



How to Mentor Graduate Students

A Guide for Faculty



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Acknowledgements

The Rackham Graduate School's How to Mentor Graduate Students: A Guide for Faculty 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. Improving the quality of mentoring available to our students, as well as providing resources for both students and faculty, remains a top priority for Rackham.

In 2019, Rackham's MORE (Mentoring Others Results in Excellence) Committee, a multidisciplinary faculty group committed to improving mentoring for graduate students, updated the guide to reflect Rackham's mission and vision as applied to mentoring. In 2024, Chelle Jones, MORE's inaugural Graduate Student Staff Assistant, provided critical edits and was instrumental in making this revised volume possible.

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Dear Colleagues,

Faculty mentors play a crucial role in the success of graduate students; at Rackham, we hear this message frequently from students. While styles of mentoring vary across the disciplines and by personal inclination, the fundamentals apply throughout graduate education. Our goal in creating this guide is to provide a resource for faculty members who seek to strengthen their relationships with doctoral students and their effectiveness in working with them. We hope it is useful not only for those who are new to the role, but also for those who have enjoyed success and are looking to become more skillful in the wide variety of situations that arise. The benefits of strong mentoring relationships accrue to both the student and faculty member alike.

Students and their mentors share responsibility for ensuring productive and rewarding mentoring relationships. Both parties have a role to play in the success of mentoring. This handbook is devoted to the role of faculty members, though there is a companion volume for graduate students.

Setting clear expectations and communication lines are key to a healthy mentoring relationship, and the role written mentoring agreements can play in creating such a relationship is clearly documented. For this reason, Rackham has established a normative expectation that all doctoral students and their faculty advisors have a written mentoring plan. In the following pages, we have included mentoring plan templates and campus resources that can assist you in cultivating a positive mentor-mentee relationship.

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

Sincerely,

Mike Solomon

Dean of Rackham Graduate School

Vice Provost for Academic Affairs–Graduate Studies

1. What Is a Mentor?

Describing the landscape of 21st century graduate education and its population includes acknowledging that the quantity of knowledge has exploded, the boundaries between disciplines have blurred, and that advances in the resources and methods available for study and research continue to fuel change within modes of graduate education. The role of a mentor in this environment is to teach, sponsor, encourage, counsel, and befriend a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development (adapted from Anderson and Shannon, 1988). Mentors serve a vital role in graduate education and in the preparation of the next generation of intellectual leaders, and yet the role is one that carries little formal preparation. Therefore, this guide is intended to assist faculty mentors in their important work.

Another key characteristic of graduate education and training is that the pool from which the individuals engaged in graduate teaching, learning, and research are drawn is more diverse than ever before. Groups of individuals who were rarely included in higher education in past generations are now prevalent. These diverse groups of faculty and graduate students bring invigorating experiences and perspectives to the graduate school enterprise, and they drive a concomitant expansion of appropriate areas for scholarly investigation. The relatively new aspects of the graduate education necessitate both a broader and more sophisticated notion of mentoring than what the apprenticeship model of graduate education required at its inception in the 19th century.

Consider this 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, such as having caregiving responsibilities.

Mentoring Is More Than Advising

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

Advising

Role of advisor is "usually limited to guiding academic progress."

Mentoring

Role of mentor is "centered on a commitment to advancing the student's career through an engagement that facilitates sharing guidance, experience, and expertise."

Like any relationship, the one between mentor and mentee will evolve over time, with its attendant share of adjustments. Graduate students may express the desire for a mentor with whom they can personally identify, or with whom they do not share social identities but have matching values. This confirms the important point that you can be a successful mentor even if you and your student do not share similar backgrounds (Ortiz-Walters and Gilson, 2005). Of course, each mentoring relationship should consider students' goals, needs, and learning style, but the core principles apply across the board. What you and the student share—a commitment to the goals of the scholarly enterprise and a desire to succeed—is far more powerful and relevant than whatever might seem to divide you.

Just as students have different learning styles, the skill sets and aptitudes of mentors are as varied as mentors themselves. While a model for mentoring that still might be prevalent in some disciplines comes from the 19th century's apprentice model, today successful mentoring relies on evidence-based and student-centered practices. This guide surveys strategies and approaches that have demonstrated their value. Our intent is to help you become a successful mentor in your own way.

