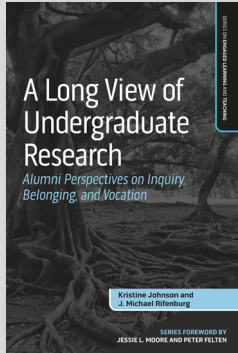


DISCUSSION GUIDE FOR MENTORS



In *A Long View of Undergraduate Research*, alumni from across the disciplines shared the mentoring practices that were most personally and intellectually meaningful for them. Many of these practices align with the Ten Salient Practices of Undergraduate Research Mentoring (Shanahan et al. 2015), and others point to the relationship between mentoring and a sense of belonging in college.

This guide helps faculty and staff who are preparing to mentor undergraduate researchers for the first time—or those who are simply undertaking a new project. These questions can be used for individual reflection and planning or for group discussion.

Freedom and Control

Alumni reported feeling most confident when their mentors balanced freedom and control. These mentors offered clear expectations and scaffolding, but they also provided undergraduate researchers space to explore and agency to guide the project.

1. What scaffolds do you need to build before the project? What resources or approvals do you need to have in place so undergraduate researchers can use the time well?
2. How and how often will you communicate the goals for the project?
3. Where could you encourage the undergraduate researcher to branch off from the primary project?
4. For which parts of the project do you hope the researcher will eventually assume full responsibility? How will you develop this sense of responsibility over time?

Campus and Community Belonging

Alumni benefitted from an increased sense of belonging on campus, particularly when undergraduate research offered them an insider or behind-the-scenes view of academic culture.

1. How could your project itself promote deeper engagement with the campus community? Could it involve other campus partners? How would the results of the work serve the community?
2. Who else could support this undergraduate researcher? How can other undergraduate researchers, faculty mentors, staff, and administrators create a network of mentors for this researcher?
3. What physical spaces are available on campus for undergraduate researchers to be productive and comfortable as they work? Which spaces work against a sense of isolation?

Personal Relationships

Alumni rarely spoke about their intellectual growth or sense of belonging without reference to their mentors. They greatly valued the way their mentors attended to their wellbeing as whole persons, and they valued the opportunity to spend focused time with their mentors.

1. How and how often will you meet with your undergraduate researcher?
2. What parts of your own experiences could you appropriately share with undergraduate researchers when they encounter the emotional ups and downs of research?
3. What are your personal and professional boundaries as a mentor?
4. If you are concerned about a researcher, what campus resources could you employ?