

1: Mentoring Graduate Students | Center for Teaching | Vanderbilt University

Mentoring Graduate Students. Print Version By Jeff Johnston, Assistant Director, Vanderbilt Center for Teaching The Vanderbilt University College of Arts & Science sponsored a Faculty Development Series for faculty entitled "Conversations on Graduate Mentoring, Advising and Teaching" during the academic year.

But just what does this statement mean? Are nurses like wild animals that carry their young in their arms only to devour them at the first chance they get? Are we the type of people who pretend to care for our young and then, when an opportunity presents itself, we tear the weaker one into little pieces? Nurses do this not only by taking care of their patients but also by taking care of their co-workers. When we as nurses take care of our new graduates, we are functioning in the role of a mentor. Not all nurses have the desire or the personality to be a mentor to new graduates, just as not all people desire to be nurses. So the question is, who should be a mentor and what qualities should a mentor have when working with new graduates? Desire to Be a Leader Leaders are responsible and accountable for others. There should be a desire to nurture another person in a particular role. To be a leader of new graduates, you must learn how to lead. By definition, being a leader requires that you have someone follow you. What a dehumanizing way to describe someone! We should never refer to our new graduates or any preceptee as a shadow. These people are our fellow colleagues in the nursing profession. You as the leader must decide what motivates the new nurse. You must consider such factors as: As a leader, you will create opportunities for learning in a positive manner. How do you make these opportunities available? An example of a roadmap is shown in Figure 1, with each stage of the process lasting two weeks. Leland Kaiser, the award-winning health care consultant, educator and author of *Mapping Your Future: A good leader will recognize these frequencies and learn how to tap into them to make learning enjoyable for the new graduate. Desire to Be an Educator* Nurses do not necessarily need experience in teaching or training to precept new graduates. What you do need to have is the desire to educate others, along with the ability to share your knowledge and experience in a way that will be meaningful to the person you are mentoring. All too often, managers are given the task of choosing who will train their new nurses. Not all nurses have the desire to teach, and not all nurses can articulate themselves well. Watch me and learn. There are two problems with this type of training. First of all, as adults we learn in a variety of ways. Some people are visual learners while others are verbal learners. Still others learn best by demonstration, by hands-on or by a combination of methods. We want our patients to learn to take care of themselves. As an educator to our new graduates, we should strive for this same result. We should want our new nurses to learn to become independent. An old Chinese proverb says that if you give a man a fish when he is hungry you feed him for a day, but if you teach him to fish you feed him for a lifetime. The same is true in the nursing profession. But if we teach them to perform the skill themselves, we have taught them for a lifetime. You may encounter some trainee nurses who are struggling with barriers that can affect their ability to learn effectively. For example, they may face language barriers, such as difficulty understanding or speaking English. They may have behavioral or social barriers, such as shyness, being easily angered or difficulties in getting along with others. In order to develop teamwork on a nursing unit, it is necessary to address such behaviors very early in the training. But before we can do that, we must first understand ourselves. If you are a nurse who desires to be a mentor, you must first do a self-inventory of your own attitudes, beliefs and biases. Learn what makes you tick. Once we have gained this self-knowledge, then we can help others. The quality of patience will allow you to give constructive criticism that will promote growth. At the end of the orientation period there should be no surprises. What is important when working with new nurses is how we communicate their errors to them. This is where patience and compassion comes into the training process. Our new nurses should feel that we are trying to find them doing things right rather than focusing on their faults. A mentor with patience can be a positive role model to new graduates who are finally realizing their dream of becoming of a nurse. You have the power to set an example of excellence, both in nursing skills and in high standards of personal and professional behavior. Be accessible to others starting out in the nursing profession. Have a goal to train one nurse the way you would want someone to train you. Maintain a positive attitude. Nurses are a wonderful,

THE NEW FACULTY AND GRADUATE MENTOR pdf

caring group of people. We take time with our patients, families and friends, and we give so much back to the community. Now it is time for us to give back to each other in a loving way, by taking the time to work with our new graduates as they help us get over the nursing shortage.

2: Essay on how to be a good faculty mentor to junior professors

Given that mentoring is so beneficial to people in academia, Faculty Affairs and the Office of Diversity and Inclusive Excellence (ODIEX) are excited to announce that all of graduate students, postdoctoral scholars, and faculty are eligible to create free accounts for the National Center for Faculty Development & Diversity (NCFDD).

