Enhancing Recruitment, Professional Development, and Socialization of Junior Faculty through Formal Mentoring Programs

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Abstract

Faculty are the bedrock of any university and they play a central role in all facets of academic life. However, despite impressive educational credentials, new faculty do not arrive with all the knowledge and experience necessary to advance in their new setting. This paper describes the use of a formal mentoring program as a powerful vehicle for socializing new faculty into the culture, mission, goals, and characteristics of the university and the communities it serves.

Faculty are the bedrock of any university and because of their central role in all facets of academic life, they have the potential to be the most important transformational force in shaping and improving the intellectual culture at their respective institutions. Maintaining a strong, vigorous, and diverse faculty is critical and a key to achieving this goal is to recruit, develop, and retain junior faculty. The two most important and interrelated decisions in sustaining a high quality faculty are who to hire for a position, and subsequently, who to tenure and promote. A formal mentoring program can be a useful tool in the search process, in the tenure and promotion process, and in building a strong faculty.

In terms of the recruitment process, the existence of a formal mentoring program demonstrates the institution's commitment to invest in junior faculty by helping them achieve potential as scholars and proceed successfully through their probationary period toward tenure and promotion. Once the junior faculty arrive on campus, mentoring programs can help them in a variety of ways, ranging from learning the department and institutional cultures and becoming familiar with the community, to publishing and preparing external grant proposals for submission to funding agencies.

The remainder of this paper will provide more details on (1) the use of formal mentoring programs during the recruitment and hiring processes, (2) the benefits of establishing a junior faculty mentoring program, (3) the structure of a comprehensive formal mentoring program, and (4) specific examples that illustrate the implementation of mentoring program activities.

Faculty Mentoring Programs and the Recruitment and Hiring Processes

Recruiting and hiring new faculty is a form of courtship where candidates and institutions each try to put their best foot forward. This is especially true for institutions attempting to hire candidates from historically underrepresented groups and for disciplines such as nursing, where the competition for qualified faculty is particularly intense.

A number of resources describe the mechanics of conducting searches. Three of the most comprehensive are *Diversifying the Faculty: A Guidebook for Search Committees*, by Caroline Sotello and Viernes Turner (2002); *The Search Committee Handbook: A Guide to Recruiting Administrators*, by Theodore J. Marchese and Jane Fiori Lawrence (2006); and *The Complete Academic Search Manual: A Systematic Approach to Successful and Inclusive Hiring*, by Lauren A. Vicker and Harriette J. Royer (2006). Complementary to the procedures and steps outlined in each of these works should be information on the mentoring programs that would be available to the successful candidate.

Beyond simply mentioning the availability of the mentoring program to job candidates, we suggest that the following steps be taken to demonstrate the institution's commitment to professional development and success.

- Prepare a brief pamphlet or program overview to be mailed to the candidate in preparation for the on-campus interview.
- Review the program with the candidate during the on-campus interview and highlight the features intended to help them with their relocation and transition to a new institutional culture.
- Arrange for the candidate to talk with junior faculty members currently participating in the mentoring program.
- Make candidates aware of other programs and resources, such as a teaching-learning center, internal grants to support research and creative activity, and targeted junior faculty summer research awards, which can jump-start their research agenda and aid in classroom teaching.

Each of these steps helps to communicate to prospective hires the resources that will be available when they arrive on campus and the importance of these resources to their success in supporting the teaching and research missions of the university.

After the search is finished, whether the position is successfully filled or not, we recommend that there be a debriefing with the search committee, department chair, and dean. This debriefing should review the recruiting process, interviewing procedures,

demographic characteristics of the interview pool, the success of advertising and recruiting to produce a diverse applicant pool, search logistics, and other factors pertinent to the hiring outcome. If the search was successful, attention should focus on "what went right," as well as what could be improved in preparation for the department's next search. If the search was unsuccessful, attention should focus on "what went wrong"—why an offer was turned down, or if no offer was made, what could be done to enhance the applicant pool if the search were reconstituted.

