

Rapid Review of the Mentoring Literature

Effective Practices to Support Early
Career Academics

YORK 



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Foreword Professor Robert Savage

I commissioned this report to help us as a faculty quickly understand how the wider academic field has construed professional academic support for faculty members - a term perhaps imperfectly covered by the conventional term 'mentoring'. It represents part of a commitment to help support faculty thrive in the times we all find ourselves. The idea of a 'rapid review' is used very broadly here to mean a review that has *elements* of systematicity in search terms and model (and hopefully then in fullness), weighed against the need for a prompt, timely work to help us now. I wished to see what we knew of supports for diverse modern scholars, and to explore whether there is any evidence or logic (or ideally both) for a dimension of most 'effective' practices. I believe that Lois Kamenitz has done a strong job in representing the range of views available and assumptions behind them, to the specification I gave her. The report as Lois says is thus a provocation to thinking about how we might best co-construct our collective supports for each other. It is firmly not a recipe or an endorsement of any view, but hopefully a useful context for our further thinking here, in light of wider relevant scholarly works. These future relationships may be complex and co-constructed, rather than hierarchical, collective rather than dyadic as assumed, flexible in their delivery. They will surely benefit all of us.

I very much hope you will find this report helpful as we as a faculty seek to develop our collective action here.

Dean Robert Savage 14.03.2022

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Introduction

The purpose of this review was to systematically examine the scholarly literature on mentoring junior/early career/tenure track academics in order to determine what ‘works’ what strategies can be employed to facilitate an effective mentor/mentee experience. This report is intended to provoke thinking. It is not an argument for a particular perspective on mentoring rather it is descriptive of the many different perspectives that are out there. When those various points of view are examined through a critical lens tensions and contradictions do become apparent and interesting questions do arise. I highlight some of those tensions and include some of those questions and readers are encouraged take what works for them, dismiss what doesn’t, in other words make mentoring models presented in the Report their own.

Although a single definition of mentoring is elusive (Bozeman & Feeney, 2008; Brondyk & Scarby, 2013) there is agreement that faculty mentoring, the career-enhancing relationship between senior and junior academics has the potential to enhance career satisfaction for mentors (Boeder et al, 2021; Cho, 2013; Hackman & Malin, 2018). It also has the potential to provide mentees with opportunities to build professional networks, enhance professional identity, gain new ideas and critically reflect on beliefs and practices (Gosine, 2021; McKay & Monk, 2017; Waddell et al, 2016). Research has shown that it is especially important for recruitment and retention of junior/early career academics from underrepresented groups (Block & Tietjen-Smith, 2016; Briscoe-Palmer, 2021; Cherrstrom & Alfred, 2020; Davis et al, 2020; Palmer & Jones, 2021; Saito, 2013; Towers et al, 2020; Zambrana, et al 2015).

Kram’s (1983) foundational work on the mentor relationship established the importance of *both* career and psychosocial aspects of a mentoring relationship. Decades of research support Kram’s work. There is as we enter year two of a global pandemic a heightened awareness of the importance of the psychosocial, for what Fountain and Newcomer (2018) refer to as “soft support, socioemotional, personal, and interpersonal” (p. 497).

Some faculty have always experienced differential barriers to tenure and promotion. The COVID-19 pandemic brought into sharp relief how structural inequities both at home and at

work differentially impact groups positioned at the margin. As well directives to work from home exacerbated previously identified concerns for achieving a work-life balance. Past literature and new literature specific to COVID-19 highlights the significance of this issue especially for women who must juggle their entangled roles of mother and academic, never feeling satisfied they have done their best with either (Bender et al, 2021; Block & Tietjen-Smith, 2016; Shillington et al, 2021). Research on the “imposter syndrome” is most interesting in this regard (Carter et al, 2021; Hollywood et al, 2020; Hutchins, 2015). Both professional growth as well as physical and mental health and well-being continue to be impacted.

The need to pivot to online forced faculty to look at new ways of doing academic work, and new models for programme delivery including mentoring for early career academics. Alternatives to the dyad the one-to-one mentoring Kram spoke of are being explored and there is an interest in changing the language from the hierarchical relationship of mentor mentee to one that is reciprocal, a partner relationship (Cameron et al, 2020; Darwin & Palmer, 2009; Endo, 2020; McKay & Monk, 2017; Murry et al, 2021; Yun, 2016; Ziegler, 2006). Post-COVID virtual mentoring or a hybrid of virtual and in-person mentoring is likely to continue for while there have been enormous challenges both personally and professionally this time of COVID-19 provided us with opportunities to “reimagine,” “rethink academia” and academic work (Pfund, 2021). This time of COVID-19 continues to be a time of both crisis and transformation. In light of the challenges posed by COVID, and the opportunities those challenges provide to rethink old ways of doing things, a reciprocal model which builds on the dual benefit idea of mentoring where mentoring benefits both junior and senior faculty is worthy of consideration.

While as noted there is agreement that mentoring is important for recruitment and retention Foote and Solem (2009) pointed out many early career academics report having “poor experiences” (p. 47). Franko (2016) reported that “nearly 70% of the junior faculty who answered the survey said they had unmet mentoring needs ... 53% checked teaching, 84% research, 58% visibility/reputation, and 79% further career development” (p. 112). The question then is how can those important relationships be improved. This rapid review explores that question.

A definitional dilemma

When I considered what comprises “effective” or “best” practices in mentoring I realized the complexity of the task. I faced two definitional dilemmas. How mentoring is defined is, as Brondyk and Searby (2013) point out, “related to the context of mentoring, which in turn impacts its definition, and the way in which it is conceptualized” (p. 190). Mentoring happens within global, societal, institutional and faculty contexts all of which have a bearing on what is doable. There are therefore sociopolitical and socioeconomic factors which must be given weight. As well the culture of the university and faculty have an influence. And while there are common needs for faculty on the tenure track there are also group and individual differences in mentoring preferences which must be considered.

“Best practices” poses another definitional dilemma. “Best” for whom and under what circumstances are questions which come to mind. What may be most effective for one group or even one person may not be effective for another group or individual. What may work under one set of circumstances will need to be rethought as circumstances change. It is this “breadth” of mentoring which makes it challenging to arrive at a single agreed upon definition and the lack of clarity around the concept “best practices” that makes it difficult to recommend one model over another (Brondyk & Searby, 2013, p. 189). To qualify as a “best practice” Brondyk and Searby state that it must be “effective in practice, empirically proven and achieve its stated purpose” (p. 197). Nick et al (2012) expanded on what qualifies as “best practice” by including in their definition both evidence and real-life experiences. They state that “best practices” are “operationally defined as those actions which produce the most desirable faculty outcomes based on evidence and real-life experiences” (p. 7). With a better understanding of the complexities of mentoring and “best practices” it was possible to move ahead with a search of the literature.

Search strategy

I completed this rapid review of the literature on effective strategies for mentoring junior/early career academics between November 2021 and February 2022. I utilized a strategy that was as broad and as comprehensive as possible within a brief timeframe; a search log was kept documenting the search process.

In order to familiarize myself with the scholarly literature I first cast a wide net. I conducted a broad search using Google Scholar and Omni, York University’s Library Catalogue. Search terms included the following words or phrases: “mentor” AND “early career academics,”

OR “tenure track,” OR “junior faculty.” The terms “early career academics,” “tenure track” and “junior faculty” were all used because researchers do use different terms, to denote the same faculty members. I also searched using “career development,” “faculty,” and “support”. I limited my search to peer reviewed journal articles in English published between 2011 and 2021. I then did a preliminary scan of the first 20 pages of relevant results in both Google Scholar and Omni and identified 13 relevant articles. From those articles I created categories for my next more focused search. I based my categories on both words in the titles, abstracts or key words in the articles selected from my Google Scholar and Omni search.

I then turned to the following online databases ProQuest ERIC, Education Abstracts and Scholar’s Portal Journals databases. Since I narrowed the parameters of my search I widened the date of publication to include articles published between 2006 and 2021 and I used the search terms noted in my earlier search: mentoring AND “early career academics,” OR “tenure track” OR “junior faculty” but this time I combined them with psychosocial, imposter/imposter phenomenon/syndrome, theory, mentoring models, e-mentoring, mentoring women, first generation, BIPOC, LGBTQ2S+ faculty, best practices, mentoring in the neo-liberal university, mentoring sessional OR part time OR adjunct faculty, mentoring during and post COVID-19. That search resulted in 19 additional articles in ERIC, 7 in Education Abstracts and 5 in Scholar’s Portal Journals.

Each of the articles I selected included a rich reference list which I reviewed for additional articles. As well I reviewed the table of contents from 2011-2021 in the following Journals: *The International Journal of Educational Research*, *the International Journal for Academic Development*, *Higher Education*, *Higher Education Research and Development*, and *the Journal of Higher Education Policy and Management*. That search garnered 6 more articles. A summary table of 50 scholarly articles on mentoring early career/tenure track/junior faculty follows.

Inclusion /exclusion criteria

To be included an article had to be in English and in a peer reviewed journal. It had to include mentor(s), mentee(s), mentoring, mentorship in the search string, fit with one of the pre-established categories noted above, include a focus, or set of research questions, a theory if stated, a method of inquiry, and a report of the findings from an evaluation or critical reflection.

Purely descriptive articles were excluded unless they described a successful mentoring program or model, or they provided important background for both understanding and implementing an effective mentoring program. While the most up to date articles were preferred, four articles earlier than 2011 were included because the content was considered ground-breaking Kram's (1983) foundational article, or the material was deemed noteworthy and not time sensitive. And while articles were drawn from a variety of disciplines as long as the model or best practices could be applied, with perhaps some modification, to mentoring in Education they were included. I excluded articles which referred to mentoring students and, with some exceptions, purely descriptive articles were excluded.

