired (in 2006 or later) faculty who said they had formal mentors at the U of A;
2. Recently hired (in 2006 or later) faculty who said they did not have formal mentors at the U of A;
3. Established faculty who had acted as mentors;
4. Administrators who were coordinating formal mentoring programs, or had done so recently, or had arranged formal mentoring relationships.

We received responses from 68 faculty members. Of those, we selected 43 to interview.

We conducted 43 semi-structured interviews (see Appendix C for interview questions). In situations where more faculty members volunteered for the study than could be accommodated, the study participants were selected purposively to provide as diverse a group as possible with respect to range of disciplines/faculties; year hired; gender and minority status (as self-identified in initial response to the letter of invitation to recently hired faculty members – see Appendix D).

The following section provides more details on the demographics of the participants who included the following:
- 12 RHFMs[2] who said that they had formal mentors,
- 12 RHFMs who said they had not had formal mentors,
- 2 RHFM who said they had informal mentors,
- 8 faculty members who spoke about their role as a mentor, and
- 8 faculty members who spoke about their role as an administrator.

It is important to note that many mentors had also been or were currently administrators, and many administrators had also been or were currently mentors.

Identifying features were removed from the written record of the interview. Each participant had the opportunity to review and edit the record of his/her interview before the record was analyzed.

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[2] RHF M = recently hired faculty member. The participant group for this study included individuals who were hired in 2006 and following, so they were not necessarily "new faculty" at the time of the study.

Demographics of Participants (Recently Hired Faculty Members)

The following graphs describe the demographics of the recently hired faculty members. On the left are the details about the faculty members who volunteered to participate and the right at the details about the faculty members who were interviewed for the study.

Respondents by Sector*[3]:

Total Respondents

Sector 1 ■ Sector 2

37% | 63%
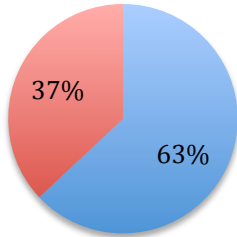
Study Participants

Sector 1 ■ Sector 2

38% | 62%
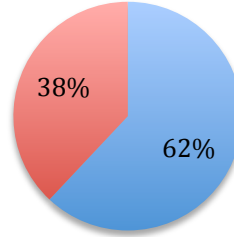
Respondents by Gender:

Total Respondents

Male ■ Female

42% | 58%
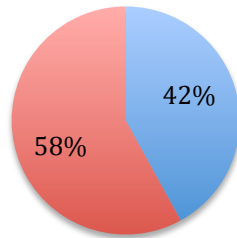
Study Participants

Male ■ Female

50% | 50%
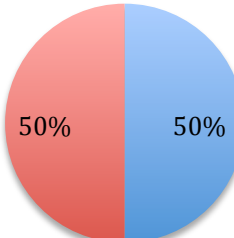
Respondents By Year of Hire:

Total Respondents

06 ■ 07 ■ 08 ■ 09

14% | 35% | 33% | 18%
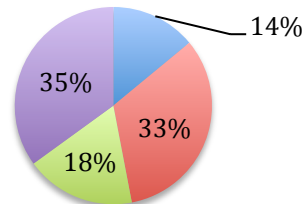
Study Participants

06 ■ 07 ■ 08 ■ 09

15% | 27% | 23% | 35%

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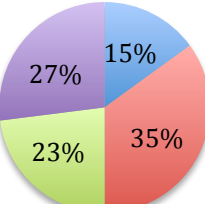
[3] Sector One: Agriculture, Life, & Environmental Sciences; Engineering; Medicine & Dentistry; Nursing; Pharmacy & Pharmaceutical Sciences; Public Health; Physical Education & Recreation; Rehabilitation Medicine; Science;

Sector Two: Arts; Augustana; Business; Campus Saint-Jean; Education & SLIS; Extension; Law; Native Studies

Respondents With a Formal Mentor, an "Informal Mentor" or No Mentor[4]:

Total Respondents

Mentor ■ No Mentor ■ Informal

7%
47%
46%

Study Participants

Mentor ■ No Mentor ■ Informal

8%
46%
46%
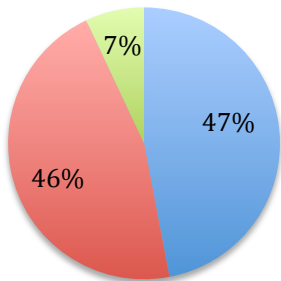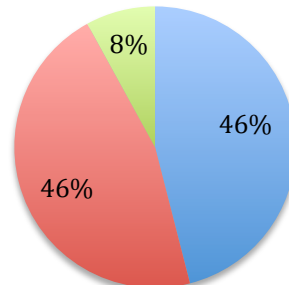
Respondents - Visible Minorities[5]:

Total Respondents

■ Minority ■ N/A

15%
85%
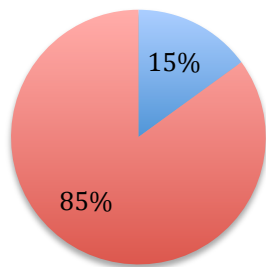
Study Participants

■ Minority ■ N/A

23%
77%

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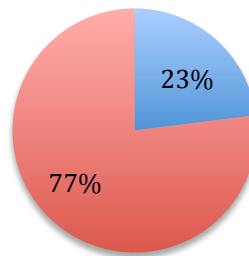
[4] In response to the question "Have you had a formal mentor at the U of A?" on the Willingness to Participate form.

[5] Participants were responding to the question, "Do you self-identify as a visible minority?"

PART 1. PURPOSES OF MENTORING

There was consensus among the respondents that the primary purpose of mentoring was to assist newly hired faculty members to "establish themselves"[6] as academics at the UofA, but mentoring served other purposes as well. The expectations about the scope and focus of formal mentoring varied somewhat across units.[7] Four main purposes emerged from the data.

1. Guidance in Relation to Career Development: *mentors supported new faulty in their career development. In some units, mentoring had as its specific goal progress toward, and achievement of, tenure. In other units, there was a broader approach toward career development.*

In some units, the explicit goal of mentoring was to work with, and provide appropriate supports for, the new faculty member toward the goal of achieving tenure. According to one administrator, the mentor "helps…and guides [the new faculty member] until they reach promotion…tenure." In a few other units, the scope of mentoring was wider; one administrator described it as considering a career "in a fuller sense." That is, one approach to mentoring emphasized guidance for the pursuit of a particular career path to a particular goal, while the other emphasized guidance about the broader development of a career, "with an understanding that there are lots of different ways to be successful."

2. Legitimating the Learning Process: *the presence of mentoring opportunities were an acknowledgement that there was a great deal of learning involved in becoming an academic.*

For RHFMs, the existence of mentoring seemed to acknowledge and legitimate the learning process that is involved in becoming a professor, in other words, that "This is a new job." One RHFM made this comment:

> When there's an explicit mentoring structure it seems to me the work place is already acknowledging something critical, which is that the first year is tough….'look, it's tough, and we know that it's tough…. this is the person you'll go to, we know you'll have questions, we know you'll make some wrong steps and that's okay, that's how everybody starts.'

