



Graduate Student Mentoring Guide

A Guide for Students





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Introduction and Acknowledgements

The Rackham Graduate School's Graduate Student Mentoring Guide: A Guide for Students, has proven to be a popular item for two decades; it has been requested, adopted, and adapted by graduate students, faculty, and staff around the country. The first handbook was created by Jane London and Glenda Haskell in 1999, and since that time, many Rackham contributors have updated the guide based on new scholarship and resources related to mentoring. Improving the quality of advising and mentoring available to our graduate students, as well as providing resources for both graduate students and faculty, remains a top priority for Rackham.

People often use the terms advisor and mentor interchangeably, but they are not the same. This guide will clearly define the multiple roles that faculty will have in your professional and academic development. It encourages you to develop a mentoring relationship with your advisor, set clear expectations with your advisor, and cultivate a team of mentors to get the support you need during graduate school. A team of mentors is essential to your success in graduate education, and you will want to identify multiple mentors to support your development.

Working with Faculty: Advisors, Supervisors, Dissertation Chairs, and Mentors

As an undergraduate student, your goal was to be a consumer of knowledge. In graduate school, you are now expected to become a producer of new knowledge. Graduate school provides you with the professional training to learn the knowledge and skills you need to be successful in your chosen discipline. You come to graduate school with your own unique research and career interests, and multiple individuals will need to support you in achieving your scholarly goals. Faculty play a critical role in your graduate education, and they will serve in a range of roles to support you along the way.

The Council for Graduate School's guide for great mentoring in graduate school (Lunsford & Baker, 2016) defines four key roles that faculty play: academic advisor, supervisor, dissertation chair, and mentor.

Academic Advisor

Academic advising for graduate students is provided in a number of different ways during the course of the degree program; the particular format depends upon the program. Every doctoral student and many master's students will formally be assigned a faculty advisor, though you may not be involved in the selection process depending on your program's norms. In some cases, this faculty advisor will have a research interest that is similar to your own. Your faculty advisor is likely to play a variety of roles, but their central contribution is to assist you as you navigate your degree. This includes understanding:

- your degree requirements
- department policies and milestones
- Rackham policies
- the norms of your department and discipline

Supervisor

Over the course of your graduate career, some faculty will become your supervisor(s) and provide guidance on research and/or teaching. As your supervisor, they will oversee your work in that specific context (lab, teaching, research project, et cetera) and provide you with work-related feedback.

Dissertation Chair

As you move towards candidacy, you will select a member of the faculty in your department to serve as the chair of your dissertation committee, the faculty member who will oversee the completion of your dissertation. This person provides final approval of your completed dissertation, in consultation with the other faculty members who will serve on your dissertation committee.

Mentor

The roles of a mentor are different from those of an academic advisor, supervisor, and dissertation chair. To understand the contributions of a mentor, we can consider the multifaceted definition of mentors as individuals who (Alvarez et al., 2009; Paglis et al., 2006):

- take an interest in developing another person's career and well-being;
- advance academic and professional goals in directions most desired by the individual;
- tailor mentoring styles and content to the individual, including adjustments due to differences in culture, ethnicity, gender, and differences in student experience.



While faculty advisors, supervisors, and dissertation chairs can certainly be mentors, effective mentoring requires going beyond guidance on academic progress or singular research projects. The role of a mentor is centered on a holistic commitment to advancing your scholarly and personal development.

Mentoring is important to you as a graduate student, not only because of the knowledge and skills that are shared, but also because of the many other aspects of professional socialization and personal support that are needed to facilitate success in graduate school and beyond. Ballantine and Jolly-Ballantine (2015) outline three important aspects of mentorship that we discuss in detail in this guide: psychosocial, instrumental/task, and networking support. Mentors can benefit you in each of these areas.

In addition to these areas of support, mentors can be helpful in navigating common challenges that graduate students face during their time in graduate school. For example, many students experience feelings of isolation, imposterism, and stress during graduate school, as well as challenges balancing work demands with personal commitments, and/or navigating career development. Regardless of what challenges you face in graduate school, mentors can provide support and serve as role models. We have provided a mentoring network map in Appendix D that encourages you to identify faculty to be mentors or role models in all these areas.

Why You Need Multiple Mentors

Even the most excellent faculty mentor will not be able to meet all of your professional needs. Research on graduate mentoring has shown that very few individual mentors were able to meet all of their mentees' needs in all areas, for example, instrumental/task, psychosocial, and networking support (Ballantine and Jolly-Ballantine, 2015). For that reason, we recommend that you identify a team of mentors to help you get the full range of mentoring support that you need. At a large research university like ours, it is your responsibility to seek out and engage multiple mentors. Some departments or disciplinary organizations may have formal mentoring programs, which are structured with explicit expectations for the mentor and mentee. However, you can build a network of mentors and get the support that you need from a range of individuals. Your team could and should comprise faculty, peers, university staff, and professionals outside of the university working in career fields that interest you.

How to Assemble a Team of Mentors

It is important to be proactive in assembling your team of mentors. Start the selection process by undertaking a reflective self-appraisal of your goals and motivations. In order to do this, you must understand your unique needs as a graduate student before you can recognize who might meet those needs. Ask yourself:

- What were/are my objectives in entering graduate school?
- What type of training do I desire?
- What are my strengths?
- What skills do I need to develop?
- What kinds of research or creative projects will engage me?
- What types of careers might I want to pursue?

All graduate students bring with them a range of experiences and skills from their previous academic, professional, and personal experiences. It is helpful for you to reflect on these previous experiences and what you have found most helpful in the past. For example, some graduate students may prefer not to be closely managed and to have more autonomy in their work. Other students may prefer to receive more explicit direction and have frequent check-ins. The more aware you are of your needs, the better you can seek them out.

Prioritize what you need from your mentors. Examples of high quality mentoring practices include providing critical expert feedback, setting high expectations, and building the mentee's competence (Chavous, 2019). The framework by Ballantine and Jolly-Ballantine (2015) outlines psychosocial, instrumental/task, and networking competencies as key areas for potential mentoring support. As a graduate student, you should weigh the importance of these various competencies differently depending on your needs when selecting a member of your mentoring team.

