SUMMARY

Policies & Processes 4-6: Mentorship & Graduate Faculty
(John Mercer, Kate Korgan, Kendall Hartley, Elizabeth Nelson, Cecilia Maldonado)

- Dedicated a Grad College Faculty Fellow (Dr. Elizabeth Nelson) to work on mentorship issues in AY16-17.
- Rolled-out new Grad Coordinator infrastructure support program: will help w/ graduate student advising.
- Designed and implemented first cohort of new student mentorship program, RAMP (Research & Mentorship Program) for AY16-17 program implementation in collaboration with CSUN, OUR, McNair Program/CAEO.
- Researching best practice models for graduate faculty onboarding; will present to Graduate Council for implementation in Fall ’16.
- Recommendation to continue working group to develop further strategic support for both doctoral & graduate faculty mentorship in collaboration with Dr. Maldonado and the Provost’s office.
Research, Scholarship & Creative Activity
Working Group:
Graduate Mentorship Planning Report
April 2016
GRADUATE FACULTY MENTORSHIP

During the course of the 2015-2016 academic year, we completed the planning for a mentoring program of New Graduate Faculty. We conducted research to learn how peer and peer plus institutions organize their New Graduate Faculty Mentoring Programs, we met with Cecilia Maldonado and Mary-Ann Winkelmes to coordinate our new mentoring program with the existing mentoring programs and resources on campus, and we developed a proposal for a mentoring program for new Graduate Faculty that will begin in Fall 2016. In preparation for this program, we are in the process of building a mentoring webpage on the Graduate College website, developing short, topical essays on mentoring issues for the webpage and collecting a wide range of other mentoring resources that will be easily accessed through the webpage. In preparation for next year, we are developing workshops and brownbag events to introduce new Graduate Faculty to key topics and issues in graduate education. We are also planning to contribute a session to Faculty Orientation, and to create some community building events for new Graduate Faculty throughout the academic year next year.

Key Issues and Questions

• How Can We Shift the Perspective about Student Advising from an Understanding of it as Service to Playing a Role in the Long-term Development of the Profession?
• How Can We Help New Faculty to Strike the Right Balance: Facilitating a Self-Managed Process?
• How Much Advising is Too Much Advising?
• Should We Create Templates or Guidelines for Departments to Develop their Core Expectations for Graduate Student Mentoring?
  Process for Choosing or Assigning Advisor
  Coordinating the Role of Graduate Coordinator and Faculty Advisor
  Creating Yearly Advising Benchmarks to Coordinate with Yearly Student Assessment
• Should We Create a Series of Workshops that Address Issues at Different Stages in the R2PC process?
• How Can We Explore the Relationship Between Being an Advisor and Being A Mentor?
• How Can We Help New Faculty Understand Student Assumptions about Graduate School and Academic Culture?

Goals of the Program

1. To Create a Better Sense of Community Among the Graduate Faculty
2. To Support the Development of Strong Faculty/Student Advising and Mentor Relationships.

3. To Provide Mentorship and Resources for Faculty Teaching A Graduate Course

4. To Provide Mentorship and Resources for Faculty Supervising Graduate Assistants

5. To Provide Mentorship and Resources for Faculty Involved in Graduate Student Committees

6. To Provide Mentorship and Resources for Faculty Advising Graduate Students a Professional Development

7. To Support Departments in Creating Core Expectations for Graduate Student Mentorship

Program Components

1. Graduate College Outreach
   - Participation in New Faculty Orientation
   - Welcome Event at the Beginning of Spring Semester
   - Invitation to Apply for Graduate Faculty Status
   - Outreach to Graduate Coordinators by College to Facilitate Department Mentorship and Share Best Practices

2. Initial Training Opportunities
   - Training for New Graduate College Representatives
   - Workshops on Advising and Mentoring Issues

3. Resources
   - Support Services for Difficult Issues
   - Webpage on Graduate College Website with Resources for Students and Faculty

Possible Workshops

Viewing Graduate School from the other side of the desk
   - Reflections on past mentoring experiences

Managing Graduate Assistants
   - Clarifying Roles and Responsibilities

Strategies for Mentoring Students
• Non-Traditional Students
• First -Generation Students
• Minority and Gender Issues
• Intellectual Mentoring
• Process Mentoring
• Professional Development Mentoring
• Fostering Graduate Student Community
• Advising Students about Teaching
  Developing Courses,
  Teaching Philosophy
  Teaching Portfolio

How to Mentor Students about Professional Development

Establishing Faculty/Student Mentoring Patterns and Relationships

FERPA – Policies and Practices

Title IX

Appeals/Students of Concern

Course Development

International Students

Work /Life Balance

Students with Disabilities

Mental Health Awareness

Building a Relationship that Fosters Excellent Letters of Recommendation
  • Learning the Craft of Writing a Letter of Recommendation

Mentoring Partnerships with other Faculty -- How to be a good committee member

Defining Short and Long Term Goals – Teaching Self-Assessment

Intellectual Property

Academic Probation: Helping Students Get Back On Track
Possible Mentor Memos – Short Topical Essays for Faculty and Students

For Graduate Faculty
Imposter Syndrome
Interdisciplinary Collaboration
Collaborative Authorship
Balancing Life and Professional Responsibilities
Creating/Participating in an Intellectual Community
Revising Your Dissertation
Creating a Graduate Course
Running a Lab
Developing an Advisor Relationship
Participating in a Dissertation Committee
Communicating with New Media
Non-Traditional Students
FERPA/Title IX
International Students
Helping Students Develop:
   Teaching Portfolio
   Teaching Philosophy
   Course Syllabi
Training Students to write IRB proposals
Helping Students Stay Motivated
Advising Students about Grant Proposals, Job Letters, and Fellowship Applications

