Barriers to effective mentoring practices in academia: challenges to equitable faculty support in movement into senior ranks

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Recommended Citation

This case study uses a critical mixed-methods approach to investigate the results of an online mentoring survey, completed by 207 tenure-eligible and recently tenured faculty at a large, public, research-extensive university. Drawing on critical theory and methodology, we pair statistical and discourse analyses with particular attention to intersectional faculty identities and disciplinary cultures to provide new insights into effective faculty mentoring research, cultures and practices. Through these analyses, we explore the structure and quality of mentoring relationships and the influence of these relationships on equitable mentoring outcomes related to retention, promotability, and productivity for a diversity of faculty.

Keywords: STEM, effective faculty mentoring, equity, intersectionality, leadership