How to Mentor Graduate Students: A Guide for Faculty

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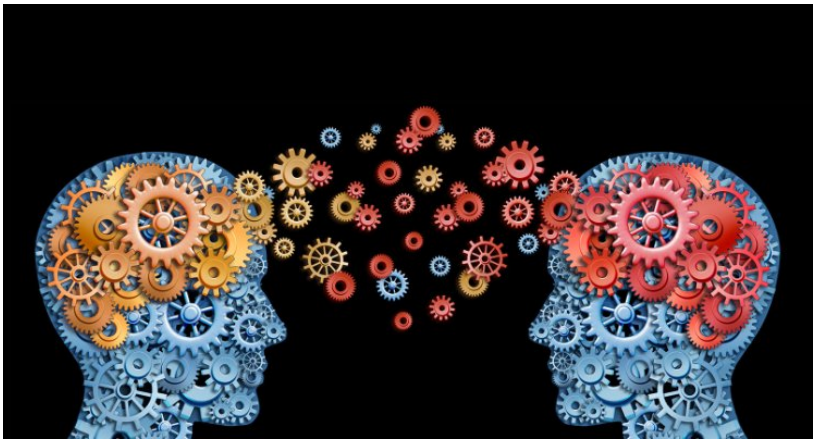

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A web version of this handbook can be obtained at:
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For further information about the handbook or other mentoring
initiatives, contact gradstudentsuccess@umich.edu.

Dear Colleagues:

Faculty mentors play a crucial role in the success of graduate students; at the Graduate School we hear this message frequently from students. While styles of advising and mentoring vary across the disciplines, the fundamentals apply throughout graduate education. Our goal in creating this guide is to provide a resource for faculty members who seek to improve their effectiveness as mentors; we hope it is useful to those who are new to the role as well as for those who have enjoyed success but are looking to become more skillful with a wider range of students.

Students and their mentors share responsibility for ensuring productive and rewarding mentoring relationships. Both parties have a role to play in the success of mentoring. This handbook is devoted to the role of faculty members; we also produce a companion volume for graduate students available at http://www.rackham.umich.edu/publications/.

In the following pages, we've included suggestions for further reading, campus resources, and examples of practices that other faculty have found useful for cultivating a positive mentor-mentee relationship. I encourage you to send your promising practices, and suggestions for additional resources to gradstudentsuccess@umich.edu.

I appreciate your interest in this guide, your commitment to the profession, and your engagement in the rewarding work of mentoring graduate students.

With best regards,

Carol Fierke
Dean of the Rackham Graduate School
Vice Provost for Academic Affairs

Acknowledgements

The Rackham Graduate School's mentoring guide for faculty, *How to Mentor Graduate Students: A Guide for Faculty at a Diverse University*, has proven to be popular item for more than a decade: it has been requested, adopted, and adapted by colleagues around the nation. This current edition is a thorough revision, with assistance from Jeff Mortimer, of the text first produced by staff at the Graduate School in 1999. The effort to bring this up to date is only one of the initiatives at the Graduate School to improve the quality of mentoring available to our students, and to provide resources for our dedicated faculty.

The impetus to revise this guide was generated by two of the Associate Deans at the Graduate School, Alec Gallimore and David Engelke. They are members of the faculty committee dedicated to a Graduate School initiative, Mentoring Others Results in Excellence (MORE). I am grateful to the members of this committee, all of whom provided valuable critique and constructive suggestions: David Engelke, Alec Gallimore, Theodore Goodson, Lorraine Gutierrez, Bobbi Low, Pat McCune, Mahta Moghaddam, Laura Olsen, Brad Orr, and Jing Sun. This was facilitated by the support of Elaine Dowell and Ellen Meader. I am grateful, too, for the edits suggested by another of the Graduate School's Associate Deans, Peggy McCracken.

We also are indebted to the assistance of a number of Rackham colleagues. Ashley Reid, our Graduate Student Research Assistant, contributed the background research and suggestions for further reading. Amy Deitrickson collected and reviewed the campus resources. We are fortunate to have the contributions of Elyse Rubin who edits all Graduate School publications.

The quotations included here are all taken from responses to the survey that is part of the Graduate School's annual Program Review. Similarly, the promising practices were shared by faculty at the University of Michigan during the course of Program Review.

Finally, but most significantly, it is because Dean Carol Fierke is so firmly committed to ensuring the success of graduate students that this guide possible.

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Chapter 1: What Is a Mentor?

In nineteenth-century graduate education, the student-professor relationship looked a lot like the worst kind of apprenticeship: the price of admission to the craft was to do the bidding of the master. Today, that model is as obsolete as writing a dissertation on a typewriter.

The landscape of twentieth-century graduate education is much different, and so is its population. The quantity of knowledge has exploded, the boundaries between disciplines have blurred, and advances in both the resources and methods available for study and research fuel both phenomena.

Another key development has been the vastly larger pool from which the people engaged in graduate teaching, learning and research are increasingly drawn, which has helped drive a concomitant expansion of appropriate areas for scholarly investigation. Those people who were rarely included in higher education in the nineteenth century are in the majority now. They bring invigorating experiences and perspectives to the enterprise, but they also face challenges.

All these factors have necessitated both a broader, more sophisticated notion of mentoring, and a heightened recognition of its vital role in the preparation of the next generation's intellectual leaders, both within and beyond the academy.

Consider this multi-faceted definition of mentors as people who:

- take an interest in developing another person's career and well-being.
- have an interpersonal as well as a professional relationship with those whom they mentor.
- advance the person's academic and professional goals in directions most desired by the individual.
- tailor mentoring styles and content to the individual, including adjustments due to differences in culture, ethnicity, gender and so on.

Some faculty limit the responsibilities of mentoring to simply discharging their role as advisor. While assigned advisors can certainly be mentors, and often are, effective mentoring requires playing a more expansive role in the development of a future colleague. The role of advisor usually is limited to guiding academic progress. The role of mentor is centered on a commitment to advancing the student's career through an interpersonal engagement that facilitates sharing guidance, experience and expertise.

Like any interpersonal relationship, the one between mentor and student will evolve over time, with its attendant share of adjustments. The fact that today's students come from an increasingly diverse backgrounds may add a layer of complexity, but it's more likely to enrich than confound the relationship.

New graduate students, in particular, may express the desire for a mentor with whom they can personally identify, but their eventual level of satisfaction with their mentors seems to have little to do with this aspect of the relationship. This confirms the important point that you can be a successful

mentor even if you and your student don't share similar backgrounds. Of course, each mentoring relationship should be tailored to the student's goals, needs and learning style, but the core principles apply across the board. What you and the student share – a commitment to the goals of the scholarly enterprise and a desire to succeed – is far more powerful and relevant than whatever might seem to divide you.

Just as students have different learning styles, the skill sets and aptitudes of mentors are as varied as mentors themselves. There is no foolproof recipe. This guide surveys practices and approaches that have demonstrated their value. Our intent is to help you become a successful mentor in your own way.

Promising Practices: Applied Physics

This program has a structured approach to pairing new students with faculty mentors that match student interests and needs. The students have a directed study or lab rotation during the winter term of the first year, the summer term, and then in the fall term of the second year. This gives the student exposure to working with a number of faculty in their areas of likely research. The program chair then provides the students with guidance regarding the faculty member who may be the best match for the student.

Student Perspective

My current advisor is very down to earth and places everything into perspective. Be it research, classes or professional growth. He doesn't force his opinion of these things on me, but allows me to make my own priorities and live with the consequences.

I value my advisor's devotion to his graduate students--he wants us to succeed, learn to do research well, reach lofty goals, and graduate in a reasonable amount of time. ...I value the faculty's commitment to graduate students' work and quality of life.

Chapter 2: Why Be a Mentor?

Far from being an optional extra, or a task to be attended as time permits, mentoring is as essential to a faculty member's success as teaching, research and publication are, and for the same reasons: it benefits both students and mentors as it advances the discipline, ensuring the quality and commitment of the next generation of scholars.

Mentoring benefits students because:

- It supports their advancement in research activity, conference presentations, publication, pedagogical skill, and grant-writing.
- Students are less likely to feel ambushed by potential bumps in the road, having been alerted to them, and provided resources for dealing with stressful or difficult periods in their graduate careers.
- The experiences and networks their mentors help them to accrue may improve the students' prospects of securing professional placement.
- The knowledge that someone is committed to their progress, someone who can give them solid advice and be their advocate, can help to lower stress and build confidence.
- Constructive interaction with a mentor and participation in collective activities he or she arranges promote engagement in the field.

And it rewards mentors in an abundance of ways:

- Your students will keep you abreast of new knowledge and techniques and apprise you of promising avenues for research.
- A faculty member's reputation rests in part on the work of his or her former students; sending successful new scholars into the field increases your professional stature.
- Your networks are enriched. Helping students make the professional and personal connections they need to succeed will greatly extend your own circle of colleagues.
- Good students will be attracted to you. Word gets around about who the best mentors are, so they are usually the most likely to recruit – and retain –outstanding students.
- It's personally satisfying. Seeing your students succeed can be as rewarding as a major publication or significant grant.

Effective mentoring advances the discipline because these students often begin making significant contributions long before they complete their graduate degrees. Such students are more likely to have productive, distinguished, and ethical careers that reflect credit on their mentors and enrich the discipline. Effective mentoring helps to ensure the quality of research, scholarship and teaching well into the future.

