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# Preface

JEFFREY VON MUNKWITZ-SMITH, PH.D.

Editor-in-chief, *College and University*

Past President, AACRAO

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 through 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.

## *About the Authors*

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Ismari Altamirano has worked in higher education since 2009 and is currently the Associate Director of University Records at Loma Linda University. Ismari received an M.B.A. in Health Care Administration from Loma Linda University in 2014, and she is currently working on an Ed.D. from Capella University.

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### **Noelle Chaddock**

Noelle Chaddock, Ph.D., is Associate Dean of Academic Affairs for Diversity and Inclusivity at Rhodes College. Working with faculty around issues of equity and inclusion in and outside the classroom is a welcome challenge for Dr. Chaddock. Through eight years in the SUNY system culminating in a two-year stint as the SUNY Cortland Chief Diversity Officer, Chaddock contributed to the system-wide cultivation of inclusive leadership. She spent three years as Chair of the University Faculty Senate Committee on Equity, Inclusion, and Diversity and also served on the Chancellor's Diversity Task Force and the first annual SUNY System Diversity Conference planning committee. Dr. Chaddock has presented to and provided diversity training for the University Faculty Senate, SUNY EFS, SUNY Morrisville, Stonybrook University, Purchase

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Nancy Chicola, Ph.D., is former Chair of the Elementary Education and Reading Department and recently retired from her role as Director of the educational leadership programs at SUNY Buffalo State. She has been a teacher and educational leader for almost 50 years, serving as a classroom teacher, special education teacher and consultant, staff developer, and university professor. She facilitated the initiation of the International Professional Development School model in Zambia, Chile, Italy, and Dominican Republic. She mentored teacher candidates in Chile and co-led teacher candidates to Zambia. Her research has focused on culturally responsive teach-

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Sharon F. Cramer, Ph.D., a SUNY Distinguished Service Professor at Buffalo State College, was a faculty member from 1985–2011. During her career, she served as an academic leader in roles that included department chair (1995–1999), chair of the College Senate (2007–2010), and chair of the Governance Committee of the SUNY University Faculty Senate (2007–2010). She was an officer on the Board of Directors of four professional and governance organizations and received the highest award from each of them. Her term as Parliamentarian for the SUNY University Faculty Senate is 2011–2019.

Dr. Cramer has given over 100 presentations and keynotes in 23 states and two provinces in Canada. She completed her Ph.D. studies at New York University, earned an M.A.T. degree from Harvard University, and a B.A. from Tufts University. Her publication record includes three books (one co-authored with Jan Stivers), 26 scholarly articles, 26 reflective essays published in the Buffalo News, and seven chapters in academic publications. She is editor of two volumes on shared governance, published by SUNY Press in 2017. She is listed in *Who's Who in America* (2006–present), *Who's Who in American Education* (2006–present), and *Who's Who in American Women* (2008–present).

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Dr. Jacquelyn D. Elliott “Jacqui” is known for her diverse background in higher education that includes academic affairs, institutional advancement, international education, and all aspects of enrollment management. She has nearly twenty-five years of leadership experience in higher education. She currently holds dual roles as the President of enrollmentFUEL, a student search and enrollment consulting firm in North Carolina, and chief enrollment specialist with Marion Military Institute. She also conducts faculty development training for leaders of universities throughout the Kingdom of Saudi Arabia under the auspices of the Academic Leadership Center (ALC) of the Ministry of Education. She was the first female faculty appointment at the all-male King Fahad University of Petroleum and Minerals (KFUPM) in Saudi Arabia. She was formerly Dean of Admissions and Financial Aid at Mary Baldwin College, Associate Vice President of Institutional Advancement at Bridgewater College, and Vice President for Enrollment Management at Tusculum College.

She received her doctorate in higher education administration from The George Washington University, Washington, D.C. Her dissertation, *The American Council on Education’s Office of Women in Higher Education: A Case Study of Evolution and Decline 1973-2011*, was the winner of the national Myra Sadker Dissertation

Award. Dr. Elliott has presented over 200 sessions at academic and administrative conferences nationally, and internationally. She served as Vice President for Professional Development for the Southern Association of Collegiate Registrars and Admission Officers (SACRAO) and is the immediate past editor for the SACRAO Journal. Additionally, she currently serves on the AACRAO Board of Directors as Vice President for International Education.