Table 1 - Summary table of 50 articles can be found in the Appendix

Findings

I returned to the summaries of the 50 articles I had selected in order to identify, across the literature, key components of an effective mentoring program to support early career academics. The connecting thread was “mentoring” and “effective” or “best practices”. The key components I identified included administrative buy-in, outstanding mentors, reciprocity and collaboration, new ways of teaching and learning/ mentoring; alternatives to the dyad, the psychosocial dimension/”soft skills”, gender, and meeting the needs of “underrepresented faculty.”

Administrative buy-in

The importance of visible support from university and faculty administration is highlighted in the work of several scholars (Eagan et al, 2015; Fountain & Newcomer, 2018; Nick et al, 2013; Yu et al 2016). Those universities with a high level of administrative support were more likely to have formal mentoring programs in place. And formal mentoring programs are known to positively impact tenure and promotion, hiring and retention so there are benefits which also accrue to the university at large. Consistent with other studies participants in a study by Fountain & Newcomer rated as of high importance the following institutional factors: academic-unit head's support for mentoring; adequate resources to support faculty mentoring; and high-level administration buy-in for faculty mentoring. At the organizational level they rated as of high importance the following: leadership commitment and support for faculty mentoring;

clear mentoring program guidelines; and adequate mentor training (p. 496). They also suggest that mentoring relationships and tenure and promotion processes be kept separate to avoid conflict of interest.

At this point an important question arises. Are there are other ways to frame Fountain and Newcomer's idea of training? Keeping in mind the idea of a reciprocal model are there opportunities for reciprocity by leveraging specific skill sets of both junior and senior faculty? So, for example, junior faculty transitioning from many years if not decades of classroom teaching experience would have teaching skills to share with both senior and other junior faculty. And a further question then arises. Should this even be called mentoring, or are there other possible ways of defining this kind of reciprocal teaching/learning experience?

For sessional faculty, university and faculty administrators have an especially important role to play. To date sessional faculty are rarely included in professional development opportunities and they are not usually included in formal mentoring programs (Crimmins et al, 2017; Dean et al, 2017; Eagan et al 2015; Foster & Birdsell Bauer, 2018; Gosine et al, 2021; Heffernan, 2018). This despite the fact their participation in the academic workforce especially as teachers has increased significantly as the number of tenure track positions have declined. The Council of Canadian Academies, 2021 Report states that there has been a “decrease in the number of assistant professor positions while the number of people graduating with PhDs in Canada has steadily increased. At the same time, expected increases in the number of high-quality industry and public sector jobs have not materialized (p. x). A discussion of mentoring/professional development opportunities for sessional faculty and the need for administrative buy-in for that group will be provided in implications for future study.

Outstanding mentors

The work of Cho et al (2011) is of particular interest. The authors shine a light on the personal and professional qualities of outstanding mentors from the perspective of mentees. The mentees highlighted such personal qualities as compassion, enthusiasm, generosity, honesty, and selflessness. Professionally mentees rated mentors highly who acted collaboratively, were intellectual, and were skilled teachers. They also rated highly mentors who created a plan for their mentee, had a vision but tailored the mentorship to the individual mentee; provided a broad range of opportunities; promoted the mentee's accomplishment, gave recognition for those

accomplishments; provided support for such day-to-day tasks as grant writing, preparing conference presentations, reading, and providing feedback on journal submissions. And finally rated highly was the mentor's attention to time and a personal-professional balance. Once again Cho's remarks may be seen to position the "mentee" in a particular way even though collaboration is mentioned. Another tension for consideration. Time constraints are a concern for both mentors and mentees and a recurring theme through the mentoring literature. While none of the mentees mentioned reciprocity there is a heightened interest today in the value of non-hierarchical relationships and the benefits both personal and professional which arise from reciprocal, collaborative, and collegial work relationships (Cameron et al, 2020; Endo, 2020; Fountain & Newcomer, 2018; Murry et al, 2021; Nick et al, 2012; Waddell et al, 2016; Yun et al, 2016). And there is as well heightened interest in new ways of learning and new approaches to teaching, learning, and mentoring.

Reciprocity and collaboration

Traditionally research on the mentoring relationship has focused on the benefits to the mentee. There are however both objective and subjective benefits for mentors which included heightened job satisfaction and personal and professional growth, (Boeder et al, 2021; Cho et al, 2011; Hackman and Malin, 2018). Most interesting was the study by Boeder et al (2021) in which retired faculty reflected on a long career in the Academy and how they perceived their role as a mentor factored into their long-term success. There are limitations to the study and the authors note them however where previous studies demonstrated only short-term benefits this study suggests that there may indeed be long-term benefits for faculty mentors. Cameron et al (2020) argue that there is a need now for "heightened reciprocity" and while he was speaking about it in the context of COVID-19 clearly there are advantages to viewing the mentoring relationship as a reciprocal relationship, one in which the mentor and mentee are both teacher and learner. Endo (2020) calls such relationships "equity-centric mentoring-partnerships" (p. 172) and Murray (2021) calls them relationships with "flattened power distances" (p. 2).

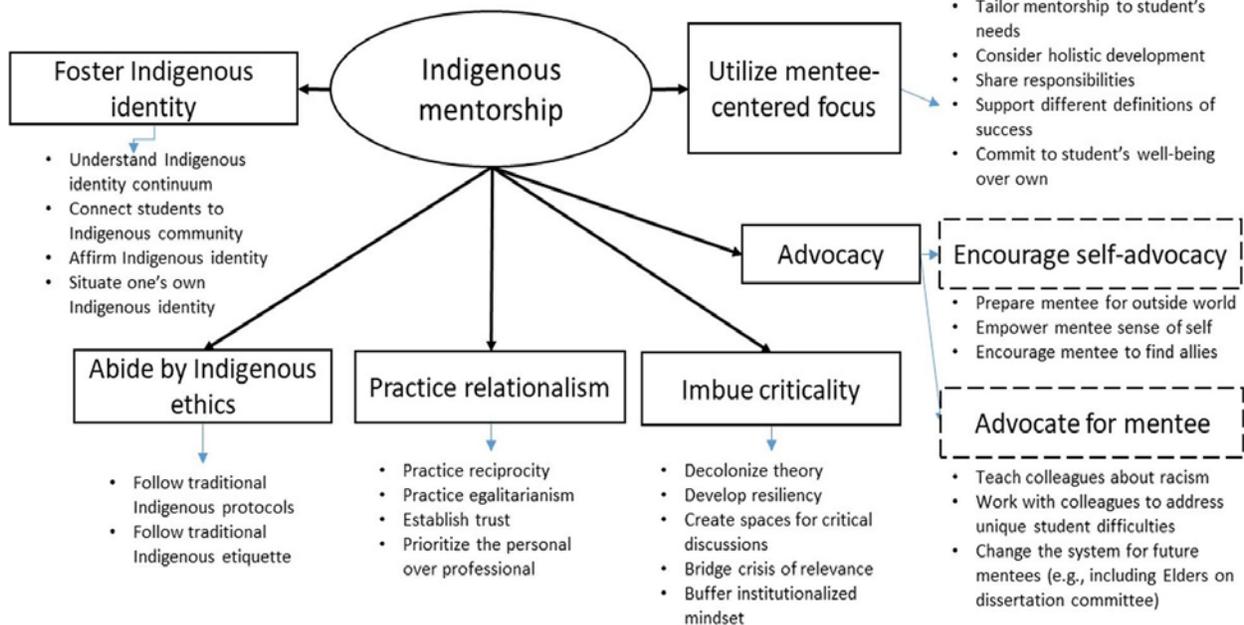
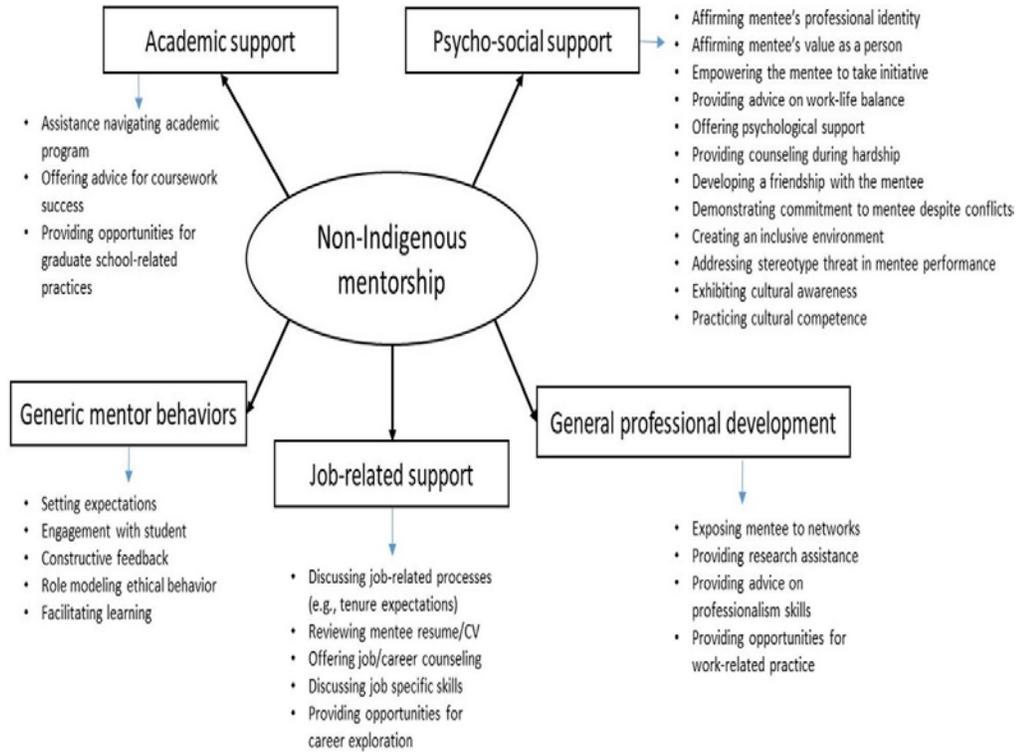
With regard to collaboration several studies (Darwin & Palmer, 2009; Endo, 2020; Fountain and Newcomer, 2018) highlight the importance of a collaborative work environment. For Endo the mentoring relationship needs to be a collaborative partnership that succeeds with "collaboration, reciprocity, and shared learning" (p. 172). According to Endo mentoring models

