

EDUCATION - ACADEMIC MENTORING

“... the most important reason for going from one place to another
is to see what's in between,
and *they* took great pleasure in doing just that.”

—Juster (1961)

"Although graduate education in the United States is widely recognized as the best in the world," according to a report published by the AAU (1998), "it is criticized for overproduction of Ph.D.s, narrow training, an emphasis on research over teaching, and insufficient mentoring of students.”

Now, that’s an attention grabber.

Unquestionably, institutions committed to the goal of increasing student persistence, especially among excluded groups, seem to find a way to achieve that end. Institutional commitment, however, is not enough. Students are more likely to persist when they find themselves in settings that hold high expectations for their learning (think about *Stand and Deliver*), provide needed academic and social support, and actively involve them with other students and faculty in learning. Students value support that connects and integrates their experiences into a meaningful whole. This integration includes the melding of purposeful and frequent interactions—inside and outside the classroom in formal and informal settings—with faculty and academic professionals (Astin, 1993; Pascarella & Terenzini, 1991; Terenzini, Pascarella, & Blimling, 1996) and integrates academic, career, and life goals.

Prominent researchers have consistently noted the single most important factor linking student retention and success is the quality of faculty/staff

contacts. Astin (1977) reported students who interact more frequently with faculty report significantly greater satisfaction with the college environment. Nearly a decade later, Astin (1985) strengthens his position, commenting, "Frequent interaction with faculty members is more strongly related to satisfaction with college than any other type of involvement or indeed any other student or institutional characteristic" (p.147). Pascarella, Terenzini, and Wolfe (1986) emphasize the influence of faculty involvement on student retention and satisfaction with education. Kramer and Spencer (1989) state:

Overall, faculty-student contact is an important factor in student achievement, persistence, academic-skill development, personal development, and general satisfaction with the college experience (p.105).

Involvement, Astin (1984) relates, influences learning and defines effective institutions as those having the capacity to involve students. Echoing a similar sentiment, Tinto (1987) wrote, "The more frequent and rewarding interactions are between students and other members of the institution, the more likely are individuals to stay. This is especially true for those contacts which take place between students and faculty" (p.150).

Do you see a trend developing? Frequent and meaningful contact in and out of the classroom with faculty members, especially contact focusing on intellectual or career-related issues, seems to increase students' motivation and involvement (Astin 1984; Chickering & Gamson, 1995; Pascarella 1980, 1985; Terenzini, Pascarella, & Lorang, 1982; Tinto 1987).

The Mentoring Role of the Advisor. A number of research efforts, including Golde and Dore's (2001) study, *At Cross Purposes*, the National

Doctoral Program Survey conducted by the NAGPS (2001), and Nyquist's *Revisioning the Ph.D.* project (2000), suggest most students are satisfied with their advisor and report positive mentoring relationships, including the quality and quantity of time they spend together. At the graduate level, advising has also been identified as impacting a student's success; however, the relationship is qualitatively different.

The National Association of Graduate and Professional Students conducts annual web-based surveys of graduate students based on the *Graduate School Survey* conducted by Davis and Fiske at www.PhDs.org during the spring of 1999. The 2000 NAGPS survey (2001) involved over 32,000 graduate students and recent PhDs from 1,300 different programs at 399 universities in the US; many of the findings confirmed the earlier research of Golde and Dore (2001). The survey's executive summary draws our attention to the obvious. Simply put, "The common thread is that satisfaction is strongly linked to choice: Students want curricula broad enough to give them a choice of careers, they want information to ensure their choices are informed, and they want the choices they make to be respected" (NAGPS, 2001). Golde and Dore (2001) "encourage faculty to take their advising responsibilities seriously and to undertake them deliberately" (p.45). Specifically, Golde and Dore (2001) define quality advising as consisting of providing relevant information for students about their training and what happens to graduates, placing more emphasis on teaching, encouraging more courses outside one's field, actively working with students, and being good mentors (pp.43-48).

To many students and some faculty, the terms *advisor* and *mentor* are interchangeable. “In academics,” according to the National Academy of Sciences (1997), “mentor is often used synonymously with faculty advisor” (p.1). To others, mentoring suggests a level of personal interaction, nurture, and guidance that exceeds the requirements of advising. Although many students talk kindly about their advisors, rarely do students use the term *mentor* in referring to them. Why? In short, mentoring differs from advising in that a personal relationship is established between the student and the professor, a relationship that may last for many years after the student’s graduation.