For Students
Balancing Life and Graduate School
Creating a Research Agenda
Succeeding in a Graduate Course
Managing Large Writing Projects
Presenting Your Research at a Conference
Developing a Paper
Writing a Proposal /Organizing a Panel
Fielding Questions on your talk
Networking at the Conference
Creating an Individual Development Plan
Developing Your Own Course
Thinking about the Job Market
Follow the Job Postings
Craft a Description of your work that conforms to Job Postings
Practice a Job Talk
Anticipate the Questions and Requirements of an On Campus Interview
Academic Job Offer and Salary Negotiations

Resources

Selected Bibliography

Council of Graduate Schools website and publications

Gardner, Susan K. *The Development of Doctoral Students* (2009)


Twale, Darla J. *A Faculty Guide to Advising and Supervising Graduate Students* (2015)


Useful Resources from Other Universities

University of Washington Mentoring: A Guide for Faculty
https://www.grad.washington.edu/mentoring/faculty/
http://www.grad.washington.edu/mentoring/index.shtml

University of Nebraska Graduate Mentoring Guidebook
Resources to Develop

Webpage for New Faculty Mentoring on Graduate College Website

- Graduate College Polices Handbook
- Professional Development Resources
- Graduate College Representative Guidelines
- Link to Information about the Graduate Research Certificate and Graduate Teaching Certificate
- “Mentor Memos”: Information Pieces to give to Graduate Students
- Assessment Rubrics and Benchmarks

STUDENT MENTORSHIP

This year the Graduate College designed and implemented RAMP, the Rebel Research & Mentorship Program. The details and program description follow.

The Graduate College Rebel Research and Mentorship Program (RAMP) is designed to provide undergraduate and graduate students with the opportunity to gain valuable research and mentorship skills, respectively. Undergraduate students work closely with doctoral or MFA graduate student mentors on a research or creative project. This allows the undergraduate student firsthand experience with conducting research as well as personal and academic support on an individualized level. Students will also have the opportunity to attend workshops that are specifically designed to increase their knowledge of graduate education and professional development. This program enables the student to develop skills critical to professional career goals and/or graduate school.
Graduate students will learn how to mentor a student. One requirement for participation in the Rebel RAMP is that the graduate student must attend monthly meetings, which help them to gain insight into the different issues on mentorship as well as different mentorship styles. After completion of the year-long program, graduate students will receive a Mentorship Certificate. By having undergraduate students and graduate students work together with faculty member oversight, this program will more broadly help to foster a strong campus-wide scholarly community.

**Rebel RAMP Eligibility Requirements for Graduate Students:**
- Must be a doctoral or MFA student who is enrolled and in good standing in a graduate degree program.
- Must be either actively working on or starting a research or creative project.
- Must have completed one academic year of graduate school at UNLV.
- Have an interest in serving as a mentor to an undergraduate student.
- Minimum 3.5 overall GPA.
- Must have the approval of your faculty advisor.
- Must participate in the entire length of the program from the start of the Fall 2016 semester (August 22, 2016) to the end of the Spring 2017 semester (May 12, 2017).

**Rebel RAMP Eligibility Requirements for Undergraduates:**
- Have an interest in conducting research or working on a creative project.
- Must be enrolled at UNLV as a full-time student (minimum 12 credits per semester).
- Must have completed at least 60 credit hours at the time the program begins. Students must have at least a full academic year left in order to participate in the RAMP.
- Minimum 3.0 overall GPA.
- Need to remain in good academic standing throughout the year-long participation in the program.
- Must participate in the entire length of the program from the start of Fall 2016 semester (August 22, 2016) to the end of Spring 2017 semester (May 12, 2017).

**Rebel RAMP Application Process for Graduate Students:**
Eligible students must complete the Rebel RAMP Graduate Student Application for Admission and submit the signed form with the additional application materials as a single pdf to the Graduate REBEL Success Center at GradRebel@unlv.edu by Wednesday, March 30, 2016. The subject line of the email should consist of: Your Last Name-Rebel RAMP Application.

The application package includes:
1. Completed and signed application
2. CV or resume
3. One letter of recommendation from the applicant’s faculty advisor. The letter should include details on:
   - Reasons for why the graduate student would make a strong mentor
   - How the mentorship program will assist the graduate student with their future career trajectory
   - How the mentorship program will assist the graduate student with progression through their current degree plan
   - Indicate research support
4. Completed and signed RAMP Student Conduct Policy Form. In order to complete this form, you must first read the Policy on Student Conduct link: UNLV’s Student Conduct policies.
5. Single-spaced, one-page maximum letter of interest which includes:
   - What is the title of the research or creative project? Please provide a brief description of the research or creative project.
   - What are the specific responsibilities of both you and the undergraduate student mentee on the research or creative project?
   - What will be the end product of your collaboration with the undergraduate student mentee (e.g., article, poster presentation, paper presentation, etc.)?
   - Why would you like to be a mentor to an undergraduate student in the RAMP?
   - If your project requires IRB approval, please note whether you already have IRB approval or if it is a new project pending IRB approval at the time you submit the application. If you already have IRB approval, a copy of document must be included in your application package. If you do not yet have IRB approval, discuss the timeline for getting it. If you are accepted into the program, you will need to provide a copy of the IRB approval document. Any project that requires IRB approval must have it before the RAMP begins on August 1st. This includes submitting a modification to your IRB protocol that includes the undergraduate student mentee. Failure to gain IRB approval or add the undergraduate student mentee to the IRB protocol will result in your dismali from the program.