Student Perspective

My mentor is my strongest advocate and goes to bat for me when my program throws road blocks in my path.

The two things I like best about my relationship with my mentor is one, he thinks outside of the box when looking for funding for the lab and two, he is very good at keeping his mentees abreast of what is going on as well as encourages us to keep him informed.

Chapter 3: What Does the Mentor Do?

The mentor's responsibilities extend well beyond helping students learn what's entailed in the research and writing components of graduate school. First and foremost, mentors socialize students into the culture of the discipline, clarifying and reinforcing – principally by example – what's expected of a professional scholar.

Let's start with the basic responsibilities mentors have to those graduate students who seek their guidance.

Model professional responsibility. It is crucial that the mentor consciously act with integrity in every aspect of his or her work as teacher, researcher and author. Students must see that their mentors recognize and avoid conflicts of interest, collect and use data responsibly, fairly award authorship credit, cite source materials appropriately, use research funds ethically, and treat animal or human research subjects properly. This list is not meant to be exhaustive: never compromising the standards that bestow validity on the discipline is not a suggested guideline but essential to the profession.

Demystify graduate school. Many aspects of graduate education are unwritten or vague, and the ability of new students to understand them is hampered by the fact that they frequently do not know what questions to ask or what certain terminology means. You can help by adjusting your conversations accordingly and clarifying your program's expectations for lab work, coursework, comprehensive exams, research topics, and teaching. For each stage of the student's program, discuss the prevailing norms and criteria used to define quality performance.

Encourage the effective use of time. Work with the student on developing schedules and meeting benchmarks. Share techniques and practices that have been useful for others but don't insist there is only one way. Rather, help them blaze their own trail and devise a plan that keeps them on it. For many students, the shift from the highly structured nature of undergraduate education to the self-direction that is expected in graduate school presents a significant challenge.

Oversee professional development. Activities that have become second nature to you need to be made explicit to students, such as faculty governance and service, directing a lab, procuring grants, managing budgets, and being able to explain your research to anyone outside your discipline. Mentors help their students become full-fledged members of a profession and not just researchers.

Assist with finding other mentors. One size doesn't fit all, and one mentor can't provide all the guidance and support that every student needs. Introduce students to faculty, emeriti, alumni, staff and other graduate students who have complementary interests. Effective mentoring is a community effort.

Student Perspective

I value my mentor's dedication and enthusiasm about science; also, his openness to discuss and aid in the development of my projects. He was able to establish clear project goals, in the beginning of my Ph.D., that reflected my preferences and listened to my ideas.

Reassurance... it's great to know that other people had to go through many experiences very similar to mine.

Chapter 4: General Guidelines for Mentors

The fundamental rubric for mentors is to be partial to the student but impartial about the student's work.

Clarity is the foundation upon which such a relationship is built. Be transparent about your expectations concerning the form and function of the relationship, and about what's reasonable to expect of you and what isn't. Pay particular attention to boundaries, both personal and professional, and respect theirs just as you expect them to respect yours.

Within mutually agreeable limits, mentors have an open door. Because your time is so valuable, it is often the most precious thing you can give. What lies behind that door, literally and figuratively, should be a haven of sorts. Give students your full attention when they are talking with you, and the time and encouragement to open up. Try to minimize interruptions. Consider scheduling an occasional meeting away from the office or department to help create more personalized time.

Use concrete language to critique students' work. What the mentor communicates with the students must be timely, clear and, above all, constructive. Critical feedback is essential, but it's more likely to be effective if tempered with praise when deserved. Remind students that you are holding them to high standards in order to help them improve.

Mentors keep track of their students' progress and achievements, setting milestones and acknowledging accomplishments. Let your students know from the start that you want them to succeed, and create opportunities for them to demonstrate their competencies. When you feel a student is prepared, suggest or nominate him or her for fellowships, projects, and teaching opportunities.

Encourage students to try new techniques, expand their skills, and discuss their ideas, even those they fear might seem naive or unworkable. Let students know that mistakes are productive because we learn from our failures. These practices nurture self-sufficiency. As tempting as it can be to dictate paths, the person in front of you has different strengths and aspirations.

Provide support in times of discouragement as well as success, and be mindful of signs of emotional and physical distress. Don't assume that the only students who need help are those who ask for it. If a student is falling behind in his or her work, resist concluding that this shows a lack of commitment. Perhaps the student is exhausted, or unclear about what to do next, or is uncomfortable with some aspect of the project or research team. Although it is ultimately the responsibility of students to initiate contact with you, it may make a difference if you get in touch with those students who are becoming remote. Let them know they are welcome to talk with you during your office hours, and that the conversation can include nonacademic as well as academic issues.

Being open and approachable is particularly important when a student is shy or comes from a different cultural background. Many new students suffer from the impostor syndrome – anxiety about whether they belong in graduate school – so it's important to reassure them of their skills and abilities to succeed. The enthusiasm and optimism you show can be inspirational. Make sure that students understand not only the personal consequences of their commitment to their work, but also its value to the professional community and to the general public.

Share what you've learned as both a scholar and a member of a profession. You might think things are obvious to students that aren't. At the same time, tell your students what you learn from them. This will make them realize they are potential colleagues. Identify professional workshops and networking opportunities for students. Involve students in editing, journal activities, conference presentations, and grant writing.

Promising Practices: Linguistics

Students are reviewed annually by the faculty. Prior to the meeting students prepare a progress report with the assistance of their advisors. Following the review the student receives feedback on progress in a letter explicitly intended to serve as a mentoring document.

Chemical Engineering

Mentor matching: During and after admission, faculty are encouraged to make contact with students who are interested in their areas, although no formal match is made at this time. The match is done in the first two months of the fall semester. During the first few weeks of our orientation course students hear twenty-minute presentations by all the faculty, including faculty from other departments who have some appointment in Chemical Engineering also. Students also have other opportunities to meet with the faculty, such as a picnic held in the first few weeks. The students then must make appointments with and talk to at least five faculty. Some faculty might ask the students to read a paper, attend group meetings, meet with the graduate students of the group, etc. In early October, the students submit a list of preferences for advisors.

We then match students with advisors, trying to give most students one of their top choices. When this is not possible, we discuss other possible options with the students and also faculty and work to make an acceptable arrangement for all involved.

Of course, it isn't necessary to embody all of these attributes in order to be a successful mentor. Individuals have relative strengths in their capacity for mentoring, and mentors should be clear about what they can and cannot offer. Part of effective mentoring is knowing when to refer someone to another resource that might be more helpful.

Most important, and more than any particular piece of advice or supportive act, your students will remember how they were treated. The example you set as a person will have a profound effect on how they conduct themselves as professionals.

Student Perspective

In meetings, I show results and indicate where I would like to take experiments. She serves as a sounding board to improve and refine the ideas along with making additional suggestions. It allows me to take ownership of my project and not just be a technician.

What I like about my thesis advisor is how he balances both roles of listening to my ideas and giving them reasonable consideration, and guiding the direction of study from his own research experience. I don't think this is an easy task.

Chapter 5: During the Initial Meetings

You were mentored in some fashion as a graduate student, so you may find it a useful starting point to think about those days and how you felt about your mentoring. Consider these questions:

- What kind of mentoring did you have?
- What did you like and dislike about the mentoring you received?
- How well did your mentor(s) help you progress through your graduate program?
- How well did your mentor(s) prepare you for your academic career?
- What did you not receive in the way of mentoring that would have been helpful to you?

Thinking about these points can help you develop a vision of the kind of mentor you want to be, and the most effective ways you can mentor students inside and outside your discipline.

In the companion mentoring guide for graduate students, we suggest that they undertake a critical self-appraisal before they meet with faculty. Below are some points we recommend they consider. We share a modified version of this listing as possible topics for your first meeting.

- Find out about the student's previous educational experiences and why s/he decided to go to graduate school. What does the student hope to achieve in pursuing a graduate degree?
- Discuss your research projects and how they complement or diverge from the student's interests.

- Offer suggestions about courses the student should take, labs that might be appropriate, and other training experiences s/he should seek.
- Refer the student to other people inside or outside the University whom s/he should meet in order to begin developing professional networks.

You and your student need to communicate clearly from the start about your respective roles and responsibilities. Some people find it helpful to put such arrangements in writing, while recognizing that circumstances and needs can change. (See samples in appendix). Here are a few areas you may want to discuss.

- Goals: Ask students to develop and share with you a work plan that includes short-term and long-term goals as well as the timeframe for reaching those goals. Make sure the student's work plan meets the program's requirements and is feasible.

- Meetings: Tell students how frequently you will be able to meet with them, and that it is their responsibility to arrange and take the lead in these meetings. Let them know if you have a busy travel schedule, are about to take a sabbatical, or will be assuming an administrative position.

- Thresholds: Be explicit about the kinds of issues you feel require a face-to-face meeting. Also let students know if they may contact you at home, and under what circumstances, and ask them their preferences as well.

- Assessments: Discuss how often you will give them an assessment of their general progress, and let them know what type of feedback they can expect from you. Tell them how long it generally takes you to provide a response to their work, and how they can best remind you if they do not hear from you within the specified time.

- Drafts: Discuss your expectations of what first drafts should look like before they are submitted to you. If you do not want students to hand in rough drafts, suggest they share their work first with a trusted peer or writing group.

- Publishing and Presenting: Share your expectations regarding when and where you would like to see the student give research presentations. Explain the standards and norms for authorship credit in your field, and the extent to which you can assist them with preparing work for submission to journals and conferences.

