Standing Up and Standing Together: Feminist Teaching and Collaborative Mentoring

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Introduction

I began my career in rhetoric and composition at Georgia Southern University, a noncollective bargaining, medium-sized, regional university in southeast Georgia with about twenty thousand students. I started my job with what I thought were eyes wide open; that is, I believed what I read in graduate school. Academia was known for its ruthless competition, but departments protected their junior faculty. Academia was filled with highly educated people, so it valued progressiveness and equality. Within two months of being on the job, I learned that the academic workplace was even more difficult to navigate as a woman precisely because of these myths. My eyes were not wide open at all; I began my job essentially blind.

In my first semester, my department chair assigned me to eight different department and college committees. The reduced course load I had negotiated in the hiring process had to be renegotiated every semester instead of being a given for the first three years. The mentor I was assigned my first semester refused to meet with me. My chair was fired, and we got an interim. We got one new dean and then another. We hired a new chair, who was brought up on fraud charges two years later. We got another dean and another interim chair. This long chain of specific events and rotating administrators is probably unusual, but the instability I felt as a new hire was probably not. I felt alone and unmoored, which overlaid my already potent anxiety about teaching well, publishing often, and serving admirably in my new position. Since my institution did not provide any formalized mentoring, I sought out any mentorship that could help me navigate the institutional expectations toward tenure and promotion and support me as a junior faculty member, but it was hard to find.[1]

Once I reached associate professor status, I thought my anxiety and workload might abate slightly, so that I could pursue innovation as a teacher-scholar. Unfortunately, in such cases, women are often asked to increase their duties across campus, because of their institutional experience or "demonstrated leadership abilities" that tenure formalizes. When I earned tenure, I was immediately asked

to chair a search committee, chair the department personnel committee, and serve on two other university committees, including the Quality Enhancement Committee for Southern Association of Colleges and Schools (SACS) Accreditation, for which I wrote the eighty-page campus-wide plan.[2] My chair said my new rank made me an "important face for the department at the university level and a leader in the department" who would influence the growth of the major. The increase in rank seemingly brought more stature but did not give me more time with students or for teaching, which, at a regional comprehensive university, is supposed to be my focus. I felt overwhelmed, and I continued to muse upon the lack of support structures I encountered at every level of my career. Was I really alone or was this an institutional challenge?

I began researching mentorship and talking informally to colleagues around the country. Joya Misra and her colleagues cite studies of four-year institutions that show that "tenured women [as opposed to men] . . . devote[d] more time to teaching, mentoring, and service, and particularly to activities that may be seen as building bridges around the university. Yet, these pursuits hold less value in promotion cases in many institutions" (Misra et al. "Ivory" 2). I wondered about the experiences of women at universities like mine and at community colleges. Where were their voices and experiences? I discovered Judith Glazer-Raymo's groundbreaking research on women in higher education at a variety of institutions, where she found an alarming trend of higher numbers of women in contingent and part-time faculty positions (5–6).[3] Why might these trends exist for women and not men? As Misra and colleagues suggest, it is not just that

men are better researchers or teachers. The literature suggests that promotion criteria are too vague and that women and men spend their time (and are assigned, as I was) work time differently (Misra et al. 22). Beginning this research project transformed my sense that the goals of feminist teaching and mentorship for women in academia needed to be rearticulated and revisited. Many mentorship programs exist, especially in the last ten years, but these kinds of resources need to be accessible to all women and valued as promotion criteria at institutions across the country. This study furthers the call made by Misra et al. for a more comprehensive approach to mentoring for women and also expands on the idea of mentoring as a collaborative effort that must be formalized at every institution.

A Persistent Problem with Consequences

In this article I will discuss mentoring as a collaborative, feminist endeavor that is a critical part of being a feminist teacher.[4] In 2015 and 2016, I performed a preliminary survey of feminists in English departments at several campuses across the country.[5] Many feminist teachers struggle to find guides to the profession on the job or through networks. Many institutions do not have mentoring programs, formal of informal, in place. All but one of the respondents in my survey stated that at the time they were hired there were no or limited mentoring opportunities available to them. Unless they secured it themselves, most self-mentored[6] in teaching, research, and service.

Several of the campuses of those surveyed do have some programming now thanks to activist feminists who worked for

them (as the survey will reveal), but feminist mentoring should not be something that is always up to the individual. We need to see mentoring on campus more broadly and enable many diverse paths to success in the academy. Many feminist teachers may be concerned that mentoring activities, though crucial and valuable, entail more work and time, which is mostly unrecognized. Unfortunately, much feminist work on behalf of others starts out this way. I advocate for a culture change on campuses about how we see mentoring; it has to become a required academic structure that not only helps increase teaching effectiveness and student success, but also aids the successful management of any college or university, which includes the work of administration, staff, faculty, and students. That work needs to be collaborative.

First, because mentorship is about equity, it is certainly for women, people of color, and even men. My initial survey data, however, focuses first on the responses of women in English and writing, and so I begin my focus there. Second, though men also struggle with issues of equity in the academy, women are the focus of this article because research shows that even though women make up more than half of academics (and graduate students), women and people of color are still struggling more to balance heavy teaching loads with service or research, as they are also slower to progress in the academy and enter into permanent or leadership positions (Misra et al. "Gender" 300).[7] Women in non–tenure track positions face even greater challenges to promotion because these positions are the "least secure, least remunerative, and least prestigious among full-time faculty" (Glazer-Raymo 7). Other studies have corroborated these findings. "The Girl Detective" (pseudonym) on the *Feministe* blog cites Bousquet, who notes that, "although 57% of part-time instructors are women, we only make up 26% of full-time professors" (171, qtd. in The Girl). Some of these instructors never have a chance at tenure, or they never reach it.[8]

Tenure-track faculty, however, can suffer a status issue as well. Misra et al., in their study at University of Massachusetts-Amherst, found that "women are less likely to be promoted than men, and when they are promoted, the process takes longer" ("Ivory" 2). Respondent A, at a faith-based institution in Texas, because of her heavy administrative duties without course releases, has been

Feminist Teacher Mentoring Survey

Participants	Institution Type	Rank
Respondent A	Faith-based, regional, Tex.	Associate
Respondent B	Faith-based, regional, Tex.	Associate (last two years)
Respondent C	Research One, N.J.	Full
Respondent D	Community College, Calif.	Senior Rank
Respondent E	Research Intensive, Va.	Associate (last two years)
Respondent F	Community College, Calif.	Assistant
Respondent G	Regional Comprehensive, La.	Associate
Respondent H	Community College, Calif.	Assistant
Author	Regional Comprehensive, Ga.	Associate (last two years)

at associate level for almost ten years. Survey Respondent D, senior faculty at a community college in California, said: "Because I did much of my work with basic skills students, I don't think I was taken seriously as a professional until I joined Academic Senate and moved into the more general arena of staff development." Her outstanding teaching, which was her passion, did not bring her well-deserved recognition early on from colleagues, as Sheryl Sandberg, in her bestseller *Lean In*, suggests hard work will.[9] She did win the State Teacher of the Year, but it was twenty years later, when she was already transitioning into more administrative, state-level work. Respondent A, in a nationally sponsored, formal mentorship program for the last eighteen months, has now negotiated two course releases for her administrative duties. Anecdotally, this reveals that mentoring programs do work, but the system largely fails to support women at the intersections and the margins.

Ellen Messer-Davidow noted, for instance, that universities seeking more diversity resorted to tokenism because racist and sexist structures in graduate school prevented the production of a diverse pool of applicants. What Nellie McKay found in her 1998 *PMLA* article is that even when members from underrepresented groups were hired, they faced "higher service expectations." There were, for example, "for African-American faculty members . . . de facto performance standards not imposed on others, and the heavier service loads sabotaged their career advancement" (qtd. in Messer-Davidow 194). Nearly twenty years later, these issues remain a challenge for a diverse range of women in the academy. Laura Perna's study of postsecondary faculty finds that women are less likely

to advance and after "controlling for productivity, race, etc.," her study "point[s] to entrenched institutional practices that may disadvantage women (qtd. in Misra et al., "Ivory" 23). Sexist attitudes are present at my institution, which only last year (and this on an interim basis) welcomed the first female president in its one-hundred-sixteen-year history. She has told stories of being at events and having audience members come up to congratulate "the president": not her but her male partner. Respondents F and H, newly tenured at a community college in California, said that the intersections of gender and race played a role in their annual reviews and their perceived authority in the classroom. Respondent F said that "when students see me, they don't automatically assume I know what I am doing," and "fighting to establish authority" is a "bit of an exhausting way to begin every semester."

