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**A RETROSPECTIVE STUDY OF HOW NEW FACULTY  
REPORT THE USE OF MENTORING RELATIONSHIPS  
TO MAKE SENSE OF THEIR MULTIPLE ROLES**

**By**

**Jonathan David Rohrer**

**A DISSERTATION**

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## **ABSTRACT**

### **A RETROSPECTIVE STUDY OF HOW NEW FACULTY REPORT THE USE OF MENTORING RELATIONSHIPS TO MAKE SENSE OF THEIR MULTIPLE ROLES**

**By**

**Jonathan David Rohrer**

New faculty members experience difficulty in making sense of their roles during the socialization process of organizational entry as a result of receiving mixed messages from multiple faculty cultures. Mentoring has been suggested as an appropriate means of easing the stress of faculty in making sense of their faculty roles. However, very few studies exist in the literature of higher education that fully explain how new faculty members have used mentoring relationships to make sense of their faculty roles.

This study explored the way in which new faculty members from various disciplines at a large research university used mentoring relationships to make sense of their faculty roles. Three bodies of literature informed the theoretical conceptualization of this study: (1) the literature of socialization, particularly role theory and the process of making sense of roles during organizational entry, (2) the literature of faculty cultures which states that faculty receive messages from four distinct cultures: the culture of the institution, the discipline, the national system of higher education, and the academic

profession, and (3) the literature of mentoring in higher education that is informed by the greater body of mentoring literature in organizational and developmental psychology.

This study was interpretative, focusing only on the remembered perceptions of a small group of faculty in a Midwest research university who had completed the first three years of their faculty appointment. Qualitative research methods were used to interview thirteen new faculty members regarding how they used mentoring and non-mentoring relationships to make sense of their faculty roles.

This study found that mentors were important for new faculty members in making sense of their faculty roles during the first three years of their faculty appointment. Non-mentoring relationships were also important for new faculty members in making sense of their faculty roles. Relationships with peer colleagues were as significant as mentoring relationships for new faculty members in making sense of their roles. Faculty members used a web of multiple relationships that included mentoring and non-mentoring relationships for the process of sense making. This study found that the type of relationship that new faculty used in making sense of faculty roles was not as important so long as new faculty had a variety of relationships that included career support such as sponsorship, coaching, feedback and reflection, and collaboration, and personal support such as friendship, personal affirmation, and professional advising.

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Dedicated to my loving family who endured  
the dissertation process with me:  
Dalice, my wife and best friend,  
and our children who bless our life  
Aaron, Adam, Joel, and Jenny

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## CHAPTER 1

### THE NEED FOR THIS STUDY

#### Introduction

This study explored the way in which thirteen faculty members used mentoring relationships to make sense of their faculty roles during the first three years of their first faculty appointment. The theoretical frame of organizational socialization guided the study which used qualitative research methods to answer the research question: How do new faculty use mentoring relationships during the entry stage of organizational socialization to make sense of their faculty roles?

#### The Background of the Problem

Higher education must increasingly confront the challenge of delivering quality education in a time of fiscal constraints and calls for greater accountability. Faculty remain one of the greatest resources for achieving quality in meeting the demands and challenges confronting higher education. The quality of higher education heavily depends on how faculty fulfill their multiple roles in teaching, research, and service.

Faculty, however, have become an imperiled resource as they are called upon to do more with less in achieving excellence (Bowen & Schuster, 1986). Evidence exists for the decline of working conditions and a decrease in faculty morale as faculty experience stress in fulfilling conflicting demands in their roles and responsibilities (Austin & Gamson, 1985). The maintenance of faculty professional and personal vitality (those

factors contributing to productivity) has become a major concern in light of these conditions.

The many external as well as internal challenges to higher education have created a great need for faculty development (Eble & McKeachie, 1985). Jack Schuster (1990) stated that these critical conditions confronting higher education call for creative new approaches to faculty development. One such approach is to create climates for encouraging collegial relationships that enable faculty members to draw on the resources of colleagues and peers. New faculty, who often feel isolated, particularly need a sense of connection in community as they confront the many challenges in entering the professorate (Whitt, 1991).

### The Statement of the Problem

Multiple studies in the literature of higher education have shown that new faculty experience difficulty in making sense of their roles during the socialization process of organizational entry (Boice, 1991; Eimers, 1990; Fink, 1984; Finkelstein, 1992; Olsen, 1993; Sorcinelli, 1992; Sorcinelli, 1988; Whitt, 1991). New faculty report a sense of anxiety and stress in balancing faculty responsibilities. They often lack support in developing their teaching, doing research, and understanding the criteria for salary and personnel decisions (Sorcinelli, 1992). Entrance into the profession often becomes a painful rite of passage, characterized by random socialization rather than explicit formal orientation and development (Reynolds, 1992). Ruscio (1987) wrote:

For academics newly inducted into the scholarly world, no similar process exists for socialization into the specific college or universities where they are to be employed. The former students leave graduate school with virgin ideologies and

find them frequently violated by the organization. Academics are often surprised by their organizational obligations, committee work, teaching loads, and advising duties. (p. 359).

It is, however, in the best interest of the institution to help faculty succeed in making sense of faculty roles during the process of organizational entry. The investment of the organizational resources of time and money necessary to undertake a faculty position search and finally bring an individual on board, integrating them into appropriate institutional roles, is significant (Tierney and Bensimon, 1996). This valuable investment of resources is wasted if the new faculty member does not successfully navigate the transition into the multiple roles of a faculty member. The investment of the individual faculty member's time and personal stamina are also wasted if the new faculty recruit fails to make sense of her/his roles. In terms of human resources, it is not good for the institution to set the individual up for failure by not sending clear messages to faculty about roles and responsibilities (Tierney and Bensimon, 1996).

New faculty experience difficulty in making sense of their faculty roles, but this is not in the best interest of the institution or the faculty member. In addressing this tension, it is not necessary to study further the stresses and concerns of new faculty. This has been well documented by studies of new and junior faculty (Austin, 1993; Boice, 1992a; Boice, 1991; Fink, 1984; Finkelstein, 1992; Olsen, 1992; Sorcinelli, 1992a; Sorcinelli, 1992b; Whitt, 1991).

However, further exploration needs to be done concerning how institutions of higher education might more efficiently socialize new faculty. A more effective socialization of new faculty members could prevent their loss from the institution. The

creation of climates that enable a more affirming and accessible transition into the professorate could help diminish new faculty attrition, especially of diverse, underrepresented faculty who are at even greater risk of being lost during the transition into the professorate.

Mentoring has been suggested in the organizational literature as a means of easing the stress of organizational socialization for new members (Alleman, 1982; Gray & Gray, 1990; Zey, 1991). The literature of higher education also contains strong recommendations from various researchers, faculty developers and theoreticians concerning the value of mentoring activities for easing the stressful process of organizational socialization for new faculty members (Boice, 1990; Boice, 1992b; Hill, Bahniuk & Donbos, 1989; Jackson & Simpson, 1994; Johnsrud, 1994; Tierney & Bensimon, 1996; Tierney & Rhoads, 1993).

Although the organizational literature has explored the relationship of mentoring to career success and integration into the organization, the literature of higher education has not explored to any depth, the relationship between the mentoring of new and junior faculty and effective socialization. The question that remains is how, if at all, mentoring can play a role in the effective socialization of early career faculty.

### The Purpose of this Study

The literature of higher education has not clearly established a relationship between the mentoring of new faculty and their effective socialization. The purpose of



this study is to address how new faculty use mentoring to make sense of their multiple roles during the entry stage of organizational socialization.

### Research Questions

I have stated that it is in the best interest of the institution and the new faculty member to understand how new faculty make sense of their faculty roles during the first three years of organizational entry. The primary assumption at the start of this study was that mentoring may offer an explicit method of socialization to help new faculty in making sense of their roles and responsibilities. Before using mentoring as an explicit method of socialization for new faculty, it is important to first understand how new faculty have used mentoring relationships to make sense of their roles. Therefore the primary research question that informed this study was:

How do new faculty use mentoring relationships during the entry stage of organizational socialization to make sense of their faculty roles?

Other questions supported this primary question in the exploration of sub themes. The first theme was:

1. Who has served as mentors for the new faculty member?

This question explored who served as mentors for new faculty members in order to understand the relationships that new faculty members used in making sense of their roles.

2. What are the types of mentoring that the new faculty members have experienced and the outcomes of those types of mentoring?

This question addressed the dynamics of formal and informal mentoring relationships and which are most helpful for faculty members.

3. What types of functions has the new faculty member encountered in the mentoring relationship?

This question probed behaviors of the mentoring process that were most helpful for new faculty members. An understanding of the types of behaviors used to mentor new faculty may provide some suggestions for the way in which a mentor should act.

4. What part do these mentoring relationships play as new faculty seek to understand faculty cultures and the expectations in the messages from those cultures about faculty member roles?

Faculty receive mixed messages from the different cultures of which they are a part: the culture of the discipline, the culture of the institution, the culture of the academic profession, and the culture of the national system of higher education. This question asked how new faculty used mentoring relationships to sort out the messages that they received from different cultures in order to make sense of their roles. Each of these research questions will be explained more fully in Chapter 3 so that the reader may understand how the questions guided the interview protocol and data analysis.

### The Value of Studying New Faculty Mentoring

In summary, the literature pertaining to new faculty abounds with information regarding the challenges new faculty face in making sense of their faculty roles. There is, however, a need for articles that suggest how to effectively help new faculty transition into the professorate. Faculty who do not successfully manage the transition into the professorate are a tragic loss of resources for any institution of higher education. A study that explores how new faculty made sense of their faculty roles may offer some points of discussion concerning what types of strategies might be appropriate for the success and

stability of new faculty. This study holds value for those who are interested in the development of new faculty as well as new faculty themselves.

In recent years, faculty developers have proposed mentoring in the development of new faculty, and this method has been used in developing the organizational neophyte. However, the ultimate question that lies behind this study pertains to the value of mentoring and the benefits of mentoring as an explicit method of socialization. Is mentoring the most appropriate way to help new faculty members make sense of their faculty roles? I will return to this question in the final chapter as I discuss the results of the study and the implications of the data.

### Overview of the Study

This study is organized into the following six chapters: Chapter 2 gives an overview of the literature that informed this study. That literature comes primarily from four areas: (1) the literature on new faculty challenges and needs; (2) the literature of organizational socialization of new faculty during the entry period of the first three years, particularly the literature regarding role theories and the process of sense making; (3) the literature that delineates faculty cultures of the discipline, the institution, the academic profession, and the national system of higher education in which new faculty must work and make sense of their roles from a cultural perspective; and (4) the literature of mentoring from organizational and developmental psychology that has been integrated into the discussion of the mentoring process in higher education. Chapter 3 describes the methodological approach to this study, including the research questions and the strategies of data collection and analysis. Results of the study are reported in Chapters 4, 5, and 6.

Chapter 4 gives an overview of the characteristics of the faculty members in this group and their shared similarities and differences. Chapter 5 presents the data pertaining to mentoring that is the primary focus of this study. This chapter answers the research questions of the study. Chapter 6 presents the data that emerged in the process of the interviews with faculty. This chapter discusses other important relationships that faculty used in making sense of their roles. Finally, Chapter 7 discusses the findings of the study in relation to the relevant literature. Implications are stated for appropriate application of the study as well as recommendations for further research. Relevant documents that support the discussion of this study may be found in the appendices.

## CHAPTER 2

### REVIEW OF THE LITERATURE

#### Introduction

There are four primary sources of literature that informed the conceptualization of this dissertation. The first body of literature pertains to the study of early career faculty. Researchers in the field of higher education have probed extensively the experiences and needs of new and junior faculty. This literature provides: (1) a definition and profile of new faculty; (2) the nature of new faculty members' experience and needs; (3) the tasks of new faculty in making sense of faculty roles; and (4) development programs for new faculty who are a valuable resource in achieving excellence in higher education.

The socialization literature, particularly role theory, was the second source of literature that informed this study. New faculty must make sense of multiple roles as they are socialized into the professorate. Although these new faculty members have often endured a rigorous anticipatory socialization experience in the research mentoring of graduate school, they may encounter difficult transitions in the entry stage of organizational socialization. The socialization process in which they make sense of faculty roles in a particular institution of higher education can be stressful. Often they experience ambiguity in fulfilling multiple roles that contain conflicting demands. Role

theory provided a theoretical frame for understanding the process of making sense of faculty roles and responsibilities.

The third body of literature that also informed this study came from the writing on faculty cultures. Faculty cultures are the context in which faculty make sense of and carry out their roles. Faculty roles are further complicated by the mixed messages about roles that these cultures send to faculty. Austin (1992a) stated:

Understanding the nature of faculty cultures requires recognition that the values and commitments of these cultures sometimes conflict. The nature of a faculty member's professional life is forged out of the accommodations, trade-offs, and choices made in response to sometimes conflicting cultural imperatives. (p. 1615)

Finally, the literature of faculty mentoring in higher education was used as a conceptual frame to probe a relational process that early career faculty might use to assist in the construction of multiple roles in conflicting cultures. The literature of mentoring in higher education has drawn from and been heavily influenced by a larger body of writing on mentoring in the literature of organizational and developmental psychology. A small number of studies and journal articles have explored the integration and application of this broader mentoring literature into the process of new faculty development in higher education.

### New Faculty Members

There are many differences among new and junior faculty that are influenced by personal and professional concerns. New and junior faculty, however, share a number of similar stresses and experience very similar needs for support in their early socialization.

These similarities have been explored in a number of studies concerning early career faculty.

### New Faculty Members: Who Are They?

The explanation of who new and junior faculty are varies in the uses of the term across numerous sources in the literature. New faculty have been defined in national surveys by age, rank, and status. They are most frequently defined as individuals who have recently finished a Ph.D. or other terminal professional degree who are beginning a life career in higher education. Some studies also include individuals who are not in their first appointment but who are new to a particular institution. Finkelstein and LaCelle-Peterson (1992) stated how the terms of "new and junior faculty" are used:

[They are used] somewhat loosely to refer to an imprecisely defined group of non-tenured, full time faculty below the rank of associate professor, including some who are new to the profession, some who are new to their current institution of employment, and some who are in the midst of probationary appointments (but clearly in contradistinction to experienced, tenured faculty in the senior ranks). (p. 8)

These new faculty have the following characteristics: they are part of a small group that has chosen the professorate at a time when an increasing number of Ph.D. graduates are choosing the private business sector instead of the academic profession. They are more diverse than earlier generations of faculty with a greater representation of women and ethnic minorities. These new faculty are more mature than earlier counterparts due to the longer time periods necessary to achieve the doctorate and gain appointment in a faculty position in many disciplines. They are increasingly diverse in their academic backgrounds and specialization due to the growth of knowledge through

research. Many of these new faculty are juggling a two career domestic partnership with their many academic roles (Finkelstein & LaCelle-Peterson, 1992).

### Experiences of New Faculty

New faculty report a high level of satisfaction in the autonomy that the academic life affords, the opportunity for intellectual discovery, and the opportunity to make an impact on others. This satisfaction, however, is often offset by a sense of anxiety and stress in balancing faculty responsibilities (Sorcinelli, 1992). Several patterns have emerged in the studies describing the stresses that new faculty face.

New faculty members seldom receive explicit messages of socialization that enable them to effectively make sense of their multiple roles and set priorities in filling those roles. Implicit messages of socialization are often confusing and contradictory, creating role ambiguity for new faculty members (Austin, Brocato & LaFleur, 1993).

New faculty often do not ask for help from faculty colleagues or administrators in addressing role ambiguity. They may fear that they would appear unprepared or unable to meet the wide array of demands across multiple faculty roles (Finkelstein, 1984; Sorcinelli, 1992; Whitt, 1991).

New faculty also experience stress concerning evaluation processes because they are not sure about the necessary criteria that will be used in measuring their productivity. Messages concerning the demands for achieving tenure and promotion can be ambiguous, leaving new faculty members feeling vulnerable and unprepared to meet those demands. New faculty also often feel that the standards and expectations that are used to measure them are not applied equally to their senior colleagues who have already received tenure.



As a result they feel that they are unfairly targeted to carry the weight of research, teaching, and committee assignments in their departments (Sorcinelli, 1992).

Although new faculty desire collaboration in scholarship, they frequently work alone in isolation from their senior colleagues. They may not encounter the collegial interaction and conversations focused on teaching, scholarship and other work-related activities that they expected (Sorcinelli, 1992).

Long term goals of research productivity can be eclipsed by the immediate goal to perform well in teaching (Sorcinelli, 1992). Teaching fills an inordinate amount of time as many new faculty over-prepare for lectures (Boice, 1991). The stress of teaching preparation often stems from the pressure that new faculty members feel to be content experts in their discipline (Fink, 1984). New faculty also report a lack of support in developing their teaching and meeting the immediate demands of course development (Whitt, 1991).

### Needs of New Faculty

Because of these experiences, new faculty have many needs for support and development. Perhaps the greatest need for professional development lies in the creation of a climate that would enable new and junior faculty to know and fully understand the institutional context, values, and expectations (Austin, 1992b; Olsen & Sorcinelli, 1992; Tierney & Rhoads, 1993). In such an environment, new and junior faculty could give attention to appropriate priorities in fulfilling their roles.

Efforts at deliberate and explicit socialization could contribute to this climate of enablement. The question that must be confronted concerns what type of strategies

would be most effective in creating a climate that affirms and enables faculty to effectively make sense of their faculty roles. Olsen and Sorcinelli stated:

More fluid relations between junior and senior colleagues could provide more and better information about the culture of the institution, teaching and research opportunities, the tenure process, and feedback about performance and means of improvement. (Olsen & Sorcinelli, 1992)

Tierney and Bensimon (1996) have suggested that deliberate efforts should be made to insure that the new faculty member is mentored. They argue that through mentoring, explicit messages given by senior faculty could enable the new faculty member to more easily make sense of institutional roles. Some institutions have attempted to make the relations more fluid between senior and junior faculty by establishing mentoring programs or encouraging mentoring relationships. These mentoring relationships may appear to help new faculty. However more definitive studies are needed to explore how mentoring relationships meet the needs of new faculty in making sense of their roles.

### Summary

The literature pertaining to new faculty suggests that new faculty in first appointments have similar experiences of stress in making sense of their multiple roles. A recurrent theme in this literature is that mentoring may be helpful to the new faculty member in making sense of their roles. The research questions of this study addressed how a particular group of new faculty in their first appointment might use mentoring to address their needs and stress in making sense of their roles.

### Theoretical Frame: Socialization

Several bodies of socialization literature provided a theoretical perspective for framing this study. The following sections review the three bases of literature that informed the questions and guided the interpretation of findings.

#### Organizational Socialization

Socialization has been defined as "the process through which a society instills its members with basic values and beliefs." (Tosi, Rizzo & Carroll, 1990, p. 227). It is "the process by which persons acquire the knowledge, skills, and dispositions that make them more or less able members of their society." (Brim & Wheeler, 1966, p. 3).

Organizational socialization, as the primary form of adult socialization, refers specifically to "the process by which an individual acquires the social knowledge and skills necessary to assume an organizational role." (VanMaanan & Schein, 1979, p. 211). Although some attention has been given to the content of socialization, most of the literature focuses on the stages that an individual moves through in the socialization process (Chao, O'Leary-Kelly, Wolf, Klein & Gardner, 1994). Socialization has generally been divided into two stages: anticipatory socialization and in-role socialization, more specifically referred to as organizational socialization. Organizational socialization has further been broken down into two stages: initial entry and role continuance (Fisher, 1986; Tierney & Bensimon, 1996; Tierney & Rhoads, 1993).

Anticipatory socialization refers to the preparatory learning that an individual engages in prior to assuming an organizational role. The individual may internalize a broad range of knowledge, skills, and values based upon the expectations and beliefs

concerning the expected role that s/he will assume. This socialization process may occur through social interaction with significant individuals over many years, prior to entry into an employing organization (Fisher, 1986; VanMaanen, 1976).

Organizational socialization theory has primarily focused on the period of entry in which the individual learns to make sense of the organizational roles that s/he is expected to fulfill (Louis, 1980). Newcomers experience problems when personal expectations and realities of the new role do not match. Critical learning in the entry period of organizational socialization focuses on the reconciliation of expectations and assumptions with role realities (Major, Kozlowski, Chao & Gardner, 1995; VanMaanen, 1976). Schein (1968) stated that this learning involves:

1. The basic goals of the organization,
2. The preferred means by which those goals should be attained,
3. The basic responsibilities of the member in the role which is being granted to him by the organization,
4. The behavior patterns which are required for effective performance in the role,
5. A set of rules or principles which pertain to the maintenance of identity and integrity in the organization. (p. 11)

The process of socialization does not cease after the initial entry period. The individual engages in learning throughout the tenure of her/his association with the organization. This is the period of role continuance (VanMaanen, 1976). Learning does occur continuously throughout one's organizational career (VanMaanan & Schein, 1979). This study, though, is concerned with and will be informed by the literature dealing with the period of organizational entry (Fisher, 1986).

The following assumptions from the literature drove the thinking of this research.

First, individuals have relatively similar experiences during organizational entry that allow analysis and comparison (VanMaanan & Schein, 1979).

Second, individuals who are going through organizational entry are experiencing a certain amount of anxiety that will create an impetus for learning. This learning will be more intense and problematic for the individual due to the recent entry into the organization (VanMaanan & Schein, 1979).

Third, learning takes place within the context of organizational culture and the relationships that culture engenders. Organizational leaders and colleagues form a role set of relationships that send messages to the newcomer. This role set of insiders enables the new individual to learn important information in making sense of organizational roles (Graen, 1976; Major et al., 1995).

The organization does not socialize a passive individual, but the newcomer acts as an agent of her/his own socialization process (Jones, 1983; Miller & Jablin, 1991; Morrison, 1993a; Reichers, 1987). Socialization is bi-directional with the individual making an impact on and changing the organization as well as the organization socializing and changing the individual (Tierney & Rhoads, 1993).

Fourth, the stability and productivity of any organization depends on the ways in which newcomers are able to adjust to and carry out their roles. It is in the best interest of the organization to understand the dynamics of explicit as well as implicit socialization and provide a climate in which careful attention has been given to the successful entry of new members (Tierney & Rhoads, 1993; VanMaanan & Schein, 1979).

Fifth, organizations use various strategies and tactics to socialize newcomers. The socialization literature offers perspective regarding the kind of events, the structure of socialization, and the relational dynamics used (Jones 1986; VanMaanan & Schein, 1979; VanMaanen, 1976).

Success in the socialization process has been related to the degree to which the individual embraces the organizational values and norms through creative individualism without the extreme of over-conformity (Fisher, 1986; VanMaanan & Schein, 1979; VanMaanen, 1978). Louis (1980) considered success to be contingent upon the individual's ability to make sense of the organizational uncertainty in assuming new roles. The quality of relationships with organizational insiders is tied to the ability of the newcomer to make sense of the organization in adjustment to the organization (Jones, 1983; Reichers, 1987).

#### Application to New Faculty.

These assumptions from the literature of socialization informed this research in the following manner: (1) The literature shows that new faculty across the various disciplines and institutional cultures share some similar stresses in the early stages of organizational socialization. (2) These new faculty are experiencing a very intense learning dynamic as they enter the professorate for the first time. (3) New faculty are learning about their role from administrative leaders as well as colleagues in explicit as well as implicit messages. (4) New faculty are the agents who make sense of their multiple roles. (5) More careful attention should be given to the strategies that could be used in

socialization to create a climate of faculty empowerment (Tierney & Rhoads, 1993). This could increase faculty productivity and effectiveness.

The literature of higher education shows a paucity of research regarding effective strategies of socializing faculty during organizational entry. This study probed how faculty use one strategy of socialization, mentoring, in making sense of their roles during the organizational entry.

The time period of organizational entry is generally viewed as a one year window of time in which the individual adjusts to the organization (Major et al., 1995). One can justifiably argue that new faculty experience a complexity of factors that draws out the organizational entry into a longer time period. This study considered the first three years of appointment as organizational entry. Successful socialization of the new faculty member is tied to the ability to make sense of multiple faculty roles and responsibilities. Success for faculty also includes understanding and fulfilling criteria for promotion and tenure.

### Role Theory

The formation of roles, though not the exclusive content of socialization, is the primary activity of adult socialization processes (Brim & Wheeler, 1966). As the adult enters in and out of various social systems, the acquisition of roles, negotiation of roles, and making sense of those roles becomes a lifelong process of growth and change. Role may be defined thus:

A set of functions an individual performs in response to the expectations of the significant members of the social system and his or her own expectations about the position he or she occupies in the social system (Pareek, 1986)

The socialization process becomes easier with a greater potential for success when the newcomer encounters role clarity instead of role conflict in organizational entry. The degree to which a newcomer's adjustment occurs depends on the clarity of messages from the individual's role set. The role set is comprised of organizational insiders who will be supervising and working (administrators and colleagues) with the newcomer. Ambiguous or contradicting role expectations create role conflict for the newcomer. Kahn defined role conflict:

A kind of inadequate role sending; lack of agreement or coordination among role senders produces a pattern of sent expectations which contains logical incompatibilities or which takes inadequate account of the needs and abilities of the focal person (Kahn, Wolfe, Quinn & Snoek, 1964)

A newcomer's unmet expectations can be detrimental to job satisfaction and commitment. In other words, if role ambiguity and resultant role conflict are greater than the individual anticipated, role adjustment may be difficult and result in dissatisfaction, lack of commitment, and attrition (Major et al., 1995; Wanous, Poland, Premack & Davis, 1992).

Sense making is the activity in which a newcomer engages in order to cope with the surprise and unmet expectations of the role conflict. Sense making takes place through interaction with organizational insiders significant to the newcomer (Reichers, 1987; Schneider & Reichers, 1983). The quality of these interactions can determine adjustment and socialization success (Jones, 1983).

In studying the sense-making process, research has focused on the way in which newcomers proactively seek information to make sense of their roles (Ashford, 1986;



Morrison, 1993a; Morrison, 1993b; Ostroff & Kozlowski, 1992). Newcomers are dependent on insiders for information about their role (Louis, Posner & Powell, 1983; Ostroff & Kozlowski, 1992), but they also act as agents of their socialization in making sense of that information.

### Summary

In summary, new faculty will experience stress in organizational entry. This critical period of the first three years is the socialization stage that the research question addresses. Mentors may help clarify faculty roles and help the faculty member to make sense of her/his roles. New faculty are active agents who make sense of their roles by interacting with mentors. This interaction is sense making, the key activity in organizational entry that prevents role ambiguity. The new faculty member experiences effective socialization as s/he makes sense of faculty roles. These themes from socialization literature are at the heart of the primary research question: How do successful new faculty use mentoring relationships during the entry stage of organizational socialization to make sense of their faculty roles?

### Faculty Cultures

Socialization is a cultural phenomenon and any study that deals with the socialization of new faculty must give careful attention to the culture in which faculty members work. Culture provides an interpretive framework for understanding the "persistent patterns of norms, values, practices, beliefs, and assumptions that shape the behavior" of faculty (Kuh & Whitt, 1988). Faculty work in multiple cultures that are often laden with conflicting messages. These conflicting messages can create ambiguity

for the faculty member who is trying to make sense of multiple faculty roles (Austin, 1992a)

Clark (1987) stated that there is a tension between the "many and the one" in which antithetical identities and commitments create a tension of contrary forces. Even public universities are broken down into different colleges and departments that create very different beliefs and value sets that individualize the way faculty work and make sense of their various roles. A faculty member may function simultaneously as a citizen of different sectors. (Clark, 1987)

#### Four Faculty Cultures

Four cultures basically influence a faculty member's behavior: (1) the culture of the discipline, (2) the culture of the academic profession, (3) the culture of the institution, and (4) the culture of the national system of higher education (Kuh & Whitt, 1988). The disciplinary culture is the core around which higher education is organized (Austin, 1992a). Becher (1987) stated that the discipline influences a new member's initiation into the profession, the range and types of professional contacts, the available resources and supports in professional contacts, necessary responsibilities, and the political power one enjoys. Other considerations include how internal power and control are exercised within the discipline and the way research is done and integrated with the existing literature.

The disciplines assign "intellectual tasks" according to their epistemological formulations of which Becher (1987) theorized four primary groups: (1) pure science, ("hard-pure"); (2) humanities, ("soft-pure"); (3) technologies, ("hard applied"); and (4) applied social sciences, ("soft-applied"). Specializations in a particular discipline are

highly defined and fairly stable. A discipline specialty will influence the way in which a new faculty member enters the professorate. For instance, faculty positions in particular hard sciences may be won only after a fellowship in which the individual is apprenticed into a research agenda. For other disciplines, entrance into a faculty position may be fluid and less formal.

The culture of the profession maintains several foundational values: (1) the purpose of higher education is to discover and disseminate knowledge, (2) autonomy and academic freedom in research and teaching are necessary to protect creativity and the development of controversial ideas, (3) intellectual honesty and fairness is paramount, (4) collegiality is the desired mode for interaction, (5) the academic profession is committed to the service of society (Rice, 1986; Clark, 1989). Specialisms within the profession create a tension between the one and the many. Becher (1987) stated, "Is there one academic profession or many?" (p. 297).

The culture of the institution influences the faculty member in many different ways. An institution's mission will impact the way in which faculty are recruited as well as evaluated in their performance. An institutional culture is affected by the institutional mission and goals, administration and governance, curriculum and academic standards, characteristics of faculty and students and their interactions, and geographical location and size (Austin, 1990). Often the confounding factor for early career faculty is the disciplinary ties that conflict with the institutional culture (Chronister, 1991). Ruscio (1987) stated:

Socialization into the organization comes after an intense introduction into the world of scholarship. The sequence causes the academic to see the second process as inhibiting what he was trained to do in the first. While scholarly socialization is an ordeal willingly entered into, organizational socialization is reluctantly tolerated. (p. 359)

The department in which a new faculty member resides is a very important socializing unit, having distinctive norms, values and behavior patterns. The department is often where multiple cultures converge, providing a tension for the new faculty member concerning which of the cultures will receive greater allegiance (Austin, 1990). It is the department that provides a sense of community and collegiality for faculty who highly value autonomy (Clark, 1987), but it is in the relationships with departmental colleagues that the conflicting messages among faculty cultures becomes most acute. New faculty often receive diverse cultural messages from colleagues within the department concerning the roles and responsibilities that they should fulfill and the priority that they should give to each. As a result, new faculty may experience tension in making sense of the conflicting messages that they receive from departmental colleagues (Austin, 1990). Another confounding factor is the issue of a faculty member's academic appointment. A faculty member in a larger university may have appointments in more than one department. One may appropriately ask how socialization will be carried out by multiple departments.

The culture of the national system is influenced by beliefs about the organizing principles and policies of higher education. Beliefs vary among nations concerning accessibility to higher education, the relationship of higher education and employment, the position of research and teaching in higher education, the goals of higher education, the

role that the government plays in higher education, organization and structure of faculty, and the organization of disciplinary knowledges (Clark, 1983).

### Summary

Faculty experience tension in making sense of their roles when the messages of their employing institution differ from the messages of other faculty cultures. In addition, new faculty often receive conflicting messages from colleagues who represent competing cultural beliefs about appropriate professional priorities in the exercise of faculty roles.

This study examined how mentoring relationships help the faculty member understand the mixed messages from the multiple faculty cultures. Mentors may compound role ambiguity for the new faculty member depending on how they place their loyalties to faculty cultures in the mentoring process.

### Mentoring Relationships

#### Mentoring as a Concept and Phenomenon

Mentoring, an ancient educational concept with roots in the classical literature of Greece, became the focus of adult educators and trainers in the early 1980's when adult developmentalists theorized from a small sample that mentoring was an integral part of adult development (Levinson, Darrow, Klein, Levinson & McKee, 1978; Sheehy, 1974). Developmentalists theorized that mentoring occurs at critical stages of development for the mentor and the mentee. The mentoring relationship has also been theorized to have developmental stages (Kram & Bragar, 1992; Kram, 1983).

Private corporations and public agencies began to use mentoring as a means of professional development and socialization in order to address an environment

characterized by internal constraints and external challenges (Zey, 1991). A burgeoning popular literature and large number of research studies argued that mentoring offered many positive benefits for the training and development of leadership.

### Historical Understanding of Mentoring

Mentoring was the primary educational model in ancient Greece and Rome. The ruling class would secure for their young sons a tutor whose primary responsibility was to educate the young charge so that he could assume full civic responsibility and leadership. The tutor was usually a slave, bound to the family who lived with the young boy and provided social and emotional support as well as educational training. The most well known tutoring relationship comes from Homer's *Odyssey* in which Mentor was the individual that Odysseus secured for the young Telemachus' education for kingly responsibilities.

Throughout history, some prevailing themes have characterized the relationship of mentoring. The paternal relationship of mentoring occurred between an older male superior and a subordinate younger male. The mentor prepared the protégé to assume leadership through a personal dynamic of modeling and psychosocial support in addition to didactic teaching. "Mentee" was the preferred term in this study instead of "protégé" which comes from the French verb, "to protect." "Mentee" more appropriately suggests the active agency of the new faculty member in the mentoring relationship.

### The Benefits/Outcomes of the Mentoring Relationship

Research studies have reported that mentoring can be a means for greater career success and satisfaction (Berry, 1983; Collins & Scott, 1978; Fagenson, 1989; Lunding,

Clements & Perkins, 1978; Roche, 1979; Shapiro, Hazeltine & Rowe, 1978). Mentored individuals fare better in adjustment to the corporate organization, make early connections with the power structure of the organization, realize greater organizational power and influence (Hunt & Michael, 1983), and achieve an advantage in financial remuneration (Dreher & Ash, 1990).

Themes also exist in the literature concerning the benefits of mentoring for the organization as well as the individual being mentored. These benefits include longer tenure of mentored individuals with the organization (Viator & Scandura, 1991), early identification of leaders for more effective management succession (Fagenson, 1989), mentored individuals' greater commitment and identification with the company (Collins, 1983), more effective transmission of critical information about the organization's policies and mode of operation, and increased employee productivity (Zey, 1991).

One may argue that the mentoring process holds great value for thoroughly integrating the individual into the life and practice of the organization. These organizational studies imply that mentoring could provide benefits for new faculty and their employing institution.

### The Definition of Mentoring

The broad and diverse literature related to mentoring has produced many varied definitions of the activity of mentoring. These varied conceptualizations of the phenomenon of mentoring have greatly influenced how researchers measure the activity of mentoring and its achievement of success (Merriam, 1983).

Carden (1990) proposed a definitional continuum of mentoring that is helpful for understanding the diverse array of definitions. She proposed that Levinson (1978) and Kanter (1977) form the polar ends for a definitional continuum of mentoring. On one end of the continuum, Levinson posited that the mentoring relationship is one of the most important developmental relationships in adult life for both the mentor and the mentee. The mentor for Levinson is more than a practical help in skill and knowledge attainment. The mentor provides a relationship of love and support, giving "his blessing to the novice and his Dream." (Levinson et al., 1978, p. 334). Kanter, on the other end of the continuum, focused on sponsorship as an instrumental alliance in organizational life that provides mobility and opportunity in the organization for the sponsored individual.

These two views can be reconciled with Kram's primary mentoring functions of career (instrumental) and psychosocial (personal) support. One may sponsor an individual for organizational promotion apart from the mentoring relationship. Kram (1985) and others (Carden, 1990; Zey, 1991), however, theorize that sponsorship is a career function of mentoring.

Carmin (1988) provided a working definition of mentoring that draws upon both perspectives of Kanter and Levinson that were applied to this study. She defined mentoring thus:

A complex, interactive process occurring between individuals of differing levels of experience and expertise which incorporates interpersonal or psychosocial development, career and/or educational development, and socialization functions into the relationship. (p. 10)



Key elements in this definition include psychosocial as well as career and educational development. A more senior individual with greater experience and knowledge of organizational dynamics mentors a junior individual with less professional experience and organizational power. The participants generally move from a relationship of temporary inequality to collegiality. This highly personal relationship meets developmental needs for both individuals as well as enabling them to make sense of their organizational roles. Although this definition does not explicitly demand that the mentor be a senior colleague with a higher organizational status than the mentee, the mentor as a senior colleague with a higher organizational rank is implied. The literature of mentoring generally considers the mentor to be a senior colleague with a higher organizational status in addition to a greater competency and professional experience.

### Types of Mentoring

There are two types of mentoring: formal and informal. The mentoring relationship has historically been understood as a spontaneous informal relationship that develops by one of the partners, generally the mentor, initiating the relationship. Nevertheless, business, governmental agencies, and higher education institutions have begun to utilize formal mentoring programs to draw upon the resources of a broader more diverse labor force for leadership through affirmative action. Formal mentoring may be defined as a program in which the mentor and the mentee are linked through the effort of the organization or departmental unit and expected to continue in the relationship for a specified length of time. Within broad general parameters, the relationship may be very flexible regarding its activities, functions, and proposed outcomes. Formal mentoring is

that endeavor initiated and directed by the organization in order to achieve institutional goals informed by the values and beliefs of the organization.

Proponents of formal mentoring have stressed its benefits for the organization in achievement of leadership continuity, increased productivity, and integration of staff into the culture of the organization (Zey, 1991). Other proponents argue that formal mentoring is necessary to enable women and minorities to achieve their full professional potential (Kanter, 1977; Zey, 1991). Opponents (Clawson, 1985; Clawson, 1980; Kram & Isabella, 1985; Kram, 1985; Merriam, 1983) of formal mentoring have argued that formal mentoring changes the nature and reduces benefits of the mentoring relationship.

Chao et al. (1992), in a notable study, compared formal and informal mentoring. They concluded that the differences between formal and informal mentoring were not significant. They recommended more study to probe further regarding whether there is a difference between the process and outcome of formal and informal mentoring.

### **Functions of Mentoring**

The literature on mentoring has also probed the functions or behaviors of the mentoring relationship. Kram (1983; 1985) divided the mentoring relationship into two broad functions that correspond to the emphases of Levinson and Kanter:

1. Career functions which include:
  - a. sponsorship-supports the mentee directly in a promotion meeting discussion or indirectly through association.
  - b. exposure and visibility-assigns responsibilities that provide contact with key organizational members who can promote or advance the mentee.
  - c. coaching-provides information on how to accomplish work objectives and access organizational networks.

- d. protection-shields the mentee from untimely or potentially damaging conflict with other senior individuals.
- e. challenging assignments-gives work assignments with feedback that increase the mentee's professional competence and sense of accomplishment.

2. Psychosocial functions which include:

- a. role modeling-models attitudes and behavior that the junior colleague may emulate.
- b. acceptance and confirmation-expresses positive regard for the junior colleague
- c. counseling-explores personal concerns with the junior colleague that may interfere with professional accomplishment in the organization.
- d. friendship-interacts socially and informally at work and outside of work (Kram, 1985).

Kram posited that although the mentoring relationship is primarily a teaching relationship, it addresses the larger issues of career development and psychosocial support. Although some researchers considered role modeling distinctly separate from mentoring (Shapiro, Hazeltine, & Rowe, 1978; Speizer, 1989), Carden stated that "most researchers consider role modeling a function or behavior of mentors" (Carden, 1990, p. 29) as Kram placed it within the continuum of mentoring functions.

Schockett and Haring-Hidore (1985) in a factor analytic study of mentoring, agree with Kram's two proposed mentoring functions. Decoster and Brown (1982) delineated two classes of mentoring functions in higher education which parallel Kram's categories: (1) prescriptive functions involving instructional concerns (career functions) and (2) facilitative functions which focus on the individual in all his/her personal needs (psychosocial functions). Zey proposed a hierarchy of mentoring that also corresponds to the categories of Kram (Zey, 1991).

### Faculty Mentoring in Higher Education

The literature of higher education pertaining to the mentoring of faculty by faculty may be divided into four categories: (1) articles reviewing the literature on faculty mentoring, (2) theoretical articles advocating the use of mentoring for faculty development, (3) reviews and assessments of existing mentoring programs, and (4) studies on the phenomenon of faculty mentoring.

#### Literature on Mentoring in Higher Education

Several key literature surveys agree that the body of writing on faculty mentoring is brief (Boice, 1992a; Lavery, Boice, Thompson & Turner, 1989; Merriam, 1983; Merriam, Thomas & Zeph, 1987). Another theme of the literature reviews on faculty mentoring is that formalized faculty mentoring, in addition to already existing informal relationships, should be utilized as a means of consistent and comprehensive faculty development (Alexander, 1992; Boice, 1992a).

An array of articles advocates faculty mentoring as a valid and important form of faculty development to better equip faculty. These articles conclude that mentoring could help faculty improve their teaching (Boice, 1992a), construct a research agenda (Jarvis, 1992), and successfully navigate the tenure and promotion process (Alexander, 1992).

#### Mentoring Programs in Higher Education

Those articles that review existing programs are very instructive concerning various mentoring programs' emphases in faculty mentoring for professional development. The most notable example is the Lilly Endowment Teaching Fellows

**Program.** Austin (1992b; 1992c) concluded that the Lilly Program has had a significant positive effect, not only on the teaching quality of faculty fellows, but on their career development as well.

The Lilly Program has been instituted on a number of campuses with a degree of flexibility that permits each institution to tailor the program to its own needs and institutional context. The program reaches a small number of new and junior faculty (six to ten each year) in supporting their teaching and research, collegial collaboration, university citizenship, and professional confidence (Austin, 1992b; Austin, 1992c).

Through a FIPSE Grant, Boice instituted a formal mentoring program that enabled him to study the dynamics of twenty five mentoring pairs. Boice designed a ten scale Mentoring Index to measure the effectiveness across a variety of mentoring activities and functions. Boice admitted that the success of his program had a great deal to do with his supervision and intervention as researcher and program director. Boice concluded that mentoring can and should be studied empirically for the purpose of instituting improved models of formal mentoring for faculty development (Boice & Turner, 1989; Boice, 1990; Boice, 1992b).

Wunsch, in her program at the University of Hawaii for the mentoring of faculty women, concluded that formal mentoring can be effective in the socialization process. Success of the program, however, depended on the institution's long term commitment to faculty development efforts through formal mentoring relationships. Wunsch argued from the success of her program that formal mentoring can indeed successfully socialize

underrepresented faculty and prevent their attrition in a hostile environment (Johnsrud, 1994; Wunsch, 1993; Wunsch & Johnsrud, 1992).

While these articles on program review have argued for the value of formal mentoring as a means of faculty development (Hipps, 1980; Jackson & Simpson, 1994), the evidence that drives those conclusions is lacking. Success remains a nebulous concept when there are no consistent factors imposed across programs to determine objective outcomes. The idea of evaluating functions, phases, or benefits is tentative at best. Carden (1990) stated appropriately that, "the relatively unsophisticated design of mentoring research and the tendency to leap from survey and interview data to sweeping endorsements of mentoring applications, also warrants continued attention." (p. 280).

### Studies of Faculty Mentoring

Two key studies exist that are helpful in framing the questions that drive this study. Sands, Parson, and Duane (1991) explored how faculty in a large research university engaged in mentoring. The study was part of a larger research endeavor that focused on affirmative action issues in relation to types of career support, mentoring being one type of support.