According to Anderson and Shannon (1988), mentoring is an intentional, insightful, supportive process

in which a more skilled or more experienced person, serving as a role model, nurtures, befriends, teaches, sponsors, encourages, and counsels a less skilled or less experienced person for the purpose of promoting the latter’s professional and/or personal development (p.39).

Mentoring “... is a guiding process that fosters the growth and development of the protégé” (Shandley, 1989, p.60). Ideally, graduate advisors become true mentors to a student, stimulating his/her protégé to a higher standard of creativity and professionalism in their field.

Mentor. Most researchers refer to Homer’s *The Odyssey*, a poem written around 1000 B.C., when discussing the historical origins of the term “mentor” (Roberts, 1999). Homer’s Mentor is portrayed by many of these authors as a protective, guiding, and supportive figure who acted as a wise and trusted counselor to Telemachus, the son of Ulysses. Yet, little in the text would suggest Mentor possessed such desirable qualities. Roberts (1999), for example, believes

Homer's Mentor was, at best, a marginal (i.e., secondary) figure in the poem that did not portray the characteristics we attach to a mentor. In contemporary terms, Homer's Mentor was not a mentor at all; if we were to translate *mentor* from classical Greek, it would most likely resemble (i.e., be closest in meaning to) *advisor* in modern parlance. Specifically, *mentor* is the

appellative use of the proper name MENTOR. The name admits of the etymological rendering 'adviser' having the form of an agent-n from the root *men* (*mon*) to remember, think, counsel, etc. (c.f. Latin monitor). [Possibly it may have been invented or chosen by the poet as appropriately significant]. 1.a. With initial capital. The name of an Ithacan noble whose disguise the goddess Athene assumed in order to act as the guide and adviser of the young Telemachus; allusively, one who fulfils the office which the supposed Mentor fulfilled towards Telemachus. b. Hence, a common noun: an experienced and trusted counselor. The currency of the word in F. and Eng. is derived less from the *Odyssey* than from Fenelon's romance, *Télémaque*, in which the part played by Mentor as a counselor is made more prominent (MET, 1997).

Notwithstanding the supposed role Homer's Mentor fulfilled towards Telemachus, the literature on mentoring has repeatedly called attention to the fact there is no single definition of *mentor* widely accepted by those who practice mentoring, or by those who study it. To examine this phenomenon, Jacobi (1991) conducted a comprehensive review of mentoring literature in three categories: higher education, management and organizations, and developmental psychology. Her study concluded that although there are some areas of overlap, there is little consistency in the way mentoring is defined both within these categories and across them.

Consider higher education. Today, the modern term *mentor* is complex, often used to describe a person who leads through guidance. A mentor is an adviser, a supporter, a tutor, a supervisor, a sponsor, and a role model. For a

graduate student, the person who most often takes on this role is the major professor. Recognizing a fundamental difference between mentoring and advising, the Council of Graduate Schools (1995) cites Zelditch's summary of a mentor's multiple roles in a 1990 address to the Western Association of Graduate Schools:

Mentors are advisors, people with career experience willing to share their knowledge; supporters, people who give emotional and moral encouragement; tutors, people who give specific feedback on one's performance; masters, in the sense of employers to whom one is apprenticed; sponsors, sources of information about and aid in obtaining opportunities; models, of identity, of the kind of person one should be to be an academic.

Scholars who are familiar with Homer's original work believe the modern use of the term *mentor* in its current form and definition more likely comes from the work of 18th-century French writer and educator, Francois de Salignac de La Mothe-Fenelon (1651-1715) (e.g., Roberts, 1999). Fenelon was tutor to the Duke of Burgundy, eldest grandson of King Louis XIV and heir to the French throne, from age six to fourteen years old (1689-1697). Fenelon's *Les Aventures de Télémaque (The Adventures of Telemachus)* of 1699, a series of pedagogical essays, was written as an imitation and continuation of Homer's epic poem.

Building upon Zelditch's (1990) definition of mentors as advisors, tutors, and models, **successful mentoring relationships**

- involve support in achieving long-term goals
- are mutually beneficial
- are personal, and
- are based on the mentor's greater status in the field (Jacobi, 1991).

The *Merriam-Webster Collegiate Dictionary* (2003) describes a mentor as "a trusted counselor or guide." Mentoring is a living, breathing process that

focuses on people and changes lives. Mentoring is a cultivating endeavor that helps individuals mature and encourages action. A mentor's influence and the lessons they teach are bound to intuition rather than to observation; in mentoring, guidance usually provides protégés with perspectives that differ from the ones they hold. A mentor's insightful guidance, tempered by relevant instruction, facilitates growth as it emphasizes the artistic aspects of leadership that addresses broader implications and consequences than those typically associated with the advisor's focus on attaining certain performance objectives. Indeed, helping others discover the essence of life, and to explore, examine, and exploit their distinctive gifts and talents is what mentors do.

