

## Center for Instructional Development and Research

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## Mentoring

*"... Mentoring is distinct from advising because it becomes a personal relationship. It involves professors acting as close, trusted and experienced colleagues and guides .... It recognizes that part of what is learned in graduate school is not cognitive; it is socialization to the values, norms, practices, and attitudes of a discipline and university; it transforms the student into a colleague. It produces growth and opportunity for both the mentor and the student."*

*(University of Arizona Graduate Council, 1991)*

Here are suggestions to help you develop and learn the most from your mentoring relationships:

### IF YOU ARE A MENTOR

#### Decide on your mentoring goals

- Identify the knowledge and talents you can offer a student
- Articulate for yourself the benefits of being a mentor
- Consider the time you have to spend as a mentor
- Expect mentoring relationships to change over time

#### Set high standards, while providing a "safety net" by

Listening	Cajoling
Challenging	Encouraging
Coaching	Supporting
Questioning	Protecting

*"(My mentor) has this uncanny way of knowing when to push and challenge, when to let me wallow in my own angst, and when to allow me the time to relish my accomplishments or grieve my disappointments. She knows when to let me navigate my way blindly down certain alleys and which paths she can guide me through, step by step."*

*- UW graduate student*

#### Foster students' professional growth

- Offer new opportunities to help expand the range of students' experiences in the discipline
- Provide chances to network by helping students meet your colleagues and peers
- Include students in social activities
- Sponsor students professionally
- Share insights about your own career

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## IF YOU ARE BEING MENTORED

### Decide on your mentoring goals

- Identify what you could gain from a mentor
- Consider your own skills, knowledge, working style
- Explore the breadth of possible career options
- Expect mentoring relationships to change over time

### Set realistic expectations for mentoring relationships

- Recognize how different mentors will have different contributions to make to your learning
- Develop agreements about shared responsibilities and credit (for example, authorship and intellectual property)
- Identify department and UW resources for mentoring pairs

### Broaden your network of mentors to align with your goals

- Know that it's not necessary for all your goals to be met by your research advisor
- Learn about faculty interests through seminars, journal clubs, social events
- Consult with other students and faculty in your department, and with individuals from other departments, institutions, and disciplinary or professional organizations
- Identify and initiate mentoring relationships with individuals who will help you meet your goals

*"A mentor should be a good listener, a role model, and a troubleshooter, willing to give advice and provide guidance, but ready to stand back and let the student proceed."*

*- Dr. Nina Roscher, Professor of Chemistry, American University*

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## HOW CAN CIDR HELP?

Mentoring is a form of teaching. CIDR can offer suggestions for the ways to set expectations, build trust, and develop mentoring relationships. For related internet resources, see: <http://depts.washington.edu/cidrweb/resources/mentoringtools.html>



## Center for Instructional Development and Research

CIDR promotes excellence in teaching and learning at the University of Washington through its work with individual faculty and TAs, departments, campus-wide initiatives, and University leaders. CIDR staff are available year-round to collaborate on the design, implementation, and assessment of ways to advance teaching and learning for all students in the diverse UW community. Consultations are confidential and offered at no charge to UW faculty, TAs, and departments.

If you have questions about teaching and learning, or you would like to find out more about working with CIDR, you can call us at 543-6588, send a message to [cidr@u.washington.edu](mailto:cidr@u.washington.edu), or visit our web site:

<http://depts.washington.edu/cidrweb/>

This issue of the CIDR Teaching and Learning Bulletin was prepared by Dr. Elizabeth Feetham, Associate Dean of the Graduate School, Dr. Angela Linse, Instructional Consultant for the Center for Engineering Learning and Teaching, and CIDR.



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