RESOURCES

Here follows a far-from-comprehensive selection of print and online resources for academic mentoring, with specific attention to the graduate-student-through-tenured-professor interval. Some resources will be useful to those engaged directly in the mentoring process, others to those hoping to establish, maintain, or improve mentoring initiatives in a higher ed setting.

Print

Bland, C. J., A. L. Taylor, S. L. Shollen, A. M. Weber-Main, and P. A. Mulcahu. 2009. *Faculty Success Through Mentoring: A Guide for Mentors, Mentees, and Leaders*. Lanham, MD: Rowman and Littlefield.

This practical guide to the creation, maintenance, and evaluation of faculty development programs will be of equal value to institutions considering the implementation of such programs and those seeking to improve existing ones.

Creighton, Linda, Theodore Creighton, and David Parks. 2010. "Mentoring to Degree Completion: Expanding the Horizons of Doctoral Protégés." *Mentoring & Tutoring: Partnership in Learning* 18 (1): 39–52.

Noting the high attrition rate in doctoral programs, the authors assert the need for "mentoring pedagogy" and recommend that graduate programs transition students from an advising to a mentoring relationship earlier than is the norm.

Gottesman, Barbara L. 2009. *Peer Coaching in Higher Education*. Lanham, MD: Rowman and Littlefield.

Gottesman's "peer coaching" approach to improving faculty teaching applies a model derived from K-12 instruction to higher education. Evaluation and supervision are not covered. Chapters 4–8 provide case studies from different institutions.

Johnson, W. Brad. 2007. *On Being a Mentor: A Guide for Higher Education Faculty*. Mahwah, NJ: Lawrence Erlbaum Associates.

Arguably the single best general resource for faculty mentors, this open-eyed and pragmatic discussion defines mentoring, outlines effective mentoring practices, considers issues across the mentoring continuum, and offers advice to academic and administrative units on managing mentoring relationships.

Johnson, W. Brad, and Jennifer M. Huwe. 2003. *Getting Mentored in Graduate School*. Washington, DC: American Psychological Association.

Like Johnson's parallel publication for mentors, this how-to guide for proactive graduate student mentees covers the essential material: what mentoring is, how to find a mentor, and how to manage the mentoring relationship.

Klaw, Elena. 2009. *Mentoring and Making It in Academe: A Guide for Newcomers to the Ivory Tower*. Lanham, MD: University Press of America.

This compact (69 pp.) discussion "mentors the mentor" on the graduate student–to-tenured-professor career trajectory. Generous attention is paid to underrepresented/minority faculty.

Montgomery, Beronda L., Jualynne E. Dodson, and Sonya M. Johnson. 2014. "Guiding the Way: Mentoring Graduate Students and Junior Faculty for Sustainable Academic Careers." *SAGE Open* 4 (4): 1–11. doi: 10.1177/2158244014558043.

Focusing on graduate students and junior faculty of color, this article presents a mentoring process model that covers the continuum considered in this volume. Positing that the individualistic ethos of the dominant academic culture represents a barrier to success for minority academics, the authors advocate "critical collective communities" to assist in integrating cultural identities within the mentoring process.

Phillips, Susan L., and Susan T. Dennison. 2014. *Faculty Mentoring: A Practical Manual for Mentors, Mentees, Administrators, and Faculty Developers*. Sterling, VA: Stylus.

Both a guide to the implementation of faculty mentoring programs and a how-to manual for all parties, this publication touts the advantages of group mentoring without neglecting the tradi-

tional mentor-mentee pair (the chapters for faculty mentors and mentees are available separately as electronic downloads).

Reddick, Richard J., and Michelle D. Young. 2012. "Mentoring Graduate Students of Color." Chapter 27 in *The SAGE Handbook of Mentoring and Coaching in Education*, edited by Sarah J. Fletcher and Carol A. Mullen, pp: 412–29. London: SAGE Publications.

> The authors observe a "hidden curriculum" working to the disadvantage of minority students, expose mentoring myths, advance best practices for mentoring graduate students of color, and outline important considerations for mentoring programs.

Schnaiberg, Allan. 2005. "Mentoring Graduate Students: Going Beyond the Formal Role Structure." *American Sociologist* 36 (2): 28–42.

> While addressed to a sociologists, these insightful reflections by an experienced faculty mentor are relevant to all disciplines. In his attention to "generativity," Schnaiberg (without wishing to) recuperates the trusting intergenerational relationship as an ideal mentoring context.

Online

Graduate Mentoring Guidebook
University of Nebraska-Lincoln

http://www.unl.edu/mentoring

> Whereas many institution-based mentoring sites provide separate resources for graduate students and faculty, Nebraska-Lincoln offers a single resource addressing the continuity of the mentoring project. The virtues of this approach are exemplified in the insightful discussion of "common themes" in the mentoring relationship.

How to Get the Mentoring You Want: A Guide for Graduate Students
University of Michigan Rackham Graduate School

http://www.rackham.umich.edu/downloads/publications/mentoring.pdf

> Perhaps the single most linked-to item on other institutions' mentoring web pages, this printer-friendly guide for graduate

students long ago set the agenda for publications of its type.

How to Mentor Graduate Students: A Guide for Faculty
University of Michigan Rackham Graduate School
http://www.rackham.umich.edu/downloads/publications/
Fmentoring.pdf

> Deliberately structured to align with its companion publication, "How to Get the Mentoring You Want," this classic document provides sound advice for graduate program administrators as well as faculty mentors.

Mentoring
University of Washington Graduate School
http://www.grad.washington.edu/mentoring

> Parallel sections for mentors ("How to Mentor Graduate Students") and mentees ("How to Obtain the Mentoring You Need") cover all the bases in concise, often bullet-point style. Specific issues are addressed in a series of helpful two-page "Mentor Memos."

MentorNet
http://www.mentornet.net/

> This high-quality resource for STEM students and professionals at all levels pairs mentees and mentors for a structured mentoring experience. It can be particularly valuable for those who lack mentoring opportunities in their immediate context. Several field-specific initiatives, such as the National Research Mentoring Network for minorities in biomedicine (www.nrmnet.net), use the MentorNet platform.

National Center for Faculty Development and Diversity
http://www.facultydiversity.org

> While inspired by the needs of minority graduate students, postdocs, and faculty, this "mentoring community" offers high-quality resources (e.g., webinars, multi-week courses, a "career center" with job postings and workshops) of universal benefit, by individual or institutional subscription.

The Professor Is In
http://theprofessorisin.com

> While touting creator Karen Kelsky's services as a consultant,

speaker, and advisor-for-hire, this high-quality website also hosts a peer-editing community ($5 membership) and offers an extensive archive of excellent blog posts on virtually every mentoring-related topic, organized in categories. This free advising resource is equally useful for graduate students, junior faculty, and those seeking work outside the academy.

Research Mentoring: Cultivating Effective Relationships

University of Wisconsin–Madison Institute for Clinical and Translational Research

https://mentoringresources.ictr.wisc.edu

This well-organized and comprehensive website contains a wealth of resources for research mentors and mentees, including curricula and assessment tools to assist in implementing mentor training programs.

The Versatile PhD

http://versatilephd.com

The leading website devoted to "helping graduate students and PhDs envision, prepare for, and excel in non-academic careers." Most features (e.g., sample résumés and cover letters, detailed career information and programming, online networking opportunities) require subscription; institutions may purchase STEM and humanities/social sciences content separately.