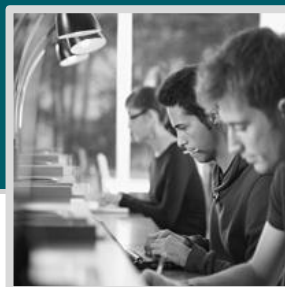
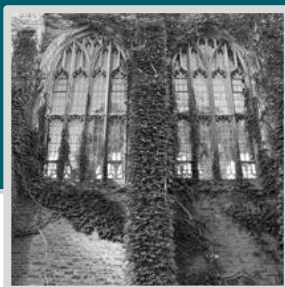


Faculty Mentoring Models and Effective Practices

January 2014



In the following report, Hanover Research examines effective faculty mentorship models and presents successful approaches to their implementation and support. The report addresses innovative mentoring models, best practices for faculty mentoring, examples of successful mentoring programs, and activities for mentoring relationships.

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EXECUTIVE SUMMARY

In the following report, Hanover Research examines effective faculty mentorship models and presents successful approaches to their implementation and support. The report comprises two sections. The first section reviews several innovative mentoring models and best practices for mentorship programs. The second section profiles notable faculty mentoring programs at two postsecondary institutions and presents activities for mentoring relationships.

KEY FINDINGS

- **Although the particular format of successful mentoring models sometimes varies, successful programs all share certain characteristics.** These include support from top-level administrators, integration within a more comprehensive strategy for faculty development, a voluntary participation policy, participant involvement in the pairing process, the availability of resources to assist mentorship relationships (i.e., an orientation session), and the establishment of clear mentorship goals and a framework of expectations for the relationship.
- **In order to succeed, mentorship programs require administrative support.** The literature and available case studies suggest that successful mentorship programs offer several types of administrative support. The support may include an orientation for participants which sets expectations; a point-person to answer participant questions, assess the on-going mentoring relationship, and address any issues that arise; and the development of additional faculty development opportunities.
- **Despite the increasing popularity of reverse mentorship, it appears to have a limited scope of applicability.** In particular, reverse mentorship does not seem to be applicable to many areas outside of technology and generational values (i.e., diversity, sustainability, green business initiatives), as younger professionals rarely have other areas of expertise with which more tenured professional are not already acquainted. For this reason, reverse mentorship works best when paired with other models or approaches to faculty mentorship.
- **The mutual/network mentoring model is potentially more flexible and inclusive of other mentorship approaches.** Specifically, the types of mentorship relationships advocated as options by this model can include traditional one-on-one mentorship, small group sessions, team mentorship, and online mentorship, among others.
- **Effective mentors are aware of adult learning principles, teaching strategies/techniques, and the differences in orientation and stages of development between themselves and their mentee.** In academic settings, the mentor should also have a thorough understanding of institutional characteristics, culture, and resources. Mentors also need to be able to effectively plan, observe, and facilitate discussion.

- **Mentorships may use a wide range of instructional activities, though no research indicates that any particular activity surpasses others in effectiveness.**
 - The literature identifies five general areas in which faculty mentors typically support mentees: getting to know the institution, excelling at teaching and research, understanding tenure and evaluation, creating work/life balance, and developing professional networks.
 - Potential activities include peer teaching observations, discussing career goals, exploring research and funding opportunities, facilitating networking, and sharing experience about how to deal with feedback about teaching.
 - Mentoring sessions focused on pedagogy should address communicative organization/clarity and presentation ability. Collaboratively creating course diagrams and presentation diagrams is one means of honing these critical skills.

SECTION I: EFFECTIVE MENTORING MODELS

In this section, Hanover Research presents an overview of effective faculty mentorship models, with particular attention to non-traditional mentoring models, such as mutual mentorship and reverse mentorship.

ROLE OF MENTORSHIP IN HIGHER EDUCATION

Mentorship in institutions of higher education supports the personal and professional development of faculty as they transition into new roles or seek to advance their careers. Research has identified this form of support as particularly important for the professional development of women and minority faculty.¹

Mentorship programs attempt to address several types of common needs among new faculty, such as professional development, emotional support, intellectual community, role models, safe space, accountability, sponsorship, access to opportunities, and substantive feedback.² Studies have found a number of positive career outcomes correlated with healthy mentorships, including increases in salary, promotions, job satisfaction, learning, organizational commitment, work productivity, and retention rates.³ In addition to aiding new tenure-stream faculty, mentorship programs can also be used for adjunct professors.⁴

MENTORSHIP MODELS

Although faculty mentoring systems are not new to academia, a number of institutions have been developing non-traditional mentoring approaches to address specific professional needs. Mentorship programs at some higher education institutions have embraced a variety of models, each designed to accommodate particular circumstances or address particular development needs. The School of Medicine at Wake Forest University, for example, sponsors seven different models of mentoring programs for faculty development, which are described in Figure 1.1. Similar mentorship programs support faculty development at the Rochester Institute of Technology and the School of Medicine at Indiana University.⁵

¹ Sorcinelli, M. D., and J. H. Yun. "Mutual Mentoring Guide." University of Massachusetts Amherst, p. 2. http://www.umass.edu/ctfd/mentoring/downloads/Mutual%20Mentoring%20Guide%20Final%2011_20.pdf

² Rockquomore, K. A. "A New Model of Mentoring." *InsideHigherEd*, July 22, 2013. <http://www.insidehighered.com/advice/2013/07/22/essay-calling-senior-faculty-embrace-new-style-mentoring>; Rockquomore, K. A. "Don't Talk About Mentoring." *Inside Higher Ed*, October 3, 2011. http://www.insidehighered.com/advice/mentoring/debut_of_new_column_on_mentoring_in_higher_education_careers

³ Nick, J., et. al. "Best Practices in Academic Mentoring: A Model for Excellence." *Nursing Research and Practice*, 2012, p. 2. <http://www.hindawi.com/journals/nrp/2012/937906/>; Murphy, W. M. "Reverse Mentoring at Work: Fostering Cross-Generational Learning and Developing Millennial Leaders." *Human Resource Management*, 51:4, July-August 2012, p. 551. http://www.uky.edu/Centers/iwin/RTOCT12/Murphy_Reverse%20Mentoring_HRM21489.pdf

⁴ Vinlove, K. "A Model for continuous Training and Mentoring of Adjunct Business Faculty." Academic and Business Research Institute. <http://www.aabri.com/NC2011Manuscripts/NC11066.pdf>

⁵ "Models of Mentoring." Indiana University School of Medicine. <http://faculty.medicine.iu.edu/mentoring/models.html>; "Faculty Mentoring – Mentoring Models."

