Academic Mentoring – Proquest

**Using student data: Student-staff collaborative development of compassionate pedagogic interventions based on learning analytics and mentoring**

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**Publication info:**Journal of Hospitality, Leisure, Sports and Tourism Education ; Oxford  Vol. 25,  (Nov 2019).

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=pmkyvmJ6zZMN9AH5L_hMuejSv9YUxU-gz89O2_0foz6xKMKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2307689216%3faccountid%3d45039)

**Abstract:**

UK Universities are increasingly being ‘encouraged’ to focus on student engagement, retention and performance, with learning analytics becoming commonplace. Based on inter-related student-staff partnerships, this study adopted a human and compassionate approach to the use of student data and subsequent interventions. Analysis of focus group and interview data from 86 student participants explored key themes: peer-mentoring increasing engagement with the communal-habitus; increased confidence and engagement; and the demystification and humanisation of the university environment. Findings highlight the importance of emphasising human and compassionate support for students within rapidly developing learning analytics approaches, with subject-specific peer-mentoring found here to be beneficial.

**DOI:**[http://dx.doi.org/10.1016/j.jhlste.2019.100202](https://mail.sta.uwi.edu/owa/redir.aspx?C=MMzGzwi-Jeetcy8vQ5QFApWFfZsOq8_I-MTvC4Cvw0yxKMKL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1016%2fj.jhlste.2019.100202)

**Document URL:**[https://search.proquest.com/docview/2307689216?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=pmkyvmJ6zZMN9AH5L_hMuejSv9YUxU-gz89O2_0foz6xKMKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2307689216%3faccountid%3d45039)

**THE BENEFITS AND CHALLENGES OF PEER MENTORING IN A PROFESSIONAL DEVELOPMENT OPPORTUNITY BASED ON THE ASSESSMENT, EVALUATION, AND RESEARCH COMPETENCIES**

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**Publication info:**College Student Affairs Journal ; Charlotte  Vol. 37, Iss. 2,  (Fall 2019): 155-168.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=fXKj-uI6rN7xMdU0QNlGlnCJbDdnkxtRINpWT3B3gO6xKMKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2312194739%3faccountid%3d45039)

**Abstract:**

We explored the benefits and challenges of peer mentoring for student affairs professionals who are learning about assessment. Participants benefited from gaining a different perspective, mentoring, and being mentored. Respondents reported that role issues and fewer meetings over time were challenges. Findings have implications for training student affairs professionals.

**Document URL:**[https://search.proquest.com/docview/2312194739?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=fXKj-uI6rN7xMdU0QNlGlnCJbDdnkxtRINpWT3B3gO6xKMKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2312194739%3faccountid%3d45039)

**Queerly Unequal: LGBT+ Students and Mentoring in Higher Education**

**Author:**Brooke Erin Graham

**Publication info:**Social Sciences ; Basel  Vol. 8, Iss. 6,  (Jun 2019).

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=MYJpijd20vVVEI8MsUFgtXyhfUPh2i8Nl1Stj7HUYz6xKMKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2302762773%3faccountid%3d45039)

**Abstract:**

Sociological research has illuminated the importance of mentoring relationships, especially in regard to education. The literature has also shown that mentoring can help disadvantaged students access social and cultural capital that aids their academic achievement. Furthermore, mentoring relationships are more successful between mentees and mentors of the same race, class, or gender. However, there is little research about queer students’ experiences with mentoring relationships in regard to education. In an effort to expand the literature on mentoring relationships and queer students I conducted ten in-depth interviews with queer identified undergraduate students at a large university in the Southeast United States. Using these interviews, I examined respondents’ perception of their social exclusion, coping through resiliency, and prosocial behavior through mentoring others. I found that being openly queer posed an identity-based risk for students’ ability to access mentoring relationships, in turn this risk increased their perception of resiliency and prosocial behavior.

**DOI:**[http://dx.doi.org/10.3390/socsci 8060171](https://mail.sta.uwi.edu/owa/redir.aspx?C=VSiwHftuxWj4_bE9j9PVjg4k34o8TQtb6St_4uX-vUyxKMKL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.3390%2fsocsci+8060171)

**Document URL:**[https://search.proquest.com/docview/2302762773?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=MYJpijd20vVVEI8MsUFgtXyhfUPh2i8Nl1Stj7HUYz6xKMKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2302762773%3faccountid%3d45039)

**Benefits, barriers and enablers of mentoring female health academics: An integrative review**

**Author:**Cross, Merylin; Lee, Simone; Bridgman, Heather; Deependra Kaji Thapa; Cleary, Michelle; Kornhaber, Rachel

**Publication info:**PLoS One ; San Francisco  Vol. 14, Iss. 4,  (Apr 2019): e0215319.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=ViW6qYet5uUgEj9afQW5y4eQrywKT4SQoGs6CQWqxQixKMKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2211527939%3faccountid%3d45039)

**Abstract:**

This integrative literature review synthesizes the primary research evidence on mentoring female health academics published from 2000 to 2018, to identify the benefits, enablers and barriers to mentoring women. The need for this review is underpinned by the magnitude of change in higher education, the high number of women in health disciplines, limited progress in advancing women’s academic careers, escalating role expectations, faculty shortages and staff turnover. Data were sourced from Scopus, PubMed, EMBASE and Cumulative Index of Nursing and Allied Health Literature. Twenty-seven studies were included. Although effective mentoring facilitates personal and career development, academic craftsmanship, psychosocial support and job satisfaction, it is complicated by organizational factors and personal and relational dynamics. Enablers of mentoring are mentor availability and expertise, supportive relationships, mutuality and responsiveness. Lack of, or inadequate mentoring compromise women’s job satisfaction, career development and academic productivity. Providing female health academics access to experienced, well-connected mentors with common interests who are committed to advancing their career, is an investment in optimizing potential, promoting supportive work environments and increasing productivity and retention. Realizing the institutional potential that mentoring female health academics offers, is contingent on academic leaders valuing mentorship as faculty business and understanding the role that the contemporary academic environment plays in achieving mentoring outcomes. Further empirical and longitudinal research is needed to evaluate effective approaches for mentoring women in the contemporary academic environment.

**DOI:**[http://dx.doi.org/10.1371/journal.pone.0215319](https://mail.sta.uwi.edu/owa/redir.aspx?C=XMmGjOYt0r-oQW7MUq1a5DO8sRi8RmyfQHzG0hRVcvixKMKL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1371%2fjournal.pone.0215319)

**Document URL:**[https://search.proquest.com/docview/2211527939?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=ViW6qYet5uUgEj9afQW5y4eQrywKT4SQoGs6CQWqxQixKMKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2211527939%3faccountid%3d45039)

**Athena Rising? Mentoring in Higher Education**

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**Publication info:**Revista de Stiinte Politice ; Craiova  Iss. 62,  (2019): 45-54.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=AahyVfWpxVAs6aEwE9wWTjQ_gQdbnU-B57ZuNhwCjEOxKMKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2247532696%3faccountid%3d45039)

**Abstract:**

The prerequisite for a mentor in the work environment is evermore present, but the availability of the mentors has also been limited, and the predominant gender was represented by men, patriarchal figures. Mentoring is furthermore "a relationship between an older, more experienced adult and an unrelated, younger protégé - a relationship in which the adult provides ongoing guidance, instruction and encouragement aimed at developing the competence and character of the protégé." (Rhodes, 2009). Mentoring is seen as moreover "a dynamic reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both." (Johnson, 2015). The mentor, a role model, who has the benevolence and ability to offer academic, professional and personal development paired with caring and nurture was somehow inaccessible, in the post-communist years, for students. In the academe environment the role of mentor is crucial, in order to channel the protégé on the right path to goal achievement. Mentoring is often regarded as being a developmental, circular process, in which the mentor guides, inspires, teaches and nurtures the protégé, who, can, in turn, become a mentor himself for others, sharing the same feelings and attention necessary in this relationship because furthermore "those who received mentoring as protégés were more likely to become mentors themselves one day" (Allen, Eby, 2011).

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=c-qeRZC4OcV7NacJHpz50ns2sZ_H5frbrNzE57EJZlexKMKL_mzXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3ajournal%26genre%3darticle%26sid%3dProQ%3aProQ%253Apoliticalscience%26atitle%3dAthena%2bRising%253F%2bMentoring%2bin%2bHigher%2bEducation%26title%3dRevista%2bde%2bStiinte%2bPolitice%26issn%3d1584224X%26date%3d2019-01-01%26volume%3d%26issue%3d62%26spage%3d45%26au%3dB%25C4%2583rbuceanu%252C%2bCostina%2bDenisa%26isbn%3d%26jtitle%3dRevista%2bde%2bStiinte%2bPolitice%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Handbooks; Academic achievement; Mentors; Higher education; Students; Reflective teaching; Altruism; Personal development; Work environment; Gender; Postcommunist societies; Career advancement; Communists; Coaching; Career development planning; Role models; Objectives; Learning; Teachers

**Document URL:**[https://search.proquest.com/docview/2247532696?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=AahyVfWpxVAs6aEwE9wWTjQ_gQdbnU-B57ZuNhwCjEOxKMKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2247532696%3faccountid%3d45039)

**Prevalence and associated factors of depression and anxiety among doctoral students: the mediating effect of mentoring relationships on the association between research self-efficacy and depression/anxiety**

**Author:**Liu, Chunli; Wang, Lie; Ruiqun Qi; Wang, Weiqui; Jia, Shanshan; Shang, Deshu; Shao, Yangguang; Yu, Min; Zhu, Xinwang; Yan, Shengnan; Chang, Qing; Zhao, Yuhong

**Publication info:**Psychology Research and Behavior Management ; Macclesfield  Vol. 12,  (2019): 195-208.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=8KaF476fUBOBKJjUrjBx05rddeDfJRZrOOmRd_qZfrQSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2228705190%3faccountid%3d45039)

**Abstract:**

**Purpose:** Although the mental health status of doctoral students deserves attention, few scholars have paid attention to factors related to their mental health problems. We aimed to investigate the prevalence of depression and anxiety in doctoral students and examine possible associated factors. We further aimed to assess whether mentoring relationships mediate the association between research self-efficacy and depression/anxiety.

**Methods:** A cross-sectional study was conducted among 325 doctoral students in a medical university. The Patient Health Questionnaire 9 and Generalized Anxiety Disorder 7 scale were used to assess depression and anxiety. The Research Self-Efficacy Scale was used to measure perceived ability to fulfill various research-related activities. The Advisory Working Alliance Inventory-student version was used to assess mentoring relationships. Linear hierarchical regression analyses were performed to determine if any factors were significantly associated with depression and anxiety. Asymptotic and resampling methods were used to examine whether mentoring played a mediating role.

**Results:** Approximately 23.7% of participants showed signs of depression, and 20.0% showed signs of anxiety. Grade in school was associated with the degree of depression. The frequency of meeting with a mentor, difficulty in doctoral article publication, and difficulty in balancing work–family–doctoral program was associated with both the level of depression and anxiety. Moreover, research self-efficacy and mentoring relationships had negative relationships with levels of depression and anxiety. We also found that mentoring relationships mediated the correlation between research self-efficacy and depression/anxiety.

**Conclusion:** The findings suggest that educational experts should pay close attention to the mental health of doctoral students. Active strategies and interventions that promote research self-efficacy and mentoring relationships might be beneficial in preventing or reducing depression and anxiety.

**DOI:**[http://dx.doi.org/10.2147/PRBM.S195131](https://mail.sta.uwi.edu/owa/redir.aspx?C=Rs-LCxdKy8yOXEc_-sVh46zkDVFf2Yeve6cFrX5l-mUSisSL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.2147%2fPRBM.S195131)

**Document URL:**[https://search.proquest.com/docview/2228705190?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=8KaF476fUBOBKJjUrjBx05rddeDfJRZrOOmRd_qZfrQSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2228705190%3faccountid%3d45039)

**Developing a Professional Vision: The Role of Faculty Learning Labs as a Peer-Mentoring Model**

**Author:**Bair, Mary; DeFrance, Nancy; Diarrassouba, Nagnon; Stockton, Terry

**Publication info:**The Journal of Faculty Development ; Stillwater  Vol. 33, Iss. 1,  (Jan 2019): 15-24.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=T7pz66UT3XvhRuY2wfJ-OOpiOZY9NkyQjarzII7QzTwSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2190960096%3faccountid%3d45039)

**Abstract:**

This paper describes a faculty development project in which four teacher educators, who were part of a larger Faculty Learning Community, used an innovative model called the Faculty Learning Lab to support each other in critical reflections about their teaching. Within the learning lab, which was guided by Knowles' adult learning theory, each faculty member invited colleagues to observe a lesson, priming their observations with a description of desired learning objectives. Learning lab members shared their noticings regarding evidence of student learning and their hypotheses about the interaction of factors that may have affected the learning. Exploratory analyses indicate that participation in this faculty mentoring project has helped participants develop a professional vision, as well as a sense of professional collegiality.

**Document URL:**[https://search.proquest.com/docview/2190960096?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=T7pz66UT3XvhRuY2wfJ-OOpiOZY9NkyQjarzII7QzTwSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2190960096%3faccountid%3d45039)

**An Interdivision Mentoring Program: Doctoral Students as Mentors for Preservice Teachers**

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**Publication info:**Physical Educator ; Urbana  Vol. 76, Iss. 1,  (Winter 2019): 156-181.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=cUXFp2eQ231JQU6ajaJgBTa05yTFuyPyj-FZNpa18-kSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2182367686%3faccountid%3d45039)

**Abstract:**

A recent surge in scholarship related to doctoral education in physical education teacher education has raised questions about the effectiveness of doctoral programs in preparing students to fill the role of teacher educator. Given that most doctoral program graduates seek positions as teacher educators, they are responsible for educating the next generation of preservice physical educators and need to be adequately prepared for the role. Inviting doctoral students to serve as mentors for small groups of preservice teachers during methods courses and early field experiences taught by experienced faculty members represent one way doctoral students can practice the role of teacher educator in a supervised environment. Further, in these arrangements, preservice teachers get attention and feedback beyond what is possible when a single instructor teaches the course. This paper provides practical guidance for implementing a mentoring program, including potential benefits and challenges, and gives recommendations for research and practice.

**DOI:**[http://dx.doi.org/10.18666/TPE-2019-V76-I1-8726](https://mail.sta.uwi.edu/owa/redir.aspx?C=UnZv6vcarQ7FFTQ6oa6I81yr33eYaA3IITbh2ghIWKASisSL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.18666%2fTPE-2019-V76-I1-8726)

**Document URL:**[https://search.proquest.com/docview/2182367686?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=cUXFp2eQ231JQU6ajaJgBTa05yTFuyPyj-FZNpa18-kSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2182367686%3faccountid%3d45039)

**Talking to the mentees: exploring mentee dispositions prior to the mentoring relationship**

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**Publication info:**International Journal of Mentoring and Coaching in Education ; Bingley  Vol. 7, Iss. 4,  (2018): 296-311.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=ahqbhXaz6b41BZNRx-zyy7Dc5sEWmXCBD1Th09xp_bUSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2136896552%3faccountid%3d45039)

**Abstract: Purpose**

The purpose of this paper is to explore how postsecondary mentoring programs address mentee dispositions prior to the mentee entering the reciprocal relationship, particularly which mentee dispositions are valued across mentoring program types, including peer, community-to-student, faculty-to-student and faculty-to-faculty programs.

**Design/methodology/approach**

This study employed quantitative content analysis to examine 280 institutional US postsecondary mentoring websites across four different institution types (public, four-year; private, four-year, non-profit; private, four-year, for-profit; public, two-year) and four different mentoring program types (peer or student-to-student, community-to-student, faculty-to-student and faculty-to-faculty programs). Grounded coding strategies were employed to generate these four mentoring program types, supported by extant research (Crisp *et al.*, 2017).

**Findings**

Of 280 mentoring programs, 18.6 percent articulated mentee dispositions prior to entering the reciprocal relationship. When mentoring programs did address mentees, most programs articulated mentor duties aligned with mentee expectations (47.5 percent of programs) and program outcomes for mentees (65.7 percent of programs) rather than what the mentee can and should bring into a reciprocal relationship.

**Research limitations/implications**

This study is delimited by its sample size and its focus on institutional website content. Future studies should explore how mentoring programs recruit and retain mentees, as well as how website communications address the predispositions and fit of mentees within different types of mentoring programs.

**Practical implications**

This study provided evidence that many postsecondary mentoring programs in the USA may not be articulating programmatic expectations of mentees prior to the mentoring relationship. By failing to address mentee predispositions, mentoring programs may not be accurately assessing their mentor’s compatibility with their mentees, potentially leading to unproductive mentoring relationships.

**Originality/value**

This study affirms extant research (Black and Taylor, 2017) while connecting mentor- and coaching-focused literature to the discussion of a mentee dispositions scale or measurement akin to Crisp’s (2009) College Student Mentoring Scale and Searby’s (2014) mentoring mindset framework. This study also forwards an exploratory model of mentoring program inputs and outputs, envisioning both mentor and mentee characteristics as fundamental inputs for a mentoring program rather than traditional models that view mentors as inputs and mentee achievements as outputs (Crisp, 2009; Searby, 2014).

**DOI:**[http://dx.doi.org/10.1108/IJMCE-04-2018-0019](https://mail.sta.uwi.edu/owa/redir.aspx?C=VcsMEu78ZaIsAqffCUyyX_hUFGICY_45wXBnLCRll4cSisSL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2fIJMCE-04-2018-0019)

**Document URL:**[https://search.proquest.com/docview/2136896552?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=ahqbhXaz6b41BZNRx-zyy7Dc5sEWmXCBD1Th09xp_bUSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2136896552%3faccountid%3d45039)

**Investigating the benefits of online peer mentoring for student confidence and motivation**

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**Publication info:**International Journal of Mentoring and Coaching in Education ; Bingley  Vol. 7, Iss. 4,  (2018): 312-328.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=94Cp9QEqfuVOu17GoBENRU1TviqrKdXxLvNrWFaVJXUSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2136895889%3faccountid%3d45039)

**Abstract: Purpose**

The purpose of this paper is to report the findings of an online peer-mentoring initiative for language students at the Open University, UK. The communities of practice (CoP) model (Wenger, 2010) was used as a theoretical framework within which to explore the nature and extent of mentor and mentee participation; and the impact of the scheme on student confidence and motivation.

**Design/methodology/approach**

Within a qualitative paradigm, multi-data sources were employed to collect and analyse data. Participation was measured from analysis of online interaction, while participant views were captured through interviews, forum posts and surveys.

**Findings**

Findings revealed that mentors were perceived by students who used the scheme to be instrumental in building confidence and motivation. In addition, varying participation patterns indicated that students used the online learning communities to meet their differing needs during their studies. These needs involved passively reading posts as well as actively posting.

**Research limitations/implications**

Any direct statistical correlation between student confidence and motivation and online peer mentoring was beyond the scope of this study and could be the focus of future research. Additionally, research might also explore the impact of student mentors on student participation in wider CoPs.

**Practical implications**

Practical recommendations from the study include the importance of mentor training to develop effective communication strategies and to differentiate the role from that of tutor moderators, whose remit is to respond to academic content-related queries in module-wide forums.

**Originality/value**

There is little research into the nature and impact of online peer mentoring on student motivation and confidence. This study aimed to bridge this gap.

**DOI:**[http://dx.doi.org/10.1108/IJMCE-10-2017-0065](https://mail.sta.uwi.edu/owa/redir.aspx?C=Xys-nt4Tr_5dgeekyQS14HEZEbKo6l39rgS4yhPEWLESisSL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2fIJMCE-10-2017-0065)

**Document URL:**[https://search.proquest.com/docview/2136895889?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=94Cp9QEqfuVOu17GoBENRU1TviqrKdXxLvNrWFaVJXUSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2136895889%3faccountid%3d45039)

**Readers of English Literature Confronting Quiet Members with Critical Literacy in the Act of Mentoring**

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**Publication info:**Journal of Language Teaching and Research ; London  Vol. 9, Iss. 5,  (Sep 2018): 986-993.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=-nIkeKG93hJFOjdMi4lgO-S8VQKju8AXLFyC5VGXvvMSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2117758967%3faccountid%3d45039)

**Abstract:**

In response to many years of a one-way teacher-oriented teaching approach in Iran, there have been some attempts in research to identify young learners as resourceful learning material themselves. Over a period of two semesters, the researchers as teacher-researcher and co-teacher full-time participant observer explore the diverse ways for inviting thirty English Literature majors to voice their own spontaneous learning challenges in reading English literature through mentorship; and characteristics of a popular mentor in critical reading practice and the ways in which a mentor may share her voice with mentees. For this purpose, a qualitative case-study methodology is conducted at Alzahra University (the only-woman university in Iran) for an in-depth understanding of the language and act of reading when Iranian women English literature readers participate in a mentorship interaction. The findings indicated that the mentors/mentees and the teacher create a subtle relationship throughout the semesters by sharing how to read and search for literary texts; how to review literary texts after hearing one another's writing styles; how to voice their critiques with courage; how to overcome competition; and how to invite quiet members to their circles.

**DOI:**[http://dx.doi.org/10.17507/jltr.0905.12](https://mail.sta.uwi.edu/owa/redir.aspx?C=ff7ksUrl7nXvjTw_F51r7C09gRxcSi9gi2Pe9wbnQwYSisSL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.17507%2fjltr.0905.12)

**Document URL:**[https://search.proquest.com/docview/2117758967?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=-nIkeKG93hJFOjdMi4lgO-S8VQKju8AXLFyC5VGXvvMSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2117758967%3faccountid%3d45039)

**Mentoring college students with disabilities: experiences of the mentors**

**Author:**Hillier, Ashleigh1; Goldstein, Jody2; Tornatore, Lauren2; Byrne, Emily1; Ryan, Joseph1; Johnson, Hannah11 Department of Psychology, University of Massachusetts Lowell, Lowell, Massachusetts, USA2 Student Disability Services, University of Massachusetts Lowell, Lowell, Massachusetts, USA

**Publication info:**International Journal of Mentoring and Coaching in Education ; Bingley  Vol. 7, Iss. 3,  (2018): 202-218.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=A7dYh2-RqTO_xpGx7cCPcLmwKzuMsgGj_COWFvBBS7MSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2102834264%3faccountid%3d45039)

**Abstract: Purpose**

The purpose of this paper is to better understand the impact of peer mentoring on mentors working with university students with a disability. Research questions focused on how undergraduate student mentors evaluated their experience as a mentor, in what ways they benefited, the challenges they experienced and how these challenges could be addressed.

**Design/methodology/approach**

Quantitative and qualitative data examined the experiences, benefits and challenges experienced by the mentors across seven separate cohorts. Self-report measures were collected in a pre-post design, and qualitative analysis was conducted on focus groups at the end of the program. The paper also outlines the program model including training and support mechanisms, and the program curriculum implemented by mentors.

**Findings**

Responses on the measures showed that student mentors saw mentoring as a positive experience, and they felt more committed to their university after participating. Qualitative content analysis of focus groups supported this and also highlighted some of the unique challenges faced by mentors working with students with a disability. These included communication difficulties, trouble building rapport, not knowing how to help their mentee and feeling over-protective.

**Research limitations/implications**

While the findings are preliminary, results indicated that serving as a mentor to freshmen university students with a disability had an important impact on the personal growth and skills development of the mentors. In addition, similar program models should recognize that careful attention is needed to ensure mentors are fully supported in their role. Findings also highlight areas for improvement of the program such as examining longer term outcomes, including a comparison group, and seeking the perspectives of the mentees. Limitations included limited standardized assessment tools to assess impact more broadly.

**Originality/value**

The study is original in its focus on improving current understanding of outcomes for student mentors who are working with incoming university students with a disability status.

**DOI:**[http://dx.doi.org/10.1108/IJMCE-07-2017-0047](https://mail.sta.uwi.edu/owa/redir.aspx?C=DnFpR9hkGFfa7xK2I2Om9PzOcsXYCaO9CQvWVjeuEQUSisSL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2fIJMCE-07-2017-0047)

**Document URL:**[https://search.proquest.com/docview/2102834264?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=A7dYh2-RqTO_xpGx7cCPcLmwKzuMsgGj_COWFvBBS7MSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2102834264%3faccountid%3d45039)

**A BRIEF REVIEW ON STARTUP MENTORING IN HIGHER EDUCATION IN ECUADOR**

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**Publication info:**Journal of Entrepreneurship Education ; Arden  Vol. 21, Iss. 2,  (2018): 1-5.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=4X9AyxiJqYsmXh3ww0iBpJeL7YqczACJZZ1_VLjIN8YSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2046081284%3faccountid%3d45039)

**Abstract:**

The present study reviews three recognised Ecuadorian academic start-up mentor programs and briefly discusses some governmental and private initiatives which support these academic programs. The main objective of the study is drawing attention to the importance of start-up advising and mentoring in higher education in general and at the national level.

