

## EDITORS' NOTES

As a result of the rapid changes affecting higher education, faculty members face continuing challenges to meet their various responsibilities. They must be responsive to evolving technologies, growing costs, and increasing expectations from multiple constituencies. Faculty need to reexamine their interactions with students, both inside and outside the classroom. In the transition to a learning-focused environment—putting the student at the center of the endeavor—instructors will continue to play a major but changing role. Specifically, faculty will need to consider how they mentor students within the context of this shifting educational, social, and technical environment.

During the past few years, the nature of higher education has been studied by a number of committees and commissions. Many reports have called for a reevaluation of the thrust of our efforts, especially in regard to how institutions of higher education relate to students. The question for both administration leaders and individual faculty members is how to respond appropriately in the various institutional and disciplinary cultures.

This volume will examine how faculty might mentor their students. What role will faculty take in preparing students for more active and collaborative learning? How will faculty help students develop the necessary technical, writing, critical thinking, and interpersonal skills? With more consumer-oriented students on campuses, how will faculty help them define their educational goals and make sense of a general education curriculum as part of a total collegiate experience? How will faculty articulate their own passion for their discipline and their scholarship? What should faculty be telling students about how to prepare for careers and lifelong learning?

The audience for this volume is faculty, department heads, and academic administrators. The authors are faculty and administrators representing a variety of disciplines and backgrounds. They will share strategies for mentoring students during a transition to a reshaped higher education environment.

Perhaps the most obvious thread connecting these chapters is the increasing diversity of defining and practicing mentoring among faculty and variations in expectations among current populations of students. Rather than a “how to” book to be read from first to last chapter, instructors and administrators may skip among chapters following the threads of their own particular interests and responsibilities.

Setting the tone for this volume, Diane M. Enerson provides an overview of the philosophy and strategies for teaching through mentoring so that the reader can use the perspectives of all the authors. While the specific possibilities for mentoring are varied among the disciplines and venues described in Chapters Two through Eleven, all faculty can acquire in the first chapter

an understanding of current and future opportunities for mentoring interactions with students.

When accepting mentoring as a metaphor for teaching, an important shift occurs. Now attention can be paid more to the learner and to the process of learning. What makes this metaphor so compelling is that it comes from the academy. Consequently the understanding and acceptance of such a metaphor can enable us to rethink what teaching is all about, how students relate to instructors, and how they relate to other students. Mentoring carries very little negative baggage with it thus providing a new and unencumbered way to contemplate the teaching and learning endeavor. As Enerson suggests, by using mentoring as a metaphor for teaching, we are provided with the opportunity to reflect on what we do both in the classroom and outside of it. This reflection can lead then to a renewal of spirit and a chance to see just how far the student can outperform the teacher. That all can be comfortable with such an outcome might be the goal of all instruction and serves as the ultimate reward.

In Chapter Two, Edie N. Goldenberg discusses faculty involvement, inside and outside the classroom, in preparing students for their future roles as professionals and as citizens. From her knowledge of programs across the nation, she gives suggestions to help faculty in articulating and promoting a liberal arts education. Organized around a discussion of the essential competencies that students must acquire as part of an undergraduate experience, Goldenberg's chapter discusses the rapid changes affecting higher education and their impact on the teaching-mentoring enterprise in the future. She concludes with a specific set of recommendations for faculty—working with colleagues and with students—to optimize the student learning focus in organizing and implementing classroom activities. In these suggestions are the implicit mentoring opportunities unique to the faculty role.

Chapter Three combines the perspectives of a professor and physician, Timothy R. B. Johnson, a student entering medical school, Philip D. Settimi, and a doctoral candidate in public health, Juliet L. Rogers. This uniquely balanced approach provides faculty with a holistic guide to mentoring students planning to enter the health professions. This chapter describes some challenges particular to students on their way to medical school or other professional or health science schools. In addition, the text offers guidelines to integrate the skills and talents among generalist undergraduate academic advisers, specialized advisers in the health professions, and faculty and community professionals. The resulting team approach to advising, educating, and mentoring prehealth professions students allows optimal opportunities for interactions with undergraduates.

