

## **Murder in Academe—The Case for Mentoring in Doctoral Advising**

Empowering others through relationships and knowledge exchange is a dream for many young people aspiring to be teachers and professors. Yet, constraints of time, past practice, and mores that separate the roles of teachers and students can “murder” relationships in teaching and advising. This paper focuses on alternative models for relationships between adult learners in doctoral studies and their advisors.

The premise of the paper is that some relationships between professors and their students can murder as much as if a gun were put to a head. Readers are asked to consider whether or not they murder through their relationship development or if there is hope to avoid the destruction of failed hopes and dreams.

In a study reported in this paper, twenty full professors in private and public universities in Taiwan will be interviewed about their teaching behaviors and potential to employ the mentoring practices suggested by Lois J. Zachary (2002). A similar group of University of South Dakota full professors will also be given the same interviews to allow comparative data collection across cultures.

In graduate level programs, advising style is a very important key for exploring student potential, creativity, and productivity of useful new and renewed ideas. A great advisor has the responsibility to lead students from dependent research to independent behaviors. Four models of advisor-student relationships will be suggested in the structured interviews with full professors. Readers of this research report may also assess themselves to determine which of the models they use.