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Using Ignatian Pedagogy to Support Faculty-Student Mentoring

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Abstract

Faculty mentors teach new skills, offer personal guidance, and act as role models for their students. In addition to professional support, mentors may also serve to encourage their protégés' personal development and values discernment. Mentoring provides an opportunity to apply the experience → reflection → action Ignatian paradigm towards student formation, and building a meaningful mentor relationship may offer a transformative experience for students. In addition, many university-sponsored faculty mentor programs directly incorporate Jesuit values of social justice in their missions. One example is the federally-funded TRIO programs that include mentoring to assist low-income individuals and first-generation college students in progressing through the academic pipeline (the TRIO name comes from the original three programs implemented: Upward Bound, Talent Search, and Student Support Services). This paper outlines a range of faculty-student mentoring opportunities in Jesuit universities and considers how Ignatian pedagogy may support the mentoring experience. Best practices in mentoring are reviewed, challenges in mentoring are identified, and recommendations are offered.

Faculty mentors teach new skills, offer personal guidance, and act as role models for their students.¹ In addition to the professional support provided by mentors, key outcomes of being mentored may also include encouraging personal development and discerning one's values and priorities.² Indeed, building a meaningful mentor relationship may be one of the most transformative experiences possible during a student's university career, which makes effective mentoring especially important for educators in Jesuit institutions.³ Some mentor relationships develop from collaborative classroom work or a research project; others may stem from an independent study; still others may evolve during a paid assistantship such as work-study. Each of these situations offers the chance to purposefully apply the experience → reflection → action Ignatian paradigm towards student formation, thereby guiding a student's development as a principled leader.⁴ The mentoring process allows faculty to accompany students in their intellectual, spiritual, and emotional development, and one-on-one mentoring thus represents an opportunity for Jesuit university faculty to engage in the learning partnership between student and instructor supported by Ignatian pedagogy.⁵ Scholars have noted that, "Forging solid student-faculty relationships is essential to all students' success

and has been central to Jesuit education since the mid-sixteenth century."⁶

Teaching for social justice – an Ignatian principle – supports equitable access to learning and achievement for all groups of students, and many university-sponsored faculty mentor programs directly incorporate social justice in education within their missions.⁷ For example, the federally-funded TRIO programs include mentoring to assist low-income individuals and first-generation college students in progressing through the academic pipeline.⁸ The TRIO name comes from the original three programs implemented: Upward Bound, Talent Search, and Student Support Services. In 2013, over 1,000 institutional awards were funded by the U.S. Department of Education for the TRIO Student Support Services program, including grants to nine Jesuit universities (Boston College, Creighton, Fairfield, Loyola Chicago, Marquette, Saint Louis, St. Peter's, Detroit-Mercy, and Xavier). Four Jesuit institutions (Boston College, Loyola Chicago, Loyola Marymount, and Marquette) were among the 152 schools receiving McNair Scholar post-baccalaureate awards in 2015; the McNair Scholars program aims to increase graduate degree awards for students from underrepresented backgrounds.

This paper outlines a range of faculty-student formal mentoring opportunities in Jesuit colleges and universities and considers how these experiences may be enriched with Ignatian pedagogy. The focus is applied pedagogy: purposefully adding Ignatian principles to support the faculty-student mentoring experience. Mentoring best practices are reviewed, and challenges in mentoring are also described. The discussion seeks to contribute towards addressing what Superior General Adolfo Nicolas, S.J., has called the “deep hunger of finding sense” in our students’ – and our – lives through the faculty-student mentor experience.⁹

Why Is Mentoring Valuable?