In this study, "mentor" was defined as a guide or sponsor who looks after, advises, protects, and takes a special interest in another faculty member's development. The authors specifically studied the past and current experiences of faculty with respect to mentoring, the nature of mentoring between faculty members in the academic setting, and the preferred types of mentoring for faculty members.

Sands, Parson, and Duane (1991) found that 72% of the participants responded that they had had a mentor. The largest number of these respondents indicated that mentoring occurred when they were graduate students. Only one-third of the faculty reported the experience of being mentored by a colleague in the university of the study. In that group there was no significant difference between male and female faculty in the frequency of their mentoring experiences. The authors observed:

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

The authors found that a mentoring relationship between faculty was most often negotiated by both faculty participants. The next most frequent occurrence was initiated by the mentor. The departmental assignment of mentoring relationships occurred only as a rare alternative.

A second study by Hill, Bahniuk, and Donbos (1989) studied the relationship between mentoring and collegial support systems and information adequacy, communication apprehension, and faculty success at a large public university and a small private college. The authors explored whether collegial and peer support systems would contribute to faculty success to the same degree as faculty mentoring.

The authors designed a perceptual measure of success to determine a faculty member's perceived impact on the organization as well as her/his perceived career success.

This perceptual measure was compared to performance indicators of "salary, number of annual refereed publications, number of books authored, and faculty rank." (p. 20)

The authors found that having a mentor seemed to relate positively for both males and females in achieving success. They suggested that faculty who have mentors have richer communication environments both in terms of information adequacy and support. Mentors contributed to greater success than that enjoyed by faculty without mentors (Hill et al., 1989). Other collegial supports such as peer collaboration made moderate contributions to faculty success. Nonetheless, mentoring was the strongest support behavior in contributing to faculty success.

### Summary

There is evidence in the literature that mentoring can help new faculty through the process of organizational socialization and contribute to faculty success. However, the literature has not clearly defined how new faculty use mentoring relationships to make sense of their multiple roles in the context of various faculty cultures. More studies are needed to explore the impact of mentoring on new faculty as they make sense of their faculty roles.

The following points were taken from the literature on mentoring to inform this study: First, a working definition of mentoring that is drawn from the literature guided the inquiry into the nature of new faculty mentoring relationships. The key points from Carden's definition framed the examination of faculty mentoring relationships. These relationships must occur between a senior and junior faculty member, they must be



interactive over a period of time, and they must have elements of psychosocial or career support.

Second, this study examined the types of mentoring that faculty experience, both formal and informal. Boice (1989) and Austin (1992b) have written about the impact of two formal mentoring programs. Faculty, however, may experience a range of mentoring relationships that are formal and informal. Very little exists in the literature that compares the outcomes of formal and informal mentoring concerning which type is more advantageous for new faculty socialization. This study explored that issue by asking what types of mentoring new faculty experienced, and what they perceived as more beneficial for them.

Third, the literature on faculty mentoring lacks any extensive treatment of mentoring behaviors or functions. Kram's categories are fairly representative of the broader organizational literature's treatment of mentoring behaviors. Her theory regarding mentoring functions framed the inquiry into the mentoring behaviors that new faculty experience and which behaviors are most beneficial.

Fourth, the literature of higher education shows that mentoring occurs frequently for faculty in the stage of anticipatory socialization. This study probed how university faculty report using mentoring to make sense of their multiple roles at the second stage of socialization, organizational entry. Although mentoring does not occur as frequently in this period, Tierney and Bensimon (1996) posited that mentoring at this point should be considered as an important organizational effort to insure the success of the new faculty

member's transition into her/his professorial roles. The question is whether new faculty indeed find mentoring helpful in their first appointment in making sense of their roles.

Alternative hypotheses exist concerning other agents of socialization that might be important for new faculty. This study, however, began with an exclusive exploration of mentoring as one type of socialization relationship for new faculty. This study tried to determine how new faculty members in the first three years of their faculty appointment use mentoring to make sense of faculty roles.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### Research Questions

A review of the literature reveals that new faculty experience many challenges in making sense of their faculty roles. Mentoring relationships have been suggested as an appropriate means of socialization to ease the difficult situation of organizational entry for new faculty. The research questions of this study explored how new faculty use mentoring relationships to make sense of mixed messages regarding multiple faculty roles.

The primary research question for this study was:

How do new faculty use mentoring relationships during the entry stage of organizational socialization to make sense of their faculty roles?

Mentoring often has been defined as an interactive relationship in which a senior individual (the mentor) with expertise and experience provides psychosocial support (role modeling, acceptance and confirmation, counseling, and friendship) and/or career and educational development (sponsorships, exposure and visibility in the organization, coaching, protection, and challenging assignments) to a junior individual (the mentee) as a means of socialization (Carmin, 1988; Kram, 1985; Zey, 1991). -

This mentoring relationship may be formal, in which the relationship is arranged outside the initiative of the mentor or the mentee (generally relationships that are assigned by the department or the organization), or informal (initiated by the mentor or the

mentee). This study set out to look at the range of mentoring relationships, both formal and informal, that individual new faculty members experience as they are socialized into the professorate.

Mentoring relationships have historically been viewed as long term developmental relationships (Kram, 1985). This study examined relationships that developed over time and that were highly interactive between a new faculty member and a senior colleague for at least one year. The period of one year was chosen as a guiding perspective of time because most formal mentoring programs are at least one year in length while informal mentoring relationships usually last longer. Brief episodic events of instruction, sponsorship, friendship or casual organizational interaction do not constitute a mentoring relationship.

The targeted group in this study was successful new faculty members who recently finished their Ph.D. and were in years four, five, or six of their first faculty appointment. These faculty reflected retrospectively on years one, two and three. These first three years were chosen because most universities review the new faculty member after this period. These first three years were viewed in this study as a period of organizational entry for the new faculty member. This study only focused on the period of organizational entry (the first three years of pre-tenure) in which the faculty member entered the academic profession in a specific institution of higher education. This study did not focus on faculty who left the university for whatever reason, during or at the end of the first three years.

The study began with the intent to focus on the range of mentoring experiences that the new faculty experienced in the organizational entry period. This study did not examine the mentoring experiences that occur in graduate training as a part of anticipatory socialization to prepare faculty for the professorate. Although mentoring relationships occur in the process of preparation for the professorate, I examined only those graduate advisor relationships that continued after the faculty member's transition into the professorate.

The foundational question that drove the study is how new faculty used their mentoring experiences to make sense of their faculty roles. The study was built on the assumption that mentoring may possibly aid the new faculty member in making sense of faculty roles, but I remained open throughout the study to the possibility that mentoring may also inhibit the sense-making process for the new faculty member. I also remained open to other types of relationships and how they might affect the process of socialization for the new faculty member.

Sense making is an activity that occurs during the process of socialization in which the new faculty member interacts with senior faculty colleagues to clarify role expectations (Louis, 1980; Reis-Louis, 1984). The new faculty member acts as an agent of her/his socialization process in making sense of faculty roles and responsibilities (Louis, Posner, & Powell, 1983). The clarification of role expectations enables the new faculty member to perform the roles with appropriate behavior that meet organizational expectations.

The new faculty member is part of several cultures including the academic profession, discipline, department, institution, and national system that send messages concerning what a faculty member is supposed to do (Austin, 1992). These cultures may send conflicting messages that create role ambiguity for the faculty member. The new faculty member must make sense of the conflicting messages within the context of each these different cultures.

The following research questions are subsidiary themes of the primary research question:

1. Who has served as mentors for the new faculty member?

This study explored who served as mentors for new faculty in helping them make sense of faculty roles. The study recognized at the beginning that some disciplines have a strong tradition of mentoring that is almost like an apprenticeship that is used by the faculty to enter the discipline. Through the course of the research I wanted to explore various types of mentoring relationships to find out which mentoring relationships might tend to reinforce the messages sent by the disciplinary culture.

I realize, however, that the institution also has a vested interest in socializing the faculty member concerning institutional mission and values. Cross disciplinary mentors in the institution may send messages that strongly conflict with or reinforce department or disciplinary mentors. I wanted to understand, if cross disciplinary mentoring relationships do exist, what kind of messages they send to the new faculty member.

Different mentors may send messages that create greater role ambiguity instead of role clarity for the new faculty member. Gaining an understanding of who the faculty

members are who have served as mentors is important for understanding the types of messages conveyed during mentoring concerning faculty roles.

2. What are the types of mentoring that the new faculty members have experienced and the outcomes of those types of mentoring?

This question was informed by the literature on mentoring that identifies two types of mentoring: formal, in which the relationship is arranged outside the initiative of the mentor or the mentee, and informal, which is initiated by the mentor or the mentee. The research literature comparing formal and informal mentoring is not conclusive concerning which is more effective for the mentee (Chao, Walz & Gardner, 1992). This study probed the outcomes of each type of mentoring relationship and how these types of mentoring specifically benefit the new faculty member.

The organizational literature has identified specific benefits of mentoring for the new organizational member. The literature of higher education is not conclusive concerning the outcomes of mentoring for the new faculty member (Alexander, 1992; Lowe, Boyd & Brunette, 1991), and more work needs to be done to explore the benefits of mentoring for new faculty success.

3. What types of functions has the new faculty member encountered in the mentoring relationship?

Kram (1985) identified two primary functions of a mentoring relationship: (1) career functions which include sponsorship, exposure and visibility, coaching, protection, and challenging assignments; (2) psychosocial functions which include role modeling, acceptance and confirmation, counseling, and friendship. Although a range of discussion concerning mentor behavior exists in the literature, the list suggested by Kram provides a

systematic grid for looking at mentoring functions. The study explores which of these functions are most helpful for the new faculty member in making sense of her/his roles.

4. What part do these mentoring relationships play as new faculty seek to understand faculty cultures and the expectations in the messages from those cultures about faculty member roles?

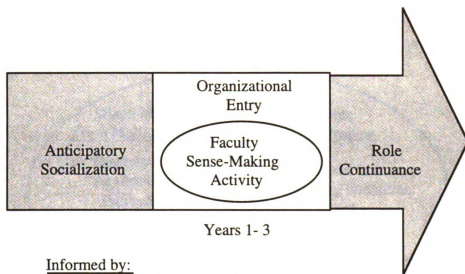
New faculty receive messages from the disciplinary culture, the institutional culture, the culture of the academic profession, and the culture of a national system (Austin, 1992). This study seeks to understand how mentoring relationships help faculty to make sense of the multiple messages they receive from the different cultures.

### Conceptual Frame

The conceptual frame of this study was informed by four bodies of literature: (1) the literature on new faculty; (2) socialization literature-specifically that which pertains to organizational entry and the sense making of roles in the second stage of socialization; (3) literature on the four faculty cultures of the discipline, academic profession, institution, and national system; and (4) mentoring types, functions, and outcomes.

Figure 1 illustrates the interrelationship of informing literature. The core of this study focused on how new faculty members in years one to three of their first faculty appointment made sense of multiple roles in the context of multiple cultures. More specifically, this study explored how new faculty used mentoring relationships to make sense of the mixed messages that they received. This activity of sense making occurs in the second stage of new faculty socialization, organizational entry.





Informed by:

1. Literature on New Faculty
2. Literature on Socialization: Organizational Entry, Role Theory
3. Literature on Faculty Cultures
4. Literature on Mentoring

Figure 1 - Theoretical Frame of Dissertation

Figure 2 expands the central oval of Figure 1. The new faculty sense making activity that occurred through mentoring was at the heart of this dissertation. New faculty members engaged in making sense of their multiple roles in the contexts of multiple cultures. Various mentors from different cultures may have given very different messages to new faculty. The various cultures' messages were interpreted and changed by each mentor as they transmitted them to new faculty.



**FACULTY SENSE-MAKING ACTIVITY**  
**Within Multiple Cultures: Mentoring Relationships**

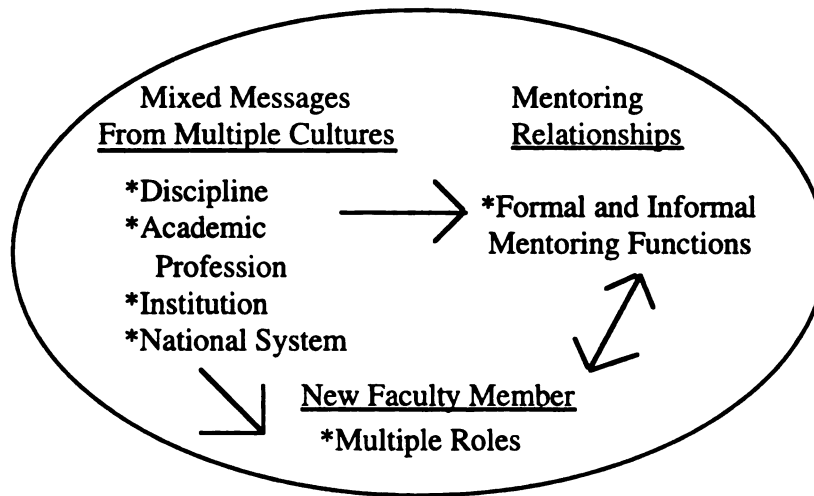


Figure 2 - Mentoring Sense-Making Relationships

Figure 3 illustrates that many relationships exist that affected the sense-making activity during organizational entry, and there were many different socializing agents. Colleagues and administrators sent messages concerning faculty roles to socialize the new faculty member. Kram (1985) gave attention to other developmental relationships that impacted the new organizational member, and this diagram acknowledges that other relationships also provide messages for sense making. This dissertation, though, originally focused only on one type of socializing relationship, mentoring.

## FACULTY SENSE-MAKING ACTIVITY

### Within Multiple Cultures: Non-Mentoring Relationships

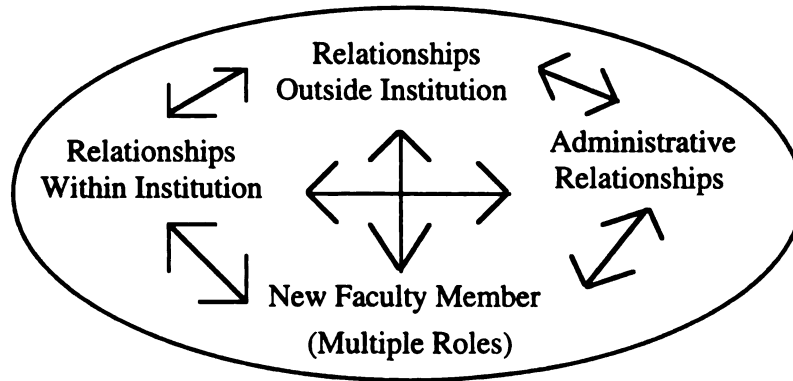


Figure 3 - Other Sense-Making Relationships

### The Study Design

Open-ended interviews were used as the method of data collection. Open ended interviews are based on an interview protocol developed by the researcher, but the researcher is free to move into areas that appear interesting during the interview process (Tierney, 1991). As a result of this method of interviewing, I was able to give some structure in the interview protocol while pursuing interesting areas that emerged in the interview process. The interviews were retrospective in which the faculty member reflected on the first three years of her/his faculty appointment. Retrospective interviews have been the most common method used to understand the mentoring process (Carmin, 1988). Faculty were asked to reflect on how they used mentoring relationships to make sense of the multiple messages they received about faculty roles.

The interview protocol (See Appendix C) was structured in three parts. In the introduction, questions 1-8, faculty members were asked to identify the current status of their appointment, the roles that they filled as a faculty member, the challenges that they faced in coming to the university, what brought them satisfaction as a faculty member, how they knew if they were doing a good job as a faculty member, and whether or not they had experienced any mentoring relationships or other relationships that had been helpful in the first three years in making sense of their faculty roles. Respondents were asked to identify and rank order, from most significant to least significant, relationships that had been helpful to them. After the general introduction in which faculty members identified relationships that were helpful, questions 8-11 with the attending probes were used to explore the nature of each identified relationship regarding the dynamics of the relationship, the process and outcomes of the relationship, the functions of the relationship, and how the relationship helped the respondent in understanding different messages that s/he had received. In the third part of the interview, questions 12-14 asked respondents to reflect generally on mentoring and how it had been helpful to them in making sense of their roles.

The interview with each faculty respondent lasted for approximately three hours. I gave faculty respondents the choice to do the interviews in three appointments of one hour each or two appointments of one and a half hour each. Eleven of the respondents chose to do the interviews in two appointments of one and a half hour each. One respondent did the interview in three appointments of one hour each, and one respondent did one interview of about two and a half hours.

Interviews were conducted face to face, predominantly in the faculty member's office, except for four faculty members. Three of these faculty members met me at a neutral meeting place, a food court on the campus of the university, and one of the faculty members came to my office for the interviews. All interviews were taped except for two faculty members who asked not to be taped because of the sensitivity of the questions. I also took extensive field notes at each interview to compare with the transcription of the tape during data analysis. These notes also provided a backup in case of tape malfunction. Interview participants were assured of confidentiality at the beginning of the interviews, and each participant was asked for permission to tape the sessions.

Prior to interviewing the faculty sample, I piloted the interview protocol with two new faculty members who are not eligible for the study. They checked the following issues with me : Do the questions elicit the right response? How long do the protocol questions take to answer? Faculty members who took part in the pilot interviews offered suggestions concerning the structuring of the interview questions and appropriate wording in the questions that would keep them open ended.

### The Study Population

The population for the study consisted of new faculty members who were in their first faculty appointment (Finkelstein & LaCelle-Peterson, 1992) at a Midwestern, research intensive, land-grant university. These new faculty members were drawn from years four, five and six of their faculty appointment so that they were as close as possible to the first three years of their first faculty appointment. This was important to insure

that the memory and the perceptions of the faculty about their mentoring relationships were as close to the socialization experience as possible.

Race, gender, or ethnicity were not primary considerations in drawing the sample. Marital status or familial relationships were also not a consideration. I did give consideration to the disciplinary affiliation of the faculty member in drawing the sample. I set out to identify faculty members according to Becher's (1987, 1989) categories of "hard pure, hard applied, soft pure, and soft applied." I tried to have three faculty members from each of these categories. Although I did not achieve my goal, it was close to the distinctions of Becher with two faculty members from hard science and two from applied science, two from the social sciences, two from the humanities, and four from professional fields of study. I found that in selecting faculty for the study, faculty members do not easily fall within Becher's categories because of the nature of their appointment (it may be a joint appointment in multiple departments) or because of the nature of how they interpret their own disciplinary affiliation and the emphasis of their teaching and research (for instance, one faculty member in the sample was listed on the roster sheet in a category that Becher might call a "hard pure" category, science. I found, however, in the interview process that the faculty member was very focused on issues of applied science in the courses that he taught and the research that he did. College affiliation gave no indication of this initially). In any case, faculty respondents were fairly well distributed among several disciplinary areas.

Faculty members were drawn from a data sheet of first-time faculty appointments in their fourth, fifth, and sixth year at the university. The data sheet of faculty members

was supplied by the Office of the Vice Provost for Human Resources at the university. I compared this data sheet with the names of participants in the Lilly Fellowship that were provided by the Assistant to the Provost for Faculty Development. I identified five faculty members who had been Lilly Fellows that were on both lists. I chose these faculty as a priority because they had experienced a mentoring relationship as a part of the Lilly Fellowship.

After examining both lists, I identified potential faculty participants. I sent thirty four letters of invitation (See Appendix A) to each of the potential faculty participants and stated that I would follow up with a phone call. After choosing the five Lilly Fellows, I rank ordered respondents who I would follow up with a call to confirm participation. In rank ordering faculty participants after the first five Lilly Fellows, I gave attention to different disciplinary affiliations, and a balance of gender in the sample. I called the first fourteen respondents who I had identified, and thirteen consented to take part in the study. I did not expect to have such an overwhelming response for participation. I sent electronic mail messages to the other potential respondents relaying that the study sample was full and that I would not be able to interview them at this time.

### Data Analysis

Analysis was an iterative, inductive process during the interviews and the transcription of the interviews, and after the transcriptions were completed (Lincoln & Guba, 1985). The interview protocol questions, which were based on the research questions, guided the initial analysis of data. Responses from study participants was entered on thematically organized matrices that allowed for categorical thematic



comparisons. Three matrices were developed for data analysis. These matrices were organized according to the following themes: (1) General Characteristics and Values of Respondents, (2) Sense Making Relationships and Attending Processes and Outcomes, (3) Emerging Themes. These matrices allowed comparison of sense-making relationships by each participant as well as across the sample.

Every piece of data was carefully tagged in order to provide a clear and consistent data audit for an external evaluator (Lincoln & Guba, 1985). This tag included the following information: respondent code number, interview number, transcription page number, and line numbers of the quote. Data was carefully recorded on computer hard drive, backup disk, and server. Faculty identity with code identification was kept in a separate locked file at a separate location to protect confidentiality of the participants.

Results of the data analysis are written in Chapters 4, 5, and 6 of this study. Various terms have been used consistently in referring to the individuals and the relationships that were helpful to the new faculty member in making sense of faculty roles. They are:

**Sense makers:** These are individuals who were helpful to the new faculty member in making sense of faculty roles. No faculty member exists in a vacuum, hence, the activity of sense making is not a solitary experience. Sense making is a social process of interaction among individuals through which they share meaning and construct a common cultural understanding (Weick, 1995). Both the respondent and her/his colleagues are engaged in an interactive process of sense making. This dissertation, however, focuses only on new faculty members' interpretation of the interactive process of sense making

that occurred in relationships with mentors and other colleagues. It is appropriate as a matter of convenience to refer to those colleagues with whom faculty interacted as “sense makers” while referring to study participants as “respondents” or “new faculty members.”

Sense-making relationships: These are relationships that the new faculty member used in making sense of faculty roles and responsibilities. In the process of reporting this data, it was easiest to refer to these relationships as sense-making relationships. Sense-making relationships are further divided between mentoring and other sense-making relationships which were not identified by respondents as mentoring relationships.

**Sense Making**: Sense making is a process for new faculty in which they are constructing an understanding concerning faculty roles that they should fulfill and appropriate priorities in the fulfillment of those roles. It is “creating and sustaining images of a wider reality to rationalize what they are doing.” (Weick, p. 14) Through this process, new faculty come to understand meaning and significance in the roles that they fulfill within the multiple levels of culture. In other words, through sense making, faculty establish a professional identity within their multiple roles and a professional self-efficacy in the performance of those roles.

### Limitations of the Study

This study is limited as a retrospective study of new faculty members' remembrance of the mentoring relationships that they have experienced. It is not a longitudinal observation that uses objective criteria to measure the results and the value of the mentoring relationships over a period of time. As a qualitative study, it is

interpretive, focusing on the faculty members' remembered perceptions of how they used the mentoring relationship to make sense of mixed messages concerning their faculty roles. It is very possible that the interpretation of the data has been influenced by the faculty members' individual perceptions. This study did not interview mentors in order to compare their perceptions with the respondents' views. Given that mentoring involves both the faculty respondent and the mentor, it is possible to have multiple interpretations. It is also possible that the interpretation of the data is influenced by my perceptions regarding the needs of new faculty and their sense-making experiences and my personal identification with their stories. Respondents' perceptions have not been compared with those of mentors, because the study only focused on how new faculty report using mentoring to make sense of faculty roles.

This study is also limited by the nature and the size of the sample. The faculty were drawn from a large research university in the Midwest. Fifty-two faculty members were originally identified by the Office of the Vice Provost for Human Resources as faculty members who were in the fourth, fifth, or sixth year of their first faculty appointment. These faculty were selected because they had completed the first three years of their faculty appointment but were not too removed from that time period. Thirteen faculty members who were representative of this larger group of faculty were selected to take part in the interviews. Of these thirteen participants two faculty members were drawn from the humanities, two from pure science, two from applied science, three from the social sciences, and four from various fields of professional study. Five of these faculty members were also Lilly Fellows who had taken part in a formal

mentoring experience through the Lilly Fellowship. This study only probed the experiences of faculty who remained after the review of their first three years in the professorate. It did not focus on faculty who left the institution of study or the professorate during or after the first three years.

This study is exploratory for the purpose of generating hypotheses. The study does not offer generalizations for the literature of new faculty, socialization, faculty cultures, or mentoring. Rather, it provides a point of correlation with the extant literature to explore how faculty at a Midwest research university during a particular period of time made sense of their multiple roles.

Finally, a key limitation is that this study focuses on the perceptions of the new faculty member who has been helped by mentors or other colleagues. In this study, the new faculty member is the agent in making sense during the process of organizational socialization. This is not a study of mentors as agents of socialization. A study of mentors and their perceptions regarding the mentoring relationship might provide very different accounts from the interpretation of new faculty.

### Conclusion

Throughout the process of data collection, I have as researcher sought a deeper understanding of how new faculty make sense of their multiple roles through the mentoring process. This study provided data that is correlated with the literature to understand how new faculty at a Midwest research university made sense of their multiple roles during a limited period of time in the context of multiple faculty cultures. In no way does this study claim either universality or generalizability to other institutions

of higher education. It provides thoughtful suggestions to further the dialogue within the research community concerning the impact of mentoring on the socialization of new faculty members.

## CHAPTER 4

### NEW FACULTY MEMBERS IN THIS SAMPLE: CHARACTERISTICS AND ATTRIBUTES

#### Introduction

This study set out to explain the way in which new faculty members use mentoring relationships during the entry stage of organizational socialization to make sense of their faculty roles. The analysis of the interviews uncovered a complexity of sense-making relationships that surpasses the study's original intent to explore mentoring relationships. (Mentoring relationships are highly interactive relationships that last at least one year between a senior and a junior colleague.) Other relationships that emerged during the interviews provide a parallel focus alongside of mentoring in understanding how new faculty members made sense of their faculty roles and responsibilities. It is impossible to understand how the new faculty members in this study made sense of their roles and responsibilities by only looking at the mentoring relationships that they experienced. One must look at the many relationships that new faculty respondents identified, as well as the characteristics of this group of new faculty, to fully understand the context and process of those varied relationships (All sense-making relationships are given in a brief summary overview in Appendix F).

In order to understand mentoring in the rich context of multiple relationships through which new faculty in this sample made sense of their roles, the reporting of the

data has been organized into three broad sections: (1) Chapter 4 is an overview of new faculty participant characteristics. It is important to understand who the new faculty in this sample are and the general characteristics of the sample are discussed. (2) Chapter 5 presents a general overview of what new faculty members reported about the mentoring experiences that they used to make sense of their faculty roles and responsibilities. It analyzes their expectations regarding mentoring, who served as their mentors, the types of mentoring relationships and behaviors that they encountered, and the outcomes of those mentoring relationships. This chapter will be more lengthy than the other chapters because it was the primary focus of the questions in the interview protocol. (3) Chapter 6 presents data that emerged regarding the non-mentoring sense-making experiences of this group of new faculty members. These data, that emerged in the process of the interviews on mentoring, show that other relationships were just as powerful for new faculty members in making sense of their roles. This chapter explores other types of relationships that were helpful for new faculty members, the functions/behaviors that occurred in these relationships, and how these relationships helped new faculty in making sense of their faculty roles.

In reporting the process and outcomes of these sense-making relationships, it was crucial to protect the identity of new faculty members who have not received tenure. For example, two non-tenured faculty participants, who were concerned about the sensitivity of these interviews, asked that the interviews not be taped. Three of the taped participants asked that the tape recorder be turned off for brief periods at various intervals because of the sensitive nature of their comments. The sample of respondents in

this study is small, and it is possible that a reader from the respondents' university could directly link some of the comments with specific faculty members in spite of the careful reporting of the researcher. The desire to fully report the conversation of each faculty member, while protecting respondent confidentiality, influenced the way in which I organized the reporting of data. I tried to protect respondent confidentiality by reporting the data thematically rather than as individual stories or cases. Respondents are referred to as "Respondent 1, Respondent 2," etc. This protects the confidentiality of the respondents while enabling the reader to keep track of who is being quoted. (Appendix E provides a brief biographical sketch of each participant.)

This chapter begins by presenting faculty participants' personal characteristics in general themes across the sample. I then present the roles that new faculty members identified and the value that they placed on each role. I then explore the challenges of new faculty members in this sample. Those challenges that new faculty members identified are directly related to the roles that they valued and the relationships that they sought for making sense of those roles. The challenges of this faculty are not unlike the challenges identified by other studies in the literature pertaining to new faculty (Finkelstein & La-Celle Peterson, 1992). Finally, the chapter looks at what brought these faculty members satisfaction and how they knew that they were doing a good job as a new faculty member. These issues are similar to the literature that states that new faculty members have a high degree of satisfaction as well as stress (Sorcinelli, 1992). Understanding the satisfaction of respondents is also important for understanding how this group of faculty members determined that they had succeeded in making sense of their roles. It is important to



understand the criteria of success that they used as well as who helped them in knowing if they had done a good job as a faculty member.

### General Characteristics of This Sample of New Faculty Members

I begin by looking at the personal characteristics of faculty members across this sample (See Figure 4). Thirteen faculty in their first faculty appointment at the rank of assistant professor took part in the study. I asked them to reflect on their experience as a new faculty person during the first three years of their tenure stream appointment. These faculty came from eight different colleges within a large Midwestern, research intensive, land grant university. They fall broadly into the following disciplinary categories: three faculty members from the social sciences, four from a field of professional study, two from the humanities, two from science, and two from fields of applied science (See Appendix E). Six of the faculty members are female while seven are male. Regarding the number of years spent at the university, three had just completed their fourth year, five had just completed their fifth year, four had just completed their sixth year, and one had just completed the seventh year. Three of the faculty had recently gotten word that they had received tenure, and one of these three received early tenure. Five of the faculty are preparing for the tenure review process next year and two of the faculty had just been denied tenure.

Most of these new faculty members came from prestigious programs where they had done graduate work before coming to the university. Eight of the faculty members followed fairly straight trajectories to the faculty appointments within their discipline. Five of the faculty members had a viable professional career that preceded their decision

to return to higher education to pursue graduate work. While these faculty were at the same career stage as new faculty in the sample, they were at a different chronological age.

| <b>13 Faculty Participants (Total)</b><br>(Faculty are divided according to status in each column by number of participants within the sample.) |    |                   |    |                            |    |                              |    |  |  |
|---|----|-------------------|----|----------------------------|----|------------------------------|----|--|--|
| <u>Gender</u>   |    | <u>Discipline</u> |    | <u>Years at University</u> |    | <u>Present Tenure Status</u> |    |  |  |
| Male  | 7  | Social Science    | 3  | Four years                 | 3  | Facing Tenure                | 8  |  |  |
| Female  | 6  | Professional      | 4  | Five Years                 | 5  | Received Tenure              | 3  |  |  |
|   |    | Humanities        | 2  | Six Years                  | 4  | Denied Tenure                | 2  |  |  |
|   |    | Applied Science   | 2  | Seven Years                | 1  |                              |    |  |  |
|   |    | Pure Science      | 2  |                            |    |                              |    |  |  |
| Total   | 13 | Total             | 13 | Total                      | 13 | Total                        | 13 |  |  |

Figure 4 - Faculty Characteristics

It is important to have a brief overview of personal characteristics to provide background for the study. Faculty members were deliberately chosen across an array of disciplines to determine the impact of their disciplinary context on the mentoring relationships that they experienced. The other characteristics were not given consideration in the selection of the respondents. I had hoped to have a fairly balanced

representation from both genders, but disciplinary association was given primary consideration.

### Faculty Roles

A consideration of how these faculty members prioritized their roles within a research-intensive, land grant university informs our understanding of the nature of the relationships that they used to make sense of their roles. Those roles that were most valued in faculty members' understanding of faculty work were the roles for which they primarily sought help in making sense of their transition into the professorate.

Respondents identified three primary roles, but for these faculty members, a hierarchy of importance clearly existed within those three roles. Research and teaching were preeminent, with other secondary roles identified as service, and administrative work. Respondent 5 summarized the faculty group's prioritization of roles:

I was told long before I ever came here, and some people are not afraid to admit this and some are. But it's pretty well known to those who want to become faculty members that there are three roles: research, teaching, and outreach or service-- service being professional service working for a professional organization. There's also outreach. Outreach sort of spans all three of those in some sense. Some people say that you have to be good at two of those things to get tenure and so on. It's clear that number one better be research, and number two better be teaching. The service and the outreach-- those are fine and dandy, but the other two better be there.

How these new faculty members understood and integrated these roles with one another was dependent on a number of factors. These factors included the faculty members' individual values concerning roles, departmental messages concerning faculty priorities, and the individual and corporate interpretation of institutional mission.

### The Role of Research

While these faculty generally spoke of research and teaching as being primary, research clearly received the greatest attention in time allotted and effort expended in their faculty roles. By exception, only two faculty members stated that teaching received the primary focus of time and effort in working out faculty roles. One of these faculty members was in a college that embraces excellence in teaching as a priority in its mission and gives careful consideration to the teaching of undergraduates in tenure decisions. To show the importance of research, six of the faculty stated that research received 50% of their time or greater in fulfilling their roles. Research took a great deal of time and effort for these respondents in producing research that was publishable and in many cases fundable.

### Grant Writing

Grant writing was the greatest challenge for new faculty members in initiating research. Four respondents, particularly those in the areas of pure and applied science, felt especially constrained, not only to engage in a healthy schedule of research for publication, but to spend a large amount of time writing grants. For these faculty members, grant writing is a matter of survival in fully equipping a research lab and funding graduate or research assistants to run the lab with them in a formalized research group.

Respondent 12 reflected on that pressure:

There's a tremendous need for funding. So I need to write at least two, ideally three large grants per year where the grant is fifteen pages of facts. But there's a lot of information that goes into one grant, at least 100 references with the present results and continuations of what we expect and what is expected. Usually a grant takes about a month to write, and that's actually in a good time.

Respondent 10 also stated:

We have a lab that is rather expensive to maintain, and so just the basic operating costs are a major importance to that research funding. I also knew that I would be coming up for tenure, and quite clearly, I made this a criteria for tenure of doing well in research and bringing in research grants.

New faculty members were required to go beyond simply writing grant proposals.

They had to figure out how to package their ideas for targeted foundations and agencies in order to obtain funding. This type of ability to “market ideas” could make the difference between a funded and non-funded grant proposal. Respondent 5 identified that tension in getting research going:

For example, to do research, you have to write proposals and you have to give presentations at various places. You really have to market your ideas before you can be funded to do the work, so that you have to learn about selling a little bit and try not to sell it too hard because that gives it a fake appearance. Part of the marketing is also the networking-- getting people to know you and trust you to give several hundred thousand to do the research.

Once funded for research, there was a tremendous time commitment that new faculty members made to the management of the grant. Attention had to be given to setting up the laboratory, directing the personnel, giving financial and research accounting, and reporting and publishing the data. Assistants had to be trained, but work with / assistants was a great stress factor for carrying out research in a lab with a research group.

Respondent 5 stated:

To do the research, you have to be a project leader in the sense that you have students that you will hire to do the research. The money comes in to do the research. You have a pot of money in your lap, and you can't do all the work yourself. Part of the job is to hire research students, and you have to guide them through the work. Students don't come here as robots. They have personalities

and personal problems, and sometimes you find yourself being an advisor of more than just technical issues. You find yourself being a social worker sometimes.

### Initiating And Writing Research

Even though some new faculty members were not constrained by the need to equip and manage a research lab, they still devoted a great deal of time and effort to research writing. One of the primary problems that faculty members identified in relation to research was finding the time to actually do it while engaged in teaching and other faculty responsibilities. New faculty members in this sample were surprised by their inability to carve out time for research among their many roles and responsibilities during regular fall and spring terms. They also discovered that research demanded an inordinate amount of time during the summer months. Several faculty complained that they felt such a press for time as a new faculty member that they were not really able to do much with research in the first couple of years.

In spite of the challenge of finding time for research, respondents felt that creating and maintaining a research agenda was the most important activity in which they could engage. However, these new faculty members received mixed messages conveyed in various ways concerning the amount of research that was necessary for tenure review. One respondent called research a “crap shoot.” He could never get a read from his department chair or colleagues concerning how much research was necessary for tenure. Another faculty member felt that the amount of journal articles was comparatively weighed against the most productive faculty member. He felt that you would be doing okay as long as you were “one up” on the most productive faculty member. Respondent

9 stated that the only message from her department chair about research was, “just do it.”

She only gained clarity about research when she served on the departmental policy committee. She stated:

I’m getting mixed messages. It’s really hard to even say what kind of messages I’m getting. But I learned a lot my third year. I was on the policy committee, the departmental policy committee. So I was in on tenure decisions and merit raise decisions that year. That’s where I really learned everything-- nobody told me anything before that...so it was clear that the research area was far more important than the other two areas [teaching and outreach].

In addition to mixed messages about how much research to do, faculty felt that they did not receive clear messages about what kind of research was appropriate.

Respondents agreed that there was an unwritten ordering within their department concerning those research articles that carried more weight. Three faculty members referred to them as “big hits,” while several others called them “first tier journal articles”.

According to some new faculty, the most weighty research for tenure had to appear in key disciplinary journals. Respondent 1 stated that his junior colleagues would arrange “to meet for a toast” when one of them got a “big hit.” However, this faculty member lamented that he had published in the flagship journal, in what he called a lifetime accomplishment, and he also published two books at a prestigious university publisher, but he still did not receive tenure. Most other faculty felt confident that they had figured out the messages related to research.

The issue of what journals faculty published in was not the only concern of new faculty. Other faculty were concerned that the type of research that they were doing was applied and would not be acceptable to the tenure committee. Respondent 4 conveyed

this concern about how to focus on problem solving research while satisfying

departmental requirements:

It was a bit challenging to start with to try and find research opportunities that were going to be acceptable to the department and publishable that would still match up with my interests and so on...I've tried to steer away from that sort of theory building project, and my fear would be that they would just sit on the shelf somewhere. I try to create my research project and my collaborative research based on problems that I have identified or questions that are asked of me that I don't know the answers to.

In sum, study participants tried to make the research role a priority in the time that they devoted to it. However, they found that it was difficult to give their research ample time because of all the other roles and responsibilities of a faculty member. In addition to the challenge of finding time for research, faculty were never quite sure how much research was enough and what types of research would be most appropriate for tenure and review. As a beginning researcher they wrestled with finding what research would give the greatest impact in performance review in what Respondent 5 called "safe research."

### The Role of Teaching

In addition to the role of research, which was preeminent, study participants gave a great deal of time and consideration to the role of teaching. There was a broad range in the way that faculty valued this role and integrated it with other roles. Faculty members fell along a continuum in which teaching was highly valued at one end while on the other end, teaching was a distraction that should not violate one's research. Respondent 13, who viewed teaching as a distraction, stated "you try to do a good job without getting distracted from the primacy of research." At the other extreme, Respondent 1 who made



teaching his most important task, resented the message from the department chair to do research and “make sure that you do not get into any trouble in the classroom with your teaching.” However, most of the faculty fell somewhere in the middle of these two extremes in which research received more attention in the time expended, but teaching remained a very complementary role.

Most of the faculty in this sample were committed to doing well in their teaching, but “doing well” involved a struggle for new faculty as they sought to do more than simply lecture. Respondent 5 described this struggle:

With the teaching, there is more to that than just standing up and giving a lecture too, because teaching is not just lecturing. You have to really work hard to find ways to explain things in a way that people will understand them. Usually that means explaining it in more than one way, because people seem to understand things in different ways.

These faculty clearly wanted to facilitate student learning by giving attention to the students’ learning preferences. All of the respondents viewed their role as crucial for student success.

Respondents were surprised that they received little support in their teaching. If they wanted to teach well as faculty, they found that they would have to take the initiative in improving their teaching. They felt that they were given students and expected to teach them without a great deal of help or direction. Respondent 10 voiced his concern:

I feel that obligation mainly to the students which is where it should be if you ask me. But yet, I’ve never had any counseling on what makes a good teacher or whatever.

Most of the faculty sought advice from colleagues on how to teach better or sought programs for teaching improvement. Five faculty pursued the Lilly Fellowship because of its emphasis on teaching. One other faculty member had applied for the fellowship and was not accepted. In addition to these five faculty, four other faculty members regularly attended teaching workshops offered by the university faculty development programs. Two of the faculty recounted how the faculty workshops for Lilly Fellows and other faculty provided them a “safe place” outside of their department to talk about teaching. One of these faculty members would repeat workshops that she had previously taken in order to participate in small group conversation focused on teaching. Respondent 8 echoed these concerns for excellence in teaching:

I was not a teacher who was in danger, so I didn't really have to [do the Lilly Fellowship]...It was more of a commitment, an interest in teaching and developing as a teacher. And just the other thing would be talking to people who teach and who are interested in teaching. We talk a lot about it, and I think that's part of it.

Faculty wanted to improve the methods by which they taught as well as the way in which they prepared. They were also concerned with how to best teach application of the material for the students' life experiences and how to motivate the students to learn.

Respondent 5 stated how he did this by integrating research and teaching:

My research effects my teaching because I bring those ideas into the classroom. I talk about things that are going on at [Research Corporation] or things that other professors are doing. It's just fun. There has to be some way to motivate what we're learning in the classroom. If I just go in and start putting equations on the board, then frankly students hate that, and they are not going to learn.

Classroom teaching dynamics for these faculty members ranged from large undergraduate sections with over a hundred students to very small seminars for graduate

students or honor students. For respondents, teaching, however, not only involved classroom interaction, it also involved advising graduate and undergraduate students on class projects, research, and academic scheduling. Teaching also involved the supervision of a research group in a laboratory. Respondent 4 stated succinctly the desire of faculty in this group to do well in their teaching:

One of the greatest challenges for me as I entered into this [faculty role] is that I'm very oriented for teaching. It's a written stated goal of mine to become an exemplary undergraduate instructor. I want to be an outstanding teacher, and balancing that desire with multiple roles that one is asked to play as an assistant professor in this unit that I'm in has been challenging.

In summary, faculty members in this sample highly valued the role of teaching. Teaching was second only to the role of research in their valuing of faculty roles. In spite of the fact that they received very little support in their teaching, respondents sought help from colleagues and programs, particularly the Lilly Fellowship, to help them with their teaching. Faculty also tried to facilitate successful student.

### The Role of Service

The mission of the respondent's university delineated a tripartite mission of teaching, research, and service. While respondents had very clearly established the primacy of research followed by teaching, there was a wide disparity of views among them concerning what service meant for them professionally. For instance, one faculty member "would not allow departmental or institutional mission to dissuade her from research." while another faculty member clearly saw herself as a "representative of the university." On the other hand, most study participants conceptualized service as the contribution that one makes to her/his discipline in scholarly collaboration as well as

internally to the university community. Respondent 7 stated that, “service is the sort of thing where there’s service committee work within the university, but then there is also the service to other professional organizations...” For some, service on committees and doing editing and reviewing for the disciplinary community could be crucial for survival as a researcher. Another faculty member in a professional discipline felt that her department spent a lot of time talking about what outreach meant, but the primary emphasis is still on research. Respondent 9 stated that she was “getting mixed messages, I wouldn’t say that I’m getting a three part message.”