Benefits of Formal Junior Faculty Mentoring Programs

The word *mentor* is of Greek origin, tracing its historical roots to the character Mentor in Homer's epic poem *The Odyssey*. While away on his journey, Odysseus was concerned that his son Telemachus would not receive the proper instruction and guidance to one day prepare him to become King of Ithaca. To remedy this situation, Mentor was charged with serving as a role model, teacher, advisor, and counselor to Telemachus.

The current use of the term in higher education reflects this orientation, but also suggests that mentoring involves the building of personal and professional relationships that can be mutually beneficial for both the junior faculty and the host institution. The mentoring of new and junior faculty by senior colleagues in higher education is not new (Luna and Cullen 1995). Many universities have had such programs since the 1960s. The objectives of these programs are varied but primarily their focus has been on the professional development of new faculty and support of their success in achieving tenure and promotion. While these objectives in their own right are sufficient reasons for a university to invest in faculty mentoring, junior faculty are an important resource for a university, since they play critical roles in the delivery of instruction, supporting degree programs and majors, conducting research and creative activity, and infusing fresh ideas and perspectives into the professoriate. Conducting searches and hiring junior faculty also represents a significant financial investment that needs to be nourished and protected, especially in today's economic environment of diminishing endowment returns, declining tax revenues, and reduced state support for higher education. What follows is a list of specific reasons why junior faculty mentoring programs can be important for both the faculty and their respective institutions.

Benefits to Faculty
- Assist faculty with pedagogical skills and assessment of their effectiveness in teaching and learning.
- Help faculty set realistic goals for professional, scholarly, and creative development, and balance time and energy among teaching, research, and service.
- Support research and scholarly activities.

- Facilitate the preparation of proposals to secure funding in support of scholarly and creative activities.
- Familiarize faculty with department/college/university expectations, criteria, documents, and processes regarding tenure and promotion.
- Inform faculty of campus-wide resources to support their efforts and to facilitate the development of their professional networks.
- Provide clear, honest, constructive, and diagnostic feedback on the progress of junior faculty toward tenure and promotion.
- Create opportunities for faculty to feel welcome within the department, college, university, and community.
- Encourage a collegial atmosphere where faculty feel comfortable engaging in debate on a variety of academic issues while respecting the rights, responsibilities, and obligations of being a member of a community of scholars.
- Create mechanisms for the informal support of faculty, ranging from social events to peer group discussions.
- Focus on faculty achievements through one-on-one and group relationships that are non-judgmental and non-threatening.
- Transfer experience, knowledge, history, and leadership skills throughout the organization.
- Reinvigorate senior faculty serving as mentors through interaction with junior colleagues.

Benefits to the Institution
- Protect university investment.
- Retain faculty and reduce turnover.
- Promote culture change across departments and colleges.
- Save costs associated with recruitment, including faculty and staff time during searches.
- Assist with faculty orientations.
- Inform new faculty of tenure and promotion expectations and procedures, the annual evaluation process, and administrative policies.
- Reduce litigation.
- Introduce new faculty beyond their department and encourage interdisciplinary contacts.
- Foster research and creative activity, grants and contracts, publications, and entrepreneurial efforts.
- Support teaching, including best classroom management skills and pedagogy.

Many of these items are self-explanatory, and we do not have the space to address each reason in detail. Instead, we shift our focus to discussing a model for a comprehensive junior faculty mentoring program, including best practices and challenges of implementing such a program.

Elements of a Comprehensive Junior Faculty Mentoring Program

Typically, mentoring involves pairing a less experienced individual, the protégé or mentee, with a more experienced one, the mentor (Healy and Welchert 1990). The mentor provides appropriate guidance to help the mentee advance in his/her career. It is not realistic to expect one individual to have the knowledge and necessary skills to address the many different needs of a new colleague. To address this shortcoming of one-on-one mentoring, we propose a comprehensive mentoring program in which mentoring junior faculty takes several forms. The components of such a program include pre-arrival/arrival mentoring, one-on-one mentoring, "group mentoring," and peer mentoring (Figure 1). These mentoring forms are complementary and employing more than one is important in order to maximize the benefits of mentoring in socializing new faculty into the culture, mission, goals, and characteristics of the university and the communities it serves.

