## Table of Contents

Preface....................................................................................................................... i
Introduction................................................................................................................ iii
About the Authors ...................................................................................................... ix

**CHAPTER ONE**

It’s a Big Job, but We Have to Do It................................................................. 1  
Daniel J. Bender

**CHAPTER TWO**

Seeking the Sage: A Personal Essay on Mentoring ........................................... 9  
Mary (Hodder) Ross

**CHAPTER THREE**

The Mentoring Relationship .............................................................................. 19  
Glenn Munson

**CHAPTER FOUR**

Generational Mentorship: What Millennial Mentees Want ............................ 29  
Erin Scheult

**CHAPTER FIVE**

Mentorship: A Generational Perspective ......................................................... 39  
Eric Shadle

**CHAPTER SIX**

Generational Mentorship: How to Be a Mentor ............................................... 47  
Ismari Altamirano

**CHAPTER SEVEN**

The Mentor Inside You ....................................................................................... 55  
Christine Kerlin

**CHAPTER EIGHT**

Mentoring in Higher Education Administration ............................................. 63  
Wendy Kutchner and Paul Kieschick

**CHAPTER NINE**

A Mentor and a Mentee Exchange Their Thoughts ......................................... 75  
Carla Cruz and Susan Hamilton

**CHAPTER TEN**

Building Bridges with Student Mentoring:  
A Design Thinking Approach ............................................................................. 85  
Jesse Parrish, Rodney Parks, and Alexander Taylor
CHAPTER ELEVEN
Improving the Human Condition through Mentoring ............... 113
Clayton Smith

CHAPTER TWELVE
Using Mentoring to Encourage Others (and Ourselves) .......... 121
Julia Pomerenk and Heather Chermak

CHAPTER THIRTEEN
Reflections on the Hard Work of Mentorship ......................... 135
Marlo Waters

CHAPTER FOURTEEN
The Power of Many: Mentoring Networks
for Growth and Development........................................... 145
Anne Marie Canale, Cheryl Herdklotz, and Lynn Wild

CHAPTER FIFTEEN
Locating the Mentor: An Autoethnographic Reflection ............ 157
Noelle Chaddock

CHAPTER SIXTEEN
Wine and Whine: A Case Study on Mentoring Support
for Women in Higher Education Administration.................... 169
Wendy Paterson and Nancy Chicola

CHAPTER SEVENTEEN
Onward: Reflections on Mentoring........................................ 181
Kimberley Buster Williams

CHAPTER EIGHTEEN
Mentoring Millennials: Perceptions and Analysis ................... 191
Rajeev Jayadeva

CHAPTER NINETEEN
Mentoring Opportunities .................................................. 201
Margo Landy

CHAPTER TWENTY
Giving Back: Reflections on
Mentoring Support and Success........................................ 211
Randall Langston

CHAPTER TWENTY-ONE
Using Your Mentoring Experiences to Bring Out
the Best in Others and Yourself........................................ 221
Paul Marthers
Table of Contents

CHAPTER TWENTY-TWO
Can a Campus-Wide Faculty Mentorship Program Improve Student Success? .................................................................................. 229
Jacquelyn D. Elliott

CHAPTER TWENTY-THREE
Giving Back: Mentoring Others as You Were Mentored .................. 239
Sharon F. Cramer

CHAPTER TWENTY-FOUR
Choose Wisely: The Dark Side of Mentoring .................................. 249
Monique Perry

CHAPTER TWENTY-FIVE
Informal Mentoring ........................................................................... 255
Daniel Weber

APPENDIX
A Look at Coaching and Mentoring:
Results of the AACRAO March 2017 60-Second Survey .................. 263

References ............................................................................................ 265
Early in my career I had the benefit of several wise and kind mentors, from my own and other institutions. They shaped the way I thought about the role of the registrar and my approaches to managing people, serving students and faculty, and collaborating with colleagues. They encouraged seeing the “big picture” and avoided the trap of looking at issues from a purely departmental, siloed viewpoint. I applied those lessons—and thought of those mentors—daily throughout my 40 plus-year career.

Following the example of my own mentors, I tried to be a mentor to my own staff and to others I met though my involvement in AACRAO and other professional organizations, to pass on their generosity. I hope I’ve been wise and kind. I know that I have learned from all of those mentoring experiences.

