

VOLUME 43

NUMBER

1

# Mentoring Undergraduate Students

GLORIA CRISP

VICKI L. BAKER

KIMBERLY A. GRIFFIN

LAURA GAIL LUNSFORD

MEGHAN J. PIFER

ASHE Higher Education Report

Available online at [wileyonlinelibrary.com](http://wileyonlinelibrary.com)



---

*ASHE Higher Education Report: Volume 43, Number 1*  
*Kelly Ward, Lisa E. Wolf-Wendel, Series Editors*

# Mentoring Undergraduate Students

Gloria Crisp, Vicki L. Baker, Kimberly A. Griffin,  
Laura Gail Lunsford, and Meghan J. Pifer

## Mentoring Undergraduate Students

Gloria Crisp, Vicki L. Baker, Kimberly A. Griffin, Laura Gail Lunsford, and Meghan J. Pifer

ASHE Higher Education Report: Volume 43, Number 1

Series Editors: Kelly Ward, Lisa E. Wolf-Wendel

**ASHE HIGHER EDUCATION REPORT**, (Print ISSN: 1551-6970; Online ISSN: 1554-6306), is published quarterly by Wiley Subscription Services, Inc., a Wiley Company, 111 River St., Hoboken, NJ 07030-5774 USA.

Postmaster: Send all address changes to *ASHE HIGHER EDUCATION REPORT*, John Wiley & Sons Inc., C/O The Sheridan Press, PO Box 465, Hanover, PA 17331 USA.

## Copyright and Copying (in any format)

Copyright © 2017 Wiley Periodicals, Inc., a Wiley Company. All rights reserved. No part of this publication may be reproduced, stored or transmitted in any form or by any means without the prior permission in writing from the copyright holder. Authorization to copy items for internal and personal use is granted by the copyright holder for libraries and other users registered with their local Reproduction Rights Organisation (RRO), e.g. Copyright Clearance Center (CCC), 222 Rosewood Drive, Danvers, MA 01923, USA ([www.copyright.com](http://www.copyright.com)), provided the appropriate fee is paid directly to the RRO. This consent does not extend to other kinds of copying such as copying for general distribution, for advertising or promotional purposes, for republication, for creating new collective works or for resale. Permissions for such reuse can be obtained using the RightsLink "Request Permissions" link on Wiley Online Library. Special requests should be addressed to: [permissions@wiley.com](mailto:permissions@wiley.com)

## Information for subscribers

ASHE HIGHER EDUCATION REPORT is published in 6 issues per year. Institutional subscription prices for 2017 are:

Print & Online: US\$477 (US), US\$557 (Canada & Mexico), US\$626 (Rest of World), €406 (Europe), £323 (UK). Prices are exclusive of tax. Asia-Pacific GST, Canadian GST/HST and European VAT will be applied at the appropriate rates. For more information on current tax rates, please go to [www.wileyonlinelibrary.com/tax-vat](http://www.wileyonlinelibrary.com/tax-vat). The price includes online access to the current and all online back-files to January 1st 2013, where available. For other pricing options, including access information and terms and conditions, please visit [www.wileyonlinelibrary.com/access](http://www.wileyonlinelibrary.com/access).

## Delivery Terms and Legal Title

Where the subscription price includes print issues and delivery is to the recipient's address, delivery terms are **Delivered at Place (DAP)**; the recipient is responsible for paying any import duty or taxes. Title to all issues transfers FOB our shipping point, freight prepaid. We will endeavor to fulfill claims for missing or damaged copies within six months of publication, within our reasonable discretion and subject to availability.

**Back issues:** Single issues from current and recent volumes are available at the current single issue price from [cs-journals@wiley.com](mailto:cs-journals@wiley.com).

## Disclaimer

The Publisher and Editors cannot be held responsible for errors or any consequences arising from the use of information contained in this journal; the views and opinions expressed do not necessarily reflect those of the Publisher and Editors, neither does the publication of advertisements constitute any endorsement by the Publisher and Editors of the products advertised.

**Publisher:** ASHE HIGHER EDUCATION REPORT is published by Wiley Periodicals, Inc., 350 Main St., Malden, MA 02148-5020.

