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Leading through Mentorship: Models and Designs that Advance Faculty..... 6

By Russell Carpenter

This introduction pursues several opening threads and questions to consider through this issue of the Journal of Faculty Development.

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Using Professional Development to Increase Faculty Perceptions of Responsibility for Implementing Highly Equitable Classroom Practices..... 8

By Brandilynn Villarreal, Kimberly Vincent-Layton, Edelmira Reynoso, Kayla Begay, & Kimberly N. White

The current study assessed the effectiveness of a two-part faculty-led equity-based faculty professional development learning session to reduce equity gaps and increase student retention and graduation rates at a Hispanic Serving and Minority Serving Institution. Data were collected from 153 faculty on the perceived responsibilities of college instructors to implement highly equitable classroom practices before and after participating in learning sessions. Despite initial high scores endorsing equitable classroom practices, the two-part learning session had a positive impact on faculty's perceptions of responsibilities to students. The results support efforts to sustain and institutionalize peer-to-peer equity-based faculty professional development programs.

General Section

STEM Future Faculty Development Programs for Minoritized Populations: Understanding Characteristics and Opportunities 15

By Alisha B. Diggs & Joi-Lynn Mondisa

Over the past several decades, there has been a significant growth in the number of Future Faculty Development (FFD) programs aimed at increasing the number of Ph.D.s in higher education. Yet despite the growth of these programs, minimal research exists that provides a collective overview of existing FFD programs that target historically racially minoritized Ph.D. students and postdoctoral scholars in Science, Technology, Engineering, and Mathematics (STEM) fields. To address this need, this article synthesizes existing information about the interventions and characteristics of FFD programs that focus on serving minoritized populations in STEM. A goal of this work is to better understand what interventions exist and what interventions address underrepresented minority faculty challenges.

Finding Affinity Between Faculty Members and College Students: Which Salient Identities Do Faculty Members Disclose? 23

By Zach Taylor, Jimmy Huynh, Kevin Lema, & Danielle Zaragoza

Faculty members have been found to be important for student recruitment and engagement, yet few studies have investigated how faculty members share their personal identities on their institutional (.edu) profiles. This gap in the literature is problematic, as prospective students have asserted that students are drawn to faculty members who share their identities (e.g., race, gender, religion), a phenomenon known as finding or seeing affinity. From a random sample of 1,500 faculty profiles, this study will examine 756 faculty biographies published on institutional (.edu) websites to explore what identities faculty members disclose, potentially allowing students to find or see affinity with that faculty member. Preliminary results suggest less than 1% of faculty biographies include one's race, ethnicity, socioeconomic status, or first-generation status, and 0% of faculty biographies included preferred pronouns. Implications for student choice and faculty professional development are addressed.

Special Section — Faculty Mentorship and Mentor Models

Situating Faculty Mentorship and Mentor Models 33

By Russell Carpenter, Kevin Dvorak, Michael G. Strawser, Vanessa Gonzalez, & Danielle Aming

Mentorship plays a pivotal role in the development of faculty, across areas of academic and professional achievement. Faculty mentor

programs exist to support and advance faculty through a variety of models and levels. As an introduction to the special section on faculty mentorship and mentor models, the authors examine the critical importance of mentorship programming from several key perspectives including 1) supporting emerging faculty growth, 2) supporting adjunct faculty, 3) supporting first-year programs, and 4) supporting doctoral students.

A Focus on Faculty: Mentorship, Organizational Identification, and Job Satisfaction 38
By Michael G. Strawser, Stephanie Smith, & Bridget Rubenking

The purpose of this study was to better understand the relationships between mentoring, organizational identification, and job satisfaction of U.S. faculty members through a generational perspective. Using a quantitative, online survey of a multigenerational faculty sample (N = 211), this study provides insight to demonstrate that mentorship may be an antecedent to both organizational identification and job satisfaction among faculty members, particularly those who are Millennials. Additionally, this study begins to show that the multigenerational academic workforce may be more similar than different. The implications of this study may help institutions retain faculty in a volatile job market and can provide supervisors, including department heads, deans, and other administrators, avenues to think strategically about leading and managing faculty members across the generational spectrum.