Postfeminism: Feminism is Dead!

A return to postfeminism has curtailed feminist teaching, especially on conservative campuses. I find the students in my classes are reluctant to identify as feminists, relying on stereotypes that define feminism as a movement "for white women" and about "hating men." Respondent H, working with community colleges in California, says she is feminist in the classroom, but at an institutional level, "I find my colleges much more traditional and less open to building the community necessary to even begin this work." Mentoring can offer the safe, collaborative space feminist teachers need to discuss issues of race, sexualities, and sexism that come up in the classroom. In a so-called postfeminist and postracist society, however, the solutions to inequalities of

all kinds continue to fall upon individuals, ignoring the fact that entrenched and outdated systems and institutions are the source of such inequalities. Public, postfeminist female subjects like Sarah Palin, for instance, claim that "'personal responsibility' is the solution to socioeconomic disadvantage," farcically implying that the Horatio Alger myth is alive and well, and systems of patriarchy or classism have been largely dismantled (Jolles 45). Other public, female figures like Sheryl Sandberg advocate opening new conversations about feminism and women's inequality in the workplace but still enact this postfeminist ideal, which imbues individual industry with more power than it has with regard to things like mentorship. Her advice is similar to Palin's: "take personal responsibility for your success and you will succeed and be recognized" (qtd. in Maslin), a paradoxical dance of both assertion ("take . . . responsibility") and passivity ("be recognized"). Though the feminist conversation has been reopened, it has not trickled down far enough into the system to affect those in less elite positions.

Although many universities have progressive family leave policies, clear tenure policies, and transparent hiring practices, too many others do not. Universities may also have innovative mentorship programs and research groups, such as the strong mentorship described at Arizona State University (ASU) below, or the collaborative, structured mentoring I have seen at The Ohio State University system to enhance research.[10] Unfortunately, however, these examples are not the majority, nor do they always include teaching. Sexist and racist structures within university systems at many levels continue to be obstacles in the hiring, retention, and promotion of female academics.

At Respondent A's faith-based campus in Texas, one question on the end-of-semester student evaluations (used in annual reviews) asks: "Is this professor a good Christian role model?" and on my campus, there are student evaluation questions such as: "Has this professor properly encouraged you in this discipline?" In both of these examples, the questions ask students to respond as if these activities and judgments are not highly gendered or racialized. Respondent B at a faith-based university in Texas feels that women on her campus are "tracked" into teaching and service. Respondent G at a regional four-year university in Louisiana notes that although her college is 60 percent female, all the College of Liberal Arts and Sciences (CLASS) awards for teaching in the last ten years have gone to male professors, and while men with children are referred to as "great teachers" and better workers, females with children are "just" teachers. These are some of the ways respondents see misogyny still at work on local campuses. What is difficult for elite postfeminists like Sandberg to understand is that in oppressive structures, hard work is often *not* recognized and there is no one to help give that push. What then?

It might be more useful to think about mentors in the same sense as Deborah Brandt does about literacy sponsors, asking questions about who or what "underwrites" mentoring. Similar to sponsors, mentors can also "set the terms for access" and "wield powerful incentives for compliance and loyalty." The presence of mentors in academia (and especially their absence) also reminds us that women and other underrepresented groups have "required permission, sanction, assistance, coercion, or, at minimum, contact"

with influential members of the academy (Brandt 166–67), and these requirements have not disappeared. Collaborative mentorship can help break down these persistent barriers through concerted effort at several levels.

Literature Review

Mentoring is not a new topic, but it is an undertreated one. A few anthologies in my field of rhetoric and composition have covered the topic of mentoring. Gesa E. Kirsch et al.'s *Feminism and Composition: A Critical Sourcebook* was a good mentoring resource for me in teaching, as I detail below, with articles on both the history of feminism in composition and essays from feminist teachers in the field. This is one of the only anthologies I know that intertwines teaching as a collaborative effort that requires mentoring. I did not have a teaching mentor on my campus, and the university-sponsored teaching programs, few that there were, focused on making better tests and lectures. It was clear that feminist teaching structures would never be the subject matter. Michelle Ballif et al.'s *Women's Ways of Making It in Rhetoric and Composition* has a thorough succession of chapters on the career path from graduate school to job to tenure, along with profiles of successful women in the field. This is a helpful anthology for the career progression of academics, with heavy emphasis on "getting to" getting a job.

Michelle Eble and Lynee Gaillet's *Stories of Mentoring: Theory and Praxis* also collects theories, stories, and practices of mentoring in graduate school, on the job, and in writing program administration, but the theories are much harder to put into practice if your location does not resemble the settings in this book. The opening essay by Winifred Bryan Horner details how she only became a mentor once there were no "promotions to work for" and she was an endowed chair (16–17). Admittedly, her experiences are rooted in a more sexist time period, "perhaps" more historical than contemporary. Her marginalization as a woman, however, is not foreign to many feminist teachers today, and if all feminist mentors waited until their last promotion or their endowed chair position, we would all be in trouble. Eble and Gaillet's collection spends a good deal of space discussing how writing program administrators (WPA) have formalized the mentoring of teaching assistants (TAs). This information only applies to writing programs that have TAs (my university's program has zero), but the idea of collective mentoring is often the answer to marginalization, as I do suggest in this article.

The relationship described in this collection between Jenn Fishman and Andrea Lunsford in the essay "Educating Jane" is closer to the structures I envision for feminist mentoring. They define mentoring as, "mutually sustaining, cooperative work" (20). Although this is a cooperative relationship, it is clearly long term, intimate, and time intensive. Such lasting relationships are an aspirant model, but it is important that we look at building place-based mentoring structures—still mutually sustaining and cooperative—within the systems we find ourselves. Sometimes these systems have a workload that is too high, pay that is too low, and extra time that is hard to find. Publishing and teaching as "cooperative work" are often the "connections" we scratch off at the end of our long to-do lists. Perhaps it is important simply to know there are others who struggle, others who are feminist teachers,

and others with whom we can work at our locations to begin to build relationships that might grow to that intimate level. Waiting for this, however, is not an option for feminists who need change now.

Although Eble and Gaillet do not mention feminism extensively in their discussion of mentoring, Ellen Maycock and Domnica Radulescu's collection, *Feminist Activism in Academia: Essays on Personal, Political, and Professional Change*, does, and the editors see feminist pedagogy and feminist mentoring—as I do—as intimately intertwined. The collection argues for feminism as intersectional and activist. As Cassandra Harper notes in her 2013 review of the text, "It is grounded in bell hooks's notion of feminism and feminist transformation through critical self-reflection on current contexts to create change" (207). Reflective feminist teachers and mentors are sites of "possibility," as bell hooks suggests in *Teaching to Transgress* (qtd. in Maycock and Radulescu 3), that can move "beyond [the] boundaries . . . of institutionalized politics of exclusion or marginalization that adversely effect the overall status of women in the academic professions" (qtd. in Maycock and Radulescu 3). Many authors in this collection wished they had relevant resources and tools earlier in their careers, and Harper asks: how do we get beyond the one-on-one to the collective, expanded discussions of mentoring? (209). It is my hope that this article provides some of this expansion for readers by thinking of mentorship being built into existing structures (campus-by-campus) and ultimately changing campus cultures and policies.