In Chapter Four, Rose M. Marra and Robert N. Pangborn, citing specific opportunities from their own experience, describe best practices for mentoring in the technical disciplines. Designed to enhance student-centered learning, methods to foster peer, faculty, and professional mentoring are detailed. Particularly relevant to technology and engineering programs,

mentoring is discussed as an expectation of outcome-based accreditation criteria. The authors describe an ideal mentoring relationship as part of a nonjudgmental environment designed to “reveal the culture of the profession and life beyond the work environment, allow risk-free interchange of aspirations and avocations, disclose the faculty to be truly interested in their students, and foster the nurturing of creative talents and instincts.”

With specific information from an undergraduate-fellowships-office model, Mary Gage outlines opportunities to mentor students in developing a global perspective from international study and cultural awareness. Chapter Five offers strategies to expand international experiences for individual students and more broadly for the entire campus population.

Addressing some unique elements of mentoring in communications programs, Chapter Six discusses the dichotomy of teaching in the context of the liberal arts while simultaneously preparing students for the practical elements of the careers that they seek. In order to avoid student confusion in issues where there is tension between professorial and professional views, Jeremy Cohen gives helpful advice to faculty for mentoring strategies that ultimately guide the student from the role of pupil to colleague.

An accomplished teacher and mentor, Brian P. Coppola provides detailed information in Chapter Seven on mentoring opportunities in the sciences. Drawing on models that he has developed at the University of Michigan, Coppola describes the related professional and personal obligations of faculty to guide student development. Mentoring models that he describes include undergraduate research experiences, a structured study group program, a professional development in the sciences capstone course, work with student organizations, and one-on-one interactions with students using Web technology. He closes with a discussion of the philosophical grounding for mentoring by outlining faculty responsibility for teaching through modeling for students of appropriate, thoughtful, forward-looking behaviors.

Reacting to a changing world for living and working, Margaret Scisney-Matlock and John Matlock combine their considerable expertise to discuss some of the unique challenges in mentoring underrepresented students in Chapter Eight. They provide tools particularly useful for faculty whose own education and experience have occurred in institutions with relatively homogeneous populations. This chapter also includes practical applications of strategies for all faculty, regardless of previous experience, in working with all students to help them prepare for an increasingly diverse global society.

Drawing upon significant faculty and administrative experience in Chapter Nine, E. R. Melander provides mentoring strategies particularly for use with undergraduate students in a college of business administration. His approach is holistic, however, and helps faculty understand their changing role. “Faculty long have been representatives of their discipline on campus, concentrating both on expanding pedagogical boundaries and methodologies

and on introducing students to the mysteries and marvels of knowledge and its application. Teaching as mentoring shifts faculty attention to questions of how to cause students as individuals to take on responsibilities for their own learning and how to coach them to grow in their capacities for assimilating, developing, applying, and organizing knowledge.” This chapter really can apply to faculty in all disciplines.

In Chapter Ten, Timothy L. Killeen provides some strategies to develop curricula that provide special mentoring options delivered in the context of truly interdisciplinary courses. Although first implemented successfully at the University of Michigan, this model, which incorporates faculty, graduate students, and undergraduates from colleges of engineering, science, and natural resources, can be applied at any institution working for effective interdisciplinary instruction. With unique teaching goals and complete utilization of technological support, the Global Change introductory course sequence capitalizes on active learning and effective assessment to raise student enthusiasm for science. Faculty and administrators with hopes that future citizens have appreciation for science and technology will find these mentoring methods particularly attractive.

In Chapter Eleven, Graham B. Spanier, president of The Pennsylvania State University, exhorts faculty to engage in the transformation of teaching and learning that is gaining momentum in the twenty-first century. He argues that the collective faculties of our institutions of higher education today have unprecedented opportunities to influence students through their teaching and mentoring. Responding to rapid change in demographics and student expectations, faculty must redefine the teaching role by “seeking not to provide a fixed education but to inspire and enable lifelong learning.” Cognizant of increasing numbers of older, part-time, and underrepresented students, faculty have unique opportunities to “humanize the institution” through mentoring that occurs principally outside the classroom and extends and diversifies the academic experience. Spanier’s chapter challenges all in the academic enterprise, especially faculty and administrators, to proactively recognize and adapt to the changing campus culture of the future.

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