

DOWNLOAD PDF DEPARTMENT RELATIONSHIPS : MENTORS, PEERS, AND POLITICS

Chapter 1 : Odyssey Mentoring

This newly unveiled peer mentorship program provides you a University of Iowa undergraduate with a major or minor in the Department of English with the opportunity to reach out to those who go before you in your respective field, and to learn from them.

Peer Mentors are Tulane upperclassmen paired with a TIDES course to offer academic and social support throughout your transition to campus. Peer Mentors connect you with campus resources, student organizations, campus events and much more. Through in-class participation and meetings outside of the classroom, Peer Mentors can answer any questions and support your success at Tulane.

She is a neuroscience major and public health minor in the class of . An interesting fact about Jenna is she studied abroad in Copenhagen during Fall of , where she thrived by eating a pastry almost every single day. She is from Long Island, NY and a double major in business and psychology. She loves Tulane and the city of New Orleans! A fun fact about Justin is he studied abroad in Cuba during the summer of . She is majoring in Finance and International Development with a minor in Spanish. A fun fact about Alex is she is incredibly clumsy and has sprained her ankle while walking on completely flat ground. She is an undecided business and philosophy major and minoring in Chinese language. She is majoring in finance and plans to participate in the 5-year Masters of Accounting Program here at Tulane. She is majoring in Marketing and Management with a minor in Spanish. Dani wants to work in the music industry, specifically music festival and concert production. An interesting fact is that she is the first person born in America from her family and Russian was her first language! She is majoring in Public Health and is involved in Greek life. A fun fact is that she is an only child. She is in the class of and is majoring in psychology and minoring in public health. She is involved with Greek Life on campus, intramural soccer and is the incoming vice president of the club and Tulane University for Israel. One interesting fact about Emily is that she loves the beach, but gets horribly seasick in the ocean. She is a member of the class of and majoring in public health and international relations with a minor in Spanish. A couple of interesting facts about Emily are that she was a competitive dancer throughout high school and that she absolutely adores pizza. She is ecstatic to have the opportunity to serve as a Peer Mentor! She loves animals and rescued her Boston Terrier, Halo, for her 14th birthday. She has lived in 7 different places 6 states and London. She is majoring in Neuroscience and Psychology and will be graduating in May. A fun fact about McKenzie is that her left foot is smaller than her right foot! A fun fact about Kayden is she used to volunteer at a National Park! Suzy is on her way to becoming trilingual, has a strong and positive mental attitude, and loves to travel. So far at Tulane, she has had all Mardi Gras colors as hair colors. She is a double major in Marketing and Management with a minor in Psychology. She is super excited to be graduating in May. She is majoring in Sociology. Rem has swam in the Nile River! Pari loves painting as it acts as a stress reliever! Laura Anne has traveled with a circus for three summers! Libby grew up in the Netherlands, so she can speak Dutch! He is originally from Alexandria, Louisiana but spent most of his life in Miami, Florida! She has traveled to over 25 countries and wants to go to at least 80 more in the next 30 years. She is from Hoover, Alabama, but is not an Alabama fan. Sydney licked the Golden Gate Bridge and got pneumonia almost immediately after! She is a member of the class of . She is majoring in Art History with a minor in Management. Back in Chicago, she works with Howard Brown Health doing the same work. She works all summer as a camp counselor in the mountains! She used to ask for pet sea monkeys every Christmas! She is majoring in Public Health and is currently on a journey to find the best nachos in New Orleans. She is pursuing a triple major in B. Theatre Performance, and B. History with a Dual Degree in the Class of . She is also highly involved in the Department of Theatre and Dance, and has had the great opportunity to act in several main stage shows. An interesting fact about Callie is she was born in Changsha, China. She is majoring in Russian and Political Science with a minor in Philosophy. An interesting fact about Megan is that she comes from a family of eight children! She is an avid animal lover and recently adopted a kitty, Mia.