Unfinished Agendas: New and Continuing Gender Challenges in Higher Education, edited by Judith Glazer-Raymo, provides a wealth of data about women in academia in a variety of fields and on a variety of campuses. The extensive research in this text provides more evidence that the marginalization I note in English and composition is mirrored in other fields as well. Adjunct and temporary faculty lines are increasing at astronomical rates. *Reconstructing Policy in Higher Education: Feminist Poststructural Perspectives* provides essays that address changes in academia for women at the policy level. Although this text does not address mentoring specifically, it does discuss how policies affect feminists and how activists can argue for policy changes based on peer institution precedents. While feminist pedagogies advocate decentering the classroom to deconstruct hierarchies, feminist mentoring for policy change must, paradoxically, "recenter" the campus climate to challenge entrenched university hierarchies that do not value equity, fairness, or inclusion for women. As with any policy change, however, the more voices there are, the louder the message that is transmitted. Finding and building feminist pedagogy and mentoring collaboratives, and eventually activism, on your campus, therefore, become even more crucial in order to change marginalizing policies.

Many of these are critical resources for women in academia, and the collections I mention as specific to my field do offer guidance on mentoring, but when I read these texts what becomes most clear to me is that these stories don't accurately reflect my experience or my local site (and I would guess many others feel this way as well). With pre-2008 publication dates, the content of these anthologies promises a hopeful future for programs prior to the economic crash, after which university and college boards and presidents started to

engender phrases like: "doing more with less."[11] The kind of university at which I teach is not a Purdue or an Arizona State (which are truly mentoring models, as I detail below). The mentoring programs I see described at their workplaces do not exist where I work, and who and how they mentor has very little to do with community or regional colleges, as it also addresses little at length about transfer, first-generation, military, African-American, working class, or any other group of students that I encounter daily. The feminist teachers and role models in my academic world are often just getting by and feeling alone while doing it. The cultural change that sees mentoring as a "must" and not an "option," is, thus, a critical change if these feminist teachers are to be supported. Place-specific feminist mentoring programs support progressive policies like sustainable workloads but also would advocate that administrators address compression issues when raises do not allow tenured faculty's salaries to match inflation, to increase both equity and teambuilding, as just one example.

In addition to detailing just a small portion of national college settings, mostly Research One, these anthologies also discuss mentoring largely as a one-on-one endeavor or as a teacher with a few graduate students. As I have noted, I would like to align with Misra in calling for a culture change on campuses about mentoring, as well as broadening the idea of "mentoring" to encompass collaborative and group relationships at a variety of institutions. The 2015 UNM Conference on Mentoring calls these "developmental relationships" in order to situate this activity as not only mentoring, but also as "coaching, networking, and sponsorship" (UNM Mentoring Institute). These relationships can be enacted more effectively than just one-on-one mentoring, I argue, when they have specific purposes like "leadership training" or "writing group" that strengthen faculty abilities and resources in teaching, service, and research. I would now like to discuss how collaborative mentoring models could begin, extend, or broaden onsite programming for a large number of female academics at a variety of institutions. The two universities I mention above provide some good initial examples.

Collaborative Mentoring: What It Can Look Like

Although the term "mentor" has become trendy in popular culture, the practical application of mentoring is both vague and poorly applied nationally, especially in academia. Gloria Pierce claims that higher education is in the "throes of a 'mentoring mania.'" This suggests our profession sees the value of mentorship, so why does mentoring too often occur on a case-by-case basis? Why does it still lack a strong foundational system that allows mentorship to be consistent, widespread, and accessible? Broadening the terms allows us to see more accurately where mentorship is already happening and where there are voids. If we see mentoring as a strictly one-on-one proposition, for instance, we might miss the good work being accomplished in sponsored programs, group workshops, and leadership institutes that address the needs of many individuals at once. What might "feminist mentoring" look like?

The term "feminist mentoring" is as intersectional as the term "feminist." Respondent G at a regional comprehensive in LA says: "I would hope feminist mentor-

ship means providing guidance, feedback, and strategies for negotiating the mine fields whether in the classroom, during an annual review, or with hostile colleagues or administrators from someone who has learned or [is] at least aware of the various hazards involved in being a woman in the academy," but she has never felt mentored at her site. Respondent E at the Research Intensive location says: "the *feminist* component means addressing work-related issues that affect women in particular (heavy service expectations, difficulty of negotiating motherhood in the academy, differentials in men and women's tenuring, etc.)" and "the *mentorship* component suggests creating a space for sharing experience and advice, particularly among institutional stalwarts and newcomers, in hopes of providing support and promoting each other's survival/success."

Both issues-based work and space-based work are important components of feminist teaching and mentoring, Values and beliefs play a role too. Respondent C at the Research One institution believes that feminist mentorship means "we bring our feminist commitments and principles into our engagement with all our colleagues." Respondent H thinks "feminist mentorship allows for a radical revision of the institution itself to include different kinds of knowledges and ways of being" and that "it's a means to challenge traditional power structures and the distribution of power and resources," but that in her traditional community college setting those goals are not able to be realized yet. Respondent F at community college agrees that collaborative models that teach and guide to promote the equity and success of all are a goal that she sees happening at her location with students but not yet

with faculty. Feminist teachers know what they need; the path to get there, however, is not always as clear.

It is important that we begin to think about mentoring as a collaborative effort, one that is feminist and equity-focused. This kind of mentorship does not require you to "earn" a mentor or do what you can on your own. It does not rely on structures that vary from department to department or from institution to institution. Collaborative mentoring programs, especially when formalized, can be "vehicles through which mentees not only receive support but, more important, become connected to other networks of mentors. This feature of formal mentoring programs is especially relevant to women, minorities, and other groups in helping overcome barriers that have traditionally inhibited them from developing informal mentoring relationships on their own" (qtd. in Zellers et al. 563–64). A new model of mentoring attempts to give access to more people across institutions. Collaboration must include institutional commitment, administrative involvement, and diverse groups working together. Most importantly, higher education needs to have a culture shift—one that is already happening in many places across the country—that values and rewards mentoring in performance reviews for all involved. Let's first look at how national associations are leading the way as examples of institutional commitment on a large scale, and then focus in on a few local examples at Purdue and ASU, institutions that are involving administration and enacting a culture change on their campuses.

NATIONAL ASSOCIATIONS

The Conference on College Composition and Communication (CCCC) is one of the

major conferences in the field of rhetoric and composition and is affiliated with the premier journal in our field, *CCC*. At this conference there are a series of pre-conference workshops and caucuses. I attended the feminist workshop in 2007 and ran it with a collective in 2008. The workshop is an amazing opportunity to learn about feminism in the field and network with experienced scholars. This experience led to a 2010 panel at CCCC sponsored by the Women's Caucus, a meeting to which I was invited that year. The Women's Caucus works on feminist-related issues such as contingent faculty, pay inequity, and leave. The workshop has worked increasingly over the last five years to mentor graduate students in the research process.

Another, smaller association in my field is the Coalition of Women Scholars in the History of Rhetoric and Composition (CWSHRC). Recently the Coalition renamed itself the Coalition of *Feminist* Scholars in the History of Rhetoric and Composition (CFSHRC). Many of these members are active in the groups I mention above, and they have their own meeting at CCCC, but this association also sponsors its own conference, Feminism(s) and Rhetoric(s), which is wholly focused on feminist research and teaching in the field. This association produced its own newsletter, which is now the peer-reviewed journal *Peitho*. The Fem/Rhet conference, as it is affectionately called, is smaller and, for an academic like me, easier to navigate. There are opportunities to network and meet other feminist academics at a variety of sponsored events beyond the panels. This conference provides a tight-knit community, one that is based on founders like Elizabeth Flynn and Patricia Bizzell. Under the new leadership of Jenn Fishman, CFSHRC has reinvigorated its presence

not only at CCCC, but also at the Rhetoric Society of America and has made it part of their new mission to mentor faculty and students through the association, the conferences, and into scholarship by soliciting new voices for the journal. The importance of forging connections between the women who initiated the struggle for the recognition of women in academia and the younger scholars investigating groundbreaking trends like transfeminism is evident in a 2014 *Peitho* video conversation between Bizzell and K. J. Rawson (Bizzell and Rawson).

The last national association I would like to mention as an example is the Rhetoric Society of America (RSA). This association, like CFSHRC, has been reinvigorated by new leadership and recommitted to mentoring activities. The recent president's farewell letter applauded the association's move toward better engagement and support of scholars. This association sponsors a biennial conference and recently a biennial research institute, both of which are ideal networking opportunities. With regard to mentoring specifically, the RSA has a one-of-a kind program called the Career Retreat for Professors, which mentors associate professors to full professors. Cheryl Geisler is the founder, and the program helps scholars build writing groups to aid publishing as it also mentors academics in negotiating equitable workplace solutions.

