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Peer-to-peer mentoring programs for doctoral students at Duke University

Executive Summary

This document draws on emerging scholarly literature and offers guidance to any graduate program or community that wishes to create a structure to support peer-to-peer mentoring for doctoral students. *Mentoring* involves a broad range of issues around career goals, intellectual style, personal wellness, work-life balance, and interpersonal relationships, whereas *advising* involves intellectual matters that are core to disciplinary training.

Advantages of Peer Mentoring

Peers can be perceived as more approachable than supervisors or research advisers around a range of topics beyond intellectual matters. Peer mentoring programs can assist new students in navigating novel communities and unfamiliar institutional arrangements, connect doctoral students to suitable university resources related to wellness and mental health, and facilitate the transition of members of underrepresented groups to the university environment. While professors and staff often take on these roles, peer mentors have comparative advantages in many contexts. Those advantages include:

- Improving the flow of information to new students about opportunities and institutional culture;
- Acculturating students to the importance of engaging with multiple people as they chart their paths;
- Facilitating the transition to graduate school for members of minority groups by building diverse racial/ethnic peer-mentoring communities;
- Providing advanced students with experience in mentoring; and
- Clarifying what is required for effective mentorship.

Program Elements and Considerations

Basis of participation: mandatory or student-initiated – One major structural attribute concerns whether the program originates with administration ("formal") or with students ("student-initiated" or "informal"). School-oriented programs tend to make participation mandatory and rely on staff for administration. Student-initiated efforts tend to be voluntary, with student oversight. The type of program should align closely with its goals and the resources to support it (both financial and human).

Mandatory, informal mentoring structures appear to work best for students from underrepresented racial and ethnic groups. An emphasis on matching mentors and mentees with the same gender or racial identity appears to have only a marginal impact.

Ratio of mentors to mentees: one-to-one, one-to-many, or group-based – Programs can match each peer mentor with a single mentee, creating one-to-one or one-to-many relationships, or base their relationship structure on groups of students. A few universities have begun experimenting with connecting a small group of mentees to a single peer mentor, creating a mentoring pod.

The number of mentors required for launching a program should take into account the availability of mentors in the school/unit, the prior experience of mentors, and the required training to efficiently mentor a group of peers.

Matching process: directed, semi-directed, or unstructured – The options range from a directed process (matching supervised by a manager or managers), to a semi-directed one (participants receive some assistance before make their final decisions independently) to undirected (participants receive no guidance or resources and select mentors based on informal conversations).

When both parties have the capacity to make choices during the matching process, they tend to manifest a greater level of satisfaction and stronger commitment to the relationship. One common approach draws on individual participant profiles, supported by answers to short-survey questions that describe expectations and individual preferences.

Training and orientation: mandatory, voluntary, or none – Orientation and training for any mentoring program, whether mandatory or voluntary, should present a clear definition of the programs' goals and expectations, clarify the responsibilities of all parties, and specify any required milestones for participants.

Any orientation should encourage discussion about goals and responsibilities and share resources with peer mentors, so that they receive up-to-date information about tools to provide support for their mentees. In-person orientation, advance provision of training materials, and interactive ice-breaker activities are often helpful. Forgoing any training entails a risk that participants will not understand program objectives or learn about resources.

Interaction frequency: defined or unstructured – Many programs require a specific tempo of meetings as relationships get off the ground. Having regular interactions increases participant satisfaction with mentoring programs.

A program can provide modest financial resources to stimulate the first interactions, like paying for participants' meals. It may be advantageous to provide extensive guidance for the first encounter, while giving participants the freedom to determine the encounter of future meetings.

Interaction duration: first year only or all years – Most programs engage students during their first year, presuming that once students have established a peer group and found their academic and social footing, they will be able to navigate their program successfully.

However, some programs allow students from all cohorts to engage in peer mentoring, since professional pathways vary across individuals, and some students would find additional value to participating later in their academic programs.

