# The Benefits of Faculty Mentoring

Research has found many benefits for faculty mentees, mentors, and the institution. With the benefits of receiving mentoring potentially enormous (Trower 2012), faculty mentoring is too valuable to be left to chance (COACHE 2014:1).

Benefits to Mentees

- Increased productivity, including more publications, more NSF or NIH grants, and an increased likelihood of publishing in a top-tier journal (Blau et al. 2010; Carr et al. 2003)
- Enhanced tenure and promotion prospects (Johnson 2007; Kosoko-Lasaki et al. 2006; Stanley & Lincoln 2005)
- Increased sense of support for their research (Carr et al. 2003)
- Heightened teaching effectiveness (Luna & Cullen 1995)
- Higher career satisfaction (Carr et al. 2003)
- Lower feelings of isolation (Carr et al. 2003; Christman 2003; National Academy of Sciences 1997)
- Greater sense of fit – especially for women and faculty of color – which has been shown to be critical to job satisfaction and retention (Trower 2012)
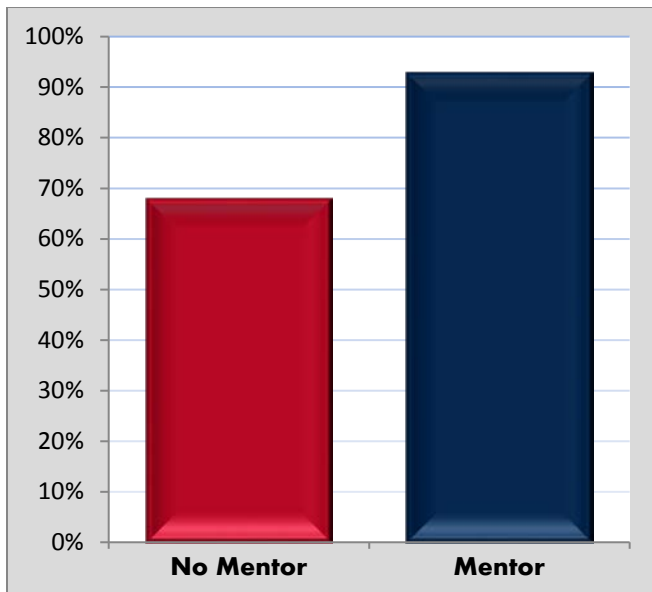
% Female Assistant Professors in SEM fields with **External Grant Funding** by Mentor Status
(National Research Council 2010:97)

Benefits to Mentors

- Personal satisfaction (Johnson-Bailey & Cervero 2004)
- Sense of contribution and accomplishment (Fogg 2003)
- Revitalized interest in their work (Murray 2001)
- Exposed to fresh ideas and new perspectives (Johnson-Bailey & Cervero 2004; Murray 2001; Zellers et al. 2008)

Benefits to the Department & Institution

- Increased organizational devotion (Trower 2012)
- Increased retention (Kosoko-Lasaki et al. 2006)
- Accrued benefits to individual mentees and mentors (Johnson 2007)

Research Highlight (Blau et al. 2010)

Female faculty in economics who applied to be in a mentoring program were randomly assigned to participate in the program (treatment group) or not (control group). After five years, those in the treatment group had on average:

- 3 additional publications
- .4 more NSF or NIH grants
- A 25% increased likelihood of having a top-tier publication

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