All of these national associations in my field are examples of leadership in collaborative mentoring; they sponsor, value, and promote mentoring and have sent a diverse group of teacher-scholars home with support, experience, and ideas for their campuses. It must be noted too, however, that such conferences and events are not accessible to all academ-

ics. Teacher-scholars without travel budgets cannot often travel to these events. Respondent G, for example, recently had her travel allowance reduced to $500, which covers conference travel once a year to a neighboring state. So although these associations lead by example, there is a need to examine what is happening locally on campuses themselves, so that we can discern what collaborative mentoring might look like on our campuses, and so that mentoring programs can help a large number of women thrive.

CAMPUS IDEALS

I will look at just two campuses in the following examples. Purdue, which I mentioned in the above research, has a Teaching Academy, which falls "under the auspices of the Office of the Executive Vice President for Academic Affairs" and "works with the academic schools, the Center for Instructional Excellence, and others to enrich the educational experiences of the entire Purdue University community" ("Teaching Academy"). Faculty of all ranks across colleges are matched with mentors and those relationships can be one-on-one or in small groups. The organization is run by Purdue's Center for Instructional Excellence (CIE), and so the focus is on teaching but the relationships appear intensive (monthly meetings) and ongoing. The Teaching Academy Programs have been in effect since 2007. Purdue is a major Research One (R1) institution, and if their programming is only six years old, the trickle-down effect to institutions with fewer resources will take longer. Purdue has mentoring programs for students and faculty, and this programming at CIE is a collaborative effort among faculty, the Teaching Academy staff, and administrators. The work is shared and the result

seems to be broad and accessible mentoring programs.

Like Purdue, Arizona *State University* is clearly committed to mentoring across campus, and their programs are a collaborative effort. ASU has mentoring programs for students and faculty. In addition to the mentoring in the English department listed in the research above, they have a faculty mentoring program that comes from the university Office of Personnel. ASU has an official "Mentoring Practice" which states that "deans, department chairs and faculty at ASU share mentoring responsibilities for junior faculty" ("ASU Mentoring Practices"). This indicates that mentoring is not just a one-on-one endeavor, nor is it just the responsibility of departments. All levels of the university are working to support and retain faculty. Each level, from dean to colleague, has "performance expectations" regarding mentoring. Listing these activities based on "performance" indicates to me that mentoring factors into annual reviews of administrators and faculty, which is the best way to make this collaborative work visible and valued.

Both Purdue and ASU appear to have some values and practices in common. Their major mentoring programs and initiatives reside in an administrative arm of the university, like the Center for Teaching Excellence or the Personnel Department. This strongly suggests that mentoring practices are a university value and a campus cultural value, rather than a practice that departments can "choose" to implement or not. They also make teaching a significant aspect of the mentoring program. Both of these things make the programs broader and more accessible to all faculty. Although Purdue does integrate its programs at several levels, ASU's mentoring practices seem

more richly integrated as well as being named as "policy," an important distinction that makes a "value" legally binding.[12]

ASU also includes "Mentoring Resources" under "Faculty Mentoring," which lists model faculty mentoring programs at Michigan State University, University of Washington, Washington State University, University of California San Diego, Iowa State University, and the University of Toronto ("Mentoring Resources"). This list indicates that many locations have implemented good programming but note as well that this list includes, again, primarily public, R1 institutions, many with collective bargaining. What happens at smaller, less research-focused, state-supported institutions without collective bargaining? These were the gaps my research and survey revealed, so let's look at those gaps at different institutions, what kinds of mentoring programs have been executed or planned, and where work still needs to be done.[13]

Where the Voids Are

An equitable workplace would be eager to hire and retain excellent and diverse faculty who are committed to whatever ratio of teaching, research, and service is required. Equity itself is an elusive term, but for this preliminary study, I asked feminist teachers in my survey (and would like feminist teachers reading this) to think about equity as the things that are happening or could happen on your campus that would make you feel supported and valued. In academia, the lack of equity is often felt most by underrepresented populations, in which we can locate women, people of color, and LGBTQ members, and serving those populations to increase equity is one of the goals of

feminist teaching. As faculty members who consider ourselves teachers first, we often think about these issues with regard to our student populations, and our administrations sometimes will listen. But when it comes to underrepresented faculty members, certainly from the administrative perspective, the sink or swim mentality comes into play. Feminist teaching is a "choice," so we are expected to make it work without extra support or mentorship. Teachers know, however, that feminist pedagogy relies on collective input as a dialogue between students and teachers, but also teacher to teacher; thus, to be effective, mentoring, like teaching, has to be collaborative action.[14]

As more feminists become leaders in the profession, more mentoring programs have been offered, as I will show, but the paucity of examples of programs in respondents' early careers shows the exigence of broadening mentoring structures. When I was hired, for example, my university had a "new faculty" cohort, but it did not involve mentoring about teaching, the campus, or the profession. It was an annual social and a listserv for new faculty to find restaurants and social events in town. I used this resource, but once I had a child, my evening activities were curtailed. Survey Respondent F, newly tenured at a community college in California, noted the absence of any support outside the initial training sessions. Survey Respondent C, now a full professor at an R1 institution in New Jersey, said: "There were no formal mentoring opportunities when I came as an assistant professor," so "informally, I sought out faculty and staff who were able to help me learn to navigate institutional life, and to support my efforts as a junior faculty member who was directing an interdisciplinary program."[15]

At later stages, with regard to mentoring and the tenure process, Survey Respondent E, at a research-intensive institution in Virginia, found that mentoring at all levels was absent, and she was disheartened to realize that her teaching excellence did not seem to play a role in her evaluation at all: "The lack of transparency and poor leadership/advice from those in positions of authority created major trouble for me." She goes on to say that, "in my own case, producing a monograph, edited collection, and two peer reviewed essays in [five] years [was] deemed unexceptional, so I was advised to go up for tenure again on the conventional timeline and passed. The experience, however, [was] humiliating, wrenching, demoralizing, and fundamentally broke a sense of trust in and commitment to the institution.[16]

Respondent G, at a regional four-year institution in Louisiana, said that once she reached tenure, she was expected to research more, teach better, and lead programs on campus, all without any change in her teaching load or service expectations. Survey Respondent B, at a faith-based institution in Texas, said: "Being a woman often still means that service opportunities come more automatically my way than research opportunities." She tries to seek out as many research opportunities as she can in terms of grants and research groups because: "I find that once there is only the association with service and teaching, there is a risk of not being as respected. While this might be true for men and women, I have only observed it for women."

The academy needs to recognize that historically oppressed groups have created safe spaces for good reason.[17] An equitable workplace would make equal pay, funded family leave, equal access, equal workloads, and research and teaching support high priorities. Safe spaces for groups historically underrepresented in the academy, however, continue to be a void in academic workplaces, especially those that are not Research One.[18] What my survey revealed was that institutions with collective bargaining and those with organized, collaborative action policies had much less of a problem with things like salary equity. Survey Respondent D described her community college pay scale under collective bargaining conditions thusly: "The tenure review process has been established through negotiation between the district and the union, and it is very clear and articulated up front. They also negotiate the salary schedule yearly and distribute it throughout the district. Promotion in our system is purely a salary matter, not based on merit or indicated by different job classifications (assistant, associate, full as we see at the four-year institution)." This is an issue that feminist teachers must confront head-on. If institutions are committed to hiring, retaining, and promoting their new hires, collaborative and formalized mentoring for teaching, service, and research, especially in the absence of collective bargaining, is a key aspect of successful progression and promotion.

