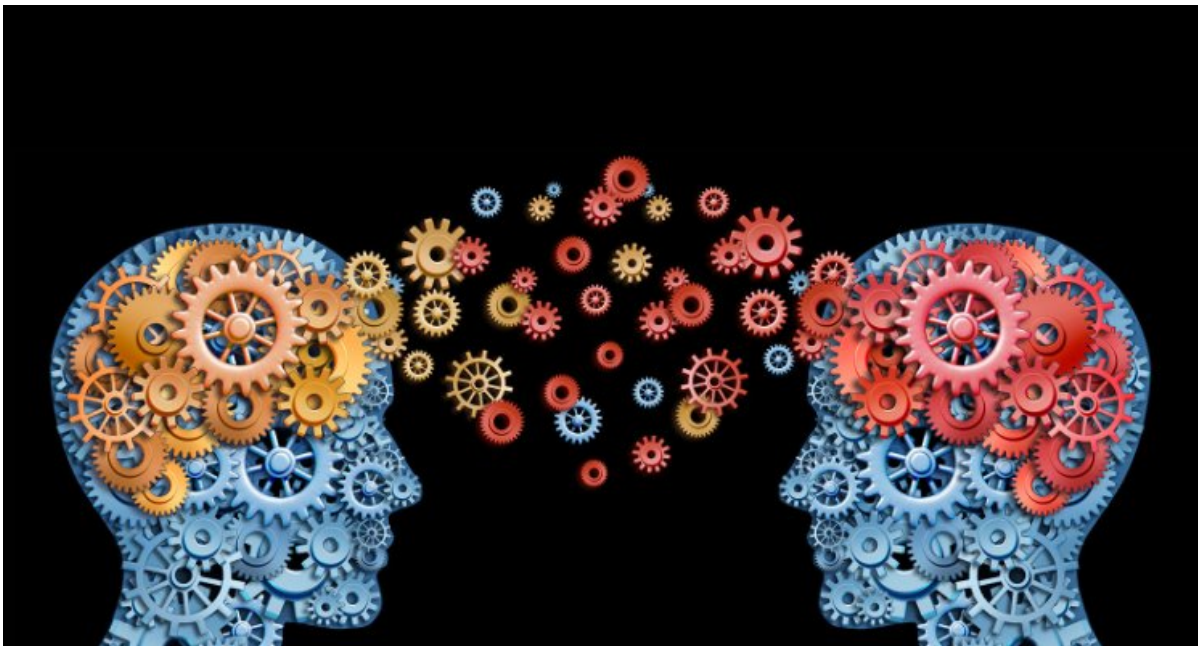


How to Get the Mentoring You Want: A Guide for Graduate Students



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

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Dear Reader:

An important part of the mission of the Graduate School is to improve the quality of the graduate student experience. Faculty mentors play a crucial role in the success of graduate students; at the Graduate School we frequently hear this message from students. While styles of advising and mentoring vary across disciplines and by personality, the fundamentals apply throughout graduate education. Our goal in creating this guide is to provide a resource for students who seek to improve the quality of their relationships with faculty.

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 graduate students; we also produce a companion volume for faculty (<http://www.rackham.umich.edu/publications>).

The recommendations in this guide draw on research, surveys, successful practices based in experience, and conversations with students and faculty. In the following pages we've included suggestions for further reading, campus resources, and examples of practices that others have found useful for cultivating a positive mentee-mentor relationship. I encourage you to share your promising practices, and suggestions for additional resources. You may send them to gradstudentsuccess@umich.edu.

I appreciate your interest in this guide and your commitment to your graduate education. I wish you every success in your graduate work and future profession.

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 students, *How to Get the Mentoring You Want: A Guide for Students at a Diverse University*, has proven to be popular item for more than a decade: it has been requested, adopted, and adapted by graduate students, faculty and staff around the country. This current edition is a thorough revision of the text first produced by staff at the Graduate School in 1999. Our 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 both students and 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, Mahta Moghaddam, Pat McCune, Laura Olsen, Brad Orr, Pamela Smock, and Jing Sun. This was facilitated by the support of Elaine Dowell and Ellen Meader. I am grateful, too, for the edits suggested by other Associate Deans at the Graduate School, Peggy McCracken and Abby Stewart.

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

Jorge Cham very generously allowed us to include strips from his series, *Piled Higher and Deeper*, which provides a delightful perspective on life in academia. We thank him for the permission to use his work, and for all he has done to lift the spirits of graduate students. Rebecca Aanerud, Assistant Vice Provost and Assistant Dean at the University of Washington Graduate School, has kindly provided permission to use two worksheets included in their mentoring guide for students. Finally, but most significantly, it is because Dean Carol Fierke is so firmly committed to ensuring the success of graduate students that this guide is possible.

Mark Kamimura-Jimenez, Ph.D.
Director, Graduate Student Success
Rackham Graduate School

Chapter 1 : What Is Mentoring and Why Is It Important?

As an undergraduate student your goal was to obtain knowledge, while in graduate school you have the additional goal of contributing to a field of knowledge. Graduate school is the professional training venue where you learn the skills you need to be successful in your chosen discipline. In order to do that, you must gain a nuanced understanding of the norms and expectations in your discipline. How can you get that?