which dominate the literature do not usually address the challenges many BIPOC faculty negotiate on the tenure track. Her perspective is shared by Davis et al, 2020; Moore et al, 2020; Murry et al, 2021). Davis et al argue that the while the presence of faculty who identify as women, as BIPOC, and/or lesbian, gay, bisexual, transgender, and queer signals to some that faculty diversity has been achieved, in reality, as Endo noted, the systems in place for mentoring and for tenure and promotion still reflect a straight, white, male bias. They advocate for Critical Human Resource Development (CHRD) which provides faculty with a tool to engage in what they call “meaningful disruption” of the status quo (p. 28).

New ways of teaching and learning/ mentoring; alternatives to the dyad

Several studies suggested alternatives or additions to the traditional one-to-one mentoring model; mentoring circles, the resource team model, the mutual mentoring model, e-mentoring research teams (Bosch et al, 2010; Darwin & Palmer, 2009; Pfund et al, 2020; Waddell et al, 2016). The Resource Team Model for example, described by Bosch ran for six months after which mentees were free to continue with one of the mentors they had met during the six-month team mentoring or another faculty member. This sort of fluidity is noteworthy. Understanding these different ways faculty mentoring can be conceptualized is becoming more important as Boomer faculty look ahead to retiring and newly minted PhDs and junior faculty with “fresh ideas” come on board to fill those vacancies (McKay & Monk, 2017, p. 1261).

In this regard the research by Murry et al (2021) is especially interesting. “In the context of Canadian reconciliation efforts with Indigenous Peoples” (p. 1) they developed a model that began with Kram’s categories, in particular the psychosocial, then expanded on it. Their model is distinct in many ways from non-Indigenous ways of mentoring. The differences between non-Indigenous ways of understanding faculty mentoring and Indigenous ways are captured in the visuals on the following page.



Source: Murry, A. T., Barnabe, C., Foster, S., Taylor, A. S., Atay, E. J., Henderson, R., & Crowshoe, L. (Lindsay). (2021). Indigenous Mentorship in the Health Sciences: Actions and Approaches of Mentors. *Teaching and Learning in Medicine*, 1–11.

Significant in the Indigenous model is the focus on the mentee. Such components of the model as “reciprocity”, “egalitarianism” “prioritizing the personal over the professional,” speak to the focus on the mentee. And interestingly the model highlights creating spaces for critical discussions and “buffering institutional mindset.” McKay & Monk (2017) argue for the need to affirm for early career academics that their ideas, their points of view have value even if they do not align with those of the administration. I would suggest that acknowledging and affirming while fine are not always sufficient. Consistent with Murry et al’s emphasis on actions, mentors need to be willing to engage in consensus building and support faculty in their desire to be agentic, to be change makers when change is needed.

The psychosocial dimension/”soft support”

While attention in faculty mentoring of junior faculty often focuses, understandably, on contextual factors such as tenure policies, increased attention is now being paid to the intrapersonal and interpersonal demands of mentoring those on the tenure track. This is especially so now. With COVID-19 there have been both death losses and what Cameron (2021) calls “non-death losses, a “living loss” (p.1). Such “living losses” are felt deeply, the loss of in-person social contact, the loss of routines including those important hallway conversations that constitute informal mentoring at work, the loss of economic security, the loss of life as experienced prior to COVID. It is difficult to fully understand the depth and intensity of an individual faculty member’s grief as the losses experienced by everyone as a result of the pandemic bump up against personal losses unique to that individual. For many mentees then attending to relationship dynamics especially now can add a richness to the mentoring relationship and make for a more positive experience. Surprisingly however what Fountain and Newcomer (2018) found was that “soft support” was more important to mentors who perhaps had the advantage of hindsight. Mentees were more focused on the “hard” support, the “practical advice” they needed to move along the tenure track (p. 497). Fountain and Newcomer’s study predated COVID. It would be interesting to ask that question now.

It can be challenging for a mentor emotionally and in terms of time needed to provide those “soft supports.” Mutual mentoring, mentoring networks (Bosch et al, 2013; Darwin & Palmer, 2009; Denard et al, 2015; Waddell, 2016; Yun, 2016) in which the mentee benefits from the expertise of several academic partners and the mentor is relieved of the obligation to be

expert at everything can be the answer. Striking a balance, finding that middle ground is key.

There is a need for junior faculty to receive support for the “nitty gritty” or what Foote and Solem (2008) call “nuts and bolts” issues. There has to be opportunities to ask those “silly questions” which inevitably arise when we are orienting ourselves to new jobs and new locations. And that support, those answers, can come from several senior or junior faculty, not just one senior faculty. They can also come in the form of workshops and presentations, collaboratively constructed professional development opportunities. Fountain and Newcomer (2018) highlight the importance of providing junior faculty with both support for teaching as well as information on “how to navigate the university system and how to promote their own professional advancement and visibility” (pp. 496-497). And Cho et al list the following very concrete needs: introductions to key contacts and potential collaborators; recognition so acknowledging authorship of papers, membership on committees, attendance at conferences and memberships in organizations; support for grant writing; feedback and assistance with revising manuscripts; and open 2-way communication.

Faculty experiences of the imposter phenomenon, the belief that despite all the evidence of their accomplishments and successes they are a fraud, and they will be found out can affect coping skills and result in emotional exhaustion and job burnout (Clance & Imes, 1978). Hollywood et al (2020) describe this emotional exhaustion as a feeling of being “overwhelmed.” It has a direct bearing on mentoring and on the mentoring relationship. The existence of the imposter phenomenon among faculty has implications for the mentoring relationship. An open discussion between mentor and mentee about the imposter phenomenon may not happen but a mentor may pick up clues which suggest that this is an issue. Interestingly Hutchins (2015) in her study of the imposter phenomenon among faculty suggests that mentoring networks might be a useful strategy for supporting a mentee who they think may be dealing with imposter tendencies. She also suggests that different mentoring formats may be needed at different stages of a faculty member’s career. Hutchins used attribution theory for her framework and provides some very useful strategies for supporting mentees achieve more realistic attributions for their work. The discussion by Carter et al (2021) on the psychology of success and failure and “successful failure” may prove helpful as well (p. 194).

Gender

In a 2019 study by Hanasono et al the authors examined the extent to which service is gendered. What they found was that there were indeed differences in both time spent on service activities and the nature of those activities. Viewed through an intersectional lens women spent more time on relational service activities such as “mentoring, committee work, emotional labor, and organizational climate control” (p. 85) activities less highly valued by the institution and women of color spent even more time on relational service work than white women. Their male counterparts on the other hand took on leadership roles such as committee leads or chairs or editorships.

In addition to women BIPOC, LGBTQ2S+ and trans faculty as well as faculty from other minority groups also spend more time in relational service work as they are often called on to participate in university recruitment campaigns, diversity and social justice committees, and student advising (Davis et al, 2020; Hanasono, 2019; Zambrana et al, 2015). According to Hanasono time and energy spent on such service responsibilities takes time away from research and can, as a result, hinder progress to tenure and promotion. They can also result in burnout. Another issue of great concern for women on the tenure track is the gap in women’s research productivity during COVID-19. Both issues can be addressed in mentoring meetings, but tenure and promotion requirements also need to be addressed at an institutional level. This lag in women’s research productivity will have far reaching consequences for both the production of new knowledge and career advancement (Levine et al, 2021; Staniscuask et al, 2021).