A well-established body of interdisciplinary research has outlined the many benefits of effective faculty-student mentoring.¹⁰ From the professional development perspective, mentors provide support that can range from specific skill attainment to career guidance to affirmation of achievement. Faculty mentors model requisite behaviors and provide individual guidance for student development in their chosen areas of study.¹¹ Scholars have identified multiple potential faculty mentor roles (e.g., Advisor, Instructor, Employer, and Agent of Socialization) and have proposed that mentors may be “developers” who are focused on their protégés’ future outcomes, seeking to foster knowledge development and support as students set and achieve goals.¹² Research has also shown that faculty members can successfully mentor students who differ from the mentor in gender, culture, or race.¹³ From an institutional perspective, prior research has illustrated mentoring’s positive impact on student persistence (retention and graduation rates) and achievement (grade point average).¹⁴ Certain disciplines may be especially supported by effective faculty-student mentoring. For example, some research has suggested that the most direct effect of mentoring is improvement in the quality of the undergraduate research experience, shown to be pivotal in attracting students in general – but especially racial minorities – to science.¹⁵

The one-on-one guidance offered by mentoring also provides an important opportunity for the protégé’s individual development and values discernment, as well as for personal support from

the mentor.¹⁶ Excellent mentors are intentionally students of their protégés, watching them closely to discern their unique talents and interests, and an effective mentor discovers avenues for “blessing” a protégé’s career and life aspirations.¹⁷ Mentoring relationships are rooted in a mentor’s care for her mentee’s personal and professional development, and some scholars have suggested that a meaningful mentor relationship may provide one of the most transformative experiences possible during a student’s university career.¹⁸ Mentoring is thus especially relevant in supporting the strong faculty-student relationships at the heart of Ignatian pedagogy.¹⁹ According to Hartnett, “A transformative education is one in which the student is incrementally invited to engage life, to reflect upon it, and, then, to be of service to our world.”²⁰ Mentors who are comfortable applying the Ignatian experience → reflection → action framework towards student formation thus may help guide a student’s development as a principled leader.²¹ Mentoring offers benefits to faculty sponsors as well. In addition to the tangible assistance mentees provide with research or other projects, the mentors themselves may experience fulfillment from this developmental experience.²²

Opportunities for Faculty Mentoring

Because Jesuit colleges and universities emphasize *cura personalis*, one-on-one mentoring offers an opportunity for their faculty to exercise “care for the whole person” in guiding a student’s individual development.²³ Faculty-student mentor relationships may be formal or informal and may arise from a variety of circumstances. Most experienced faculty in Jesuit schools have engaged in some type of *informal* mentoring with individual students: for example, a new undergraduate deciding on a major, a senior student seeking guidance about graduate school, or a degree candidate asking for career guidance. Long-term relationships forged in the Jesuit university classroom may also lead to opportunities to informally mentor alumni in addition to current students.

Given the strong commitment to student engagement by Jesuit schools’ faculty, *formal* mentoring arrangements are common. One example is a typical independent study, in which

an instructor supervises a student's individual work towards the achievement of course credit. The independent study may be a curricular requirement (e.g., an undergraduate's senior research project), or it may be a special arrangement based on the student's needs (e.g., a master's student with a job relocation who is one course short of graduating). Many mentor arrangements also evolve after a faculty member hires a student as a research assistant. The tasks

are accomplished successfully, the two find they are good collaborators, and the project develops into a longer-term faculty-student mentor relationship, perhaps over several semesters. Table 1 illustrates the variety of mentor programs offered by AJCU schools at both the undergraduate and graduate levels. Some are funded opportunities, often targeted to specific disciplines such as the STEM fields; others are open to all qualified students.