Consider what types of support you hope to receive from each of your mentors in these three categories: I would want a mentor to be someone who...

Task/instrumental support

- helps me to set work-related goals and priorities;
- fosters my competence in learning the knowledge and skills of the discipline;
- explains the norms of the department/program, the university, and the field/discipline;

- shares information about their own research;
- recommends academic and professional development activities that will build my skills and benefit my future career;
- provides expert critical feedback;
- talks to me about my career options and job preparation;
- helps me to deal with technical and research-related challenges;
- gives me feedback on my job documents (for example, curriculum vitae, resume, teaching statement, et cetera).

Psychosocial support

- provides encouragement and support;
- affirms and encourages connection of my social identity to my discipline;
- attends formal mentoring events such as the Rackham MORE Committee workshop “Getting Your Mentoring Relationship Off to a Good Start,” with me;
- is available for regular meetings;
- is respectful and supportive when giving constructive feedback;
- gives recommendations on how to manage and integrate my work with other life commitments (for example, family, community commitments, self-care, hobbies, et cetera);
- shares resources with me for my social and emotional well-being.

Networking support

- attends educational events, such as lectures, conferences, talks, or other university events with me;
- connects me to collaborators for research projects;
- attends local, regional, and national professional meetings with me;
- provides advice on how to network;
- introduces me to individuals in their professional network;
- connects me to job opportunities (GSRA, GSI, GSSA, internships, et cetera) during my time as a student;
- serves as a reference and advocate for me during my job search process and as I complete my degree;
- helps me prepare and practice for job interviews.

Once you identify your most critical wants and needs, you can begin to narrow down who might best be able to support you in developing the capacities you want and need. If you want to develop in areas related to your academic scholarship beyond where your advisor’s strengths lie, that might best happen with other faculty mentors. You can identify potential faculty mentors within or outside your department by using a variety of formal and informal means. For example, familiarize yourself with professors’ work to gain a sense of their past and current interests and methodologies. Immerse yourself in departmental academic and social activities in order to see how faculty interact with colleagues and graduate students. Enroll in classes taught by faculty who most interest you and attend their public presentations to learn about their work. Finally, ask advanced graduate students about their advisors and mentors. Share your interests and ask them for suggestions about whom you should consider for mentorship. You will benefit from having at least three or four faculty members who are knowledgeable about your work and can speak to its strengths and value to the field. A faculty mentor network can also serve as your safety net in case any one of the professors you work with leaves the university, or if issues later develop between you and a single faculty mentor.

In selecting your team of mentors, you may also take your social identities into consideration. Unfortunately, graduate students from historically marginalized social groups are more likely to encounter stigmatizing campus climates, such as experiences of microaggressions, discrimination, tokenization, and/or isolation in less diverse departments or departments perceived as having less equitable climates. Research (Porter et al., 2018) shows that doctoral students from underrepresented backgrounds also encounter additional burdens of emotional and diversity labor in higher education. Scholars have also found that having mentors who share salient social identities with you—race, gender, nationality, sexual orientation, gender identity, dis/ability, et cetera—can be helpful to graduate students, particularly students with historically marginalized social identities. For example, the Alliance for Graduate Education for the Professoriate study of five midwestern, selective public institutions showed that graduate students who self-identified as an underrepresented racial minority with same-race mentors in their department reported higher quality faculty mentoring practices.

At the same time, shared identity does not guarantee good mentoring to happen or that someone with a shared identity will automatically be able to mentor you. Moreover, you may not have access in your department to a faculty mentor who shares your salient identities. Effective mentoring can happen across differences in identity (Ortiz-Walters & Gilson, 2005), especially when those differences are explicitly discussed and when graduate students' social and cultural identities are affirmed and connected to the discipline. Seek out mentors who are attuned to the needs of historically marginalized groups, avoid “one-size fits all” or “colorblind” mentoring approaches (McCoy, Winkle-Wagner, and Luedke, 2015), and invest in developing their own intercultural competence. Shared attitudes, beliefs, and values can help establish similarities across social identity differences in mentoring relationships, as well (Hernandez, Estrada, Woodcock, & Schultz, 2017).

You may also want to develop in areas outside of your department. For example, if you want to expand your competencies related to teaching, the Center for Research on Learning and Teaching staff may be best equipped to mentor and support you. Similarly, you may have interests in several potential future careers. If you are interested in careers beyond the professoriate, it would be wise to identify mentors in the other career fields that interest you. Your team of professional mentors need not be limited to faculty mentors, especially if you are interested in careers other than a tenure-track faculty role at a place like the University of Michigan.

Finally, peer mentors can also be part of your mentoring team. Note that peers cannot fill in for faculty in key ways, such as writing letters of recommendation, research supervision, et cetera. That said, peer mentors can show you the ropes, help you navigate department policies, share unwritten department expectations and norms, provide socio-emotional support, give first-round feedback on research or writing, form academic support or writing accountability groups with you, and point you to useful resources. Peers will be your future disciplinary colleagues and should be considered an integral part of your mentoring team.

Carefully selecting a team of mentors appropriate to your personal and professional needs increases the likelihood that you will have the professional experiences and support you desire. See Appendix D, Graduate Student Mentoring Map, to begin outlining who you would like on your mentor team.

Understanding Faculty Roles and Responsibilities

As noted above, many members of your mentoring team will be faculty. It's valuable to understand the multiple roles and responsibilities that faculty have to help you set reasonable expectations for your mentoring relationships. Some of the professional responsibilities faculty may have include teaching undergraduate and graduate courses, advising undergraduate and graduate students, serving on master's theses and dissertation committees, researching, working on creative projects, writing grant proposals, writing books and articles, reviewing the work of their students and colleagues, serving on departmental and university committees, and fulfilling duties for professional organizations. The pace of these demands does not let up over time. Junior faculty face the additional pressure of preparing for tenure review, which means they have to be engaged in a very active research agenda. As faculty become more senior and their national and international prominence increases, the demands for their time and energies only grow. In addition, like graduate students, faculty have personal interests and commitments outside of their work, such as to family and their communities.