Challenges

Even successful peer mentoring programs can face dilemmas about sustainability. Some programs find it harder to leverage resources when they move from a pilot phase to a larger scale.

Another important concern involves program evaluation. Best practices involve the conducting of annual surveys of program participants, both to gauge individual perceptions about strengths/benefits and costs/limitations, and to ask for suggestions about program improvements. These evaluations can be also used to identify necessary reassignments of mentors and mentees.

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"*What the new faculty member knows about the university, he or she learned by absorption – in a library or laboratory, under the guidance of a* ***graduate or postdoctoral mentor***".
Donald Kennedy (1931-2020), president emeritus of Stanford University

During the last two decades, higher education institutions across the U.S. have launched programs to prepare doctoral students for college teaching amid increasingly diverse student populations, as well as to enhance crucial soft skills such as leadership and communication. As part of the effort to extend graduate training beyond core disciplinary research skills, one relatively new innovation is the emergence of peer-to-peer mentoring programs.

Peer-to-peer mentoring programs have the potential to complement the benefits that doctoral students draw when engaging in relationships with traditional mentors (such as their advisors or doctoral committee members). When assessing the positive consequences for students participating in mentoring relationships, an emerging body of scholarship uses a two-dimensional role of mentors: a counsellor who a) enhances career development and b) provides psychosocial mentoring support.[1] The former includes activities related to coaching, sponsorship and professional visibility. The latter contains functions such as role modelling, counseling, and even friendship.

While professors and staff members often take on these roles and frequently do a fine job, peers have comparative advantages in many contexts. Those advantages include:

- Improving the flow of information to new students about opportunities and institutional culture, and imparting that information through a non-hierarchical environment in which students feel more inclined to engage and exchange ideas;
- Acculturating students to the importance of engaging with multiple people (faculty, staff, and peers) as they chart their educational paths;
- Facilitating the transition to graduate school for members of minority groups by building diverse racial/ethnic peer-mentoring communities;
- Providing more advanced students with experience in mentoring, which has become so important in both academic and non-academic contexts; and
- Clarifying that effective mentorship: requires effective communication in both directions; varies with personalities and the needs of given mentees; evolves as the needs of mentees change; and allows mentors to reflect on their own needs as mentees, and how to develop positive relationships with their own mentors.

At Duke, the education of doctoral students on mentoring-related issues has been supported via several channels. The Graduate School (TGS) has developed a *Cultivating a Culture of Mentoring* program, which:

- Furnishes a list of on-site resources (e.g. Academic Support Services, Profiles of Past Winners of the Dean's Award for Excellence in Mentoring);
- Presents a select bibliography of books and web-based texts; and
- Includes a Mentoring Toolkit to "*empower members of the graduate community to become partners in the mentoring process, making it a deeply rooted part of the Duke experience.*"

[1] Defined by Kram (1985) as the mentoring aspects which provide support in "*a relationship that enhance an individual's sense of competence, identity and effectiveness in a professional role*".

In 2018, these resources became available online. A number of other Duke programs have instituted peer-to-peer mentoring programs, in most cases without engaging with similar undertakings across the university.

This document offers guidance to any graduate program or community that wishes to establish or refine a structure to support peer-to-peer mentoring for doctoral students. It lays out a menu of program elements and some considerations for how to choose among these components, and offers an inventory of current Duke programs. It also draws where possible on a still nascent scholarly literature that assesses the effectiveness of peer-to-peer mentoring programs, and examines some intriguing experiments at other universities.

Some Preliminary Conceptual Issues

Programs considering the creation of a peer-to-peer mentoring program should distinguish mentoring from advising, as well as the mentoring issues best suited to engagement with faculty, and those well-suited to engagement among students (peers). Academics often refer to advising and mentoring as synonyms, but they frequently have different connotations. Both involve the provision of information and perspective. But one can think about the two as having separate if overlapping domains, as suggested by Figure 1.

