GSS

The Graduate Student Senate of
CASE WESTERN RESERVE UNIVERSITY

A Mentoring Guidebook for Faculty:

helping graduate students grow into respected professionals and trusted colleagues

2007-2008

A Mentoring Guidebook for Faculty:

Helping Graduate Students Grow into Respected Professionals and Trusted Colleagues

A Publication of

2007-2008 GSS Subcommittee on Mentoring

This Guidebook was created entirely by the GSS Subcommittee on Mentoring, a group of graduate student volunteers who spent many long hours during the 2007-2008 academic year continually drafting, editing, and improving this document.

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Faculty Reviewers

To get the faculty perspective, the GSS Subcommittee on Mentoring contacted the following group of exemplary Case Western Reserve University faculty mentors who volunteered to review and offer suggestions on our draft document. The committee cannot possibly thank you enough for your outstanding service, suggestions, advice, and enthusiasm, all of which vastly improved this Guidebook. Each of you truly epitomizes the word 'mentor'.

Robert Bonomo, *Pharmacology*

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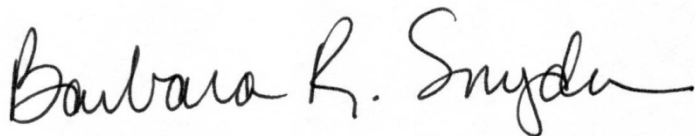
Remarks from President Barbara R. Snyder

"…fundamentally, graduate education is about people."

This statement, from the April, 2008 national report, *Graduate Education and the Public Good*, neatly summarizes why this document is so important to Case Western Reserve University. In many ways, the academic stature of a university rests on the strength of its graduate programs. And the strength of those programs depends directly on the depth of academic engagement between faculty and graduate students.

I commend the Graduate Student Senate for recognizing the need for this handbook and pursuing its development with such thoughtfulness and care. Its authors have spent an extraordinary amount of time gathering information from their graduate student peers, faculty members, and resources at other universities. The result is a publication of great value to professors and students alike. It offers both insight and overall strategies, always with a focus on advancing academic excellence. I strongly encourage you to read through the entire document, and also to keep it on hand for ready reference in the future.

Sincerely,

Barbara R. Snyder

Barbara R. Snyder
President

Welcome, from the President of the GSS

$\mathcal{W}$elcome to the Graduate Student Senate's guidebook for faculty mentors of graduate students, and thank you for showing interest in our humble efforts toward enhancing the relationships between faculty and graduate students at Case Western Reserve University.

Perhaps the biggest transition from undergraduate to graduate education is that while the undergraduate student soaks up existing knowledge in preparation for a career, the graduate student trains and contributes new knowledge to his/her field of study in preparation for making such contributions on his/her own. Easing this transition is where the faculty mentor's job begins, in my opinion, and it evolves as the mentor facilitates the student's growth toward an end that, one day, success will be reflected back on the mentor through the student's own achievements. Perhaps even more satisfying, the personal fulfillment that results from sharing in the transition, the growth, and the achievements can be immeasurable and everlasting for both the mentor and the student.

In my conversations with faculty and students, it became immediately clear to me that "easing the transition" and "facilitating growth" are open-ended roles with little tangible description of how they are accomplished. Consequently, reflections of success and obtaining that rewarding personal fulfillment can be often and unfortunately missed. This is where our guidebook hopes to help.

This guide outlines best practices in mentoring that I genuinely believe faculty mentors will find invaluable in helping them ease the undergraduate-to-graduate transition for their students and for assisting in their growth. And ultimately, I hope the guide will help ensure that the personal fulfillment between a mentor and his/her protégé—among the most satisfying benefits within academia—will rarely, if ever, be missed.

With best wishes,

Kevin M. Speer
GSS President, 2007-2008

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Best Practices for Mentoring Graduate Students

I. What Is a Mentoring Relationship?

Mentoring is a close, individualized relationship that develops over time between a graduate student and a faculty member. In addition to academic and professional guidance, the relationship includes the establishment of mutual respect, care, and concern. Mentors, as described by The Council of Graduate Schools, are:

Advisors, people with career experience willing to share their knowledge; supporters, people who give emotional and moral encouragement; tutors, people who give specific feedback on one's performance; masters, in the sense of employers to whom one is apprenticed; sponsors, sources of information about and aid in obtaining opportunities; models of identity, of the kind of person one should be to be an academic (Zelditch, 1990).

As Zelditch suggests, mentoring involves a constellation of activities that transcend just advising or simply guiding a student through a project. It also involves supporting students throughout all aspects of their graduate careers and beyond. This is not meant to suggest that a mentor should try to fulfill all the roles described herein for every student. In fact, one of a mentor's responsibilities is to help students cultivate *multiple* mentoring relationships, and to do so both inside and outside the University's community of scholars. The following quote from a Case Western Reserve faculty member is an elegant description of the mentoring relationship:

"It seems to me that mentoring is a process that should be continually negotiated by the participants. Good mentors are the people who cross our paths at crucial moments, moments when we are ready to learn from their wisdom and experience. So at any given time, the best mentor may be the senior scholar who inspires you with her insight, the graduate student colleague who shares his classroom strategies, and/or the

department assistant who takes the time to explain vital graduation paperwork. A good mentor - someone who possesses knowledge, experience, and the ability to explain both to novices in her field - is really only a small part of good mentoring. As a process, mentoring – perhaps counter-intuitively – implies a good measure of self-reliance: the "expert" can only tell you what has worked for her; you have to decide how that information and experience relates to your own hopes, dreams, and talents."

- CWRU Faculty Member

II.   The Benefits of Mentoring

Your role as a mentor to graduate students is one of the most important and potentially rewarding relationships you will have as a faculty member at Case Western Reserve University. We encourage you to dedicate yourself to providing the best mentorship possible to your graduate students, as it will not only benefit your students, but you as well. As one CWRU faculty member told us, "Beyond the obvious interpersonal benefits—gaining new, trusted colleagues; enjoying my interactions with students more; sharing ideas and life experiences—being a mentor to graduate students helps me stay current in my fields of scholarly interest." Strong mentoring helps students develop into successful and productive professionals – professionals who, with good memories of their advisor, will bolster the mentor's long-term success in return. Not only are you likely to gain a valuable colleague, but you may also gain a trusted friend and engaged alumnus. Research shows that students who have good mentoring relationships have higher productivity levels, a higher level of involvement within their departments, and greater satisfaction with their programs (Green & Bauer, 1995).

III.   Before You Start

The most important aspects of a strong mentoring relationship are clear, efficient communication and the establishment of expectations. By communicating your expectations and concerns to your

students—and by listening and responding to *their* expectations and concerns—you will lay the foundation for a productive and rewarding working relationship.

Before beginning any mentoring interaction, you may find it useful to begin by thinking about *your* days as a graduate student and the mentoring you did or did not receive. Consider the following:

- What kind of mentoring did you have? If you didn't have a mentor, what aspects of graduate school were difficult for you? How did you cope with them? Would you have found your time as a graduate student more productive and satisfying if you had a good mentor?

- If you are a new faculty member and did not have a mentor in graduate school, consider speaking with a current faculty member who has already successfully mentored several graduate students. You might also consider interviewing graduate students in your department and asking them what they like most about their mentors.

- What did you like and dislike about the mentoring you received?

- How well did your mentors help you progress through your graduate program?

- How well did your mentors prepare you for your career?

- Are you still in contact with any of your former mentors? In what way(s)?

- What did you not receive in the way of mentoring that would have been helpful to you?

- What could your mentor have done differently to be more effective?

Additionally, you may want to think about what you want from your graduate student so that your own expectations are established. The following questions are examples of what you might consider thinking about:

- What sort of mentor do you want to be?

- What are your expectations of your students?

- What are your communication preferences (email, phone, etc.)?

- What do your students need to know to succeed in your program?

- What are the national and international organizations (publishers, journals, resources, etc.) in your field that students would benefit from knowing?

Answering these two sets of questions can help you develop a vision of the kind of mentor you want to be as well as consider the most appropriate ways you can mentor students both inside and outside your field.

IV. The Basics of Good Mentoring

While advising graduate students on the progress and development of their academics, research, and/or creative projects is a key role of a good mentor, there is much more to a successful mentoring relationship. In fact, we encourage both faculty and students to cultivate mentoring relationships beyond the traditional student-advisor relationship that is the norm of academia. Having mentors who are outside their immediate field of study can be extremely valuable in providing students with a broad perspective and a source of fresh ideas. If you find yourself mentoring students from outside your field, department, school, or even university, feel free to adjust your mentoring style and the advice from this handbook to meet the unique needs of each circumstance.

Ultimately, the goal of mentoring graduate students is to give them the instruction and support they need to develop into professionals and colleagues. In other words, mentoring requires a balance of guidance and authority. This means responding to the many academic and, sometimes, non-academic issues that students may face. One of the largest challenges facing mentors today is to maintain the delicate balance between treating students as intellectual and professional partners on the one hand, while asserting the degree of authority needed to motivate them and help them become successful on the other. The following suggestions can help establish just such a balance.

Engage Graduate Students in Ongoing Conversations

"My advisor and I have developed a great relationship over the years. I feel like I can bring any problem – from personal to academic to research – to either my research or academic advisors and get meaningful, helpful advice."