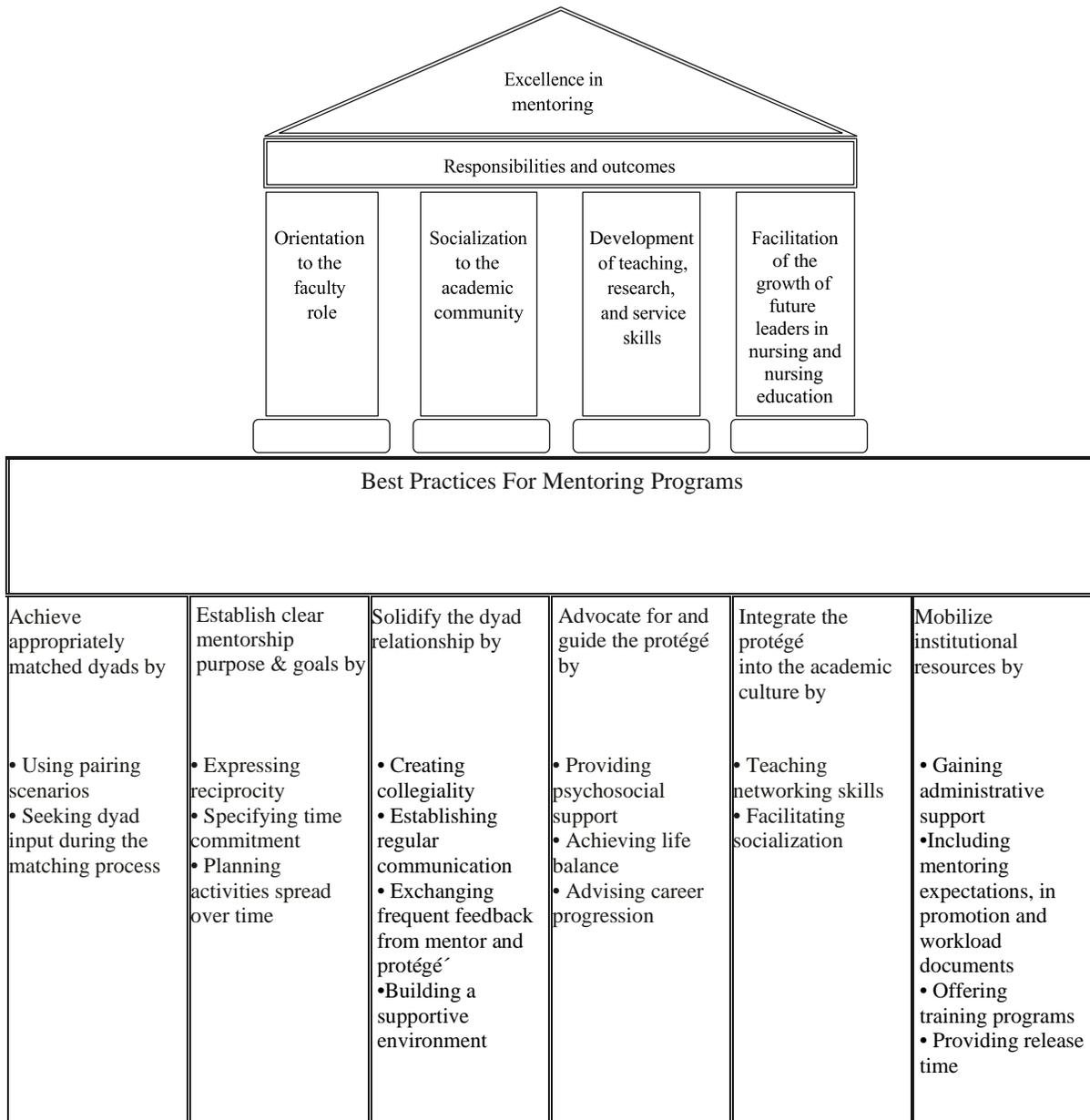
Staniscuaski et al conducted their research in Brazil with Brazilian academics. The results of their study echo studies in North America and provide convincing data that motherhood and race are the drivers of the imbalance in productivity. Mentioned as well was the lack of guidance they themselves received from senior faculty and faculty administration on how to manage expectations for their own research activities. Once again these concerns have implications for tenure and promotion and need to be addressed.

Is the solution in part, having gender or race specific mentoring situations, either one-on-one or group? Palmer & Jones (2019) address women mentoring women and Moore et al (2020) address Black professors mentoring Black junior faculty. Both studies provide a perspective on the potential psychosocial benefits of a mentorship relationship where junior faculty who often lack an understanding of the social, political, and cultural nuances of academic life, the oft

hidden agendas can be schooled in how to navigate those by someone with a lived understanding of the challenges. All women faculty however do not feel the same with regard to women-to-women mentoring. One of the participants in Palmer and Jones study said this "... some women may perceive that they "boot-strapped" themselves up through the ranks of their profession, and to interject into another's bid for tenure could keep them from becoming tough enough to succeed in academia" (p. 12). Likewise not all Black junior faculty might want Black mentors or a group mentoring situation specifically for BIPOC junior faculty. The mentor mentee relationship is complex as is group cohesion in group mentoring situations. "Fit" is many-faceted and dependent on what Bozeman (2008) calls "goodness of fit." Interestingly in Fountain and Newcomer's study 75% of participants ascribed a low level of importance to mentor and mentee being of the same gender or race. Gender and race alone may for some faculty not be sufficient for a "good fit."

Meeting the needs of "underrepresented faculty."

Universities today are welcoming a more diverse group of both students and faculty. Demographics are changing as well with the greying of Canada's population and the greying of its workforce (Statistics Canada 2015; 2017). For the first time four generations are working side-by-side sharing classrooms, offices, faculty, and staff lounges. The implications for education, educators, and educational leaders are far reaching. "Career changers" bring in some cases decades of work-experience often in a field related to their research and practitioners in education who are transitioning to faculty members also arrive with many years of 'feet on the ground' experience (Cherrstrom & Alfred, 2020; Saito, 2013). The development of an academic identity is key for both groups. But how is their prior career experience to be considered? Is it a facilitator or a barrier on their transition journey to tenure? Viewed through an intersectional lens older tenure-track faculty, along with their age and career experience, bring to the mentoring relationship other aspects of who they are While faculty mentoring has included mentoring across gender, race, disability sexual orientation and gender identity lines and more recently along age lines Towers et al (2020) still sees a gap. Cultural differences associated with class have gone largely unaddressed and class like age crosses all gender, race, disability, sexual orientation, and gender identity lines.



Source: Best Practices in Academic Mentoring: A Model for Excellence. Fourth Cohort, NLN/Johnson & Johnson Faculty Leadership and Mentoring Program

Implications for practice

The results of my search of the mentoring literature resulted in several implications for developing an effective mentoring program. First and foremost is the impact of COVID-19. Even in what we hope are the waning days of the global pandemic the reverberations will be felt for a long time. And while several of the concerns raised by faculty pre-date the pandemic their impact is more keenly felt now. Noted in the introduction to this Report are long-standing

structural inequities which impact how easily faculty navigate tenure and promotion procedures and processes. And while mentoring can provide faculty with much-needed support, in light of the closure of the university and faculty working from home buy-in from the highest level of the university to faculty administrators is needed. Institutional changes may have to be considered in processes and procedures for tenure and promotion as a gradual return to the university from work at home is introduced. As well consideration needs to be given to placing a higher weight in tenure and promotion evaluations on the “relational service work” disproportionately performed by women and others from underrepresented groups. Once again support for such an initiative may have to come from senior university administration. Research by Staniscuaski et al (2021) confirms a lag in scholarly output and how the drivers of that imbalance in productivity are gender and race. Long term this impacts, tenure and promotion and the production of new knowledge. Support from administration must therefore be visible and ongoing.

Second, buy-in from potential mentors and mentees is equally as important. A discussion about the benefits and challenges of both mentoring and being mentored is a necessary starting point with an opportunity for faculty to raise questions, express any concerns, share past experiences positive and negative, hear from the program lead their thoughts on goals and procedures, and possible options for how the program will look. The work of Zambrana et al (2015) on mentoring experiences from a life course perspective is interesting. Their finding that respondents who had access to early positive “mentoring” experiences from kindergarten to higher education were more likely to take advantage of mentoring resources while no experiences or negative experiences resulted in greater disengagement from the mentoring process. This suggests that exploring early mentoring experiences with faculty may be useful. While the past does not determine the present it can have a bearing on the extent to which faculty are prepared to buy-in to a mentoring program. If a meeting is not likely to be well received a survey addressing the points noted above may be the answer. The objective is to encourage buy-in to the program through engaging faculty in the planning and development.

Mentor training in both “hard” and “soft” skills is recommended by several researchers. Mentees report a more satisfying mentoring experience when the mentor they worked with had received training. A comprehensive list of qualities of outstanding mentors from the perspective of mentees Cho (2011), and Fountain & Newcomer’s (2018) study about the characteristics of mentors and mentees viewed as important in ensuring good dyad or group mentoring

relationships are excellent starting points. Useful as well are reflections by mentors as they look back on their academic career (Boeder et al, 2021); the interviews conducted by Hackmann & Malin (2019) with mentees who wrote letters of support for mentor nominees; and with mentors who received the Jay D. Scribner Mentoring Award. Information from these four studies can be useful in identifying the skills which should be included in a mentor training program.

Time pressures and the feeling that the work exceeds the time allowed to satisfactorily complete it is a recipe for burnout. Relief time from other responsibilities for outstanding mentors would address this consistent concern expressed across almost all the literature about the time crunch. In addition flexibility around deadlines especially with many people still working from home or working from home with a gradual return to their office is also recommended. Mentoring networks, group mentoring with several facilitators both such mentoring arrangements can also serve to ease time pressures mentors experience.

Third, the value in the literature given to reciprocity and collaboration speaks to the importance of program leaders developing a mentoring program that embeds equity, “collaboration, reciprocity, and shared learning” as guiding principles (Endo, 2020, p. 172). This was seen as especially important for some woman, BIPOC, LGBTQ2S+ and other faculty at the margins. Finding the space often occupied by an uncomfortable silence and disrupting it; working with faculty to create collaborative partnerships open to change and different ways of teaching and learning has been shown to make a difference.