Advising involves intellectual matters that are core to disciplinary training – methodological questions, research design and techniques, teaching approaches, modes of academic writing, etc. Mentoring involves much broader issues around career goals, intellectual style, and personal wellness.[2] In the overlapping zone lie issues related to leadership, collaboration, and communication, as well as other elements related to professional development and network building. Advising tends to be the province of faculty members who work most closely with an individual student, but sometimes involves other faculty members, staff, and peers. Thus peer journal clubs and dissertation writing groups engage directly with core dimensions of academic training. Mentoring, by contrast, often involves a wider set of interlocutors.

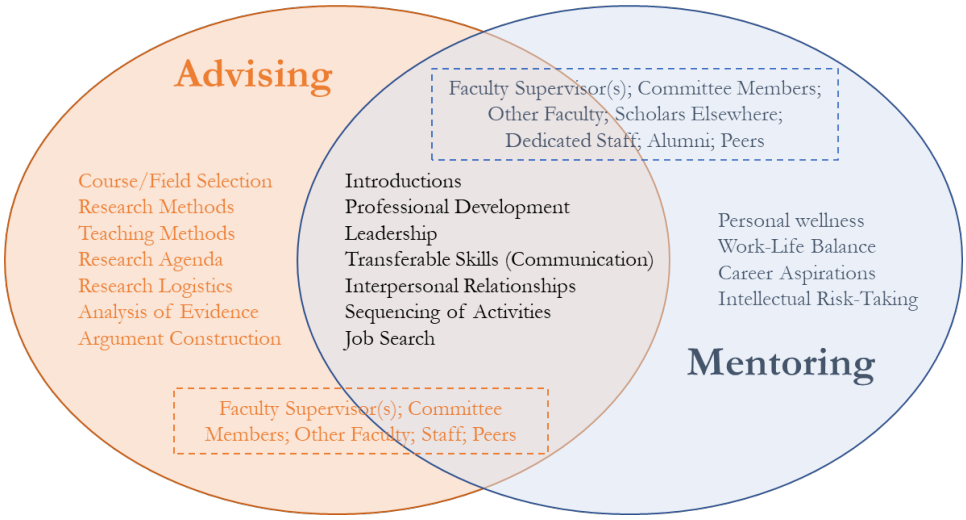

Figure 1. Domains of advising and mentoring, by Edward Balleisen.

[2] An effective mentor also has a grasp of appropriate boundaries around issues of mental health, and when it makes sense to encourage a mentee to seek third-party professional help.

With issues that involve personal wellness, work-life balance, and interpersonal relationships, doctoral students are more likely to struggle to open up constructive channels of communication with supervisors or research advisers. Peer mentors can prove more approachable around these topics, and can play an essential role that complements the mentoring role of supervisors. Peer-to-peer mentoring programs can assist new students in navigating novel communities and unfamiliar institutional arrangements, connect doctoral students to suitable university resources related to wellness and mental health, and facilitate the transition of members of underrepresented groups to the university environment.

As with other type of mentoring programs (faculty to mentee), there is not an ideal *one-size-fits-all* mentoring model. Each program looking to design/support a peer-to-peer mentoring program should conduct a thorough exploration of the needs of its community to identify the objectives and appropriate scope of the program. Any approach, however, will depend on the cultivation of trust, confidentiality, and mutual respect. Those key elements in turn depend on a significant commitment of time and effort from mentors. The recommendations included in this document seek to increase the efficiency of the design/support process, but do not constitute a substitute for assessment of the distinctive needs and aspirations of the potential participants.

Design Features for Peer-Mentoring Programs

There are several pivotal considerations for any peer-mentoring program, including the character of participation as **mandatory** or **voluntary**, the mechanism for **matching** mentors with mentees, **the ratio of mentors to mentees**, any expectations for **training** and/or engagement with faculty and staff, and any parameters for **frequency of interaction and duration of that interaction.** Each of these features deserve some attention.

a) Basis of participation

One major structural attribute of any peer-to-peer mentoring program concerns whether it originates with program administration (sometimes referred to as "school-oriented" or "formal") or with students (commonly known as "student-initiated" or "informal"). School-oriented peer-to-peer mentoring programs tend to make participation mandatory for all students and rely on staff for administration. By contrast, student-initiated peer-mentoring efforts tend to be voluntary, with student oversight.

