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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

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