

MENTORING

The goal of successful mentoring relationships in the Jacobs School of Engineering is to empower individual researchers and the research community to lead, innovate, and improve our future with integrity. Deficient mentoring can be a contributing factor to research misconduct (Wright et al., 2008).

Mentoring Relationship

Mentors provide mentees with guidance both by what is said and what is demonstrated in practice

Mentoring is important for learning *knowledge and skills needed to perform research, career development, and solving personal problems* encountered in academic life

Success depends on a *trusting and professional relationship* between mentor and mentee

Such a relationship is a prerequisite for mentor and mentee to feel open to *raise and discuss ethical issues* that may arise

Domains of Mentoring

Scientific Mentoring: teaching and facilitating knowledge and skills necessary for mentee to be a successful researcher

Professional Mentoring: facilitating development as a leader with the interpersonal skills and credentials needed for mentee to pursue a career in science, including understanding the political, ethical, economic, and social dynamics in a specific research community

Personal Mentoring: facilitating self-reflection for mentee to understand who they are, their personal and career goals, and to embrace diversity in the context of pursuing a research career (e.g., a disability, entering a field in which gender representation is unbalanced, or life decisions such as marriage or having children).

Responsibilities for Mentors and Mentees

MENTORS

The purpose of this section is to briefly summarize roles and responsibilities for mentors in the Jacobs School of Engineering. To be clear, the head of a research group or principal investigator (PI) can have important mentoring roles, but a mentor is not necessarily a PI. In fact, much of the benefits of mentoring requires that a mentor be someone other than the PI thereby removing possible conflicts of interest between the success of the project vs. that of the mentee. Mentors in academia might often be PIs or faculty, but the role of mentor can also be held by a postdoctoral scholar, senior graduate student, technical staff, or others. The key is only that they embody the roles and responsibilities outlined below.

Mentor Roles & Responsibilities

A mentor:

- has experience and expertise* in addressing challenges that will be faced by a mentee
- is able and willing to communicate* their experience to the mentee
- is able and willing to listen to* the mentee
- is able and willing to refer the mentee to appropriate resources* (e.g., for mental health, career development, or for financial support)

A mentor should:

- advise and encourage*, rather than direct or command
- model and teach* exemplary leadership skills and independence
- assist the mentee in understanding and adhering to professional standards of conduct*
- teach responsible conduct* explicitly and by example
- recognize and help mentee navigate* competing responsibilities

A PI in a mentoring role should:

- be explicit about *sometimes conflicting goals* (success of project vs. mentee)
- set clear *guidelines, expectations, and timelines*
- provide *vision and scope* for the mentee's research project(s)
- provide and/or advocate for necessary *scientific and personal resources*
- set reasonable expectations and *challenge the mentee to excel and succeed*
- recognize and balance competing interests* and goals of members of research group
- be accountable* to the department and institution for supporting the success of mentees

Mentors, PIs, thesis advisors, and other leaders in the research community should continually ask themselves:

*"Am I adequately preparing my mentees in all relevant domains,
or at least directing them to useful resources?"*

MENTEES

The purpose of this section is to briefly summarize roles and responsibilities for mentees in their relationships to mentors in the Jacobs School of Engineering.

Mentee