Mentoring in Action: Applied Physics

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

STUDENT PERSPECTIVE

A mentor works to understand how their expertise and resources can best be used to foster the growth and continued independence of their mentees.

2. Benefits of Mentoring

Effective mentoring benefits both the faculty member and the student by ensuring they are successful in creating and transmitting knowledge in their disciplines. Good mentoring is not a task to be attended to as time permits, but rather an opportunity to deeply engage with the next generation of researchers and scholars. Mentoring benefits students because (adapted from Paglis et al., 2006):

- it supports student advancement in research activity, conference presentations, publication, pedagogical skill, and grant-writing;
- students are more likely to successfully navigate stressful or difficult periods in their graduate careers;
- the experiences and networks mentors help students accrue may improve their prospects of securing professional placement;
- students' stress levels are lowered and they build confidence when they know that someone is committed to their progress, can give them solid advice, and be their advocate.

And it rewards mentors in an abundance of ways:

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

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

STUDENT PERSPECTIVE

Mentorship is another means of learning through teaching, and reaching out to help students can make all the difference for that student.

The two things I like best about my relationship with my mentor is one, [they] think outside of the box when looking for funding for the lab and two, [they are] very good at keeping [their] mentees abreast of what is going on as well as encouraging us to keep [them] informed.

3. What Does the Effective Mentor Do?

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

Let us start with the key responsibilities and functions mentors have to those graduate students who seek their guidance (adapted from Barnes and Austin, 2008).

Know your mentee. To be an effective mentor, you need to know your mentee. You should not assume your mentee's aspirations are similar to yours. Mentoring requires a dialogue between the mentor and mentee, through which you get to know your mentee on an individual basis and gain their trust. You will learn their constraints, strengths, and weaknesses, as well as their goals within the graduate school and beyond.

Model and guide excellence in research, teaching, and service. A mentor must provide training in discipline-specific research and must model best practices in that regard. They should also facilitate helping the student find resources regarding teaching and, if appropriate, help them identify meaningful service opportunities. Create a rigorous and supportive environment for research, scholarship, and/or artistic production.

Establish effective communication. For many students, the shift from the highly structured nature of undergraduate education to the self-direction that is expected in graduate school presents a significant challenge. The best mentoring relationships help establish shared expectations between mentor and students, and can involve agreements about such things as ways to develop reading lists, setting an agenda for meetings, the process for drafting manuscripts, authorship considerations, requirements for travel to meetings, vacation policies, and best methods to communicate. A good way to establish shared expectations is to attend Rackham's Mentoring Others Results in Excellence (MORE) workshop to develop a mentoring plan between mentor and mentee (mentoring plan templates are included in the Appendix).

Demystify graduate school. Many aspects of graduate education are unwritten or vague; they are part of a "hidden curriculum" (Calarco, 2020) that students will need to navigate. The ability of students to understand the hidden curriculum is hampered by the fact that they frequently do not know what questions to ask or what certain terminology means. You can help by adjusting your conversations accordingly and clarifying your program's expectations for coursework, comprehensive exams, lab work, research topics, and teaching. At each stage of the student's program, discuss the prevailing norms and criteria used to define quality performance.

Facilitate professional development. Activities that have become second nature to you need to be made explicit to students, such as faculty governance and service, directing a lab, obtaining grants, attending and presenting at conferences, managing budgets, and being able to explain your research to those outside your discipline. Mentors help their students become full-fledged members of a profession and not just research assistants.

Assist with developing mentoring network. One size does not fit all, and one mentor cannot provide all the guidance and support that every student needs. Introduce students to other faculty, emeriti, alumni, staff, and other graduate students who have complementary interests. Effective mentoring is a community effort. Collaborate with other faculty to build an intellectual culture and mentor network for students to thrive. One important resource is the **mentoring map** available in the Appendix, which includes sections for students to fill in their mentors in three domains: academic mentors, professional mentors, and well-being role models.



Model professional responsibility. It is crucial that mentors consciously act with integrity in every aspect of their work as teacher, researcher, and author. Students must see that their mentors recognize and avoid conflicts of interest, collect and use data responsibly, fairly award authorship credit, cite source materials appropriately, avoid plagiarism, use research funds ethically, and treat animal or human research subjects properly.