Self-directed learning Generalizing Nyquist and Wulff discuss yet another model for the phases of graduate student professional development, involving the stages of: Mentoring is a relationship. At the same time, it is a journey mentors and mentees embark on together. Throughout this journey, two or more individuals help each other arrive at a destination called professional excellence. Naturally, the journey can be challenging, with occasional muddy trails and blind spots but with many more panoramic lookouts and high points. This section looks at mentoring graduate students from the perspective of teaching, research, and professional and personal development. Many graduate students will join the academy as junior faculty. Thus, the mentoring of graduate students can be thought of in terms of mentoring the teaching, the research, and the service components of these graduate students. Educational institutions have for a long time been thought of as the place where students learn. Teaching is one of the loneliest professions, with teachers rarely having the opportunity to work with a colleague in a collaborative way so that they can learn more about the teaching-learning process. Mentoring in one form or another is a means by which teachers can break down their isolation and support professional learning in ways that focus on the daily work of teachers and teaching learning situations. Additionally at the start of the session, participants were asked to share questions they had about mentoring graduate students. Each question fell into one of five broad categories, listed below. Also listed below are answers to these questions suggested by panelists and participants. These answers are not meant to be prescriptive. They are instead perspectives shared during the session that you might consider as you think about your role as a mentor. Also, they may not translate completely to mentoring contexts in the humanities and social sciences. Just as a teacher has the authority to set the terms for a course, a mentor has the authority to set the terms for a mentoring relationship. That means that you can be clear with students what forms of mentoring you will provide e. No single mentor can provide all forms of mentoring a student requires. Encourage your students to have multiple mentors that play different roles in their professional development. Bear in mind that each student is different, so the kind of mentoring you offer a particular student might be different to the kind you offer to another student. Seek feedback from your student about your mentoring so you can tailor your work with that student over time. Here is one way to view this balance: If you have a student work on something that is too difficult, the student will be overwhelmed and need too much hand-holding. How can I manage teams of students working on common projects? When assigning tasks to students on a team, consider their career plans. A student heading into academia might need a lot of publications, so have that student work on tasks that more readily yield publications. Another student might be heading into industry where publications are not as valued, so that student could be assigned other kinds of tasks. If a particular student is more advanced with a particular kind of task, partner that student with another who is less advanced so that the more advanced student can mentor the other student. When tackling a different task, these roles might be reversed so that both students benefit. How can I help students continue to make progress over time? This helps to provide difficult situations e. Help the student understand the amount of time required on a weekly basis to make adequate progress. If the norm is that students in your program work 50 to 60 hours a week, for instance, communicate that to your student. How can I balance my interest in helping students with the need to act as a gatekeeper? To clarify this question, consider this tension: On the one hand, you might want each student to learn and grow as much as they can while in your program. Remind your students that when they go on the job market, you will be writing a letter of recommendation for them that will greatly affect their job prospects. You are their evaluator, not just their friend. This encourages students to take more responsibility for their own progress. It is important that there is a good fit between student and mentor. If a student fails out of a graduate program, it is more of a failure of the program than a failure of the mentor. That student should have been matched with a different mentor, one with a better fit for

that student, before failing out. Graduate Development Network GDN – This network of faculty, administrators, and students at Vanderbilt seeks to facilitate the awareness and use of the many programs at Vanderbilt that can help graduate students become productive and well-rounded scholars. Resources from the CFT Library:

3: Mentoring - Faculty Development and Diversity - Loyola University Maryland

If a new faculty's department or college has assigned a mentor from within the department or college, the new faculty can still request mentors from outside the department or college. Mentors are usually identified through personal contacts, recommendations of the deans, chairs, and colleagues.