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Lauryn has seen a colonoscopy procedure in person. She is a Linguistics major from Bellingham, Washington. Her go-to fun fact is that she is a semi-professional rapper! She is incredibly afraid of squirrels and her favorite color is yellow! She is majoring in Political Science and Economics. Off campus she is involved with a Tulane Elementary School Reading Buddy program and is looking forward to volunteering in more schools in the future. Lexi loves going on adventures and has traveled to 26 countries and hiked over miles of the Appalachian Trail. A fun fact about Evan is that he eats the orange and the peel! Together, her and her father have the goal of hiking the tallest mountain in all of the 50 states. She recently declared a major in B. Economics and is also on a pre-med track. She lived in Butler hall during her freshman year and was the president of the community government. She loves traveling, cooking, reading and doing yoga, and has been to over 10 countries around the world. She is involved in environmental programming on campus through: Design to End Sexual Assault. Her favorite snack is flavor blasted goldfish! She is a second-year student at Tulane Go Class of ! On campus, she is involved in the Residence Hall Association, and off-campus she teaches ESL classes to young mothers. Some fun facts about Lauryn are that she once broke her collarbone while cliff-jumping, and is working towards obtaining her skydiving license. She is majoring in Marketing and is involved in Cheerleading. He is majoring in Public Health and French premed. Prashanth is ambidextrous, trilingual, and from Hawaii. He will try just about any food and has eaten jellyfish, shark, durian, century eggs, grasshopper ice cream, and jackfruit. She is a sophomore at Tulane pursuing a major in Economics while completing the Pre Medical requirements. Majoring in international relations, she loves art, travel, and theater. A fun fact about Cameron is he always finishes chapstick. He is majoring in mathematics and is a member of the honor board, BridgeTU a political advocacy organization , and sits on the Committee for Diversity and Inclusive Excellence. He also does research with the Center for Academic Equity as well as the Chemistry department. He lived on the Canadian border and once was throwing rocks into the river and was brought home by the Coast Guard because it was technically "an attack on Canadian soil". Her home is St. Louis, where she has left her three younger brothers and her dog. You can guess who she misses more. She is a cheerleader here at TU, serving her second season during the school year. She looks forward to becoming more involved on campus as she finds her niche. She did the Cupid Shuffle on her pogo stick. She has been a summer camp counselor for three years. She lived in Kansas City, MO for 4 years and since people could never pronounce her Korean name, she chose for her name to be Alyssa. She has a large collection of sunglasses. Following graduation, she plans to attend medical school and work in the field of pediatric neurology, as well as advocate for the rights of those with autism and other neurodevelopment disorders. As a peer mentor, she is looking forward to developing relationships with members of the incoming freshman class, and is excited to get to know all of them. She is from Park Ridge, Illinois- just northwest of Chicago. A fun fact about Ann is that she always carries around a pocket-sized version of the Constitution. She is majoring in Neuroscience and Psychology on the Pre-med track. On campus, she is a member of Alpha Delta Pi sorority, college dems, swim for success, and she works for the Housing and Residence Life office.

Chapter 2 : Your Peer Mentors | Office of Student Success

This "pocket mentor" will oversee your journey and provide authoritative encouragement as you change from a new student to a confident professional ready to contribute to the world through basic or applied research, academic appointments, or clinical work.

Blake represented this type of relationship in many of his works, including the illustrations of his Songs of Innocence. The original object is currently held by Tate Britain [12] The roots of the practice are lost in antiquity. Though the actual Mentor in the story is a somewhat ineffective old man, the goddess Athena takes on his appearance in order to guide young Telemachus in his time of difficulty. Historically significant systems of mentorship include the guru-disciple tradition [13] practiced in Hinduism and Buddhism, Elders, the discipleship system practiced by Rabbinical Judaism and the Christian church [14], and apprenticing under the medieval guild system [15]. In the United States, advocates for workplace equity in the second half of the twentieth century popularized the term "mentor" and concept of career mentorship as part of a larger social capital lexicon which also includes terms such as glass ceiling, bamboo ceiling, [16] networking, role model, and gatekeeper serving to identify and address the problems barring non-dominant groups from professional success. Mainstream business literature subsequently adopted the terms and concepts, promoting them as pathways to success for all career climbers. In , these terms were not in the general American vocabulary; by the mids they had become part of everyday speech. Sowing is necessary when you know that what you say may not be understood or even acceptable to learners at first but will make sense and have value to the mentee when the situation requires it. Here the mentor chooses to plunge the learner right into change, provoking a different way of thinking, a change in identity or a re-ordering of values. You show what you are talking about, you show by your own behavior. The key questions here are: Different techniques may be used by mentors according to the situation and the mindset of the mentee, and the techniques used in modern organizations can be found in ancient education systems, from the Socratic technique of harvesting to the accompaniment method of learning used in the apprenticeship of itinerant cathedral builders during the Middle Ages. Posner [22] advise mentors to look for "teachable moments" in order to "expand or realize the potentialities of the people in the organizations they lead" and underline that personal credibility is as essential to quality mentoring as skill. A senior editor mentors a junior editor. A new and upcoming trend is having multiple mentors. Having more than one mentor will widen the knowledge of the person being mentored. There are different mentors who may have different strengths. Profession or trade mentor: They know the trends, important changes and new practices that you should know to stay at the top of your career. A mentor like this would be someone you can discuss ideas regarding the field, and also be introduced to key and important people that you should know. This mentor will be able to give insight on the industry as a whole. Whether it be research, development or key changes in the industry, you need to know. Politics in the organizations are constantly changing. It is important to be knowledgeable about the values, strategies and products that are within your company, but also when these things are changing. An organization mentor can clarify missions and strategies, and give clarity when needed. This mentor can speed quickly over the bumps, and cut through the unnecessary work. This mentor can help to get things done quickly and efficiently. This is an up-and-coming, incredibly important position. Technology has been rapidly improving, and becoming more a part of day to day transactions within companies. In order to perform your best, you must know how to get things done on the newest technology. These mentors are only examples. There can be many more different types of mentors. Look around your workplace, your life, and see who is an expert that you can learn something from. Relevant discussion may be found on Template talk: Please improve it by verifying the claims made and adding inline citations. Statements consisting only of original research should be removed. February Learn how and when to remove this template message Some elements of mentoring. There are two broad types of mentoring relationships: While formal mentoring systems contain numerous structural and

