

Statement on Student Mentoring

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This statement summarizes my mentoring activity outside the classroom. Please see my other teaching statements for details on teaching effectiveness, instructional innovation, and teaching philosophy.

Faculty Advisor to Delta Sigma Pi

Since September 2020, I have served as Faculty Advisor to the Kappa Omega Chapter of Delta Sigma Pi (DSP), a business fraternity. In that role, I meet regularly with the executive team, assist in officer transitions, and provide guidance, continuity, and resources to facilitate the organization in achieving its mission of equipping undergraduate business majors to become servant leaders in their careers and communities. In 2021 I was initiated into the fraternity as an alumni brother, which has greatly enhanced my sense of camaraderie and fellowship with the students.

Undergraduate Student Mentoring

Outside DSP, most of my mentoring activities are one-on-one. I view my role as a teacher of economics as both a blessing and a responsibility to serve and lead students. For this reason, I view every interaction with students as an opportunity to listen, to demonstrate compassion, and to provide whatever support the student requires that I can legitimately provide. Much of my guidance is purely academic. I may suggest classes to take; advise on preparing for graduate school; write recommendation letters; or just provide a sounding board for sharing post-graduate plans. In all of these activities, the student is my focus, and most of the time he or she is focused on academic success, so I am, too.

Another large component of my student mentoring is job-oriented. For example, I have helped students work through the decision of whether and where to find a job after college; aided them in practicing for interviews; and when helpful, connected them to my own network of personal and professional contacts. Again, the student is my focus, and often he or she is focused on career success, so I am, too. In particular, I have sought to improve the resources available for students interested in pursuing careers in finance. In preparation for mentoring other students with similar interest in finance, I sought out the Vault guides (e.g. to finance interviews, investment banking, etc.), which I know to be valuable resources from my own experience interviewing for investment banking positions. I contacted our librarians as well as our career resource team because the guides were not available through either channel. The library has since purchased the guides, which I believe will benefit students in future years. Given the challenge of networking on my own to try getting talented students jobs in the finance industry, I met with the Associate Dean for Undergraduate Programs to discuss pathways into investment banking and

management consulting and what resources were available to students through Krannert. We both seemed to agree that more could be done, and we identified some next steps I could take to advance our ability to both source and resource undergraduates for such jobs.

In addition to these activities, I have also coordinated three separate independent study courses, each tailored to a particular student's interests. Because Erin Huang was most interested in economics Ph.D. programs, her study was focused on exposure to empirical research in microeconomics. Because of Chris Li's interest in finance, I guided him into a deeper understanding of corporate financial distress, investment banking, and firm valuation. Olivia Tan sought economic intuition and research exposure, so her study was essentially a guided thesis project.

All of these activities mean a great deal to me, but my most meaningful interactions have been with students in distress. In class, I make very clear to my students that I am here to serve them however I can, and I take that statement very seriously. Nevertheless, I rarely find myself helping a student in distress who is not also struggling to succeed in my class. Because my focus is on serving students, I do not and must not disregard the cause for their distress. I politely ask if they wish to share what's going on at home. If they choose to share something, I ask if they would permit me to pray with them. It is my honor to pray for these students, whether with them in my office or by myself at home. I value them because God values them. I care for them because God cares for them. Before they leave my office, I want them to know for certain that they are cared for and valued, that they are not alone, and that they have someone in their corner. I point them to further resources and follow up thereafter. It's not uncommon to forge lifelong friendships and/or mentoring relationships with these students as a result.

Student emails, evaluations, and tears shed in my office collectively bear out the importance of these connections, over and above how important they are to me. Below is a partial list of students I have mentored over the years, but to me, it is a list of relationships. Documentation is available upon request.

Hao Mo, Shenrui Li, Jackson Taylor, Zach Liberatore, Robert Econis, Matt Mills, Chris Li, Hussain Almajed, Seungchan Yee, Xuan Hu, Andrew Ephlin, Chiara Del Tetto, Sam Trompen, Parul Chaube, Andrew Ephlin, Erin Huang, Thomas Giordano, Sam Tarasewicz, David Woodard, Jarrod Kopczynski, Courtney Riehl, Tyler Swiezy, Pranjal Maheshka, Arun Sundararajan, Won Hyun Kim, David Menzel, Kexin Zhang, Mengling Wu, Young Lyu, Siqi Qiao, Mateo Morales, Leyao Zhang, Ian Campbell, Ben Pugach, Noah Morrison, Taufic Andonie, Cody Ludwick, Zeye Gao, Theo Zhang, Olivia Tan, Jiahui Song, Wen Zhong, Jionghua Wu.

Graduate Student Mentoring

My approach to mentoring at the graduate level is similar to what I do for undergraduates, yet because my role on a dissertation committee is advisory in nature, mentoring comes as a built-in component. For that reason, in 2019, I participated in a Purdue's Graduate Faculty Mentoring Workshop to improve my skills as a mentor and learn more about the resources available at Purdue. The graduate students I have advised are listed on my C.V., and just as is the case for undergraduates, it is not uncommon for these relationships to develop into long-term friendships.