



Mentoring Matters:  
effective academic advising at the research university

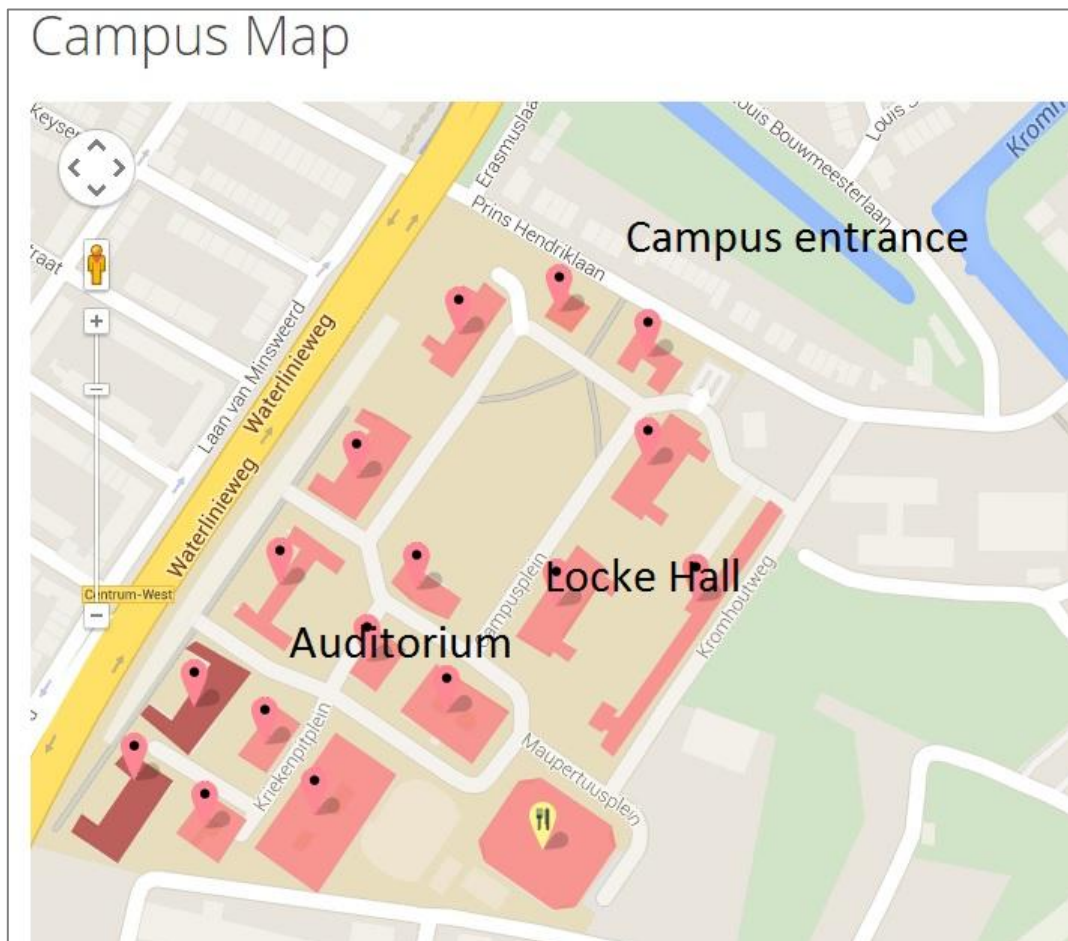
2015 Conference Program

June 11 & June 12

Hosted by  
University College Utrecht, Utrecht University  
and Utrecht University's Teaching Fellow Initiative 2013-2015