The importance of the mentoring relationship sharpens the differences between mentoring and advising as they pertain to the time and energy invested and the nature and expected use of guidance given. Mentors provide clarity and perspective; they help see through the fog of life. Mentors strive to support, comfort, and protect. Mentors are flexible and tolerant, yet principled and steadfast. They are solid, durable, weathered, and reliable. As the mentor-protégé bond ages, the relationship becomes a crucible of professional debate whereby innovation is checked against the backdrop of experience, and opinion is bridled by historic and experiential analysis; trust, respect, and accountability are enhanced and bring exponential returns.

The time involved in establishing a quality mentoring relationship is linked to developing trust. Trust manifests itself over time through various trials, conquests, and day-to-day life experiences. Trust seasons the mentor-protégé relationship. As trust evolves and respect matures, what may have initially begun

as a one-on-one training experience progresses into a deep, significant personal relationship. Mentoring combines the efforts of one life in another. Mentoring is not a spectator sport; it entails risks and challenges. A mentor is eager to serve, dedicated to staying the course while standing alongside their protégé, secure in who they are, where they have been, and what they have accomplished; a mentor possesses a positive, expectant attitude and outlook, and is a contagiously pragmatic dreamer.

Homer himself was ascribed mentor of all tragic poets. In turn, he was mentored by Phoenix, his father's trusty servant. But while Achilles is heedless of his mentor's teachings, Telemachus, son of Odysseus (or in the Latin, Ulysses) is idealized as the docile pupil of his father's friend, Mentos, the archetype of all mentors. It is important to note this Greek tradition of the mentored life is thus elitist. It is designed to shape the whole character of the favored few—morally, intellectually, and socially; it cultivates a sense of duty (*aidos*), it exercises retributive justice (*nemesis*), and it gives courage for single-handed combat in multiple adventures (*aristeia*). This Greek tradition of the mentored life represents god-likeness in ennobled self-interest as it reminds lesser mortals of their divine origin. It invites humankind to imitate the mentored as *paradeigma* (the origin of *paradigm*).

Unlike Homer's *The Odyssey*, Fenelon's novel is a fable of high moral seriousness. Fenelon's Mentor was a primary figure in *Télémaque* with numerous examples of behaviors that contribute to today's perception of mentorship. Undeniably, successful mentors have similar characteristics: they are people-orientated, they tolerate ambiguity, they are conceptual thinkers, they

value their organization, they like their work, and they respect their subordinates; they are secure, they have power and expertise, they trust their protégés, they have a personal interest in protégés' careers, they encourage protégés' ideas, and they help protégés gain confidence as professionals (Grey & Grey, as cited in MacArthur, 1993).

Mentors have been around perhaps as long as the human race. Shamans and witch doctors, prophets and philosophers, leaders and teachers go back deep into our history. Moses and Joshua, Confucius and Mencius, Socrates and Plato, and Hillel and the Pharisees have all transmitted their ways of life from teacher to pupil, mentor to mentee. Thus the minds of great thinkers have been passed from generation to generation. Their efficacy as teachers also has been in being exemplars, providing a way of life that could be imitated in deed as well as thought. Yet Roberts (1999) makes the point the term *mentor* did not enter the English language until 1750, which Roberts attributes to the immense popularity of Fenelon's novel.

Bringing the discussion of *mentor* closer to the twenty-first century, Johnson (1989) says mentoring involves dealing with the total personality of an individual in order to advise, counsel, and provide them with guidance. Mentors fill many roles such as friend, advisor, activities coordinator, and personal counselor. Although their roles differ from student to student, mentors teach in "the classroom of life," delivering their lectures one-on-one. The one-on-one nature of a true mentoring relationship provides a great environment for developing interpersonal and conceptual skills. Mentors help their protégés shape their views of the past, examine contemporary circumstances, and develop

visions for the future. Mentors give reasons and background information and share perspectives on decisions that need to be made and choices that lie ahead. Mentoring relationships help ensure people will be historically grounded yet future oriented. Mentors facilitate passing the baton from one generation to another. More specifically, the mentoring relationship itself can take on various faces; mentors meet others' needs by functioning in various capacities (e.g., counselor, coach, facilitator, advisor, advocate, visionary). Whether they intuitively discern a need or derive its necessity through mutual consensus, mentors attempt to meet their protégés' needs and goals.