While you will be working with a number of professors, and with one who is designated as your advisor, the mentor has the most vital role in preparing you for your future career. A faculty or research advisor is assigned by the department or program to provide advice about what courses to take, map out objectives and requirements, and generally assist with your academic plans. Although there is a close connection between mentors and advisors, those roles are not synonymous. 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.

Don't be discouraged at the thought of finding all this in one person. Rather than trying to identify someone who can give you everything, seek out various faculty who can provide you with at least a few of these components. As we will explain later, it is actually to your benefit to have multiple mentors.

Mentoring is important to you as a graduate student not only because of the knowledge and skills that are shared, but also because of the many other aspects of professional socialization and personal support that are needed to facilitate success in graduate school and beyond. Mentoring benefits you because:

- It supports your advancement in research activity, conference presentations, publication, pedagogical skill, and grant-writing.
- You 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 your graduate career.

- The experiences and networks of professional contacts your mentors help you to accrue may improve your prospects of securing professional placement.
- The knowledge that someone is committed to your progress, someone who can give you solid advice and be your advocate, can help to lower stress and build confidence.
- Constructive interaction with a mentor and participation in collective activities he or she arranges promote your engagement in the field.

As you read through this guide, bear in mind that each department and degree program has its own culture, requirements for a degree, career trajectories, and even terminology for mentorship. Because of the wide variability that exists, you will find that specific items we discuss may or may not pertain to your particular situation. For instance, in some programs students choose an advisor when they decide to come to U-M; in others they are assigned an advisor for their first year; while in still others it is possible that graduate students can progress through much of their graduate career without making formal links with faculty members.

What you need to remember is the fundamental importance of mentoring in your graduate experience. The professional socialization acquired through the mentoring relationship is essential to your success, as is the personal support and guidance that can come through mentoring.



Chapter 2: How to Find a Mentor

At a large research university like ours, you need to understand that it is your responsibility to seek out and engage the attention of faculty members. It is unrealistic to expect that a professor will come along, recognize that you would benefit from a mentor, and generously provide that interpersonal as well as professional relationship.

Academic advising for graduate students is provided a number of ways during the course of the degree program; the particular format depends upon the program. Academic advising concerns program requirements, obligations, milestones, deadlines and so on. Typical venues are at orientation shortly after arrival, in subsequent periodic cohort orientations, and in annual meetings with the Grad Chair. Often students are assigned a faculty member with common research interests. Sometimes this advisor may also become a mentor. But remember that your advisor, even your committee chair, may never have commitment and engagement with your success that is the hallmark of a mentor.

Many graduate students feel hesitant about initiating contact with a faculty member. Especially in the early stages of graduate school, students often need guidance on how to choose faculty with whom to study; so much more with those who may be possible mentors.

Start the selection process by undertaking a critical self-appraisal. You must understand what you personally need to thrive as a graduate student before you can recognize who might meet those needs. Ask yourself, and discuss with people who know you well, such questions as:

- What are my objectives in entering graduate school?
- What type of training do I desire?
- What are my strengths?
- What skills do I need to develop?
- What kinds of research or creative projects will engage me?
- How much independent versus team work do I want to do?
- What type of career do I want to pursue?

You can identify potential faculty mentors within or outside your department by using a variety of formal and informal means. For example, familiarize yourself with professors' work to gain a sense of their past and current interests and methodologies. Immerse yourself in departmental academic and social activities in order to see how faculty interact with colleagues and graduate students. Enroll in classes taught by faculty who most interest you; also be sure to attend their public presentations. Finally, ask advanced graduate students about their advisors and mentors. Share your interests and ask them for suggestions about whom you should meet.

Chapter 3: Challenges Facing Faculty

While not all faculty may realize this, 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 faculty as it ensures the quality and commitment of the next generation of scholars. Effective mentoring advances the discipline because these mentees often begin making significant contributions long before they complete their graduate degrees. Faculty know that students with good mentors are more likely to have productive, distinguished, and ethical careers that reflect credit on the mentors and enrich the discipline. Effective mentoring helps to ensure the quality of research, scholarship and teaching well into the future.

Remember, though, that faculty members need to balance the many demands that are made of them. A partial list of their responsibilities may include: teaching undergraduate and graduate courses; advising undergraduate and graduate students; serving on dissertation committees; researching or working on creative projects; writing grant proposals; writing books and articles; reviewing the work of their students and colleagues; serving on departmental and university committees; and fulfilling duties for professional organizations. The pace of these demands does not let up over time. Junior faculty face the pressure of preparing for tenure review, which means they have to be engaged in an active research agenda. As faculty become more senior, and their national and international prominence increases, the demands for their time and energies only grow.

Women and minority faculty may face additional challenges. They often mentor a greater number of graduate students than their peers. Students seek them out not only because of their research and professional interests, but also because of their gender and/or race. Be sensitive to the heavy mentoring load of minority and female faculty by always being efficient with the time they give you. Accept that they may not take you on as a mentee, and be open to the fact that you may need to seek mentorship from those who seem quite different from you.