Figure 1.1: Types of Mentoring, Wake Forest University School of Medicine

TYPE	DESCRIPTION
One-to-One Mentoring	One mentor meets with one mentee at a time; this is the traditionally accepted model. The individualized attention that the mentor pays to the mentee allows for greater rapport building. These relationships often last a number of years but can be a lifelong partnership. These relationships are highly structured with multiple outcomes, often for both the mentor and the mentee.
Group Mentoring	One mentor meets with multiple mentees at a time. Mentees typically have a common or similar goal. This method is especially effective in situations where time and mentoring resources are at a premium. Once a level of trust and openness has been achieved, this model is also effective for tapping into collective knowledge, where shared knowledge and ideas can trigger larger possibilities.
Team Mentoring	Multiple mentors work with single mentee. The relationship lasts for a limited time, until the goal is achieved or the project is completed. The focus of the mentoring relationship is the function of the group, rather than any psychosocial bonding. The mentors are assembled to act as guides and resources, providing feedback on the work, but it is the responsibility of the mentee to bear the burden of learning and to move the project forward.
Peer Mentoring	Another junior faculty member or members provide guidance and/or feedback to a junior faculty member. These relationships can be one-to-one or as a group, and are an informally structured relationship. This type of mentoring can be effective for sharing job related knowledge or to share insight on some of the challenges and experiences the others may encounter.
E-Mentoring	One mentor works with a single mentee at a time via the Internet. Some programs factor in an initial meeting or periodic face-to-face meetings, if distance is not too much of a barrier, but most do not because the participants are in vastly separate locales. This type of mentoring is extremely helpful for schools or organizations that have multiple branches around the world. It is also a great way for participants in different locations but common fields to establish mentoring relationships. However, it is important that both parties be self-motivated to maintain regular communications and complete agreed upon tasks without the traditional "face time" to serve as an impetus.
Informal Mentoring	The mentee self-selects their mentor, usually initiated as part of a conversation or because the mentor is someone the mentee has identified as a role model. These relationships develop naturally, may not include any formal agreement, and may not have any formalized structure to them. Most of the relationship progresses at the behest of the mentee and even though there are goals, measures of success are seldom kept track of.
Reverse Mentoring	The junior faculty member has more experience or knowledge in a particular area than the senior faculty member. This kind of mentoring can be used when the senior person needs to know about a particular kind of new technology or can be used to encourage diversity and cross generational understanding. For this kind of mentoring to be successful, it is important to remove barriers of status and position and to create a safe, open environment.

Source: Wake Forest University⁶

REVERSE MENTORSHIP

Reverse mentorship is “the pairing of a younger, junior employee acting as mentor to share expertise with an older, senior colleague as the mentee.”⁷ Jack Welch pioneered the model

Rochester Institute of Technology.

<http://www.rit.edu/academicaffairs/facultydevelopment/mentoring/models>

⁶ Text in table quoted verbatim from: “Types of Mentoring.” Wake Forest School of Medicine.

<http://www.wakehealth.edu/JUMP/Types-of-Mentoring.htm>

⁷ Murphy, Op. cit., p. 550.

at General Electric Co. in 1999, when he ordered 500 of his top-level executives to recruit a younger professional to teach them about the Internet.⁸ Since then, a number of businesses and institutions have replicated the practice.⁹

The model's defining characteristics include the "unequal status of partners with the mentee, rather than the mentor, [as] the senior member in the hierarchy of the organization"; "knowledge sharing with the mentee focused on learning from the mentor's technical or content expertise and generational perspective"; "emphasis on professional and leadership skill development of mentors"; and "commitment to the shared goal of support and mutual learning."¹⁰

Typical reverse mentorship relationships and programs take advantage of the varying skills or experience and generational characteristics of the professionals involved—commonly a millennial mentor and a baby boomer mentee. Figure 1.2, on the following page, depicts the individual features each of these stereotypical professionals brings to the mentoring relationship, the characteristics of the relationship, its functions, and the potential positive outcomes for each individual and the organization.¹¹

Scholarly literature and case studies identify the most significant drivers of interest in reverse mentorship programs as the transmission of technological knowledge to executives and the facilitation of social exchange between generations. These goals may have unintended secondary effects, however, including changes in work culture and increased retention of young employees.¹² For example, an executive at the Allen & Gerritsen advertising agency indicated that the reverse mentorship program in which he participated taught him "how to be flexible, including allowing employees to work unconventional hours and to check in from home or a coffee shop."¹³

⁸ DeAngelis, K. L. "Reverse Mentoring at The Hartford." *The Sloan Center on Aging & Work*. Innovative Practice Brief. May 2013, p. 4.

http://www.bc.edu/content/dam/files/research_sites/agingandwork/pdf/publications/hartford.pdf

⁹ Kwoh, L. "Reverse Mentoring Cracks Workplace." *Wall Street Journal*, November 28, 2011.

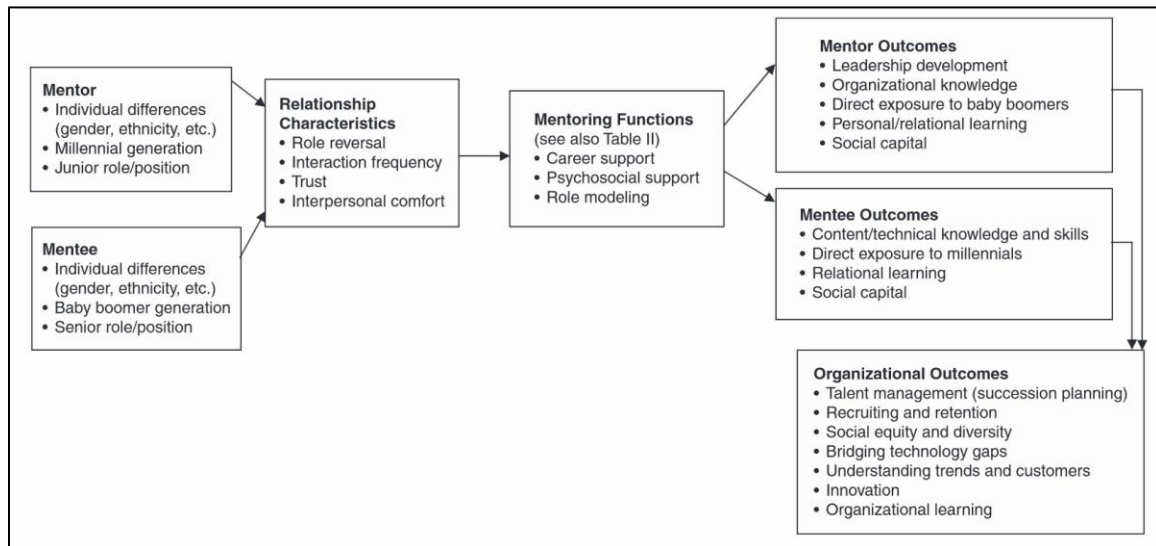
<http://online.wsj.com/news/articles/SB10001424052970203764804577060051461094004>

¹⁰ Murphy, Op. cit., p. 555.

¹¹ Ibid., p. 558.

¹² Kwoh, Op. cit.; Chaudhuri, S. and R. Ghosh. "Reverse Mentoring: A Social Exchange Tool for Keeping the Boomers Engaged and Millennial Committed." *Human Resource Development Review*, August, 23, 2011. <http://psychologyprogress.com/reverse-mentoring-a-social-exchange-tool-for-keeping-the-boomers-engaged-and-millennials-committed/>

¹³ Kwoh, Op. cit.