Once your application has been reviewed and approved, RAMP applicants will receive an email confirmation of your admission into the Rebel RAMP program via your RebelMail account. This email will also contain additional information on the program and an invitation to enroll in approved RAMP programming.

**Rebel RAMP Application Process for Undergraduate Students:**
The application process for undergraduate students consists of three steps.
Step 1: Interested students that meet the eligibility requirements must first examine the graduate students and their associated research or creative projects that have been chosen to participate in the Rebel RAMP. This information can be found on the Graduate REBEL Success Center at https://www.unlv.edu/graduatecollege/success-center. Please look over this information thoroughly, as you will be expected to note in your proposal the individual(s) and research project(s) that you are most interested in working with and why.

Step 2: Please submit a completed application package as a single pdf to the Graduate REBEL Success Center at GradRebel@unlv.edu by May 13, 2016. The subject line of the email should consist of: Your Last Name-Rebel RAMP Application.

The application package consists of:
1. Completed and signed application
2. CV or resume
3. One letter of recommendation from a UNLV tenure-track faculty member or university administrator
4. Completed and signed RAMP Student Conduct Policy Form. In order to complete this form, you must first read the Policy on Student Conduct link: UNLV's Student Conduct policies.
5. Single-spaced, one page maximum letter of interest which addresses:
   ● What are your research or creative interests?
   ● What are your academic and career goals?
   ● Why are you interested in your chosen area of study?
   ● Why are you interested in working with the chosen graduate student(s)?
   ● How will participating in the RAMP help you reach your goals?

Step 3: Prior to being accepted into the program, students must be willing to have an interview with the faculty advisor of the potential graduate student mentor if the faculty advisor requests an interview.

Once your application has been reviewed and approved (including having an interview with the faculty advisor, if applicable), RAMP applicants will receive an email confirmation of your admission into the Rebel RAMP program via your RebelMail account. This will contain information regarding the project and graduate student you will be working with, additional information on the Rebel RAMP, and an invitation to enroll in approved Rebel RAMP programming.

Rebel RAMP Requirements for all Participants:
1. The undergraduate student and graduate student mentor must submit a **maximum** three-page, single-spaced proposal, which provides the following information:
   - Research or Creative Project Title
   - Brief description of the research or creative project
   - The intended goals of the research or creative project
   - The specific responsibilities of both the graduate and undergraduate student
   - The end product of the research or creative project (e.g., conference presentation, article, etc.)
   - The anticipated timeline for accomplishing the goals as well as the number of hours per week undergraduate student should work.
     - **Note:** Undergraduate students may choose to take a research class (3 credits) for either one or both of the semesters during their participation in RAMP. If this is the case, they will need to work between 12-15 hours per week. If the student does not take a research class, they need to work between 5-10 hours per week.
   - Brief discussion on whether the student will need to do any prep work prior to the program beginning on August 1st and the nature of this prep work (e.g., reading articles, etc.)
   - Brief discussion on a local, regional, or national conference outside of UNLV that both students will submit an abstract for and attend if the abstract is accepted.
     - Required information includes: name of the conference, where it is being held, when the abstracts are due, and the dates for the conference
     - **Note:** Conference travel for both students will be compensated up to $2000 each.

The proposal **must be approved by the faculty advisor.** Once he/she approves of the proposal, all members involved in the research or creative project (graduate student mentor, undergraduate student mentee, and faculty advisor) must sign the Rebel RAMP Proposal Signature Document. Both the proposal and the Rebel RAMP Proposal Signature Document must be submitted electronically to the Graduate REBEL Success Center at GradRebel@unlv.edu by **Friday, September 2, 2016.**

2. Attend the mandatory Rebel RAMP Orientation held on **Thursday, August 25, 2016**
3. Attend the mandatory Rebel RAMP end of Fall 2016 semester meeting
4. Attend the mandatory Rebel RAMP end of program meeting (end of Spring 2017)
5. Complete all Qualtrics surveys for program evaluation
6. Complete and sign (along with the Faculty Advisor/ Mentor) a monthly progress report that must be submitted at the monthly meetings
7. Attend the monthly meetings (see below for more information)
8. Participants in the Rebel RAMP must present their research/creative activity at one of the University-level Research symposiums held each spring semester. Undergraduates may present their research/creative activity at the Undergraduate Research Symposium and/or the Graduate & Professional Student Association (GPSA) Research Symposium. Graduate students must present their research/creative activity at the GPSA Research Symposium.

9. Together, the undergraduate and graduate student must try and submit an abstract to a local, regional, or national conference to present the findings of the research/creative project. Conference travel for both students will be compensated up to $1500 each.

10. Prior to the start of the program on August 22, 2016, all students who will be conducting research must complete the Collaborative Institutional Training Initiative (CITI) course on “The Protection of Human Subjects.”

RAMP Policies:

- Students must apply and be admitted before they can begin participating in the Rebel RAMP.
- Both the undergraduate and graduate student mentors must attend all monthly meetings. Rebel RAMP students must arrive on time, stay for the entire meeting, and be awake, engaged and participatory throughout the meeting. Rebel RAMP meetings carry no academic credit and do not appear on student transcripts; they are also free. See the Rebel RAMP Monthly Mentorship Meetings section for additional information.
- If a student is not in good standing in his/her degree program, or if s/he creates any problems as a participant in the Rebel RAMP, s/he may be removed from the program at the discretion of the Graduate College Dean.