As I approached retirement, mentoring took on a greater sense of urgency. I felt a sense of debt to my mentors to pass on their wisdom and to the profession to help develop future leaders. In recent conversations with others in similar situations, I’ve heard those same sentiments expressed.

The essays in this volume describe a variety of approaches to, and experiences with, mentorship and being mentored. I am very pleased and honored to have been associated with this project, which began as a series of articles in AACRAO’s journal, College and University.
Introduction

HEATHER ZIMAR
Managing Editor, College and University

At the 2015 AACRAO SEM Conference in Hollywood, Florida, Jeff von Munkwitz-Smith, then registrar at Boston University and editor-in-chief of College and University (C&U), participated on a panel (with Susan Gottheil of the University of Manitoba and Shani Lenore-Jenkins of Maryville University) about career paths in higher education. Mentoring was one of the topics the panel addressed, and it was mentioned throughout the conference. Von Munkwitz-Smith agreed that professionals in our field have a strong interest in mentoring and suggested that we create space for more dialogue about mentoring in C&U.

That conversation kick started a series of articles on mentorship in the journal. The goal was to collect articles offering multiple perspectives on and experiences with mentorship. We asked a range of authors—long-time professionals as well as those newer to higher education—to share their experiences being a mentor or mentee (formally or informally) and offer insight and advice to readers who might be interested in developing a mentoring relationship.

The articles have been featured in C&U throughout the past year; this book is a compilation of them. Within these pages, you’ll find insights and reflections on a range of mentoring styles and programs.
Dan Bender discusses mentorship as a responsibility. Experienced professionals, he writes, must be proactive in reaching out to those new to the field in order to grow and advance the profession.

Mary (Hodder) Ross shares a collection of personal stories of being a mentor and a mentee. Her approach to understanding mentoring is humanistic; she emphasizes that it is the small, everyday things that make an impact on people’s careers and lives. “It is words of encouragement and genuine acts of caring that reach across to find people in their moments of doubt and need,” she writes. “It is the countless times you stop to say hello, listen, smile, laugh, console, say thank you, notice hard work, say please, say yes, praise success, say you matter, say you can, say I see you, which all add up to life’s legacy of working with people.”

Glen Munson points out the differences he’s recognized between mentoring relationships in the admissions and record field and those in other fields such as business and academia. Mentoring in the admissions and records field, he writes, is often informal, long-distance, spontaneous, and flexible.

Erin Seheult, Eric Shadle, and Ismari Altamirano, of Loma Linda University, present three perspectives on generational mentorship. Shadle discusses what millennials such as himself seek in mentors: integrity, accessibility, and approachability. Seheult adds that millennials also seek clear communication, participation with guidance (as opposed to management), individuality, and feedback. Altamirano, a member of Generation X, suggests that while each generation seeks something different from mentoring relationships, there are common needs across generations, including listening, setting goals, providing guidance, sharing stories, giving feedback, and closing the mentoring relationship.

Christine Kerlin encourages readers to “find the mentor inside you,” whether through an organized program or informal interac-
tions. “Each of us has not only the capacity to mentor but also the responsibility to do so,” she writes.

Wendy Kutchner and Paul Kleschick discuss mentoring opportunities for administrators in higher education. They remind readers that today’s financial and structural changes in higher education—such as funding cuts, enrollment shifts, and the growing need to employ talent—make the establishment of a mentoring culture crucial.

Sue Hamilton and Carla Cruz, in interview style, reveal what each has learned from the other during their long-time mentoring relationship. Through open, honest, and respectful dialogue, they raise important considerations relative to expectations, boundaries, and motivation.

Rodney Parks and Jesse Parrish write about using a design thinking approach in mentoring undergraduate work-study students in the registrar’s office at Elon University. Explaining the five steps (empathize, define, ideate, prototype, and test), they share how this mentoring paradigm has proven successful in their work environment. A student case study written by Alexander Taylor is also featured.

Clayton Smith shares his belief that mentoring improves the human condition. Mentoring, he writes, has a positive effect on personal satisfaction, new perspectives, leadership, and communication skills.