- Intellectual Property: Before beginning work with students on a project, clarify who owns the data that is being collected, and whether others will have access to it. Also discuss issues of copyright and patent agreements that might occur as a result of a project.

The hallmark of a successful mentoring relationship is a shared understanding of expectations and responsibilities. These create the framework for the relationship, and they are largely established in the early meetings with a student. A relatively modest investment in those meetings can yield great dividends.

Student Perspective

I am able to approach them and express my concerns comfortably, they expect hard work from me and I expect patience and consideration from them.

I value that my mentor is very honest and that I always end a meeting with my mentor feeling as though I can tackle my problems.

Promising Practices: Asian Languages and Cultures

Students have a mentoring committee assigned in their first year, and in second and subsequent years they form their own committee based on interests and specialization. The mentoring committee meets with the student twice each year for the purpose of advising on course selection and discussing the student's funding. The mentoring committee makes an end-of-year report to the graduate committee, and all faculty meet to discuss each student every year. The student receives a form letter if s/he is on track, but if there are concerns, these are addressed in the annual letter.

Chapter 6: Developing the Professional Relationship

While graduate students deserve your support and attention, the specific needs of a first-year student just learning the ropes and fretting about the long and challenging road ahead are different from those of a student who is nearing completion of the dissertation and has refocused on career decisions.

Here again, the apprenticeship model of nineteenth-century graduate education is insufficient. The responsibility of the twenty-first-century mentor is to assist in the development of the next generation of scholars and researchers, and that requires a relationship of ever-growing collegiality.

The greatest challenge that faculty face with incoming graduate students is helping them make the transition from the format of undergraduate education – the short-term goals, predictable closure and tight structure of course work – to the unfamiliar, loosely structured, and relatively open-ended world of lab, research and dissertation. Mentors sometimes need to be directive, maintain a short-term focus, and assign concrete tasks and deadlines.

As students become more proficient with the basics, good mentors pay increasing attention to their progress both as researchers, by acting as a consultant or sounding board, and as professionals, by socializing them into the culture of their disciplines. The former means suggesting lines of inquiry and options for solving problems and discussing potential outcomes. The latter means encouraging the development of communication and networking skills by providing opportunities for teaching, writing, and presenting.

Good mentors help students gradually understand how their objectives fit into the particular graduate degree program, departmental life, and postgraduate options. As the relationship evolves, mentors expect and encourage their students to accept increasing responsibility and more complex challenges. It's essential to keep in mind that the doctoral program is the beginning rather than the sum of the student's career. The mentor's "end game" requires assisting the student in successfully launching that career.

In particular, mentors need to understand that it is much harder today to find a tenure-track position or even, in many fields, any full-time faculty position. This makes the mentor's guidance, encouragement, networking and promotion of the student more critical than ever. If the relationship is, indeed, lifelong, then opportunities to provide such assistance don't end with the completion of the degree.

In some fields the primary career objective is the professoriate. In other fields the majority of graduate students will pursue non-academic positions. In working with them the mentor's function goes beyond the promotion of academic success, and so the mentor must be open minded about the students' career interests and paths, and help them to explore those options outside the academic world if that is where their interests lie.

Promising Practices: English Language and Literature

The department sponsors a group known as Jobseekers. This group meets once a month to prepare students for interviews at the Modern Language Association's annual conference. They offer students reimbursement for up to $400 spent for dossier postage. They also provide up to $600 in travel funds for students who have interviews at the MLA conference. In addition, there are mock interviews with the two faculty members who serve as directors of the group. The directors vet their cover letters and resumes. After the MLA, they do mock job talks for students who were invited for second stage interviews during the winter term. The directors keep a report on the students' interview progress.

The influence that research supervisors wield over their students is enormous; they are truly the gatekeepers of the student's professional future. How this power is used is at the heart of the difference between graduate education in the nineteenth- and twenty-first centuries. The effective mentor serves as advocate and guide, empowering the student to move from novice to professional.

Student Perspective

They give me close personal attention (it's a small lab), therefore they are able to correct weaknesses and prevent me from wasting time. They care about me as a person, and not just as a scientist.

His enthusiasm. Not just for my research, but for my post graduate school aspirations. My mentor definitely provides useful insight to both my current problems and any that he might foresee outside of school.

Chapter 7: How Graduate Programs Can Encourage Mentoring

Effective mentoring cannot be done in a vacuum. A successful relationship between a graduate student and mentor is built upon a foundation of commitment at the institutional as well as at the program level. The institution must be committed to ensuring that its programs are of the highest quality, producing professionals who are both ethical and accomplished. The department in turn is responsible for setting clear expectations and supervising progress. Each department should be responsible for creating an environment in which mentoring is valued and both students and faculty have access to resources that promote graduate student success. The following are examples of practices known to reinforce the efforts of faculty as they work with their students.

Provide an orientation session. This helps faculty get a head start with new graduate students by introducing them to program policies, practices, and resources, preferably at the beginning of the academic year. This should be followed up with a refresher session in the second term. Students should also be furnished with a departmental guide that acquaints them with its expectations, benchmarks and milestones.

Assign a first year temporary advisor. To facilitate graduate student engagement with faculty immediately upon entry into graduate school, assign incoming students a temporary faculty advisor. Students and faculty can be paired based upon stated interests. Each advisor should be required to meet with their advisees at least twice during the academic year to review course selections and departmental requirements, and to answer questions that arise. After this first year, it should be viewed positively if graduate students want to change advisors. Encourage the recognition that developing relationships with other faculty is a signal of a student's growth and progress.

Develop a set of core expectations for faculty to discuss with their advisees. Departments can affirm that mentoring is a core component of the educational experience for graduate students by develop-

ing a compact or agreement, relevant to the discipline or field of study, for use by faculty and the students with whom they work. Such a document would list the essential commitments and responsibilities of both parties, set within the context of the department's fundamental values. This could be included in the departmental handbook and reviewed—or even signed—by both parties to acknowledge the mentoring relationship.

Provide an annual review of student progress. The objective of a periodic review—annual, at least—is to identify ways in which faculty can more effectively help students make progress in their graduate studies by routinely documenting and sharing with each student a constructive critique of that individual's efforts across the entire spectrum of mastery that the student is expected to achieve. This extends beyond course grades to offer feedback on whether the student is acquiring the full set of experiences, methods, and professional experiences that the faculty think are critical to success in the field of study. While a wide range of formats can be used, the one common feature is that faculty share the results of the review with each student in writing, and include a copy in the student's file. The intention is to provide a framework for constructive discussion of student progress toward the degree and to document suggestions, guidelines, and benchmarks provided to the student.

Promising Practices: Political Science

The department has developed a number of practices to build and maintain community. Each fall and winter semester the department sponsors a "professional development day" when faculty and graduate students from each field gather for lunch to discuss new developments in the field and anything else that comes up. Then graduate students take part in a variety of professional workshops planned by the student members of the Department's Graduate Affairs Committee. These workshops have focused on a wide variety of issues from nonacademic employment to managing stress to applying for outside fellowships.

Create structured activity for faculty and students. These events could be academic in nature, such as brown bags, colloquia, and workshops, or more socially oriented events like pot lucks, movie nights, and picnics. To establish a collegial atmosphere it is helpful to designate a space, such as a lounge. Many departments also use this space to host social events to which graduate students, faculty, staff, and families are invited.

Provide peer mentoring opportunities. In order to ease the transition to graduate student life, pair first-year graduate students with more advanced students who share similar interests. Peer mentors can familiarize incoming students with departmental culture, strategies for success in the first year, and resources at the University and in the local community.

Support professional socialization. Departments can make it easier for mentors to nurture the professional development of their graduate students by instituting certain policies and programs. For instance, a number of departments invite student participation on departmental committees, including those focusing on hiring and/or admissions. Some departments offer a special course for their graduate students who are working as graduate student instructors (GSI). Departments can require

each student to make a presentation at a seminar or brown bag, with one or two faculty assigned to provide a critique. Graduate programs can encourage students to present their work at professional meetings.

Promote successful mentoring practices. Some departments have found it useful to hold annual seminars that update faculty on the latest employment trends and internship opportunities, as well as issues such as appropriate faculty-student relations, professional standards, research responsibility, and balancing career and personal life. New faculty often benefit from formal guidance in mentoring, which can include briefings, workshops, the assignment of senior mentors, and information about campus resources.

Reward effective mentoring. Mentoring performance and outcomes are worthy of inclusion in faculty evaluation for salary and promotion. An additional means for rewarding mentoring is to factor in teaching credits for faculty who assume heavy mentoring responsibilities. Another way of honoring good mentors is through public recognition. Remember to nominate your faculty for school and college awards, and for Rackham's Distinguished Graduate Mentor Award.

Chapter 8: Mentoring in a Diverse Community

The conventional categorization of students as traditional and non-traditional has outlived its usefulness. Graduate education is continually evolving: content and practices have changed over the decades and so have the students. If we put women, students from historically underrepresented groups, international students, LGBT students, students with disabilities, and students with children all in one category, it would constitute the majority of graduate students in the U.S. The diversity of those in graduate education has forced us to consider what is worth preserving and transmitting, and what is rooted in assumptions about homogeneity and should be adapted or discarded.

Research on the role that social identity plays in an individual's ability to succeed in graduate school indicates that there are issues that call for attention and thoughtfulness on the part of their mentors. Consider how the following might pertain to your mentoring of current and future students.