- CWRU Graduate Student

"My advisor takes time to talk with me about my interests outside of science. He knows that I like sports and will often come into my office just to ask, 'What's new in the world of sports today?'"

- CWRU Graduate Student

- A simple 'hello' in the hallway makes a big difference. Take the time to ask a student about his or her courses or current work.

- Let students know they are welcome to talk with you at any time.

- Be in touch with the students you mentor multiple times each semester.

- Knowing that the mentoring relationship is a 'two-way street', it may make a big difference if you contact those students who seem to be remote or whose behavior changes in some way.

- Some professors invite students out for coffee or to their homes for dinner so that discussions can take place in more informal settings and away from the distractions of the office.

Demystify Graduate School

"In addition to helping me negotiate the many hoops to be jumped on the way to the degree, my advisor has also given me sound professional advice, assisted me with conference and job preparation, and suggested strategies for balancing work and life issues. Without her guidance and support, I believe my progress would have been much slower and more difficult."

- CWRU Graduate Student

"I was very stressed out about finishing my research and other requirements on time for May graduation and finding a job, all at the same time. However, I didn't tell my advisor this. AT the end of one of our meetings, he told me that he noticed I had been very stressed and wanted to reassure me that I was on track for graduation. This was a very positive experience in my mind, because he was attentive to my behavior and was able to provide the reassurance that I needed to help me get through the stressful time."

<div align="right">- CWRU Graduate Student</div>

- Recent program guidelines and the CWRU Mentoring Guidebook summarize important information. Share and discuss these documents with your students.

- New students rarely know what questions to ask or what certain terminology means. It is likely that they are hearing terms such as "qualifying exams" or "prelims" for the first time. Be sure that you define terminology or your field's "jargon," as needed.

- There are many aspects of graduate education that are unwritten and/or vague. You can help by clarifying your program's expectations for coursework, comprehensive exams, dissertation procedures, research, creative work, and teaching.

- For each stage of the graduate career, discuss the criteria that are used to determine what quality work is.

- Alert students to possible pitfalls, especially those that may affect their career and/or program status.

Provide Constructive and Supportive Feedback

"My mentor changed the course of my research and my life by putting me back on track when I was lost. This reinvigorated my desire to learn, to dream, and to be bold in my research. He is a constant source of creative inspiration."

<div align="right">- CWRU Graduate Student</div>

- Provide students with forthright assessments of their work. You should not assume that students know what you think about a piece of their work just because you have graded or approved it.

- Be sure to provide feedback on a student's work in a timely manner. Delays in responding can hinder their progress and can also cause some students to become disheartened. Likewise, it is important for students to submit their work in a timely fashion, so making time-related expectations clear is crucial to an effective, constructive, and successful mentoring relationship.

- Temper criticisms with praise when it is deserved. Remind students that you are holding them to high standards with the intention of helping them improve.

Stay on Top of Your Student's Progress

"I postponed my orals because I felt that I just wasn't ready; I needed a bit more time. Rather than letting me 'disappear', my advisor made sure that I rescheduled the exams immediately, for a month later. That kept me on task and gave me just the amount of time I needed to consolidate my knowledge and be successful on my exams."

- CWRU Alumna

- If a student is falling behind in his or her work, you should not automatically assume that this reflects a lack of commitment. Talk with the student to determine what the problem might be. Perhaps the student is overwhelmed; maybe s/he is simply unclear about what s/he is supposed to do next; maybe s/he dislikes the project or the people with whom s/he is working; perhaps there are non-academic-related issues at play. Be sure to address issues like these as soon as possible. Both you and your students will benefit from this kind of close oversight. You might consider opening such a dialogue with a friendly and concerned email to the student.

- If you find it difficult to understand how or why the student could be falling behind—be it due to coursework, research, or degree requirements—try reflecting on your expectations for time, workload, etc. Think back to when you were a graduate student: how you were treated and what was expected of you? Did you ever feel overwhelmed?

- If you see problems that lead you to believe a student is incapable of completing his or her degree, address them as soon as possible. If you ignore or delay facing such concerns, the damage to you and the student might grow as time passes.

Provide Encouragement and Support

"My advisor has been my mentor for more than five years. I look to her for help in the clinical area as well as in research. When my mother and father died over the course of this program, she has been right there for me, supporting me and helping me prioritize. With her help and expertise I was awarded an NRSA grant; I never would have applied if I had not had her support."

        - CWRU Graduate Student

"My mentor has been personally engaged and interested in my research, which helps to motivate me. I have been given positive reinforcement, but not so much that I feel inclined to feel smug or comfortable with the status or quality of my work."

        - CWRU Graduate Student

- Encourage students to discuss their ideas – even those ideas students might fear are naïve or 'crazy.' They can do this with you and their student colleagues.

- Encourage students to try new techniques and expand their skills, and encourage creative thinking and problem-solving. Keep in mind that a lot of this can be accomplished by offering your student(s) exposure to new experiences.

- Let students know that it is okay to make mistakes. Remind them how much is learned from errors.

- Let students know that it is normal for a student to suffer from anxiety and insecurity about whether or not they truly belong in graduate school. Most students experience this at some point in time. Assure them they have the skills and abilities to succeed, if you believe that they do.

- Try sharing some of the important lessons you've learned—even through your own missteps or failures—as a means of reassuring graduate students that professional development is not a straightforward progression.

- Teach students how to break large tasks into smaller ones to avoid being overwhelmed by the nature of graduate work. Try to emphasize time and project management, as well as how to delegate or engage in collaborative work.

Help Foster Networks

"When I was a young graduate student, I was presenting a poster at a conference. My advisor, who was not an expert in the field that I was interested in, acquainted himself with the literature and identified three people he wanted to introduce me to, should they be at the conference. They were, and he facilitated that meeting. At the following year's conference, those people remembered me and sought me out."

- CWRU Graduate Student

"At a recent conference my mentor introduced me to several very prominent academics in our field and proceeded to tell them all about what I'm interested in researching for my dissertation. It was amazing!"

- CWRU Graduate Student

- If you cannot provide something a student needs, suggest other people who might be of assistance, whether they be other CWRU faculty, graduate students, alumni, departmental staff, retired faculty, or faculty from other universities.

- Within the department and at conferences, introduce students to faculty, professionals, and other graduate students who have complementary interests.

- Some professors actively build a community of scholars by coordinating meetings or potluck dinners among students who share similar academic interests.

Provide Professional Development Opportunities

"Recently, a graduate student brought an international conference to my attention. We collaborated on the panel proposal, which included other colleagues in the field, and I think we both enjoyed the chance to present our work together. The most rewarding part of the experience, however, was learning that the student's paper had been solicited by the conference organizers for a special issue of a scholarly journal. The whole process—from proposal writing to funding requests (both of us secured external funding to cover travel expenses) to presentation and publication—was more of a success than I would have ever anticipated."

<div align="right">- CWRU Faculty Member</div>

- Let your students know up front that you want them to succeed.

- Create opportunities for students to demonstrate their competencies. For instance, take your students to important meetings and conferences and encourage them to make presentations so that they can gain some visibility.

- When you feel a student is prepared, suggest or nominate him or her for fellowships, projects, and/or teaching opportunities.

- Be an advocate for a student if and when necessary.

- Promote the student's work within and outside your department.

Treat Students with Respect

"I have ongoing positive experiences with my mentor. He provides me with guidance while also allowing me a lot of room for my own creativity and independence. He fosters a lab atmosphere of mutual respect and values each individual's unique experiences and perspectives."

- CWRU Graduate Student

"During my tenure at Case, I had two major medical conditions which resulted in financial, academic, and scheduling hardships. My advisor was repeatedly willing to negotiate with me on timelines and work schedules while I worked to find a way to balance the challenges of my personal situation with the requirements of my program."

- CWRU Graduate Student

- A common complaint among students is that they do not feel they have the professor's full attention when they are talking with them. Try to minimize interruptions during meetings with students. Take note of your body language: Do you often look at your watch or do other things while your student is talking that might lead him/her to believe that s/he doesn't have your full attention?

- Have a system for remembering previous conversations with the student. Many faculty members maintain notes on discussions with students and then file them away in a folder separate from a student's official record. They review these files prior to scheduled meetings with their students.

- Ask your students for their input on projects you are working on if you believe that they have a special interest in or knowledge about them. Tell your students what *you* learn from *them*. This helps students realize that they are potential colleagues.

- If a student's curriculum vita reflects that s/he has engaged in activities relevant to the program, try to acknowledge any skills and experiences that you feel may contribute to his/her success.

Provide a Personal Touch

"My relationship with my research/academic advisor has been one of the highlights of my graduate experience at CWRU. Her mentoring is one of the main reasons I chose to remain at Case for graduate school. She is a wonderful role model and inspires her students to do their best."

- CWRU Graduate Student

- Students may need to discuss certain academic and non-academic issues that arise while they are in graduate school. It is reassuring for them to know that they can come to you with these issues and be greeted with genuine concern. Being open and approachable is particularly important when a student is shy or comes from a different cultural background. (Refer to Part Two for additional information on international students and other student groups.)

- Help students find creative solutions for issues that arise. Try referring to personal research or other examples to which the student may relate. If you cannot personally help, try to refer students to someone who can.

- If you feel a student can benefit from professional counseling, be aware of the resources that are available. (See individual sections' resources for more information.)

Make Yourself Available to Graduate Students

"I most appreciate the fact that my advisor is accessible and always willing to talk about my work. She is also very understanding about balancing work and home life, which is incredibly important to me."