**Document URL:**[https://search.proquest.com/docview/2046081284?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=4X9AyxiJqYsmXh3ww0iBpJeL7YqczACJZZ1_VLjIN8YSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2046081284%3faccountid%3d45039)

**Faith-Based Mentoring of Ex-Felons in Higher Education: Colson Scholars Reflect on Their Transitions**

**Author:**Leary, Judith A

**Publication info:**Religions ; Basel  Vol. 9, Iss. 6,  (Jun 2018).

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=9GWHUs_ZqRTGmb5dDS_dCNrUo9XkY2XSaDjsP0GvFZsSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2125021082%3faccountid%3d45039)

**Abstract:**

This qualitative study employs the framework of Schlossberg’s Transition Theory to offer readers an introduction into recently-conducted research on ex-felons transitioning into, through, and out of higher education within the context of the Colson Scholarship program at Wheaton College1, in Wheaton, Illinois. Through the material gathered from personal interviews of six completed Colson Scholars, faith-based mentors were consistently seen as significant sources of support in each stage of the college-going transition. Faith-based mentors played an important role in the outcomes of, specifically, faith-worldview development and emotional development. This article seeks to illuminate the problem of the lack of supportive mentors for ex-offender populations in our communities, and to illustrate how those mentors might be found in faith-based organizations, institutions, and houses of worship, as Johnson (Johnson 2011) asserted and also what gains could result from the involvement of faith-based mentors in the lives of correctional populations post-release.

**DOI:**[http://dx.doi.org/10.3390/rel9060197](https://mail.sta.uwi.edu/owa/redir.aspx?C=4k_R2Emaj0gL919JlXW0mB9JReQ8Q3lgAPB_LwgXRwcSisSL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.3390%2frel9060197)

**Document URL:**[https://search.proquest.com/docview/2125021082?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=9GWHUs_ZqRTGmb5dDS_dCNrUo9XkY2XSaDjsP0GvFZsSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2125021082%3faccountid%3d45039)

**Designing a Peer-Mentoring Program for Education Doctorate (EdD) Students: A Literature Review**

**Author:**Lowery, Kendra1; Geesa, Rachel1; McConnell, Kat11 Ball State University, Muncie, Indiana, USA

**Publication info:**Higher Learning Research Communications ; Baltimore  Vol. 8, Iss. 1,  (Jun 2018): 30-50.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=B9THLrAZIqcZUjFsebRpGlvFzO3bwZZlJ6Y46aRHaWASisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2102826980%3faccountid%3d45039)

**Abstract:**

In preparation for creating a peer-mentoring program for education doctorate (EdD) students, we conducted a literature review to learn about the characteristics of peer-mentoring programs for graduate students and EdD students specifically. Our search criteria included articles about peer mentoring for graduate students only; published in peer-reviewed journals since the year 2000; and about programs that involved more experienced students, students farther along in the program, or recent graduates. These criteria resulted in 15 articles. We applied what we learned about program design and characteristics in the creation of a voluntary peer-mentoring program for first year students, including purposeful selection and assignment of mentors and mentees along with stated expectations for the type and frequency of mentor/mentee conversations. More research is needed that addresses a consistent definition of peer mentoring, methodological concerns about research, challenges of these programs, and how certain aspects of peer-mentoring programs relate to program completion rates. Continued investigation into the benefits and challenges of mentoring programs will inform our service to students. Investigation into multiple programs and peer mentoring in the later stages of the doctoral journey will strengthen the extant literature about peer mentoring for doctoral students.

**DOI:**[http://dx.doi.org/10.18870/hlrc.v8i1.408](https://mail.sta.uwi.edu/owa/redir.aspx?C=XH_6LGPED4JDMg82sJ6D-DmE4_x1ll613efYTxLpuvwSisSL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.18870%2fhlrc.v8i1.408)

**Document URL:**[https://search.proquest.com/docview/2102826980?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=B9THLrAZIqcZUjFsebRpGlvFzO3bwZZlJ6Y46aRHaWASisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2102826980%3faccountid%3d45039)

**Choose Wisely: The Dark Side of Mentoring**

**Author:**Perry, Monique

**Publication info:**College and University ; Washington  Vol. 93, Iss. 2,  (Spring 2018): 43-44.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=qwZaFFZsgcXUUxCYft_kg9nEZ5BY_5fqx7caEyPVmQUSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2137429418%3faccountid%3d45039)

**Abstract:**Do Your Homework and Don't Make Assumptions Oftentimes new or aspiring leaders assume that those in roles of prominence, influence, and functional leadership have skills that anyone in their immediate circumference would want to replicate. [...]a leader may find themselves in a situation where they work for a supervisor who cannot serve in a mentorship capacity. About the Author Monique Perry, Ed.D., currently serves as Assistant Vice President for Enrollment Services at York Technical College, leading five areas at the College Including Admissions, Recruitment & Orientation, Financial Aid, One-Stop Center, Academic Records, and Enrollment Data and Communications.

**Document URL:**[https://search.proquest.com/docview/2137429418?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=qwZaFFZsgcXUUxCYft_kg9nEZ5BY_5fqx7caEyPVmQUSisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2137429418%3faccountid%3d45039)

**Intervention to Promote Responsible Conduct of Research Mentoring**

**Author:**Kalichman, Michael W1    ; Plemmons, Dena K2    1 Research Ethics Program, University of California, San Diego, La Jolla, CA, USA2 Research Ethics Education Program, University of California, Riverside, Riverside, CA, USA

**Publication info:**Science and Engineering Ethics ; New York  Vol. 24, Iss. 2,  (Apr 2018): 699-725.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=m3ZoGWcKAO-ZB3bZNgoAIbzrZ6eCy7WRKkksnWjTb2ASisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2019741250%3faccountid%3d45039)

**Abstract:**

Although much of the focus on responsible conduct in research has been defined by courses or online training, it is generally understood that this is less important than what happens in the research environment. On the assumption that providing faculty with tools and resources to address the ethical dimensions of the practice of research would be useful, a new workshop was convened ten times across seven academic institutions and at the annual meeting of a professional society. Workshops were attended by 91 faculty, 71 (78% response rate) of whom completed evaluations strongly supportive of the value of the workshop. Surveys of trainees identified by the faculty allowed for invitations to complete an online survey before and 6 months after the workshops, respectively resulting in response rates of 43 and 51%. Faculty and trainees were highly supportive of the feasibility, relevance, and effectiveness of the implementation by the faculty of one or more of the five strategies featured in the workshop. However, surprisingly over 70% of the trainees reported use of one or more of those strategies prior to faculty participation in the workshops. In sum, the workshops for faculty were successful, and the proposed strategies were deemed of value, but it is likely that the faculty voluntarily choosing to participate in these workshops were perhaps not surprisingly faculty who are already engaging in some of these strategies. This model is likely a useful adjunct to encouraging a culture of ethics, but it is not by itself sufficient to do so.

**DOI:**[http://dx.doi.org/10.1007/s11948-017-9929-8](https://mail.sta.uwi.edu/owa/redir.aspx?C=oeV9RLw2uVp9VWAvlJNNbD-5q5uQkpCUsiNWoPFA4cgSisSL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1007%2fs11948-017-9929-8)

**Document URL:**[https://search.proquest.com/docview/2019741250?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=m3ZoGWcKAO-ZB3bZNgoAIbzrZ6eCy7WRKkksnWjTb2ASisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2019741250%3faccountid%3d45039)

**Nguzo Saba as a Framework for Mentoring Black Female Students at Predominantly White Institutions (PWIs)**

**Author:**Sun, Nubian; Starks, Saundra

**Publication info:**Journal of Colorism Studies ; Windsor Mill  Vol. 3, Iss. 1,  (Mar 30, 2018): 1-9.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=Ya5VEDrH3NGnTP-5BZA23JLb3JnxvNgRcSWIJ1OwxK0SisSL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2047416845%3faccountid%3d45039)

**Abstract:**

Mentoring is a critical piece in the success of students especially for Black female students at Predominantly White Institutions (PWIs). Various studies indicate challenges of Black female students to include isolation, (Haskins et al., 2013) the lack of faculty of color (Allen, 1992), mentoring (Simon, Roff, & Perry, 2008), and professional development opportunities, (Beltrán & Mehrotra, 2015). Kwanzaa, a Pan-African holiday celebrated by millions across the diaspora, provides a unique perspective which promotes self-worth and awareness, empowerment, and collective responsibility. This essay explores the authors' current use of the seven principles of Nguzo Saba, as a framework for mentoring Black female students and discusses implications for praxis.

**Document URL:**[https://search.proquest.com/docview/2047416845?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=ZJR_e1bLjto2IxFVwXe2HMVABM_-tJ4hDVlj4kCXcuxz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2047416845%3faccountid%3d45039)

**An Evaluation of Specialist Mentoring for University Students with Autism Spectrum Disorders and Mental Health Conditions**

**Author:**Lucas, Rebecca1    ; James, Alana I21 University of Roehampton, London, UK2 Royal Holloway, University of London, Egham, Surrey, UK

**Publication info:**Journal of Autism and Developmental Disorders ; New York  Vol. 48, Iss. 3,  (Mar 2018): 694-707.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=9eK73bHxsuwodsw5jfrO27Ou9WDYZ-CEdL5Fup1L9Bpz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2007685272%3faccountid%3d45039)

**Abstract:**

Mentoring is often recommended to universities as a way of supporting students with Autism Spectrum Disorders (ASD) and/or mental health conditions (MHC), but there is little literature on optimising this support. We used mixed-methods to evaluate mentees’ and mentors’ experiences of a specialist mentoring programme. Mentees experienced academic, social and emotional support, although subtle group differences emerged between students with ASD and MHC. The quality of the mentee-mentor relationship was especially important. Mentors also reported benefits. Thematic analysis identified that effective mentoring requires a tailored partnership, which involves a personal relationship, empowerment, and building bridges into the university experience. Mentoring can effectively support students with ASD and/or MHC, but this is highly dependent on the development of tailored mentee-mentor partnerships.

**DOI:**[http://dx.doi.org/10.1007/s10803-017-3303-1](https://mail.sta.uwi.edu/owa/redir.aspx?C=wecOLwUWgQ8w-nSEQQTWvgaDOOA1SljP5M1OpzDsAelz68aL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1007%2fs10803-017-3303-1)

**Document URL:**[https://search.proquest.com/docview/2007685272?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=9eK73bHxsuwodsw5jfrO27Ou9WDYZ-CEdL5Fup1L9Bpz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2007685272%3faccountid%3d45039)

**Problems With Assessing Student Autonomy in Higher Education, an Alternative Perspective and a Role For Mentoring**

**Author:**Holmes, Andrew G

**Publication info:**Educational Process: International Journal ; Kutahya  Vol. 7, Iss. 1,  (2018): 24-38.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=xWLc4rGDZR46NX7qAvvd5iG0WFpyS3zIk0ipNLy9T-Nz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2262147604%3faccountid%3d45039)

**Abstract:**

The paper explores, from a conceptual basis, the inherent tensions in assessing student autonomy in higher education. The author argues that, despite the development of student autonomy being a key aim of higher education, there are problems in identifying with any level of precision what it is, and that its assessment is highly problematic. An alternative perspective is provided that, with the support of mentoring processes, allows for authentic assessment. The paper is intended to stimulate debate amongst university management and academic practitioners in higher education. This is a conceptual paper considering the problematic nature of learner autonomy and the inherent difficulties in assessing it, with a practical potential solution proposed.

**DOI:**[http://dx.doi.org/10.22521/edupij.2018.71.2](https://mail.sta.uwi.edu/owa/redir.aspx?C=JK-zpeRYzvijlc_ozrQs6yEKoznqolZbsu2qmO9SjJZz68aL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.22521%2fedupij.2018.71.2)

**Document URL:**[https://search.proquest.com/docview/2262147604?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=xWLc4rGDZR46NX7qAvvd5iG0WFpyS3zIk0ipNLy9T-Nz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2262147604%3faccountid%3d45039)

**Mentoring a Learning Community: A Student Research Empowerment Program for Adult Education Graduate Students**

**Author:**Lin, Xi; Cordie, Leslie; Witte, Maria

**Publication info:**International Forum of Teaching and Studies ; Marietta  Vol. 14, Iss. 1,  (2018): 26-32,49.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=DMXCAC8rJn7WvVzBeD3nOaMhdiNTRltTg8iHfWgGW_lz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2189563571%3faccountid%3d45039)

**Abstract:**[...]these students considered the involvement of the learning community was a direct preparation for their future careers, providing them with skills, connections, and better understandings of the expectations of their future careers. [...]the SREP aims to assist adult graduate students to share and develop research ideas, and/or to seek potential co-authors in order to conduct research projects. Additionally, the SREP aims to help students obtain various skills, including critical thinking, collaborative skills, manuscript writing, and manuscript peer-reviewing. [...]in order to build a better learning community, students feedback will be collected through pre-and post-surveys, and their opinions toward the SREP will be gathered through faceto-face interviews and/or focus groups.

**Document URL:**[https://search.proquest.com/docview/2189563571?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=DMXCAC8rJn7WvVzBeD3nOaMhdiNTRltTg8iHfWgGW_lz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2189563571%3faccountid%3d45039)

**Leadership Education for College and Career Readiness: The CAMP Osprey Mentoring Program**

**Author:**Ohlson, Matthew

**Publication info:**Journal of Community Engagement and Scholarship ; Tuscaloosa  Vol. 11, Iss. 1,  (2018): 47-57.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=dn7cF-QbaH52SYSRf-CX0tBmuMG2gFa0C4sRkzjhpNNz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2166933457%3faccountid%3d45039)

**Abstract:**

This article describes a program that combines meaningful community-based experiential learning for collegiate students with leadership-based mentoring, delivered either face-to-face or virtually, that helps K-12 students see college as an option for their future. The CAMP (Collegiate Achievement Mentoring Program) model is a partnership between institutions of higher education and K-12 schools, in which collegiate student mentors are paired with children in high-poverty K-12 schools to improve leadership and career-readiness skills for collegiate mentors and leadership and college-readiness skills for mentees. The CAMP model has positively impacted the academic and social outcomes of more than 1,500 student mentors and mentees in four states. This article describes the genesis, development, process, and outcomes of the CAMP Osprey program at the University of North Florida as a model for other educational institutions to replicate and adapt to meet the needs of their students. The program is readily replicable and is notable among mentoring models because it is based on leadership development and can be delivered virtually.

**Document URL:**[https://search.proquest.com/docview/2166933457?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=dn7cF-QbaH52SYSRf-CX0tBmuMG2gFa0C4sRkzjhpNNz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2166933457%3faccountid%3d45039)

**Increasing Leadership Capacity for Senior Women Faculty through Mutual Mentoring**

**Author:**List, Karen; Sorcinelli, Mary Deane

**Publication info:**The Journal of Faculty Development ; Stillwater  Vol. 32, Iss. 1,  (Jan 2018): 7-15.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=crzfb-TN0qqnIynYq3eg59i09MkpqN8-NoA9Ypb9P-Nz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2036982275%3faccountid%3d45039)

**Abstract:**

Mentoring has long been viewed as a powerful means of enhancing the professional success and personal wellbeing of early-career faculty; however, little is known about its benefits for senior faculty. Using data from a peer mentoring community of six senior faculty women in leadership roles at a research university, this study explores the impact of mutual mentoring on leadership development. Members shared experiences and expertise, provided support and feedback regarding current work issues, and deepened social connections and relationships with other advanced-career women. The findings underscore the importance of mentoring for senior women in leadership positions and of a mutual mentoring model as an approach that promises significant benefits.

**Document URL:**[https://search.proquest.com/docview/2036982275?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=crzfb-TN0qqnIynYq3eg59i09MkpqN8-NoA9Ypb9P-Nz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2036982275%3faccountid%3d45039)

**The Teaching and Research Partnership: Framework for Connecting Concepts to Practice While Mentoring Undergraduate Students in Research**

**Author:**Heiden, Kathleen11 Associate Professor, Fashion Merchandising and Retail Studies at Louisiana Tech University in Ruston, LA

**Publication info:**Journal of Family and Consumer Sciences ; Alexandria  Vol. 110, Iss. 1,  (Winter 2018): 49-54.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=-iTQyhPA1OKHPay4f_g3jrfJXiTA2Nue6PCPwJN6K4Bz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2029505687%3faccountid%3d45039)

**Abstract:**

Research is beneficial for student learning in undergraduate curricula. Undergraduate students who actively participate in research develop problemsolving skills and learn to think independently. However, with limited faculty resources at many universities, only elite undergraduate students participate in research programs. This paper provides a framework for integrating undergraduate research into classes. Students are mentored through the research process, adding value to the learning experience by engaging all students in critical thinking and inquiry. Through actively engaging in research, students were able to connect concepts and theories learned in class to real-world applications they will encounter as professionals.

**DOI:**[http://dx.doi.org/10.14307/JFCS110.1.49](https://mail.sta.uwi.edu/owa/redir.aspx?C=U3jRhfLjkAxIkUQ24jmsjNkp_OZjPTPLN0O3oQpMky5z68aL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.14307%2fJFCS110.1.49)

**Document URL:**[https://search.proquest.com/docview/2029505687?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=-iTQyhPA1OKHPay4f_g3jrfJXiTA2Nue6PCPwJN6K4Bz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2029505687%3faccountid%3d45039)

**Mentoring and early years practitioners: Investigating the influence of higher education qualifications and social support**

**Author:**Waaland, Torbjørn11 Department of Cultural Studies and Languages, University of Stavanger, Stavanger, Norway

**Publication info:**Cogent Education ; Abingdon  Vol. 4, Iss. 1,  (Dec 2017).

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=fne2q-GW8s53ydqoBqqaxd_yPZUU__AErjuA8SHKCXVz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2076256819%3faccountid%3d45039)

**Abstract:**

The main purpose of this article is to study the influence of social support on mentoring provided and the moderating influence of having a higher education. This cross-sectional survey was based on a questionnaire that was sent to 435 employees from 29 preschools in Norway. A total of 284 responses were returned, a response rate of 65.3%. Three research hypotheses were formulated in order to answer three research questions. Confirmatory Factor Analysis was used to develop three measurement models and Structural Equation Modeling based on multi-group analysis was used to test the hypotheses. The results revealed that social support increase the occurrence of mentoring provided at work for employees with a higher education and that having a higher education moderates this relationship as compared to those without that education. Implications for practice, higher education, and the use of convenience sampling and self-reports are discussed, especially related to representativeness and reporting biases. This is an understudied area and no previous research has used a confirmatory approach to investigate how social support and higher education influence the occurrence of mentoring provided.

**DOI:**[http://dx.doi.org/10.1080/2331186X.2017.1415630](https://mail.sta.uwi.edu/owa/redir.aspx?C=Q_SHjpBDp5DRp4R5U2ZkMsw76MEjb-7L7hFG39n7wORz68aL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1080%2f2331186X.2017.1415630)

**Document URL:**[https://search.proquest.com/docview/2076256819?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=fne2q-GW8s53ydqoBqqaxd_yPZUU__AErjuA8SHKCXVz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2076256819%3faccountid%3d45039)

**Does “mentoring” offer effective support to autistic adults? A mixed-methods pilot study**

**Author:**Martin, Nicola1; Damian Elgin Maclean Milton2; Sims, Tara3; Dawkins, Gemma1; Baron-Cohen, Simon4; Mills, Richard51 Department of Education, London South Bank University, London, UK2 Department of Education, London South Bank University, London, UK; Department of Education, University of Birmi ngham, Birmingham, UK; Autism Knowledge and Expertise, National Autistic Society, London, UK; Tizard Centre, University of Kent, Canterbury, UK3 Department of Health Sciences, University of Brighton, Brighton, UK4 Autism Research Centre, Trinity College, University of Cambridge, Cambridge, UK5 CAAR: Psychology, University of Bath, Bath, UK; Research Autism, London, UK; Taisho Daigaku, Tokyo, Japan; Tizard Centre, University of Kent, Canterbury, UK

**Publication info:**Advances in Autism ; Bingley  Vol. 3, Iss. 4,  (2017): 229-239.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=wSVcFPll5QLMsD4mMno-p-vrSkd6knbesMXdymIACABz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2080816420%3faccountid%3d45039)

**Abstract: Purpose**

The Research Autism Cygnet Mentoring project was a two-year pilot study, completed in 2016, which aimed to develop, trial and evaluate a mentoring scheme designed with input from autistic people, their families and supporters. The paper aims to discuss these issues.

**Design/methodology/approach**

The mentoring scheme involved 12 matched pairs (mentor/mentee) meeting once per week for one hour, over a six-month period. All mentors attended a training day, led by the principles of personal construct theory and an emancipatory research ethos. The project and training involved significant involvement of autistic people in both its design and delivery.

**Findings**

Participants on the autism spectrum found their mentoring experience very helpful in enabling them to progress towards self-identified goals, and mentees felt empowered by the person-centred ethos and the methods employed on the project. However, a number of aspects of the mentoring project have been identified that require further investigation, including: caution over offering mentoring without formal structures, boundary setting, supervision, flexibility and the matching of mentees with mentors.

**Originality/value**

The project has highlighted the potential benefits of time-limited goal-orientated mentoring and the negligible evidence base underpinning current mentoring practice with adults on the autism spectrum. In order for the project to realise its emancipatory aim, there is a need for a large-scale quantitative study and a health-economics analysis to provide the necessary evidence base for mentoring to be recommended as a cost-effective intervention with clear benefits for individual wellbeing.

**DOI:**[http://dx.doi.org/10.1108/AIA-06-2017-0013](https://mail.sta.uwi.edu/owa/redir.aspx?C=cXFNmd6I4HzotaLPHp0XhfE3hjzVD6M3ss6PCrK_vX1z68aL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2fAIA-06-2017-0013)

**Document URL:**[https://search.proquest.com/docview/2080816420?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=wSVcFPll5QLMsD4mMno-p-vrSkd6knbesMXdymIACABz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2080816420%3faccountid%3d45039)

**Engaging ‘students as partners’ in the design and development of a peer-mentoring program**

**Author:**O'Shea, Sarah; Bennett, Sue; Delahunty, Janine

**Publication info:**Student Success ; Brisbane  Vol. 8, Iss. 2,  (Jul 2017): 113-116.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=O0OpQLQN6bbVsZA4DvWjz59viO6GKJKDHS2oW8siqslz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2094686988%3faccountid%3d45039)

**Abstract:**

This presentation focussed on an innovative approach to developing peer mentoring programs. Drawing upon a ‘student as partners’ framework, the presentation explored how this has been used to underpin an approach to peer mentoring from the ground up. University peer mentoring programs are largely designed and developed by staff, who not only recruit and train student mentors but also select frequency and type of involvement for all parties. This pilot project proposes a different approach by collaborating with students in the design, development and enactment of a peer-mentoring program within one School of Education. From this pilot, we will develop guidelines and recommendations for the implementation of student-led peer mentoring programs (Students as Partners in Mentoring: SaPiM) across the University of Wollongong (UOW).

**DOI:**[http://dx.doi.org/10.5204/ssj.v8i2.390](https://mail.sta.uwi.edu/owa/redir.aspx?C=nadwTD-e-e2S7Jw5EvV6oqFuat52MxF9atqPTwm-O-Zz68aL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.5204%2fssj.v8i2.390)

**Document URL:**[https://search.proquest.com/docview/2094686988?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=O0OpQLQN6bbVsZA4DvWjz59viO6GKJKDHS2oW8siqslz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2094686988%3faccountid%3d45039)

**Wine and Whine: A Case Study on Mentoring Support for Women in Higher Education Administration**

**Author:**Paterson, Wendy A; Chicola, Nancy A

**Publication info:**College and University ; Washington  Vol. 92, Iss. 3,  (Summer 2017): 33-36,38.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=n46CA8rfkQh2gidcVWtl1vOabX3f02ZS0PVzg36OJj5z68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1935227381%3faccountid%3d45039)

**Abstract:**[...]it was in a restaurant in Batavia, midway between Buffalo and Rochester, New York. The Bigger Picture According to An Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers (2005), a report issued by the American Council on Education's (ACE) Office of Women in Higher Education, the number of women faculty in the higher ranks-especially those engaged in leadership roles-is inversely proportional to the burgeoning populations of women enrolled at U.s. colleges and universities. [...]relatively few become department chairs or assume other university leadership positions" (13). [...]the birth-and successful launch-of a new concept of women helping women: "Wine and whine!" And now?

