

UC DAVIS

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UC DAVIS GRADUATE STUDIES PRESENTS

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# GRADUATE STUDENT MENTORING

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**Jean-Pierre Delplanque**

Vice Provost & Dean of Graduate Studies  
Professor of Mechanical & Aerospace Engineering

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# 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.*

*Basic mentoring practices include guiding students through program expectations, protocols of academic conduct, degree requirements, research and teaching, capstone work (such as thesis or dissertation research), and professional development.*

[\[Mentoring Guidelines\]](#)

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# MENTORING

## *Responsibilities of a Faculty Mentor*

- serve as a role model and student advocate
- help students identify and achieve their individual short and long-term educational goals
- provide ongoing feedback and guidance
- assist students to build support networks
- empower and help students prepare for their chosen career path

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# Benefits of Mentorship

Positive mentorship experiences result in more mentee:

- Productivity and satisfaction
- Academic persistence
- Enhanced skill development
- Diversity; increased of recruitment of underrepresented mentees
- Publications of research
- Confidence, less imposter syndrome
- Less anxiety and depression

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## MENTOR TIP #1

*Establish expectations early on.*

- 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?

# Setting Expectation Tools

## Questionnaire for Aligning Expectations in Research Mentoring Relationships

|                      |  |                   |  |
|----------------------|--|-------------------|--|
| Mentor / Supervisor: |  | Mentee / Student: |  |
| Time Period:         |  | Dept / Program:   |  |

For each pair of statements, determine your preference. For example with statement pair #1, if you believe the ideal mentoring relationship focuses on common research interests, select 1, 2, or 3. Or if you think the ideal relationship focuses on effective working and communication styles, select 4, 5, or 6. Avoid filling in "3.5" for your responses.

| Early Stages of the Mentoring Relationship and Choosing Mentors/Mentees |  |             |  |  |
|---|--|-------------|--|--|
| 1   | In an ideal mentoring relationship, the mentor and mentee should have similar research interests                           | 1 2 3 4 5 6 | In an ideal mentoring relationship, both should have similar working and communication styles  |  |
| 2   | In an ideal mentoring relationship, mentors should provide close supervision and guidance                                  | 1 2 3 4 5 6 | In an ideal mentoring relationship, mentors should provide much freedom and independence for the mentees to explore and learn themselves |  |
| 3   | Mentors should only accept mentees when they have specific & deep knowledge of the mentee's research topic                 | 1 2 3 4 5 6 | Mentors can provide overall guidance, and so should feel free to accept mentees from a broad range of disciplines                        |  |
| 4   | A personal and friendly relationship between mentor and mentee is important for a successful relationship                  | 1 2 3 4 5 6 | A professional relationship is advisable to maintain objectivity for both mentee and mentor during their work                            |  |
| 5   | The mentor is responsible for providing emotional support & encouragement to the mentee                                    | 1 2 3 4 5 6 | Personal counselling and support are not the responsibility of the mentor  |  |
| 6   | The mentor should play a significant role in deciding on the research focus for the mentee                                 | 1 2 3 4 5 6 | The research focus should be selected by the mentee  |  |
| 7   | When choosing research topics, I prefer to work on projects with potential for high payoffs, even if it involves high risk | 1 2 3 4 5 6 | When choosing research topics, I prefer to work on projects that have a strong & safe chance of success, even if the payoff is low       |  |
| 8   | The mentor should decide how frequently to meet with the mentee  | 1 2 3 4 5 6 | The mentee should decide when she/he wants to meet with the mentor   |  |