Two studies on career changers transitioning to work in academia are included. With the greying of Canada’s population more older adults are returning to the university to begin or to complete advanced graduate degrees with an eye on a faculty position. This is especially so for women whose earlier career and/or education paths were interrupted by childcare responsibilities and a lack of financial resources. Does mentoring for mid-life women “career changers” proceed in the same fashion as it would for junior faculty who have moved directly from graduate school with little to no career experience? Should it proceed in the same fashion? How will mentoring midlife career changers look? How should it look? Will mentoring faculty new to the academy but with sometimes decades of life and career experience behind them pose a new set of challenges for mentorships (Cherrstrom & Alfred, 2020). And what about mentoring ex-practitioners in education transitioning to faculty again with years of “feet on the ground” experience (Saito, 2013). While discussions around expectations, needs and wants for the

mentoring relationship be it dyadic or group occur routinely at the start, it may be that for those mentees transitioning into academia from previous careers a more fulsome discussion is needed about what their life and career experiences have been, how they have navigated their transition from “prior career expert to new career novice” and what they bring to the table. (Cherrstrom & Alfred, 2020, p. 46). Some career-changers may be expecting a more reciprocal relationship one where their transferable skills are not only recognized and acknowledged but also utilized. What is it then they would like to contribute from their previous career? What does the mentor see as their possible contribution? What gaps do they see in their skills. Saito (2013) in her research found that ex-practitioners transitioning to faculty positions were most concerned about gaps in their research skills. These are all important questions and while the work of scholars in this area can provide some answers and while all junior faculty have some needs in common there are always so many variables at play that no one approach will necessarily work for all mentees transitioning from long careers to tenure track positions.

Fourth, what are the options for how mentoring can look? The studies I reviewed suggested several options: one-to-one; group; online; peer; and combinations of these. Who delivers the program, can be one mentor or a team or network of mentors based on the mentors’ specific skill set and the mentees’ needs. Several studies highlight the success of programs which combine a brief group program facilitated by several senior faculty followed by a longer-term dyadic mentoring arrangement. The value in that arrangement is the opportunity mentees have to meet other junior faculty, to meet more than one faculty member, to network and perhaps find that one faculty member with whom the mentee can make a connection for a potential one-to-one mentoring relationship. As well the mentor in such an arrangement does not have to be responsible for all the answers which is worth considering given the diversity of faculty today, the complexity of matching mentors and mentees and the challenge of achieving cohesion in group situations. Including mentors from other faculties is another worthy option since current research tends to favor the blurring of disciplinary boundaries.

Fifth, attention to “soft support” support for the physical, mental, and emotional health and well-being of both mentor and mentee is needed even if the giving and receiving of such support is not considered essential by all mentors or mentees. It has an important place in the mentoring relationship. Time pressures, learning sometimes-hidden expectations, caregiving responsibilities, financial pressures, maintaining a work life balance, all have been noted as

stressors. Research has also shown that the imposter phenomenon exists among faculty. Doubts about their abilities can impact the progress of faculty members on the tenure track and if those concerns are left unaddressed the result can be burnout and in extreme cases a faculty member may leave the university. How to address it when an open conversation may not be a possible merits some consideration. Removing the stigma and opening the door to such conversations can happen in a workshop for all faculty with opportunities provided for relaxed conversation about the topic before and after the presentation. Mentor training is also a good place for imparting information on the imposter phenomenon, how to identify it and what suggestions may be helpful for supporting a mentee.

Implications for future study

Neo-liberalism's assault continues with contract and non-tenure track faculty bearing the brunt. Many contract and non-tenured faculty have been forced to cobble together a living by teaching sometimes at different universities within commuting range. With precarious work and multiple demands on their time and energy for many the reality of academic life is grim. The casualization of the academic workforce is not new. Nor is the lack of professional development for that important group of faculty. For those hoping for a tenure track position this lack of professional development and mentoring opportunities is a big loss (Foster & Birdsell Bauer, 2018).

Contract faculty want professional development. They see it as essential (Crimmins et al, 2017). While some contract faculty in Heffernan's (2018) study were satisfied with a teaching and learning focused professional development program others were unhappy with their university's lack of interest in providing them with opportunities for career development (Heffernan, 2018). One participant saw the lack of support for professional development as a "tactic" by the university. "I support and develop myself – I think the universities are happy to then capitalise on that" (p. 317). It is cost effective for the university to benefit from the efforts of contract faculty to develop their teaching and research skills something Heffernan calls "exploitation" (p. 316). Heffernan highlights how mentoring has the potential to meet contract faculty's need for a more broad-based focus on professional development, one that does include support for career development. Some casual faculty were being mentored by their unit co-

ordinator and they indicated that while the focus was on their teaching it did also include advising on future decisions.

A Canadian study by Gosine et al (2021) noted the lack of Canadian scholarly research on the experiences of contract faculty with most of the literature coming from the United States. I noted that as well which is why I included another Canadian study (Foster & Birdsell Bauer, 2018). Through focus groups and interviews Gosine asked about overall job satisfaction; relationships with colleagues, administrators, and students; participation if any in university governance; supports available for teaching and research, satisfaction with course loads, service expectations and salary as well as contracts and union involvement; thoughts about the Canadian university system in general and its future. Interviews questions related to the construction of participants' professional identities, how their professional identity evolved over time, and their career aspirations. Their findings speak to a complex mix of feelings. Pride in the work they were doing and respect and validation for that work outside the university, but consistent with other studies, respondents highlighted several concerns, precarity, lack of supports including a lack of mentoring opportunities, and a lack of access to research funding, as well as a disconnect between their personal, academic, and professional accomplishments and their employment status. Egan et al (2015) talk about this disconnect in terms of "underemployment" and the lack of opportunities available to contract faculty for personal and professional growth.

Research was needed proactively as numbers of part-time faculty rose. Research is needed now reactively, including Canadian research and research with a vision for professional development which includes research and service as well as teaching. That would of course presume a wider role for contract faculty in the life world of the university something as Heffernan's participants noted, may not be cost effective for the university. After all, contract faculty are not all "happy moonlighters", they need the work and the income it provides so they will do what they need to do on their own to enhance their teaching and research skills and they will soldier on (Acker, 2017; Foster & Birdsell Bauer, 2018, p. 5).

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Appendix

Table 1 Summary of Articles on Effective Practices To Support Early Career Academics

Subject area	Author	Year	Research questions/focus	Theory	Method	Key findings
Psychosocial (imposter syndrome)	Carter et al	2021	How can academic developers help academics feel at home in academia? How can academic developers help academics feel at home with failure?	Clifford's (1984) theory of constructive failure.	Case study	"Re-storying" failures as teachable moments and encouraging colleagues to be open to "successful failure" important for academic developers.
	Hollywood et al	2020	(1) How do features of the organisational climate, and individual characteristics, relate to perceptions of future career success and development? (2) How does job satisfaction change over the first few years of an academic career? (3) How do individual and situational characteristics relate to wellbeing in early career academics?	No one theory specified. Reference made to several different theoretical positions	Mixed mode survey - open ended and closed questions as well as demographic items Participants drawn from a variety of disciplines	Situational factors alone are insufficient for understanding early career academics transition into the academy. The intrapersonal, psychosocial dimension important as well both for career development and wellbeing.
	Hutchins	2015	Three hypothesis: H1: There will be differences in reported imposter tendencies based on faculty tenure, with tenure-track faculty reporting higher levels of imposter tendencies than tenured faculty. H2: Faculty who experience moderate-high imposter	Weiner's (1985) attributional theory of motivation and emotion.	Survey Participants drawn from the Academy of Human Resource Development	Academic faculty do experience imposter syndrome; it is more prevalent among untenured faculty; imposter syndrome leads to emotional exhaustion

(continued)

			<p>tendencies will also report higher levels of emotional exhaustion than those that report lower levels of imposter tendencies.</p> <p>H3: Faculty reporting moderate-high levels of imposter tendencies will engage in some form of coping skills (adaptive or maladaptive).</p>			<p>and job burnout; faculty experiencing imposter thoughts do demonstrate adaptive coping strategies, e.g humor, distraction, positive reinforcement.</p> <p>Recommendations include mentoring which has an important role to play in moderating imposter tendencies.</p>
Mentoring - Theory	Davis et al	2011	<ol style="list-style-type: none"> 1. What are junior faculty work and mentoring experiences as they relate to the journey towards tenure and promotion? 2. What outcomes are derived from participation in the featured faculty mentoring program? 3. What recommendations do junior faculty members have for improvement of the featured mentoring program? 	Grounded theory	Case study	<ol style="list-style-type: none"> 1. Findings indicate that academic work is not hyper-competitive. 2. Findings also consistent with other research that points to the value of participating in a faculty mentoring program 3. Why some struggling faculty do not avail themselves of such programs merits further study.
	Guillaume & Kalkbrenner	2019	How and in what ways are the three core tenants of self-determination theory (SDT) [autonomy, competence, and relatedness] reflected in the lived	Self-determination theory	Interviews	<p>Results revealed that autonomy, competence, and relatedness play an important</p> <p style="text-align: right;">(continued)</p>

			experiences of Faculty of Color (FOC) who were successful in their pursuit of tenure & promotion (T & P)?			role in the tenure and promotion journey of faculty of color. The authors include recommendations for department heads, deans, T&P committees, and administrators as well as mentors on how to facilitate these three core tenants of SDT.
	Kram	1983	Pairs of younger and older managers were interviewed to learn about phases of the mentor relationship.	Psychosocial developmental theory [mentoring as a developmental process – mentoring relationship dynamic, changes over time]	Interviews	This is a foundational study. Kram highlighted the importance of both individual needs and organizational structures in the mentoring relationship. Both the career and psychosocial aspects of a mentoring relationship are key to is success.
Mentoring Models	Bosch et al	2010	What are the advantages and disadvantages of the Resource Team Model (RTM) for new faculty librarians? What are the strengths, weaknesses, opportunities, and pressures from both the mentor and mentee perspective?	None stated	A formal open-ended evaluative interview was conducted to provide feedback.	Mentors and Mentees reported advantages to RTM. They include a short- term (6 months) program, after which the mentee can continue with one of the mentors on the team or with another (continued)

						colleague; no one has all the answers, different perspectives; scheduled meetings and can call meetings as needed; and mentors act as advocates.
	Bozeman & Feeney	2008	The authors propose a “Goodness of Fit” model, which outlines the basic elements of the mentor–protégé match.	Social exchange theory The mentor- protégé relationship as a social exchange based on the fit among mentor and protégé preferences, endowments, and the content of knowledge transmitted	Model development Possible questions for future research.	The authors document the many and varied definitions of mentoring They then provide, on p.469 their definition, necessary in order to proceed with the development of their model. “Their Goodness of Fit “ model views the mentor/mentee relationship as a social exchange based on fit among preferences, endowments, and content of knowledge
	Darwin & Palmer	2009	Since the dyadic model is the most common mentoring model the purpose of the evaluation was to first identify and address concerns about mentoring circles. At the conclusion of the program participants were asked: 1. Why they attended	Kram’s model	Survey on mentoring at the beginning and end of the six-month program Focus groups at the conclusion of the program	Mentoring circles worked best for those participants comfortable with collaborative group sharing. One of the three groups agreed to end their mentoring sessions - group cohesiveness could not be achieved. (continued)