The one-on-one mentoring relationship is seen as a way of increasing student retention, particularly for those students who find traditional educational environments alienating or hostile (Johnson, 1996; Moses, 1989; Sedlacek, 1983; Ugbah & Williams, 1989). Much of the literature reflects the fact nontraditional students often bring their own perspective and experience to the learning environment (e.g., Merriam, 1987); as such, mentoring, as a form of faculty interaction, particularly in graduate education, is worthwhile and critical to student persistence (e.g., Queen, 1994; Wilde & Schau, 1991). Recently published commentary about graduate education, for example, agrees the role of the mentor is particularly instrumental in successful and timely degree completion. Indeed, the importance of one's choice of advisor to program satisfaction was affirmed in a national survey of doctoral students (Golde & Dore, 2001). Equally illustrative, problems with advisors and the absence of someone "to encourage and give good ideas" were cited as obstacles in a study of graduate students who

completed all graduate degree requirements except the dissertation (Greenwood & Jaworski, 1996).

Graduate mentor. Mentoring is important to graduate students. Boyle and Boice (1998) insist "Mentoring may be the most important variable related to academic and career success for graduate students." Continuing, they note exemplary departments "provide a structured protocol for students to obtain research advisors. ... Regardless of whether from the humanities, social sciences, or physical/life sciences, faculty [in exemplary departments] thoughtfully planned how to arrange research and scholarship projects to incorporate their graduate students" (Boyle & Boice, 1998). Why might such an approach be important?

Empirical studies conducted over the past 20 years continue to illustrate graduate student mentoring is positively related to student productivity in terms of number of pre-doctoral publications, number of first authored publications, number of conference papers, number of research projects undertaken by the student, research activity, teaching courses and grantsmanship (Crane, 1965; Cronan-Hillix, Gensheimer, Cronan-Hillix, & Davidson, 1986; Reskin, 1979; Smith & Davidson, 1992); academic success as measured by retention rates, timely graduation rates, student satisfaction with the program, academic performance and professional involvement (Duester, 1994; Jacobi, 1991; LeCluyse, Tollefson, & Borgers, 1985; Redmond, 1990); and career success in terms of getting a tenure track job at a university, level of self-actualization, career advancement (in higher education administrators), and academics (publication rate, grants, collaboration and professional network) (Adam, 1986;

Cameron & Blackburn, 1981; Eubank, 1988; Pando, 1993; Rawles, 1980; Reskin, 1979).

In a report by the Commission on the Doctorate in Planning to the Association of Collegiate Schools of Planning (1992), “Mentoring was the most important factor determining a graduate’s satisfaction or dissatisfaction with a program. The most satisfied often credited mentors with postdoctoral successes, while the least satisfied were typically bitter about the lack of mentoring” (Innes, Burns, Hack, Handy, Hibbard, Levine, Mandelbaum, & Sanyal, p.7); indeed, the second most frequent major complaint among students was “insufficient and unreliable mentoring” (Innes, et al, 1992, p.17). The Commission recognized “Mentoring is not just about intellectual development. It also means helping students ... get started in their professional lives. It includes providing role models and insights into the practice of research and teaching” (Innes, et al, 1992, p.36). “Having a mentor is what makes a graduate student a graduate student,” says one female student responding to a survey conducted as part of the 1992 Report of the Commission on the Doctorate in Planning to the Association of Collegiate Schools of Planning (Innes, et al, p.30). The faculty did not raise the same concern suggesting communication within the discipline is less than optimal.

Apparently little has changed since the 1992 report. In 1998, the Association of American Universities (AAU) released a report prepared by a Committee on Graduate Education intended to stimulate the reexamination of various aspects of the graduate programs in the country’s most prestigious institutions. “Although graduate education in the United States is widely

recognized as the best in the world," Danforth, Chair of the committee, explained, "it is criticized for ... insufficient mentoring of students" (AAU, 1998).

Mentoring is an essential component for success during graduate students' acculturation and retention (Boyle & Boice, 1998; Brown-Wright, Dubick, & Newman, 1997; Dorn & Papalewis, 1997). Ideally, according to the AAU (2000), graduate education at the doctoral level is a combination of study and apprenticeship. Along with taking courses and seminars, a student works with a faculty mentor in teaching and research. Mentoring transforms the student into a colleague by recognizing graduate education includes socialization to the values, norms, and practices of the discipline.

Research supports the contention the quality of graduate students' academic experience is determined by their relationships with faculty members. Commensurate with their review of national studies on doctoral education, Nyquist and Wulff (2002) suggest eight recommendations; "Provide adequate mentoring" is preceded only by their recommendation to "Provide explicit expectations for doctoral students." The university's most important product," contends Nyquist (2002), "is not expertise, research, knowledge, information, or service. It is the student."