Peeling Back the Onion: A Multi-layered Coaching and Mentoring Model for Faculty Development in Online Higher Education 48
By Linda Dale Bloomberg

The School of Education of one fully online university that primarily grants graduate degrees employs a coaching and mentoring model for faculty support and development that is built upon the values of collaborative learning, growth mindset, and reflective practice. The purpose of this research was to better understand how and to what extent this model provides a platform and resource for meaningful learning and ongoing support regarding pedagogical expectations and requirements. The findings of two open-ended surveys were derived by way of thematic qualitative analysis, and shed light on perceptions and insights regarding the value and benefits of the support that faculty receive from coaches and peer mentors, and how their engagement in communities of practice builds a culture of collegiality and collaborative learning. This model is potentially transferable across the range of online and hybrid contexts and at institutions that have increased their online presence since the onset of the COVID-19 pandemic in an effort to ensure strong and ongoing faculty support and development.

Equity into Action: Examining the Role of a Mentorship Program for Faculty of Color 59
By Yune Tran

The purpose of this study was to explore the relationship between mentors and mentees as participants in a year-long Faculty of Color (FOC) mentoring program as well as benefits gained by the two groups. The FOC program was designed with the concept to pair seasoned FOC with new FOC and implemented at one institution from a recent academic year. The final pairing resulted in 18 participants in the program (nine who served as FOC mentors and nine who served as FOC mentees). Program data included a mid-year questionnaire and a final survey completed by both mentors and mentees. Results indicate high levels of satisfaction by mentees who acquired a range of benefits such as learning institutional culture, the promotion and tenure process, pertinent career advice, and having the opportunity to share perspectives with another FOC. Mentors also reported enjoyment and interaction with their mentees and the value of providing professional guidance to mentees as they gain clarity as to what counts in the academy.

Mentoring From Within: Developing a Virtual Mentoring Curriculum for a Network of Culturally Diverse Women Faculty 71
By Makini Beck, Christine Nganga, Ann Unterreiner, Antonette Aragon, Talia Esnard, Deirdre Cobb-Roberts, Vonzell Agosto, Zorka Karanxha, & Ke Wu

Nine women faculty, who are members of a global mentoring network, collaboratively designed a professional development project to explore their mentoring relationships and practices. Using a Learning Management System (LMS), they designed six modules with supplementary learning activities. Project findings highlight the need for a mentoring curriculum that: (a) helps members meet research and publication expectations; (b) addresses network tensions; (c) creates stronger network ties; (d) values each other's cultural histories and identities; and (e) recognizes their humanity as women academics who must balance life challenges and work expectations.

Mentorship in a Professional Pharmacy Association: A Tale of Two Programs 82
By Seena Haines, Kristi Kelley, Lea S. Eiland, John M. Allen, Meredith L. Howard, Kimberly L. Nealy, Jennifer Ball, Allison M. Bell, Rebecca R. Schoen, & Susan E. Smith

External mentorship facilitated through professional organizations can help meet faculty mentoring needs. This report compares and contrasts the program design, implementation, and initial outcomes of two distinct mentorship programs developed in a professional academic pharmacy organization. The Pharmacy Practice Section program matched 39 mentors to 52 mentees. The Women Faculty Special

Interest Group (SIG) program matched 43 mentors with 77 mentees. On the initial assessments, nearly all participants had met with their mentor/mentee and reported positive experiences from their respective program. The two structures for association-based mentorship described can be used as models to develop interdisciplinary mentoring programs in other professional organizations.

The Scholarship Development Program: A Team-based Mentoring Approach to Support Scholarship Productivity for Untenured Faculty..... 96

By Tracy Linderholm, Alejandro J. Gallard Martínez, & Jackie Kim

The Scholarship Development Program (SDP) was created four years ago to promote scholarly productivity for early career faculty. The SDP consists of professional development sessions, formal mentoring, and small research interest groups, all involving senior faculty members. The components of the SDP allowed for a team-based approach to mentoring. Reflecting on the results of year-end surveys completed by SDP participants led to recommendations for those creating similar programs: (1) team-based mentoring promotes retention and socializes new faculty into the institution's culture; (2) participants are more satisfied with content when they help create it; and (3) annually assessing the program allows for organizers to tailor it to the current needs of faculty.

Book Reviews

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Forthcoming and Past Issues

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Special Section: Faculty Development for Transparent Teaching & Learning—May 2021, Vol. 35, No. 2

Special Section: Faculty Development and the Advancement of Women in Higher Education—January 2021, Vol. 35, No. 1

Special Section: Faculty Development for Inclusive Excellence—September 2020, Vol. 34, No. 3

Special Section: Faculty Development for the New Professoriate—May 2020, Vol. 34, No. 2

Special Section: Faculty Development for First-Year Experience, Part II—September 2019, Vol. 33, No. 3

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