- CWRU Graduate Student

While it may be the graduate student's responsibility to seek the mentoring relationships they need, this process is more comfortable for students if you explicitly let them know you are willing and able to be a mentor or to help them find an appropriate mentor. A good way to achieve this is by

attending events at which new graduate students will be present, such as departmental seminars or social gatherings. Although you may not be in the position to take on a new graduate student, your positive presence might encourage students to get to know you or ask for your insight. Many students find mentors with whom they feel comfortable talking, even though they do not directly work with them; this should be encouraged.

V.   Clarifying Expectations

Most problems in mentoring occur due to poorly defined expectations between the faculty advisor and the graduate student. To avoid this, you and your student need to discuss your respective roles and responsibilities. Although you do not necessarily have to set up a formal written agreement, some mentor/student partnerships benefit when mutual agreements are specified in writing. (Refer to Appendices B and C for examples.) As a part of the mentoring process, it is normal to revise the expectations you and your student have of one another. You may also need to adjust your mentoring style according to the unique needs of your students. (Refer to Part II.) Below are some suggested areas of expectations you may want to discuss with your student.

Student Point of View

Be sure to give your student a chance to add his or her input on topics of discussion. The mentor/student dialogue needs to be such that both parties are willing and able to "meet halfway" when discussing their expectations.

Time Commitment

Be explicit about the time commitments that you expect from your students. For example, let students know how often you expect them to work nights, weekends, etc.

Many research projects require domestic or foreign travel to off-site research facilities or professional conferences. Make sure that students understand these obligations and will be able to meet them.

Feedback

Discuss how often you will give the student feedback about his or her general and specific progress, and clearly characterize your feedback style so the student knows what to expect. If you tend to give a lot of criticism, tell them in advance, and let them know that it is to further their professional growth. If you tend to give sparse criticism, let them know that as well.

Also tell students how long it will generally take you to review and critique their work. Let them know how they can best remind you about receiving feedback if they do not hear from you within a specified timeframe. For instance, perhaps you would appreciate a polite reminder via e-mail or telephone a few days before the agreed-upon date. Each time students submit something to you, let them know when they can expect you to return it.

Meetings

Talk with your students about how frequently you will be able to meet with them. Be explicit if you have a heavy travel schedule, are about to take a sabbatical, or will be assuming an administrative position. If you will not be able to meet often enough to satisfy a student's needs, discuss alternative means of communication such as e-mail, and/or give them the names of others with whom they can consult.

It is also helpful to talk to students about the kinds of issues that you feel require a face-to-face meeting and the kinds that can be dealt with in other ways. Let them know whether you use e-mail and what types of issues you think are best dealt with electronically. Also let students know if they may contact you at home, under what circumstances that might be appropriate, and during what general times it is appropriate to call.

Most professors want students to take the responsibility to arrange and lead their meetings. If this is true for you, make it very clear. Emphasize that students need to be prepared with an agenda of discussion items, and that it is up to them to make the most out of your allotted time together.

Program/Career Roadmap

Ask each of your graduate students to develop and share with you—preferably in writing—a roadmap that includes short- and long-term goals, as well as the timeframe for reaching those goals. This roadmap will need to be revised periodically, so it is a good idea to schedule times to revisit these plans with students.

Make sure that the student's roadmap meets your program's requirements and that it can be accomplished reasonably. Ask the student to be in contact with you periodically each semester to update you on progress made and obstacles encountered. Discuss any additional training and/or experiences the student needs in order to achieve his or her goals. If modifications to the timeline are necessary, agree upon a new chronology for the roadmap.

Drafts

Discuss your expectations of what first drafts of abstracts, papers, protocols, presentations, etc. should look like before they are submitted to you. For example, if you do not want students to hand in rough drafts, suggest that they first share their work with a trusted peer or a writing group. If a number of successive drafts are submitted, ask students to highlight the new or revised sections to save you from unnecessarily rereading the full document.

Take the time to sit down with your students and help them develop the style of writing that is professional and appropriate for your field. Not only will this help students improve the effectiveness of their communication, it will also make reading and editing their writing easier for you.

Publishing and Presenting

Discuss your philosophy and expectations about co-authorship and your ability to help your students prepare work for submission to journals, conferences, presentations, and/or performances. This should be done before a project is started, rather than when you reach the finish line. In some disciplines, particularly those in the humanities, authorship is a solitary endeavor. Explain your own

philosophy of graduate student publishing, and offer guidance as to how students in these disciplines might approach getting their work published.

Recommendation Letters

Let students know how much lead time you need to write letters on their behalves. Be completely open with how comfortable you feel about writing a letter for the student. If you do not feel that you can write a strong, positive letter, explain this to the student. A weak letter of recommendation can be a potential career-killer.

Discuss when and in what way(s) you prefer to be reminded of an upcoming deadline for a recommendation letter. Let students know that they can help you by providing information about the fellowship, grant, or program for which they are applying and by providing updated copies of their curriculum vitae. You may also find it helpful if they provide details about how they are structuring their applications and what points they want you to emphasize.

Intellectual Property

Before working with students on a project, clarify who owns the data that is being collected and whether or not others will have access to it. Also discuss the ownership of any copyright and/or patent agreements that may result from a project.

VI.   First Meetings

In a similar version of this guidebook catered to graduate students, it is suggested that students undertake a critical self-appraisal before they meet with potential mentors. Students will be better able to assess whom they should add to their "mentoring team" if they have first identified their own needs and the type of people with whom they work best. The following questions are part of the student self-appraisal process. They are presented in this context with bulleted suggestions for you, the prospective mentor. We encourage you to review them as potentially useful points of discussion

for your early meetings with students; and if you feel comfortable doing so, let students know that you once wrestled with these questions yourself.

What are the student's goals for graduate school and beyond?

- Find out about the student's previous educational experiences and why s/he decided to attend graduate school. What does the student hope to get out of his/her graduate education?

- Discuss your own research or creative projects and point out how they complement and/or diverge from the student's interests.

- New graduate students are often unsure of exactly where their academic interests lie. Try to help students identify their interests by recommending courses, projects, lectures, books, or other materials that will expose them to a range of topics within their field.

- Offer suggestions about other training and/or work experiences the student should seek that will help him/her achieve his/her goals.

- Refer the student to other people inside or outside the University whom s/he should meet. If you know such a person well, offer to send a letter of introduction on the student's behalf.

What are the student's strengths and weaknesses?

- Ask students about their prior academic, professional, or personal experiences.

- Ask students about their skills (creative, analytical, statistical, etc.), and offer ideas about courses or experiences they could take in order to improve those skills.

- If you know students from classes or projects, share your impressions about their strengths, as well as the areas in which you think they need to improve.

What is the student's work style?

- Discuss with the student what type of guidance s/he seeks. How much independence does the student want?

- Discuss your work style and the ways in which you interact with your graduate students. This might include the level of independence that you expect of your students and how much time and attention they can expect to receive from you.

- Ask the student about people in his/her past who have been important mentors. Inquire about how these people were effective in helping the student.

VII. General Advice to Give to Graduate Students

What do graduate students need to know about finding mentors? You may find it helpful to discuss some of these concepts with your students and let them know that these things truly are important to their success.

Students should…

…Be proactive

Graduate students should not take it personally if they find that faculty members are not approaching them. Encourage your students to be proactive and initiate contact with other faculty members; often the most appropriate time for this kind of contact is during professors' regularly scheduled office hours. Be sure to let your students know if you use your office hours exclusively for course-related concerns,

…Find multiple mentors

Rather than trying to find one perfect mentor, graduate students will often benefit from having multiple mentors, each of whom can provide something the students need. By carefully selecting multiple mentors, students increase the likelihood that they will receive appropriate assistance and support. Mentors for graduate students can include faculty within or outside of the CWRU departmental faculty; staff and even other graduate students can serve as mentors. On the other hand, it is also important to remember that, in some cases, having multiple mentors is not the best option for a student. For example, in some programs where research is specialized and highly focused, having multiple mentors could potentially create mixed signals regarding the nature and direction of the student's research program. As such, there should always be a balance between the number of mentors and the level of their input into a student's program.

…Have realistic expectations of mentors

Students should identify what they need from an individual mentor and explicitly ask for those things; this goes back to the crucial principles of clear communication and the establishment of expectations. It is easier for a mentor to respond to specific requests for assistance than to general, more vague requests for mentorship. Try to make your students feel comfortable asking you for specific things.

…Be visible

Students need to understand the importance of being seen in their departments. Students should be told that office and hallway conversations are an important means for building and maintaining relationships. In addition, students who have a visible presence are more likely to be perceived as being committed to their program. If students have a departmental office, they should use it. Students should also attend departmental lectures, meetings, and social events.

…Take themselves seriously

Graduate students need to make the transition from thinking of themselves as bright students to seeing themselves as potential colleagues. Ways to facilitate this include attending departmental

lectures and other activities; joining professional associations and societies; attending conferences and networking; and seeking out opportunities to present their work inside and outside of their departments or programs.

…Be responsible

Students should show up for scheduled meetings on time and be prepared with an agenda of what they need to accomplish. They need to take responsibility for periodically updating their mentors about the progress they are making and the difficulties they are encountering. As one faculty member says to her students: "Take charge, and *own* your education."