Similarly, Tam and Rousseau (1998), sourcing the work of a number of prominent researchers, make specific recommendations for faculty mentoring graduate students: the roles of mentor and protégé must be explicit (Adams, 1992; Brown-Wright, Dubick, & Newman, 1997); adopt a proactive approach to mentoring (Cronan-Hillix, Gensheimer, Cronan-Hillix, & Davidson, 1986; Rousseau & Tam, 1995); encourage/build a collegial relationship with the protégé

(Knox & McGovern, 1988); create opportunities for the student to receive reinforcement for professional performance (Brown-Wright, Dubick, & Newman, 1997; Rousseau & Tam, 1995); help the protégé develop professional writing and speaking skills (Rousseau & Tam, 1995); and be respectful and sensitive towards students' cultural backgrounds (Charles & Stewart, 1991). In short, as Cusanovich and Gilliland (1991, p.1) attest, "a mentoring relationship involves professors acting as close, trusted, and experienced colleagues and guides. ... It is recognized part of what is learned in graduate school is not cognitive, it is socialization to the values, practices, and attitudes of a discipline and university, it transforms the student into a colleague."

It's My Sense ...

"A *mentor* is someone who allows you to see the hope inside yourself."
~Oprah Winfrey

From the graduate student's perspective, is the hands-off approach to graduate studies prevalent in higher education a *force-majeure*—a result of imbedded uncertainty—or is there something we can do? The tone of the research indicates much remains for us to do; focusing on the needs of our students is a step in the right direction. Colleges are systematic enterprises comprised of linking and interactive parts, and people and programs working together are important in achieving positive outcomes (Tinto 1987). "If academe is to go to the root causes of our problems," contends Tierney (1998), "we need to rethink and, of consequence, restructure what we do. Change ought not come

from around the edges, but rather go to some of our core activities” (p.3). Using Taine’s analogy, it is incumbent upon us to get out of our room.

Mentors represent continuity. Each of us—mentors more so now than ever before—resides in the graduate students’ world. Many students at the margin, however defined, give up when they sense they do not matter to the people around them (Astin, 1993; Kuh, 1997). Only after the students and their learning are considered our primary cause can faculty—more importantly, mentors—go beyond student involvement (Astin, 1984; Tinto, 1993) and do more to honor and respect student experiences (Baxter-Magolda, 1999). The challenges faced by mentors are formidable, but they are not insurmountable.

Research consistently finds mentors are an important key in understanding why graduate students succeed to degree completion. The same research indicates a graduate student’s relationship with mentors is the single most important element when assessing the quality of their graduate experience. Unfortunately, students also report the single most disappointing aspect of their graduate experience is the quality of their relationship with their advisor. These findings clearly articulate the difference a mentor can make—not only in a student’s persistence but, equally important, in their satisfaction with the overall doctoral experience. With that said, the challenges undoubtedly will be met, and will be met well, if mentors focus both on gaining a greater understanding of the students they serve and on expanding their roles as mediators, interveners, and advocates for constructive change. The implication for those with the responsibility to mentor is far-reaching; the implication for their students—especially those at the margin—is beyond description.

Tierney (1998b, p.8; 2000, pp.213, 218-219), writing from a “cultural perspective informed by critical theory,” is to the point in his recognition of the institution’s evolving, if not long overdue, responsibility:

In the past, researchers have suggested students need to be integrated into the fabric of the institution, both academic and social integration needs to take place, and we ought to view college as a ritualistic transition point from one stage to another. In large part, the onus in such a model is on the individual. The individual integrates; the individual undergoes the ritual; the individual finds ways to fit into the academic and social milieu of the institution. What I am suggesting is we turn the model on its head—we develop a framework which has the negotiation of identity in academe as central to educational success.

Indeed, the burden of adaptation must shift from the students to the institutions.

“The challenge,” Tierney (2000) asserts, “is to develop ways in which an individual’s identity is affirmed, honored, and incorporated into the organization’s culture” (p.219). Continuing, Tierney posits the obvious: “We begin by working from where the students are” (2000, p.221). The single most important factor in the student’s departure decision is their relationship with a mentor. Perhaps the best way to increase our understanding is to hear what the students have to say to.

