

**Santa Clara University  
Faculty Development Program**

**MENTORING GUIDELINES FOR FACULTY  
AND STUDENT RESEARCH ASSISTANTS**

Finding creative ways to foster the “research-teaching nexus” brings benefits to both students and faculty. By serving as research assistants, students can help us move forward more effectively with our scholarship. By modeling the role of the teaching scholar, faculty can mentor students in the values, practices, and attitudes of the “community of scholars.”

- Diane Jonte-Pace, Vice Provost for Undergraduate Studies, SCU

**For Faculty: How to benefit the most from your student research assistant**

*Research support*

- Identify what you would like your student to do to support your research. Be aware that you may need to train your student in these skills. SCU’s Library and IT staff will assist you in training your student.
- Explain projects clearly from the beginning. Be prepared to explain more than once. Do not assume that your student already knows and understands your intentions.
- Set high standards and be patient.

*Mentoring*

- Identify what mentoring involves to you.
- Identify what knowledge and talents you can offer a student.
- Articulate for yourself the benefits of being a mentor.
- Expect mentoring relationships to change over time.
- Develop plans and agreements about student responsibilities and shared responsibilities.

*Remember this acronym: STELLAR (Support, Teach, Explain, Listen, Ask, Repeat it)*

- Diane Jonte-Pace, Vice Provost for Undergraduate Studies, SCU

**For Students: How to benefit the most from your relationship with your faculty mentor**

Students who participate in faculty research projects become more confident as learners and more capable of thinking independently. They learn how research within their discipline leads to the creation of knowledge, and they express greater satisfaction with their educational experiences.

- A. Jenkins (2003), *Reshaping Teaching in Higher Education: Linking Teaching and Research*

*Decide on your mentoring goals*

- Identify what you could gain from a mentor.
- Consider your own skills, knowledge, working style, and availability. Be clear about this when consulting with your mentor. Don’t hesitate to ask for clarifications and explanations.
- Expect mentoring relationships to change over time.

*Set realistic expectations for mentoring relationships*

- Be aware that a single mentor may not meet all your goals: different mentors will contribute in different ways to your learning during your undergraduate years.
- Develop agreements about shared responsibilities and shared credit.
- Learn about your faculty mentor's interests and research.
- Consult with other student RAs.

*Remember this acronym: LATCh (Listen, Ask, Try it, Check it)*

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[www.scu.edu/facultydevelopment](http://www.scu.edu/facultydevelopment)