As an administrator commented,

> The importance of this [mentoring] program is that the mentee has the right to knock on the mentor's door. … And so any time the mentee finds himself or herself in trouble, he or she has a right to come and ask for advice.

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[6] Quotation marks indicate a direct quotation from an interview.

[7] "Unit" refers to an academic unit such as a Department or a Faculty.

In units that encouraged mentoring, participants generally agreed that new faculty members could consult many different colleagues, although a few doors always appeared to be "closed." Formalized mentoring arrangements made the RHFMs feel more comfortable about seeking advice because their mentor had some obligation to be available to them. Mentors also reported that they made a practice of referring their mentees/protégés to other colleagues, as appropriate, for advice or information. These referrals reinforced mentoring as a shared responsibility.

3. Equalizing Opportunity: *since study participants believed that good mentoring did help new faculty members to establish themselves, to achieve tenure and to develop their academic careers, those who had access to such mentoring had advantages over those who did not.*

Mentoring that was available to all the RHFMs in a unit provided more equal opportunities for new hires "getting established" as professors, and for consequent career progress and development. RHFMs who were in units that did not arrange formal mentoring or provide even-handed access to informal mentoring reported that they were forced to seek informal mentoring from various sources. That search afforded somewhat haphazard guidance while absorbing time and energy that could have been directed to other tasks. Furthermore, some RHFMs speculated that new faculty members had differential access even to informal mentoring. In most (but not all) units with formally structured mentoring programs, participation was voluntary and, reportedly, a few RHFMs "excluded themselves" from mentoring. However, the administrators who initiated or expanded mentoring activities in their units emphasized that formal mentoring was available to all RHFMs.

4. Maintaining or Changing Organizational Culture: *in some cases, participants referred to the role that mentoring could play in either maintaining or changing the culture of a unit.*

Some administrators and mentors also referred to the role that mentoring played in maintaining or changing the organizational culture of a particular unit. Some of these participants stated that they wanted to mentor RHFMs into an existing organizational culture that was worth maintaining, in particular a collegial one**.** Other participants reported that they instituted particular mentoring practices as part of an effort to shift toward and "consolidate" a more collegial and supportive – in one case, "non-hierarchical" – workplace, where RHFMs would then find it easier to ask questions or express their needs.

PART 2. FORMS OF MENTORING

The presence—or absence—of mentoring (in various forms and from various sources) appears to depend on the unit administrators. While some RHFMs reported mentoring experiences that ranged from extensive formal and informal one-to-one or group

mentoring, others received virtually no mentoring or guidance at all. This section outlines administrators' and mentors' descriptions of the forms of mentoring activities in which they had been engaged, as well as RHFMs' responses to the questions, "Have you had a formal mentor at the UofA?" and "Have you experienced mentoring in other forms?"

RHFMs interpreted the term "formal mentor" differently, so responses to the question, "Have you had a formal mentor at the UofA?" when read in isolation could be misleading. Some people did have formally assigned mentors and ongoing relationships. Others had formally assigned mentors with whom they had not developed a relationship. Others had informal mentors, but these were relationships that had evolved through conversation or because the RHFM had sought them out. Some individuals who said they did not have mentors realized, upon reflection, that they had actually experienced mentoring from one or more individuals, in some form. Therefore, all of these variations on mentoring are described in this section. Participants reported the following forms and sources of mentoring activities:

1. Formally Assigned Individual Mentor

- Chosen by unit administrators, with or without input from the new faculty member
- In a few cases, administrators placed the onus on the new faculty member to locate a mentor and then the arrangement was confirmed officially by the administration
- The Centre for Teaching and Learning (CTL) peer mentoring, in which a newer faculty member is matched with someone from another discipline, department, or Faculty (to avoid potential conflicts of interest such as might happen if the mentor were on the Faculty Evaluation Committee (FEC)

2. Formally Assigned Group of Mentors

- In one unit, the Chair created a pre-tenure advisory committee for each new faculty member that served as a group of mentors
  - One individual designated as official mentor, but the new faculty member was encouraged to seek out any of the four committee members for discussion and guidance. The advisory committee met formally once a year throughout the pre-tenure period.
- In a smaller unit, the administrative group (Chair and Associate Chairs) acted as the group of mentors for a RHFM. Each member had specific areas of expertise. The RHFM approached the group members individually and also met with them as a group.

3. Other Organized Mentoring Activities

Most of these activities were organized and offered at the unit (Department or Faculty) level, but the sessions offered by the Centre for Teaching and Learning

(CTL) and Research Services Office (RSO) were available on a university-wide basis:

- In consultation with the Chair, the mentoring coordinator in one department organized lunch sessions designed specifically for untenured faculty members and their formally assigned mentors
- Some units held a series of group meetings, over lunch, or as late-afternoon "beer and popcorn" Faculty Club sessions. These sessions provided orientation and information on selected topics for untenured faculty. Some involved a series of guest speakers. They were attended and/or led by one or more senior administrators. Some participants described such sessions as "talk-at" sessions, while others said that their sessions were "quite helpful." Some RHFMs said that they were reluctant to speak openly and publicly about their concerns while others commented that "other assistant professors could also ask questions. Often you learned a lot from the kinds of questions they were asking." One RHFM felt that their sessions "built community."
- One administrator who was responsible for teaching in the unit held two or three sessions each term for RHFMs, to present and discuss topics related to teaching and policy about teaching.
- One unit head instituted and hosted a "no agenda" luncheon, once a term, for all pre-tenure faculty. The intent for this large group gathering was "purely social." It was set up to help newer faculty meet other newer colleagues whom they might not otherwise meet. This administrator observed that informal mentoring occurred spontaneously during these gatherings.
- In several units, participants reported that unit administrators organized some form of "mock FEC" or "internal FEC" every two or three years. In the case of the mock FEC, the untenured faculty members met as a mock FEC and reviewed sample composite portfolios, assessing each individual case based on the unit's criteria. In other units, it was a group of senior professors who met with the RHFM, reviewing and providing straightforward feedback regarding career progress toward tenure.
- One unit head noted the Chair's annual evaluation of each faculty member could be considered another "harsher" element of mentoring.
- To encourage new faculty to ask questions and seek clarification, one Chair reported meeting with each untenured person twice a year for a conversation that was separate from formal sessions such as the annual review meeting.
- A number of RHFMs reported that member/s in their unit (sometimes the administrative & office staff) were assigned to provide various types of assistance to those arriving from outside Canada.
- Some RHFMs also found the Research Services Office workshops and personnel helpful.
- Some RHFMs mentioned helpful CTL programs
  - Several RHFMs mentioned with appreciation the CTL new professor orientation, held each summer. One RHFM said, "That was the only introduction to life on campus that I had…." Many of these RHFMs were grateful for the opportunity to meet and talk with other new colleagues;

some reported that they kept in touch with some people they met at the orientation sessions.

