

MAKING THE MOST OF YOUR MENTORING OPPORTUNITIES

The University of Arizona Graduate Orientation

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“A mentoring relationship is a close, individualized relationship that develops over time between a graduate student and a faculty member (or others) that includes both caring and guidance.”

(from U of Michigan Graduate Handbook)

MENTORING & MENTORS

Types Of Mentoring And Mentoring Roles

Advisors, Supporters, Tutors, "Masters," Sponsors, Models

Finding And Choosing Mentors

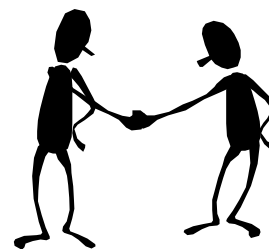
Start with self-appraisal

Identify potential faculty

Initiate contact, provide dossier* & investigate possibilities; follow up

* See reverse for dossier suggestions

Seek out **multiple mentors** as needed (for specific expertise, alternative strategies, second opinions, etc. / think "outside the box," e.g., virtual mentors)



EXPECTATIONS & RESPONSIBILITIES

What To Expect (And Require) From Mentors

Availability for interaction

Effective communication (and listening!)

Advice, guidance

Research direction

Feedback

Initiation into “the discipline”

What Mentors Expect And Need From You

Responsibility, knowledge of degree requirements & policies

(be aware of all relevant Departmental, Graduate College, *and* University policies)

Initiative and commitment

Ability to receive criticism, heed advice

Communication of progress on a regular basis

Resourcefulness in seeking expertise (take advantage of *all* committee members, etc.)

Respect of mentor’s time demands

Scholarly discourse!



STRATEGIES FOR A SUCCESSFUL MENTORING EXPERIENCE

Communication Is Key

Update, clarify, initiate, summarize, follow-up, get/give feedback, remind tactfully

Avoid Mentoring Pitfalls

Know yourself, appreciate roles, accept input, use tact, seek advocates if needed

Safeguards: (1) know policies & get it in writing; (2) keep copies

Address crises, reassess timeline, change mentor if necessary

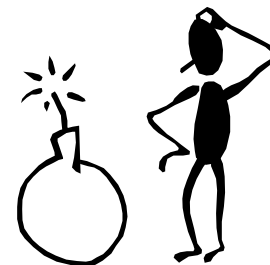
Maintain An Ethical Mentoring Milieu

Value diversity; foster collegiality

Avoid departmental politics

Ask questions & encourage discussion on ethics issues

Respect boundaries (hierarchical, time, sexual, etc.)



TOWARD SELF-MENTORING

Knowing yourself helps to deal with advice overload & conflicting recommendations

The 4 R’s: Record, Remind, Reflect, Refine



SUGGESTIONS FOR WHAT TO PUT IN YOUR DOSSIER FOR A POTENTIAL MENTOR:

- Curriculum vita (contact info, education, employment, experience, skills – focus on *academic* info)
- Statement of goals (e.g., why pursuing a graduate degree, career aims, research interests, copy of grad application essay, etc.)
- Course transcripts (or list of courses taken or planned; draft of *Plan of Study* form, etc.)
- Other useful information (e.g., abstracts, papers, summary of thesis work, etc.)

SOME USEFUL WEBSITES & REFERENCES:

Miscellaneous Mentoring Websites:

On Being a Scientist: Responsible Conduct in Research (3rd edition) National Academy of Sciences 2009
http://www.nap.edu/catalog.php?record_id=12192#toc (free pdf download available; includes grad student case studies for discussions; updated resources on research ethics; useful for nonscientists too)

Adviser, Teacher, Role Model, Friend -- On Being A Mentor To Students In Science And Engineering
National Academy of Sciences 1997 (targeted at mentors, but grads may find useful)
http://books.nap.edu/openbook.php?record_id=5789&page=R1

Useful University of Arizona Sites:

The University of Arizona Graduate College webpage: <http://grad.arizona.edu/>

Log in to gain access to the Graduate College resources you'll need, including:
the online Graduate Catalog: <http://grad.arizona.edu/catalog>
and other useful info: <http://grad.arizona.edu/current-students>

Office for the Responsible Conduct of Research: <http://www.orcr.arizona.edu/>

Policies of The University of Arizona
<http://catalog.arizona.edu/2014-15/policies/aaindex.html> (all the academic policies in writing, from A to Z)

Non-Discrimination and Anti-Harassment Policy and procedures of The University of Arizona
<http://equity.arizona.edu/policies>

Other:

Mentoring, The Faculty-Graduate Student Relationship, Position Paper of the Graduate Council of The University of Arizona, 1996

Moss, P., DeBres, K., Cravey, A., Hyndman, J., Hirschboeck, K., Masuci, M., 1999. Toward a feminist mentoring praxis: strategies for ourselves and others: *Journal of Geography in Higher Education*, 23 (3):413-427.

You can find Dr. Hirschboeck's Graduate Orientation presentation on
"**Making the Most of Your Mentoring Opportunities**" posted on the website:
<http://www.ltrr.arizona.edu/kkh/mentoring.htm>