**Document URL:**[https://search.proquest.com/docview/1935227381?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=n46CA8rfkQh2gidcVWtl1vOabX3f02ZS0PVzg36OJj5z68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1935227381%3faccountid%3d45039)

**A specialist peer mentoring program for university students on the autism spectrum: A pilot study**

**Author:**Choo, Ting Siew; Mazzucchelli, Trevor G; Rooney, Rosanna; Girdler, Sonya

**Publication info:**PLoS One ; San Francisco  Vol. 12, Iss. 7,  (Jul 2017): e0180854.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=qUylSUtgkTl415EzQxBTSImhDLAD9FLeLYjnF0kqdDNz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1919499875%3faccountid%3d45039)

**Abstract:**

**Introduction**

The provision of peer mentoring may improve tertiary education outcomes of students with autism spectrum disorder (ASD). This study evaluated the pilot year of the Curtin Specialist Mentoring Program (CSMP), a specialised peer mentoring program for university students with ASD aimed at improving self-reported well-being, academic success and retention in university studies.

**Methods**

A single group pre-test, post-test design was employed. Quantitative and qualitative evaluations were undertaken with 10 young adults with ASD to explore the effectiveness and acceptability of the CSMP program. Students completed a battery of questionnaires focused on general anxiety, state communication apprehension, perceived communication competence, and communication apprehension both prior to, and five months after commencing enrolment in the CSMP. Information regarding academic success and retention was also obtained. Interviews with participants provided further insight into their experience of the program.

**Results**

Students enrolled in the CSMP showed significant improvement in social support and general communication apprehension assessment scores. Interviews revealed key features of the CSMP that may have contributed to these positive outcomes.

**Conclusions**

The current study provides preliminary evidence that a specialised peer mentoring program can improve the well-being of students with ASD, and highlights the importance of interventions which are individualised, flexible, based on a social model, and target environmental factors such as social support.

**DOI:**[http://dx.doi.org/10.1371/journal.pone.0180854](https://mail.sta.uwi.edu/owa/redir.aspx?C=EDzoTmGKZgrWredg5CrsRpUWzpu-Mzpnr2YiH02_9rpz68aL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1371%2fjournal.pone.0180854)

**Document URL:**[https://search.proquest.com/docview/1919499875?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=qUylSUtgkTl415EzQxBTSImhDLAD9FLeLYjnF0kqdDNz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1919499875%3faccountid%3d45039)

**Strategies for enhancing research in aging health disparities by mentoring diverse investigators**

**Author:**Harawa, Nina T; Manson, Spero M; Mangione, Carol M; Penner, Louis A; Norris, Keith C; DeCarli, Charles; Scarinci, Isabel C; Zissimopoulos, Julie; Buchwald, Dedra S; Hinton, Ladson; Pérez-Stable, Eliseo J

**Publication info:**Journal of Clinical and Translational Science ; Cambridge  Vol. 1, Iss. 3,  (Jun 2017): 167-175.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=2JdO4ZHD2p9SR1_-7geQLcKzX96-Pq1YJfNSXw6MSXJz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1978298983%3faccountid%3d45039)

**Abstract:**

Introduction

The Resource Centers for Minority Aging Research (RCMAR) program was launched in 1997. Its goal is to build infrastructure to improve the well-being of older racial/ethnic minorities by identifying mechanisms to reduce health disparities.

Methods

Its primary objectives are to mentor faculty in research addressing the health of minority elders and to enhance the diversity of the workforce that conducts elder health research by prioritizing the mentorship of underrepresented diverse scholars.

Results

Through 2015, 12 centers received RCMAR awards and provided pilot research funding and mentorship to 361 scholars, 70% of whom were from underrepresented racial/ethnic groups. A large majority (85%) of RCMAR scholars from longstanding centers continue in academic research. Another 5% address aging and other health disparities through nonacademic research and leadership roles in public health agencies.

Conclusions

Longitudinal, team-based mentoring, cross-center scholar engagement, and community involvement in scholar development are important contributors to RCMAR's success.

**DOI:**[http://dx.doi.org/10.1017/cts.2016.23](https://mail.sta.uwi.edu/owa/redir.aspx?C=nEEv8WhuJwbRIK8Jm63Jdl6wZo7Uf-18LvFCQ_WosE1z68aL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1017%2fcts.2016.23)

**Document URL:**[https://search.proquest.com/docview/1978298983?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=2JdO4ZHD2p9SR1_-7geQLcKzX96-Pq1YJfNSXw6MSXJz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1978298983%3faccountid%3d45039)

**We're all in this together: Midwifery student peer mentoring**

**Author:**McKellar, Lois; Kempster, Cathy

**Publication info:**Nurse Education in Practice ; Kidlington  Vol. 24,  (May 1, 2017): 112-117.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=NbY6392Fo49dGasIKV_R8zbruokupJ_XhN9eW5iEFUVz68aL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1895497033%3faccountid%3d45039)

**Abstract:**

Many higher education institutions have adopted mentoring programs for students as a means of providing support, improve learning and enhance the student experience. The aim of this project was to improve midwifery students experience by offering a peer mentoring program to commencing students to assist with the transition to university life and the rigours of the midwifery program. This paper reports the evaluation of this specific mentoring program and the ongoing development and implementation of a sustainable program within an Australian University. A survey design was adopted to gather feedback from both mentees to evaluate if the peer mentoring program enhanced the first year midwifery student experience and ascertain how the program could be further developed. Fifty-five students engaged with the peer mentors and completed the questionnaire regarding the mentoring program. Specifically valuable was the positive impact that mentoring had on midwifery student confidence, managing the demands of the program and being motivated to keep going when the program requirements were challenging. The success of this program rested largely with mentoring students sharing their own experiences and providing reassurance that other students could also succeed

**DOI:**[http://dx.doi.org/10.1016/j.nepr.2015.08.014](https://mail.sta.uwi.edu/owa/redir.aspx?C=aTcMdv6Se_QOntLE2tZs7ab8EHIP7X6zKr77QBzR6ilz68aL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1016%2fj.nepr.2015.08.014)

**Document URL:**[https://search.proquest.com/docview/1895497033?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=Jw5W52vqv7oEMABP5x2J7gf4x62Zd4Il1fKzl5PZYV7UTMmL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1895497033%3faccountid%3d45039)

**Mentoring and other valued components of counselor educator doctoral training: a Delphi study**

**Author:**Perera-Diltz, Dilani1; Jill Duba Sauerheber21 Counseling, Special Education and Diversity, University of Houston – Clear Lake, Houston, Texas, USA2 Counseling and Student Affairs, Western Kentucky University, Bowling Green, Kentucky, USA

**Publication info:**International Journal of Mentoring and Coaching in Education ; Bingley  Vol. 6, Iss. 2,  (2017): 116-127.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=mTCldO-qbX1cRrogIAGNk9HZX5aqv2sNiGVwK92uK1bUTMmL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1895032776%3faccountid%3d45039)

**Abstract: Purpose**

Counselor educators graduating from accredited doctoral programs complete training in counseling, supervision, teaching, research, scholarship, leadership, and advocacy. The purpose of this paper is to investigate the valued components of doctoral degree training in counselor education among new graduates.

**Design/methodology/approach**

Recent graduates in full-time counselor education positions were surveyed using the Delphi method to determine which aspects of their doctoral training best prepared them for their current positions.

**Findings**

The participants valued or desired training in teaching, research, supervision, and potential mentorship.

**Research limitations/implications**

A serendipitous finding of the research was that mentorship, which was not a deliberate training feature, was highly valued by new counselor educators. Further research on which mentorship styles are best suited for counselor educator training is necessary. Continued training in teaching, research, and supervision is also necessary.

**Practical implications**

Some form of mentoring is desirable in counselor educator training programs to facilitate transition from year to year of doctoral study, as well as to assist transition from the role of student to faculty.

**Originality/value**

A desire to be mentored by faculty, specifically for students in counselor education doctoral programs, is revealed.

**DOI:**[http://dx.doi.org/10.1108/IJMCE-09-2016-0064](https://mail.sta.uwi.edu/owa/redir.aspx?C=6Vwb1xfaVZmik6KX4B0hKO17OuSBg7loR8QZ0EXOZWrUTMmL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2fIJMCE-09-2016-0064)

**DocumentURL:**[https://search.proquest.com/docview/1895032776?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=mTCldO-qbX1cRrogIAGNk9HZX5aqv2sNiGVwK92uK1bUTMmL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1895032776%3faccountid%3d45039)

**How expert mentoring can pave the way to successful leadership**

**Author:**Holliday, Laura; Dawson, Paula; Hall, Carol

**Publication info:**Nursing Children and Young People (2014+) ; London  Vol. 29, Iss. 3,  (Apr 2017): 20.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=b_v4IgfFIHmKui5sGcu5rSTk56G2sZM-rTMXm9EE9RLUTMmL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1889523039%3faccountid%3d45039)

**Abstract:**

It is vital for the healthcare system that nurses of children and young people have the ability and courage to lead. These qualities can affect all elements of healthcare, from direct care through service commissioning ( Royal College of Nursing 2014 ) to staff satisfaction and retention ( Kerfoot 2000 , Corning 2002 , Heller et al 2004 ).

**DOI:**[http://dx.doi.org/10.7748/ncyp.29.3.20.s22](https://mail.sta.uwi.edu/owa/redir.aspx?C=MD3oz9TyOtkzPxplZiWKzVeIn0u8172sdSTMqikKVTjUTMmL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.7748%2fncyp.29.3.20.s22)

**Document URL:**[https://search.proquest.com/docview/1889523039?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=b_v4IgfFIHmKui5sGcu5rSTk56G2sZM-rTMXm9EE9RLUTMmL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1889523039%3faccountid%3d45039)

**Mentoring University Students with ASD: A Mentee-centered Approach**

**Author:**Roberts, Nicole1; Birmingham, Elina11 Faculty of Education, Simon Fraser University, Burnaby, BC, Canada

**Publication info:**Journal of Autism and Developmental Disorders ; New York  Vol. 47, Iss. 4,  (Apr 2017): 1038-1050.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=T-0r_ciV2woiVZKzT22NXD5xTJy8JavQ3p83RMQJlrTUTMmL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1879347599%3faccountid%3d45039)

**Abstract:**

This study presents a conceptual understanding of how mentorship is experienced by the participants of a mentorship program for university students with Autism Spectrum Disorder. We interviewed the participants of the Autism Mentorship Initiative at Simon Fraser University. A grounded theory approach was used to systematically organize data from interviews and documents to reveal themes that were salient to the mentees (students with autism; n=9) and mentors (neurotypical students; n=9). The following five main themes were identified and interrelated under the core theme of A Mentee-centered Approach: (1) The Natural Progression of the Relationship, (2) The Supportive Mentor, (3) The Meeting Process, (4) Identifying and Implementing Goals, and (5) Learning Together. An in-depth analysis of a mentorship process is described.

**DOI:**[http://dx.doi.org/10.1007/s10803-016-2997-9](https://mail.sta.uwi.edu/owa/redir.aspx?C=IFzmTy9WVn6crEWwCJceAnNA9aZGrGOw_Ii_yFW9UUnUTMmL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1007%2fs10803-016-2997-9)

**Document URL:**[https://search.proquest.com/docview/1879347599?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=T-0r_ciV2woiVZKzT22NXD5xTJy8JavQ3p83RMQJlrTUTMmL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1879347599%3faccountid%3d45039)

**ACADEMIC PROGRAMME SATISFACTION AND DOCTORATE ASPIRATION AMONG MASTER'S DEGREE STUDENTS: THE ROLE OF MENTORING EXPERIENCE**

**Author:**Nwanzu, Chiyem L11 Department of Psychology, Faculty of the Social Sciences, Delta State University, Abraka. Nigeria. email: nwanzuchiyem@gmail.com

**Publication info:**Ife Psychologia ; Ile-Ife  Vol. 25, Iss. 1,  (Mar 2017): 424-443.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=IRZ2C2nsW13Qcy3VuhViVTd17pa1O9a7A8AzcAJQx0PUTMmL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1926454564%3faccountid%3d45039)

**Abstract:**

The number of doctorates in Nigerian universities is grossly below the bench mark. Among the obvious reasons for this unhealthy situation in the universities is about holders of the apex degree. They are in short supply. This study fundamentally examined mentoring experience as antecedent of academic programme satisfaction and doctorate aspiration among master's degree students. One hundred and thirty-nine participants were drawn from master's degree student in a facultyof a state-owned university in south-south Nigeria. The participants comprise 96 (69%) males and 43 (31%) females, 48 (35%) part-time and 91 (65%) full-time students. Their age mean was 39 years. Design of the study was cross-sectional and data were collected through self-report questionnaire. Data analysis revealed that mentoring experience positively and significantly relates with academic programme satisfaction and doctorate aspiration. Academic programme satisfaction was positively, but not significantly related to doctorate aspiration. It was concluded that mentoring has positive consequence for academic programme satisfaction and doctorate aspiration. It was recommended that faculty and non-faculty at universities should offer "mentoring services" to students. Future studies should adopt triangulation method in data collection.

**Document URL:**[https://search.proquest.com/docview/1926454564?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=IRZ2C2nsW13Qcy3VuhViVTd17pa1O9a7A8AzcAJQx0PUTMmL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1926454564%3faccountid%3d45039)

**Mentoring for early-career women in health research: the HIGHER Women Consortium approach**

**Author:**Kwedi Nolna, S K; Essama Mekongo, P E; Leke, R G F

**Publication info:**Global Health, Epidemiology and Genomics ; Cambridge  Vol. 2,  (2017).

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=ER6kzTrsh3Le3qoKUC8IUepx3Wci7zpc6DJAtRj4d2LUTMmL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1949126017%3faccountid%3d45039)

**Abstract:**

Attracting and retaining women in health research is crucial as it will maximize creativity and innovation as well as increase gender competency and expertise in the field. To help address the gender gap in the research for health field in Cameroon, some women research scientists formed the Higher Institute for Growth in HEalth Research for Women (HIGHER Women) consortium to support and encourage the growth of women research scientists through a training institute with a Mentor-Protégé Program (MPP). The consortium set up a MPP aiming at providing professional guidance to facilitate protégés' growth and emergence in health research. The consortium has conducted two workshops aiming at increasing the early-career women's skills needed to launch their career and focusing on proposal writing with the aim of producing a fundable project. Since 2015, the consortium has brought together approximately 100 women comprising of 80 protégés. The most significant outcome is in the protégés' feedback from their annual evaluations. The protégés are now more likely to submit abstracts and attend international conferences. Some grants have been obtained as a result of the working relationship with mentors. The HIGHER women consortium works to develop a pipeline of women leaders in health research by fostering growth and leadership culture through their MPP.

**DOI:**[http://dx.doi.org/10.1017/gheg.2016.20](https://mail.sta.uwi.edu/owa/redir.aspx?C=0gYYUWyIsas2xdQEiK0BP2qKM2DuOuGxV9gDMxDkaTs1rsuL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1017%2fgheg.2016.20)

**Document URL:**[https://search.proquest.com/docview/1949126017?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=smxQs9jjje75qivkn1TqiK3ZpnWkQhX1e71Em3MPmyI1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1949126017%3faccountid%3d45039)

**DOES MENTORING MAKE A DIFFERENCE FOR WOMEN ACADEMICS? EVIDENCE FROM THE LITERATURE AND A GUIDE FOR FUTURE RESEARCH**

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**Publication info:**Journal of Research in Gender Studies ; New York  Vol. 7, Iss. 1,  (2017): 166-199.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=H6R-Fg6fYLSr0s398G0t9QHmn6wadSUALARGaLFwAYQ1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1925690651%3faccountid%3d45039)

**Abstract:**

This paper aims at reviewing literature on mentoring in academia, with a focus on mentoring to enhance women's careers. A significant gender imbalance in science persists, and mentoring has been recognized as an important instrument for fostering academic women's careers and addressing such imbalance. However, often the benefits of mentoring are taken for granted. This review aims to unpack the concept of mentoring, understand which trends characterize the mentoring literature, and analyze the evidence; moreover, it aims to discover potential gaps and propose a model to guide future research. A systematic approach is undertaken: four relevant search engines, covering more disciplines, are browsed to look for empirical studies on mentoring academic women from 1990 to March 2017. The review shows that there are some problems. First, there is no agreement on the definition of mentoring. Then, often studies are poorly grounded from a theoretical and conceptual perspective. In addition to the dominating research stream, focused on the benefits for the mentee, three other streams are consolidating: impact on the mentors, the role of group mentoring, and mentoring as an instrument to change institutions. At the end, we propose a model to guide future studies built on a longitudinal perspective.

**DOI:**[http://dx.doi.org/10.22381/JRGS7120176](https://mail.sta.uwi.edu/owa/redir.aspx?C=XlhcsVRGR_dNw7hJIfZ1G8lgh0nfnzR-yKlTi7gsZvE1rsuL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.22381%2fJRGS7120176)

**Document URL:**[https://search.proquest.com/docview/1925690651?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=H6R-Fg6fYLSr0s398G0t9QHmn6wadSUALARGaLFwAYQ1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1925690651%3faccountid%3d45039)

**Improving the Human Condition through Mentoring**

**Author:**Smith, Clayton

**Publication info:**College and University ; Washington  Vol. 92, Iss. 1,  (Winter 2017): 43-46.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=berAPPM0uCKr9RrE5E-adeu_Wkatfas5ff9EFWrYNww1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1901683605%3faccountid%3d45039)

**Abstract:**Across research studies, common characteristics of mentoring emerge (Eby, Rhodes and Allen 2007): a learning partnership between a more experienced and a less experienced individual (Garvey and Alred 2003); a process involving emotional (e.g., friendship, acceptance, support) and instrumental (e.g., information, coaching, advocacy, sponsorship) functions (Jacobi 1991, Kram 1985); and a relationship that becomes more impactful over time (Grossman and Rhodes 2002). Other studies describe mentoring as nurturing the mentee's social and psychological development, serving as a role model, and providing support for goal setting and future planning (Cohen and Wills 1985, Miller 2002, Roberts 2000). Historically, mentoring relationships impact the moral education of mentees. [...]it is really all about showing concern on an individual level and guiding the next generation. Tinto (1993) states that if students' family background and attitudes toward school reflect the norms and expectations or 'fit' of their college environment, they are more likely to have a higher level of academic and social integration and, as a result, are less likely to drop out of college. Programs that adopt this theoretical approach encourage mentors to create positive academic and social experiences for their mentees as means of helping them feel less alienated and isolated. Programs that promote this theoretical perspective encourage mentors to serve as role models; mentees are encouraged to imitate the academic attitudes and behaviors of their mentors. [...]occurring mentoring relationships involving youth. Previously he held senior enrollment management positions at the State University of New York College of Agriculture and Technology at Cobleskill,...

**Document URL:**[https://search.proquest.com/docview/1901683605?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=berAPPM0uCKr9RrE5E-adeu_Wkatfas5ff9EFWrYNww1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1901683605%3faccountid%3d45039)

**Building Bridges with Student Mentoring: A Design Thinking Approach**

**Author:**Parrish, Jesse; Parks, Rodney; Taylor, Alexander

**Publication info:**College and University ; Washington  Vol. 92, Iss. 1,  (Winter 2017): 31-32,34-42.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=uLMmFOwrZbKR5ojPUMMOP-6PXl5ru1ULs_vtPIiq9Y01rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1901673955%3faccountid%3d45039)

**Abstract:**In his book College: What It Was, Is, and Should Be, Andrew DelBanco (2012) expounds upon this defining quality, remarking that "the Christian idea of monastic community evolved into the idea of college as a place where students live as well as learn together." The trope is well-known and recurrent: at summer's end, sons and daughters say goodbye to the home they have always known to claim a new one and to explore the challenging, uncharted territories of thought with new peers and new teachers. A tangle of powerful forces is reshaping the way we learn, communicate, and educate our successors: globalization has made the exchange of peoples and ideologies commonplace; the unstoppable expansion and integration of information technology reforms how we consume information; a paradigm of protective parenting has changed the way that young people engage with serious issues, as well as the seriousness with which they approach education; and the erosion of tenure is redefining power relationships on campus as well as the people and policies to which faculty are beholden. [...]to keep pace, many colleges and universities have begun incorporating the alternatives that their competitors pioneered: online first-year programs, certificates, badges, and micro-credentials. [...]in accordance with their more prominent role, parents too have the technology they need to stay informed about every aspect of the student experience. [...]thousands of technologies exist to aid, monitor, and synthesize applications for admission and for financial aid. Fredrik deBoer of Purdue University, when considering the academy's role as an "incubator of...

**Document URL:**[https://search.proquest.com/docview/1901673955?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=uLMmFOwrZbKR5ojPUMMOP-6PXl5ru1ULs_vtPIiq9Y01rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1901673955%3faccountid%3d45039)

**Mentoring teacher trainees of mathematics for ESL learners in post-compulsory education**

**Author:**Norley, Kevin11 Bedford College, Bedford, UK

**Publication info:**International Journal of Mentoring and Coaching in Education ; Bingley  Vol. 6, Iss. 1,  (2017): 64-77.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=R09hUhyQFwKCbFe_XTa34bZnj9XiqqwkVH3cZkrlw7k1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1862876097%3faccountid%3d45039)

**Abstract: Purpose**

The purpose of this paper is to reflect on the experiences and challenges brought about by subject-specific mentoring within a distinctive learning environment, namely, mathematics for English as a second language (ESL) classes for 16-18-year-olds. The reflection is carried out over the stages of the mentoring process during an academic year within a college of further education in England with the purpose of adding to the store of knowledge on mentoring mentees who are specialists in mathematics.

**Design/methodology/approach**

The author employs an auto-ethnographic methodology.

**Findings**

Amongst its conclusions, the author argues that through a mentor demonstrating specific numeracy methods and techniques to mentees, and making them aware of language issues facing ESL learners relating to terminology used in mathematics, mentees are more able to develop their learners’ numeracy skills and relevant language skills, hence facilitating their adaption and integration into the English education system.

**Research limitations/implications**

Research on the pedagogy of mathematics teaching, as well as language issues relating to terminology used in mathematics, needs to be considered during the mentoring of teacher trainees who are specialists in mathematics. In addition, specific language issues need to be considered for those mentees who are likely to have ESL learners in their classes.

**Social implications**

In challenging some of the conventions of mathematics teaching, the paper addresses issues of inequality through identifying strategies designed to improve the educational opportunities of 16-18-year-old ESL learners.

**Originality/value**

The originality of the paper lies not only in its focus on the nuances of subject-specific mentoring, within the context of a particular target group, namely, 16-18-year-old ESL learners studying functional skills mathematics in a college of further education, but in its attempts to address the challenges that can arise when contesting, through theory and practice, education conventions.

**DOI:**[http://dx.doi.org/10.1108/IJMCE-09-2015-0028](https://mail.sta.uwi.edu/owa/redir.aspx?C=sJSJM32NSxJI8-UyalZ66-wKIda2NKShlko5NNl7_qU1rsuL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2fIJMCE-09-2015-0028)

**Document URL:**[https://search.proquest.com/docview/1862876097?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=R09hUhyQFwKCbFe_XTa34bZnj9XiqqwkVH3cZkrlw7k1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1862876097%3faccountid%3d45039)

**Coaching and Mentoring in Higher Education: a Step-By-Step Guide to Exemplary Practice**

**Author:**Farhan Saeed Vakani11 Hamdard College of Medicine and Dentistry, Hamdard University, Karachi, Pakistan

**Publication info:**International Journal of Mentoring and Coaching in Education ; Bingley  Vol. 6, Iss. 1,  (2017): 78-79.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=IntijxO_qcnYuD8OztYleiITgZUfhp8A4GCNgOJfOMs1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1862876082%3faccountid%3d45039)

**Abstract:**The author combines theory and practice and focusses on the provision of practical elements, real-world examples, and case studies from all over the world. The author underscores that for effective delivery, planning of mentoring or coaching programmes should consider scheme coordinator hours, venue, refreshments, recruitment, promotion, travel, support workshops, training materials, information technology, assessments, police checks, e-mentoring licence, honoraria, accreditation, and so on; thus, programmes will run on time and within budget. [...]the author advises that scheme planners should be cautious to adhere to the standards for mentor or coach selection and the interviewing process, and the guidelines for their promotion. Whilst supporting e-mentoring as a fit for mentors and coaches who work from a distance and have busy work schedules, she also discusses several limitations of using this technology, such as a potential lack of rapport building and training.