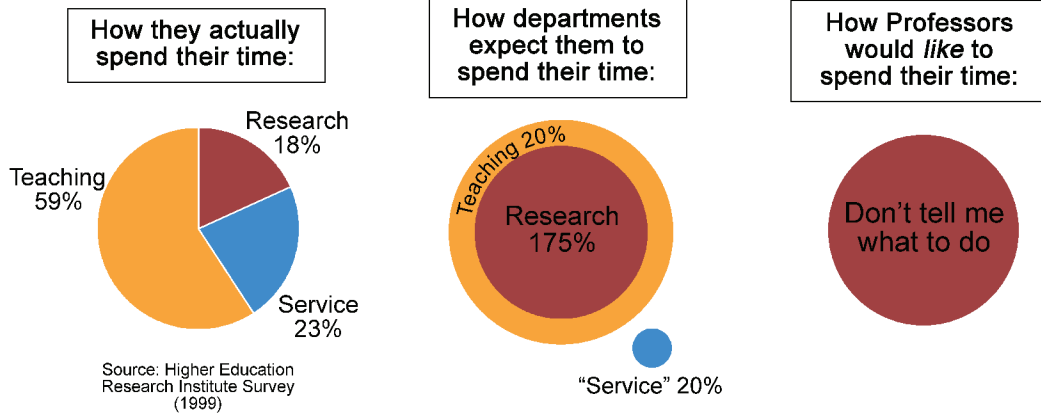
Unfortunately, some people think that historically marginalized faculty members may be less effective in providing access to the resources and professional networks that graduate students need. Keep in mind that one of the reasons for having a team of mentors is to take advantage of the strengths that each one brings to your personal and professional development. In fact, by working with faculty members who have been historically marginalized in the academy, you may be helping them. Your current and future productivity may have a positive impact on your mentor's professional success.

Some female and male students expect women faculty to be more nurturing and emotionally supportive than their male counterparts. Junior female faculty are in an especially difficult situation because excessive time spent in mentoring may jeopardize the time they have to carry on the work needed for their own career success. If you feel disappointed with the way a woman faculty member responds to you, ask yourself whether you would have the same reaction if the professor was a man.

In the course of assembling your mentoring team, keep a critical eye on your own behaviors and expectations. Do you have higher esteem for certain categories of faculty than for others? If you

are being critical of a faculty member, could it be that you are reacting to a style, an accent or a speech pattern that makes you consider them in a critical light? Are you mindful of their professional obligations? Don't let unexamined assumptions stand in the way of developing successful mentoring relationships.

HOW PROFESSORS SPEND THEIR TIME



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Chapter 4: Establishing a Mentoring Relationship

In order to establish a mentoring relationship on firm footing, be prepared for your initial meetings and have realistic expectations. The objectives of these initial meetings are to make a positive impression and to establish a working rapport. You also want to assess whether a particular faculty member is a good fit for you. Keep in mind that the mentoring relationship is one that evolves over time and often begins because of a particular need. Don't approach these meetings as if you are asking someone to be your mentor – an initial conversation is simply the first step.

You are ready for an in depth conversation once you have examined your own academic and professional goals and familiarized yourself with the professor's past and current work. Come to the meeting ready to generate a conversation that will reveal what the faculty member would like to know about you.

Mutual Interests: Faculty will want to know if you have research, scholarly, academic and or creative interests similar to theirs. Make certain that you know how your prior academic, professional, or personal experiences might relate to his or her interests. Ask about current work and discuss the ways in which these intersect with your interests as a graduate student.

Goals: Faculty want to work with motivated students who are not only eager but also signal that they want to prepare to move onto the next level of their professional growth with the mentor's guidance. State your goals as you see them right now. Ask about ways you can further explore these goals through reading, coursework, research projects and professional training.

Initiative: Take action rather than wait to be told what to do. For instance, ask questions about issues recently discussed in class or about a visiting scholar's presentation. Solicit suggestions about other people and experiences that will help you develop your skills and knowledge.

Skills and Strengths: Show why this person should invest in you. Talk about what qualities you would bring to a professional relationship — research or language skills, creativity, analytical techniques, computer skills, enthusiasm, and commitment.

In addition to telling them about yourself, you need to seek further information about this faculty member. In order to assess the type of support you can expect to receive from a particular faculty member you will need to familiarize yourself with that person's expectations. It is essential to communicate clearly from the start about your respective roles and responsibilities.

Availability: To understand how much time the professor will be able to give to you, inquire about his or her other commitments. How frequently will you be able to meet? Ask about the faculty member's plans at the University. Does the professor anticipate being at the University during the entire time in which you are a student here? Will he or she be away from the department for extended periods (on sabbatical or on a research project) and if so, what arrangements could be made to stay in communication?

Expectations: Ask how often you might expect to receive an assessment of your general progress, and the nature and format of these evaluations. Determine what the professor considers to

be a normal workload. How many hours does he or she think you should be spending each week on your research or creative project? Does the professor prefer to communicate through e-mail, in person or by phone?

Potential support: Depending upon your program and funding commitments, you may have questions about opportunities for teaching or funding through grants. For example, if you are in the STEM fields, ask whether the professor has appropriate space and laboratory equipment for your needs. What is the size of the professor's research group and is this optimal for you? Will these remain available until you complete your program? If you are in the humanities ask about how many terms of teaching you might expect and at what point you might receive guidance with the grant writing process.