Additionally, departments and advisors often invest many resources (e.g., money and time) in their graduate students. Students should be aware of these investments made on their behalves and be responsible members of the University community. Because their work is often part of a greater whole, progress on projects should be made in a timely fashion so as not to delay others' efforts.

…Be actively engaged in the profession

Students should demonstrate that they are involved in their programs, courses, and research. If you have specific expectations for this (e.g., such as being up-to-date on the literature), this should be explicitly conveyed to the student. Encourage and help them join international, national, and local groups or societies that share similar project interests.

…Receive criticism in a professional manner

Students need to accept criticism of their work in a professional fashion. This does not mean they have to agree with everything that is said, but they do need to show a willingness to consider other points of view. If students disagree with a critique, they should demonstrate their ability to defend their ideas without becoming argumentative.

…Let mentors know they are following their advice

Faculty members want to know that the time they spend with their students is being put to good use. For example, after reading books or articles a faculty member suggests, students should share their reactions with them. Indeed, these interactions frequently turn into valuable learning experiences.

VIII. How Departments Can Encourage Mentoring

Both you and graduate students will benefit if your department has explicit guidelines for mentoring students. If your department currently has preexisting mentoring practices, consider how integrating some of the suggestions in this section might improve upon what you are already doing. This section also provides some suggestions that might help your department establish such practices if it lacks the kind of guidelines necessary to encourage productive mentoring.

Assign a First-Year, Temporary Advisor

To facilitate graduate student interaction with faculty immediately upon entry into graduate school, assign new students a temporary faculty advisor. Students and faculty can be paired based upon stated interests. Each advisor should be encouraged to meet with their advisees at least twice during the academic year to review course selections, to ensure compliance with departmental requirements, and to answer students' questions that arise.

After this first year, it should be viewed positively if graduate students want to change advisors. It needs to be made clear to faculty and graduate students that developing a relationship with someone else is a signal of a student's growth and progress. Both the graduate student and the advisor need to take responsibility for selecting a counterpart with whom they can successfully work. This will hopefully minimize the need for changing advisors/graduate students in the future, due to things like a personality conflict, the student refusing given advice, etc.

Faculty/Graduate Student Lunch Program

Designed especially for new graduate students, the Faculty/Graduate Student Lunch program provides opportunities for students to sign up for lunch with several different professors during their first year, allowing students to meet a variety of faculty and potentially discover mutual interests. Since individualized attention is critical for the success of this program, lunch groups should be kept as small as possible, perhaps with no more than four students meeting with a faculty member at one time. To help students assess which faculty they might want to meet, departments could circulate professors' recent curriculum vitae or put them on a website. The department can support such programs by making funds or space available for these lunches. To reduce or even eliminate costs, attendees could be asked to bring their own lunches.

Peer Mentoring Programs

Peer mentoring can be a valuable experience in graduate school for easing the transition to graduate student life. Encourage more advanced graduate students to pair with first-year graduate students who share similar interests. Peer mentors can help familiarize new students with things such as departmental cultures, strategies for success in the first year, and resources at CWRU and in Cleveland. Departments can support this effort by making funds available for students to go out together for coffee, etc.

Research Mentors

Some departments require first- or second-year students to work a certain number of hours per week on a project with a faculty member. The expectation is that graduate students will receive training as well as have the opportunity to interact closely with the faculty member. In this type of program, students that may not be equipped with the skills and knowledge they need to work on their own are given an opportunity to be taught those necessary skills. Disciplines in the sciences and engineering

often take this type of training one step further by using a rotation system to expose students to different professors with different specializations during their initial year of graduate study.

Teaching Mentors

Some departments offer a special course for their graduate students who are working as instructors. The course typically discusses topics such as teaching techniques, curriculum development, and other pedagogical issues. Departments can also assign a faculty mentor to each graduate student instructor (GSI). This mentor's role is to observe classes taught by the GSI and make suggestions for improvement.

Creating a Community

To establish a collegial atmosphere in which graduate students and faculty can interact informally, it is helpful to designate a space for this purpose. Many departments host social events to which graduate students, faculty, staff, and families are invited. Some departments also have monthly or weekly social gatherings, such as happy hours or journal clubs.

Professional Socialization

Departments can make it easier for mentors to nurture the professional development of their graduate students by instituting pertinent policies and programs. For instance, to help students learn how their disciplines operate, departments can invite student participation on departmental committees, including those focusing on hiring and/or admissions.

Departments can also ensure that their graduate students are being given opportunities to practice their public speaking skills by requiring each graduate student to make a presentation at a departmental seminar or other venue. To increase the usefulness of such a program to graduate

students, one or two faculty can be assigned to provide written feedback to a particular student about the content and the style of his/her presentation.

Develop a Mentoring Policy

A department can draft a written policy which explicitly states that mentoring is part of the educational experience graduate students receive in their programs. Before implementation of such a policy, however, faculty in the department need to understand and agree that mentoring is an important part of their role in working with graduate students.

Rewarding Mentors

It will be easier for departments to encourage mentoring if they also institutionalize some rewards for good mentorship. During reviews for merit increases, departments can take into account the quality and quantity of mentoring by asking faculty for this information and by asking a similar set of questions of their respective graduate student(s). The assessment from the graduate student(s) could be anonymous, targeted, and compared to that of their particular mentor. An additional consideration for mentoring rewards is to factor in teaching credits for faculty who have above-normal mentoring responsibilities.

A Resource for Mentoring Within a Diverse Community

The learning environment is greatly enriched by the diversity of graduate students at Case Western Reserve University. Students of any race, religion, age, sex, color, disability, sexual orientation, and national or ethnic origin are admitted to our University. The purpose of this section of the handbook is to present issues related to students from these different populations so that faculty mentors are aware of some possible concerns facing their unique students. Each section also includes suggestions for actions you can take to circumvent problematic issues that could arise. While the suggested actions are listed for specific populations of graduate students, many of these are helpful for all graduate students. Each section concludes with a list of relevant resources on the University's campus. We consider this to be just the beginning of possible recommendations and resources for mentors. Both the School of Graduate Studies and the Graduate Student Senate welcome any other ideas that you would like to share.

I.   Common Themes for All Graduate Students

During their first years in graduate school, students discover that graduate education is vastly different from their undergraduate experience. While undergraduates seek to obtain knowledge, graduate students are expected to generate new knowledge as active scholars in their fields. Mentoring is an important relationship that can help bridge the gap between undergraduate and graduate education; it enables graduate students to grow into professional scholars by fostering an understanding of the practices, knowledge, and expectations of their chosen fields.

Need for Role Models

Students from groups that are historically underrepresented in academia have a harder time finding faculty role models who might have had experiences similar to their own. Students may want to find someone who looks like them, someone who immediately understands their experiences and perspectives, or someone whose very presence lets them know that they, too, can excel in academia. At our University, the Office of Multicultural Affairs can provide students with additional mentoring outside of their thesis advisor.

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 into current academic canons; they find that their experiences are missing from current theory and research. These students need safe environments where their thoughts can be shared and valued, as they explore and possibly challenge traditional inquiry.

Fear of Being Categorized as a "Single-Issue" Scholar

With the focus inherent to advanced education and most thesis and/or dissertation topics, some students are concerned that others will see them as being only interested in these topics for the rest of their professional careers.

Feelings of Isolation

Students from historically underrepresented groups can feel particularly isolated or alienated from other students in their departments, especially if the composition of a program is highly homogenous. At Case Western Reserve University, students can look for potential mentors outside

of their thesis advisors through the Office of Multicultural Affairs. Among other things, this office is dedicated to providing students with positive and professional mentoring. These mentors include University faculty, staff, alumni, and professionals from around the Cleveland area.

Burden of Being a Spokesperson

Students from underrepresented groups often feel obligated to speak up when issues such as race, class, gender, or sexual orientation arise (or are being ignored). Many of their peers have an advantage in not carrying such a burden. In addition, faculty and majority-group students often ask students from underrepresented groups to speak on behalf of their group when, in reality, their opinions are merely part of an array of opinions found in the group they are being asked to represent.

Suggestions

1. Expand your knowledge about people across the University or at other universities who may be able to become mentors to students, and introduce students to these potential mentors.

2. If the faculty and students in your department or program are largely homogenous, help identify and recruit new faculty and graduate students who represent diverse backgrounds.

3. Remind students of the existence of organizations inside and outside of Case Western Reserve University that might provide them with a better sense of community. The Office of Multicultural Affairs operates a list of organizations at CWRU, and there may be a relevant graduate student organization recognized by the Graduate Student Senate (see the Resources section below).

4. Recognize that students are working hard to balance their school work with the demands of their personal life and that these demands will vary depending on individual students' experiences. Be very explicit and honest about how many hours you expect students to work

on research, teaching assistantships, etc. so that they can decide if these arrangements are suitable for them.

5. Be open to hearing students' experiences and perspectives. Be sure to ask students where their research interests lie rather than making assumptions about them based on their personal characteristics or previous work. Simply requesting that students share a scholarly article or essay with you as an example of the work they would like to do can solve these issues.

6. Be aware of students who seem to be finding it particularly difficult to take active roles in academic and/or social settings, and find ways to include them. Take the initiative to talk with them, particularly about hobbies and activities outside of school.

7. If you need to spend time away from campus for a personal emergency, indicate that (without going into excessive detail) so that students feel comfortable doing the same.

8. When you see students taking on spokesperson roles, tell them and others what you have gained from their contributions.