Rebel RAMP Benefits

- Participants will each receive a $500 stipend each semester.
- Participants are eligible for up to $2000 each for conference travel, as long as both the graduate student and undergraduate student attend the local, regional, or national conference and present on the findings from the research or creative project. It should be co-authored paper or poster presentation.
- Involvement in creating a strong campus-wide scholarly community.
- Participate in the Undergraduate Research Symposium and/or the Graduate & Professional Student Association (GPSA) Research Symposium in the spring.
- Graduate students gain valuable skills associated with mentorship and complete the Mentorship Certificate Program.
- Undergraduate students gain experience participating in research or creative projects, which they will gain academic credit. This will allow them to gain critical skills necessary for professional career goals and/or graduate school.
addition, they will have personal and academic support from both their graduate student mentor and the faculty advisor.

**Rebel RAMP Monthly Mentorship Meetings**
These meetings will last approximately an hour and a half. The first half-hour consists of both the undergraduate and graduate students. The last hour consists of just the graduate student mentor. During this remaining time, there will be workshops and/or presentations by faculty and staff related to mentoring topics.

**Conference Travel Sponsorship**
Undergraduate and graduate students will both receive up to $2000 for conference travel. You can only receive funding from a single source, unless the cost of the conference travel was greater than $2000. After attending the conference, students must submit a single pdf, which includes:

1. The Rebel RAMP Conference Travel Sponsorship Cover Sheet
2. Copy of the conference’s letter of acceptance
3. An itemized budget
4. Documentation for all items on the budget
Graduate College Rebel Research and Mentorship Program (RAMP)

Gain valuable mentorship experience working with an undergraduate student on your research or creative project!

The Graduate College Rebel Research and Mentorship Program is designed to provide graduate students with the opportunity to mentor an undergraduate student on a research or creative project, as well as provide individualized academic support to enable the student to develop critical professional career goals. Graduate students will gain insight into different mentorship issues and styles.

Students will receive a $500 stipend each semester, are eligible for up to $2,000 each for conference travel, and will receive a Mentorship Certificate upon completion of the program.

Who is eligible to participate?

To be eligible, mentors must be an enrolled doctoral or MFA student who is in good academic standing in a graduate degree program. Also, the mentor must be either actively working on or starting a project, have completed one academic year of graduate school at UNLV, have an interest in mentoring an undergraduate student, have a minimum 3.5 overall GPA, have approval of a faculty advisor, and participate in the entire length of the program (8/22/16-5/12/17). Application deadline is Wednesday, March 30, 2016.

What are the requirements?

Once students have submitted an application and been accepted into the program, they must submit a project proposal that has been approved by the faculty advisor. Mentors must attend the mandatory Rebel RAMP meetings (orientation, end of Fall 2016 semester, and end of program), attend the monthly meetings, complete all Qualtrics surveys for program evaluation, and complete and sign a monthly progress report. Additionally, participants must present their project at one of the university-level research symposiums held each spring and attempt to submit an abstract to a local, regional, or national conference to present the findings.

For more information visit: www.unlv.edu/graduatecollege/ramp
Select Resources on Graduate Mentorship

Faculty Mentorship of Graduate Students


Busch surveyed professors in colleges and departments of education on the types of mentoring relationships they have. Typically, research on mentoring in colleges and universities has focused on the mentees' needs and their perspective. In this research, the author wishes to uncover the mentors’ point of view. The research found that typically professors who had mentors are significantly more likely to have mentees. Some reasons for advisers to not have any mentees was due to time constraints. Some respondents stated that not giving course credit for mentoring relationships influenced their decision. Additionally, some were afraid of mentees becoming overly dependent. There was a difference in the type of mentoring relationship between older and younger mentors. Older mentors have broader relationships, while younger mentors have deeper mutually beneficial relationship with their mentees. The authors suggest this may be due to younger mentors being closer in age and academic experiences. This article was one of the first to look at the mentors’ perception of the mentoring experience.


Although not focused solely on mentoring relationships, the Council of Graduate Schools (CGS) put together a manual for faculty advisers to ensure that the are providing adequate research and dissertation support to their students. This article was put together out of concern for the amount of time it was taking students to complete PhDs. CGS states that the completion of a PhD in a responsible length of time is a duty shared by both student and faculty adviser. This article was put together as a set of general guidelines that may be used to help facilitate research and dissertation process of a graduate student. The manual outlines stages of the students’ PhD career and what academic landmarks should be reached. Well-supervised research that is planned and supported will be completed in a timelier manner compared to those who lack this support. CGS provides a checklist/questionnaire for helping students and their supervisors to establish the proper support and making sure that it is in place for timely PhD progress.

In this study from 1986, psychology graduate students (1983/1984 academic year) were surveyed on their perception, experience with graduate school mentoring, and ideal mentoring traits. The survey found that good mentors are characterized by the following: interested/supportive, knowledgeable, unexploitative, and involved in research. Bad mentors are characterized as being: uninterested, lacking knowledge, exploitative, and inaccessible. There was no significant difference in mentoring relationship found between sex, age, year of study, and whether the student already has a master’s degree. There were differences in mentoring relationship between participants depending on subdiscipline (e.g., social vs. clinical). The authors found that mentoring relationship has a positive relationship on number of publications, but not the number of first authored conference presentations. Overall, the study found that students are more satisfied with their program when they have a mentor and tend to be more productive, as well. The authors recommend that faculty members should actively recruit students into such relationships, especially because showing interest was one of the main characteristics of a good mentor.


The author presents several case studies of the programs and policies that universities have employed to support faculty-student mentoring. To better assist faculty and students in maintaining a mentor-mentee relationship, the graduate departments at these universities sought to open dialogue through regular meetings, focus groups, and regular progress reports. These tools increase accountability by giving students a greater voice and making expectations more explicit. Many of programs are designed to facilitate interaction between faculty mentor and student mentee through incentivizing such interactions. The types of incentives include: scholarships, stipends, and tuition waivers for the mentee and the mentee acting as research assistance for the mentor. Other practices include various workshops that facilitate faculty-student interactions, explicit expectations and guidelines for faculty-student relationships, and mentor training workshops for faculty. Overall, the paper provides several case studies on how graduate schools can assist departments in developing mentoring relationships that emphasize a students’ intellectual, professional, and emotion support/growth.