## Setting Expectation Tools

- Questionnaires
- Advising statements
- Contracts/agreements

# MENTOR TIP #2

*Continue to adapt.*



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

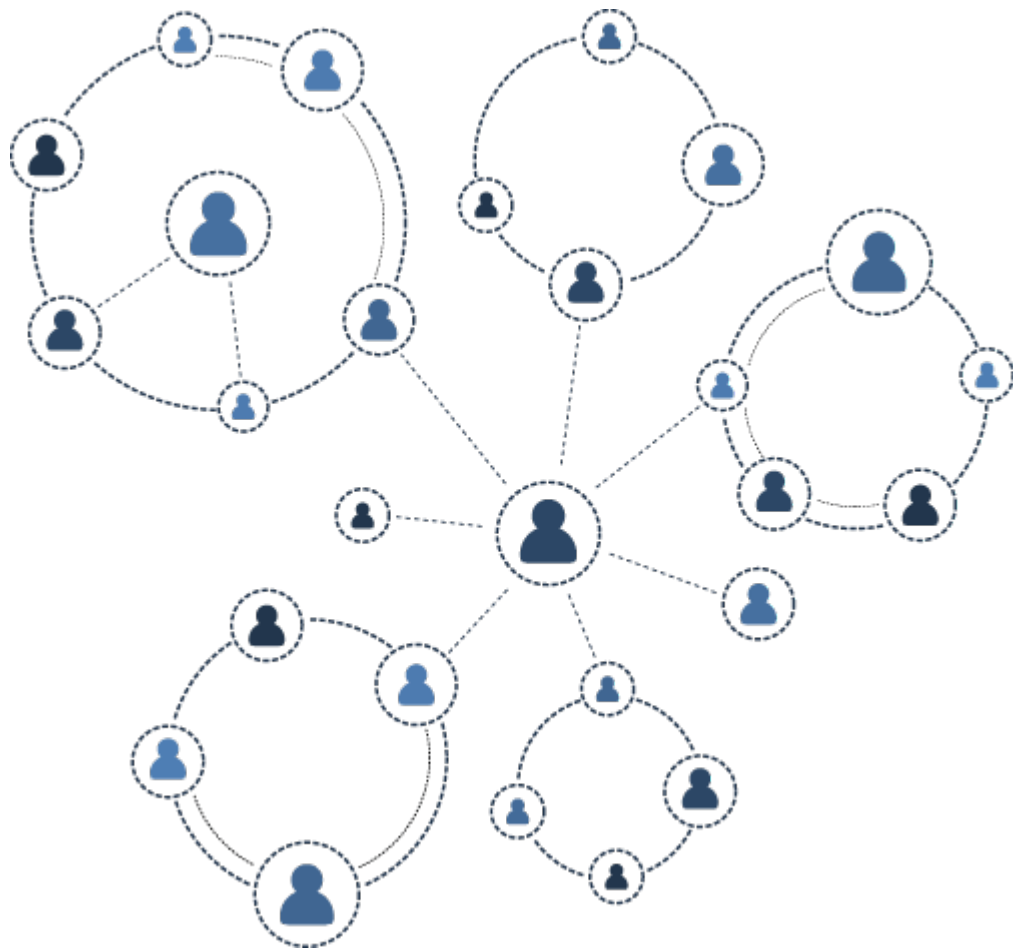
# MENTOR TIP #3

## *Mentoring network*

Encourage your mentee to seek additional sources of mentoring support.

These include networks for:

- Academic feedback
- Emotional support
- Professional development
- Safe spaces





# MENTOR TIP #4

## *Mentoring feedback*

Seek graduate student feedback.

Feedback ideas:

- Surveys
- Slack polls
- Assessments

Do feel like you have a good understanding of you project goals, both short-term and long-term? \*

1 2 3 4 5

Not much ☐ ☐ ☐ ☐ ☐ Very good understanding

Do you need more hands-on mentorship? \*

1 2 3 4 5

Need more space and less frequent meetings ☐ ☐ ☐ ☐ ☐ More meetings and updates would help

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## MENTOR TIP #5

*Know the warning signs.*

1. You or your mentee do not find the time to meet as agreed upon.
2. You or your mentee do not respond to emails and tasks in a timely manner.
3. Your mentee's work is successful, but is not evolving toward independence.
4. Your mentee does not exhibit a sense of shared curiosity and collaborative teamwork is not present.
5. Mentoring meetings are not dialogues. Mentee does not contribute to the conversation, asks few or no questions.

# IDENTIFYING ACADEMIC SUPPORT RESOURCES

**Academic Advisors**

**Moradewun Adejumo**  
Advisor: Admissions Only | African American African Stds | 09/01/2017 to 08/31/2020  
(530) 752-1548 | [madejunmobi@ucdavis.edu](mailto:madejunmobi@ucdavis.edu)

**Lynette Hunter**  
Advisor: Primary Contact | Theatre and Dance | 09/01/2014 to 08/31/2020  
(530) 752-0888 | [lhunter@ucdavis.edu](mailto:lhunter@ucdavis.edu)