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Christine Kerlin, Ed.D., retired from Everett Community College as Vice President for Strategic Planning and the University Center after 36 years in higher education at two- and four-year institutions. During that time she served in leadership roles in AACRAO, PACRAO, and NAFSA Region I, and in state and community organizations. She was presented with AACRAO's APEX Award for Student Success in 2012. She now serves as faculty for AACRAO's online SEM Essentials class, and as a Senior Consultant with AACRAO Consulting, focusing on enrollment operations.

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Margo Landy is University Registrar at University of the Pacific, where she has begun to venture from being mentored to being a mentor. She holds a B.A. and Ph.D. in Philosophy from the University of California, Berkeley, and the University of North Carolina, Chapel Hill, respectively.

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Randall frequently speaks at statewide, regional, and national conferences on issues related to enrollment management, statistical data analysis, predictive modeling, e-communications, and marketing in higher education.

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## **Glenn Munson**

Glenn Munson has spent 28 of his 40-year higher education career as the Registrar at Rhodes College in Memphis, Tennessee and other years in admissions and records. Glenn served as Vice President for Records and Academic Services on the AACRAO Board of Directors, Chair of the Nominations and Elections Committee, as a member of other numerous task forces and committees, and has been a frequent presenter at annual meetings and workshops. He was presented the AACRAO APEX Award in 2005. Glenn is a strong advocate of professional development. He was instrumental in restructuring AACRAO's Registrar 101 workshop during his time on the Board of Directors, and he continues to participate as a faculty member for Registrar 101, both live and online. He also co-developed and helped introduce Registrar 201. Glenn received his bachelor's degree from Hartwick College in Oneonta, New York, and his M.S. from Kent State University.

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Rodney Parks is University Registrar and Assistant to the Provost at Elon University, where he has served since 2013. Dr. Parks also serves as an Assistant Professor of Human Service Studies. Parks earned his Ph.D. in Counseling from the University of Georgia in 2011 and has published numerous studies focused on unique student populations and their challenges in navigating higher education. Dr. Parks has mentored dozens of undergraduate students over the years leading to multiple articles published in higher education literature. Dr. Parks is also well-known for his work to expand the academic transcript, leading Elon University to launch a visual co-curricular transcript in 2015.

## Jesse Parrish

Jesse Parrish serves as Financial Manager in the Department of Architectural Science at Ryerson University in Toronto, Ontario. Mr. Parrish previously served as Assistant Registrar at Elon University, where he worked with Dr. Rodney Parks to study vulnerable student populations, procedural innovation, and emerging transcript technologies. The two now continue their collaboration internationally, adding new perspective to their growing body of research.

## Wendy Paterson

Wendy Paterson, Ph.D., is Dean of the School of Education at Buffalo State College. She spent 21 years there as a developmental and educational technology specialist, faculty member, and chair before accepting the deanship at St. John Fisher College in 2009 and then returning to Buffalo State in 2012. Her Ph.D. in Elementary Education is from the University at Buffalo, where she was named 2005 Distinguished Alumna of the Graduate School of Education. Paterson has enjoyed diverse experiences in her teaching career, including teaching reading to elementary and high school students, providing services to students with disabilities, and teaching literacy, educational computing, and elementary education at Buffalo State. In 1997, SUNY honored Paterson with the Chancellor's Award for Excellence in Service. She has published two books on divorce and single parenting, one on mothers entitled *Unbroken Homes: Single Parent Mothers Tell Their Stories* (2003), and a second book on fathers entitled *The Forgotten Parent: Divorced Dads on Parenting through and beyond Divorce* (2010). She is an internationally recognized researcher and scholar with an eclectic list of publications and presentations that represent her many interests in instructional technology, literacy, single parenting, and women's issues.

### **Monique Perry**

Monique Perry, Ph.D., currently serves as Assistant Vice President for Enrollment Services at York Technical College, leading five areas at the College including Admissions, Recruitment & Orientation, Financial Aid, One-Stop Center, Academic Records, and Enrollment Data and Communications. Dr. Perry has been a member of the York Tech family for seven years having served as full-time faculty and director of strategic marketing and communications prior to assuming her current role. Dr. Perry has a private-sector background, but developed a love for higher education that serves as the passion for her work to support student success. She enjoys sharing insights and opportunities through publications, conference presentations, and speaking.