Support mental health and well-being. Helping students make connections to communities with shared interests and encouraging them to find support networks is a great way to help them manage the stress of graduate school. Common challenges graduate students face, including on our campus, surround mental health. According to the Healthy Minds Study (2024), nearly a third of graduate students at the University of Michigan face depression and another quarter experience anxiety. Mentors are not expected to diagnose or treat such conditions, but it is good practice to pay attention to changes that might indicate a student is struggling with a mental health issue and be supportive of the student seeking help from appropriate sources. A good place to start is with the U-M resources listed under the Health and Wellness section of the Appendix.

STUDENT PERSPECTIVE

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

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

A mentor tells you the lay of the land in their field.

4. Principles and Practices for Mentors

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

Within mutually agreeable limits, mentors have an open door. Because your **time** is so valuable, it is often the most precious thing you can give. What lies behind your door, literally and figuratively, should be a haven of sorts. Give students your full attention when they are talking with you, and the time and encouragement to open up. Try to minimize interruptions during your meetings.

Use concrete language to comment on students' work. What the mentor communicates with the student must be timely, clear, and—above all—constructive. **Critical feedback** is essential, but it is more likely to be effective if tempered with praise when deserved (Cohen et al, 1999). Remind students that you are holding them to high standards and be sure to assure them that they have the capacity to reach these standards so that they remain motivated.

Mentors keep track of their students' progress and achievements, and set milestones and **acknowledge accomplishments**. Mentoring plans can serve this function. (See several discipline-specific examples of mentoring plans in the Appendix). Let your students know from the start that you want them to succeed, and create opportunities for them to demonstrate their competencies. When you feel a student is prepared, suggest or nominate them for fellowships, projects, and teaching opportunities. Adopting a “growth mindset” with students is crucial, as it validates a mentee's potential and normalizes the challenges they face in graduate school (Posselt, 2018).

Encourage students to try new techniques, expand their skills, and discuss their ideas, even those they fear might seem naive or unworkable. Let students know that mistakes are productive because we learn from our failures. These practices **nurture self-sufficiency** in your mentee. Provide support in times of discouragement as well as success, and be mindful of signs of a student's well-being as a whole. Do not assume that the only students who need help are those who ask for it. If a student is falling behind in their work, resist concluding that this shows a lack of commitment. Perhaps the student is exhausted, or unclear about what to do next, or is uncomfortable with some aspect of the project or research team. Ultimately, it is important to keep in regular contact with your students. Do not hesitate to take the lead to get in touch with those students who are becoming remote. Let them know they are welcome to talk with you and that the conversation can include non-academic as well as academic issues.

Being **open and approachable** is particularly important when a student is shy or comes from a cultural background with different norms about structure and authority than the U.S. educational system. Many new students suffer from impostor phenomenon—anxiety about whether they belong in graduate school—so it is important to reassure them of their skills and ability to succeed. The enthusiasm and optimism you show can be inspirational. Make sure that students understand not only the personal consequences of their commitment to their work, but also its value to the professional community and to the general public.

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

Of course, it is not necessary to embody all of these attributes in order to be a successful mentor. Individuals have relative strengths in their capacity for mentoring, and mentors should be clear about what they can and cannot offer. Part of effective mentoring is knowing when to refer your student to another resource that might be more helpful (e.g. another mentor from their mentoring network). Most importantly, and more than any particular piece of advice or supportive act, your students will remember how they were treated. The **example you set** as a person will have a profound effect on how they conduct themselves as professionals.

Mentoring in Action: Linguistics

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

Mentoring in Action: Chemistry

Mentor matching: During their first week in the program, students attend a poster session featuring all groups accepting new graduate students. Faculty give short talks emphasizing potential projects for new researchers. By their second week in the program, after face-to-face interviews with faculty, students have been matched to rotation labs for fall semester. A second round of meetings and rotations occurs for winter term. Only after about eight months of substantive research experiences in two different labs do students choose the lab to complete their dissertation research. Almost 20 years of experience with this system has shown no increase in average time to achieve the Ph.D. and less switching of labs later in the program.

STUDENT PERSPECTIVE

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

A mentorship style that is effective for one student may not work for every student. Hold your mentees accountable and push them to succeed, but try to learn the boundaries of pushing that student too far.