Certain characteristics are common to the different forms of mentoring, such as clear articulation of program goals, program evaluation, participant training, and limitations imposed by time constraints. Discussion of these common characteristics precedes discussion of the different forms of mentoring.

While the major goal of most mentoring programs is the professional development of new faculty in order to benefit the individual faculty as well as the institution, the process for attaining this goal could vary. For instance, whereas more emphasis is placed on research productivity in tenure decisions at major research, Ph.D.-granting, institutions, teaching effectiveness tends to be a more significant factor in such decisions at regional comprehensive universities. It is therefore important that program goals, benefits, and desired outcomes are clearly articulated and tailored to better fit the culture and needs of the institution. The program should also have an evaluation component to determine the extent to which it is achieving its goals and whether any adjustments are necessary to enhance it.

Program participants should be provided with appropriate training. Participants need to be cognizant of the structure, goals, benefits, and desired outcomes of the mentoring program. They need to know what is expected of each of them, and they need to know the resources available to help them achieve their individual objectives. Mentors also need to be aware of best practices of mentoring faculty colleagues. The time devoted to training must be balanced against other competing demands for faculty time. Otherwise, both mentors and mentees may be discouraged from participating.

Demands on the time of junior faculty are numerous, typically revolving around the triad of teaching, research, and service; usually the faculty are contending with many issues for the first time. With regard to teaching, the issues include, but are not limited to, new course preparation or development, syllabi preparation, pedagogical skills, use of technology in the classroom, assessment of effectiveness of teaching and learning, and interfacing with students. Examples of issues pertaining to research are the design of a research agenda, the setup of a research laboratory, the preparation of proposals for internal and external grant funding, and the production of scholarly works with the identification of appropriate outlets for their dissemination. New faculty have to learn about institutional expectations in terms of services to the institution, profession, and community. The time constraints resulting from the numerous responsibilities of faculty, and the inherent scheduling conflicts, limit the frequency of meetings between mentors and mentees. Full schedules also affect structured mentoring program activities such as rigorous mentor training, participation in cohort-wide mentoring events, and extensive reporting for evaluation purposes. Attempts to schedule too many activities may dissuade both mentors and mentees from participating in the program.

Pre-Arrival/Arrival Component

The pre-arrival/arrival component of the mentoring program is intended to help new faculty with paperwork and bureaucracy, expedite the ordering of equipment and supplies, and welcome them to the institution and local community. Upon providing the university with a signed acceptance letter, new faculty should be sent a congratulatory letter from his/her college dean or department chair. In addition, the department chair or his/her designee should establish regular communication with new faculty to help welcome him/her to the university and make him/her feel part of the department. In other words, this individual serves as the mentor for the new faculty until a formal mentor is chosen. Pre-arrival materials that may be sent to the new faculty may include a description of the junior faculty mentoring program, complimentary textbooks for assigned courses, campus maps, a local phone book, and a local newspaper. Also useful may be information pertaining to housing, parking, local utility providers, child care facilities, new faculty orientation, the university convocation, office assignments, phone numbers, teaching schedules, and obtaining an institutional e-mail account.
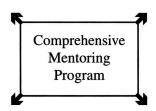
Figure 1. Components of a Comprehensive Mentoring Program

Pre-Arrival/Arrival Component
- Regular communication with the new faculty begins after he/she accepts position.
- This helps new faculty transition smoothly into university and local community.

One-on-One Mentoring
- Junior faculty are paired with a more senior person.
- The senior colleague serves as the primary on-campus resource for the new faculty member, offering guidance, support, and advice.
- This affords the most flexibility and convenience, and provides targeted assistance on an as-needed basis to junior faculty members.