Primary Mentoring: "The Standard"

The most standard form of mentoring is a one-on-one relationship, also called primary mentoring. Primary mentorship is a hierarchical relationship where the "expert works with the apprentice" (Pierce), and that expert usually has more "pull" than the apprentice. In one college study, Pierce found that mentees reported that "the

most valuable thing their mentors did was to 'give them insight into the academic world in general.'" On a national scale, this means talking about the ranking of conferences or journals, about the balance of teaching, scholarship, and service, or about the ways in which a discipline is trending or diverging. Locally, young academics need mentors who can share their institution's specific history and policies as they factor (or not) into the national conversation, who can share their experiences with administrators and state boards, and who can share their knowledge of the needs and values of their department and college, especially those not explicitly stated in mission statements or faculty handbooks. The mentor-mentee relationship, in theory, is productive and can be a good example of guided mentorship, but these relationships take time to develop, especially when mentors are not assigned; therefore accessibility, especially early on, is an issue.[19]

Though a couple of respondents said that senior faculty at their institutions sought them out and offered advice and resources, the majority of respondents (myself included) initiated these relationships.[20] When mentors are well matched, the "sponsorship" can be effective and localized, but this does not eliminate the need for mentorship outside department structures from the higher ranks of the institution from chair, to dean, to provost. Mentoring must be a collaborative and shared activity at all of these levels, recognized as required and important work in performance evaluations. For feminist teachers who have little immediate access to mentoring structures, however, I will describe some steps to take individually that can move toward collaborative effort. Then I will describe some of the real, col-

laborative efforts going on around the country that are building mentoring programs from the ground up.

Mentoring in Crisis Mode

November 2014: It is 8:30 p.m. and I just finished putting the children to bed. I'm tired tonight; perhaps it is knowing that my second shift—grading—begins now and probably won't end until almost midnight. I feel less tired when I hear my partner in the kitchen cleaning up after dinner. He and I switch these chores every night. I think for the thousandth time how hard it must be for single parents to manage all these tasks alone.[21] The phone rings and I start in surprise. I rarely get evening calls. "Hello," I say into the phone and hear a stifled sob. "Hi, is this Lisa? I know it's late and I know you are probably busy, but I have no one else to talk to." "Of course," I say. "What's going on?"

I met T. only two weeks ago at a gender studies event. She had been hired recently into the sociology department at my university. I had been tenured for one year, and I served on the gender studies executive board. She told me she was struggling to do it all. Her last article submission had been rejected—for the second time. Many of the women I know who are struggling in academia, with course loads, with publishing, with service, with tenure and promotion, need support and guidance in a variety of settings. Some are tenured but many are not, and in too many settings, it appears to be "every woman for herself." T. found me to talk to, but I had no real power to help, especially because she was in a different department. My institution does not have any mentoring structures in place for me or for her.

In addition to the failed article, T. has received student evaluations, which criticize her attire as too revealing and her language as too crude. Her chair is concerned and not supportive. I ask her about the senior faculty in her department who might have some insight or experience with these issues. She says there is no one she trusts. She is the breadwinner for her family, and she is afraid to get fired. I give her some institutional advice about tenure procedures, sexual harassment guidelines, and lend a sympathetic ear to her fears about staying true to her feminist and alternative identity in a conservative university setting versus staying employed. She is exhausted, too; I can hear this. We part until the next phone call. I tell her I am always available, and I mean what I say. But can I be? Should I be?

Without formal rewards for this advocacy, taking on feminist mentorship on top of everything else signals "burnout" to many teachers, regardless of their motivations about what they "can" or "should" do as feminists.[22] Adding more work to already packed individual schedules is not sustainable. I am increasingly convinced that formal, collaborative models are a must. At the time I met T., I did not have a leadership position nor was I in her department; I could only listen, not advocate. Twelve months after I began this research, T. was fired after an unsuccessful third-year review.

Ways to Implement

VIRTUAL MENTORING AS A FIRST STEP

T. felt isolated in her new position, as I had years earlier. This feeling can make it seem that the new place of employment is suspended in a timeless (and sometimes regressive) present without a support system in place. I take the term "virtual" from Elizabeth Grosz's "virtual" locations, which imagine the present, and past, and future as collapsed (i.e., closer together) to provide a "mode of resistance" to what might be an intractable situation in the present (112–13). "The space-times of the new, the unthought" (112–13) become, instead of spaces of isolation, productive spaces in which to creatively respond to challenging situations. "Virtual mentorship" for feminist academics feeling unsupported in their new locations can begin with the use of one or two texts that provide comprehensive guidance on teaching, research, and service at the same time.

In the "virtual" space of a text, feminist teachers co-construct knowledge based in personal experience and self-reflection as they use the text to inform or enhance their teaching, research, and service practices (as a beginning step to building a support network for themselves that does not yet exist at their physical location). I used one text, Gesa Kirsch et al.'s *Feminism and Composition: A Critical Sourcebook*, in this way. It is now a fifteen-year-old text, but it allows feminist teachers to speak to me from the past—"where we were" and where we might be headed. Although the voices come from a distant location, the collection of essays collapses the boundaries between moments in feminist composition history to link the experiences of teachers across time periods and locations. This collapse of boundaries, like Anzaldúa's "dis/locations" of the margins (Mahraj 1), has the potential to allow us to feel a part of a larger community of feminist teachers. That sense of community could broaden access to mentorship,

because it does not restrict based on class, race, sexuality, or any other designation, but feminist teachers also know that these boundaries and their perceived collapse must be interrogated and renegotiated constantly.

In discussing Anzaldúa, Katy Mahraj seeks to "further feminist pedagogy's preparedness for the increasing diversity of feminist[s]" (1). As feminist teachers prepare for this diversity in students and classrooms, they can also consider what diverse mentoring might look like. Many teachers may not identify with the label "feminist," yet they embrace collaborative leadership models, fight for equal pay, and advocate for social justice. Perhaps it is the historical notion that feminists are overly gendered as female or white that creates this reluctance to embrace the term. The theory of positionality is one way to think through these barriers because it focuses on the multiple intersections of identity from which individuals interact with the world. Adrianna Kezar and Jaime Lester elucidate that research on women's leadership remained essentialist until positionality theory was applied to reveal the wealth of leadership styles (165). The same is true for feminist teachers and for feminist mentoring.

Anzaldúa's "dis/locations" advocate for fluidity across boundaries but also challenge the "hegemonic" construction of margins in the first place. By both validating and critiquing the marginalization individuals have from a "center," Anzaldúa, like hooks, resists the white, privileged, and patriarchal structures that continually build and uphold these margins (Mahraj 8). "In advocating this continually negotiated shift," writes Mahraj, "Anzaldúa's text helps to forge a process within which experiences of support and critique can occur simultaneously" (8). As Mahraj finds her identities too multiple for any one feminist pedagogy to speak to her as a student, the same is true of feminist mentoring models. Every suggested path for feminist teaching or mentoring will have divergences based on the players, the location, and the resources, but most of all based on the positionality of the participants, from race and sexual orientation identifications to identifications based on discipline and position level. This is why feminist teaching and feminist mentoring are so intertwined: in order to be successful as a teacher or as a feminist proposing new mentoring programing, it is crucial to take stock of the local climate. Who participates, who benefits, who creates, who implements, and who assesses, are some of the questions that need to be answered before building any pedagogy or program.

Though this one text has essays on teaching, the profession, service, and research, I focus on this example because it deals with diverse perspectives on teaching, the primary activity on which I am evaluated on my campus. The practice of feminist pedagogy in a writing classroom on a conservative campus sometimes does not feel very friendly in its application. When I first read Dale Bauer's article in Kirsch's anthology, "The Other 'F' Word: The Feminist in the Classroom," I identified with her experience of student evaluations condemning her use of overt feminist positionality. These evaluations said she: "shouldn't voice her 'feminist' views . . . . it should be left out of class" (351). I named myself a feminist outright in my classroom, and my student evaluations looked similar to hers (and so did my Rate My Professor page). Public conversations circulating about the invasiveness of the "liberal agenda" at universities have

put many students on the defensive.[23] Lance Massey, one of the editors I later interviewed about this anthology, agreed that there is a national assumption "that knowledge is apolitical and that a woman who teaches from a feminist perspective is unnecessarily politicizing the classroom (making her easy to dismiss and 'confirming' to certain people that higher education is increasingly an exercise in liberal indoctrination)." I wasn't being overtly political, but it seemed that every time I taught, simply being a feminist was a political act that might affect my evaluations and eventually my progression toward promotion and tenure.

