

Call for Manuscripts

Faculty Mentorship and Mentor Models

Special Section of the January 2022 issue of the
Journal of Faculty Development

The *Journal of Faculty Development* invites manuscripts for the January 2022 special section that focus on **Faculty Mentorship and Mentor Models**. As Chopra, Vaughn, and Saint (2019) note, “the passing of knowledge, strategy, and lived experiences from mentor to mentee through mentorship ensures ongoing achievement and fulfillment in all fields” (p. x). And though mentorship can be a “life-changing experience,” it takes a lot of time and effort--and sometimes ends with negative results. This call invites new or emerging perspectives on faculty development initiatives as they relate to the faculty mentorship and faculty mentor programs.

For this special section, *JFD* is seeking full manuscripts that address but are not limited to the following topics:

- Promoting diversity, equity, and inclusivity through mentorship
- Implementing successful team-based mentoring strategies
- Providing mentorship through virtual means: asynchronous and/or synchronous
- Assessing mentorship practices

Manuscripts must be submitted in accordance with the standards of the *Journal of Faculty Development* and formatting guidelines available [here](#).

Manuscripts should be submitted to jfdeditor@magnapubs.com by **June 24, 2021**. The issue will be released in January 2022.

Reference

Chopra, V., Vaughn, V. & Saint, S. (2019). *The mentoring guide: Helping mentors and mentees succeed*. Michigan Publishing.

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COVID-19 emphasized underlying institutional communication issues. Universities were forced to move their daily operations and courses online resulting in additional email communication, increased virtual meetings, and amplified daily remote operations. Because of this shift, universities were forced to consider how they communicate both internally (to faculty and staff) as well as externally (to students and stakeholders).

While teaching and learning centers may not be solely responsible for communicating to faculty, they do tend to function as communication and information epicenters. As a result, faculty developers, and faculty teaching and learning centers tend to serve as information funnels taking information from administrators or different academic units and distilling that information down to faculty.

While some faculty centers may find it easy to create messages that are engaging, informative, clear, and helpful, others may find it difficult to cut through the clutter and communicate clearly with university faculty.

This special section of *JFD* asks faculty developers and faculty development professionals to share ways to actively communicate with faculty. Here is a sample list of possible topics:

- Connecting faculty
- Communicating crucial information
- Risk and crisis communication
- Encouraging remote and virtual operations
- Best practices for communicating with faculty
- Distributing information across faculty
- Communication with faculty in a COVID world

Submissions can be based on empirical evidence but it is not required. Additionally, submissions should be no longer than 1,500 words and must provide practical suggestions.

Manuscripts should follow APA style and be submitted as a Microsoft Word document, RTF, or PDF as an attachment to an email sent to jfdeditor@magnapubs.com by **December, 31 2021**. The issue will be released in May 2022.