Drafts: Discuss the professor's expectations of what first drafts should look like before they are submitted. Find out if he or she is willing to accept rough drafts, and preferences for revisions and editing.

Publishing and Presentations: Determine to what extent the professor is willing to help you prepare your own articles for publication. Ask whether the professor co-authors articles with graduate students and make certain you understand the disciplinary standards for first authorship. Similarly, depending on the program, find out if the professor collaborates with students for conference presentations, public performances or exhibitions. Is the professor willing to devote time to prepare your research or creative work for presentation?

In any meeting with faculty who may be prospective mentors, always respect his or her time. Be sure you know how much time is available to you in this meeting, and be aware of how quickly time is passing as you try to cover these topics. If you need additional time, schedule another meeting to discuss remaining items and learn more about each other. If you decide that you would like to develop a professional relationship with a faculty member after these initial meetings, wait until you have something substantive to discuss before you schedule another meeting. Always remember to thank them for their time and let them know the progress you are making in pursuing suggestions they gave you.



Chapter 5: Your Responsibilities as a Mentee

Having thoughtfully established a mentoring team, you must then maintain these relationships in a professional manner. It is imperative to show by your attitude and actions that you are a responsible junior colleague. As a graduate student it is your responsibility to develop and demonstrate your abilities to be an independent scholar and researcher.

At the same time, you should remember that your mentors will not all share the same perspective. For example, one may feel that her role is to assist with revising articles for publication and preparing you for conferences, but not to sympathize with your personal crises. Another may see his role as your cheerleader for the long term, ready to listen to your private concerns but not to spend hours on data analysis. So be realistic about what any single mentor can do for you and be sensitive to each person's view of your mentoring relationship.

Faculty are more likely to respond to requests for specific types of assistance that they know they can provide. Analyze what you need from an individual faculty member and explicitly ask for assistance that will help you address that need. If you ask for an excessive amount of help, you run the risk of having faculty feel they are doing your work. What is "excessive" will vary by professor and discipline. Discuss this with your mentor if you have any concerns. Keep in mind the following general guidelines for professional behavior as a graduate student.

Work Plan

- Develop a work plan that includes both short-term and long-term objectives as well as a series of deadlines for completing each step.
- When modifications seem necessary, discuss these with your mentor and agree upon a new work plan.
- Contact your mentor at regular intervals (expectations vary by discipline and stage of study) to discuss your progress.
- Pursue additional training and experiences you need in order to achieve your professional goals.

Meetings

- Show up for scheduled meetings on time.
- Meetings will be most productive when you accept responsibility for leading the meeting. Your role is to raise the issues and questions while the professor's role is to respond.
- For each meeting, be prepared with an agenda of topics that need to be discussed - and prioritize them so you are asking your most important questions first.

- At the conclusion of the meeting or through e-mail, summarize any agreements that have been reached. Also restate what you will be doing and what the mentor committed to do to assist you. Ask them to respond if they disagree with anything you have stated. Follow up on what you agree to do.
- If your mentor is facing a work emergency at the time of your meeting, offer to reschedule the meeting, shorten it, or handle the matter over e-mail. Be flexible, but remain committed to getting what you need in a timely manner.
- If you need to cancel a meeting, make sure that your message is left in a manner that reaches the professor. Do not rely solely on one form of message.

Critique and Editing

- Clarify how often the faculty member will give you feedback about your general work and your progress.
- Read the books or articles your mentors suggest, and let them know what you thought about those suggestions.
- Ask when you can expect them to return papers.
- Find out if they tend to provide a lot of comments or very few, so that you won't be taken aback later on.
- Do not submit a draft to a faculty member in its roughest form (unless otherwise instructed by the professor.) Seek the professor's input once you are confident you have a presentable draft. Be sure to proofread the document carefully. If you have doubts about the quality of your work, ask a more advanced student to read your paper first. Ideally, this person should be familiar with both the professor and the topic so s/he can make remarks about the content and style.
- Do not ask professors to re-read an entire paper if only certain sections have been revised. Instead, mark the new or edited sections by underlining them, putting them in boldface, or by using a different font.
- If you disagree with a particular criticism, demonstrate that you are willing to consider that point. If after thinking about it for some time you still disagree, demonstrate your ability to defend your ideas in a professional and well-thought-out manner.

Professional Development

- Attend departmental lectures and other activities such as job talks.
- Join professional associations and societies.

- Attend conferences and use these opportunities to network with others.
- Seek out opportunities to present your work in your department or through outside conferences, publications, performances.
- Attend teaching workshops and discipline-specific pedagogy classes.
- Take advantage of formal and informal opportunities to improve your understanding of research responsibility and professional ethics.

Portfolio and References

- Maintain a professional portfolio in both electronic and paper-based versions that serves to document your accomplishments. Bear in mind that these can be used for a variety of purposes and should always be focused and concise.
- When requesting a reference, provide updated copies of your curriculum vitae and the location or copy of your portfolio for materials that can amplify the c.v.
- Leave clear written instructions as to when the letters are due and to whom to send them. Attach a stamped and addressed envelope for each letter. If you have several letters, create a calendar for your mentor that lists application deadlines.
- Provide a short description about the fellowship, grant, or program for which you are applying.
- Provide details about how you are structuring your application and what points you would like your mentor to emphasize.
- Submit these materials with enough advance time for your mentor to write a letter.
- In case the professor misplaces the application materials, keep extra copies of all forms.
- Ask how your mentor prefers to be reminded of deadlines, if needed.

