

SMART Goals and Progression for Mentoring

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The goal of this document is to provide faculty with information on what they can do to improve their mentoring — and how they can do it. We invite faculty to personally challenge themselves to level up their mentoring. This document is provided not as a check sheet, but rather a guide of activities and behaviors at each level of progression.

What is mentoring? Mentorship is a professional, working alliance in which individuals work together over time to support the personal and professional growth, development, and success of the relational partners through the provision of career and psychosocial support (NAS 2018).

How can I mentor well? Best-practices mentoring includes both career and psychosocial support. It includes effective behaviors on the part of the mentor such as aligning expectations, assessing understanding, communicating effectively, addressing equity and inclusion, fostering independence and promoting professional development (NAS 2019, Pfund et al. 2015).

Below are examples of activities faculty can engage in to learn and promote best-practices mentoring.

Mentoring Activities for Faculty (Bold indicates core activities at each level.)

Level 1 – Proficient mentor

1.1 Acquire 1-2 hours of mentor training.

- The Graduate Center for Inclusive Mentoring (GCIM) and Talent Development offer Mentoring Best-Practices for Equity and Inclusion. This session can be requested by departments through the Graduate School or is usually available at the Professional Development Institute sponsored by TILT each January.

1.2 Be aware of mentor and mentee expectations at CSU.



- [Faculty Advising and Mentoring Task Force: Recommendations for Faculty Working with Graduate Students](#)
- [Graduate Student Task Force on Graduate Advising Excellent: Department, Advisor, and Student Recommendations.](#)

1.3 Educate yourself on diversity, equity, inclusion, and social justice issues (DEIJ) and best-practices.

- Educate Yourself and Facilitated Trainings are [resources from the Office of the Vice President for Diversity](#)

1.4 Continue your mentor education by attending mentoring and DEIJ training or activities at least once a semester.

- Upcoming mentoring and DEIJ events can be found in the GCIM Mentor Tip that advising faculty receive monthly via email.
- GCIM [Mentor Mondays](#)
- GCIM [Semester Speaker](#)
- [Interpersonal Skills and other Professional Development trainings](#) are available through Talent Development and are relevant to honing effective mentor behaviors.
- [Diversity Events](#) are curated by the Office of the Vice President for Diversity in addition to the education opportunities in 1.3 above.
- CSU's Diversity Symposium is held annually in October.

Level 2-Advanced mentor

2.1 Acquire at least eight hours of training on mentoring best-practices

- Eight hours of mentor training is recommended (Pfund et al. 2015). The CSU Graduate School and Talent Development offer an eight session series called the [GCIM Mentor Well Program](#) that allows you to earn an advanced mentor certificate. The series is based on curriculum from the Center for Improved Mentoring Experiences in Research.

2.2 Be aware of resources for graduate students and help link students to these resources

- [Graduate School website](#)
- [Career planning](#)
- [CSU Writes](#)



- [Financial planning](#)
- [Individual Development Plan](#)
- [Mental Health](#)
- [Professional Development](#)
- [Resources for challenges and crises](#)
- [Understanding Graduate Assistant Finances](#)
- [Wellness](#)
- College, department, and professional organizations

2.3 **Continue your mentor education** by attending mentoring and DEIJ training or activities at least once a semester.

- See resources under 1.4 above.

2.4 Support new policies and practices in departments/units to ensure access to quality mentorship

2.5 Hold colleagues accountable for poor mentoring

2.6 Join professional associations that advocate for excellence in mentoring

2.7 Include emphasis on mentoring excellence in federal/discipline specific grant proposals as suggested in the [Grant Mentoring Plan Templates](#)

2.8 Develop a mentoring philosophy statement and discuss with incoming and current students

Level 3-Expert mentor

3.1 **Continue your mentor education** by attending mentoring and DEIJ training or activities at least once a semester.

- See resources under 1.4 above.

3.2 **Participate in the** [Graduate Center for Inclusive Mentoring](#)

3.3 Offer mentor training opportunities to others



- 3.4 Develop new policies and practices in departments/units to ensure access to quality mentorship
- 3.5 Apply for intentional mentoring/training grants
- 3.6 Create/lead formal student mentoring groups
- 3.7 Sponsor seminar speaker with expertise in mentoring

References

- National Academy of Sciences. 2018. Graduate STEM Education for the 21st Century.
- National Academy of Sciences. 2019. The Science of Effective Mentorship in STEMM
- Pfund, C., Branchaw, J., Handlesman, J. (CIMER) 2015. Entering Mentoring