**DOI:**[http://dx.doi.org/10.1108/IJMCE-12-2016-0076](https://mail.sta.uwi.edu/owa/redir.aspx?C=nZz1gbKYfYtYtcBlFKaVGTxSB-UI6yptiD1KTc8KF_01rsuL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2fIJMCE-12-2016-0076)

**Document URL:**[https://search.proquest.com/docview/1862876082?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=IntijxO_qcnYuD8OztYleiITgZUfhp8A4GCNgOJfOMs1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1862876082%3faccountid%3d45039)

**The Opportunities and Challenges of Changing U.S. Campus Demographics: Implementing Pre-Collegiate Peer Mentoring**

**Author:**Gingerich, Elizabeth

**Publication info:**The Journal of Applied Business and Economics ; Thunder Bay  Vol. 18, Iss. 6,  (Nov 2016): 20-41.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=c3ltP3n0ysQQlKT_QYdRnkBx1OCFkf4ixjkvQ1qLgmQ1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1890206603%3faccountid%3d45039)

**Abstract:**

Since 2008, declining state fiscal investment in higher education has created a parity of sorts with private schools, intensifying competition for out-of-state students. Concomitantly, institutions have begun to reignite the promotion of greater diversity and cross-cultural appreciation across campuses. In what had appeared to be a fortuitous conflation of remedial measures, U.S. schools embarked in an unprecedented quest to recruit the full tuition-paying international student. This has created both new opportunities for institutional growth while posing daunting obstacles to various campus stakeholders. This paper explores various programs U.S. colleges and universities have offered or are offering to deliver on the promise of graduating global citizens and sets forth a potential new solution - Pre-Collegiate Peer-to-Peer Mentoring for College Credit (PCM) - to address both stakeholder friction and the many challenges that a growing international population creates for U.S institutions and their surrounding communities.

**Document URL:**[https://search.proquest.com/docview/1890206603?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=c3ltP3n0ysQQlKT_QYdRnkBx1OCFkf4ixjkvQ1qLgmQ1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1890206603%3faccountid%3d45039)

**Mutual Mentoring for Early-Career and Underrepresented Faculty: Model, Research, and Practice**

**Author:**Yun, Jung H; Baldi, Brian; Sorcinelli, Mary Deane

**Publication info:**Innovative Higher Education ; New York  Vol. 41, Iss. 5,  (Nov 2016): 441-451.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=OGu3XGftsI-0NH9Riv5v9l8-6R13Hq-ZOCc_bYdpGlQ1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1838563244%3faccountid%3d45039)

**Abstract:**

In the beginning, "Mutual Mentoring" was little more than an idea, a hopeful vision of the future in which a new model of mentoring could serve as a medium to better support early-career and underrepresented faculty. Over time, Mutual Mentoring evolved from an innovative idea to an ambitious pilot program to a fully operational, campus-wide initiative. This article describes the conceptualization, design, implementation, and evaluation of a Mutual Mentoring initiative from 2006 to 2014. Findings indicate that faculty members who participated in this initiative were more likely to regard mentoring as a career-enhancing activity as well as to develop mutually beneficial mentoring relationships than were their non-participating peers.

**DOI:**[http://dx.doi.org/10.1007/s10755-016-9359-6](https://mail.sta.uwi.edu/owa/redir.aspx?C=VyikDdMfQD3ekh53yz3oBdqYSgPHYoSJ8sRmK7p1jUY1rsuL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1007%2fs10755-016-9359-6)

**Document URL:**[https://search.proquest.com/docview/1838563244?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=OGu3XGftsI-0NH9Riv5v9l8-6R13Hq-ZOCc_bYdpGlQ1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1838563244%3faccountid%3d45039)

**University academics' experiences of learning through mentoring**

**Author:**Ambler, Trudy; Harvey, Marina; Cahir, Jayde

**Publication info:**Australian Educational Researcher ; Dordrecht  Vol. 43, Iss. 5,  (Nov 2016): 609-627.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=BIVKONwR0ls63SkBxoAi2b3J2vQ2X9FlWPRhrVlnY1k1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1838506044%3faccountid%3d45039)

**Abstract:**

The use of mentoring for staff development is well established within schools and the business sector, yet it has received limited consideration in the higher education literature as an approach to supporting learning for academics. In this study located at one metropolitan university in Australia, an online questionnaire and one-on-one semi-structured interviews were used to explore academics' experiences of mentoring, with a view to understanding the broader benefits mentoring might offer to the academic community. Findings from the study highlight that in an era where change is pervasive tertiary education providers should consider implementing mentoring as a valuable approach for supporting the work of academics. The academics in this research explained that through mentoring, they learnt how to build professional relationships and friendships; it helped them develop a sense of personal satisfaction; acted as a catalyst for career and leadership enhancement; expanded understandings of teaching and research and as a consequence of engaging in self-reflection it opened up new ways of thinking about their work.

**DOI:**[http://dx.doi.org/10.1007/s13384-016-0214-7](https://mail.sta.uwi.edu/owa/redir.aspx?C=bkmqi6w6GCqYYRvarodVWYhRImMhMDmFcmYynTt5O0I1rsuL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1007%2fs13384-016-0214-7)

**Document URL:**[https://search.proquest.com/docview/1838506044?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=BIVKONwR0ls63SkBxoAi2b3J2vQ2X9FlWPRhrVlnY1k1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1838506044%3faccountid%3d45039)

**Mentoring the Thesis**

**Author:**Hamm, Stephanie

**Publication info:**Reflections : Narratives of Professional Helping ; Cleveland  Vol. 22, Iss. 4,  (Fall 2016): 22-25.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=uUFM3dm0XZqUon-kcVRB0kPO_4j99wdtrz5-J8jUj2I1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2070891228%3faccountid%3d45039)

**Abstract:**

Mentoring student research is an important aspect of graduate learning. The literature discusses the importance of intentional mentoring programs for graduate students and undergraduate research students (for example see Dodson, Montgomery, & Brown, 2009; Ghosh, 2014; Murdocka, Stipanovicb, & Lucas, 2013; Noy & Ray, 2012; Vliet, Klingle & Hiseler, 2013). This narrative discusses my journey thus far in mentoring thesis students. After seven years of mentoring student research, I have observations and new insights concerning student success and my own effectiveness in mentoring. In this narrative, I will briefly discuss my background and its relevance to my current stance on mentoring, my observations of the thesis process, and new knowledge that has helped me and the students I mentor. I close with a realization that shapes my task moving forward.

**Document URL:**[https://search.proquest.com/docview/2070891228?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=uUFM3dm0XZqUon-kcVRB0kPO_4j99wdtrz5-J8jUj2I1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2070891228%3faccountid%3d45039)

**Giving Back: Mentoring Others as You Were Mentored**

**Author:**Cramer, Sharon F

**Publication info:**College and University ; Washington  Vol. 91, Iss. 4,  (Fall 2016): 37-40.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=f6gdNp_5koFwd8cXQfU5m-dZKspripGTMVRg30F6gSA1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1845129939%3faccountid%3d45039)

**Abstract:**

Strengths you were able to draw upon to respond. \* As you develop the list, don't try to be exhaustive, just include whoever/whatever comes to mind. \* Underline the strengths you feel most confident about using in a future mentoring relationship. \* Take five to ten minutes to reflect on how you have been mentored by others. \* Create a new list with three columns, as follows: A meaningful mentoring relationship offers opportunities for candor with no hidden agenda.\n \* Establish a timeframe within which your series of mentorship meetings will occur (e.g., a semester). \* Seek input from the other(s), and adapt this sequence as needed. \* At the end of the pre-established timeframe, decide whether you would like to continue the mentoring relationship-and, if so, if/how any goals should be changed. Offering suggestions to junior faculty or professional staff members who were uncertain about their options provided them with new perspectives when they felt unsure; our conversations helped identify alternative ways to move forward.

**Document URL:**[https://search.proquest.com/docview/1845129939?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=f6gdNp_5koFwd8cXQfU5m-dZKspripGTMVRg30F6gSA1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1845129939%3faccountid%3d45039)

**Mentoring in Higher Education Administration**

**Author:**Kutchner, Wendy; Kleschick, Paul

**Publication info:**College and University ; Washington  Vol. 91, Iss. 4,  (Fall 2016): 41-44,46.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=Yz12taqB7-kCUooghJAzIAfu4X0fTdJo48na6JYgJpE1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1845129505%3faccountid%3d45039)

**Abstract:**

When creating a program or benchmarks for a mentee in admissions, enrollment management, or student records, the AACRAO Core Professional Competencies (2011) are extremely helpful and can serve as a foundation for formalizing such an initiative. WICHE's December 2012 "Knocking at the College Door Report" outlines trends in birth and high school graduation rates that forecast the number of students entering higher education.\n The plan must make sense for all involved as it will form the basis of a trusting relationship.

**Document URL:**[https://search.proquest.com/docview/1845129505?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=Yz12taqB7-kCUooghJAzIAfu4X0fTdJo48na6JYgJpE1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1845129505%3faccountid%3d45039)

**Mentoring for educators’ professional learning and development**

**Author:**Patricia Susana Pinho Castanheira11 Education Research Centre, School of Education, University of Brighton, Brighton, UK

**Publication info:**International Journal of Mentoring and Coaching in Education ; Bingley  Vol. 5, Iss. 4,  (2016): 334-346.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=GeCEY77bN942M22e6Dx6OIi-VtYGkfH2OvBdqidu3ks1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1844292104%3faccountid%3d45039)

**Abstract: Purpose**

The purpose of this paper is to review and highlight key findings, themes and ideas from selected published academic papers on mentoring in education, with a specific focus on how mentoring can foster the professional learning and development of educators at all stages of their professional development.

**Design/methodology/approach**

The author conducted a literature review of all the papers published in the *International Journal of Mentoring and Coaching in Education*, from Volume 1, Issue 1 (2012) to Volume 4, Issue 4 (2015), that contained the word “mentoring” in either the title, abstract and/or keywords and with a discussion of mentoring in the main text. In total, 37 papers were analysed in order to create a meta-synthesis of the primary findings.

**Findings**

The findings present factors that foster mentoring success or failure. The purposes and components of mentoring programmes are diverse and contextually bound. Additionally, there is a tendency to view mentoring as a developmental relationship in which the mentor shares knowledge and expertise to support the mentee’s learning and professional development.

**Research limitations/implications**

As this meta-synthesis literature review is focussed on articles published in a single journal on mentoring, it has limited scope. However, the range of countries in which the authors of the reviewed empirical studies reside (13 countries), and the diversity of papers included in this review allowed the author to summarize and synthesize unique information for researchers and practitioners who are seeking to understand the process, outcomes and issues related to mentoring for the professional development of educators.

**Practical implications**

The review provides information for those seeking to study and implement mentoring programmes. It focusses on mentoring for professional development of educators, identifies primary concepts in the literature reviewed and highlights new research areas in mentoring in education.

**Originality/value**

This literature review discusses mentoring definitions from 37 different papers and contributes important knowledge to produce a picture of the intricacy of mentoring. Complex issues linked with mentoring are addressed, generating a critical systematization of mentoring research likely to have a lasting influence in the field.

**DOI:**[http://dx.doi.org/10.1108/IJMCE-10-2015-0030](https://mail.sta.uwi.edu/owa/redir.aspx?C=6-Uy2V2mciKrz06A8byoDHTfRY3NbeJhCHJevSJOc201rsuL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2fIJMCE-10-2015-0030)

**Document URL:**[https://search.proquest.com/docview/1844292104?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=GeCEY77bN942M22e6Dx6OIi-VtYGkfH2OvBdqidu3ks1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1844292104%3faccountid%3d45039)

**Increasing STEM success: a near-peer mentoring program in the physical sciences**

**Author:**Zaniewski, Anna M; Reinholz, Daniel

**Publication info:**International Journal of STEM Education ; Heidelberg  Vol. 3, Iss. 1,  (Aug 2016): 1-12.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=gR2_Sk6Lx6KtguDSHJBZdeOVfVpF3EZ0LG509DM4lXA1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1865495098%3faccountid%3d45039)

**Abstract:**

Background

Mentoring supports professional success in a myriad of fields; in the physical sciences, mentoring increases the retention of diverse groups of students. While physics education has made progress in classifying the availability and structural components related to mentoring programs, little is known about the qualitative nature of mentoring relationships. This article draws from frameworks in science identity and belongs to analyze the nature of relationships in the mentoring program offered by the Sundial Project at Arizona State University, which aims to help new students with diverse backgrounds succeed in physics and related majors. To provide insight into mentoring relationships, we analyze over 150 reports submitted by mentors and mentees in a near-peer mentoring program.

Results

Mentoring groups enjoyed positive rapport and often remarked upon becoming friends. As such, mentoring relationships provided mentees with both psychosocial and academic support. Mentoring supported students to deal with a wide variety of topics, ranging from academic to personal, according to the needs of individual mentees. Moreover, outcomes of students in the mentoring program were favorable; the mean GPA of participating mentees was 3.49 for their first college semester.

Conclusions

Mentors acted both as guides who shared information and as caring friends who providing psychosocial support, including normalizing struggle. These connections supported students to develop a sense of belonging and positive science identities.

**DOI:**[http://dx.doi.org/10.1186/s40594-016-0043-2](https://mail.sta.uwi.edu/owa/redir.aspx?C=RF55BnkKGXjlwk3ox5xdmI1oksEd0e752Xj15_6ivkw1rsuL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1186%2fs40594-016-0043-2)

**Document URL:**[https://search.proquest.com/docview/1865495098?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=gR2_Sk6Lx6KtguDSHJBZdeOVfVpF3EZ0LG509DM4lXA1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1865495098%3faccountid%3d45039)

**Mentoring and Socialization of Future Senior Student Affairs Officers**

**Author:**Mason, Michael C

**Publication info:**Journal of Higher Education Theory and Practice ; West Palm Beach  Vol. 16, Iss. 4,  (Aug 2016): 72-79.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=_ebxGK8KI2bfQE4NzCdGFdjY0ObiY3ovufT2W8G3urY1rsuL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1860981992%3faccountid%3d45039)

**Abstract:**

Little research has been conducted on the academic preparation of Senior Student Affairs Officers (SSAOs). This study investigates the perceptions of mentoring relationships between faculty mentors and their doctoral student protégés who were in training to become SSAOs. Kram's (1985) theory, identifying psychosocial and career aspects of mentoring in organizational development, examines these relationships. Given the findings, a stronger emphasis upon the SSAO applied theory component of the doctoral program is recommended in multiple ways.

**Document URL:**[https://search.proquest.com/docview/1860981992?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=jdwSC3uKHYHsq9xM_zSTNLQzL-9Vih6-p_1sbWg71R6WD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1860981992%3faccountid%3d45039)

**Feeding the Pipeline Toward the Doctorate: Examining the Formal Mentoring Experiences of Black Undergraduate Students**

**Author:**Phelps-Ward, Robin1; DeAngelo, Linda21 CLEMSON UNIVERSITY2 UNIVERSITY OF PITTSBURGH

**Publication info:**Western Journal of Black Studies, suppl. Special Issue: Exploring Doctoral Student Socialization and the African American Experience ; Pullman  Vol. 40, Iss. 2,  (Summer 2016): 111-125.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=k7ht6Io7_1t89WswHmrzVC__lM5qxFs5MW2YsPQSZKyWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2049975626%3faccountid%3d45039)

**Abstract:**

There are leakages and a narrowing of the pipeline at every educational transition for Black students-from graduation from high school and enrollment in college to entrance into doctoral programs and movement onto faculty careers. Formal mentoring programs (FMPs) exist as a practice to not only support students within the pipeline, but inspire and guide students into the doctoral pipeline. However, little is known about how FMPs support students of color toward doctoral education and the professoriate. This study uses phenomenology to examine the experiences offour Black student mentees and four White faculty mentors partnered together in a FMP at a predominantly White institution in the Midwest. Findings revealed that mentoring does not always manifest in the relationships between students and faculty. The findings also demonstrate how faculty and FMP coordinators can work to more effectively to mentor Black students toward the doctoral education pipeline.

**Document URL:**[https://search.proquest.com/docview/2049975626?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=k7ht6Io7_1t89WswHmrzVC__lM5qxFs5MW2YsPQSZKyWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2049975626%3faccountid%3d45039)

**Supporting Experienced Faculty on Videoconferencing Pedagogy through Videoconferencing Mediated Mentoring**

**Author:**Ardley, Jillian; Aldemir, Jale

**Publication info:**i-Manager's Journal of Educational Technology ; Nagercoil  Vol. 13, Iss. 2,  (Jul-Sep 2016): 21-29.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=PruT4yzIDYkHJgxzymeUp6H9HfF7EC4XNzW3c2TfkCyWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1853319081%3faccountid%3d45039)

**Abstract:**

Faculty mentoring in higher education aims to scaffold mentee to adjust to the new work setting, build social relations with others, and improve instructional skills in the same physical environment. However, this process could be problematic in institutions serving in satellite campuses with geographically spread faculty body. The purpose of the current study is to educate experienced faculty on telecasted pedagogy by utilizing Videoconferencing Mediated Mentoring (VMM) model. Three full-time and one adjunct faculty participated in the study at a Southeastern North Carolina University. Data was collected through mentor's and mentees' weekly logs, and interview with mentees. Integrity of quality instruction, instructional transformation, multiplicity, establishing new collaborations and alliances, and advocacy were emerging themes from the data.

**Document URL:**[https://search.proquest.com/docview/1853319081?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=PruT4yzIDYkHJgxzymeUp6H9HfF7EC4XNzW3c2TfkCyWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1853319081%3faccountid%3d45039)

**FACULTY MENTORING IN COMMUNICATION SCIENCES AND DISORDERS: CASE STUDY OF A DOCTORAL TEACHING PRACTICUM**

**Author:**Battaglia, Dana; Battaglia, James

**Publication info:**Academy of Educational Leadership Journal ; Arden  Vol. 20, Iss. 3,  (2016): 1-11.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=uaDsa33e0nyCoc3Ol_04sLGUEp4p0UWP863uc6fm3xiWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1847544780%3faccountid%3d45039)

**Abstract:**

[...]this practicum experience may serve to motivate students in PhD programs to continue their studies during points where they may contemplate taking a leave of absence or discontinuing their studies altogether. [...]once the PhD degree has been earned, students in the program will already have a preliminary experience at the higher education level, making them more competitive candidates for tenure-track positions.

**Document URL:**[https://search.proquest.com/docview/1847544780?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=uaDsa33e0nyCoc3Ol_04sLGUEp4p0UWP863uc6fm3xiWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1847544780%3faccountid%3d45039)

**A Call to Participate in Prime Mentors International: Mentoring "At-Risk" Children**

**Author:**Angus, Carmella

**Publication info:**Delta Kappa Gamma Bulletin ; Austin  Vol. 82, Iss. 4,  (Summer 2016): 31-33.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=EOOUA_A7iown2s4BwnDgkZyMfGiOTwsU0-w0SLbtioiWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1811918718%3faccountid%3d45039)

**Abstract:**

The author challenges DKG members to duplicate a Canadian mentoring program at the international level.

**Document URL:**[https://search.proquest.com/docview/1811918718?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=EOOUA_A7iown2s4BwnDgkZyMfGiOTwsU0-w0SLbtioiWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1811918718%3faccountid%3d45039)

**Mentoring as Professional Development for African American Ph.D. Students Pursuing the Professoriate**

**Author:**Bryant, Crystal J1; Hilton, Adriel A2; Green-Powell, Patricia A31 FLORIDA A & M UNIVERSITY2 GRAMBLING STATE UNIVERSITY3 POWELL-FLORIDA A & M UNIVERSITY

**Publication info:**Western Journal of Black Studies ; Pullman  Vol. 40, Iss. 1,  (Spring 2016): 61-71.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=_65TPxqb2Jyrl3GpoOOxli7pQs1eRRqCIttYnIe5lKeWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2049976193%3faccountid%3d45039)

**Abstract:**

This study examined the professional development mentoring experiences of African American and non-African American doctorate recipients who participated in the Southern Regional Educational Board (SREB) Doctoral Scholars Program or the McKnight Doctoral Fellows (MDF) Program, and are currently employed as faculty at an American college or university. An independent t-test was used to analyze the data. It was anticipated that the findings of this study would provide a better understanding of the types of professional development mentoring activities that are needed to a) bridge the gap that exists between doctoral education and career preparation, and b) increase the number of well-trained African Americans entering the professoriate in the US higher education system.

**Document URL:**[https://search.proquest.com/docview/2049976193?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=_65TPxqb2Jyrl3GpoOOxli7pQs1eRRqCIttYnIe5lKeWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2049976193%3faccountid%3d45039)

**Becoming a Mentor: The Impact of Training and the Experience of Mentoring University Students on the Autism Spectrum**

**Author:**Hamilton, Josette; Stevens, Gillian; Girdler, Sonya

**Publication info:**PLoS One ; San Francisco  Vol. 11, Iss. 4,  (Apr 2016): e0153204.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=XODWc7Epp-qpZqkSLosA203aY1TSwU27Uy4oVSKe9faWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1780486854%3faccountid%3d45039)

**Abstract:**

While it is widely recognised that the number of young adults diagnosed with Autism Spectrum Disoders (ASD) is increasing, there is currently limited understanding of effective support for the transition to adulthood. One approach gaining increasing attention in the university sector is specialised peer mentoring. The aim of this inductive study was to understand the impact of peer mentor training on seven student mentors working with university students with an ASD. Kirkpatrick’s model framed a mixed methods evaluation of the mentors’ training and description of their experience. Overall, the training was well received by the mentors, who reported on average a 29% increase in their ASD knowledge following the training. Results from the semi-structured interviews conducted three months after the training, found that mentors felt that the general ASD knowledge they gained as part of their training had been essential to their role. The mentors described how their overall experience had been positive and reported that the training and support provided to them was pivotal to their ability to succeed in as peer mentors to students with ASD. This study provides feedback in support of specialist peer-mentoring programs for university students and can inform recommendations for future programs and research.

**DOI:**[http://dx.doi.org/10.1371/journal.pone.0153204](https://mail.sta.uwi.edu/owa/redir.aspx?C=R2h8WcLlweKIbuz_EC5dPn-O-u-OJB1KtHkfg2ZlRBuWD86L_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1371%2fjournal.pone.0153204)

**Document URL:**[https://search.proquest.com/docview/1780486854?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=XODWc7Epp-qpZqkSLosA203aY1TSwU27Uy4oVSKe9faWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1780486854%3faccountid%3d45039)

**The effectiveness of peer mentoring in promoting a positive transition to higher education for first-year undergraduate students: a mixed methods systematic review protocol**

**Author:**Carragher, Jean; McGaughey, Jennifer

**Publication info:**Systematic Reviews ; London  Vol. 5,  (2016).

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=3MVNWqsXLSJQXuxZPkiOM_gmuQGNBKnFQQT13XgddbSWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2132394322%3faccountid%3d45039)

**Abstract:**

**Background**

The global transfer of nursing and midwifery education to higher education institutes has led to student nurses and midwives experiencing challenges previously faced by traditional third-level students, including isolation, loneliness, financial difficulties and academic pressure. These challenges can contribute to increased stress and anxiety levels which may be detrimental to the successful transition to higher education, thus leading to an increase in attrition rates. Peer mentoring as an intervention has been suggested to be effective in supporting students in the transition to third-level education through enhancing a sense of belongingness and improving student satisfaction, engagement and retention rates. This proposed systematic review aims to determine the effectiveness of peer mentoring in enhancing levels of student engagement, sense of belonging and overall satisfaction of first-year undergraduate students following transition into higher education.

**Methods**

MEDLINE, Web of Knowledge, ProQuest, Embase, CINAHL, ERIC, PsycINFO and CENTRAL databases will be searched for qualitative, quantitative and mixed methods studies on the implementation of peer assessment strategies in higher education institutes (HEIs) or universities for full-time, first-year adult students (>17 years). Included studies will be limited to the English language. The quality of included studies will be assessed using a validated Mixed Methods Appraisal Tool (MMAT). The findings will be presented as a narrative synthesis or meta-analysis as appropriate following sequential explanatory synthesis.

**Discussion**

The review will provide clear, non-biased evidence-based guidance to all third-level educators on the effectiveness of peer-mentoring programmes for first-year undergraduates. The review is necessary to help establish which type of peer mentoring is most effective. The evidence from qualitative and quantitative studies drawn from the international literature will be utilised to illustrate the best way to implement and evaluate peer mentoring as an effective intervention and will be useful in guiding future research and practice in this area. These findings may be applied internationally across all disciplines.