- Several participants (RHFMs, administrators, chairs) referred appreciatively to other CTL current and former offerings, such as peer consulting (for teaching), mentoring, current topics (doctoral supervision; work-life balance), e-learning programs, and practical teaching sessions.

4. Informal Individual Mentors

- New faculty members sought out individuals both within their own unit and those with related interests (scholarly and other academic groups) outside the unit. RHFMs sometimes reported being rebuffed by potential mentors. One RHFM said, "I asked those I thought were handling the job well, the pressures, the research components, and gave them the opportunity to refuse because I do understand it's a time commitment." Some RHFMs intentionally sought several informal mentors, each of whom could provide guidance about different aspects of academic work.
- In other cases, informal mentoring relationships evolved "organically" from a base of common (research or teaching) interests. In some cases, RHFMs found that these informal mentors were more suitable or accessible than their formally assigned mentors.
- In a few cases, established faculty members (including administrators) took the initiative to offer informal mentoring relationships by making frequent, casual contact with newcomers. In one unit, which has no structured formal mentoring program, an established faculty member chose to volunteer as an informal mentor for each newly arrived faculty member and was known for doing that.
- Several RHFMs indicated that their spouses were also academics at the UofA. Those spouses who had been employed for a while mentored their newly hired spouses, while RHFMs who were hired at the same time compared notes and mentored each other.
- Some established faculty members unknowingly served as mentors because RHFMs saw them as role models and quietly observed their conduct.

5. Ad Hoc Informal Mentoring

- Instead of, or as a supplement to, more formal mentoring, a number of RHFMs reported that they approached receptive senior colleagues, on an "as-needed" basis, to ask questions or seek advice: "You'll look for an open door in the hallway and say 'Oh there's an experienced colleague, I'm just going to run it by them'." Some colleagues, in some units were very amenable to these enquiries, but this was not the case in all units.
- The RHFMs said that they were careful not to take up too much of a colleague's time when "standing in the doorway" and not to approach any one person too frequently. One commented, "They were always helpful if I

asked, but the problem is to go and ask people, which is probably why it would be nice to have a formal or official mentor because then someone is obligated to help you."

- Study participants noted that new faculty members had to know what they needed to know in order to benefit from ad hoc mentoring. The onus was on the RHFM to know/figure out what to ask.

6. Informal Group Mentoring

- Several participants – RHFMs, mentors, and administrators -- noted that team teaching situations ("I mean 'proper' team teaching… not tag team…everyone comes to everyone else's"), specialization groups (especially small ones), and research teams afforded rich informal mentoring opportunities. Some of these were inter-disciplinary or cross-departmental groups.
- One administrator felt that the unit's annual retreat had, with careful attention to process, served as a context for valuable informal mentoring.
- Several participants reported that research provided valuable mentoring opportunities.
- Participants reported that informal mentoring ("comparing notes") took place in many group situations including
  - Regular coffee breaks with established groups (e.g. colleagues on the hallway; sub-specialization group; the women in a unit)
  - Scheduled seminar series (within or outside home unit), sometimes followed by social time. Some series featured individuals from the unit presenting their research, while others featured presenters from both within the unit and elsewhere.
  - Peer group that met regularly (e.g. lunch or the Faculty Club at designated times). A member of one such group talked explicitly about being "collegial" rather than competitive in order to "help each other navigate this path."
  - Writing or reading groups
  - Regular dinner groups (mixed or single gender with range of career stages, usually cross-departmental)

Mentoring Environments

Some participants conveyed a sense that there was a culture of mentoring in their units or subunits. This "mentoring environment" was fostered by unit heads who gave attention and effort to various mentoring initiatives. According to some RHFMs, established faculty colleagues (both formal and informal mentors), administrative and office staff all contributed to this mentoring environment through their accessibility and helpfulness. Newcomers were being actively encouraged to seek assistance, ask questions, "let someone know" if they needed something or wondered about something.

PART 3. DEFINING MENTORS AND MENTORING

When responding to the questions, "What does the term 'mentor' mean to you? The term 'mentoring'? What do you consider to be characteristics of a good mentor?" participants rarely distinguished between definitions of the terms, characteristics of good mentors, and approaches to mentoring. Often, they incorporated characteristics and styles/approaches into their definitions as they provided illustrations from their experience. Below are participants' observations about definitions, characteristics, and approaches to mentoring as well as a subsection on support and recognition for mentors.

The Terms "Mentor" and "Mentoring"

Many participants agreed that an ideal mentor is "an experienced and trusted adviser."[8] As one administrator put it, "That [definition is] a wonderful summation of a mentor, because quite often it is really figuring out what to do in each different circumstance that you would experience as an academic." RHFMs often used the word "guide" in their definitions, for example, a guide to "navigate" their way through their new academic environment and its processes, "to help me know where I was going, what I was doing." This is another typical description: "Someone more senior that I could talk to about my research, how to spend my time, teaching, trade-offs that you need to make in your everyday work life." One RHFM noted that a mentor provided "advice that is crucial to know but that you may not get it if someone didn't tell you." Another was able to "avoid rookie mistakes" because of a mentor's guidance. However, the RHFMs were adamant that a guide was not a "dictator."

Recently hired participants also greatly valued (formal or informal) mentors who had an "open door." This image was both reality and metaphor, describing a mentor's willingness to answer RHFMs' "thousands" of large and small questions about academic work and life as an academic. One administrator held the conviction that "everyone needs someone to turn to and ask stupid questions, and have someone spend time with them and show them the ropes." Both RHFMs and mentors noted that physical proximity or regular meetings facilitated this aspect of mentoring.

But trust was as important as advice for the RHFMs. They sought mentors who had the newcomer's "best interests at heart," who wanted the newcomer to succeed. Equally significant, RHFMs needed to know that mentors would treat their conversations as "completely confidential." And several felt that trust was also built on the mentor's willingness to provide "candid" feedback without being judgmental. Participants saw these as ingredients for a sort of "comfortable" mentoring relationship that was also "safe."

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[8] The Concise Oxford Dictionary, 8th Ed (1990). This definition was proposed as a starting point in the first interview question.

Newly hired faculty sought mentors who could draw on "a wider perspective or experience" than their own and who had the ability to communicate those experiences and perspectives to someone new. One RHFM talked about an "ideal" mentor as a "more senior colleague, but [not] a full professor way advanced in their career…just someone a couple of steps ahead of you, [who had] gone through tenure, promotions, that kind of thing. They've been at the university awhile so they understand the university practices." Depending on the newcomer's situation, the mentor's experience and expertise might be related to any or all of the facets of academic work and life. For most participants, that meant "someone who provides career support as well as social and psychological support," or an "integrated" approach and perspective on academic life and work. Many participants noted that good mentors also referred their protégés/mentees to others or made connections for them, when these other individuals were in a better position to provide advice on particular topics. One RHFM offered this summary definition: "[A mentor is] somebody who has been there, done that, has learned, and can share their wisdom."

