

2008 Mentoring Workshop

Faculty Breakout

March 31, 2008

1. Skills/Advice for Student in Mentoring Relationship

- Listen, with an open mind
- Go beyond your formal mentor, cast a wide net, include key people in the area
- Develop your communication skills with people at all levels
- Figure out your strengths and weaknesses (overcoming fears of revealing weakness)
- Building partnerships with peers – avoid isolating yourself
- Be reflective, monitor your own progress (keep a journal?)

2. Deal Breakers from Mentors' Perspective

- Not cooperative
- Willing participation in unethical behavior
- Manipulating data
- Bullying
- Personality clashes
- Unexpected emotional attachments/intimacy
- Comfort level

2. Deal Breakers from Mentors' Perspective (cont)

- Mentee lacks motivation
- Third party interference
- Overstepping boundaries with mentor
- Dishonesty/plagiarism

3. Student Differences/Challenges from Diverse Backgrounds

- Yes in many cases due to:
 - Lack of course preparation/exposure
 - 1st Generation College Student
 - Cultural background
 - Gender
 - Age
 - Socioeconomic background

For Women

- Children/Family
- Mentor's Career Expectations for Mentee

4. Three Accomplishments in Mentoring Relationship

- Close long-term interpersonal relationship between the mentor and mentee (i.e. student and faculty)
- Mentee learns how to set goals and develops a strategic plan for success that he or she can effectively articulate, monitors progress towards goals, and makes adaptations when necessary
- Mentee builds critical skills for success (e.g. professional, social, technical, personal, and life skills)

5. Mentoring in Initial Interview?

- Definitely yes.
- Discuss Teaching mentoring and research mentoring
- Teaching- effectiveness, time spent
- Research- pre-proposals; papers- feedback; networking; time management
- Expectation, rewards;
- Graduate mentoring – discuss peer mentoring

Question 5 cont.

- Peer review of teaching;
- Culture of competition;
- Administrative support- make it an expectation;
- See the 2nd bullet from the bottom of p.2
Exec summary on Mentoring in STEM

6. Limit to What you Can Do in Mentoring?

- Establish according to categorical needs (e.g. faculty, graduate students and undergraduate students)
- Mentor must know his/her own limits in addressing mentees needs
- Identify available resources for mentee where necessary

7. Is Peer Mentoring Included in Personal Persona?

- It is effective when...
 - Junior faculty are assigned more than one mentor (1 senior and 1 from similar background)
 - Peer mentoring occurs within rank
 - Mentor is a seasoned, experienced faculty member
 - There is a structured feedback loop
 - Valued by entire department/group
 - Part of senior faculty requirements