**DOI:**[http://dx.doi.org/10.1186/s13643-016-0245-1](https://mail.sta.uwi.edu/owa/redir.aspx?C=9BF9i2rzaLGZK-s3VuhR8CS9EtMT1MUdh9NjTfkFyNWWD86L_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1186%2fs13643-016-0245-1)

**Document URL:**[https://search.proquest.com/docview/2132394322?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=3MVNWqsXLSJQXuxZPkiOM_gmuQGNBKnFQQT13XgddbSWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2132394322%3faccountid%3d45039)

**Faculty Mentoring Undergraduates: The Nature, Development, and Benefits of Mentoring Relationships**

**Author:**McKinsey, Elizabeth11 CARLETON COLLEGE, emckinse@carleton.edu

**Publication info:**Teaching & Learning Inquiry ; Calgary  Vol. 4, Iss. 1,  (2016): 1-15.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=-Fhg7Dol_cs6L9jGZpE5XfMIrwBvnZHuRvvXXVOVGr-WD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2092826322%3faccountid%3d45039)

**Abstract:**

Educational research shows that close student-faculty interaction is a key factor in college student learning and success. Most literature on undergraduate mentoring, however, focuses on planned programs of mentoring for targeted groups of students by non-faculty professionals or student peers. Based on the research literature and student and faculty testimony from a residential liberal arts college, this article shows that unplanned "natural" mentoring can be crucial to student learning and development and illustrates some best practices. It advances understanding of faculty mentoring by differentiating it from teaching, characterizing several functional types of mentoring, and identifying the phases through which a mentoring relationship develops. Arguing that benefits to students, faculty, and institutions outweigh the risks and costs of mentoring, it is written for faculty who want to be better mentors and provides evidence that administrators should value and reward mentoring.

**Document URL:**[https://search.proquest.com/docview/2092826322?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=-Fhg7Dol_cs6L9jGZpE5XfMIrwBvnZHuRvvXXVOVGr-WD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2092826322%3faccountid%3d45039)

**Assessment of Mentoring as a Tool for Socialization of Teachers at University Level**

**Author:**Hina, Quratul Ain1; Nudrat, Saira1; Maqsood, Fauzia2; Sikandar, Arooj31 Assistant Professor, Department of Edu cation, National University of Modern Languages, Islamabad2 Dean and Professor, Faculty of Social Sciences, Department of Sociology, University of Gujrat, Gujrat3 Associate Lecturer, Department of Sociology, University of Gujrat, Gujrat

**Publication info:**The Pakistan Journal of Social Issues ; Gujrat  Vol. 7,  (2016): 64-81.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=QKM6nJPAeqPHgBV-p7vPVwtQ9bIP16LD1rhEa9pSXL6WD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2043223373%3faccountid%3d45039)

**Abstract:**

The research was primarily designed to study the impact of mentoring services (IV) on the socialization of the teachers (DV) in the universities of Punjab, Pakistan. Further the research was aimed at the comparison of mentoring services and socialization of the teachers on the basis of sector, gender, age, experience and professional qualification. Population of the study was based on the all the teacher serving in the universities of Punjab. The data available in Higher Education Commission shows that there were 38 universities located in Punjab. Among which 21 were from public sector and 17 were from private sector. 6829 faculty members were serving in public and 2568 faculty members were serving in the private sector. Proportionate stratified sampling technique was used to draw the sample. 479 faculty members contributed in the process of data collection. The data was collected with the help of two sets of questionnaires to address the independent (Mentoring) and dependant variable (Socialization). The demographic section was also added as an additional part of the questionnaire. The data collected was analyzed with the help of Statistical Package for Social Sciences (SPSS). The data revealed that mentoring programmes were not having any significant impact on the socialization of the teachers. However there was no statistically significant difference found in mentoring services for teachers on the basis of sector, gender, age, experience and professional qualification. Similar was the case with socialization level and there was also no statistical difference on the basis of sector, gender, age, experience. However on the basis of professional qualification a significant difference was found in the socialization level of the teachers. The data shows that the teacher having in-service teacher trainings were having better socialization in comparison to the other faculty members. Thus it was recommended that there may be a plan of action for the development of such an environment in which the employee may interact in an informal way to develop a friendly atmosphere to regulate socialization process.

**Document URL:**[https://search.proquest.com/docview/2043223373?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=QKM6nJPAeqPHgBV-p7vPVwtQ9bIP16LD1rhEa9pSXL6WD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2043223373%3faccountid%3d45039)

**The Influence of Motherhood on STEM Women Academics' Perceptions of Organizational Support, Mentoring and Networking**

**Author:**Howe-Walsh, Liza; Turnbull, Sarah; Papavasileiou, Emmanouil; Bozionelos, Nikos

**Publication info:**Advancing Women in Leadership ; San Antonio  Vol. 36,  (2016): 54-63.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=TAjRQctH9oLZmtOA-b5-Sekz6lFWHoGldCve_kSydJyWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1827617834%3faccountid%3d45039)

**Abstract:**

The lack of women in senior positions in STEM within higher education is an ongoing concern. Identifying the barriers that STEM women face to progress their careers remains an important area of research. While previous studies have explored some of challenges associated with the gendered culture within higher education, less is known about the additional barriers faced by women with children. Using a survey of STEM women in the UK this study examines the influence motherhood has on women's perceptions of organisational support, mentoring and networking and identifies that STEM women with children are found to have less opportunity to engage with mentoring or to benefit from formal or informal networks within the institution. The findings have significant implications for the career progression of women with children and suggest that review of HR policy and practice to facilitate greater organisational support and in particular mentoring and networking requires the institution to take a far more proactive approach.

**Document URL:**[https://search.proquest.com/docview/1827617834?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=TAjRQctH9oLZmtOA-b5-Sekz6lFWHoGldCve_kSydJyWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1827617834%3faccountid%3d45039)

**Mentoring Matters: Racial Ethnic Minority Undergraduates' Cultural Fit, Mentorship, and College and Life Satisfaction**

**Author:**Castellanos, Jeanett; Gloria, Alberta M; Besson, Doriane; Harvey, Leondra Clark

**Publication info:**Journal of College Reading and Learning ; Oak Creek  Vol. 46, Iss. 2,  (2016): 81-98.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=ya5O_o6fy-gHb2OGmSg-OMtgRu2AyrPpG-4k6y5z4ziWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1807873540%3faccountid%3d45039)

**Abstract:**

This study examined the degree to which cultural fit (cultural congruity in combination with perception of the university environment) and the dimensional noncognitive processes of mentoring predicted college satisfaction and life satisfaction for 238 racial and ethnic minority undergraduates from two university contexts. Group differences as well as differences in strength of relationships emerged by site and mentor status. Perception of the university environment was the strongest positive predictor of college satisfaction, whereas cultural congruity was the strongest predictor of life satisfaction. Limitations, future research directions, and implications of the study's findings are discussed.

**DOI:**[http://dx.doi.org/10.1080/10790195.2015.1121792](https://mail.sta.uwi.edu/owa/redir.aspx?C=tIVvU5e3na4I1zHt1n2XlC0jifuhVV7VNtzABVQH73yWD86L_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1080%2f10790195.2015.1121792)

**Document URL:**[https://search.proquest.com/docview/1807873540?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=ya5O_o6fy-gHb2OGmSg-OMtgRu2AyrPpG-4k6y5z4ziWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1807873540%3faccountid%3d45039)

**Assessing Mentoring Culture: Faculty and Staff Perceptions, Gaps, and Strengths**

**Author:**Sheridan, Lynn; Murdoch, Natasha Hubbard; Harder, Emily

**Publication info:**The Canadian Journal of Higher Education ; Toronto  Vol. 45, Iss. 4,  (2015): 423-439.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=NUsslPqc3hIro-pipLb1EOXiNSJPWLMxkk0EUtrLe7aWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1779935747%3faccountid%3d45039)

**Abstract:**

Le but de cette recherche descriptive, non expérimentale et multidisciplinaire est de sonder le personnel et le corps professoral quant à ses perceptions du mentorat d'un établissement d'enseignement postsecondaire, afin de déterminer les lacunes et les points forts de leur programme. Les activités présentées reflètent le milieu de pratique professionnelle de notre équipe de mentorat. Les données ont été recueillies avec l'outil [Lois Zachary]'s Mentor Culture Audit. Le résultat de la culture de l'établissement était de 4,65 sur 7 selon l'échelle de Likert, suggérant une faible culture de mentorat. Toutefois, l'infrastructure institutionnelle mesurait à peine 3,41, démontrant que les ressources et le soutien organisationnels se situent au-dessous de la moyenne. On présente également les résultats de huit autres catégories d'importance pour identifier davantage les points forts et les lacunes. Il s'agit de notre première évaluation d'une culture de mentorat dans une organisation. D'autres établissements postsecondaires peuvent bénéficier de l'évaluation formelle de leurs programmes de mentorat afin d'aider à l'acquisition de ressources adéquates pour continuer à développer et à soutenir leurs activités de mentorat.

The sixth hallmark, multiple mentoring opportunities, assesses the options available to affirm individual uniqueness in learning styles (Zachary, 2005). Zachary states, "A mentoring culture strengthens and supports mentoring in whatever form it appears, whether formal, informal or a blend of the two" (p. 188). While formal pairing, with a focus on mentoring, does exist in our practice environment, informal mentoring is more common. Many faculties focused their professional development on patient and family needs and learning that supported their teaching of health science students. The switch to a combination of classroom, clinical, and scholarly activities required a variety of mentors and approaches. Team-teaching opportunities were utilized, including orientation to specialty departments in health care settings. Faculty were encouraged to ask practicing health institution staff to mentor, prior to orienting students to the clinical area. Division program meetings encouraged sharing of process and outcomes in departments, such as student assignment development, marking templates, tracking forms for large student groups, and health agency communication for student placement. The results for multiple mentoring moments included a mean of 3.46, with a range from 3.07 to 3.79. Appropriate broad opportunities throughout the organization to meet diverse learning needs, along with multiple mentoring types being supported, scored the lowest. Coaching and availability of information for support scored 3.57. Organizational support for formal and informal mentoring was 3.79, while innovative models of mentoring was at 3.54. To maintain ongoing variety in opportunities requires time and co-ordination. This hallmark result reiterated a gap: a lack of adequate resources, including a paid co-ordinator.

**Document URL:**[https://search.proquest.com/docview/1779935747?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=NUsslPqc3hIro-pipLb1EOXiNSJPWLMxkk0EUtrLe7aWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1779935747%3faccountid%3d45039)

**Peer mentors as a transition strategy at University: Why mentoring needs to have boundaries**

**Author:**Egege, Sandra; Kutieleh, Salah

**Publication info:**Australian Journal of Education ; London  Vol. 59, Iss. 3,  (Nov 2015): 265-277.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=gsGTKI-eTyGELjEUc5J80EjMom76nElxcvfXvDF7NueWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1721478497%3faccountid%3d45039)

**Abstract:**

Peer mentoring is often considered the single most effective strategy for increasing student retention and student satisfaction. As a consequence, mentoring programs have been implemented at most universities and are an essential feature of best practice transition programs. Yet, the literature is inconsistent regarding what the term entails and how it is applied, leading to diverse opinions about what constitutes a mentoring program. It could be argued that agreement on a definition of mentoring is secondary to the benefits of its practice and that an emphasis on terminology is just playing semantics. However, this article argues that terminology does matter and that elucidating what mentoring entails is crucial to the comparative evaluation and improvement of mentoring practice as well as the identification of best practice. The article goes on to suggest how mentoring boundaries might be set by drawing on experiences from an Australian University.

**DOI:**[http://dx.doi.org/10.1177/0004944115604697](https://mail.sta.uwi.edu/owa/redir.aspx?C=CFnQTU0WlJfXQ4sOetUXAz3Dy7aYjj3OvHwaVkY8jb-WD86L_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1177%2f0004944115604697)

**Document URL:**[https://search.proquest.com/docview/1721478497?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=gsGTKI-eTyGELjEUc5J80EjMom76nElxcvfXvDF7NueWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1721478497%3faccountid%3d45039)

**Mentoring and coaching in education practitioners’ professional learning**

**Author:**Jones, Marion11 School of Education, Liverpool John Moores University, Liverpool, UK

**Publication info:**International Journal of Mentoring and Coaching in Education ; Bingley  Vol. 4, Iss. 4,  (2015): 293-302.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=FFRnWJ9TlzW1Bevsy-hhFmfPva_8-KBHJS-yCUJ753GWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2112665405%3faccountid%3d45039)

**Abstract: Purpose**

– Mentoring and coaching are key strategies employed in workplace learning and are perceived as effective ways to provide learner support. However, there is a paucity of evidence of how research outcomes may have influenced these practices and to what extent they have benefited those involved in this process. The purpose of this paper is to demonstrate that research on mentoring and coaching can in fact result in beneficial impacts on education professionals’ learning and development.

**Design/methodology/approach**

– The paper critically reflects on the process of developing an impact case study submitted to the UK Research Excellence Framework 2014. It seeks to make explicit the close relationship that exists between research and professional practice and how evidence of any resulting impact of research on user communities can be identified, collected and verified.

**Findings**

– In describing the process of developing such an impact case study the article focuses on three key aspects: identifying a suitable case; meeting the criteria of high quality research; and evidencing impact. It highlights the importance of a collective, cross-professional approach and draws attention to the nexus that needs to be established between user and research communities, between academics and professional practitioners, in order to generate evidence of research impact in the field.

**Originality/value**

– This paper brings to light the benefits research in mentoring and coaching can have on policy and practice, specifically in terms of education professionals’ workplace learning and continuing professional development in a local and international context.

**DOI:**[http://dx.doi.org/10.1108/IJMCE-09-2015-0027](https://mail.sta.uwi.edu/owa/redir.aspx?C=EZr5iyyngl0nErjEjJSRMIvVDBUxzwNgnntItBjqzriWD86L_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2fIJMCE-09-2015-0027)

**Document URL:**[https://search.proquest.com/docview/2112665405?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=FFRnWJ9TlzW1Bevsy-hhFmfPva_8-KBHJS-yCUJ753GWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2112665405%3faccountid%3d45039)

**Intentional Collaborations: Building a Virtual Community of Mentoring and Practice**

**Author:**Carney, Mary; Dolan, Dallas; Seagle, Donna

**Publication info:**Peer Review ; Washington  Vol. 17, Iss. 4,  (Fall 2015): 8-10.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=oHOZE4wtgM9b6rEXx5kcDhrsjfwmT0yju69LmYD4V4uWD86L_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1779217368%3faccountid%3d45039)

**Abstract:**

In this case study, we will discuss how the authors-a group of three faculty developers-responded to this challenge by creating a virtual community of mentoring and practice composed of teaching and learning center directors, who met regularly to share experiences and resources across institutional and geographic divides. [...]a community of practice "is not merely instrumental for their work.

**Document URL:**[https://search.proquest.com/docview/1779217368?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=aLhqVjvxRb4FW_-i5o3uFKqGtHcvbD1K1xHxu8FMhk33cNCL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1779217368%3faccountid%3d45039)

**A Comparison of Mentoring in Higher Education and Fortune 1000 Companies: Practices to Apply in a Global Context**

**Author:**Kahle-Piasecki, Lisa; Doles, Sheila

**Publication info:**Journal of Higher Education Theory and Practice ; West Palm Beach  Vol. 15, Iss. 5,  (Oct 2015): 74-79.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=l77cel4F23eaJ7O0LX5bsqnfJC7tnd0FCbYOK-p-bQH3cNCL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1749280010%3faccountid%3d45039)

**Abstract:**

This research reviews the similarities and differences the authors found in their individual research of best practices in two types of mentoring programs -those in higher education and those in Fortune 1000 companies. Additionally, a comparison of mentoring programs, that are formal, informal, and random constructs; as well as methods used in assessment and evaluation that cross boundaries of mentoring environments for successful relationship outcomes are examined.

**Document URL:**[https://search.proquest.com/docview/1749280010?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=l77cel4F23eaJ7O0LX5bsqnfJC7tnd0FCbYOK-p-bQH3cNCL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1749280010%3faccountid%3d45039)

**Generativity in College Students: Comparing and Explaining the Impact of Mentoring**

**Author:**Hastings, Lindsay J; Creswell, John W; Griesen, James V; Dlugosh, Larry L; Hoover, Richard E

**Publication info:**Journal of College Student Development ; Baltimore  Vol. 56, Iss. 7,  (Oct 2015): 651-669.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=GiLcNyjawPEjkVciGmR4kRpNtkSivptTcr0VEzLAdeb3cNCL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1731521333%3faccountid%3d45039)

**Abstract:**

Preparing college students to be active contributors to the next generation is an important function of higher education. This assumption about generativity forms a cornerstone in this mixed methods study that examined generativity levels among 273 college students at a 4-year public university. MANCOVA results indicated that college students who mentor demonstrated significantly higher generativity than non-mentoring students. Interviews with 9 mentoring students revealed that, although a "seed of generativity" may have already been planted, their mentoring experience served as a "lab" for learning how to be generative. The integrated findings offer important contributions relative to leadership and social responsibility.

**Document URL:**[https://search.proquest.com/docview/1731521333?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=GiLcNyjawPEjkVciGmR4kRpNtkSivptTcr0VEzLAdeb3cNCL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1731521333%3faccountid%3d45039)

**Experimenting with dialogic mentoring: a new model**

**Author:**Nahmad-Williams, Lindy1; Taylor, Carol A11 Sheffield Institute of Education, Sheffield Hallam University, Sheffield, UK

**Publication info:**International Journal of Mentoring and Coaching in Education ; Bingley  Vol. 4, Iss. 3,  (2015): 184-199.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=gURTrSZgyJL89Pniv5lKi4_R5Di_1cFAZl26_R8XJ2H3cNCL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2112665245%3faccountid%3d45039)

**Abstract: Purpose**

– The purpose of this paper is to explore mentoring as a dialogic practice in relation to three themes: identity, fear of being judged and respect. It develops Bokenko and Gantt’s (2000) concept of dialogic mentoring to propose a new theorisation of mentoring as a relational, embodied, spatial, affective and ethical practice.

**Design/methodology/approach**

– The paper reports on a mentoring project that took place in a UK University which was seeking to enhance its research culture. This project used an innovative methodological approach in which mentor and mentee wrote and shared diary entries as means of building more effective and constructive mentoring experiences, and as a vehicle for reflexively analysing the mentoring process.

**Findings**

– The project outcomes were: first, a deepened appreciation and reflexive evaluation of the role played by diaries and writing in the enactment of dialogic mentoring; second, the development of a theoretical framework to enhance understanding of dialogic mentoring and third, the generation of a dialogic mentoring model encompassing multiple dimensions of the process.

**Practical implications**

– The paper provides insights to support methodological innovation in mentoring practice; it links mentoring practice with theory development to enhance mentor and mentee collaboration and reflexivity; it offers an example of good mentoring practice that could be scaled up within educational institutions wishing to enhance their research culture.

**Originality/value**

– The paper offers, first, a reflexive account of a methodologically innovative mentoring practice to enhance mentoring; and second, it proposes a new theorisation and model of dialogic mentoring practices.

**DOI:**[http://dx.doi.org/10.1108/IJMCE-04-2015-0013](https://mail.sta.uwi.edu/owa/redir.aspx?C=wIJK7CC4o98vAa5L5RNCkd2CwoxSuBptwgOcXmnxXFD3cNCL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2fIJMCE-04-2015-0013)

**Document URL:**[https://search.proquest.com/docview/2112665245?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=gURTrSZgyJL89Pniv5lKi4_R5Di_1cFAZl26_R8XJ2H3cNCL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2112665245%3faccountid%3d45039)

**Graduates giving back – a mentoring program for MBA students**

**Author:**Darwin, Ann11 Business School, University of South Australia, Adelaide, Australia

**Publication info:**International Journal of Mentoring and Coaching in Education ; Bingley  Vol. 4, Iss. 3,  (2015): 200-212.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=m6fXcIH8MBLKCH58T_0EEbVRpywn0wp8O830fSb5lun3cNCL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2112654726%3faccountid%3d45039)

**Abstract: Purpose**

– The purpose of this paper is to discuss the challenges and obstacles encountered in the implementation of a mentoring program for Master of Business Administration (MBA) students at the University of South Australia (UniSA) Business School. The paper starts with an exploration into the need for a mentoring program, the trial and subsequent four years of implementation. The paper also explores the network model of mentoring and the reasons why this, rather than a more traditional model, was chosen for the program’s implementation.

**Design/methodology/approach**

– This exploratory case study uses data from over 600 students and their alumni mentors over a five-year period to evaluate and improve the program as well as cultivating a critical community of adult learners.

**Findings**

– Feedback from students indicates that the mentoring program is regarded by most as a value-added feature of their early learning as it offers support, if and when it is required, from those who have been there before.

**Research limitations/implications**

– Results are limited to one institution. However, as research into mentoring for higher education students is thin on the ground, this study contributes to our understanding of the positive impacts of mentoring on student success.

**Practical implications**

– This paper emphasizes the importance of business leaders giving back to their alma mater through mentoring current MBA students. It shows how mentoring can support learning and management development.

**Originality/value**

– This is an original study which explores ways to increase the learning of higher education students for positive social outcomes.

**DOI:**[http://dx.doi.org/10.1108/IJMCE-03-2015-0009](https://mail.sta.uwi.edu/owa/redir.aspx?C=sbupyQzVgBnL0naZFps9oj6i2e1MUrsKxY-rdMwxvlv3cNCL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2fIJMCE-03-2015-0009)

**Document URL:**[https://search.proquest.com/docview/21 12654726?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=iaYg7q9oIQAkhRWLJYI0TNoUlVkNHo3aS3qn1MFDSKv3cNCL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f21+12654726%3faccountid%3d45039)

**Developing business students’ employability skills through working in partnership with a local business to deliver an undergraduate mentoring programme**

**Author:**Spence, Sue1; Hyams-Ssekasi, Denis21 Careers and Employability Service, University of Huddersfield, Huddersfield, UK2 Business Department, University Campus Oldham, Oldham, UK

**Publication info:**Higher Education, Skills and Work - Based Learning ; Bingley  Vol. 5, Iss. 3,  (2015): 299-314.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=N1YRmKxVoP7d0IF_pHMCNS1v5PAh51Z3urQ1ik4Ouhr3cNCL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2088802361%3faccountid%3d45039)

**Abstract: Purpose**

– Working collaboratively with local business is vitally important in the delivery of higher education (HE) in further education (FE). The purpose of this paper is to explore an effective way of engaging local employers to enhance the employability skills of students through a closely monitored and supported mentoring relationship. The project was developed in order to address the employability needs of final year business students at a HE facility offered by a college situated in the North West of England.

**Design/methodology/approach**

– Qualitative data were collected through the use of reflective journals and a series of focus groups with mentors and mentees.

**Findings**

– Overall both mentors and mentees reported positive responses to the mentoring scheme. From the mentees point of view self-confidence, employability skills and networks were enhanced. Mentors reported satisfaction in contributing to the local community. Challenges were found in matching mentors with appropriate mentees. A perceived poor match negatively affected the relationship. Mentors reported that mentees lacked career direction and seemed to have limited understanding of what was expected in the mentoring process.

**Research limitations/implications**

– The scope of this study is one mentoring scheme in one institution and therefore has limited generalisability. However, there are implications for the development of further mentoring schemes in other institutions in the UK and beyond.

**Originality/value**

– This mentoring scheme was carried out in FE that offers HE courses in a northern town with above average levels of unemployment and with a diverse ethnic population. The scheme involves senior managers volunteering to support business undergraduates.

**DOI:**[http://dx.doi.org/10.1108/HESWBL-07-2014-0034](https://mail.sta.uwi.edu/owa/redir.aspx?C=24n3JWwWbfRr8MF2HZeaDtMYdk3OAOn7KXXj-AOcKAH3cNCL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2fHESWBL-07-2014-0034)

**Document URL:**[https://search.proquest.com/docview/2088802361?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=N1YRmKxVoP7d0IF_pHMCNS1v5PAh51Z3urQ1ik4Ouhr3cNCL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2088802361%3faccountid%3d45039)

**Developing business students' employability skills through working in partnership with a local business to deliver an undergraduate mentoring programme**

**Author:**Spence, Sue; Hyams-Ssekasi, Denis

**Publication info:**Higher Education, Skills and Work - Based Learning ; Bingley  Vol. 5, Iss. 3,  (2015): 299-314.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=1p6NLc46-s3fk1-5uwuDSi2FS45Vw6sUVsa2mKewOcT3cNCL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1698335095%3faccountid%3d45039)

**Abstract:**

Purpose

- Working collaboratively with local business is vitally important in the delivery of higher education (HE) in further education (FE). The purpose of this paper is to explore an effective way of engaging local employers to enhance the employability skills of students through a closely monitored and supported mentoring relationship. The project was developed in order to address the employability needs of final year business students at a HE facility offered by a college situated in the North West of England.