Characteristics of Good Mentors (and the Opposite)

Participants enumerated a rather long list of personal qualities that a good mentor did/should possess. Openness and strong interpersonal and communication skills – friendliness, helpfulness, good listening, sociability, and honesty combined with tact – were especially important to RHFMs. So was "awareness" of and empathy for the situation and needs of newer colleagues. All participants spoke about the importance of a mentor who is "absolutely available," which one administrator defined as "someone who is articulate, who is generous with their time and their thoughtfulness." A mentor commented that generosity extended to one's network of contacts. Most administrators and mentors asserted that mentors themselves should be (and usually were) among a unit's good citizens. That is, colleagues who accepted responsibilities along with rights, who made well-rounded contributions to academic work/life, and who would pass on those attitudes.

There was consensus that not everyone makes a good mentor and that "there are people who shouldn't be mentors." Administrators and mentors noted explicitly that individuals who were rarely on campus were not suitable mentors. Nor were those who did not see the need for mentors, particularly those who felt: "I didn't need a mentor therefore this person should just struggle the way I did," to the point of being "kind of nasty" to new faculty. A number of participants rejected as mentors those who were "overly competitive" or exploitive of newcomers. For example, some RHFMs questioned the motives of certain individuals who approached them offering so-called opportunities. These RHFMs believed that the individuals wanted to "use" that newcomer to serve the mentor's own academic agenda. A few participants noted that some established faculty reported expressed "hostility" and resentment toward newcomers whom they viewed as competition.

Approaches to Mentoring

The formal mentors in this study understood and enacted their mentoring roles in a variety of ways. When discussing the roles and activities of mentors, participants described different approaches to mentoring, that is, different degrees of directiveness and intervention. Some of those differences were based on the personalities and career stage of both the protégés/mentees and the mentors. Others were shaped by expectations within the particular context of each unit.

Some mentors were more certain than others about the nature of their role and what that meant for their actions. Those who had received some orientation and continuing support related to mentoring, either within their unit or within the mentoring program offered by the former UTS, were more confident. So were some of those who mentored in situations where the mentoring was explicitly intended to assist RHFMs in achieving tenure, or it was specifically focused on research or teaching. Even then, one administrator reported that some colleagues felt they could not "crystallize [what was involved in getting tenure] or formalize it" for another person. And the more confident, well-prepared mentors reported some situations in which they felt unsure or frustrated because their initiatives and guidance were being ignored, where a protégé/mentee was, as one mentor put it, "hard of listening." It seemed that some newly hired faculty members simply chose not to be mentored. All of the mentors wondered at times how they could be helpful as opposed to being intrusive.

Several participants emphasized that the mentor's role should be proactive, not just reactive. One stated, "[A mentor is] …someone who'd take an interest in your career and make the effort to go out and make sure things were on track, rather than just being someone in an office that you could go to." Along a continuum, this description fell at the opposite end from the more "laissez-faire" or on-call, as-needed mentoring style. While one mentor viewed the latter as "less fulfilling" than a more fully engaged approach, it was what certain RHFMS needed and appreciated.

Many (but not all) RHFMs who had no prior experience as faculty members, either at the University of Alberta or elsewhere, before coming to the UofA, sought a directive style of mentoring that some others would have found intrusive. One RHFM member wanted a mentor to say, "Set your priorities, watch your time, think about where this is going." A mentor talked as well about "mediating" and "interpreting" on behalf of a RHFM. One administrator felt that a mentor should "routinely check up and make sure that courses were going well, grants, pointing out opportunities, how to handle those opportunities, introducing that person to the players, on campus and off" over a sustained period.

Some participants argued for a vision of mentoring as a more equal partnership. For example, one mentor modified the proffered definition of a trusted advisor to that of "a trusted friend." An administrator spoke of mentoring "partners," with the mentor being "someone you can share all sorts of problems with and know there's a respectful and trusted person to talk to about those problems." And an RHFM described the experience of having a teaching mentor who provided a "framework" from experience, left the RHFM free to experiment and make mistakes, and then they engaged in problem solving, if needed.

Several mentors and administrators talked about the importance of the mentor's "listening ear." By listening carefully to the protégé, the mentor not only fostered a relationship but also came to understand the protégé's concerns and then could respond to them rather than imposing his/her agenda regarding advice or expectations. One RHFM expanded on that notion of a mentor as "exploring their own experiences with the [newcomer] and perhaps extrapolating from that or pulling lessons that may be helpful for that individual." These descriptions reflected the more collegial approach to mentoring that some administrators and mentors considered ideal. They suggested a concept of mentoring that is mutual and respectful, developing toward a collegial equality that encompassed discussion of a broad range of academic work and life issues.

A more contained, but very intensive approach, was mentoring as part of the pre-tenure advisory committee (see Formal Mentoring Programs for detailed description). An administrator described this as a "focused commitment associated with that committee meeting and the drafting of a letter. Everyone says, 'Okay I'm in this room for this process.' They completely focus on the process, they give it their all, and then they're off to do other things."

Support and Recognition for Mentors

Given the ambiguities related to the role of mentors and the case-by-case challenges of mentoring, what did participants report or suggest as preparation, support, and recognition for mentors and mentoring? Mentors often said that the work was it's own reward, due to the "gratification…[of] knowing that you've been able to help somebody." Others considered mentoring to be a professional obligation, with the possible reward that a friendship will develop from a mentoring relationship. Mentors also said that mentoring can be self-serving because it supports a (sub)unit that "flourishes." For all this, mentors acknowledged, and many other participants concurred, that mentoring could involve a substantial commitment of time and energy. Several mentors and administrators felt that preparation and support for mentoring (i.e., 'mentoring the mentors') could possibly be one form of recognition – but this kind of preparation rarely occurs. Many participants felt preparation was a significant omission.

Participants reported these past or current practices, in various units:

1. Appreciation expressed directly to mentors by RHFMs
   - "There has to be some sort of feedback that you've done something useful."
   - "I sent my mentor a card…saying thank you for all your guidance, help in getting me established and feeling comfortable at this university."