*Location*

University College  
International Campus Utrecht  
Campusplein, Utrecht



## NOTES

## Program Overview

<b>Thursday, June 11</b>			
12:30-	Registration (Auditorium)		
13:00	Opening/Welcome (Auditorium)		
13:30	Workshop Sessions (Locke)		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>13:30-14:15 The Art of Not Knowing: guiding students on an equal footing (Jacky Limvers, Centrum Studiekeuze UU)</p> <p>14:15-15:00 Alumni mentor network for coaching students (Marte Otter, Alumni Office UU)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Long Workshop</p> <p>13:30-15:00 Strengths based mentoring (Brenda Vos, Topographie van Talent)</p> </td> </tr> </table>	<p>13:30-14:15 The Art of Not Knowing: guiding students on an equal footing (Jacky Limvers, Centrum Studiekeuze UU)</p> <p>14:15-15:00 Alumni mentor network for coaching students (Marte Otter, Alumni Office UU)</p>	<p>Long Workshop</p> <p>13:30-15:00 Strengths based mentoring (Brenda Vos, Topographie van Talent)</p>
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15:00	Break (Auditorium)		
15:20-16:20	Plenary Lecture Marjanne Everts (Veterinary Sciences, UU) <i>Connection, imagination and self-confidence</i>		
16:30-17:15	Panel Discussion Theme: Mentoring for individual growth Moderators: Erwin van Sas & Frank Brandsma Discussants: Marjanne Everts (Veterinary Sciences UU); Brad Johnson (Graduate School of Education, Johns Hopkins University); Jacky Limvers (Centrum Studiekeuze UU); Brenda Vos (Topographie van Talent)		
18:30	Conference Dinner (pre-registration required)		

<b>Friday, June 12</b>			
9:00-	Registration/ Morning Coffee (Locke Hall)		
9:30	Workshop Sessions (Locke Hall)		
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11:00	Break (Locke Hall)		
11:20-12:20	Plenary Lecture (Auditorium) Brad Johnson (Johns Hopkins University & U.S. Naval Academy) <i>Mentoring in Higher Education: Best Practices, Big Ideas, and Unsolved Mysteries</i>		
12:20-13:30	Lunch		

<b>Friday, June 12</b>			
13:30	Presentations (Locke Hall)		
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15:00-15:20	Break (Locke Hall)		
15:20-16:20	Plenary Lecture (Auditorium) Philip Campbell (Editor-in-Chief, <i>Nature</i> , Nature Publishing Group) <i>Science Leadership for Robustness and Impact</i>		
16:30-17:15	Panel Discussion (Auditorium) Theme: Broader goals for mentoring practice? Discussants: Wieger Bakker (REBO UU); Philip Campbell ( <i>Nature</i> ), Fried Keesen (UCU), Marjolein Kammers (UCU), Maaïke van Mourik (UMC Utrecht)		
17:15	Closing (Auditorium)		
17:30-	Drinks		

Thursday, June 11

12:30-13:00 Registration (ICU Auditorium)

13:00-13:20 Opening / Welcome (ICU Auditorium)

Sessions (Locke Hall)

13:30-15:00 Strengths-based mentoring

*Long Workshop*

Brenda Vos (Topographie van Talent)

The dominant ideas about learning and personal development in organizations and education display a gradual shift towards talent development: whereas conventional approaches focus on problems and restoring shortcomings, the strengths-based development approach focuses on success as the basis for development and growth. The workshop presents findings from the field of positive psychology, about talents and strengths, coping with weaknesses, and about potential pitfalls of the approach. Participants will learn how to transform theoretical insights into practical methods applicable to everyday mentoring. What do you do as a mentor? What are the effects on students? This is a hands-on workshop with practical application and an underlying vision, supported by examples and experiences from academic education and the business world as to why and how this approach is successful for development of students and professionals.

13:30-14:15 The art of not knowing: guiding students on an equal  
*Workshop* footing

Jacky Limvers (Centrum Studiekeuze, Utrecht University)

How can your mentoring sessions be effective as well as pleasant? The ideal could be a student willing to take responsibility for making his or her own choices and decisions, and feeling confident in doing so. What can a mentor do to enhance this? This workshop introduces two concepts from Transactional Analysis, a direction within (positive) psychology that began in the late 1950s. Transactional Analysis, as a method, can be used to better understand ourselves (intrapsychic or internal processes). It can also be applied to interactions between individuals (transactional or interpersonal relationships). These concepts give insight on behavioral patterns relevant in mentor – student conversations. This may stimulate mentors to talk to students on an ‘equal footing’ and prevent them from pitfalls such as rescuing students or solving their problems.