			<p>2. If they would have preferred one-to-one mentoring.</p> <p>3. Whether the frequency of meetings was agreeable</p> <p>4. What they had hoped to achieve</p> <p>5. How they would know if the mentoring circle had been successful</p>			<p>Most entered the group for career development reasons, but post group they stated that the greatest benefit came from interacting and sharing with others.</p> <p>Growing isolation and a lack of opportunities at the university for interaction with colleagues was identified as a concern.</p> <p>Detailed survey and focus group findings are presented.</p>
	Endo	2020	The focus is on an “equity-centric” mentoring-partnership that is collaborative and reciprocal and acknowledges racial oppression.	Multi-leveled Mentorship-Partnership Model informed by a synthesis of the work of Cavazos (2016) and Sorcinelli and Jung (2007) along with core equity principles (Bonus,2020)	Field tested mentoring- partnership model for BIPOC faculty in the field of education	<p>Model presented on p. 175 of Endo’s article.</p> <p>The author notes at the conclusion of her article that implementing such a model not only benefits faculty working towards tenure and promotion, but it can also highlight the expertise BIPOC faculty bring to their institutions.</p>
	Lechuga	2014	Data focuses on participants’ motivation in current and/or previous mentoring experiences.	Self-determination theory	Interviews	<p>The culture of different disciplines impact mentoring. A mentee’s need for</p> <p style="text-align: right;">(continued)</p>

						<p>autonomy, competence, and relatedness is influenced by their disciplinary background.</p> <p>From that he argued for something he called “non-intrusive” mentoring in certain aspects of the mentoring process.</p>
	Murry et al	2021	<p>What would an Indigenous model of mentorship look like?</p> <p>In the context of Canadian reconciliation efforts with Indigenous Peoples, [the authors] developed an Indigenous mentorship model which details behavioral themes that are distinct or unique from non-Indigenous mentorship.</p>	<p>Flanagan’s Critical Incidents Technique to derive mentorship behaviors from the literature,</p> <p>Focus groups with Indigenous faculty in the health sciences</p>	<p>Literature review</p> <p>Break out groups with Indigenous mentors at the annual retreat of the Alberta Indigenous Mentorship in Health Innovation (AIM-HI) network.</p>	<p>Findings affirm the importance of the psychosocial and of reciprocity.</p> <p>Findings confirm and extend research on mainstream mentoring by examining it through an Indigenous lens.</p> <p>Two visuals which show the Non-Indigenous mentorship model and their Indigenous mentorship model followed by a detailed discussion.</p>
	Nick et al	2012	<p>The purpose of this paper is to provide an overview of a model for excellence in establishing a formal mentoring program for academic nurse educators.</p>	None stated	<p>The authors participated in a formal distance mentoring program and used their</p>	<p>A Model for Excellence in Mentoring is provided</p> <p>While the model was prepared for nursing faculty</p> <p style="text-align: right;">(continued)</p>

					experience to study mentoring.	it has wide application.
	Waddell et al	2016	Discussions in the focus group evaluations centred around the interdisciplinary mentorship circle's structure, support, opportunities to learn faculty roles, enhance a sense of belonging, and act as a catalyst for change.	The reader is referred to the work of Darwin & Palmer, (2000, 2009). Their work guided the design and implementation of Waddell et al's mentoring circle.	Focus groups, one with mentors, one with mentees	Waddell et al describe an evaluation of a mentorship circle initiative at Ryerson. Findings support in interdisciplinary mentorship circles as a means for new faculty to gain different perspectives on academic culture, broaden their collegial network, feel supported and, feel they belong.
	Yun et al	2016	The focus was on the conceptualization, implementation, and evaluation of a seven-year flexible, network-based model of support called Mutual Mentoring. Faculty work with multiple mentors who provide support in their respective area(s) of expertise.	Theoretical and conceptual frameworks from the research on network-based mentoring translated to a formal mentoring program	Needs assessment over a six-month period prior to implementation. Then multiple qualitative and quantitative data over the seven-year period of the program 2006-2014 Survey to all university faculty about experiences /attitudes about mentoring.	Online surveys at the end of each grant year indicated a high level of satisfaction with Mutual Mentoring activities The program was also sustainable with over 90% of respondents indicating that they expected their mentoring relationships to continue. (continued)

e-mentoring	Neely et al	2017	<p>While the use of virtual teaching, learning, and mentoring has increased Neely et al note that there is a paucity of research that examined its processes and effectiveness.</p> <p>They present a framework for understanding the process, a review of the literature, and 22 hypothesis to generate additional research on e-mentoring.</p>	None stated	<p>Framework Literature review Discussion and hypothesis to generate future research</p>	<p>The authors discuss, and present 22 hypothesis on the following: virtual vs blended mentoring; formal and informal mentoring structures; matching in formal programs; mentor and protégé characteristics; gender; age or generational identity; computer literacy; perceived similarity between mentors and protégés; extraversion; proactive personality; communication; communication media and technology: -mentoring training</p>
	Tisdell & Shekhawat	2019	<p>RQ1: What is a model where the design principles can embed opportunities for reflection and academic development into the e-mentoring process?</p> <p>RQ2: How can technology facilitate this model within an e-mentoring environment?</p>	<p>Kolb's Learning Cycle Theory Kolb's cycle can be summarized by:</p> <ul style="list-style-type: none"> • A concrete experience • An observation and reflection • Formation of abstract concepts • Testing in new situations. 	<p>Case study Action research The authors are also the mentee and mentor</p>	<p>A model the authors term DARP - Discuss, Archive, Reflect and Prepare is presented. - linked in theory to Kolb's learning Cycle and in practice to an e-mentoring case study.</p> <p>Findings confirm a positive mentee-mentor relationship was established with technology with some</p> <p style="text-align: right;">(continued)</p>

						important outcomes for the mentees career. Implications, limitations, and guidelines for implementation are provided.
	Yarberry & Sims	2021	<p>1. How do employees experience COVID-19- virtual/remote working environments?</p> <p>2. How are employees able to enhance their skills and knowledge for career development and progress?</p> <p>3. What can employers do to assist with employees' career development?</p>	<p>Social learning theory</p> <p>Mentoring, based on multiple tenets of social learning theory</p>	Zoom interviews	<p>Creative approaches needed for supporting employees working remotely.</p> <p>More intentional activities that engage employees in dialogue, including learning communities, employee resource groups, and communities of practice could be created and administered remotely</p>
Mentoring – Women, First-generation, BIPOC, LGBTQ2S+	Block & Tietjen-Smith	2016	The authors argue for access to gender-based guidance and support if women are to achieve wage parity, access to rank of full professor, and make advances in higher education administration	Relational culture theory applied to narrative practice	<p>Review of the literature</p> <p>Personal experience</p>	<p>While men continue to be important mentors for women Block and Tietjen-Smith argue for women having access to the perspectives of women in leadership roles.</p> <p>This can be through informal mentoring and peer mentoring in addition to formal mentoring.</p> <p style="text-align: right;">(continued)</p>

	Cherrstrom & Alfred	2020	Participants responded to open-ended questions about their mid-life transition to the professoriate.	A conceptual framework composed of adult transition and career development models	Interviews	<p>The women described a non-traditional, nonlinear trajectory to the professoriate, described by the author as “off-time”.</p> <p>While they face similar challenges to younger women on the tenure track a mid-life transitions poses some unique challenges e.g the transition process from “prior career expert to new career novice”</p> <p>The author concludes with implications and recommendations for future research.</p>
	Davis et al	2020	<p>What is “meaningful disruption”?</p> <p>What is Critical Human Resource Development (CHRD) and what is its role in bringing about organizational change?</p> <p>How can it benefit faculty on the margins (women, BIPOC, LGBTQ2S+)</p>	Standpoint theory: A dialectical approach	<p>“Insider perspective.”</p> <p>Examples and testaments through standpoint theory.</p>	<p>CHRD in higher education provides the “conceptual tools” to address “unconscious bias” in research and publication; question the assumed “objective” nature of evaluations for tenure and promotion; revise reward structures; “reconceptualize the image of the professor”;</p> <p style="text-align: right;">(continued)</p>

						and put in place such things as peer support, “employee resource groups” to provide safe spaces for networking discussion around common concerns, and advocacy.
	Hanasono et al	2019	RQ1: How do task-oriented service and relational-oriented service differ in terms of their (a) visibility and (b) valuation? RQ2: How do faculty members’ task-oriented and relational oriented service activities differ by gender?	Theory of gendered organizations (Acker 1990)	Semi structured, face-to-face interviews in which participants defined and discussed the role of service in their careers; the kinds of service they engaged in and positive/negative experiences; what they experienced or observed re gender and other factors in their service	Key finding was that women and faculty of color tend to perform more service work than men, and the service work they perform is more often less highly recognized or valued relational-oriented activities.
	Moore et al	2020	Topics covered included department politics, the publication process, developing a research agenda, submission of the tenure “package,” and the review process.	None stated	Evaluation of two panel seminars (2012, 2017) that were provided to junior Black faculty and doctoral students at a Research I urban university in Georgia	Seminars succeeded in raising the awareness of key issues and decision-making related to success in higher education for doctoral students and new faculty.
	Palmer & Jones	2019	Interview questions focused on the following:	A qualitative collective case study conducted through	Interviews	For participants personal, (continued)