2. Official, public recognition (for individuals or mentors as a group)
   - From the unit's leaders, verbally and by their presence at sessions
   - A section in the annual report that the unit head discusses at the annual review (which confirm that "this is something that the university values," as long as mentoring is not treated as "a competitive sport")

- An occasional "mentor appreciation" gathering at the unit level, naming and giving certificates to mentors
- A "mentor award" presented at the unit's annual social gathering (opposed by some participants because good mentoring is not as "measurable" as some others academic accomplishments)
- Release from some other teaching or administration/service obligation (if coordinating a mentoring program, or mentoring 2 or 3 protégés concurrently)

3. Orientation and regular/occasional meetings for mentors
   - Some mentors referred to the sessions that were organized by CTL
   - Was attempted in one unit, but discontinued due to low attendance

4. Sessions on various topics, sponsored and organized by the unit for mentors and mentees including faculty members hired with tenure

5. Support at the individual level for mentors
   - From the Chair and/or mentoring coordinator
   - As one mentor noted, "There is lots of scope, lots of room for someone who's a mentor to knock on someone's door and say, 'I'm not sure what to do in this situation.' I do know that happens. But it's not formalized."

6. Information on a website on the unit's website
   - For example, a document describing "the qualities of the mentor."

These ideas were suggested as initiatives:

1. "25 hours a day, if the Chair could arrange for that."

2. A mentoring handbook/website at the University and/or the unit level, including
   - Some guidelines, suggestions for initial meetings
   - A role description, with some clear and "reasonable" expectations for mentors

3. "Somewhat regular" meetings for mentors as a form of peer support, just to talk about mentoring activities
   - "For all these efforts going on to mentor new faculty, that there isn't a lot of conversation around what goes on in the mentoring."

4. Acknowledge the mentor's work, publicly or privately when a RHFM achieves tenure
   - E.g. With the mentee's permission, mentors are named/included in celebrations when RHFM's achievement of tenure is announced

5. Occasional meetings for administrators who are coordinating mentoring programs

6. A university-wide orientation workshop for mentors, similar to the orientation for Chairs

- Including "These are the best practices that we collected"
- Reinstituting mentoring workshops such as those that were offered by the former UTS

7. More recognition from FEC for mentoring work

8. "Super-mentors" who would "troubleshoot in different domains based on the issues"

PART 4. FACETS OF ACADEMIC WORK AND LIFE

The scope of mentors support varied. It included all facets of academic work and life. Mentees had questions ranging from the practical details of orienting around campus (e.g. where offices and services were available) to big picture concerns about career development. As one participant stated, a good mentor should address "all those things that you just don't learn in graduate school" though many RHFM were particularly concerned about achieving tenure.

RHRMs who had no previous experience at the UofA needed more and different guidance, especially those who came from outside Canada or from different university systems. They had a lot to figure out. Several participants pointed out that the nature of the mentoring changed according to the protégé's/mentee's career stage: "the questions and needs change as you move along [from beginning professor to tenure – and beyond]."

With the possible exception of those few who had been carefully and systematically mentored about this, RHFMs were very concerned about their annual FEC reviews and, especially, about the perceived ambiguities around the achievement of tenure. Many expressed the wish that the expectations be made clearer, and they also wanted honest feedback and guidance regarding their own progress toward meeting those expectations. These anxious RHFMs found no comfort in responses that the expectations were specific to department, Faculty, and disciplinary contexts. One administrator/mentor commented, "what [the pre-tenure group in their unit] desire is mentoring in terms of the FEC process…how we get tenure." This individual went on to say that trying to mentor in that context felt "a little bit like teaching to the exam." Several participants said that mentoring about long-term career development ("the big thoughtfulness about your career") was important and often overlooked.

Study participants identified a wide range of topics on practical matters that were, or should be, addressed in mentoring contexts. Generally, these topics involved providing information, referral for information, and/or discussion of issues -- including the application of various policies in particular contexts -- and problem solving. The topics fell into these categories: teaching; research and equivalent endeavours; service/administration; "the way things are done around here"; "work-life balance"; and orientation.

PART 5. EXCLUSIONS, OMISSIONS, AND EQUITY

Participants were asked the questions, "In your view, are some individuals excluded from mentoring? As protégés? As mentors?" Their responses ranged from puzzlement about the question to frustration and reflections about "errors of omission," "sink or swim" attitudes, and more subtle concerns related to some aspects of underlying systemic discrimination. Administrators and mentors who actively supported mentoring programs made it clear that their commitment to mentoring activities was intended to benefit all RHFMs. Even so, as one mentor remarked, "I don't think mentoring should be a one-size-fits-all because the way in which…people can make their way through the academy versus others can be radically different."

Some RHFMs said that, while they did not see any intentional exclusion, some RHRMs experienced disadvantages for which effective mentoring did, or could, compensate. RHFMs who were new to Edmonton and/or Canada faced additional adjustments; some were offered assistance and orientation – and were grateful for it – but others were not. These individuals often lacked a base of existing academic contacts at the UofA, and they noted that new faculty members who had studied at the UofA, or had close contacts here, were in a better position to set up informal mentoring arrangements than were "outsiders" like themselves. RHFMs who had held academic positions elsewhere thought that their colleagues here assumed they did not require mentoring. These slightly more experienced new faculty were sometimes embarrassed to admit their need for assistance. RHFMs also observed that colleagues who were shy or reticent about asking for help or "networking" were likely being overlooked and were therefore at a disadvantage. One participant also noted that, when administrators failed to follow up on matches that had been made, RHFMs whose matches had not worked out were left on the sidelines.

Other participants noted some explicit types of exclusion. Some RHFMs were located in units where senior administrators and faculty members expressed outright opposition to mentors and mentoring. A few were directly rebuffed when they sought assistance from more senior faculty with related expertise. In a small number of instances, although RHFMs had heard high-level administrators claim that every new person had a mentor, no one had assigned a mentor to these RHFMs. And RHFMs in a few other units reported that mentors and mentoring simply did not seem to be on anyone's radar. As one such participant put it, "Where's my mentor? I'm a professor and there're [tasks and situations where] I don't know what to do." Regardless of gender or self-identified minority status, RHFMs who did not experience mentoring generally felt isolated and hesitant to admit their need for information and guidance in what they felt were "uber-competitive" academic environments at the UofA. As another RHFM said, "You can sometimes feel you have nobody to talk to."

Some participants including RHFMs, mentors, and administrators commented on special challenges that women academics face, and the need for mentoring that gives attention to these challenges. A few of these participants pointed out that RHFMs who were members of minority groups faced comparable or greater challenges in some settings. In

a frequent example, participants referred to teaching experiences in which students questioned their authority because they were (usually young) women. One participant said that she and another recently hired female colleague "talked about…. being female and issues around asserting ourselves in class….the guys [in a peer-mentoring group] always pipe in, because they see it and they recognize it…. about retaining control in the classroom and how do we generate discussion without being pushovers." Other women participants cited mentors (including female relatives) who helped them in terms of "strategizing about where female faculty members should go, where [you] should focus your efforts" and which tasks to resist. While many mentors advised their mentees/protégés to "be careful what you do," this administrator cautioned about "young women who are leaned on to organize the Christmas party, rather than be a member of the FEC advisory committee, for instance." And one mentor pointed out that dealing with situations such as the ones just described "demands extra time and energy, whether it's emotional or hours of clock time."