Comprehensive Mentoring Program

Group Mentoring
- Junior faculty periodically met together and hear structured presentations on topics of common interests across department lines.
- Presenters are individuals with extensive knowledge of, or significant experience with, topic under discussion.
- Group mentoring is organized at the college or university level.

Peer Mentoring
- Junior faculty get advice from other junior faculty.
- Occurs in less structured environments than group mentoring.
- This allows for greater interactions among junior faculty than group mentoring.

One-on-One Mentoring

One-on-one mentoring involves pairing a junior faculty member with a more senior person with known expertise in teaching, research, or institutional structure and culture. This form of mentoring is the most common on university campuses. The senior colleague serves as the primary on-campus resource for the new faculty member, offering support and advice. Junior faculty typically have diverse academic and professional backgrounds, and their individual strengths and needs can vary significantly. In addition, these strengths and needs change over time. Participants join a mentoring program with different levels of competency in pedagogical skills, assessment of teaching effectiveness, time management, development of research projects, and proposal writing. Familiarity with institutional policies and procedures and the expectations for promotion and tenure also varies widely. The establishment of a mentor/mentee pair (one-on-one mentoring) is the component of the mentoring program that affords the most flexibility and convenience, and provides targeted assistance on an as-needed basis to junior faculty members as they navigate the early years of their probationary period. Each pair can personalize short and long term goals and develop an action plan for achieving those goals that is tailored to the needs of the mentee.

One-on-one mentoring is usually organized at the department level, although the college may be involved in overseeing the process. It becomes quickly apparent that a series of decisions must be made with this type of mentoring. One decision early on is whether junior faculty are allowed to select their own mentors or have them assigned by the department head, a personnel committee, or an outside entity. Letting these relationships form naturally is the best scenario; but that takes time, and junior faculty may need immediate guidance. Attempts at "matchmaking" mentor and mentee can be perilous; there is little room for mistakes. Should mentors be selected from within the home department (where those same senior faculty may be involved in promotion and tenure decisions later on) or from outside the home department (where the danger of a political misstep may be minimized)? Should a specific mentor be selected for teaching and then another for research? Or should one person attempt to mentor across all topics? Because of the numerous demands on faculty time, some mentoring pairs drift apart over time. Who keeps watch over the process and checks in to see that the process is proceeding appropriately? This task usually falls to the department head or personnel committee chair, although neither of these individuals should attempt to mentor alone. The job of mentor takes more time and effort that these positions have to give and may cause a conflict in future evaluations.

Regardless of how mentoring pairs are established, factors that also should be taken into consideration include participants' interest in the program, academic sub-discipline, area of teaching assignment, scholarly interests, authority figure or not (e.g. department chair), and personality (Cox 1997). Issues such as age, gender, ethnicity, and country of origin may also be factors. While some may argue that it is sufficient to provide the same mentoring experience to all junior faculty regardless of gender or race, the reality is that underrepresented groups tend to be impacted differently by organizational structures and practices because of historical factors and societal practices (Gilbert and

Rossman 1992; Luna and Cullen 1995; Noe 1988). For example, women are likely to be impacted more by the absence of family-friendly benefits policies and face greater challenges integrating work and family. Faculty of color are likely to miss many unwritten rules and common practices if the mentor does not recognize that such faculty do not necessarily have access to the informal networks where such information is usually passed along. They may also face hidden workload by virtue of being asked or even required to serve on an inordinate number of committees across campus in the name of diversity or to serve as formal or informal mentors to students from underrepresented groups on top of a normal student advising load. There are also cultural practices that depend on one's country of origin that may be misconstrued, thereby affecting a mentoring relationship. For instance, some mentees may avoid making eye contact with their mentor because this is considered impolite in their culture, but the mentor may consider this as a lack of interest in what he/she is saying. There is also the possibility of unintentional use of different standards based on gender or racial assumptions by some colleagues. For example, a woman expressing her opinions openly may be viewed as pushy whereas a man expressing the same opinions would be considered as simply being forthright. As discussed below, women and minority mentors may be hard to find. It is therefore imperative that participants, especially those of the majority group, are made aware of the need to be sensitive to some of these subtle but important issues concerning gender and ethnic differences.