Design/methodology/approach

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Originality/value

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**Document URL:**[https://search.proquest.com/docview/1698335095?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=FSolZ5ihOk8Zj5dq-FOGEsJIoZMMn3h-Gp6jd4uyuNJY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1698335095%3faccountid%3d45039)

**Enhancing university teaching and learning through mentoring**

**Author:**Pleschová, Gabriela1; McAlpine, Lynn21 Centre for Development of PhD. Students, Institute of Physics, Slovak Academy of Sciences, Bratislava, Slovakia2 Oxford Learning Institute, University of Oxford, Oxford, UK

**Publication info:**International Journal of Mentoring and Coaching in Education ; Bingley  Vol. 4, Iss. 2,  (2015): 107-125.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=Ov8trmf31pIzXA1J0OeuGh_xUMFBntSf-CmItIcm4jVY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2112680581%3faccountid%3d45039)

**Abstract: Purpose**

– Mentoring has been increasingly used in educational development to facilitate transfer of knowledge from programs for higher education teachers to their pedagogic practice. However, studies are missing which would critically assess the outcomes of mentoring in programs for university teachers. The purpose of this paper is to systematically review existing research on mentoring in the context of educational development in higher education.

**Design/methodology/approach**

– Using a careful search strategy, 17 relevant scholarly sources were selected and analyzed to document the results of mentoring at individual, departmental and institutional levels.

**Findings**

– Among the striking findings was the lack of clarity or definition surrounding mentoring and similar terms, coaching and tutoring and the lack of methodological rigour in many studies. However, those methodologically more advanced studies suggest that mentoring can become a valuable component of educational development programs. As reported by previous research, mentoring can: enhance university teachers’ cognitive abilities, beliefs and attitudes; improve the effectiveness of teaching; increase teachers’ capability to research teaching and learning; enhance mentoring skills; and improve the overall teaching climate at universities.

**Practical implications**

– Categorization of different types of outcomes of mentoring in educational development can help the practitioners engaged in introducing or re-designing educational development programs with a mentoring element.

**Originality/value**

– This is the first systematic review of the studies discussing the process, value and outcomes of teacher mentoring to improve pedagogical practice at the university level.

**Document URL:**[https://search.proquest.com/docview/2112680581?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=Ov8trmf31pIzXA1J0OeuGh_xUMFBntSf-CmItIcm4jVY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2112680581%3faccountid%3d45039)

**Mentoring At-risk Students through the Hidden Curriculum of Higher Education**

**Author:**Crisp, Gloria

**Publication info:**Review of Higher Education ; Baltimore  Vol. 38, Iss. 3,  (Spring 2015): 470-471.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=1QYH8PkCHkp1ygY_YaXEcXsHpFn47pQOi1hsjBbFFYJY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1664923425%3faccountid%3d45039)

**Abstract:**

[...]recommendations about how to embed the best practices of mentoring within the academic culture of institutions are offered. According to Smith, the book is written for a broad audience including researchers, policy makers, administrators, student affairs professionals, faculty, and students.

**Document URL:**[https://search.proquest.com/docview/1664923425?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=1QYH8PkCHkp1ygY_YaXEcXsHpFn47pQOi1hsjBbFFYJY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1664923425%3faccountid%3d45039)

**Changing Institutional Culture through Peer Mentoring of Women STEM Faculty**

**Author:**Thomas, Nicole; Bystydzienski, Jill; Desai, Anand

**Publication info:**Innovative Higher Education ; New York  Vol. 40, Iss. 2,  (Apr 2015): 143-157.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=oSiWS4Mooiv-MLNgqisgZkRnQqQfZnR6Kt0DIhUS1hZY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1663343726%3faccountid%3d45039)

**Abstract:**

Higher education institutions often use mentoring to socialize faculty members into their academic disciplines and to retain them. Mentoring can also be used to change organizational culture to meet the needs of historically marginalized faculty members. In this article we focus on peer mentoring circles for women STEM faculty at a large, midwestern research university. Participants reported diverse, context-dependent mentoring needs and expressed interest in communicating issues raised in the circles to administrative leaders. A workshop for circle participants and administrators led subsequently to college-wide teams that addressed problems identified in the circles. We conclude that peer mentoring as a means to facilitate institutional change has great potential.

**DOI:**[http://dx.doi.org/10.1007/s10755-014-9300-9](https://mail.sta.uwi.edu/owa/redir.aspx?C=AoPWbnPzsXqQPHEOxv_r2UXLjVQu-1Csyq7Pn9CcgAVY0tKL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1007%2fs10755-014-9300-9)

**Document URL:**[https://search.proquest.com/docview/1663343726?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=oSiWS4Mooiv-MLNgqisgZkRnQqQfZnR6Kt0DIhUS1hZY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1663343726%3faccountid%3d45039)

**Developing future nurse educators through peer mentoring**

**Author:**Rosenau, Patricia A; Lisella, Rita F; Clancy, Tracey L; Nowell, Lorelli S

**Publication info:**Nursing : Research and Reviews ; Macclesfield  Vol. 5,  (2015): 13-21.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=4EV4496xOaMgC5JZUMR7hImqkcIdqQbefZ8EJF36cTJY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2229296434%3faccountid%3d45039)

**Abstract:**

**Background:** The nursing workforce and nursing education demographic trends reinforce the urgency to cultivate future nursing leaders, educators, and mentors. The changing realities of health care environments, involving crowded student placements, overtaxed clinical mentors and preceptors, and inexperienced staff, hamper student learning and professional development. Peer mentoring has been used successfully in nursing education to enhance student engagement and the quality of the student learning experience. Although various terms like peer mentor have been used to describe the role of senior students facilitating junior student learning, the literature is silent about how peer mentoring fosters the development of future nursing education leaders.

**Objectives:** The aim of this study was to understand how peer mentorship fosters the development of nursing education leadership in senior undergraduate nursing students enrolled in an elective undergraduate peer-mentoring credit course, Introductory Concepts in Nursing Education and Leadership Through Peer-Led Learning.

**Design and method:** This phenomenological study explored the development of nursing education leadership in senior undergraduate students through the analysis of critical reflections of individual senior students and online discussions between triads of senior students teaching/learning across diverse junior-level theory and practice courses.

**Participants:** Seventeen senior undergraduate nursing students enrolled in the elective course participated in the study.

**Results:** From the critical reflections and online discussions, four themes emerged: "developing teaching philosophies and pedagogies", "learning teaching strategies", "supportive peer relationship", and "benefits of the peer mentorship program".

**Conclusion:** The creation and promotion of peer leadership opportunities provide peer-to-peer learning opportunities and increase leadership and teaching skills of senior nursing students. In the long term, successful peer leadership programs have the potential to benefit individuals outside of the mentorship relationship including peer leaders' future peers and coworkers, their clients or patients, and eventually their own students as they become nurse educators of the future.

**DOI:**[http://dx.doi.org/10.2147/NRR.S73432](https://mail.sta.uwi.edu/owa/redir.aspx?C=O6_9bPOW0zKcpiAJNrX8Js2nPDm16CZArwpsOjm54yxY0tKL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.2147%2fNRR.S73432)

**Document URL:**[https://search.proquest.com/docview/2229296434?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=4EV4496xOaMgC5JZUMR7hImqkcIdqQbefZ8EJF36cTJY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2229296434%3faccountid%3d45039)

**Mentoring, Networking and Politicking in Higher Education Institutions: A Gendered Perspective**

**Author:**Baig, Amani Moazzam1; Jabeen, Nasira2; Ansari, Nighat3; Salman, Yaamina41 Assistant Professor, Institute of Administrative Sciences, University of the Punjab, Pakistan.amanimoazzam@yahoo.com2 Professor, Institute of Administrative Sciences, University of the Punjab, Pakistan. director.ias@pu.edu.pk3 Assistant Professor, Institute of Administrative Sciences, University of the Punjab, Pakistan. ngansari@yahoo.com4 Lecturer, Institute of Administrative Sciences, University of the Punjab, Pakistan. yaamina@gmail.com

**Publication info:**Global Management Journal for Academic & Corporate Studies ; Karachi  Vol. 5, Iss. 2,  (2015): 41-48.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=W_8soz6KETL35hpRCZL5pK6hZ1w3_h_nUMLQatRLkf9Y0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1925686105%3faccountid%3d45039)

**Abstract:**

The paper discusses the issue and importance of mentoring, networking and politicking with reference to gender in the specific context of higher education institutions of Pakistan using University of the Punjab as a case in point. While importance of mentoring in career advancement was reported through surveys and interviews conducted with the faculty members, the availability of mentor's differed on the basis of gender. It was found that most of the mentors were males and they were available to the male faculty members. In very few instances were female mentors available for mentoring and female faculty members rarely reported having any mentors. Development of networks is recognized as an important step in advancing the careers of both men and women. Political skill building and its appropriate usage in organizations is also linked to mentoring and career advancement of faculty members. The study investigates if gender of faculty members has an impact on both of these skills and found women being marginalized from finding sufficient mentors from their own gender, availing the networks and political skills due to the limited opportunities in the University in this regard.

**Document URL:**[https://search.proquest.com/docview/1925686105?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=W_8soz6KETL35hpRCZL5pK6hZ1w3_h_nUMLQatRLkf9Y0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1925686105%3faccountid%3d45039)

**Onboarding The Faculty: A Model For Win-Win Mentoring**

**Author:**Eisner, Susan

**Publication info:**American Journal of Business Education (Online) ; Littleton  Vol. 8, Iss. 1,  (2015): 7.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=iVaa1y0LV7KYBq1oc1LzOpBB7akPpwLZilLnIFckVNVY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1646153477%3faccountid%3d45039)

**Abstract:**

Literature finds mentoring to be a substantive, enduring practice in widespread arena, and among the attributes associated with career success and satisfaction. This paper provides a tangible mentoring model that has been operational for several years, and which applies what the literature proscribes to higher education academic settings. The Faculty Mentoring Program (FMP) this paper describes was created by the faculty at an AACSB-accredited School of Business at a mid-sized public regional college as the School anticipated transitions attendant to that accreditation. FMP objectives are consistent with those of mentoring programs interested in optimizing performance and satisfaction of new entrants in any workplace setting, and the reviewed secondary literature establishes and indicates the transferability of FMP core planks to other workplace settings. The phases used to operationalize, assess, and revise that FMP are reported along with strategies used to optimize its reception, impact, and outcomes should that be helpful to those considering if such a construct might be beneficial to pursue in their own settings.

**Document URL:**[https://search.proquest.com/docview/1646153477?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=iVaa1y0LV7KYBq1oc1LzOpBB7akPpwLZilLnIFckVNVY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1646153477%3faccountid%3d45039)

**Social Network Analysis of Undergraduate Education Student Interaction in Online Peer Mentoring Settings**

**Author:**Ruane, Regina; D, Ph; Koku, Emmanuel F

**Publication info:**Journal of Online Learning and Teaching ; Long Beach  Vol. 10, Iss. 4,  (Dec 2014): n/a.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=bluAGKdPu1a0Xf-wjWeh4ZcqxsGxiW7wU96YhL5FKrVY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1669429586%3faccountid%3d45039)

**Abstract:**

This study uses social network analysis to examine the patterns of student interactions in online peer mentoring sites within an undergraduate teacher education program. The peer mentoring sites were developed to provide both newcomers and more experienced peers the opportunity to discuss, share, and learn both from and with one another. The study demonstrated that the online peer mentoring sites supported interaction among first-year and third-year students. In particular, the networks formed by these interactions were sparse; online students did not seek or share course-related advice and information across the sites as a whole, but were selective with those whom they sought out for support, information, or guidance. This study has implications for future research to determine why students chose to use the peer mentoring sites to interact with their peers and what these interactions provided them. Such data could inform the ways the sites helped support students both in their transition and advancement in the program, and could be useful in assisting future development of the peer mentoring sites and similar learning spaces.

**Document URL:**[https://search.proquest.com/docview/1669429586?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=bluAGKdPu1a0Xf-wjWeh4ZcqxsGxiW7wU96YhL5FKrVY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1669429586%3faccountid%3d45039)

**The impact of peer mentoring on levels of student wellbeing, integration and retention: a controlled comparative evaluation of residential students in UK higher education**

**Author:**Collings, R; Swanson, V; Watkins, R

**Publication info:**Higher Education ; Dordrecht  Vol. 68, Iss. 6,  (Dec 2014): 927-942.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=iAh81lAfn-Rc8HC8dQZYP69kINTkoG2OHnuCSL8AGQNY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1620543758%3faccountid%3d45039)

**Abstract:**

Peer mentoring is becoming increasingly popular in UK higher education, however, there remains little good quality, theoretically driven and evaluative research. The current study aims to bridge the gap between theory, practice and evaluation by providing a controlled evaluation of a peer mentoring scheme within UK universities. 109 first year undergraduates from two matched universities completed questionnaires at two time points: during the first week of university and again 10 weeks later. Results focused on direct, mediating and moderating effects of mentoring on levels of wellbeing, integration and retention. Peer mentored individuals showed higher levels of integration to university. Four times as many non-peer mentored students had seriously considered leaving university compared to peer mentored students. Integration partially mediated the relationship between mentoring and intention to stay at university. Moderating effects analyses indicate that mentoring may buffer the effect of the transition to University. Results are discussed in relation to Tinto's theory of student retention, the benefits and practicalities of peer mentoring within UK universities and the methodological limitations within this study.[PUBLICATION ABSTRACT]

**DOI:**[http://dx.doi.org/10.1007/s10734-014-9752-y](https://mail.sta.uwi.edu/owa/redir.aspx?C=cwgDpDwc68qi9zttoWQ8ljYZbLuKi3gFxX4IqcuY6ktY0tKL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1007%2fs10734-014-9752-y)

**Document URL:**[https://search.proquest.com/docview/1620543758?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=iAh81lAfn-Rc8HC8dQZYP69kINTkoG2OHnuCSL8AGQNY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1620543758%3faccountid%3d45039)

**A motivation perspective on faculty mentoring: the notion of "non-intrusive" mentoring practices in science and engineering**

**Author:**Lechuga, Vicente M

**Publication info:**Higher Education ; Dordrecht  Vol. 68, Iss. 6,  (Dec 2014): 909-926.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=n4r83JUokGycEsmeq_gBC1XyyW_RwMFQsrvDsWll4glY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1620543398%3faccountid%3d45039)

**Abstract:**

Scholars have offered numerous approaches and best practices for mentoring faculty, many of which have provided valuable insight into the complex nature of the mentoring process. Yet, little attention has been paid to how faculty mentoring practices can influence a mentee's intrinsic motivation. Through a series of 15 interviews with faculty members from mathematics, engineering, and life science, coupled with the use of self-determination theory, the author demonstrates how disciplinary backgrounds influence their needs for autonomy, competency, and connectedness, which effects their intrinsic motivation to engage in scholarly work. The author highlights three themes that speak to the notion of "non-intrusive" mentoring practices that can help foster and sustain motivation, and argues that future research is needed to shed more light on how disciplinary cultures influence mentoring.[PUBLICATION ABSTRACT]

**DOI:**[http://dx.doi.org/10.1007/s10734-014-9751-z](https://mail.sta.uwi.edu/owa/redir.aspx?C=iEBR5Gdlb6dz9vxJN5ovXjFv716fPKlgDyiWXMrQziNY0tKL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1007%2fs10734-014-9751-z)

**Document URL:**[https://search.proquest.com/docview/1620543398?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=n4r83JUokGycEsmeq_gBC1XyyW_RwMFQsrvDsWll4glY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1620543398%3faccountid%3d45039)

**Mentoring as a practical training in higher education of entrepreneurship**

**Author:**Gimmon, Eli11 Tel-Hai College, Tel-Hai, Israel

**Publication info:**Education & Training ; London  Vol. 56, Iss. 8/9,  (2014): 814-825.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=YiX3EMiOeceqIHDgVzPqczrGHpCMxUL-MpsnRZNhpLRY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2084365605%3faccountid%3d45039)

**Abstract: Purpose**

– The purpose of this paper is to investigate the benefits of enriching higher education of entrepreneurship through mentoring potential entrepreneurs.

**Design/methodology/approach**

– Students in entrepreneurship classes were offered being mentors along with being mentored by professional senior staff in either one of two programmes designed to defined age groups: first, adolescent entrepreneurs in a high school and second, retired nascent entrepreneurs. This exploratory study was undertaken in the mode of action research.

**Findings**

– Most students who participated in either one of these programmes for at least one semester reported “substantial” improvement in their personal entrepreneurial abilities and higher self-efficacy. The rate of students who reported this reflection is more than double higher in relative to their classmates who did not elect to undertake mentoring in these programmes.

**Research limitations/implications**

– Due to the limitation of a case study, further research with additional data is needed to validate the benefits to students being mentors in entrepreneurship programmes.

**Practical implications**

– Additional tools for active learning are needed since previous research indicates it may not be sufficient to teach entrepreneurial talent in the classroom setting. Providers of higher education in entrepreneurship could consider incorporating students as mentors in different practical programmes in order to enhance their capabilities and self-efficacy.

**Originality/value**

– Practical training and active learning have long been exercised in many fields, including engineering and business studies. This reflective study brings together pedagogy and theories of high education in entrepreneurship. A novel approach is suggested in which students are mentors rather than mentees in practicing entrepreneurship.

**DOI:**[http://dx.doi.org/10.1108/ET-02-2014-0006](https://mail.sta.uwi.edu/owa/redir.aspx?C=Qo0pilCkkw-JxgUMJ2pdPX9-THc2MnlP1cfYcKrtNEpY0tKL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2fET-02-2014-0006)

**Document URL:**[https://search.proquest.com/docview/2084365605?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=YiX3EMiOeceqIHDgVzPqczrGHpCMxUL-MpsnRZNhpLRY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2084365605%3faccountid%3d45039)

**A Mentoring Guide for Nursing Faculty in Higher Education**

**Author:**Potter, Danita R, RN, MScN, PhD; Tolson, Danita, RN, MSN, EdD/CI

**Publication info:**International Journal of Caring Sciences ; Nicosia  Vol. 7, Iss. 3,  (Sep-Dec 2014): 727-732.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=pFq00HxAVimliujHjH7x8x6R7QF13N0niQtOTOe2OfBY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1612539296%3faccountid%3d45039)

**Abstract:**

The purpose of this article is to discuss and describe a mentoring model for faculty in higher education, nursing. The authors describe the development of the mentoring guide for the purpose of orienting, training, mentoring, and retaining junior level faculty as nurse educators in higher education. Lack of mentoring guides exists for the purpose of retention of nurse educators in the institutions. Essential core elements regarding mentoring were described and discussed to support the retention of faculty in nursing; and were formulated as a guide to assist with fostering the retention of nurse educators in nursing education. A mentoring guide was developed with a focus on retention of faculty in higher education. Future junior level faculty and nursing institutions would benefit from a mentoring guide that would facilitate orientation and retention of nursing faculty in higher education.

**Document URL:**[https://search.proquest.com/docview/1612539296?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=pFq00HxAVimliujHjH7x8x6R7QF13N0niQtOTOe2OfBY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1612539296%3faccountid%3d45039)

**The Role of Attachment and Mentoring in Junior Faculty's Job Satisfaction**

**Author:**Banerjee-Batist, Rimjhim

**Publication info:**American Journal of Management ; West Palm Beach  Vol. 14, Iss. 1/2,  (Mar 2014): 11-22.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=eMG-v5914dy4zcDzXMNUfn2ml0GQUgJ4Mwj6bIUj55hY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1539430970%3faccountid%3d45039)

**Abstract:**

Some researchers would argue that attachment styles are immutable traits whereas other researchers would be proponents of the suggestion that mentoring may actually buffer the negative impact of attachment insecurity. Although logical arguments support these assertions, empirical studies have hardly examined the possible role of attachment styles in the giving and receiving of the two broad mentoring functions -- career support and psychosocial support, and its relation to job satisfaction. The present study used data from a survey of 125 faculty proteges to link faculty job satisfaction with attachment styles and mentoring. While securely attached faculty proteges were found to have higher job satisfaction, high degree mentoring also was found to be positively related to increased job satisfaction. Finally, secure attachment and mentoring predicted unique variance in job satisfaction. The field of faculty mentoring research as well as practitioners in higher education developing faculty mentoring programs can use this information.

**Document URL:**[https://search.proquest.com/docview/1539430970?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=eMG-v5914dy4zcDzXMNUfn2ml0GQUgJ4Mwj6bIUj55hY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1539430970%3faccountid%3d45039)

**Developmental Relationship Programs: An Empirical Study Of The Impact Of Peer-Mentoring Programs**

**Author:**Shojai, Siamack; Davis, William J.; Root, Patricia S.

**Publication info:**Contemporary Issues in Education Research (Online) ; Littleton  Vol. 7, Iss. 1,  (2014): n/a.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=xznkruO9GHudoPmx_YkQakv9xGlWnRQKrMhWgHD8nvlY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1477975650%3faccountid%3d45039)

**Abstract:**

This paper provides an empirical analysis of the impact and effectiveness of developmental relationships provided through academic intervention programs at a medium-size master's level public university in the Northeastern United States. The programs' curriculum follows the Model of Strategic Learning's four pillars of learning and is administered to students with diverse interventional needs. This paper presents a brief review of the literature about effective developmental relationship programs (mentoring and coaching) in higher education. Then, Ordinary Least Squares regressions, as well as paired samples t-tests, are used to test the impact of programs offered through developmental relationships to students with varying academic deficiencies. The immediate, as well as longer-term, impact and sustainability of students' enhanced performance is statistically examined. The paper concludes that students who fully take advantage of developmental relationships benefit the most and sustain their higher level of performance beyond the immediate post one-time intervention period. However, in the absence of additional intervention, the academic performance gains seem to subside and flatten out. [PUBLICATION ABSTRACT]

**Document URL:**[https://search.proquest.com/docview/1477975650?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=xznkruO9GHudoPmx_YkQakv9xGlWnRQKrMhWgHD8nvlY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1477975650%3faccountid%3d45039)

**External group coaching and mentoring: Building a research community of practice at a university of technology**

**Author:**Maritz, Jeanette; Visagie, Retha; Johnson, Bernadette

**Publication info:**Perspectives in Education ; Bloemfontein  Vol. 31, Iss. 4,  (Dec 2013): 155-167.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=iUiuJ3hPWoB1_ItPGZzsm8MVYE8eKXsH2yi4HVqZrGlY0tKL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1566311209%3faccountid%3d45039)

**Abstract:**

Globally, a clarion call has been made for higher education institutions to establish creative and effective research capacity-building systems with the purpose of developing a next generation of scholars. The training and skills development of a researcher entail a process of increasing levels of participation in diverse communities of practice. We argue that external group research coaching and mentoring could provide a formative social context which negotiates the tensions of engagement. It could also improve accountability and building of a shared repertoire inherent to a research community of practice at a university of technology in South Africa. The purpose of this qualitative single-case study is to evaluate the practical relevance of the external coaching and mentoring programme in negotiating the tensions inherent in building a research community of practice. The findings indicate that the majority of students moved from a peripheral position of uncertainty and doubt to one of mutual engagement. A handful of students' participation remained peripheral and, in some instances, became outbound. The ways in which the next generation of scholars engaged with each other and with the world profoundly shaped their identity. Rites of passage to membership of this research community of practice were negotiated and an initial shared repertoire of resources was developed.

**Document URL:**[https://search.proquest.com/docview/1566311209?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=S1kCI4RT4mxCT8Av7UR_Yu5nSY15yXupP-BwHB7Jc4K5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1566311209%3faccountid%3d45039)

**Cultural influences on mentoring programs and relationships: a critical review of research**

**Author:**Kent, Andrea M; Kochan, Frances; Green, Andre M

**Publication info:**International Journal of Mentoring and Coaching in Education ; Bingley  Vol. 2, Iss. 3,  (2013): 204-217.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=HqRdeV_AW7l-3nGFVJUxxgJwYj0taTEuUm1crSidlH-5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1445033997%3faccountid%3d45039)

**Abstract:**

Purpose - The purpose of this paper is to identify and summarize the primary themes and issues examined in relevant international research dealing with the relationship between culture and mentoring. The focus is on formal mentoring programs for educators in primary and secondary schools and higher education settings. Design/methodology/approach - The literature surveyed covered the direct and indirect impacts of culture on mentoring in primary, secondary and higher education settings. Manuscripts were organized around the topics of teacher education, teacher and leader development, and higher education. A thematic synthesis approach was used to summarize the findings. Findings - Findings indicated that research on cultural aspects of mentoring in education has focused on three primary themes: cultural aspects of the mentoring relationship; the impact of organizational structures on mentoring programs and relationships; and the manner in which ethnicity and societal beliefs relate to the purposes and structures of mentoring. Research limitations/implications - There is a lack of research that deals specifically with the manner in which culture influences mentoring programs and relationships. Practical implications - It is vital for those involved in developing mentoring programs and relationships to be culturally aware of and sensitive to cultural dynamics in order to counteract and overcome possible barriers to success. Originality value - Fresh insights are offered into the research that has been conducted within these educational settings. Areas and topics are identified where research is lacking and recommendations for future research that would enlighten the field are presented.