The selection of the type of program aligns closely with its goals and the available resources to support it (both financial and human). For example, the Duke School of Nursing's peer-to-peer mentoring program, Partnership for Development (POD), was launched as a student-initiated initiative that grew out of an existing school-oriented mentoring program, which sought to support student development throughout all the required milestones of the program. Nursing students created POD because they felt some topics (e.g. experience of students who identified as members of an underrepresented racial/ethnic group, work-life balance, effective time management) were better suited for discussion with other peers (Lewinski et al., 2017; Ballantine & Jolly-Ballantine, 2015).

An emerging body of literature also has examined the satisfaction of students from underrepresented racial/ethnic groups who participated in mentoring programs. The findings of this scholarship suggest that mandatory, informal mentoring structures work best for these groups (e.g. Jones et al., 2018), and that an emphasis on matching mentors and mentees with the same gender or racial identity appears to have a marginal impact (Blake-beard et al., 2011).

b) **Ratio of mentors to mentees**

Most existing mentoring programs match each peer mentor with a single mentee. Recently, however, a few universities have begun experimenting with connecting a small group of mentees to a single peer mentor, creating a mentoring pod. One study (Fornari et al.,2014) found that among mentoring programs of medical schools, the ratio of mentor to mentees ranges from 1:1 to 1:20 (~1/3 had a 1:1 or 1:2 ratio, ~1/4 a 1:3-1:5 ratio, and 1/7 a 1:11 or greater ratio).

In peer-to-peer mentoring programs, selection of the number of mentees matched to a single mentor differs slightly from traditional mentoring programs. Peer-to-peer mentoring programs frequently base their relationship structure on groups of students rather on individual one-to-one or one-to-many relationships. The selection of the number of mentors required for launching a program should include the evaluation of items such as: the availability of mentors in the school/unit, the experience of mentors participating in previous mentoring experiences, and/or the required training to efficiently mentor a group of peers.

Duke's Trinity College of Arts and Sciences will be launching a new peer-to-peer pilot mentoring program this year, with the intention of preparing graduate students to host their own peer-to-peer mentoring groups of up to eight students.

c) **Matching process**

A second key design feature rests with the process that links mentors with mentees. While we have limited evidence about the extent to which a specific matching process contributes to participants' attitudes and degree of satisfaction with a mentoring program, a few recent studies suggest that the selection of an appropriate mentor for a mentee (and vice-versa) is one of the critical determinants for successful mentoring relationships (Cornelius et. al. (2016)). When both mentees and mentors have the capacity to make choices during the matching process, they tend to manifest a greater level of satisfaction and stronger commitment to the relationship (Chao, 2009).

The entire matching process, though, does not have to be the responsibility of the mentors or mentees. One common approach draws on individual participant profiles, supported by answers to short-survey questions that describe expectations and individual preferences. These might range from a desire to interact with a peer with shared (or different) personal background, similar (or divergent) intellectual interests, or analogous or varying career goals. As the number of participants increases, so does the complexity of the matching process. Mentoring programs designed to serve a large number of students lend themselves to network-based matching processes. For example, the recently-launched Ask a Blue Devil program at Duke, bases it matching process on an AI-driven platform, Protopia, to identify the best respondent to a question posed by a Duke student, within the entire alumni database.

The options here range from a directed process (matching supervised by a manager or managers[3]), to a semi-directed one (participants receive some assistance before make their final decisions independently) to undirected (participants receive no guidance or resources and select mentors based on informal conversations).

[3] Including challenges related to mentor and mentees matching process, which could eventually result into a reassignment. A short discussion of the importance of having continuous evaluation of participants is included in a latter section.