14:15-15:00                      Alumni mentor network for coaching students  
*Workshop*

Marte Otter (Alumni Office, Utrecht University)

A recent initiative by UU's alumni office, Coachnetwerk, matches students and UU alumni mentors or coaches. Coaches get the rewards of sharing their knowledge and experiences with young people just beginning their careers. Students get the opportunity to begin to prepare for life beyond the university by seeking the advice of alumni about working in their professional world. This session will address the benefits and challenges inherent in setting up an alumni mentor network, and examine the ways in which alumni coaching complements the academic advising and guidance that students receive via their formal study program.

15:00-15:20                      Break (Auditorium)

Plenary Sessions (Auditorium)

15:20-16:20                      Connection, imagination and self-confidence  
*Invited Plenary*

Marjanne Everts, PhD  
(Veterinary Sciences, Utrecht University)

Educating new generations of researchers is a major goal of Utrecht University (UU) which welcomes more than 5.500 students every year. The dichotomy of research and teaching often implies that bachelor students are primarily exposed to enthusiastic and dedicated teachers, but less so to scientists at the forefront of research. For students who want to do 'more than their regular program requires', UU offers a number of honours programs. I am involved in the honours program in veterinary medicine, the interdisciplinary Descartes College, I teach my own discipline at University College Utrecht (all at bachelor level), and I have also previously been involved in the Young Innovators master program. These programs have in common that small scale groups with dedicated participants stimulates professional and personal contact, essential in the process of getting and giving feedback to develop the intellectual and practical competencies of both students and supervisor. Through research-based teaching and projects, students are stimulated to think and work to discover their personal interests or passion. In my view, those programs should be regarded as 'teaching and mentoring' experiments, that should find their way throughout UU, if they are successful. The challenge is how we can foster the imagination of all UU students and support them to become self-confident academics.

16:30-17:15                      Theme: Mentoring for individual growth  
*Panel Discussion*              Moderators: Frank Brandsma & Erwin van Sas

Discussants:

Marjanne Everts (Veterinary Sciences, UU); Brad Johnson (Graduate School of Education, Johns Hopkins University); Jacky Limvers (Centrum Studiekeuze, UU); Brenda Vos (Topographie van Talent)

Friday, June 12, 2015

9:00-9:30                      Morning Coffee  
Registration (Locke Hall Lounge)

Sessions (Locke Hall)

09:30-11:00                      ‘Finding your passion while you’re busy doing other things.’  
*Long Workshop*                      Helping our students discover the relationship between  
doing the work and loving it.

Christel Lutz (University College, Utrecht University)

Our students might hear: ‘If you do what you love, success will follow.’ But is that true? And what do we say to a student who has yet to find her passion? The goal of this workshop is twofold: (1) to uncover the relationship between studying and ‘finding one’s passion’, and (2) to develop peer-based sessions that will help students develop healthy study habits and find engagement and meaning.

The self-determination theory of human motivation describes how a particular behavior (for example, studying) can become intrinsically motivated: more integrated with one’s personal goals and values, more enjoyable and meaningful, and more resilient. We draw inspiration from peer-based positive psychology sessions that have been shown to improve the quality of participants’ lives. We will develop similar sessions to help students develop healthy study habits and to guide them in reflecting on their goals, values and reasons for studying.

09:30-10:15                      Teaching life skills: the instructor as mentor  
*Workshop*

Angela Markenhof (Centrum voor Onderwijs & Leren),  
Annemieke Meijer and Kim Zwitterloot (University  
College, Utrecht University)

The starting point of this workshop is the idea that almost by definition, life skills are part of any university course, and that most of us do teach life skills, whether we are aware of it or not. The aim of the workshop is to analyse our own teaching practice and to make explicit which life skills we are implicitly teaching, and how. Using an adapted model originally developed to describe “employment skills” (Rumsey 2005) to guide the analysis, we will then discuss if and how we see possibilities for expanding the role of life skills in our teaching.