To sum all this up, there was a great deal of inconsistency concerning what faculty members believed service involved as a faculty role. Only two faculty members fully embraced and clearly delineated what service meant for them as a faculty member in the university community. Both of these individuals identified mentors in central administration who had made an impact on them. As a result of these relationships, these two faculty clearly understood a tripartite mission with complementing roles of research, teaching, and service. Respondent 2 felt strongly about the importance of outreach:

It wasn’t until I got here and had the opportunity to listen, read, and interact with people, that I began to develop and understand why the land grant institution is so important and how this really contributes to the growth of faculty. So I think that my time here has impacted the way that I think about land grant institutions and the professorial roles of those institutions.

He stated further:

I believe, given the mandate of a land grant institution, my work needs to be more applied rather than in scientifically dealing with different laboratory science.

In reflecting on the issue of multiple roles and responsibilities for new faculty and how to determine priorities in addressing those roles, Respondent 5 made an insightful comment in what the integrating factor in these multiple roles was for him. He did not concern himself with institutional mission as much as how to integrate all faculty roles for the good of the students.

My priorities probably can't be put in terms of those roles. My priorities are almost always the students; and sometimes that means that the priority is teaching, sometimes that means the priority is bringing in enough money to support through the program of study. When students are working with me or for me doing research, I feel instantly a responsibility to maintain a certain level of financial support for that student. I feel a strong responsibility to the student, I would bend over backwards to help a student who really wants to learn and work hard to prioritize those roles, except that usually the student comes before the department-- if I see the two are at odds which normally is not the case. The department also has the same priority. But even if I have some other responsibilities, the student comes first, because that's our product and our paying customer. I think we owe them a lot when they come here, and they will go out and be ambassadors for us after they leave.

In summary, study participants were generally not as clear concerning the role of service and what fulfillment of that role meant for them. Only two faculty members in this study clearly delineated a view of service consistent with university rhetoric. Faculty members often adopted their own integrating principles for determining priorities related to service as a faculty role.

The discussion of faculty priorities related to roles are important for understanding the types of relationships that faculty sought for making sense of their roles. For instance, clearly this sample of new faculty members valued research above the other roles. A quick perusal of the chart on sense making (Appendix F) will show how much research was at the forefront in the consideration of types, processes, and outcomes

of relationships. Faculty spoke often of their struggles with research and teaching and sought help most frequently in these areas. Only a very small number of faculty talked about the need for help in making sense of other areas such as advising of students, administration, or outreach. How faculty prioritized their roles is reflected in those challenges that they most often identified as a new faculty member.

### Challenges for New Faculty

As new faculty made the transition from graduate study to faculty positions they experienced many challenges in making sense of their faculty roles and responsibilities.

Respondent 7 stated,

There's a good bit to be said about how you make this transition, regardless of what your profession is-- How do you make this transition? It took me awhile to figure it out. So that's part of the balance. For awhile I felt like a kid in a candy store. Because there's so much opportunity, so many wonderful things to do, so many people...It took a good use of my time to serve them...I had to learn how to balance time in this kind of setting vs. another.

The faculty within this study indicated that they had experienced challenges in five broad areas as they attempted to make sense of their faculty roles and responsibilities.

| <b>Most Frequent Challenges for New Faculty Members</b>            |                          |
|--|--------------------------|
| <b>Challenge</b>   | <b>Number of Faculty</b> |
| 1) Finding balance in professional roles as a faculty person       | 10                       |
| 2) Getting research agenda going                                   | 9                        |
| 3) Figuring out departmental dynamics                              | 5                        |
| 4) Figuring out the teaching role                                  | 3                        |
| 5) Sorting out the mixed messages they receive as a faculty person | 3                        |

Figure 5 - Challenges for New Faculty Members

#### The Challenge of Finding Balance

The predominant challenge was in finding balance among the many professional and personal roles that faculty members were required to fill. Faculty did not expect to find the complexity of layers in personal management of time, energy, and resources that they encountered as they made the transition into faculty life. Several of the faculty felt

that they were competent to handle each of the roles alone but did not know how to integrate and balance them with one another. These faculty members reflected on their first few years of adjustment and described a state of not only feeling physically exhausted from the multiple tasks but overwhelmed. Respondent 11 stated, "I often worked 80 hours or more a week, and I was tired all the time and could not get enough sleep." Faculty members endured this sometimes exhilarating and sometimes overwhelming pace without taking time to think or prioritize their roles. They simply tried to keep things going. Respondent 2 experienced this dilemma:

For me it's been the productivity that's been more important. It's the excitement; it's the enthusiasm. But maybe that's also why I'm tiring, because I've been at such a rapid pace, but I haven't taken the personal time to just sit back and write as much as I want what I think can be written on some of it, of the issues I'm focusing on. So maybe the response is that I haven't managed. I've just done, and I haven't spent a lot of positive time thinking about how I'm going to juggle all these balls. I just do it, and in some respects, maybe that is an asset, or as I'm moving into a phase of personal reflection, it's becoming a deficit.

Part of the problem for the new faculty person in balancing the many faculty roles, was the desire to please everybody and to do everything well. It was difficult to prioritize one's time and to determine which endeavors would receive the greatest time commitment of energy and resources. Respondent 12 reflected on the pace:

I'm still in the crazy mode of making everything first priority, so it's very hectic. If a student walks into my office and has a question about the class, I will definitely stop what I'm doing and answer. Then once in a while, I try to not come into my office and escape and say, "well the rest of the world can fall off." So I'm doing half with the students and half doing what the university wants me to do, and so it's very difficult to prioritize on this. And then everything is going, and then something in the lab breaks-- and I need to go into the lab and fix it because people depend on it. Also, it's early in my career, and it's not good to turn down too many invitations.



Another difficulty in working out the multiplicity of roles for new faculty was that there did not seem to be one right way to manage the different roles. What may work for one faculty person may not work for another faculty member based on all the variables of personal and professional constraints. Sometimes a faculty member only found contentment in knowing that s/he was doing the best that s/he could. Respondent 5 stated:

You find yourself wearing a different hat everyday, and sometimes a different hat every ten minutes. That's one of the most challenging and the most fun parts of the profession. It seems to never be boring, and usually there is way too much to do, and no one does the job the same way. You ask people to prioritize their time. No one will do it exactly the same way, and there is no perfect way to do the job. You just do the best you can, and at the end you sort of have these broad measures of how well you're doing. That's how I describe the profession. I heard people say that it's an impossible job, and it is. You can't be everything perfectly. You just set your own priorities and do the best you can.

As these faculty grew they learned to make sense of their own priorities and what works well for them in the alignment of their faculty roles and responsibilities.

Respondent 7 lamented:

Sometimes I allotted too much or too little time. I'm learning how to better allot time so that my role and my message, or whatever my activities are-- are perceived in the best way by the university. It's really easy to get caught up in a lot of different things and ending up not doing everything totally as well as you would like. Of course, then you cannot please everybody and manage your time.

The matter of finding balance in professional roles was further complicated by the pressure of personal roles. A faculty member sometimes felt isolated as s/he attempted to balance roles and make personal connections apart from professional roles.

Respondent 12 felt that the greatest difficulty was the way in which his professional life complicated his personal life without any departmental support or understanding. His

chair expressed concern that too much attention to his children and family would cut down on his faculty productivity. He stated:

The problem is that I want to do the best teaching, the best research, the best everything, the best father, the best husband. So yes, there is a lot of frustration with it.

Part of that frustration in finding balance among many roles stemmed from the reality that in determining priorities in roles, faculty often received very little support in sorting out mixed messages. In fact, faculty felt that this was a primary challenge in finding balance-- sorting out the mixed messages that they received. Respondent 5 stated:

Unfortunately, faculty members do have to look out for themselves a little bit, sometimes a lot, because there is this dual standard. On the surface they encourage you to do certain things, but then you are judged on what we all know is important.

To sum up this section, faculty struggled with finding balance among all their varied roles. They had to sort through mixed messages that came to them from others while sorting through their own inner tensions and priorities. Trying to find balance in faculty roles became a source of continual conflict. Respondent 4 voiced this tension:

Well, conflicts from the standpoint of listening to the director or the chair say, "publish, publish, publish," and then listening to some of the other folks [senior faculty] who had a broader view of things saying that it's important that you do more than just publish. I think I was already aware at that point and time; it was just a bit of a game to be played. I just felt like I was pulled in different directions at various points sometimes-- sometimes to the detriment of my overall productivity.

Respondent 5 summarized well the challenge of finding balance among varied faculty roles:

I think when I came here I knew that I could roughly do research. I thought I could teach, because I've given enough lectures. I felt I could eventually become a

good teacher. I could serve on committees. The challenge was, I think, to figure out how to do everything all at once, and at the same time have a long term view of where all this was going, and development of various programs of curriculum--all that with the complete uncertainty of what was being counted by the senior faculty. I can't emphasize how much I did not know. I had the abilities to do each of the things individually which I think most young faculty do, or they wouldn't have gotten that far. But you really don't know how to put it together, and you don't know so many small things.

### The Challenge of Research

In addition to finding balance among all the roles, faculty often felt challenged in initiating a research program. Faculty members often spent an inordinate amount of time in teaching preparation so that their research suffered. Half of the respondents voiced concern that they did not initially know how to get through the necessary conduit from writing a paper to publishing it in a journal. Faculty members indicated that the paper that one writes looks very different by the time that it is published, and there is not much help in understanding the intermediate steps. Respondent 6 stated her anxiety about this process: "the rejection rate is at 90%" [and if you do not understand the process], "you can be put off by that first rejection letter" [instead of persevering in getting something published].

The production of grant funding for research was a large challenge for new faculty who have never had experience in writing a grant. Faculty sometimes felt that they "groped along" in writing grants without any support or help from the department. Respondent 12 stated that he was under pressure to raise "\$170,000 a year for research to cover lab equipment, graduate students, a postdoctoral assistant, and summer salary" and had no idea of how to do it at the beginning. The challenge of raising money was a

daunting challenge for some faculty members who were initiating a research program.

Respondent 10 reflected on that challenge:

That's the way it is, and I think that that's a destructive attitude, because it's kind of like, there's an old thing that an artist should not be worried about the amount of paint that he uses. An artist should have all the paint he wants and just be able to do whatever he wants to do. And if he's constrained about the amount of paint, then he's no longer an artist. He's worried about other things than the art. I think that's the kind of approach to be as a scientist. I want to be worried about doing my science and applying my creativity to research rather than worry about dollars.

### The Challenge of Negotiating Departmental Culture

In addition to the challenges of balancing faculty roles and beginning a research program, new faculty found that negotiating the departmental culture could be difficult, especially if the department seemed cool or indifferent toward new faculty members. Many of the faculty in the sample experienced some kind of challenge in entering the department as a new faculty member. Five faculty participants felt that an unsupportive department could be a serious challenge in making sense of faculty roles. Two faculty felt that the climate in their department was particularly strained as senior faculty appeared aloof and distanced themselves from junior faculty. Another two faculty members experienced a department that was not supportive because of a departmental split over their hiring. The split over these hirings had nothing to do with their viability as candidates but was related to philosophical issues within the department that were beyond their control. Those senior faculty who did not believe that the new faculty had appropriate disciplinary emphases for the department shunned the new colleagues.

Respondent 10 remembered:

I think there were a lot of personal challenges. I don't think my reception from the department was very warm, at least some members of the department. We have a debate within the department, and I'm sure everyone does.

The challenge of negotiating a departmental climate could be due to a variety of factors. Without some kind of help in understanding the departmental politics or culture, a department could seem cold and unreceptive for a new faculty member.

### The Challenge of Teaching

Finally, new faculty members stated that the challenge of teaching preparation and mastering new courses that had never been taught before placed a new faculty member under a great deal of stress. Respondent 10 stated:

Well, I think developing a good teaching approach and developing new courses were certainly a major challenge. I think finding a proper balance between textbook learning and applied learning that I identified as a real struggle in the first three years; and a lot of my lectures I felt like were dry. I felt like, well you know, this is material we need to know, but was it like it was alive? It was kind of boring you know. The students were sleeping on the desk, and it wasn't reaching them, and that's frustrating for me. So I had to find a balance between-- okay, what's real important, and how do I capture their interest?

Other faculty members did not expect teaching preparation to be so difficult.

Respondent 12 did not expect to encounter the difficulty with teaching that he experienced in trying to help students understand the content area he was teaching:

I assumed that teaching was going to be so simple, and then there's a class of students with blank faces. And I say, "Oh no, somehow the information that I have that I'm trying to speak in is not getting in." So that was another challenge-- how to get them to understand-- how to get that information across.

Standing before a class could be somewhat intimidating for a new faculty member, especially if s/he had never taught before. New faculty were not unlike this in struggling for appropriate methods to use in the process of teaching. Respondent 5 stated:

It's amazing when you first start, how green you really are. I was so naive, I was just downright stupid about many things. Things now seem so obvious, but at the time I just really didn't know some things...I didn't ask any questions about how I lecture and so forth. That is the sort of thing that they expect you to jump in and figure that out.

Respondent 10 echoed this struggle of finding appropriate teaching methods to use in the classroom:

So there were some basic kind of mechanics of a lecture that I sort of just learned by stumbling or picking up a pointer here and there that would be very nice to know. Taking strategic findings and also learning how to pace a lecture-- when do you decide there's too much material, and when do you decide you haven't covered enough. That's something that's very difficult to learn, and I'm still struggling with it because I just want to cover more material than they can absorb.

This respondent likened his early teaching experience to being pushed off the dock to learn how to swim:

I always like to tell people that you can be pushed off the dock as an effective way of learning to swim, but you won't come out swimming the crawl.

In sum, faculty in this sample experienced challenges in finding balance among their many roles, beginning their teaching and research, figuring out departmental dynamics, and sorting out the mixed messages that they received as a new faculty member. The literature of new faculty parallels the experiences of the new faculty in this sample. Sorcinelli (1992) stated that nearly all studies on new faculty report faculty stress because they find it difficult to find balance among their roles in getting everything done (Olsen, 1993, Fink, 1984, Whitt, 1991). Sorcinelli (1992) also stated that new

faculty members often receive “inadequate feedback, recognition, and reward,” (p. 29).

New faculty members in this sample also spoke about the challenge of negotiating departmental culture in which they did not receive clear messages about what or how much research was appropriate and had trouble in sorting out departmental messages.

Whitt (1991) identified that faculty often place excessively high expectations on themselves that are reinforced by department chairs and others. Sorcinelli (1992) wrote:

New faculty reported the lack of collegial relationship as the most surprising and disappointing aspect of their first year. Few faculty engaged in the kind of conversations with colleagues about scholarship, teaching, and other work-related activities that they had hoped for. (p.31)

The experience of these new faculty was not so different from other studies in the literature. The need to make sense of faculty roles was predicated on the challenges or the stresses that new faculty members face.

### Satisfaction of Faculty Members

Although these faculty faced demanding challenges in the first three years of their faculty appointment, they also expressed a high degree of satisfaction with their faculty experience. These faculty members found great satisfaction in the following things: (1) making an impact on students' lives and (2) engaging in research. In fact, all the faculty that participated in these interviews, except one, named these two factors as the sources of their satisfaction. They spoke enthusiastically about working with students. They also took pride in their research accomplishments. Only three faculty expressed that they had found professional satisfaction in other sources outside of working with students and engaging in research.

| <b>Satisfaction of New Faculty Members</b> |   |                             |   |  |                                       |
|--|---|-----------------------------|---|--|---------------------------------------|
| <b>Source of Satisfaction</b>              | <b>Nature of Satisfaction and Number of Faculty From Sample (<u>In Parentheses</u>) Who Indicated this Satisfaction</b> |                             |   |  |                                       |
| 1) Students                                | Student learning (7)  | Student success (4)         | Teaching students (4)                   | Relation to students (1)                   |                                       |
| 2) Research                                | Doing research (7)  | Getting work published(6)   | Getting research grants/fellowships (3) | Opportunity to collaborate with others (2) | Watching growth of research group (1) |
| 3) Other                                   | Finding balance in roles (2)  | Reaching personal goals (1) |   |  |                                       |

Figure 6 - Satisfaction of New Faculty Members

Satisfaction in Working with Students

Faculty members relayed that the greatest sense of satisfaction in working with students was in watching the learning that took place, to “watch the light bulb go on.”

Respondent 10 stated:

I enjoy teaching a lot, and getting positive responses from the students means an awful lot to me. I was like, all right, there’s a student who made the connection, who used book learning and facts and started to apply it to the world around her and sees that it really does make sense. So when that happens, that means an awful lot to me, to see that science is a turn on for the students.



It was not only the day to day teaching and interaction with students, but the awareness of a larger perspective, that in making an impact on the learning of students, the faculty member was changing how the student viewed the world. Respondent 12 stated:

One of the things that is most satisfying for me is, to put it in one or two words, is to change the world-- every time I have a student that sees the world slightly differently because of something I said. And I hope that it's very positive and in the positive setting that it's very satisfying. I enjoy a lot more teaching undergraduate per semester than special topics for graduate students and post doctoral.

The satisfaction of teaching students also came from the sense that the faculty member was reproducing her/himself professionally. Watching students learn and go on to integrate it in a way that brings professional success provided enormous satisfaction.

Respondent 9 stated:

The greatest satisfaction is when I get a really good student who comes in and is intelligent and willing to work hard. And they're coming not knowing very much. And by the time they leave, you feel like, wow, I really taught this student a lot. A couple have gone on to get really good jobs. There's a particular student I'm working with, a Ph.D. student who I've been helping a lot with his research. We had a meeting a month ago, and he came to me afterwards, and it was so great. He said, thank you, you really helped me shape this study, and stuff like that is very rewarding.

### Satisfaction in Doing Research

In addition to the satisfaction of working with students, respondents identified the research endeavor as an extremely satisfying process. Satisfaction in research stemmed from the intellectual stimulation of research and the opportunity for collaboration with colleagues within the faculty member's discipline. The continual pressure to write and present one's research brought the satisfaction of being invited by scholarly associations

to present or publish articles. For several faculty, the first published work in a flagship journal as a “big hit” was an “incredibly good feeling.” Respondent 12 reflected on the satisfaction of his research:

It can validate the faculty member's participation in the larger discipline. It's totally satisfying to see my articles in print, and it's very satisfying when I see someone else refer to them. It's very satisfying when I get invited to do talks; So when they invited me to [International Symposium in his Discipline]-- that's pretty amazing.

Some faculty approached the process with a bit of anxiety because the rejection rate was high in their discipline, and they were not sure that they would make it as a researcher. Satisfaction in research for some of these faculty was linked to the realization that they had finished a publishable article. Respondent 4 remembered:

The other really satisfying thing is that I started off being a little worried about whether I could get published and so on, was having a few articles show up a few places that was awesome I have to admit, but not in the longer term as I look at it that it has become a bit of a game to me.

Getting positive reviews in the review process could also be very satisfying.

Respondent 9 stated:

[Satisfaction was found in] getting positive reviews on your work when you submit it for publication. I had a journal that accepted with this one review that I memorized because it was so...(laughter) so that's just very rewarding.

Four faculty derived a special sense of satisfaction from getting research funding through a grant or fellowship. It was gratifying for a faculty member to think that people would commit money to a research agenda. Respondent 5 stated:

I feel pretty good. I've been lucky in some sense, but I was doing work in a field where people need my efforts over the past few years. So I have been successful in bringing in money to fund research which is one of the most difficult things as a professor.

Although seeing the end results of publication or funding could be gratifying, there was satisfaction inherent in simply doing the research. Respondent 10 summarized this sentiment:

In terms of research, getting a grant is always a big highlight moment and a big reward. But I think more than that, it's just doing the research. And part of the reason I continue in this job is to get out into the field and actually work in the lab and analyze the data and collect the facts, because I like solving problems.

Faculty life may constrain one to do research but for these faculty, there was a freedom in being able "to do the research that I wanted to do."

Faculty members in this sample experienced many challenges, but similar to the literature on new faculty, there were many sources of satisfaction in faculty work. Sorcinelli (1992) stated that there is an intrinsic satisfaction in the autonomy that faculty work provides and the opportunity for intellectual growth and discovery. These new faculty members felt that faculty work was basically a rewarding endeavor in spite of the many challenges that they faced in making sense of their faculty roles.

#### Success for the New Faculty Member

Success for this group of faculty was integrally linked with their satisfaction in the faculty role. In asking this faculty how they knew if they were doing a good job, they often commented on the satisfaction of doing research and getting feedback from the students. I specifically questioned the respondents concerning the types of feedback mechanisms they had experienced, both formal and informal. In responding to the probe, respondents related that colleagues often gave feedback about their teaching and research.

| <b>How Faculty Know if They are Doing a Good Job</b> | <b>Number of Faculty</b> |
|--|--------------------------|
| 1) Informal feedback from junior colleagues          | 12                       |
| 2) Feedback from students                            | 9                        |
| 3) Success in publication or research                | 8                        |
| 4) Informal senior colleague feedback                | 8                        |
| 5) Department Chair/ Formal feedback                 | 5                        |

**Figure 7 - New Faculty Member Assessment of Performance**

Most of the faculty relied on feedback from junior or senior colleagues or students, and often stated that formal departmental feedback was lacking or inconsistent. Only three faculty felt that the department chair or formal feedback mechanisms had been helpful for them in truly understanding how they were doing as a faculty member. Regarding the process of formal review and feedback on how he was doing, Respondent 4 stated:

The unit has an annual faculty activity report that's completed, and there is an evaluation system that's just now coming into place that's at the unit level where senior faculty members look at the faculty activity report which includes reference

to the students' instructional rating system forms and service forms. So every year I get feedback. You get written feedback from the director, but it's typically not very detailed. It seems to me to be a process we go through because it looks good.

He went on to say that evaluations were very inconsistent regarding how much work was enough. He found the evaluation and feedback from students to be more reliable for gaining a sense in how he was doing:

I can tell I'm doing okay or can get better feedback by talking and listening to students and looking at what they write on the evaluation forms.

As a result of inconsistent feedback, Respondent 4 felt that it was necessary to take the initiative in getting feedback on how he was doing. He also found that it was politically expedient to solicit senior faculty feedback on how he was doing:

Now there are senior faculty, because I see my future here, I see that they have a strong influence in whether I stay around or not. So I go and check with them and try to make sure when we have those hallway conversations, and I'm asking them how it's going from their standpoint. How does it look for me and that sort of thing. Not quite so bluntly as that, but I try to get into the kinds of conversations that will help me get a read on whether they view my progress as appropriate.

The formal review process for faculty members could be intimidating, especially if the faculty member did not perceive that they were doing as well as they should be doing. Three faculty members found the review times with the department chair to be difficult and of no value. Two other faculty had difficulty sorting out the messages of the department chair in the review process. Respondent 11 stated, "you have to read between the lines and take what he says with a grain of salt. He does not always have your best interest at heart." Respondent 5 felt that the department chair evaluations put the departmental concerns before the individual faculty member's concerns:

Sure the department chair has helped in some sense, but I've learned over time, that he also is tainted in a sense. He has the bottom line in mind at all times and that's probably as it should be. But it's also good to know that when you listen to him and take his advice.

Respondent 9 felt that the evaluation of the department chair was not that helpful:

Our department chair meets with us once a year and nothing's written. I've heard in other departments they select a committee to do this but not in ours...It's hard to tell from this- like what my strengths and weaknesses are.

She stated further, "I think I'm doing just as well as people who have tenure. So that's basically how I think I'm doing."

Some faculty found that both senior and peer colleagues gave helpful feedback on how they were doing as a faculty member. However, a few faculty relied only on peer colleagues, because they did not feel that they could truly be vulnerable in asking a senior faculty member for feedback.

Although new faculty may not have felt comfortable in asking senior faculty for feedback, Respondent 5 felt that senior faculty should be expected to provide that kind of feedback for junior faculty:

I think it's their responsibility (senior faculty) to let you know how you're doing, not just the department chair during the once a year evaluation. I think you have to look at the senior faculty for guidance on many occasions, and I think it's their responsibility to stop by from time to time and ask how things are going. "How's your class going, do you have any questions? By the way, I was noticing that you got a new grant. That's great, you're really doing good on that." Even more specific, they need to come by and say, "Yes, you've done this, you've done that, you're on the right track. You might want to look into this-because that looks good." And they know what things are important when it comes time for promotion and tenure. I don't think any assistant professor knows really. You can't ever imagine what goes on inside those committee rooms, how the argument is occurring. But they've been there because they are tenured, and they know what counts.

In sum, faculty members used multiple sources to determine how they were doing as a faculty member. They often felt that they did not receive adequate formal feedback and had to carefully weigh that formal feedback that they did receive against the perspective gained from other sources. Once again, this parallels the literature of new faculty that stated that new faculty members often do not receive adequate feedback and evaluation on how they are doing (Sorcinelli, 1992).

The need to know how one is doing as a faculty member is an important motivational factor for building sense-making relationships. Knowing how one is doing in her/his faculty roles is crucial for making sense of the various faculty roles.

## CHAPTER 5

### THE MENTORING EXPERIENCES OF NEW FACULTY IN MAKING SENSE OF FACULTY ROLES

#### Introduction

The previous chapter explored the challenges that this particular group of faculty encountered in making sense of their roles and responsibilities as new faculty members. The challenges of these faculty correspond to many of the challenges of new faculty that have been identified in the research literature. The two most frequently identified challenges of this faculty were: (1) finding out how to balance their multiple professional roles, and (2) making sense of mixed messages about appropriate priorities in fulfilling faculty roles. This was the focus of the socialization process for these new faculty during the entry period of the first three years: to address these challenges in making sense of their professional roles.

One of the foundational presuppositions of this study was that it is in the best interest of the university to understand the dynamics of explicit as well as implicit socialization and provide a climate in which careful attention has been given to the successful entry (sense making) of new faculty members (Tierney & Rhoads, 1993; VanMaanan & Schein, 1979). The stability and productivity of new faculty is contingent on their successful adjustment to faculty roles as a result of clear and definitive messages



from individuals within the institution. It would be in the best interest of the university to find out what types of relationships might be most helpful for faculty in giving these clear messages that would result in faculty success.

This research study began by examining one particular type of relationship, mentoring, to determine how a group of new faculty might use that relationship to successfully make sense of their faculty roles during the entry period of socialization. The educational literature (Tierney and Bensimon, 1996; Boice, 1992a; Boice 1992b; Wunsch & Johnsrud, 1992) has suggested that mentoring might be an appropriate method to insure the successful entry of new faculty and insure faculty stability and productivity.

In focusing on mentoring, this study looked at the types of mentoring relationships that faculty encountered, who served as mentors, mentoring behaviors and processes, and the outcomes of mentoring relationships. This study assumed that by understanding the dynamic of mentoring as it occurred in the context of multiple cultures with new faculty , some suggestions might be made for the formation of mentoring relationships that help new faculty in the sense-making process.

However, as this study probed the relationships that a group of new faculty formed with individuals who helped make sense of their roles, a complex web of relationships emerged. Mentors played a significant role in the entry of these new faculty into the professorate. Other non-mentoring relationships also provided a rich array of helpful sense-making relationships. Some of these relationships for a few faculty members were more significant than the mentoring relationships they experienced. Also,

three faculty in the sample had no mentoring relationships in their early faculty career, but they received messages from other various individuals in how to make sense of their faculty roles.

As a result of this complex array of data, this chapter will look specifically at the mentoring relationships that faculty experienced and the processes and outcomes of these relationships. Chapter 6 will look further at the other types of relationships (both positive and negative) that made an impact on faculty and compare those relationships with mentoring relationships. From the composite dynamic of all these relationships, some specific observations will be made in the final chapter concerning what types of relationships were most helpful to new faculty in making sense of their faculty roles.

✶ This chapter will be divided into the following sections that will address the research questions about mentoring as well as emerging themes related to mentoring:

Section 1 will address the assumptions that new faculty made concerning mentoring and the expectations that they held concerning how mentoring should occur. Attention will be given to how new faculty defined mentoring. Although this particular theme was not part of the research questions, faculty members held beliefs that influenced the way in which they identified and described mentoring relationships. The interview questions asked faculty to self identify mentors according to their own beliefs about mentoring. It was important to understand their beliefs and compare them with the theoretical definition of mentoring informing this study in order to frame the discussion pertaining to mentoring.

Section 2 will address the question: who served as mentors for the new faculty member? In order to understand the processes of mentoring, the messages that mentors

sent, and the outcomes of the mentoring relationships, it is important to know who mentored the faculty. The messages received in mentoring and the nature of the mentoring relationship are heavily influenced by the mentors' values, beliefs, and primary allegiance concerning faculty culture.

Section 3 will address the question: what are the types of mentoring that the new faculty member experienced and the outcomes of those mentoring relationships? The literature of mentoring has primarily identified two types of mentoring: formal mentoring in which the relationship is arranged outside the initiative of the mentor or the mentee and informal mentoring, which is initiated by the mentor or the mentee. This section will discuss the type that faculty experienced and which type was more helpful for them in making sense of faculty roles. Outcomes of the mentoring relationships will also be discussed in this section as well.

Section 4 will address the question: What types of functions has the new faculty member encountered in the mentoring relationship? The theory of Kram (1985) regarding mentoring behavior will frame the discussion regarding the types of behaviors occurring in the mentoring relationships that these faculty experienced.

Section 5 will address the question: What part do these mentoring relationships play as new faculty seek to understand faculty cultures and the expectations in the messages from those cultures? Faculty receive differing messages from the disciplinary culture, the departmental culture, the institutional culture, the culture of the academic profession, and the culture of the national system. This section will examine how this

group of faculty used messages received from mentors to make sense of these different messages.

Section 6 will provide a brief summary of the questions and other themes pertaining to mentoring that emerged in the course of the interviews. These data were not part of the original research questions but emerged as important concerns during the interviews.

For ease of reference, mentors have been broken down by respondents in Appendix F entitled “Sense-Making Relationships.” This table identifies the discipline of each respondent, who mentored the faculty person, the type of mentoring relationship, mentoring functions, outcomes of the mentoring relationship and the help that the mentoring relationship provided for making sense of faculty roles. The mentors for each respondent are numbered according to the respondent’s ordering regarding the mentor’s degree of impact and helpfulness. Respondents identified sense makers, including mentors, with the rank ordering of those who were most helpful to least helpful. In that regard, some faculty had sense makers who were not mentors, who ranked higher in the degree of helpfulness. For instance, Respondent 8 had two individuals who were more helpful than the mentor identified so that the senior faculty mentor on the table begins with the number three. The mentoring functions that are identified on the table follow Kram’s (1985) categories of career and psychosocial functions. One function, collaboration, has been added which is not part of Kram’s mentoring functions. Faculty placed a high priority on collaborative behavior which did not fit neatly into Kram’s categories. Collaboration will be explored more fully in section 4 of this chapter.



The table identifies outcomes concerning how the mentor and the mentee presently relate to one another. “Strained Relationship” describes a relationship that is presently awkward or distant. “Colleague” describes a relationship in which the mentor and the mentee may still interact as departmental or disciplinary colleagues. “Collaborator” denotes that the mentor and the mentee are still actively engaged in collaboration, whether in research, teaching, or outreach efforts. “Friend” refers to the dynamic in which the mentor and the mentee still interact outside of professional associations or concerns. When the respondent presently has no contact with the mentor, it is noted, “No Present Contact.” The last column of the table identifies the role in which the mentor was most helpful to the faculty member in making sense of faculty roles.

#### New Faculty Members’ Assumptions About Mentoring

Before directly addressing the research questions, it is essential to first understand the assumptions that this group held regarding how mentoring should be defined, the appropriateness of mentoring for new faculty, and faculty expectations concerning what a mentor should be and do for the mentee. This will provide a foundation for understanding how faculty identified mentoring relationships and what they valued in mentoring relationships. This group of new faculty used a flexible range of meanings in referring to mentoring similar to the mentoring literature which lacks a universal consensus regarding the definition of mentoring (See Chapter 2 on the definition of mentoring). They entertained varied and diverse views concerning the processes and outcomes of mentoring as well as who served as mentors in the sense-making process.

Faculty respondents were asked to self-identify if they had experienced mentoring relationships in the first three years of their tenure stream faculty appointment. I did not give faculty a definition of mentoring to use in identifying mentoring relationships, because I wanted to ascertain how they defined mentoring and the expectations that they had for mentors and mentoring behaviors. I began the interviews with some foundational assumptions about mentoring that I had drawn from the literature on mentoring (discussed in Chapter 2 under the literature review). This literature on mentoring guided the questions for the interview protocol, but I wanted to be flexible in the interview process to allow the faculty to clearly delineate the types of relationships (mentoring as well as non-mentoring sense-making relationships) that were most helpful for them in making sense of their faculty roles. I also wanted them to identify any mentoring relationships and delineate their assumptions. There are many points of agreement and consistency between this faculty group's experiences and assumptions about mentoring and the literature of mentoring. On the other hand, there are some details that have emerged that will present the experience of mentoring for this group of faculty group as different from the processes and outcomes identified in the literature.

### A Definition of Mentoring

The foundational working definition of mentoring used in this study came from Carmin (1988). She identified mentoring in this way:

[A] complex, interactive process occurring between individuals of differing levels of experience and expertise which incorporated interpersonal or psychosocial development, career and/or educational development, and socialization functions into the relationship. (p. 10)

This definition of mentoring is fairly representative of the mainstream definition of mentoring in the literature. Throughout the interviews and the data analysis, I kept returning to the simple elements of Carmin's definition in exploring the mentoring relationships of this group of faculty.

### Mentoring: Interaction Between a Senior and Junior Colleague

According to Carmin, mentoring is a complex interactive relationship between individuals of differing experience and expertise. An interactive relationship must occur between a more senior colleague and a younger junior colleague to be termed a mentoring relationship. It is a relationship in which the younger colleague draws upon and is enriched by the senior colleague's professional experience. This faculty sample generally agreed that mentoring is provided by a more experienced senior colleague. They identified individuals that were ahead of them in professional experience or development who had served as mentors. And when they reflected on who should provide mentoring, they invariably expected senior colleagues to do this. Respondent 1 stated well this belief that was entertained across the sample:

People in our department, we don't really have any mentoring. Junior faculty have asked for a long time to have senior faculty become mentors. I don't think we're going to get it because the senior faculty just does not want to be bothered and they said as much. They're just too busy doing other things.

As an interviewer, I pressed to know the full range of individuals who had helped new faculty in making sense of their faculty roles. Faculty identified others, sometimes ~~peer~~ colleagues, who were important in helping them to make sense of faculty roles. But only in one instance did a respondent identify a peer colleague as a mentor in what she



identified as “peer mentoring.” She felt that she and her colleague had “peer mentored” each other. This was one of two exceptions in which a respondent identified a person as mentor that I did not include in the discussion of mentors. There are two reasons why I did not include this person in the discussion of mentors: (1) I held to the definition of Carmin that a mentor should be a senior colleague with greater professional experience and knowledge, (2) This was the only occurrence in the sample with the designation “peer mentoring.” A more frequent occurrence in which faculty respondents identified instances of “peer mentoring” might have necessitated an assessment of the appropriateness of Carmin’s requirement that a mentor be a senior colleague. Although a small body of literature refers to “peer mentoring,” I have held to Carmin’s definition based on the predominant number of sources in the literature that refer to the mentor as a senior colleague and the interviews of this study in which faculty respondents assume that a mentor will be a senior colleague. As Respondent 5 stated, a professional peer might offer support but cannot always provide the necessary help in advancing one’s career:

I have established friendships with all the junior faculty as well, and we talk from time to time. But I wouldn’t say that I derived a great benefit in terms of guidance from those conversations. I don’t know why, I guess that we’re all in the same boat, and no one feels confident to give advice. We mostly just talk about what is going on and what things we’re doing. For me to give advice to someone at my same stage of career development is like the blind leading the blind.

Faculty respondents identified mentors as senior colleagues who had more professional experience consistent with the predominant idea of mentoring in the literature occurring between senior and junior colleagues. A mentor then, is a senior

colleague who interacts with a junior colleague and enriches the junior colleague's socialization process by sharing from her/his accrued experience. As Respondent 7 stated:

A mentor has been there before and traveled the road and can give guidance on the road that she has already traveled. And the job of a mentor is having been there and traveled that path already.

#### Mentoring: A Complex Interactive Process

Another key focal point in Carmin's definition of mentoring is that the relationship should be a complex interactive process. According to Carmin (1988) and others, it is a developmental relationship with frequent interaction occurring over a period of time. This definition of mentoring necessitates more than a relationship of infrequent encounters or casual support or interaction. The relationship must be highly interactive interpersonally and professionally to be designated as mentoring. Faculty respondents again agreed with the literature by identifying individuals that they had had interaction with over a period of time. There was a great degree of variation in the types of behaviors and dynamics that occurred in the processes of mentoring that the new faculty experienced, but each of the relationships identified showed an extended length and depth of interpersonal and professional interaction. There was one exception in which a faculty member identified a person as a mentor although he had only read his written research and interacted casually with him on a limited basis. In this instance, the individual might have served as a distant role model (and certainly many mentors in this sample served as role models), but role modeling does not equate with mentoring. The focal point in deselecting

this identified mentor was that it did not fit the criteria of a “complex, interactive process.” (Carmin, 1988, p.10)

The sections which deal with the process and outcomes of the mentoring relationships of this sample will show that the mentoring relationships were complex interactive processes, instrumental in advancing the junior faculty member’s career.

Respondent 4 reflected:

I’m not sure I can describe this as an “ah ha,” but more of a sort of crystallization of the importance that certain people have had in my career-- these individuals that we’ve talked about. It’s one of those things that I can say, I wonder what would happen if I hadn’t known people like this, where would I be now? What would I be doing, because they in their own way have all been instrumental in whatever degree of career success I’ve had.

#### Mentoring: Career and Psychosocial Functions

According to Carmin (1988) the mentoring relationship should incorporate “interpersonal or psychosocial development, career and/or educational development and socialization functions into the relationship” (p. 10). The categories correspond with Kram’s (1985) categories of career and psychosocial functions. Respondents spoke of an array of mentoring functions that fell within the categories of psychosocial and career functions in which the mentor socialized the new faculty member. Faculty expected mentoring relationships to be personally supportive and facilitative of career advancement. Respondent 3 expressed this desire for interpersonal and career support when she said:

I don't know if it's something that I've already said, but I've often been concerned because here there really isn't any senior faculty in my area to work through or to collaborate with, to write grant programs with, to ask how to work with graduate students. In a lot of ways it's just a question of having someone there who would

be willing to give support, or that you work with. And when I think about things that I would have wanted, a lot of it has to do with time rather than having a certain type of person around.

Not all the relationships of the faculty went so far as to become friends, but there was clearly a dynamic in the relationships of both professional development and interpersonal or psychosocial support. New faculty members looked for and expected both mentoring functions to be present in the mentoring relationship. The nature of psychosocial and career functions will be explored more fully in section four of this chapter.

#### The Appropriateness of Mentoring for New Faculty in Academe

One may question the appropriateness of mentoring for the socialization of new faculty because mentoring has traditionally been viewed as a hierarchical relationship between a superior and subordinate organizational member. The nature of faculty relationships within the academe is generally collegial and one may argue that faculty do not view themselves in a hierarchical manner. Only one faculty member questioned the appropriateness of mentoring for academe. Respondent 13 believed that mentoring would destroy the “innovative model” of academe in which faculty are forced to creatively make their own way in establishing a research agenda. She stated: “toddling in another’s footsteps would greatly inhibit the diversity of the community that comes from developing one’s own research,” and “most people do their best work when they are annoyed or trying to make sense of something.” A point of contention for her was the hierarchy of traditional mentoring and sequential socialization in which the mentor has authority over the mentee, but she conceded that “if by mentoring, you mean role

modeling and support, there is a place for that in the academe.” In contrast to this faculty person, it was the general consensus of this faculty group that the mentoring of new faculty was appropriate and desirable in higher education. Each of these respondents had different views concerning how mentoring should be worked out, but there was general agreement that mentoring was valuable for faculty. Even those respondents that did not experience mentoring felt that mentoring was important for new faculty and wished that mentoring had been part of their early faculty experience. Respondent 5 summarized his views on mentoring:

Some people will succeed no matter what. I think that’s true, but most people may not. I think it’s certainly true that having a support structure around you will help you succeed and help you get further than you would have on your own.

This faculty member saw mentoring as a support structure to help the faculty member succeed.

A mentoring structure between a senior and junior colleague need not be a hierarchical relationship in which the mentor holds authority over the new faculty member. In fact, faculty felt that it was important that the mentor not be overbearing or dictatorial and that the mentoring relationship should not be forced on the new faculty member. Respondent 5 said:

I think most people don't have earth shattering questions, or they wouldn't have come this far you know. So I think to have too domineering of a mentor would be extremely negative for most faculty. You have to develop your own program of research, and your own style of teaching, and your own way of doing the job. Everyone does it a little bit differently, and the way that you do it has to match your personality and your goals. So in that respect, saying that it's absolutely necessary to have a mentor might push mentors to do too much.

Although faculty mentoring was an appropriate concept for this group of faculty, it was seen as more of a collaborative collegial relationship that a senior member should provide for a new faculty member. For these faculty, mentoring should offer professional support without constraining the professional autonomy or identity of the new faculty person. These new faculty clearly wanted mentoring to be collaborative. Respondent 8 reflected on an unsuccessful mentoring relationship that did not work because the mentor saw it as a hierarchical relationship:

I think that I was looking for someone that I could talk to. I think I needed more of a peer. And I think that I would have been better off in that kind of a mentorship with someone who would be more interested in collaborating.

This sums up well the stated and implied desire of these faculty for a sense of collegiality in mentoring. Respondent 7 stated:

I don't think necessarily that the assumption should be that when a faculty person is hired as a faculty member they need to be hand held. I don't think that's the assumption that should be made. But I do think in the nature of these jobs [faculty roles], someone should be keeping their eye out, and specifically taking leave to address something. I certainly don't want people telling me what I need to do, or what I should do, or how I should go about my business, but I also want a little more interaction.

Collaboration in which the junior and senior faculty saw themselves as colleagues was an important way of preventing an imbalance. An imbalance would occur if a junior faculty member lost a sense of autonomy as a result of the mentoring relationship.

Respondent 8 stated about collaborative mentoring relationships:

Maybe mentoring in the traditional sense is not what I would aspire to but more a sense of connection in multiple relationships, rather than one relationship. It is more important to have multiple networks of support.

In sum, respondents in this group assumed that mentoring was indeed appropriate for the socialization of new faculty. However, they did not view mentoring as a hierarchical relationship in which the mentor has authority over the mentee. According to this faculty, mentoring should be supportive and collegial, permitting collaborative interaction as professional equals. Even though the mentor possesses greater experience and competency, the relationship should be one of interaction in which both members contribute.

#### New Faculty Expectations for Mentoring

Faculty respondents not only made assumptions about the definition of mentoring and the appropriateness of mentoring in higher education, but they also made assumptions about what they expected a mentor to be and do. They stated these expectations directly by describing what an effective mentor should be and indirectly through the discussion and evaluation of their own socialization experiences. New faculty expectations about mentoring that emerged in the analysis of the interviews included who should mentor the new faculty member, the types of mentoring relationships appropriate for new faculty, the importance of collaboration in mentoring relationships, and the personal characteristics of an effective mentor.