Clearly establish with your mentor a set of expectations and essential commitments. Problems in mentoring relationships most often occur because of misunderstandings and lack of explicit communication. Some people find it helpful to specify a mutual agreement about their respective roles and responsibilities. One method of doing this is the use of a written compact or set of core expectations. Mentor and student can use the written agreement as the basis of a discussion to acknowledge they have established a mentoring relationship and to review the responsibilities of both mentor and mentee.

“

Tell me and I forget,
teach me and I may remember,
**INVOLVE ME
AND I LEARN.**

”

Benjamin Franklin



© Andreas von der Heydt - Great Leaders need Great Mentors

Chapter 6: What to Do if Problems Arise

If the terms of a mentoring relationship have been clearly established at the outset, there should be few problems between you and the professor as you move through your graduate program. But occasionally situations do arise which hinder timely completion of degree work, such as the birth of a child or a family crisis. If this happens to you, be sure to take the initiative and contact your mentors. Discuss your situation with them, providing the information you feel they need to know. As soon as possible, get back to them with a new timeline for completing your degree. Be sure the revised plan is realistic and that you can meet the new deadlines.

By the same token, remember that situations occasionally arise for faculty members that could impede your work and progress. For instance, other demands on your mentor may hinder his or her ability to meet with you or provide prompt feedback about your work. If something like this happens repeatedly, you should talk about this with the faculty member involved. Do this in person, when it first becomes evident that there is a problem. Face-to-face meetings can lead to more satisfactory results than e-mail, since one's tone and message can be easily misconstrued when communicating online or even by phone.

You may find that, despite talking with your mentor, you need to develop a strategy that keeps your work on schedule while maintaining the mentoring relationship. Other students who work with this particular faculty member can tell you if the behavior is typical, and may be able to suggest some possible resolutions. Your peers can also explain the norms in your department regarding frequency of meetings, turn-around time for feedback, and general availability of faculty.

Departmental staff such as the administrative assistants or grad coordinators also can clarify departmental expectations and standards, and may be able to provide suggestions on how to resolve problems based on past experience. Administrative staff also should know about other people or offices on campus that can assist you.

Sometimes other faculty members in your program can give you advice on how to deal with problematic issues that arise with one of your mentors. Here you can see one of the best reasons to develop a team of mentors to support your efforts in graduate school. If you want someone to intercede on your behalf, other faculty members can often provide guidance about how to proceed.

Finally, if you are not able to resolve issues with your mentor on your own, or with the advice of other faculty and staff, you may find it advisable to talk to the graduate chair or your department chair. At any point, you may find it helpful to talk things over with staff at the Rackham Graduate School. Please contact Darlene Ray-Johnson, Rackham Ombuds (647-7548 or rayj@umich.edu) about ideas and strategies for resolving problematic mentoring issues.



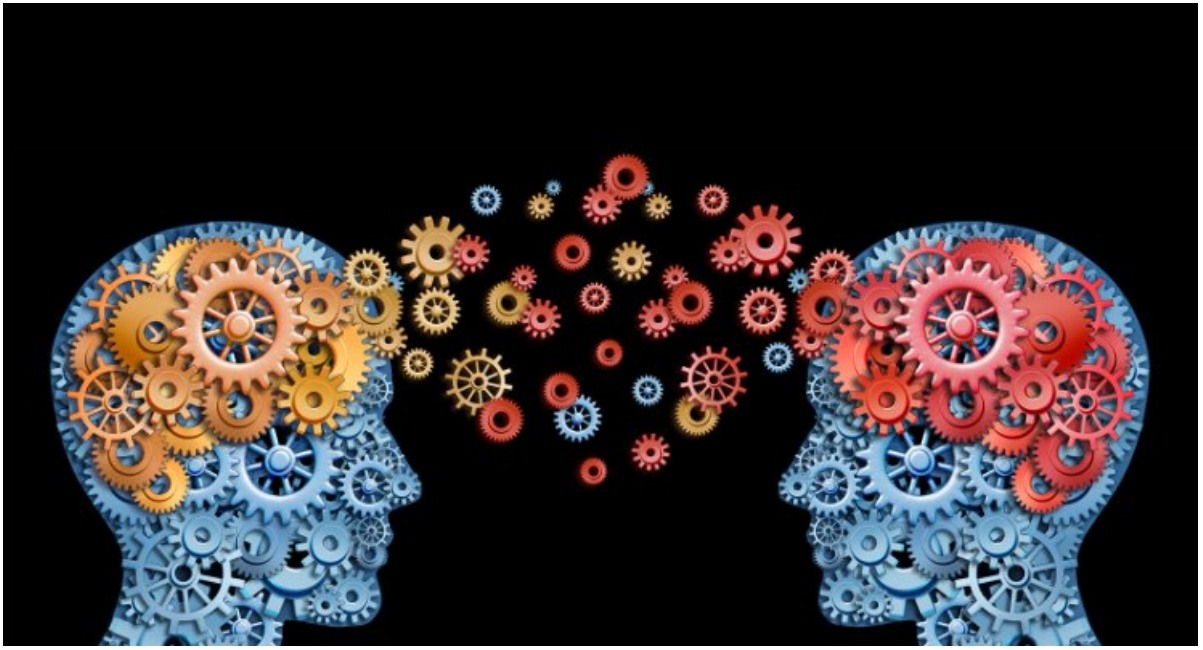
Chapter 7: Changing Advisors

Not all advisors turn out to be mentors. You may find that the faculty member you thought would be best for advising your course selection, guiding your research and chairing your dissertation committee is not, in fact, the right one for you. Don't panic. There is no fault in discovering that the first person you thought would mentor you is not a good fit for your objectives in pursuing a graduate degree.