5. Developing Shared Expectations: Initial Meetings

You were mentored in some fashion as a graduate student, so you may find it a useful starting point to reflect on those days and how you felt about the mentoring you received.

Consider these questions:

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

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

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

- Find out about the student's previous educational experiences, mentoring style preferences and needs, and why they decided to go to graduate school. What does the student hope to achieve in pursuing a graduate degree?
- Discuss your research projects and how they complement or diverge from the student's interests.
- Offer suggestions about courses the student should take and research opportunities that are available, and discuss other training experiences they might want to seek.
- Refer the student to other people inside or outside the university whom they should meet in order to begin developing professional networks.
- Remind the student that the graduate school experience can be stressful and mention well-being and mental health resources, such as CAPS, that are available to students. A list of important resources is available in the Appendix.

You and your student need to communicate clearly from the start about your respective roles and responsibilities. More and more faculty and students at U-M find it helpful to put such arrangements in writing, such as in the form of a mentoring plan. Through Rackham's mentoring plan workshops, they are encouraged to use MORE's mentoring plan template, Developing Shared Expectations. We recognize that circumstances and needs can change over time, so we recommend revisiting and revising the mentoring plan at least annually. Here is a sample of areas you may want to discuss.

- **Communication and meetings:** Tell students how frequently and regularly you plan to meet with them. Let them know if you have a busy travel schedule, are about to take a sabbatical, or will be assuming an administrative position, and whether you have an open door policy.
- **Milestones:** Ask students to develop and share with you a mentoring plan that includes short-term and long-term goals, as well as the timeframe for reaching those goals. Make sure the student's mentoring plan meets the program's requirements and is feasible.

- **Feedback:** Discuss how often you will give them an assessment of their general progress, and let them know what type of feedback they can expect from you. Tell them how long it generally takes you to provide a response to their work, and how they can best remind you if they do not hear from you within the specified time. Also discuss your expectations of what first drafts should look like before they are submitted to you. If you do not want students to hand in rough drafts, suggest they share their work first with a trusted peer or writing group.
- **Authorship and professional meetings:** Explain the standards and norms for authorship in your field, and the extent to which you can assist them with preparing work for submission to journals and conferences. Share your expectations regarding when and where you would like to see the student give research presentations.

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

Mentoring in Action: Asian Languages and Cultures

Upon entering the graduate program, every student is assigned a faculty advisor who will provide academic advising and serve as the chair of the student's mentoring committee. By the middle of a student's third term, the student will undertake the more formal construction of a mentoring committee that consists of the primary faculty advisor as chair and at least two additional U-M faculty members who may or may not be from the department. The mentoring committee oversees key pre-candidacy milestones such as the fourth term review and early planning for the preliminary examinations. Students are expected to meet at least twice a year with their mentoring committee, once in the fall semester and once at the end of the winter semester. At these meetings, the mentoring committee will review the progress made by the student and assist the student in planning their program. Students receive a letter of progress at the end of each academic year, and if there are concerns, they are addressed in these annual letters or a milestone letter.

STUDENT PERSPECTIVE

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

Having a contract of sorts at the beginning of a mentoring relationship can provide insights for both parties in how the mentor-mentee relationship is to be structured.

6. The Evolving Professional Relationship

The responsibility of the mentor is to assist in the development of the next generation of scholars and researchers. This requires a dynamic relationship that recognizes the changing needs of mentees as they transform themselves from more or less dependent students into autonomous professionals with specialist knowledge in their disciplines.

The first challenge that faculty face with incoming graduate students is helping them make the transition from the format of undergraduate education—the short-term goals, predictable closure, and tight structure of coursework—to the unfamiliar, loosely structured, and relatively open-ended world of lab, research, and dissertation. Mentors sometimes need to assign concrete tasks and deadlines to help mentees maintain a short-term focus, but as a long-term agenda the focus should be on guiding them in the process of developing independence.

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

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

If the relationship is, indeed, lifelong, then opportunities to provide such assistance do not end with the completion of the degree. Some students seek jobs in the academy. Other graduate students will pursue positions in industry, government, business, consulting, and other areas. Therefore, the mentor's function goes beyond the promotion of academic success or a sole focus on the tenure-track route, and so the mentor must be open minded about students' career interests and paths, and help them to explore those options outside the academic world if that is where their interests lie.