**Document URL:**[https://search.proquest.com/docview/1445033997?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=HqRdeV_AW7l-3nGFVJUxxgJwYj0taTEuUm1crSidlH-5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1445033997%3faccountid%3d45039)

**Mentoring frameworks: synthesis and critique**

**Author:**Dominguez, Nora; Hager, Mark

**Publication info:**International Journal of Mentoring and Coaching in Education ; Bingley  Vol. 2, Iss. 3,  (2013): 171-188.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=dHrCeFr02faxWfRphuOATJlebZcpE_4bdBvsT9txhyu5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1445033916%3faccountid%3d45039)

**Abstract:**

Purpose - The purpose of this paper is to present a synthesis of the origins and theoretical frameworks of adult mentoring practices in educational and workplace settings along with an analysis and critique of their application to mentoring processes. Design/methodology/approach - The authors systematically analyzed books and articles published in peer-reviewed journals from 1978 to 2012 using qualitative meta-summary and qualitative meta-synthesis methodological approaches. Findings - This systematic review of the literature resulted first, in an organized, historical framework of theories of adult mentoring in academic and workplace and educational contexts from 1978 to 2012. Second, it provided information regarding the recognized challenges in traditional mentoring endeavors that led to the more expansive concept of developmental networks and participation in communities of practice. Third, it served as a foundation for a critique of the theories as applied to mentoring relationships and programs. Practical implications - The paper provides the theoretical foundation for future empirical work in the field of adult mentoring in educational and workplace settings. Originality/value - This paper is the first to condense the vast theoretical frameworks that inform the field of adult mentoring in the twenty-first century.

**Document URL:**[https://search.proquest.com/docview/1445033916?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=dHrCeFr02faxWfRphuOATJlebZcpE_4bdBvsT9txhyu5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1445033916%3faccountid%3d45039)

**Threshold work: sustaining liminality in mentoring international students**

**Author:**Starr-Glass, David

**Publication info:**International Journal of Mentoring and Coaching in Education ; Bingley  Vol. 2, Iss. 2,  (2013): 109-121.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=tyHrujQQRwa3kJm9H8icMaddc7YR26UuMxYDoxJcddG5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1425435420%3faccountid%3d45039)

**Abstract:**

Purpose - This article, which is conceptual and exploratory in nature, aims to examine the use of sustained liminality in the initiation phase of the mentoring relationship. Liminality is the non-structured transitional phase in transformative cultural and social change: a place betwixt-and-between, where previous and future norms are suspended. The article argues that providing an explicit liminal phase in mentoring relationships allows mentor and mentees to consider the nature of the relationship and the eventual process through which its goals might be accomplished. Design/methodology/approach - The article reflects on experiences gained in using a liminal approach to the mentoring process with distance transnational mentees. It presents the case for the use of what is termed threshold work in addressing the transition from non-mentored to mentored status. It understands mentoring as a ritual enactment that requires a reassessment of cultural assumptions for participants with differing national identities. Findings - The article is conceptual in nature and presents only anecdotal outcomes derived from informal discussion with mentees. It argues that, based on these initial experiences, more evidence-based research might be usefully conducted to examine the effect of a liminal approach on the mentoring process, at both relational and outcomes levels, particularly when mentor and mentee are distanced spatially and by national culture. Originality/value - This article presents a novel perspective for approaching the initiation phase of the mentoring process. Although used in other contexts, liminality is infrequently employed in mentoring. The utilization of liminality may be particularly valuable in approaching novice mentees who have different national cultural backgrounds and prior educational experiences. As such, the article provides useful insights for practitioners, especially in academic environments.

**Document URL:**[https://search.proquest.com/docview/1425435420?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=tyHrujQQRwa3kJm9H8icMaddc7YR26UuMxYDoxJcddG5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1425435420%3faccountid%3d45039)

**Peer mentoring: enhancing social cohesion in Pakistani universities**

**Author:**Nosheen Rachel Naseem

**Publication info:**Higher Education, Skills and Work - Based Learning ; Bingley  Vol. 3, Iss. 2,  (2013): 130-140.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=f9EjciVEc2JDv0sVUk-gaVC2zzYxLi6D2TlVrCJ5BEG5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1365195171%3faccountid%3d45039)

**Abstract:**

Purpose - University education in developing countries is often restricted to students from privileged backgrounds. However, in Pakistan, access to Higher Education, while competitive, is more broadly based. State universities in particular recruit students from diverse backgrounds. With the aim of introducing peer mentoring as a complementary support for students in Pakistani Universities, a project was undertaken to explore the impact of peer mentoring on the learning culture in universities in Pakistan to see if students involved in peer mentoring can transform learning in the institution and promote skills for lifelong learning and increased social cohesion. The aim of this paper is to investigate introducing peer mentoring in universities in Pakistan. Design/methodology/approach - A social action research framework was designed to introduce structured peer mentoring as a support mechanism for students in two universities in Lahore, Pakistan. Findings - Results demonstrated the beneficial impact of introducing mentoring, not only in improvement in the conventional measures of mentoring schemes - improved results, progression, retention - but also in enhancing peer-support between the diverse groups within the university. Social implications - The possibility is raised that such schemes could provide a lever for social change in Pakistan. Universities could provide a model for change in other institutions in Pakistan. Originality/value - In Pakistan, the benefits of wider access, and the introduction of peer-assisted learning, are constrained by a teacher-centred approach, limiting the development of cross-society learning networks. Structured peer-assisted learning for university students was non-existent before this project. The impact of positive results has been significant, with one university introducing a version for all first year students. A similar scheme was introduced for new teachers in one education authority.

**DOI:**[http://dx.doi.org/10.1108/20423891311313162](https://mail.sta.uwi.edu/owa/redir.aspx?C=fyUqsO1eO6klgVO8e9Xt3rWdeAc-pB4avgY2LRwy03i5M9WL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2f20423891311313162)

**Document URL:**[https://search.proquest.com/docview/1365195171?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=f9EjciVEc2JDv0sVUk-gaVC2zzYxLi6D2TlVrCJ5BEG5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1365195171%3faccountid%3d45039)

**Minority Student Perceptions of the Impact of Mentoring to Enhance Academic Performance in STEM Disciplines**

**Author:**Kendricks, Kimberly D; Nedunuri, K V; Arment, Anthony R

**Publication info:**Journal of STEM Education : Innovations and Research ; Auburn  Vol. 14, Iss. 2,  (Apr-Jun 2013): 38-46.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=ACC2qV7bIIFhbQg_mM4QrA6xjBDHxZBvWFVd4Ma6_8S5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1355441588%3faccountid%3d45039)

**Abstract:**

The Benjamin Banneker Scholars Program (BBSP) was designed at an HBCU to increase the academic performance, retention, and graduation of minority students in science, technology, engineering and mathematics (STEM). At the end of each academic year, students completed a BBSP Post-Program Satisfaction Survey. Each year Mentoring was consistently rated as having the largest impact on their academic performance. This repeated result led to the hiring of an external STEM program evaluator to assess students' perceptions of the mentoring component of the BBSP. This paper discusses the mentoring model, the positive impact students felt mentoring had on their academic performance, supporting data, faculty mentors' perceptions of mentoring, and the evaluator's survey results of the program's mentoring component.

**Document URL:**[https://search.proquest.com/docview/1355441588?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=ACC2qV7bIIFhbQg_mM4QrA6xjBDHxZBvWFVd4Ma6_8S5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1355441588%3faccountid%3d45039)

**The Research Mentoring Program: Serving the Needs of Graduate and Undergraduate Researchers**

**Author:**Horowitz, Jessica; Christopher, Kelly B

**Publication info:**Innovative Higher Education ; New York  Vol. 38, Iss. 2,  (Apr 2013): 105-116.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=VkOZzlzERVpVI-vR8eD1oyaKNn8XKf0AllI34VBDK8u5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1314076134%3faccountid%3d45039)

**Abstract:**

Many institutions of higher education confront seemingly unrelated needs of graduate students, who need not only to complete their dissertations but also to learn how to become proficient mentors for undergraduates as they move on to faculty roles. The graduate students are increasingly searching out high-impact learning experiences such as involvement with undergraduate research. The program we describe in this article offers a solution to these issues by pairing undergraduates with graduate students to work on their dissertation research. Undergraduates undertake hands-on research while learning about graduate school, and the graduate students learn about the mentoring process while receiving assistance that allows them to keep their dissertations moving toward completion.[PUBLICATION ABSTRACT]

**DOI:**[http://dx.doi.org/10.1007/s10755-012-9230-3](https://mail.sta.uwi.edu/owa/redir.aspx?C=jqKZZImjRyzWQGNYTiLNHZdHzksj5vEQs8EYEZoy96S5M9WL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1007%2fs10755-012-9230-3)

**Document URL:**[https://search.proquest.com/docview/1314076134?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=VkOZzlzERVpVI-vR8eD1oyaKNn8XKf0AllI34VBDK8u5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1314076134%3faccountid%3d45039)

**Essential Elements for a Pharmacy Practice Mentoring Program**

**Author:**Metzger, Anne H, PharmD; Hardy, Yolanda M, PharmD; Jarvis, Courtney, PharmD; Stoner, Steven C, PharmD; Pitlick, Matthew, PharmD; Hilaire, Michelle L, PharmD; Hanes, Scott, PharmD; Burke, Jack, PharmD; Lodise, Nicole M, PharmD

**Publication info:**American Journal of Pharmaceutical Education ; Alexandria  Vol. 77, Iss. 2,  (2013): 23.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=jnmsrETIHVlgZ1unYLkN6fW0LLrwB9x8TzTzGtgXWO65M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1355868586%3faccountid%3d45039)

**Abstract:**

Formal guidelines for mentoring faculty members in pharmacy practice divisions of colleges and schools of pharmacy do not exist in the literature. This paper addresses the background literature on mentoring programs, explores the current state of mentoring programs used in pharmacy practice departments, and provides guidelines for colleges and schools instituting formal mentoring programs. As the number of pharmacy colleges and schools has grown, the demand for quality pharmacy faculty members has dramatically increased.While some faculty members gain teaching experience during postgraduate residency training, new pharmacy practice faculty members often need professional development to meet the demands of their academic responsibilities. A mentoring program can be 1 means of improving faculty success and retention. Many US colleges and schools of pharmacy have developed formal mentoring programs, whereas several others have informal processes in place. This paper discusses those programs and the literature available, and makes recommendations on the structure of mentoring programs. [PUBLICATION ABSTRACT]

**Document URL:**[https://search.proquest.com/docview/1355868586?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=jnmsrETIHVlgZ1unYLkN6fW0LLrwB9x8TzTzGtgXWO65M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1355868586%3faccountid%3d45039)

**University-Based Service Learning: Relating Mentoring Experiences to Issues of Poverty**

**Author:**Hughes, Carolyn; Beckrest, Sara; Steinhorn, Rachel; Boyd, Elizabeth; Davis, Blair; Cashen, Kelly

**Publication info:**Journal of College Student Development ; Baltimore  Vol. 53, Iss. 6,  (Nov/Dec 2012): 767-782.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=TxgDPYqyzs2tztUqqRr6jk9oJBsW-LBKU5bPVGgCZ4m5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1285235029%3faccountid%3d45039)

**Abstract:**

We investigated whether participation in a university-based, service learning mentoring program could affect college students' learning about social inequities and the effects of poverty. The program we examined combined four critical components: (a) Mentor training, (b) mentoring youth on-site in their high-poverty environments, (c) mentors' ongoing reflecting, and (d) class discussion of issues related to poverty and social inequities. By analyzing students' ongoing reflective journals in relation to Kolb's learning cycle, we sought to determine (a) experiences students reported to engage in while mentoring and (b) the relation between students' experiences and learning about poverty. Mentees' input was obtained via interviews to corroborate mentors' perspectives. Based on findings, recommendations for the field are proposed. [PUBLICATION ABSTRACT]

**Document URL:**[https://search.proquest.com/docview/1285235029?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=TxgDPYqyzs2tztUqqRr6jk9oJBsW-LBKU5bPVGgCZ4m5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1285235029%3faccountid%3d45039)

**AN INTEGRATIVE MODEL FOR E-MENTORING CHRISTIAN EDUCATION STUDENTS**

**Author:**Mullen, Steve

**Publication info:**Christian Education Journal ; Glen Ellyn  Vol. 9, Iss. 2,  (Fall 2012): 386-395.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=tGr1V1j8ZiXtJ8wAaflnsqctDNDlDaGyuu2vwu1dzua5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1112266175%3faccountid%3d45039)

**Abstract:**

This article describes an exploratory study of synchronous and asynchronous mentoring of Christian education students at Dallas Baptist University. In recent years, as the practice of faculty mentoring students has emerged, the role of a mentor has been expanded beyond face-to-face mentoring to include e-mentoring. An e-mentoring program in Christian education should focus on rich and engaging course content, Christ-centered integration, campus community, and a personal connection. [PUBLICATION ABSTRACT]

**DOI:**[http://dx.doi.org/10.1177/073989131200900210](https://mail.sta.uwi.edu/owa/redir.aspx?C=QWnhS1NZeEBLXvuvxEn_wRoMDv3MnSzwA945xpNdgRy5M9WL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1177%2f073989131200900210)

**Document URL:**[https://search.proquest.com/docview/1112266175?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=tGr1V1j8ZiXtJ8wAaflnsqctDNDlDaGyuu2vwu1dzua5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1112266175%3faccountid%3d45039)

**Developing tomorrow's talent: the case of an undergraduate mentoring programme**

**Author:**Gannon, Judie M; Maher, Angela

**Publication info:**Education & Training ; London  Vol. 54, Iss. 6,  (2012): 440-455.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=CSAL8sExVqYP_GNXCBfOPqUpYZPBHh5CbFzx-8LsRZy5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1030159200%3faccountid%3d45039)

**Abstract:**

Purpose - The purpose of this paper is to explore the value of an alumni and employer engagement mentoring initiative in a hospitality and tourism school within a UK university. Design/methodology/approach - The paper uses the survey method and interviews to provide qualitative and quantitative data on the participants' reactions to the initiative. Findings - The main components of successful mentoring programmes; matching, preparation, interaction and evaluation are explored to help identify the long- and short-term challenges and benefits of mentoring students as they transition into the graduate labour market. The findings highlight the benefits to mentors and mentees and the challenges for ensuring participant engagement and ongoing development. The article concludes with an agenda for further mentoring developments in the midst of the dynamic challenges facing UK higher education institutions and the hospitality and tourism industry. Practical implications - The article highlights the importance of a systematic approach to developing a mentoring programme and engaging industry in a distinctive way with the transitioning of undergraduates into the workplace. Originality/value - This article offers unique evidence of an employer engagement initiative aimed at supporting sector specific management graduates as they transition from university into industry.

**DOI:**[http://dx.doi.org/10.1108/00400911211254244](https://mail.sta.uwi.edu/owa/redir.aspx?C=yGQWQkPALep1P7zFioIGF1dwbPtJN3SlBUUBFBegY9O5M9WL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2f00400911211254244)

**Document URL:**[https://search.proquest.com/docview/1030159200?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=CSAL8sExVqYP_GNXCBfOPqUpYZPBHh5CbFzx-8LsRZy5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1030159200%3faccountid%3d45039)

**Introduction to the Special Issue on Mentoring in the Helping Professions**

**Author:**Hager, Mark J; Bellamy, Jennifer

**Publication info:**Reflections : Narratives of Professional Helping ; Cleveland  Vol. 18, Iss. 3,  (Summer 2012): 1-3.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=cvAAm0B_m6rTH1kid7aluZB_2tiDaXGTQzMHzCxFuDu5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1752186690%3faccountid%3d45039)

**Abstract:**

The narratives included in this special edition on Mentoring in the Helping Professions expand the concept of mentoring beyond a traditional dyadic master-apprentice relationship to include developmental networks of relationships across personal and professional spaces. The mentoring relationships represented here reflect the broad diversity of mentoring relationships between and among students, faculty, practitioners, and even animals. Yet, these narratives also return to many of the same key themes including gratitude, reciprocal learning, role transitions from mentee to mentor, cultural dimensions of mentoring, and interactions between environment and mentoring relationships. We hope that these reflections enliven an ongoing conversation about mentoring in the field of social work, given the critical role of these relationships and their potential to inspire and support social workers across their professional lifespan.

**Document URL:**[https://search.proquest.com/docview/1752186690?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=cvAAm0B_m6rTH1kid7aluZB_2tiDaXGTQzMHzCxFuDu5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1752186690%3faccountid%3d45039)

**Institution-wide peer mentoring: Benefits for mentors**

**Author:**Beltman, Susan; Schaeben, Marcel

**Publication info:**The International Journal of the First Year in Higher Education ; Brisbane  Vol. 3, Iss. 2,  (2012): n/a.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=7YBGd1KWiDbLsBNjQ4Z-jQxHnWG9NaGQ1brGwAY-Xwy5M9WL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1037563621%3faccountid%3d45039)

**Abstract:**

Extensive research has shown the benefits of mentoring, including peer mentoring, for higher education students, especially in their first year. However, few studies have focussed exclusively on the outcomes for the mentors themselves. This paper reports the findings of data gathered over three years about a university-wide peer mentoring program. Benefits identified by 858 mentors were coded inductively and four major categories emerged: altruistic, cognitive, social and personal growth. The findings have implications for the promotion of mentor programs to administrators and to prospective mentors. The study provides evidence that university-wide peer mentoring programs offer multiple positive outcomes for the mentors involved, and potentially for higher education institutions administering and supporting such programs. [PUBLICATION ABSTRACT]

**DOI:**[http://dx.doi.org/10.5204/intjfyhe.v3i2.124](https://mail.sta.uwi.edu/owa/redir.aspx?C=jX7cjSdyodX9D0RSLBosEhHK3SR6kQ1PKlEIS2byJSQaldeL_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.5204%2fintjfyhe.v3i2.124)

**Document URL:**[https://search.proquest.com/docview/1037563621?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=ktlXGwMb1eqt5RXPb08fTqUAkZVLqvmm2f-rzo5dRHIaldeL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1037563621%3faccountid%3d45039)

**Creating a sustainable online instructor observation system: A case study highlighting flaws when blending mentoring and evaluation**

**Author:**Schulte, Marthann; Kay, Dennis; Eskey, Michael; Taylor, Cathy; Zeng, Heather

**Publication info:**International Review of Research in Open and Distance Learning ; Athabasca  Vol. 13, Iss. 3,  (Jun 2012).

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=h-FxkU257VlaXXJu4rSVBKy4eSXgJHi10hfS7Swh08EaldeL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1634473713%3faccountid%3d45039)

**Abstract:**

According to research conducted by the Sloan Consortium, distance learning is growing rapidly, with 83% of higher education institutions offering some form of distance learning (Allen & Seaman, 2008). The university employs approximately 350 online instructors to teach more than 450 course sections each eight-week term in order to accommodate student demand. Because Park is committed to high standards, academic integrity, course content consistency, and effective measures of learning outcomes, the transition to the online course delivery mode has necessitated new approaches to monitoring and evaluating academic quality. [...]the online instructor evaluation system (OIES) was developed to ensure the finest quality educational experience for online students via a systematic approach to faculty training, mentoring, and evaluation (Mandernach, Donnelli, Dailey, & Schulte, 2005).

**Document URL:**[https://search.proquest.com/docview/1634473713?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=h-FxkU257VlaXXJu4rSVBKy4eSXgJHi10hfS7Swh08EaldeL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1634473713%3faccountid%3d45039)

**Conceptual Framework for Mentoring Doctoral Students**

**Author:**Yob, Iris; Crawford, Linda

**Publication info:**Higher Learning Research Communications ; Baltimore  Vol. 2, Iss. 2,  (Jun 2012): 34-47.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=UKrP2woXQqT6IJrP532OnlE7m23-RkO660Nw-Y4-FRYaldeL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1432073053%3faccountid%3d45039)

**Abstract:**

In the research and professional literature, there are at least four lines of inquiry around mentoring: perceptions of successful mentoring in general, mentoring of doctoral dissertations in particular, mentoring specific to the online environment, and relative importance of mentoring behaviors. In each case, particular qualities that make for successful mentoring are identified and described but not coalesced into a conceptual model of mentoring. In examining this literature, the authors identified 94 mentor behaviors and characteristics of effective mentors, which were reduced for redundancies to 55. These were clustered into a conceptual model of mentoring with two domains, academic and psychosocial with four attributes in the academic domain (competence, availability, induction, and challenge) and three in the psychosocial domain (personal qualities, communication, and emotional support). The two domains and seven attributes of this model are described and discussed, outlining some of the implications of this model for further research. [PUBLICATION ABSTRACT]

**Document URL:**[https://search.proquest.com/docview/1432073053?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=UKrP2woXQqT6IJrP532OnlE7m23-RkO660Nw-Y4-FRYaldeL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1432073053%3faccountid%3d45039)

**The Changing Paradigm of Graduate Student Professional Socialization and Mentoring in Graduate Adult Education Programs**

**Author:**Miller, Michael T; Deggs, David

**Publication info:**The Journal of Faculty Development ; Stillwater  Vol. 26, Iss. 2,  (May 2012): 24-28.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=4oRL2XItsaBQJglKPH7Xoy-K3aOZYMhkUHuCm5F3kk0aldeL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1143403504%3faccountid%3d45039)

**Abstract:**

The importance of mentoring has been consistently emphasized in American higher education especially at the graduate level. Increased emphasis on research and teaching for faculty as well as migration to distance education delivery formats has affected the amount of time that faculty can devote to mentoring graduate students. Some graduate program faculty have therefore relied upon informal associations through graduate student organizations to provide support and mentoring to students. This study replicates the work of an exploratory study of mentoring in adult education graduate programs which occurred nearly 20 years ago through graduate student organizations while accounting for the technology-driven changes which have occurred. The results of this study indicated that current graduate adult education programs seem to be less focused on professional socialization and mentoring due in part to distance education delivery formats and changes in program structure. [PUBLICATION ABSTRACT]

**Document URL:**[https://search.proquest.com/docview/1143403504?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=4oRL2XItsaBQJglKPH7Xoy-K3aOZYMhkUHuCm5F3kk0aldeL_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1143403504%3faccountid%3d45039)

**Reflections on Mentoring for Blacks in Academia (Editor's Commentary)**

**Author:**Griffin, Kimberly A; Toldson, Ivory A

**Publication info:**The Journal of Negro Education ; Washington  Vol. 81, Iss. 2,  (Spring 2012): 103-105.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=VbUUwh8cuxDTQHAfkqMpFbcBy-UFdRo1zclTcGin27955j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1034740182%3faccountid%3d45039)

**Abstract:**

Early June 2012, Dr. Kimberly Griffin, former JNE editorial board member, and Dr. Ivory A. Toldson, current JNE editor-in-chief, had the pleasure of attending a reception to celebrate Dr. Cheatham's Distinguished Alumni Award from The Pennsylvania State University, the highest honor the university gives to its graduates. According to Dr. Cheatham, Dr. Pruitt-Logan "took care of business in order," and mastered the art of intruding into others' space to push and encourage them to be their personal best.

**Document URL:**[https://search.proquest.com/docview/1034740182?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=VbUUwh8cuxDTQHAfkqMpFbcBy-UFdRo1zclTcGin27955j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1034740182%3faccountid%3d45039)

**"What Is It that these People Want? Are We Part of Some Kind of Experiment?": Mentoring in a Women's Prison**

**Author:**Lempert, Lora Bex; LaRose, Christina; Freeman, Laura; Liss, Lesia

**Publication info:**Humanity & Society ; Thousand Oaks  Vol. 36, Iss. 1,  (Feb 2012): 30-49.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=NDqFqgXbX-JDkwb7jQ1m_VgyIP1DY1yqSb0aeWjVNwJ55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1661373278%3faccountid%3d45039)

**Abstract:**

Utilizing a "layered" account that overlies personal experience with feminist, sociological, and pedagogical theory, this article explores the material reality of student mentors assisting in college-level courses offered in a prison site to incarcerated women. The authors present analyses of their developing understandings of theory-in-action as they engaged in symbolic interactions within the carceral environment. The authors offer reflective representations of their experiences mentoring incarcerated women and they explicate a variety of epistemological positions. The article draws attention to structural boundaries and barriers, both physical and emotional; to the construction and maintenance of "safe" classroom space; and to mirror reflections, that is, to seeing self in the "other."