**Journal Customer Services:** For ordering information, claims and any enquiry concerning your journal subscription please go to [www.wileycustomerhelp.com/ask](http://www.wileycustomerhelp.com/ask) or contact your nearest office.

**Americas:** Email: [cs-journals@wiley.com](mailto:cs-journals@wiley.com); Tel: +1 781 388 8598 or +1 800 835 6770 (toll free in the USA & Canada).

**Europe, Middle East and Africa:** Email: [cs-journals@wiley.com](mailto:cs-journals@wiley.com); Tel: +44 (0) 1865 778315.

**Asia Pacific:** Email: [cs-journals@wiley.com](mailto:cs-journals@wiley.com); Tel: +65 6511 8000.

**Japan:** For Japanese speaking support, Email: [cs-japan@wiley.com](mailto:cs-japan@wiley.com).

**Visit our Online Customer Help** available in 7 languages at [www.wileycustomerhelp.com/ask](http://www.wileycustomerhelp.com/ask)

**Production Editor:** Poornita Jugran (email: [pjugran@wiley.com](mailto:pjugran@wiley.com)).

Wiley's Corporate Citizenship initiative seeks to address the environmental, social, economic, and ethical challenges faced in our business and which are important to our diverse stakeholder groups. Since launching the initiative, we have focused on sharing our content with those in need, enhancing community philanthropy, reducing our carbon impact, creating global guidelines and best practices for paper use, establishing a vendor code of ethics, and engaging our colleagues and other stakeholders in our efforts. Follow our progress at [www.wiley.com/go/citizenship](http://www.wiley.com/go/citizenship)

View this journal online at [wileyonlinelibrary.com/journal/aehe](http://wileyonlinelibrary.com/journal/aehe)

Wiley is a founding member of the UN-backed HINARI, AGORA, and OARE initiatives. They are now collectively known as Research4Life, making online scientific content available free or at nominal cost to researchers in developing countries. Please visit Wiley's Content Access - Corporate Citizenship site: <http://www.wiley.com/WileyCDA/Section/id-390082.html>

Printed in the USA by The Sheridan Group.

**Address for Editorial Correspondence:** Coeditors-in -chief, Kelly Ward, Lisa E. Wolf-Wendel, ASHE HIGHER EDUCATION REPORT, Email: [lwolf@ku.edu](mailto:lwolf@ku.edu) and [kward@wsu.edu](mailto:kward@wsu.edu)

## Abstracting and Indexing Services

The Journal is indexed by Academic Search Alumni Edition (EBSCO Publishing); Education Index/Abstracts (EBSCO Publishing); ERIC: Educational Resources Information Center (CSC); Higher Education Abstracts (Claremont Graduate University); IBR & IBZ: International Bibliographies of Periodical Literature (KG Saur).

Cover design: Wiley

Cover Images: ©

For submission instructions, subscription and all other information visit: [wileyonlinelibrary.com/journal/aehe](http://wileyonlinelibrary.com/journal/aehe)

---

## Advisory Board



The ASHE Higher Education Report Series is sponsored by the Association for the Study of Higher Education (ASHE), which provides an editorial advisory board of ASHE members.