#### New Faculty Expectations for Who Should Mentor Them

The first consideration in dealing with this sample's expectations about mentoring pertains to who should mentor the new faculty member. Expectations for who should mentor focused primarily on senior faculty who had the same disciplinary interests and expertise as the new faculty member. Eight faculty members in this study clearly stated

that they expected senior faculty to carry out the mentoring of new faculty members.

Respondent 1 felt very strongly about the responsibility of senior faculty in his department:

Junior faculty have asked for a long time to have senior faculty become mentors; I don't think we're going to get it because the senior faculty just does not want to be bothered and they said as much. They're just too busy doing other things."

This faculty member was disappointed by the lack of response by senior faculty in his department to step forward and mentor junior faculty. He added:

Well I guess the thing is this. The senior faculty have a lot of power over junior faculty and it would be really nice if you had a senior faculty who would represent your interest. That would help the junior faculty a lot.

This faculty member linked mentoring by senior faculty to the act of advocacy within the departmental political climate. The mentor was one who achieved professional experience so that s/he would be able to be a political advocate. The expectation for a senior faculty mentor in the same discipline may focus on the desire for help in navigating tasks within the discipline. Respondent 12 expressed:

I need to find someone senior enough that has been into those places, that has the degree of science in my field to tell me- here's how you prepare. For example, this is what you want and do not want to put in your paper. Those kinds of things, or otherwise I continue on in my own experience.

This faculty member desired to draw upon the experience of mentoring senior faculty members in order to enhance his own competence. He went on further to say that he has not been able to receive the degree of mentoring from senior faculty that he would have preferred or expected because senior faculty are too busy maintaining a research



agenda. Respondent 3 desired to have senior faculty mentor her but did not receive that mentoring:

Yes, I wish I had had more mentoring from senior faculty. I think part of the problem even though we were very good at helping each other [referring to junior faculty], it still was extremely time consuming because we did a lot of self learning. And it would have been nice had some of that been put on senior faculty.

In sum, faculty in this sample expected to draw on the experience of a senior faculty member who would be an advocate for them as well as helping them to negotiate the challenges that a new faculty member might experience.

This group of faculty felt that the senior faculty person should have similar research interests. A disciplinary mentor could be a mentor in one's department or a senior faculty member in another institution.

Because research was highly esteemed by this faculty, help from a mentor in getting a research program underway was invaluable. It was also important for the mentor to be from the same discipline in order to open doors for the junior colleague within the broader discipline. Respondent 6 stated about mentors outside of the field, "we can't talk about the research stuff too much across areas, but also, they can't recommend you that credibly." Respondent 3 could not find a mentor in her research area:

There are very few senior faculty here. There is no one in [name of field], so there would be no one that I would actually work closely with on research. Probably the closest when it came to things like trying to write grant proposals, I would talk to the chair...But other than that I would have to say that our senior faculty are fairly isolated, and I think that had I been in another sub-field or perhaps had maybe a different personality, I would have pursued a mentoring relationship with some of the faculty more strongly. But I guess when I came in, I didn't see

anyone that was doing anything that was comparable to what I was doing, and so I didn't find it.

Collaboration with a mentor could be difficult for new faculty if the mentor was not in the same disciplinary area. New faculty often had difficulty in framing collaborative research with more seasoned individuals outside of their disciplinary content area. However, a new faculty person may have made a special effort to collaborate, as Respondent 2 did, if s/he enjoyed the relationship with the mentor and saw a common research link:

The biggest difficulty with our relationship is [name of mentor] focuses on [content area]. So the opportunities to interact are really ones that we have to work at. But it's interesting that even though we have disciplinary differences, we are constantly trying to find a way to work at things that are going to bring us closer together.

#### New Faculty Expectations Concerning Types of Mentoring Relationships

Mentoring has often been seen as a once in a lifetime relationship that occurs over a period of years between the mentor and the mentee. The traditional belief about mentoring is that one individual will provide multiple dynamics in the mentoring process that will equip the mentee both professionally and personally. However, a junior colleague need not have an exclusive relationship with one mentor that supplies all that is necessary for personal and professional development. It is probable that one person will not be able to provide all the necessary career and psychosocial support that may be needed.

This group of faculty spoke of the importance of multiple mentors who served multiple functions and made diverse contributions to the development of the faculty

person. According to this faculty, a mentoring relationship should be a developmental relationship that occurs over a period of time, but a mentor may make only a few contributions in the professional development of the junior colleague. As Respondent 12 said: “no one mentor can give you everything that you need. You need to seek out mentors for specific functions or needs.”

Six of the faculty specifically spoke of the importance of multiple mentoring in seeking out varying perspectives and functions for professional development. An examination of the table on sense making (Appendix F) reveals that faculty often had multiple mentoring relationships characterized by different functions and different outcomes. Respondent 5 reflected on his experience of multiple mentoring and why it was so beneficial:

I guess I have a diversity of mentors in that sense. I think that's been helpful. You don't want to get all of your advice from the same place. It helps to understand the different approaches and adapt your advice that you get to your own personality and your own goals because each person is different and that's what you want.

Respondent 7 said that you don't want to “put all your eggs in one basket” by restricting yourself to one mentor. Respondent 4 felt that multiple perspectives can be very valuable for the junior faculty person:

Having multiple mentors it seems to me is pretty beneficial as well, or at least multiple perspectives. So even if it were the same person, if that person had perspective or experience from outside the institution or outside the unit of the same institution, that's really helpful.

Several faculty stated that they would advise new faculty to take the initiative in seeking out multiple mentors. Respondent 2 advised:

Look for people who have different perspectives-- to look for multiple mentors. Don't expect one person to, especially in these times of doing more with less, don't expect one person to give it to you all. And also to look for people who have a degree of complementarity about them although they may have different perspectives so that one isn't torn between two individual or two different camps."

Multiple mentors covered the multiple needs and preferences of the junior faculty person. Respondent 2 stated how he used multiple mentors:

I would probably say that there are a number of people but it's all contextually related. By watching people and looking at how their careers have developed, there are certain people I would go to for certain types of advice. In the research area there are about three or four people that I go to quite regularly; one on this campus and a couple of them off campus. In teaching there are about three or four people that I go to. All because we have similar teaching philosophies and hearts of constant exploration and internal reflection for what we can do to advance it. In terms of trying to mentor and work with students, there is a whole different group of people that I go to. People that I have observed who have won the admiration of graduate students, and graduate students seem to be attracted for an array of reasons. And then in terms of outreach, there are some faculty who are extremely good for outreach and I tend to seek them out when I have an outreach related factor issue.

This faculty person sought out multiple relationships for diverse help. Some of these relationships were mentoring relationships and others were more casual. But he exemplified the predominant belief of this faculty that a new faculty person should be initiatory in seeking out multiple relationships for multiple purposes.

In addition to multiple mentoring relationships, this group of faculty preferred flexible or fluid relationships that were informal rather than formal. Instead of having the relationship "thrust upon them" in a formal process, they preferred to take the initiative in seeking out the mentoring relationship that would develop naturally without external constraints. Only two faculty felt that mentoring should be formalized by the

department in order to insure that every junior faculty person has a mentor who works with them. However, both of these faculty had unfortunate experiences in their department where senior faculty seemed aloof and unavailable for mentoring. For the most part, respondents preferred flexibility in mentoring that allowed for their own initiative in establishing the relationship. Faculty felt very strongly that mentoring should not be mandated or constraining as Respondent 7 stated:

Some people don't need strong mentoring relationships to be fulfilled. I don't think I particularly need them. I'm a strong person. I've always been able to do things, find my way by asking questions, so I don't want someone to hold my hand.

However, this person said that given the demands of research, there should be some concerted effort in providing support through mentoring.

Autonomy was highly valued by these faculty members. Faculty members felt that mentoring should not destroy the delicate balance of faculty initiative and autonomy. As Respondent 5 stated, "to have too domineering of a mentor would be extremely negative for most faculty."

Three faculty suggested that a mentor should be a friend before s/he becomes a mentor or that at least the mentee should know the mentor well. This kind of knowledge of the mentor, they suggested might be more conducive to a relationship of equals that preserves the autonomy and professional identity of the mentee. Respondent 2 stated:

Looking at all the people that we've talked about, there is a common theme that evolves, and that is one of establishment or identification of common visions or common values and beliefs and building upon these. In none of the relationships that I mentioned would I suggest that I felt it was forced upon, but it was allowed to evolve.

In summary, faculty members in this sample looked for multiple mentoring relationships with multiple purposes and outcomes. They did not expect one mentor to do it all or supply it all for them. They looked carefully for people with different competencies that could provide them with very different things to meet their needs in the process of sense making.

### New Faculty Expectations Concerning the Functions of Mentoring

New faculty in this sample had high expectations that a primary mentoring function or behavior should be collaboration. Several faculty felt that collaborative mentoring by a senior faculty member was key in helping them get their research underway. It was just the type of help that they needed in turning their dissertation into research that was publishable. Without the collaborative help the research agenda may not have gotten underway. As Respondent 6 remembered:

Clearly I think [name of mentor] was most helpful because in making a goal of doing research, it was the most important thing. He was helpful in advising me how to turn the dissertation into several articles. He helped me make it with that. My three big hits are extremely dependent on [name of mentor].

Respondent 6 added how another mentor helped get her publishing going through collaboration:

Of all things, she suggested that we do a paper together. She had no big journal topic in mind. We just got this thing rolling which was pretty good, and then once it became too big-- But clearly that's been a good collaboration, working with us also.

Mentor collaboration could be foundational for establishing a career as Respondent 4 stated:

Absolutely, professionally, it's what my career is built on; It really is when I think about it.

Another faculty member felt that a collaborative research endeavor with a senior colleague gave her an appropriate amount of accountability in getting her research going and working through the steps of writing and publishing articles. Her mentor authored articles with her and the process of collaboration kept her pushing to fulfill the deadlines necessary for writing the articles. She stated:

I guess that is one thing I like about collaboration is that you say, okay we are going to meet on this day and then you know you've got to get something done by that date. I mean I really like that kind of thing.

Collaboration for this faculty group was an interaction among professional equals in which the junior colleague might draw upon the more extensive experience of the mentor without being looked on as lesser in the collaborative relationship. This faculty group felt that collaboration should allow the interaction to be a two way dialogue in which both partners make a significant contribution. It should not simply be a hierarchical one way transmission. As Respondent 11 relayed concerning a valued mentoring relationship, there is more to the relationship than only one-way instruction:

We are friends as well as professional collaborators, and there is a very strong personal dynamic. We do research together, and we like and respect each other.

Faculty members in this sample were ambivalent about collaboration with senior faculty mentors in the same department. On one hand, they were apprehensive about tenure that had not been achieved and the power that departmental senior faculty held over them. On the other hand, they truly wanted to be mentored in a relationship of professional equity in which they could draw on the more mature development and

professional experiences of senior faculty. Respondent 4 gave an example of the collegial collaboration of a mentor who fit his ideal:

[He does not] wear that on his shirt sleeve or suggests-- I taught that young lad how. He's very much a colleague, but I don't have him on a pedestal. He has been one of those people that's done things for and with me that I couldn't repay him; nor were they done with the intent by having done this for me, he expected something in return. But he's done things for me that I feel that I could only repay by passing on to others.

Collaboration, for these faculty, required that a senior faculty person give priority to working with junior faculty. It also meant that the senior faculty needed to carefully think how collaboration could be initiated. This collaboration could require an initiative of reaching across to the junior faculty member's research interests and competencies. New faculty also felt that newer colleagues should not be viewed as a threat to one's own productivity. Faculty stated that in order to collaborate, the mentor must be "unselfish," "willing to share" and "willing to sacrifice for the good of the department" in keeping newer faculty as a mentoring priority. Respondent 5 identified how his graduate advisor fulfilled the expectation:

He feels a responsibility to the field to bring junior faculty along to maintain the excellence that's been achieved so far. So I think he feels it deep that it's part of his responsibility, and I think He's geared for that. [to mentor new faculty]

#### New Faculty Expectations Concerning the Personal Characteristics of the Mentor

In addition to expectations concerning who should mentor them, the type of mentoring relationships, and the functions of mentoring, faculty in the sample expected a mentor to have two primary personal characteristics. The mentor should be a person of integrity, and the mentor should be accessible to the mentee. Ten faculty spoke about



issues related to integrity that should characterize the mentor. The mentor of integrity should be trustworthy. Respondent 11 spoke of “confidential mentors.” This was a mentor with whom he felt safe to talk freely about difficulties as a new faculty person without fear of repercussion. Respondent 4 stated that integrity meant candidness and openness without negative consequences:

[A mentor is] somebody that they can speak candidly with, where they can share their experiences, for example, in the classroom. “Here are some things I tried that didn’t work out the way I wanted them to.” And having somebody that will listen with an informed ear where there are no negative consequences attached to admitting frailty or admitting, even if it’s not a failing. It’s admitting the uncertainty sometimes that goes with somebody that says, “I don’t understand how this works. How does this work? I read the faculty handbook that says this and that and the other thing about the tenure system for instance, and I have even gone to a survive and thrive workshops, but in our unit for example, how does this really work.”

Respondent 2 illustrated from his experience with mentors what integrity meant for him:

There is a common thread across all four of these. We have four people that I admire that I could perceive as having high degrees of integrity. As four people who effectively impact other people in very meaningful ways, and it is four people who are willing to say the difficult things that other people don’t want to hear.

Because these mentors were people of integrity, the faculty member could open her/himself to their constructive criticisms and hear the things that they said, trusting that they were honest with her/him. Sometimes a new faculty member needed the permission to talk about failure or questions that s/he had without fearing the consequences. A mentor of integrity granted the freedom to talk openly and reflect on one’s experience without concern. A relationship of integrity also gave the mentee confidence that the mentor would be open and honest with feedback.

A trusted mentor to whom one could be open and honest about her/his experiences as a faculty member without fear of consequences was valued by these untenured faculty. As untenured faculty, many expressed concern about how tenure would go, how senior faculty were perceiving them, and the agenda that the department chair had for them as a new faculty member. They expressed that they had to be guarded on many occasions because they were in a very politically charged climate. They were careful not to speak too openly or honestly in their department for fear of the consequences. In fact, four faculty observed that new faculty should guard carefully what they say. Respondent 5 said, “just keep your head down and do your work and don’t get involved in anything personal or political.” In relation to the issue of tenure, Respondent 11 felt strongly that a “confidential mentor” who was trustworthy could not be in the mentee’s department to decide on one’s tenure appointment.

New faculty in this sample felt that another necessary personal characteristic for a mentor is accessibility. Eight faculty spoke about the necessity of accessibility.

Accessibility meant that the mentor would give a commitment of time to the mentee.

This commitment could involve an open door policy for the mentee, but at the very least meant that the mentor met regularly and frequently with the mentee.

Respondent 9 described her expectation:

So I need somebody who’s a little less busy and hurried-- who will stop to eat lunch and [say] “we’ll come here and talk”...that’s really good with personal problems. If you want to go talk to her , she’ll stop what she is doing and talk to you. So that’s all important-- someone who will take the time to talk to you about whatever is going on. I think somebody who does an open door thing.

Respondent 1 said that senior faculty's unwillingness to invest time in junior faculty in his department showed that they were not interested in mentoring junior faculty:

The senior faculty are basically concerned about doing stuff that promotes their own individual stuff...But let's face it. Action speaks louder than words and they have done nothing and everything to hurt us-- and it's kind of interesting this department has had a hard time retaining junior faculty.

This intense indictment of a group of senior faculty in his department was predicated on the premise that senior faculty seemed to be too busy to mentor-- to offer time to junior faculty. The commitment of time was a significant expectation of new faculty regarding a mentor's investment in the mentee. Respondent 7 named people that helped her as a new faculty person but did not designate them as mentors, because they did not have frequent or regular encounters. She stated:

If you're identifying the person that you would like to be your mentor, than that mentor really does need to be as invested as you are.

In sum, trustworthiness and accessibility were complementary characteristics of a desired mentor. It was important that the new faculty member be able to trust her/his concerns with a mentor who was open and available. These high expectations meant that the mentor should clearly enjoy and value the connection with the mentee enough to make a personal commitment of time. This commitment should seek the well being of the mentee and guard the mentee's openness with support. A mentor of integrity and accessibility would provide the mentee with a "safe person" from whom one could draw feedback, guidance, and support.

**New Faculty Expectations Concerning the Personal Behavior of the Mentor**

Faculty members in this sample held the following expectations concerning what a mentor should do: give feedback and advice, provide role modeling, support new faculty in making sense of faculty roles and responsibilities, provide friendship, and open doors for the junior faculty member.

| <b>Mentoring Behaviors Expected by New Faculty</b>  | <b>Number of Faculty</b> |
|---|--------------------------|
| 1. Giving advice and feedback                       | 10 Faculty               |
| 2. Providing role modeling                          | 6 Faculty                |
| 3. Support of faculty roles (research and teaching) | 9 Faculty                |
| 4. Friendship                                       | 3 Faculty                |
| 5. Opening doors for the junior faculty member      | 2 Faculty                |

**Figure 8 - Mentoring Expectations of New Faculty Members**

Faculty felt that the mentor should be a good listener who is able to give advice and feedback to the mentee. Feedback may be positive but it should also be bold in confronting the mentee concerning issues that need to be changed and addressed for the well being of the new faculty member. Respondent 5 expected feedback to provide direction as well as encouragement:

When I think of a mentor, I think of someone who really tries to play the role of someone that wants to encourage and provide guidance and so on.

Respondent 7 stated that giving advice and feedback involved coaching and directing that enabled the junior faculty to succeed. The mentor should be fairly directive in giving that advice and feedback:

What I think I would have preferred in the hindsight is someone to help me. This is how to do this, this how to do that, go talk to this person. A little bit more than just, here it is run with it.

According to Respondent 7, the mentor must be willing to say the difficult things that have the best interest of the mentee as the focal point:

[The mentor should] feel the freedom to say whatever. Sometimes beating me in the head with two by fours about what they're pleading in their case or what I've gained. Or telling me things they need help with--whatever it might be, because it is a relationship with balance.

In addition to giving advice and direction in coaching the mentee, the mentor should also be a good listener, a good assessor of talents and someone willing to share their experiences in acting as a sounding board. According to respondents, the mentor should press the point in confronting the difficult issues and speak the truth that the mentee needs to hear. Respondent 4 summarized well what advising involves:

I would say [a mentor should be] unselfish, a good listener, a good assessor of talents so that the mentor can play the role of not just supporting the individual faculty member in their strengths, but helping them identify where they need improvement and things they want to work on, and trying to share their experiences and not protect their ego, not just direct but be a sounding board, be such a good listener that helps. When I've asked questions, sometimes I knew the answers or had a sense of what the answers were, but I wanted validation. A good mentor I think can do that, but he can also help the protégé ponder some of the issues of some of the circumstances that they don't necessarily want to think about. So it's not just a sounding board to reinforce but to help broaden the perspective or consider other alternatives.

Another expectation that respondents had for what a mentor should do is to provide role modeling for the faculty member. In providing a role model, the mentor must be one that has gone before in successfully making sense of the role. Respondent 7 believed:

A mentor has been there before and traveled the road and can give guidance on the road that she has already traveled. And the job of a mentor is having been and traveled that path already.

In addition to giving advice and feedback and providing role modeling, faculty expected a mentor to help them make sense of their roles of research and teaching. It was especially important for nine faculty to have some kind of mentoring to get their research going. It was not necessarily a 'hand holding' as much as providing accountability, feedback on writing, and coaching in navigating the publishing process. Those who had to navigate the grant writing process expected a mentor to provide help with how to write and submit grants. Respondent 9 stated:

One thing that's important is to get someone else to read your work before you send it out. Get feedback, give it to people to read, and get feedback on your work before you send it out. I mean better to have someone criticize it before you send it to a journal and have it get negative reviews and then go through the whole process of revisions. And also, before you start a research project I think as well, talk to people and get ideas--am I setting this up right, important questions.

Section 5 will explore more fully how faculty benefited from the help of the mentor in their research role. Respondents in this sample highly valued the research role and sought out mentors who would help in the fulfillment of that role.

Faculty participants also spoke of the value of a mentor in giving feedback on teaching. The faculty members who took part in the Lilly Fellowship felt that feedback

and reflection in teaching was especially important for a mentor to provide. It was primarily Lilly Fellows who expressed an expectation for a mentor to help with the construction of their teaching role. These faculty in particular chose to do the Lilly Fellowship and sought mentors who would help with the process of teaching.

Respondent 8 sought out the Lilly Fellowship and a mentor for teaching:

I was not a teacher who was in danger, so I didn't really have to. I mean, I certainly wasn't given to believe after my first year review that I had to worry about teaching. So it wasn't that. It was more of a commitment, and interest in teaching and developing as a teacher. And just the other thing would be talking to other people who teach and who are interested in teaching.

Three faculty stated that they had an expectation that a mentor should be a friend.

Respondent 2 felt that friendship should precede mentorship so that the mentor fully understands the needs of the mentee:

Well, maybe this is a way to think about this, establish yourself as friends first, as colleagues second, and mentors finally. So it was never artificially constrained by a particular goal or objective, but it evolved out of mutual co-identification. And the reason I believe that's important is because as an individual I might not always see my strengths or my assets. Or I may not be willing to always acknowledge them. But by establishing that friendship collegiality first, it becomes easier to foster development based on comparing our mutual perceptions and our mutual objectives that can be established.

For this faculty member, friendship would enable an openness and honesty in the relationship which would result in collegiality to establish a mutual vision and goal.

Although only three faculty specifically spoke of expectations for friendship from a mentor, the deeper issue for most of the faculty was that the mentor and mentee should truly mesh together interpersonally. They should get along interpersonally and there

should be a dynamic in the relationship of enjoying and appreciating one another as individuals in collaboration. Respondent 7 stated:

I would say that they should look into direction. If they could find someone who is one person that matches them in content and personality, then that's a good thing.

A mentor should open doors for the junior colleague through direct actions on behalf of the faculty and indirectly by association. Respondent 5 emphasized this:

Something very important is personality. You don't want to be too closely tied to someone who is offensive to everybody else.

According to this respondent, you do not want to choose someone who will alienate the people that you need to win.

Finally, two faculty expected a mentor to open doors for them. The opening of doors can be an effort that makes the difference in launching the new faculty member's career and making sense of their roles. Opening doors for a new faculty member involves the activity of making the new faculty member aware of activities as well as people in the profession that will provide an opportunity to build professional experience and advance one's career. Respondent 9 gave an example on how important it was for the mentor to open a door:

Although she and another person are the director of the center and the actual authors of the grant proposal, she said, "do you want to come down to Washington with me? We can read successful grant proposals." I helped write parts of the grant in some ways. I would not have been an appropriate person to co-direct a grant. You need a full professor to co-direct a grant. You need a full professor who's got more time on their hands as well. But she made me a project leader in one of the areas, and it resulted in getting three years of summer salary. And she's in some ways-- (pause) that grant really was something that is benefiting my career immensely.



This mentor opened the door for the respondent by making her aware of professional opportunities and relationships that would advance her career.

### Who Served as Mentors for New Faculty

This section will address the question: who has served as mentors for the new faculty member? The previous section discussed the assumptions that faculty had about mentoring and the high expectations that faculty had regarding who should serve as mentors. This section will look at who actually did serve as mentors for new faculty. In order to understand the processes of mentoring, the messages that mentors send, and the outcomes of the mentoring relationships, it is important to know who mentored the faculty. The messages received in mentoring and the nature of the mentoring relationship were heavily influenced by the mentors' values, beliefs, and primary allegiance concerning faculty culture. Faculty often used examples drawn from their own mentors or people who had helped them in making sense of their early faculty experience to describe what a mentor should be and do.

As stated earlier, faculty were asked to identify the individuals that mentored them, as well as other individuals who helped them in making sense of their faculty roles. Faculty members also were asked to compare their mentors with other individuals who helped in making sense of faculty roles and rank order the type of impact that each individual made from most to least significant. In examining the table (Appendix F) for identified mentors, some interesting patterns emerge in this sample. Two groups appear most frequently in the rank ordering of people that were significant to the faculty person in making sense of roles. Seven faculty members identified senior faculty members in

their department as mentors. Only twice however, did a faculty member identify a departmental senior faculty member as the mentor making the most significant impact. Four other times, senior faculty outside of the new faculty member's department, but within the college of the new faculty member were identified as mentors. None of these individuals were identified as most significant to the faculty member. In contrast to this, six faculty (three who had mentors and three who did not) identified peer colleagues as the most helpful person in making sense of faculty roles and responsibilities. Two faculty in the sample identified associate faculty members who were a few years ahead of them as mentors who made the most impact. In other words, eight faculty in this sample felt that peers who were a few years ahead of them were the most helpful person in making sense of their faculty roles. The impact of these individuals was greater than senior faculty mentors.

Graduate advisors were also a group of individuals who were helpful for new faculty as they transitioned into the faculty role. Six faculty stated that their graduate advisor mentored them as a new faculty member. Only three faculty identified the graduate mentor as the most significant mentor in their first three years as a faculty member. Graduate advisors played an integral role in assisting faculty in the first three years of their appointment. These graduate advisors not only assisted in the transition into a faculty role, but helped the new faculty member with research networking in the broader disciplinary community. Over half of the faculty in this sample stated that the graduate advisor had a significant impact on their hiring for the present position as a faculty member. According to this faculty group, the impact may have been very direct

in which the graduate advisor provided a positive recommendation for the faculty person, or it could have been very indirect in which the faculty member was given an advantage by being linked with the graduate advisor. Graduate advisors were also helpful in collaborating with faculty and getting research going. Several faculty found the graduate advisor a primary collaborator in helping them turn their dissertation into journal articles or a book.

One faculty member had a mentor that was a faculty member within the discipline at another university, and three faculty had advisors who were part of administration at this institution. Only one of the identified mentors was a department chair. That mentor was not a department chair throughout the entire mentoring process with the new faculty member. One faculty person had two mentors who were outside the university who were not directly involved in higher education as faculty members but were closely involved in higher education as a policy analyst and director of a research center. Both had previously been faculty members.

All of the mentors who were helpful to new faculty in their first years were older. Faculty sought out mentors who had experienced the multiple roles of being a faculty member and wrestled with making sense of those roles.

Faculty had mentors who were closely aligned with their disciplinary field. Of the twenty five mentors identified by faculty, sixteen of the mentors were from the same discipline as the faculty person. Four mentors were outside the department of the faculty person but were in the same college. Only five of those individuals identified as mentors were truly outside the respondents' field of study in a cross disciplinary mentoring

experience. The point in this discussion is that faculty did not generally go far from their disciplinary focus. This corresponds to the expectations they reiterated in which they preferred a mentor to be from their same discipline. This faculty group generally preferred mentors who would give messages that would be congruent with their disciplinary field, and they preferred mentors who could specifically collaborate with them in disciplinary issues of research, teaching, and networking in the broader discipline. Even the smaller group of five Lilly Fellows contained in this sample tended to choose mentors who were closely related to their discipline. Although the Lilly Fellowship focused on teaching and was very cross disciplinary in the faculty that it brought together, faculty chose faculty members for the Lilly mentor who were already mentoring them or someone within their department/college.

In summary, respondents sought other faculty to mentor them in the first years of the professorate. In several cases, senior faculty initiated the mentoring relationship. The most frequent person to mentor faculty were senior faculty in the new faculty member's discipline. Six faculty maintained a strong tie to their graduate advisors in doing research and getting advice about departmental politics and disciplinary networks. Faculty generally experienced mentoring from a colleague who was close to their disciplinary interests and competencies.

### The Types of Mentoring Experiences of New Faculty Members

This section will address the question: what are the types of mentoring that the new faculty member experienced and the outcomes of those mentoring relationships?

This was the second research question that drove this study concerning the type of

mentoring relationships that faculty had experienced in the first three years of their faculty appointment. Based on a survey of the literature, the study distinguished between two types of mentoring: formal and informal. Formal mentoring consists of those relationships that were begun as part of a program initiative and appointed to help the new faculty person. Informal mentoring consists of those relationships that evolve naturally through the initiative of the mentor, the mentee, or both without programmatic constraints or direction. Formal mentoring in which mentors are appointed for new faculty to assist in the sense making process of socialization has been suggested in various sources of the literature of higher education as a way of increasing new faculty retention and productivity (Alexander, 1992; Boice, 1992a; Jarvis, 1992). Formal mentoring has also been suggested in the business and organizational literature as a way to prevent attrition and increase productivity of new organizational members (Collins, 1983; Hunt & Michael, 1983; Fagenson, 1989; Zey, 1991)).

In this faculty sample however, only two faculty in the sample identified formal mentoring that occurred as a departmental initiative. These faculty had senior mentors appointed for them as new faculty members by their department. One of the relationships evolved into a mentoring experience after the first three years, but more as a result of the interpersonal dynamics and research interests of the involved faculty than the department direction. Respondent 9 shared:

We're assigned a faculty mentor when we first get here. And one of my senior colleagues in my area who is very well known through the world is my mentor in name. But the thing is, because she is the only one that really does what I do, we have a good relationship . I guess what I'm trying to say is, I don't see any

difference in my relationship with her just because they've assigned her as my mentor.

The other formal mentoring appointment occurred in name only with no interaction between the respondent and the assigned mentor.

It is helpful at this point to revisit how respondents expected to be mentored. We have already identified that these faculty members preferred informal relationships to formal ones. They also did not want a mentoring relationship that was too controlling or that might infringe on their autonomy as a faculty person. Even though a type of "hand-holding relationship" might have been desired, Respondent 5 felt that it was not preferable to have a controlling, hierarchical relationship in which mentoring became a constraint.

So I think to have too domineering of a mentor would be extremely negative for most faculty. You have to develop your own program of research, and your own style of teaching, and your own way of doing the job. Everyone does it a little bit differently, and the way that you do it has to match your personality and your goals.

Respondent 7 did not "want people telling me what I need to do, or what I should do, or how I should go about my business..." Mentoring, according to these faculty, needed to be carefully balanced and flexible. On the whole, respondents did not engage in or find formal relationships helpful (only one felt that mentoring should be formalized in the department).

In proposing this study that would look at the difference in dynamics between a formal and informal mentoring relationship, I became interested in the Lilly Fellowship as an example of formal mentoring dynamics. However, none of the five faculty in this

sample who were Lilly Fellows had a truly formal mentoring experience through the Lilly Fellowship. Although the Lilly Fellowship formally recommended a mentoring relationship as a part of the fellowship, all of the faculty in this sample that participated in the Lilly Fellowship knew their Lilly mentors prior to the fellowship and chose them to be their Lilly mentors. Two of the fellows chose faculty who were already mentoring them and who they thought should receive recognition for what they were already doing. Of the other three fellows in this sample, each chose the mentor because s/he knew the person and her/his expertise and felt that s/he would be an appropriate person to act as mentor.

In discussing the Lilly Fellowship, each of these faculty did not believe that the mentoring relationship was the most significant aspect of the Lilly Fellowship. So mentoring was not formal through the Lilly Fellowship and could not provide a true example of formal mentoring to compare with other informal mentoring relationships this group experienced. A section of chapter 6 will reflect on the importance of the Lilly Fellowship in the sense making process which included many components that surpassed the value of the mentoring relationship.

Mentoring relationships were primarily informal and evolved naturally for Lilly Fellows. In fact, the occurrence of mentoring heavily depended on the faculty member's own initiative. These faculty members were initiatory in seeking out relationships with other faculty or there was a mutual initiation of the relationship between the mentor and the new faculty member. Only in a very few instances did the mentor seek out the new faculty person first. Usually the relationships evolved naturally as the mentor and junior

faculty person interacted in the context of professional concerns. Respondent 1, who's graduate advisor mentored him as a new faculty member, reflected on how he initiated the relationship as a student:

So I knew [name of mentor]'s interest, and I knew it was mine, so I lobbied to be his teaching assistant and from there we became fast friends, and we were talking about interests and it gave us an opportunity to talk about things that were going on, and then I took a class from him. I took this class, so now I was not only his teaching assistant, I was his student. That's how I initiated it. But it was mostly my initiative. I went after [name of mentor], and he was the person I worked with.

The continuance of this relationship into his faculty position also depended on his initiative. Respondent 4 remembers that he watched a faculty member very carefully before finally taking the initiative to approach the person and ask for mentoring as a new faculty member.

I was very much in a wait and see sort of attitude I think. I was somewhat not intimidated but just hopeful and wanted to be very careful about how to approach him, what to do, and what to say. So I observed for a period of time before I could see just in his mannerisms and his personality that he was very approachable.

Sometimes the initiation of a mentoring relationship came about because the faculty respondent had mentoring expectations for a person. The mentor had competencies of experience that the respondent had observed and desired. Just as often, the mentee had no expectations and the relationship evolved into a mentoring exchange. Respondent 2 talked about the natural evolution of the mentoring relationship that occurred as a result of a mutual initiation of the mentor and the mentee in his relationship with a policy analyst:



Part of it is because I think that what we had found between ourselves was a sort of synchronistic relationship. There were more things that we had in common the longer we spent time together and that we tended to find the right time for these issues to be brought up.

Respondent 6 also stated that the evolutionary process happened as “we just sort of bumbled along together” and settled into the relationship of mentoring. Mentoring for respondents was not just a relationship in which they passively received the transmitted educative efforts of the mentor. These faculty were highly initiatory in seeking out mentoring relationships and highly interactive and collaborative with their mentors.

In summary, mentoring relationships for this group of faculty members were primarily informal and can not be compared to formal mentoring relationships that were for all purposes non-existent for this faculty group. This group of faculty preferred mentoring relationships that evolved naturally, were flexible, and did not constrain their faculty autonomy or professional identity. This group of new faculty were predominantly the initiators of mentoring relationships. For the most part, mentoring relationships were positive and made important contributions to the establishment of the faculty member’s career and the process of making sense of faculty roles and responsibilities.

### The Functions of Mentoring in Faculty Mentoring Relationships

This section will address the question: What types of functions has the new faculty member encountered in the mentoring relationship? This question focused primarily on the types of behaviors that mentors carry out in the mentoring relationship that impact new faculty. The designation of mentoring “functions” was drawn from

Kram (1985) who theorized that there are two broad categories of mentoring functions or behaviors:

Career functions are those aspects of the relationships that enhance learning the ropes and preparing for advancement in an organization. Psychosocial functions are those aspects of a relationship that enhance a sense of competence, clarity of identity, and effectiveness in a professional role. While career functions serve, primarily, to aid advancement up the hierarchy of an organization, psychosocial functions effect each individual on a personal level by building self-worth both inside and outside the organization. (p. 22)

Kram theorized that career functions include sponsorship, exposure and visibility, coaching, protection, and challenging work assignments. The mentor is able to provide career behaviors that advance the mentee's career because of her/his professional experience, position, and professional influence, and these behaviors serve the career ends of the mentee by helping her/him advance within the organization. Kram (1985) stated:

Psychosocial functions are those aspects of a relationship that enhance an individual's sense of competence, identity, and effectiveness in a professional role. These functions include role modeling, acceptance and confirmation, counseling, and friendship. (p. 32)

The degree to which a mentee experiences both categories of functions depends on the mentoring relationship. Not all mentoring relationships will contain the full range of mentoring functions or behaviors. However, these functions that Kram theorized as separating a developmental mentoring relationship from other work relationships provided a theoretical template for exploring the types of mentoring behaviors that this group of new faculty experienced. This section on mentoring behaviors experienced by this faculty uses Kram as an organizing starting point for discussion. It also looks at how the nature of higher education and the dynamics of the professorate made the new faculty

members' experiences different from Kram's theoretical frame which focused on mentoring in a hierarchical business organization.

While the categories of Kram provided a theoretical foundation for probing the mentoring relationships of this faculty group, they are not always appropriate or sufficient to cover the dynamics that occur in academic mentoring among faculty members. For instance, it would be very rare for a faculty member to give another faculty member a challenging assignment that would bring about growth and exposure in the organization, because faculty work in collegial rather than hierarchical relationships. Even though a committee chairperson might ask a new faculty member to assume a task that becomes an assignment, it is not in the true sense of Kram's meaning for a challenging assignment. Kram's "challenging assignment" denotes a hierarchical relationship in which a superior (boss) assigns a subordinate (employee) a task.

From another perspective, collaboration was an activity that occurred in faculty mentoring which has no direct correspondence to the categories of Kram. Collaboration was highly valued by new faculty in mentoring relationships as an activity in which junior and senior faculty work together (primarily in research and publication) as professional equals. Through collaboration, the junior faculty drew on the experience and success of the senior faculty mentor, but in an equitable collegial way. It may have involved coaching and counseling but it transcended these activities in which interaction occurred as colleagues. Several faculty identified collaboration as the primary activity that launched their career as a faculty researcher. Collaboration has been added to Appendix F as one of the career functions.

### Career Functions of Mentoring Experienced by New Faculty

#### Sponsorship

Kram (1985) stated that sponsorship is the most frequent career function that occurs in mentoring relationships. This was also true in the experience of this group of faculty. According to Kram, sponsorship may involve nomination for promotion or a more prestigious lateral move, formal explicit support of the mentee by the mentor, or indirect support through association. It is the dynamic by which the mentor opens doors for the mentee, creating opportunities and situations that advance the mentee. For the new faculty member, it was those mentoring activities that enabled the roles and responsibilities to come together in such a way that it launched the career of the faculty member.

In dealing with the experiences of new faculty, Kram's function of exposure and visibility are very close to the function of sponsorship. Exposure and visibility occur when a boss assigns a task to a subordinate that increases competence in a way that raises the profile of the subordinate in the organization. Such a behavioral relationship between faculty usually does not exist in higher education. On the other hand, as new faculty were "sponsored" or recommended by mentors for professional positions such as committee work and scholarly presentations, it increased their visibility and exposure. In a sense, the mentor has sponsored the new faculty member. Because of this, I will deal only with sponsorship which is more appropriate to faculty and look at the results of sponsorship that often produce exposure and visibility.

In the twenty-five mentoring relationships that this faculty group described, faculty indicated that sponsorship occurred in at least eighteen of the relationships. Sponsorship had a number of facets that advantaged these faculty in the mentoring relationships. Mentors explicitly sponsored new faculty by recommending them for their faculty position and networking on behalf of the new faculty person within the disciplinary community. They indirectly sponsored new faculty by association (simply having worked or studied with the mentor sometimes opened doors in the academic community.)

Mentors often recommended new faculty for positions and actively engaged in advocacy on behalf of the mentees. In this occurrence, the mentor was usually a graduate advisor who helped new faculty make the transition into the professorate. Several faculty stated that their mentor was foundational in launching their career. Respondent 12 reflected on his graduate advisor who sponsored him in his early career:

He got me this position and was the reason why I have the two fellowships. And to a great extent, it's probably his recommendation, so absolutely yes, if he had not done some good work for me, I would not be here.

Respondent 1 said that it was really hard to get a position in his discipline at the time that he began the job search, but because of the association with his mentor and the advocacy of his mentor he had three positions offered to him, an incredible phenomenon in his discipline:

When I was going on the market the first time, he talked to a number of people about me at conferences. He said, "I've got a really good student, do you have any job openings this year?" In fact, I got an interview at [name of institution], and I know part of that was [name of mentor] talked to somebody at [name of institution], so I got an interview there and got the offer. I got another interview

at [name of institution], and I got the offer there, and I got this offer. So I had three offers, and I was quite fortunate when I chose this one.

He added that this sponsorship was not only the foundation of his career but has been an ongoing activity that his graduate mentor has provided throughout his faculty career.

Sponsorship could initially help launch the career of the faculty member through recommendation and networking. Respondent 9 knew that a mentor was an advocate on committees for her as a new faculty person, "...this is all confidential, but I know she watched out for me. I mean I know she put her two cents worth in there."

Sponsorship within the broader disciplinary community was crucial for new faculty in breaking into the discipline as a new faculty member. Sponsorship in the disciplinary community was far more important and valued by this faculty than any networking within the institutional culture. Sometimes the mere association with a mentor provided an entree for new faculty member in the discipline. Respondent 9 remembered how her senior faculty mentor opened doors for her simply by association:

Also she's very visible, and I think just her name adds prestige to our department and therefore, they see my name with her--with the department--with the center and that's been beneficial to me.

For new faculty it was crucial to establish relationships with the broader disciplinary community as well as program and funding agencies. Often the ability to enter into these relationships occurred as a result of the mentor. Respondent 6 relayed:

She's been very helpful on getting me on national level committees and professional organizations which is something that matters. It's very important around here.

As a result of sponsorship, Respondent 5 gained an entrance into funding agencies and learned how to ask for money:

He took me to [name of agency] several times, and I sat next to him while he talked about his work with people at [name of agency] trying to get funded. I did this half a dozen times, not just before [name of agency]. He would invite me to sit in on the discussion that he was having with them. He would say, “this is what we would like to support, and this is what we have in mind and that sort of thing.” That is the kind of discussion that a young faculty member would not know how to even initiate.

Sponsorship was crucial for establishing working relationships and credibility.

Several faculty felt that sponsorship was indispensable for getting opportunities to publish, especially in key disciplinary journals. Respondent 2 observed that a mentor who was a research director at a study center was his entree into a prestigious disciplinary publication:

The handbook of [name of discipline] is a trend setter that basically lays out challenges for the next ten years and revisits historical issues and will set patterns of development. In the fifth edition of this volume, I will be the only assistant professor who has a co-authored paper in that chapter with two senior colleagues, one from the west coast and one from the east coast. And I happen to have known the one from the east coast. Three very different people, yet we managed to do it all by writing long distance. [name of mentor] has always encouraged me to take bigger risks.

Through these opportunities, a senior faculty mentor opened doors in establishing professional relationships that the new faculty member could not open on her/his own.

Respondent 12 knew that his departmental mentor sponsored him, although he had never talked to his mentor about it. He had been invited to speak at several conferences a year after this well known faculty member had spoken there, so he felt very strongly that this faculty mentor had recommended him to speak at these conferences.

A mentor also gave exposure and visibility by engaging the faculty member in national committee assignments. A mentor of Respondent 5 linked him with a national committee:

So it's one of those committees in the [name of field]. But this particular committee is for people in [name of area], and almost all the big name people are part of the committee. So that's rather important to belong to so that you are viewed as someone who contributes to that community. He helped me to become first a friend of the committee, and then to organize symposia, and then to become a member. My advisor still looked out for me in that regard. He's even said on occasion, "you were my student and so you have become part of my family, and you are always part of my family and I tell my students now the same thing."

### Coaching

The second mentoring function that faculty frequently identified was coaching. New faculty expressed that mentors coached them on performing specific faculty roles and responsibilities, doing research and teaching, and engaging in reflective problem solving. Kram (1985), defined coaching in this way:

[It] enhanc[es] the junior person's knowledge and understanding of how to navigate effectively in the corporate world. Much like an athletic coach, the senior colleague suggest specific strategies for accomplishing work objectives. (p. 28)

Respondent 4 defined what coaching should involve when he described a senior faculty member who mentored him:

To me he embodies what a great coach is, and probably there are lots of different ways to look at it. To me a great coach is somebody who helps the players or protégés develop in such a way that they're not relying on the coach. But that their position goes on and does great things without the coach.