guidance elements, they still typically allow the mentor and mentee to have an active role in choosing who they want to work with. Formal mentoring programs which simply assign mentors to mentees without giving these individuals a say have not performed well. Even though a mentor and a mentee may seem perfectly matched "on paper", in practice, they may have different working or learning styles. As such, giving the mentor and the mentee the opportunity to help select who they want to work with is a widely used approach. Informal mentoring occurs without the use of structured recruitment, mentor training and matching services. Informal mentoring arrangements can develop naturally from business networking situations in which a more experienced individual meets a new employee, and the two strike up a rapport. In addition to these broad types, there are also peer, situational and supervisory mentoring relationships. Informal relationships develop on their own between partners. Formal mentoring, on the other hand, refers to a structured process supported by the organization and addressed to target populations. Youth mentoring programs assist at-risk children or youth who lack role models and sponsors [24]. In business, formal mentoring is part of talent management strategies which are used to groom key employees, newly hired graduates, high potential-employees and future leaders. The matching of mentor and mentee is often done by a mentoring coordinator, often with the help of a computerized database registry. The use of the database helps to match up mentees with mentors who have the type of experience and qualifications they are seeking. A woman provides mentoring at the Youth For Change program. There are formal mentoring programs that are values-oriented, while social mentoring and other types focus specifically on career development. Some mentorship programs provide both social and vocational support. In Metizo created the first mentoring certification for companies and business schools in order to guarantee the integrity and effectiveness of formal mentoring. Certification is attributed jointly by the organization and an external expert. These mentoring relationships vary [26] and can be influenced by the type of mentoring relationship that is in effect. That is whether it has come about as a formal or informal relationship. Also there are several models have been used to describe and examine the sub-relationships that can emerge. For example, Buell describes how mentoring relationships can develop under a cloning model, nurturing model, friendship model and apprenticeship model. The cloning model is about the mentor trying to "produce a duplicate copy of him or her self. However, one person may be more knowledgeable in a certain aspect or another, but they can help each other to progress in their work. A lot of time, peer relationships provide a lot of support, empathy and advice because the situations are quite similar. Short-term relationships in which a person mentors for a specific purpose. This could be a company bringing an expert in regarding social media, or internet safety. This expert can mentor employees to make them more knowledgeable about a specific topic or skill. These are people who have answers to many questions, and can advise to take the best plan of action. This can be a conflict of interest relationship because many supervisors do not feel comfortable also being a mentor. Participants from all levels of the organization propose and own a topic. They then meet in groups to discuss the topic, which motivates them to grow and become more knowledgeable. Flash mentoring is ideal for job shadowing, reverse mentoring, and more. Creates a low-pressure environment for mentoring that focuses on single meetings rather than a traditional, long-term mentoring relationship. Meta-analysis of individual research studies found mentoring has significant behavioral, attitudinal, health-related, relational, motivational, and career benefits. Originally, the concept of mentoring functions was developed based on qualitative research in a organizational context with functions being subsumed under two major factors: Setting up a career development mentoring program for employees enables an organization to help junior employees to learn the skills and behaviours from senior employees that the junior employees need to advance to higher-responsibility positions. It gives employees the ability to advance professionally and learn more about their work. This collaboration also gives employees a feeling of engagement with the organization, which can lead to better retention rates and increased employee satisfaction. The most talented employees in organizations tend to be difficult to retain, as they are usually seeking greater challenges and responsibilities, and they are likely to leave for a different organization if they do not feel that they are being given the opportunity to develop. Top talent, whether in an innovation or management role, have incredible