END NOTES:

- Adam, M. (1986). *The effects of mentoring of the career paths of administrators in community colleges in the state of Michigan*. Dissertation Abstracts International, 47(5-A): 1537.
- Adams, H. G. (1992). *Mentoring: An essential factor in the process for minority students*. Notre Dame, IN: National Center for Graduate Education for Minorities.
- Anderson, E., & Shannon, A. (1988). Toward a conceptualization of mentoring. *Journal of Teacher Education*, 39(1): 38-42.
- Association of American Universities (AAU). (March, 2000). *Graduate education — responses to criticisms*. URL: <http://www.aau.edu/sheets/sheets.html>
- Association of American Universities (AAU). (Nov 11, 1998). Study recommends universities reexamine graduate education programs. Washington, D.C. URL: <http://www.aau.edu/education/GradEdNR11.10.98.html>
- Astin, A. (1977). *Four critical years: Effects of college on beliefs, attitudes, and knowledge*. San Francisco, CA: Jossey-Bass.
- Astin, A. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25: 297-308.
- Astin, A. (1985). *Achieving educational excellence*. San Francisco, CA: Jossey-Bass.
- Astin, A. (Sep, 1993). College retention rates are often misleading. *Chronicle of Higher Education*.
- Astin, A. (1993). *What matters most in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Baxter Magolda, M. B. (1999). The evolution of epistemology: Refining contextual knowing at twentysomething. *Journal of College Student Development*, 40: 333-334.
- Boyle, P. & Boice, B. (1998). *Best practices for enculturation: Collegiality, mentoring, and structure*. The experience of being in graduate school: An exploration. *New Directions for Higher Education*, No. 101. San Francisco: Jossey-Bass, Inc.
- Brown-Wright, D. A., Dubick, R. A., & Newman, I. (1997). Graduate assistant expectation and faculty perception: Implications for mentoring and training. *Journal of College Student Development*, 38: 410-416.
- Cameron, S. W., & Blackburn, R. T. (1981). Sponsorship and academic career success. *Journal of Higher Education*, 52: 369-377.

- Charles, H. & Stewart, M. A. (1991). Academic advising of international students. *Journal of Multicultural Counseling and Development*, 19: 173-181.
- Chickering, A. W. & Gamson, Z. F. (Eds.). (1995). *The seven principles in action: Improving undergraduate education*. Bolton, MA: Anker Publishing Co.
- Council of Graduate Schools. (1995). *A conversation about mentoring: Trends and models*. Washington, DC: Council of Graduate Schools.
- Crane, D. (1965). Scientists at major and minor universities: A study of productivity and recognition. *American Sociological Review*, 30: 699-714.
- Cronan-Hillix, T., Gensheimer, L. K., Cronan-Hillix, W. A., & Davidson, W. S. (1986). Students' views of mentors in psychology graduate training. *Teaching of Psychology*, 13: 123-127.
- Cusanovich, M. & Gilliland, M. (1991). Mentoring: The faculty-graduate student relationship. *Communicator*, 24(5-6): 1-3.
- Davis, G., & Fiske, P. (2001). *The 1999 Ph.D.s.org graduate school survey report of results*. AAAS Directorate for Education and Human Resources Programs, 3(1).
- Davis, G., & Fiske, P. (2000). Results of the 1999 Ph.D.s. graduate school survey. Presentation at the Re-Envisioning the Ph.D. conference. Seattle, WA: University of Washington.
- Dorn, S. & Papalewis, R. (1997). *Improving doctoral student retention*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Duester, R. (1994). *A study of the effects of a mentoring program on minority students' perceptions and retention*. Dissertation Abstracts International, Section A: The Humanities & Social Sciences, 54(8-A): 2908.
- Eubank, R. K. (1988). *The effects of same gender and cross gender mentoring on personal development, career advancement, and job satisfaction of female administrators in higher education*. Dissertation Abstracts International, 49(4-A): 670.
- Golde, C.M. & Dore, T.M. (2001). *At cross purposes: What the experiences of doctoral students reveal about doctoral education*. Philadelphia, PA: The Pew Charitable Trusts. URL: www.phd-survey.org
- Greenwood, M. R. C. & Jaworski, E. (1996). *The path to the Ph.D.: Measuring graduate attrition in the sciences and humanities*. National Research Council. National Academy Press, Washington, D.C.
- Innes, J., Burns, L., Hack, G., Handy, S., Hibbard, M., Levine, J., Mandelbaum, S., & Sanyal, B. (1992). *Commission on the Doctorate in Planning to the Association of Collegiate Schools of Planning (ACSP)*. URL: <http://www.acsp.org/>