Table 1. Examples of Faculty Mentor Programs at AJCU Schools

<p>Fordham University</p> <p><i>Special Disciplinary-Based Program:</i> Matteo Ricci Graduate Fellowships. Faculty mentors work with Matteo Ricci Fellows in the International Political Economy and Development (IPED) Program. Applicants must be employed and nominated by a UN Agency, a Consulate, a Country Mission to the UN, American government agencies with international responsibilities or an international NGO. Ricci fellows may be part-time graduate students.</p>
<p>LeMoyne College</p> <p><i>Part of a Curriculum:</i> The BS degree in Chemistry is certified by the American Chemical Society (ACS), which has curricular parameters. Each chemistry major has the opportunity to participate in an original research project under the supervision of a faculty member.</p>
<p>Loyola Marymount University</p> <p><i>General Research Opportunities:</i> Undergraduate Research Opportunities Program (UROP). The UROP Program gives students the chance to work on cutting edge research or pursue their own ideas, all under the guidance of a distinguished faculty mentor. Participation in UROP is an intense and intentional program designed to provide students with insight into the research process. "Research" is broadly defined and may include arts disciplines grounded in a study of history, theory, or practice.</p>
<p>Loyola University Chicago</p> <p><i>Grants for Student Support Services:</i> Achieving College Excellence (ACE) is a federally-funded retention program (through TRIO) for first-generation college students with high financial need, as well as students with documented disabilities. ACE provides academic, financial, co-curricular, mentoring, and career resources to eligible students from freshman to senior year, including faculty mentoring to ACE scholars throughout the academic year and summer months.</p>
<p>Regis University</p> <p><i>Student Life:</i> The Regis Sophomore IN Program (Be Introspective. Be Involved. Be In Charge of Your Future) is designed to engage second-year students in a variety of ways, including gaining a deeper sense of community, promoting independence, and understanding healthy lifestyles. One of the three main components is a mentorship program between sophomore students and Regis faculty and staff.</p>
<p>Saint Louis University</p> <p><i>Advising:</i> The Integrated Advising and Mentoring System provides the structure that supports students through their academic careers. Students are assigned to Academic Advisors and Faculty Mentors to assist with the decision-making process. Faculty Mentors discuss students' personal career goals, help students foster relationships with faculty in their college/school communities, and discuss academic performance as it relates to post-baccalaureate pursuits.</p>
<p>Xavier University</p> <p><i>Special Student Project:</i> Each student team in the Sustainability Case Study has a Faculty Mentor to guide the team, coaching on principles and methodologies. One mandatory meeting between the Faculty Mentor and all Team members to identify roles and expectations early on is required, and Mentors are encouraged to reach out to their team periodically to assess progress (but not directly develop the teams' case study competition deliverables).</p>

In addition to these individual mentor arrangements, various government and university-sponsored faculty mentor programs not only provide one-on-one mentoring but also directly incorporate Ignatian values of service and social justice in their missions. Perhaps the best-known government-sponsored mentorship programs are the federally-funded TRIO opportunities. TRIO programs are administered through the U.S. Department of Education since the passage of the Higher Education Act in 1965, and they are designed to support students from disadvantaged backgrounds. Since its inception over 50 years ago, TRIO has grown steadily, with over 750,000 students served in 2013. High-profile TRIO participants have included astronauts (Franklin Chang-Diaz and Bernard Harris), journalists (Donna Brazille and John Quinones), members of U.S. Congress (Henry Bonilla and Gwendolynne Moore), actors (Angela Bassett and Viola Davis), and athletes (Patrick Ewing and Troy Polamalu). With their social justice missions, the TRIO programs represent especially relevant opportunities to apply Ignatian principles in mentoring students towards a transformative education.

TRIO has grown to include seven outreach and support programs targeted to assist low-income, first-generation college students as well as students with disabilities. At the university level, the Student Support Services (SSS) program assists eligible students with basic college requirements and opportunities for academic development. Over 1,000 institutions received SSS awards in 2013, including nine Jesuit universities.²⁴ The McNair Scholars Program is one of the seven TRIO programs, and 152 institutions – including four Jesuit universities – received federal McNair Scholars grants in 2013. Through faculty mentoring, involvement in research, and other scholarly activities, the McNair Scholars program aims to increase graduate degree awards for students from underrepresented backgrounds.²⁵ The institutional resources and support allocated towards McNair are impressive, but because much McNair funding flows to group laboratories in the natural sciences, many faculty outside these disciplines are not aware of these programs and their benefits.

Faculty-Student Mentoring and the Ignatian Pedagogical Paradigm

Many colleagues in Jesuit institutions are already experienced formal mentors committed to their students' personalized development: "an Ignatian pedagogy is one in which the student is challenged to appropriate his or her own process of knowing."²⁶ Indeed, the Ignatian model of instruction parallels many cross-disciplinary theories of good teaching.²⁷ Effective faculty-student mentoring – whether taking place in a Jesuit university or elsewhere – displays the attributes of individual guidance and professional support discussed earlier. Faculty-student mentoring in the Ignatian context may be both broader and deeper compared to generic mentoring in other institutions. Thus, mentoring informed by Ignatian principles has the potential to make a special contribution to student development in several ways.

