

# Managing and Mentoring Graduate Students

**FAST – ADVANCE**

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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

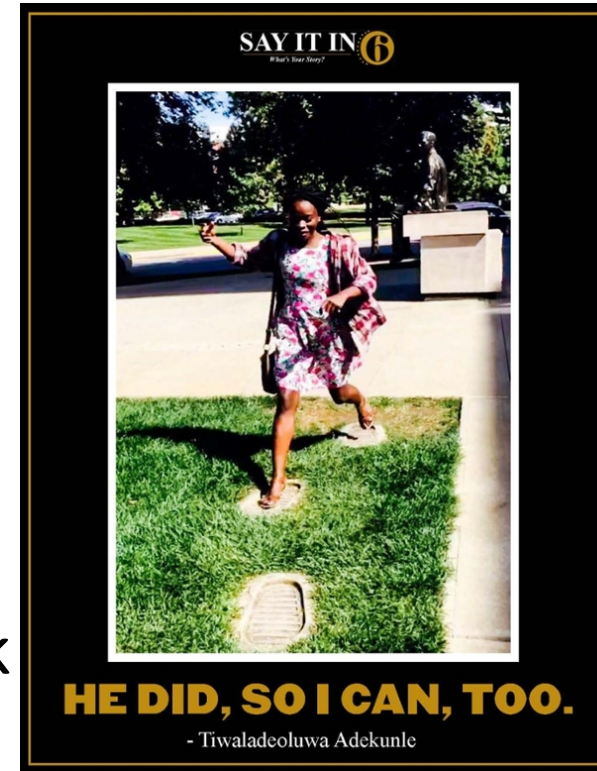
## What Can Go Wrong



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

## Services

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





**GRADUATE  
SCHOOL**  
PROFESSIONAL DEVELOPMENT



CAREER BUILDING



COMMUNICATION



DIVERSITY



GRANTSMANSHIP



LEADERSHIP



RESEARCH AND ETHICS



SUCCESS



TEACHING



WELLNESS

**RCR** WORKSHOP SERIES  
RESPONSIBLE CONDUCT OF RESEARCH

Overview of Research Integrity Issues and Policy - 9/8  
Research Integrity in Engineering and Technology - Leadership and Publications - 9/13  
Ethics of Human Subject Research and the IRB Process - 9/23  
Research Ethics and Risk Management in Physical Sciences - 10/14  
Responsible Research and Publication in Liberal Arts & the Humanities - 10/29  
Research Ethics and Integrity - 11/9

All workshops 11:00 AM - 1:30 PM. Registrations Required. Locations at 200, below.

**PURDUE** Registration & Info at:  
purdue.edu/gradschool/research/rcr

**GRIP**  
Graduate Research Information Program

These resources offer an introduction to the research-based career options of the Graduate School to support faculty and students.

**DATA MANAGEMENT SERIES**

- 2014/15 Introduction to Research Data Management - 10/22
- 2014/15 Data Management - 10/29
- 2014/15 Data Management - 11/5
- 2014/15 Data Management - 11/12
- 2014/15 Data Management - 11/19
- 2014/15 Data Management - 11/26

**GRIP 101**

- 2014/15 Introduction to Research Data Management - 10/22
- 2014/15 Data Management - 10/29
- 2014/15 Data Management - 11/5
- 2014/15 Data Management - 11/12
- 2014/15 Data Management - 11/19
- 2014/15 Data Management - 11/26

**GRIP 201**

- 2014/15 Introduction to Research Data Management - 10/22
- 2014/15 Data Management - 10/29
- 2014/15 Data Management - 11/5
- 2014/15 Data Management - 11/12
- 2014/15 Data Management - 11/19
- 2014/15 Data Management - 11/26

**GRIP 301**

- 2014/15 Introduction to Research Data Management - 10/22
- 2014/15 Data Management - 10/29
- 2014/15 Data Management - 11/5
- 2014/15 Data Management - 11/12
- 2014/15 Data Management - 11/19
- 2014/15 Data Management - 11/26

**PURDUE** LIBRARIES

**GERPS** FALL/SPRING WORKSHOPS  
GRADUATE ENGAGING RESEARCH PRESENTATION SERIES

Improve Techniques for the Researcher  
October 13th, 2015

Story Telling 101  
November 2nd, 2015

Engaging Presentations & Distilling Your Message  
November 16th, 2015

3 Minute Thesis Overview  
What Does it Mean?  
Presented from 10:00 AM - 11:00 AM  
February 1st & 8th, 2017

All Grad Students Welcome

**PURDUE** Registration & Info at:  
purdue.edu/gradschool/

## 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
- Mentoring is subjective

## Focus on Developing 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

## Mentoring & URM Graduate Students

- 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.

## Strategies for Developing and Maintaining a Quality Mentoring Relationship

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



## 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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<https://www.facebook.com/MentoringatPurdue/>

# Questions?