Need for Role Models. Students from historically underrepresented or marginalized groups have a harder time finding faculty role models who might have had experiences similar to their own. If the faculty and graduate students in your department are ostensibly homogenous, become more involved in efforts to identify and recruit new faculty and graduate students who represent diverse backgrounds. At the same time, never forget that you can provide excellent mentoring to students whose backgrounds are different from your own.

Questioning the Canons. Students from underrepresented or marginalized groups, particularly those in the social sciences and humanities, sometimes find that their research interests do not fit into the current academic canons. Some fear that when they select research questions focusing on

race, gender or sexual orientation, faculty will deem their work irrelevant, and others will see them as being only interested in these topics for the rest of their professional careers. More commonly, they find that their experiences are missing from current theory and research. Be open to hearing students' experiences and perspectives. Ask where a student's research interests lie rather than making assumptions about them based on the student's personal characteristics or past work. Think about the ways that race, gender, sexual orientation, ethnicity, and other characteristics help to expand the types of questions that are asked in your discipline and the approaches used for answering them. Direct them to the many interdisciplinary programs and research centers across campus that may provide them with a community of scholars whose interests intersect with their own.

Feelings of Isolation. Students from historically underrepresented groups and international students can feel particularly isolated or alienated from other students in their departments, especially if the composition of the current program is homogenous. Be aware of students who seem to be finding it particularly difficult to take active roles in academic or social settings and take the initiative to include them. Ask them about their research interests, hobbies and activities outside of their program. Introduce your student to other students and faculty with complementary interests. Remind students of the wealth of organizations within or outside the University that might provide them with a sense of community.

Promising Practices: Ecology and Evolutionary Biology

The Big Sibs Mentoring Program is meant to provide a comfortable, informal way for first year students (aka Little Sibs) to learn about the culture of graduate school, our department, and how to excel at the University of Michigan. A panel of older grad students (typically 3rd and 4th year students) meets regularly with the new cohort to answer questions and help ease the transition into graduate school. In the past we found that few Big Sib-Little Sib pairs worked out; the pairings were arbitrary, rather than natural pairings based on mutual compatibility. By moving to group discussion between the incoming students and a panel of more seasoned students, new students are introduced to a broad cross-section of the department; hopefully among these students is someone each new student would feel comfortable talking to one-on-one.

Burden of Being a Spokesperson. Students from underrepresented groups often expend a lot of time and energy speaking up when issues such as race, class, gender, ability status or sexual orientation arise – or are being ignored. Instead of assuming that certain experiences are the norm, question whether race, gender, or other characteristics provide different perspectives from those being expressed. Avoid calling on male or female, black or white, old or young graduate students to be spokespersons for their gender or race or age group. While their perspective is wanted, allow them to offer it freely and remember that it is the individual's view.

Concern about speaking up in class. Certain conditions may be greater obstacles for some students than for others. For example, research has shown that an overly competitive and critical atmosphere

in graduate programs can alienate women and minority students, who lament that the system does not reward praising the contributions of other scholars. Stay attuned to what's happening in class. Try to change the tenor of discussions when they become overly critical. Set ground rules with your students for group discussions in your courses or labs, and explain how your expectations for participation will advance students' learning goals. Experiment with ways of preventing a few students from dominating your seminars.

Suffering from stereotypes. Few of us go through life without suffering the experience of others' assumptions and it still is challenging to displace that nineteenth-century gentleman scholar as the typical graduate student. While each identity group may face different issues and experiences, all students from that group will not share the same thoughts and perspectives. Social class, geographic origin, economic status, health and a wealth of other factors also play an important role in shaping behaviors and attitudes. Recognizing each student's unique strengths and scholarly promise will go far to eliminate stereotypes.

Student Perspective

He understands family and a 7-4 schedule. He understands and is willing to talk about female issues and is completely supportive... advising me of who to be careful of because they are judgmental towards women, etc.

I value that my mentors recognize that this is my graduate school experience. My mentors provide me with guidance and also allow me to make my own decisions. I also value that my mentors see me as a whole person. My personal and professional lives are interconnected and my mentors respect me beyond the work I do on a Friday afternoon.

Chapter 9: In Conclusion

Effective mentoring is good for mentors, good for students, and good for the discipline. You're probably already doing much of what's been discussed in the preceding sections: supporting your students in their challenges as well as their successes, assisting their navigation of the unfamiliar waters of a doctoral program, and providing a model of commitment, productivity and professional responsibility.

In most cases, the system works well: students make informed choices regarding faculty with whom they work; faculty serve as effective mentors and foster the learning and professional development of graduate students. During the graduate experience, students are then guided toward becoming independent creators of knowledge or users of research, prepared to be colleagues with their mentors as they complete the degree program and move on to the next phase of professional life.

In order to learn more about mentoring resources at the University of Michigan, and in particular about the Graduate School initiative, Mentoring Others Results in Excellence (MORE), contact gradstudentsuccess@umich.edu.

We've also included a few suggestions for further reading if you'd like to explore some of the topics raised in this guide, sample forms in the appendix, and a list of related resources at the University of Michigan useful for those who work with graduate students in any capacity.

Student Perspective

They treat me with respect. I understand my position as a graduate student working for accomplished individuals, yet they treat me with the respect I deserve as well. That is invaluable.

Further Reading

Association of American Medical Colleges Group on Graduate, Research, Education, and Teaching. (2006). *Compact between postdoctoral appointees and their mentors*. Retrieved January 7, 2009, from www.aamc.org/postdoccompact

Council of Graduate Schools. (1990). *Research student and supervisor: An approach to good supervisory practice*. Washington, DC: Author.

Crutcher, B. N. (2007). Mentoring across cultures. *Academe Online*. Retrieved September 5, 2008 from www.aaup.org/AAUP/pubsres/academe/2007/JA/Feat/crut.htm

Hesli, V., Fink, E., Duffy, D. (2003, July). Mentoring in a positive graduate student experience: Survey results from the Midwest region, Part I. *PS: Political Science and Politics, 36*(3), 457-460.

King, M. F. (2003). *On the right track : A manual for research mentors*. Washington, DC: Council of Graduate Schools.

Lee, A., Dennis, C., & Campbell, P. (2007). Nature's guide for mentors. *Nature*, *447*, 791-797.

Murrell, A. J., Crosby, F. J., & Ely, R. (Eds.). (1999). *Mentoring dilemmas: Developmental relationships within multicultural organizations*. Mahwah, NJ: Erlbaum.

National Academy of Sciences, National Academy of Engineering, and Institute of Medicine. (1997). *Adviser, teacher, role model, friend: On being a mentor to students in science and engineering*. Washington, DC: National Academy Press.

Nettles, M. T., & Millett, C. M. (2006). *Three magic letters: Getting to Ph.D*. Baltimore, MD: The Johns Hopkins University Press.

Paglis, L. L., Green, S. G. & Bauer, T. N. (2006, June). Does adviser mentoring add value? A longitudinal study of mentoring and doctoral student outcomes. *Research in Higher Education, 47*(4), 451-476.

Rose, G. L. (2005, February). Group differences in graduate students' concepts of the ideal mentor. *Research in Higher Education, 46*(1), 53 -80.

Tenenbaum, H. R., Crosby, F. J., & Gliner, M. D. (2001). Mentoring relationships in graduate school. *Journal of Vocational Behavior, 59*, 326-341.

Resources at the University of Michigan

Research, Writing, And Teaching

The Center for Research on Learning and Teaching (CRLT)
CRLT works with U-M faculty, graduate students, and administrators to support different types of teaching, learning, and evaluation; including multicultural teaching, technology in teaching, evaluation, and workshops, and teaching grants.
1071 Palmer Commons
100 Washtenaw Avenue
Ann Arbor, MI 48109-2218
Phone: (734) 764-0505
E-mail: crlt@umich.edu
http://www.crlt.umich.edu

Sweetland Writing Center
Sweetland offers writing assistance with course papers and dissertations to undergraduate and graduate students in the form of peer tutoring, appointments with Sweetland faculty, workshops, and additional resources.
1310 North Quad
105 South State Street
Ann Arbor, MI 48109-1285
Phone: (734) 764-0429
E-mail: swcinfo@umich.edu
http://www.lsa.umich.edu/sweetland/

Knowledge Navigation Center (KNC)
The KNC provides workshops as well as one-on-one consultation over the phone, in person, or over e-mail, on technology use related to research and writing (i.e. managing bibliographies with RefWorks and EndNote, using Microsoft Word for your dissertation, etc.).
2nd Floor Hatcher Graduate Library
920 North University Avenue
Ann Arbor, MI 48109-1205
Phone: (734) 647-5836
E-mail: knc-info@umich.edu
http://www.lib.umich.edu/knowledge-navigation-center

GroundWorks Media Conversion Lab
GroundWorks is a facility supporting the production, conversion, and editing of digital and analog media using high-end Macintosh and Windows computers equipped with CD-R drives, flatbed scanners, slide scanners, slide film exposers, and video & audio equipment.
Room 1315 Duderstadt Center
2281 Bonisteel Boulevard
Ann Arbor, MI 48109-2094
Phone: (734) 647-5739
E-mail: groundworks@umich.edu
http://www.lib.umich.edu/groundworks