The influence that research supervisors wield over their students is enormous; they are truly the gatekeepers of the student's professional future. An effective mentor serves as advocate and guide, empowering the student to move from novice to professional.

Mentoring in Action: English Language and Literature

The department sponsors a group known as Jobseekers. This group meets at least once a month to prepare students for interviews for both academic and non-academic jobs. They offer students reimbursement for up to \$1,100 spent for interview travel, dossier postage, etc. In addition, there are mock interviews with the two faculty members who serve as directors of the group. The directors vet their cover letters and resumes.



STUDENT PERSPECTIVE

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

At the core of any successful relationship is effective communication. Learn the best ways to give and receive information, be honest about your expectations, and take the time to build trust through opening up.

7. Mentoring in a Diverse Community

Graduate education is continually evolving: Content and practices have changed over the decades, and so have the students. The graduate population is heterogeneous in gender, race, ethnicity, nationality, family status, language, and age. The diversity of those in graduate education requires reconsideration of which traditional practices are worth preserving and transmitting, and which are rooted in assumptions about homogeneity and should be adapted or discarded (NASEM 2019). For example, students may come with diverse care responsibilities that preclude their ability to participate in after-hours events.

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

Need for Role Models. Students from historically underrepresented or marginalized groups have a harder time finding faculty role models who might have had experiences similar to their own (Ortiz-Walters & Gilson 2005). If the faculty and graduate students in your department are ostensibly homogenous, become more involved in efforts to identify and recruit new faculty and graduate students who represent diverse backgrounds. At the same time, never forget that you can provide excellent mentoring to students whose backgrounds are different from your own.

Expanding Research Areas. Students from underrepresented or marginalized groups, particularly those in the social sciences and humanities, sometimes find that their research interests do not fit into the current academic canons. Some fear that when they select research questions focusing on race, gender, or sexual orientation, faculty will deem their work irrelevant or will see them as being only interested in these topics for the rest of their professional careers. More commonly, they find that their experiences are missing from current theory and research. Be open to hearing students' experiences and perspectives. Ask where a student's research interests lie rather than making assumptions about them based on the student's personal characteristics or past work. Direct them to the many interdisciplinary programs and research centers across campus that may provide them with a community of scholars whose interests intersect with their own.

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

Gender Bias. Women doctoral students may face gender bias. In a randomized double-blind study with equally qualified male and female applicants for work as a lab manager, Moss-Racusin et al. (2012) showed that science faculty—both male and female—were biased against women applicants, being less willing to hire them, and offering them less mentoring.

Burden of Being a Spokesperson. Students from underrepresented groups often expend a lot of time and energy speaking up when issues related to their group membership arise—or are being ignored. These students' perspectives are wanted and valued, yet they should be offered freely and viewed as each individual's perspective. Avoid calling on, for example, male or female, black or white, old or young graduate students to be spokespersons for their gender or race or age group.

Managing Discussions and Classroom and Group Dynamics. Certain conditions may be greater obstacles for some students than for others. Try to change the tenor of discussions when they become overly critical. Set ground rules with your students for group discussions in your courses or labs, and explain how your expectations for participation will advance students' learning goals. Experiment with ways of preventing a few students from dominating your seminars. Encourage students who "name drop" theorists or research to briefly situate this outside material in the context of the present discussion.

Stereotype Threat. Extensive research shows that when a negative stereotype associated with a student's identity as a member of a particular group is activated, academic performance can suffer (Steele, 2010). Be aware of circumstances that can activate stereotype threat, such as when a female graduate student is in front of an all-male faculty committee. Consider as well how to help students develop connections that can help combat the isolation known to increase the impact of stereotype threat.

Mentoring in Action: Ecology and Evolutionary Biology

The Big Sibs Mentoring Program is meant to provide a comfortable, informal way for first-year students (aka Little Sibs) to learn about the culture of graduate school, the department, and how to excel at the University of Michigan. Big Sibs (typically third and fourth year students) meet in groups with their Little Sibs to answer questions and help ease the transition into graduate school. The program's organizers also plan events such as coffee socials and panel discussions to build community between first-year students, Ph.D. students, and postdocs in the department.