Though the idea of book, journal, or online mentoring is not new (see examples like Julia Carboni's book review for the social sciences as far back as the 1990s), it is new to see this virtual support as the first and sometimes only step for feminists teaching in isolated locations. I describe only one example from this text, but there are many others. Virtual mentoring can also be effective on listervs or other online locations, as long as such sites are consistently moderated.[24] Mentoring as a "personal learning network," as conceived by Shelley Rodrigo et al. for faculty and student relationships, could be applied effectively to faculty-to-faculty peer mentoring relationships. These texts, forums, and networks are first step mentoring opportunities that, ideally, act as sounding boards or inspiration for the next step in building mentoring on your campus.

Knowing that this virtual support/mentoring can be building toward something larger and more collaborative is encouraging early on, but larger, formal, and extended programs need to be created and sustained with institutional support.

Below, I discuss several examples of mentoring programs (with the help of my survey respondents) that address teaching, research, and service. There is a range of programming described below that could serve as a model for implementation on your campus. It is important that such programs be created, but it is also important that they become valued and rewarded by administration in the evaluation process.

MENTORING PROGRAMS FOR TEACHING

As I noted in the beginning of this article, mentoring comes from feminist teachers, and although articles like Rhonda Williams and Abby Ferber's "Facilitating Smart-Girl" find it productive for teachers to name pedagogies as feminist, the larger university-wide programs do not have to be labeled as such; they might, in fact, be dismissed by those who see "feminist," without the benefit of Anzaldúa's dislocations or the lens of intersectionality, as another vehicle for white privilege. When I asked Respondent D, senior faculty at a community college in California, about feminist mentoring on her campus, for example, she said nothing came to mind. But when we framed it as advocacy by feminist teachers on behalf of historically oppressed populations, she was immediately able to identify several programs at the local and state level that were in place to increase access to leadership programs and create strong teachers who could advocate and mentor those coming after them.

Respondent A, at a faith-based institution in Texas, says that: "The Center for Teaching and Learning created a 'Women and Leadership' circle for people on campus (men and women) who are interested in addressing these issues. We read *Lean*

In last year and there was a leadership retreat for select participants." Respondent B said: "We are in the process of creating a more structured mentoring program on the department level and college level. This week a colleague and I will give a workshop for first-year faculty in our college on how to best write the faculty self inventory (end-of-the-year report) in light of using it to prepare for tenure and promotion."

Respondent D, senior faculty at a community college in California, has established a "New Faculty Seminar," which she describes as "a year-long professional learning opportunity with two three-hour workshops per month on topics related to teaching strategies, student populations, campus engagement, institutional effectiveness, etc. Staff Development is another entity funded with state monies, which is responsible for a number of leadership programs such as the 'Adjunct Academy' to provide professional learning for new adjuncts in an intensive two-day format." Her English department also has an "Adjunct Mentoring Program that pairs full-time faculty with several part-time instructors who can provide feedback on course design and assignments." These programs have been created based on a budget mandate from the state. The programs undergo extensive assessment, as they are also available to a wide range of faculty members. Administrators support and reward participation in the programming; participation, therefore, has increased every year.

The programs around teaching that Respondents A, B, and D describe embody the kind of shared, scholarly learning that helps women break the "Plexiglas ceiling" of the academy. Aimee Terosky et al. note that change results from women "achiev-ing positions and crafting opportunities—for themselves and for other women—to create or re-create the academic knowledge that [. . .] includes shaping or re-shaping academic and broader social values, relationships, and identities" (57). Having structures in place means that mentoring programs do not have to be rebuilt for each new round of faculty, but they do need to be renegotiated and interrogated based on the unique faculty population each year. Such established and funded structures can also be models for other institutions seeking more equity on their campuses.[25]

Respondent D in California realizes too that there should be more. She says: "In my department, women are pretty well represented, so I try to provide mentoring to people of color who are graduate students hoping to become adjunct faculty and to adjunct faculty hoping to become full-time professors." Even with strong programming for incoming teachers, Respondent D advocates and mentors where she sees gaps. Similarly, my institution had a series of administrators who were committed to eliminating adjuncts in the writing department and succeeded in doing so for about four years. Policies at the state level in 2013 began to erode these progressive commitments to equity, and when there was a statewide uproar, these policies were revoked in 2015.[26]

MENTORING PROGRAMS FOR RESEARCH

Research is a challenging aspect of academia that is the primary basis for tenure and promotion for many feminist teachers at research-focused institutions.[27] Other institutions, like mine, value the "teacher-scholar" model, where the two activities

can be melded. Teachers can perform research as part of course development, as they can also engage in the scholarship of teaching and learning. Though it is supposedly overlapping activity, researching teaching has risks, which include the undervaluation of this work as "less scholarly" by other faculty. T. in sociology, who I mentioned above, for example, was evaluated negatively on this basis. Researching teaching, however, is a great way to open conversations about teaching and connect with possible peer mentors. Peer mentoring for research and writing continues to be promoted as a strong path to success as recently as June 2015 in the *Chronicle of Higher Education* (Howard). Many academics have peer mentoring groups that they carry over from graduate school, but having peer mentors at the home institution, both university-wide and departmental, is crucial as it forms a cohort of new faculty who might be experiencing similar issues that are local and institution specific. Jennifer Goeke et al. suggest that small, task-focused peer groups might provide more "responsive, contextually based mentoring," especially for female academics (215). Writing groups can be effectively self-guided in this way, but all participants have to be equally motivated.

The problem for new faculty, however, is that peer mentoring, if it is not formally organized and sanctioned by the university, takes some time to develop and nurture. Finding others in your department or college to talk about or share research is difficult, and building those conversations into formal groups takes time; many new faculty have precious little time to spare, especially if results or departmental recognition for participation are unclear. Some of the survey respondents started their

own research/writing groups. Respondent G, at a regional four-year institution in Louisiana, said: "We did try to have a departmental writing group started by five faculty of varying ranks, but it did not work out due to differences in how to provide feedback and how to structure it." Respondent B, at a faith-based institution in Texas, said: "I started the English department research cohort, which meets regularly to discuss research projects and provides feedback. We also put together a panel for the MLA [Modern Language Association] conference 2016." The Career Retreat I mentioned in the national association section also advocates peer-writing groups to support research, and this group has doubled my writing output. Such programs need to be formalized on campuses, so that new (and seasoned) faculty can collaboratively mentor one another and so that administrators support and value this activity.

MENTORING FOR SERVICE AND THE PROFESSION

Peer mentoring is also important for service and the profession because it works in less hierarchical ways and can create productive groups who learn together about how university structures function. The peer mentor relationship involves trust, and for many academics striving for promotion, there are not many individuals on the local scene whom they can trust to give unbiased advice or advocate on their behalf, as we saw in the example of T. on my campus. Peer support systems are needed in departments, and sometimes more importantly offsite and outside departments, in order to build larger and stronger support systems that mentor all ranks. Respondent B, at a faith-based

institution in Texas, gives a good example of a nondepartmental group that helped orient her to institutional policies: "In my first two years I participated in a water and culture cohort, which was a group which met quite frequently and was composed of faculty from all over the university. This cohort allowed me to meet many other faculty members, to become part of a large initiative, and to learn about the institution informally." These relationships, though not formalized around promotion activities, gave this respondent a strong sense of community and institutional support. Finding peers outside the home department in this way can be even more productive for new hires because discussions about service duties, governance, or even dissatisfaction can occur without the fear of departmental repercussions in reviews or work assignments.

Though peer mentoring for service and the profession has its strengths, there are certainly weaknesses as well. Respondent G, at a regional four-year institution in Louisiana, noted: "mentorship is providing at least informally an understanding of what is expected of you professionally, how those expectations might be handled, what to do when those expectations are not being met, and how gender, race, sexuality, nationality might factor into your professional identity on campus and within the department," but because her department does not provide formal mentoring or group programming, she assumed mentoring was happenstance: "one-on-one interactions that can occur in a departmental space or online or via a phone call," with little rhyme or reason. If her institution had provided formalized mentoring opportunities, these could have helped alleviate some of the struggle she had with tenure, as they could help her

now with negotiating equitable decisions about teaching, research, and service.