Julia Pomerenk and Heather Chermak state that mentoring, in its basic form, is encouragement. They suggest that readers determine the strength of their current support networks and offer practical guidance for finding and developing strong mentoring relationships.

Marlo Waters provides a candid look at the challenges and discomfort that can attend mentoring and offers targeted strategies for having a successful mentoring relationship. She discusses the importance of asking and answering difficult questions, seeking accountability, making room for failure, and allowing for personal decisions.
Lynn Wild, Anne Marie Canale, and Cheryl Herdklotz write about a faculty mentoring network at the Rochester Institute of Technology. They share how the program, which provides a range of formats—one on one, peer groups, and facilitator groups, can be expanded to all staff across campuses.

Noelle Chaddock discusses the often-ineffective pairing of mentor and mentee when socio-racial location is the predictor of good mentoring. Chaddock suggests that mentors need not look just like the mentee but instead need to understand who the mentee is; have a clear vision of where the mentee is headed and have faith that he can succeed; have competence but not competitiveness; and be kind.

Wendy Paterson and Nancy Chicola write about mentoring women in higher education administration. They describe how they have continued to support each other since Paterson took a deanship at another institution and Chicola accepted her previous position as department chair. “We did use our common experiences to problem solve collaboratively,” they write, “but more important, we offered each other that ephemeral, spiritual, and emotional support that we now understand is a critical ingredient of women supporting women.”

Kimberley Buster-Williams names her mentors and what they’ve taught her. Now a mentor herself, she has learned that the role is development driven, about relationships, done by an expert, and about personal transformation; helps prepare people for increased responsibilities; and provides a safe environment.

Rajeev Jayadeva helps break down negative perceptions of millennials in the workplace in order to better mentor this population. “A well-mentored millennial is often a great asset with a diverse set of skills,” she writes, noting that those of other generations first must overcome their own perceptions.

Margo Landy reflects on her long-time mentor as she begins to shift into the role of mentor herself. She identifies her mentor’s
strengths in helping her reach her goals, to include being open and honest; providing formative feedback; being transparent; and being proactive.

Randall Langston describes mentoring as a “dynamic and transformational opportunity to impact a student’s life.” He outlines the components he’s found to be helpful in establishing a successful mentoring relationship: establishing a contract with goals and expectations; being reliable and committed, understanding, and patient; and shaping, through support, active listening, and sharing.

Paul Marthers advocates for situational mentors, transient advisors who offer skill-by-skill or job-by-job mentoring. We do not need to wait for our ideal mentor, he says, but instead should look for the various individuals who can help us in different ways along our career paths. He also recommends that readers start developing best practices by identifying and learning from worst practices.

Jacqui Elliott describes a faculty-to-faculty mentoring program that she posits has an impact on student success. From proposal development to implementation to evaluation, she presents some best practices for launching campus-wide faculty mentoring programs.

Sharon Cramer provides advice for experienced professionals interested in giving back to the profession through mentoring. She offers an exercise on self-reflection to help readers recall helpful (and unhelpful) mentoring experiences as well as many practical suggestions, such as: prioritize work routines in order to make time for mentoring and still fulfill your professional responsibilities; observe interactions around you to identify effective communication, collaborations, and leadership; and establish trust and clear parameters before offering guidance.

Monique Perry sheds light on what she calls “the dark side of mentoring.” She reminds us that not all leaders are in a position to be a mentor and recommends asking questions about leadership brand and reputation when choosing a mentor. In addition, she
notes that even in situations where a leader is challenged, we can learn mentoring lessons—particularly what not to do.

Dan Weber assures us that a mentoring opportunity can begin with a gesture as small as sharing an article with a colleague. He also explains how his leadership role in a professional association prepared him to mentor others.

We hope you find these articles insightful and useful as you explore your own professional relationships and the impact that mentoring—in its many forms—can have on careers in higher education.

I would like to thank Kelly Stern for her excellent copy-editing assistance. I would also like to thank Sharon Cramer, a long-time member of the C&U Editorial Board, who provided tremendous support for this project, not only by writing her own article but also by encouraging others to submit their thoughtful stories.
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Mentoring in Higher Education: Practical Advice and Leadership Theories

Sharon F. Cramer

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