1) Dialogue and collaboration are at the heart of learning.

2) All of us are more engaged when we focus on what draws our curiosities.

3) We are all learners, whether students or mentors.

4) Our best ideas, our most important insights, our most exciting conclusions are only provisionally true.

5) Students are “whole persons” whose academic world is only one component of a much larger world of family, work, and community.

6) Finding little “openings” for students to make their own moves, formulate and try out their own ideas, and ask their own questions is central to our work.

7) Evaluating is ongoing, formative, and always part of a larger process of reflection.

8) Mentoring is teaching, advising, guiding, wondering, reflecting, and questioning, so that we can listen to and honor every student with whom we work.

Note: These principles are, in part, drawn from Herman and Mandell, From Teaching to Mentoring: Principles and practice, dialogue and life in adult education. New York: Routledge, 2004.