In another example of the need for mentoring with a particular focus, several participants mentioned that newly hired academics with childcare responsibilities faced additional stresses and constraints on their time. One participant reported being mentored formally or informally by "female professors who have gone through [similar situations]" and learning from "their re-telling of their own experiences and the challenges associated with [them]…. trying to cope with those structural demands." The stress arises partly from being in an academic culture that has been generally oblivious to, or dismissive of, family responsibilities. Yet one administrator noted that, in the absence of sufficient and appropriate mentoring that might reduce misperceptions, (in one Faculty at least) young faculty members "do not take advantage of the programs that have been developed by universities to help them out with [parental] leave, because they think they're going to be seen as sissies…. Yes, someone actually said that."

PART 6. STRUCTURED FORMAL MENTORING PROGRAMS

Numerous study participants reported that, even when unit heads claimed to have mentoring programs, that "program" seemed to consist of notification that a new faculty member and a more senior one had been assigned to each other as a mentoring pair. Or, the RHFM was asked to find a mentor and inform the administration of that person's name and agreement to mentor. Either way, an official mentoring match was made but there was no supportive context or follow up, leaving the mentor and protégé/mentee to find their own path to a mentoring relationship. Some participants, however, did describe approaches to mentoring that were more structured in various ways.

The Importance of Leadership

In units with more structured mentoring programs, the study participants who were administrators (e.g. Chair, Dean, Associate Dean) indicated that they, and often other unit administrators and some senior faculty members, were committed to mentoring as a valued dimension of life in their units. They acknowledged that mentoring (and the

coordination of it), like other professorial responsibilities, was part of an academic's work and that doing it well required time and energy.

These unit heads gave considerable thought and effort to mentoring. Sometimes they provided teaching or administrative credit for a colleague to coordinate the mentoring program. In other situations, the unit head personally undertook tasks such as matching and follow up, often in collaboration with colleagues. As one said, "Mentoring meant a lot to me so I put a lot of work into it."

In the units with more structured mentoring programs, there was also some systematic (formal or informal) follow up on the mentoring matches. There was even some cases where mentors were accountable for their involvement. None of these structured mentoring arrangements precluded the development of other informal mentoring relationships. Indeed, they sometimes contributed to a more general "mentoring environment."

Generalist or Specialist?

Most participants thought in terms of one "all-purpose" mentor, however participants from some structured mentoring programs described arrangements involving more than one mentor for each newly hired faculty member. The single mentor was generally expected to provide an "integrated" approach and perspective on academic life and work, as a "fully functioning" academic. However, participants in a few units reported that an individual could, upon request, be assigned two mentors. One was a research mentor, that is, in a closely related research field or specialization. The other was a generalist mentor who provided information about the unit within the context of the university, about academic (including teaching) processes, "navigating the academic maze" to facilitate career development/progress in that particular setting, as well as "work-life balance" issues. In some instances the generalist mentor was also the research mentor, therefore integrating all dimensions. A third approach involved the formation of a group that had joint mentoring responsibilities with respect to an individual.

Matching Mentors with Newly Hired Faculty Members

Most RHFMs and mentors (tenured associate and full professors) reported experiencing only the endpoint of the matching process, which was often an email announcing the mentoring match. Administrators, in contrast, often described the matching process as complex and involving many considerations. Some participants reported that administrators/coordinators consulted with newly hired faculty members about potential matches, inviting suggestions or proposing potential mentors and, likewise, consulting potential mentors about a match. A number of other participants (both RHFMs and mentors) said that they were not consulted about potential matches; they simply received an email identifying their mentor/mentee. In a few other cases, administrators asked new faculty members to arrange themselves for one or more mentors (e.g. teaching; research) and then notify the administration.

Some RHFMs were very proactive about formally requesting a specific mentor; some requests were granted, others were not. Mentors usually cited their existing overload of commitments as their reason for declining to mentor. Other RHFMs noted that, although they were not consulted about potential matches, they were already acquainted with the person who was assigned as mentor, usually due to common scholarly/research interests and/or membership on the selection committee, and they were happy with the match.

Participants from some units reported that, in any year when new faculty were hired, the administration invited "expressions of interest" from tenured faculty who were interested in acting as mentors. Several unit administrators noted that they became quite well acquainted with each newly hired through the selection and appointment process, and that was their main basis for their selection of potential mentors. Some of them also reported that discussions and decisions about matches occurred within their administrative groups. In other units, administrators approached individuals who were thought to be appropriate potential mentors for specific newcomers. Some of the administrators also talked with potential mentors about the role of mentor and dimensions of academic life that should be addressed. One said, "We try to convey is that there is no question too small [for a mentee/protégé] to ask…. no such thing as a too small question or too insignificant an issue." Occasionally, an administrator who could not locate a suitable mentor referred the new faculty member to the CTL mentoring program for a match.

A few units had some more formalized processes for matching:
- In one unit, the mentoring coordinator described contacting each new faculty member and arranging to meet for coffee. The coordinator and the new faculty member talked about the mentoring program and the role of a mentor, then discussed with various considerations related to an appropriate match. The coordinator then suggested some possible mentors and left "the choice of the mentor…up to [the new faculty member]." The match was then confirmed and formalized.

- In another unit, the coordinator conducted the matching process largely through email, first asking each newcomer if s/he wants a mentor, then asking which facets of the job that individual particularly wanted to "develop or excel in" and inviting the new appointee to name one or more experienced faculty with whom they might be compatible in terms of "rapport," career path, and goals. Usually, the new appointee had no suggestions, so the coordinator then reviewed the unit's list of volunteer mentors and – in consultation with other colleagues who work with the mentoring program – suggested a couple of choices to the newcomer, including a "brief blurb" about each potential mentor from the unit website. Once the new appointee made a choice, the administrator emailed the potential mentor, including a "brief blurb" about (or CV of) the potential mentee, and asked if this individual would agree to become the mentor. According to the coordinator, mentors who declined gave various reasons. These included lack of time, not being "a good match for this person," ill-defined parameters for this particular match, and needing a reprieve after mentoring for several years. Once agreement

on a match was achieved, the coordinator sent out a letter formalizing the agreement, providing the mentor's and mentee's email addresses to one another, and citing a link to career development materials on the unit's website. The letter was cc'd to both the mentor's and the mentee's unit heads.

- In a third unit, the unit head described appointing a group of mentors (a pre-tenure advisory committee) for each newly hired faculty member. That committee of four served as the unit's main channel for formal mentoring. The committee includes the unit head, the head of the newcomer's specialization group, plus two members appointed by the unit head including one other member of that specialization group and one member from another specialization. Of those committee members, one was also designated as the newcomer's formal mentor.

