

Academic Chairpersons Conference – 2020 Proposal

1. Presentation title: Mentoring Faculty as Department Chair

2. Presenter information/bio:

Lynn Shollen is Associate Professor of Leadership Studies and Department Chair in the Department of Leadership and American Studies at Christopher Newport University (CNU). She earned her PhD in Higher Education Policy and Administration from the University of Minnesota. Dr. Shollen co-authored the book *Faculty Success through Mentoring: A Guide for Mentors, Mentees, and Leaders* (Rowman & Littlefield, 2009), and has published articles and chapters on faculty mentoring, women's leader identity development, teaching the subject of women and leadership, and the co-developed Capacious Model of Leadership Identities Construction.

3. Presentation theme: Working with faculty and administration

4. Presentation type: Interactive workshop

5. Abstract:

Mentoring is a powerful strategy for facilitating faculty and department success. Participants will engage in case study analyses, individual reflection, and group processing to dig into challenges that faculty encounter at different career stages and strategies Chairs can leverage to mentor those faculty, as well as disengaged or disgruntled faculty.

6. Keywords: Mentoring, faculty development, faculty relationships, career success

7. Presentation documents:

a. Session description:

Competent, vital faculty are essential to institutional effectiveness. The loss of such faculty to other institutions or non-academic careers costs departed institutions in the form of valuable human capital, disruption of course offerings and departmental planning, and the monetary and time expenses incurred to recruit, hire, and develop new faculty. Further, if unsatisfied or unproductive faculty stay in a department, there are costs not only to the individual faculty but also to the department's reputation and culture. Mentoring is one of the few variables associated with both faculty satisfaction and productivity (Bland, Taylor, Shollen, Weber-Main, & Mulcahy, 2009). Effective mentoring from Chairs can be a powerful strategy for facilitating faculty success, and therefore department success.

In this workshop, Chairs will engage in multiple case study analyses as teams, individual reflection followed by group processing, and interactive discussions and activities to dig into challenges that faculty encounter at different career stages and strategies that can be leveraged to mentor those faculty, as well as strategies for mentoring faculty who are disengaged or disgruntled. The workshop will be framed and contextualized with a synthesis of the mentoring literature and mentoring strategies published in *Faculty Success through Mentoring: A Guide for Mentors, Mentees, and Leaders* (Bland

et al., 2009) (co-authored by the presenter), along with current research on mentoring, faculty success, and academic leadership.

The foundational assumption of the workshop is that one role of Chairs is to facilitate the “mentoring conversation,” or questions that guide the mentoring process for colleagues at any career stage (Rolfe, 2006). The concepts of mentoring as identity work (Ely, Ibarra, & Kolb, 2011), radical candor (Scott, 2017), psychological contracts (Rousseau, 1995), and satisficing (Simon, 1956), among others, will provide a framework for discussion. Through reflection, discussion, and interactive activities, Chairs will consider the role that mentoring played in their own teacher-scholar identity development; learn general mentoring strategies; identify the needs of and discover strategies to effectively mentor junior, midcareer, and senior faculty; consider reasons why faculty may become disengaged or disgruntled; and, learn strategies for mentoring disengaged or disgruntled faculty.

Chairs will leave the workshop with a fuller understanding of their role as a mentor and the mentoring and career needs of faculty, along with practical mentoring strategies that can be applied to faculty in different career stages and with different challenges and needs. A list of additional resources will also be provided.

Bland, C. J., Taylor, A. L., Shollen, S. L., Weber-Main, A. M., & Mulcahy, P. A. (2009). *Faculty success through mentoring: A guide for mentors, mentees, and leaders*. ACE Series on Higher Education. Lanham, MD: Rowman & Littlefield.

Ely, R. J., Ibarra, H., & Kolb, D. M. (2011). Taking gender into account: Theory and design for women’s leadership development programs. *Academy of Management Learning and Education*, 10(3), 474-493. (*for identity work concept)

Rolfe, A. (2006). How to design and run your own mentoring program. Ann Rolfe Mentoring Works.

Rousseau, D. M. (1995). *Psychological contracts in organizations: Understanding written and unwritten agreements*. Thousand Oaks, CA: Sage.

Scott, K. (2017). *Radical candor: Be a kick-ass boss without losing your humanity*. New York: St. Martin’s Press.

Simon, H. A. (1956). Rational choice and the structure of environments. *Psychological Review*, 63, 129-138.

b. Sample handout (to be provided in session; did not want to publish in proceedings)

c. Sample powerpoint (to be provided in session; did not want to publish in proceedings)