Duderstadt Center
The Duderstadt Center is the library and media center on North Campus. The center houses computer labs, meeting space, the Art, Architecture, and Engineering Library, the College of Engineering Computer Aided Engineering Network (CAEN), the Digital Media Commons (GroundWorks), the Millennium Project, and Mujo Café.
2281 Bonisteel Boulevard
Ann Arbor, MI 48109-2094
Phone: (734) 763-3266
http://www.dc.umich.edu/

Center for Statistical Consultation and Research (CSCAR)
CSCAR is a research unit that provides statistical assistance to faculty, primary researchers, graduate students and staff of the University.
3550 Rackham Building (3rd Floor)
915 East Washington Street
Ann Arbor, MI 48109-1070
Phone: (734) 764-STAT (7828)
E-mail: cscar@umich.edu
http://cscar.research.umich.edu

English Language Institute (ELI)
The English Language Institute offers courses for nonnative speakers of English enrolled at, and visiting, the University of Michigan. ELI also features instructional programs, courses, workshops for graduate student instructors (GSIs), ESL clinics, and intensive English summer programs.
555 S. Forest Avenue
Ann Arbor, MI 48104-2584
Phone: (734) 764-2413
E-mail: eli-information@umich.edu
http://www.lsa.umich.edu/eli

The Career Center
The Career Center supports students and faculty with exploring and pursuing their career and educational goals by assisting with internship searches, applying to graduate school, looking for a full time job, providing career counseling, and leading workshops.
515 East Jefferson Street
3200 Student Activities Building
Ann Arbor, MI 48109-1316
Phone: (734) 764-7460
E-mail: careercenter@umich.edu
http://www.careercenter.umich.edu/

Rackham's Dissertation Resources
This website provides a list of resources at the University of Michigan that can be helpful as students navigate their dissertation process.
http://www.rackham.umich.edu/current-students/dissertation/the-dissertation

Rackham Workshops
This site lists the workshops the Rackham Graduate School offers throughout the year.
http://www.rackham.umich.edu/events

Alliance for Graduate Education and the Professoriate (AGEP)
AGEP is a program funded by the National Science Foundation to advance underrepresented minority graduate students in the fields of science, technology, engineering and mathematics (STEM) as they pursue their degrees, and to enhance their preparation for faculty positions in academia. Participating students receive professional development opportunities and mentoring.
Office of Graduate Student Success
Rackham Graduate School
915 East Washington Street
Ann Arbor, MI 48109-1070
Phone: (734) 647-5767
E-mail: mich-agep@umich.edu
http://www.rackham.umich.edu/current-students/graduate-student-success/um-agep

Support Organizations and Services

Center for the Education of Women (CEW)
Available to men and women, CEW has professional counselors who help individuals explore their educational and career goals. CEW offers grants, free and low cost workshops, post-docs, and other services to students, faculty, staff and community members whereby they advocate for women in higher education and in the workplace.
330 East Liberty Street
Ann Arbor, MI 48104
Phone: (734) 764-6005
E-mail: contactcew@umich.edu
http://www.cew.umich.edu/

Institute for Research on Women and Gender (IRWG)
The Institute for Research on Women and Gender coordinates existing research activities by bringing together scholars across campus who have related interests in women and gender studies. IRWG also provides seed money for new research projects, sponsors public events, and supports research by graduate students.

The Institute for Research on Women and Gender
1136 Lane Hall
204 South State Street
Ann Arbor, MI 48109-1290
Phone: (734) 764-9537
E-mail: irwg@umich.edu
http://irwg.research.umich.edu/

International Center
The U-M International Center provides a variety of services to assist international students, scholars, faculty and staff at the University of Michigan, as well as U-M American students seeking opportunities to study, work, or travel abroad.
1500 Student Activities Building
515 E. Jefferson Street
Ann Arbor MI 48109-1316
Phone: (734) 764-9310
E-mail: icenter@umich.edu
http://www.internationalcenter.umich.edu/

Services for Students with Disabilities Office (SSD)
SSD Office provides campus and external resources as well as assistance for students with physical and mental health conditions in a private and confidential manner.
G-664 Haven Hall
505 South State Street
Ann Arbor, MI 48109-1045
Phone: (734) 763-3000
E-mail: sswdoffice@umich.edu
http://ssd.umich.edu/

The Adaptive Technology Computer Site (ATCS)
ATCS is an ergo-assistive work-study computing environment open to U-M students, faculty and staff. The site is designed to accommodate the information technology needs of physically, visually, learning, and ergonomically impaired individuals and a personal assistant or canine companion.
James Edward Knox Center Adaptive Technology Computing Site
Shapiro Undergraduate Library, Room 1128
919 South University Avenue
Ann Arbor, MI 48109-1185
Phone: (734) 647-6437
E-mail: sites.atcs@umich.edu
http://www.itcs.umich.edu/atcs/

Spectrum Center
The Spectrum Center provides a comprehensive range of education, information and advocacy services working to create and maintain an open, safe and inclusive environment for lesbian, gay, bisexual, transgender, and similarly-identified students, faculty, and staff, their families and friends, and the campus community at large.
3200 Michigan Union
530 South State Street
Ann Arbor, MI 48109-1308
Phone: (734) 763-4186
E-mail: spectrumcenter@umich.edu
http://spectrumcenter.umich.edu/

LambdaGrads
LambdaGrads is the organization for Lesbian, Gay, Bisexual and Transgender (LGBT) graduate and professional students at the University of Michigan that provides a safe, fun and open environment for queer grad students to socialize and build community across academic disciplines.
E-mail: lambdagrads@umich.edu.

The OUTlist
The OUTlist seeks to foster professional relationships and mentoring opportunities through engaging LGBTQ faculty, staff, students, and alumni in the creation on online searchable profiles. It is a database where University community members can connect with one another and where individuals new to the community can look to for resources.
https://spectrumcenter.umich.edu/outlist/

Student Legal Services
Student Legal Services (SLS) is a free full-service law office available to currently enrolled students at the University of Michigan - Ann Arbor campus.
Division of Student Affairs
715 N. University, Ste. 202
Ann Arbor 48104-1605
Phone: (734) 763-9920
http://studentlegalservices.umich.edu/

Veterans Affairs: Transcripts and Certification
Michelle Henderson in the Transcripts and Certification Office assists students who are veterans with certification, paperwork, transcripts, veterans' benefits, and other administrative needs.
1210 LSA/Veterans
500 South State Street
Ann Arbor, MI 48109-1382
Michelle Henderson
Phone: (734) 763-9066

Veterans Affairs: Office of New Student Programs
Phillip Larson in the Office of New Student Programs assists U-M students who are veterans with their overall acclimation and adjustment to being a student at the University of Michigan (i.e. course work, finding housing, social networks, etc.).
Office of New Student Programs
1100 LSA
500 Soth State Street
Ann Arbor, MI 48109-1382
Phillip Larson
Phone: (734) 764-6413

Multi Ethnic Student Affairs Office (MESA) & William Monroe Trotter Multicultural Center
The Office of Multi-Ethnic Student Affairs and the William Monroe Trotter Multicultural Center work in conjunction with one another to provide workshops and programs that foster learning, and cross-cultural competencies that represent an array of ethnic backgrounds.
Multi Ethnic Student Affairs Office
2202 Michigan Union
530 South State Street
Ann Arbor, MI 48109-1308
Phone: (734) 763-9044
http://mesa.umich.edu/
and
William Monroe Trotter Multicultural Center
1443 Washtenaw Avenue
Ann Arbor, MI 48109
Phone: (734) 763-3670
https://trotter.umich.edu/

Graduate School Dispute Resolution and Academic Integrity Procedures
This office offers formal and informal dispute resolution services, provides resources and referrals, and can offer alternative resolutions in consultation with other offices as appropriate. Students can expect confidentiality in a safe environment.
Rackham Ombuds
1120 Rackham Building
915 E. Washington St.
Ann Arbor, MI 48109-1070
Phone: (734) 615-3682
E-mail: rayj@umich.edu
http://www.rackham.umich.edu/current-students/policies

Health and Wellness

Counseling and Psychological Services (CAPS)
CAPS provides services that are designed to help students reach a balanced university experience, ranging from various counseling services, educational and preventive initiatives, training programs, outreach and consultation activities, and guidance on how to fully contribute to a caring healthy community.
3100 Michigan Union
530 South State Street
Ann Arbor, MI 48109
Phone: (734) 764-8312
E-mail: tdsevig@umich.edu
http://caps.umich.edu/

U-M Psychiatric Emergency Services (PES)
Psychiatric Emergency Services (PES) provides emergency/urgent walk-in evaluation and crisis phone services available 24 hours a day, 7 days a week, for people of all ages. The following services are provided: psychiatric evaluation, treatment recommendations; crisis intervention; screening for inpatient psychiatric hospitalization and mental health and substance abuse treatment referral information.
University Hospital: Emercency
1500 East Medical Center Drive
Ann Arbor, MI 48109-5020
Phone: (734) 996-4747
Crisis phone service: 734-936-5900
http://www.psych.med.umich.edu/patient-care/psychiatric-emergency-service/

Psychological Clinic
The U-M Psychological Clinic provides psychological care including consultation, short-term and long-term therapy for individual adults and couples, for students and residents of Ann Arbor and neighboring communities. Services and fees are on a sliding scale according to income and financial circumstances, and the clinic accepts many insurance plans.
500 East Washington, Ste 100
Ann Arbor , MI 48104
Phone: (734) 764-3471
E-mail: clinicinfo@umich.edu
http://mari.umich.edu/adult-psychological-clinic