The quality of mentors is critical for the success of one-on-one mentoring. Both professional and personal skills are required and it should not be assumed that every senior faculty is necessarily a good mentor. Desirable professional skills of mentors include knowledge of the organization and its culture, disciplinary competence, professional influence and status, willingness to promote another's professional growth and knowledge about how to advance in a career. Examples of suitable personal skills of mentors are honesty, reliability, patience, and strong interpersonal skills. It is useful to provide recognition and/or financial incentives to mentors. While many individuals choose to be mentors without expecting any form of compensation, their enthusiasm and commitment could be enhanced if their contributions were formally recognized. Some ways of providing incentives to mentors are inclusion of mentoring activities in faculty performance evaluations, provision of honoraria to be used for professional development, provision of a gift (such as a book on teaching), recognition at a college- or university-wide reception, and issuance of a certificate of recognition.

Finding good mentors is not always an easy task. In addition to the need for professional and personal skills outlined above, there may not be enough senior faculty in a given department to serve as mentors. This tends to be even a bigger problem with regard to women and faculty of color, since these groups are still generally underrepresented in many departments.

For any mentoring relationship to work, the mentee too must be committed to the idea of mentoring and assume responsibility for his/her professional growth. He/she should be willing to seek advice, voice and explain concerns in a collegial manner, be

receptive to constructive feedback, and avail himself/herself to professional development opportunities.

Group Mentoring

We consider "group mentoring" as the situation where a cohort of junior faculty periodically meet together and hear structured presentations on topics of common interest across department lines. Group mentoring is often organized at the college or university level. Most campuses have some kind of orientation day or days before the beginning of the fall semester. This usually includes a session with seasoned faculty for a welcome to campus, a history lesson, and tips on success; an opportunity to meet campus leadership from faculty governance members to upper administration; a campus tour and discussion of available resources; and a policy and procedures workshop (usually run by campus legal counsel). A reception or dinner hosted by the president or chancellor completes the initial welcome. Another excellent practice is a grantsmanship workshop, which can range from the "nuts and bolts" of grant preparation (available resources, how to prepare a budget, etc.) to actual reviewing of proposals to simulate a study section review. On the teaching side, a workshop or series of seminars on best practices in instruction is very helpful to a new faculty member who may have little experience in running an entire course unassisted.

A "New Faculty Forum," consisting of a series of new faculty development seminars that occur periodically during the first year, also provides a good support system for junior faculty. Tips and insights on first-year success are valuable as young faculty struggle under the weight of new responsibilities. Guidelines for campus, college, and departmental tenure and promotion can be distributed and discussed in a more relaxed setting outside the individual's department. Last but not least, a social connection with other junior faculty can be forged. The importance of camaraderie ("we're in this together") should not be underestimated.

As a backup for these group sessions, a campus new faculty manual or "survival guide" can be very helpful. These initial sessions go by very quickly and under conditions that are not always conducive to complete absorption of the information. The resource manual can be a fallback when questions arise later.

Group mentoring activities also come with a set of questions. Who should spearhead the effort? Some campuses create a separate office and give responsibility for running the program to an individual. If the coordinator is a faculty member, he/she should receive at least a one-course release or reassignment to ensure that he/she has sufficient time to monitor and enhance the program. Other programs are run directly out of the office of a college dean's office or a vice president for academic affairs. The appropriate time of day and social context will depend on the campus—a breakfast or lunch has the benefit of food, while end-of-the-day meetings may be most convenient for the majority. Should these meetings be mandatory for junior faculty? Some universities require a contract, signed by the new faculty member and his/her department head, and indicating a commitment to the endeavor by both parties. The

most effective programs have the involvement of senior leadership (dean, provost) and that individual is visible in his/her support and even attendance. The best programs also have monetary resources attached. The investment does not have to be large to show a great return.