When selecting a faculty mentor, ask about the faculty member's plans at the university and their availability to meet with you for progress check-ins. Does the faculty member plan to be away from the department for extended periods (on sabbatical, on a research project that requires travel, for parental leave of absence, et cetera)? Sabbaticals and extended absences from the department are typical in faculty life, so do not be discouraged from selecting a mentor who will not be available for the entire duration of your graduate work. However, do keep in mind whether and how your mentors will be available to support you during critical junctures of your graduate student career, such as during your qualifying exams, your prospectus defense, et cetera.

Developing Clear Expectations with Your Advisor/ Dissertation Chair

Healthy professional working relationships, especially with your faculty advisor, are a significant determinant of your success as a graduate student. With such a wide range of possible roles (supervisee/supervisor, advisee/advisor, dissertation writer/dissertation chair, et cetera), it is critical that both you and your advisor/dissertation committee chair clearly communicate the expectations you have for one another. You should see yourself as a driver of the relationship, because it is your goals that they will help you with. Your advisor/dissertation committee chair will likely have a set of expectations for how they will interact with you, how they will be able to support you, and what you need to accomplish in order to obtain your degree. However, these expectations will vary among faculty, and you will need to have ongoing conversations about their expectations as you progress through your degree and your dissertation.

For example:

- How and in what form can you expect to receive an assessment of your general progress?
- What does your advisor/dissertation chair consider to be a normal workload? How many hours should you be spending each week on your research/scholarship?
- What professional development activities does your advisor/dissertation chair expect you to participate in?
- When requesting a reference, what information does your advisor/dissertation chair need, how much lead time do they require, and how do they prefer to be reminded of deadlines?



One valuable tool to make these expectations explicit is the Developing Shared Expectations mentoring plan template developed by Rackham's faculty committee on mentoring called MORE (Mentoring Others Results in Excellence). (See Appendix A.) These documents, one for STEM and social sciences, one for the humanities, and a template for co-mentoring triads, are designed to clarify expectations around things such as meeting times, how to handle time away from campus (for example, conference travel, vacation, et cetera), access needs, and your timeline for graduating. There is tremendous value in completing this document at any stage in your relationship with your advisor/dissertation chair. It is particularly helpful to do so early in your relationship and to revisit it annually, as your needs and goals are likely to change over time, such as when you transition to candidacy.

If you would find it helpful to attend a facilitated workshop where you and your advisor/dissertation chair can complete this document together in a structured way, the MORE Committee regularly hosts workshops for graduate students to attend with their advisor/dissertation chair. Consult the MORE Committee page on the Rackham website to register for one of these valuable sessions.

Realistically, situations do arise that may hinder timely completion of your degree work, such as the birth of a child or a personal or family crisis. If this happens during your graduate school career, be sure to take the initiative and contact your advisor or dissertation chair. Discuss your context, provide them with the information you feel they need to know, and discuss your new proposed timeline for completing your degree. Be sure the revised mentoring plan is realistic and that you can meet the new deadlines. Please consult Rackham academic policy if you are considering a leave of absence and see Appendix E for a list of campus offices that can provide additional support (financial support, emergency funds, counseling, et cetera).

What to Do If Problems Arise with Your Advisor, Supervisor, or Dissertation Chair

Conflicts occasionally arise between graduate students and the faculty they work with, either their academic advisor, their research supervisor, or their dissertation chair. Unlike mentors, who can be informal supporters of your development, the relationships between advisors, supervisors, and dissertation chairs are more formalized.

For example, other demands on the faculty may hinder their ability to meet with you or provide prompt feedback on your work. This can lead to inadequate advising or supervision. If this happens repeatedly, you should talk about this directly with the faculty member. It is important that you try to work out any differences with them. Do this in person, when it first becomes evident that there is a problem.

You may find that, despite discussing the challenges, you need to develop a strategy that keeps your work on schedule while also maintaining the working relationship. Other members of your mentoring team can assist you in developing an effective strategy to address your challenges, including other graduate students who work with this faculty member, departmental staff such as the graduate coordinator, and your other faculty mentors.

Unfortunately, research (Braxton et al., 2011) also shows that faculty do in some cases engage in inappropriate behaviors, including disrespect toward student efforts, misappropriation of student work, sexual misconduct, harassment, whistle-blowing suppression, or directed research malfeasance. If you are not able to resolve issues with a faculty member serving you in some formal capacity (for example, advisor, supervisor, dissertation chair) on your own, or if they are engaging

in inappropriate behavior, you can talk to the graduate chair or your department chair. At any point, you can also contact the Rackham Graduate Student and Program Consultation Services (GSPCS) office (734.764.4400 or rackham-gspcs@umich.edu) about ideas and strategies for resolving conflicts or addressing inappropriate behaviors. GSPCS is a safe, private space to discuss ideas, strategies, and options for resolving conflicts or addressing inappropriate behaviors.

Graduate students may also experience an employment related conflict or concern with their PI or instructor specifically as a GSI or GSSA. The GEO contract offers further information about contacting a representative if this is the case. Additionally, Academic HR may be useful for graduate students in navigating concerns if there is an employment appointment, like a GRSA role outside of their area of study or department.

Changing Advisor and/or Dissertation Chair

You may find that the faculty member you thought would be best for advising your course selection, guiding your research, and chairing your dissertation committee is not, in fact, the right fit for you. This can happen for a range of reasons, from a shift in intellectual interests to inappropriate behavior on the part of an advisor. Regardless of your reason for wanting to change advisors, do not panic. Do enter the process of changing your advisor/dissertation chair with professionalism following your graduate program's policies and practices.

Here are some basic guidelines.