In terms of service responsibilities, many new faculty may feel they have too little information to make choices that tie clearly to their teaching foci or research interests. When they do have peer mentors who guide them in service or the profession, they may also discover that peer mentors also have less of the "pull" that allows senior faculty members (or administrators) to lobby for release time or course releases for administrative work, teaching preparation, or research. But even participation in feminist events on campus, when provided, is not necessarily an advantage. As the director of the Women's and Gender Studies Program (WGST) on my campus, I have collaboratively planned, with female deans and directors across campus, a women's leadership series for our campus beginning in the fall of 2016. Attendance at this series will be recognized and noted to all department chairs, when requested by participants. Sadly, some have already said they want to participate but are afraid to become targeted by male peers as a result (these women are in STEM fields). With my dean, I am also in the process of building a College of Liberal Arts and Sciences (CLASS) mentoring program for associate professors on our campus at this level for more than ten years. Based on the Rhetoric Society of America (RSA) model I participated in, I had pushed this program with my dean, who agrees that having faculty who do not progress to all levels of promotion reflects badly on the administration.

Respondent B, at a faith-based institution in Texas, explains: "feminist mentorship means to be proactive; not to wait and see whether a junior faculty comes

for advice, but to reach out actively in a friendly and personal manner." Any feminist teacher can be proactive in this manner. It is important, however, if mentoring structures are to strengthen and support many feminist teachers, that these case-by-case examples of mentoring be formalized by the institution and supported by the administrators so that they factor into promotions.

Valuing Mentoring Needs to Come from the Top

Mentoring for service and the profession can be effected by peers and senior faculty members, and it is most often executed from these circles; it is crucial, however, that administrators, provosts, and presidents—those with the power to actually change policies, teaching assignments, and course releases—take an active role in creating, shaping, and expanding mentoring. The administrator who is most influential in women's careers can be the department chair. Many of us begin our jobs hoping that this person might be one of our strongest advocates but find this is not the case. Continuity is sometimes the problem; in my first six years on the job, I had five different chairs. Other times, this person is an advocate only on an individual level without acknowledging how the gaps in departmental support create barriers to success. Respondent A, at a faith-based institution, said: "My chair provides yearly evaluations and mentors me toward promotion in helpful and meaningful ways, but he is post-feminist, so he rarely sees (or agrees with my pointing out of) systemic obstacles" for women and people of color.

Some feminist teachers who have become department chairs have taken steps to address these gaps. Respondent C, senior faculty at a Research One institution in New Jersey, said: "As a department chair I do my all to offer mentoring to new and junior colleagues, and our senior faculty routinely discuss informally our mentoring efforts with our junior colleagues." She says that, "there are still no formal programs on my campus for single or group mentoring activities, though *the culture of mentoring* has become a signal feature of how chairs are directed and encouraged to enhance the experience of new hires" [my emphasis]. On her campus, clearly the message about mentoring has reached the higher levels to become a "signal feature" of training chairs, and this is an example of how one person can begin a culture change on campus, where more and more people are taught to value and reward mentoring from the top down.

At administrative levels higher than chairs, deans are typically seen as advocates for their colleges and perhaps mentors for other, lower level administrators, but they can also serve as mentors for faculty for teaching, research, and service and in the profession. Respondent D, at a community college in California, experienced good mentoring from her dean once she took a leadership position in statewide initiatives: "My dean has mentored me, and as I have acted as coordinator for statewide initiatives and new hires, I have been mentored by outgoing coordinators." It might be rare that a dean becomes involved with the mentoring of faculty (especially new hires), but administrative mentoring at the level of dean can also be highly effective and result in powerful changes for faculty at all levels. The present dean of my college spent many years as assistant dean, and with twenty-five years of experience, he had institutional

knowledge he willingly shared when asked. He always had an open door and an open ear from my first day on the job, and his mentorship filled the missing gaps for me at other levels on several occasions.

Other respondents had different experiences with this level of administrative mentoring. Respondent A in Texas said: "My dean is encouraging and supportive but hasn't provided direct mentoring." Respondent B, also in Texas, said: "My dean and administration were not helpful. All help came from the department." Respondent C in New Jersey said: "I certainly do seek and get mentoring from my peers, my administrators and my colleagues across ranks." She adds that at the system level, "our chancellor has taken to speaking about 'horizontal mentoring,' which suggests I am currently seeing mentoring going on in all directions, including diagonally." This kind of mentoring, between ranks and between staff, administrators, and faculty is invaluable. Support that begins at the chancellor's level is strong progress for her campus. The key element in sustaining mentoring structures from the administrative level is the *strong* valuation of this kind of service for promotion and tenure. Clear policies that reward mentorship, such as those I described at ASU, allow such activity to become recognized as formal service, as it also makes mentorship more widespread and therefore more accessible to all.

Conclusion

A strong feminist teacher in academia is one who wants to effect change. Many feminist teachers engage in this advocacy activity, but it can be overwhelming to add this to an already unsustainable workload,

especially when advocacy and mentoring work are not recognized or rewarded. For feminist academics and teachers at all levels, I want to suggest the concept of "*standing up*" for equitable support structures and policies at our institutions and "*standing together*" with other feminist teachers to mentor the diverse range of feminists, women, and underrepresented populations at campuses across the nation in teaching, research, service, and the profession. Mentoring can be accessible to all if we work together to build the structures; but these interactions need to be collaborative, as they also need to float to the upper levels of administration to effect change at the policy level. This level of change influences the ways campuses record and reward mentorship activity, making it not a personal choice but a campus cultural value.

Feminist academics can build and sustain mentoring on campuses, but chairs, deans, and provosts must also formally recognize this mentoring as crucial to the hiring, retention, and promotion of strong faculty members. The research shows that the strength of programs and the success of students are directly related to faculty access to support systems and some form of mentoring. After researching this topic for over a year, I have become recommitted to change on my campus. Together with these larger, administrative entities and committed individuals, I am trying to change the culture around mentoring on my campus, so that it is valued and visible, but we are just in the building process. As feminist teachers, we advocate for equity—we *can* and we *should*—if that work is shared and valued. We can stand up and stand together, at whatever levels we may find ourselves, to build mentoring support structures that lead to stronger

and more equitable departments, colleges, and policies.

Appendix—Survey

Feminist Survey Information:
I am writing an article about feminist mentorship (or lack thereof) in the academy, in terms of both informal and formal mentoring. Each of us may have a different sense of what feminist mentorship is on the job, so please tell me what you have experienced in your workplace in terms of opportunities and support/lack of support.

I want to think about *mentoring* as broadly as possible, and I also want to think about *feminist mentoring* as striving for equity in the workplace. Mentoring is not just one-on-one experiences. I want to learn about all kinds of programs that can be considered mentorship/support/professional learning for underrepresented groups in the academy. (*Graduate school experiences are not the purview of this particular article, but I would love to do an article on this topic in the future.)

Background:
1. What is your rank/job title(s)? Areas of specialty?
2. Type of institution (e.g., community college, regional, R1, etc.)
3. Year you were hired? Were you hired with tenure, as an assistant prof, or as NTT?
4. How long have you been at your current institution?

Experience with Promotion and Tenure:
5. Please describe the tenure/promotion policies at your institution when you were hired. Have these changed since you were hired? Please describe.

6. If you are in a union-supported system, please discuss how this system supports your path to promotion. If you answer this question, please skip to question #10.
7. If you are not in a union-supported system, please describe how this affects your path to promotion, salary equity, negotiation for pay and leave time, etc.
8. If in a nonunion institution, please describe your process of going up for tenure, if you were eligible. If you were not, please describe your path to promotion.
9. If in a nonunion institution and you have reached tenure or promotion, are there challenges that are delaying your promotion to the next level or not? Please describe.

