## Mentoring Philosophy

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Note: In addition to this document, please review our [lab manual](https://uccsoffice365.sharepoint.com/:w:/s/CogDevLab/Eae75WO0l0lGr5Uht_4ZXewBmoVkgXhhKhWXzJRf2ivW2w?e=Samugz) for more information about my philosophy and expectations.

My Role

I believe my role as your mentor is to help aid in your professional and personal growth. My goal is to train you to engage in critical thinking, conduct scientific research, and gain expertise in psychology. My role in your training is to provide educational support in the field of cognitive and developmental psychology, train you on how to responsibly, reliably, and ethically conduct research, and help provide opportunities for professional/career growth. My goal is to support students in their chosen career path, regardless of whether that path is in academia or not. As your research mentor, I am highly committed to providing you with a supportive and equitable community within my research lab, including respecting both your professional and personal well-being.

My Values and Expectations

I value intellectual curiosity. I expect students to invest time learning about our area of research and to engage in critical conversations about science, both during our one-on-one meetings and lab meetings. I value collaboration and a respectful team environment. I expect students in my lab to be highly supportive of each other in addition to being committed to the work in our lab. Everyone in our lab has respected and valuable roles that should never be abused. I value clear communication and time management. I will always strive to respect your time, provide you with clear expectations, and communicate with you regularly. I expect students to also engage in clear and frequent communication. I value personal time and a work-life balance. I typically do not work evenings and weekends. I do monitor slack for any urgent questions (e.g., participant issues) to the best of my abilities after work hours. For additional values and expectations regarding integrity, authorship, communication, etc. please be sure to review our lab manual.

## Mentoring Plan

The Mentoring Plan is designed as a template to be individualized by each mentee/trainee and mentor when they begin work together and revisited at least yearly. The goal of the template is to formalize the plan for the research mentoring relationship. It is designed to help communicate goals, expectations, and needs for a trainee to gain technical, scientific and professional skills as well as exposure to career paths and job functions necessary for developing a successful career.

**Mentee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Primary Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Project/Focus Area(s):**

**Mentee’s Goals**

**Internship Goals:**

**Career Aspirations:**

**Project Goals and Internship Features**

**Description of Mentee’s planned project(s) for the upcoming term (semester/academic year)**

**Specific skills that will be needed to complete project:**

**Plan on how these skills are to be acquired:**

**Communication, Documentation, and Feedback Plan**

**Anticipated Meeting Schedule and Communication**

* During the academic year, mentor expects to have all lab students attend a weekly (or biweekly) lab meeting lasting from 60-90 minutes (there may times there is a scheduling conflict that does not make this possible)
* Mentor expects to meet with graduate students once a week for 30-60 minutes
* Mentor expects to meet with undergraduate students on an as needed basis
* In between meetings, mentor expects students to communicate via Slack and provide daily updates of their progress during their lab hours
* Mentor will respond to mentee’s slack messages/emails within 1 business day. Mentee is expected to do the same (sometimes this will just be an acknowledgement or plan for completing an assigned task).

**Anticipated Documentation**

* During meetings, mentor expects mentee to take notes and provide clear information on to dos and next steps. Notes should be saved in the SharePoint OneNote notebook under your name.

**Anticipated Presentations**

* For graduate students, mentor expects they will present at least 1 poster/presentation at local or national conferences annually
* For undergraduate students, mentor will support any mentees that would like to present at conferences, such as UCCS research conferences

**Career Development & Job Exploration**

**Networking and Career Support**

* Mentor will help build professional connections whenever possible (e.g., meeting other academics or professionals in your field of interest)
* Mentor will support achieving mentee’s career path goals and respect that not everyone is interested in pursuing an academic career
* Mentor will support mentee’s research growth by providing opportunities to author posters, presentations, and empirical publications.
* For graduate students, mentor expects their thesis to turn into a peer-reviewed publication. Mentor will also provide additional authorship opportunities on other collaborative projects when possible.

**Evaluation & Feedback**

**Feedback**

* Mentor will provide mentee with extensive feedback on any work that is related to lab research. Mentor expects mentee to provide draft documents well before a deadline (e.g., 2-3 weeks for posters/abstracts, 6-8 weeks for major thesis deadlines). Mentee should carefully consider mentor’s feedback and provide rationale for feedback that is not incorporated.
* Mentor will also provide feedback on mentee’s professional documents if requested (e.g., personal statements, CVs, job materials)
* Mentor will be clear on when feedback will be provided. Typically, mentor will provide feedback within 1-week of receiving a document unless mentor-mentee have a conversation around a different timeline.

**Overall Evaluation**

* Mentee and mentor will have a formal meeting once a semester that is specifically set aside to discuss broad progress and career goals. It is the mentee’s responsibility to contact the mentor about scheduling this meeting.
* To find out more about Dr. Selmeczy’s mentoring please see her [mentoring philosophy](https://cogdevlab.uccs.edu/prospective-students) and [lab manual](https://uccsoffice365.sharepoint.com/:w:/s/CogDevLab/Eae75WO0l0lGr5Uht_4ZXewBmoVkgXhhKhWXzJRf2ivW2w?e=UV8NSo).

**Confidentiality and Mandatory Reporting**

Mentor-mentee relationships support both the mentor and mentees professional growth and success and often result in strong professional bonds and friendship. However, disclosures made within these relationships are not confidential and maintaining professional boundaries is critical to success.

As a reminder, all university policies and procedures must be followed. Additionally, mentors are considered mandatory reporters under campus policy, and must promptly report any known or suspected criminal activity, sexual misconduct, or protected class discrimination and harassment. Mentees who have concerns about professional boundaries are encouraged to review this [document](https://psychology.uccs.edu/sites/g/files/kjihxj2266/files/inline-files/Responding%20to%20Unsafe%20Situations%20Related%20to%20Discrimination%203-2022.pdf) about their options and contact the department chair and/or the [Office of Institutional Equity](https://equity.uccs.edu/) to discuss their concerns.

**Signature of Mentee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Adapted from National Post-Doctoral Association “Mentoring Plan Template” .1

1 https://depts.washington.edu/pallcntr/assets/mentoringplantemplate.docx accessed 2/10/2017)