Changing advisors is common in some fields of study and less common in others. It is easier for students to change advisors in departments that encourage students to work with multiple faculty. In all cases, changing advisors is best accomplished if you enter the process with an attitude of respect for your advisor. Here are some basic guidelines.

- Remain professional at all times. Think through the most diplomatic way to express to your advisor – and to others – why you would like to make this change. Avoid doing or saying anything to others in the university community (including your fellow students) that would embarrass you if it were repeated to your advisor.
- Seek the advice of a trusted faculty member and other professional staff to determine whether it is in fact desirable to change your advisor. This is especially true if the relationship has a long history and/or if it occurs at the dissertation phase of your career.
- Before you make any decisions about discontinuing the relationship with your current advisor, approach another suitable faculty member and inquire about the prospect of serving as your advisor. Avoid saying anything negative about your past advisor and explain your desire to change only in professional terms.
- When you do decide to make a change, be sure to inform your advisor promptly, no matter how awkward this may be. Be sure that you try to work out any differences with your advisor before you move on. If you owe your past advisor any work, be sure to discuss this and arrange a schedule for completing all outstanding obligations.
- Be sure to complete or update any formal paperwork that contains information about your advisor (e.g., the Dissertation Committee form if your new advisor will serve on your committee).

Not all advising relationships are successful, often for appropriate reasons based in changing research interests or conflicting commitments. As in any work situation some supervisory relationships are more productive than others. It's up to you to make certain that your behavior is professional at all times if you decide to terminate that relationship and complete your degree under the direction of another faculty member.



Chapter 8: Issues for Underrepresented Students

All of us at the Graduate School know that a diverse graduate student population greatly enriches the scholarly, cultural, and social activities at the University. The Graduate School is committed to examining the issues which students from historically underrepresented or marginalized populations face, with the expectation that ultimately this will be of assistance to all of our graduate students.

If you are a student from an underrepresented group, realize that the concerns you may have, and any problems you encounter, often face others as well. If you are not from an underrepresented group, the following material should still provide you with insight into your colleagues' experiences. Such insight is crucial for all graduate students as you develop and hone your professional skills. While there is, of course, a great deal of variability in the experience of each group, many students tell us about common themes.

Need for Role Models: Students from historically underrepresented or marginalized groups have a harder time finding faculty whose background and experiences may have been similar to their own.

- Work with your faculty mentors to get names of other people in your department, across the university, or at other universities who may have had experiences similar to yours.
- Don't lose sight of the fact that you can receive very good mentoring from faculty who are of a different gender, race or culture. After all, past generations of minority scholars did just that.
- When job openings arise, you may have the opportunity to work within your department or program to identify qualified job candidates who represent diverse backgrounds. Attend the job talks and meet these potential faculty mentors.

Questioning the Canons: Students from underrepresented or marginalized groups, particularly those in the social sciences and humanities, sometimes find that their perspectives or experiences do not fit comfortably into the current academic canons. A safe environment is needed to share thoughts and values in the course of exploring and possibly challenging traditional analyses.

- Be prepared to show a faculty member the value and relevance of new lines of inquiry. Formulate a strong, reasoned argument about the importance of this question to the growth of your field. Introduce a scholarly article or essay as an example of the work you would like to do. Test your argument by talking with peers and others who could give you helpful feedback.
- Unfortunately, not all students meet with success in doing this. Some students are able to find other faculty who are receptive; others change the focus of their dissertations with plans to resume this interest after they complete their degrees; while still others change graduate programs.

- There are many interdisciplinary programs and research centers across campus that may provide you with a community of scholars with interests similar to your own, including the Center for Afro-american and African Studies, the Institute for Research on Women and Gender, the Latin American and Caribbean Studies Program, the Native American Studies Program, the Program in American Culture, and the Women's Studies Program.
- Be open to hearing other people's experiences, particularly those people whose backgrounds differ from your own. Think about the ways that race, gender, sexual orientation, ethnicity, and other characteristics help to expand the types of questions that are asked and the approaches used for answering them.

Being Categorized as a Single-Issue Scholar: Some students are concerned that by selecting dissertation topics that focus on such issues as gender, race, or sexual orientation, others will see them as being only interested in these topics for the rest of their professional careers.

- Throughout your graduate school career, demonstrate the breadth of your intellectual curiosity through your contributions in classes, seminars, brown bags and lectures.
- As you develop your mentoring relationships, be clear with the faculty about the range of your research interests.
- When you go out on the job market, be sure to talk about the full range of your research and teaching interests.
- Ask about others' research interests rather than making assumptions about them based on their personal characteristics or past work.