**Amy Bergerson**

University of Utah

**Bryan Brayboy**

Arizona State University

**Ryan Gildersleeve**

University of Denver

**Michael Harris**

Southern Methodist University

**Elizabeth Jones**

Holy Family University

**Adrianna Kezar**

University of Southern California

**Kevin Kinser**

SUNY – Albany

**Peter Magolda**

Miami University of Ohio

**Dina C. Maramba**

SUNY – Binghamton

**Susan Marine**

Merrimack College

**Christopher Morphew**

University of Iowa

**Robert Palmer**

SUNY – Binghamton

**Michael Paulsen**

University of Iowa

**Todd Ream**

Taylor University

**Barbara Tobolowsky**

University of Texas at Arlington

**Carolyn Thompson**

University of Missouri, Kansas City

**Diane Wright**

Florida Atlantic University

# Contents

---

<b>Executive Summary</b>	<b>7</b>
<b>Foreword</b>	<b>11</b>
<b>Introduction</b>	<b>14</b>
Importance and Value of Mentoring	16
Mentoring Definitions and Characteristics	18
Who Can Be a Mentor?	23
Mentoring Literature Reviews	26
Monograph Purpose and Guiding Questions	29
Monograph Overview	30
<b>Synthesis of Recent Empirical Findings</b>	<b>31</b>
Description of Reviewed Mentoring Scholarship	31
Mentoring Descriptions, Sensemaking, and Expectations	33
Perceptions, Functions, and Roles of Mentoring	35
Mentoring Benefits	38
College Adjustment and Development	40
Academic Progress and Success	41
Contributions of the Present Review	42
Summary and Conclusions	44
<b>Contextualizing Mentoring Relationships</b>	<b>45</b>
Orientation and Retention Programs	45
Mentoring for Social Justice and Equity	48
Peer Mentoring	50

---

Undergraduate Research and Honors Programs	52
Summary and Conclusions	57
<b>Established and Emerging Mentoring Frameworks</b>	<b>58</b>
Overview of Mentoring Theories and Frameworks	59
Typology-Related Frameworks	59
Process-Based Frameworks	62
Outcomes-Based Frameworks	67
Summary and Conclusions	71
<b>Conclusions and Recommendations</b>	<b>73</b>
Synthesis of Key Findings	73
Enduring Limitations and Recommendations for Future Research	75
Proposed Conceptual Framework: Mentoring Undergraduate Students	81
Evidence-Based Mentoring Practices	86
Concluding Remarks	90
<b>References</b>	<b>92</b>
<b>Name Index</b>	<b>105</b>
<b>Subject Index</b>	<b>111</b>
<b>About the Authors</b>	<b>113</b>





# Executive Summary

---

PROVIDING COLLEGE STUDENTS with access to mentoring has become a national priority, as evidenced by the prevalence and diversity of formal and informal mentoring programs and practices at postsecondary institutions. Mentoring efforts can be effective in addressing key issues and problems currently facing colleges and universities across the country, including the need to increase degree completion rates, reduce inequities in outcomes for marginalized and underrepresented groups, and broaden participation in the science, technology, engineering, and math (STEM) pipeline and workforce. Mentoring has long been considered a developmental and retention strategy for undergraduate students, and research suggests mentoring efforts are positively related to a variety of developmental and academic outcomes.

Unfortunately, mentoring research has been repeatedly observed by scholars to be underdeveloped relative to the importance and growing number of mentoring programs supported at the national, state, and local levels. Robust research is needed to guide the development, implementation, and assessment of undergraduate mentoring efforts. As the number of studies focused on mentoring undergraduate students continues to grow, comprehensive reviews of the literature are necessary to synthesize new knowledge. Literature reviews provide an efficient and robust way for practitioners and researchers to make sense of a large body of literature and to identify evidence-based practices specific to designing, implementing, and evaluating mentoring programs.

The most recent comprehensive review of the mentoring literature was conducted by Crisp and Cruz (2009), who provided a critical synthesis of

---

empirical research conducted between 1990 and 2007. Although findings pointed to the overall effectiveness of mentoring as a means to develop undergraduate students and support their academic success, the review also identified persistent conceptual, methodological, and theoretical weaknesses that impede the usefulness of findings in guiding the development of mentoring practice. Fortunately, the mentoring literature appears to have evolved substantially over the past decade, with over 100 studies published on mentoring undergraduate students since the last systematic review. However, it is unclear if or how the previously discussed limitations have been addressed by mentoring scholars or to what degree knowledge has developed in recent years. Renewed consideration of knowledge, and remaining unanswered questions, about mentoring undergraduate students is thus warranted.

The overarching purpose of this monograph is to move the mentoring conversation forward by offering an updated synthesis of the undergraduate mentoring scholarship published between 2008 and 2015. We sought to address four specific questions. First, we wanted to identify and understand how empirical knowledge and theory have advanced since the last comprehensive review. Importantly, we find that recent scholarship provides a more complex understanding of how mentoring can promote social justice and equity in higher education by providing more focus to student groups that have been historically understudied and underserved in higher education. We also find that the reviewed research has provided more attention to theory, as well as practical matters such as what mentoring looks like and how it is perceived and experienced by undergraduate students. Further, our review synthesizes current understanding of mentor matching processes and activities that mentors engage in with students, which are expected to be of use in guiding the development and implementation of mentoring programs.

