

Mentoring Advice for Faculty

Prior to first meeting

- Read the mentee's application materials (e.g. CV/Resume, coursework, personal statement, etc.)
- Send an introductory email/phone call/letter
- Prepare/update a lab routine protocol book (e.g. procedures, instruments, graph/chart styles, etc.)

Initial meeting

- Share/find common interests in each other's backgrounds
- Discuss and set mutual expectations for the mentor/mentee relationship including frequency of one-on-one meetings
- Discuss and set research project S.M.A.R.T. goals/expectations
- Discuss mentee's academic and career aspirations

Second meeting

- Create mentee's academic goals progression outline
- Check on/update research project S.M.A.R.T. goals/expectations
- Discuss ethics/responsible conduct in research
- Discuss relevant literature

Follow up meetings

- Check on/update research project S.M.A.R.T. goals/expectations
- Discuss career trajectory and suggest enhancements/preparations
- Discuss academic trajectory & update goals progression outline
- Suggest other resources/mentors as necessary

Final meeting

- Discuss/prepare project results presentation
- Discuss additional resources/mentors for career and academic goals

Tips on Being a Good Mentor

"Part of being a good mentor is getting to know your students and providing opportunities that will challenge them but not overwhelm them"

- Build a relationship with your mentee based on mutual trust and respect
- Be very clear on expectations: both yours and your mentee's

"For me there is a difference between a supervisor and a mentor. With the latter you find that you are not simply a student with a research project, but a student with a career in front that the mentor helps you start."

- Be constructive and listen reflectively
- Meet with them regularly

"There is always another question to ask. The questions seem innocuous but nothing is as it seems to be; there are more insights to be gained by probing away. M also never imposes her will, but she persistently keeps the questions flowing to help the answer come along."

Additional resources

[National Academies Press](#)

[Council on Undergraduate Research](#)

["Nature's guide for mentors" article](#)

[Information Management in the lab](#)