The coaching that this faculty group spoke most frequently about was coaching concerning research. The identification of research coaching as being primary reflects the respondents' chief concern in making sense of their faculty roles. Respondents felt that it



was assumed that they should be able to get a research agenda going without any help because of the nature of their graduate preparation. However, several faculty made a sharp distinction between performance as a graduate student in doing a dissertation and beginning and sustaining a research program. Respondent 7 reflected on the difficult transition in getting her research going:

I learned a lot [in doctoral study] but what I didn't get was putting it all into practice-- how to do it. It's one thing to read about it, whatever it is-- how to publish, how to do an analysis of a variance, how to design a single case study. But there's one thing to read about it; it's another different thing to literally do it and discuss the problems or the issues. Not only in the content but also in the method and the process of trying.

Even science faculty who had had fellowships prior to coming to the university needed help in getting their research going. A mentor of Respondent 5 coached him in getting his research going in the laboratory:

I wanted to do some experimenting , and he was helpful in sort of lending me some space in his laboratory and some equipment. I did work for several months on trying to get something started, and he was helpful with that and supportive in getting me up to speed.

Faculty participants frequently said that their mentors coached them by reading their writing and giving feedback on conceptualization, structuring of thought, and writing to targeted audiences. Respondent 2 spoke about how important this coaching was from one of his mentors:

I think it established a relationship where there was an expectation perhaps on both our parts that he would help me understand the pathways of scholarship in terms of writing, in terms of research. Let me rephrase that, to enhance my skills in those domains, and as a consequence, a lot of our energy was focused exclusively on the launching of a career.

Respondent 1 stated that both of his mentors (graduate advisor and senior faculty person in the department) read and gave feedback to him on his writing. Even as a seasoned faculty member, he still sends his manuscripts to his graduate advisor who reads them and gives feedback.

Reading research and giving feedback was an important aspect of coaching that provided the faculty member with confidence to submit articles for publication. Providing feedback on one's writing also enabled the new faculty member to conceptualize writing clearly. Respondents felt that it was invaluable to talk about ideas and gain feedback from a seasoned faculty member.

Coaching that was accompanied by collaborative efforts in research, such as writing or presenting together allowed support and direction to occur in a collegial manner. Faculty felt that collaborative coaching enabled them to feel like a peer and an equal with senior colleagues. However, collaboration did not always accompany coaching, and the mentee initiated collaboration more often than the mentor. In an exception to this, Respondent 6 was totally surprised when the initiation came from her senior faculty mentor:

Of all things, she suggested that we do a paper together! She had no big journal topic in mind. We just got this thing rolling which was pretty good, and then once it became too big ... [she took over]. But clearly that's been a good collaboration working with us also.

Four faculty, three of whom were Lilly Fellows, indicated that they had received coaching about their teaching. Only one faculty member who was a non-Lilly fellow spoke about a mentor who coached teaching. There are several reasons why this may

have been. Research faculty (both senior and junior faculty) may not have esteemed teaching and may not have given attention to it in the mentoring process. Within the culture of their department, several faculty said that teaching was not an issue as long as they did not make a mess in the classroom. The prioritized need for coaching in producing publishable research may have eclipsed respondents' remembrance of any coaching related to teaching. Or the autonomy of the classroom may have been so established that senior faculty mentors did not go into the mentee's classroom and provide feedback and coaching.

In any case, the experiences of these faculty show that coaching in teaching did not occur so readily as coaching in research. Throughout this faculty sample's experience, faculty had to search for professional relationships like the Lilly Fellowship or workshops in which they specifically were given help regarding teaching. Faculty talked with peers about teaching and shared resources on teaching but did not receive mentoring in teaching as frequently as mentoring in research.

Two faculty stated that mentors provided some coaching concerning how to balance multiple roles and responsibilities. However, this was an infrequent experience in coaching. Perhaps senior faculty still struggled themselves in managing faculty roles and maintaining balance. Respondent 4 stated that one of his mentor's never did achieve that balance. The respondent came to believe that it was impossible for someone to do the amount of research that his mentor advocated and do quality research:

So I guess the way he was helping me make sense of things was more or less showing me the model that-- do anything to get published, and that's my interpretation of it now. It doesn't matter if its advancing the body of knowledge

very much. If it's a published refereed journal article, it's a check mark or a plus, or a gold star, and that's the thing he wants most. The quality standpoint leaves me a little bit concerned.

Support that enabled the performance of the new faculty person without violating her/his professional integrity and autonomy was central to the idea of coaching for this group of new faculty. This faculty group highly valued their professional identity and autonomy and would resist coaching that was overly directive.

On the other side, senior faculty may have left new faculty alone and not initiated coaching, because they did not want to appear intrusive or insulting to new faculty. Yet the literature of new faculty and this faculty sample shows that new faculty want help and direction in establishing their roles. It is a delicate balance between the expectations of faculty for guidance and support and the desire for professional coaching that does not violate their professional identity as faculty members.

### Protecting

Protection as a mentoring function, according to Kram (1985) shields the mentee from untimely conflict that may threaten an emerging junior colleague's reputation as a professional in the field. Kram stated that protection involves "taking credit and blame in controversial situations as well as intervening in situations where the junior colleague is ill-equipped to achieve satisfactory resolution." (p. 29) Protection on the part of the mentor attempts to remove the mentee from situations where premature failure may occur because of inexperience in dealing with conflicts or problems. Failure, particularly in a high profile conflict, may damage the mentee's reputation for performance in leadership. Protection as a mentoring function is problematic for faculty careers due to the nature of

faculty autonomy and collegiality. Senior colleagues do not usually take blame in the same manner as a boss or supervisor would in a business organization.

Mentors did not necessarily stand in and “protect” junior colleagues, but they tried to warn them about premature involvement in politics that could be damaging. Mentors did try to protect new faculty by warning about damaging departmental politics and relationships that would hinder rather than promote the new faculty member’s success.

In one faculty member’s experience, the mentor provided a type of protection in shielding the new faculty member from becoming involved in departmental details too early. Respondent 5 observed:

I’d say he’s helping me to keep priorities straight and shielding me from some of the administrative stuff that goes on. I think that’s true of most of the senior faculty, even the ones that are not too much older than me but are still senior compared to me. They do try to shield me from the politics, because first I have to demonstrate myself as a professor so they can allow me to do that and [name of mentor] has been good about that.

Respondent 6 stated that her department chair and senior faculty mentor kept her from departmental politics. She felt that it was helpful to keep her out of politics until she had received tenure. She realized that even though her senior faculty mentor and department chair had shielded her, she also needed to be careful about politics.

I’d have to continue to be careful over the next year not to get myself too caught in the middle of these things. There’s something of a division in the department between the really active researchers and those people who are not. They are afraid they’re going to lose out too much to this.

Respondent 5 also received warnings from his graduate advisor who mentored him as a new faculty member. He warned about politics:

The main thing he said to me when I accepted the faculty position here was, "Go there, work hard, don't get involved in any politics or personal disputes. Just let your work speak for itself. If you try to do too much in a way of political maneuvering and things, you'll get yourself in big trouble. That's how some people do get into trouble with their faculty positions. Just work hard, be nice, do the things that you think are right. Have a good heart and a spirit and you'll probably be way ahead of everybody."

Some respondents did not want to elaborate the specifics of the warnings they received about politics from a mentor because the issues were very sensitive for a junior faculty member. Sometimes the warnings made the difference in providing the faculty member guidance in how to act in the department.

Mentors not only warned new faculty members about politics within the department but warned them about potentially damaging people in the broader disciplinary community. Respondent 1 stated:

He'd warn me about going to conferences. [name of person] was on the panel at the time, and I remember [name of senior faculty mentor] saying to be careful. [name of person] likes his own ideas and he doesn't like other people's ideas and he can go on the attack and go after you. He was right, and I heeded the warning.

Respondent 12 cautioned that the new faculty member needs to carefully sift through the warnings of a mentor. He felt that his mentor's warnings were more a result of personal paranoia than a desire for the respondent's well being:

He not only gave me warnings, but I saw how he got into science. So we were not allowed to talk to anybody about what we're talking about and things like that which is really in the world of science-- not good. I mean you want to be able to talk to people, and you want to be able to communicate, but pretty much everybody was out to get him.

In sum, protection as a function of mentoring occurred in this faculty sample's experience primarily as warnings regarding political dynamics and relationships with

people in the department as well as the broader discipline. Mentors cautioned new faculty about potentially damaging relationships that could be detrimental for their career. This kind of protection was primarily advisory, and the new faculty member had to sift through the advice to determine how appropriate the warning may be.

### Challenging Assignments

The next function within Kram's theory regarding mentoring functions is challenging assignments. Kram (1985), explained the function of challenging assignments:

[Challenging assignments] characterize effective boss subordinate relationships. It relates to the immediate work of the department. The assignment of challenging work, supported with technical training and ongoing performance feedback, enables the junior manager to develop specific competencies and to experience a sense of accomplishment in a professional role. (p. 31)

The effective mentor will not just give assignments but will give feedback on the assignments so that the mentee grows in the experience and does not resent the assignment as an overwhelming task. Within this sample of faculty, mentors did not give assignments in the way that a boss would give an assignment to an employee. Mentors did, however, invite faculty to take part in challenging tasks that would enable the new faculty member to grow professionally as well as raising their professional profile, particularly in the discipline. Respondent 5 stated that his graduate advisor made a point to accept work on national committees, and then would invite a young faculty member who was a former student to do the task. He would give feedback to the faculty member as he worked along side him.

Basically what happens is, he'll volunteer in a committee meeting to organize something, and then he'll call up one of his former students and say, "would you like to do this with me?" I would do all the work, but at the same time I know

he's not doing it to make us do all the work. He knows that it's something we can do as junior faculty members to establish ourselves and get that exposure and experience. The first couple of times it's not easy to do, but I've done it several times now and it's proven to be very valuable.

Challenging assignments occurred infrequently, but it was an occasion when a mentor would invite a new faculty member to take part in a task that would stretch them professionally in the development of competency and the establishment of professional networks. One might argue that collaboration in research is also a challenging assignment in which the mentor invites the new faculty member to do research. Certainly all experiences of interaction in which the senior colleague invites the new faculty member to try new tasks becomes a means of stretching the faculty member professionally.

#### Psychosocial Functions of Mentoring Experienced by New Faculty

Mentoring functions that launch a career are important for the new faculty member, but without supportive psychosocial functions, a mentoring relationship might be impersonal and lacking. Phillips (1982) has designated mentoring relationships that contain interpersonal support as well as career support "primary mentoring relationships." Psychosocial behaviors that accompany career mentoring are valued by faculty as much as the career support. Kram (1985) identified a range of behaviors that provide psychosocial support for the new faculty member.

#### Role Modeling

Kram (1985), concluded in her writing that role modeling is the most frequent psychosocial function that occurs in the mentoring relationship. She wrote:



[Role modeling is both a] conscious and unconscious process; a senior person may be unaware of the example she is providing for a less experienced colleague, and a junior person may be unaware of the strength of identification. (p. 33)

Over a period of time the junior person may incorporate some aspects of the mentor's behavior as her/his own while rejecting other characteristics. It is through this process of embracing the positive and rejecting the negative that the mentee makes a differentiation from the mentor and establishes a unique professional identity. The role model makes a distinct impact on the values and professional identity of the junior colleague.

The respondents' identification of role modeling as the most important psychosocial dynamic of their mentoring relationships agrees with the writing of Kram. Mentors often provided an example that the respondents followed in their own professional behavior. Sometimes new faculty consciously copied the mentor, and at other times they were unaware of the extent of their mentor's influence until they were actually in the process of making decisions or carrying out actions. Respondent 1 consciously copied his graduate advisor's example in research. Although he made a conscious effort to copy his mentor's role model in research, he also found that his mentor's methods of teaching made an impact on him as well. He stated:

I guess my expectations would be that I learned about researching in a quantitative perspective. It was more of a professional type of expectation, not a personal one, and I wasn't interested in learning from [name of mentor] how to teach although he has affected my teaching abilities. I was more interested in learning from [name of mentor] how to research, but his teaching has rubbed off on me as a side benefit. It wasn't what I had anticipated.

In fact, Respondent 1 added that when he came to the university he consciously sought for role models as a new faculty person. He could not find adequate role models and

found himself falling back on his graduate advisor's example. The behaviors that he had previously observed unconsciously in his graduate advisor were consciously reaffirmed as he integrated them into his behavior as a new faculty person. He said:

I think that [name of mentor] gave me an example that I could follow when there weren't any examples to follow here at [name of university], or at least there were no examples that I wanted to follow. Therefore, I sort of reverted back to following those examples, and that's true in terms of how I handled my teaching and research and how I interact with graduate students. His open door policy is my policy. The way he handles things he does in his classes are things I adopted in many cases. I clearly see his thumbprint on a lot of things that I do. And like I said, he's probably the example that I followed when I got here, and I couldn't find any examples that I really like.

Several faculty indicated that the reflective process that occurred during the interviews of this study caused them to realize just how much they had been influenced by their mentor's role modeling. Respondent 4 stated:

[This was] a sort of crystallization of the importance that certain people have had in my career-- those individuals that we've talked about. It's one of the things that I can say, I wonder what would happen if I hadn't known people like this, where would I be now?

Role modeling also may have been a precursor to mentoring that drew the new faculty member to move from a casual relationship to a deeper relationship of mentoring with a senior colleague. As a result of the modeling of senior faculty, new faculty may have determined to forge a deeper relationship so that they could draw more from the expertise and behavior that the senior person modeled. Respondent 4 said of a senior faculty member who mentored him:

In fact, at one point I just said to him, "you know I've observed you, I looked at how you work, I see your level of publication." In fact, this isn't a direct quote, but I said something along the line of, "you play this game very well, and I'd like to learn from you."

Respondent 4 stated that the department chair modeled a dynamic teaching style that he emulated and embraced. “I think what I may have done to a degree is put him on a pedestal. This is somebody that looks like he has students engaged.” As a result of that modeling, “he just seemed like what a professor ought to be at that stage of my life.”

Respondent 4 invited another mentor to take part in his classes so that he could observe his teaching as a role model:

So from a teaching standpoint and the development of teaching skills and a feedback mechanism, he is someone I can go to. I’ve had him come to class, never with the intention of evaluating or providing informative evaluation information. But he’s come and done things in class, and I’ve observed him as well. He’s been a role model from the standpoint of developing, not just as a researcher and getting published, but from the teaching side as well.

Respondents often were concerned about how to fulfill the multiple faculty roles while maintaining a balance in their professional lives. These faculty observed particularly how mentors constructed their research and their teaching. According to Respondent 7, her senior faculty mentor provided that model of balance in faculty roles. She maintained the balance that Respondent 7 embraced:

It was a role model for me of how to have a constant theme across all of these things-- the teaching, outreach, research. [name of mentor] was doing that ...She was at the university, she was teaching, and she was researching.

Role models not only provided pictures of how to fulfill the faculty roles of research and teaching, they also provided examples in how to interact with other faculty and students. Observing how one handled the departmental committee politics could be invaluable for the new faculty person. Respondent 5 discussed what he learned from a senior faculty mentor:

I've been on a lot of committees with [name of mentor]. It's very helpful to see how he deals with situations in committees, because there are a lot of politics that go on in committees. You make rules and how to deal with various situations, and what's going to happen each year, and what's your future direction, and that's when people express a lot of opinions and politics come in.

Respondent 6 felt that it was helpful to observe her mentor in how she handled her role as a woman faculty member and "beat up on the male faculty" in the department. She had been a role model because "she's a real fighter and can get things through."

Faculty often related to students in the way that their mentors modeled faculty-student relationships. For respondents, an appropriate role model was one that models a passion for people and facilitates the growth of people rather than controlling them.

Respondents emulated and embraced the positive qualities of their mentors in balancing roles of research and teaching and relating to people. They also had to sift carefully through some of the negative examples of their mentors and determine not to be like a mentor in areas they deemed as unbalanced or detrimental to a professional career. Often the junior colleague had to separate the good from the bad in the process of role modeling. The mentee often realized that s/he could never fully embrace the mentor's example and maintain appropriate balance. Respondent 5 discussed his admiration of the hard work his mentor modeled but could not fully embrace the degree of his hard work:

I think that the key thing that he had done is to set an example. He is not a natural leader. He's actually a soft spoken person. He's not the kind of person that draws a lot of attention due to his flamboyance or anything like that. He's just a quiet, nice, hard worker who I think almost everyone has great respect for, and he works his tail off. I mean I could never work as much as he does, unless I sacrificed my family entirely.

Respondent 2 admired the positive qualities of scholarship in a mentor. He realized, however, in his mentor's passion for research he was a poor administrator and alienated people.

On a scale of one to ten with ten being superior, I probably would put him at about a seven or eight. The reason I say that because I think as an administrator, he was not very strong. As a scholar and a researcher, he definitely warranted a ten. As a person who interacts and creates an environment of collaboration among a diverse group of individuals or amongst a unit, again, it's not very strong. Perhaps because of his abilities, he was not always open to other people and to their perspective, but he would always make an effort to collaborate, although collaborations were defined by his terms not by everyone. There is the good and the bad. If I had to do the relationship over, I'd do it over, but I would still walk in with the certain mind of take it at face value and take what you can that fits into your own personal development.

A mentor may have provided such a negative role model that the junior faculty member could not embrace the mentor's behavior as a model. Respondent 11 enjoyed the collaborative research with his graduate advisor and the advice for faculty roles, but he rejected his mentor's other professional behaviors as an inadequate role model:

He is a terrible role model. He is very anal retentive and a workaholic. He is not able to handle all that he takes on as a faculty member. His many administrative roles often negate his power as a major professor. He is often very frustrating to work with because he over-commits.

No one role model is exactly what the junior faculty member may need, but as Respondent 5 said about a particular role model, you take the whole that you observe and draw a model from it.

In many respects, he's a very good teacher. He's going to make a good administrator. I think he'll probably go that way eventually. He does very good research. His papers are well written and facilitative. So yes, I think there is never any one person that is exactly what you need. They always say it a little bit differently, but he is sort of a role model in the way that he does things and handles things.

In sum, the fundamental respect that these faculty had for their mentors made them open to embrace the values and behavior related to faculty roles that the mentors exhibited. As they observed the mentor's behavior, they visualized appropriate ways in which to enact their own behaviors. Faculty consciously sifted through the role modeling of mentors and embraced what they deemed as positive for their own professional behavior and rejected what they deemed as unacceptable.

### Acceptance and Confirmation

Acceptance and confirmation, according to Kram, is a psychosocial function in which both the mentor and the mentee derive a fuller sense of self as a result of the positive regard of the mentor. The mentor's acceptance provides psychological support and encouragement for the new faculty member that results in a personal self-efficacy. As a result of this self-efficacy, new faculty members become bolder in taking risks in unfamiliar endeavors so that they expand and grow professionally. Acceptance and confirmation occurs when the senior colleague communicates his/her valuing of the relationship and the exchange that occurs between the two colleagues. Through acceptance, the senior colleague makes a commitment to the faculty person's development. Personal acceptance cannot be underestimated in the support that it may provide for a new faculty member's career. Respondent 7 stated of a senior faculty mentor:

I just don't recall the instance over time, the incident that bolted us across this level of what I consider good friends. But she had taken a clear interest in me as a human being and also as a faculty member. She took the initiative to say, please come to my house for lunch, and we'll just visit. And we talked about personal

things. We also talked about the professional issues and how to balance and how to publish, and she reviewed an article for me and manuscript before I sent it out. She's shown willingness to go out of her way to encourage me. She was a resource if I had any questions, not only about my content areas but about good writings.

The fact that this senior faculty took an interest in her as a person provided a supportive environment in which to interact personally and professionally. Respondent 2 said about a mentor who was a national figure:

And so our whole relationship has been based on finding meaningful opportunities for us to spend time together. I know that for her, she has a real genuine concern and investment in what I do and who I become, and none of it has to focus on product, and none of it has to focus on collaborative initiative. It all has to focus on person.

It was affirming to his personal and professional sense of self that she valued their interaction in the mentoring relationship. Respondent 5 also felt professional acceptance not only because his graduate advisor mentored him as a new faculty person but because he communicated to him on several occasions that he highly valued the relationship. He stated:

[Name of advisor] is one of the top five, six, or seven people in the world in this area, and he's also known for being just one of the nicest people in the community as well. In fact, he just won a couple more awards. He was cited for being not only one of the most prolific people in the field, but just being known as a constant gentleman and someone who mentors people. He helps everyone. He's even written a paper on mentoring and how senior faculty need to help junior faculty along. He feels a responsibility to the field to bring junior faculty along to maintain the excellence that's been achieved so far.

This mentor communicated to Respondent 5 that, "you've become part of my family, and you're always part of my family." The commitment that a senior faculty of this professional stature would be willing to make in the life of the new faculty member and

the energy spent on the relationship communicated a sense of professional worth to the new faculty member. On the other hand, when senior colleagues were not willing to make a time investment in the professional lives of new faculty, the new colleagues perceived that “they don’t care for us” and “I wasn’t high on her priorities” and “he could care less about my professional development.”

Support and acceptance was communicated to new faculty when senior faculty initiated professional collaboration. The initiative on the part of the senior faculty person communicated acceptance of the junior colleague. Respondent 9 stated of her faculty mentor, “She invited me to give a paper at a conference, and she asked, do you want to do this with me?” The invitation to collaborate not only helped get her research underway but communicated professional acceptance. For Respondent 4 it was the “chance” his department chair gave that communicated professional acceptance.

What I appreciate most about [name of person] is that he gave me an opportunity. He encouraged me and gave me an opportunity. He got me a start at this institution, and so I can thank him for that on a number of occasions. I think really, I talked about the way I feel like I can give some of that. I can’t repay him for that, but I can give to others.

Mentors communicated acceptance and support by allowing the new faculty member open access and the freedom to ask about the difficult things of faculty life.

Respondent 12 stated that his senior faculty mentor was “like a big brother. We talk everyday and we talk about research a great deal and how to refine that research.”

Respondent 11 said that his graduate advisor was “never denigrating when he answers his questions or gives him advice.” It was this ease of sharing that communicated acceptance.

Respondent 5 said of his senior faculty mentor:



We just talk very easily about things-- be it research or teaching or work or professional stuff. We've interacted outside of the university and printed and stuff like that.

The secret of this easy interaction was the manner in which this mentor received

Respondent 5. He never rejected his questions or communicated that the new faculty member was naive or lacking because of his questions:

I think he's been the strongest mentor in the sense that I can go ask him questions that I probably would not ask some other people just because I feel more comfortable. I know he's not going to laugh about some questions that I've asked him or even other people. Later on I sort of laugh about it myself and say, "my gosh, how did I ever ask a question like that. It's so clear now."

Respondent 6 felt that some issues that were gender related were particularly difficult to talk about. A mentor of the same gender provided an acceptance in which the new faculty member felt comfortable in talking with her about difficult issues. Even issues in which the mentor and mentee might disagree were not difficult when there was a relationship of acceptance and confirmation. Respondent 6 stated:

It's more relaxed to talk with someone who's more your gender, especially about difficult subjects. You know you get into department politics where your going to disagree on a research issue. I think it's a little less fraught when someone shares the same experiences with you.

For a new faculty member that felt isolated in her/his new professional responsibilities and who was struggling with how to make sense of the various faculty roles, acceptance and confirmation provided a climate for taking risks. The new faculty member felt free to take the initiative in asking questions. The new faculty member may also have felt personal support to take risks that brought greater competency. New

faculty in this sample identified mentor acceptance that enabled them to feel confident as a new faculty member.

### Counseling

Counseling, according to Kram, is the function in which the mentor explores personal concerns with the mentee that may prevent her/him from succeeding within the organizational culture. Through careful listening and feedback the mentor advises the mentee on how to balance the demands of roles and responsibilities with one's own personal needs and priorities. As a new faculty person is trying to fulfill the responsibilities of professional life, s/he may not be careful to take care of her/his own personal needs. Respondent five's mentor talked to him about how to balance the demands of professional life to prevent burnout:

He also talked about me diversifying my work, my interests and maybe not working on just one thing, but maybe working on three, four, or five things so that when you start to get burned out on one thing you at least stay on a topic. Move on to something else and that's it. You can still be productive on something else. He gave me some good insight there and I actually took that advice, and it served me very well. I now work at about ten or twelve projects at a time which is a bit too many at times, but I'm able to go from one thing to the next and change gears very quickly, and I'm able to work hard without getting burned out.

Another mentor for Respondent 5 helped in sorting out priorities:

If I was worried about a situation, he'd tell me to do this. That should be a priority and say very calmly and very clearly, this is going to go away, this is going to stay and deal with the thing that's going to stay...He has helped me a few times sort of interpret situations and helped me get priorities straight when I wasn't sure about things.

For this respondent, both of these mentors assisted him in setting priorities to deal with issues needing balance to prevent burnout. A mentor may also have served as a sounding

board for making personal as well as professional decisions. Personal and professional concerns were very integrally related and the mentor who counseled, linked personal and professional concerns. Respondent 2 stated this about a mentor who was also a university administrator:

And one of the things that I would say about [name of mentor] is, he's one of the people in my own mind that I have on my own personal and professional board of directors. There's a real difficult decision or fork that I come to, I know that I can go to him and trust that advice that he is going to give to me is based on experience and what he perceives as what's best for me, and that he will support me in what ever position I take.

Counseling existed in those mentoring relationships in which the mentor was open with the mentee in an affirming relationship of friendship. The mentor gave freely with no strings attached. Respondent 4 stated:

He was very candid and down to earth about the things you wouldn't read in a book or find in a manual or otherwise worried about in terms of the politics of the committee relationship-- looking out for the agendas of those that are making job offers and that sort of thing, encouraging me to get involved in activities like the paper reading process for the [name of conference]. I could ask him anything, and there would be no strings attached to it.

Counseling conveyed support to the new faculty member as personal and professional concerns were linked in advice and direction. Respondent 7 stated:

[Name of mentor] has become a great personal friend to me. Also which I didn't believe could happen, but it has. But she's been a strength for me personally and professionally. But there were many things, sort of in the midst of a lot of other difficulties, personal difficulties in my life. And it sort of came about, and I'm not going to give you any details except to say that is was potentially very damaging professionally...And I didn't know what to do about it. So I went to [name of mentor] and I said, "[name of mentor], help me."

In this particular instance, the mentor counseled in a personal situation that was potentially damaging professionally for the new faculty person. She guided her in making

an appropriate decision for her professional well being within the bounds of professional ethics and personal integrity. Those faculty within this sample who experienced counseling, experienced input from mentors on the personal part of their life that had a high impact on their professional life. Although faculty did not talk a great deal about counseling, it had a powerful impact on the new faculty member when it occurred.

### Friendship

Friendship is the function according to Kram (1985), in which social interaction “results in mutual liking and understanding and enjoyable informal exchanges about work and outside work experiences” (p. 38). Friendship enhances professional growth and development for both participants in the mentoring relationship, particularly the mentee. Through friendship the mentee can experience greater mutuality in the relationship and “colleagueship and informality in relating to someone who is more experienced and older” (p. 38).

Respondent 7 felt that a senior faculty member who mentored also became a friend. Such a dimension in the relationship deepened the level of professional collaboration and enabled the respondent to feel greater support and collegiality. She stated:

I just don't recall the instance over time, the incident that bolted us across this level into what I consider good friends. But she had taken a clear interest in me as a human being and also as faculty member. She took the initiative to say, please come to my house for lunch, and we'll just visit. And we talked about personal things. We also talked about the professional issues and how to balance and how to publish, and she reviewed a manuscript before I sent it out. She's shown willingness to go out of her way to encourage me. She was a resource if I had any questions not only about my content areas but about good writings.

Friendship built a sense of continuity in the relationship of mentoring so that it became a bond between the mentor and the mentee. As the mentor and the mentee shared in personal as well as professional issues, friendship provided a context for richer collaboration as colleagues. Respondent 2 stated:

And even though we started out just having informal conversations, we keep coming back to these conversations. What we've also done is, having started in the process, we've also developed a personal relationship. We'll golf and racquetball together and join each other for dinner periodically with our families.

The respondent added that the friendship prodded them to continually explore ways to collaborate and keep the relationship going even though they were not from the same disciplinary area. He added:

So the opportunities for us to interact are really ones that we have to work at. But it's interesting that even though we have disciplinary differences, we are constantly trying to find a way to work at things that are going to bring us close together. On a couple of occasions when we both had very hectic schedules, we found ourselves saying, let's just go to lunch, or lets go play racquetball, or lets go do something. We continually move forward, and we get caught, and we are constantly reestablishing and extending it further.

Within the bounds of friendship, they deepened the professional collaboration as time went by. As a result of the friendship, they found ways to collaborate, and they continue to collaborate professionally and personally.

Mentoring relationships in which the faculty were friends as well as professional collaborators endured over time and found continuing ways to interact and collaborate.

Respondent 4 said:

I really look at him as a valued colleague. He's become a friend. We socialize. I've met his family, and really view him as a valued friend now. So that if we no longer have professional connection at any level, I think of him as somebody I just always look forward to seeing. When I took a leave of absence this past semester,

we got together about every two or three weeks and just would have lunch. He was also entering his sabbatical. So we just got together and grabbed lunch to just kind of see what's going on with projects."

Friendship permitted the mentee to share as an equal with the mentor in the relationship. Respondent 4 said further of this mentor:

He was looking I think to help me develop. I don't think that there was any doubt about that, but he never treated me as a junior faculty member or someone that was beneath him.

He truly felt that it was a relationship in which the mentor had given without looking for anything in return.

Friendship did not always occur in the mentoring relationships of this group of faculty. But, when friendship occurred, it created a greater cohesive bond in the mentoring relationship. Friendship was also a factor in the longevity of the relationship. Those mentoring relationships that grew into friendship had a base for continued interaction.

In summary, faculty in this sample did not receive all of the mentoring functions of Kram in each mentoring relationship. However, faculty mentoring experiences in this sample were very similar to the categories of Kram with some modification pertaining to the nature of academic work in which faculty were more collaborative and less hierarchical in their relationships. The functions of mentoring were fairly well represented in the experiences of this group of faculty. Collaboration was a function in which the mentor and the mentee interacted as colleagues from a posture of equity. All the functions were tempered by this consideration of collaboration. Faculty valued coaching that was done collaboratively, and sponsorship that was collaborative. Even if the mentor was warning

or inviting the new faculty member to assume a challenging assignment-- the posture of collaboration was still a tempering factor. I think that Respondent 7 said it well in summing up the functions of mentoring for new faculty. They desired mentoring functions for support and help, but not in a constraining manner that would violate their professional integrity. Respondent 7 stated:

Some people don't need strong mentoring relationships to be fulfilled. I don't think I particularly need them. I'm a strong person. I've always been able to do things, find my way asking questions, so I don't want someone to hold my hand. But I do think that in this kind of environment, and given the nature of how research works, if it's not taught or experienced in the doctorate program, then there really ought to be a little more formal way of doing that.

She added:

I didn't need hand holding, but what I asked for was this-- what I know is what I'm going to need assistance with, rather than me having to take the initiative to create. What I think I would have preferred in the hindsight is someone to help me. This is how to do this, this is how to do that, go talk to this person. A little bit more than just, here it is, run with it. There are some things that I had identified that I wasn't sure that I could run with on my own, so it has taken me awhile to discover learning-- to get to a point. And who knows, I might have taken the initiative. I don't think, and this may be in direct contradiction to what I've said earlier. I don't necessarily think that the assumption should be that when a faculty person is hired as a faculty member they need to be hand held. I don't think that's the assumption that should be made. But I do think in the nature of these jobs, someone should be keeping their eye out, and specifically taking leave to address something. I certainly don't want people telling me what I need to do, or what I should do, or how I should go about my business, but I want a little more interaction. I think that was probably hard for my department chair at the time. I don't think he really knows well how to mentor.

### How Mentoring Relationships Play a Part in Understanding Faculty Cultures

This section will address the question: What part do these mentoring relationships play as new faculty seek to understand faculty cultures and the expectations in the messages from those cultures? Chapter two identified from the literature that new

faculty often receive multiple messages from the conflicting cultures of the discipline, the department, the academic profession, the institution, and the national system of higher education about appropriate roles and priorities. Chapter four identified that new faculty within this sample also received mixed messages from these conflicting cultures. The intent of this guiding question was to identify how new faculty use mentoring relationships to make sense of their faculty roles. Do mentoring relationships help new faculty to make sense of their roles within the context of multiple cultures or do they simply reinforce the culture to which the mentor and/or the mentee is primarily oriented?

In response to these questions, mentors for this faculty ultimately delivered the cultural message to which they were primarily aligned. The mentors that this faculty experienced were primarily oriented toward research and predominantly gave messages about how to organize and write research, how to fund research, and how to network in the broader discipline in building relationships for collaboration and dissemination of research. The mentors' experiences in research and their passion for doing research are what the mentees sought out and embraced.

One can question why this was so. It may be that the mentor made an impact on the mentee in giving priority to her/his faculty roles to research and seek out research endeavors. Or, the mentee may have sought out the mentor who was strong on research because of the implicit and explicit messages within the culture of a research oriented university to make research a priority. Faculty received direct messages as well as indirect messages that research was truly what counted in succeeding as a faculty person. Respondent 4 talked about his department chair who mentored him:



I started to tell him about my intentions and goals to become a really good teacher. He said, "I can tell you right now, that's a nice goal but if you want to be successful here all you have to do is not get in trouble in the classroom and publish-- the key distinctions you want to make in moving ahead." At the time that really disappointed me. Although as I think about it, that's probably real sound advice for a director to give a faculty member at that point and time, although it disheartened me at the time. At least I had hoped he would have said, "Fine I support you in your goals to be an effective teacher and simultaneous to that, I want to help you keep sight of the mission that's going to keep your support." That wasn't really the message that I wanted to hear. So did that help me make sense of things? I guess it did, although it wasn't in a necessarily positive way. I didn't feel encouraged, I felt discouraged.

He received the message from the department chair to do research. These messages connected him to the wider disciplinary culture. But it also connected him to the departmental culture in fulfilling its criteria for success.

New faculty connected with mentors who would help them in fulfilling their faculty role as researcher. They may have sought help from a graduate advisor who mentored them, a faculty member within the university or the larger disciplinary community. But doing research was a primary consideration in mentoring relationships. Respondent 6 received mentoring from her graduate advisor in the research process, making inroads into the discipline. She stated:

I've certainly been thinking a lot about [name of mentor] recently because he's coming here for a couple of days. He's got a workshop in August, and I've got to pull him off in a corner and say, "Okay, I've done the first stage of life, now what?" And I pursued a low risk strategy, because quantity counts a fair amount here. And you don't get any points for trying something really hard and not making it, although I've had some big papers. I also did a number of lesser things, and I don't want to go on that way once I have a little security. See if I can make a bigger mark out there, and I need your assistance-- your advice for this. He's the person I would of course go to for some issue like that.

Faculty felt pressure to give a priority to research, especially faculty in science who were under pressure to write grants and who were judged on the amount of money that they brought into their college. As a result of this pressure, faculty connected with mentors who were primarily helpful in the role of research. For Respondent 5, the help that his mentor gave in writing grants was invaluable in getting his research going. “He wrote a proposal with me. He let me write a proposal and then he went over it with me and he submitted parts of it.” Respondent 1 conveyed how important the mentoring was for him:

I can send [name of mentor] a draft of a paper today and say, “[name of mentor], I’m working on this paper. I think it’s good, but I need your advice. What do you think?” He’ll come back and he’ll read the paper very thoroughly and give me great advice. I feel very fortunate that I had somebody like that.

These new faculty were more concerned about research and relationships within the broader discipline than within the university. Respondent 1 stated that a mentoring relationship with a senior faculty member was important because it opened doors in the discipline, even if it was a liability in departmental politics:

[name of mentor] reads my work and gives me comments on it and gives me encouragement. [name of mentor] is also the assistant chair of our department, but actually he’s not a very powerful assistant chair...he’s not highly regarded in the department. But, he is well regarded in the discipline, and he has been a real help to me.

Respondent 1 stated further that “I actually got the interview here in spite of the fact that [name of mentor] was pushing for me.” He risked his reputation within the institutional culture in associating with this faculty mentor because he contributed to his broader disciplinary connections.

The second faculty role in which mentors helped new faculty was the role of teaching. New faculty may have been particularly drawn to a mentor because of the way in which s/he integrated teaching with research. Respondent 2 said:

From [name of mentor], I think it would have to come in terms of two areas, one is the teaching. I was really intrigued by his teaching style and his sensitivity to students as well as his ability to assess in his classroom very well what students were perceiving-- what they might have been struggling with. In terms of the scholarship, it has sustained a vision on one dimension and really taken that dimension and manipulated it in multiple arenas in multiple ways so that it resulted in an extension of his original work.

Respondent 4 stated:

[name of mentor] is professionally speaking, a very highly respected researcher, and very prolific publisher. He's also an exceptional classroom teacher. He's been a role model from the standpoint of developing, not just as a researcher and getting published, but from the teaching side as well.

Faculty who spoke about mentors who focused on teaching were all Lilly Fellows with the exception of one faculty member. Faculty who took part in the Lilly Fellowship also highly esteemed teaching. They were the faculty who spoke about the dynamic in which their mentor helped them in making sense of the teaching role. Of the five faculty who were Lilly Fellows, two asked people who were already functioning as a mentor to be their Lilly mentor. The other three specifically chose faculty who would mentor them regarding their teaching role. Respondent 2 chose someone to specifically mentor regarding teaching:

When the Lilly opportunity came along, I was aware that she had won a couple of teaching awards, but I was also intrigued by the number of students in the graduate level that I had heard, that had had her and felt that she was one of the most effective and passionate instructors that they had during their student experience. And I remember at the time, it was a very quick decision.

The mentoring, however, focused on more than teaching:

I made it a point to at least stop and talk with her almost every other week for half an hour to an hour. Periodically, we would go out for coffee, and it wasn't always focused on the Lilly or teaching experience. She made it a point to go beyond that.

The results, however, focused predominantly in the area of teaching:

I think because of [name of mentor], I'm probably a little more willing to be a risk taking professional and willing to communicate with students. That may not be effective-- but let's try it and assess it collectively rather than individually. And I think [name of mentor] has helped me understand the importance of establishing a learning community as opposed to a community of learners.

He further added:

In many ways what [name of mentor] has done for me is to constantly remind that the focus of our teaching is not on just subject matter, but its' on helping students develop an internal passion for such matters.

Respondent 7 chose her Lilly mentor for a specific purpose, the integration of technology in her teaching:

I had the expectation that she would give me information on content. Either talking directly or leading me to sources. Somehow she would direct me in the content of what I wanted which was how to do the technology and how to create this product.

She added:

That was a very good relationship for its purpose which was technology and getting new information on technology and how to insert technology into the classroom.

She stated further regarding the outcome:

So the question is, was I satisfied with the relationship. Yes, because of what I got from it. It's not what I had intended or hoped in the beginning, but that 's because it made me realize; unless I spent all my time for more than one year, I wouldn't get that part. So, it gave me a good reality check on ways possible to achieve within the constraints that I was placing-- Like, this is all I can do because

I still have to teach classes and do other things. This technology thing is her main focus in life--it was not my main focus.

Those faculty who were Lilly Fellows valued the teaching role highly and spoke about mentoring related to teaching. These faculty sought the Lilly Fellowship because they valued teaching, but even the conversation regarding mentoring from non Lilly mentors was highly flavored with teaching. Respondent 4 stated most clearly what other Lilly Fellows said regarding why they sought out the fellowship and why teaching was pervasive in their conversations about mentoring:

One of the greatest challenges for me as I entered into this [faculty role] is that I'm not very oriented for teaching. It's a written stated goal of mine to become an exemplary undergraduate instructor. I want to be an outstanding teacher, and balancing that desire with multiple roles that one is asked to play as an assistant professor in this unit that I'm in has been challenging.

Faculty who were Lilly fellows, valued the mentoring that focused on teaching as well as mentoring relationships focused on research. Faculty connected with mentors who reflected their values concerning faculty roles whether it was teaching or research. It was natural that faculty sought out mentoring help for their research in a research oriented culture. Lilly fellows had been highly sensitized to issues of teaching through the Lilly Fellowship.

Only two faculty spoke of mentoring relationships that focused on service. These two faculty were mentored by university administrators who were particularly focused on service. Respondent 2 reflected on his mentoring relationship:

The focus is on outreach scholarship, he's really been a champion for outreach scholarship on this campus for years, and I fear what his departure will bring, whether it will create a void or if the tide will shift.

He stated further:

So for me, the notion of outreach scholarship that he has tried to invent within us, and that I've tried to walk toward is attention to work with communities rather than to apply your scholarship in a way that facilitates their efforts to confront the daily issues of society ills or community development issues that they confront.

The answer to the question regarding how mentors helped faculty make sense of the messages from different cultures is contingent on the perceptions of the new faculty and their valuing processes. Throughout these interviews it was clearly evident that faculty perceived research to be a priority in the ordering of their roles within this institution. They connected with mentors who were competent in research and had a passion for doing research. These faculty placed the greatest emphasis on research as shown by the time that they committed to research. All faculty except a faculty member who did not receive tenure committed the greatest amount of time to research. Research was a pervasive and predominant theme in mentoring relationships except for several of the Lilly mentoring relationships.

While mentors may have helped in teaching or research, for the most part, they did not help sort out the messages or help with the integration of those roles within the context of differing messages. Senior faculty mentors within the department conveyed the same types of messages as mentors from outside the university: the importance of publishing and doing research. Mentors gave messages that reflected their priorities. In other words, for the most part, these mentoring relationships may not have made the faculty better citizens of the university more attuned to the university mission.

However, mentors equipped new faculty to thrive in the broader discipline and a departmental emphasis on research productivity for tenure.

Faculty members who were Lilly fellows and who had administrators for mentors were more attuned to institutional mission across the university, particularly outreach and service. These faculty saw themselves as members of the larger university as well as a participant of a particular discipline. They were concerned about issues related to being a good citizen within the university and doing research for a broader disciplinary community. These faculty were also the most interested in teaching as a service within the university community to undergraduate students. In conclusion, mentoring may not have helped faculty to distinguish the different cultural messages regarding priorities for role. Mentoring may have further complicated the tension between different faculty cultures, particularly the culture of the university and the culture of the discipline.

### Conclusion

In conclusion, mentoring relationships were generally helpful for respondents' sense making of faculty roles and responsibilities. New faculty members in this sample felt that mentoring was appropriate and desirable for faculty members, and they had high expectations for mentoring as they transitioned into the professorate. Respondents generally looked for multiple sense-making relationships (mentoring and non-mentoring) to help them in making sense of their roles. They felt that no mentoring relationship was adequate to fulfill all of their needs. They used different mentors to meet different personal and professional needs.

Respondents looked for mentors who were collaborative in providing an array of career and psychosocial functions. Collaboration was the integrative factor in functions of coaching, sponsorship, protection, role modeling, acceptance and confirmation, friendship, and counseling. New faculty members in this sample felt that a mentoring relationship should be based on collegial equity rather than a superior-subordinate relationship. In other words, faculty wanted and expected help in making sense of their roles, but they did not want their own professional identity or autonomy to be eclipsed by the mentoring process.

