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Mentoring Post-Secondary Tenure-Track Faculty: A Theory-Building Case Study and Implications for Institutional Policy

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The featured research uses theory-building case study to understand the experiences of junior faculty in a mentoring program. Findings suggest the importance of professional interaction for faculty members' integration into their campus communities. An explanatory model illustrates the findings and supplements discussion of the implications for administrators in terms of retention of new faculty members in postsecondary settings.

Keywords: faculty, mentoring, tenure-track, theory

Dr. Dannielle Joy Davis is Associate Professor of Educational Leadership, Policy, and Law at Alabama State University. She has studied and conducted research in Ghana, South Africa, Egypt, Germany, the Netherlands, and Belgium. Her interdisciplinary, K-20 research examines the experiences of marginalized groups in educational settings, including women. She has published over 20 refereed journal articles, book chapters, academic commentaries, volumes, and reviews.

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