This paper highlights results from a survey conducted in 1997 to determine the ways to improve retention and success among graduate students. They use the obtained data to uncover what factors best predict the probability of thinking about leaving graduate school. Poor mentoring is
significantly tied to a higher probability of considering leaving graduate school. They also found gender differences in the availability of good mentoring with men being more satisfied with their mentoring relationship than women. The survey also found that the single best predictor of level of dissatisfaction is whether or not the student has received sufficient encouragement, mentoring, and consultation from faculty. There are several controls in the study that make the results more compelling. For example, receiving a fellowship or assistantship has no impact on satisfaction levels. The study concludes with suggesting that the best way to improve graduate student experience and graduate program retention levels is to support mentoring.


This study is an extension of the previous research (Hesli et al., 2003) looking at mentoring experiences and graduate program attrition among political science students. In this paper, the authors discuss additional data obtained during their survey of graduate political science students. One of the main results found were the differences between male and female experiences of graduate school. For example, males and females gave different reasons as to why they would leave their graduate program. Women were more likely to state that they would leave their program if they had problems with the department or were dissatisfied with the field of study. The authors suggest that implementing such things as incoming student orientations and regular communication can assist with making students feel comfortable and satisfied. It is also suggested that departments take responsibility in making sure each student has a mentor, since this would greatly reduce dissatisfaction. The authors argue that without such programs the levels of minority and female students will continue to drop.


This article looks at mentoring practices among faculty and graduate students in a psychology department. Literature in other fields shows that mentoring has personal and professional benefits. Psychology graduate students who are mentored report to be more satisfied, confident, and successful. Johnson suggests that departments and professional organizations should look at ways to emphasize mentoring among professionals and students. Mentoring should be criteria for professional organizations, such as the APA, when accrediting degree programs. Johnson gives some tips to prospective mentors, as well. First, be selective. One’s mentoring resources are finite and there is a limit to how many protégés you can actively mentor. It is also important to have clear expectations for what is expected of students. A mentor must also get to know your protégés and understand their strengths. Being sensitive to issues of gender, race, and culture are also important for a mentor.

In this article Johnson discusses the importance of mentoring, not only for students, but also for faculty members and their chances for promotion. There is one problem though: no standards for evaluating mentoring abilities or even a standard definition for mentoring exists. Johnson suggests a triangular model of mentoring that focuses on three aspects: virtues (integrity, caring, prudence), abilities (cognitive, emotional, relational), and competencies (student development, relationship structure, self-awareness). By adopting a standard definition for mentoring, such as Johnson’s triangular model, departments can now more easily hire, train, and evaluate faculty. Mentoring has been shown to reduce graduate program attrition rates and increase program satisfaction. Given the importance of mentoring for many departments and graduate programs, a standard definition can give concrete criteria used to develop training programs and evaluate progress of mentors.


On the right track: A manual for research mentors released by the Council of Graduate Schools is a short guide on best practices for mentoring throughout a student’s graduate career. The manual begins by discussing how the supervising and mentoring role of faculty begins even prior to a student arriving—it begins during the selection process. Availability of resources and other necessities for timely student progress must be assessed prior to students being let in the program. From there, the selected supervisor should be an empathetic, yet empowering figure who plays a role throughout the graduate student’s degree program. This includes attributes such as understanding the stress of graduate school, giving realistic feedback, and advocating for them. The mentoring relationship may become difficult for the adviser if the student is preparing for a career different from what their supervisor is doing. In this type of scenario, a supervisor should assist the student in identifying the appropriate people, networks, and resources for receiving the correct support. The manual ends by stressing that good mentoring means being explicit and open about a students’ progress and their prospects given their performance in the degree program. A good research mentor should not allow students to waste years in a program hoping they will quietly drop, but instead should discuss the students strengths and how there may be alternative career paths more suitable for their skillset.

In this study, data was collected over the course of 5-and-a-half years on the potential benefits of a mentoring relationship. Many studies of mentoring relationships only look at one particular time in graduate student training. This research sought to better understand how mentoring pays off as the relationship and student progresses. The authors posit three functions of mentoring: psychosocial, career-related, and collaborative (i.e., mentor and mentee collaborating on research). The authors found that advisers’ collaborative mentoring predicted protégés’ research productivity four years later. Psychosocial mentoring had a positive impact on research self-efficacy. Surprisingly, there was no significant influence of mentoring relationship for career commitment. The authors suggest that exposure to the reality of their mentor’s professional life in academia may turn students away from pursuing the same type of career. Previous research did not find much influence for mentoring on research productivity or self-efficacy, but using a longitudinal design the authors found significant influences that only become apparent after a period of time.


In this article Rose introduces the Ideal Mentoring Scale (IMS). The IMS is designed to help graduate students identify the qualities they seek in an ideal mentor. The author presents research testing the validity of the measure, as well as the possible ways in which this scale may be applied by students, faculty, departments, and colleges. The IMS may raise awareness of the type of mentoring relationship that a student should seek out and it may also be helpful when reflecting on and assessing the value of a mentoring relationship one is already involved in. Identifying a mentor is difficult. A tool like the IMS may allow students to identify the qualities they look for in a mentor. This can allow a department chair or faculty member to assist the student in locating the faculty member who is most able to help resulting in enhanced communication between students and existing mentors.