First, Ignatian pedagogy emphasizes the formation of the whole student: mind, body, and spirit. While the importance of cognitive development is embraced, moral and spiritual discernment are encouraged as well. With faculty support, students in Jesuit institutions have many opportunities to deepen their mentee experience through considering alternative measures of career achievement (e.g., is "success" more than professional recognition and higher income?). Affirming *cura personalis* also opens the door to allowing emotion and affect into the mentoring experience: "the teacher invites students to use memory, imagination, and emotion to grasp the value of their learning."²⁸ In addition, mentoring within the Ignatian framework may enhance the student's likelihood of considering her broader vocation or calling, especially with regard to serving others.²⁹ Jesuit institutions seek to educate men and women of competence, conscience, and compassion. A positive mentoring experience may encourage the mentee to expand her world view by considering her place in and potential contribution to the broader community. Yet another distinction between generic and Ignatian mentoring rests in the instructor's role. Standard mentoring practice relies on a unidirectional model, with the mentor as leader and the protégé as follower. In Ignatian pedagogy, however, the teacher accompanies the learner along the

educational journey, and this collaborative interaction may contribute to transformation of both mentor and mentee.³⁰

Adopting the guidelines of the Ignatian Pedagogical Paradigm (IPP) may further enrich mentoring experiences in Jesuit universities, through applying the IPP's elements of *experience*, *reflection*, and *action*, taking place in a *context* with post-learning *evaluation*. The reflective practice fostered by the IPP encourages learning by developing critical thinking skills through analyzing one's own life experiences. The impact of reflection in the learning process has been recognized for decades, and it can provide an important means of deepening student understanding and engagement.³¹ Core values may drive reflection, so mentoring that fosters thoughtful reflective practice encourages students to engage in creative approaches to critical thinking that may result in a higher level of personal purpose.³² According to Morris and Grogan, "The IPP describes the Jesuit educational goal as one that develops learners to habitually think and act with competence, conscience, and compassion, always seeking the greater good."³³ Reflective practice offers the opportunity to discern and reflect on paradigms that may be outside students' prior experiences; the one-on-one mentoring opportunity may provide a safe space to do so.³⁴ Thus, thoughtful reflective practice informed by the IPP may encourage students to engage in more holistic, creative approaches to critical thinking and analysis.

A typical formal mentor/mentee arrangement is an experiential learning opportunity that supports the hands-on reflective learning advocated by Ignatian pedagogy. A mentoring work plan easily aligns with the experience → reflection → action sequence outlined in the IPP, taking place within the mentoring/protégé relationship context and providing the post-learning element of evaluation. For example, consider this sequence for a student research assistant working on a defined project with a faculty member:

- A faculty member and a mentee establish a mentoring relationship for this project (*context*). The mentor asks her mentee to search for articles and other resources about a collaborative research project,

providing a summary of key prior studies and methodologies, and perhaps collecting data as well (*experience*).

- The mentor and the student meet to review the student's findings, using the mentor's prior knowledge about the topic to assess their own research partnership, considering context, meaning, and relevance (*reflection*). This stage should also include consideration of the mentee's place within the partnership.
- The mentor and mentee jointly develop a work plan for their collaborative research, and both move forward with their tasks (*action*). This step may expand to include *action* in other domains beyond the specific project, such as related work with other colleagues or students.
- As the project unfolds, the three-stage Ignatian Pedagogical Paradigm will be used again and again, as the instructor and protégé work through their assigned tasks and reflect on their progress, using questions such as: what surprised you?; what lessons did you learn?; and, what did you unlearn? This process allows the mentoring collaborators to consider the broader impact of their work and modify next steps accordingly (*evaluation*).