Mentoring/Professional Learning/Development:
10. As a junior faculty member/new hire, did your department, college, or institution offer formal mentoring or professional development opportunities on campus? Please describe.
11. As a junior faculty member/new hire, were informal mentoring or professional development opportunities available? Please describe.
12. If you are a senior faculty member now, what kinds of programs are there on your campus for single or group mentoring (leadership activities, workshops, peer programs, etc.) that may/may not have been in place when you began?
13. Have you sought out mentoring in the form of books or listservs or other resource? Please describe.
14. Have you created mentoring/leadership/support programs on your campus? Please describe your process/inspiration. Have you heard of programs elsewhere? (parenting listservs, writing workshops, leadership institutes, etc.)
15. Do you feel you get mentoring from administrators, from chair to dean to provost? Please describe.

Feminism in the Academy:
When I think about feminist mentorship, I am talking about instances and programs that support equity. For many, equity is still lacking for underrepresented populations at the academy.

16. What does the term "feminist mentorship" mean to you in the academy (and this can be as a mentee or as a mentor)? Please think of this broadly. Other terms can certainly apply: peer groups, professional learning, professional development, leadership institutes, minority/diversity programs, etc.
17. Have you served as a feminist mentor, program director, equity counselor, etc.? Please talk about this/these experience(s).
18. When you were hired was it easy to find other feminists on campus? Why or why not? Did you feel isolated as a new hire?
19. Have you ever felt that being a feminist or a woman affected your experience on campus, your teaching in the classroom, your professional reviews/merit meetings, raises, or other? Please describe.

NOTES

1. I will provide more details about the steps women in similar positions could take in the "Ways."

2. I was part of a three-person team, which included two male assistant professors going up for tenure the following year.

3. See also Glazer-Raymo's thorough tables and discussion of percentages of women by type of institution and by rank (4–7).

4. Rhonda Williams and Abby Ferber note that "as a pedagogical technique, mentorship has positive effect on social skills . . . while also helping develop protective factors such as . . . resiliency" (57), and although Williams and Ferber's study focuses on adolescent girls, the strong coping skills, resiliency, and self-confidence that mentorship can provide are characteristics that need revisitation on

the job as feminist teachers enter a new workplace.

5. I had respondents at several different institutions fill out the survey in the Appendix. This survey provides only preliminary data because it was not widely distributed; I included, however, a variety of institution types: regional/comprehensive, community college, private, faith-based, Research One, and Research Intensive, in an effort to gain some insight into the situational contexts feminist teachers experienced at all levels. I would like eventually to expand the survey to faculty in other colleges and departments.

6. By "self-mentor" I mean that these academics relied on books, listservs, or some other form of distance mentoring (what I call virtual mentoring later in this essay), or they utilized mentors from another school or from graduate school, who would not be familiar with their local setting.

7. It is also important to note that women are often carrying heavy loads in the work-life balance arena, often bearing primary responsibility for child or elder care. These issues are crucial discussions for women. I will not be addressing issues of parenting, elder care, or the leave issues associated with these, as they have been eloquently discussed in the research elsewhere in both articles and books (for a limited selection see Buchanan, Castaneda and Isgro, Connelly and Ghodsee, Ward and Wolf-Wendel, and Cotterill and Letherby).

8. Though not the focus of this study, this is a large issue. I hope to gather data from adjunct faculty in the future.

9. For Sandberg, mentoring is misunderstood. "We need to stop telling them, 'Get a mentor and you will excel,'" she writes of less experienced women. "Instead we need to tell them, 'Excel and you will get a mentor.'" This "waiting" for reward attitude is passive, and some work no matter how good, as many of us already know, will never see this reward. See Maslin for more on Sandberg.

10. I was instructed on OSU's system during a job interview in 2007.

11. The Board of Regents in Georgia, for instance, had a salary freeze in effect from 2008 to 2014. Additionally, in the recession

climate, academic programs were cut, colleges were merged or closed, and furloughs were even required for a time. Based on conversations with my respondents, this was true for colleges in Louisiana and Texas as well.

12. I do not have testimonials from anyone at ASU or Purdue, but I would like to investigate this avenue in a longer study.

13. Although it is a program in medicine and not English, Zellers et al. describe a strong mentoring program at UCSD (San Diego) in which "The cohort of 67 junior faculty members who completed this program between 1999 and 2002 demonstrated higher than average retention rates at both UCSD (85%) and within academic medicine (93%) compared with national faculty retention data obtained from the Association of American Medical Colleges" (574).

14. Research on mentoring in my field revealed that most of the mentoring scholarship, if it exists, is trained upon disciplines (and individuals). Where can feminist teachers go to find mentoring ideas, models, and guidance? I first conceptualized this article around "feminist mentoring," but feminism's interdisciplinarity gives it no specific location from which to act. On campuses, who would offer "feminist mentoring"—only gender studies departments? How could I advocate for broad action on local campuses without broad sponsors and participants alike? What I realized is that as feminist teachers, many of us advocate equity, activism, and the support of our colleagues and communities. Mentoring is an important and influential part of that advocacy, and it needs to be supported and rewarded at the institutional level.

15. This experience aligns with Misra et al.'s study of Research One institutions. Women are often asked to take on administrative duties too early in their careers, and their path to promotion suffers.

16. As of this writing, Respondent E left academia at the close of the 2015–16 academic year.

17. In 2011 Vorris Nunley introduced the concept of "hush harbors" and the need for safe spaces for African-American voices in the academy. See also Caroline Turner's article on marginalization of people of color in the academy.

18. For instance, there are several universities that have "Dependent Care Travel Funds" so that you can pay for childcare at conferences, such as Harvard, Berkeley, Brown, Cornell, Stanford, and Northwestern. See their websites for more information.

19. Primary mentoring experiences seem to be more common because we have more evidence of them. As part of the goals or mission of a department, they are more likely to be recorded and documented than peer mentoring examples. One notable exception is the documentation of a peer-mentoring group of untenured women supporting each other as they worked toward tenure in Goeke et al.

20. I do not want to minimize the positive influence and value of senior faculty mentors, when available. My best mentor on the job (who is also a senior faculty member in my department) has been ideal as a resource for teaching, research, and service, but I had to "badger" him into it after we had known each other a couple of years. I am thankful for Dr. Michael Pemberton. Many of the respondents have sung the praises of these similarly acquired senior mentors.

21. Not long after I had written this piece, I had the opportunity to feel what it was like to be a single parent (on some days) after my partner took a new job and started night school three nights a week.

22. See Arianna Huffington's book *Thrive*, which discusses the issue of burnout. Respondent A read this book in a campus reading group and found it instructive.

23. See for instance Ben Shapiro's book *Brainwashed: How Universities Indoctrinate America's Youth*. Recent research has been undertaken that disproves that conservatives on college campuses are an "oppressed minority," contrary to what the political right was claiming in the early 2000s (see the study noted in Jaschik).

24. Consistent readership in journals like *Feminist Teacher* and *Radical Teacher* or teaching or feminist listservs can also serve effectively as these virtual mentors. Teachers may have to seek several venues, however, for discussions of service and the profession in addition to research or teaching practices.

25. Zellers et al. cite Peg Boyle and Bob Boice, who have "indicated that the cross-departmental pairing of new faculty members is less political than interdepartmental assignments because of the nature of promotion and tenure decisions." They also cite Linda Tillman, who "found that departmental pairings in cross-race relationships were preferred because they allowed for support directly related to the tenure and promotion process. Both views have merit. Further investigation of this issue in higher education is especially warranted in view of faculty stewardship's resting primarily within academic departments" (565). This is strong evidence for mentoring at many levels outside departments.

26. Our state Board of Regents, for example, enacted a policy in 2013 (without any input from the system administrators or faculty at local sites) that requires all temporary full-time teachers to be limited to two-year contracts, after which they are prohibited from working at that site *or any other in the state* for five years. The financial implications of hiring thousands of new faculty every two years systemwide were not clear. Consistent faculty populations, assessment concerns, and student satisfaction and achievement did not appear to be strong values. Amid statewide protests, this policy was revoked in 2015.

27. I devote the least amount of space to research in this article for two reasons. First, many feminist teachers must focus on teaching and service first, and many of these teachers are not required to do research. Many teachers do scholarship of teaching as their research. Second, much of the research on policy and mentoring has to do with research, especially for R1 academics (my field's national retreat is one example), so I want to focus more on mentoring that exists for teaching, service, and the profession at a variety of levels.

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