This article hopes to better understand how graduate students conceptualize mentoring relationships. The author examines how demographic characteristics (age, sex, citizenship, etc.) influence the type of relationship a graduate student wishes to have with his or her mentor. Developing hypotheses based on existing literature, the author tests the claims using a sample obtained from two Midwestern research universities (n = 537). The author uses the Ideal Mentor Scale (IMS) to test whether between group differences exist on any of the subscales contained. There are a few interesting findings in the paper. First, there is an inverse relationship found between age and what kind of role a mentor should play (socio-emotional help vs. career and professional help). Females found role modeling and professional ethics to be important topics
compared to males. International students showed significantly greater interest for a mentor who is personally involved in the student's life. There were no differences observed between fields of study or between different stages in the doctoral process.


This is a case study from the University of Maryland – Baltimore on the steps taken for creating a more inclusive and fulfilling graduate program. There are ten lessons learned from the initiative put together with one lesson focusing on mentoring changes and improvements. On the topic of mentoring, there were several key findings. First, how the mentoring program works should be open and explained to students. Second, those in charge of the mentoring program should be aware of how to handle underrepresented students. Third, official channels for changing mentors should be available and students should be made aware of how to begin the process, if necessary. There need to be regular meetings between faculty and students. Communication within a graduate program between the faculty within the department and students is crucial. Finally, there needs to be some level of accountability and honesty when looking at the progress of graduate students. Annual reviews should be in place and weaknesses must be identified and addressed. An open and honest assessment and conversation on student progress should be conducted regularly. The lesson ends by suggesting that peer mentoring would be a complement to faculty mentoring with students acting as peer mentors receiving modest stipends.


In this article the authors were interested in understanding the benefits of mentoring relationships for graduate students. Much of the literature uses qualitative methods and anecdotal evidence. The authors sought to provide a rigorous quantitative analysis of the benefits that mentoring relationships provide. They surveying 189 graduate students across various disciplines at the University of California—Santa Cruz in order to better understand how their mentor has influenced the satisfaction with graduate school and their productivity. The researchers’ conceptualization of mentoring results in three dimensions (as verified through factor analysis): networking, instrumental, and socio-emotional. The research produced some expected and interesting findings. Practical help (e.g., not socio-emotional) influenced students’ productivity. Instrumental help predicted student's products (e.g., publications) with their advisor. Psychosocial help increased students’ level of satisfaction in their advisor and graduate experience. Satisfaction with degree program and adviser also increased when students were productive. This research suggests the distinct dimensions of mentoring may lead to greater degrees of certain outcomes (e.g., productivity or emotional health).

This article seeks to explain the process of how faculty-graduate student mentoring relationships are established. This includes: seeking out a potential mentor, approaching the potential mentor, and the ends the mentor and mentee hope to achieve. The findings from the authors’ research indicate that the typical mentor is a middle-aged male full professor and is usually the student’s thesis or dissertation adviser. Usually when seeking out a mentor students set up regular meetings, enroll in the potential mentor’s classes, and maintain regular contact. Generally, graduate students in the study perceived potential mentors as being unapproachable or resistant to mentoring relationships. The authors’ suggest that faculty should have an open-door policy for interacting with students. Additionally, having an arena for informal conversation can provide more opportunities for students and faculty to connect. The findings indicate that there are psychosocial functions of mentorship and that these are rated as more important for graduate students than career related functions. The authors conclude with caution by stating that satisfaction with a mentoring relationship does not always lead to career or academic success. Mentoring relationship must be continuously monitored to guarantee that the student is receiving the necessary support for their future goals and career.

**Graduate-Undergraduate Mentoring Programs and Research**


This brief article discusses the results from a large-scale Gallup poll survey (N = 30,000) from college graduates. The author highlights a striking discovery found by the survey: the college you went to matters less than the support you received in college when looking at job placement and satisfaction post-college. Only 63% of graduates stated that they had a professor who made them excited about learning, 27% thought their alma mater cared about them as a person, and only 22% stated they had a mentor who encouraged them. A substantial majority of graduates did not have any mentoring assistance throughout their college career. The author gives an example of a school that has an exceptional mentoring program. At this institution, upon enrollment students are given a faculty mentor who sticks with the student until they have completed their degree program. Instead of spending money on things to increase enrollment slightly, such as expensive housing and recreational complexes, the authors argue that creating an office to assist with establishing mentoring would prove more beneficial and have better results in terms of completion rates.

Dolan and Johnson examine the impact that graduate/post-doctoral researchers have on undergraduate students through mentoring relationships. Given the time constraints and competing demands of tenure-track faculty on college campuses, campus-wide undergraduate mentoring initiatives are difficult. The authors suggest that pairing graduate students or postdoctoral researchers with undergraduates may be more beneficial than direct faculty contact because there is typically a closer proximity in age between mentor and mentee, which allows for each to relate to one another more easily. Additionally, the mentor can provide a realistic picture of post-bachelor’s degree campus life, while also gaining valuable experience and insight in mentoring. This exploratory research highlighted the benefits and difficulties of this type of mentor-mentee relationship. For starters, it may be beneficial for scientists-in-training to interact with younger members of the scientific community. Second, it may provide personal satisfaction and experience for young scientists. On the other hand, mentoring may take valuable time away from conducting research and may prove to be much more costly than originally intended. In conclusion, the authors stress the benefits for graduate students and postdoctoral researchers being involved in undergraduate education.