			<ol style="list-style-type: none"> 1. participants' experiences in the tenure process and mentoring. 2. participants perceptions of the uniqueness of woman–woman mentoring relationships. 3. participants' perceptions of and experiences with the personal and professional natures of mentoring relationships 4. participants' experiences as mentors and their willingness to serve and as mentors. 	<p>the lens of the social constructivist paradigm</p> <p>Kram's mentor role theory</p>		<p>informal relationships rather than formal mentoring with set times, format and curriculum were key to their success in obtaining tenure.</p> <p>The experiences of the women in this study affirm what existing research says.</p> <p>For women the lines between the personal and the professional tend to be blurred. Woman-woman mentoring helps women navigate between those two responsibilities and two complex identities.</p>
	Saito	2013	<p>The focus of this paper is the experience of ex-practitioners transitioning to university faculty.</p> <ol style="list-style-type: none"> 1. What problems confront novice teacher educators? 2. What kind of support programs do they need? 	<p>The author references the work of Cazden (2004).</p> <p>He sees parallels between features of Cazden's work on learning and concerns of novice faculty transitioning from work in the field,</p>	Literature review	<p>The concerns of ex-practitioners moving into university faculties of education can apply to faculty member in general who transition from previous careers into academia.</p> <p>Those concerns include changing identities, navigating a new work environment, and fear of research.</p> <p style="text-align: right;">(continued)</p>

	Towers et al	2020	The focus of the Towers et al article is on the role of mentoring in the experiences of working-class faculty	Bandura's social cognitive theory Career self-efficacy	Case study Pilot program for mentoring Mentees' post-pilot program career trajectories between spring 2016 and spring 2020 comprised an additional source of program assessment.	The authors note that there is a lack of research on mentoring and social class. Findings from pilot program and career accomplishments post program pointed to increased career self-efficacy.
	Zambrana et al	2015	Focus is on identifying effective mentoring characteristics across the life course.	Life course framework Intersectional lens	In-depth interviews and focus groups with 58 tenure-track assistant or tenured associate professors from 22 research intensive universities	Respondents who had access to early positive mentoring experiences in the K–20 educational years were more likely to maintain those relationships, take advantage of mentoring resources, and express more confidence in pursuing their research agendas. Suggestion: Finding out faculty's early experiences with mentoring, if none or if negative they may reveal reasons for reluctance to engage.
Mentoring - Best Practices	Boeder et al	2021	(1) Does the number of proteges that university faculty engage over the course	None stated	Online survey	According to the authors research to date shines a (continued)

			<p>of their careers (i.e. breadth of mentoring) predict their perceptions of career success and career satisfaction as reported in retirement?</p> <p>(2) Does the extent of the mentoring functions that university faculty provide over the course of their careers (i.e. depth of mentoring) predict their perceptions of career success and career satisfaction</p>			<p>spotlight on the career benefits to mentees less is known about the long-term career benefits to mentors.</p> <p>Results of this study indicate that in addition to short-term benefits mentors may also experience long-term objective and subjective career benefits.</p>
	Brondyk & Scarby	2013	<p>The purpose of this paper is to examine the complexities that underlie categorizing mentoring best practices across educational contexts.</p> <p>They see a lack of consensus on a definition for mentoring and the lack of a clear definition for best practices as problematic.</p>	None stated	Conceptual paper that proposes a structure for identifying best practices.	<p>In order for a practice to qualify as a best practice the authors suggest it must be effective in practice, empirically proven, and achieve the stated purpose.</p> <p>They go on then to provide concrete ways to consider each of these qualities of best practice from a practice and research perspective.</p>
	Cho et al	2011	To identify the important qualities of outstanding mentors as described by mentees who nominated them for a prestigious lifetime achievement award in the academic health sciences.	Grounded theory	53 nomination letters were analyzed	<p>Five themes emerged from the analysis. Outstanding mentors: exhibit admirable personal qualities, including enthusiasm, compassion, and</p> <p style="text-align: right;">(continued)</p>

						selflessness; they act as a career guide offering a vision but purposefully tailoring support to each mentee; they make strong time commitments with regular, frequent, and high-quality meetings; they support personal/professional balance; and leave a legacy of how to be a good mentor through role modeling and instituting policies that set global expectations and standards for mentorship
	Crome et al	2019	<p>H1. Perceived organisational support, rewards, and opportunities to meet basic psychological needs of autonomy, competence and relatedness will be associated with increased engagement in an ECA [early career academics] sample.</p> <p>H2. Over-commitment to work and higher levels of perceived effort will be associated with reduced engagement in an ECA sample</p>	Self-determination theory	Survey	<p>ECA engagement was strongest when their need for competence was met. This has implications for the mentoring process.</p> <p>Surprisingly, over commitment to work and high levels of effort did not reduce engagement.</p> <p>The authors make several recommendations.</p> <p style="text-align: right;">(continued)</p>

	Denard et al	2015	<p>Which academics benefit from participation in formal mentoring programmes?</p> <p>Their focus was on evaluating mentoring networks and mentees participation in those networks.</p>	None stated	<p>On-line surveys, in-person surveys and in-person interviews.</p> <p>Evaluative data from a pilot mentoring programme</p>	<p>First some new academics need more support than others.</p> <p>Second, despite differences in discipline new academics have common needs regarding professional development.</p> <p>Third there are differences in mentoring preferences which need to influence mentoring program, Benefits noted as well as limitations.</p>
	Foote & Solem	2009	<p>The authors conducted a study to determine the structure, content, and quality of mentoring provided to early career faculty.</p>	None stated	<p>Focus group interviews with early-career faculty (ECF) in geography</p> <p>Survey with faculty of all ranks</p>	<p>Although Foote and Solem only interviewed geography faculty the data provided suggestions for improving mentoring in other disciplines.</p> <p>Findings highlight the importance to ECF of regular proactive meetings, engaging diverse groups of people both within and outside the department, and establishing broad support at the institutional level.</p> <p>What ECF felt was missing</p> <p>(continued)</p>

						in their mentoring was information on the “nuts and bolts” issues.
	Fountain & Newcomer	2018	<p>1. In what contexts are faculty mentoring programs more likely to be effective?</p> <p>2. For which faculty is mentoring more useful?</p> <p>3. What characteristics of mentors and mentees are viewed as important in ensuring good mentoring relationships?</p>	The authors offer a conceptual model that captures a theory of change	Survey of faculty in public affairs programs	<p>Participants highlighted the importance of support from mentors for teaching, research, and career planning.</p> <p>Visible and consistent support from administration also key. Time constraints for both mentors and mentees noted as the greatest challenge.</p> <p>Keeping mentors/mentees separate from faculty evaluating mentee for tenure and promotion is recommended.</p> <p>More recommendations are provided</p>
	Hackman & Malin	2018	<p>1. Why do professors engage in mentoring?</p> <p>2. What activities and supports do exemplary mentors provide to mentees to prepare them for the professoriate?</p>	Mertz’s conceptual model of mentoring.	Interviews with 12 recipients of the Scribner Mentoring Award and 24 mentees who wrote in support of their nomination.	<p>Authors point out that most of the research on mentoring is from the mentees perspective. This study focuses on the mentor.</p> <p>One key finding is that mentors are intrinsically</p> <p style="text-align: right;">(continued)</p>

						<p>motivated. Additional findings highlight the many personal and professional benefits which accrue.</p> <p>Recommendations are included in the Conclusion The reader is referred to the articles by Boeder et al and Cho et al for other studies which focus on the experiences of mentors.</p>
Mentoring Neoliberal University	Acker	2017	<p>Interviews centred on how participants understood and felt about accountability, performance, quality, and equity and what was happening in their institutions.</p> <p>Additional questions focused on academic background, institutional context, academic freedom, whether personal circumstances were requiring adaptations of their work, satisfactions and dissatisfactions and demographic questions.</p>	Neoliberalism	<p>Between 2011 and 2014 interviews were conducted with 24 full-time tenured or tenure-track academics. This article shines a spotlight on 7 early career academics (ECAs), five women, two men.</p> <p>Interviews focused on participants' reactions to the tenure review.</p>	<p>The coming together of tenure and annual reviews with the neoliberal university's intensification of work, shortage of resources and cutbacks creates uncertainty, insecurity and for some feelings of being "overwhelmed"</p> <p>At the same time as participants expressed a love for their job and feeling "lucky" that they were on track to a permanent position they had concerns about university practices.</p> <p>The interviews were lengthy,</p> <p style="text-align: right;">(continued)</p>

