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THE UNIVERSITY GRADUATE SCHOOL

**THE GRADUATE MENTORING CENTER**

Indiana University Bloomington

## The GMC Newsletter

*January 2020*

*Starting a New Semester*

**Dear Graduate Mentoring Center Community,**

2020: Center self, adjust vision to be clear(er), reflect, move forward.

I hope that you are well and had time to rest and seek refuge in ways that served you best. For me, that was allowing my brain to enter deep states of nothingness, interrupted by new science fiction shows and books; writing poetry; walking; enjoying the warm weather. Most importantly, it meant spending time with family and friends for good meals and conversation.

The Graduate Mentoring Center is looking forward to this semester. Like you, we must develop and/or maintain practices that will help us release what we don't want, return what we don't need, and revision what we dreamed possible. Thank you for helping us do this last semester and this moment.

So much has happened and is happening in the world. for example, earthquakes in Puerto Rico and recent family transitions. Whatever the case, I am keeping you and your families in my thoughts and hoping that soon everyone receives the assistance needed. If you find yourself being overwhelmed by social media and other news, please take a moment to disconnect from the technology and (re)connect with human beings face-to-face. Call a friend or make coffee/tea for someone. Remember, that [CAPS](#) is available to you.

If you have not already done so, please take a moment to (re)view the National Center for Faculty Development and Diversity offerings. Remember, IU is an

institutional member and you need only create an account to access these resources. It never hurts to begin at the beginning.

**Every Semester Needs a Plan** – drawing from questions in the last newsletter, and anything you may have discovered over break, do you need to (re)create your semester plan?

**Mentoring Map** – Is it time for you to review your mentoring network? Do you need a mentor? If so, how can we help?

### **Mentoring as Contemplative Practice**

In keeping with the themes of centering, adjusting, and reflecting, I invite you to consider how mentoring might be a contemplative practice. The GMC was founded on a contemplative practice model that encourages the mentoring community to engage in different types of reflective practices that can be deeply personal. Contemplative practices encompass a range of activities from meditation and journaling to yoga and pilgrimages. They also include witnessing, deep dialogue, and deep listening. Learning how to be mindful of one's internal and external responses to others, events, and environments is part of each of these practices. That is, we learn how to pay attention to what is happening, how it impacts us, and how we re/act.

To know what and how one feels about different ideas, living, and history (for example) can directly impact how you feel about your research - or even the type of research that you do. How many of us have had a crisis in our lives that has led to a change in our research interests? A desire to use a different methodology to be more inclusive of the people we wish to serve? The wish that we were listened to in a way that allows us to reflect on not only the product of our work but the processes?

An example: in the community in which I conducted interviews for my dissertation, no one spoke English. That meant they would never read or understand what I would eventually write and publish. I, therefore, published an album and created other materials that I could give them separately from the dissertation. I translated creative works into Portuguese so they could return to them, even perform them. The joy and appreciation that my community had for this was immense. Rarely, they said, do they know what scholars do with the information they have collected on them.

The point is that I had spent a very long time contemplating my values and purpose as a Black Studies scholar-artist-community worker-healer: How do I center and include the community in my work? How do I acknowledge them as co-creators instead of informants? Of course, this type of thinking and language has changed as we pay more attention to culturally inclusive forms of research. But, “back in the day” this was not always the case.

Contemplative practices offer us many opportunities to do the ground work before the field work. They allow us to dive deep into ourselves before we delve into dialogue with others. They teach us how to listen to ourselves so we can listen to others more actively and compassionately. We invite you to take the journey with us.

Check out the work of physicist and key contemplative practice researcher and educator [Dr. Arthur Zajonc](#). I have had the joy of meeting and listening to him talk about his work and watching these practices develop through the Association for Contemplative Mind in Higher Education. I am happy that The GMC will collaborate with the association's parent organization [CMind](#) to offer [this webinar](#).

For the first quarter of the semester, in addition to Sitting for Peace, the Mentoring Cohort, and Drop In, Write On, we will offer the events below. We will send more information as we finalize everything.