This article presents a case study of a unique mentoring experience—undergraduates collaborating on research with graduate students, while simultaneously being supervised by a graduate faculty member. More undergraduates are interested in pursuing research—whether it is for enjoyment of the science or for building their resume. At many institutions undergraduates vastly outnumber faculty members, thus making adequate faculty-undergraduate research mentoring difficult. This program gave undergraduate mentees hands on experience with conducting research. The mentee was expected to conduct an in-depth investigation of the current literature on the subject and assist the graduate student with conducting research. The mentee was expected to recruit participants, collect data, and analyze the data. This study was later presented at a university wide research forum. The graduate student reported being able to recruit many more participants than she would have alone, while also stating that the faculty mentor allowed for responsibilities and roles to be smoothed out much more easily. On a follow-up two years later, the undergraduate stated that she had benefited greatly from the collaboration and it has assisted her in her current teaching position. Although both participants reported benefits from the mentoring relationship, this is only one case study and generalization may not be easily made. The researchers suggest that the master’s student may be the best undergraduate mentor because it acts as a “hinge” between undergraduate and doctoral research.

Entering mentoring is a handbook for a seminar that is designed to train graduate and post-doctoral mentors. The handbook consists of a syllabus, materials for each of the eight sessions, the accompanying articles to be read for each section, and additional resources. The sessions are on specific topics related to mentoring and are designed to facilitate discussion. In addition, the participants of the seminar are expected to bring in examples from their own mentoring experience. These examples get discussed and ways for addressing possible problematic or difficulty situations are brought up. The handbook also contains case studies in each section aimed at addressing specific problems that mentors may have to solve at some point. Given the research suggesting that trained mentors are more effective than un-trained mentors, such as program and comprehensive handbook would provide immense benefits to attendees and their future mentees.


This article describes a program that gives graduate students the opportunity to gain mentoring experience. Generally, faculty members are expected to be mentors towards undergraduate and graduate students, especially at research universities. Gaining this experience as a graduate student has not always been readily available at many universities. The authors highlight one such program at Loyola University that aims at doing this—it pairs an undergraduate student with a graduate student mentor. The undergraduate student becomes a research assistant on their mentor’s doctoral dissertation. This program has benefits for both the mentor and mentee—undergraduate involvement in research is one of the key variables for predicting undergraduate completion and success. Although the method of study is not as rigorous as it could be (e.g., no control groups, anecdotal/survey methods, and a small sample), the results indicate that the program was mostly successful. Graduate mentors typically completed their dissertation in a timely manner and stated they benefited from the experience. Undergraduate students reported receiving valuable training in designing IRB protocols, designing and conducting research, and feel more prepared about graduate school.


There is very little experimental research on the effectiveness of particular mentoring programs. In this study, Kim et al. (2013), the researchers put together an experimental test of the effects of graduate-to-undergraduate student mentoring on anxiety, self-efficacy, academic performance, and satisfaction. The authors are sure to note that mentorship is distinct from...
supervision; it is a voluntary partnership promoting personal and professional growth. The mentor program tested for the study was in a nursing program. Nursing programs tend to be highly stressful and intimidating, especially for incoming freshmen. Researchers believe that if mentoring does have anxiety reducing effects that it should be easily measured given the conditions of the nursing program. Results indicate that undergraduate students who participate in the graduate-to-undergraduate mentoring program had reduced anxiety, improved satisfaction with their career choice, and better academic performance. The study did not reveal any of the possible benefits the graduate mentee acquired or the associated costs.


Graduate students mentoring undergraduate students is said to be an effective tool for positively impacting the research experience of undergraduate students. Graduate students, compared to faculty members, tend to be closer in age, may be better able to relate, and may find personal commonalities between themselves and their mentee. The article discusses the results of a comparison of the undergraduate research experience between trained graduate student mentors and untrained graduate student mentors. Select graduate students signed up to participate in session for the Wisconsin Mentoring Seminar. Mentors who participated were more likely to discuss expectations with undergraduate researchers, consider issues of diversity, and discuss their experience with those who did not participate in the program. The seminar also had positive effects on the undergraduate research experience. Undergraduates reported that mentors who participated were more interested in them, more available to meet, and gave them more independence. This research shows that a training program designed to give graduate students tools for managing the mentor experience can have powerful effects. Not just on the undergraduate experience, but on research at the university and on the mentor’s own career goals.


Undergraduate mentoring is a crucial asset to furthering scientific discovery and innovative research. Faculty members have long been looked at as those providing the mentoring ability, but with increasing undergraduate enrollment some schools are looking to let junior researchers, in the form of graduate and postdoctoral students, step in and fill this role. UT-Austin has a program that does just this. It links undergraduates with graduate or postdoctoral students. The undergraduate benefits from the training, experience, and insight into the academic world provided by the mentor, while the mentor gains valuable experience mentoring, fine-tuning their own research, and the opportunity to reflect on their own experience as a graduate student. Several mentors stated that the benefits they received from the mentor-mentee relationship
vastly outweighed the labor and costs put into the program. This research demonstrates how large public universities can harness graduate students and postdoctoral researchers to help support the undergraduate population, while also gaining valuable experience and skills that are easily transferable to many domains of post-academic life.