- Seek the advice of another trusted faculty member and/or other professional staff to determine whether it is in fact desirable to change your advisor/dissertation chair. This is especially true if the relationship has a long history or if it occurs at the dissertation phase of your career.
- Think through the most diplomatic, respectful way to express to your advisor/dissertation chair—and to others—why you would like to make this change.
- Before you make any decisions about discontinuing the relationship, approach another suitable faculty member and inquire about the prospect of them serving as your advisor or dissertation chair. Avoid saying anything negative about your past advisor/dissertation chair and explain your desire to change only in professional terms.
- When you do decide to make a change, be sure to inform your advisor/dissertation chair promptly, no matter how awkward this may be. Be sure that you try to work out any differences with them. If you owe them any work, be sure to discuss this and arrange a schedule for completing all outstanding obligations.
- Be sure to complete or update any formal paperwork (for example, the Dissertation Committee Form if you are making changes to the composition of your committee).
- Remember you can always contact the Graduate Student and Program Consultation Services (GSPCS) (734.764.4400 or rackham-gspcs@umich.edu) if you are considering changing your advisor/ dissertation chair.



Conclusion

Effective mentoring is good for mentors, good for graduate students, and good for the academy. Your mentors are there to support you with your challenges and celebrate your successes; to assist as you navigate the unfamiliar waters of a graduate degree program; and to provide a model of commitment, productivity, and professional responsibility. During the graduate experience, your mentors will guide you toward becoming independent creators of knowledge. They will prepare you to become a colleague as you complete the degree program and move on to the next phase of your professional life.

We have provided here an overview and guidelines that should help you to cultivate the mentoring relationships that will sustain you during your graduate experience. In order to learn more about mentoring resources at Rackham, connect with the MORE Committee.

At the end of this guide, we have included a list of readings related to the scholarship on mentoring, the MORE Committee's mentoring plan templates, a mentoring network map, and a list of additional support resources at the University of Michigan.

Readings and Research on Mentoring

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Appendix

- A. Developing Shared Expectations: STEM and Social Sciences Focus
- B. Developing Shared Expectations: Humanities Focus
- C. Developing Shared Expectations: Co-Mentoring Triads
- D. Graduate Student Mentoring Map
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A. Developing Shared Expectations: STEM and Social Sciences Focus

Select and adapt from these suggested topics, as relevant to your discipline.

1. Getting the Mentoring You Need

- a. A mentoring network includes academic (for example, advising, research, substantive feedback), professional (career guidance, intellectual community), and well-being (personal and emotional) support. Which of these areas will we work on together?

- b. Are there additional resources and support that would help you do your best work (needs such as physical access, workspace accommodations, work hours, language and technology, well-being breaks, dietary needs, et cetera)?

2. Communication

- a. What is the best way/technology to get ahold of each other? What is the appropriate timeframe to expect a response?

- b. When will we meet? Is an agenda required? How long will the meeting be?

- c. If we have conflicts or disagreements, how will we address those?

3. The Student's Role on Projects

Describe the student's primary area(s) of responsibility and expectations (for example, reading peer-reviewed literature, in-lab working hours).

4. Participation in Group Meetings (if relevant)

The student will participate in the ongoing research group meetings listed below. What does this participation look like?

5. Tentative Papers on Which the Student Will Be an Author or Co-Author

Discuss disciplinary norms around authorship; list the papers and the likely order of the student's authorship.

6. Opportunities for Feedback

In what form and how often can the student expect to receive feedback regarding overall progress and other professional activities? How much time does the mentor need to provide feedback on written work, such as chapter and publication drafts?

7. Professional Meeting(s) That the Student Will Attend and Dates

What funding is available to attend these meetings?

8. Networking Opportunities

Discuss additional opportunities to network (for example, meeting with seminar speakers, et cetera).

9. Time Away from Campus

Discuss expectations regarding vacations and time away from campus and how best to plan for them. What is the timeframe for notification regarding anticipated absences?

10. Funding

Discuss the funding model and plans for future funding (for example, internal and external fellowships, including RMF funding, training grants, GSI, GSRA, GSSA); discuss any uncertainty in future sources of funding, and contingencies.

11. Completion of Programmatic and Other Milestones (as applicable)

Milestones	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
Qualifying Exam																		
Preliminary Exam																		
Candidacy Exam																		
Dissert. Comm. Mtg.																		

Place an X in terms designated for milestones. F=Fall, W=Winter, S/S = Spring/Summer.

Other milestones might include conference presentation, peer-reviewed publication, et cetera.

12. Target Semester Defense and Graduation

Discuss the student's target semester defense and graduation dates..

13. Professional Goals

Identify short-term and long-term goals, and discuss any steps, resources, and training necessary to accomplish those goals.

14. Skill Development

Identify the skills and abilities that the student will focus on developing during the upcoming year. These could be academic, research, or professional skills, as well as additional training experiences such as workshops or internships.

15. Leveraging Complementary Resources

What mentoring and related resources should the student be leveraging (for example, Rackham, departmental, other faculty, wellness/mental health resources)?

16. Other Areas

List here any other areas of understanding between the student and mentor regarding their working relationship during the student's tenure.

B. Developing Shared Expectations: Humanities Focus

Select and adapt from these suggested topics, as relevant to your discipline.

1. Getting the Mentoring You Need

- a. A mentoring network includes academic (for example, advising, research, substantive feedback), professional (career guidance, intellectual community), and well-being (personal and emotional) support. Which of these areas will we work on together?
- b. Are there additional resources and support that would help you do your best work (needs such as physical access, workspace accommodations, work hours, language and technology, well-being breaks, dietary needs, et cetera)?

2. Communication

- a. What is the best way/technology to get ahold of each other? What is the appropriate timeframe to expect a response, including when either the faculty member or graduate student is away from campus?
- b. When will we meet? How is the agenda decided? How long will the meeting be?
- c. How are the next steps identified after a meeting? How do we agree on action items?
- d. If we have conflicts or disagreements, how will we address those?

3. Professional Goals

Identify short-term and long-term goals, and discuss any steps, resources, and training necessary to accomplish those goals.

4. Completion of Programmatic and Other Milestones (as applicable)

Milestones	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

Agree on and populate your program's milestones. They might include: completing required coursework, assembling dissertation committee, qualifying paper/exam, dissertation committee meeting, developing reading list/prospectus. Place an X in terms designated for milestones. F=Fall, W=Winter, S=Spring/Summer.

5. Participation

How should the student allocate time to group or departmental seminars, and what are expectations for contributing to the intellectual life of the department?