**DOI:**[http://dx.doi.org/10.1177/0160597611433272](https://mail.sta.uwi.edu/owa/redir.aspx?C=EPIsXakzwaQefsC5yi0wPVyGEFHYjxdSg3dbcpaxPgJ55j9Z_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1177%2f0160597611433272)

**Document URL:**[https://search.proquest.com/docview/1661373278?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=NDqFqgXbX-JDkwb7jQ1m_VgyIP1DY1yqSb0aeWjVNwJ55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1661373278%3faccountid%3d45039)

**"Communicative spaces in action" - experiences of developing group mentoring for ict implementation in teaching and learning in higher education**

**Author:**Korhonen, Vesa

**Publication info:**Studies for the Learning Society ; Tallinn  Vol. 2, Iss. 2-3,  (2012): n/a.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=f9_7_8AOMAi8zGIUIw5Rb7Yr2NZr7yS4gR8JNZL8QXV55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1324409309%3faccountid%3d45039)

**Abstract:**

"Communicative spaces in action" - experiences of developing group mentoring for ict implementation in teaching and learning in higher education

This paper explores how a group mentoring solution for university teachers' professional learning and ICT use in teaching was implemented in one research university in Finland and how this guidance model was developed through the action research cycles. The starting point of the action research was to make the processes of information and knowledge sharing in the academic community more visible and to examine how to better support university teachers for adopting ICT in teaching and learning. The project provided communicative spaces for knowledge sharing through series of group mentoring workshops in two pilot departments during one academic year. The applied knowledge sharing and group mentoring model is a combination from Propp's (1999) CIP model and from Nonaka's and others' (2000) knowledge creation scheme. The paper presents the strategies used for constructing and piloting the group mentoring model and discusses some of the key obstacles what emerged when guiding the collective information and knowledge sharing in the academic work and teaching culture. [PUBLICATION ABSTRACT]

**DOI:**[http://dx.doi.org/10.2478/v10240-012-0008-z](https://mail.sta.uwi.edu/owa/redir.aspx?C=vJGJdhP0IKfIUAoWMupzBBbjaE0qOA-SxUvQlo0vTVt55j9Z_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.2478%2fv10240-012-0008-z)

**ProQuest document ID:**1324409309

**Document URL:**[https://search.proquest.com/docview/1324409309?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=f9_7_8AOMAi8zGIUIw5Rb7Yr2NZr7yS4gR8JNZL8QXV55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1324409309%3faccountid%3d45039)

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**Last updated:**2013-05-06

**Database:**ProQuest Central

**Mentoring the Next Generation of AACRAO Leaders: Taking Advantage of Routines, Exceptions, and Challenges for Developing Leadership Skills**

**Author:**Cramer, Sharon K

**Publication info:**College and University ; Washington  Vol. 87, Iss. 3,  (Winter 2012): 53-56,58.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=xYr8OGUpzpiL53X1xH2pyyQuqemdoQj5qTKe4w8ck0V55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1016218846%3faccountid%3d45039)

**Abstract:**

Candid recognition of impediments to mentoring can minimize [if not eliminate] wasted time and effort.) The following questions may aid potential leaders and mentors as they consider the transition from learner to leader: \* What capabilities do I already possess that could serve as the basis of mentoring or leading? \* Which aspects of my professional and educational background could provide the foundation for further learning in the area of mentoring or leadership? What is die best way to invite these individuals to assist me as I develop? \* How can I develop the skill set I believe to be essential to the mentor or leader I aspire to be ? \* What supports are necessary for me to take reasonable risks in my professional development as a mentor or leader? CONCLUSION Exceptional circumstances for enrollment management staff members should be perceived as "greenhouses" for facilitating the development of leadership perspectives and as unique opportunities for mentoring.

**Document URL:**[https://search.proquest.com/docview/1016218846?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=xYr8OGUpzpiL53X1xH2pyyQuqemdoQj5qTKe4w8ck0V55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1016218846%3faccountid%3d45039)

**Faculty-graduate student mentoring relationships: mentors' perceived roles and responsibilities**

**Author:**Lechuga, Vicente M

**Publication info:**Higher Education ; Dordrecht  Vol. 62, Iss. 6,  (Dec 2011): 757-771.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=0WGUpGe5WB-Ud-EsjtdHlkfLz96ufbu4lLKadmEG71d55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f896020725%3faccountid%3d45039)

**Abstract:**

Scholars have demonstrated that one of the most important factors that graduate students use to ascertain the quality of their educational experience is their relationship with faculty. Research on faculty-graduate student mentoring relationships has provided valuable insights about effective practices that foster the success of graduate students. While these relationships are beneficial to both the mentor and mentee, the literature on faculty-student mentoring relationships primarily has focused either on mentoring relationships with undergraduate students or on specific types of interactions between graduate students and faculty. This article adds to the existing literature by exploring faculty mentors' perceived roles and responsibilities in their mentoring relationships with their graduate students. Data were drawn from interviews with 15 underrepresented faculty members from one research university. Findings reveal that faculty-graduate student relationships can be described by three broad descriptors that characterize participants' roles and responsibilities--faculty members as Allies, Ambassadors, and Master-Teachers.[PUBLICATION ABSTRACT]

**DOI:**[http://dx.doi.org/10.1007/s10734-011-9416-0](https://mail.sta.uwi.edu/owa/redir.aspx?C=kDOnMwFuSLP1F49uKgWtli3ePecQr7pV-lP86Ri_i2p55j9Z_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1007%2fs10734-011-9416-0)

**Document URL:**[https://search.proquest.com/docview/896020725?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=0WGUpGe5WB-Ud-EsjtdHlkfLz96ufbu4lLKadmEG71d55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f896020725%3faccountid%3d45039)

**A positive postdoctoral experience is related to quality supervision and career mentoring, collaborations, networking and a nurturing research environment**

**Author:**Scaffidi, Amelia K; Berman, Judith E

**Publication info:**Higher Education ; Dordrecht  Vol. 62, Iss. 6,  (Dec 2011): 685-698.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=ueoBqxiJsF30qNKcxkhzK4-29dQd0Y74XNfryu2BEtJ55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f896020722%3faccountid%3d45039)

**Abstract:**

For postdocs to have the best chances of achieving their career goals they need to not only acquire discipline-specific research experience, but also additional generic skills vital for future employment inside or outside academia. They also require access to information and mentoring that will help them strategically plan and make informed decisions about their future. Few studies have examined the variables that impact the postdoctoral experience or research productivity. Thus, a comprehensive survey was conducted to determine whether quality supervision, career mentoring, collaboration, networking and a nurturing research environment makes a positive difference in the experiences and productivity of postdoctoral researchers. Unsurprisingly, the survey revealed that job insecurity and lack of a career structure are ongoing concerns for postdocs. However, a clear association was shown between quality supervision, for example, in conveying the importance of taking responsibility for their future academic career by strengthening their track record, and the number of peer-reviewed publications produced. The findings also suggest that mentoring in non-academic career paths can be greatly improved. The results of this study have guided a research-intensive Australian University to implement initiatives and programs which enhance the postdoctoral experience. Finally this work raises awareness of the crucial contributions postdocs make to the research output and environment of universities.[PUBLICATION ABSTRACT]

**DOI:**[http://dx.doi.org/10.1007/s10734-011-9407-1](https://mail.sta.uwi.edu/owa/redir.aspx?C=6sKyKiJoHgB3F07QEemtGCj0Ew3DKNLHjD7xxCTP_ZN55j9Z_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1007%2fs10734-011-9407-1)

**Document URL:**[https://search.proquest.com/docview/896020722?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=ueoBqxiJsF30qNKcxkhzK4-29dQd0Y74XNfryu2BEtJ55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f896020722%3faccountid%3d45039)

**A Model for Mentoring University Faculty**

**Author:**Lumpkin, Angela

**Publication info:**The Educational Forum ; West Lafayette  Vol. 75, Iss. 4,  (Oct-Dec 2011): 357-368.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=GQ6OFRLGkkHXGvZpkfbvs3hkJ3qBaxPlbvFYhGCCRwV55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f910326277%3faccountid%3d45039)

**Abstract:**

Operational characteristics for successful mentoring programs of new university faculty include clarity of purpose of the program, methods for matching mentors and protégés, mentor training, mentor-protégé relationship building, and program effectiveness assessment. Strengths of formal, informal, peer, group or consortia, intra-departmental, inter-departmental, and research mentoring approaches to mentoring from the literature are presented. Using characteristics and outcomes from successful programs, a proposed four-stage model of conceptualization, design and development, implementation, and evaluation can lead to the benefits of socialization into the culture, emotional support, networking, and increased job performance. [PUBLICATION ABSTRACT]

**Document URL:**[https://search.proquest.com/docview/910326277?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=GQ6OFRLGkkHXGvZpkfbvs3hkJ3qBaxPlbvFYhGCCRwV55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f910326277%3faccountid%3d45039)

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**Last updated:**2019-11-04

**Database:**ProQuest Central

**Answering President Obama's Call for Mentoring: It's Not Just for Mentees Anymore**

**Author:**Reddick, Richard J; Griffin, Kimberly A; Cherwitz, Richard A

**Publication info:**Planning for Higher Education ; Ann Arbor  Vol. 39, Iss. 4,  (Jul-Sep 2011): 59-65.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=taL2MPrHKYEi2A8Fqwiz9FkPaqf7qQ5g_Par5ghQeIN55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f906523087%3faccountid%3d45039)

**Abstract:**

Additionally, mentors either advanced their passion to racially and ethnically diversify their respective fields or learned of the need for diversity in academia. [...] in addition to demonstrating citizen-scholarship to undergraduates as mentors, it appears that the graduate students in the sample were also being socialized to use their intellectual capabilities for the good of others - suggesting that IE served as a vehicle to provide graduate students with the opportunity to merge scholarship and civic engagement.

**Document URL:**[https://search.proquest.com/docview/906523087?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=taL2MPrHKYEi2A8Fqwiz9FkPaqf7qQ5g_Par5ghQeIN55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f906523087%3faccountid%3d45039)

**MENTORING APPROACHES TO CREATE A COLLEGE-GOING CULTURE FOR AT-RISK SECONDARY LEVEL STUDENTS**

**Author:**Radcliffe, Richard, PHD; Bos, Beth, EDD

**Publication info:**American Secondary Education ; Bowling Green  Vol. 39, Iss. 3,  (Summer 2011): 86-107.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=wQKPsUcWLznK8784TL7356psbJ49uRV9BeO_x0kAGQJ55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f887911904%3faccountid%3d45039)

**Abstract:**

Based on NAEP data, many adolescents may not be adequately prepared for postsecondary education. Fhis is a Year Five report from a seven-year longitudinal study of a student cohort starting in sixth grade year (n=50). It uses a quasi-experimental design, and collects data from surveys, interviews, and reflective statements to evaluate mentoring strategies and outcomes. Year Five findings suggest that improvements in students' college perceptions, state mandated test scores, and high school perseverance may be associated with mentor-led initiatives including college visits, goal setting, tutoring, career investigations, role model presentations, writing projects, and presentations about college preparation and life. [PUBLICATION ABSTRACT]

**Document URL:**[https://search.proquest.com/docview/887911904?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=wQKPsUcWLznK8784TL7356psbJ49uRV9BeO_x0kAGQJ55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f887911904%3faccountid%3d45039)

**Mentoring Undergraduate University Women Survivors of Childhood Abuse and Intimate Partner Violence**

**Author:**Reilly, Rosemary C; D'Amico, Miranda

**Publication info:**Journal of College Student Development ; Baltimore  Vol. 52, Iss. 4,  (Jul/Aug 2011): 409-424.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=PGH6LZKUVBZe33_foXivH3rA7xjB_PT8z0PbBMKN8RJ55j9Z_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f881644221%3faccountid%3d45039)

**Abstract:**

This inquiry describes the role of mentoring for undergraduate women survivors of trauma. It employed a comparative case approach. Interviews elicited stories from participants reflecting the role mentors have played in their life course and educational experiences. Four major themes emerged: Fantasy mentors, mentor as mirror, mentor as nurturer and supporter, and mentor as the embodiment of a profession. Issues of women's identity were particularly salient to these themes. Deviant cases provided an opportunity to reexamine the limits of the data and exhibited themes of self-reliance or seeing mentoring as controlling. Implications for mentoring women in higher education are discussed. [PUBLICATION ABSTRACT]

**Document URL:**[https://search.proquest.com/docview/881644221?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=pBCToHn2LCceEvAMy5azxRDdyZagS6W9q7574hGk5SXaR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f881644221%3faccountid%3d45039)

**Facilitating Thesis Writing in a Digital World: Mentoring at a Distance**

**Author:**Janzen, Jeanne Evelyn

**Publication info:**Distance Learning ; Greenwich  Vol. 8, Iss. 3,  (2011): 55-61.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=ObMlHOXYVsUQcVXB5cVRftskwmyCu_lGIOZ8tP0CXTvaR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1014264274%3faccountid%3d45039)

**Abstract:**

CONTEXT/BACKGROUND Fresno Pacific University (FPU) is a private, accredited, medium-sized master's university founded in 1944 by the Pacific District Conference of Mennonite Brethren churches as a response to the desire of the denomination to be able to provide quality higher education for their youth. According to a 2005 analysis by the Brookings Institution, Fresno ranks first in the country among large U.S. cities for concentrated poverty, with 43.5% living in "extreme poverty" neighborhoods (Berube & Katz, 2005).

**Document URL:**[https://search.proquest.com/docview/1014264274?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=ObMlHOXYVsUQcVXB5cVRftskwmyCu_lGIOZ8tP0CXTvaR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1014264274%3faccountid%3d45039)

**Looking for Professor Right: mentee selection of mentors in a formal mentoring program**

**Author:**Bell, Amani; Treleaven, Lesley

**Publication info:**Higher Education ; Dordrecht  Vol. 61, Iss. 5,  (May 2011): 545-561.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=GYqszQPE4n_0b8crlYjKXWzI1URBvlKDRRTJGWGrsVnaR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f857699642%3faccountid%3d45039)

**Abstract:**

Finding a suitable mentor is crucial to the success of mentoring relationships. In the mentoring literature, however, there is conflicting evidence about the best ways to support the pairing process in organisational mentoring programs. This paper presents a detailed analysis of the pairing process in an academic mentoring program that has implications for building a mentoring culture in higher education. The program which began with a pilot and has continued for five years with one hundred and twenty one participants, was conducted with mentees selecting their own mentor from a pool of mentors who volunteered to be part of the program. In the pilot program, where mentors and mentees first met as one group, some mentees reported that the process of selecting and approaching a mentor was uncomfortable and intimidating. Nine of twenty-three potential mentees did not form mentoring relationships. Analysis of subsequent program evaluation data pointed to the importance of two factors in the pairing process: personal connections and facilitation of the selection process. This study at a research-intensive university demonstrates that when the pairing process is tailored to individual mentees, they are comfortable selecting a mentor and to then develop a successful mentoring relationship.[PUBLICATION ABSTRACT]

**DOI:**[http://dx.doi.org/10.1007/s10734-010-9348-0](https://mail.sta.uwi.edu/owa/redir.aspx?C=X1DBv_qZtgwkAZqiKY5n-oRS10ONI8oJPd2A8Jk4mSXaR0JZ_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1007%2fs10734-010-9348-0)

**ProQuest document ID:**857699642

**Document URL:**[https://search.proquest.com/docview/857699642?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=GYqszQPE4n_0b8crlYjKXWzI1URBvlKDRRTJGWGrsVnaR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f857699642%3faccountid%3d45039)

**Mentoring Female Administrators Toward Leadership Success**

**Author:**Dunbar, Denise P; Kinnersley, Ruth T

**Publication info:**Delta Kappa Gamma Bulletin ; Austin  Vol. 77, Iss. 3,  (Spring 2011): 17-24.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=7BemmwPouraF4c8f7935v-Ra0ui84e6ZGcPfLTieiB7aR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f905838339%3faccountid%3d45039)

**Abstract:**

This research investigated the mentoring experiences of female administrators. Specifically, the researchers surveyed female higher-education administrators in Tennessee to determine if there were differences in their perceptions of the effectiveness of the mentoring relationship based on different mentoring approaches. In general, the findings of this study supported earlier research and confirmed the importance of mentoring relationships for women who aspire to administrative positions. These findings suggested that institutions of higher education, professional associations, and graduate programs that prepare women to become administrators should develop methods to promote a culture of mentoring. [PUBLICATION ABSTRACT]

**Document URL:**[https://search.proquest.com/docview/905838339?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=7BemmwPouraF4c8f7935v-Ra0ui84e6ZGcPfLTieiB7aR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f905838339%3faccountid%3d45039)

**Developing Peer Mentoring through Evaluation**

**Author:**Hall, Ralph; Jaugietis, Zarni

**Publication info:**Innovative Higher Education ; New York  Vol. 36, Iss. 1,  (Feb 2011): 41-52.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=tdpbrW1gx4ltpQK0hMuANTPbAGlIHFpWbP4oXwDN6PraR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f840668502%3faccountid%3d45039)

**Abstract:**

Peer mentoring programs are an important component in the strategy to enhance the first year undergraduate experience. The operation of these programs needs to be informed by evidence as to their effectiveness. In this article we report on a six-year study of the development of a peer mentoring program in which feedback is used to improve program implementation. Evidence from surveys of participants in the program shows that this process has significantly enhanced their experiences and that the effects of these benefits have increased throughout the life of the program. Moreover, participation in the program enhanced the leadership, communication, and organizational skills of the peer mentors.[PUBLICATION ABSTRACT]

**DOI:**[http://dx.doi.org/10.1007/s10755-010-9156-6](https://mail.sta.uwi.edu/owa/redir.aspx?C=S1sSXSiKBWWhevB0SMuO5OanV5RTmoG2sXjGZ5PiKi7aR0JZ_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1007%2fs10755-010-9156-6)

**DocumentURL:**[https://search.proquest.com/docview/840668502?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=tdpbrW1gx4ltpQK0hMuANTPbAGlIHFpWbP4oXwDN6PraR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f840668502%3faccountid%3d45039)

**Establishing a formal cross-cultural mentoring organization and program**

**Author:**Kim, Sewon; Egan, Toby

**Publication info:**Journal of European Industrial Training ; Bradford  Vol. 35, Iss. 1,  (2011): 89-105.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=MMmhN2iAFsX0PB_YkElYAurQEqykJ4Si4x9aDfOxWy3aR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f840151852%3faccountid%3d45039)

**Abstract:**

Purpose - The aim of this paper is to offer potential insight regarding formal cross-cultural mentoring organization and program development in higher education contexts and beyond, by elaborating regarding the founding and programmatic efforts of an International Student Mentor Association (ISMA) at a large university in North America. Design/methodology/approach - The research approach used was an exploratory case study. Data were collected from various secondary sources. As ex-post factor reporting, data analysis was also based on memory and experiences recalled by the first author - one of the ISMA founding members. Findings - ISMA was distinctive in employing cross-cultural mentoring. International, cultural components were embedded in the overall organization structure, board and team designs, paired mentor system, mentor and protégé matching, training content, and multilevel mentoring activities. Organization and program flow charts were identified. Research limitations/implications - Future research should examine dynamics of cultural dimensions, such as age, gender and other cultural orientations, in the cross-cultural mentoring relationships and programs. Practical implications - Human resource development (HRD) practitioners can use formal cross-cultural mentoring to facilitate cultural adjustment and exchange as well as psycho-social and career supports in multinational or multicultural organizations. Employing multilevel mentoring relationships can further social network and capital of an organization and its members. Originality/value - This is one of the few studies in formal cross-cultural mentoring organization and program development. Organization establishment process, organization structure, matching system, and program flow charts can be used as a potential guidance for implementation of other cross-cultural mentoring organizations and programs.[PUBLICATION ABSTRACT]

**DOI:**[http://dx.doi.org/10.1108/03090591111095754](https://mail.sta.uwi.edu/owa/redir.aspx?C=6JXN2A4iUjbeaBKO0dhAO8OOT3rSPP-CmDXlexPZNg_aR0JZ_mzXCA..&URL=http%3a%2f%2fdx.doi.org%2f10.1108%2f03090591111095754)

**Document URL:**[https://search.proquest.com/docview/840151852?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=MMmhN2iAFsX0PB_YkElYAurQEqykJ4Si4x9aDfOxWy3aR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f840151852%3faccountid%3d45039)

**The Impact of Mentoring on the Success of Community College Students**

**Author:**Crisp, Gloria

**Publication info:**Review of Higher Education ; Baltimore  Vol. 34, Iss. 1,  (Fall 2010): 39-60.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=1494M0LW18uShyHgItxMtD_qWFLkvKs3SHojNbvQMQTaR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f757593366%3faccountid%3d45039)

**Abstract:**

[...] research has shown that community college students are 10 to 18% more likely to drop out of college than students who attend four-year institutions, even after controlling for background, ability, high school grades, and aspirations toward a college degree (Dougherty, 1992). [...] many community college students do not live on campus, have limited opportunities to actively engage in social activities, attend college part-time, work off-campus, and/or have limited opportunities to form significant support systems, which are all factors previously shown to impact student grades, retention, and graduation rates (Cohen & Brawer, 2003).

**Document URL:**[https://search.proquest.com/docview/757593366?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=1494M0LW18uShyHgItxMtD_qWFLkvKs3SHojNbvQMQTaR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f757593366%3faccountid%3d45039)

**On Doctoral Student Development: Exploring Faculty Mentoring in the Shaping of African American Doctoral Student Success**

**Author:**Felder, Pamela

**Publication info:**The Qualitative Report ; Fort Lauderdale  Vol. 15, Iss. 2,  (Mar 2010): 455-474.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=jnTtWTfVVLgc3KJFwKiGBqRju2QKSeBFygvaW4wgwE3aR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f195547947%3faccountid%3d45039)

**Abstract:**

This study examines the influence of faculty mentorship in the shaping of African American doctoral student success. A case analysis framework is used to investigate the belief systems that doctoral students held about their doctoral experience. Data collection involved a one-phase semi-structured interview protocol used to gather information about these experiences from a post-degree perspective. African American doctoral degree completion is addressed as a critical function of student success within an elite educational context. Results of the study demonstrate that the African American doctoral degree completion is complicated by students' perceptions of faculty advising, faculty behavior and the lack of diverse faculty leadership. [PUBLICATION ABSTRACT]

**Document URL:**[https://search.proquest.com/docview/195547947?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=jnTtWTfVVLgc3KJFwKiGBqRju2QKSeBFygvaW4wgwE3aR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f195547947%3faccountid%3d45039)

**Outsiders within the Academy: Strategies for Resistance and Mentoring African American Women**

**Author:**Henderson, Tammy L; Hunter, Andrea G; Hildreth, Gladys J

**Publication info:**Michigan Family Review ; Ann Arbor  Vol. 14,  (2010).

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=nD53AJKQMSH1NmqoEGYg8bpoCU9DRth5iptuWdJlLTjaR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1151382238%3faccountid%3d45039)

**Abstract:**

Black Feminist Thought is used to identify some of the tensions experienced by African American women faculty holding positions in predominately White institutions: (a) the mammy-sapphire continuum of existence, (b) inequality without reverence to credentials and expertise, and (c) privilege and dismissing intersectionality. Peer mentoring is discussed as a tool of resistance. Other forms of resistance include: using counter narratives, identifying the issue, defining and evaluating self, relinquishing representations offered by others, seeking and using work-life resources, and securing required resources.

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**Latina/o Undergraduate Students Mentoring Latina/o Elementary Students: A Borderlands Analysis of Shifting Identities and First-Year Experiences**

**Author:**Bernal, Dolores Delgado; Alemán, Enrique, JR; Garavito, Andrea

**Publication info:**Harvard Educational Review ; Cambridge  Vol. 79, Iss. 4,  (Winter 2009): 560-585,780-782.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=dOUP_29MESsxcJPL14KghCrslhg3G1uL1GtdOUAVzWPaR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f212293319%3faccountid%3d45039)

**Abstract:**

This article examines the experiences of first-year Latina/o undergraduates at a predominantly white institution. Through a borderlands analysis, the authors explore how these students describe their experiences participating in an ethnic studies course and mentoring Latina/o elementary schoolchildren. The authors find that these experiences served as sitios y lenguas (decolonizing spaces and discourses; Pérez, 1998) in which the undergraduate students were able to reflect on the ongoing transformation of their social and political identities, revealing the complex and fluid latinidades (Latina/o identities; Latina Feminist Group, 2001) that exist among the Latina/o university students. This article explores the physical and metaphorical borders (Anzaldúa, 1987) the undergraduates occupy, navigate, and challenge while they work simultaneously as mentors in a mostly Latina/o setting and as college students on a mostly white campus. [PUBLICATION ABSTRACT]

**Document URL:**[https://search.proquest.com/docview/212293319?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=dOUP_29MESsxcJPL14KghCrslhg3G1uL1GtdOUAVzWPaR0JZ_mzXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f212293319%3faccountid%3d45039)