A simple tool to support the general IPP framework for reflective practice in mentoring is a basic work plan, learning agreement, or mentoring contract in which the tasks, responsibilities, and expected outcomes – for both protégé and mentor – are formalized. If possible, such agreements should be completed together at the beginning of the mentoring relationship. Not only do such contracts outline project tasks, but they also encourage student "buy-in" to the mentor/mentee partnership. These documents are often signed and filed, both for future reference as well as to emphasize the importance of the agreement; see the McNair Scholars program for examples. Key elements of the learning agreement may include a summary of the project's focus, its timeline, an outline of tasks to be completed, tools and skills the mentor will share with the mentee,

professional behaviors expected of the protégé, and clear expectations about outcomes and assessment. Table 2 provides additional details

about the elements of a typical learning agreement.

Table 2. Elements of a Work Plan/Learning Agreement/Mentor Contract

<p>A brief description of the nature of the project and its timeline (i.e., semester, academic year, summer), with a preliminary schedule.</p> <ul style="list-style-type: none"> • <i>How many hours per week will the mentee work?</i> • <i>How often will the mentor and mentee meet together?</i> <p>An outline of the tasks to be completed, and how these responsibilities will be divided between mentor and protégé.</p> <ul style="list-style-type: none"> • <i>To what extent is the protégé expected to work on his or her own, or will the work occur synchronously?</i> <p>A description of the tools and skills the faculty mentor will teach his or her protégé during the course of the project, such as:</p> <ul style="list-style-type: none"> • <i>ethical research methods</i> • <i>gathering and summarizing academic articles through annotated bibliographies</i> • <i>collecting and analyzing data</i> • <i>learning to implement a software package</i> • <i>achieving Institutional Review Board (IRB) approval for the project</i> <p>Explicit consideration of the professional behaviors expected of the mentee, including:</p> <ul style="list-style-type: none"> • <i>regular communication</i> • <i>the ability to work independently as well as collaboratively</i> • <i>the importance of meeting deadlines</i> <p>Clear (and clearly understood) expectations about outcomes, feedback, and assessment.</p> <ul style="list-style-type: none"> • <i>How often and how (in person? via email?) will the mentee report his progress to the mentor?</i> • <i>How often and how will the mentor review the mentee's work?</i> • <i>What are the assessment criteria for each party's contribution?</i> <p>Consideration of related professional and personal outcomes.</p> <ul style="list-style-type: none"> • <i>Helping the protégé build a professional network</i> • <i>Assisting with graduate school preparation</i>

Because each protégé is unique, an important early step in applying Ignatian pedagogical principles within the mentoring relationship is encouraging the individual student protégé – as well as the mentor himself – to engage in self-assessment about the process.³⁵ Table 3 presents a rubric with some useful guidelines and recommended questions, many of which are adapted from Baker and Griffin.³⁶ As shown, these reflective self-assessment questions address students' individual interests and goals as well as strengths and weaknesses. Also important is the parallel step in

which the faculty mentor engages in his own reflection about the mentoring experience. Encouraging the instructor herself to be reflective is a fitting element for an Ignatian educator.³⁷ The issues outlined in Table 3, for both mentee and mentor, offer the opportunity to fulfill the first two elements of the Ignatian Pedagogical Paradigm: experience and reflection. Following the discernment guided by these first steps, the next phase is action: moving forward with the mentor relationship and its objectives, with the final step involving evaluation of outcomes.