Universities with similar programs

U Penn: http://www.gsc.upenn.edu/mentoring/

Cornell: http://gradschool.cornell.edu/diversity/diversity-initiatives/graduate-students-mentoring-undergraduates

Loyola: http://www.luc.edu/gradschool/pcap/researchmentoringprogram/

University of Cincinnati: https://grad.uc.edu/research/sumruc/gsum.html

Baylor: http://www.baylor.edu/graduate/index.php?id=870089

Berkeley: http://aavp.berkeley.edu/services/ugmp.html


Oregon State: http://fw.oregonstate.edu/content/undergraduate-mentorship-program

U Wisconsin Madison: http://guts.studentorg.wisc.edu/programs/bugs.html

APS: http://www.psychologicalscience.org/index.php/members/apssc/mentorship_program

Faculty-to-Faculty mentoring Programs & Research


Berk et al. (2005) presents the results of a faculty mentoring committee that aims to define mentoring, better understand the practice(s) of mentoring, and the future of mentoring in academia. The authors state that while everyone seems to know what mentoring is, there are many different operational definitions of mentoring (as exemplified by the numerous different styles of mentoring programs). Overall, typically mentoring has three components: emotional support, career and professional development, and role modeling. These three components manifest themselves in different ways in formal and informal mentoring programs. Unfortunately, these mentoring programs do not lend well to evaluation and the results are not easily quantifiable. Thus making it difficult to compare mentoring program efficacy. The results derived
from studying mentoring programs are typically person-, relationship-, and program-specific. The paper recommends using the generic definition and mentorship profile and rating scale they have developed in order to overcome this problem in the research. By using the same instruments, it may be easier to make comparison between programs and within programs.


This article from the Chronicle of Higher Education goes through some of the realistic and unrealistic expectations and best practices of faculty-on-faculty mentoring. The author begins by stating that the grand ideal mentor does not exist. There will not be the single individual who guides you through graduate school to tenure and beyond. There are many issues that graduate students and, eventually, junior faculty face that will require different voices, input, and support. Informal mentoring practices can assist people in finding the most appropriate and helpful mentor for the needed support. Finding a mentor is an activity that takes time and effort. An open-door policy that facilitates faculty members getting together and talking will allow junior faculty to establish relationships with faculty members whom they feel comfortable and confident enough around to speak candidly with.


Faculty mentoring practices are typically thought of as being restricted to new and tenure-track faculty. Kerry Ann Rockquemore suggests that mentoring should not be restricted to such a small portion of one’s academic career. After receiving tenure, there are now many more opportunities available, both within and outside the academy. Mid-career faculty oftentimes report feeling a range of emotions after receiving tenure—from feelings of relief and freedom to feelings of exhaustion and confusion. Rockquemore suggests figuring out where you currently stand on the mid-career spectrum. From there, you should ask yourself tough questions, and be honest. Where do you want to be in five years? What is the best way to obtain that goal? What is holding you back? Once you begin to confront and assess the current situation, you can more easily put together the appropriate network of support and steadily move towards achieving your goal.


*How to be a great mentor* is a series of six essays put together by former tenured professor and current faculty and career development expert Kerry Ann Rockquemore. In these five essays, Rockquemore suggests ways and means for beginning and maintaining health mentoring relationships that allow for career and professional development. The author wishes to break down the myths of the tenure-track, by advocating for more openness among department faculty.
members. The “sink or swim” mentality, the competition, and other academic hazing rituals should be dismissed to develop a more productive, safer, and more fulfilling work environment. Rockquemore advocates for the network style of mentoring in which new faculty have a dense network of support for various aspects of their career. Furthermore, she makes a distinction between types of mentors—there are coaches and there are gurus. Guru can be defined as the traditional mentor construct—the all-knowing wise mentor. Coaches are a type of mentor who is performance driven and may be useful at certain junctures in one’s career. A coach is there to assist you and your performance, while a guru is self-focused. The new mentoring model advocates a network of coaches who give specialized advice when it is needed in order for objectives to be fulfilled.

More from Rockquemore:
Mentoring 101 (https://www.insidehighered.com/taxonomy/term/832)
How to be a good mentor (https://www.insidehighered.com/career-advice/how-be-great-mentor)


Sorcinelli and Yun (2007) look at recent scholarship on the topic of academic mentoring programs. Specifically, the authors discuss how the construct and practice of mentoring has changed. Traditionally, there was the idea that having a mentor meant there was a single individual who would give advice and bestow his or her wisdom on the mentee. This would be a relationship that lasted from graduate school until tenure track, and on. More recently, a broader approach towards mentoring has been advocated. This approach states that mentoring is best done by a number of faculty members who each specialize and give advice on specific aspects. The article gives examples of how colleges, departments, and programs have started implementing and advocating alternative mentoring strategies that utilize a wider pool of individuals. Several of these studies found that network-based mentoring resulted in a higher degree of career advancement and success.


This article reviews the recent research on academic mentoring programs. The authors look at the research methods of these studies highlighting the strengths and weaknesses of the designs. Overall, the authors’ find that the research methods are not rigorous and over the years the field of research has not advanced from where it began. The research highlighted examines the efficacy of mentoring programs over the years. The authors’ argue that because mentoring
programs are context-dependent and specific to certain types of occupations or departments (e.g., Department of Community Health) that generalizing from the results of such studies cannot be adequately done. Many of the research designs are conducted using small samples or one case study, while also rely on subjective measures or scales, which may introduce a large degree of bias. There are too many confounding variables to generalize to the larger population. In addition, many of these studies lack a control group for comparison. Even if participants rate the program as successful, it is typically unclear how this differs from other programs. Future research needs to develop a better definition of mentoring and methods for investigating such phenomenon that allow for a greater degree of comparison between programs.

Websites to Reference

http://www.facultydiversity.org/

Mentoring map: https://dl.dropboxusercontent.com/u/72986838/Frequent%20Downloads/Mentoring%20Map.pdf

Rethinking mentoring: http://web.utk.edu/~dfmp/pdf/DFMW%20Rethinking%20Mentoring_Rockquemore.pdf

https://dl.dropboxusercontent.com/u/72986838/workshop%20slides%20%26%20audio/Rethinking%20Mentoring/Rethinking%20Mentoring_AIM_45min_NM.pdf

Mentoring seminar series, with course materials: https://accelerate.ucsf.edu/training/mdp-seminars