

Sands, R. H., Parson, L. A., & Duane, J. (1991). Faculty mentoring faculty in a public university. *Journal of Higher Education*, 62(2), 174-193.

Purpose: brief historical overview and review of definitions of mentoring and report of quantitative study of faculty views of mentoring at a research-oriented public university.

Introductory Comments: “Those who are mentored by colleagues put themselves in an unequal and vulnerable position in relation to persons, who sometime in the future, may be making decisions about their tenure and promotion” (p. 174).

Williams and Blackburn (1988) identified four types of mentoring: role-specific modeling/teaching, encouraging the dream, organizational socialization, and advocate. Only the first type was predictive of research-oriented productivity among mentees,” involving mentors’ hands-on role in helping their mentees plan and conduct the research (p. 178).

## Method

A researcher-designed Likert-type mail survey was sent to a random sample of 557 faculty members stratified by sex and rank. The response rate was 64.5%, with 347 surveys returned with 75% of women and 56% of men returning the survey. Survey items focused on mentoring experiences, including views on the nature of the experience in the university and the ideal mentor.

## Results

From a principal components analysis of faculty responses to 29 activities they were asked to judge in terms of their importance as ideal faculty mentoring, Sands et al. also found four different types of “ideal” mentors: the friend, career guide, intellectual guide, and information source. They considered only the role-specific modeling type of the four described by Williams and Blackburn as similar to the four types identified in their study.

## Conclusions

“Faculty members who are looking for a mentor should be aware of the type of mentor they are seeking, those faculty willing to serve as mentors should acknowledge the type of help they are willing to provide. Mentoring programs designed to meet the needs of faculty should recognize the diverse character of the phenomenon and the need for sensitive and differential application of the concept” (p. 191).

## Reference

Williams, R., & Blackburn, R. T. (1988). Mentoring and junior faculty productivity. *Journal of Nursing Education*, 27(5):204-209.