And your own mindset has everything to do with how you define success for yourself. One of the things I love about being an academic is the freedom that it gives me to set my own schedule and to guide my own choices, within a framework, of course, of institutional and professional expectations that dictate certain benchmarks. But especially as theatre people, it seems to me, we have a lot of flexibility, more than, say, a traditional English professor, in terms of how we mix research and practice, practice and advocacy for a field that extends far outside the academy, and advocacy and administration, since our departments and our field is small enough that many of us will be called upon to assume leadership positions. You might start with yourself, always, and decide how you want to make the percentages work for you: What are you best at? What do you most like to do? What kind of career will sustain you for 20 or 30 years? For example, I see myself primarily as a writer, as a critic, more so than even a scholar or a researcher. Be self-conscious about your habits and practices and what you need to do your best work. Do you need a writing group? A mentor to help you with drafts? A fixed schedule to write by? Taking a step back, are you really going to be able to meet the demands of a field that requires so much writing if you absolutely hate doing it? We often make choices without full knowledge of what they entail. That said, Cassidy and Bryan want me to focus on teaching and mentorship, as well as how the profession has changed in the last 10 or 20 years. I think these are important topics, issues that have long been dear to my heart. Some research one institutions, for instance, give very mixed messages about what happens in the classroom. On one hand, they insist on stellar teaching evaluations, and use them as the basis of merit increases. On the other hand, they warn that when you come up for tenure, teaching takes a back seat to research and institutional and professional citizenship. Other schoolsâ€”like liberal arts colleges without graduate studentsâ€”privilege teaching, sometimes over research. Those exchanges are so important to me, and important, I think, to public citizenry. We have so few place anymore for the kind of live, face-to-face engagement that teaching continues to provide. I believe that even more in an historical moment when so many of our exchangesâ€”public and privateâ€”happen in electronic forums. The rush of being in the room with live bodies, with other people whose passions are expressed in the tone of their voices and in the postures they assume around a table or on a floor is irreplaceable, something I cherish. Teaching is also important because sometimes, lately, I think people assume they know everything. Or they assume, as the Tea Partiers sometimes do, that facts are changeable, that they can be used to political advantage. I still believe that objectivity is a myth, and that truth is always invested and partial. But the way that history has been rewrittenâ€”by Tea Partiers and Holocaust detractors, for instanceâ€”terrifies me. Teaching, then, offers models for engagement with facts and interpretations, with experiences and possibilities. Cassidy and Bryan also asked about the relationship between teaching and mentorship and politics and activism. This is another very good complex of questions and connections. I actually believe that teaching is mentorship. Part of what we model in the classroomâ€”for undergrads and graduate studentsâ€”is how to be a person in the world. How do we approach knowledge? How do we approach a conversation? How do I foster polite disagreement? A classroom is a microcosm and how we run it says a lot about who we are and what we believe. Mentoring means helping students find the best in themselves, or helping them consider other ways of being artist or scholars or citizens or hopefully, all three. One of the things that the internet has facilitated is information sharing. I make sure to forward anything I think might be relevant to my students: I see teaching as being the hub of a great, quickly turning wheel, in which my job is to create as many spokes as I can. How are they responsible to the larger issues in the field: We have to teach them to be advocates for what they do and what they believe in, because not enough of us are. That said, let me offer some advice for those of you thinking toward academic careers, and for those of you who, as graduate students, are already confronted with the demands of teaching and mentoring undergrad students. One of the pitfalls of this field is that so many of us