Figure 1.2: Key Variables in the Standard Reverse Mentoring Relationship

Source: Murphy

In addition to these benefits, advocates of reverse mentorship tout the following advantages of a healthy reverse mentorship program:¹⁴

- Expanding professional networks and increasing awareness of up and coming performers;
- Ensuring current knowledge of industry culture and trends;
- Creating openness to new ideas and perspectives;
- Renewing passion for performance;
- Building cross-cultural understanding in an increasingly diverse workforce;
- Bridging generational gaps; and
- Recognizing young mentor's strengths and preparing them to take on leadership roles in the future.

Although the majority of available case studies and literature on reverse mentorship address its application to business environments, it has been adapted to academic contexts as well, including the Wake Forest School of Medicine mentoring program mentioned above.¹⁵

Despite the nascent popularity of reverse mentorship, it appears to have a limited scope of applicability. In particular, it does not seem to be applicable to many areas outside of technology and generational values (i.e., diversity, sustainability, green business initiatives,

¹⁴ Bulleted points taken verbatim from: Nicholson, K. "Moving Forward with Reverse Mentoring." *HR Voice*, October 15, 2008. <http://www.hrvoice.org/moving-forward-with-reverse-mentoring/>

¹⁵ Perlmutter, D. D. "Why We Need 'Reverse Mentoring.'" *The Chronicle of Higher Education*, September 6, 2012. <https://chronicle.com/blogs/conversation/2012/09/06/why-we-need-reverse-mentoring/>; Chaudhuri and Ghosh, Op. cit., p. 57; "Types of Mentoring", Op. cit.

etc.),¹⁶ as younger professionals rarely have other areas of expertise with which more tenured professionals are not already acquainted. Furthermore, reciprocal exchanges between younger and more experienced professionals help create mutual respect and therefore more healthy mentorship relationships—reverse mentoring by itself could cause defensive and unproductive relationships.¹⁷ For this reason, it works best when paired with other models or approaches to faculty mentorship.

MUTUAL MENTORING

Another approach to faculty mentorship, which has also received support from an increasing number of institutions, is mutual mentoring or network-based mentoring. The Center for Teaching and Faculty Development (CTFD) at the University of Massachusetts at Amherst has a mutual mentoring model, which it describes as follows:¹⁸

“Mutual Mentoring” distinguishes itself from the traditional model by encouraging the development of a broader, more flexible network of support that mirrors the diversity of real-life mentoring in which no single person is required or expected to possess the expertise of many. Within this model, early-career faculty build robust networks by engaging multiple “mentoring partners” in non-hierarchical, collaborative partnerships to address specific areas of knowledge and experience, such as research, teaching, tenure, and work-life balance. These partnerships should be designed to benefit not only the person traditionally known as the “protégé,” but also the person traditionally known as the “mentor,” thus building on the idea that all members of an academic community have something to teach and learn from each other.

As another commentator puts it, “this network-based model normalizes the presence of needs, puts the new faculty member in the driver’s seat, and shifts the dynamic from a dependency model...to empowering the new professor to build his or her own network of community and support.” Anecdotally, “tenured faculty are often surprised that new faculty members find the idea of being surrounded by an enormous network of support to be far more efficient, effective, and helpful than the guru-mentor model.”¹⁹

This model of mentorship is potentially more flexible and inclusive of other mentorship approaches, such as reverse mentorship. Specifically, the types of mentorship relationships advocated as options by this model can include traditional one-on-one mentorships, small group sessions, team mentorship, and online mentorship, among others.²⁰ Figure 1.3 displays the network of relationships established in a mutual mentoring model.

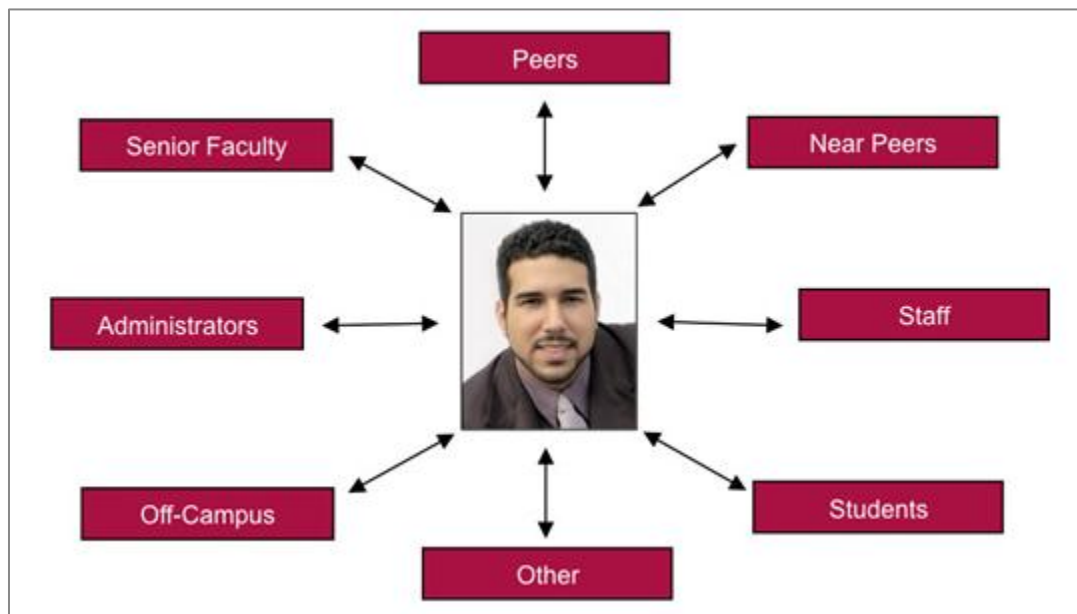
¹⁶ DAngelis, Op. cit., p. 14.

¹⁷ Nicholson, Op. cit.; Rutledge, P. “Reverse Mentoring Won’t Work.” Athinklab.com. November 30, 2011. <http://athinklab.com/2011/11/30/reverse-mentoring-wont-work/>

¹⁸ “Introduction to the Mutual Mentoring Model.” University of Massachusetts Amherst. <http://www.umass.edu/ctfd/mentoring/guidelines.shtml>

¹⁹ Rockquomore, “A New Model of Mentoring.” Op. cit.

²⁰ Sorcinelli and Yun, Op. cit., p. 3

Figure 1.3: Mutual Mentoring Network of Relationships

Source: University of Massachusetts - Amherst²¹

The School of Medicine at Wake Forest University exemplifies the approach of nesting various forms of mentoring within a mutual mentoring framework, which includes reverse mentorship as one of several types of faculty mentoring initiatives supported by the institution. The others are one-to-one mentoring, group mentoring, team mentoring, peer mentoring, e-mentoring, and informal mentoring.²² A number of institutions adopt this approach to mutual mentorship models, with slight variations of these fundamental mentorship types.²³

PEER MENTORING

Peer mentoring provides faculty of equal stature (experience and rank) with an opportunity to share interests and collaborate on their career development.²⁴ Founded on the “empathy that is derived from shared experiences,” peer mentoring can provide faculty from marginalized groups with same-culture relationships and networks even when these faculty are minorities on campus or within their departments.²⁵ The equal standing of peer mentors lends itself to greater psychosocial benefits, particularly personal support and friendship, than a hierarchical model.²⁶

²¹ “Introduction to the Mutual Mentoring Model,” Op. cit.