University Health Service (UHS)
UHS is a health care clinic available to U-M students, faculty, staff and others affiliated with U-M that meets most health care needs. For students who are enrolled for the current semester on the Ann Arbor campus most UHS services are covered by tuition.
207 Fletcher Street
Ann Arbor MI 48109-1050
Phone: (734) 764-8320
E-mail: ContactUHS@umich.edu
http://www.uhs.umich.edu/

SafeHouse Center
SAFE House provides free and confidential services for any victim of domestic violence that lives or works in Washtenaw County. Their programs include counseling, court accompaniment, information and referrals, emergency shelter, and personal advocacy.
4100 Clark Road
Ann Arbor, MI 48105
Crisis Line: (734) 995-5444 (24 hours /7 days)
Business Line: (734) 973-0242
http://www.safehousecenter.org/

Sexual Assault Prevention and Awareness Center (SAPAC)
SAPAC provides educational and supportive services for the University of Michigan community related to sexual assault, dating and domestic violence, sexual harassment, and stalking.
North Quad, 2450
105 South State St.
Ann Arbor, MI 48109-1308
Office Phone: (734) 764-7771
24-hour Crisis Line: (734) 936-3333
E-mail: sapac@umich.edu
http://sapac.umich.edu

Family and Community

The Guide to Campus and Community for Graduate and Professional Students
This online guide provides web links and information to students about numerous resources at the University of Michigan and in Ann Arbor.
http://www.rackham.umich.edu/grad-life

Students with Children
This website is dedicated to the needs of students at the University of Michigan who juggle parenting, study and work. This site is described as a "one-stop shop for all your parenting needs."
http://www.studentswithchildren.umich.edu/

Work/Life Resource Center
The Work/Life Resource Center is a starting point for U-M staff, faculty, and students as they begin to investigate resources for eldercare, childcare, and other tools for work/life balance, such as flexible scheduling and child care leaves of absence.
2072 Administrative Services
1009 Greene Street
Ann Arbor, MI 48109-1432
Phone: 734-936-8677
TTY: 734-647-1388
E-mail: worklife@umich.edu
http://www.hr.umich.edu/worklife/

University Center for the Child and the Family (UCCF)
UCCF offers a wide variety of family-oriented services to enhance the psychological adjustment of children, families, and couples. Services are offered on a sliding-fee scale and include individual and group psychotherapy for children, families, and couples, parent guidance, coping with divorce groups for parents and children, and social skills groups for children.
500 E. Washington St., Suite 100
Ann Arbor, MI 48104
Phone: (734) 764-9466
http://mari.umich.edu/university-center-child-family

Child Care Subsidy Program
The Child Care Subsidy Program provides funds to students with children to assist in meeting the cost of licensed child care.
Office of Financial Aid
2500 Student Activities Building
515 East Jefferson Street
Ann Arbor, MI 48109-1316
Phone: (734) 763-6600
E-mail: financial.aid@umich.edu
http://www.finaid.umich.edu/Home/HowtoApplyforAid/StudentswithChildCareExpenses.aspx

Housing Information Office
The Housing Information Office handles all residence halls and Northwood housing placements, provides counseling and mediation services for off-campus housing, and special services for students with disabilities, international students, and families.
1011 Student Activities Building
515 East Jefferson
Ann Arbor, MI 48109-1316
Phone: (734) 763-3164
E-mail: housing@umich.edu
http://www.housing.umich.edu/

Off-Campus Housing Resources
This program provides housing resources specifically related to living off campus.
Phone: (734) 763-3205
https://offcampushousing.umich.edu/

Appendix: Samples of Tools Used by Rackham Degree Programs

Michigan Graduate Student Mentoring Plans, Rackham Graduate School

Student Information Form, Department of Psychology

Summary Report on Laboratory Thesis Progress, Immunology

Mentoring Report, Department of Asian Languages and Cultures

Procedure for Selection of Research Supervisor, Macromolecular Science and Engineering Program,

Academic Progress Report, Women's Studies and Sociology Doctoral Program

Michigan Graduate Student Mentoring Plans

An early dialogue on the advising and mentoring relationship between faculty advisors and their graduate students or postdoctoral scholars can be an essential tool for setting up expectations for the mentoring relationship. The attached information and sample mentoring agreement offer tools for students and faculty mentors to use in defining those expectations.

It is assumed that these mentoring plans can to be modified in whatever way the individual program and advisor/advisee pair think is most appropriate to their intended relationship. These plans are not intended to serve as any kind of legal document, but rather as an agreement in principle as to the training goals of the advisor and advisee, after discussion between the two.

The attached document is based on a sample published by the Graduate Research, Education and Training (GREAT) group of the American Association of Medical Colleges (AAMC). Departments and Programs may wish to use it to create a customized mentoring plan that sets up a statement of principles governing student/faculty mentor relationships, and to be used at the time a student commits to working with a primary faculty mentor.

Tenets of Predoctoral Training

Institutional Commitment

Institutions that train graduate students must be committed to establishing and maintaining high-quality training programs with the highest academic and ethical standards. Institutions should work to ensure that students who complete their programs are well-trained and possess the foundational skills and values that will allow them to mature into independent academic professionals of integrity. Institutions should provide oversight for the length of study, program integrity, stipend levels, benefits, grievance procedures, and other matters relevant to the education of graduate students. Additionally, they should recognize and reward their graduate training faculty.

Program Commitment

Graduate programs should endeavor to establish graduate training programs that provide students with the skills necessary to function independently in an academic or other research setting by the time they graduate. Programs should strive to maintain academically relevant course offerings and research opportunities. Programs should establish clear parameters for outcomes assessment and closely monitor the progress of graduate students during their course of study.

Quality Mentoring

Effective mentoring is crucial for graduate school trainees as they begin their academic careers. Faculty mentors must commit to dedicating substantial time to graduate students to ensure their academic, professional and personal development. A relationship of mutual trust and respect should be established between mentors and graduate students to foster healthy interactions and encour-

age individual growth. Effective mentoring should include teaching research methods, providing regular feedback that recognizes contributions and insights and offers constructive criticism, teaching the "ways" of the academic research and teaching enterprise, and promoting students' careers by providing appropriate opportunities. Additionally, good graduate school mentors should be careful listeners, actively promote and appreciate diversity, possess and consistently exemplify high ethical standards, recognize the contributions of students in publications and intellectual property, and have a strong record of research accomplishments.

Provide Skills Sets and Counseling that Support a Broad Range of Career Choices

The institution, training programs, and mentor should provide training relevant to academic and other research and policy careers that will allow their graduate students to appreciate, navigate, discuss, and develop their career choices. Effective and regular career guidance activities should be provided, including exposure to academic and non-academic career options.

Commitments of Graduate Students

- **I acknowledge that I have the primary responsibility for the successful completion of my degree.** I will be committed to my graduate education and will demonstrate this by my efforts in the classroom and in research settings. I will maintain a high level of professionalism, self-motivation, engagement, curiosity, and ethical standards.

- **I will meet regularly with my research advisor and provide him/her with updates on the progress and results of my activities and experiments.**

- **I will work with my research advisor to develop a thesis/dissertation project.** This will include establishing a timeline for each phase of my work. I will strive to meet the established deadlines.

- **I will work with my research advisor to select a thesis/dissertation committee.** I will commit to meeting with this committee at least annually (or more frequently, according to program guidelines). I will be responsive to the advice of and constructive criticism from my committee.

- **I will be knowledgeable of the policies and requirements of my graduate program, graduate school, and institution.** I will commit to meeting these requirements, including teaching responsibilities.

- **I will attend and participate in relevant group meetings and seminars that are part of my educational program.**

- **I will comply with all institutional policies, including academic program milestones.** I will comply with both the letter and spirit of all institutional research policies (e.g., safe laboratory practices and policies regarding animal-use and human-research) at my institution.

- **I will participate in my institution's Responsible Conduct of Research Training Program and practice those guidelines in conducting my thesis/dissertation research.**

- **I will be a good research citizen.** I will agree to take part in relevant shared research group responsibilities and will use research resources carefully and frugally. I will be attentive to issues of safety and courtesy, and will be respectful of, tolerant of, and work collegially with all research personnel.

- **For use in relevant fields: I will maintain a detailed, organized, and accurate records of my research, as directed by my advisor.** I am aware that my original notes and all tangible research data are the property of my institution but that I am able to take a copy of my notebooks with me after I complete my thesis/dissertation.

- **I will discuss policies on work hours, sick leave and vacation with my research advisor.** I will consult with my advisor and notify any fellow research group members in advance of any planned absences.

- **I will discuss policies on authorship and attendance at professional meetings with my research advisor.** I will work with my advisor to submit all relevant research results that are ready for publication in a timely manner.

- **I acknowledge that it is primarily my responsibility to develop my career following the completion of my doctoral degree.** I will seek guidance from my research advisor, career counseling services, thesis/dissertation committee, other mentors, and any other resources available for advice on career plans.

Commitments of Research Advisors

- **I will be committed to mentoring the graduate student.** I will be committed to the education and training of the graduate student as a future member of the scholarly community.

- **I will be committed to the research project of the graduate student.** I will help to plan and direct the graduate student's project, set reasonable and attainable goals, and establish a timeline for completion of the project. I recognize the possibility of conflicts between the interests of my own larger research program and the particular research goals of the graduate student, and will not let my larger goals interfere with the student's pursuit of his/her thesis/dissertation research.