love what we do. We go into theatre because we love it, we teach and direct and help plan production seasons in our departments because we love it and the academy offers us a place to ply our wares. But that love is exactly what sometimes turns on us. It means that the boundaries between work and play get very fuzzy, if not completely blurred. It means that we have a hard time saying no, to colleagues or to students or to those with power over us. It means that we have a hard time setting priorities, because everything seems so important. Especially for those of us idealistic about theatre and about teaching and about the effect we want to have on the world I could myself among the idealistic, of course! Keep your door open during office hours. Keep a running list of your obligations and your accomplishments. Make a list of categories: This will give you a sense of which obligations take the most time and how you might want to rearrange that balance or shift your priorities. Will you write a letter of recommendation? Will you serve on a committee? Never say yes right away. Ask your partner or friend; look at your list of obligations; make sure you give it some thought to see if you really have the time or energy to comply. The downside of everything I said earlier about teaching is that it can take all your time. Know that you want to do your best, every time you walk into a classroom. Limit the amount of time you spend on teaching prep. Over-preparation is one of the chief traps of teaching. Learn to trust yourself; figure out how much preparation is enough: How many notes do you have to take? How many questions will you come prepared with? Do you have to create a lesson plan or are you comfortable going with the flow? Draft a syllabus and then go back and cut it by half. Make the rest recommended or put it in a bibliography for further reading at the end. Give short assignments frequently or longer ones less frequently, depending on your own time. Because so many of us are taught to privilege student-centered learning and writing across the curriculum, grading takes a great deal of time. Learn how to be a fast, fair, useful grader. Cultivate hobbies that have nothing to do with your career. Try to engage these activities daily, to give yourself a break from your work and your career. But I also read novels. Commit to doing these things often. You need to rest your brain and your heart and your soul. Make sure you take care of yourself. Eat well; sleep enough; take time away. But most importantly, figure out your own sustainable practices. Get out of that rat race before you get into it. Figure out what your own best practices are and stick to them. Make sure the expectations of your institution are perfectly clear and get them in writing. What do you need to do to graduate? Are you being supervised? What does your supervisor need to write you a recommendation when you graduate? One of the biggest traps of grad school is taking too much time on teaching. Likewise, as a new assistant professor, even before you accept a job, get the tenure expectations in writing. These vary from place to place, and often from department to department. Know the industry standards: How long will it take you to write? Make sure you have a mentor, as a grad student and as an assistant professor. This person might not be your dissertation supervisor although it could be or your department chair although it could be. It should be someone who will be honest with you; who will communicate with you willingly and in a timely fashion; who will look at your cv and at your work and give you advice; and who will be open with you about institutional expectations for your work. Finally, a few words on how the profession has changed. That ship has sailed. Grad students are in a pre-professional position, your apprentices to a field and should be thinking of yourself as colleagues, preparing to move into academic jobs. Has technology changed the field? Yes, but mostly for the better.

4: - New award honors faculty who mentor graduate students

The New Faculty and Graduate Mentor: A Guide to Developing Teacher-Scholars for Mentors, Faculty, Administrators and Gra: Jan E. Allen: Books - www.enganchecubano.com

The 10 Commandments of Mentoring Description This is a voluntary program through which experienced faculty at Northern Illinois University NIU knowledgeable about the campus and academic life are matched with new faculty to orient them to NIU, inform them about campus support services, and assist them in the early stages of their academic careers at NIU. This program is not meant to be a substitute for existing mentoring programs at the department or college levels but can be a supplement to those programs. Goals of the Mentoring Program Help new faculty members to: Learn about NIU, the surrounding community, and support resources for faculty. Adjust to the new environment and become active members of the university quickly. Address questions, concerns, and special needs in a confidential manner. Gain insight about teaching and career development from a seasoned veteran. Network with other faculty and develop a personal support system within NIU. Encourage experienced faculty to: Share their knowledge and experience with new faculty and gain professional satisfaction. Assist new faculty to adjust quickly to the campus and address their unique needs, concerns, or questions, if any. Help shape the careers of new colleagues and enjoy opportunities for self-renewal. Provide a valuable service to the university by promoting collegiality through mentoring. Contribute to teaching, research and scholarly activities, and service mission of NIU. Suggested Mentoring Activities Mentors and new faculty are encouraged to meet face-to-face frequently during the first two semesters and keep in touch frequently through phone or email. Suggested mentoring activities are: Discuss short term and long term career goals and professional interests. Attend the programs offered by the Faculty Development and Instructional Design Center and other campus units. Share information on academic and student support services on campus. Discuss effective instructional techniques, course development and curricular issues. Explore research and sponsored funding opportunities, and writing publications. Discuss academic policies and guidelines, and university governance structure. Attend campus events such as sports, theater productions, and cultural programs. Share information on instructional resources and Web sites useful to new faculty. Discuss student issues such as advising, motivating, and handling academic dishonesty. Share experiences on managing time, handling stress, and balancing workload effectively. Discuss preparing for tenure and promotion and career advancement. Explore professional development opportunities available to new faculty. Address special needs, concerns, or questions and help in troubleshooting difficult situations. Matching Mentors with New Faculty The Faculty Development and Instructional Design Center will match new faculty at their request with senior faculty mentors from the same department, college, or outside the college. Mentors are usually identified through personal contacts, recommendations of the deans, chairs, and colleagues. As the research on successful mentoring has suggested, mentors assigned are generally of the same gender as the new faculty. However, mentors of particular gender, race, ethnicity, or background can be requested for multicultural development or other professional development reasons. Duration of the Mentoring Process No set duration is required for the mentoring relationship between a mentor and a new faculty. It is recommended that mentors and new faculty interact frequently during the first two semesters. At the end of the second semester they can decide if it is necessary to continue the mentoring relationship at the same pace, or on an as needed basis, or conclude it if individual goals have been met. At any point during the mentoring process, if a mentor or new faculty feels that the relationship is not productive, the Center should be informed so that a different mentor or new faculty can be assigned. Due to the voluntary nature of the program, the Center cannot monitor the mentoring relationship closely or guarantee the outcomes of individual mentor-new faculty relationships. Mentors and new faculty will be requested to provide feedback on the progress of their relationships at the end of the second semester so that the Center can evaluate the program and use the feedback to improve the program in the future. Roles and Responsibilities of Mentors Mentors can take on various roles, such as coach, friend, champion, advocate, career guide, role model, instructional resource, or confidant depending on the needs of their new faculty and the nature of their mentoring relationship. Mentors