6. Discuss Disciplinary Norms Around Authorship

For tentative projects on which the student will be an author or co-author, discuss format for publication and presentation.

7. Opportunities for Feedback

- a. In what form and how often can the student expect to receive feedback regarding overall progress and other professional activities (teaching, outreach, and presentation skills)?
- b. At which stages in the drafting, editing, and revising process can the student expect to receive this feedback? Does the type of feedback differ depending on the stage of writing?

8. Forming and Interacting with the Dissertation Committee

- a. How should the student approach potential committee members? If there is a conflict, whom should the student contact?
- b. How far ahead should the student circulate work to the mentor and/or other committee members? Is there an order in which the student should send work to the various faculty members? How much time is needed by each of the faculty members to provide feedback?
- c. How should feedback from multiple committee members be coordinated—especially if the readings and reactions contradict one another?

9. Skill Development

Identify the skills and abilities that the student will focus on developing during the upcoming year. These could be writing, teaching, research, mentoring, or professional skills, as well as additional training experiences such as workshops or internships.

10. Professional Meeting(s) That the Student Will Attend and Dates

What funding is available to attend these meetings?

11. Time Away from Campus

Discuss expectations regarding vacations and time away from campus and how best to plan for them. What is the timeframe for notification regarding anticipated absences?

12. Funding

Discuss the funding model and plans for future funding (for example, internal and external fellowships, including RMF funding, training grants, GSI, GSRA, GSSA); discuss any uncertainty in future sources of funding, and contingencies.

13. Target Semester Defense and Graduation

Discuss the student's target semester defense and graduation dates.

14. Leveraging Complementary Resources

What mentoring and related resources should the student be leveraging (for example, Rackham, departmental, other faculty, wellness/mental health resources)?

15. Other Areas

List here any other areas of understanding between the student and mentor regarding their working relationship during the student's tenure.

C. Developing Shared Expectations: Co-Mentoring Triads

This document is designed for students co-mentored by two faculty members (a mentoring triad). This document provides a framework for facilitating best practices for mentoring triads in conjunction with the use of Developing Shared Expectations for managing one-on-one mentoring. Triads offer many potential advantages, but can also bring distinct challenges. These questions focus on the latter to provide triads an opportunity to clarify expectations in the mentoring relationship.

1. Co-Mentor Responsibilities

Is there a primary mentor, or do both mentors equally share responsibility for the mentee?

2. Meetings

How frequently and where will the triad meet? Will meetings be held with each member physically present?

3. Developing Shared Expectations

Will the mentee complete Developing Shared Expectations with each mentor?

4. Funding

In cases where funding for the mentee is not clearly defined in each semester by the program, which mentor takes responsibility for determining how the student will receive funding in a particular term?

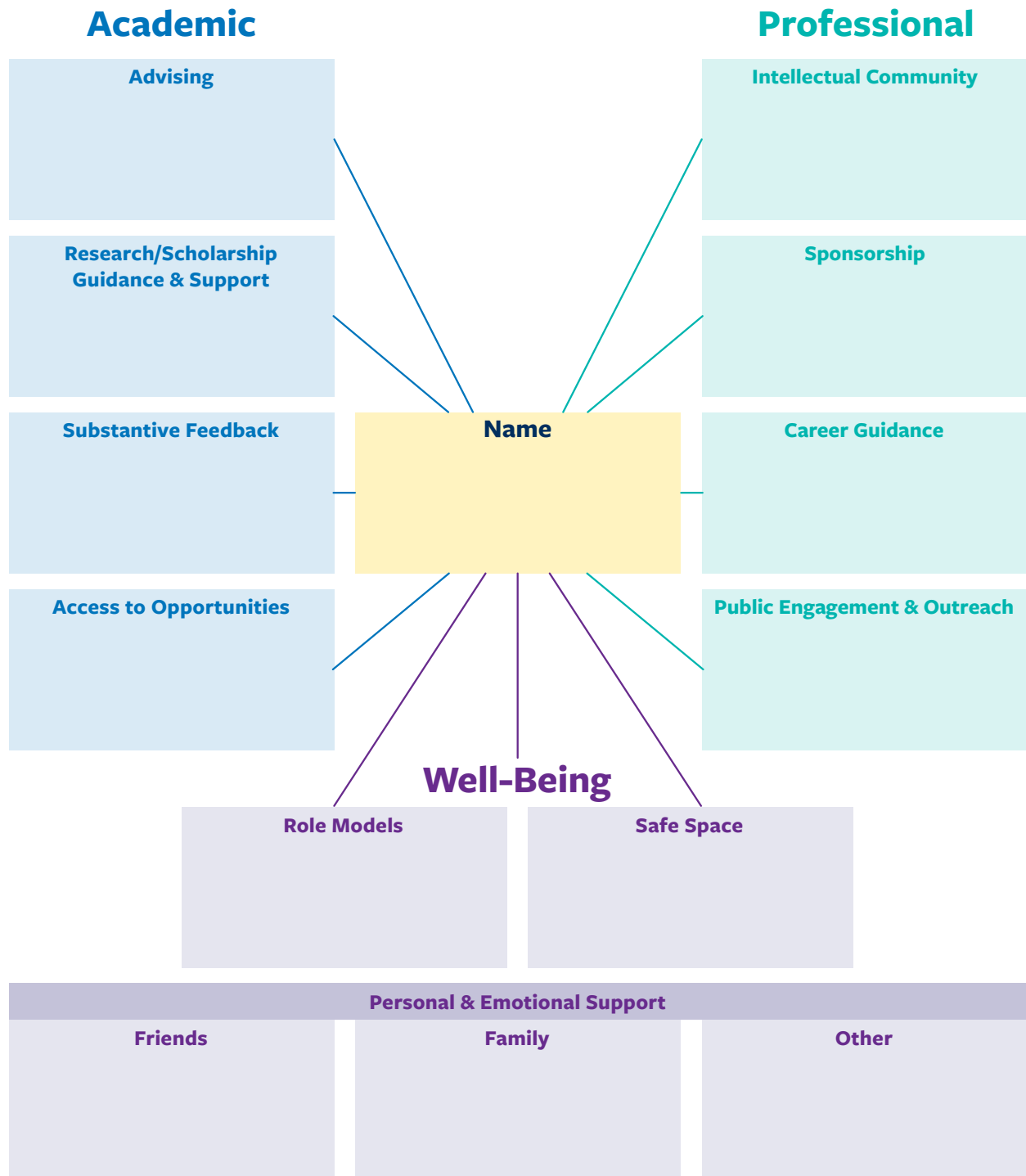
5. Reconciling Suggestions

If conflicting advice is given by the two mentors, what is the procedure for reconciling the suggestions?