Feelings of Isolation: Students from historically underrepresented groups can feel particularly isolated or alienated from other students in their departments.

- Ask mentors or peers to introduce you to students and faculty with complementary interests.
- Investigate organizations within or outside the University that might provide you with a social support and a sense of belonging. Some examples are cultural and religious groups, as well as reading groups and professional associations.
- Be aware of students who seem to find it difficult to take active roles in academic or social settings and find ways to include them. Take the initiative to talk with them. Ask them about their research interests, hobbies and activities outside of school.

Burden of Being a Spokesperson: Students from underrepresented groups may expend a lot of time and energy speaking up when issues such as race, class, gender or sexual orientation arise or are being ignored. These students point out how most of their peers have an advantage in not carrying such a burden.

- Seek out support and strategies from others facing this same situation. Plug into other networks in your department or across campus. Perhaps one of the many student groups can help you.
- Don't assume your personal experiences are the norm. Question how race, gender, or other characteristics provide different perspectives from your own.
- When you see students taking on spokesperson roles, tell them and others what you have gained from their contributions to class discussion. Words of appreciation are always valued.

Work-Life Balance: Students often express the sense that faculty expect them to spend every waking minute of their day on their work. This perception of faculty expectations, accurate or not, troubles students who find it very important to maintain balance and a sense of proportion in the amount of time devoted to graduate work.

- Every semester, workshops or panel discussions exploring the topic of balancing work and home are sponsored by such units as the Graduate School, Counseling and Psychological Services, and the Center for the Education of Women. These workshops are open to all students.
- Seek out role models whom you can talk to about how they balance the differing components of their lives.
- Demonstrate through your behavior and work that you are focused and productive during the times you are in your office or lab.

Keep in mind that many factors shape people's behaviors and attitudes. You can help erase stereotypes by recognizing each student's unique strengths and scholarly promise. Think, too, about the ways you have been socialized and make efforts to increase your awareness and knowledge about these issues—for yourself and for others.

Chapter 9: From Mentee to Colleague

Effective mentoring is good for mentors, good for students, and good for the discipline. A mentor is there to support you with your challenges as well as your successes, to assist as you navigate the unfamiliar waters of a graduate degree program, and to provide 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, your mentors will guide you toward becoming independent creators of knowledge or users of research, prepared to be colleagues with your mentors as you complete the degree program and move on to the next phase of professional life—career advising from colleagues in more senior positions.

We have provided here an overview and guidelines that should help you to find, and make the most of, the mentoring you need for a successful graduate experience. 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 suggestions for further reading if you'd like to explore some of the topics raised in this guide, a few samples of documents mentioned here, and a list of related resources at the University of Michigan useful for all graduate students.



Further Reading

- Bloom, D. F., Karp, J. D. & Cohen, N. (1999). *The Ph.D. Process: A Student's Guide to Graduate School in the Sciences*. Oxford University Press. Ch 2: Selecting an Advisor and Ch. 5: The Absent Professor.
- Cahn, S. M. & Stimpson, C.R. (2008). *From Student to Scholar: A Candid Guide to Becoming a Professor*. Columbia University Press.
- Churchill, H. & Sanders, T. (2007). *Getting Your Ph.D.: A Practical Insider's Guide (Survival Skills for Scholars)*. Sage Publications Ltd.
- Cohen, G., Steele, C. & Ross, D. (1999). Providing Critical Feedback Across the Racial Divide. *Personality and Social Psychology Bulletin*. Retrieved April 27, 2010 from <http://psp.sagepub.com/cgi/content/abstract/25/10/1302>
- 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.
- Farmer, V.L. (2006). *The Black Student's Guide to Graduate and Professional School Success*. IAP LLC. Ch 9: "Finding a Faculty Mentor to Help Guide You through the Doctoral Process."
- Hawley, P. (2010). *Being Bright is Not Enough: The Unwritten Rules of Doctoral Study*. Springfield: Charles C. Thomas.
- Marshall, S. & Green, N. (2010). *Your Ph.D. Companion: The Insider Guide to Mastering the Practical Realities of Getting Your Ph.D.* How To Books. Ch 3: You and Your Supervisor.
- Murrell, A. J., Crosby, F. J., & Ely, R. (Eds.). (1999). *Mentoring dilemmas: Developmental relationships within multicultural organizations*. Mahwah, NJ: Erlbaum.
- 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.
- Peters, R. (1997). *Getting What You Came For: The Smart Student's Guide to Earning an M.A. or a Ph.D.* Farrar, Straus and Giroux. Ch 13: Playing Politics: Building a Reputation; Ch 15: Choosing and Managing Your Thesis Committee; Ch 23: Swimming with the Mainstream: Returning Students, Women, Minorities and Foreign Students.

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.

Walfish, S., Hess, A.K. (Eds.) (2001). *Succeeding in Graduate School: The Career Guide for Psychology Students*. Psychology Press. Ch 8: Students and Faculty; Ch 9: The Mentoring Relationship in Psychology Training Programs.

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 Ave.

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 S. State Street

Ann Arbor, MI 48109-1285

Phone: (734)764-0429

E-mail: sweetlandinfo@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

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

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

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 E. Washington St.