Administrators noted that they were very concerned about setting up appropriate matches, "good matches" that would benefit the newly hired faculty member, the mentor, and the unit itself. In addition to the personalities and skills of potential mentors (see Mentors and Mentoring), the administrators identified a number of other considerations that they took into account when setting up matches.

Considerations Related to Matching

When setting up a formally assigned mentoring match, administrators/coordinators reported that they took into account, and were influenced by, a variety of considerations, depending in part on their organizational (unit-level and beyond) contexts. Administrators also interpreted some considerations differently, as indicated below. However, the overall goal was always to set up a congenial, fruitful mentoring relationship. The considerations, which sometimes were intersecting, related to:

Type of formal mentoring arrangement. Most participants thought in terms of one "all-purpose" mentor; however, participants from a few units described arrangements involving the appointment of more than one mentor for each newly hired faculty member. Participants in two units reported that an individual could be assigned two mentors: a research mentor (in a closely related research field or specialization) and a generalist mentor. And a third approach involved setting up a group of mentors. These different formal mentoring arrangements are described in other sections of this Analysis of Findings.

Building on prior acquaintance. For example, RHFMs were often matched with someone who served on their selection committee and/or someone they had already met in scholarly/research circles.

Compatibility of interests. In most cases, administrators said that they tried to match individuals who shared scholarly/research interests (e.g. within specialization groups/divisions) or other academic priorities (e.g. teaching or program innovation).

Expanding horizons. However, some unit administrators intentionally matched individuals who were from different areas/specializations/divisions within their unit, that is, from outside the newcomer's immediate scholarly circle. They had several reasons for doing so:

- To avoid the potential for coercion, conflicts, competition.
- To broaden the newcomer's acquaintance within the unit, on the assumption that newcomers would develop their own local contacts related to their scholarly interests and to shift the conversation away from specific common scholarly/research interests to other topics.
- To avoid "disciplinary silos developing" in multi-disciplinary settings.
- To "educate" established and influential faculty members from outside the newcomers' immediate scholarly/research circle about the new faculty member's work. As one unit head put it, "We want to pick someone from outside their discipline who is influential [who will] be a voice in the department when people are talking in the backrooms and the hallways during the tenure evaluation process."

Similar personal circumstances. Several administrators spoke about matching individuals who were in similar situations, or "life stage." They recognized that women (and sometimes men) with young families faced particular work/life balance issues. Some tried to match "married people with married people." And they tried to pair those with somewhat comparable background experiences, such as coming to the UofA from another (perhaps even the same) country.

The availability of suitable mentors. Many participants commented that some faculty members are better suited to the role of mentor than others (see "Mentor and Mentoring"). Several administrators admitted to having "a filtering system" or an "informal black list" to eliminate people who had not worked out well as mentors. In a couple of units, the administrators recognized that certain individuals were particularly good mentors, so those people were assigned two or three mentees/protégés and "given a break" on some administration and service expectations.

Suitable mentors were usually selected based on certain criteria:

Mentor's pertinent, recent experience/knowledge of FEC expectations. This was a paramount issue of concern to RHFMs, even if someone else in the unit (such as the unit head) was providing information and guidance beyond the annual review. In several units, administrators reported that they took the RHRMs' anxiety about FEC and the tenure/promotion process into account, at least partly, by assigning mentors who had recently gone through tenure process or sat on FEC. Otherwise, as one unit head noted, that there was "danger" in matching a newcomer with anyone whose experience "around those critical goals is out of date."

Associate professors as mentors. A number of participants suggested associate professors might be more suitable mentors than full professors. The associate professors have been [more] recently hired, have more recent experience of going through the pre-

tenure process, and still "close enough to that experience" to offer helpful advice. As well, "they haven't started to excessively specialize, [which can] start happening at the full professor level."

Demographics of the unit. Some participants described demographics in their unit, especially smaller units, which constrained the supply of appropriate mentors. In several cases, a RHFM had no colleagues in the same or closely related specializations within the unit. In other cases, there were numerous RHFMs but very few senior professors with pertinent recent experience and the associate professors were overburdened. Where the RHFM was the only person hired in a period of several years, even peer mentoring was not available.

A few administrators reported trying to compensate for the lack of local mentors by working with their new faculty to identify mentors from other units around the university, who had related scholarly/research interests, or by referring the new faculty member to the CTL mentoring program for a match. In another approach, two administrators said that they assigned two or three mentees to certain competent mentors (if they could be persuaded to take on additional mentees) whom they in turn relieved of some other obligation. One of these administrators said, "I quickly learned that it would be better to have a team of mentors that were really good at it, and maybe they would have 2 or 3 people [at different stages]…."

Increasing cross/inter-disciplinary. Numerous participants noted that many Departments & some Faculties are now umbrella organizations housing very diverse disciplines and specializations, sometimes with one-of-a-kind specialists in units. As well, research and scholarship now crosses traditional disciplinary boundaries. Participants noted these implications for mentoring:
- Increased likelihood that mentors with common scholarly interests had to be sought outside the home department
- Potential difficulties in advising newcomers about appropriate career decisions, and "performance" issues, when FECs were faced with very few comparative cases
- RHFMs needed more than one mentor in order to span their scholarly/research interests
- On the other hand, as traditional disciplinary boundaries disappear, there are new potential sources of mentors in various locations throughout the university

Unit administrators as mentors. Participants expressed varying points of view about the appropriateness of unit heads (Chairs, Deans) and other senior unit administrators acting as generalist mentors. In general, even when unit heads were seen as approachable and concerned individuals, participants did not consider them to be appropriate (or adequate) primary mentors. Some unit heads indicated that it would be a "conflict of interest" to act as an individual's formal mentor, given the unit head's responsibilities related to performance evaluation, as well as both perceived and real differences in power and status between the administrator and an untenured faculty member. In the cases of a group of mentors, the unit head was one of several voices providing feedback rather than being the singular voice. In a couple of units, the head

acted as the "last-resort" mentor when evidence showed that other mentoring arrangements were not working.

Several senior unit administrators (Associate Chairs, Associate Deans) reported that they had acted as both formal (generalist) mentors and as informal mentors for topics related to their areas of administrative responsibility. Several RHFMs did note that senior unit administrators had been very helpful mentors with respect to their areas of responsibility.

After a Match has been Made

While some participants reported on formal mentoring matches that quickly flourished, other participants reported that there was no official follow up between or with the mentor or protégé. Once they had been notified of their mentoring match, mentor and protégé were left on their own to make the connection, establish, and maintain a mentoring relationship, with no guidelines regarding roles, meetings, or possible topics.

   Who takes the initiative? In some cases, mentors reported taking the initiative to contact the new faculty member and suggest meeting for a coffee or lunch to get acquainted. One mentor found that this worked particularly well if the pair made contact early in the summer months or at least by early fall. It was easier to arrange meetings during that time period when, as well, the newcomer had many questions and needed orientation. Another mentor, who asked to mentor someone (who was in a different discipline), reported initiating contact and meeting 2 or 3 times per term in the first year. In the second year, they met "once or twice." In the third year, when the mentor called up the protégé/mentee and asked "Do you want to continue this?" the mentee replied, "No, I think I'm good."