						five themes emerged and are discussed in detail in the article: measuring up, strategizing, romanticizing, criticizing, and reconciling
	Kawalilak	2007	The focus of Kawalilak article is on the “elder faculty professor’s” experiences of teaching, research, and service during a time when universities underwent and continue to undergo a process of corporatization.	Life history Conservation theory and Indigenous epistemologies	Story sharing and life history interviewing with 24 male and 13 female “elder faculty” professors fifty-five and older from selected universities across Canada. They must have “navigated university landscapes” for twenty or more years.	Key themes which emerged and are discussed in this paper include power shifts and displacement, pedagogical shifts and imbalances, and devaluation of the professoriate.
	McKay & Monk	2017	<ol style="list-style-type: none"> 1. How can ECAs recognise and manage perceived inequity? 2. How can ECAs achieve a work–life balance and still fulfil the expectations of their academic roles and their aspirations to be agentic? 3. How can ECAs’ voices be heard without threatening career aspirations? 	Neoliberalism	The experience of one ECA is documented as she negotiates her role. While her story is unique to her the authors highlight how it is supported in the literature.	<p>“Informal corridor conversations” and peer mentoring as well as collegial partnerships which support critical reflection are recommended.</p> <p>Understanding these varied ways of supporting ECA’S will become more important as Boomers retire and there is an increase in new hires many of whom expect their</p> <p style="text-align: right;">(continued)</p>

						voices to be heard even when they don't align with management.
Sessional Academics	Crimmins et al	2017	What casual academics themselves identify as their professional development needs	Empowerment framework Constructivist conceptualization	Case study Survey (closed and open-ended questions) of 126 casual academics on casual teaching contracts attending a sessional staff development day	Three pathways for professional development are identified: skills for student focused teaching; an "academic apprenticeship" in order to assess the efficacy and impact of their teaching and learning; a research focused "academic apprenticeship" in order to build skills needed for the communication of scholarly knowledge and practice.
	Dean	2017	To investigate the role of an online community for supporting and connecting teachers who are casual To explore the impact of professional development opportunities for an increasingly casualized academic work force	None stated	44 sessional teachers who completed all 10 modules of the program provided three sets of feedback: an evaluation at the end of each module; following the completion of Module 10; and six months after the completion of Module 10.	Findings 1. Building an online community of casual teachers (five specific findings under this heading). 2. Creating meaningful professional development opportunities (three specific findings under this heading) Implications for academic developers provided. (continued)

	Eagan et al	2015	<p>1. To what extent does job satisfaction among part-time faculty vary across institutions? Can measures of campus climate and institutional characteristics account for this variation?</p> <p>2. Is there a difference in overall job satisfaction between voluntary and involuntary part-time faculty? If a difference exists, can it be explained away by part-time faculty's perceptions of the campus climate and campus resources provided to part-timers?</p> <p>3. Are part-time faculty who have access to campus support services and resources (e.g., office space, computers, email accounts) significantly more satisfied in their academic appointments?</p>	Alderfer's theory that there are three basic sets of needs helpful in understanding job satisfaction. They include existence needs, relatedness, and growth needs.	<p>Survey analyzes a subsample of 4,169 faculty respondents across 279 four-year colleges and universities who indicated they were employed in a part-time position.</p> <p>Excluded were graduate teaching assistants.</p>	<p>Key finding was that part-time faculty were not satisfied with their relationship with colleagues and administrators and as a result lower order needs such as office space and computers loomed large as concerns.</p> <p>These concerns are tied to feelings of a lack respect for their value to the university.</p> <p>"Underemployment" points to the need for faculty development for part-time faculty in order to meet their need for professional growth.</p>
	Foster & Birdsell Bauer	2018	<p>Canadian study. Very rich source of data. Focus was on motivations, expectations, interests and working conditions of those on post-secondary contracts..</p> <p>Also expanded demographic categories to include variables of</p>	None stated	<p>Survey included closed and open-ended questions</p> <p>2,606 respondents</p>	<p>Findings paint a grim picture of highly qualified and committed academics who are underpaid, overworked, under-resourced under supported, and feel excluded</p> <p style="text-align: right;">(continued)</p>

			<p>race and sexual orientation, as well as included as a number of questions to gauge the impacts of this type of academic employment on respondents' work-life balance and mental health.</p> <p>And included questions on whether respondents thought their employers were t their PSE institutions were model employers and supported good jobs.</p>			in the post-secondary institution where they work.
	Gosine et al	2021	<p>Another Canadian study. Themes explored in the focus group included: overall job satisfaction; relationships with colleagues, administrators, and students; participation in university governance; perceptions of supports available to contract faculty to support teaching and research; satisfaction with course loads, service expectations and remuneration; collective agreement provisions specific to contract faculty; relationship to their union; and participants' perceptions of the Canadian university system in general and its future.</p>	<p>Identity work Social capital</p>	<p>Focus group and individual, semi-structured in-depth interviews with 12 faculty members hired on limited term contracts at two midsized Ontario universities</p>	<p>Authors note a lack of scholarly research interest in Canada on the experiences of part-time faculty with most research coming from the United States.</p> <p>Findings revealed the workplace experiences and professional identities of part-time faculty were "complex, and conflicted."</p> <p>All of the participants were proud to be academics and those wishing to secure a tenure track position did their</p> <p style="text-align: right;">(continued)</p>

			Themes explored in the interviews related to the construction and evolution of participants' professional identities, the identity work that they undertook, and their career aspirations.			<p>best to secure research funding.</p> <p>At the same time several concerns loomed large.</p> <p>They site job precarity, lack of recognition, lack of supports and mentorship, lack of access to research funding, disconnect between professional accomplishments and employment status,</p> <p>The authors suggest strategies for fostering a professional identity and enhancing social capital.</p>
	Heffernan	2018	<p>What are the issues sessional academics face as a growing part of the workforce in academia?</p> <p>References Crimmins (2017) article</p>	None stated	International survey (partly online) with 109 participants drawn from four countries and three disciplines, the Social Sciences, Humanities and Sciences	<p>Findings are consistent with previous research. Participants stated they felt marginalized and received "inconsistent" institutional support. They lacked opportunities for skills development afforded tenure track faculty.</p> <p>While some do state that part-time work is desired</p> <p style="text-align: right;">(continued)</p>

						the author suggests that teaching only contracts need to be reduced or eradicated.
Mentoring post-Covid	Bender et al	2021	The purpose of the study was to explore the lived experiences of academic mothers meeting both their parenting and professional roles during the pandemic in order to understand the impact on their scholarly production	Gender lens Feminist research	Online survey with 51 women who identified as mothers Survey included demographic items and open-ended questions.	Consistent with earlier research women's roles as mothers and academics are intertwined and central to their identity. During the pandemic conflicting roles, changed childcare demands and relationship difficulties were sources of stress resulting in negative emotions. As a result scholarly production was compromised The long-term professional implications are discussed, and suggestions are offered for mentors, department chairs, deans, and other academic leaders on how to support academic mothers even if institutional policies are not in place.
	Cameron et al	2020	The focus of this brief article is on the need now for "heightened reciprocity" between mentor and mentee as well as a "realignment of expectations," Validation of	None stated	Article based on both empirical literature on mentoring as well as articles from Inside Higher Ed (online);	Cameron provides several recommendations. Recognize a world in crisis; (continued)

			our shared experience key as is the acknowledgment that “minoritized populations” have been disproportionately affected by Covid-19		The Chronicle of Higher Education (online); Nature (online); and The Harvard Business Review (online)	validate shifting professional and personal roles and responsibilities; acknowledge grief and practice compassion; and realign mentorship expectations. The authors then suggest five first steps academic leaders can take with regard to realigning mentoring expectations.
	Levine et al	2021	<p>The primary aim for the focus group study was two-fold:</p> <p>One was to create opportunities for a Zoom discussion around a range of professional and personal experiences, circumstances, and changes experienced by early career scholars and doctoral students in the midst of the onset of COVID-19</p> <p>The second was to find out what the research team needed to pay attention to in refining the design of a major national survey on the short- and long-term impacts of the COVID-19 pandemic with a particular focus on research and research careers.</p>	None stated	<p>12 focus groups in order to ensure a diverse mix of doctoral students and early career scholars. Seven groups employed in academia</p> <p>Two groups of early career scholars working outside academia</p> <p>Three groups of doctoral students pursuing degrees at research intensive universities</p> <p>58 participants, with 86% (50) women and</p>	<p>Findings are detailed in the Report and cover the following seven areas:</p> <p>Research impact Impact on teaching Balancing act [work-life balance] Emergence of the pandemic and confronting racism Employment trajectories Institutional capacity to respond Emerging and lost connections.</p> <p>Recommendations included as well.</p> <p style="text-align: right;">(continued)</p>

					69% (40) persons of color. Participants were drawn from the American Educational Research Association membership records	
	Pfund et al	2021	Strategies for remote mentoring of research teams in order for them to maintain productivity during Covid-19.	Reflective practice	The authors draw on on evidence-based approaches and reflective practice.	Step 1: Reassess (mentoring relationship using questions provided by the authors) Step 2: Realign (based on conversation in Step 1 agree on shared goals to keep what has worked well and improve what hasn't) Step 3: Reimagine (develop a mutually agreed upon plan to achieve goals in remote work. Schedule check ins to revisit plan. What works should continue post pandemic.)
	Shillington et al	2020	Questions centred on the impact of Covid-19 on pre-tenure scholars' research and research trajectories as well as suggestions for meeting the challenges presented by Covid-19.	None stated	Survey of mentors and 49 junior faculty mentees participating in an American Academy of Social	Respondents identified that structural changes were needed for support in several areas. Online teaching, the pausing of community-based (continued)

					Work and Social Welfare mentoring initiative.	research projects, concerns about racial injustice in addition to the pandemic which compounded stress, concerns of parent respondents especially mothers who had to juggle care responsibilities and professional work, and those working/living in more rural or remote locations who found it difficult to stay connected due to unstable or no wi-fi connection.
	Staniscuaski et al	2021	The focus of their research was to examine the influence of gender, parenthood, and race on academic productivity during the pandemic		Survey answered by 3,345 Brazilian academics from various knowledge areas and research institutions.	Key finding is that motherhood and race are the drivers of the imbalance in productivity.