- **I will be committed to meeting with the student on a regular basis.**

- **I will be committed to providing resources for the graduate student as appropriate or according to my institution's guidelines, in order for him/her to conduct thesis/dissertation research.**

- **I will be knowledgeable of, and guide the graduate student through, the requirements and deadlines of his/her graduate program as well as those of the institution, including teaching requirements and human resources guidelines.**

- **I will help the graduate student select a thesis/dissertation committee.** I will help assure that this committee meets at least annually (or more frequently, according to program guidelines) to review the graduate student's progress.

- **I will lead by example and facilitate the training of the graduate student in complementary skills needed to be a successful researcher; these may include oral and written communication skills, grant writing, lab management, animal and human research policies, the ethical conduct of research, and scientific professionalism.** I will encourage the student to seek additional opportunities in career development training.

- **I will expect the graduate student to share common research responsibilities in my research group and to utilize resources carefully and frugally.**

- **I will discuss authorship policies regarding papers with the graduate student.** I will acknowledge the graduate student's contributions to projects beyond his or her own, and I will work with the graduate student to publish his/her work in a timely manner.

- **I will discuss intellectual policy issues with the student with regard to disclosure, patent rights and publishing research discoveries, when they are appropriate.**

- **I will encourage the graduate student to attend professional meetings and make an effort to help him/her secure funding for such activities.**

- **I will provide career advice and assist in finding a position for the graduate student following his/her graduation.** I will provide honest letters of recommendation for his/her next phase of professional development. I will also be accessible to give advice and feedback on career goals.

- **I will try to provide for every graduate student under my supervision an environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment.**

- **Throughout the graduate student's time in graduate school, I will be supportive, equitable, accessible, encouraging, and respectful.** I will foster the graduate student's professional confidence and encourage critical thinking, skepticism and creativity.

STUDENT INFORMATION RECORD FORM
GRADUATE PROGRAM NAME

Name: GRADUATE STUDENT'S NAME
Campus Address: STUDENT'S CAMPUS ADDRESS
Phone: PHONE NUMBER

Start of Program: TERM BEGAN PROGRAM

Advisor A: NAME

Advisor B: NAME

Instructions: Include **all** information from your entry into the program until now.

A. **Courses**: List (1) Name, (2) Number, (3) Term taken, (4) Grade received

Core Courses inside Graduate Program

(1) COURSE NAME	(2) COURSE NUM	(3) TERM TAKEN	(4) GRADE
(1)	(2)	(3)	(4)

Core Courses outside Graduate Program

(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)

Statistics

(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)

Cognate Courses

(1)	(2)	(3)	(4)
(1)	(2)	(3)	(4)

B. Research

1. **Master's Research**
   General area of interest: AREA OF INTEREST

   Title: TITLE
   First Reader: NAME
   Second Reader: NAME

   Proposal submitted (date): DATE
   Data Collection (dates): DATE (began) DATE (finished)
   Current Status (in progress, submitted, completed): STATUS
   Completion Date: DATE ☐ anticipated ☐ actual

2. **Qualifying / Preliminary Examination** (date): DATE

☐ Anticipated date ☐ Passed ☐ Passed with revisions ☐ Fail ☐ _____

3. **Dissertation**

General area of interest: AREA OF INTEREST

Title: TITLE

Chairperson: NAME

Committee Members: NAME
NAME
NAME

Progress to date

Prospectus (date): DATE ☐ submitted ☐ accepted

Data Collection (dates): DATE (began) DATE (finished)

Current Status (in progress, submitted, completed): STATUS

Dissertation Defense: DATE ☐ anticipated ☐ actual

C. **Other research in progress** (Please list and briefly describe the current status of each of your research projects. Please include any presentations or publications you may be working towards.)

Year One

GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE.

Year Two

GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE.

Year Three

Year Four

Year Five

D. **Publications** (List all published work, including work that is in press.)

PUBLICATION CITATION

E. **Paper Presentations** (List all paper presentations.)

PAPER PRESENTATION #1

F. **Teaching Experience** (List all courses taught at UM or elsewhere.)

List (1) Course Number, (2) Instructor, (3) Term Taught, (4) Appointment, (5) Average Evaluation

(1) COURSE NUM	(2) INSTRUCTOR	(3) TERM	(4) APPT FRACT	(5) EVAL
(1)	(2)	(3)	(4)	(5)

G. **Funding** (Please list your primary sources of funding for graduate school (tuition, books and living expenses) for each term. Examples of these sources are: UM-fellowships, non-UM fellowship, GSI, GSRA, GSSA, department training grant, temp work, work study, employment outside of UM, personal income, family income, loans.)

Year in Graduate Program	Fall	Winter	Summer
First			
Second			
Third			
Fourth			
Fifth			

H. **Please provide a short paragraph detailing what you have been doing or anything else you would like the faculty to know about your progress for the student evaluation meeting.**

Year One

GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE.

Year Two

GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE. GO BLUE.

Year Three

Year Four

Year Five

I. **As of Date** (Please enter the date you submitted this document.)

Year One: DATE
Year Two: DATE
Year Three: DATE
Year Four: DATE
Year Five: DATE

Graduate Program in Immunology
SUMMARY REPORT ON LABORATORY THESIS PROGRESS

Date:

Student:
Mentor:

Semester: **WINTER 2008**

Grade Given (S/U) _____ **PLEASE NOTE:** **Grade will need to be entered via Wolverine Access by April 28, 2008**

Summary of Research effort:

A. Time put into actual laboratory work:

   Extensive _____ Adequate _____ Little _____

B. Reading relevant scientific research articles

   Extensive _____ Adequate _____ Little: _____

C. Intellectual interest in the project:

   Extensive _____ Adequate _____ Little: _____

D. Student's capacity to grasp the appropriate concepts and follow the analytical transition between concept and experimental design:

   Good _____ Average _____ Poor _____

E. Please rank (circle) student's own intellectual input into the experimental design:

   Total passivity with All input from advisor 1 2 3 4 5 *Strong creative contribution by the student*

Please comment on the student's strengths and weaknesses in research:

Are you satisfied with the student's progress?:

When did the student's Dissertation Committee last meet and what were their recommendations? *(Please note: The Immunology Program strongly recommends that the Dissertation Committee meet within 6 months after the student passes the preliminary exam, and at least once each year thereafter until the defense.):*

I HAVE DISCUSSED THIS REPORT WITH MY MENTOR.

STUDENT SIGNATURE: _____

MENTOR SIGNATURE: _____

DEPARTMENT OF ASIAN LANGUAGES AND CULTURES

MENTORING REPORT

Student:

Committee Members:

	Excellent	Good	Satisfactory	Unsatisfactory	N/A
Current knowledge in chosen field					
Motivation and perseverance toward goals					
Ability to work independently					
Ability to express thoughts: speech/writing					
Communication/Listening Skills					
Ability/potential for college teaching					
Ability to plan and conduct research					
Linguistic competence in research field					

Circle the year in progress to degree: 1 2 3 4 5 6 7

If prelims have been scheduled, please note dates (describe fields in the comments section):

If in candidacy, is student writing chapters?

Have you seen any chapters? If yes, how many?

Will student defend this academic year? If yes, is there a date set?

Strengths	
Weaknesses	
Additional Comments The GPC is interested in knowing the committee's general appraisal of the student's performance, particularly regarding lacunae in coursework, additional or extraordinary training needs, financial issues, plans for study-abroad, and specific discussion points the committee intends to revisit in future mentoring sessions. Use extra pages if necessary. § If this is a 4th Term Review report, please describe the conclusions of the committee, highlighting any concerns that arose. Please end with a recommendation to the GPC.	

Signature of Mentoring Committee Chair _____ Date _____

Please return this form to Nicole.

UNIVERSITY OF MICHIGAN
Macromolecular Science & Engineering Program

PROCEDURE FOR SELECTION OF RESEARCH SUPERVISOR
(MacroSE790)

The choice of Research Supervisor most often occurs during the first month of enrollment and the process is as follows:

1. Register in course MacroSe 790 (1 credit) (section #004).

2. Have an interview with the Director of the Program regarding your interests and agreement on at least five faculty members to be interviewed. Director signs form enclosed.

3. Interview at least faculty members chosen who sign the enclosed form.

4. Choose two faculty members as your potential research supervisor and choose a major option of study and report these choices on the form supplied.

5. Write a report at this time to include with the selection form with one paragraph on each individual interview with the faculty members. Describe the interview and research.

6. Return the Selection of Research Supervisor form and the report to the Program Director by the end of September.

7. The Director then contacts the chosen faculty member and gives formal approval of the selection after the faculty member has agreed to accept the student.

The student and Supervisor are jointly responsible for following the Macromolecular Science Program and Graduate School requirements for the M.S. or Ph.D. degree. The Supervisor's responsibilities begin at the time of the agreement to accept the student for research supervision. In addition to supervising the research, the staff member is expected to advise the student in course elections, examinations, independent study pertinent to his/her general development as a scientist and any other matters affecting his/her general progress toward a degree. In all these matters the Supervisor should have the active assistance of the student's Dissertation Committee.

The chosen Research Supervisor may be affiliated with any of the participating departments. He need not be a faculty member of the Macromolecular Science and Engineering Program. In such cases where the advisor is not a Macro. faculty member then a Macro. faculty member must be selected as a co-chairman.