Table 3. Reflective Self-Assessment Rubric to Guide the Mentoring Experience

<p>Questions for the Student Protégé</p> <p><i>What are my personal goals for this mentor opportunity?</i> Answers here (meeting basic program requirements v. pursuing career goals) determine the appropriate guide (traditional academic advisor or mentor).</p> <ul style="list-style-type: none">• <i>Am I willing to open myself to new ways of learning?</i> <p><i>What specific disciplines are most interesting to me, and how do these interests relate to my goals?</i> These questions both encourage the student to discern her own interests and assist in targeting a good fit for a mentor.</p> <p><i>What are my strengths and my weaknesses?</i> Honest reflection here should lead to further questions that can refine the nature of the mentoring relationship.</p> <ul style="list-style-type: none">• <i>What experiences do I need to pursue in order to develop the necessary competencies to be successful in this discipline?</i> <p><i>What do I enjoy doing?</i> This very important question emphasizes the importance of both finding a discipline that will be enjoyable and a realistic job preview.</p> <p><i>Where do I see myself in five years?</i> Reflecting on this common question may open the door to considering broader career goals such as service to others.</p> <p>Questions for the Faculty Mentor</p> <p><i>What are my personal reasons for mentoring?</i> Responses can be as individual as the faculty member (assistance with a specific research project v. desire to work closely to support a specific student).</p> <p><i>Which projects or tasks can I offer that represent the best learning opportunity for a protégé and a good fit for her interests?</i> For example, clerical assistance is not an optimum reason to seek a mentee.</p> <p><i>What are my strengths and my weaknesses?</i> As with the student, honest reflection should prompt questions that can enhance the faculty member's mentoring skills:</p> <ul style="list-style-type: none">• <i>Do I listen? Communicate clearly and regularly? Provide feedback in a constructive manner?</i>• <i>Do I know how to incorporate Ignatian pedagogy to support my student mentoring?</i> <p><i>What about mentoring do I enjoy?</i> This question encourages the mentor to reflect on which aspects of the mentor experience that are most rewarding.</p>

Sources: Some questions adapted from Baker and Griffin (2010).

Best Practices in Mentoring

The formal mentor relationship differs from a typical instructor – student classroom interaction in several ways, including more personal contact, individualized work plans, and irregular meeting times. In the absence of regular course exams and weekly homework assignments, the faculty mentor may need to lay out exactly how and when the mentee's progress will be measured. These different parameters require adaptation by both faculty member and student, and the IPP offers

guidance for enhancing the effectiveness of mentor/mentee interaction. This section discusses best practices, challenges, and recommendations for this collaborative relationship.

Incorporating Ignatian values as an integral element of mentoring

Busy faculty members juggle many other responsibilities beyond individual mentoring, so IPP principles may be ignored in the press of task-oriented work: With a project deadline looming,

it's easy to let purposeful mentoring slide. Intentionally incorporating issues of moral and spiritual growth into the mentee's work plan and/or the regular partnership meetings may keep the personal development focus top-of-mind. For example, each faculty-student meeting might conclude with a reprise of goals accomplished in all domains – professional and personal. Some instructors build an IPP rubric into their teaching pedagogy, and regular reflection – a foundational element of IPP – may assist in personalizing the learning.³⁸

A learning agreement to guide the experience

Specific work plans, learning agreements, and/or mentoring contracts may provide an invaluable contribution in structuring the mentoring arrangement. As discussed earlier, such documents assist in formalizing expectations about responsibilities (of both mentor and mentee), objectives, progress reports, and time schedules. Some arrangements may already have formalized criteria, such as supervising an independent study. Documented mentoring contracts also help in avoiding situations where the protégé is underutilized (such as a mentor treating a mentee as clerical help). Among their many responsibilities, mentors should communicate effectively and provide honest feedback, so strong skills in communication and evaluation are required in an effective mentoring relationship.³⁹ For example, generational differences in electronic communication preferences may require a very direct conversation, perhaps with the faculty mentor explaining that an email notification from a protégé does not automatically constitute concurrence by the mentor.

Mutual respect

Much prior research has confirmed that successful mentoring requires mutual respect and understanding between mentor and protégé.⁴⁰ Both parties will benefit if both are aware of each other's work style and expectations; for example, the faculty mentor may assume all meetings will be in-person, while the student may expect to rely on email reports. Progress may stall if the faculty member is expecting a high level of initiative by the protégé, but the mentee is awaiting specific direction from the mentor. The insights gleaned

from the self-assessment process discussed earlier may provide guidance here in tandem with the reflective practice advocated by IPP. Both parties may ask, "Why are we engaged in this relationship?" Indeed, faculty-protégé relationships require students with an adequate level of maturity and agency to function effectively.⁴¹

A plan for evaluation

The purposeful evaluation of learning is an important element of IPP. Another element in effective mentoring thus becomes encouraging student motivation through an often long-term project with no regular grading times. Undergraduate students in particular may have trouble prioritizing their responsibilities, and an unstructured, independent project with soft deadlines may fall to the bottom of their lists. A shared complaint of many faculty mentors is their mentees canceling meetings because there is no penalty for doing so. Assessment parameters that are established – and enforced – by faculty mentors may assist here.