The Nicholas School's peer mentoring program relies on a directed matching process. Program managers belonging to the school's student council identify pairs composed of second-year (mentors) and first-year (mentees) master's students. After program participants learn about assignments, participants decide how to engage with assigned peers. In contrast, the peer-to-peer mentoring component of the Sloan Scholarship program at Duke led by the University Center of Exemplary Mentoring, relies on a non-directive matching process. During the program's initial orientation sessions, student leaders engage with program participants and share their perspectives on various issues. This process allows participants to identify potential matches, and then establish contact with them to initiate mentoring relationships.

d) Training and orientation

As described by Kupersmidt. & Rhode (2014), orientation and training for any mentoring program, whether mandatory or voluntary, should present a clear definition of the programs' goals and expectations, clarify the responsibilities of all parties, and specify any required milestones for participants. Any orientation should encourage discussion about goals and responsibilities and share resources with peer mentors, so that they receive up-to-date information about tools to provide support for their mentees. Some recent studies examining best practices for peer-to-peer student mentoring programs emphasize the benefits of in-person orientation, advance provision of printed training materials, and interactive ice-breaker activities (e.g. Cornelius et. al., 2016).[4]

A recent project of the Emerging Leaders Institute (ELI) hosted by Duke's Graduate School, examined the role of implementing a Mentoring Action Plan (MAP) as a "*guide to effective, trainee-centered mentoring.*" This approach identifies the communication and management preferences of participants and creates space to communicate those preferences and support the alignment of expectations and goals. A key feature here involves baseline Qualtrics surveys for the initial assessment of mentors and mentees to manage expectations of participants. The designers of training and orientation for new peer mentoring programs may also wish to consult a Duke-tailored version of the Mentoring Competency Assessment, developed by the University of Wisconsin Madison, Stanford's questionnaire of expectation scales, and the University of Pennsylvania Questionnaire for Aligning Expectations in Mentoring.

e) Interaction frequency and duration

Many peer-to-peer mentoring programs require a specific tempo of meetings as mentor-mentee get off the ground. Typically, programs try to foster sufficiently strong links that mentees schedule future meetings spontaneously. A meta-analysis performed by Eby et al. (2012) highlights the importance of having regular and frequent meetings. Other recent studies even suggest that having regular interactions increases participation satisfaction with mentoring programs (Miller et al., 2013). That said, expectations for meeting frequency varies across programs.

Program administrators (school-oriented mentoring) or program supporters (student-initiated mentoring) sometimes provide modest financial resources to stimulate the first interactions, like paying for the participants' meals when they connect during the first months of the program. Some studies also note the advantages of providing extensive guidance for the first encounter, while giving participants the freedom to determine the encounter of future meetings (Eby et al., 2012; Miller et al., 2013).

[4] The current pandemic has required a transition to virtual interactions in most circumstances; extant scholarship offers little guidance about best practices for remote training, though experimentation with ways to promote social engagement seem like priorities.

Most peer mentoring programs engage students during the first year of their program, presuming that once students have established a peer group and found their academic and social footing, they will be able to navigate their program successfully. However, other programs allow students from all cohorts to engage in these programs, since professional pathways vary across individuals, and some students would find additional value to participating in mentoring experience later in their programs.

Advantages and Disadvantages of Some Options for the Design Features

The design features for a peer-to-peer mentoring program bring both advantages and disadvantages, described in Table 1. In considering the creation or adaptation of a peer mentoring program, the leaders of any unit or student group also should keep in mind the importance of incorporating considerable flexibility. As Robert Lefkowitz, Duke scientist, Nobel Laureate, and renowned mentor, mentioned during a recent workshop exploring Habits of Extraordinary Mentors, "*in mentoring, no size fits all. Mentoring has to be individualized as each mentee is unique. Whatever your mentoring style it has to be adapted yourself to every individual*". In the same way, the design features for peer-to-peer mentoring programs can vary in productive ways.