Most of the mentors that faculty in this sample had were senior colleagues who were faculty members or who had been a faculty member. Respondents' mentors were usually within the same discipline or were very close to the field of the new faculty member. Respondents wanted a mentor who helped them in making sense of the research role and in opening doors for them in the disciplinary field. Making sense of roles as a member of the broader disciplinary community was far more important for this faculty group than making sense of their roles as a citizen of the university community.

Mentoring reflected the cultural alignment and values of the mentor and the mentee. These faculty were focused on the priority of making sense of research and connecting with the larger discipline, hence their mentoring relationships did more to connect them with the larger discipline than the institutional community and mission. As a result of the ordering of priorities of faculty members, teaching was a secondary concern in the mentoring relationships, and outreach or service was not generally a concern.



Mentoring was helpful in the sense-making process for these new faculty members. However, it was not the panacea for faculty socialization. Other relationships were just as important as mentoring, particularly peer colleague relationships which I will discuss in Chapter 6.

## CHAPTER 6

### OTHER SENSE-MAKING RELATIONSHIPS FOR NEW FACULTY

#### Introduction

The previous chapter examined data from this sample of new faculty regarding their mentoring experiences and how they used those mentoring relationships to make sense of their faculty roles. Mentoring was very important for this group of faculty, but analysis of the interviews showed that faculty also connected with other varied relationships to help make sense of their faculty roles. Mentoring was not the only type of relationship that faculty used to make sense of their roles. In fact, three faculty did not identify any mentoring relationships that helped them in making sense of their roles. Six of the faculty in this sample identified others that they considered more helpful in making sense of their roles.

The study of all sense-making relationships (both mentoring and non-mentoring) did not fall neatly into discrete categories with this group of new faculty. These new faculty members experienced a complex web of relationships that contributed to their process of sense making. These relationships were often integrally related. Other sense-making relationships came to my attention through the process of the interviews and the ways in which the questions were framed. Questions three and five in the interview protocol brought forth a lot of discussion about non-mentoring relationships:

3. What have been your greatest challenges in coming to this university as a new faculty member? Who/What has been most helpful in addressing these challenges?
5. How do you know when you are doing a good job as a faculty member? Who primarily has helped you to figure out if you are doing a good job as a new faculty member? (Mentors or other relationships?)

These questions asked respondents to identify challenges and asked them how they knew that they were doing a good job as a faculty member. Probes for these questions specifically asked respondents to identify who was helpful in each of these areas. It was at this point that the respondents often identified individuals who were equal in importance to mentors in helping them make sense of their faculty roles. Although it was not in the interview protocol, I asked the respondent to rank order the individuals that were helpful to them in making sense of their roles. This ranking determined the order by which I would extensively probe the relationships concerning functions, processes, and outcomes of the relationships in the second part of the interviews. As faculty members identified non-mentoring and mentoring individuals in the mix of helpful sense makers, we would discuss each of those relationships according to their ranking of most helpful to least helpful.

Some faculty identified no mentors at this point in the interview process. It became apparent to me in the course of the interviews, that mentors and other relationships were intertwined for many of the faculty. It would be inappropriate to discuss the sense making that occurred for faculty only in the context of mentoring relationships. Although in its inception, this research study focused on mentoring

relationships, the data revealed the power of non-mentoring relationships in the sense-making experience of this group of new faculty.

The purpose of this chapter is to explore other relationships that emerged in the interviews alongside the mentoring relationships in the sense-making experience of new faculty. This chapter will not only present the array of other relationships that this faculty identified as sense-making relationships; it will compare them with the mentoring relationships discussed in the previous chapter. It will examine the place that other relationships had for this group of faculty, particularly when faculty identified no mentoring relationships.

This chapter will be divided into the following sections to address the themes concerning other relationships that emerged during the interview process. Section 1 will address the question: What was the difference between mentors and others? This section will compare other relationships with mentors and answer which type of relationship was more helpful for new faculty in making sense of roles.

Section 2 will address the question: Who served as sense makers for new faculty in addition to mentors? This section will explore other types of relationships that were helpful and the outcomes of those relationships. Not all relationships were characterized by positive interpersonal relations. However, even if the relationship was strained interpersonally, it still could make a contribution to the sense-making process for the new faculty member.

Section 3 will address the question: What were the functions of non-mentoring sense-making relationships? This section will use the psychosocial and career functions

of Kram (1985) to examine the types of behaviors other helping relationships exhibited and how that helped the new faculty member. It will also compare the functions of mentoring relationships with other sense-making relationships.

Section 4 will address the part that other sense-making relationships play for faculty members in the understanding of faculty cultures and roles. How do these relationships help faculty to understand the conflicting messages that they receive from different faculty cultures? The final section will be a summary of the findings and conclusions relative to these other sense-making relationships.

#### The Difference Between Mentoring and Other Sense Makers

In addition to mentors, faculty connected with an array of relationships that included peer colleagues, other non-mentoring senior faculty, department chairs and administrators, and personal friends and family. These relationships were not mentoring relationships because of the following reasons: (1) They did not fit the criteria of a mentor according to Carmin's (1988) definition that was discussed in the last chapter. Specifically, the relationship was not between a senior and a junior colleague, was not a complex interactive process, or lacked an array of mentoring functions according to Kram's (1985) categories of career and psychosocial functions. (2) New faculty in the group did not identify the relationship as a mentoring relationship. (3) Though the relationship was not a mentoring relationship, the relationship was one that the new faculty member used to make sense of her/his faculty roles. Only two relationships identified by faculty as mentoring relationships were excluded from the sample of

mentoring relationships and included in this section because they failed to meet the criteria for mentoring relationships. (This was explained in section two of chapter five.)

It was interesting to compare the mentoring and non-mentoring sense-making relationships because invariably a question will be raised. Which relationship was more helpful for the new faculty member in making sense of her/his roles? In which relationships did the sense maker supply more functions and behaviors that were helpful for the new faculty member? After analysis, I have come to the conclusion that one relationship was not necessarily better than the other, but both types of relationships supplied valuable functions for the new faculty member in sense making. Some faculty made sense of their roles without mentoring relationships. Much of the sense-making process depended on the individual faculty member's initiative in using individuals that were available. Sense making is not a process that washes over a passive individual, but has a great deal to do with the different kinds of support available and the way in which the faculty member uses that support.

It was interesting that, during the interview process, new faculty members were surprised by the help that peer colleagues and others provided in making sense of their faculty roles. When they were contacted for a study on mentoring, they did not expect to discuss other relationships and the way in which they had made an impact on them. In fact, some faculty had not considered or had taken for granted the impact that peer colleagues had made on their career. These discoveries emerged as I questioned new faculty members on those relationships that helped them make sense of challenges. Other faculty in the study came to the realization that even some relationships that they

perceived as negative, provided help in making sense of their faculty roles. These discoveries came from probing relationships with the department chair and senior faculty in the department.

Perhaps the primary difference between mentoring and other relationships lies in the functions that occurred between the respondent and the sense maker. Relationships that were cold and formal usually ended up as strained and distant. Relationships within this sample that were collegial, tended to involve a great deal of collaboration, and mutual support, and usually maintained that type of relationship. No relationships within this sample went through a separation process where the interpersonal dynamic moved from one of warm interaction and friendship to strain and social or emotional distance.

In comparing relationships across the sample, both mentoring and other types of relationships were helpful for faculty members in making sense of faculty roles. No one type of relationship stands out in the sample as being consistently more helpful than any other type of relationship. The value of any type of relationship depended on what the new faculty member was able to draw from the relationship. Respondent 7 gave the following advice concerning what type of relationship was most helpful for a new faculty person:

The other thing I would say is, if there isn't such a person [referring to a mentor] or you don't find one, or for some reason that kind of person doesn't emerge, then seeking a variety of mentoring [implied-non-mentoring] relationships is good...I guess my advice would be, think about what you think you need. And is it best to find it in one person or across several people for different reasons and different projects?

### Individuals Who Served as Other Sense Makers for New Faculty Members

This section will explore who provided help for new faculty in other sense-making relationships. Respondents had a variety of formal and informal relationships that were helpful in making sense of their faculty roles. Not all of these relationships provided warm interpersonal support and affirmation for the new faculty member, but all the following relationships contributed in some way to the sense-making process of the respondent. Other sense makers included peer colleagues, department chairs, non-mentoring senior faculty and graduate advisors, and associates in the Lilly Fellowship.

#### Peer Colleagues

Peer colleagues were the most important and most frequently named sense makers besides mentors. These peer colleagues were either a few years ahead of or behind the respondents. They were either from other institutions that respondents met through disciplinary associations, or they were colleagues from graduate school. But within this sample, peer sense makers predominantly came from a respondent's department or university. Seven respondents identified peer faculty members as the most important sense maker in their first three years as a faculty member.

The relationship with peers was one in which respondents felt a sense of collegial bonding in professional collaboration as well as friendship. These informal relationships with peers, often transcended a number of professional as well as personal dynamics. Peer colleagues often were the friends with whom respondents socialized outside of work. Several respondents spoke in familial terms such as "sister" or "brother" to describe a faculty peer relationship. Peers were individuals with whom respondents felt free to



share personal as well as work-related concerns. The freedom to share with peers did not hinge alone on shared concerns and status. Peer colleagues were also non-threatening because they did not have an evaluative role in the faculty member's life. For many of the respondents, it was a shared status of neophytes trying to break in to the organization that made the bond so natural. As Respondent 8 said of a peer colleague, "we latched on to each other because we felt marginalized by the department in so many ways." When a junior colleague came after Respondent 9 had spent three years as the only junior faculty member in the department, she stated, "Finally-- somebody I can relate to." Respondent 3 described this bonding that came easily with a peer in her department:

I guess mostly there are a few junior faculty that came in right around the same time I did, and we all bonded and helped each other and probably the most prominent person is the other junior faculty in the [name of program]. Our research interests are fairly close. Our philosophy towards teaching and research are very close. Our attitudes toward students is very close. We pretty much just work together on how to go about approaching the whole thing. We formed a workshop in [name of program] for graduate students to present their research and be able to present it in an informal setting. We would share thoughts on classes and that kind of stuff. So he is probably the most prominent person; and I guess a couple of other junior faculty.

In addition to providing a non-threatening relationship of support, peer colleagues shared resources and knowledge, focusing on teaching and research and navigating the political dynamics of departmental structures. Peers were a powerful source of learning about roles and departmental politics. Respondent 1 stated:

We have learned from each other, so I think they [junior colleagues] are a great resource. There is a sort of sense of unity among the junior faculty with a few exceptions.

Respondent 1 stated further that the sharing of resources and support provided this sense of unity among the junior faculty in his department:

There is a sense of unity, I think among the junior faculty, but the senior faculty of our department have a reputation. I knew it was like this, but people [senior faculty] come here and they just work. They don't really socialize, they just go home. The junior faculty socialize more, and there is a greater sense of unity, maybe because there is a larger junior faculty contingency, maybe just because of the pressures of being junior faculty.

A respondent's learning about faculty roles often occurred just by watching a colleague who was a few years ahead of the respondent. Respondents learned by watching a peer colleague that had understood what to do in teaching and research in satisfying departmental requirements for tenure. Respondent 6 stated:

It's really great to have someone who is clearly satisfying the department's requirements and doing well, so then you know what they are. You say, "You know if I could do this, it would be fine." If the people ahead of you are very marginal so it's not clear if you're making it or not, then you don't know.

Respondent 10 reflected on the impact of a peer who also was his wife:

She's about two or three years ahead of me in terms of this professional career. So I've been able to watch her go through the hoops and learn from it, and I certainly think tenure was a great example. I saw the whole tenure process as she was going through it. So I knew exactly what I had to do to get prepared, and it was also really good because it gave me the lead time. I started thinking about tenure two years before it came up and said, "I've got to prepare myself for this." And I knew what I had to prepare myself for.

In sum, peer colleagues were a powerful source of learning for new faculty members in making sense of faculty roles. These colleagues provided non-threatening relationships for respondents as well as sharing organizational identities and concerns. Respondents often felt more freedom to relay professional concerns with peers than with senior colleagues, because they did not want to appear incompetent to senior colleagues

who might also evaluate them for tenure. Respondents felt that peers seemed more accessible and more able to empathize with them than senior faculty who seemed to have forgotten what it was like to be a new faculty member. Faculty peers provided respondents with important messages about political dynamics and how to navigate departmental relationships. Respondent 3 summarized the power of a peer:

Well I think I had a lot more interaction with them over the time period [the first three years], and we were all going through the same thing, and so we could really relate to each other. Whereas, I think both the chair and my advisor were all senior faculty. Actually, neither one was teaching any longer. Both were established professionally, and they weren't going through tenure and trying to sort out teaching and being a faculty member. So I think we [junior faculty] all understood better what we were going through as colleagues, plus we were good friends. It was easy to talk to each other about things.

### The Department Chair

A second helpful relationship that new faculty members identified was the department chair. Respondents in this sample did not rank the department chair highly as a sense maker, except for Respondent 4 who identified his department chair as a mentor. In that particular case the mentor was not department chair for the early part of the mentoring relationship. For this group of faculty, the relationship with the department chair was predominantly formal rather than informal. Respondents usually only met with the department chair during a yearly review. In spite of the formal nature of the relationship with the department chair and the limited contact that the new faculty member had with the department chair, the chairperson sent messages to new faculty regarding faculty roles and responsibilities. As a result of the review process, the new

faculty member received messages from the department chair about making sense of faculty roles even when s/he perceived the relationship to be strained or formal.

Faculty in this sample generally received the messages that came from the department chair with caution. A department chair might provide advice and support. However, this group of faculty generally perceived that the department chair had a larger agenda than their professional well being and development, the growth and development of the department. Because of this larger concern for the department's advancement, respondents were not sure that advice from the department chair always had their best interest as the primary focus. Respondent 5 related his caution concerning the department chair:

But you always have to be a little bit careful of how you take the advice of an administrator [referring to the chair], because like I said before, they are looking out for the big picture and what they view needs to be done. They might say, "here is a young faculty-- get them to do this and sort of fill this hole in our department resume or whatever. Sometimes what they may ask you to do may not be one hundred percent in your best interest.

Respondent 6 gave a specific example of departmental priorities of the department chair in the assignment of her teaching load. In the way that her load was assigned, she thought that the chair was looking out more for the interests of the department than her own professional well being.

He [department chair] was very urgent to get me teaching [course] for undergrads... We talked about that, and he's also been really active in keeping me in that course when I could have switched back up and done the [course] for the masters students. That's probably been a good thing for me, because it saved me dealing with the curriculum hassles. There have been a lot of changes with the [name of program] which would have taken a lot of my time, which would not have been good for me. But it's also clearly a department agenda that the department focuses attention on the undergraduate program. If it hadn't been for

all the problems, itself, it might have been in some ways better for me to do the [masters students of a particular program]. I'd probably get along better with [masters students of a particular program]. They give you a certain access to research that undergraduates don't have.

For some faculty in the sample, the department chair seemed out of touch with them. They perceived that the chair handed down messages that were primarily departmental requirements with no concern for how the faculty member may have struggled in making sense of the messages. They felt that the chair usually waited for the new faculty member to initiate contact. Respondent 10 stated his perception of the department chair:

To me it was more a hostile approach. That's kind of just the way he is. He's not a mentoring kind of person. He's a very good administrator. He does his job exceptionally well, but in terms of counseling, he's not that kind of person. If he sees a problem, he just tries to come to a solution. He says, "Well, how can I approach you so that I foster a growing situation by fostering a good communication." Like, what's the problem, and we'll just go do it. We are supposed to have a yearly review, and I believe that's university policy, and that's also a policy that's being developed right now at the university level. It's not formal yet, but I've only had one annual review in the past five years.

Respondent 11 also felt that his department chair was not only unaware of his concerns as a new faculty member, but did not himself fulfill departmental expectations for faculty:

The department chair is out of touch. He is very straight and square in his dealings. However, he is very formal-- he only has formal, organizational dealings with new faculty. Yearly reviews last about five minutes. He has high expectations about research, but he himself is very far away from those expectations. There is hypocrisy between his expectations and the actual fulfillment in his own life.

Two faculty members found the department chair to be unbearable. They realized that the department chair was delivering messages about requirements, but they felt that

he was abrasive and intrusive. Respondent 1 called his department chair the “mentor that was not.” He stated that he tolerated reviews:

He used to drive me nuts, and he thinks he knows everything about everybody's discipline. We just have big clashes, he and I. I found working for him incredibly unpleasant. I really wanted him to leave as department chair. You're in his office for a review. The review's going on for two hours. You really want this review to be over with. He's done most of the talking. You really want this review to be over with, but you can't tell a department chair I've had enough and I'm leaving. Because he can and he will punish you. The department chair is very strong, he has a lot of power and authority if he chooses to use it. And not wanting to tick him off, I just have to sit there and listen to him go on and on about all kinds of things.

In contrast to these faculty member's perceptions, two faculty members found the department chair to be supportive of new faculty. Respondent 6 reflected on her department chair's support:

Sure, it was helpful that he was being so nice, because for example anytime you do anything well, like get really high teaching scores or publish something in a good journal, you get a nice reward. There's always a nice note from him in your box-- “isn't this wonderful.” He always makes sure that other people in the department know about it. “We're so happy about so and so.” And having that sort of thing going on-- a lot of it really does improve the atmosphere and make you feel good about what you're doing.

In sum, respondents generally regarded the department chair as a sense maker. The relationship with the department chair was primarily formal and perfunctory, but even a formal relationship provided messages about how new faculty should prioritize faculty roles. New faculty generally perceived that they had to determine what part of the messages would be most beneficial for their own professional development as opposed to the greater good and development of the department.

### Non-mentoring Senior Faculty Members

In addition to peer colleagues and the department chair, respondents spoke about non-mentoring relationships with senior faculty members. However, only four new faculty members in this sample spoke directly about other senior faculty members who helped them in making sense of their faculty roles and responsibilities. New faculty members in this group generally perceived that non-mentoring senior faculty members were aloof and unable to relate to the concerns of new faculty. A few new faculty members felt that senior faculty members were threatened by their presence in the department and were hostile towards them. Five respondents spoke of the divide between senior and junior faculty members as being a divide between non-researchers (senior faculty) and researchers (junior faculty). Respondent 8 said:

There is a great disparity between senior and junior faculty in my department. It's pretty weird. The two older guys who have been there a long time, since 1972-- neither of them publish. Neither of them are involved in professional organizations. And then we two, the younger two, we publish. We go to conferences...it's a systemic problem in that sense that they were able to get by without publishing.

Respondent 1 stated further about the tension between junior and senior faculty:

Senior faculty think, when we were younger, we worked harder, we were better teachers, we were better researchers, our wives were prettier. The truth is, we look at what they got tenure on which is practically nothing compared to us. Most of them had tenure in three years, four years. They had one or two articles and a book. That was it. But their hindsight is certainly with rose colored glasses. So, it's just physical tension there.

In spite of the perceived or actual aloofness of senior faculty members, non-mentoring senior faculty members served on a limited basis as sense makers for new faculty members in this sample. The faculty that spoke about non-mentoring senior

faculty identified the following ways in which senior faculty were helpful in making sense of faculty roles. A few senior faculty initiated collaboration with new faculty members. The interaction was infrequent but contributed in a small way to the sense-making process. New faculty also learned how to make sense of their roles by observing the way in which senior faculty fulfilled their roles. Respondent 10 summarized these types of relationships:

He's a very interesting man because he's well respected in his field. I had been reading his articles since my early masters days, and he is probably going to retire anytime in the next few years. He's had a very colorful and wonderful career, and sometimes I like to call him the walking encyclopedia. You can sit there and mention anything and he says, "oh yeah, I read a few articles on that so and so in 1955..." We've written a few proposals together, but unfortunately we've never established a formal collaboration. We've been advisors on the same committee for two or three students, which I really enjoyed because when you go through something like an oral exam-- that's when you really get to see the gift of scientist that is in him.

For the most part, new faculty felt that the relationship with senior faculty was not what they had expected in terms of collaboration and collegial interaction. (This has been discussed at length in Chapter 4). Non-mentoring senior faculty did have limited input into new faculty regarding sense making, but these non-mentoring sense-making relationships were not as significant as peer colleagues and mentoring relationships.

#### Non-Mentoring Graduate Advisors

Non-mentoring graduate advisors were helpful to a few new faculty members in making sense of their faculty roles during the first three years of the appointment. New faculty members would call or contact the former graduate advisor through electronic mail for advice regarding faculty roles, particularly research and teaching. This infrequent



contact provided a limited amount of help, but it still contributed to the process of sense making for the new faculty member. Respondent 3 stated that she went to her former advisor for advice:

My graduate advisor where I went to graduate school would be the closest thing to a mentor so I would use her for advice. She was very busy; and limited, I guess, my interaction more than I would have.

Respondent 10 also stated that he went to his former graduate advisor for advice in spite of a strained relationship:

So we have a cordial relationship, and I still respect him an awful lot. If I had particular problems in trying to figure out the lab, I would give him a call, but I don't have an awful lot of feelings of warmth toward him.

A non-mentoring graduate advisor may have served as a resource without being particularly close to the new faculty member. New faculty drew upon the expertise of the graduate advisor by seeking her/him for advice, even when the relationship was strained and distant.

### Lilly Fellows and the Lilly Fellowship

Five faculty within the sample participated in the Lilly Fellowship. I deliberately selected these faculty members for the study sample in order to probe the dynamics of the mentoring relationship that they had experienced during the Lilly Fellowship. The mentors of these Lilly Fellows have been discussed in the previous chapter. An interesting discovery, however, in interviewing former Lilly Fellows, was that the mentoring experiences were not the most significant part of the Lilly Fellowship. Other features of the Lilly Fellowship surpassed the mentoring relationship in contributing to sense making. Specifically, those features were the teaching workshops with national

figures, the connection to central administration of the university, and that which respondents identified as the most helpful part of the fellowship-- the forging of relationships with faculty peers across the university. Respondent 7 discussed how the Lilly Fellowship connected her with peer colleagues and university administrators across the university:

That's happened with a couple of other people, who either I was appointed a Lilly fellow with in that same year, or a couple of other people, who have been appointed a couple of years after me. They developed into very important personal relationships. Another great source of support came from the upper administration in this university.

Fellowship participants expressed surprise that the relationships with other Lilly Fellows outside of their discipline became professionally vibrant and collaborative.

Respondent 7 reflected on her surprise at being able to connect with other Lilly Fellows outside her department:

In the second year I was here, I was named a Lilly Fellow for a teaching foundation. I met a friend, and we both liked each other's story. We were in the same college, both named in the same year; came away from the first meeting, where-- at the time, [name of administrator], was directing this. And she talked to us about how we were going to become great friends; all these wonderful side effects or side benefits in the Lilly Foundation. And this other person and I, we looked at each other and said-- "hmm, you can't legislate friendship. I don't think it's going to happen that way." Well, we've been eating our words for several years because we have become fast friends at the university.

She stated further regarding this friendship:

It's both personal and professional. But that came about strictly because of the Lilly Fellowship. Although we would see each other here and there in college meetings, I doubt we would ever have become as close friends as we are now, had it not been for knowing each other first as professionals through the Lilly.

Respondent 4 stated that the collaborative relationships formed outside of his discipline, as a result of the Lilly Fellowship, helped him in making sense of his roles. These relationships offered him a multiplicity of perspectives as a new faculty member.

Actually, that's been very valuable to me. The whole experience there, and the relationships that have ensued have been really valuable. What started, that is, that there were six of us Lilly Fellows. And I remember thinking, what am I possibly going to learn from somebody who teaches romantic classical languages, and a fisheries and wildlife person, and teaching folk medicine and geography, and urban planning? And I thought, well this will be fun and interesting; but I didn't really think that I would get that much from them. But they were wonderful, because they were having similar struggles-- some of them. So they were another sounding board, another set of perspectives, because they were right there on campus.

Lilly Fellows in this sample stated that the Lilly Fellowship enabled them to talk with others who were interested in teaching. These fellows were able to share common concerns about teaching with other new faculty members who had the same concerns. This was especially important, because often they did not find someone within their own department or discipline to talk to about their teaching concerns. Respondent 2 stated that the workshops with national speakers opened doors for conversations across the university with other peers who participated in the fellowship.

For me, part of the benefit of the Lilly was establishing relationships with other faculty in or about the same level of development as I was across the campus. There are two people with whom I interact from my Lilly Fellowship year quite regularly, another one periodically; and two that seem to, for whatever reason, focus on their own disciplinary work. The second advantage of the Lilly was the national scholars that came in. And just the seeds of thought they planted-- or that it allowed me to reflect upon, as well as the opportunities to share, with faculty across campus who were also engaged in thinking about these issues.

The Lilly Fellowship not only helped faculty members connect to other peers in making sense of their teaching role, it also helped the new faculty member to connect to

the larger university. Lilly Fellows expressed a greater sense of obligation to the larger university beyond their department and their disciplinary concerns than the other faculty in this sample. Respondent 7 stated:

I am an extension of [name of university]. I am a voice of [name of university], if you will. I'm a representative of the university. And so where I go, and what I do; whether or not I identify myself as a faculty member of [name of university], that is an attachment. That is a piece of me that reflects on the university.

The Lilly Fellows also connected with administrators in central administration who facilitated the program. This connection often opened doors for other opportunities to serve the larger university. Respondent 7 further stated:

By virtue of being a Lilly Fellow, and I suspect there are some other qualities about me-- an assistant professor in the tenure track, and a woman in this building-- my name continues to crop up places. So I get asked to be on committees and do things. Every time I am, it gives more insight on how to do my job in a good way.

In summary, the Lilly Fellowship provided an opportunity for new faculty participants to connect with others in conversations related to teaching. These conversations helped the faculty member in making sense of their teaching role. New faculty in this sample expressed their desire to take part in the fellowship in order to become more effective in teaching. Respondents did not expect the learning that took place through the connection with other fellowship participants who shared the same concerns. Sense making that occurred as a result of the Lilly Fellowship occurred through peer colleagues, central administrators, and national authorities on teaching as well as the mentoring relationship. All these experiences and relationships combined to give the participants help in making sense of teaching, research and outreach.

### Other Helpful Relationships

Other relationships that respondents mentioned in the interviews were incidental, because their impact on the sense making of new faculty members was hard to discern. These relationships were identified in passing through the course of the interviews. I did not pursue these relationships because my time for interviewing was limited, and because they were primarily personal or casual professional relationships. However, I feel that it is necessary to mention that there were other relationships that potentially could have helped new faculty members in sense making. These relationships included personal friendships, relationships through religious affiliation, and familial relationships as well as casual group encounters within the department that contributed to the new faculty member's sense-making experience. For example, several new faculty were in departments in which the entire department lunched together on a regular basis. Conversations around the lunch table provided a type of interpersonal cohesiveness for the faculty member in which they felt freedom to ask questions about faculty roles. Often these lunch times focused on the exchange of departmental gossip that provided the new faculty member with an understanding of political dynamics and requirements within the department.

Another type of relationship that cannot be discounted for support for new faculty members were non-professional personal friendships and family relationships. Respondent 8 stated, "a group of friends just got together for wine and cheese on Friday nights. That was immensely helpful for reflecting and thinking about our work." Respondent 12 stated that "my wife provided the greatest support of anyone. She heard

about all the hard things and continued to give feedback and support.” Respondent 3 stated of her husband, “We actually wrote several papers together and so in many ways he’s halfway responsible for all my opportunities.” Respondent 10 had an unusual integration of personal and professional relationships in that his wife was also a faculty colleague a few years ahead of him in the department. When asked which professional relationship was most significant he replied:

It would have to be the relationship with my wife. There’s always someone to talk to about a problem and to get reflection on it. She was someone I could talk to about things. Whereas I was worried about talking to other faculty because they always seem to have an agenda. They always have their own goals, and so you get advice, but you don’t always think of it as necessarily the best advice. It’s a terrible thing to say.

In sum, these personal relationships and casual professional relationships emerged as minor themes, embedded in conversations related to other sense making relationships. From the protocol questions and interviews, it was hard to make definitive statements about how these relationships contributed to sense making; but some of these faculty felt that they were important enough in making sense of their roles to inject them into the conversations.

### Summary on Other Sense Makers

Although this study originally focused on the sense making relationships between mentors and new faculty, a complex array of other relationships emerged. These relationships were as significant for new faculty members as mentoring relationships in making sense of faculty roles. The most frequent relationships besides mentoring that faculty in this group talked about were with other peers, the department chair, and non-

mentoring senior faculty members. Non-professional relationships such as friendships and familial relationships were important for the new faculty member as well.

Relationships with the department chair tended to be formal while the other relationships were informal. Whether formal or informal, all relationships played a part in the sense making of new faculty.

### Other Sense-Making Relationships and Their Functions

This section will use Kram's (1985) functions of mentoring to frame the discussion of other helpful relationships. Kram's functions were helpful in analyzing other sense-making relationships that emerged alongside of mentoring in the course of the interviews. This section will focus primarily on the functions that occurred in relationships that new faculty members in this sample shared with peer colleagues. The reason for specifically focusing on relationships with peers is as follows: (1) New faculty in this sample identified peers as carrying out many different functions that corresponded to Kram's' mentoring functions. Peers often provided psychosocial as well as career support for the new faculty members in this sample. (See the discussion of a mentoring definition in Chapter 5) (2) Although new faculty identified many different relationships that were discussed in the last section, peers were the only group of relationships that consistently emerged in the conversations as having an equal or greater impact than mentors. New faculty members spoke of other sense makers such as non-mentoring senior faculty members, graduate advisors, department chairs, and personal relationships. New faculty did not speak with the same regard for these relationships, nor did they

describe them with the same intensity as mentoring relationships or relationships with peer colleagues.

Peer colleagues provided both psychosocial and career functions for new faculty in this sample. Refer to chapter two and chapter five where the meaning of these functions were discussed in detail. The reader may also refer to Appendix D as a reference which briefly describes Kram's mentoring functions that fall within the broad categories of psychosocial and career mentoring.

#### Career Functions Provided by Junior Faculty Peers

According to Kram (1985), career functions enhance learning the ropes and preparing for advancement in an organization. These career functions include sponsorship, exposure and visibility, coaching, protecting, and challenging assignments. I will first address those functions that were generally missing from the discussion of sense-making relationships between peers and respondents: exposure and visibility, and challenging assignments. Respondents did not identify any dynamic in which a faculty peer gave a challenging assignment or provided exposure and visibility for the respondent. It would be natural for these functions to be absent from a peer relationship between new faculty and peers. According to Kram, these functions require a supervisory role over a subordinate in which the employer assigns tasks to the employee that will provide the employee visibility and professional growth through challenging assignments. Chapter five discussed the dynamics between faculty colleagues that make these kind of functions very different for faculty. Faculty do not have the hierarchical relationship of employer and employee. However, a senior faculty colleague with administrative responsibilities,



or broader professional networks, may invite a new faculty member to do a task that will give professional exposure and broaden professional growth. By doing the task (challenging assignment) the new faculty member may grow or increase professional networks. This dynamic was absent in the relationship between respondents and peers. These colleagues often had a shared status with new faculty members with limited opportunities for sponsorship, exposure and visibility, and challenging assignments.

### Coaching

Peers, however, provided a great deal of career support for new faculty members in coaching, sending protecting messages of warning about political dynamics and climate, and collaboration. The most important career function that peers provided for respondents was coaching. The two most frequent ways in which peer colleagues coached new faculty in this sample was to read their writing and give feedback and advice regarding teaching. First, peers provided coaching, not only on the mechanics of writing, but on how to write for a particular professional audience and where to submit that writing for publishing. Respondent 1 stated that the feedback and exchange with peers had been very helpful:

They [junior colleagues] give feedback on my writing. I mean, every time they read, they give me good feedback on it. Half of my junior colleagues read my papers and my work as well. They give me good feedback. I read their stuff, and I give them feedback. We have learned from each other, so I think they are a great resource.

Respondent 9 stated that she and her colleague read each other's writing. Her peer colleague also talked to her about where to send writing for publishing.

I think that when she got here, I remember being that way; just giving each other stuff [their writing] to read. And talking-- like which journals should I send this paper to.

Secondly, peers also coached new faculty respondents regarding their teaching.

They shared teaching resources such as texts, course outlines and syllabi as well as talking about student issues and concerns. Respondents found it easier to ask peers for advice and feedback on teaching as well as help with teaching methods. Respondent 3 stated:

Well I think I had a lot more interaction with them over the time period, and we were all going through the same thing, and we could really relate to each other. Whereas I think both the chair and my advisor were all senior faculty. Actually, neither one were teaching any longer. Both were established professionally, and they weren't going through tenure and trying to sort out teaching and being a faculty member any longer.

Conversations with peers that coached new faculty regarding teaching were just as helpful or equal to the coaching by mentors. In fact, some respondents expressed that they had to go outside of their department to talk about teaching, because they did not feel that it would be viewed within the department as important or appropriate.

Respondent 13, who was not a Lilly Fellow, stated that she went to the Lilly workshops because it "affords a safe place to talk with colleagues about teaching." Respondents also invited peer colleagues into their classes to observe and give feedback. Respondent 8 summarized well the nature of peer coaching in teaching:

We have shared assignments from our classes and ways of thinking about how to work with students. She was an important sounding board, and it is important to have a sounding board-- someone just to listen to concerns and reflect with you about teaching.

### Protection

In addition to coaching about teaching and research, peer colleagues fulfilled the function of protection described by Kram. Peers often warned respondents about departmental policies, politics, and departmental climate. These warnings were important in saving the new faculty member from committing errors that could have been detrimental to their careers. Respondent 1 stated:

I think that we talk enough amongst ourselves [peer colleagues] that we sort of know what's what. We warn each other of dangers that we think might happen-- Or some senior faculty member's conducting such and such-- this is what it's going to mean for us. Let's do this or that in response. So there's a lot of informal networking that goes on, and we sort of keep each other abreast of all the events and twists and turns of department intrigue. That's been really important to me.

### Collaboration

A final function that peers provided was collaboration. The previous chapter stated that collaboration was a dynamic that transcended all the functions of Kram and was specific to the nature of academic work among faculty. Collaboration for junior faculty primarily focused on efforts in research, but one may argue that the conversations about teaching between peers was also a very important collaboration. Teaching was often a very private act for faculty members. Conversations in which the respondent received coaching and feedback on teaching were very important collaborations that helped them in making sense of their teaching. Respondent 3 stated that junior colleagues were the ones who "taught her how to collaborate with other faculty in doing research." Collaboration with junior colleagues came about naturally as an outgrowth of a shared professional status. Respondent 9 stated:

And the other thing is that even though our research areas are different, they're close enough so that we can understand what each other does really well. I go in to her office and say, "I had this idea." And she goes, "Oh, Great!" And we expand on that idea, and then we decide; we're going to do this together.

Respondent 10 also stated how natural collaboration was with a junior colleague:

I think there's a lot of sharing between us, a lot of feedback and interaction. There's a lot of conversation that goes on between us that ultimately for the most part shows us a vision of what needs to be done.

In summary, junior colleagues provided new faculty members career support through the functions of coaching and protection. Coaching primarily focused on giving advice and feedback about teaching and research. Another important dynamic of interaction, not a part of Kram's career functions was collaboration. Respondents found that collaboration with junior faculty colleagues provided an important source of career support. Respondent relationships with junior colleagues did not engage in Kram's functions of exposure and visibility, sponsorship, and challenging assignments.

#### Psychosocial Functions Provided by Faculty Peers

This section will deal with the psychosocial functions that peer colleagues provided for the new faculty members in this sample. Kram (1985) wrote:

Psychosocial functions are those aspects of a relationship that enhance an individual's sense of competence, identity, and effectiveness in a professional role. These functions include role modeling, acceptance and confirmation, counseling, and friendship. (p. 32)

Peer colleagues made the greatest impact through psychosocial functions in helping new faculty members make sense of their faculty roles. These psychosocial functions, particularly the functions of acceptance and confirmation, counseling, and friendship, provided an interpersonal support that gave the new faculty member a sense of

professional efficacy. The value of interpersonal support for these respondents cannot be underestimated in the process of making sense of faculty roles. Friendship and counseling provided a powerful impetus to persevere against professional challenges.

### Role Modeling

Role modeling was the most important psychosocial function for mentoring relationships that respondents experienced. Although peers did not serve as role models as frequently as mentors, respondents stated that peer colleagues did act as role models for them. Role modeling by these colleagues provided an example for new faculty members in how to meet departmental requirements for tenure. New faculty in this sample also learned how to navigate the system by watching colleagues a few years ahead of them in the process of tenure and review. Respondent 6 felt that the modeling of a successful colleague was invaluable for understanding requirements and navigating the system:

It's really great to have someone who is clearly satisfying the department's requirements and doing well, so then you know what they are. You say, "you know if I could do this, it should be fine." If the people ahead of you are very marginal so it's not clear if you're making it or not, then you don't know.

Respondent 10 felt that his wife, who was also a colleague, "paved the way" for him in understanding requirements and navigating the system:

Then again, she kind of paved the way a little bit, and it was someone for me to watch and learn from. She certainly helped me be aware of the dynamics of the department and how all that worked.

Peers not only provided a model in how to satisfy requirements for tenure but they also provided models in how to teach. Respondents observed other pre-tenure

faculty in their teaching and used their teaching as a model for their own teaching.

Respondent 8 felt that a junior colleague had provided her with a model of the type of teacher that she wanted to be:

She was a model for the kind of teaching that I wanted to do. She is very creative in her assignments and collaborative with students. She is very good at what she does in teaching and carefully constructs the teaching event.

Peer colleagues not only provided a model for tenure requirements and teaching, but they also provided a model for how to draft research. Colleagues took the mystery out of the research process for some respondents. Research seemed more attainable when looking at the model of a peer as opposed to the model of an accomplished senior researcher. Respondent 9 stated:

I've never thought of her as a role model until now. She's somebody who does very well. She's productive, but she's not a workaholic. She continues at a steady pace in publishing. My field is very broad as far as research. You have to know a lot about a lot of different areas. And she's one of the few people that really knows the journals every month. I look at the journals and pick out what's interesting, and she reads everything all the time, especially managing with 2 kids to watch.

#### Friendship, Acceptance and Confirmation, and Counseling

While peer colleagues provided role modeling for respondents, the most significant psychosocial functions that they provided were friendship, acceptance and confirmation, and counseling. These three functions are integrally related in the personal support that peer colleagues provided for the new faculty member. Through the dynamic of friendship, a junior colleague accepted and confirmed the new faculty member as a person and as a professional colleague. The context of that friendship provided many opportunities for reflection and counseling regarding career decisions. Peers provided

support through friendship, in which they listened to the new faculty member and provided advice. Peers were truly able to empathize with the new faculty member because of their shared professional identity and status. Often the power and bond of friendship between a respondent and peer colleague came as a result of both individuals feeling like they were on the outside of faculty work, trying to break in. Respondent 7 spoke of this power of a relationship that transcended personal and professional dynamics :

But [name of colleague] and I repeatedly tell the story, because it illustrates for us the power around professional and personal relationships and the power of support. In my darkest, most difficult days in the last few years, [name of colleague] has been the friend that is there-- listening to me, talking with me. She's been a great support personally in how you can sort through a lot of difficult issues. And she's also talked about her professional experience which is a bit different from mine. And she's given me some information about how she's conducted her life which I have encircled with mine, in which I say, "Yeah, I see." She's been in several instances a personal support through professional relationships.

For new faculty members in this sample, friendship provided a dynamic in which it was safe to talk about personal as well as professional concerns that overlapped, without fear of consequences for one's professional identity and status. Because peer colleagues were equal in status, they were not as threatening as a senior colleague or department chairperson who would also serve as an evaluator for tenure. Respondent 3 stated that, "we were all going through the same thing, and so we could really relate to each other..."

Friendship provided a cohesiveness in which interaction occurred on multiple levels with varied dynamics. This dynamic gave the new faculty member an identity

through the acceptance of colleagues, and a social network of personal support and professional collaboration. Respondent 3 reflected:

They are very good friends of mine. I would say that it differs depending on who we're talking about. [name of colleague] and I are probably closer friends than we are close colleagues. We don't actually collaborate on anything, although we certainly work together on evaluating how we're doing, and our teaching and that kind of stuff. I do collaborate with [name of colleague], and we do have very similar interests. And so that's more professional interaction.

Respondent 9 also spoke of the multiple levels of friendship and how that provided a rich context for professional collaboration.

And the friend in New York; my daughter plays with the kids when I go there. So there's a friendly relationship. She's also probably one of my-- I consider one of my most intelligent colleagues. I mean, a really incredibly intelligent woman, and productive too. And so when you go to have a personal visit, we will talk about work the entire time which in one sense is good. You talk about your research, and she's also very critical. If she says something like this is good, you know it's good. She's also been good in guiding me. She's somebody that I can talk to about my research.

Peer colleagues, acting as friends, provided counseling as well as support and collaboration. Sometimes the counseling was strictly personal, and at other times it explored the interrelationship of personal and professional problems. This counseling provided an important process in which the respondent made sense of faculty roles.

Respondent 3 stated:

They [peer colleagues] tried to teach me how to divide my time between teaching and research. How to go about how to get to the point where I could tell someone "no"-- that I didn't have enough time to devote to something that I was being asked to do so that I could do my own research. So I mean, basically, they just sort of showed me all the stuff that allows you to organize your time, and they taught me all of these things.



In summary, peer colleagues provided new faculty members career support and psychosocial support. The integration of personal support with career support and the ways in which friendship transcended personal and professional concerns provided a powerful bonding and sense-making relationship. Peer colleagues provided an important dynamic for new faculty members that was equally powerful to the mentoring relationships discussed in this study.

### Functions Provided by Other Sense Makers

This section will summarize briefly the types of functions that department chairs, graduate advisors, and non-mentoring senior faculty provided for new faculty in this sample. The functions that other sense-making relationships provided were not as varied with the same degree of impact as the functions that peer faculty colleagues provided in sense making.

The relationships between new faculty in this sample and department chairs was primarily formal. Interaction was infrequent and predominantly focused on how the new faculty member was meeting departmental requirements as a faculty member. In the formal relationship as evaluator, some department chairs provided coaching on a limited basis to help new faculty broaden their work, “put this on your vitae, or apply for this.”

Respondent 3 said:

I think he [department chair] would suggest alternative journals or lower tier journals, I guess, and encourage me to send stuff there. He encouraged me to send papers out to what he looked at, although I think I was already doing that. He really did want me to get stuff done. I mean he would talk me through what options I had in terms of publishing-- other places, and we would try to work that way.

Senior faculty and graduate advisors predominantly provided coaching and advising. New faculty in this sample may have gone to a former graduate advisor or senior faculty colleague for advice, because they perceived them as competent in specific areas. For example, Respondent 4 went to senior faculty who were non-mentors for advice, because they were the ones who were going to decide on his tenure. He wanted to build political alliances for tenure and be sure that he understood their expectations:

Now there are other senior faculty, because as I see my future here, I see that they have a strong influence in whether I stay or not. So I go check with them, and try to make sure when we have those hallway conversations. And I'm asking them how it's going from their standpoint; how does it look for me and that sort of thing. Not quite so bluntly as that, but I try to get into those kinds of conversations that will help me get a read on whether they view my progress as appropriate.