### **Julia Pomerenk**

Julia Pomerenk is University Registrar and Assistant Vice President at the University of Oregon. She previously served as the University Registrar for Washington State University. Pomerenk has enjoyed over 30 years in student services, including nine years as an assistant registrar at WSU. For five years, Pomerenk served as the university registrar at Pacific Lutheran University in Tacoma, Washington, where she started her student service career as an admissions counselor. Pomerenk earned her Bachelor of Arts in English and Psychology at PLU and her Master of Arts in English at The Ohio State University. Pomerenk is active as a leader and presenter for PACRAO and AACRAO. She thanks mentors from both organizations who have encouraged her.

### **Mary (Hodder) Ross**

Mary (Hodder) Ross is former registrar at Douglas College in New Westminster, Canada. During her career of more than 20 years, she has also served in leadership roles at four other Canadian institu-

tions and one in Arizona. She has presented at a number of SEM conferences with a focus on student success and the role of the registrar. Her dedication to mentoring grew from a deep commitment to staff development and guiding others to their best career and personal paths. She has now retired from higher education and is a full-time creative writer and mentor through her own consulting practice in Vancouver, Canada.

### **Erin Seheult**

Erin Seheult is Director of University Records at Loma Linda University. She enjoys learning about leadership and is planning to complete her Ph.D. in Organizational Management with a specialization in leadership by the end of summer 2016. Once she has time to do things other than write her dissertation she plans to delve deeper into the practical applications of leadership in higher education.

### **Eric Shadle**

Eric Shadle is Assistant Director of Admissions at Loma Linda University. He completed an M.B.A. in Healthcare Administration and has a broad range of academic interests, including leadership development, equity and opportunity issues, and healthcare systems. He is currently pursuing an Ed.D. in Educational Justice.

### **Clayton Smith**

Clayton Smith is Associate Professor in the Faculty of Education at the University of Windsor. Smith has served as the university's vice provost and dean of students. Previously he held senior enrollment management positions at the State University of New York College of Agriculture and Technology at Cobleskill, Tallahassee Community College in Florida, and the University of Maine at Augusta. He holds a Bachelor of Arts in Political Science from the University of Southern Maine, a Master of Arts in Political Science from Drew

University, a Master of Public Administration from the University of Maine, and a Doctor of Education in Higher Education from Florida State University. He currently serves on the editorial boards for *College and University*, *Journal of Student Affairs Research and Practice*, and the *Journal of International Students* and directs the AACRAO Strategic Enrollment Management Conference. Smith is a Senior Consultant with AACRAO Consulting and a frequent national and international presenter on strategic enrollment management, student affairs, and internationalization and has consulted at a wide range of postsecondary education institutions in Canada, the United States, and abroad.

### **Alexander Taylor**

Alexander Taylor is a Student Information Systems Technician at Elon University. Alexander began working as a student worker in the Registrar's Office in 2016 where he met Rodney Parks. Now a graduate from Elon, Alexander has returned to the Office of the Registrar to pursue a career in higher education. As a mentee under Rodney Parks, Alexander has researched and presented on a wide array of topics including dual enrollment, co-curricular and experiential learning, and innovative credentialing.

### **Marlo J. Waters**

Marlo J. Waters is the Associate Academic Dean and Registrar at Pacific Union College. She has worked in the registrar's office since 2006. She holds a B.S. in Mathematics, an M.S. in Education and an Ed.D. in Organizational Leadership. In research and presentations, Dr. Waters has focused on exploring and expanding the leadership potential of registrars within higher education institutions.

## **Daniel Weber**

Daniel Weber is the University Registrar at Northeastern Illinois University where he has served since 2011. Weber has worked in various admissions and registrar positions at several Illinois colleges and universities over the past 23 years. He also served as president of Illinois ACRAO in 2013–14. He holds an M.S.Ed. from Eastern Illinois University and a B.A. from the University of Wisconsin-Platteville.

## **Lynn Wild**

Lynn Wild, Ph.D., is Associate Provost for Faculty Development in the Wallace Center at the Rochester Institute of Technology (RIT). Wild's experience in higher education includes the development of teaching and learning centers at RIT, Rutgers University, and Buffalo State College. Her experience in faculty development is complemented by 25 years in director-level management positions in education and corporate environments. Wild holds a Ph.D. in Education from the University of Pittsburgh.