6. Authorship Expectations

In fields where co-authorship with the mentor is typical, what are the expectations around authorship for both mentors on each project (for example, corresponding author status, author order, et cetera)?

D. Graduate Student Mentoring Map



*Adapted from the National Center for Faculty Development and Diversity Mentoring Map

Academic

- **Advising:** Individuals who provide guidance on course selection, degree and program requirements, and milestones
- **Research/Scholarship Guidance and Support:** Individuals who support and guide research and scholarship activities (advisor, dissertation committee, other faculty, lab members, etc.)
- **Substantive Feedback:** Individuals who provide feedback that advances work in a meaningful way such as feedback on written drafts, oral presentations, etc.
- **Access to Opportunities:** : Individuals who provide connections to internal and external opportunities such as teaching, fellowships, additional professional development experiences, internships, etc.

Professional

- **Intellectual Community:** Individuals who promote intellectual growth and creativity through the open exchange of ideas both inside and outside of your department (peers, faculty, etc.)
- **Sponsorship:** Individuals who provide direct connections to opportunities (e.g., job interviews, speaking engagements) using their influence and networks
- **Career Guidance:** Individuals who support job planning and preparation which can include career exploration, job application materials review, interview preparation
- **Public Engagement and Outreach:** Individuals who identify and encourage participation in volunteer opportunities that have impact beyond the university such as lectures to broader public, diversity, equity, and inclusion, etc.

Well-Being

- **Role Models:** Individuals whose behavior, example, or success you want to emulate
- **Safe Space:** a place or environment that fosters confidence and protects from exposure to discrimination, criticism, harassment, or any other emotional or physical harm
- **Personal and Emotional Support:** Individuals who help you thrive while fully experiencing the diverse range of human emotions, experiences, and vulnerabilities
 - **Friends**
 - **Family**
 - **Other:** individuals/groups/organizations that are supportive of your mental and physical well-being



E. Resources at the University of Michigan

Research, Writing, and Teaching

The Center for Research on Learning and Teaching (CRLT)

CRLT works with U-M faculty, graduate students, and administrators to support different types of teaching, learning, and evaluation, including multicultural teaching, technology in teaching, evaluation, workshops, and teaching grants.

1071 Palmer Commons
100 Washtenaw Avenue
Ann Arbor, MI 48109-2218

Phone: 734.764.0505

Email: crlt@umich.edu

Web: crlt.umich.edu

Sweetland Center for Writing

Sweetland offers writing assistance with course papers and dissertations to undergraduate and graduate students in the form of peer tutoring, appointments with Sweetland faculty, workshops, and additional resources.

1310 North Quad
105 South State Street
Ann Arbor, MI 48109-1285

Phone: 734.764.0429

Email: sweetlandinfo@umich.edu

Web: lsa.umich.edu/sweetland

Scholarspace

Scholarspace provides workshops as well as one-on-one consultation over the phone, in person, or over email on technology use related to research and writing (e.g., managing bibliographies with RefWorks and EndNote, using Microsoft Word for your dissertation, etc.).

Hatcher Graduate Library, Room 206
913 South University Avenue
Ann Arbor, MI 48109-1205

Phone: 734.647.7406

Email: scholarspace@umich.edu

Web: lib.umich.edu/visit-and-study/creation-and-learning-spaces/scholarspace

GroundWorks Media Conversion Lab

GroundWorks is a facility supporting the production, conversion, and editing of digital and analog media using high-end Macintosh and Windows computers equipped with CD-R drives, flatbed scanners, slide scanners, slide film exposers, and video and audio equipment.

Room 1315 Duderstadt Center
2281 Bonisteel Boulevard
Ann Arbor, MI 48109

Phone: 734.647.5739

Email: groundworks@umich.edu

Web: dc.umich.edu/partners-2/ground-connections-dmc/groundworks/

Duderstadt Center

The Duderstadt Center is the library and media center on North Campus. The center houses computer labs; meeting space; the Art, Architecture, and Engineering Library; the College of Engineering Computer Aided Engineering Network (CAEN); the Digital Media Commons (GroundWorks); and Mujo Café.

2281 Bonisteel Boulevard
Ann Arbor, MI 48109

Phone: 734.936.3191

Web: dc.umich.edu

Consulting for Statistics, Computing, and Analytics Research (CSCAR)

CSCAR is a research unit that provides statistical assistance to faculty, primary researchers, graduate students, and staff of the university.

3550 Rackham Building (3rd Floor)
915 East Washington Street
Ann Arbor, MI 48109-1070

Phone: 734.764.STAT (7828)

Email: cscar@umich.edu

Web: cscar.research.umich.edu

English Language Institute (ELI)

The English Language Institute offers courses for nonnative speakers of English enrolled at and visiting the University of Michigan. ELI also features instructional programs, courses, workshops for graduate student instructors, ESL clinics, and intensive English summer programs.

500 Church Street, Suite 900
Ann Arbor, MI 48109-1042

Phone: 734.764.2413

Email: eli-information@umich.edu

Web: lsa.umich.edu/eli

University Career Center

The University Career Center supports students and faculty with exploring and pursuing their career and educational goals by assisting with internship searches, looking for a full-time job, providing career counseling, and leading workshops.

3200 Student Activities Building
515 East Jefferson Street
Ann Arbor, MI 48109-1316
Phone: 734.764.7460
Email: careercenter@umich.edu
Web: careercenter.umich.edu

Rackham's Dissertation Resources

This website provides a list of resources at the University of Michigan that can be helpful as students navigate their dissertation process.