STUDENT PERSPECTIVE

Maintain open conversations and incorporate community feedback into making changes or updating policies.

Being conscientious of cultural differences particularly between mentor and mentee is crucial for understanding what the student might need for a successful mentoring relationship.



8. How Graduate Programs Can Encourage Good Mentoring

A successful relationship between a graduate student and mentor is built upon a foundation of commitment at the institutional as well as at the program level. The institution must be committed to ensuring that its programs are of the highest quality. The department, in turn, is responsible for setting clear expectations and supervising progress. Each department should be responsible for creating an environment in which mentoring is valued, and both students and faculty have access to resources that promote graduate student success. The MORE Committee recently published a Guide for Graduate Chairs to implement mentoring plans, which is available at the MORE website. The following are a few examples of practices known to reinforce the efforts of programs and faculty as they work with their students.

Create structured activities to facilitate faculty and student interactions. These events could be academic in nature, such as brown bags, colloquia, and workshops, or more socially oriented events like potlucks, fall picnics, or end of academic year gatherings. To establish a collegial atmosphere where faculty and students can interact informally, it is helpful to designate a space, such as a lounge. Many departments also use this space to host social events to which graduate students, faculty, staff, and families are invited. Lastly, organize a town hall with graduate students once or twice a year.

Offer peer mentoring opportunities. In order to ease the transition to graduate student life, some departments have implemented a formal program in which first-year graduate students pair with more advanced students who share similar interests. Peer mentors can familiarize incoming students with departmental culture, strategies for success in the first year, and resources at the university and in the local community.

Support professional socialization. Departments can make it easier for mentors to nurture the professional development of their graduate students by instituting certain policies and programs. For instance, a number of departments invite student participation on departmental committees. Some departments offer a pedagogical course for their graduate students who are working as graduate student instructors for the first time. Departments can also promote professionalization by requiring each student to make a presentation at a seminar or brown bag, with one or two faculty assigned to provide a critique. Graduate programs can encourage students to present their work at professional meetings.

Promote a broad set of engagements around mentoring. Some departments have found it useful to hold annual seminars that update faculty on the latest employment trends and internship opportunities, as well as issues such as appropriate faculty-student relations, professional standards, research responsibility, and balancing career and personal life. Some departments require participation in MORE's mentoring plan workshops for faculty and students, which addresses topics such as mentoring plan development, offering constructive feedback, and diversity sensitivity. New faculty often benefit from formal guidance in mentoring, which can include briefings, workshops, and the assignment of senior mentors. Programs can collect anonymous data on mentoring practices from students and faculty, and find it effective to provide informal mediation for mentees/mentors seeking to resolve conflicts.

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

Mentoring in Action: Political Science

The department has developed a number of practices to build and maintain community. Each fall and winter semester, the department sponsors a Professional Development Day when faculty and graduate students from each area gather for lunch to discuss new developments in the field and anything else that comes up. Then graduate students take part in a variety of professional workshops planned by the Professional Development Committee. These workshops have focused on a wide variety of issues, from non-academic employment to managing stress to applying for outside fellowships.

9. Summary and Resources for Further Learning

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

When faculty and graduate programs employ engaged mentoring practices, students make informed choices regarding faculty with whom they work; faculty serve as effective mentors and foster the learning and professional development of graduate students. During the graduate experience, students are then guided toward becoming independent creators of knowledge or users of research, prepared for the career paths of their choice, and ready to move on to the next phase of professional life.

Resources for Further Learning

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

MORE offers mentoring plan workshops for faculty and students to attend together with the goal of creating awareness about the benefits of mentoring and to introduce concepts and strategies that facilitate mentoring. An early dialogue on the advising and mentoring relationship between faculty advisors and their graduate students can be an essential tool for setting up expectations for the mentoring relationship.

The Appendix provides MORE's three mentoring plan templates, titled Developing Shared Expectations. They are meant to guide, and be adapted as desired, a conversation on mentoring for those in STEM and social science fields; or for those in the humanities. The third template addresses co-mentoring triads. These plans are not intended to serve as any kind of legal document, but rather as an understanding in principle as to the training goals of the mentor and mentee, after fostering a discussion between the two.

Lastly, the appendix lists related resources at the University of Michigan useful for those who work with graduate students in any capacity.