8/06

UNIVERSITY OF MICHIGAN
Macromolecular Science & Engineering
SURVEY OF FACULTY RESEARCH AND SELECTION OF ADVISOR
(MacroSE 790)

Name of Student: _____

First interview with Program Director:

Signature of Director: _____ Date: _____

Minimum of five faculty members interviewed. Have them sign below.

1. _____ 4. _____

2. _____ 5. _____

3. _____

After interviews, choose one faculty as your research advisor and one alternate.

First choice of research advisor

_____

Alternate choice for an advisor

_____

Choice of a major field of study or major option in the Program:

_____

Submit this with your short report on the interviews to the Macro Office.

****

To the chosen faculty advisor:
Are you willing to assume full support for this student commencing with the time he/she joins your group? Yes _____ No _____

Comments: _____

Signature of chosen faculty advisor: _____ Date: _____

.....

Approval by Director on behalf of Macromolecular Science and Engineering:

Signature of Director: _____ Date: _____

Academic Progress Report
Women's Studies & Sociology Doctoral Program

Over the next several years, we will work collaboratively with you to bring success to your scholarly work and to your development as a teacher. The purpose of the academic progress report is to: document and reflect on your progress as a teacher and scholar; create an annual opportunity for you to meet with your advisor about your efforts; and obtain written feedback from your advisor.

You should

- complete a draft of this form including the statement described on page 6
- download your unofficial transcript (available through Wolverine Access)
- and prepare your CV

After you complete these steps you should meet with your advisor.

After that meeting, make any revisions to your documents and electronically send your CV, progress report, personal statement, and your transcript to the Women's Studies Graduate Student Services Coordinator. In the meeting or shortly thereafter your advisor will draft a statement about your progress and will send it to you and the Women's Studies Graduate Office. *These are to be submitted before the end of the exam period in Winter term so please remind your advisor of that.*

We recommend setting up an appointment now with your advisor to be certain it takes place in time for this deadline.

Name: _____ Date: _____

Address: _____ Phone: _____

City, State: _____ Zip: _____

Advisor(s): _____

Prelim Chair(s): _____ Dissertation Chair(s): _____

WOMEN'S STUDIES COURSEWORK (Please give reason for any incomplete grades and your plans for completion)

Course	Title	Term	Grade	Instructor	Comments
WS 501	Intro to Graduate Studies				
WS 530	Feminist Theory				
WS 60	Methods Course				
WS 891	Joint PhD Research				

SOCIOLOGY COURSEWORK (Please give reason for any incomplete grades and your plans for completion)

Course	Title	Term	Grade	Instructor	Comments
SOC 500	Orientation Seminar				
SOC 505	Theory & Practice				
SOC 506	Theory & Practice				
SOC 507	Research Logic				
SOC 510	Statistics				
SOC 610	Statistical Methods				
	Research Practicum				

	Research Practicum				

TIMETABLE FOR COMPLETION OF DEGREE MILESTONES

Milestone	Term	Date (if known)	Comments
5th Term Review			
Prelim			
Professional Paper			
891 Proposal Approved			
Candidacy			
Prospectus Defense			
Diss Committee Form filed with Rackham			
Dissertation Defense			

Have you received any grades about which you have particular concerns? If so, please describe the grade and your concerns.

Indicate status of WS 891 project

- ☐ Completed
- ☐ Proposal approved and work underway
- ☐ Proposal being developed
- ☐ Not yet begun

Expected Completion Date: _____

891 Committee: _____

_____

_____

_____

Topic:

Indicate status of Sociology prelim:

☐ Completed
☐ In progress
☐ Not yet begun
Expected Completion Date: _____

Prelim Committee: _____
_____
_____
_____

If "in progress," what remains to be completed?

RESEARCH/DISSERTATION PLANS (For Candidates only)

Dissertation Committee Chair(s): _____
Members: _____
_____
_____

If you have revised your committee, have you filed your new form with Rackham? ☐ Yes ☐ No

Women's Studies requires an annual meeting with your full dissertation committee. Please indicate the date of the most recent meeting: _____

Please indicate precisely where you are in the research process:

Is this a ☐ multi-paper dissertation ☐ single manuscript dissertation

Are you ☐ collecting data ☐ analyzing data ☐ writing up results

What point? (e.g. completed first paper and drafting second): _____

If a single manuscript, which portions have you drafted? _____

Has your advisor seen your chapters? ☐ Yes ☐ Not yet

If you are planning to defend soon, have you contacted Rackham? ☐ Yes ☐ No

If you are planning to defend this term, have you registered for Sociology 995? ☐ Yes ☐ No

Prospectus Title:	
Dissertation Title:	

TEACHING Please list all teaching appointments.

2nd Year Fall	2nd Year Winter	2nd Year Summer
Course Name & No:	Course Name & No:	Course Name & No:
Supervisor if not solo:	Supervisor if not solo:	Supervisor if not solo:
Term & Year:	Term & Year:	Term & Year:
Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:
Median grade given:	Median grade given:	Median grade given:
3rd Year Fall	**3rd Year Winter**	**3rd Year Summer**
Course Name & No:	Course Name & No:	Course Name & No:
Supervisor if not solo:	Supervisor if not solo:	Supervisor if not solo:
Term & Year:	Term & Year:	Term & Year:
Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:
Median grade given:	Median grade given:	Median grade given:
4th Year Fall	**4th Year Winter**	**4th Year Summer**
Course Name & No:	Course Name & No:	Course Name & No:
Supervisor if not solo:	Supervisor if not solo:	Supervisor if not solo:
Term & Year:	Term & Year:	Term & Year:
Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:
Median grade given:	Median grade given:	Median grade given:
5th Year Fall	**5th Year Winter**	**5th Year Summer**
Course Name & No:	Course Name & No:	Course Name & No:
Supervisor if not solo:	Supervisor if not solo:	Supervisor if not solo:
Term & Year:	Term & Year:	Term & Year:
Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:
Median grade given:	Median grade given:	Median grade given:
6th Year Fall	**6th Year Winter**	**6th Year Summer**
Course Name & No:	Course Name & No:	Course Name & No:
Supervisor if not solo:	Supervisor if not solo:	Supervisor if not solo:
Term & Year:	Term & Year:	Term & Year:
Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:
Median grade given:	Median grade given:	Median grade given:

* The median score for Question 1 and Question 2 on Instructor Evaluations, found on the summary sheets for each set of evaluations. These scores are only part of an indication of your teaching progress.

Do you plan to apply to teach Women's Studies 253? ☐ Yes ☐ No ☐ Maybe Expected term/year:_____

FUNDING Please list all sources.

1st Year Fall	1st Year Winter	1st Year Summer
☐ Fellowship ☐ GSI ☐ GSRA ☐ Other	☐ Fellowship ☐ GSI ☐ GSRA ☐ Other	☐ Fellowship ☐ GSI ☐ GSRA ☐ Other
Name of Fellowship:	Name of Fellowship:	Amount:
Awarded By:	Awarded By:	Awarded By:
Term & Year:	Term & Year:	Term & Year:
2nd Year Fall	**2nd Year Winter**	**2nd Year Summer**
☐ Fellowship ☐ GSI ☐ GSRA ☐ Other	☐ Fellowship ☐ GSI ☐ GSRA ☐ Other	☐ Fellowship ☐ GSI ☐ GSRA ☐ Other
Name of Fellowship:	Name of Fellowship:	Amount:
Awarded By:	Awarded By:	Awarded By:
Term & Year:	Term & Year:	Term & Year:
3rd Year Fall	**3rd Year Winter**	**3rd Year Summer**
☐ Fellowship ☐ GSI ☐ GSRA ☐ Other	☐ Fellowship ☐ GSI ☐ GSRA ☐ Other	☐ Fellowship ☐ GSI ☐ GSRA ☐ Other
Name of Fellowship:	Name of Fellowship:	Amount:
Awarded By:	Awarded By:	Awarded By:
Term & Year:	Term & Year:	Term & Year:
4th Year Fall	**4th Year Winter**	**4th Year Summer**
☐ Fellowship ☐ GSI ☐ GSRA ☐ Other	☐ Fellowship ☐ GSI ☐ GSRA ☐ Other	☐ Fellowship ☐ GSI ☐ GSRA ☐ Other
Name of Fellowship:	Name of Fellowship:	Amount:
Awarded By:	Awarded By:	Awarded By:
Term & Year:	Term & Year:	Term & Year:
5th Year Fall	**5th Year Winter**	**5th Year Summer**
☐ Fellowship ☐ GSI ☐ GSRA ☐ Other	☐ Fellowship ☐ GSI ☐ GSRA ☐ Other	☐ Fellowship ☐ GSI ☐ GSRA ☐ Other
Name of Fellowship:	Name of Fellowship:	Amount:
Awarded By:	Awarded By:	Awarded By:
Term & Year:	Term & Year:	Term & Year:

List any honors or awards received, presentations, or published papers accomplished during the last year.

Comment on any curricular, structural, financial or advising problems that you have encountered in the last year and indicate suggestions for improvement.

PLEASE ATTACH

1. A personal statement (approximately 250 words) describing your plans for moving forward in the coming year including teaching, research, presentations/publications, department service, career planning, job search, etc.

2. A statement from your advisor (below).

FOR ADVISOR COMPLETION

Please comment on the student's progress, indicating areas of strength and plans discussed for continuing improvement.