- Jacobi, M. (1991). Mentoring and undergraduate academic success: A literature review. *Review of Educational Research*, 61(4): 505-532.
- Johnson, C. S. (1989). Mentoring programs. In M. L. Upcraft & J. Gardner (Eds.), *The freshmen year experience: Helping students succeed in college* (pp.118-128). San Francisco, CA: Jossey-Bass.
- Johnson, I. H. (1996). Access and retention: Support programs for graduate and professional students. In Johnson, I. H., & Ottens, A. J. (Eds.). *Leveling the playing field: Promoting academic success for students of color* (pp.53-67). New Directions for Student Services, No. 74. San Francisco, CA: Jossey-Bass.
- Knox, P. L. & McGovern, T. V. (1988). Mentoring women in academia. *Teaching of Psychology*, 15(1): 39-41.
- Kramer, G. L., & Spencer, R. W. (1989). Academic advising. In M. L. Upcraft, J. N. Gardner, and Associates, *The freshmen year experience: Helping students survive in college* (pp.95-107). San Francisco, CA: Jossey-Bass
- Kuh, G. D. (1997, November). *How are we doing? Tracking the quality of the undergraduate experience from the 1960s to the present*. Paper presented at the Association for the Study of Higher Education Conference, Albuquerque, NM. Also in Kuh, G. D. (1999). Setting the bar high to promote student learning. In Blimling, G. S. & Whitt, E. J. (Eds.), *Good practice in student affairs*. San Francisco, CA: Jossey-Bass.
- LeCluyse, E. E., Tollefson, N., & Borgers, S. B. (1985). Differences in female graduate students in relation to mentoring. *College Student Journal*, 19(4): 411-415.
- Master of Education in Teaching (MET) Program. (1997). Mentor. College of Education. University of Hawaii at Manoa. *The MET Newsletter*, 2(1): 5.
- Merriam, S. B. (1987). Adult education and theory building: A review. *Adult Education Quarterly*, 37(3): 187-189.
- Merriam-Webster Collegiate Dictionary*. (2003). URL: <http://www.m-w.com/cgi-bin/dictionary>
- Millsap, S. P. (1996). *Meeting the needs of returning adult students in forensics*. Educational Research Information Clearinghouse
- Moses, Y. T. (1989). *Black women in academe: Issues and strategies*. Washington, DC: Association of American Colleges. Project on the Status and Education of Women. (ERIC Document Reproduction Service No. ED 311 817).
- National Academy of Sciences. (1997). *Advisor, teacher, role model, friend: On being a mentor to students in Science and Engineering*. Washington, DC: National Academy Press. URL: <http://www.nap.edu/readingroom/books/mentor/1.html>

- National Association of Graduate and Professional Students (NAGPS). (2001). *The 2000 national doctoral program survey*. Washington, DC: Alfred P. Sloan Foundation. URL: <http://survey.nagps.org>
- Nyquist, J. D. (2002, November/December). The Ph.D.: A tapestry of change for the 21st century. *Change: The Magazine of Higher Learning*, 34 (6): 12-20.
- Nyquist, J. D. & Woodford, B. J. (2000). *Re-envisioning the Ph.D.: What concerns do we have?* Seattle, Washington: Center for Instructional Development and Research and University of Washington. URL: http://www.grad.washington.edu/envision/project_resources/concerns.html
- Nyquist, J. D. & Wulff, D. H. (2002). *The Ph.D.: A tapestry of change for the 21st century. Recommendations from national studies on doctoral education*. URL: http://www.grad.washington.edu/envision/resources/tapestry_recom.html
- Pando, I. (1993). *The relationship between mentoring and career advancement of ethnic minority men and women serving as presidents, vice-presidents and deans in California's community colleges*. Dissertation Abstracts International, 54(3-A): 762.
- Pascarella, E. T. (1985). Student's affective development within the college environment. *Journal of Higher Education*, 56(6): 640-663.
- Pascarella, E. T. (1980). Student-faculty informal contact and college outcomes. *Review of Educational Research*, 50: 545-595.
- Pascarella, E. T. & Terenzini, P.T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco, CA: Jossey-Bass.
- Pascarella, E. T., Terenzini, P., & Wolfe, L. (1986). Orientation to college and freshmen year persistence/withdrawal decisions. *Journal of Higher Education*, 57: 155-175.
- Queen, K.W. (1994). Meeting affective needs of at-risk students. *Psychological Reports*, 74: 753-754.
- Rawles, B. A. (1980). *The influence of a mentor on the level of self-actualization of American scientists*. Unpublished doctoral dissertation, Ohio State University.
- Redmond, S. P. (1990). Mentoring and cultural diversity in academic settings. *American Behavioral Scientist*, 34(2): 188-200.
- Reskin, B. F. (1979). Academic sponsorship and scientists' careers. *Sociology of Education*, 52: 129-146.
- Roberts, A. (1999). Homer's mentor. Duties fulfilled or misconstrued? *History of Education Journal*.

