

## Faculty Development Resource Center Holdings Regarding Mentoring

Boice, Robert. *The New Faculty Member*. San Francisco: Jossey-Bass Publishers, 1992.

College campuses are increasingly competitive in hiring new faculty, investing considerable resources in recruitment and hiring. After this initiative investment, it becomes imperative that new faculty are not lost due to unhappy or unproductive beginnings. This book offers a range of support strategies designed to help new faculty thrive - from campus wide programs for nurturing newcomers to projects that help them help themselves. The author identifies the major challenges facing most new faculty-teaching, scholarship writing, and simply fitting in as colleagues - and provides solutions for helping them cope.

Boice, Robert. *Advice for New Faculty Members*. Needham Heights: Allyn and Bacon, 2000.

This text advocates moderation in ways of working, based on the difference between new faculty who thrive and those who struggle. By following its practical, easy-to-use rules, novice faculty can learn to teach with the highest levels of student approval, involvement, and comprehension, with only modest preparation times and a greater reliance on spontaneity and student participation. Similarly, new faculty can use its rule-based practices to write with ease, and they can socialize more successfully by learning about often-misunderstood aspects of academic culture, including mentoring.

Daloz, Laurent. *Mentor: Guiding the Journey of Adult Learners*. San Francisco: Jossey-Bass, 1999.

Revised and updated from the award-winning classic *Effective Teaching and Mentoring*, this second edition is a practical, engaging exploration of mentoring and its power to transform learning. Filled with inspiring vignettes, *Mentor* shows how anyone who teaches can become a successful mentor.

"Essential reading.... This book will help more of us grow into one of the most life-giving relationships we can have with another person, one that will bring deep fulfillment to our own souls. Daloz has given a great gift to all who teach and learn." —Parker J. Palmer, author of *The Courage to Teach*

Johnson, W. Brad. *The Elements of Mentoring*. New York, NJ: Palgrave MacMillan, 2004.

This reference summarizes the substantial existing research on the art and science of mentoring and reduces the research to the fifty most important and pithy truths for supervisors in all fields. These explore what excellent mentors do, what makes an excellent mentor, how to set up a successful mentor-protégé relationship, how to work through problems that develop between mentor and protégé, what it means to mentor with integrity, and how to end the relationship when it has run its course.

Johnson, W. Brad. *On Being A Mentor: A Guide for Higher Education Faculty*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc., 2006.

A guide for faculty in higher education who wish to mentor both students and junior faculty, the book features strategies, guidelines, best practices, and recommendations for professors who wish to excel in this area. The book offers straightforward advice about managing problem mentorships and measuring mentorship outcomes. Practical cases studies, vignettes, and step-by-step guidelines illuminate the process of mentoring throughout. Specific chapters include: mentor functions, qualities of good mentors, common mentoring relationship phases, adhering to ethical principles when serving as a mentor, guidance about mentoring specific populations, and how to foster an academic culture of mentoring.

Menges, Robert J. *Faculty in New Jobs*. San Francisco: Jossey-Bass Publishers, Inc., 1999. Drawing on a study conducted by researchers at the National Center on Postsecondary Teaching, Learning, and Assessment, *Faculty in New Jobs* shows how faculty and institutions can work together to ease the transition to a new job and facilitate the process of mastering academic work. Robert Menges and his associates offer practical, real-world advice covering all phases of the faculty career—from the difficult early process of settling in, to becoming socially and academically established, to ultimately building the institutional supports necessary for a successful career. Sections cover the differences between mentoring and collegiality, the need for mentoring, choosing mentoring pairs, activities of mentoring pairs, and consequences of mentoring

Murray, Margo. *Beyond the Myths and Magic of Mentoring*. San Francisco: Jossey-Bass Publishers, 1991.

Many believe that effective mentoring is most often the lucky result of personal chemistry between two people. Author Margo Murray lays that myth to rest in this book. Her guide gives you all the expert advice, tools, and case studies you'll need to harness the power of mentoring.

Nakamura, Jeanne. *Good Mentoring*. San Francisco: Jossey-Bass Publishers, 2009.

This book offers an in-depth analysis of the way mentors transmit not only knowledge and skills but the guiding values that support good work and social responsibility. The book clearly shows how these values are passed along to those they guide. Profiling three lineages of scientists passing their professional skills, values, and practices down through generations, the book reveals what constitutes successful mentoring in science and beyond. Stemming from a first-of-its-kind study by the GoodWork Project, the book shows how the cultivation of professional ethics and excellence depends on teachers and mentors and the learning environments they foster.

