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Scholars examining how women and people of color advance in academia invariably cite mentorship as one of the most important factors in facilitating student and faculty success. Contributors to this volume underscore the importance of supporting one another, within and across differences, as critical to the development of a diverse professoriate. This volume emphasizes and highlights: the importance of mentorship; policies, processes, and practices that result in successful mentoring relationships; real life mentoring experiences to inform students, beginning faculty, and those who would be mentors; and evidence for policy makers about what works in the development of supportive and nurturing higher education learning environments. The guiding principles underlying successful mentorships, interpersonally and programmatically, presented here can have the potential to transform higher education to better serve the needs of all its members. This is the 171st volume of the Jossey-Bass quarterly report series New Directions for Higher Education. Addressed to presidents, vice presidents, deans, and other higher education decision makers on all kinds of campuses, it provides timely information and authoritative advice about major issues and administrative problems confronting every institution.

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Mentorship is a catalyst capable of unleashing one's potential for discovery, curiosity, and participation in STEM and subsequently improving the training environment in which that STEM potential is fostered. Mentoring relationships provide developmental spaces in which students' STEM skills are honed and pathways into STEM fields can be discovered. Because mentorship can be so influential in shaping the future STEM workforce, its occurrence should not be left to chance or idiosyncratic implementation. There is a gap between what we know about effective mentoring and how it is practiced in higher education. The Science of Effective Mentorship in STEM studies mentoring programs and practices at the undergraduate and graduate levels. It explores the importance of mentorship, the science of mentoring relationships, mentorship of underrepresented students in STEM, mentorship structures and behaviors, and institutional cultures that support mentorship. This report and its complementary interactive guide present insights on effective programs and practices that can be adopted and adapted by institutions, departments, and individual faculty members.

Latino/as are the fastest growing demographic in the United States. Despite recent gains in postsecondary enrollment, the Latino/a population is severely underrepresented when it comes to baccalaureate attainment. Hispanic-serving institutions (HSIs) will play a critical role in turning the tide, but there is little existing research about these institutions. This volume synthesizes: Existing research on HSIs, emerging HSIs, as well as research about Latino/a students themselves, A wide range of best practices across institutional types, and Examples of service to undocumented students in states where they do and do not qualify for in-state tuition benefits. Topics include Latino/a undergraduate student success, graduate student success, community colleges, four-year institutions, financial aid, and undocumented students. This is the 172nd volume of the Jossey-Bass quarterly report series New Directions for Higher Education. Addressed to presidents, vice presidents, deans, and other higher education decision makers on all kinds of campuses, it provides timely information and authoritative advice about major issues and administrative problems confronting every institution.

The first collection in the area of mentoring that applies theory to real-world practice, research, programs, and recommendations from an international perspective In today's networked world society, mentoring is a crucial area for study that requires a deep international understanding for effective implementation. Despite the immense benefits of mentoring, current literature on this subject is surprisingly sparse. The Wiley International Handbook of Mentoring fills the need for a comprehensive volume of in-depth information on the different types of mentoring programs, effective mentoring practices, and emerging practical and applicable theories. Based on sound research methodologies, this unique text presents original essays by experts from over ten different countries, demonstrating the ways mentoring can make a difference in the workplace and in the classroom; these experts have an understanding of mentoring worldwide having worked in mentoring in over forty countries. Each of the Handbook's four sections-mentoring paradigms, practices, programs, and possibilities-include a final synthesis chapter authored by the section editors that captures the essence of the lessons learned, applies a global context, and recommends research avenues for further exploration. This innovative volume demonstrates how mentoring in any culture can help employees to complete tasks and advance in their positions, aid in socialization and assimilation in various settings, provide diverse groups access to resources and information, navigate through personalities, politics, policies, and procedures, and much more. Offers an inclusive, international perspective that supports moving mentoring into a discipline of its own and lays a theoretical foundation for further research Shows how emerging practical theories can be implemented in actual programs and various scenarios Examines a wide range of contemporary paradigms, practices, and programs in the field of mentoring, including a panorama of introspections on mentoring from international scholars and practitioners Includes historical and epistemological content, background information and definitions, and overviews of fundamental aspects of mentoring The Wiley International Handbook of Mentoring is an essential volume for a global readership, particularly teachers of mentoring courses, trainers, and researchers and practitioners in a variety of fields such as business, education, government, politics, sciences, industry, or sports.

Published annually since 1985, the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities. Each chapter provides a comprehensive review of research findings on a selected topic, critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic. The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community. Each annual volume contains chapters on such diverse topics as research on college students and faculty, organization and administration, curriculum and instruction, policy, diversity issues, economics and finance, history and philosophy, community colleges, advances in research methodology and more. The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world.

Voices of Asian Americans in Higher Education: Unheard Voices is a unique and historical book. Asian Americans are often portrayed as "model minority", yet their personal and educational experiences are often unheard. In this book, 10 Asian American educators and scholars present realistic pictures of America's higher education using personal narratives. The contributors in this book come from different regions and teach in different colleges and universities; and coincidentally, they all endure the "outsider" category formerly as students and now as professors and leaders. This "outsider" status can be emotionally overwhelming and psychologically unnerving. This status hampers opportunities for Asian Americans to grow and maximize their fullest potential. Though they develop different strategies to address their "outsider" label, it does not make it comfortable. But, time and time again, they have proven that they can succeed. In this technological age, we must value unending truths as we educate ourselves and others. We hope that this book will be an educational and informational resource for students, administrators, and faculty in higher education and also educational policy makers and stakeholders.

Womanist Sass and Talk Back is a contextual resistance text for readers interested in social (in)justice. Smith raises our consciousness about pressing contemporary social (in)justice issues that impact communities of color and the larger society. Systemic or structural oppression and injustices, police profiling and brutality, oppressive pedagogy, and gendered violence are placed in dialogue with sacred (con)texts. This book provides fresh intersectional readings of sacred (con)texts that are accessible to both scholars and nonscholars. Womanist Sass and Talk Back is for readers interested in critical interpretations of sacred (con)texts (ancient and contemporary) and in propagating the justice and love of God while engaging those (con)texts.

Educators all over the world are being challenged to provide effective instruction for culturally and linguistically diverse learners and immigrant communities while valuing and celebrating students' cultural backgrounds. This task requires training, professional development, cultural sensitivity, and responsibility to promote positive outcomes. Beyond Language Learning Instruction: Transformative Supports for Emergent Bilinguals and Educators is a critical research publication that bridges linguistics theory and practice and comprehensively addresses all fundamentals of linguistics through the English language learning lens. Featuring topics such as curriculum design, immigrant students, and professional development, this book is essential for educators, academicians, administrators, curriculum designers, instructional designers, researchers, policymakers, and students.

This edited text provides readers a varied set of examples from teacher preparation programs that have established effective systems, practices, and/or pedagogies to develop and support mentor teachers and university-based educators in becoming effective clinical coaches.