- Rousseau, M. & Tam, B. (1995). An apprenticeship model to recruit and prepare minority students to enter special education doctoral programs. *Teacher Education and Special Education*, 8(3): 179-191.
- Sedlacek, W. (1983). Teaching minority students. In Connes, J. H., Noonan, J. F., & Janha, D. (Eds.). *Teaching minority students*. New Directions for Teaching and Learning, No. 16 (pp. 39-50). San Francisco, CA: Jossey-Bass.
- Shandley, T. C. (1989). The use of mentors for leadership development. *NASPA Journal*, 27: 59-66.
- Smith, E. P., & Davidson, W. S. (1992). Mentoring and the development of African-American graduate students. *Journal of College Student Development*, 33(6): 531-539.
- Terenzini, P. T., Pascarella, E. T., & Blimling, G. S. (1996). Students' out-of-class experiences and their influences on learning and cognitive development: A literature review. *Journal of College Student Development*, 37: 149-162.
- Terenzini, P. T., Pascarella, E. T., & Lorang, W. G. (1982). An assessment of the academic and social influences on freshman year educational outcomes. *Review of Higher Education*, 5: 86-109.
- Tierney, W. G. (2000). Power, identity, and the dilemma of college student departure. In Braxton, J. M. (Ed.). *Reworking the student departure puzzle* (pp.213-234). Nashville TN: Vanderbilt University Press.
- Tierney, W. G. (Ed.). (1998). *The responsive university: Restructuring for high performance*. Baltimore MD: Johns Hopkins University Press.
- Tierney, W. G. (1998b). *Power, identity, and the dilemma of college student departure*. Los Angeles, CA: University of Southern California Center for Higher Education Policy Analysis. (Forthcoming in J. M. Braxton (ed.), *Rethinking the departure puzzle: New theory and research on college student retention*. Nashville, TN: Vanderbilt University Press.)
- Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: The University of Chicago Press.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. (2nd ed.). Chicago: University of Chicago Press.
- Ugbah, S., & Williams, S. A. (1989). The mentor-protégé relationship: Its impact on Blacks in predominantly White institutions. In Elam, J. C. (Ed.), *Blacks in higher education: Overcoming the odds* (pp. 29-42). Lanham, MD: University Press of America.
- Wilde, J. B. & Schau, C. G. (1991). Mentoring in graduate schools of education: Mentees' perceptions. *Journal of Experimental Education*, 59: 165-179.

Zelditch, M. (1990). "Mentor roles," in *Proceedings of the 32nd Annual Meeting of the Western Association of Graduate Schools*, 11. Tempe, Ariz., March 16—18. Cited in National Academy of Sciences' *Advisor, teacher, role model, friend: On being a mentor to students in Science and Engineering*. (1997). Washington, DC: National Academy Press. URL: <http://www.nap.edu/readingroom/books/mentor/1.html>

ADDITIONAL REFERENCE:

Campbell, T. & Campbell, D. A. (1997). Faculty/student mentor program: Effects on academic performance and retention. *Research in Higher Education*, 38(6): 727-742.

Daloz, L. A. (1986). *Effective mentoring and teaching: Realizing the transformational power of adult learning experiences*. San Francisco, CA: Jossey-Bass.

Friedman, N. (1987). *Mentors and supervisors*. (ERIC Document Reproduction Service no. ED 295 541).

Galo, M. T. (1988). Mentoring: Critical guide for graduate retention. *Black Issues in Higher Education*, 5(17): 23-24.

Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books, Inc.

Gross, R. A. (February 28, 2002). From 'old boys' to mentors. *The Chronicle of Higher Education*. URL: <http://chronicle.com/jobs/2002/02/2002022801c.htm>

Jack King is president of Walnut Ridge Consulting; he has over thirty years of leadership know-how and has worked with a variety of thought leaders. His familiarity with the myriad of operations that go on behind the world's stage, coupled with his more recent experience as an academic dean and his work supporting the public sector in the National Capital Region, have uniquely prepared him for the many compelling challenges that confront businesses and organizations around the globe. In addition, he is no stranger to the world of nonprofits, having created and now resolutely committed to the growth of the NorthFork Center for Servant Leadership, a nonprofit with international appeal. You can reach him at walnutridgeconsulting.com.

© Jack King 2010. All rights reserved.