Ragins, Belle Rose, ed. *The Handbook of Mentoring at Work: Theory, Research, and Practice*. Thousand Oaks: Sage Publications, Inc., 2007.

This handbook provides a definitive guide that not only informs the field, but also extends it in three critical ways: Chronicles the current state of knowledge of mentoring and identifies important new areas of research: It begins by offering an extensive, in-depth review of core topics in mentoring research, such as diversity in mentoring relationships, learning processes in mentoring relationships, formal mentoring, peer mentoring, socialization and mentoring, leadership and mentoring, dysfunctional mentoring, personality and mentoring, and electronic mentoring. It extends the theoretical horizon of mentoring: The theoretical section of the book builds and extends mentoring theory by drawing on a diverse and rich literature of related theories, such as network theory, adult development theory, relational theory, communication theory, personal change theory, work-family theory and theories of emotional intelligence. Also, it builds a bridge between the practice and study of mentoring: includes chapters that address not only formal mentoring programs, but also mentoring practices that relate to leadership development programs, diversity programs and international perspectives. This is a must-have reference for understanding the key debates and issues facing mentoring scholars and practitioners, and provides a theory-driven road map to guide future research and practice in the field of mentoring.

Schoenfeld, Clay A. and *Mentor in a Manual: Climbing the Academic Ladder to Tenure*. Madison: Magna Publications, 1992.

This manual offers advice, protection, and care for new faculty as they seek to climb the academic ladder to tenure. The book discusses both generic institutional criteria for making tenure and the practical politics of following a professional path.

Simon, Caroline J. *Mentoring For Mission*. Grand Rapids, MI: William B Eerdman's Publishing Co., 2003.

**Editorial Reviews/Book Description:** Informed by the extensive experience of faculty and administrators, both Roman Catholic and Protestant, who have designed and implemented mentoring programs at their institutions, "Mentoring for Mission" is the only book on mentoring that focuses specifically on nurturing new faculty at church-related colleges and universities.

Offering a theology of mentoring grounded in the scriptures and Christian tradition, the book examines such topics as Christian views of personhood, the role of Christian virtues in mentoring, the value of mentoring in discerning one's particular calling as a teacher and a scholar, and how different emphases of particular Christian traditions shape mentoring at schools founded by different religious bodies. The authors offer practical advice on the nuts and bolts of program design and implementation, on problem-solving for ongoing mentoring programs, and on sustaining an institutional vision as a mentoring community while meeting the daily challenges of institutional life.

Sinetar, Marsha. *The Mentor's Spirit: Life Lessons on Leadership and the Art of Encouragement*. New York: St. Martin's Press, 1998.

The author teaches listeners to use their inborn "spiritual intelligence" to see the world and everything in it as a potential mentor including children, nature, the lives and ideas of historical leaders - even through silence. Sinetar points the way to these wisdom keepers and explains how to stay open to the mentor's spirit, enriching your life with challenge and cooperation.

Zachary, Lois. *The Mentor's Guide: Facilitating Effective Learning Relationships*. San Francisco: Jossey-Bass, 2000.

This book provides mentors the tools they need in order to develop and maintain a mentoring relationship. In order to develop a successful mentoring relationship, it is important that the mentor have a good foundation in the purpose of the mentor/mentee relationship and then know how to develop the relationship. Learning, according to Zachary, is the primary goal of the mentoring relationship. In order for learning to occur, the relationship must be learner-centered. The book provides guidelines on creating a learner-centered environment. Worksheets on developing goals and priorities, confidentiality, boundaries, planning, cross-cultural mentoring, assessing the quality of interactions, skill assessment, as well as strategies to develop successful reflections are a few of the worksheets provided by the book.

Zachary, Lois J. *Creating A Mentoring Culture*. San Francisco: Jossey-Bass, 2005.

In order to succeed in today's competitive environment, corporate and nonprofit institutions must create a workplace climate that encourages employees to continue to learn and grow. From the author of the best-selling *The Mentor's Guide* comes the next-step mentoring resource to ensure personnel at all levels of an organization will teach and learn from each other. Written for anyone who wants to embed mentoring within their organization, *Creating a Mentoring Culture* is filled with step-by-step guidance, practical advice, engaging stories, and includes a wealth of reproducible forms and tools.