potential to make great things happen for an organization. Creating a mentoring program for high-potential employees that gives them one-on-one guidance from senior leaders can help to build the engagement of these talented employees, give them the opportunity to develop, and increase their retention in the organization. One of the top ways to innovate is by bringing in new ideas from senior employees and leaders from underrepresented groups. Who is an underrepresented group depends on the industry sector and country. In many Western countries, women and ethnic minorities are significantly underrepresented in executive positions and boards of directors. In some traditionally gender segregated occupations, such as education and nursing, however, women may be the dominant gender in the workforce. Mentors from underrepresented groups can empower employees from underrepresented groups to increase their confidence to take on higher-responsibility tasks and prepare for leadership roles. By developing employees from diverse groups, this can give the organization access to new ideas, new ways of looking at problems, and new perspectives. This also brings cultural awareness and intercultural dialogue into the workplace. While mentoring typically involves a more experienced, typically older employee or leader providing guidance to a younger employee, the opposite approach can also be used. In the s, with the rise of digital innovations, Internet applications and social media, in some cases, new, young employees are more familiar with these technologies than senior employees in the organizations. The younger generations can help the older generations to expand and grow towards current trends. Everyone has something to bring to the table, this creates a "two way street" within companies where younger employees can see the larger picture, and senior employees can learn from young employees. Employees must have a certain set of skills in order to accomplish the tasks at hand. Mentoring is a great approach to help employees get organized, and give them access to an expert that can give feedback, and help answer questions that they may not know where to find answers to. Until recent decades, American men in dominant ethnic groups gained most of the benefits of mentorship without consciously identifying it as an advancement strategy. American women and minorities, in contrast, more pointedly identified and pursued mentorship in the second half of the twentieth century as they sought to achieve the professional success they had long been denied. A Harvard Business Review survey of 1, top executives published in , for example, showed that most had been mentored or sponsored and that those who received such assistance reported higher income, a better education, a quicker path to achievement, and more job satisfaction than those who did not. In Edgar Schein described multiple roles for successful mentors. Matching individual and organizational needs. He said that some of these roles require the teacher to be in a position of power such as "opener of doors, protector, sponsor and leader.

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Chapter 3 : Mentorship - Wikipedia

Peer mentoring - a group of mentoring include offering advice about department politics, The traditional mentoring relationship is a one-to-one relation-.

