Summary of Tips for Effective Research Mentoring

GLCA Webinar Series

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Presenter: Katie Bogan, Senior Student at Clark University

**Student Perspective: Michelle Bata and Katherine Bogen**

Participation in UR matters, but the mentoring relationship seems to have a greater effect on their well-being after graduation. The Gallup-Purdue Index (http://www.luminafoundation.org/files/resources/galluppurdueindex-report-2014.pdf) reports increased benefits for students at all levels who have strong mentoring relationships with faculty members. The mentoring relationship has beneficial effects on students, institution and the faculty. At the institutional level, there are increased graduation rates, retention and higher student learning and engagement. Faculty also report higher job satisfaction and research productivity if there is a strong mentor-student relationship.

Students and faculty approach a mentor-mentee relationship differently. For students, mentoring relationships begin with a need and they then expect a relationship to form from that. However, when students approach a faculty member, they might not be attuned to the faculty expectations or workload that is present. Faculty members tend to want to minimize risk and generally expect a relationship to exist first. Current research is showing that the traditional models of mentorship (single mentor-single mentee) are outdated. Mentoring “constellations” exist where a student seeks advice from many people, including other faculty, students or staff. Communication between student and faculty is key to a successful mentoring relationship. For many students, this might be the first professional relationship that they are participating in. Studies show that within a mentoring relationship, students want career or project support but also psychosocial support.

**Introduction to Mentoring Models: Heather M. Fitz Gibbon**

There are many different types of mentoring models: mentor-protégé, constellations, co-mentoring, and communities of effective practice (see references for more information). Faculty members also provide an array of support for students: emotional, appraisal, informational, logistical and networking support. In many faculty-student mentoring models, it is an ongoing relationship from the first year to graduation and beyond. Wooster has developed a “Research Scaffolding” Model that spans the four years. It starts with Orientation in the first year, Exploration in the second year, Integration in the third year and Translation in the Senior year. Faculty mentoring is important at all levels in the scaffolding. Mentoring can also be defined within one experience with four stages: Initiation (picking a research question), Cultivation (honing a research question), Transformation and Separation. Providing a structured research experience is one key for a successful experience for both student and faculty member. Many people are using syllabi and contracts to define the expectations and metrics for success. (See http://holthistoryis.voices.wooster.edu/senior-is-schedule/ or http://teachingandlearning.spaces.wooster.edu/files/2013/09/Karazsia.pdf for examples.)

**Further Resources on Faculty-Student Mentoring:**

Higgins, M., Dobrow, S. R., & Roloff, K. S. (2010). Optimism and the boundaryless career: The role of developmental relationships. *Journal of Organizational Behavior*, *31*(5), 749-769.

Kram, K. E. (1983). Phases of the mentor relationship. Academy of Management Journal, (December 1983), 608-625.

Kram, K. E., & Isabella, L. A. (1985). Mentoring alternatives: The role of peer relationships in career development. *Academy of management Journal*, *28*(1), 110-132.

Levinson, D. J. (1978). *The seasons of a man's life*. Random House LLC.

Mullen, C. A. (2000). Constructing co-mentoring partnerships: Walkways we must travel. *Theory into practice*, *39*(1), 4-11.

National Academy of Sciences. (1997). “ADVISER, TEACHER, ROLE MODEL, FRIEND: On Being a Mentor to Students in Science and Engineering.” National Academy Press: Washington, D.C.

Pascarelli, J. (1998). A four-stage mentoring model that works. *Mentoring and tutoring by students*, 231-243.