10:15-11:00                      What we didn't know then: graduates' reflections on good  
*Workshop*    guidance

Master & PhD students (Utrecht University)

Polls conducted in the US indicate that graduates are more than twice as likely to be engaged at work and thriving in life when their higher education included some key experiences: teachers who cared about them as a person, teachers who made them excited about learning, and most importantly, a mentor who encouraged them in their goals. This panel discussion workshop will explore how relevant these results are for the European context. Current and former master and PhD students from Utrecht University will reflect on the inspiration and guidance they and their peers received at different stages in their education, and take part in a discussion with the workshop participants about how programs can help their graduates engage and thrive, both during and after their study.

11:00-11:20                      Break / Coffee & Tea  
    (Locke Hall Lounge)

Plenary Session (Auditorium)

11:20-12:20                      Mentoring in higher education: best practices, big ideas,  
*Invited Plenary*    and unsolved mysteries

W. Brad Johnson, PhD  
(Johns Hopkins University & U.S. Naval Academy)

Attention to mentoring of students and faculty in higher education is increasing among mentoring scholars, college teachers, and academic leaders. Effective mentoring portends numerous benefits for mentees. Yet, educators still struggle to differentiate mentorship from other roles and it is clear that many advising and supervising relationships do not evolve into mentoring relationships. More, it is clear that not all professors are good mentors and that mentoring excellence is not often rewarded effectively. This presentation distills the literature on mentoring in higher education, including some of the key competencies required for effective mentoring. Big ideas such as a mentoring relationship continuum, mentoring constellations, and innovative mentoring program designs will be presented. The presentation concludes with a tantalizing discussion of several perennial mentoring tensions and unresolved mentoring mysteries. The presentation is intended to spark robust discussion and trigger further research and scholarship on mentoring in higher education.

12:20-13:20                      Lunch  
    (Locke Hall Lounge)

Sessions (Locke Hall)

13:30-14:00                      Supervising and mentoring undergraduate research in  
*Presentation*                      international exchange

Eric Mijts (University of Aruba)

The UAUCU undergraduate research exchange program started in 2014 as a joint effort between University College Utrecht (UCU) and the University of Aruba (UA). In the joint undergraduate research project, students from UA and UCU, faculty members of UA and UCU/UU, and other (mainly Aruban) stakeholders work together in annual cycles of joint research about themes and issues that are relevant to Aruban society. The supervision of the students focuses on the development of interdisciplinary and multidisciplinary skills in an intercultural setting. Students are stimulated to work together and to rely on peer to peer support and feedback cycles. The program is designed to develop the necessary skills and attitude among participating students. This approach requires mentors and supervisors to work closely together on creating flexible conditions that help and facilitate students to find ways to collaborate and to improve the quality of their work, and on creating a safe environment in which the students can experiment.

13:30-14:00                      Commanding a clearer view: supervision as ‘letting learn’  
*Presentation*

Gerard van der Ree (University College, Utrecht  
University)

Supervision or mentoring is usually regarded either in top-down or bottom-up terms. In its top-down conceptualization, supervision is close to instruction: the supervisor informs the student about the steps ahead and provides her with the information needed to realise them. In the bottom-up perspective, the supervisor functions as a database that responds to needs that the student voices. Both perspectives make the supervisor the knowledge-bearer and the student the knowledge-receiver.

This presentation seeks to explore an alternative understanding of student supervision by putting the learning process of the student at the center. Most learning of importance involves the student ‘getting lost’: not knowing how to proceed, and then finding a way through that uncomfortable space. This process of finding one’s own logic of proceeding in a situation one cannot oversee (what Wittgenstein calls ‘commanding a clearer view’) is a process of boundary-crossing that requires students to transcend their own horizons.

14:00-14:30                      Teaching student to fish: student driven education at UCG  
*Presentation*

Marian Counihan  
(University College, University of Groningen)

At University College Groningen part of the tutor/academic advisor role is situated in the so-called IC2I (Imagination, Creation, Invention, and Innovation) learning line. This learning line has as its primary aim to facilitate student-driven integration of learning from across the curriculum, with an emphasis on innovation and societal impact. In this presentation I will present our experiences from the development phase and first year of implementation of the IC2I learning line, and discuss the potential and challenges such an integrative learning line affords.