Peer Mentoring

In many cases, the best advice that new faculty members can get is from a peer who might be experiencing the same problems in, for examples, teaching a large class for the first time, in publishing their first refereed manuscript, or struggling with balancing professional and family life. To promote peer mentoring, opportunities should be provided for junior faculty to meet and get to know each other in environments that are less structured. These activities may include monthly lunches (brown bag or sponsored by the university) that provide opportunities for new faculty to share their research and teaching interests and to discuss other topics of mutual interest. Social events that include all mentoring program participants, their department chairs, deans, and family members are also useful in encouraging informal and casual communication, and socialization of the new faculty into the community. Thus, peer mentoring is similar to group mentoring but allows junior faculty to be advised by fellow junior faculty, in environments that are less structured and with opportunities for greater interactions.

Implementation of a Comprehensive Junior Faculty Mentoring Program

In this section, we provide specific illustrative examples of the implementation of junior faculty mentoring programs. The College of Arts and Sciences at Eastern Kentucky University (EKU) and the AddRan College of Liberal Arts at Texas Christian University (TCU) have adopted the comprehensive model outlined above for their junior faculty mentoring programs. In both programs, the college and the departments closely collaborate in the implementation of the program. For instance, pre-arrival packages are sent to new hires and regular communication with the new faculty is initiated at the department level. The pairing of junior faculty with their senior colleagues is done at the departmental level but the dean's office has overall oversight of the mentoring program.

Topics covered as part of "group mentoring" are tailored to meet the needs of the junior faculty and take into account what other support programs are available in the university. In the 2008–09 academic year, the topics covered at the EKU college level were as follows:

- Best Practices on Faculty Mentoring and Expectations for Mentors and Mentees
- Legal Issues for Faculty
- Time Management: Balancing Professional and Personal Life
- Evaluating Teaching Effectiveness 1: Understanding Your IDEA Report and its Use in Administrative Decision Making

- Evaluating Teaching Effectiveness 2: Second Systematic Method Required by University Policy
- Annual Evaluation of Non-Tenured Faculty: Are You on Track to Achieving Tenure?

Missouri University of Science and Technology has another such group mentoring program (New Faculty Programs, http://newfaculty.mst.edu), under the direction of Dr. Ron Bieniek. The stated purpose is to "rapidly acclimate new faculty to MST's culture, goals, and operation for their success." Two major programs fall under this umbrella—The Freshman Faculty Program and the New Faculty Teaching Scholars. (Lists of topics and outlines of presentations may be found on the website.) At Montana State University, the dean's office in the College of Letters and Science sponsors a new faculty development seminar series in conjunction with luncheons. The series focuses on topics such as "Teaching Tips," "Securing Funding for Research," "Meeting Campus Leaders," "The P&T Process," "Working with Native American Students" and "Balancing Work and Home Life."

Mentees in group programs can also be encouraged to attend some of the numerous workshops and seminars usually offered by campus entities such as a Teaching and Learning Center and an Office or Division of Sponsored Programs. By tapping into these resources, the unit avoids duplication of effort and uses its resources more efficiently while still offering a wide range of professional development activities to junior faculty. Examples of topics offered by the Teaching and Learning Center at EKU in the 2008–09 academic year were "Recognizing and Dealing with Sexual Harassment and Discrimination," "Understanding the Typical EKU Student," "Developing a Quality Online Course," "Integrating Podcasting into Your Courses," "Serving Students with Disabilities Equally in the Classroom," and "Identifying Best Practices for Effective Teaching." Examples of workshops and seminars offered by the Division of Sponsored Programs at EKU in the same period include "Locating and Evaluating Funding Opportunities," "Developing a Competitive Grant Proposal," "Creating a Grant Proposal Budget," "Using Electronic Proposal Submission Systems," "Completing Proposal Forms," and "Understanding the Grant Proposal Review Process." The opportunities are numerous and mandating attendance is impractical but junior faculty are reminded of the need for each to assume some responsibility for his/her professional growth.