9. Don't lose sight of the fact that you can provide very good mentoring to students who are of a different gender, race, sexual orientation, etc. than you. Remember that it is important for graduate students to develop networks with other professionals irrespective of such differences.

Resources

- The Office of Multicultural Affairs
  studentaffairs.case.edu/multicultural/

- A list of student organizations at CWRU in which students from historically underrepresented groups can find a sense of community

II. Female Graduate Students

Assertiveness

Successful graduate students aggressively assert themselves in classroom discussions. Many women—especially international students—have difficulty speaking up in class. They find that to say something in class, they have to interrupt another student. Women often see interjecting themselves in this manner as being rude and disrespectful. Some fear that their lack of participation will be wrongly interpreted as their not having any thoughts at all. However, if they do assert themselves, some female students feel that they are subjected to criticisms in ways that men are not.

Competitiveness

Many women graduate students can feel alienated by the competitive and critical atmosphere pervasive to many graduate programs (Sandler, Silverberg & Hall, 1996). Women are capable of being critical of others' work when they think it is appropriate, but they think that some students are overly critical in an attempt to appear intellectually superior. Women and other students often see that the system does not reward one for praising the contributions of other scholars. Some women students suggest that graduate school would be more beneficial if there were more opportunities to do collaborative work. These views of academic life result in a lack of student involvement in class or laboratory discussions.

Positive Feedback and Confidence

Both male and female students frequently find that they do not receive positive feedback from their mentors on their work. The absence of positive feedback leads women—-even more so than men—to doubt their capabilities (Nerad, 1992). In a 1991 study by Nerad and Stewart, it was found that women graduate students tend to think that any negative experiences they have in graduate school are due to personal deficiencies, while men tend to attribute negative experiences to insufficient guidance or problems within the department. With regard to their mentor's personal style, men are content with mentors who are impersonal but offer instrumental advice. Women tend to interpret a professor's distance as an indication that the professor has a negative opinion of them. More importantly, even when receiving positive feedback, women tend to disregard general comments. In 2007, the NIH reported that the burden of family responsibility and lower confidence (relative to men) impede women from pursuing advanced scientific careers. The study revealed that, although men and women rate themselves equally when asked about professional skill, men were significantly more confident that they could obtain full professor status and become tenured.

Suggestions

1. Ensure that everyone has a chance to speak. For example, experiment with small groups or consider asking more talkative students to wait until everyone has contributed to the discussion before offering additional comments.

2. Try to discourage inappropriate interruptions by pointing out that a person has not yet finished talking.

3. Try to change the tenor of discussions when they become overly critical. For instance, remind people that it is always easier to criticize a work than to produce one.

4. Ask especially quiet students to come talk with you during your office hours. Discuss with them whether it might increase their participation if you were to ask them directly about their thoughts on a particular topic.

5. Give *specific* positive feedback about a student's work in positive terms. Use phrases like "good job on your slide organization and discussion" rather than "not bad" or "I don't have any major problems with it."

6. Encourage your female students to apply for competitive positions or advanced careers once they graduate.

Resources

- Flora Stone Mather Center for Women
  http://www.case.edu/provost/centerforwomen/index.html

- Association for Women in Science
  http://www.awis.org/careers/mentoring.html

- Mentoring Gap for Women in Science, Inside Higher Ed News
  http://www.insidehighered.com/news/2008/02/28/mentor

- Academic Careers in Engineering and Science (ACES)
  http://www.case.edu/admin/aces/

III. Lesbian, Gay, Bisexual, and Transgendered (LGBT) Graduate Students

Homophobia

It is common for graduate students to encounter homophobia in the classroom, in the lab, during meetings, or at other university events. Remarks can range from the blatantly offensive to the less obvious (e.g., "that is so gay").

Heterosexism

Conversations can be conducted with the unconscious assumption that everyone is heterosexual. Even faculty and students who are aware of gender and racial issues may be unaware of their tendency to think about the world from an exclusively heterosexual perspective. As a result, LGBT students may find their experiences are not represented in research or in classroom discussions.

Disclosing

Being "out" as an LGBT student (or faculty member) is not a one-time event; rather, it is a decision the person experiences each time s/he enters a new situation. LGBT students face the burden associated with having to assess the personal, social, and political ramifications of disclosing their sexual orientation each time they do so. Since heterosexual students do not have to disclose their sexuality, only LGBT students face these physically and emotionally draining experiences. Faculty members should assume that there are LGBT students present in the classroom setting who may not feel safe in disclosing their sexuality publicly. This is also true in settings where advisors are having meetings with graduate students.

Suggestions

1. Discourage anti-gay comments in all settings, and explicitly discuss how such comments are inappropriate and potentially offensive to other students. If some students persist in making offensive remarks, speak to them individually after class.

2. Be aware that the examples you and others are using may be based on heterosexual experiences. For example, when talking about families, don't talk as if every family is composed of a husband, wife, and children. Simply using a word like "spouse and partner" instead of just "spouse" can go a long way toward making LGBT students (and unmarried students) feel included.

3. Be sensitive to those who appear to be wrestling inwardly with personal issues. Avoid forcing someone to come "out" or to blatantly address the issue in their work, but guide accordingly.

4. In social settings, engaging in conversations/dialogue with a student's friends or partners may help students see that their life situation is recognized and welcomed.

Resources

- CWRU's LGBT resource and information website
  http://www.case.edu/provost/lgbt

- CWRU's Committee on LGBT Concerns
  http://www.case.edu/provost/lgbt/committee.html

- Spectrum
  http://spectrum.case.edu/

IV.   Racial and Ethnic Minority Graduate Students

Lack of role models

Minority graduate students are often concerned about the lack of role models. Students infer from the low numbers of faculty of color that academia is an unwelcoming environment for those who are not white. Moreover, there is supporting evidence to suggest that the success of minority students highly depends on a good mentor-student relationship.

Stereotyping and the Impostor Syndrome

Minority students may start graduate school feeling as if they do not belong because they are not smart enough or lack experience. They may also feel that other students and faculty assume that they are less qualified than others to be in graduate school or that they were accepted because of affirmative action quotas. These feelings of insecurity are part of what is known as the "Impostor Syndrome" that many ethnic minorities experience. On the other hand, Asian-American students are burdened by the "model minority" myth, which assumes that they are exemplary students, particularly in math and the sciences. Stereotyping in either direction has negative consequences for all parties involved.

Racism

Racism may be expressed in language, action, and association. Overt instances, such as when a student is denied access to a particular activity because of his/her ethnicity, are perhaps easiest to recognize. But mentors should also be aware of more subtle forms of racism, such as when a student is asked to participate in a community simply because of their minority status and give, for example, the "Hispanic" or "Native American" perspective. Such requests are based on the generalization that being a member of a given culture makes a person an expert on his/her culture. Although they are

not what society thinks of as traditional, negative racism, situations like these can make a student feel quite uncomfortable.

Suggestions

1. Different minority groups face different issues and experiences. Do not assume that all students from one minority group will share the same thoughts and perspectives. Remember that social class, geographic origin, and other factors play an important role in shaping people's behaviors and attitudes, and that these factors may often supersede race in shaping a student's character and perspectives.

2. Get a sense of who your student is as an individual, what his/her values are, and what is important for him/her.

3. Help your students identify sources of social support. When networking, help them identify potential role models or additional mentors.

4. Remind your students that they were *chosen* to be part of the program and that all students accepted to a graduate program have met rigorous academic standards.

5. Think about ways in which you have been socialized in the context of race, and make efforts to increase your awareness and knowledge about these issues.

Resources

- American Psychological Association, Survival guide ethnic minority graduate students
  http://www.apa.org/apags/diversity/emsg.html

- American Indian Graduate Center
  http://www.aigc.com/articles/mentoring-minority-students.asp

- Office of Minority Affairs

V.   International Graduate Students

Issues of Culture and Language in the Classroom

For most international students, choosing to study in the United States means that they will need to function in a second language and adjust to an entirely new set of cultural and educational norms (Trice, 1999). An important example is the issue of competition. Many international students feel that American classes are unnecessarily competitive. In particular, students from Eastern and Southeastern Asia—often trained in educational systems where the student's role is to be passive—are shocked to see American students speaking up without being called upon or challenging the remarks of professors and peers. They fear that if they do not exhibit these behaviors, the faculty will judge them to be less capable and/or less intelligent.

Many international students are also uncertain about academic rules. When combined with difficulty working with the English language, this uncertainty could make some students more prone to plagiarize. Finally, some international students may be disappointed if their classes incorporate few international perspectives or if American faculty and students undervalue the global experiences they bring to the classroom.

Social Stresses

While many graduate students experience the stress of having moved away from family and friends, international students have an even greater sense of displacement. International students who bring their partners and children with them have worries about how well their families are adjusting to American life overall – and to Cleveland, in particular. In addition, a significant number of international graduate students are concerned with loneliness (because they are unfamiliar with the

ways in which Americans socialize) and with being unable to find people patient enough to speak with them (Trice, 1999). A further complication is that, upon returning home, international graduate students find that because of their different dress, talk, and behavior, they have become "foreigners" in their own countries.

Suggestions

1. If you have ever traveled to another country, recall how you had to rely on assistance from others as you became acclimated to the language and customs. Offer international students the same courtesies you needed when you traveled abroad.

