Managing and Mentoring Graduate Students

FAST – ADVANCE
January 28, 2020

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Recruiting the Best Graduate Student

- Contact early, often and directly – invite for visit if possible – Consider SROP (summer research); Graduate Diversity Visitation Program in Fall (GDVP)
- Recruit on a continual basis
- Check references closely – read between the lines - call
- Rethink GRE and all admission policies
- Big 10 + Graduate Expo; Midwest Graduate School Summit
Set Expectations Early and in Writing
What to Cover in Initial Meetings

- IDP (individualize development plan)
- GRAD – XXXX Research Credit Hours “Syllabus”
- Strengths and weaknesses – honest regular evaluation
- Work Style
- Work Plan – helps with time to degree
- Timely feedback on writing and presentations
- Intellectual Property, Human Subjects, Ethics discussions
- Recommendation letters, travel expectations
Mentoring and Graduate Education

• Most important factor to continue or withdraw from graduate school is the relationship with an advisor or mentor

• Having a mentor helps maximize the educational experience through guidance and support

• Helps in the retention of women and minorities who face unique barriers
What Can Go Wrong

- Attention to detail – missed deadlines
- Fabrication/Falsification/Plagiarism
- Funding issues
- Publication/authorship
- Career choice/expectation
- Curriculum doesn’t follow through
# Pathways Project

**AURORA by BEYOND the professoriate**

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*This is their degree*
Services

- Writing Center – grad student support
- Ithenticate / Fig Share / Overleaf
- Office of Graduate Assistance Mental Health (39% GS mod to severe depression scale vs 6% gen. pop)
- Travel Support; Parent Support Network
Professional Development

BOILERS WORK
Internship Program

Application Deadline: February 28, 2020

The Boiler Works internship program provides graduate students per year with a $4,000 stipend to pursue a paid summer internship. This program is intended to help students gain real-world work experience, refine soft skills, and establish career connections prior to graduation. Successful program participants are invited to facilitate a professional development workshop to share their experiences and insights. Visit today: https://purduesum.com/boilerswork

DEVELOPING EXCEPTIONAL MENTORS

SCHEDULE

9:00 A.M.-1:00 P.M. STRATEGIC DESIGN LEADERSHIP FORUM DEVELOPMENT & MENTORING: INFLUENCING UNIVE
SITY COMMUNITY AND BEYOND
1:30 P.M.-4:30 P.M. ACROSS-SECTOR MENTORSHIP: IDENTIFYING THE LEADERSHIP ROLES OF THE NEXT DECADE
6:00 P.M.-9:00 P.M. NETWORKING DINNER AT THE DRAKE
10:00 A.M.-12:00 P.M. STRATEGIC DESIGN LEADERSHIP FORUM DEVELOPMENT & MENTORING: INFLUENCING UNIVER
SITY COMMUNITY AND BEYOND
12:00 P.M.-1:00 P.M. ACROSS-SECTOR MENTORSHIP: IDENTIFYING THE LEADERSHIP ROLES OF THE NEXT DECADE

BRAD JOHNSON

GRANTSMSHIP

LEADERSHIP

RESEARCH AND ETHICS

SUCCESS

TEACHING

WELLNESS

www.gradschool.purdue.edu

ADVANCE TO A HIGHER DEGREE
Your Experience as a Mentor

1. Describe some of the struggles you have experienced mentoring graduate students.

2. What strategies have you learned to help you become a better mentor to graduate students?
Mentoring Defined

- Mentorship “consists of a reciprocal, dynamic relationship between mentor (or mentoring team) and mentee that promotes the satisfaction and development of both” (McGee, 2016).
Elements of Quality Mentoring Relationships

• Instrumental Support
  – Professional development
  – Networking
  – Gaining knowledge of field
  – Gaining skills needed to succeed

• Psychosocial Support
  – Counseling (e.g., remedy for stress)
  – Empathy
  – Friendship
  – Socialization related to norms of discipline
For URMs, mentorship has been shown to enhance a number of educational and career-related outcomes.

URMs typically receive less mentoring than their non-URM peers.

(Pfund, Byars-Winston, Branchaw, Hurtado, & Eagan, 2016)
Intentional Mentoring

• Not leaving mentorship development to chance.
  —“...only with intentionality that change takes place” (Turner & Gonzalez, 2015).
Intentional Mentoring

• Starting with the outcomes you want for students and consider how mentors help students achieve them (Packard, 2016).

• Intentional mentors:
  – approach a mentoring relationship with the kind of forethought that would go into designing an experiment.
  – become deeply familiar with the prospective mentee.

• Development of the mentoring relationship is taken seriously.

(Ramirez, 2012)
Inclusive Mentoring

• Providing opportunities so that graduate students of color receive quality mentoring.

• Achieved through a variety of “high quality” learning experiences where expectations are established & maintained and excellence is never compromised.
Mentoring & Professional Dispositions

- Time management
- Listening
- Critical thinking
- Confidence
- Proactive behaviors
- Assertiveness
- Emotional intelligence
- Anticipatory mindset

- Ability to interpret ambiguity
- Oral communication
- Written communication
- Problem-solving
- Ability to work independently
- Growth mindset
- Attention to detail
- Handling conflict

- Organized
- Manage multiple assignments effectively & efficiently
- Leadership
- Ability to synthesize information & data
- Social graces
- Content knowledge
Strategies for Developing and Maintaining a Quality Mentoring Relationship

1. Ask how they are doing.
2. Provide encouragement and support.
3. Clarify performance expectations upfront.
4. Sponsor mentees for important opportunities.
5. Provide insider information (“demystify the system”).
6. Constantly affirm (nurture & support their career goals).
7. Provide professional exposure and promote visibility.
8. Foster their mentoring networks.
9. Self-disclose when appropriate (especially if it will help the mentee).
10. Allow increasing mutuality and collegiality.
Mentorship vs. Sponsorship

• Two different developmental roles.

• Mentoring ≠ Sponsorship, but...you need both.

• Mentorship does not necessarily provide visibility and opportunity.

• You can ask someone to be a mentor, you cannot ask someone to be your sponsor—they decide that on their own.

• Mentoring relationships are less likely to yield the desired career advancement (Ibarra, Carter, & Silva, 2010).

• Women and minorities tend to be over-mentored and under-sponsored.
• More prominent in the business and private sector

• Involves...
  – nominating (sponsoring) the protégé for promotions, lateral moves, and other beneficial career opportunities (e.g., awards, research projects, fellowships, etc.).

• Results in more visible and developmental assignments for the protégé.

• Using status, influence, and access to help protégés gain entry to groups and experiences that could be career enhancing.
Benefits of Mentoring for Faculty

- Personal satisfaction and professional growth
- Professional and career opportunities
- Rejuvenating and motivating during mid or late career stages
- Enhance technical skills
- Networking, collaboration and sharing of ideas with others
- Increase in the number of graduate students
- Increased productivity
- Serve as an example to other colleagues
Contact Information

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Facebook:
https://www.facebook.com/MentoringatPurduee/
Questions?