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Appendix

Developing Shared Expectations: STEM and Social Sciences Focus

Developing Shared Expectations: Humanities Focus

Developing Shared Expectations: Co-Mentoring Triads

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.



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.

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)?



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

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

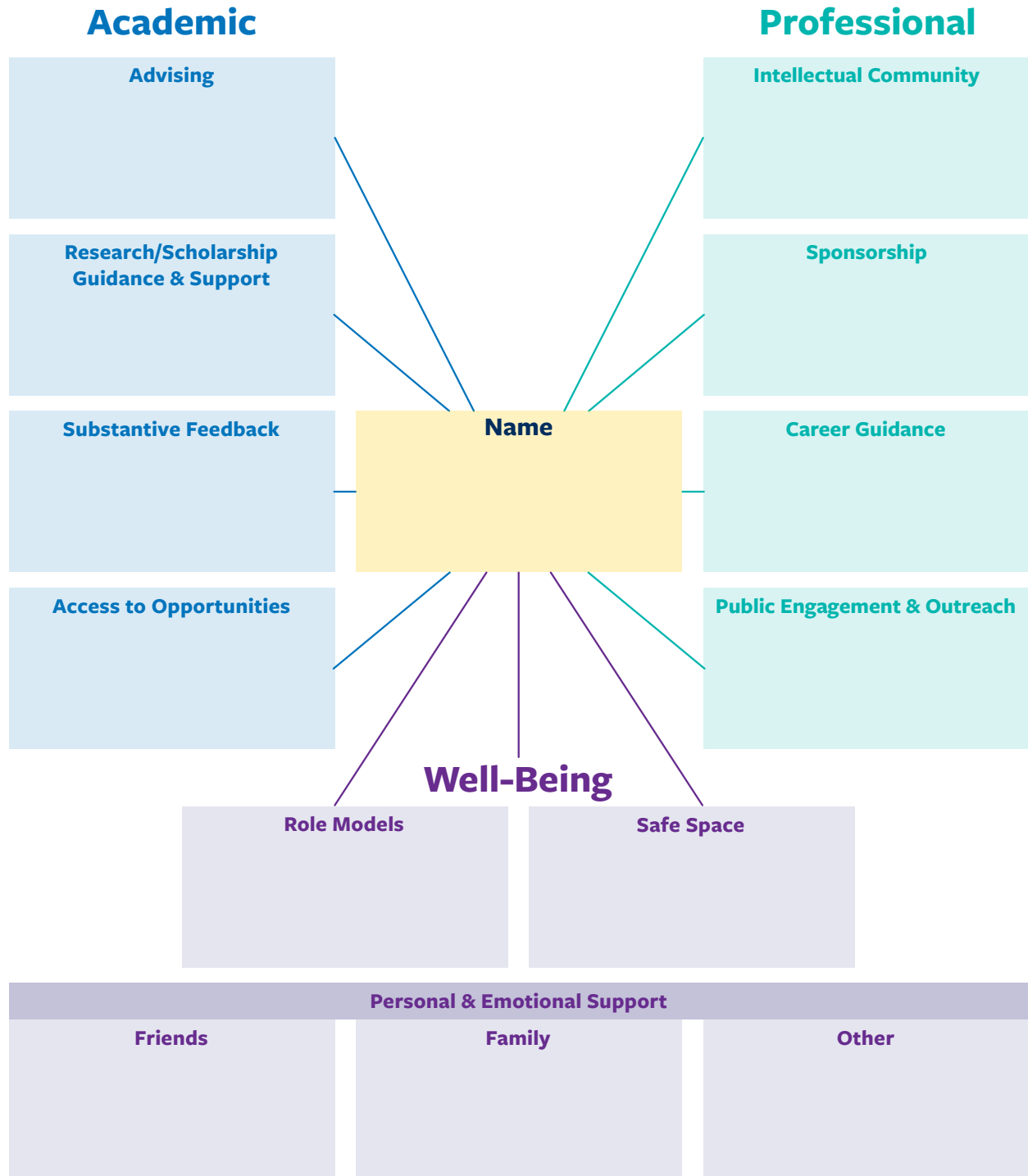
Students of Color of Rackham (SCOR)

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

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