Web: rackham.umich.edu/navigating-your-degree

Rackham Workshops

This site lists the workshops that Rackham Graduate School offers throughout the year.

Web: rackham.umich.edu/events

Support Organizations and Services

Equity, Civil Rights & Title IX Office (ECRT)

The Equity, Civil Rights & Title IX Office provides support, resources, and education to promote a safe and non-discriminatory learning, living, and working environment for all members of the university community.

2030 Administrative Services
1009 Greene Street
Ann Arbor, MI 48109
Phone: 734.763.0235
Email: ecrtoffice@umich.edu
Web: ecrt.umich.edu

Office of Student Conflict Resolution (OSCR)

OSCR offers services that may be useful for some conflicts between students and faculty/staff members. A one-on-one conflict coaching or consultation session between you and an OSCR staff member may be helpful in exploring various approaches to a particular conflict. Other resources for conflicts with faculty members are academic deans or department chairs in the faculty member's academic unit, the Office of the Ombuds, and the Office of Institutional Equity.

100 Student Activities Building
515 East Jefferson Street
Ann Arbor, MI 48109
Email: oscr@umich.edu
Web: oscr.umich.edu

CEW+

CEW+ has professional counselors who help individuals explore their educational and career goals. They offer grants, free and low-cost workshops, postdocs, and other services to students, faculty, staff, and community members whereby they advocate for women in higher education and in the workplace.

330 East Liberty Street
Ann Arbor, MI 48104
Phone: 734.764.6360
Email: contactcew@umich.edu
Web: cew.umich.edu

Institute for Research on Women and Gender (IRWG)

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

1136 Lane Hall
204 South State Street
Ann Arbor, MI 48109-1290
Phone: 734.764.9537
Email: irwg@umich.edu
Web: irwg.umich.edu

International Center

The U-M International Center provides a variety of services to assist international students, scholars, faculty, and staff at the University of Michigan, as well as American U-M students seeking opportunities to study, work, or travel abroad.

1500 Student Activities Building
515 East Jefferson Street
Ann Arbor, MI 48109-1316
Phone: 734.764.9310
Email: icenter@umich.edu
Web: internationalcenter.umich.edu

Services for Students with Disabilities Office (SSD)

The Services for Students with Disabilities Office provides campus and external resources as well as assistance for students with physical and mental health conditions in a private and confidential manner.

G-664 Haven Hall
505 South State Street
Ann Arbor, MI 48109-1045
Phone: 734.763.3000
Email: ssdoffice@umich.edu
Web: ssd.umich.edu

Spectrum Center

The Spectrum Center provides a comprehensive range of education, information, and advocacy services working to create and maintain an open, safe, and inclusive environment for lesbian, gay, bisexual, transgender, and similarly-identified students, faculty, and staff; their families and friends; and the campus community at large.

3020 Michigan Union
530 South State Street
Ann Arbor, MI 48109-1308

Phone: 734.763.4186

Email: spectrumcenter@umich.edu

Web: spectrumcenter.umich.edu

LambdaGrads

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

Email: lambdagrads@umich.edu

Student Legal Services

Student Legal Services is a free, full-service law office available to currently enrolled students at the University of Michigan-Ann Arbor campus.

715 North University Avenue, Suite 202
Ann Arbor, MI 48104-1605

Phone: 734.763.9920

Web: studentlegalservices.umich.edu

Veterans Affairs: Transcripts and Certification

Alex Margraves in the Office of the Registrar assists students who are veterans with certification, paperwork, transcripts, veterans' benefits, and other administrative needs.

Office of the Registrar
500 South State Street, Suite 5000
Ann Arbor, MI 48109-1382

Phone: 734.763.9066

Email: ro.vetsbenefits@umich.edu

Web: vets.umich.edu/education-benefits-aid/certification-process

Veterans and Military Services

Phillip Larson assists U-M students who are veterans with their overall acclimation and adjustment to being a student at the University of Michigan (e.g., coursework, finding housing, social networks, etc.).

2011 Student Activities Building
515 East Jefferson Street
Ann Arbor, MI 48109-1316

Email: pnlarson@umich.edu

Phone: 734.764.6413

Web: vets.umich.edu

Multi-Ethnic Student Affairs Office (MESA) & William Monroe Trotter Multicultural Center

The Office of Multi-Ethnic Student Affairs and the William Monroe Trotter Multicultural Center work in conjunction with one another to provide workshops and programs that foster learning and cross-cultural competencies that represent an array of ethnic backgrounds.

Multi-Ethnic Student Affairs Office
Room 3000

530 South State Street
Ann Arbor, MI 48109

Phone: 734.763.9044

Email: mesa.uofm@umich.edu

Web: mesa.umich.edu

William Monroe Trotter Multicultural Center

428 South State Street
Ann Arbor, MI 48109

Phone: 734.763.3670

Email: TrotterMC.Info@umich.edu

Web: trotter.umich.edu

Graduate Student and Program Consultation Services (GSPCS)

This office offers a range of support services for graduate students, faculty, staff, and postdoctoral fellows. This Rackham office offers a safe and confidential environment to discuss concerns and explore options for resolution. GSPCS advises students, faculty, staff, and postdoctoral fellows on matters related to emergencies, crisis situations, academic misconduct, student progress, disputes, and student conduct violations.

0540 Rackham Building
915 East Washington Street
Ann Arbor, MI 48109-1070

Phone: 734.764.4400

Email: rackham-gspcs@umich.edu

Web: rackham.umich.edu/gspcs

Health and Wellness

Well-Being Site for U-M Students

This site for students provides a series of resources to help promote student well-being. Created in a collaborative effort with students, this resource provides ways to "Take a Break," find resources for help, and connect students to the Campus Events calendar filled with opportunities associated with well-being or mindfulness.

Web: wellbeing.studentlife.umich.edu

Counseling and Psychological Services (CAPS)

CAPS provides services that are designed to help students reach a balanced university experience, ranging from various counseling services to educational and preventive initiatives, training programs, outreach and consultation activities, and guidance on how to fully contribute to a caring, healthy community.