are responsible for: Taking the initiative for contacting their mentees and staying in touch with them. Devoting time to the relationship and be available when requested. Assisting new faculty with their various questions, needs, or concerns. Sharing their knowledge and experience to benefit their new faculty and following up on their progress at NIU. Maintaining confidentiality of the information shared by their new faculty colleagues. Mentees are responsible for: Devoting the time to the mentoring relationship and interacting with the mentor often. Making use of the opportunities provided by the mentor. Keeping the mentor informed of academic progress, difficulties, and concerns. Exchanging ideas and experiences with the mentor. Seeking help and support when needed. Many mentors underestimate the amount of knowledge that they have about the academic system or their organization, the contacts they have, and the avenues they can use to help someone else. A faculty member does not have to be at the absolute top of his or her profession or discipline to be a mentor. Teaching assistants can mentor other graduate students, graduate students can mentor undergraduates, and undergraduate majors can help those beginning the major. Be clear about whether you are willing to advise on personal issues, such as suggestions about how to balance family and career responsibilities. Clarify expectations about how much time and guidance you are prepared to offer. Let new faculty know if they are asking for too much or too little of your time. Be sure to give criticism, as well as praise, when warranted, but present it with specific suggestions for improvement. Do it in a private and non-threatening context. Giving criticism in the form of a question can be helpful, as in "What other strategy might you have used to increase student participation? Include new faculty in informal activities whenever possible - lunch, discussions following meetings or lectures, dinners during academic conferences. Teach new faculty how to seek other career help whenever possible, such as funds to attend workshops or release time for special projects. Work within your institution to develop formal and informal mentoring programs and encourage social networks. Be willing to provide support for people different from yourself. Chronicle of Higher Education. Acknowledgments and additional information We would like to express our sincere appreciation to all the POD members and the institutions listed above for sharing information about mentoring programs at their institutions.

5: The Mentor - An Academic Advising Journal

The Rackham Graduate School's mentoring guide for faculty, How to Mentor Graduate Students: A Guide for Faculty at a Diverse University, has proven to be popular item for more than a decade: it has been requested, adopted, and adapted by colleagues around the nation.