²² “Types of Mentoring.” Wake Forest School of Medicine. Op. cit.

²³ “Faculty Mentoring – Mentoring Models.” Rochester Institute of Technology. Op. cit.; “Models of Mentoring.” Indiana University School of Medicine. Op. cit.

²⁴ Lumpkin, A. “A Model for Mentoring University Faculty.” *The Educational Forum* 75, 2011, pp. 357-68. <http://www.tandfonline.com/doi/pdf/10.1080/00131725.2011.602466>

²⁵ Zellers, D., V. Howard, and M. Barcic. “Faculty Mentoring Programs: Reenvisioning Rather Than Reinventing the Wheel.” *Review of Educational Research*, 78:3, September 2008, p. 565.

²⁶ Angelique, H., K. Kyle, and E. Taylor. “Mentors and Muses: New Strategies for Academic Success.” *Innovative Higher Education* 26:3, Spring 2002, p. 199.

Despite its promise, peer mentoring operates under significant limitations. In particular, the absence of a senior partner often deprives the relationship of the benefit of wisdom gained from greater experience. Conversely, when one peer surpasses the other in success, the relationship may become competitive or intimidating. Furthermore, faculty from minority or marginalized groups may fail to find true peers on smaller campuses, and the competitive culture of academia may undermine the mentoring relationship.²⁷

TEAM/COLLECTIVE MENTORING

In team or collective mentoring (sometimes also called “group mentoring”), several faculty members, perhaps even an entire department, support the development of new faculty.²⁸ Within this model, senior faculty maintain a mentoring team so that mentoring is no longer a one-on-one activity or a relationship instigated by the protégé.²⁹

Although team mentoring resembles mutual or network mentoring in certain respects, particularly in its reliance on a distributed group of mentors, the two models differ with respect to formal structure. Whereas mutual mentoring encourages the junior faculty member to develop various relationships on his own initiative, team mentoring vests senior faculty with the responsibility of fostering relationships. Thus, in team mentoring there is a formal organizational commitment to the development of new faculty, in addition to a climate that is supportive of mentoring relationships.³⁰

E-MENTORING

Several national consortia and inter-institutional mentoring programs have made use of electronic communications to link mentors and mentees in different institutions and locations. Some of these programs have proved to be highly scalable and have reached far more individuals than traditional, institution-bound programs could.³¹

One of the most prominent academic e-mentoring consortia is the Society for Teaching of Psychology (STP), a division of the American Psychological Association (APA). STP offers a Professional Development Program for early career (EC) faculty who have fewer than five years of teaching experience. The program pairs these faculty with mentors with at least seven years of psychology teaching experience and interests similar to the mentee’s. Because few pairs are geographically close, most communicate through email, telephone, and Skype.³²

²⁷ Ibid., pp. 199-200.

²⁸ Lumpkin, Op. cit.

²⁹ Zellers, Howard, and Barcic, Op. cit.

³⁰ Chesler, N., and M. Chesler. “Gender-Informed Mentoring Strategies for Women Engineering Scholars: On Establishing a Caring Community.” *Journal of Engineering Education*, January 2002, p. 51.
<http://www.iwitts.org/component/zoo/item/gender-informed-mentoring-strategies-for-women-engineering-scholars-on-establishing-a-caring-community>

³¹ Zellers, Howard, and Barcic, Op. cit., p. 566.

³² “Professional Development.” Society for the Teaching of Psychology.
<http://teachpsych.org/Default.aspx?pageld=1603031>

As an alternative to longer-term mentorships, STP facilitates short-term mentorships with a limited focus. Participants may address a specific topic in psychology, a particular methodology, or a course from the standard psychology curriculum.³³

BEST PRACTICES FOR FACULTY MENTORSHIP PROGRAMS

GENERAL BEST PRACTICES

Regardless of the aims and model, successful faculty mentoring programs have the following characteristics:³⁴

[T]op administrators support the program, the program is actually part of a more comprehensive program of faculty development, participation in the program is voluntary, participants are carefully selected to ensure a mutual desire to work together, an orientation to mentoring is provided, flexibility in mentoring style is encouraged, and a monitoring system with data collection is implemented.

In her review of university faculty mentoring programs, Lumpkin echoes this assessment. She also notes that successful mentorships have clear purposes, goals, and strategies; involve regular meetings and interactions; and evaluate their effectiveness at regular intervals.³⁵

A self-study by the National League of Nursing's (NLN) mentorship program identifies additional best practices. The study concerns a small faculty mentoring program that the NLN established in 2007 to "prepare leaders to transform the future of nursing education." The main objectives of the program included orientation to the faculty role; socialization to the academic community; development of teaching, research, and service skills, and facilitation of future leader development in the field.³⁶ The program exemplifies a more traditional mentorship model, but the best practices, derived from participants' reflections on their experiences, are transferrable to any dyadic mentorship relationship. Figure 1.4 presents the key elements of the best practices model developed by the NLN.

The best practices identified by the NLN include appropriately matching dyads, establishing clear mentorship goals, solidifying the dyad relationship, providing opportunities for the mentor to advocate for and guide the mentee, integrating the mentee into academic culture, and mobilizing institutional resources to support the mentoring relationship.³⁷ Below, Hanover describes these practices in further detail.

Mismatching mentorship partners is a common obstacle to a successful program. The literature does not advocate for any particular matching process, but does suggest that permitting participants some level of input into the selection process "results in better

³³ Ibid.

³⁴ St. Clair, K. "Faculty-to-Faculty Mentoring in the Community College: An Instructional Component of Faculty Development." *Community College Review*. 22:3, 1994, p. 30.

