Introductions
Plans for today

- Provide an overview of mentoring and promising practices
- Learn the elements of a mentoring plan and how to write one
- Break out into faculty and student groups to examine the roles and responsibilities in the mentoring relationship
- Engage in mentor/student discussion to start development of your own mentoring plan
Why mentoring?

Graduate education is a journey with pathways and pitfalls

Mentors are guides along the way
Typical Graduate “Milestones”

- Courses
- Research
- Exams
- Prospectus
- Dissertation
Mentoring includes

- Advising
- Supporting
- Tutoring
- Sponsoring
- Role Modeling
- Life-long Relationships
Different ways to mentor

- Academic advisor/mentor: 1-on-1
- Mentoring teams - e.g. thesis committees
- Peer mentors - structured or informal programs
- Mentoring organizations
Who can mentor?

- **Research advisors** are typically synonymous with “mentors”
- **Academic advisors** are individuals who help enforce and provide guidance on curriculum requirements; shared by all students in department.
- **Graduate Program staff** are typically departmental staff familiar with degree/university requirements.
- **Other faculty** who may have relevant knowledge, skills, or life experiences.
Careful Mentoring can prevent pitfalls
What is Effective Mentoring?

- taking an interest in developing another person’s career and well-being
- a personal and a professional relationship
- advancing the persons scholarly and professional goals in directions they desire
- tailoring mentoring styles and content to an individual’s age, culture, ethnicity, gender, and disabilities
Mentoring has mutual benefits

Student Benefits
- Improved academic performance
- Increased productivity
- Improved professional skills
- Higher self confidence
- Expanded social and professional networks

Faculty Benefits
- Attract good students
- Increased productivity
- Develop your professional network
- Satisfaction of seeing your students succeed
- Expand your knowledge of the field and life experiences
Issues in mentoring

- Mismatch in interests, goals, communication styles
- Unrealistic expectations
- Conflicting interpersonal styles
- Problematic behavior
- Competing responsibilities
Promising Mentoring Practices

- Develop mentoring plans
  Align faculty and student expectations
- Mandatory annual performance reviews
  Written and oral discussions of strengths and weaknesses
- Honest communication
- New student orientations and cohort meetings
- Peer mentoring programs that match more advanced grad students with new ones
- Frequent contact/interaction with students
  Academic activities: brown bags, colloquia, workshops
  Social activities: pot lucks, movie nights, picnics
- Match students and faculty with similar intellectual interests
Mentoring is two-way street
Elements of Mentoring Plans

- Agreement between mentor & student about training/educational goal
- Both short-term and long-term goals
- Specifies amount/type of mentoring needed to accomplish goals
- Modifiable (e.g. annually, quarterly)
- Establish process to evaluate whether goals are met
What do you have in common?

Perceived similarities between mentor and student have the greatest impact on success of mentoring relationship...

Consider at least five (5) ways in which you two are similar – think broadly

Developing a Mentoring Plan

- Sample mentoring plans provided – select one (or use a hybrid) and develop your plan.

- Make a real and sincere effort to develop a work-able plan that you both agree on.

- Revisit this plan periodically and revise as necessary.
Mentoring Resources

MORE website

Downloadable documents

Links to web resources