To foster peer mentoring, the College of Arts and Sciences dean's office at EKU sponsors informal lunches at least twice per semester. Faculty come and go as their schedules permit, with the objective to provide the faculty with opportunities to interact informally. Although no formal presentations are made, a theme is provided for each lunch. In 2008–09 the discussions centered on the following topics:

- Support for instruction at EKU and in the College of Arts & Sciences.
- Support for scholarship/creative activities at EKU and in the College of Arts & Sciences.

- Collegiality in academia: What does it mean and does it have a role in promotion and tenure decisions?
- What have been your experiences with the mentoring program to date?

Other university support mechanisms can be tapped into to promote peer mentoring. When junior faculty arrive at a new institution, one of the common pitfalls they experience is a sense of isolation stemming from their focus on (and in some cases obsession with) self: "my classes," "my research," "my tenure and promotion," and "my department." While this preoccupation is not unusual or uncommon, it can be counterproductive by reducing their opportunities for interdisciplinary engagement and slowing their integration into their new community. The College of Arts and Sciences at Eastern Kentucky University and the AddRan College of Liberal Arts at Texas Christian University have initiated organized summer research programs in such a way to help combat this silo effect.

At both institutions, competitive junior faculty summer research award programs provide summer salary for faculty in the first three years of their probationary period to help jump-start their research and creative activity. Those receiving an award are required to make a presentation on their research activity and progress to other junior faculty that have also received summer support. These presentations provide an opportunity to encourage interdisciplinary awareness, enable feedback and comment from peers in a supportive environment, and facilitate collegial interaction outside the department and across the college. Peer mentoring also occurs as junior faculty, empathizing with their colleagues, help to break down the feelings of isolation and promote interdisciplinary exchange. Following these presentations, a social event is sponsored by the dean's office to further encourage dialog, feedback, and community-building.

Many universities have established junior faculty mentoring programs, with the majority of them emphasizing the one-on-one component and, to a lesser extent, group mentoring. Some institutions whose programs are described on the World Wide Web include: Eastern Kentucky University (http://www.cas.eku.edu/Research_CreateActiv/default.php), Lock Haven University (http://www.lhup.edu/provost/mentor-project.htm), Missouri University of Science and Technology (http://newfaculty.mst.edu), Montana State University–Bozeman (http://www.montana.edu/teachlearn/documents/mentorprogramdescrip.pdf), University of California, San Diego (http://academicaffairs.ucsd.edu/faculty/programs/fmp/), University of Maryland (http://www.faculty.umd.edu/Mentoring/index.html), University of Wisconsin, Madison (http://www.provost.wisc.edu/women/mentor.html), University of Wisconsin, Oshkosh (http://www.uwosh.edu/mentoring/faculty/benefits2.html) and Washington State University (http://provost.wsu.edu/faculty_mentoring/). These websites can serve as resources for institutions wishing to start a junior faculty mentoring program. It is important to emphasize that program goals, benefits, and desired outcomes must be tailored to fit the culture and needs of the institution. For example, the University of Wisconsin-Madison has a program designed specifically to support and retain women

assistant professors as they navigate the tenure process; all participants, both mentors and mentees, are women.

Conclusion

Investment in a program of mentoring junior faculty has many rewards for both the faculty member and the campus. Connectivity and loyalty to the university, college, and department is increased. Turnover of young faculty is reduced. Accurate information is disseminated rather than "folklore." New faculty have the opportunity to meet one another and form research collaborations, peer mentoring groups, and social connections. The ensuing intellectual and social network combats isolation.

Gone are the days of "sink or swim" for junior faculty. The investment of time and money in the careers of junior faculty through faculty mentoring programs is small compared to the results obtained. A tremendous investment is made in searching to fill vacant lines and then setting up the new hires with appropriate startup funds for their research agendas. Saving even one pre-tenure faculty from research or teaching failure (and thus a tenure catastrophe) will pay for a junior faculty mentoring program many times over. And ethically, campuses can be assured that they have done all they can to ensure success. This is an obligation owed to new faculty hires.

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