## **JANUARY 2020**

- January 27 – [The GMC Open House](#) (5:00-7:00 pm): UGS, room E546
- January 29 – [Money Smarts Workshop](#) (11:30 am-12:30 pm): Wells Library, Room 174
- January 29 – [Mentoring as a Contemplative Practice in the Academy](#) (3:00-4:00 pm): Webinar

## **FEBRUARY 2020**

- February 18 - [Tales from the Field 1](#): TBD
- February 24 - [Tales from the Field 2](#) (1:00 pm-3:00 pm): Wells Library, Room 174
- ORCID Workshop: TBD

## **MARCH 2020**

- Week of March 23 - Alumni Webinars

- [Dr. Katrina Overby](#) - Rochester Institute of Technology (TBD)
- [Maurisa Li-A-Ping](#) - MS Ed, Brown University (March 26)

## APRIL 2020

### SAVE the dates! Week of April 12th

#### *Trailblazers and Innovators Annual Speaker Series*

We are happy to welcome back one of the first GMC cohort mentors,  
[Dr. Mintzi Martinez-Rivera](#) from Providence College.

I'd like to thank those of you who emailed me last month to share how the newsletter touched you in various ways. We appreciate hearing from you. Finally, take a moment to read what Jennifer has written about team mentoring.

Maria Hamilton Abegunde, PhD  
Director

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## Upcoming Events

- [Preparing Future Faculty](#) (February 7<sup>th</sup>): Register by January 31<sup>st</sup>
  - [IAS Graduate Research Fellowships](#): Applications due March 1st
  - [Groups Scholars Summer Research Experience Program](#): Submit a proposal to [grpsstem@indiana.edu](mailto:grpsstem@indiana.edu)
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## Team Mentoring by Jennifer Park

Over the past several decades, many organizations moved toward team-based structures, which enabled them to collaborate and work together. I can think of more than ten teams with which I am associated, including The GMC, my advisory committee, my cohort in the IST department, ad-hoc project teams, research teams, writing group, conference leadership team, and family. Working in teams has become an inevitable part of our careers and lives. Research on intrateam mentoring suggests that team experiences can contribute significantly to the professional and personal development of individual team members. In this newsletter, I would like to discuss team mentoring.

Team mentoring is defined as a “group influence that emerges from the social norms and roles that are characteristics of a specific group and results in the career enhancement of an individual member” (Dansky, 1996, p. 6). As work teams become more common in the workplace, relationships of individuals are becoming more complex and interdependent (Eby, 1997). Similar to what traditional mentors would do, teams as repositories of technical knowledge can provide mentorship through feedback, training, and performance management (Hackman, 1992). According to Zachary (2014), team mentoring offers the opportunity to reach more people in a time-efficient manner enabling teams to transfer technical knowledge and psychological support to team members (Hackman, 1992).

One of the biggest advantages of team mentoring is that we can learn from multiple mentors and members of the team. Huizing’s (2012) four typologies of group mentoring includes various types of mentoring: one-to-many mentoring (OTMM), many-to-one mentoring (MTOM), many-to-many mentoring (MTMM), and peer group mentoring (PGM). The OTMM and MTOM are guided by a facilitator (or facilitators), and the richness of the mentoring experience is exemplified when individuals bring life experiences to the group. When the more experienced figure, the facilitator or selected mentor, asks questions, it keeps the conversation meaningful in which team members share various experiences to discuss as a group (Zachary, 2014).

I believe that it’s not only important for individuals to join a good mentoring team but also to put effort into becoming a good contributor to the team. As we start a new year and a new semester, we might need to reflect on ourselves. How do you see yourself in your team? What efforts might you put in for team development? What teams made you feel comfortable? In our upcoming newsletters this semester, we will continue to discuss various topics in mentoring and mentoring relationships. I hope you all have a great start of the semester!

Please feel free to share your questions and ideas with us at [iugmc@indiana.edu](mailto:iugmc@indiana.edu).

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