For example, the School of Nursing's student-initiated peer-to-peer mentoring program, Partnership for Development, sought to complement the more formal school-oriented mentoring program. While both programs have a directed or semi-directed matching process, the school-oriented program has more rigidity in terms of the interaction frequency and duration, while the student-initiated program provides more flexibility for participants with regard to these components. School administrators and students agree that this variation has strengthened overall mentoring culture and partnership around governance.

Units and student groups should also remain open to adjusting program elements in response to changing circumstances or findings from program evaluations. Duke's International Friends program, for instance, was originally launched more than three decades ago by the International House, with the intention of creating a support network between local families and international students at Duke. As part of the program, students created peer-to-peer communities aiming for a cross-cultural exchange. However, the peer-to-peer mentoring program was discontinued because of a decline in the number of participants in response to what they perceived as strict requirements for background checks for the families participating in the program. Recently, as part of an ELI project, doctoral students guided by members of the Graduate School, revisited the program and conducted surveys of graduate students about possible goals and program features. The results suggested the potential for relaunching the program.

Some other examples of peer-to-peer mentoring programs are listed in Table 2, with the most recent contact information registered in Table 3.

Table 1. Advantages and disadvantages of five design features for peer-to-peer mentoring programs.

Design Element	Option	Advantage	Disadvantage
Basis of Participation	Mandatory	Focus on discrete number of program priorities	Potential for Less Buy-in from Participants
	Student-initiated	Flexible goals that allow participants to tailor the	Relies on student leaders for its success, raising

Design Element	Option	Advantage	Disadvantage
		program to match their interests	questions about leadership transitions
Matching process	Directed or Semi-directed	Provides participants with ample information to make an informed election of their mentors	Leaves no room or little room for making matches based on elements not included on the original profiling Requires a manager to design, oversee and supervise the process
	Unstructured	Enables more personalized connections	Relies on participants being self-aware of the traits they perceive as more relevant for mentoring relationships
Training	Mandatory	Ensures that all participants are aware of essential resources to support mentoring relationships	Can transmit the idea of mentoring to be an undesired "burden"
	Voluntary	Greater likelihood of motivated participants	Excludes some who may not initially appreciate the value of training
	None	No requirement of time to prepare for the program	Risk of participants not understanding objectives and/or value of program, as well as existing resources
Interaction Frequency	Defined	Ensures that mentoring meetings will occur	May constrain development of spontaneous relationships

Design Element	Option	Advantage	Disadvantage
	Unstructured	Allows mentoring relationships to adapt depending on mentor and mentee choices	Less engaged participants could drop from the program
Interaction Duration	First-year	Promotes the formation of support groups within a cohort; recognizes challenges of adapting to PhD programs	May create presumption that mentoring only matters at this stage
	All years	Recognizes the sustained importance of maintaining and developing mentoring relationships across the programs	Students in different stages could have dissimilar perspectives and interests

Challenges for Peer-to-Peer Mentoring Programs

Even successful peer mentoring programs can face dilemmas about sustainability. Some programs find it harder to leverage resources when they move from a pilot phase to a larger scale. The Mentor-Mentee program launched in the Nicholas School of the Environment, for example, was originally envisioned to support a small cohort of students in the master degree programs. As cohorts grew the school administration asked that the Nicholas School Student Council take charge of the program, rather than a staff member of the school. This adjustment allowed the program to continue on a voluntary basis.

Another important concern involves program evaluation. Best practices here involve the conducting of annual surveys of program participants, both to gauge individual perceptions about strengths/benefits and costs/limitations, and to ask for suggestions about program improvements. These evaluations can be also used to identify necessary reassignments of mentors and mentees. An effective assessment process requires that program organizers are clear and thoughtful in establishing goals at the outset (as mentioned in *Some Preliminary Conceptual Issues* section), and design any surveys with those goals in mind. In thinking about such issues, Duke peer-to-peer mentoring programs may wish to consult the Applied Research & Evaluation team of the Social Science Research Institute (SSRI). The SSRI team members provide services like evaluation design and planning and accessible reporting.