Suite 4079 Michigan Union

530 South State Street

Ann Arbor, MI 48109

Phone: 734.764.8312 (24 hours)

Email: caps-uofm@umich.edu

Web: caps.umich.edu

U-M Psychiatric Emergency Services (PES)

Psychiatric Emergency Services (PES) provides emergency/urgent walk-in evaluation and crisis phone services available 24 hours a day, 7 days a week, for people of all ages. The following services are provided: psychiatric evaluation, treatment recommendations, crisis intervention, screening for inpatient psychiatric hospitalization, and mental health and substance abuse treatment referral information.

University Hospital

Floor B1, Room A240

1500 East Medical Center Drive

Reception: Emergency Medicine

Ann Arbor, MI 48109-5020

Phone: 734.996.4747

Crisis phone service: 734.936.5900 (24 hours/7 days)

Web: medicine.umich.edu/dept/psychiatry/patient-care/psychiatric-emergency-service

Psychological Clinic

The U-M Psychological Clinic provides psychological care including consultation and short-term and long-term therapy for individual adults and couples who are students and residents of Ann Arbor and neighboring communities. Services and fees are on a sliding scale according to income and financial circumstances, and the clinic accepts many insurance plans.

Address(s):

210 South Fifth Avenue

Ann Arbor, MI 48104

Phone: 734.615.7853

Web: mari.umich.edu/psych-clinic

University Health Service (UHS)

UHS is a health care clinic available to U-M students, faculty, staff, and others affiliated with U-M that meets most health care needs. For students who are enrolled for the current semester on the Ann Arbor campus, most UHS services are covered by tuition.

207 Fletcher Street

Ann Arbor, MI 48109-1050

Phone: 734.764.8320

Email: ContactUHS@umich.edu

Web: uhs.umich.edu

SafeHouse Center

SAFE House provides free and confidential services for any victim of domestic violence who lives or works in Washtenaw County. Their programs include counseling, court accompaniment, information and referrals, emergency shelter, and personal advocacy.

4100 Clark Road

Ann Arbor, MI 48105

Crisis Line: 734.995.5444 (24 hours/7 days)

Business Line: 734.973.0242

Email: info@safehousecenter.org

Web: safehousecenter.org

Sexual Assault Prevention and Awareness Center (SAPAC)

SAPAC provides educational and supportive services for the University of Michigan community related to sexual assault, dating and domestic violence, sexual harassment, and stalking.

4130 Michigan Union

530 South State Street

Ann Arbor, MI 48109-1308

Office Phone: 734.764.7771

24-hour Crisis Line: 734.936.3333

Email: sapac@umich.edu

Web: sapac.umich.edu

Family and Community

Rackham Life

This web page provides links and information for students about numerous resources at the University of Michigan and in Ann Arbor.

Web: rackham.umich.edu/rackham-life

Students with Children

This website is dedicated to the needs of students at the University of Michigan who juggle parenting, study, and work. This site is described as a “one-stop shop for all your parenting needs.”

Web: www.cew.umich.edu/advocacy-initiatives/students-with-children

Child and Family Care

Child and Family Care is a starting point for U-M staff, faculty, and students as they begin to investigate resources for eldercare, childcare, and other tools for work/life balance, such as flexible scheduling and childcare leaves of absence.

2060 Wolverine Tower

3003 South State Street

Ann Arbor, MI 48109

Phone: 734.936.8677

TTY: 734.647.1388

Email: CFCResources@umich.edu

Web: hr.umich.edu/about-uhr/service-areas-offices/child-family-care

Child Care Subsidy Program

The Child Care Subsidy Program provides funds to students with children to assist in meeting the cost of licensed childcare.

Office of Financial Aid
2500 Student Activities Building
515 East Jefferson Street
Ann Arbor, MI 48109-1316

Phone: 734.763.6600

Email: financial.aid@umich.edu

Web: finaid.umich.edu/types-aid/child-care-subsidy

University Center for the Child and the Family (UCCF)

UCCF offers a wide variety of family-oriented services to enhance the psychological adjustment of children, families, and couples. Services are offered on a sliding-fee scale and include individual and group psychotherapy for children, families, and couples; parent guidance; coping with divorce groups for parents and children; and social skills groups for children.

210 South Fifth Avenue
Ann Arbor, MI 48104

Phone: 734.615.7853

Web: mari.umich.edu/uccf

Housing Information Office

The Housing Information Office handles all residence halls and Northwood housing placements, provides counseling and mediation services for off-campus housing, and special services for students with disabilities, international students, and families.

1011 Student Activities Building
515 East Jefferson Street
Ann Arbor, MI 48109-1316
b 734.763.3164

Email: housing@umich.edu

Web: housing.umich.edu

Off-Campus Housing Resources

This program provides housing resources specifically related to living off campus.

Web: offcampushousing.umich.edu

Rackham Student Organizations

Graduate Rackham International (GRIN)

GRIN is a student-run organization that aims to provide support for all international graduate students at the University of Michigan. Their goal is to establish a diverse and inclusive community while providing international students with tools to grow professionally and personally. Avenues to achieve this vision include mentorship programs and social and professional events.

Email: grin.contact@umich.edu

Web: grin.rackham.umich.edu

Rackham Student Government (RSG)

Established in 1954, Rackham Student Government is the elected body representing the needs and concerns of graduate students enrolled in Rackham degree programs. RSG consists of multiple active governmental branches. The members of the executive and legislative branches are elected annually by Rackham students.

Email: rsg@umich.edu

Web: rsg.umich.edu

Students of Color of Rackham (SCOR)

SCOR is a network for Rackham graduate and professional students at the University of Michigan. SCOR is dedicated to the social, cultural, and academic well-being of students of color of African, Asian, Latino, and Native American descent, and also welcomes students of other cultures, ethnicities, and international origins. SCOR promotes, supports, and sponsors efforts to enhance and improve the quality of our students' academic, professional, and social lives, respectful of cultural, disability, gender, and sexual orientation.

Email: scorcommunications@gmail.com

Web: scor-umich.com

