<table>
<thead>
<tr>
<th>Undergraduate Mentoring Strategies</th>
<th>Evidence Examples</th>
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| Personal Philosophy                        | • Develop a philosophy of mentoring  
• Identify objectives as a mentor  
• Document how objectives are met  
• Scaffold opportunities that support the developmental progression of students |
| Psychological and Emotional Support        | • Demonstrate care and interest for student success  
• Offer support and encouragement  
• Discuss balancing life, school, family  
• Show interest in students’ coursework, extracurricular activities and interests |
| Academic and Professional Support          | • Support student throughout “academic adjustment”  
• Identify and help students prepare scholarship applications  
• Model professionalism in communication, relationships with colleagues, working with others, and ethical practices  
• Provide guidance on career paths  
• Provide intellectual support and extend learning opportunities  
• Support students in seeking options for graduate school  
• Write letters of recommendation  
• Maintain student relationships post-graduation |
| Availability to Students                   | • Post office hours and maintain availability to students  
• Schedule regular formal meetings  
• Conduct informal meetings (email, text, calls) as needed  
• Advise student organizations and clubs  
• Recognized as a resource and sought out by others (e.g., RGS, UTF)  
• Sought out by students for mentorship; number of students mentored |
| Engagement in Teaching                     | • Mentor undergraduate teaching fellows  
• Model ethical and professional behaviors with (i.e., FERPA training)  
• Scaffold opportunities that progress over time from identifying learning objectives, creating a learning activity, to preparing and delivering a lecture |
| Engagement in Research                     | • Create an atmosphere of inclusion  
• Teach students best practices including ethical conduct of research  
• Scaffold opportunities that progress over time from data collection, contribution on poster, developing students’ own research presentation  
• Support workshop and conference attendance  
• Present at workshops and conferences |
| Retention                                  | • Build relationships early in students’ academic career  
• Continued relationships throughout academic degree  
• Provide active “coaching” of mentee |