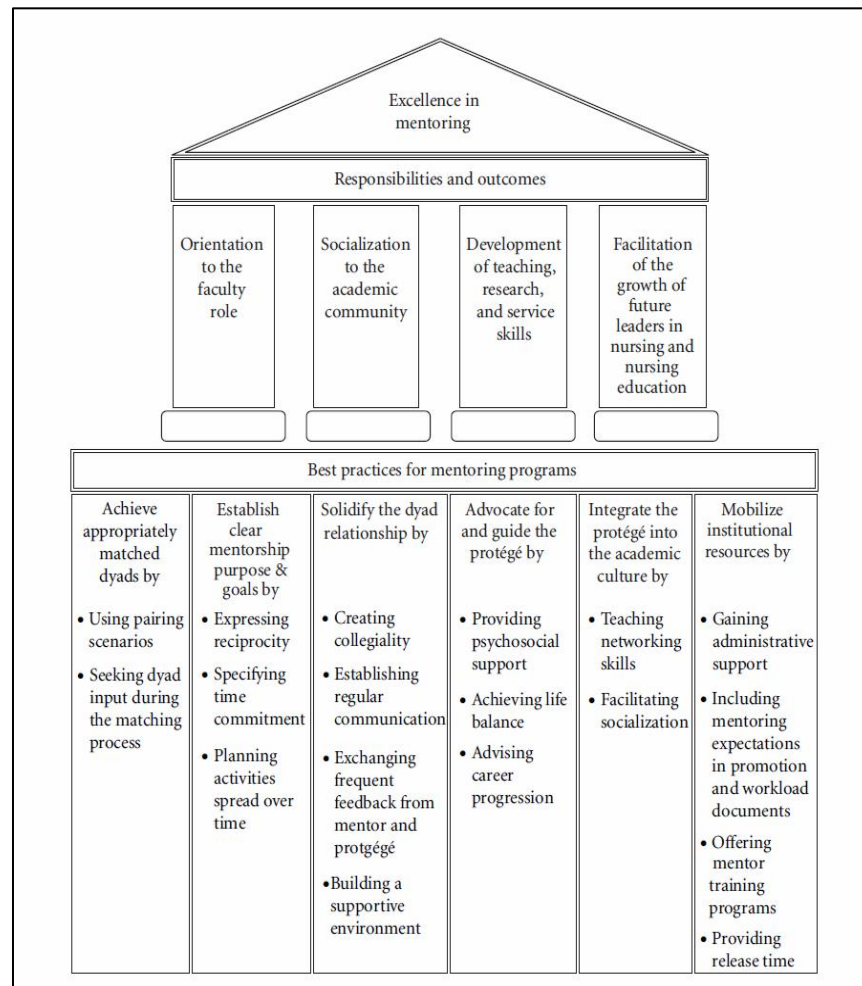
³⁵ Lumpkin, Op. cit., pp. 358-361.

³⁶ Nick et al., Op. cit., p. 3.

³⁷ Ibid.

match outcomes,” particularly as participants are more likely to have shared interests or other characteristics. The NLN utilized self-submitted criteria to pair matching partners, including age, number of hours of work experience, level of qualification, marital status, children, dependent care, life/career history, personal skills, professional skills, and personal values. Participants also ranked the criteria they deemed the most important. Participants who have input in the selection process demonstrate stronger commitment to the mentoring relationship and typically have a better understanding of the program and its objectives.³⁸

Figure 1.4: Model of Best Practices in Academic Mentoring



Source: Nick et al.

Successful mentorship relationships also **establish clear goals and a framework of expectations** about the relationship. Specifically, the participants should agree on objectives which involve some degree of reciprocity (so both parties receive some benefit from the

³⁸ Ibid., pp. 3-4.

relationship), a defined time commitment, and a long-term plan for achieving the objectives.³⁹

Once the relationship is established, solidifying it becomes a priority. The NLN indicates that key elements of successful relationship development include a collegial environment in the department, expectations for regular communication and frequent feedback, and providing support to the mentee.⁴⁰

In general, new faculty mentees value relationships that provide career and professional insight or guidance. The NLN found that mentees particularly desire psychosocial support, advice regarding work/life balance, and insight about career progression. Mentors also often benefit from the psychosocial support provided by the relationship. Similarly, mentors should help integrate mentees into the institutional culture by supplementing professional skills (i.e., networking) and facilitating introductions and socialization at the institution. This is particularly significant for new faculty mentees.⁴¹

Finally, successful mentorship programs have the support of institutional resources. Adequate administrative support at both the college and department level for a mentorship program is critical to its success. Furthermore, including participation in the mentorship program in either explicit or implicit faculty expectations communicates strong support for the program. Faculty release time for mentorship activities and formal mentor training programs have also shown success in developing a robust and profitable mentorship program.⁴²

BEST PRACTICES ASSOCIATED WITH REVERSE MEMBERSHIP

Although a number of higher education institutions support active reverse mentoring programs for faculty, most of the applications of reverse mentoring in academia involve students mentoring faculty and staff in the potential applications of technology in the classroom. The focus is often on blending learning strategies or how to use various technologies and programs to convert materials to a digital and accessible format.⁴³

³⁹ Ibid. pp. 4-5.; Vinlove, Op. cit., p. 4.; "Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty." Burroughs Wellcome Fund and Howard Hughes Medical Institute. Second Edition. p. 100.

http://www.hhmi.org/sites/default/files/Educational%20Materials/Lab%20Management/Making%20the%20Right%20Moves/moves2_ch5.pdf

⁴⁰ Nick, Op. cit., pp. 5-6.

⁴¹ Ibid. p. 6; "Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty." Op. cit., pp. 102-3.

⁴² Nick, Op. cit., p. 7.; Vinlove, Op. cit., p. 5.

⁴³ Goossens, Y. "The Reverse Mentoring Project at the University of Hertfordshire." Student Learning and Teaching Network. September 16, 2009. <http://studentlandtnetwork.ning.com/profiles/blogs/the-reverse-mentoring-project>; Evans, J., et al. "The Student-Staff Mentoring Project at the University of Hertfordshire." University of Hertfordshire.

<http://uhra.herts.ac.uk/bitstream/handle/2299/2929/S106.pdf?sequence=1>; Towns, J. *Reverse Mentoring: What My Students Taught Me*, Xulon Press, 2005; Ellis, D. "The Student Becomes the Teacher: Your Role as Reverse Mentor." *The Savvy Intern*, March 22, 2013.

Additionally, the number of institutions with fully-developed reverse mentorship programs is relatively small, and no indications of the success or failure of existing reverse mentorship programs in academic contexts are available. However, a business case study from the Hartford Financial Services Group provides some insight on relevant best practices. This case study indicates that many of the best practices associated with effective reverse mentorship programs are similar to the practices for mentorship generally. Since the goals of reverse mentorship programs often resemble those of other mentorship programs, the similarity of best practices across mentorship types is unsurprising.

While implementing its first reverse mentorship initiative, the Hartford Financial Services Group identified several best practices that may also apply to academic contexts. First, the program relied upon participant input in matching mentors and mentees. The human resources staff who supported the program used the company's internal resumes (called "talent profiles") and biographical information submitted with program applications to identify mentor-mentee pairs with common characteristics.⁴⁴

In addition, the program administrators ensured that participants had time available to regularly prepare for mentorship meetings and to follow up after them: "For each monthly session, mentors were expected to need an hour for research and for meetings with other mentors, an hour to prepare the session, and hour to conduct the session, and an hour for notes and other follow-up."⁴⁵

The program administrators avoided potential conflicts of interest in the mentorship matches. Mentors were several levels of the hierarchy below their mentees and in a different function or department.⁴⁶

Furthermore, a coach from the company's human resources department was assigned to support each mentorship pair, ensuring adequate administrative support, and the pair discussed and agreed on a formal agenda to guide each mentorship session.

The human resources department, which supported the reverse mentorship program, maintained a Sharepoint folder for the program, which contained forms, instructions, and spaces for each individual mentorship pair to communicate and share documents relevant to their meetings. The ability to communicate outside of the mentorship meetings and the ability to share resources with others in the program dramatically increased the quality of the mentorship relationships. It also helped the human resources department and the mentorship coaches to easily track the progress and involvement of each pair.⁴⁷

<http://www.youtern.com/thesavvyintern/index.php/2013/03/22/the-student-becomes-the-teacher-your-role-as-reverse-mentor/>

⁴⁴ DeAngelis, Op. cit., pp. 9-10.