Senior faculty, department chairs, and former graduate advisors infrequently provided role modeling. Sometimes the role model was positive, but on other occasions, new faculty members perceived the role model as a negative one. Kram inferred that even a negative role model makes an impact on the junior colleague. Respondent 10 stated that the negative role model of his graduate advisor enabled him to chart a different direction in his faculty roles.

I think he certainly developed an appreciation for research in me, and he certainly influenced the development of my research program. But in terms of being a professor and balancing teaching and research with all my other administrative duties we do, very little input at all. He was the type of person who put almost no preparation in his teaching, and perhaps that was an example for me, because I wanted to be a better teacher, to reach my students.

### How Functions of Mentoring and Other Relationships Compare

In looking at the difference between mentoring and non-mentoring functions, perhaps the only conclusion that I can make from this sample is that mentors do provide an advantage in the functions of sponsorship and exposure and visibility. Mentors had a greater professional network and experience than peer colleagues. The new faculty member's career was advanced by the association with the mentor as well as the mentor's advocacy on behalf of the mentee. This sponsorship and exposure and visibility could occur with a peer colleague, but not to the degree that a mentor offered as one who had more professional contacts.

On the other hand, new faculty members in this sample found peer colleagues more accessible. Relationships with peer colleagues more readily integrated personal friendship with professional collaboration than relationships with senior colleagues. The shared status and professional identity between respondents and peer colleagues enabled equitable collaboration and friendship far more quickly than relationships with a senior colleague.

### How Other Helpful Relationships Play a Part in Understanding Faculty Cultures

This section will focus on how non-mentoring sense-making relationships have helped faculty to understand the messages that they received from different faculty cultures. One may ask the same question of non-mentoring sense makers that I posed in the last chapter regarding mentors. Do non-mentoring sense makers help new faculty to make sense of their roles within the context of multiple cultures, or do they simply reinforce the culture to which the sense maker and the respondent are primarily oriented?

In response to this question, other sense makers generally delivered the message from the culture to which they were primarily aligned. Senior faculty, department chairs, and graduate advisors generally gave the message concerning the priority of research over teaching. That message concerning the priority of research was perceived by the faculty in this sample as an important message for alignment with and success in the disciplinary culture. New faculty members also perceived research to be a priority as a member of a research university.

Peer colleagues often conveyed messages from different cultures to new faculty, because often they were themselves still in the process of sorting out the different messages about multiple roles and responsibilities. The messages from peers may not have helped clarify the messages for new faculty members from different cultures. However, new faculty did learn by the example of peer colleagues a few years ahead of them which messages were more important for success in receiving tenure and achieving success as a faculty member.

A very interesting theme related to culture emerged in the interviews of these respondents. New faculty members who perceived a hostile departmental environment, developed a counter culture with other junior colleagues. These faculty members banded together and watched out for each other in those departments. Respondent 1 stated that “there is a greater sense of unity maybe because there is a large junior faculty contingency, maybe just because of the pressures of being a junior faculty.”

Messages that were given to new faculty members in this sample regarding different faculty cultures, were influenced by the values and cultural allegiance of the

sender. Relationships often confounded rather than clarified the understanding of faculty cultures. Respondents were agents of the sense-making process in making sense of priorities in each of the different layers of culture.

### Conclusion

In conclusion, I want to reaffirm that the discussion in this chapter has been built on the discussion of relationships that emerged in the interviews with new faculty members in this study. Although I did not anticipate the importance that respondents would accord to other sense-making relationships, the conversations have altered my original thinking about the importance of mentoring in the sense-making process. While writing and reflecting on these non-mentoring relationships, I went back to the literature and found that, in some studies, peer relationships in the daily tasks of work were found to be as important as relationships with superiors (Louis, Posner, & Powell, 1983). Peers provided personal support and powerful messages for respondents in making sense of faculty roles and responsibilities.

## CHAPTER 7

### SENSE-MAKING RELATIONSHIPS: DISCUSSION AND CONCLUSIONS

#### Introduction

##### A Change of Perspective

The research question that drove this study was: How do new faculty use mentoring relationships during the entry stage of organizational socialization to make sense of their faculty roles? Because new faculty in this sample had a complex web of multiple relationships that included other types of experiences besides mentoring, the discussion of this chapter will not focus solely on mentoring relationships. If I only reflected on the mentoring relationships of new faculty members in this sample, I would deny the power of other relationships that respondents used to make sense of their roles.

As I began this study, I was interested in mentoring as a helpful relationship for new faculty. The literature of mentoring is primarily influenced by a traditional structural perspective in which a mentoring relationship occurs between a senior and junior colleague of differing rank and status. However, I also used the cultural perspective to inform my thinking about how faculty use the mentoring relationship to make sense of their multiple faculty roles. As I was guided by a cultural perspective of sense making, it is not surprising that I discovered a web of multiple relationships beyond traditional mentoring that faculty used to make sense of faculty roles.

I did not give faculty a definition concerning the characteristics of a mentor at the beginning of the interviews because I wanted to understand how they defined a mentor. I

simply informed the respondents that this was a study on mentoring. All faculty except one used a traditional structural perspective in identifying mentors. In other words, they identified senior faculty as mentors. If they did not have mentors, they had expectations for senior faculty to do mentoring. They did not refer to peer colleagues as mentors.

As a result of the cultural perspective of sense making, I probed beyond these identified mentors to explore all types of sense-making relationships that new faculty used in making sense of their roles. Faculty identified other colleagues that were helpful in making sense of their faculty roles. A variety of perspectives emerged in which traditional mentors were not the only relationships that helped faculty make sense of their roles. Though I set out to explore mentoring from a traditional perspective, the cultural frame informed my thinking to focus more broadly on sense-making relationships, of which mentoring is only one type of relationship among many.

Because respondents held a traditional view of mentoring throughout the interviews and the mentoring literature predominantly identifies mentoring as a structural relationship, I tried to hold on to the traditional structural view of mentoring in the reporting of data. (This was the rationale for the division of the data into Chapter 5 which reported on mentors and Chapter 6 which reported on other sense makers.) However, in the final analysis, the dissertation has become a study of sense-making relationships. Mentoring is one type of sense-making relationship, but faculty used a much broader array of relationships beyond mentoring that was helpful in making sense of their multiple roles.

I chose to designate the different relationships as traditional mentoring relationships and other sense-making relationships. These relationships could have been referred to as vertical relationships (mentoring) and lateral relationships (other sense making relationships). These categories are not totally satisfying as a full descriptive breakdown of the relationships.

This study has brought to light a tension that exists between a structural and cultural frame in understanding relationships that are helpful for faculty in the

socialization process. More work needs to be done by researchers in clarifying the nature of relationships that new faculty have with colleagues in making sense of their roles.

Tierney and Bensimon (1995), from a cultural viewpoint, proposed categories of formal and informal mentoring relationships. Tierney and Rhoads (1993), also proposed the three functions of symbolic leader, trail guide, and oral historian to refer to mentoring relationships helpful for new faculty. Speizer (1989), from a more traditional viewpoint, suggested role models, mentors, and sponsors as helpers in making sense of roles. All of these categories are helpful for discussion, but do not really begin to fully delineate the range of dynamics and variety of relationships that new faculty experience in the socialization process in making sense of their roles.

I do not believe that it is sufficient to categorize all helping relationships as mentoring relationships. This cannot be reconciled with the traditional understanding of mentoring in the literature and general assumptions about mentoring. Further studies of the multiple webs of relationships that new faculty experience would be helpful in understanding the nature of social interaction that these faculty use to construct meaning in their roles.

### Limitations

At this point, it is important to reiterate that this study is limited as a retrospective study of new faculty members' remembrance of experienced mentoring relationships. This interpretive study focused only on the perceptions of a small group of new faculty at a Midwest research university regarding how they used mentoring relationships to make sense of multiple roles. The study did not interview colleagues that



respondents identified as helpers in making sense of faculty roles. It is possible that the perceptions of these helpful colleagues might have been very different. The discussion points of this chapter in no way will make generalizations for all new faculty, but will provide a point of comparison with the literature and recommendations for possible further research.

### Overview of Chapter

This chapter is organized to correspond to the way that the data was reported in Chapters 4, 5, and 6. The first section of this chapter will reflect on the satisfaction and stress of new faculty members in this sample and make comparisons with the literature pertaining to new faculty. A consideration of the challenges of new faculty will help the reader understand the various relationships of sense making. I will discuss the challenges that faculty members in this sample faced in making sense of research and teaching, balancing multiple roles, understanding evaluation and review, and sorting out conflicting messages from different faculty cultures.

The second section of this chapter will look at mentoring experiences that respondents identified as sense-making relationships. In this section, I reflect on the respondents' mentoring experiences and the functions or behaviors that were helpful for them in making sense of their roles.

The third section of this chapter will explore other relationships. I will discuss the value of those other types of relationships, how they compare with mentoring relationships in the process of sense making, and things that have been learned from all types of relationships in this sample.

The final section of this chapter will give observations that I made as a result of this study. Implications of this study for new faculty members, senior faculty members, department chairs, graduate advisors, faculty developers and administrators, and researchers in higher education.

### The Satisfaction and Challenges of New Faculty

The themes that emerged from the interviews with faculty in this study share many similarities with the themes that have been identified pertaining to new faculty in the literature. Sorcinelli (1992) stated that new faculty report a high level of satisfaction that is often offset by a sense of anxiety and stress in balancing faculty roles.

#### The Satisfaction of New Faculty Members

In agreement with Sorcinelli (1992), the new faculty in this sample stated that they had a high degree of satisfaction with the academic profession and the autonomy that it affords. They found the work of research to be richly rewarding. They found satisfaction in not only seeing their work published, but in the research process as well. They also found it fulfilling to make an impact on students through teaching and research.

#### The Challenges of New Faculty Members

In spite of these satisfactions, this group of faculty wrestled with many challenges that caused them stress as a faculty member. In agreement with the literature (Sorcinelli, 1992; Finkelstein & LaCelle-Peterson, 1992), they rarely received explicit messages concerning what their faculty work entailed, and those messages that they did receive were fairly ambiguous. New faculty in this group felt that they were expected to perform as a faculty member, but messages were not always clear concerning performance



expectations. Fulfilling their own expectations as well as the expectations of others was most difficult in the areas of teaching and research. Faculty especially struggled in understanding the criteria for evaluation and sorting out messages regarding their multiple roles.

### The Challenge of Making Sense of Research

New faculty in this sample faced many challenges in making sense of their research similar to the challenges of new faculty challenges identified in the literature (Sorcinelli, 1992). Research challenges existed primarily in writing publishable research and submitting a research grant proposal for funding. Respondents struggled with how to write a paper and submit it for publication. Many felt that research as a graduate student did not adequately prepare them for the process of writing and submitting papers for publication as a faculty member. Respondents suggested that collaboration in which a more experienced faculty member guided them through the process as a supportive second author would have been particularly helpful.

Faculty members in the sample who were most successful in initiating research early in their faculty appointment had support from colleagues (whether from mentors or other colleagues) who guided them in the process of turning research into publishable papers. Colleagues often provided coaching on how to write for a particular audience and where to submit their research for publication. Colleagues also provided support by reading the new faculty member's writing and giving feedback.

New faculty members also struggled with how to write and submit a grant. For some new faculty members, this was a critical expectation they needed to fulfill in order



to equip and support a research lab. Instead of receiving help, respondents were left to muddle through the process on their own. Even those faculty members who had research fellowships prior to coming to the university did not feel adequately prepared for the pressure of grant writing. Grant writing seminars sponsored by the university were available to faculty, but faculty who attended the seminars still had questions about writing a grant proposal. Respondents generally felt that grant writing had been a process in which they had not had a great deal of previous involvement. Faculty in this sample felt it would have been helpful to be part of a successful grant writing process as an observer before they had to venture out on their own in writing a grant. New faculty members would have profited immensely by a formal mentoring or apprenticing under a senior faculty member in which they could take part as an observer in seeing all the aspects of writing a grant proposal. Faculty members who were most successful in writing grants and receiving funding early in their career were mentored in the process of contacting funding agencies and foundations for funding.

New faculty might be better served by preparation for publishing research and writing grants during the anticipatory socialization of graduate school in order to transition more seamlessly into the faculty research role. Prospective new faculty are done a great disservice in graduate education, if they are not adequately prepared for the faculty research role.

It would be helpful not only to teach prospective faculty the processes of research, but to prepare them for the competition that they will face in publishing research and obtaining funding. For instance, one faculty member in this sample stated

that funding from the NSF is becoming increasingly elusive, but he had found creative ways in which to fund his research from private foundations and other funding agencies.

Efforts to help graduate students fully understand the process of research might minimize the need of mentoring relationships for new faculty. If this support does not happen in graduate school, as was the case for many of the faculty in this sample, it should be made available for them.

### The Challenge of Making Sense of Teaching

In addition to struggling with research, study participants struggled with the development of teaching. Their experiences in the development of teaching were very similar to the findings of new faculty studies (Fink, 1984, Whitt, 1991). Respondents were expected to teach without any preparation in how to do course and curriculum design, interact with students, or choose appropriate methodologies for teaching. As a result of this lack of preparation, most of the faculty reverted to teaching in ways they had been taught. One of the faculty members in this sample likened this process of learning to teach to learning to swim by being thrown off a dock. One does not learn to swim the crawl in that manner, and one does not learn excellence in teaching in that way either.

In addition to all this, many faculty in this group perceived that teaching was not that important for review and evaluation. When they tried to focus on excellence in teaching, they were cautioned by colleagues that teaching detracted from the primary pursuit of research.





The Lilly Fellowship and other workshops provided teaching development opportunities for some faculty. One of the most beneficial aspects of the Lilly Fellowship was the opportunity that it provided for faculty to engage in conversation about teaching with colleagues from across the university. These programs provided a place in which a new faculty member could safely talk about concerns and desires for improvement outside of the department. One faculty member called teaching workshops a “safe place,” because she could talk freely without any concern about department colleagues who would evaluate her.

Not all of the faculty in this sample had the opportunity to take part in the Lilly Fellowship, and not all were fully aware of other workshop opportunities. It would have been helpful for these faculty to have a “safe place” to talk about teaching outside the department. This group of faculty expressed that informal conversations about teaching with colleagues were extremely helpful.

### The Challenge of Making Sense of Multiple Roles

In addition to making sense of teaching and research, faculty did not expect to experience tension in balancing their faculty roles. They did not realize that establishing teaching and research would be so time consuming and cause so much stress in their personal and professional lives. Establishing these roles was compounded by the need to address multiple roles simultaneously. New teaching preps along with establishing research was daunting for many in the sample. No respondent in the sample met expected goals for research productivity in the first or second year. Many of the

respondents felt that they were just beginning to get a rhythm of balance between research and teaching at the time of the interviews.

According to the literature, new faculty members often have difficulty in balancing multiple roles simultaneously (Sorcinelli, 1992). The process of balancing multiple roles can be overwhelming for the neophyte, and new faculty often hold unrealistic expectations for performance in these multiple roles (Sorcinelli, 1992).

### The Challenge of Making Sense of Evaluation and Review

In addition to the stress of balancing multiple roles, faculty stated that they were not ever fully sure about how much effort was necessary to satisfy requirements for evaluation and review. Several faculty complained that the process of evaluation was highly politicized with relative standards that changed with different department chairs. Some faculty spoke cautiously about the tenure process during the interviews, and several faculty relayed that they were disillusioned by the process, calling it a “game” or “politics”.

Respondents were uncertain about the quantity or the quality of work necessary for tenure. Respondents often felt an obligation to do well in teaching, but were cautioned by colleagues to make research primary. It was often difficult to focus on the long term goals of research when teaching provided more immediate demands as well as gratification.

Stress for these faculty could have been relieved by clear and consistent communication concerning evaluative requirements. Faculty felt that consistent review would have been helpful in understanding appropriate prioritization of roles. Three faculty members who received consistent communication from the department chair were

confident that they were prepared for the tenure review process, and that there would be no surprises.

### The Challenge of Sorting out Messages from Different Faculty Cultures

Faculty faced the challenge of making sense of messages from different cultures. Many of the new faculty had a clearer understanding of how to achieve professional viability for their discipline than professional viability within the university. The larger mission of the university was generally not clear to respondents. Only a few of the faculty, who were Lilly Fellows, clearly delineated their understanding of the university mission.

Opportunities like the Lilly Fellowship were helpful to some faculty in which they were exposed to faculty members from other disciplines and departments. This experience gave them exposure to the larger community of the university and encouraged discussion of university mission across the disciplines. New faculty members can be very focused on their own research and departmental concerns so that they do not appreciate the benefit of collaboration with others across the university. However, the Lilly Fellowship was only available for a small faculty cohort, leaving other faculty without any comparable program to appreciate the broader institutional mission and networks.

### Summary

This group of new faculty members was not unusual or extraordinary in the challenges that they faced. The literature pertaining to new faculty contains the same themes as the ones that emerged in this study (Boice, 1991; Fink, 1984; Olsen &

Sorcinelli, 1992; Sorcinelli, 1992; Whitt, 1991). New faculty experienced similar stresses and challenges across the disciplines and departments within a university. These faculty experienced a very intense learning dynamic as they came into the faculty position. The significance of these challenges for sense-making relationships will be addressed in section four of this chapter.

### Sense Making through Traditional Mentoring Relationships

This study, as I stated earlier, set out to probe how faculty reported using mentoring in the first three years of their faculty appointment to make sense of faculty roles. New faculty in this sample not only used traditional mentoring to make sense of their faculty roles; they used other types of relationships as well. This section will probe more fully the value of traditional mentoring and make some concluding statements about mentoring.

### Mentoring: Changed Assumptions as a Result of this Study

After reflecting on the experience of these faculty members, I have come to some conclusions about mentoring that are very different from the assumptions with which I began this study. I began with a primary assumption that traditional mentoring should be formalized as a primary tactic for helping all new faculty in making sense of their faculty roles. I would now say that traditional mentoring is one of many socialization tactics that can make positive contributions to new faculty. It is not, however, the only means of socialization, and it may not be the most helpful tactic for some faculty. What one faculty member stated about mentoring continues to reverberate in my thinking. She said that it is important not to “put all your eggs in one basket.” She was speaking of

embracing multiple mentoring relationships. I would expand that advice to apply to mentoring as a tactic of socialization. Mentoring relationships are helpful, but they need to be integrated with other relationships and other types of programs to provide a full array of mechanisms that support the new faculty member. All the “eggs” of socialization should not be “put into one basket,” mentoring.

Stories abound concerning the merits of mentoring relationships for the new organizational member. The organizational literature has also found that mentoring gives a new employee an edge on professional growth and development within the organization. (Berry, 1983, Collins and Scott, 1978, Fagenson, 1989, Roche, 1979, and Zey, 1991) Mentoring has weaknesses as well as strengths.

Not all mentoring relationships are created equal, and not all mentoring relationships look the same. The dynamic of a mentoring relationship is very idiosyncratic, dependent on the personality of both participants, their professional experiences and competencies, and the organizational context in which the mentoring takes place. The mentoring of the faculty in this sample looked very different from the mentoring that organizational literature describes between a senior employer and a junior employee. The new faculty members in this study spoke of multiple mentoring relationships rather than one lifelong mentoring relationship, as Levinson, (1978) suggests. They also preferred more of a collegial and collaborative relationship than a superior-subordinate hierarchy. Even though they referred to mentoring from a traditional perspective of a senior-junior relationship, they preferred that the dynamic of the relationship would be more collegial and collaborative.

In addition, some new faculty within this sample did not have the opportunity to develop mentoring relationships in the context of their department or other associations within the university. Yet, they were able to draw upon other types of relationships for making sense of their faculty roles and responsibilities. I would contend that it is advisable to have mentoring as a new faculty member, but one need not fail because of a lack of mentoring relationships. I am reminded of Respondent 8 who had a traditional mentoring relationship that did not go well, but she had a network of other relationships that provided support in making sense of faculty roles.

#### A Definition of Mentoring

I return to a definition of mentoring because it pertains to the way in which I have organized the reporting of data and the conclusions regarding mentoring. I have retained a traditional definition of mentoring. I do not believe that sense making that occurs between colleagues with the same degree of professional experience and the same professional rank is mentoring. Peer colleagues can be invaluable in the process of sense making as the experiences of this faculty group demonstrate. However, a mentor has deeper experience and a broader professional network through which s/he can open doors for a mentee that peer colleagues cannot do or the mentee cannot do for her/himself. For instance, mentors who had greater faculty rank and broader professional networks than respondents, were very helpful in opening doors within disciplinary associations in order to publish research. The mentee often drew upon the greater professional competency and experience of the mentor in ways that are not available from a peer colleague.

Mentoring may occur between two individuals of the same age group if one of the individuals has greater experience and networks across professional roles. One of the faculty members identified a mentor who was about her same age. However, this respondent had a professional career before returning to academia to do a Ph.D. and moving into a faculty role. So, while they were the same age, the mentor had a greater experience and competency, as well as higher ranking status.

Mentoring for respondents was a multifaceted developmental relationship with many different levels of interaction, that grew between the mentor and the mentee over a period of time. Faculty did not identify casual relationships of support and advising as mentoring relationships, although from a cultural perspective, they certainly may have qualified as sense-making relationships.

The new faculty members in this sample spoke of multiple mentoring relationships, and they believed that one person could not convey all that a faculty member needs to make sense of faculty roles and responsibilities. There may be the need and opportunity for more than one mentoring relationship, and certainly there will be many sense-making relationships.

### Formal Mentoring of New Faculty

Both Boice (1990, 1992b) and Wunsch (1993) have argued that formal mentoring (a program for establishing mentoring relationships for the mentor and the mentee) can be used as a viable method for the professional development of new faculty. New faculty in this sample generally did not experience formal mentoring. Faculty in this sample highly valued their autonomy and questioned the value of formal mentoring programs. The

nature of faculty work is built on the core value of autonomy and the expression of that autonomy in the way in which a faculty member carries out her/his roles. Autonomous faculty interact in collegial relationships of collaboration and not in assigned relationships. In the course of this study, some respondents raised the question whether a formal mentoring relationship could restrict a new faculty member. Respondent 13, who had experienced a traditional mentoring relationship in the corporate world prior to returning to higher education, argued that formal mentoring would inhibit the individual struggle in establishing oneself that encourages faculty creativity. She felt strongly that formal mentoring would impede the faculty autonomy that is necessary for developing initiative and creativity in research.

More work needs to be done in the area of formal mentoring programs to determine the impact on new faculty members in making sense of their roles. More studies concerning the processes and outcomes of formal mentoring would be helpful in understanding the impact of such programs. Chao, Walz, & Gardner (1992), in a key study, compared the differences between formal and informal mentoring and concluded that they were not significantly different.

Formal mentoring has especially been suggested as a means of insuring the effective transition of new faculty members from underrepresented groups (ethnic minorities and women) into the academy (Boice, 1992a; Wunsch, 1992). This study cannot speak in detail to these issues, but the nature of comments from women faculty members participating in this study raises questions whether formal mentoring is always appropriate for addressing the needs of underrepresented faculty members in the



professorate. Women faculty members in this study generally found it more effective to create a network of multiple relationships of all types of colleagues, rather than relying on formalized mentoring.

The experience or perceptions of this faculty sample is not extensive enough to make definitive comments about formal mentoring. While formal mentoring was not the general experience of these new faculty, they raised interesting questions concerning the operationalization of formal mentoring that should be pursued in further studies that focus on formal mentoring.

#### Mentoring of New Faculty: For What Purpose?

Another issue emerged from this study concerning the purpose of mentoring in relation to the organization. Mentoring for these new faculty members did not necessarily increase loyalty to and integration within the organization as the organizational literature suggests (Collins, 1983). This study began with a recognition that new faculty members receive different messages from the culture of the discipline, the department, the institution, the profession as a whole, and the national system of higher education. Mentors of new faculty members in this study predominantly conveyed messages from the culture to which they were aligned, and often the mentor's primary allegiance was not to the organization. For new faculty members across this sample, they received many different messages. The nature of the message depended on the professional emphasis of the mentor, the nature of the mentoring relationship, and the purpose of the relationship.

Mentoring experienced by these new faculty members did not always integrate them more fully into the organizational structure of the university. Respondents, themselves, were primarily interested in making sense of their research and sought mentors for broader disciplinary contacts. These mentoring relationships may have ultimately compromised their loyalty to the university.

Mentoring for these faculty did not necessarily give them an edge in understanding institutional policy for success or greater productivity within the university. Faculty experienced a range of multiple mentors, some who were even outside the institution and were not necessarily interested in transmitting institutional policies. The experiences of the new faculty in this sample do not agree with Zey's (1991) contention that mentoring is a more effective way to transmit institutional policy. In fact, for these faculty, it may have been a less effective transmission of institutional policy.

In conclusion, faculty in this sample were primarily oriented toward the research role. As they were focused on research in their mentoring and sense-making relationships, they ultimately formed strong ties that would help them in research. In response to this, one may ask how mentoring would differ for new faculty who are not so driven to do research in a research university. Would mentoring in a community college or another type of college be more focused on institutional loyalty in the process and outcome of the mentoring relationship? More studies are needed regarding how the mentoring of new faculty members is influenced by the institutional culture and mission. More studies are also needed to sort out the influence of faculty cultures on mentoring relationships.

### Types of Functions in Faculty Mentoring Relationships in Higher Education

The functions of Kram (1985) were helpful for probing the behaviors of faculty mentors. The new faculty members in this sample agreed that mentoring needs to contain functions that support career as well as psychosocial dynamics. Within these two categories, some of Kram's functions were appropriate for the mentoring of new faculty such as sponsorship, coaching, and protection. Other functions were not so helpful in describing new faculty mentoring experiences such as exposure and visibility and challenging assignments. These functions are more linked to hierarchical relationships in which the mentor assigns the mentee specific tasks that will result in career development for the mentee.

Also, in the course of the interviews, a behavioral process or function kept recurring that was not contained in Kram's categories or functions. I chose to call that function "collaboration." It was a dynamic in which the mentor and the mentee shared in research or teaching as professional equals. In that sharing as professional equals, the junior colleague was enriched and advanced by the professional experience and competence of the senior colleague. More work needs to be done concerning the nature of collaboration and how that helps new faculty members make sense of their faculty roles. In understanding the nature and dynamics of collaboration, perhaps suggestions could be given to senior faculty on how to incorporate collaboration into relationships with new faculty to encourage professional growth and development.

The functions of Kram (1985) provided a helpful starting point in looking at the process of mentoring. However, more research needs to be done to explore the nature of

functions that occur in the process of mentoring for new faculty members. The literature of higher education has not adequately explained the activities of mentoring among faculty.

### Final Thoughts on the Mentoring of New Faculty Members

In the final analysis, it was hard to make general recommendations from this sample concerning whether and how new faculty should be mentored to insure success in making sense of faculty roles. The experiences of this faculty group show that mentoring was highly individual and idiosyncratic, based on the needs of the faculty member and the context in which the faculty member worked. Faculty members in this sample used a variety of people in mentoring relationships to make sense of faculty roles. Based on the experiences of these respondents, perhaps one of the most helpful things that we could do for faculty is to give them advice on how to initiate mentoring relationships. Then, allow them to create their own strategy and initiate their own relationships for sense making based on that support and guidance. This does not imply that faculty should be left on their own to figure things out. The university has a very important responsibility to provide help for new faculty by orienting them concerning what they should look for in constructing sense-making relationships.

The final question concerns what a mentor contributes to the new faculty member that cannot be obtained through any other sense-making relationship. Based on the interviews with these respondents, faculty members were able to draw on the mentor's professional connections and experience to get a quick start in their career. The mentors opened doors in professional networks for new faculty in a way that peer colleagues



could not necessarily do. By recommending the new faculty member to the broader professional network, the mentor linked her/his own professional reputation with the performance and success of the junior colleague.

Secondly, the mentor provided a powerful role model for the new faculty member. The depth of interpersonal connection through the mentoring relationship made the role modeling of the mentor especially powerful. New faculty in this sample indicated that the personal knowledge of the mentor seemed to accentuate those positive behaviors that they embraced and the negative behaviors they rejected.

Thirdly the mentor provided an acceptance and confirmation of the new faculty person that was helpful in building professional identity and self-efficacy. When a senior colleague, who was widely respected in the field, entered into a mentoring relationship with a respondent characterized by multiple levels of professional and personal interaction, it built the new faculty member's personal esteem and professional efficacy. The new faculty member gained confidence and boldness to take risks and initiatives that s/he may not have done otherwise. Respondents in this sample expressed surprise and satisfaction that mentors had sought them out for professional collaboration.

#### Sense Making through Other Types of Relationships

In addition to mentoring relationships, faculty members in this sample used other relationships that were helpful for making sense of their faculty roles and responsibilities. The other sense-making relationships that respondents used included peer colleagues, non-mentoring senior faculty and graduate advisors, and department chairs as well as other various relationships. There is no consistent pattern across the sample regarding

when respondents used these relationships. Faculty members used other colleagues when they did not have a mentoring relationship, when mentoring relationships were insufficient, and even alongside of helpful mentoring relationships. All this is to say that new faculty members initiated all types of relationships within their particular context to create a multiple web of helpful relationships.

### Sense-Making Relationships with Peer Colleagues

The most surprising learning from this study was the power and value of sense-making relationships with peer colleagues a few years ahead of or behind the new faculty member. Faculty members a few steps ahead of new faculty members in this sample provided a very important source of learning in how to make sense of faculty roles. Peer colleagues were identified as the most significant sense-making relationship as often as mentoring relationships. Respondents expressed the importance of integrating friendship with professional support that peer colleagues provided.

Respondents stated that they felt more comfortable in sharing with peers than senior colleagues, because peers did not have an evaluative function to play in respondents' professional lives. Sometimes the respondent and the peer found a ready bond because they both felt on the outside of the departmental power and structure. In addition to finding a ready bond, peer colleagues a few steps ahead of the respondent often provided a more accessible role model than the successful senior faculty member. The model of a peer colleague made the reality of achieving tenure or publishing research seem doable for the respondent. Interaction with someone who shared a similar identity, professional status, and professional experiences provided a point of identification.

Throughout the interviews, new faculty expressed that senior faculty mentors often forget what it was like to be a new faculty member. On the other hand, a peer daily lived a similar experience and was fully able to empathize with the respondents.

For many different reasons, new faculty members in this sample found that collaboration with peers occurred more naturally and frequently. I have previously discussed how important collaborative relationships were for new faculty members in making sense of faculty roles and responsibilities. Collaboration with peers was mixed with friendship outside of work in connections at many different levels.

Peer colleagues were also an important connection through the Lilly Fellowship for respondents who were Lilly Fellows. Those respondents agreed that the Lilly Fellowship provided opportunities to link with peer colleagues across the university who were experiencing some of the same stresses and concerns. Through the Lilly Fellowship respondents not only found a way to connect with these colleagues, they also found a forum in which they could discuss with freedom and openness the issues facing new faculty.

Hill, Bahniuk, and Donbos (1989) found in their study of mentoring and collegial support systems that mentoring was the most significant relationship that provided adequate information for faculty success. They also found, however, that peer relationships provided an important source of information for faculty success. Many sources in the literature of higher education propound mentoring as an important source of socialization, but the power of peer colleagues is often overlooked and needs more attention.



The relationships that respondents had with peers provided some valuable points about those types of sense-making relationships that were helpful for new faculty members. First, sense-making relationships that were readily accessible and open for new faculty members provided opportunities for addressing new faculty concerns without fear of repercussion. The Lilly Fellowship is an example of accessible open relationships outside of the department in which faculty felt that they could safely address issues. New faculty often felt that they could not ask questions in the department or they would appear less competent as a faculty member.

Second, collaboration provided the new faculty member opportunities to contribute to others as well as to learn themselves. This type of relationship provided a sense of professional efficacy and self confidence for the new faculty member that allowed them the opportunity to take growth-producing risks in making a contribution.

Third, sense-making relationships that linked professional collaboration with friendship and personal sharing on many levels multiplied the benefits of the sense-making relationship. It was important to have both career and psychosocial support in the behaviors of a sense-making relationship. Personal support was invaluable for new faculty members in multiplying the impact of the professional collaboration of the relationship with a peer.

#### Relationships with the Department Chair

Relationships do not need to be warm and supportive in order to be valuable in the sense-making process. New faculty may not have had a particularly warm relationship with the department chair, but the department chair communicated messages

that the new faculty member used to make sense of her/his roles. The department chair primarily served an evaluative function in the life of the new faculty member. Such a function precluded a warm type of relationship, but clear, consistent messages from the department chair also provided help to the new faculty members in this sample. Clear and consistent messages may not have always been appreciated, but new faculty then knew exactly where they stood and what the expectations were. Faculty found that the department chair and other relationships were not helpful when the messages were inconsistent or mixed concerning what they needed to do.

Faculty in this sample also felt that any message in sense making seemed more palatable if the one who sent the message communicated in spoken ways and non-verbal actions that s/he had the best interest of the new faculty member as a primary consideration. Sometimes the communication of a department chair or other senior faculty member left the faculty member wondering if this person had a primary desire for the professional advancement of the faculty member.

#### General Observations About Sense Making

Sense making for respondents occurred across all types of relationships. An important theme from the literature on sense making is that the new organizational member becomes an agent of socialization in sense making and initiates relationships that enable sense making to occur. Newcomers proactively seek information in making sense of their roles (Ashford, 1986; Morrison, 1993a; Ostroff and Kozlowski, 1992). New faculty in this sample were agents of the sense-making process; they were not simply passive recipients of socialization.

In contrast, the traditional mentoring process has often been viewed as passive for the new faculty member. Boice (1992) stated, “Traditional mentoring is passive in terms of self-initiative for new faculty in general, and for the new recruits that we need to nurture and retain in particular.” (p. 55). New faculty members in this sample conveyed that they generally took the initiative for creating and establishing mentoring relationships as well as other sense-making relationships. Sands, Parson, and Duane (1991) found that mentoring relationships in their study were most frequently mutually initiated by both participants. All of this is to say that sense-making relationships did not just happen to the new faculty member. The new faculty member was the agent and sought out multiple relationships that were helpful in making sense of faculty roles and responsibilities.

### Implications of the Study

New faculty members contribute to the organization as they interact with organizational members in making sense of their roles. More work needs to be done in higher education research to ascertain and fully understand the nature of the contributions that new faculty members make to the organization in the process of socialization.

In addition to building a multiple web of relationships for sense making, it is important that the new faculty member look for multiple levels and types of functions in sense making. I am not sure that the type of relationship that a new faculty member seeks in order to make sense of faculty roles is as important as the functions they experience in the relationship. A new faculty member should build relationships that provide career support as well as psychosocial support. Both are necessary for successfully making sense of faculty roles. These functions may be provided by

traditional mentoring or any other range of sense-making relationships. Kram (1985) originally meant her functions to be applied to mentoring relationships, but I believe, based on the experiences of these respondents, that they can be applied to all sense-making relationships. The functions that Kram has identified are necessary for support and guidance in career growth and development, regardless of the type of relationship.

In addition to building a multiple web of sense-making relationships, with a variety of career and psychosocial functions, it is important for new faculty to have relationships that provide an opportunity for feedback and reflection. New faculty members in this sample explained that conversations regarding their faculty roles provided help in making sense of faculty roles. Relationships that focused on conversations related to teaching and research provided important personal as well as career support. Conversations in which faculty feel free to reflect on their professional roles in the presence of trusted colleagues who provide feedback may be a very important means of professional development. The value of reflection and feedback cannot be overlooked.

In responding to all that I have learned through this study, I want to close with a discussion of the audiences that might profit from this study and make suggestions regarding the relevance of this study for each of those audiences. I also want to suggest possible studies that might build on the strengths of this research as well as addressing the weaknesses of the study. I make the following remarks to new faculty members, senior faculty members, department chairs and administrators, graduate advisors, faculty developers, and researchers interested in studying the sense-making relationships of new faculty.

### Recommendations for New Faculty Members

Several implications can be drawn from this study that are valuable for new faculty members who are making the transition into faculty work and who are trying to make sense of faculty roles. The new faculty in this study shared many of the same concerns, challenges, stresses, and satisfactions that have been identified in the literature pertaining to new faculty members (Finkelstein & LaCelle-Peterson, 1992). Some of the learning that emerged from this study may be helpful for new faculty members in making sense of their faculty roles. I have composed a list of suggestions for new faculty members that takes account of both the experiences of the new faculty members in this sample and the predominant themes reported in the literature.

#### Suggestion 1: Seek out relationships to help in making sense of faculty roles.

Boice (1991) has coined the term “quick starters” to refer to new faculty members who become exemplary teachers (identified through student evaluations, researcher observations, and faculty members self-report). These “quick starters” were comfortable in their teaching role, were reasonably satisfied with their campus, sought advice from senior colleagues about teaching, and quickly balanced their teaching and research priorities to give more time to research. According to Boice, one of the key characteristics of these “quick starters” was their initiative in talking with senior colleagues in asking for help with their teaching role. Faculty respondents in this study spoke of the necessity of seeking out multiple sense-making relationships with senior and peer colleagues in making sense of their faculty roles, particularly teaching and research.

It would be helpful for faculty to know that it is critical for them to take the initiative early in their careers to build relationships with other colleagues who can provide advice and support. Success in sense making and getting a “quick start” in one’s faculty roles depends on an action plan in seeking advice and help from other faculty. I would advise new faculty to seek relationships that would help them with each of their roles as well as the balance and integration of those roles.

**Suggestion 2: Build a network of support.**

In addition to admonishing new faculty to seek out multiple relationships for advice and support, I would advise new faculty to seek a network of support to prevent feelings of isolation. New faculty members in this study expressed hesitancy to ask for advice from senior faculty members for fear of appearing incompetent. This parallels the findings in other studies that new faculty are hesitant to ask for help, hence they feel isolated in their attempts to make sense of their roles (Finkelstein, 1984; Sorcinelli, 1992; Whitt, 1991). It is crucial for new faculty to take the initiative in building supportive relationships. It does not simply happen.

In building a network of relationships, new faculty members should seek a variety of sense-making relationships for different kinds of purposes. No one relationship can supply all that a new faculty member needs to make sense of her/his roles. A new faculty member cannot expect that other faculty members will seek her/him out, but s/he must build the network of support.

Also, in building a network of multiple relationships, these relationships should include important career functions like sponsorship, coaching, protection, and

collaboration. The relationships should also include appropriate psychosocial functions of role modeling, acceptance and confirmation, friendship, and counseling. A web of relationships needs to supply all these functions for career advancement and interpersonal support.

One of the multiple relationships that new faculty should seek is mentoring. Mentors can provide professional sponsorship for the new faculty member to expand her/his professional network. New faculty may also draw upon the mature experience of the mentor in coaching, role modeling and counseling. In addition to the mentor, however, new faculty should not overlook the roles of peer colleagues in providing coaching and support as well as role modeling, guidance, and friendship. A range of professional colleagues at different stages of professional experience and development would be helpful for new faculty members. It is more important to look for the career and psychosocial functions of relationships, and that they are fully delivered across one's network of relationships, than to look for certain types of relationships. It is not as crucial to have any one type of relationship as it is to have a web of relationships that provides a full array of these career and psychosocial functions.

In all of the relationships that new faculty build in the network, they should include people with whom they feel comfortable in talking about their concerns. Faculty in this sample greatly valued and found extremely helpful, relationships that provided a sounding board for reflection and feedback.

**Suggestion 3: Remember that you are not alone in the stress that you face.**

New faculty should be made aware of the findings in the literature: They will face anxiety and stress in balancing their multiple faculty roles (Sorcinelli, 1992). They will probably receive ambiguous messages concerning their roles (Whitt, 1991; Austin, Brocato, & LaFleur, 1993). They will probably feel that the standards that are used to measure them are not applied equally to senior colleagues, and they will be swamped with work related assignments (Sorcinelli, 1992). Teaching will fill an inordinate amount of time in their first years and eclipse personal research goals (Fink, 1984; Boice, 1991). It will be hard to build collaborative relationships with other colleagues (Sorcinelli, 1992). It will be difficult to sort out mixed messages from diverse cultures in which they will negotiate faculty roles (Austin, 1992a). New faculty members within this sample expressed all of these same kind of challenges and concerns. It would have been extremely helpful if they could have had a “quick start” in realizing that their concerns are universal, they are not alone, and there are relationships that they should form to address these concerns.

**Suggestion 4: You are the key in making sense of your faculty roles.**

The literature has shown that one of the greatest needs for new faculty is the creation of a climate that would enable new faculty members to understand institutional context, values, and mission. However, the very nature of academic work and valuing of faculty autonomy can negate efforts to create a welcoming climate. Realistically, in some disciplines, faculty positions are few, the competition for research funding is fierce, expectations for new faculty performance continue to rise, and the press to do more with



less becomes customary. The expectation for an autonomous faculty member, who comes to the position fully trained to succeed and excel as a faculty member will probably continue. It is in these less than ideal conditions that new faculty must act as proactive agents of their own sense making.

New faculty members in this sample indicated that they felt ultimate responsibility for their success. Support was important and desired, but self-initiative in building supportive relationships was the key for success. The literature pertaining to the socialization of new faculty has predominantly targeted administrators, faculty developers, senior faculty and researchers with the message that they need to work at creating a welcoming climate for new faculty. New faculty members, however, should also be targeted in these discussions. They need information on what they can do to build their own network of support when they don't encounter a supportive environment. They need orientation and direction for building a network that includes an array of functions and relationships when the climate for socialization is not warm and welcoming.

One may question this conclusion that new faculty members are the key to their own success in making sense of their faculty roles. By the stress that I have given to the importance for new faculty initiative in making sense of faculty roles, I do not mean to excuse those who can also take steps to build a better institutional climate for the socialization of new faculty members. The next section will address this research from the standpoint of the responsibility of senior faculty members, department chairs and administrators, graduate advisors, and faculty developers.

### Recommendations for Senior Faculty Members

Faculty in this sample had high expectations for help from senior faculty members. In contrast, what the faculty members in this sample generally perceived is that senior faculty were aloof and not concerned about their success. New faculty members in this sample found it to be especially helpful when senior faculty took the initiative to establish collaboration in teaching and research. New faculty members wanted collaboration with senior faculty in which they could draw upon their experience and knowledge in an equitable collegial relationship.

Based on the experience of this faculty group, collaboration that a senior faculty member initiates might be as simple as inviting the junior colleague to read and comment on the senior colleague's writing or research. Another way to initiate collaboration might be to invite a junior colleague to take part in a research project, the writing of a paper, or a presentation together for a disciplinary association. When new faculty members in this sample were invited to collaborate in these ways, they were able to draw upon the experience and competency of the senior faculty member. Often collaborative relationships were helpful in getting a research agenda going for the new faculty member in this sample.

