



Mentoring Revisited: Making an Impact on Individuals and Institutions

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APPENDIX A Checklist for Developing, Implementing, and Assessing Mentoring Programs

Mentoring works. Participants and institutions benefit. Mentoring will continue to enrich, enliven, and affect student and faculty development now and in the future. Some chapter authors of this volume discussed their attempts to conceptualize, define, develop, implement, and assess mentoring programs in their institutions. Others provided insights into the human side of the mentoring process. While all mentoring programs have a common core of values and a commitment to help people develop their full potential and advance in educational and professional paths, *we know that there is no one way to accomplish these goals*. However, we do have sufficient evidence from the literature research, and model programs to understand that certain basic elements must be present to make mentoring programs effective. In addition to being based on solid planning and provided with sufficient resources, mentoring programs must fit into the institutional culture, meet the needs of participants and sponsors, become integrated into the support services network, and validate and highlight their achievements.

As institutions change, as student and faculty demographics shift, as barriers to equitable advancement are broken, mentoring will evolve new goals and structures. Rather than being a definitive summary of what mentoring is or should be, the following checklist is designed to serve as a guide for those who wish to consider structured mentoring programs as an answer to the development of human resources in any institution. The checklist is not intended to be definitive or prescriptive, but instead to serve as a stimulus to asking the kind of institution-based questions necessary to launch and implement a comprehensive mentoring program.

Assessing Individual and Institutional Needs for Mentoring

- Why do we want a mentoring program?
- What specific needs will it address?
- How were these needs determined (for example, by a special study, administrative mandate, identification of a problem, requests from potential users)?

- Is mentoring an appropriate activity to meet these needs?
- Does the institutional mission support this kind of activity?
- Does the institutional development plan articulate these goals?
- Do the campus climate and culture value this activity?
- Are there existing programs that are potential collaborators or competitors?
- Is this the right time to begin a formal program?
- Are there any barriers to establishing a mentoring program?

Defining Goals and Outcomes for Mentoring

- How is mentoring to be defined for your program?
- Who will determine the program goals (for example, the administration, an advisory group, or the participants)?
- Are these short- or long-term goals?
- What are the measurable outcomes for participants?
- Are there stated outcomes for the institution?
- Who will determine when goals are met?

Positioning the Program in the Organization

- Who will act as sponsors, patrons, or advocates of the program?
- Which position/office will be responsible for the program?
- Does this unit have sufficient power, influence, and resources to support the program?
- Is mentoring to be considered an academic or a service program?
- What are the implications of this decision?
- Do you need an advisory committee?
- What will be its role: planning, publicity, advocacy?
- Will it be a campuswide program? A departmental program? A program for a target group (for example, minority students, women faculty, nontraditional students, new faculty, women in science, minority students in engineering, and so on)?
- Will the mentoring program be part of other initiatives (for example, student counseling, faculty development, or minority programs)?
- How will the program be announced and publicized?

Determining and Obtaining Program Resources

- What resources are needed to accomplish program goals in terms of staff, time, space, and materials?
- Who is responsible for obtaining resources? By what process?
- Will resources be temporary or permanent?
- Will funds come from internal or external sources?
- Will there be supplemental funds from grants?

- Is the program expected to generate funds?
- Will an operating budget be designated for the program?
- Who determines the amount of the budget and the allowable expenditures?
- What staff is needed and how will it be acquired: by hire, by loan, through volunteering, or through release time?
- How much and what kind of space is required for mentoring activities?
- How central and accessible is the program office for users?

Developing and Coordinating the Program

- How much planning time is required before the program begins for needs assessment, hiring staff, preparing materials, publicity?
- Will the program follow the calendar or the academic year?
- At what point will activities begin?
- What activities will constitute a mentoring program: pairing mentors/mentees, mentoring groups, orientations, training sessions for participants, counseling, social activities, tutoring?
- How will the program activities be organized and scheduled?
- How much structure or flexibility do you need to meet goals?
- Who will be responsible for coordinating the program?
- What qualifications will the coordinator need?
- How much time will the coordinator give to the program?
- Where will the program and coordinator be physically located?

Selecting and Monitoring Participants

- How will participants be identified?
- How will mentors be selected: volunteers, solicited, referred?
- How will mentors be screened: for age, ethnicity, skills, attitudes, values, gender, or what feature(s)?
- What expectations will be set for participation in terms of time commitment, meetings, reports, and so on?
- How will they be trained to be effective?
- Will mentors be compensated or rewarded for participation?
- How will mentees be selected? Will they be volunteers, will they be referred, or will they be part of special programs?
- What expectations will be set for mentees?
- How will mentors and mentees be matched: by age, ethnicity, gender, academic discipline, or what other criteria?
- Have you assessed the advantages and disadvantages of different kinds of matches: cross-gender, same discipline, same gender, and so on?
- Who will do the matching?
- Will individuals have a choice in pairing?
- Will individuals have options if the match is not compatible?

Have you considered the potential problem areas in matching (for example, sexual harassment)?

How will the coordinator interact with the pairs?

Will the pairs interact with other pairs?

What will be the duration of the match?

When does the formal mentoring conclude?

Assessing the Program

Why do you need to evaluate the program?

Is evaluation required for administrative support, to validate success, to obtain program data, to get feedback from participants?

When you determine the purpose for assessment, how will you choose the types of evaluation to be used?

Can you use standard methodology, or will you want to develop special forms and methods?

Do you need immediate, short-term feedback from participants?

Will this be used for program development or changes?

Do you need long-term assessment of program impact?

Do you have a plan to acquire data as the program proceeds?

Do you have the expertise to evaluate the program?

Will assessment data be available for research on the program?

Who has access to program data and for what activities?

Will you publish an annual report on the program?

What other questions and issues are crucial to your particular institution?