2. If you have traveled to their country, share the positive experiences from your visit with them. This may help communicate your awareness of their country, culture, and perspective.

3. Demonstrate your interest in international students by reaching out to them at academic and social occasions. Ask about their research and outside interests. Take time to learn about their experiences and perspectives.

4. Introduce new international students to more advanced international graduate students so that they have a network of people to rely on for advice.

5. Some international students find it hard to jump into classroom discussions. Calling on them for specific responses may help engage them in your classes.

6. Some international students find it difficult to converse over e-mail since they rely on seeing facial expressions and other mannerisms to understand conversations. You may want to offer to meet in person with international students if you think they have difficulties with e-mail.

7. Do not assume that all international students have difficulties with English. Many were trained in English-speaking institutions and others have English as their first language.

8. For students who are still working on English competency, ask them if they are comfortable with you correcting their use of English in a public setting (e.g., classroom).

9. Clarify what constitutes original work and what is plagiarism.

10. Be aware that international students must obey rules that govern their studies and funding. Most commonly, students have a single-country visa which prohibits them from traveling freely. They also cannot work for pay and are excluded from most U.S.-based fellowships.

Resources

• International Student Services
http://studentaffairs.case.edu/international/

VI.   Graduate Students with Family Responsibilities

While this section was primarily written about students who have parenting responsibilities, many of the same issues pertain to those who are responsible for the care of their parents or other family members. Faculty members may themselves face family issues which take time away from their own University commitments; this should be conveyed to your students—without going into unnecessary detail—so that they feel comfortable doing the same.

Occasionally family responsibilities may escalate into a situation that requires an extended period of absence; though these instances are rare, extreme accommodations may be necessary. Circumstances such as these are addressed in greater detail in Section IX.

Dual Commitments

Students with parenting responsibilities are as committed to being successful graduate students as other students, and they feel that they can succeed by being highly organized and intensely focused during the blocks of time they carve out for their studies, lab work, etc. Students in this situation may feel that some professors perceive them as lacking commitment to their fields because they have another priority in their lives. This situation is exacerbated when an emergency arises (e.g., an ill child), making it impossible for them to attend classes or meetings. The intensity of childcare demands does not stop once a child enters school. As most parents do, graduate students who are also parents want the best opportunities for their children. To remain competitive with other children, parents will often enroll their children in a variety of activities inside and outside the classroom that may require parental involvement.

Isolation

Because of family demands, students may not be able to attend some social, academic, and professional functions. As a result, they can feel isolated from fellow students, colleagues, faculty members, and their department/program as a whole.

Time Constraints

Students with family responsibilities typically need to be home in the evenings to tend to those in their care. If such students are participating in group projects, difficulties can emerge since students without such responsibilities typically find that evenings are a great time for group meetings. In addition, it is often difficult for students with parenting responsibilities to come back to campus for evening lectures or departmental meetings.

Suggestions

1. Encourage students with family responsibilities by praising their efforts to effectively balance dual commitments. It may be necessary to negotiate an organized schedule of goals and timelines to illustrate how to meet the challenge of dual commitments.

2. Consider organizing inclusive functions during regular work hours or organizing events that are family-friendly. Encourage other members of the community to bring their families as well. A personal introduction to a peer or role model that struggles with similar issues can do a lot to bridge the isolation gap.

3. If you must meet during off-hours, it may be helpful to ask students if e-mail, blackboard, blogging, on-line voting, or teleconferences are a viable option. You may also want to consider posting notes or minutes of the meeting so that absent students can review the information and participate *ex post facto*.

4. Many graduate students have relocated to attend Case Western Reserve University, and they do not have local social networks (e.g., extended families) to help relieve the strain children can put on graduate work. Providing student parents with information about local resources can save them a lot of time and undue stress, and it will help them focus on their work with you.

5. Students with family responsibilities may need to miss some classes. Try to develop some accommodations for this, such as having classes taped or posting lecture notes or outlines electronically.

6. Give out assignments well in advance so that students with children can fit the assignments into their demanding schedules.

7. For group projects, try to accommodate students' requests to work in a group that meets during the day.

8. Plan some departmental social events to which it would be appropriate for students, faculty, and staff to bring their children. For these events, make sure you pick a time of day when families can attend. Be sure the invitation specifically states that children are welcome.

9. Respect that students with family responsibilities may appear to spend less time in the classroom, office, or lab compared to other students, but that they are likely to be highly focused and productive when they are there.

Resources

- Local libraries, daycare resources, parent groups, and toy co-ops
  www.heightsparentcenter.org
  www.heightslibrary.org/local.php
  www.heightslibrary.org/databases/daycare/search.php
  www.shakerlibrary.org/Kids/links.aspx?Websites+for+Parents
  cleveland.craigslist.org/kid/
  cleveland.craigslist.org/bab/

- Local Heath Care Education Resources
  www.rainbowbabies.org
  drsenders.com/?q=event
  www.dailydoseofreading.org

- Local & Federal Early-Childhood Education and Healthy-Start Links
  www.ed.gov/parents/earlychild/ready/healthystart/index.hmtl
  www.ceogc.org
  www.case.edu/affil/CEOGCheadstrt.htm
  www.clevelandakronfamily.com/Cleveland%20Page.htm

- Local Play Areas and Parks

gocitykids.parentsconnect.com/?area=177

www.dnr.state.oh.us/tabid/11875/default.aspx

www.clemetparks.com

ohio.hometownlocator.com/features/cultural,class,Park,scfips,39035.cfm

VI.   Graduate Students with Disabilities

Students with disabilities have unique needs and concerns, depending on the types of disability they have. Some examples include: a student who is visually impaired may need to modify standard print materials by enlarging the print or converting to Braille; a student with a learning disability such as ADHD may need to take exams in a reduced-distraction setting to sustain concentration; or students in wheelchairs may need special laboratory accommodations. Students' needs will also vary depending on whether they have had their disabilities since birth or if the disabilities developed later in their lives. In this section, we try to deal with issues confronting students with physical disabilities, learning disabilities (e.g., ADHD and dyslexia), chronic illnesses (e.g., lupus and cystic fibrosis), and/or psychological illnesses (e.g., bi-polar disorder and clinical depression).

Reluctance to Ask for Help

Students with disabilities often fear that they may appear to be too dependent—or become too dependent—if they ask for help. In addition, students with disabilities are sometimes afraid of being treated differently by professors. This is especially true for those who have experienced the fairly recent onset of a disability and are unaccustomed to asking for help, as well as for those who have disabilities that are invisible to others, such as individuals with learning disabilities or chronic psychological illnesses.

Disclosing a Disability

Students with disabilities—particularly those that are not clearly visible—can experience discomfort in reporting their disability to their mentors and professors. They do not want to be targeted as unintelligent or lazy. While students at Case Western Reserve University are not required to disclose disability information to anyone,they should notify the Associate Director of Disability Resources in Education Services for Students (ESS) if they wish to receive appropriate accommodations. The Associate Director of Disability Resources and other ESS staff members keep disability information strictly confidential, and the choice of disclosure is left solely to the student. When students notify professors of accommodations or special considerations, ESS (along with the student) will compile a memo for professors that only identifies the approved accommodations for the student and does not indicate the specific disability.

Effort Exerted Just to Keep Up

For those with physical and learning disabilities, meeting the basic requirements demands much more time and energy than it does for students without disabilities. Some students find they cannot participate in certain professional activities (such as submitting papers for conferences) as much as they would like because they need to devote all their time and energy to meeting the basic requirements of their programs.

Problems that Arise from Last-Minute Changes

Changes in reading assignments can be very difficult for students who are visually impaired, since students who are blind or severely visually impaired must have their readings converted into Braille and/or large print. Any readings added on at a later date will require them to make special efforts to have these new materials translated in a short period of time. Changes in room locations are also a hardship for visually and physically challenged students.

Suggestions

1. Do not hesitate to ask a student with a physical disability if she or he needs assistance. Also, ensure that your classroom, laboratory, and office are all accessible for physically disabled students. If not, make other arrangements with the student for meetings.

2. State in class and on your syllabus that you would like students to contact you as soon as possible about any special accommodations they may need (either because of disabilities, religious practices, or otherwise). This is also true when you become an advisor to students in their research. Since some students may initially be hesitant to talk to you about this topic, try to make them feel comfortable about approaching you at a later time. You should always assume that there are students with invisible disabilities (such as learning disabilities and psychological disabilities) in your classroom or laboratory.

3. Be as flexible as possible with deadlines (including classroom assignments and manuscript submissions). Although students with disabilities do not want requirements to be lowered for them, they may need a longer period of time to complete the task at hand. If strict deadlines are inevitable, be sure to have the student start early and give them feedback in a timely manner.

4. Be open to making accommodations for students, such as reserving front row seats of your classroom for visually or hearing impaired students or students who have ADHD.

5. Take actions that will help all students work with students with disabilities. For example, when asking questions of the class, give ample time for a response so that students with disabilities who need this extra time can participate.

6. Students with psychological disabilities may display their symptoms by isolating themselves or by behaving impulsively or inappropriately. Continue to provide support to these students during their difficult times.

7. Many other suggestions can be found at http://studentaffairs.case.edu/education/disability/learning.html. But, remember that simply talking with a student about his or her disability will help you find ways that make graduate school less intimidating for them.