Faculty Fellows The Basic Details Each new tenure-track faculty member is paired with a tenured mentor outside the home department, which augments the good things already happening within departments across the campus. We kick off the year with a meet-and-greet and idea exchange about what might make the mentoring experience useful and valuable. After that, the precise nature and duration of the relationship will be largely up to the individual mentor and mentee pairs, though we might recommend monthly check-ins throughout the year. The Associate Vice for Faculty Affairs and Diversity provides ongoing support and resources, including a yearlong new faculty orientation program that covers different aspects of life on the tenure-track: The Office of Academic Affairs pays for an initial lunch or coffee meeting to start your partnership off right. The time commitment is for the full academic year as mentors listen to mentees, help them establish achievable short-term and long-term goals, help connect them to resources on and off campus that may be helpful, and help them take advantage of all of the professional development services available on campus. To volunteer to be on the list of potential faculty mentors, please contact Cheryl Moore-Thomas. Mentoring at Loyola Mentoring has been a mainstay among faculty in colleges and universities for several decades. As new faculty enter academic positions, they meet challenges in the process of becoming faculty colleagues and members of the profession and community. This is especially true for colleagues from non-majority groups, first-generation college professors, and even more seasoned faculty who join Loyola after years at other institutions with different campus cultures. Some key topics relevant to new tenure-track faculty e. The mentoring pair may wish to periodically include department chairs in their discussions, though the mentoring process is complementary to the formal process for annual review, tenure, and promotion. The mentor or mentee can also contact the Interim Associate Vice President for Faculty Affairs and Diversity at any time for additional resources, suggestions, or to mediate between colleagues if problems arise. Note that the campus-wide mentoring program augments any orientation or mentoring that happens within a department, which tend to be more directly aligned with department-specific expectations and the annual review, tenure, and promotion processes. Tenure is a significant goal for tenure-track faculty, but it will not be their only professional goal and the mentor program takes seriously the Jesuit commitment to cura personalis as mentors help new faculty members create a sustainable balance between all aspects of their lives and think about long-term career success, before and after tenure. Solicits volunteers for an ongoing list of tenured faculty willing to serve as mentors; Creates initial mentoring pairings, based on stated needs and experiences, in consultation with Deans and Chairs as appropriate; Offers resources for mentors, including helpful readings and an initial idea exchange; Organizes an initial kick-off and wrap-up meeting with all mentoring pairings; Convenes a yearlong series of monthly conversations about faculty life to create community and a culture of collective mentoring; Provides mediation and re-assignment for mentoring pairs, as necessary; and Maintains only limited records on specific program participants. The Office of Academic Affairs will consult with Chairs, Deans, and the Faculty Affairs Committee to help evaluate and continuously improve the faculty-to-faculty mentoring program. The monthly conversations about faculty life earlong orientation featured discussions with select senior faculty and campus offices on: My Strategies for Long-term Success wrap-up luncheon with mentor pairs Becoming a Mentor Faculty-to-faculty mentoring program mentors are experienced, well-respected tenured faculty members willing to spend focused and productive time with a new tenure-track colleague over the course of the first year--or longer if both parties agree! The campus-wide mentoring program complements departmental mentoring efforts, providing clarification and support with issues that affect all tenure-track faculty members. The purpose is complementary to the sort of mentoring offered by departments and Chairs, such as shepherding through the tenure process and familiarizing new colleagues with department-specific expectations. Being a mentor takes time, commitment, and effort on the

part of tenured faculty members. Still, mentors often experience great benefit, including the satisfaction of helping a colleague develop professionally and pride in creating an inclusive institution that treats its faculty well. Sometimes, mentors even experience personal benefit in the form of new ideas and energy for their own teaching, research, or service agenda. You can sign up anytime to be on the volunteer list. Cheryl Moore-Thomas, cmoore4 loyola. Specify any time constraints, such as sabbatical leaves. It is also helpful to know what specific experiences and skills you might bring, such as engaging Baltimore, demystifying the publishing process, teaching strategies, service expectations, understanding work-life balance, challenges faced by members of affinity groups or non-majority populations in the academy, navigating the world of grant funding, and so on. The Mentoring Relationship Ultimately, the mentoring ideal is one of partnership and the Office of Academic Affairs suggests period meetings perhaps: The mentoring relationship is a professional one, not a personal one, and often begins as a non-reciprocal, though mutually satisfactory relationship. Mentors are expected to take the lead in this professional relationship. Over time, the pair will often find that both parties learn in the relationship. It is important that mentors share knowledge and also listen, and that mentees are open to learning while being forthcoming about goals and challenges. Mentees should feel that mentors are well-versed in campus resources and knowledgeable about procedures relevant to faculty life. New tenure-track faculty members can and should use the mentoring program to effectively expand their networks on campus. Mentors play no formal role in the annual review process, nor tenure and promotion, which enables a pairing to speak frankly and confidentially about their teaching, research, and adjustment to Loyola, the profession, and the surrounding community. Mentors should respect these confidences, and should be clear about matters they feel require outside help. If either party feels the relationship is ineffective, or finds that their personal commitments have changed or interfere with the demands of the mentoring relationship, contact the Office of Academic Affairs. The Faculty Development Fellow will proceed with discretion and work tactfully to mediate differences, or arrange for a new partner. The dynamic of the mentoring relationship depends on the needs and personalities of any given pairing. Some typical roles that a mentor might fill include: Coach " A person who offers instruction and direction. For example, clear instruction on the use of the student honor code, strategies on how to respond to requests for service, how to integrate scholarly activity into the demands of faculty life, and so on. Advisor " Someone who gives advice. As an advisor, the mentor can help design a viable research agenda, develop good time management practices for teaching, determine which university-wide committee assignments are most appropriate, and so on. Networker " A person who leverages personal or professional relationships and contacts for mutual assistance and support. At Loyola, mentors might introduce new colleagues to affinity groups or interdisciplinary initiatives, or connect colleagues in other departments with similar teaching interests. Beyond Loyola, mentors might help new colleagues identify and develop relationships with colleagues in the same discipline at local universities, at journals, on conference organizing groups, or other professional groups in the area. Mentors may also introduce mentees to Baltimore organizations, be they of professional or personal interest. In all, mentors listen to their new colleagues with the aim of helping new colleagues develop short- and long-term goals leading to professional and personal success. Resources Suggested activities for mentoring pairs " The Difference Mentoring Makes , " Beth McMurtrie, The Chronicle of Higher Education, July 21, A helpful discussion of formal and informal mentoring, which may serve as a reflection piece for your own approach to the mentoring relationship, whether as a mentor or mentee. Faculty Development and Diversity Library, Beatty Hall Stop by to peruse books and pamphlets, including resources on mentoring, demystifying the profession, supporting women faculty and faculty of color, and many more topics in faculty development and diversity.