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 E. Jefferson

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 E. Washington St.

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 E. Liberty St.

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.

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/>

Campus Connections: A Guide to Campus Resources for Students of Color from the Office of Academic Multicultural Initiatives

http://www.oami.umich.edu/i/global/publications/book_camconn-05-06.pdf

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 St.
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 S. 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 S. State St.

Ann Arbor, MI 48109-1382

Phone: (734) 763-9066

Michelle Henderson

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 S. State St.

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 S State Street

Ann Arbor, MI 48109

(734) 763-9044, <http://mesa.umich.edu/>

and

William Monroe Trotter Multicultural Center

1443 Washtenaw Avenue

Ann Arbor, MI 48109

(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 S 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
1500 East Medical Center Drive
Reception: Emergency Medicine
Ann Arbor, MI 48109-5020
Phone: (734) 996-4747
Crisis phone service: (734) 936-5900
(24 hours / 7 days)
<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
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 Rd.
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, Room 2450

105 S. State Street

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 elder-care, 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/>

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 E. 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>

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>

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,
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/>

Michigan Graduate Student Mentoring Plan

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. This sample mentoring agreement offers a tool 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 following 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.

Worksheet 2: Mentee expectations

Use this worksheet to develop an understanding of what you expect to gain from your mentoring relationships. By clarifying your own expectations, you will be able to communicate them more effectively to your mentors. Add items you deem important.

The reasons I want a mentor are to:

- Receive encouragement and support
- Increase my confidence when dealing with professionals
- Challenge myself to achieve new goals and explore alternatives
- Gain a realistic perspective of the workplace
- Get advice on how to balance work and other responsibilities, and set priorities
- Gain knowledge of “dos and don’ts”
- Learn how to operate in a network of talented peers
- Other _____

I hope that my mentor and I will:

- Tour my mentor’s workplace/explore various teaching or work sites
- Go to formal mentoring events together
- Meet over coffee, lunch, or dinner
- Go to educational events such as lectures, conferences, talks, or other university events together
- Go to local, regional, and national professional meetings together
- Other _____

I hope that my mentor and I will discuss:

- Academic subjects that will benefit my future career
- Career options and job preparation
- The realities of the workplace
- My mentor’s work
- Technical and related field issues
- How to network
- How to manage work and family life
- Personal dreams and life circumstances
- Other _____

The things that I feel are off limits in my mentoring relationship include:

- Disclosing our conversations to others
- Using non-public places for meetings
- Sharing intimate aspects of our lives
- Meeting behind closed doors
- Other _____

I hope that my mentor will help me with job opportunities by:

- Opening doors for me to job possibilities
- Introducing me to people who might be interested in hiring me
- Helping me practice for job interviews
- Suggesting potential work contacts for me to pursue on my own
- Teaching me about networking
- Critiquing my resume or curriculum vitae
- Other _____

The amount of time I can spend with my mentor is likely to be, on average:

- 1 2 3 4 hours each week / every other week / per month (circle one)

Adapted from: Brainard, S.G., Harkus, D.A. and George, M.R.(1998), A curriculum for training mentors and mentees: Guide for administrators. Seattle, WA: Women in Engineering Initiative, WEPAN Western Regional Center, University of Washington.

Worksheet 3: Planning for first meetings – a mentee’s checklist

Use this checklist to plan initial meetings with your mentors in light of what you hope to achieve over the long term.

- _____ Arrange first meeting with a prospective mentor
- _____ Explain your goals for meetings and ask how confidentiality should be handled
- _____ Discuss with your mentor what you both perceive as the boundaries of the mentoring relationship.
- _____ Review the current experience and qualifications. Record these on a professional development plan (see Worksheet 4).
- _____ Discuss and record your immediate and long-term goals. Explore useful professional development experiences in view of these goals. Discuss options and target dates.
- _____ Discuss and record any issues that may affect the mentoring relationship such as time, financial constraints, lack of confidence, or newness to the role, etc.
- _____ Arrange a meeting schedule with your mentor (try to meet at least once a quarter). Record topics discussed and feedback given at each meeting. Request that meeting records be kept confidential and in a safe place.
- _____ Discuss with your mentor the following activities that can form part of your mentoring relationship:
 - Getting advice on strategies for improving teaching or research
 - Organizing observation(s) of teaching and providing constructive feedback
 - Organizing a session of work shadowing (in a campus or other employment setting)
 - Getting advice on issues or concerns with colleagues in study or research groups
- Providing feedback from other sources (students, faculty, administrators, and other mentors in or outside the university)
- _____ Create a mentoring action plan that reflects different professional development needs at different stages of your graduate program.
- _____ Encourage your mentor to reflect regularly with you on your goals, achievements, and areas for improvement. Compose a brief reflection essay (e.g., ½ page) prior to each meeting.
- _____ Amend your mentoring action plan as needed by focusing on your developing needs.

Adapted from: Mentoring towards excellence: Section 4: Handbook and guidelines for mentors and mentees. Association of Colleges and the Further Education National Training Organisation, Learning and Skills Council: Coventry, England.

**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 _____ DATE _____
began finished

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

Completion Date: _____ DATE _____ anticipated actual

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

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.

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.

Year Three

Year Four

Year Five