Resources

- Education Services for Students (ESS)
  470 Sears Building
  216-368-5230
  essinfo@case.edu
- A list of disability resources operated by ESS
  http://studentaffairs.case.edu/education/disability/
- Information for faculty members operated by ESS
  http://studentaffairs.case.edu/education/disability/faculty.html.
- ESS also deals with making accommodations for students with temporary disabilities, such as broken or sprained limbs and acute illnesses.
- The Sight Enhancement Center, located in the ESS, has a Braille printer for student use, close-circuit televisions (CCTVs) to enlarge print material, scanner and voice output equipment, and software-driven text enlargement programs.
- Most libraries on campus have large print text materials and CCTVs as well.

VIII. Graduate Students with Different Religious Beliefs

It is important that mentors respect the religious practices that their graduate students choose to follow. While it is impossible for mentors to know every practice within every religion, this section

outlines some things faculty members may want to be aware of when interacting with students of diverse religious beliefs.

Absences

Students with religious beliefs may take days off from school for religious holidays, even though they may not be official university holidays. Examples include Rosh Hashanah for students with Jewish beliefs or Good Friday for students with Christian beliefs. Thus, students may be absent from class or be away from their thesis work on these holidays. It is important to let students know that observing their religious holidays will not result in a penalty and that faculty members will help fill them in on any information they have missed.

Dietary Customs

Many religions have dietary customs. Some of these customs are practiced only during religious holidays, such as the holy month of Ramadan for the Muslim faith, during which practicing Muslims do not consume food or drink during daylight hours. Other nutritional practices persist at all times. For example, beef is not eaten by practicing Hindus.

Suggestions

1. Make it clear to students on your class syllabus or in early discussions that absences due to religious practices will not hurt their grade or your opinion of their work ethic. It should also be made clear how much time in advance students should notify you of their absence and their responsibilities for making up the work.

2. Be accommodating to all religious practices of students. For example, if a meeting or class is scheduled during sun set, allow students who observe the holy month of Ramadan to bring some food and drink with them, as they will likely have not eaten all day.

3. When planning social gatherings, avoid referring to these as parties for specific religious groups. Having a "Winter Break Party" instead of a "Christmas Party" will make all students feel welcome, including Jehovah's Witnesses who do not celebrate many Christian or any civil holidays.

4. In settings where food will be provided, respect the dietary customs that students may follow. Make sure that Kosher options are available for Jewish students. Vegetarian options are accommodating for Muslims, Hindus, and Roman Catholics on Fridays during lent (as well as for students who are vegetarian, independent of their religious beliefs).

Resources

- CWRU's student organization list includes a sub-heading of religious groups
  http://www.case.edu/studentorgs/

IX. Short-term Obstacles to Progress

Situations occasionally arise in which a student may be temporarily unable to perform the material duties of their appointment with reasonable continuity; this could come as a result of sickness, injury, pregnancy, psychological difficulties, or some other unique situation. As a mentor, it is important to remember that the situation is temporary and to find mutually agreeable solutions to help the student meet his/her goal of earning an advanced degree.

Students in these circumstances may need additional resources (e.g., counseling) to help them successfully navigate this difficult time. Mentors, departments, and the University have made an investment of time, resources, and money in their students. Finding ways to ways to help students succeed during challenging times will protect this investment.

Understanding Temporary Limitations and Reassessing Expectations

Meet with the student to assess the reality of their short-term condition, and discuss their ability to contribute to the team at any level. After further dialogue, it will likely become apparent that the student is still able to contribute, but s/he simply needs to have the work environment and expectations temporarily redefined. Work with the student to redefine expectations and create schedules—consistent with University policy and realistic for all parties involved—that take the extenuating circumstances into account. Schedule a timeframe for reassessing the situation as it develops.

The School of Graduate Studies [Graduate Student Handbook](#) (page 18) outlines a policy for graduate student leaves of absence that may provide a solution to the temporary situation. Individual departmental guidelines may vary, so a discussion of the circumstances with the department chair and/or the Dean of Graduate Studies may be necessary.

Financial Considerations

Be upfront about the possible financial ramifications of the situation. If the student finds it necessary to temporarily leave the University or if s/he can only continue in a reduced capacity, it may not be possible to continue to pay their stipend at the same level.

Suggestions

1. Explore alternative departmental service activities such as grading exams part-time or from home.

2. If the department allows, consider developing a special readings course for credit where the student can read articles pertaining to their research and participate in discussions via email.

Resources

- School of Graduate Studies

  www.case.edu/provost/gradstudies

- Graduate Student Handbook

  www.case.edu/provost/gradstudies/docs/GraduateStudentHandbook.pdf

- Financial Aid

  /finaid.case.edu/Finaid.aspx?bhcp=1

- University Counseling and Disabilities

  studentaffairs/case.edu/counseling/

Cited Works and Other Resources

"Academic Careers in Engineering & Science (ACES) Home."
http://www.case.edu/admin/aces/

American Psychological Association of Graduate Students. "A Survival Guide for Ethnic Minority Graduate Students."
http://www.apa.org/apags/diversity/emsg.html

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

"AWIS: Association for Women in Science | Mentoring."
http://www.awis.org/careers/mentoring.html

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.

"Case Medicine: Office of Multicultural Programs."
http://casemed.case.edu/omp/

"Case School of Graduate Studies."
http://www.case.edu/provost/gradstudies/

"Case Western Reserve University LGBT Resources."
http://www.case.edu/provost/lgbt/

"Cleveland."
http://www.clevelandakronfamily.com/Cleveland%20Page.htm

"Cleveland baby & kid stuff classifieds - craigslist."
http://cleveland.craigslist.org/bab/

"Cleveland childcare classifieds - craigslist."
http://cleveland.craigslist.org/kid/

"Cleveland Metroparks."
http://www.clemetparks.com/

"Committee on LGBT Concerns."
http://www.case.edu/provost/lgbt/committee.html

"Council for Economic Opportunities in Greater Cleveland."
http://www.ceogc.org/

"Counseling Services and Collegiate Behavioral Health - Case University Counseling Services."
http://studentaffairs.case.edu/counseling/

"CPST Home Page."
http://cpst.org/index.cfm

"Cuyahoga County Ohio Parks."
http://ohio.hometownlocator.com/features/cultural,class,Park,scfips,39035.cfm

"Daily Dose of Reading: Home."
http://www.dailydoseofreading.org/

"Disability Resources - Case Educational Services for Students."
http://studentaffairs.case.edu/education/disability/

"Disability Resources One-Pagers - Case Educational Services for Students."
http://studentaffairs.case.edu/education/disability/learning.html

"ED.gov."
http://www.ed.gov/parents/earlychild/ready/healthystart/index.hmtl

"Events | Dr. Senders and Associates."
http://drsenders.com/?q=event

"Financial Aid - Home."
http://finaid.case.edu/Finaid.aspx?c=1

"Flora Stone Mather Center for Women."
http://www.case.edu/provost/centerforwomen/index.html

"Go City Kids - Cleveland - Kids & Family Activities, Cleveland Entertainment & Events."
http://gocitykids.parentsconnect.com/?area=177

"Graduate Student Handbook."
http://www.case.edu/provost/gradstudies/docs/GraduateStudentHandbook.pdf

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"Information for Faculty - Case Educational Services for Students."
http://studentaffairs.case.edu/education/disability/faculty.html

Limbach, Patrick. "AIGC Article: Mentoring Minority Science Students: Can a White Male Really be an Effective Mentor?" *American Indian Graduate Center*.
http://www.aigc.com/articles/mentoring-minority-students.asp

Nerad, M. (1992). *Using time, money and human resources efficiently and effectively in the case of women graduate students*. Paper prepared for the conference proceedings of Science and Engineering Programs: On Target for Women (March, 1992).

Nerad, M. & Stewart, C.L. (1991). *Assessing doctoral student experience: Gender and department culture*. Paper presented at the 31st Annual Conference of the Association for Institutional Research (San Francisco, CA, May 1991).

"Ohio County/Metro Trails."
http://www.dnr.state.oh.us/tabid/11875/default.aspx

Nyquist, J.D., Wulff, D.H. (1996). *Working Effectively With Graduate Assistants*. Thousand Oaks, California: Sage.

"Promoting Intercultural Exchange at Case - Case International Student Services."
http://studentaffairs.case.edu/international/

Sandler B.R., Silverberg. L.A., & Hall, R.M. (1996). *The chilly classroom climate: A guide to improve the education of women. Washington, D.C. The National Association for Women in Education.*

"Shaker Heights Public Library."
http://www.shakerlibrary.org/Kids/links.aspx?Websites+for+Parents

"Student Organizations - Case Multicultural Affairs."
https://studentaffairs.case.edu/multicultural/resources/organizations.html

"Student Organizations: Case Western Reserve University."
http://www.case.edu/studentorgs/

"The Mentoring Gap for Women in Science :: Inside Higher Ed :: Higher Education's Source for News, and Views and Jobs."
http://www.insidehighered.com/news/2008/02/28/mentor

The Rackham School of Graduate Studies, The University of Michigan. "How to Mentor Graduate Students: A Guide for Faculty at a Diverse University." 2006.

"Think, Lead, and Act Globally - Case Multicultural Affairs."
http://studentaffairs.case.edu/multicultural/

Trice, A.D. (1999). Graduate education at the University of Michigan: A foreign experience. Ann Arbor, MI: University of Michigan, Rackham School of Graduate Studies.