In a more common scenario, several new faculty members and formal mentors reported independently that they felt hesitant about following up once they had been informed of a mentoring match. Participants said that they were reluctant to bother the other person. New faculty members often had the impression that their appointed mentor was too busy, while mentors were reluctant to intrude where they might not be wanted or needed. Participants mentioned that they were not sure how to get started, what to ask or to offer. As a result, in some cases, no one took the initiative to make contact, and no mentoring relationship developed.

   RHFMs' reasons for withdrawing from matches. In other cases, participants reported that the mentor and the protégé met once or twice but did not continue to meet, for various reasons. Sometimes mentors and protégés continued to feel the reluctance to intrude that was described above. Some RHFMs sought mentoring that was based on common research or scholarly interests, or contemporary knowledge of FEC requirements and the pre-tenure experience. If the RHFM felt that the mentor could not offer the sort of guidance that they sought, or was out of touch with contemporary realities, then the RHFM did not pursue that particular mentoring relationship. A few RHFMs felt that their mentors had an "agenda" that was too directive, too competitive, or designed more for the benefit of the mentor's, rather than the newcomer's, career (e.g.

research topics, co-authorship). In a few cases, RHFMs said that they were uncomfortable with the mentor's values or perspectives and therefore they pulled back from the mentoring relationship.

Some recently hired faculty members in those circumstances reported that they found other informal mentors or informal mentoring relationships simply developed around mutual interests. Other RHFMs carried on, feeling isolated but unwilling to admit that publicly for fear of appearing too "needy." RHFMs were very alert to the importance of their professional image as individuals who could cope and survive.

Systematic Follow Up

Some formal mentoring programs had more structured follow up than others, but having systematic follow up seemed to be an important element of effective mentoring programs. Several administrators/coordinators noted that, although there was no formal follow up on mentoring matches, they did invite and listen for informal feedback (from the mentor, the newcomer, other colleagues and staff) about how the matches were going. One unit head reported quietly re-matching the RHFM if the initial match reportedly was not working out, and also watching out for situations in which a formal mentor was being given credit for mentoring while the RHFM was actually turning to some other colleague for informal mentoring. As one administrator commented "We think there must be cases where things aren't working out, but it's hard to get a handle on them."

Below are participants' descriptions of the most structured approaches to follow up on mentoring relationships:

- In one unit, when a match was made, a mentoring coordinator reported asking both mentor and mentee, by separate emails, to contact the other. Then, the coordinator emailed both mentor and mentee, separately, after about six months to ask each one if they'd met and if they would like to stay in the match or have a re-match. There was no presumption of individual failure when a match did not work out. Responses included "This just isn't working" and "I could not benefit this person in any way, shape or form." The administrator then followed up accordingly. In some cases, the mentee had by then found a suitable informal mentor. In other cases, the coordinator sought a mentor with "a proven track record" for working successfully with mentees. As a last resort, the case was referred to the Department Chair, who might take over as mentor.

- In units where annual reports contained a section for mentoring, the unit heads enquired more formally – of both the mentor and the mentee -- about the mentoring match during the annual review. One Chair said, "When people agreed to act as mentors, [it was considered to be] part of their academic job, they report it, and there is some accountability built in." If, at the time of the annual review, a

RHFM "seemed to be floundering" (without perhaps even realizing it), the Chair took over as "another" mentor, meeting with that person once a month.

- In the unit with the pre-tenure advisory committee, the committee met annually from the year the new faculty member was hired until that individual achieved tenure. In the first year, the purpose of the meeting was to get acquainted and "to set expectations" by outlining what would be "required of [the individual] by the time they get to the tenure process and who is it that judges them." In subsequent years, there was a set format in which the RHFM made a presentation, which was followed "fairly open and frank discussion" about "all the aspects of an academic career" and what committee members thought the individual would "need to do to achieve tenure." As a result, the RHFM heard a "range of opinion … more than one voice." An administrator then wrote a letter summarizing the discussion and advice from the committee's meeting, and that letter was placed in the new faculty member's personnel file. The letter did not go to FEC. Mentoring flowed out of that committee and out of relationships that were formed in that committee over several years.

- Administrators in a few units also reported organizing some form of group sessions on a wide range of topics, or with no agenda at all for RHFMs and their mentors, or for recently hired faculty members. In some cases, the unit head or designate attended these sessions, while in other cases the unit head led the sessions. Participants reported that many topics for group sessions were based on informal feedback from mentees, mentors, and unit administrators (such as the unit head, drawing on annual-review meetings, and those responsible for graduate and undergraduate programs). An administrator with responsibility for teaching in a certain unit offered one or two sessions each term that were focused on aspects of teaching. One unit also offered a mentoring workshop, but it was discontinued due to poor attendance. Indeed, administrators noted that turnout was often relatively low for many of these sessions, and the individuals who attended were those least likely to need assistance. However, some participants said that the sessions did provide a gathering place for new faculty and their mentors to meet, talk, and make plans for follow up.

Part IV: Mentoring Activities at the UofA

Aboriginal Student Services Centre (ASSC) – 'Mentoring Aboriginal Peers' program – Links new students with senior students

International Student Services (ISS): Peer Program – New international students can request to be matched with a Peer Leader, a fellow student who provides information and assistance in finding accommodation beginning studies, and building friendships. Peer Leaders also organise social events throughout the year for international students

UofA International – advisors provide assistance for students with planning academic schedules, refer to campus services, academic support (writing and learning workshops)

International Student Services – provides transitions to international students

Augustana Campus: International Student Advising – Provides general advising of foreign students

Augustana Faculty Mentoring – provides mentoring from a senior faculty to junior/new faculty – laying out the benefits of career development and building community

Student Union: Centre for Student Development – provides students with academic information services, first year initiative, orientation, and MUGS

Faculty of Science Mentoring Program – provides an experienced and well respected mentor to guide and assist new faculty through the early years of academia (specific aim is to provide orientation and socialization)

Women in Scholarship, Engineering, Science and Technology (WISEST) – Provides information and experiences with women engaged in science, engineering, and technology

Maternal-Foetal-Newborn Health Strategic Training Program – Provides training that prepares graduates to face challenges in this area

Faculty of Medicine Mentorship Program – Provides a mentor to guide and support the professional development of the new faculty member

Aboriginal Health Careers Program – Faculty of Medicine and Dentistry – Provides incentives and support programs to recruit, retain and support aboriginal students

Mentoring Programs in Computing Science – A mentor (an upper undergraduate student) is provided for students (lower undergraduate) who need help approaching courses and/or with course assignments

Centre for Teaching and Learning – Arranges pairing with new and experienced faculty members that are cross disciplinary.