Table 2. List of some of the peer-to-peer mentoring programs at Duke University.

School	Program Name	Partners	Populations Served		
			Master	PhD	Postdocs
Divinity School	Office of Ministerial Formation	-	X	X	-
Fuqua School of Business	Center on Leadership & Ethics	Duke University Athletics & Kenan Institute for Ethics	X	-	-
Graduate School	Women Mentoring Women	-	-	X	X
	International Friends Programs	International House	X	X	X
	Speed Mentoring	Career Center	-	X	X
Nicholas School of the Environment	Mentor-Mentee Program	Nicholas School Student Council	X	-	-
Pratt School of Engineering	Teaching Assistant Training	-	-	X	-
Sanford School of Public Policy	Speed Mentoring	Duke Alumni Office	X	X	-
School of Law	Sui Generis	Duke Alumni Office	X	-	-
	Duke Law Women	Duke Alumni Office	X	-	-
School of Medicine	Mentors Program	-	-	X	-
School of Nursing	Promise Study	University of North Carolina	-	X	X
	Health Equity Academy II	-	-	X	-
	WSSU-Duke Nursing Bridge	Winston-Salem State University	-	X	X
Trinity College of Arts & Sciences	Art, Art History & Visual Studies	-	X	X	-
	Mentoring for Women	Math Department	-	X	-

Table 3. Contact information for some of the peer-to-peer mentoring programs at Duke University.

School	Program Name	Program Administrator	Home URL	Secondary URL
Divinity School	Office of Ministerial Formation	Field Education <fieldeducation@div.duke.edu>	Webpage	-
Fuqua School of Business	Center on Leadership & Ethics	Fuqua - Cole Center <colecenter@duke.edu>	Webpage	Post
Graduate School	Women Mentoring Women	Jessica Gokhberg <jessica.gokhberg@duke.edu>	Webpage	ELI Post
	International Friends Programs	Ling Jin <ling.jin@duke.edu>	Webpage	ELI Post
	Speed Mentoring	Melissa Bostrom, Ph.D. <melissa.bostrom@duke.edu>	-	ELI Post
Nicholas School of the Environment	Mentor-Mentee Program	Nicholas School Student Council <nssc@duke.edu>	Webpage	-
Pratt School of Engineering	Teaching Assistant Training	Danielle Giles <danielle.giles@duke.edu>	Webpage	-
Sanford School of Public Policy	Speed Mentoring	Helene McAdams <helene.mcadams@duke.edu>	-	Post
School of Law	Sui Generis	Mimi Lukens, J.D. <lukens@law.duke.edu>	Webpage	-
	Duke Law Women	Ebony Bryant <bryant@law.duke.edu>	Webpage	-
School of Medicine	Mentors Program	Deborah Fisher, M.D. <deborah.fisher@duke.edu>	Webpage	-
School of Nursing	Promise Study	Rebecca Kameny, Ph.D. <rebecca.kameny@duke.edu>	Webpage	-
	Health Equity Academy II	Wendy Perry <wendy.perry@duke.edu>	Webpage	-
	WSSU-Duke Nursing Bridge	Leslie Barnhouse <leslie.barnhouse@duke.edu>	Webpage	-
Trinity College of Arts & Sciences	Art, Art History & Visual Studies	Kristine Stiles <awe@duke.edu>	-	-
	Mentoring for Women	Mentoring Math <mentoring@math.duke.edu>	Webpage	-

Appendix A – Scholarly literature examining peer-to-peer mentoring programs and references cited in the document

The potential role of doctoral students as peer-mentors in academia has recently received growing attention from social scientists who study higher education. This body of research examines the roles of peer-mentors and the structure of peer-to-peer mentoring programs in higher education, sometimes linked to wider discussions of mentoring goals and practices more broadly. Much of this scholarship also makes a case for a specified set of best practices.

This is a selected list of recent studies examining these topics which could be useful for program managers or stakeholders interested on launching a peer-to-peer mentoring program at Duke:

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