MENTORING PROGRAM FOR NEW DEANS AND ASSOCIATE/ASSISTANT DEANS

Academic deans play a crucial role as leaders in higher education—a role that is multifaceted, challenging, and constantly evolving. Despite impressive educational and professional careers, typically as a faculty member, many individuals assume the role of a new dean without the full knowledge of what the job entails and the experience necessary to manage the college effectively and efficiently from the start. In many cases, opportunities for professional development are limited in availability, scope, duration and by affordability. Some of these limitations can be addressed through a structured mentoring program. The need for such a program is further necessitated by the high turnover in decanal positions. The average tenure for a dean is five years, and for associate and assistant deans it is even shorter.

The primary objectives of this mentoring program are:

(i)   socializing new deans and associate/assistant deans to the dean's job,
(ii)   offering leadership development for new deans and associate/assistant deans and
(iii)   providing networking opportunities.

In addition to offering advice on the role of a dean in general and in specific areas such as those listed below, the mentor also provides support by serving as a sounding board /sympathetic ear to the mentee on general concerns.

STRUCTURE AND IMPLEMENTATION OF CCAS MENTORING PROGRAM FOR NEW DEANS AND ASSOCIATE/ASSISTANT DEANS

The CCAS Mentoring Program for New Deans and Associate/Assistant Deans facilitates the matching of an experienced dean or associate/assistant dean (mentor) with an individual who is new to the dean's role (mentee). All new deans and associate/assistant deans who are members of CCAS are eligible to participate in the program as mentees. Individuals with three or more years experience as deans or associate/assistant deans and who are current or previous members of CCAS are eligible to participate as mentors. The latter category includes both retired deans and those who have progressed to other non-decanal positions. Deans may serve as mentors to both deans and associate/assistant deans. Associate/assistant deans may serve as mentors to only other associate/assistant deans.

Individuals volunteering to serve as mentors or mentees shall email Amber Elaine Cox, CCAS Executive Director, to register interest in the searchable database.

The Mentoring Program has two complementary components: one-on-one mentoring and peer mentoring. These are described in detail below.

One-On-One Mentoring
In the one-on-one component of the program, a new dean or associate/assistant dean is paired with an experienced dean or associate/assistant dean, who serves as the former's mentor. The mentor serves as a resource for the mentee, offering support and advice on the role of a dean. Individuals assume deanships with diverse professional backgrounds and skills and their individual strengths and needs can vary significantly. Hence the one-on-one mentoring component, which forms the foundation of the Mentoring Program for new deans and associate/assistant deans, is designed to afford the most flexibility by allowing for targeted assistance on an as-needed basis to new deans and associate/assistant deans. It allows each mentoring pair to personalize goals and to tailor the process for achieving these goals to the needs of the mentee. While participants are designated as mentors and mentees, the new deans and associate/assistant deans are also established professionals with a wealth of information and skills to share. Hence it is anticipated that mentors too will benefit from the partnership with new deans through the sharing of ideas and discussion of issues of common interest.

Either a mentor or a mentee can initiate a request for a partnership using the searchable mentor/mentee directory (available only to CCAS members; login required).

Both will then determine if there is potential for a mentoring relationship. It is impossible to come up with criteria that would lead to a perfect match in every case but some factors to consider pertain to the characteristics of the institutions where the mentor and mentee work (public or private, union or non union, rural or urban, comprehensive or research intensive, large or small). Issues such as age, gender, race, ethnicity, and country of origin may also be factors. The mentee's genuine willingness to learn from the mentor and the latter's enthusiasm to serve as a mentor are important factors to the success of a mentoring partnership. Because of time constraints, mentors should limit themselves to having one formal mentee at a time.

Once a pair has agreed to work together, they should review the following "Areas of Mentoring," establish goals and

process for addressing these needs, and establish method(s) and frequency of communicating with each other. The suggested length of the formal mentoring is one year.

In addition, by accepting to be a mentor, the individual agrees to be available to assist with mentoring activities at CCAS annual meetings, if in attendance.

NOTE: This is a volunteer-only service provided by CCAS to allow mentor and mentees to connect. CCAS does not vet participants; no formal training on mentoring is provided to mentors but they are required to familiarize themselves with the objectives and structure of the CCAS Mentoring and the list of mentoring tips outlined in this document.

Peer-Mentoring and Networking
In addition to the one-on-one mentoring, the new deans and associate/assistant deans will have an opportunity to be informally mentored by, and network with, many other deans and associate/assistant deans through the services offered by CCAS. Members will be enlisted in appropriate listservs managed by CCAS. Deans and associate/assistant deans typically submit questions to these listservs and get several prompt responses from their peers. This way, one is able to learn of several situations, even before he/she encounters them. Moreover, because of the diverse kinds of institutions represented, members get different perspectives on topics of interest.