14:00-14:30                      Evidence of importance of mentoring in adaptation to new  
*Presentation*                      professional roles: identity formation in clinical health  
sciences

M. Kluitmans (UMC Utrecht), E.G.H. de Haan (UMC Utrecht), S.F. Akkerman (Faculty of Social and Behavioral Sciences, UU) and J. van Tartwijk (Faculty of Social and Behavioral Sciences, UU)

We conducted a study on identity development among alumni of a master programme in clinical health sciences. Analysis of the data showed that mentoring, and in particular role modelling, seems highly important in the development of new professional identity in health sciences education. Mentoring was experienced both in the formal tutor programme (line course “Profiling” which includes tutor group meetings, international lectures, and alumni meetings), but also importantly in the form of role modelling by teachers, tutors, and research supervisors. Mentoring was mentioned to be important for a) motivation, b) to envisage future roles, and c) the development of a new identity.

14:30-15:00                      The Illusion of Perfection  
*Presentation*

Diederik van Werven & Mariette Willemsen  
(Amsterdam University College)

On the basis of our experience as (senior) tutors and as teachers we will discuss the pitfalls of a selective programme and touch upon a series of related phenomena: avoiding difficult courses, dropping courses in case of a not so high grade, procrastinating deadlines. We will reflect on the perfectionist mindset of students (as well as of tutors/teachers) and we will contrast it with an alternative, more improvising, joyful but still challenging approach.

14:30-15:00                      Navigation towards personal excellence: a pilot project in  
*Presentation*                      three Life Sciences master's programmes

Gönül Dilaver (UMC Utrecht), Shirrinka Goubitz (Faculty of Science, Utrecht University), Anje de Graaf (UMC Utrecht), Mieke Lumens (Veterinary Sciences, UU), Geert Ramakers (UMC Utrecht) and Karin Scager (Faculty of Social and Behavioral Sciences, UU)

In order to improve guidance on career preparation of master students, the Graduate School of Life Sciences (GSLs) launched a new pilot project 'Navigation towards personal excellence' in 2014. This project aims to prepare master students optimally for their future career, and to provide mentoring on making choices. It starts with information about profiles, valorisation and speed dates with alumni during the GSLs general introductory course and continues during three workshops and reflection days within the master's programmes spread over the two years. These workshops, *Study crafting*, *Envisioning your future* and *Off you go*, are organised by master coordinators who are well aware of the structure and content of the programme and are familiar to students. This presentation discusses the characteristics of the project and the design of the three workshops, as well as student evaluations of the first two workshops.

15:00-15:20                      Break (Auditorium)

Plenary Sessions (Auditorium)

15:20-16:20                      Science leadership for robustness and impact  
*Invited Plenary*

Philip Campbell, PhD  
(Editor-in-Chief, *Nature*, Nature Publishing Group)

I will discuss key challenges in reliability and assessment facing researchers and research leaders, and how they and their institutions may need to rise to these challenges better than they do at present. Good mentoring is one important component in the response.

16:30-17:15                      Broader goals for mentoring practice?  
*Panel Discussion*                      Moderator: TBA

Discussants:  
Wieger Bakker (REBO, UU); Philip Campbell (*Nature*), Fried Keesen (UCU, UU), Marjolein Kammers (UCU, UU), Maaike van Mourik (UMC, UU)

17:15-17:30                      Closing (Auditorium)

17:30-                                Closing Drinks (Locke Hall Lounge)

### ***Program Committee***

Alexis Aronowitz (University College)  
Jocelyn Ballantyne, Chair (University College)  
Frank Brandsma (Faculty of Humanities)  
Bouke van Gorp (Faculty of Geosciences)  
Mieke Lumens (Faculty of Veterinary Sciences)  
Erwin van Sas (Faculty of Law, Economics, and Governance)  
Adri Thomas (Faculty of Science)

### ***Reviewers***

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Nelleke de Jong (Faculty of Geosciences)  
Marjolein Kammers (University College)  
Chiara Robbiano (University College)  
Esther Slot (Centrum voor Onderwijs & Leren)  
Saskia Stevens (Faculty of Humanities)  
Nora Szabo (University College)  
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Malou Weber (Faculty of Geosciences)

### ***Acknowledgements***

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### ***Volunteers***

Faculty and student volunteers

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