⁴⁵ Ibid., p. 9.

⁴⁶ Ibid., p. 10.

⁴⁷ Ibid., pp. 10-11.

SECTION II: IMPLEMENTING EFFECTIVE MENTORSHIP MODELS

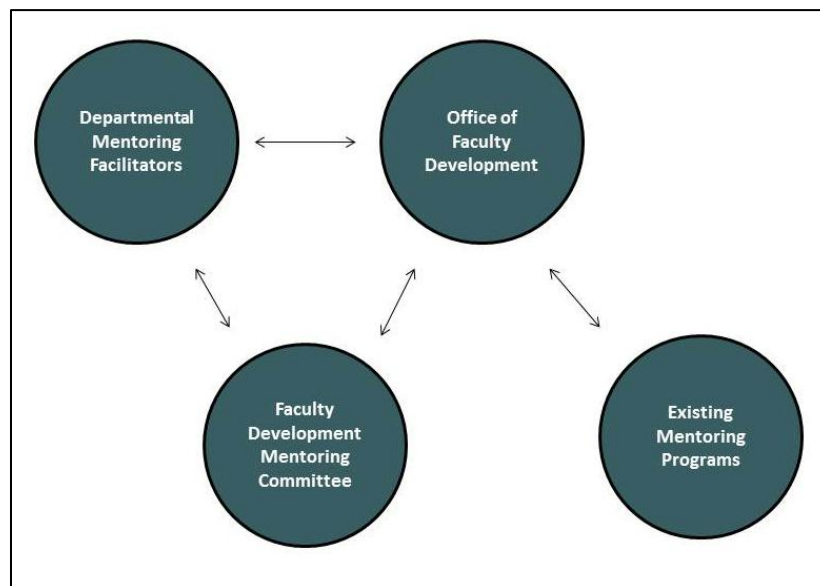
In this section, Hanover presents the details of effective faculty mentorship models and successful approaches to their implementation and support. We first review examples of successful mentorship models in postsecondary institutions and then present instructional strategies and activities for mentorship pairs or groups.

INSTITUTIONAL EXAMPLES

WAKE FOREST UNIVERSITY'S SCHOOL OF MEDICINE

Wake Forest's School of Medicine developed a structure for its mentoring program (called JUMP) that is informed by "best practices of existing institution-wide mentoring programs at medical schools."⁴⁸ Figure 2.1 illustrates the groups of people involved in the program and their relationships with one another.

Figure 2.1: JUMP Mentoring Structure



Source: Wake Forest University

Department chairs have the primary responsibility for mentoring their faculty, primarily through annual reviews, but each department also appoints a senior faculty member to be a Departmental Mentoring Facilitator. The facilitator operates as a liaison between the

⁴⁸ "JUMP Overview and Program Structure." Wake Forest School of Medicine. <http://www.wakehealth.edu/JUMP/Overview-and-Structure.htm>

department and the Office of Faculty Development, serves on the Faculty Development Mentoring Committee, and helps pair content-specific mentors with junior faculty.⁴⁹

The Office of Faculty Development provides “leadership, management, structure and oversight” to the mentoring programs, evaluates the existing mentoring relationships, and creates and distributes mentoring resources. The Faculty Development Mentoring Committee is chaired by the Associate Dean of Faculty development and principally “reviews and evaluates mentoring partnerships and JUMP” and assists Departmental Mentoring Facilitators with finding mentors and healthy pairing relationships.⁵⁰

The Departmental Mentoring Facilitators are responsible for the following:⁵¹

- Acting as a JUMP Liaison between the department and OFD;
- Serving as a member of the Faculty Development Mentoring Committee;
- Identifying and encouraging senior faculty with appropriate skills/expertise to be a Content-Specific Mentor and providing these recommendations to a JUMP Manager;
- Matching Content-Specific mentors with department junior faculty (based on the mentee application form and discussions with the junior faculty member; with assistance from Department Chair, and as needed OFD and JUMP Manager);
- Reporting mentoring pairing information to OFD;
- Assisting with departmental/section mentoring problems (with Department Chair);
- Meeting with department chair and JUMP Manager regularly to review departmental mentoring component and identify/resolve issues;
- Meeting as needed with each mentee to discuss their Content-Specific mentoring partnerships (e.g., are meeting occurring, what topics are covered, satisfaction, problems, etc.);
- Accountable in role of DMF to Department Chair and Associate Dean of Faculty Development.

Both the mentors and mentees commit to the relationship for one year and attend occasional orientation and training meetings held by human resources. The mentee also provides regular feedback to the mentor about their meetings. The pair meets at least once a quarter.⁵²

⁴⁹ Ibid.; “JUMP Departmental Mentoring Facilitator (DMF) Roles and Responsibilities.” Wake Forest School of Medicine. <http://www.wakehealth.edu/JUMP/DMF-Roles.htm>

⁵⁰ “Program Responsibilities.” Wake Forest School of Medicine. <http://www.wakehealth.edu/JUMP/Program-Responsibilities.htm>

⁵¹ Bulleted points adapted from: Ibid.

⁵² “Mentee Expectations and Benefits.” Wake Forest School of Medicine. <http://www.wakehealth.edu/JUMP/Mentee-Expectations.htm>; “Mentor Expectations, Benefits, and Position Descriptions.” Wake Forest School of Medicine. <http://www.wakehealth.edu/JUMP/Mentor-Expectations.htm>

UNIVERSITY OF MASSACHUSETTS AMHERST

As previously mentioned, the University of Massachusetts Amherst's Center for Teaching and Faculty Development has pioneered the mutual mentorship approach. The Center provides individual faculty members and teams of faculty grants in partnership with The Andrew W. Mellon Foundation "to support mentoring projects that demonstrate a wide range of mentoring forms," supports active mentoring partnerships, and provides the faculty with mentoring resources.⁵³ In 2011-2012, the Center sponsored 24 programs, including two new faculty orientations, nine retreats, 12 seminars, and a publishing workshop, among other activities.⁵⁴ Overall, 80 percent of the team mentoring grant recipients who responded to a concluding survey "described their mutual mentoring experience [as] 'Excellent' or 'Very Good,'" and 100 percent of micro grant recipients claimed the same and suggested that their mentoring relationships were likely to continue.⁵⁵ The Center is run by seven staff members. Their names, titles, and biographical information are listed in Figure 2.2.