As one of several efforts to support our faculty, we have developed and implemented The Mentoring Program for Diverse Faculty, a formal faculty mentoring program where full-time junior faculty are paired with senior faculty who have volunteered to offer mentorship and constructive support in navigating the university and addressing professional needs. Research and practice both support the importance of mentoring during the lifecycle of faculty. All junior faculty members are part of structured, formal mentoring and review processes already established by their department and school. Participation in the program supplements departmental mentoring by offering a specific, university centered, culturally relevant model inclusive of topics most relevant to those who have been historically absent or silent in various fields. McCurtis Here at NYU, the Mentoring Program for Diverse Faculty facilitates a cross school community that affirms and supports academic cultural experiences; provides developmental tools and opportunities that support success at NYU and in their respective fields; and clarifies and demystifies processes that support and lead to reappointment, promotion and tenure. It is crucial to provide intentional efforts that support the unique needs of those who are historically or traditionally underrepresented in higher education to help recruit, retain and promote these faculty. Multifaceted Mentoring Approach One-on-One: A junior faculty member and a senior faculty member are paired and encouraged to develop an individual relationship that involves goal setting, consistent and ongoing contact that supports the professional pursuits of the junior faculty member. This mutually beneficial relationship may result in academic collaborations. A monthly group forum is provided, where all members of the program meet to discuss various topics over catered breakfast. Mentors and mentees are encouraged to attend even if their mentor or mentee cannot. This format facilitates cross school and cross department mentoring and provides the mentee with varying best practices. Mentoring Support from an Experienced Team: Mentoring sponsored and supported by Bridget R. See what current mentors and mentees have to say about the Mentoring Program for Diverse Faculty! This content requires the Macromedia Flash Player. Art history, compared to other fields in the humanities and social sciences, has particularly limited representation of international scholars who are junior faculty and women of color. I realized this stark difference as soon as I turned to peers and mentors in other disciplines. I have also availed of the programs offered by the National Council for Faculty Development and Diversity. These conversations have expanded my understanding of my own formation as a scholar and disciplinary challenges at large. I have been able to plan where I would like to be in the next five years, both in terms of my research and writing and in creating forums for South Asian art, architecture and visual culture, a field often deemed marginal both within art history and South Asian studies. Equally, I have enjoyed mentoring undergraduate and graduate students at NYU, who have made their way into academia through circuitous, yet exciting paths like my own from across the globe and across disciplines. As the Business and Economics Librarian, my research focuses on how economics graduate students use open access and library-licensed data for their research. Through this program, I was able to fund a focus group study and participate in a week intensive program designed to help junior faculty increase their writing productivity. The Mentoring Program provided funds that allowed me to attend conferences that significantly increased my professional visibility. It set me up with a senior composer from outside my small department who gave me practical, honest career advice from a perspective that was necessarily different from the people around me. And it introduced me to a community of faculty across the university who are dealing with many of the same issues as me. The Mentoring Program has been a boon to my career, my writing, and my sense of self. The program has been and will continue to be incredibly helpful for me as I transition from PhD student to tenure track faculty at NYU. The program has also made me feel part of a broad community of diverse scholars across the university, combating the isolation faculty of color commonly experience. Fred Myers

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Faculty of Arts and Science Silver Professor, Department of Anthropology After many years as a faculty member, I understand that younger faculty can benefit from the experience of those who have been around longer, and this is especially true for helping faculty whose own background might not give them much familiarity with what sort of expectations and demands they might face in the transition from student to faculty. I have learned many things about what younger and diverse faculty face in the university as well as how things might have changed since I first began teaching. But more important, I have met many really interesting younger scholars who I might not have known, as they come from different departments and schools. I believe faculty mentorship programs are essential, for bringing about exchange with as well as support for a more diverse faculty and community. Lanier Assistant Professor College of Nursing I decided to participate in the faculty mentoring program because I was interested in receiving additional guidance and support as a new, junior faculty member. As a faculty of color, it was particularly important to me to have a senior faculty of color on my mentoring team. In addition to receiving one-on-one mentorship, I was also interested in connecting with and building supportive relationships with other junior faculty members from across the university. The mentoring program has been very helpful to me as a tenure-track Assistant Professor. One of the many benefits of this program is that it provides a safe space for mentors and mentees from across the university to come together to discuss a variety of topics that are central to faculty development and progression such as strategies for publishing and demystifying the tenure and promotion process. For me, these conversations have led to a number of positive outcomes including access to a variety of resources that support my academic success and collaborations with faculty members in other departments. I believe the faculty mentorship program is important and necessary. Research continues to show that mentoring is a critical component of career development and advancement. Thus, sustaining faculty mentorship programs is central to the overall success of faculty.

Chapter 4 : Politics, Philosophy and Legal Studies - Elizabethtown College

The Department of Political Science and International Relations is committed to the liberal arts tradition of intellectual curiosity, academic rigor, and a pluralistic and diverse curriculum. Students will not only graduate with a solid understanding of the theories, practices and institutions of politics, but also with an appreciation of how.

Chapter 5 : My Brother's Keeper Success Mentors Initiative - MENTOR

The Department of Political Science, in collaboration with the Faculty of Arts, Humanities, and Social Sciences (FAHSS), offers undergraduate students majoring in Political Science and International Relations an exciting chance to serve as mentors for first-year majors in the department's foundational Introduction to Canadian Government and Politics course.

Chapter 6 : Mentoring Program for Diverse Faculty

the value and challenges of a mentoring model for leadership development, and to recognition of the political context of the relationship, and the potentially high level Department of.

Chapter 7 : Student Mentorship Program | Department of Political Science

Fostering Transformative Relationships Between Peers, Mentors and Leaders Below are a few questions to begin this conversation thread: What values and practices provide a foundation for relationships between peers, mentors and leaders that enable growth and connection?