

## **IRISE / YOUNG SCHOLARS MENTEE TRAINING**

Thursday, June 29<sup>th</sup>, 2017

### **Agenda:**

<b>Time</b>	<b>Activity</b>	<b>Speaker / Leader</b>
9:00 am	Welcome	Doug Beck
9:05 am	Mentoring Overview	Sharlene Denos
9:25 am	Young Scholars Program Check-In	Lindsay Aikman
10:05 am	Ingredients For Mentoring Success	DoMonique Arnold
10:30 am	Your Mentoring Plan	Sharlene Denos

## **IRISE: Illinois Partnership for Respecting the Identities of Students in Engineering**

*A partnership of the College of Engineering at the University of Illinois at Urbana Champaign  
and the Champaign Unit 4 AVID Program*

<http://irise.illinois.edu>

### **Meet the IRISE Team!**

- The **IRISE Director, Elif Ertekin**, [ertekin@illinois.edu](mailto:ertekin@illinois.edu), is an Associate Professor of Mechanical Science and Engineering where she also serves on several committees focused on improving the diversity, climate, and teaching in the College. She has received numerous teaching and research awards and has been among the instructors selected by students as “Excellent” nearly every semester she has taught here at the University of Illinois.
- The **IRISE Associate Director, Dr. Sharlene Denos**, [denos@illinois.edu](mailto:denos@illinois.edu), is a Teaching Associate at University Laboratory High School and founded the IRISE partnership in 2010, based on her experience as a 2-time NSF GK-12 Fellow. Denos has won over \$15,000 per year in grants to support IRISE initiatives and an equal amount to support engineering education at University High School. She remains active in many scientific and education societies, including the Biophysical Society, the American Chemical Society, and the American Society of Engineering Education.
- The **IRISE Engineering Outreach Specialist, Joe Muskin**, [jmuskin@illinois.edu](mailto:jmuskin@illinois.edu), is the Education Coordinator for the Department of Mechanical Science and Engineering and the POETS Engineering Research Center. Joe is also a veteran science teacher and winner of the 2014 National Science Teacher’s Association Award.
- The **IRISE Intergroup Dialogue Specialist, DoMonique Arnold**, [darnold2@illinois.edu](mailto:darnold2@illinois.edu), is the Librarian at University Laboratory High School, where she also teaches computer and media literacy. Ms. Arnold is an instructor of Educational Psychology and has received numerous awards, including the Champaign-Urbana International Humanitarian Award in 2016.
- The **IRISE Cultural Competency Specialist, Tanisha King Taylor**, [tkking@illinois.edu](mailto:tkking@illinois.edu), is an Adjunct Lecturer in the School of Social Work, a PhD student in the College of Education, and an acclaimed author. Ms. King Taylor’s also has 10 years of experience in Student Affairs and 10 years of experience in Social Work direct practice. Her research focuses on Black Women & Racial Microaggressions and she is a co-author of the UIUC Racial Microaggressions Report.
- The **IRISE Social Justice Education Specialist, Lindsay Aikman**, [aikmanli@u4sd.org](mailto:aikmanli@u4sd.org), is a fourteen year public school social justice educator in New York City and Champaign, Illinois public high schools. Ms. Aikman has become prominent in the local community as an activist for anti-gun violence, Black Lives Matter and the advocacy of public school students, families and faculty. She is an accomplished and widely respected educator with a long track record of success in supporting underrepresented students toward educational success.

## BENEFITS OF MENTORING

*Think about an experience you have had with a mentor. This may be a formally appointed mentor, or just someone you had a consistent relationship with who made a difference in your school and/or personal life. What were the benefits of that relationship?*

<b>Benefits to Mentee</b>	<b>Benefits to Mentor</b>

## IRISE / Young Scholars Mentee Training #1, Thursday, June 29<sup>th</sup>, 2017

Studies have demonstrated many benefits for both mentors and mentees in STEM fields. Some of these are listed below.

<b>Benefits to Mentee</b>	<b>Benefits to Mentor</b>
<ol style="list-style-type: none"><li>1. Better progress toward long-term and short-term academic/career goals.</li><li>2. Improved networking ability and connections in the discipline/field.</li><li>3. Enhanced confidence and self-esteem, especially as it relates to their chosen discipline/goals.</li><li>4. Decrease in “role-stress” or “imposter syndrome.”</li><li>5. Improved “school-life” or “work-life” balance.</li><li>6. Sense of empowerment within the discipline or institution.</li></ol>	<ol style="list-style-type: none"><li>1. Enhanced career satisfaction and sense that they are having an impact</li><li>2. Improved creativity and motivation/enthusiasm for their work</li><li>3. Loyal support from previous protégés</li><li>4. Development of future collaborators, colleagues, and friends.</li><li>5. The excitement of learning about new areas of research and study, new knowledge, paradigms, or new technology</li><li>6. Recognition for skill in talent development</li></ol>

## INGREDIENTS FOR SUCCESS IN MENTORING

*What makes mentoring relationships successful? Drawing on your own experiences (good and bad), write down the ingredients for effective and ineffective mentoring below.*

<b>Effective Mentoring</b>	<b>Ineffective Mentoring</b>

<b>Effective Mentoring</b>	<b>Ineffective Mentoring</b>
<ol style="list-style-type: none"> <li>1. Mentee shows gratitude by demonstrating they have listened to the mentor's advice and working very hard on the goals they established together.</li> <li>2. Mentor is clear about what they can and cannot do for the mentee.</li> <li>3. Mentee describes clearly what they hope to get out of the mentoring relationship.</li> <li>4. Mentor sets and maintains boundaries for the relationship.</li> <li>5. Mentee provides regular progress updates so their mentor can see the impact they are making.</li> <li>6. Mentee appreciates their mentor's perspective and considers it seriously, even when he/she does not initially agree.</li> <li>7. Mentor ensures that working with their mentee aligns with their own career and/or personal goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mentee expects their mentor to do their work for them.</li> <li>2. Mentee has hidden expectations that he/she doesn't communicate to the mentor.</li> <li>3. Mentor is unresponsive to emails or is unclear regarding the best way to communicate with them.</li> <li>4. Mentee comes unprepared to meetings or cancels and reschedules often.</li> <li>5. Mentee becomes offended when her/his mentor offers constructive criticism.</li> <li>6. Mentor overcommits or takes on mentee out of obligation or guilt.</li> <li>7. Mentee is unhappy with some aspect of the mentoring relationship, but does not communicate this to the mentor.</li> </ol>

# SUCCESS THROUGH MENTORING PLAN

*No two people are alike. You have unique goals and challenges. Being able to articulate these will allow you to assemble a mentoring team that can help you anticipate and easily navigate obstacles in your path to success!*

**GOALS.** What are your goals over the next 5 years? Think about who you are holistically. You cannot be successful academically if you are not also addressing your physical, emotional, and spiritual needs.

**CHALLENGES.** What are the challenges you face? Think especially about hurdles you might have that others don't because you are less likely to find help with these challenges outside of a formal mentoring relationship.

## SUCCESS THROUGH MENTORING PLAN

**YOUR STARTING TEAM.** Who is already on your mentor team? Write down their names and the goals and challenges from the previous page that you would like them to help you with. What will that person get out of mentoring you?

**PLAN TO EXPAND YOUR MENTOR TEAM.** Where will you find appropriate mentors to help you with the goals and challenges not addressed by your starting team? How can you establish relationships with new mentors?