

Correction notice for “Practical guidelines for development of a university-wide faculty mentorship program using a multimodal mentoring network model” by Matthew G. Schwartz (*To Improve the Academy*, 2023, Vol. 42, No. 1)

Michael S. Palmer and Lindsay Wheeler

Abstract

This corrects the article with DOI 10.3998/tia.1370

Following publication of Matthew Schwartz’s article “Practical guidelines for development of a university-wide faculty mentorship program using a multimodal mentoring network model” (*To Improve the Academy*, 2023, Vol. 42, No. 1, Article No. 2. <https://doi.org/10.3998/tia.1370>), the editorial team received a message from a reader noting an omission of salient and foundational references to Black female scholars’ work on faculty mentorship models. We immediately withdrew the manuscript to give us time to review the situation and allow Dr. Schwartz to make necessary corrections.

Both the original and corrected version of this article frequently cites the National Academies of Sciences, Engineering, and Medicine 2019 book, *The Science of Effective Mentorship in STEMM*, particularly in discussion of various mentorship models. Pages 22 and 23 of that book’s introduction explains that chapters 4 and 5 of the book are built upon a commissioned paper, *Mentoring beyond Hierarchies: Multi-Mentor*

Systems and Models (Montgomery and Page, 2018), one of three outside reviews commissioned by the committee in writing their book. In a practical sense, we believe the editors of this book contributed to the erasure of Black scholars' work by only noting their contributions briefly in the introduction and not in the chapters they authored. Dr. Schwartz compounded the erasure when he did not cite the original work, and reviewers and editors compounded the erasure further when they did not detect it during the review and editorial processes.

To amplify the voices of those underrepresented in the literature, rather than continue to participate in their systemic erasure, the editors and author issue this correction to ensure all credit is appropriately attributed. Dr. Schwartz has added direct citations to Montgomery and Page (2018) throughout as well as citations to a few additional related articles by Montgomery and colleagues. The citations added in this correction have been reproduced in full below:

- Mondisa, J.-L., Packard, B. W.-L., & Montgomery, B. L. (2021). Understanding what STEM mentoring ecosystems need to thrive: A STEM-ME framework. *Mentoring & Tutoring: Partnership in Learning*, 29(1), 110–135. <https://doi.org/10.1080/13611267.2021.1899588>
- Montgomery, B. L. (2017). Mapping a Mentoring Roadmap and Developing a Supportive Network for Strategic Career Advancement. *SAGE Open*, 7(2), 2158244017710288. <https://doi.org/10.1177/2158244017710288>
- Montgomery, B. L., Dodson, J. E., & Johnson, S. M. (2014). Guiding the Way: Mentoring Graduate Students and Junior Faculty for Sustainable Academic Careers. *SAGE Open*, 4(4), 2158244014558043. <https://doi.org/10.1177/2158244014558043>
- Montgomery, B. L., & Page, S. C. (2018). Mentoring beyond Hierarchies: Multi-Mentor Systems and Models. Paper Commissioned by the Committee on the Science of Effective Mentoring in STEM.

Michael Palmer & Lindsay Wheeler
Editors-in-chief, *To Improve the Academy*