The many panels and workshops encountered at the CCAS annual meetings will also provide new deans and associate/assistant deans the opportunity for professional growth, mentoring, and networking. Activities at these meetings are filled with practical tips on many issues deans and associate/assistant deans encounter as they discharge their day-to-day responsibilities.

As part of the CCAS annual meeting activities, new deans and associate/assistant deans will be provided with identifying badges/ribbons and arrangements made for them to meet fellow new deans and associate/assistant deans through luncheon tables, special receptions, or reserved areas/tables at evening receptions.

AREAS OF MENTORING

The following non-exhaustive list offers some specific areas where new deans may need mentoring. The list is provided to introduce new deans and associate/assistant deans to typical areas of responsibilities of decanal offices. It should also assist them to identify areas in which they have limited training and/or experience and in which they may, therefore, need the advice from their mentors.

1. Faculty/personnel issues
   (a) Recruitment and retention including affirmative action and diversity issues
   (b) Mentoring and professional development
   (c) Evaluation (reappointment, promotion, tenure, post-tenure review)
   (d) Compensation
   (e) Workload
   (f) Family-friendly policies
   (g) Union contracts
   (h) Faculty conflicts/grievances
   (i) Department chair appointment, mentoring and evaluation
   (j) Extra-mural activities

2. Budget and Planning
   (a) Budget formulae
   (b) Resource allocation (funds and positions)
   (c) Start-up funds
   (d) Management policies and procedures
   (e) Program review
   (f) Program creation and elimination
   (g) Accreditation
   (h) Organizational structures for Colleges of Arts & Sciences
   (i) Strategic planning

3. Students
   (a) Student academic regulations and records

(b) Academic integrity/plagiarism

(c) Student research

(d) Co-curricular programming

(e) Recruitment, advising and retention

(f) Student grievances

4. Grants and Contracts

(a) Facilities and Administration, F&A (indirect costs)

(b) Grants management

(c) Faculty support and incentives

5. Curriculum and pedagogy

(a) Online-instruction

(b) International/global curriculum

(c) Interdisciplinary programs

6. Development and fund-raising

(a) External boards

(b) Corporate partnerships

(c) Alumni

7. Facilities

(a) Space and facilities planning

(b) Space allocation

8. Dean's office operations and organization

(a) Organizational structure

(b) Maintaining an effective dean's office

(c) Dealing with central administration and other units within the institution

(d) Promotion of the visibility of the college both internally and externally

9. Personal Development

(a) Time management

(b) Career advancement

(c) CCAS member services and activities

10. Partnerships

(a) Corporate partnerships

(b) Community and cultural partnerships

11. Legal issues

12. Getting started/Your first 100 days as dean

13. Other areas

PROGRAM EVALUATION

The CCAS Mentoring Program for new deans and associate/assistant deans will be evaluated periodically via a questionnaire to the mentees to determine its usefulness and overall effectiveness in achieving its primary objectives of socialization of new deans and associate/assistant deans to the dean's job, leadership development for new deans and associate/assistant deans and the provision of networking opportunities. The executive director of CCAS will oversee the evaluation process.

PUBLICIZING THE PROGRAM

A brochure describing the CCAS Mentoring Program will be included in the welcome packet sent to new deans. (No such packet is sent to new assistant/associate deans because there is no formal mechanism for institutions to notify CCAS whenever changes occur in assistant/associate deans appointments.) Deans are, therefore, encouraged to notify their associates/assistants about the Mentoring Program. Information about the Mentoring Program will also be available on

the CCAS website, at CCAS annual meetings, and at CCAS seminar for new deans.

MENTORING TIPS

Although no formal training on mentoring is provided to participants, the following guidelines can serve as a resource to program participants.

1. **Communicate Regularly.** Regular communication is one key to a successful mentoring relationship without which participants drift apart. Hence, make an effort to communicate regularly, whether via telephone, e-mail, or written correspondence.

2. **Identify Goals.** The mentee should take the lead by identifying areas of need. To assist with this, CCAS has provided a list of [Areas of Mentoring](). The mentor and mentee should review the areas of need and establish goals.

3. **Establish Guidelines.** How will you go about achieving the established goals? What are the responsibilities of each party? How and how often will you communicate?

4. **Respect Confidentiality.** We live in a small world and both parties should treat personal and institutional information shared as part of the Mentoring Program in confidence.

5. **Understand Limitations.** Participants should bear in mind that solutions offered as best practices can still be influenced by factors such as institutional culture, practices, policies and local regulations.