Over time, administrators of formal mentor support programs have learned that tangible rewards may be effective motivators. Many mentor research programs, such as McNair Scholars, are structured as fellowships or grants with stipends and/or research budgets to encourage project completion (see Table 1 for some examples among AJCU schools). The competing commitments situation may also arise for the mentor: how does a busy faculty member balance a mentoring relationship with her other responsibilities? Mentoring is time-intensive, involving invisible and often unrewarded work.⁴² For people faced with finite time and limited energy, tasks that do not reward the labor spent may be ignored. Again, a learning agreement document may be helpful.

Maintaining a professional relationship

Another challenge in effective mentoring is maintaining a professional relationship: faculty mentors are neither surrogate parents nor drinking buddies. Responsibility for setting appropriate boundaries typically rests with the faculty member, who should be prepared to provide specific

guidelines for communicating, collaborating, and critiquing. Some programs, such as McNair, offer detailed recommendations to assist in establishing appropriate boundaries; some programs offer formal orientation programs. Over time and as appropriate, faculty can support their protégés in moving from the guru-mentor model to a network-mentor model that includes a broad and diverse network of mentors, suitable for the mentees' growing development.⁴³

Training and support

Even experienced classroom teachers may have limited exposure to one-on-one student collaboration, so another best practice is mentor training.⁴⁴ Newer faculty members in particular may need support in making the transition from graduate student to faculty mentor.⁴⁵ In addition to workshops, mentor training may also occur through informal "support groups" or offsite retreats, which may provide peer support, opportunities for reflection, and additional learning about other peoples' projects and disciplines. Another benefit to mentor education is that it alerts mentors to differences among mentees. Expectations for mentoring may vary across cultures and gender, with women protégés preferring a mentor who models egalitarian values.⁴⁶ Despite competent training – and good intentions – sometimes mentor matches do fail. The protégé may be disengaged; the mentor may be overcommitted; their work styles may not match. In such cases, a reassessment and a reassignment may be required.

Conclusion

Education research and practice have long demonstrated the benefits of individual mentoring as an important method to support a student's professional growth and development. Faculty mentors teach skills, model behavior, and serve as career resources. Like any learning technique, however, mentoring has its limitations. Mentor/protégé mismatches occur; student body demographics may constrain mentoring opportunities (e.g., undergraduates choosing a paid work internship over an unpaid research collaboration); and not every university has the resources to sponsor formal mentor-protégé programs. But even small-scale mentoring

opportunities can contribute to the student growth and development so important to the Ignatian model of education.

This paper provides guidance for faculty members at Jesuit colleges and universities who seek to enrich the formal faculty-student mentor relationship using principles of Ignatian pedagogy. In addition to professional support, mentoring provides a tool to encourage students' personal development and values discernment.⁴⁷ The opportunity to apply the experience → reflection → action Ignatian paradigm toward one-on-one student formation challenges these faculty to guide their students' individual development. Janna Oakes notes, "Effective adult educators provide direction for growth through their recognition and implementation of individual needs and goals."⁴⁸ The potential benefits of this experiential learning tool are strong, for both faculty mentor and student mentee, and one way to expand these opportunities further is to broaden the scope of mentoring through the inclusion of Jesuit school alumni. Given the close ties that frequently develop over a program of study, faculty may mentor alumni seeking guidance as they discern their ongoing career paths. Another opportunity is outside → in mentoring, with alumni of Jesuit institutions seeking to give back to current students through becoming mentors themselves. Just as with student mentoring, intentionally adding the IPP dimensions to alumni mentoring may further enhance both mentor's and mentee's personal growth. Given the transformative potential of this experience, mentoring provides a special chance for protégé impact and development, one student or alumna at a time. HJE

Notes

¹ W. Brad Johnson, "Student-Faculty Mentorship Outcomes," in *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach*, ed. Tammy D. Allen and Lillian T. Eby (Hoboken, NJ: John Wiley & Sons, 2010), 190.

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