

Mentoring Graduate Students

Bag Lunch for Faculty

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Office of Academic Affairs

Presenters



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What is mentoring?

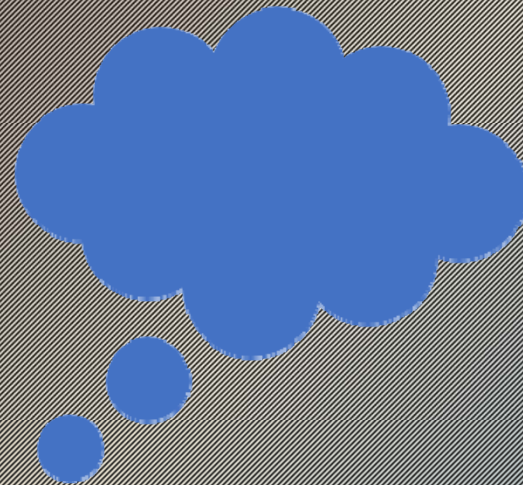
Mentoring is defined as a close relationship between a graduate student and a faculty member who provides guidance, support and research advice in an individualized manner.

--Mentoring guidelines, UC Davis Graduate Council

How were you mentored?

Take a minute to think about the mentoring you received as a graduate student or postdoctoral scholar.

What worked well for you?



Basic responsibilities of a Faculty Mentor

1

serve as a role model

2

advise students on course requirements

3

provide formal instruction in a given discipline

4

help students identify and achieve their short and long-term educational and career goals

5

Serve as a guide to the discipline and help students become contributing members

6

help students develop the skills they need to succeed

Mentoring Guidelines - Graduate Council

- [UC Davis Graduate Council Mentoring Guidelines](#)

Who does what at UC Davis?



Major Professor - faculty mentor that serves as supervisor of the student's research and thesis/dissertation. They are typically the chair of the thesis/dissertation committee.



Graduate Advisor - faculty members who advise on academic requirements and verify that requirements are met



Graduate Program Coordinator in your program serves as primary point of contact for students, day to day practices, policy, and paperwork.



Student Affairs Officers in Graduate Studies advise on degree milestones, Graduate Council & campus policies, graduation requirements and mentorship issues.

Mentor Tip #1 Establish expectations early on



What are your mentee's expectations?



What expectations do you have of your mentee?



How do you want to communicate? How often?



When and how often will you meet?



Who schedules the meetings?



How does your mentee wish to receive feedback?



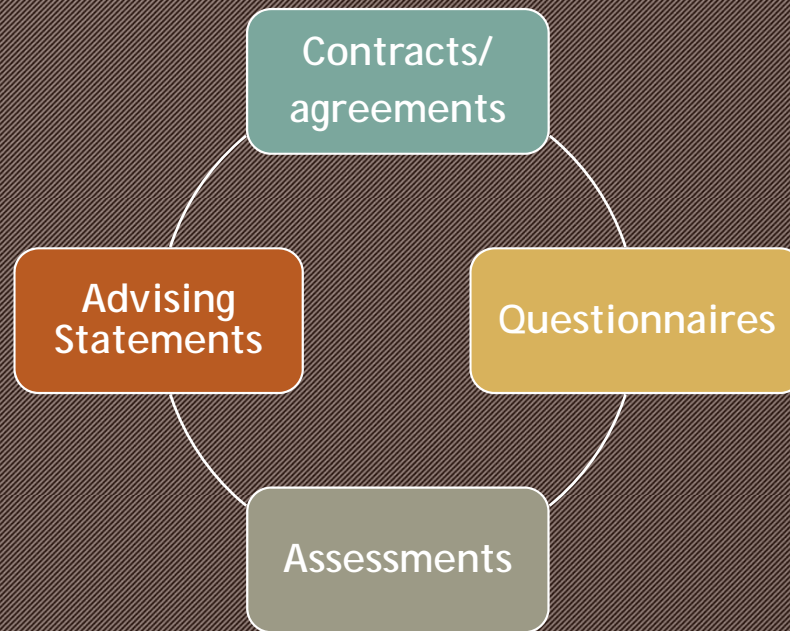
How much do you expect your mentee to work or do research?



How should your mentee raise issues?

Mentor Tip #2

Use a mentoring tool



Mentor Tip #3

Know the warning signs

You or your mentee do not find the time to meet as agreed upon.

You or your mentee do not respond to emails and tasks in a timely manner.

Your mentee's work is successful, but is not evolving toward independence.

Your mentee does not exhibit a sense of shared curiosity and collaborative teamwork is not present.

Mentoring meetings are not dialogues. Mentee does not contribute to the conversation, asks few or no questions.

Mentor Tip #4

Adapt as needed

- All relationships with your mentee should change and evolve as they progress through the degree.
- Early on they should be given more instructions, tasks, meetings, and guidance.
- Later they may need less instructions, tasks, meetings, and guidance.

Mentor Tip #5

Set and maintain professional boundaries

- You are the authority figure, even if you are close in age and experience to your students.
- Be friendly, but your role is not "friend".
- Recognize when boundaries need to be re-set, and ask for help doing so if you need it.
- Know the right resources to refer students to for issues that are not your expertise.

Mentor Tip #6 Mentoring network

- Encourage your mentee to seek additional sources of mentoring support.



SCENARIOS

There's Something About Terry

Dr. Adams is teaching a required core 2nd year course for the Graduate Program (Group) in Biological Mythology. Dr. Adams has noticed that one of the students, Terry, has turned in a couple of assignments late, and then received a C on the midterm. Terry participates in class and seems sharp but distracted. Dr. Adams is concerned about Terry's performance and wonders what to do.

Dr. Adams looks at last year's grades and finds that Terry did quite well. The Grad Program/ Group coordinator says that Terry is working as a GSR this year for Professor Butler, and it's expected that Professor Butler will become Terry's major professor. Terry also has a full course load of 12 units this quarter, taking the last 3 required courses and an elective, in preparation for the qualifying exam later in the year.

- What concerns come up for you? What should/could Dr. Adams do?

What's Going On?

You are concerned about Chen, a graduate student in your lab.

Chen is usually very well-organized, focused, and even-tempered. Lately, Chen's been coming late to the lab, appears tired, has poor hygiene, and seems generally disengaged. You've also observed Chen having arguments with other students in the lab.

- What concerns come up for you? What would you do?

Crossing the Line?

Lupe is one of your grad students. You have met Lupe's partner on several occasions at social events in the department. Lupe has just disclosed to you that their relationship has become abusive and Lupe is afraid to go home. You wonder if you should offer Lupe a place to stay until other arrangements can be made.

- What are the pros and cons of inviting Lupe to stay at your house?
- What else could you do to assist Lupe in this situation?

Resources

- Resource list (handout)
- Graduate Studies webpage on Mentoring Resources for Mentors
<https://grad.ucdavis.edu/resources/mentoring/mentoring-resources>
- Programming and events for graduate students (handouts)

Wrap -up

- Final thoughts/questions
- Upcoming Bag Lunches
- Evaluations

THANK YOU!