6: Best Practices for Mentors : The Graduate School - Northwestern University

the graduate student-supervisor/mentor relationship but has yet to examine its impact on subsequent graduate student practices when they enter academic positions. Fourteen Canadian faculty members.

7: Teaching and Mentoring, for Grad Students and New Faculty | The Feminist Spectator

Resources for mentoring postdocs: for post-docs and new faculty; has a Chinese translation. Directors of Graduate Studies & Graduate Advisors (by Department).

8: New Faculty Mentoring Program offered by the Faculty Development and Instructional Design Center

Graduate Student Mentoring Workshop. Remarks. Association for Theatre in Higher Education Conference, Washington, DC. Thursday First let me say how flattered I am that Cassidy and Bryan have invited me to speak to this issue, and how important I think are the questions that they've asked me to address. One of the th.

9: Mentoring New Nursing Graduates - Minority Nurse

Tenured faculty often assume that new faculty members have been thoroughly mentored in graduate school and it's best to get them settled in and then leave them alone to sink or swim. This works for a small number of people and everyone else is left struggling to figure out how to make it through the day.

Exploration 4: do u believe that? Eripheral nervous system What gets said when in patronage letters What are typical characteristics of those with BPD? Bad Connection (Secret Life Samantha McGregor) Conjuring goods, identities and cultures Elisabeth Croll Sodexo annual report 2015 Establishing shot A childs book of graces Theodora Goss Joe Hill Gavin J. Grant Eugie Foster Jeff VanderMeer M. Rickert Christopher Barzak Sonya Ta A history of war in 100 battles The School queens Painters guide to color Love hacked penny reid red novels Great fleet of ships Administrative injustice : the growth of the therapeutic state Lonely planet singapore The Double Eagle Guide to 1,000 Great! Western Recreation Destinations: Intermountain West There Must Be 50 Ways to Tell Your Mother (Lesbian Gay Studies) UNESCO General History of Africa, Vol. VI Handbook of New Guinea birds Great God of love If Cods Can Wallop LIII. Of the manner of entertaining Guests 217 Government Policies Sbi po pre exam papers Loadrunner tutorial for beginners Eyewitness Travel Guide to Boston Innovation, Organization and Economic Dynamics On Wings of the Dawn Fields Medico-legal guide for doctors and lawyers . Catholic Ireland in the eighteenth century A portrait of the artist as a young man: after fifty years, by W. T. Noon. Life application bible Deng xiaoping economic policies And then came the angel Rain Eduardo Galeano. Everything She Wants (310) Your French exchange Printed cottons of Asia