Figure 2.2: Center for Teaching and Faculty Development Staff

NAME	TITLE	BIO
Brian Baldi	Senior Project Manager	Serves as the organizational lead for the CTFD's scholarly writing and new chair programming, and assists with the Mellon Mutual Mentoring Initiative and other faculty development programs.
Diane Burns	Program Coordinator/Business Manager	Oversees the CTFD's budget and event planning, and directs the Distinguished Teaching Award application process.
Amanda Pietras	Administrative Assistant	Provides general support for all CTFD activities and events.
Kem Saichaie	Director of Educational Technology	Oversees the integration of educational technology in traditional, hybrid, and online classes. He will also lead the strategic, professional development, and assessment initiatives associated with the new Team-Based Learning classrooms at UMass.
Mei-Yau Shih	Associate Director	Identifies, develops and oversees campus-wide teaching initiatives, provides consultations to faculty, conducts program assessments, and is an Adjunct Associate Professor in the Department of Teacher Education & Curriculum Studies.
Mary Deane Sorcinelli	Associate Provost for Faculty Development	Directs initiatives across the CTFD, represents both the CTFD and the broader University on issues of teaching, learning, and faculty development, and is a Professor in the Department of Education Policy, Research and Administration.
Jung H. Yun	Director of New Faculty Initiatives	Directs the Mellon Mutual Mentoring Initiative, provides counsel to the Associate Provost on all issues related to faculty development, and serves as the organizational lead on several CTFD programs.

Source: University of Massachusetts Amherst⁵⁶

⁵³ "Mentoring." University of Massachusetts Amherst.

<http://www.umass.edu/ctfd/mentoring/index.shtml>

⁵⁴ "Center for Teaching and Faculty Development: 2011-2012 Annual Report." University of Massachusetts Amherst. p. 3. http://www.umass.edu/ctfd/about/Annual%20Report%202011-2012_Final.pdf

⁵⁵ *Ibid.*, p. 9.

⁵⁶ "About CTFD." University of Massachusetts Amherst. <http://www.umass.edu/ctfd/about/staff.shtml>

In consultation with the Center, the University’s pre-tenure faculty identified five key categories of development challenges that the mentorship program should address. These categories, displayed in Figure 2.3, “closely parallel the challenges identified in the literature of faculty development at large.” These categories have become criteria for the aforementioned faculty development grants.⁵⁷

Figure 2.3: Priority Faculty Mentoring Areas

AREA	DESCRIPTION
Getting to Know the Institution	Understanding the academic culture of departments, schools/colleges, and the institution; identifying resources to support research and teaching; and creating a trusted network of junior and senior colleagues.
Excelling at Teaching and Research	Finding support for research such as developing a research/writing plan, identifying sources of internal and external funding, soliciting feedback on manuscripts and grant proposals; and finding support for teaching such as developing new courses, pedagogical methods, technologies, and interdisciplinary curricula.
Understanding Tenure and Evaluation	Better understanding the specific steps of the tenure process, learning more about the criteria for evaluating research and teaching performance, finding support in developing the tenure dossier, soliciting feedback on the quality and quantity of work through the annual faculty review.
Creating Work-Life Balance	Prioritizing/balancing teaching, research, and service; finding support for goal setting; developing time management skills; attending to quality of life issues such as dual careers, childcare, and affordable housing.
Developing Professional Networks	Establishing substantive, career-enhancing relationships with faculty who share similar interests in research and/or teaching. These faculty may be from other UMass Amherst departments and schools/colleges, and/or from other institutions, with particular emphasis on faculty from the Five Colleges consortium.

Source: University of Massachusetts Amherst

TRAINING AND MENTORSHIP ACTIVITIES

TRAINING

In order to ensure faculty members’ effectiveness as mentors, mentorship program administrators ought to offer some form of instruction or training to participants. The program should communicate the objectives of the mentorship program, the format, and the responsibilities associated with each role. Additionally, the training should highlight and seek to impart the skills required by healthy mentorship relationships.⁵⁸

Research suggests that, in order to be effective, mentors should be aware of adult learning principles, teaching strategies/techniques, and the differences in orientation and stages of development between themselves and their mentee.⁵⁹ This may include generational

⁵⁷ Figure contents quoted from: “Introduction to the Mutual Mentoring Model,” Op. cit.

⁵⁸ Nichols, R., and B. Amick. “The Case for Instructional Mentoring.” In *To Improve the Academy: Resources for Faculty, Instructional, & Organizational Development*, 14, 1995, pp. 145-46. <http://files.eric.ed.gov/fulltext/ED392386.pdf>

⁵⁹ Ibid., p. 146.; Mezirow, J. “Transformative Learning: Theory to Practice.” *New Directions for Adult and Continuing Education*, 74, 1997.

attitudes toward work and other generational characteristics.⁶⁰ In academic settings, the mentor should also have a good understanding of institutional characteristics, culture, and resources.⁶¹ Finally, mentors need to be able to effectively plan, observe, and facilitate discussions with their mentee.⁶² These roles involve a variety of relatively common skills (in academia) applied to the new mentorship relationship, such as effective questioning skills.⁶³

MENTORING ACTIVITIES

Although most of the institutions with formal mentoring programs and most of the literature devote attention primarily to structural support for mentor-mentee relationships, some also identify potential mentoring activities and topics for discussion. Examples of common mentoring activities include:⁶⁴

- Discussing expectations regarding the mentorship relationships; agree on goal(s), schedule, and objective(s).
- Discussing short- and long-term career goals and professional interests; help plan a research and publication schedule; and critique manuscripts or proposals.
- Attending professional development programs/events/workshops sponsored by the institution or professional associations.
- Performing peer teaching observations; discussing effective instructional techniques, course development, curricular issues, teaching strategies, and syllabi; invite mentee to observe mentor's classes.
- Exploring scholarships and funding opportunities; discussing opportunities for joint research or evaluating applications.
- Discussing academic policies and guidelines, and university governance; informing mentee of institutional resources and support systems (e.g., psychological services and learning support services).
- Discussing student issues such as advising, motivating, and preventing academic dishonesty.

⁶⁰ Murphy, Op. cit., p. 554.

⁶¹ Nichols and Amick, Op. cit., p. 146.

⁶² Ibid., pp. 147-8.

⁶³ Chrosniak, P., et al. "What Role Can Questioning Play in Mentorship?" *The Mentor*. February 19, 2013. <http://dus.psu.edu/mentor/2013/02/role-questioning-play-mentorship/>

⁶⁴ Bulleted points copied from sources with some adaptation: "New Faculty Mentoring Program." Northern Illinois University. <http://www.niu.edu/facdev/services/newfacmentoring.shtml#A3>; Sampson, J., et al. "Activities and Topics for Faculty Mentoring." Florida State University. <http://www.coe.fsu.edu/content/download/50738/352376/file/Activities-and-Topics-for-Faculty-Mentoring.pdf>; "Faculty Mentoring Program." Oregon State University. <http://oregonstate.edu/cla/faculty-mentoring-program>; "Mathematics Mentoring Handbook." Georgia Perimeter College. <http://facstaff.gpc.edu/~apierc2/mcse/Mentoring%20Guide.pdf>; "Mutual Mentoring Guide." University of Massachusetts Amherst. pp. 8-9. http://www.umass.edu/ctfd/mentoring/downloads/Mutual%20Mentoring%20Guide%20Final%2011_20.pdf