**Senior Academic Advisor in Graduate Studies**

**Wallace Woods**  
(530) 752-1473 | [lkwoods@ucdavis.edu](mailto:lkwoods@ucdavis.edu)

**Internal Fellowship Analyst in Graduate Studies**

**Heidi West**  
(530) 754-9473 | [hewest@ucdavis.edu](mailto:hewest@ucdavis.edu)

**External Fellowship Analyst in Graduate Studies**

**Amineh Helalian**  
(530) 752-0653 | [ahelalian@ucdavis.edu](mailto:ahelalian@ucdavis.edu)

grad.ucdavis.edu

# WHO DOES WHAT?

## *Academic advisors*

**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.



# WHO DOES WHAT?

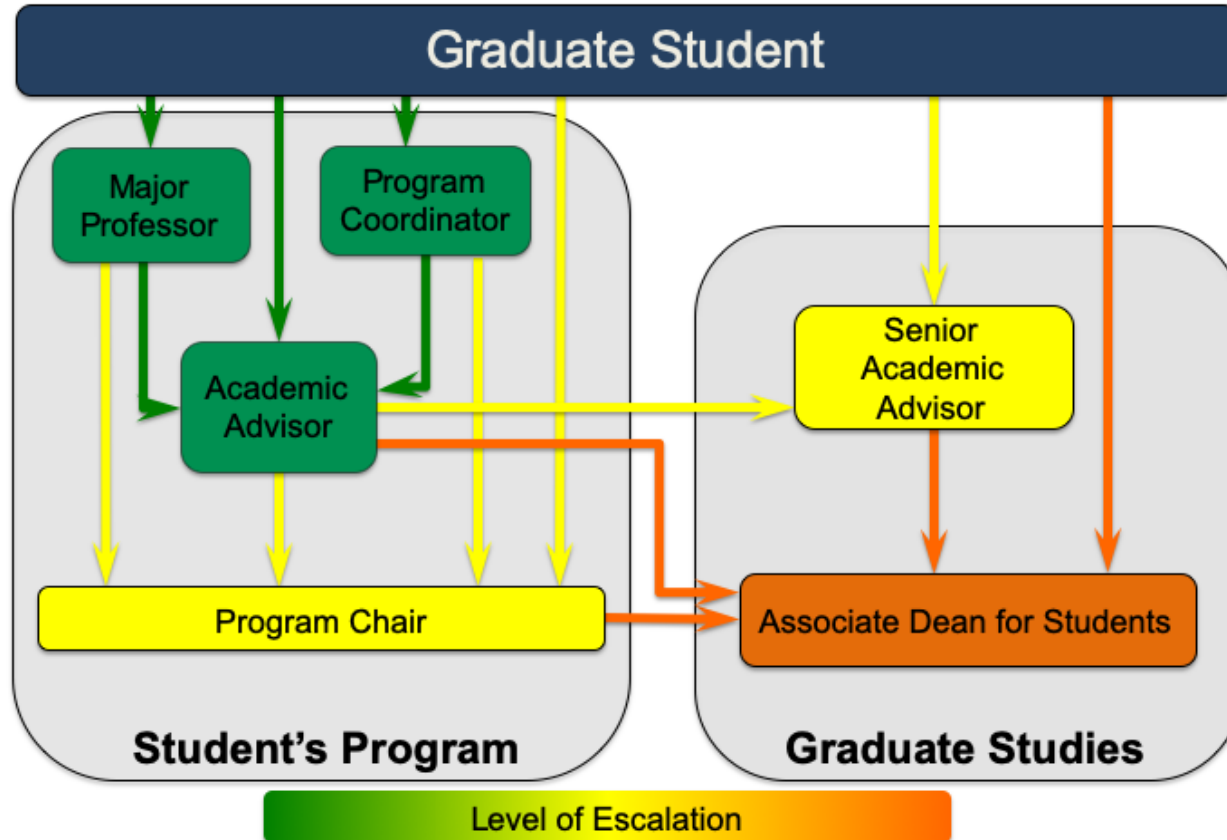
## *Staff advisors*



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

**Senior Academic Advisors** in Graduate Studies advise on degree milestones, Graduate Council & campus policies, graduation requirements and mentorship issues.

# RESOLUTION FLOW PATHS



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# RESOURCES RELATED TO MENTORING

- [Mentoring Guidelines](#)
- [Graduate Studies Mentoring Resources](#)
- Program Coordinators & [SAAs in Graduate Studies](#)
- [Director of Advising & Mentoring-](#) Elizabeth Sturdy
- [Associate Dean of Graduate Students](#) – Ellen Hartigan-O'Connor
- [Graduate Diversity Officers](#) – Devin Horton & Josephine Moreno
- [GradPathways Institute](#) – Teresa Dillinger & David Blancha
- [Counseling Services](#) – Bai-Yin Chen
- [Student Disability Services](#) – Abby Tilden
- [Office of the Ombuds](#)
- [Office of Student Support and Judicial Affairs](#)
- [Harassment & Discrimination Assistance and Prevention Program](#)  
(HDAPP)

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# MENTORING WORKSHOPS- SAVE THE DATE!

Visit our [Mentor Workshops](#) page for our online workshop announcements.

