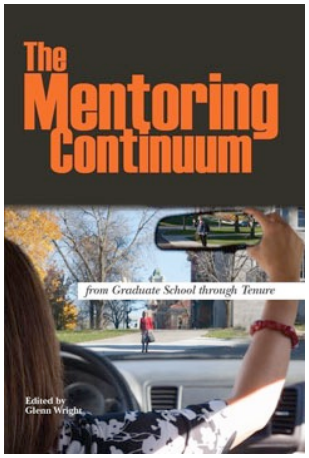


The Mentoring Continuum From Graduate School through Tenure

Wright, Glenn, ed.
Syracuse University Press, 2015

Book Review

Tags: faculty mentoring | mentoring | mentoring graduate students

Reviewed by: Mary Stimming
Date Reviewed: November 30, -0001

An unfortunate font choice limits the value of this otherwise helpful anthology. The font gives the text a strobe-like effect that resulted in my inability to read it in more than short intervals.

On one hand, this is fine. *The Mentoring Continuum* consists of fifteen essays each of which stands independent of the others. This allows the reader to dip in and out of the collection at will. On the other hand, however, doing so reduces the benefit of reading the essays within the three sections (Origins, Transitions, Dialogues and Reflections) into which they have been arranged. It is especially instructive to read the first two sections as a set of essays on a common theme: “Origins” treats mentoring relationships in graduate school and “Transitions” addresses the period from associate professor to tenure. As “Dialogues and Reflections” is not associated with a particular career phase, this section suffers less from the impact of the font choice.

Glenn Wright, editor and contributor, rightly points to “Graduate Student ISO a Mentor: A Dialogue about Mentoring” by Jan Allen and Kevin Johnson, as a quasi-summation of “many of the book’s main preoccupations, including mentee agency and responsibility, the virtue of peer mentoring, non-academic career preparation, teaching as a critical area of focus, and the key role of administration in providing the impetus, initial frameworks, and ongoing supports for mentoring efforts.” For those new to the conversation about mentoring, this chapter provides a nice introduction to the topic and associated interests.

I expected *The Mentoring Continuum* to be of interest to faculty, and it is, but I was pleasantly surprised by how appealing this book will be to graduate students. A number of the authors

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offer detailed counsel to students on how to get the most out of a relationship with a mentor and how to set up different types of peer mentoring programs within their institutions.

In the new market reality, many faculty members will find Paula Chambers' essay, "Subject Matter *Plus*: Mentoring for Nonacademic Careers," particularly valuable. Chambers reassures faculty that they need not be experts in multiple career paths outside academia. She challenges them, however, to follow any one, or better all three, of her recommendations for serving their students well in the current environment. First, "Manage Your Messaging": Chambers explains why particular academic clichés need to be abandoned or rethought so students will be encouraged to consider nonacademic careers. Second, "Assess the Career Climate in Your Department"; Towards this end, she supplies a multiple-choice questionnaire that can be used to gather actionable information. Third, "Make Referrals to Available Resources"; Chambers provides an ample list to keep at hand.

This chapter, "Subject Matter *Plus,"* exemplifies one of the distinctive strengths of this collection – the blend of the personal, the practical, and the theoretical dimensions of mentoring. A notoriously difficult concept to define, "mentoring" is given substance as it comes to life through conversations between mentors and mentees, charts and tables, and ample bibliographies.

https://www.wabashcenter.wabash.edu/resources/book_reviews/the-mentoring-continuum-from-graduate-school-through-tenure/

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