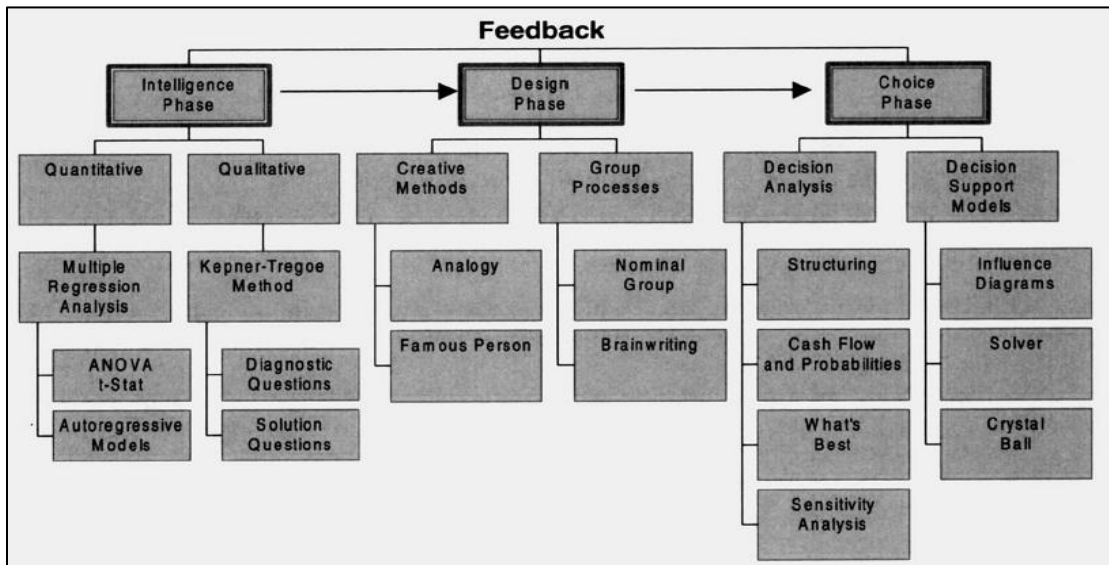
- Sharing experiences on stress management, life/work balance, and effectively managing time; discussing how to deal with feedback on teaching from students and administration.
- Discussing preparation for tenure and promotion and career advancement; assisting with the preparation of annual review materials.
- Addressing special needs, concerns, or questions and help in troubleshooting difficult situations.
- Facilitating introductions between mentee and other faculty with shared interests

Harvey Brightman, a former faculty mentor in Georgia State University's Robinson College of Business, **recommends two areas of focus for mentoring sessions dedicated to pedagogy: communicative organization/clarity and presentation ability.** Mentors and protégés may collaborate on several types of assignment to improve skills in these two areas.

To enhance communicative clarity, Brightman recommends developing two types of diagrams: a course diagram and a presentation (lesson- or topic-focused) diagram. A course diagram visualizes the relationships of the course's major concepts and topics. Figure 2.4 presents such a diagram for a decision science course. A second type of diagram, the presentation diagram, details the organization of a major, conceptually-connected segment of the course (often more than a single class period). The presentation diagram illustrates the connection between topics in this segment and the sequence in which the presentation will address these topics. Figure 2.5, on the following page, is a spider diagram displaying the organization of a presentation in a group processes class.⁶⁵

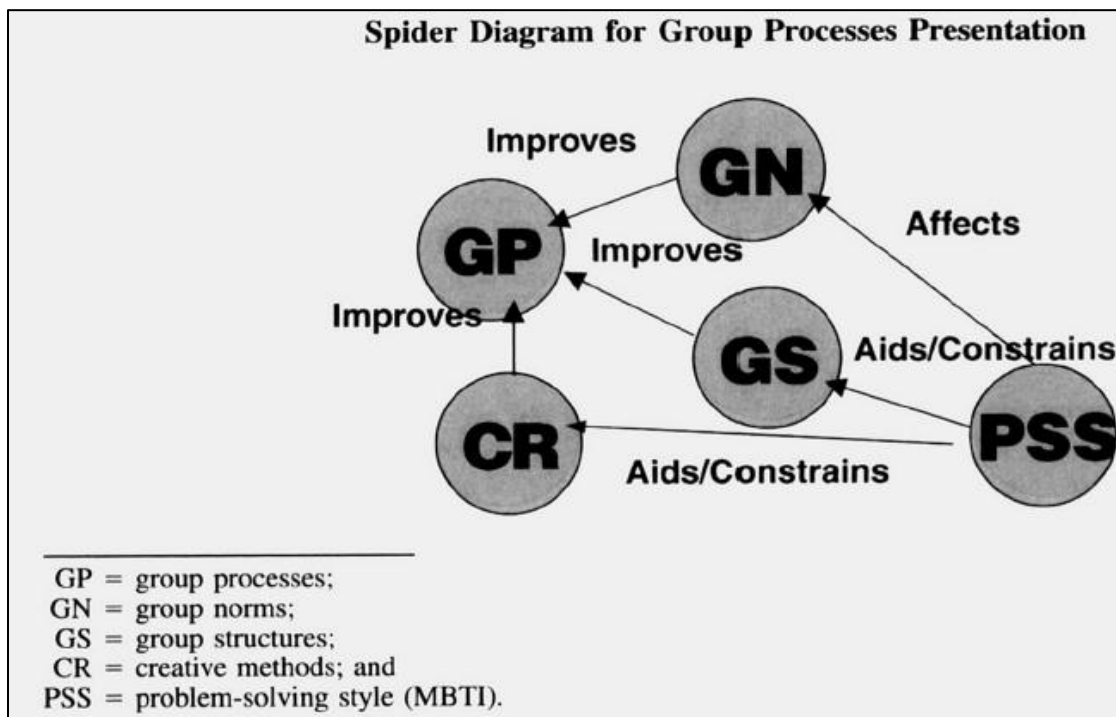
⁶⁵ Brightman, H. "Mentoring Faculty to Improve Teaching and Student Learning." *Issues in Accounting Education*, 21:2, May 2006, p. 132.

Figure 2.4: Example Course Diagram



Source: Brightman⁶⁶

Figure 2.5: Example Presentation Diagram



Source: Brightman⁶⁷

Notably, in these diagramming exercises, the precise format of the diagram is relatively unimportant. The activities should instead focus on developing a course sequence and presentation objectives that students can readily grasp.⁶⁸ Accordingly, mentorship activities

⁶⁶ Ibid., p. 133.

⁶⁷ Ibid.

⁶⁸ Ibid., pp. 132-33.

should include a review of presentation materials to ensure that even complex subjects receive clear, simple treatment.⁶⁹

After addressing communicative clarity and presentation ability, a mentorship group can proceed to examine other elements of pedagogy. Appropriate activities for the mentorship include the following:⁷⁰

- Review and revise the syllabus;
- Audit class and provide constructive feedback;
- Review and improve test design and grading;
- Institute or improve active learning within the class;
- Handle critical incidents during the term;
- Review mid-term evaluation and make suggestions; and
- Make better use of technology to deliver courses.

⁶⁹ Ibid. p. 135.

⁷⁰ Bulleted points quoted verbatim from: Ibid., p. 136.

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