

Mentoring as a Relationship

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The materials presented rely on publications on mentoring from the National Academies of Science and Graduate Schools of the University of Washington and the University of Michigan (see the last slide for these references)

They also rely on activities and workshops of the Preparing Future Faculty Program of New Mexico State University.

What is a Mentor

- Mentors help others develop personal and professional skills. The relationship develops over an extended period of time. The mentor adjusts their advice and support to meet the changing needs of the individual.

The roles of mentors

- Advisor: shares information and experiences and suggests alternative courses of action
- Supporter: gives emotional support
- Tutor: educates based on areas of expertise
- Coach: motivates the individual to take the next step

Skills of mentors

- Listening including reflective listening
- Ability to maintain nonjudgmental behavior
- Ability to engage in constructive criticism
- Nurtures self sufficiency
- Ability to mobility and share information
- Knowledge of the employment market

Mentors within universities

- Within universities, mentors assist students with their educational, interpersonal and professional lives.

Mentors Help Students

- navigate through degree requirements and complete their program of study
- cope with difficult personal problems
- understand and contribute to their profession as graduate students

Mentoring as a life cycle process

- It can be initialed by faculty or student
- It can begin as academic advising
- The relationship moves into specialized coaching based on the needs of the student
- As the skills of students develop, mentors become collaborators
- Peer relationships can develop

•What are the benefits and rewards for students?

- Degree completion
- Development of research and professional skills
- Gain insights on how the degree translates into jobs
- Increased funding opportunities
- Opportunities for joint publications
- Helps makes you more competitive on the job market
- Socializes you into your profession

How do Faculty Benefit?

- Students engaged in research share new findings and tools of analysis
- Increase publications and funded research
- Students share new approaches to teaching
- Expand professional and research networks

Identifying potential mentees

- How do faculty identify students to mentor?
- What do you look for in a student?
- How did the relationship begin?
- What took place during the first few meetings?
- What did you clarify with the student?
- What did you contribute to the relationship?

Initial meetings

- Ask students about prior education and experience
- Share information about yourself
- Ask students about their skills and areas for improvement
- Clarify expectations
- Develop a work plan (?)

Once you Select A Mentee

- Discuss potential roles
- Establish a schedule of meetings
- Develop a work plan
- Discuss the products of the relationship---
conference papers, teaching opportunities,
internships, attending professional meetings,
assistance with employment

Expectations

- Both faculty and students come to the meeting with skills and experiences
- Both also come with expectations
- Saturday morning we will begin with student expectations followed by a discussion of faculty expectations

Student expectations of Advisors

- More details on the comprehensive exam
- Faculty experiences as a graduate student
- Interested in how my advisor became faculty
- Discuss strategies to be a successful student
- Explain what they do as an advisor
- Maintain office hours
- Empathy for students

Student Expectations of Advisors

- Information on internships
- Co-author on conference papers/journals
- How my classes help get employment
- Student peer mentors to help with adjustment
- Interact more with students
- Create research groups, share research problems

Student Expectations of Advisors

- Faculty members need to communicate with each other (share the same information)
- Detailed degree plan
- Have a closer connection with students
- Provide more guidance and suggestions for improving grades
- How to succeed as a student researcher

What do you expect of your Mentor

- Engagement in research activities
- joint publishing
- Regular meeting schedule
- Discuss personal issues first then academic
- Discuss course work and requirements
- The campus needs to develop mentors for students

What students expect from Mentors

- Help students understand the role of mentors
- Social interactions with students in a group setting
- Discuss the purpose of the university in society---what drives universities
- Teaching me to teach
- Provide opportunities for my growth

Roles of faculty mentors

- Advice on navigating graduate studies
- Assist in developing professional skills
- Can help in obtaining funding for research and graduate education
- socializes students into the profession
- Educates students about career options
- Assist in identifying a family of mentors

Faculty Expectations of Students

- Faculty discuss 3 things that you expect of your student mentee
- My mentee should _____

Responsibilities of Mentees

- Present yourself as a professional
- Identify specific areas for assistance
- Develop a work plan
- Schedule regular meetings
- Pursue additional training and experience
- Develop an agenda for each meeting
- Seek ways to present your work at professional meetings

Responsibilities of Mentees continue

- Attend department social and academic functions
- Join professional associations and societies
- Establish clear expectations for yourself and your mentor
- Use your mentor's advice
- Accept constructive criticism of your work
- What else?

Responsibilities of Mentors

- Provides encouragement
- Orientate new students to degree requirements
- Establishes regular meetings
- Offers constructive feedback
- Encourages networks and multiple mentors
- Socializes the student into the profession

What can departments Do?

- How can departments create a culture to encourage mentorship?

Potential Roles of Departments

- Through faculty meetings, the department establishes expectations of mentors and mentees
- Provide a new student orientation where students understand requirements and are introduced to all faculty including their teaching and research agendas

Potential Roles of Departments

- Assign a temporary first year advisor
- Encourage students to change advisors
- Develop a mentor/mentee contract or list of expectations
- Have an annual review of student progress
 - Among faculty and between student and faculty
 - A written document allows students to reflect

Potential Roles of Departments

- Opportunities for social interaction
 - Brown bag lunch discussions
 - Pot luck dinners
- Student peer mentoring opportunities
- Support professional socialization
- Recognize mentoring in performance reviews
- What else?

Key references

- See resource list for all references

University of Washington, Graduate School:

<http://www.grad.washington.edu/mentoring/GradFacultyMentor.pdf>

<http://www.grad.washington.edu/mentoring/GradStudentMentor.pdf>

University of Michigan, Graduate School: faculty and student publications

<http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf>

<http://www.rackham.umich.edu/downloads/publications/mentoring.pdf>

National Academy of Sciences book to help faculty become better mentors

Title of book: [Advisor, Teacher, Role Model Friend: On Being a Mentor to Students in Science and Engineering](#), Washington, DC: National Academy Press, 1997,

free online edition: http://www.nap.edu/catalog.php?record_id=5789