In reflecting on the interviews, I believe that senior faculty members may not necessarily harbor ill will for a junior faculty person, but they may appear aloof because they are not generally sure how to establish a mentoring relationship with a junior faculty member. It may be that the senior faculty member assumes that an initiative to help the junior faculty person would be looked upon as an intrusion on the new faculty members'

autonomy. Faculty development that focuses on equipping senior faculty to mentor and help junior faculty might be helpful for both senior and junior faculty. Senior faculty could be encouraged to mentor junior faculty by being made aware of the potential contribution that it might make to them as well as junior faculty (Levinson, 1978).

Incentives might be developed by departments and universities to encourage senior faculty to mentor junior colleagues. Junior faculty probably face greater stress in making sense of faculty roles than senior faculty previously encountered (Finkelstein, 1984; Finkelstein & LaCelle-Peterson, 1992), and they would greatly profit by drawing on the experience and competency of senior faculty who initiate collaborative relationships.

#### Recommendations for Department Chairs

Department chairs and administrators, by the nature of their evaluative function, were generally not interpreted by the new faculty member in this sample as offering warm supportive relationships. Most of the faculty in this sample did not feel particularly close to their department chairs. One of the key problems that respondents identified in their relationship with the department chair was that messages concerning expectations seemed unclear and/or inconsistent. A department chair does not need to provide a warm supportive relationship to be helpful to the new faculty person. However, it might be helpful for the department chair to make sure that s/he gives messages that are consistently clear regarding the expectations for evaluation of the new faculty member. Faculty in this sample complained that they were never sure about the requirements for evaluation.

Another way in which the department chair might help new faculty is to provide them with the names of senior faculty in the department who have competencies and experiences that they could offer to new faculty members. New faculty may not be aware of who would be helpful in making sense of various faculty roles. Mentoring relationships may be assigned, but they need encouragement and support from the department chair. Departmental incentives for senior faculty who fulfill assigned mentoring responsibilities would encourage mentoring relationships that would be helpful to new faculty members. It would also be helpful if the department chair not only suggested supportive people for new faculty members, but also kept the new faculty person informed about faculty development programs within the college and the university.

New faculty would greatly appreciate a department in which the department chair protects them from shouldering heavy committee responsibilities in their first years as a faculty member. Some new faculty members in the sample were protected from these types of committee assignments and responsibilities, which gave the time to focus on more pressing demands such as developing research and teaching.

Faculty who had a supportive department chair appreciated honest messages when they were doing well. They also appreciated admonitions or suggestions concerning how they could do better in meeting departmental requirements. Two faculty had a department chair who provided suggestions for them, but they felt that he did it in an intrusive and nagging manner. The department chair should be clear about expectations

and offer support, but it is the new faculty member who ultimately chooses to follow or reject that support.

### Recommendations for Graduate Advisors

This study also raises issues that are relevant for graduate advisors who mentor potential new faculty members. This study focused on the entry period of organizational socialization by specifically looking at the sense-making relationships during the first three years of a new faculty member's appointment. I did not look at the relationships that impact a faculty member in making sense of faculty roles during the period of anticipatory socialization in graduate school.

However, the relationship that a new faculty member has with a graduate advisor may span the period of anticipatory socialization during the graduate student experience and the entry period of socialization during the first three years of a faculty appointment. Several new faculty members in this sample had a mentoring relationship with a graduate advisor that began during graduate study and carried over into the faculty appointment. Other new faculty members did not have a mentoring relationship with the graduate advisor, but relied on the graduate advisor as one person to help in making sense of faculty roles. Even a relationship with a graduate advisor that did not endure into the entry period may have contributed to the sense making of a faculty member as a relationship of anticipatory socialization. This anticipatory socialization could be a powerful sense-making relationship for new faculty members.

Most of the faculty in this sample struggled with getting research and teaching established as a new faculty member. New faculty members in this sample felt that the

graduate experience had not sufficiently prepared them to do the work of a faculty member in these areas. The question that arises for graduate advisors is whether the graduate experience can be improved to more adequately prepare faculty for their faculty roles, particularly teaching and research. Respondent 5 did not have as much difficulty in getting research and teaching going as other faculty. His graduate advisor had adequately prepared him to do research by introducing him to funding agencies and collaborating with him in writing grants as a graduate student. The graduate advisor of Respondent 5 also thrust him into the classroom as a graduate student when he learned of the respondent's aspirations to teach.

A graduate advisor can have a significant impact on the way in which a new faculty member makes sense of her/his roles. Perhaps some faculty would not need as much help in making sense of their roles during the first three years as a faculty member if the mentoring received during graduate school adequately prepared her/him for a faculty position. Those faculty who have not been adequately prepared may need more help in making sense of their roles. Graduate advisors might reexamine the kind of mentoring and guidance that they are giving the graduate student and how that will enable the faculty member to make sense of faculty roles.

### Recommendations for Faculty Developers and Administrators

I have placed faculty developers and administrators together in this section because I want to focus on the implications of this study for those who provide professional development for new faculty members. I will address issues that flow from this study concerning how faculty developers might give support and professional

development for new faculty. Based on the discussion with this faculty I might suggest the following strategies for development of new faculty.

First, I offer strategies concerning the personal development of faculty. Faculty developers could inform new faculty members about the process of sense making and the need to take the initiative in building multiple relationships. These relationships should include a diverse type of dynamics and a broad range of career and psychosocial functions. These relationships might include mentoring relationships as well as peer colleague relationships that would be helpful in making sense of faculty roles.

I would also encourage new faculty members to develop a personal plan for faculty development in which they identify their needs and the people and programs that might help them in meeting those needs. A new faculty member should identify people that can provide career support through collaboration in establishing research and teaching and should find people who will provide interpersonal support.

In addition to strategies for personal development of new faculty members, I would suggest developing organizational strategies for the professional development of faculty. From this sample, it is evident that programs like the Lilly Fellowship help faculty in making sense of their faculty roles. Programs like the Lilly Fellowship make a great contribution by providing a forum for forging collaborative relationships across the university. The Fellowship also provides a “safe place” for conversations about faculty roles, specifically teaching. Programs that provide a way for faculty to make connections across the university and encourage faculty to discuss teaching and research without fear in admitting need or failure are invaluable in contributing to new faculty members’

professional development. At a minimum, this is what the university should do in providing programs like the Lilly Fellowship for new faculty that afford the opportunity for conversations and collaboration across multiple roles.

### Recommendations for Researchers in Higher Education

The final audience that I will address with recommendations concerning this study are those who are interested in pursuing further research pertaining to the mentoring of new faculty members in higher education. In the process of doing this study, I encountered new issues and questions that I could not address because of the limitations of this study. I will focus in this section on recommendations for furthering the research based on an integrative discussion of the literature and this study.

This study asked faculty members to engage in a retrospective reflection on the mentoring relationships that were helpful in making sense of their faculty roles. In looking back on the way in which I framed the interview protocol for the respondents, I would have asked questions from a much broader perspective than mentoring. I assumed that mentoring had been a primary sense-making relationship for new faculty members, and the letter of invitation and confirmation by telephone prompted respondents to think in terms of mentoring. Mentoring, because it was the primary theme of this study, emerged as a primary relationship that helped in making sense of faculty roles. However, the conclusions of this study might have been different if I had focused more broadly on all types of relationships and the dynamics of those relationships. I would recommend that more studies are needed that generally probe and compare all types of relationships that are helpful for new faculty members in making sense of faculty roles. It would also



be helpful to ask faculty members to rank order relationships that have been helpful from most to least significant and explain why they ranked the relationships accordingly.

In reflecting on the interview questions of this protocol, I learned a great deal about mentoring relationships and the types of functions/behaviors that faculty valued and found helpful in their sense making. I worked from the theoretical frame of Kram's (1985) categories of mentoring that have primarily been tested in corporate organizations. Further research would be helpful regarding all types of relationships that new faculty members encounter to determine what functions/behaviors are specific for an academic organization of multiple cultures. The nature of academic work and the context of multiple cultures in which faculty work greatly influences the types of processes that occur in relationships for new faculty members. More research to discern the types of functions/ behaviors that are specific to the mentoring of new faculty would be helpful in understanding the mentoring of new faculty by other colleagues.

For instance, in this study I found that faculty talked a great deal about collaboration. Work could be done to define further the nature of collaboration and how a collaborative relationship is negotiated between a junior and senior colleague. I am convinced, on the basis of these respondents' values and preferences for autonomy and professional identity, that collaboration initiated by a senior colleague which is flexible and clearly a relationship of equity between professionals would be extremely helpful. Perhaps in coming to an understanding of how collaboration works, suggestions could be offered for multiple collaborative relationships that would help new faculty in making sense of their faculty roles.

Another issue that needs attention in the research literature pertaining to mentoring is the problem of a consistent definition of mentoring. Carmin (1988) raised this issue in her writing concerning the need for a definitive understanding of mentoring. I did not give the respondents a definition of mentoring in the interview protocol, because I wanted to learn how they identified mentors in their professional experience. I also wanted to know what they valued in mentoring and what they expected from a mentor without coloring their thinking by giving them a definition. Findings in the interviews generally agreed with the definition that I embraced from Carmin (1988). But, there were some fine nuances of difference that emerged in the study. More studies are needed to explore what new faculty believe about mentoring and what they look for in a mentoring relationship.

It might be helpful for further studies to probe the full array of relationships that faculty use in making sense of their roles. Questions that might be helpful are: What is the full array of relationships that faculty use to make sense of their roles? What types of relationships were most helpful and why? What were the professional and interpersonal dynamics of these most helpful relationships and what were the outcomes?

This study also could have been strengthened by interviewing the sense makers that faculty identified. This study only contains the perspective of the new faculty member, not the perspective of the person who sends messages for sense making. Gathering both perspectives would have given a greater understanding of the nature of interaction that occurred between the two individuals and how that contributed to the process of sense making.

In addition to looking at the perspective of the mentor, it would be helpful to understand what mentoring contributes to the professional development of the mentor. This study did not probe what mentoring does for the mentor. Very little exists in the literature that looks at mentoring from the perspective of the mentor (Holmes, 1988). It would be helpful to have a clearer understanding of what the mentoring of new faculty members contributes to the mentor's professional development.

This study did not focus on issues of gender or ethnicity. Further studies are needed that specifically probe the experiences of new faculty members who are women or who are from a diverse ethnic background. Mentoring has been proposed as a method of helping these groups with the process of socialization in order to prevent attrition. More attention needs to be given to understand how successful faculty members from each of these groups have made sense of their faculty roles and the individuals that were most helpful in making sense of those roles. The information regarding how the process of sense making works for these groups of underrepresented faculty members might be helpful in creating program initiatives for these faculty.

This study only focused on the types of sense-making relationships that new faculty in a research university encountered. Discussion for these faculty predominantly focused on the roles of research and teaching. It would be helpful to understand how the process of socialization differs for new faculty members in community colleges, comprehensive universities, and liberal arts colleges. The process of sense making for these faculty was highly influenced by their perception of the institutional mission and the nature of their work as a research faculty member who is closely aligned with the

disciplinary culture. Further research could be done to explore how the institutional context and professional orientation of the new faculty member influences the process of sense making. In other words, how would a community college faculty member who is primarily aligned with the institution and focused on teaching engage in sense making? What would be the primary issues for this new faculty member in making sense of her/his roles?

In considering the two types of mentoring, this study set out to look at the differences between formal mentoring programs and informal mentoring relationships. Sources in the literature of higher education suggest formalized efforts in mentoring as a means of socialization for new faculty members (Tierney and Bensimon, 1996). However, the literature needs more studies to probe the nature of formal mentoring programs and the impact on new faculty members. Boice (1990) and Wunsch (1993) have done modest studies pertaining to the impact of a formal mentoring program on new faculty members, but very little presently exists in the literature that compares the impact of formal mentoring programs with informal mentoring relationships (Chao, Waltz, & Gardner, 1992). More research could probe the value and impact of formal mentoring programs.

This study showed that mentors may not help faculty make sense of the multiple cultures of the institution, discipline, national system, and profession, but may actually complicate the messages that the faculty member receives from competing cultures. Mentors and other sense makers convey the message of the culture to which they are predominantly aligned. A study that specifically probes the nature of messages that

come from each culture and how various relationships help the faculty person make sense of these messages, might enable faculty and administrators to confront the dilemma of mixed cultural messages.

### Conclusion

This study has broad implications for new faculty members and those who are interested in the success and professional development of new faculty members. Administrators, senior faculty and faculty developers could help new faculty by alerting them to some of the challenges that they might face as they attempt to make sense of their faculty roles and responsibilities. New faculty could also be helped by being made aware of programs and people that will be helpful in making sense of their faculty roles. New faculty should be admonished to take the initiative in building a web of relationships with senior colleagues as well as peer colleagues that include a range of multiple functions that will provide career support as well as psychosocial support. They should be reminded that no one relationship will contribute all that they need in making sense of their roles. The key in negotiating these relationships for sense making with other colleagues is an open communication from the new faculty member concerning expectations in what the colleague might provide.

More deliberate efforts for support and encouragement of new faculty could be made by administrators and senior faculty members. Faculty would be greatly assisted by programs that encourage conversation about faculty roles, and collaboration across disciplines. This would be a minimal effort on the part of the university, but could provide invaluable assistance to new faculty in making sense of multiple roles.

Finally, this study may have raised more questions concerning the use of mentoring than it answered. Mentoring is an important relationship for new faculty members, but other relationships are just as important as mentoring for some new faculty members. I am more convinced after this study that certain functions need to occur in a broad array of relationships for new faculty members than I am certain that those relationships need to be mentoring (whether formal or informal). Faculty members should have an array of multiple relationships that include the functions of coaching, sponsorship, collaboration, protection from potentially damaging organizational conflict, role modeling, acceptance and confirmation of the new faculty member, counseling concerning personal and professional concerns, and friendship. That relationships have these functions is far more important than the type of relationship. I believe that new faculty members in this sample had helpful mentoring relationships, and they had mentoring relationships that offered no help. The same could be said about any other type of relationship, such as relationships with peers, senior faculty, and department chairs. I believe that this group of new faculty members' key for success in making sense of faculty roles was contained in the types of career and psychosocial functions that they experienced. I believe that if we could understand more fully the dynamics of these functions and how to deliver them to new faculty members, we could provide support that would enable the success of new faculty members in organizational socialization.

## APPENDICES

**APPENDIX A**

**LETTER OF INVITATION FOR FACULTY PARTICIPATION**



## LETTER OF INVITATION FOR FACULTY PARTICIPATION

March 25, 1997

Dear Dr.

I am writing to ask you to participate in a dissertation study that I am conducting. I am a faculty development specialist for the College of Osteopathic Medicine, and I am finishing my Ph.D. in Educational Administration through the College of Education. The study that I am hoping that you will participate in is entitled "A Retrospective Study of How New Faculty Report The Use of Mentoring Relationships to Make Sense of Their Multiple Roles." My research advisor is Dr. Ann Austin.

The purpose of this study is to explore how new faculty have used mentoring relationships to make sense of their multiple roles. The study will explore the following themes:

Individuals who have served as mentors for new faculty.

- Types of mentoring new faculty experience and the outcomes of those types of mentoring.
- Mentoring behaviors encountered in the mentoring relationship.
- The role of mentoring in helping new faculty understand their multiple roles.
- How different disciplines affect the process of mentoring for new faculty.

The study, which utilizes qualitative research methods, will involve new faculty members in their first appointment in the pure and applied disciplinary fields. The literature of higher education has explored the challenges that new faculty often face as they seek to make sense of multiple faculty roles in their first faculty appointment. These new faculty members often find that they receive very different messages regarding appropriate values, attitudes, and actions in fulfilling faculty roles. Mentoring has been proposed as a strategy of socialization for new faculty that could ease their transition into faculty roles.

You have been identified by the Office of the Provost as a new faculty member who has completed the first three years of your faculty appointment at this university. You can provide valuable insight concerning your experience of mentoring relationships in the first three years of your faculty appointment. Through this study you will have the opportunity to reflect on your own professional development as a faculty member.

I am inviting various new faculty to participate, and I hope that you will be involved in this study. If you agree to participate, I would interview you for approximately three hours in two or three visits, which ever you prefer. These conversations will be scheduled in your office at a time convenient for you.

Your participation would be completely confidential, known only to myself. Reports from the study would be written in such a way as to protect your confidentiality.

I hope that you will consider participating in this study. I would be grateful to learn about your perspectives and experiences as a new faculty member. Within a few days after you have received this letter, I will call to explore your willingness to participate. In the meantime, please feel free to call me if you have any questions or would like to discuss the study further (355-8301).

Cordially,

Jonathan Rohrer, M.Div., Researcher  
Curriculum Development  
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Michigan State University  
East Lansing, MI 48824  
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**APPENDIX B**  
**PARTICIPANT CONSENT FORM**

# PARTICIPANT CONSENT FORM

## A Retrospective Study of How New Faculty Report The Use Of Mentoring Relationships to Make Sense of Their Multiple Roles

I understand that the research project in which I am agreeing to participate concerns mentoring relationships as a socializing relationship in the first three years of my faculty appointment. I am willing to discuss the mentoring relationships of my first three faculty years, focusing on the types of mentoring relationships, the mentoring behavior experienced, and the outcomes of those mentoring relationships.

I understand that I will be interviewed for approximately three hours in three one hour appointments or two hour and a half appointments depending on what works best for my schedule. During these interviews I will have the opportunity to reflect on the mentoring experiences of my first three years of faculty appointment. Interviews will take place in my office unless I designate another place.

I understand that by signing this form, I give my consent to take part in the study. I recognize that my participation is voluntary, and that I can withdraw my participation in this study at any time.

I further understand that the researcher will hold my responses in strict confidence, and that no comments will be attributed to me in any report on this study. I also further understand that even though the researcher will take the greatest precautions to maintain confidentiality, the nature of my responses to the questions of this protocol may make it possible for a reader within this university community to identify me with my comments. I will receive a summary report of the data collected in this study to review.

Please check one statement below:

\_\_\_\_\_ I give consent for the interviews to be audiotaped. At any time, I may ask that the tape recorder be stopped.

\_\_\_\_\_ I do not give consent that the interviews be audiotaped.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

Any questions please contact:

**Researcher:**

**Jonathan D. Rohrer, M. Div.  
Graduate Student  
Higher, Adult, and Lifelong Education**

**326 East Fee Hall  
432-2852**

**Research Director:**

**Ann E. Austin, Ph.D.  
Associate Professor  
Higher, Adult, and Lifelong  
Education**

**417 Erickson Hall  
355-6757**

**APPENDIX C**  
**INTERVIEW PROTOCOL**

INTERVIEW PROTOCOLPart 1

## Introduction:

Let's begin by getting a little background information:

1. What is your current department in the university, your rank at the university, and the number of years you have served in this present appointment?
2. What roles do you presently fulfill in your faculty position? (For example: teaching, research, outreach, administration, advising) Explain what each of these roles means to you as a faculty person. How is the fulfillment of these roles influenced by the institutional mission?
3. What have been your greatest challenges in coming to this university as a new faculty member? Who/What has been most helpful in addressing these challenges?
4. What has brought you the greatest satisfaction as a new faculty member at this university?
5. How do you know when you are doing a good job as a faculty member? Who primarily has helped you to figure out if you are doing a good job as a new faculty member? (Mentors or other relationships?)
6. Did you experience any mentoring relationships during your graduate study that carried over into your faculty appointment? What was the nature of these relationships in your first three years of teaching?
7. Did you find those pre-faculty mentoring experiences/relationships to conflict with your roles/ responsibilities in this university? If so, in what ways?
8. Could you please describe any mentoring relationships that you have encountered since coming to the university?

Each of the mentoring relationships that the faculty member has described will be explored in depth with the following questions.

Part 2

You have described the mentoring relationships that you have encountered, now let's take some extended time to reflect on each mentoring relationship that you have described.

Mentor 1,2,3,4, etc.  
(As many as needed)

9. What is the background of this person? (who served as your mentor?) How would you characterize this person personally and professionally?

Probes:

- a. What was the nature of your prior relationship with this person?
  - b. How was this relationship begun?
  - c. What kind of expectations or hopes did you have concerning how this person would help you professionally or personally? Were those expectations met?
10. How would you describe the process and outcomes of this mentoring relationship?

Probes:

- a. How often did you meet during the mentoring relationship? What kind of relationship do you presently have with this person?
  - b. How did the way in which this mentoring relationship developed affect the mentoring process?
  - c. How satisfied have you been with this mentoring relationship personally? professionally?
11. What did this person do to help you personally and professionally?

Probes:

- a. How has this relationship helped you, if at all, to understand what you should do as a new faculty member? How did this relationship help you to do a good job at: teaching? research? administration? outreach and service?
- b. Did this person ever recommend or nominate you for any position that would advance you professionally? If so, what did this person do that would advance you professionally?
- c. Has the association with this person opened any doors for you professionally? If so, in what ways? Probe: Has this person linked you with any key individual that would help you advance professionally?



- d. Has this person coached you to be more effective in your faculty roles? If so, in what ways?
  - e. Has this person warned you about avoiding individuals or things that would be damaging for you professionally? If so, what did this person warn you about and how did s/he do that?
  - f. Has this person collaborated with you in any way professionally or given you any feedback on your faculty work? If so, in what ways?
  - g. How would you assess this person as a role model?
  - h. What was your personal relationship like with this person?
  - i. What metaphor, word, or phrase would you use to describe this person and the way s/he has related to you?
12. Faculty have many responsibilities to fulfill departmentally, in their respective discipline, and to the university as an employing institution. Has this person helped you to sort out these various responsibilities?

Probes:

- a. Did this person help you to understand your academic department? If so, how?
- b. Did this person help you to understand what you should do as a new faculty member in your discipline? If so, how?
- c. Did this person help you to understand what you should do as a new faculty member participating in the university community? If so, how?

Part 3

These questions return to general questions after each of the mentoring relationships have been probed individually with questions 8-11.

13. This study is about how new faculty use mentoring relationships to make sense of their faculty roles. For you, what are the key ingredients in a useful or successful mentoring relationship?
14. Overall, to what extent has mentoring helped you to understand and make sense of your faculty roles and responsibilities?
15. What kind of advice would you give for a new faculty member concerning what mentoring relationships are most helpful?
16. Please reflect with me on the value of the interviews and anything that has become apparent during the interview process?
17. Any comments or questions?

**APPENDIX D**  
**KRAM'S MENTORING FUNCTIONS**

# KRAM'S MENTORING FUNCTIONS

| Career Functions<br>(Aspects of the relationship that enhance career advancement.) |   | Psychosocial Functions<br>(Aspects of the relationship that enhance sense of competence, identity, and effectiveness in professional role) |  |
|--|---|--|--|
| Function   | Function Description  | Function   | Function Description   |
| 1. Sponsorship   | Opening the door for the junior colleague by direct verbal support/ nomination or indirect support through association. | 1. Role Modeling   | Providing an example for the junior colleague to follow as a guide for appropriate behavior.                             |
| 2. Exposure-and-Visibility   | Assigning tasks that will allow the colleague to display competence or responsibility.                                  | 2. Acceptance-and-Confirmation   | Positive personal regard for the junior colleague so that s/he derives a sense of self- confidence and competence.       |
| 3. Coaching  | Advising, guiding, directing, sharing knowledge, giving feedback, suggesting strategies for success.                    | 3. Counseling  | Exploring personal concerns with the junior colleague that may hinder organizational advancement or professional growth. |
| 4. Protection  | Shielding the junior colleague from untimely conflict, warning of conflict.   | 4. Friendship  | Interacting around personal as well as professional concerns at work as well as socially outside of work.                |
| 5. Challenging Assignments   | Assigning tasks with accompanying feedback on performance that will bring professional growth to the junior colleague.  |  |  |

**APPENDIX D**  
**PARTICIPATING RESPONDENTS**

**PARTICIPATING RESPONDENTS**  
**A Brief Biographical Sketch**

- |  |  |
|--|--|
| Respondent 1:<br>(Social Science)              | Respondent 1 has been at the university for six years. He has just gone through the tenure process and was denied. He is actively seeking another faculty appointment.     |
| Respondent 2<br>(Social Science)               | Respondent 2 has been at the university for four years. He was a Lilly Fellow and has been active in research and outreach.  |
| Respondent 3<br>(Social Science)               | Respondent 3 has been at the university for six years. She withdrew from the tenure process and is leaving the university. She has no immediate plans.                     |
| Respondent 4<br>(Field Of Professional Study)  | Respondent 4 did undergraduate and graduate studies at the university. He completed the fourth year of his faculty appointment. He was a Lilly Fellow.                     |
| Respondent 5<br>(Applied Science)              | Respondent 5 has just completed his fourth year at the university. He has been successful in bringing in large grants from private corporations for his research.          |
| Respondent 6<br>(Field of Professional Study)  | Respondent 6 returned to academic life after a professional career. She has just completed the fourth year of her faculty appointment                                      |
| Respondent 7<br>(Field of Professional Study)  | Respondent 7 has just completed the sixth year of her appointment and has just received tenure. She was a Lilly Fellow and is closely connected to central administration. |
| Respondent 8<br>(Humanities)                   | Respondent 8 has just completed the sixth year of her appointment and just received notice of tenure. She has just completed her second book. She was a Lilly Fellow.      |
| Respondent 9<br>(Humanities)                   | Respondent 9 has just completed the fifth year of her appointment. She is confident that she will be ready for tenure review next year.                                    |
| Respondent 10<br>(Science)                     | Respondent 10 just completed his fifth year and received tenure early. He has been very successful in securing grants to fund his research.                                |
| Respondent 11<br>(Applied Science)             | Respondent 11 just completed his fifth year and is concerned about the tenure process next year, because he feels that it is highly politicized.                           |
| Respondent 12<br>(Science)                     | Respondent 12 just completed his fourth year as a faculty member. He has struggled with getting grant funding. He was a Lilly Fellow.                                      |
| Respondent 13<br>(Field of Professional Study) | Respondent 13 has just completed her fifth year as a faculty member. She is confident that all will go well with the tenure review next year.                              |

**APPENDIX F**  
**PARTICIPANTS' SENSE-MAKING RELATIONSHIPS**

**Mentoring and Non-Mentoring Sense Making Relationships**  
(Numbered by significance of impact for each respondent)

| <b>Faculty Respondent</b> | <b>Discipline</b> | <b>Mentoring Sense Maker</b>           | <b>Non-Mentoring Sense Maker</b> | <b>Type of Relationship</b> | <b>Mentoring Functions</b>  | <b>Outcomes/ Present Status</b> | <b>Help with Faculty Roles</b> |
|---------------------------|-------------------|--|----------------------------------|-----------------------------|---|---------------------------------|--------------------------------|
| Respondent 1              | Social Science    | 1. Graduate Advisor                    |                                  | Informal Relationship       | -Collaboration<br>-Sponsorship<br>-Coaching<br>-Protecting<br><br>-Role Modeling<br>-Acceptance and Confirmation<br>-Friendship | -Collaborator<br>-Friend        | -Research<br>-Teaching         |
|                           |                   | 2. Senior Faculty Member in Department |                                  | Informal Relationship       | -Collaboration<br>-Sponsorship<br>-Coaching<br>-Protecting<br><br>-Friendship   | -Colleague<br>-Friend           | -Research                      |
|                           |                   |  | 3. Junior Faculty Colleagues     | Informal Relationship       | -Coaching<br>-Protecting<br>-Friendship   | -Collaborator<br>-Friend        |                                |
|                           |                   |  | 4. Department Chair              | Formal Relationship         | -Coaching<br><br>-Role Model (negative)   | -Strained Relationship          |                                |



| <b>Faculty Respondent</b>   | <b>Discipline</b> | <b>Mentoring Sense Maker</b>           | <b>Non-Mentoring Sense Maker</b>       | <b>Type of Relationship</b> | <b>Mentoring Functions</b>  | <b>Outcomes/ Present Status</b> | <b>Help with Faculty Roles</b> |
|-----------------------------|-------------------|--|--|-----------------------------|---|---------------------------------|--------------------------------|
| Respondent 1<br>(Continued) | Social Science    |  | 5. Senior Faculty Member in Department | Informal Relationship       | -Role Model (negative)  | -Strained Relationship          |                                |
| Respondent 2                | Social Science    | 1. Policy Analyst                      |  | Informal Relationship       | -Exposure and Visibility<br>-Protecting<br><br>-Role Modeling<br>-Counseling<br>-Friendship | -Collaborator<br>-Friend        | -Teaching                      |
|                             |                   | 2. Director of Research Center         |  | Informal Relationship       | -Exposure and Visibility<br>-Coaching<br><br>-Role Modeling<br>-Friendship                  | -Collaborator<br>-Friend        | Research                       |
|                             |                   | 3. Senior Faculty Member at University |  | Informal Relationship       | -Collaboration<br>-Sponsorship<br><br>-Role Modeling<br>-Counseling<br>-Friendship          | -Collaborator<br>-Friend        | -Research<br>-Teaching         |

| Faculty Respondent          | Discipline     | Mentoring Sense Maker                                 | Non-Mentoring Sense Maker | Type of Relationship  | Mentoring Functions   | Outcomes/ Present Status               | Help with Faculty Roles |
|-----------------------------|----------------|---|---------------------------|-----------------------|---|--|-------------------------|
| Respondent 2<br>(Continued) | Social Science | 4. Senior Faculty Member at University (Lilly Mentor) |                           | Informal Relationship | -Coaching<br>-Role Modeling<br>-Acceptance and Confirmation   | -Collaborator<br>-Friend               | -Teaching               |
|                             |                | 5. Graduate Advisor                                   |                           | Informal Relationship | -Collaboration<br>-Sponsorship<br>-Coaching<br>-Friendship    | -Collaborator<br>-Friend               | -Research               |
|                             |                | 6. University Administrator                           |                           | Informal Relationship | -Coaching<br>-Role Modeling<br>-Counseling<br>-Friendship     | -Advisor<br>-Friend                    | -Outreach/<br>Service   |
|                             |                |   | 7. Lilly Fellows          | Informal Relationship | -Collaboration<br>-Acceptance and Confirmation<br>-Friendship | -Colleague<br>-Collaborator<br>-Friend | -Teaching<br>-Research  |

| Faculty Respondent | Discipline     | Mentoring Sense Maker | Non-Mentoring Sense Maker               | Type of Relationship  | Mentoring Functions   | Outcomes/ Present Status               | Help with Faculty Roles |
|--------------------|----------------|-----------------------|---|-----------------------|---|--|-------------------------|
| Respondent 3       | Social Science |                       | 1. Junior Faculty Members in Department | Informal Relationship | -Collaboration<br>-Exposure and Visibility<br>-Coaching<br>-Acceptance and Confirmation<br>-Counseling<br>-Friendship | -Colleague<br>-Collaborator<br>-Friend | -Teaching<br>-Research  |
|                    |                |                       | 2. Husband                              |                       | -Collaboration<br>-Acceptance and Confirmation<br>-Counseling<br>-Friendship  |  |                         |
|                    |                |                       | 3. Department Chair                     | Formal Relationship   | -Coaching   | -Strained Relationship                 | -Research               |
|                    |                |                       | 4. Graduate Advisor                     | Formal Relationship   | -Exposure<br>-Role Model  | -Collaborator                          | -Research               |
|                    |                |                       | 5. Senior Faculty Members               | Formal Relationship   | -Role Model (Negative)  | -Strained Relationship                 |                         |

| Faculty Respondent | Discipline                  | Mentoring Sense Maker                                 | Non-Mentoring Sense Maker | Type of Relationship  | Mentoring Functions   | Outcomes/ Present Status               | Help with Faculty Roles |
|--------------------|-----------------------------|---|---------------------------|-----------------------|---|--|-------------------------|
| Respondent 4       | Field of Professional Study | 1. Senior Faculty Member in Department (Lilly Mentor) |                           | Informal Relationship | -Coaching<br>-Protecting<br><br>-Role Modeling<br>-Friendship   | -Colleague<br>-Collaborator<br>-Friend | -Research<br>-Teaching  |
|                    |                             | 2. Non-Tenure Faculty Member at University            |                           | Informal Relationship | -Role Modeling  | -Colleague<br>-Collaborator            | -Research               |
|                    |                             | 3. Department Chair                                   |                           | Informal Relationship | -Role Modeling<br>-Acceptance and Confirmation  | -Strained Relationship<br>-Colleague   | -Research               |
|                    |                             | 4. Senior Faculty Member at another University        |                           | Informal Relationship | -Sponsorship<br>-Exposure and Visibility<br>-Protecting<br><br>-Role Modeling<br>-Counseling<br>-Friendship | -Collaborator<br>-Friend               | -Research               |
|                    |                             | 5. Graduate Advisor                                   |                           | Formal Relationship   | -Coaching   | -Friend                                | -Research<br>-Teaching  |

| Faculty Respondent       | Discipline                  | Mentoring Sense Maker                     | Non-Mentoring Sense Maker              | Type of Relationship  | Mentoring Functions   | Outcomes/ Present Status | Help with Faculty Roles |
|--------------------------|-----------------------------|---|--|-----------------------|---|--------------------------|-------------------------|
| Respondent 4 (Continued) | Field of Professional Study |   | 6. Junior Faculty Member in Department | Informal Relationship | -Friendship   | -Friend                  |                         |
| Respondent 5             | Applied Science             | 1. Associate Faculty Member in Department |  | Informal Relationship | -Coaching<br>-Role Modeling<br>-Acceptance and Confirmation   | -Collaborator<br>-Friend | -Teaching<br>-Research  |
|                          |                             | 2. Senior Faculty Member in Department    |  | Informal Relationship | -Friendship<br>-Coaching<br>-Protecting<br><br>-Acceptance and Confirmation<br>-Counseling<br>-Friendship | -Colleague<br>-Friend    | -Research<br>-Teaching  |
|                          |                             | 3. Graduate Advisor                       |  | Informal Relationship | -Exposure and Visibility<br>-Coaching<br>-Challenging Assignment<br>-Role Modeling                        | -Colleague               | -Research               |

| Faculty Respondent          | Discipline                  | Mentoring Sense Maker | Non-Mentoring Sense Maker              | Type of Relationship  | Mentoring Functions  | Outcomes/ Present Status | Help with Faculty Roles |
|-----------------------------|-----------------------------|-----------------------|--|-----------------------|--|--------------------------|-------------------------|
| Respondent 5<br>(Continued) | Applied Science             |                       | 4. Junior Faculty Member in Department | Informal Relationship | -Coaching  | -Colleague<br>-Friend    | -Research               |
|                             |                             |                       | 5. Department Chair                    | Formal Relationship   | -Coaching  | -Colleague               | -Research<br>-Teaching  |
|                             |                             |                       | 6. Other Junior Faculty Colleagues     | Informal Relationship | -Friendship  | -Colleague<br>-Friend    |                         |
| Respondent 6                | Field of Professional Study | 1. Graduate Advisor   |  | Informal Relationship | -Sponsorship<br>-Exposure and Visibility<br>-Coaching<br>-Protecting<br><br>-Role Modeling<br>-Acceptance and Confirmation | -Collaborator            | -Research<br>-Teaching  |

| <b>Faculty Respondent</b>   | <b>Discipline</b>           | <b>Mentoring Sense Maker</b>           | <b>Non-Mentoring Sense Maker</b>       | <b>Type of Relationship</b> | <b>Mentoring Functions</b>  | <b>Outcomes/ Present Status</b>        | <b>Help with Faculty Roles</b> |
|-----------------------------|-----------------------------|--|--|-----------------------------|---|--|--------------------------------|
| Respondent 6<br>(Continued) | Field of Professional Study | 2. Senior Faculty Member in Department |  | Informal Relationship       | -Sponsorship<br>-Exposure and Visibility<br>-Coaching<br>-Protecting<br>-Role Modeling<br>-Acceptance and Confirmation<br>-Friendship | -Colleague<br>-Collaborator            | -Research                      |
|                             |                             |  | 3. Junior Faculty Member in Department | Informal Relationship       | -Coaching<br>-Role Modeling<br>-Friendship  | -Colleague<br>-Collaborator<br>-Friend | -Research<br>-Teaching         |
|                             |                             |  | 4. Department Chair                    | Formal Relationship         | -Coaching   | -Colleague                             | -Teaching                      |
| Respondent 7                | Field of Professional Study |  | 1. Junior Faculty Member in University | Informal Relationships      | -Coaching<br>-Acceptance and confirmation<br>-Friendship  | -Colleague<br>-Friend                  | -Research<br>-Teaching         |
|                             |                             |  | 2. Lilly Fellows                       | Informal Relationship       | -Collaboration<br>-Friendship   | -Colleague<br>-Collaborator<br>-Friend | -Research<br>-Teaching         |

| Faculty Respondent          | Discipline                  | Mentoring Sense Maker                                 | Non-Mentoring Sense Maker | Type of Relationship  | Mentoring Functions  | Outcomes/ Present Status | Help with Faculty Roles             |
|-----------------------------|-----------------------------|---|---------------------------|-----------------------|--|--------------------------|-------------------------------------|
| Respondent 7<br>(Continued) | Field of Professional Study | 3. University Administrators                          |                           | Informal Relationship | -Exposure and Visibility<br>-Coaching<br><br>-Acceptance and Confirmation<br>-Friendship | -Friend                  | -Teaching<br>-Outreach              |
|                             |                             | 4. Senior Faculty Member At University (Lilly Mentor) |                           |                       | -Coaching<br>-Role Modeling<br>-Acceptance and Confirmation                              |                          |                                     |
|                             |                             | 5. Senior Faculty Member in Department                |                           | Informal Relationship | -Role Modeling   | -Colleague<br>-Friend    | -Research<br>-Teaching<br>-Outreach |
|                             |                             |   | 6. Department Chair       |                       | -Coaching  |                          |                                     |
|                             |                             |   |                           |                       |  |                          |                                     |
|                             |                             |   |                           |                       |  |                          |                                     |



| Faculty Respondent | Discipline | Mentoring Sense Maker                                 | Non-Mentoring Sense Maker                   | Type of Relationship  | Mentoring Functions  | Outcomes/ Present Status | Help with Faculty Roles |
|--------------------|------------|---|---|-----------------------|--|--------------------------|-------------------------|
| Respondent 8       | Humanities |   | 1. Non-tenured Faculty Member in Department | Informal Relationship | -Collaboration<br>-Coaching<br>-Protecting<br>-Acceptance and Confirmation<br>-Counseling<br>-Friendship | -Colleague<br>-Friend    | -Research<br>-Teaching  |
|                    |            |   | 2. Junior Faculty Member in Department      | Informal Relationship | -Role Modeling<br>-Acceptance and confirmation<br>-Friendship  | -Colleague<br>-Friend    | -Teaching               |
|                    |            |   | 3. Senior Faculty Member in Department      | Informal Relationship | -Sponsorship<br>-Acceptance and confirmation   | -Colleague               | -Research               |
|                    |            | 4. Senior Faculty Member in Department (Lilly Mentor) |   | Informal Relationship | -Role Modeling (Negative)<br>-Acceptance and Confirmation  | -Colleague               | -Teaching               |

| <b>Faculty Respondent</b> | <b>Discipline</b> | <b>Mentoring Sense Maker</b>           | <b>Non-Mentoring Sense Maker</b>               | <b>Type of Relationship</b> | <b>Mentoring Functions</b>  | <b>Outcomes/ Present Status</b>        | <b>Help with Faculty Roles</b> |
|---------------------------|-------------------|--|--|-----------------------------|---|--|--------------------------------|
| Respondent 9              | Humanities        |  | 1. Junior Faculty Member in Department         | Informal Relationship       | -Sponsorship<br>-Coaching<br><br>-Role modeling<br>-Acceptance and Confirmation<br>-Friendship  | -Colleague<br>-Collaborator<br>-Friend | -Research<br>-Teaching         |
|                           |                   | 2. Senior Faculty Member in Department |  | Formal Relationship         | -Collaboration<br>-Sponsorship<br>-Exposure and Visibility<br>-Coaching<br>-Challenging Assignment<br><br>-Acceptance and Confirmation<br>-Counseling | -Colleague<br>-Collaborator            | -Research                      |
|                           |                   |  | 3. Junior Faculty Member at another University | Informal                    | -Coaching<br>-Role Modeling<br>-Acceptance and Confirmation<br>-Friendship  | -Collaborator<br>-Friend               | -Research                      |
|                           |                   |  | 4. Department Chair                            | Formal                      | -Coaching   | -Colleague                             |                                |

| Faculty Respondent | Discipline      | Mentoring Sense Maker | Non-Mentoring Sense Maker              | Type of Relationship  | Mentoring Functions   | Outcomes/ Present Status               | Help with Faculty Roles |
|--------------------|-----------------|-----------------------|--|-----------------------|---|--|-------------------------|
| Respondent 10      | Science         |                       | 1. Junior Faculty Member in Department | Informal Relationship | -Collaboration<br>-Coaching<br>-Role modeling<br>-Acceptance and Confirmation<br>-Counseling<br>-Friendship | -Colleague<br>-Collaborator<br>-Friend | -Research<br>-Teaching  |
|                    |                 |                       | 2. Senior Faculty Member in Department | Informal Relationship | -Role model   | -Colleague                             |                         |
|                    |                 |                       | 3. Graduate Advisor                    | Informal Relationship | -Coaching<br>-Role model (negative)   | -Strained Relationship<br>-Colleague   | -Research               |
|                    |                 |                       | 4. Department Chair                    | Formal Relationship   | -Coaching   | -Strained Relationship                 | -Teaching               |
| Respondent 11      | Applied Science | 1. Graduate Advisor   |  | Informal Relationship | -Sponsorship<br>-Coaching<br>-Role Modeling<br>-Acceptance and Confirmation<br>-Counseling                  | -Collaborator<br>-Friend               | -Research               |

| Faculty Respondent           | Discipline                  | Mentoring Sense Maker                                    | Non-Mentoring Sense Maker              | Type of Relationship  | Mentoring Functions  | Outcomes/ Present Status | Help with Faculty Roles |
|------------------------------|-----------------------------|--|--|-----------------------|--|--------------------------|-------------------------|
| Respondent 11<br>(Continued) | Applied Science             |  | 2. Junior Faculty Member in Department | Informal Relationship | -Coaching<br>-Friendship   | -Colleague<br>-Friend    | -Teaching               |
|                              |                             |  | 3. Department Chair                    | Formal Relationship   | -Coaching  | -Strained Relationship   |                         |
| Respondent 12                | Science                     | 1. Associate Faculty Member in Department (Lilly Mentor) |  | Informal Relationship | -Sponsorship<br>-Exposure and Visibility<br>-Coaching<br>-Role Modeling<br>-Friendship | -Colleague<br>-Friend    | -Research               |
|                              |                             |  | 2. Senior Faculty Member in University | Informal Relationship | -Coaching  | -Colleague               | -Research               |
|                              |                             | 3. Graduate Advisor                                      |  | Informal Relationship | -Sponsorship<br>-Exposure and Visibility<br>-Coaching<br>-Protecting                   | -Strained Relationship   | -Research               |
|                              |                             |  | 4. Department Chair                    | Formal Relationship   | -Coaching  | -Colleague               | -Research               |
| Respondent 13                | Field of Professional Study |  | 1. Junior Faculty Members              | Informal Relationship | -Coaching<br>-Friendship   | -Colleague<br>-Friend    | -Research               |

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