"Welcome to Heights Parent Center."
http://www.heightsparentcenter.org/

Zelditch, M. (1990). Mentor roles. Proceedings of the 32nd Annual Meeting of the Western Association of Graduate Schools, Tempe, Arizona, 16-18 March, 1990, p. 11.

Additional Reading

The following resources were used in the writing of this handbook and are quality references in the mentoring of graduate students.

Graduate School Handbooks and Guides

"How to Mentor Graduate Students: A Guide for Faculty at a Diverse University," University of Michigan, The Rackham School of Graduate Studies.

"Best Practices for Mentoring Graduate Students," Jackson State University. http://www.jsums.edu/gadmappl/Mentoring.pdf

"A Handbook for Graduate Faculty Advisors & Mentors," Graduate School of the University of New Hampshire.

"How to Mentor Graduate Students: A Faculty Guide," Graduate School of the University of Washington.

Articles

Jane L. Fowler and John G. O'Gorman, "Mentoring Functions: A Contemporary View of the Perceptions of Mentees and Mentors." British Journal of Management 16, pp. 51-57 (2005).

Lee, A., Dennis, C., and Campbell, P., Nature's Guide for Mentors.

Nature 447, 791- 797 (2007).

Nature 444 (14), p. 966 (2006).

Richard S. Krannich, "Some Thoughts on Graduate Student Mentoring." http://gss.case.edu/MentoringDocuments/Thoughts_on_Grad_Stud_Mentoring.pdf

Trevino, Yolanda, "Mentor vs. Advisor," Indiana University Graduate School. http://www.indiana.edu/~grdschl/mentoring.php

Organization Websites

American Indian Graduate Center

   http://www.aigc.com/articles/mentoring-minority-students.asp

American Psychological Association, A survival guide for ethnic minority graduate students

   http://www.apa.org/apags/diversity/emsg.html

Commission on Professional in Science and Technology

   http://cpst.org/index.cfm

The Leadership Alliance

   http://www.theleadershipalliance.org/matriarch/MultiPiecePage.asp_Q_PageID_E_49_A_PageName_E_Publications

Appendix A – *Phases of a Graduate Student's Professional Development*

As mentee becomes:	Senior Learner	Colleague-in-Training	Junior Colleague/ Colleague
Emphasizes mentor's role as	**Manager**	**Educational/Professional Model**	**Colleague/Mentor**
	"Do the task the way I've laid out and check back with me."	"Think about the problem, generate options, then let's talk about potential outcomes/ decisions."	"You make the decision. Let me know how I can help. I'm interested in the outcome."
Views own teaching role as	**Assistant**	**Associate**	**Collaborator**
	Grading papers Holding office hours Planning quizzes Collecting feedback	Writing assignments Generating test questions Doing some teaching, lecturing, or small group discussions	Designing, developing, or revising advanced courses or curriculum; instructor of record or co-teaching
Views research role as	**Assistant**	**Associate**	**Collaborator**
	Performing specific duties under relatively close supervision	Assuming design and implementation responsibility for part of a grant or for own research project	Conducting research project (or own portion of it) with high degree of independence; sees mentor as a resource
Understands practitioner, applied or service roles as	**Assistant**	**Associate**	**Collaborator**
	Learning the ropes; acquiring discrete technical skills	Providing strategic assistance or expertise; ultimately defers to mentor	Co-leading, co-designing, co-facilitating; sharing responsibility equally
Prefers evaluation to be	**Assistant**	**Associate**	**Collaborator**
	Frequent and focused on immediate performance	Systematic and focused on overall development of skills, aptitudes	Collegial, informal, and focused on style, approach, values
Sees mentoring needs as	**Assistant**	**Associate**	**Collaborator**
	Self-assessment; goal assessment; regular meetings	Observations; job shadowing; meetings; attend/present at conferences together; networking	Reflective practicum; retreat; opportunistic meetings; networking; generate new project together; co-stewardship

Adapted from Nyquist, J.D. and Wulff, D.H. (1996). Working effectively with graduate assistants, p. 27. Thousand Oaks, Ca.: Sage. (See Chao [1997] for a four-phase model of graduate student development.)

Appendix B – *A Worksheet for a Mentor's Expectations*

Use this worksheet to develop an understanding of what you, as a faculty mentor, expect to gain from your mentoring relationship. By clarifying your own expectations, you will be able to communicate and work more effectively with your students. Add items you deem important.

The reasons I want to be a mentor are to:

_____ Encourage and support a graduate student in my field

_____ Establish close, professional relationships

_____ Challenge myself to achieve new goals and explore alternatives

_____ Pass on knowledge

_____ Create a network of talented people

_____ Other_____

I hope that my student and I will:

_____ Tour my workplace, classroom, center, or lab

_____ Go to formal mentoring events together

_____ Meet over coffee or meals

_____ Go to educational events such as lectures, conferences, talks, or other University events together

_____ Go to local, regional, and national professional meetings together

_____ Other_____

The things 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

_____ Meetings behind closed doors

_____ Other_____

Appendix B *(continued)*

I will help my student with job opportunities by:

_____ Finding job or internship possibilities in my department, center, lab, or company

_____ Introducing my student to people who might be interested in hiring him/her

_____ Helping my student practice for job interviews

_____ Suggesting potential work contacts to pursue

_____ Teaching him/her about networking

_____ Critiquing his/her resume or curriculum vita

_____ Other_____

The amount of time I will spend with my student will be, on average:

1   2   3   4   hours every: week   other week   per month   (circle one)

Appendix C – *A Worksheet for a Student's Expectations*

Use this worksheet to develop an understanding of what you, as a student, 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 to set priorities

_____ Gain knowledge of the "do's and don't's" in my field of study

_____ Learn how to operate in a network of talented peers

_____ Other_____

I hope that my mentor and I will:

_____ Tour my mentor's workplace and 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

Appendix C *(continued)*

_____   How to network

_____   How to manage work and family life

_____   Personal dreams and life circumstances

_____   Other_____

The things 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 vita

_____   Other_____

The amount of time I will spend with my mentor will be, on average:

1   2   3   4   hours every: week   other week   per month   (circle one)

Appendix D – *Planning for first meetings: A Mentor's Checklist*

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

_____ Arrange first meetings with potential students.

_____ Explain the goals for meetings and discuss how confidentiality should be handled.

_____ Discuss what each of you perceives as the boundaries of the mentoring relationship.

_____ Review the student's current experience and qualifications.

_____ Discuss and record the student's immediate and long-term goals; explore useful professional development experiences in light of these goals. Record these on a professional development plan. Discuss strategies and target dates.

_____ Discuss and record any issues that may affect the mentoring relationship such as time and financial constraints, lack of confidence, new to the role, etc.

_____ Arrange a meeting schedule (try to meet at least once a quarter). Record topics discussed and feedback given at each meeting. Ensure that all meeting records are kept confidential and in a safe place.

_____ Discuss the following activities that can form part of your mentoring relationship:

- Giving advice on strategies for improving teaching.

- Organizing observation(s) of teaching and providing constructive feedback.

- Organizing a session of work shadowing.

- Consulting on issues or concerns the student has with colleagues or study and 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 the student's graduate program.

_____ Encourage your student to reflect regularly on his or her goals, achievements, and areas for improvement. Ask the mentee to compose a brief reflection essay (e.g., 1/2 page) prior to each meeting.

_____ Amend the mentoring action plan as needed by focusing on the student's 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 Organization, Learning and Skills Council: Coventry, England.

Appendix E – *Planning for first meetings: A Student'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 meetings with a prospective mentor.

_____ Explain your goals for meetings, and ask how confidentiality should be handled.

_____ Discuss what each of you perceives as the boundaries of the mentoring relationship.

_____ Review the current experience and qualifications.

_____ Discuss and record your immediate and long-term goals. Explore useful professional development experiences in light of these goals. Record these on a professional development plan. Discuss options, strategies, and target dates.

_____ Discuss and record any issues that may affect the mentoring relationship such as time and financial constraints, lack of confidence, being new 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 all meeting records are 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.

- Getting advice on issues or concerns with colleagues in study and 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., 1/2 page) prior to each meeting.

_____ Amend your mentoring action plan as needed by focusing on your developing needs.

Appendix F – *Sample Mentor and Student Agreement*

Consider using this agreement, or another one that you and your student(s) create together, if you believe the mentoring relationship will be strengthened by formalizing a mutual agreement of roles, responsibilities, and expectations.

We are voluntarily entering into a mentoring relationship from which we both expect to benefit. We want this to be a rich, rewarding experience with most of our time together spent in professional development activities. To this end, we have mutually agreed upon the terms and conditions of our relationship as outlined in this agreement.

Objectives

We hope to achieve:

1.

2.

3.

4.

To accomplish this we will:

1.

2.

3.

4.

Confidentiality

Any sensitive issues that we discuss will be held in confidence. Issues that are off-limits in this relationship include:

Appendix F *(continued)*

Frequency of Meetings

We will attempt to meet at least _____ time(s) each month. If we cannot attend a scheduled meeting, we agree to notify one another in advance.

Duration

We have determined that our mentoring relationship will continue as long as we both feel comfortable or until:

No-Fault Termination

We are committed to open and honest communication in our relationship. We will discuss and attempt to resolve any conflicts as they arise. If, however, one of us needs to terminate the relationship for any reason, we agree to abide by one another's decision.

_____   _____
Mentor   Student

_____   _____
Date   Date