At the same time, findings highlight enduring conceptual, theoretical, and methodological limitations of the usefulness of research in guiding mentoring practice. One such limitation is ambiguity in how mentoring has been defined and conceptualized across studies. In response, a second goal of the monograph was to identify and provide clarity about the characteristics that serve to meaningfully distinguish mentoring relationships and programmatic efforts. Consistent with prior reviews, no one definition was found to

---

accurately represent the diversity of relationships that students and institutional agents may term “mentoring.” Rather, findings suggest that definitions of mentoring might be improved by describing the characteristics that distinguish mentoring relationships and programs. In particular, we suggest that undergraduate mentoring relationships may be differentiated by the following characteristics: (a) relationship features, (b) form or source of the relationship, (c) relationship structure, (d) program types, and (e) forms of mentoring support provided to the student. In terms of formal programmatic efforts, this monograph details four distinct, and yet in some ways overlapping, types of mentoring programs. These include orientation and university retention programs, mentoring for social justice and equity, peer mentoring, and undergraduate research and honors programs.

Another enduring limitation of the mentoring literature is the underdevelopment and relative absence of theory available to guide the administration of mentoring programs. Although there are a fair number of theories that aim to identify and define the components of mentoring relationships, scholarship that sheds light on how mentoring is related to student development, learning, and success was shown to be particularly limited. Those applying theoretical or conceptual frameworks often develop models specific to their individual research, borrowed from or based on frameworks designed to explain relationships in business. Theoretical models that continue to interrogate how identity can shape how mentoring is defined, how individuals engage one another, and the needs of protégés are important for advancing mentoring research and practice.

As such, the third goal in developing this monograph was to integrate theory and research in a way that could provide tentative hypotheses regarding the relationship between the various characteristics and outcomes of mentoring. We draw upon reviewed theory and empirical findings to offer an integrated conceptual framework that identifies connections between developmental relationships, students’ characteristics, educational contexts, relationship features such as intent and intensity, forms of support, and potential short- and long-term effects on students’ college experiences and outcomes. Among other things, our framework acknowledges the interconnectedness between students and their educational context. Students choose and influence

---

their educational environments, and environments simultaneously act upon and shape students, driving their needs and resources. Additionally, our model offers testable ideas regarding how mentoring activities indirectly and directly can have an impact on intermediate and long-term student outcomes.

An important and yet often overlooked responsibility of scholars is to effectively bridge research and practice. With that in mind, our fourth and final goal in developing this monograph was to offer evidence-based practices for the administration of formal mentoring programs. Although there are a growing number of online resources to guide practitioners in developing undergraduate mentoring programs, we find that few are firmly grounded in theory and/or rigorous empirical evidence specific to undergraduate students. As such, our monograph concludes with a set of specific recommendations and evidence-based practices expected to be useful in designing, implementing, and evaluating mentoring efforts in undergraduate education.

# Foreword

---

MENTORING IS OFTEN looked to by faculty and administrators as a means to integrate and connect undergraduate students with the academic experience. Mentors play a clear role in student success. In *Mentoring Undergraduate Students*, authors Gloria Crisp, Vicki Baker, Kimberly Griffin, Laura Gail Lunsford, and Meghan Pifer do a great job of analyzing and synthesizing current literature related to all aspects of undergraduate mentoring from definition to theory to practice to informing ongoing research. The compendium of research reviewed provides practitioners and researchers with an evidence-based view of the influence of mentoring on the academic and social integration of undergraduate students.

Mentoring is one of those concepts in higher education that few disagree is a “good” thing for students and faculty. What is often missing, however, is how mentoring actually influences and shapes the student experience. Does mentoring help retention? How does mentoring contribute to learning and development? What types of mentoring programs assist students from diverse backgrounds? When it comes time to fund programs or start new projects or maintain programs after a grant, it is useful to have evidence of a particular practice to help address these and other questions. In this monograph, the authors provide information about different kinds of mentoring, examples of best practice, and evidence of impact of different kinds of mentoring.

The monograph is sure to be of interest to those who study mentoring and other aspects of student success. In addition, the monograph is a great tool for those who work with undergraduate students to initiate and maintain mentoring programs. Those involved in assessment of student learning and