## **Supporting Graduate Students Remotely**

October 29<sup>th</sup> 12:15pm-2:00pm

## **Navigating Conflicts for Successful Collaboration**

November 3<sup>rd</sup> 10am-12pm

## **Supporting First-Gen Graduate Students**

November 12<sup>th</sup> 11am-12pm



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# CASE STUDY

## Mentor's Point of View

A first-year master's degree student has not responded to the mentor's recent emails. In group meetings, she has expressed some negativity about her research project that the mentor has assigned her. The mentor feels the student is avoiding working on the project and lacks enthusiasm. The mentor decides to meet with the student for the first time. The student hasn't made expected progress on the project. The mentor feels frustrated with how little the student has accomplished this quarter and her lack of motivation. She also seems not to understand some of the basic research methods needed. The mentor was hoping this project could get published in the next year or two but is now worried that will not happen.

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# CASE STUDY

## Student's Point of View

During recruitment, this student got excited about research opportunities in the mentor's lab. When she entered the program, she believed she was admitted to work on a certain research project and that is a major reason why she accepted admission. However, the mentor ended up assigning that research project to a new PhD student and putting her on a project she has no interest in and doesn't have a lot of background in. She has felt like she has been left to teach herself how to run the experiments with little guidance. The student feels misled and isolated. She already wants to leave the program as this research is not related to the job she wants after graduation.

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# CASE STUDY

## Setting Expectations

- What expectations were not aligned?
- Is there anything you would do differently to set expectations?
- What could the mentor and the student have done to better address some of these issues?
- Who could help the mentor in this situation?

# CASE STUDY

## Graduate Student in Difficulty

Dr. Adams is a new assistant professor at UC Davis and is teaching a required core 2<sup>nd</sup> year course for the Graduate Program (Group) in Biological Mythology. She 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 action she should take.

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 his qualifying exam later in the year.



# CASE STUDY

## Graduate Student in Difficulty

Which of the following actions could be taken? Which ones are good ideas and why? What could be done better/differently?

- **Talk to Terry**; express concern about his performance, ask if there are any barriers to studying or if anything is particularly difficult.
- **Talk to other professors** about how Terry is doing in their classes. Is it just Biological Mythology, or widespread? Try to determine whether Terry's performance is at the same level or local to the Biological Mythology.
- **Talk to Terry's Graduate Advisor** (especially if Terry appears to have problems in all his classes.) What are the GA's responsibilities?
- **Talk to Professor Butler** (to find out if Terry seems to be working many more hours on GSR than expected.) What are a major professor's responsibilities?



# CASE STUDY

## Graduate Student in Difficulty

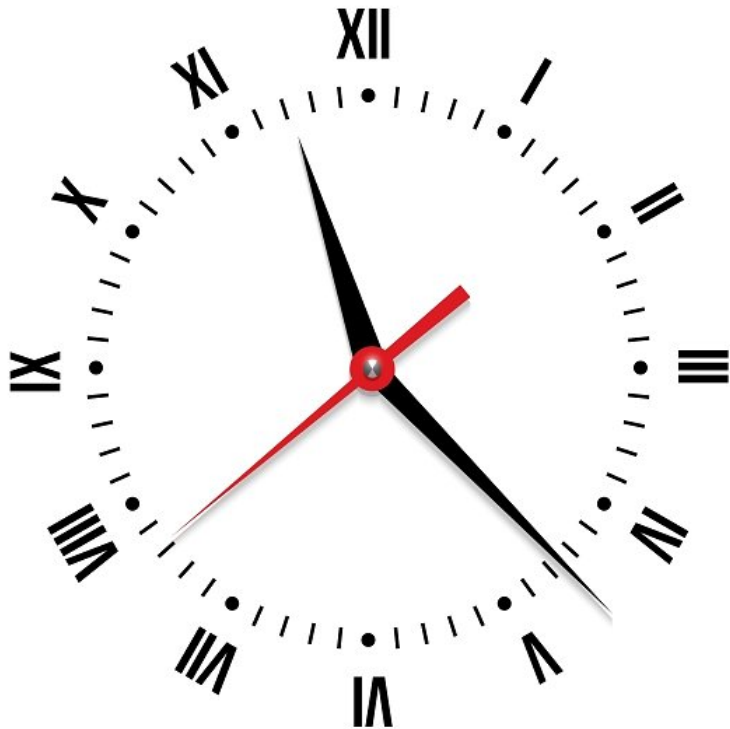
Issues and matters of concern that might be uncovered and ideas on how to address each:

- If there are problems with Dr. Butler, who should talk to Terry's Graduate Advisor? What course of action should be recommended to Terry.
- If Terry's Graduate Advisor is hard to reach, or not responsive, who should talk to the Chair of the department (for Graduate Program) or graduate group? What course of action should be recommended to Terry?
- If non-academic problems – health, family stress – seem to be affecting Terry's performance, what resources are available that Dr. Adams might suggest to Terry?



# CASE STUDY

## *Concerned About a Grad Student in your Lab*



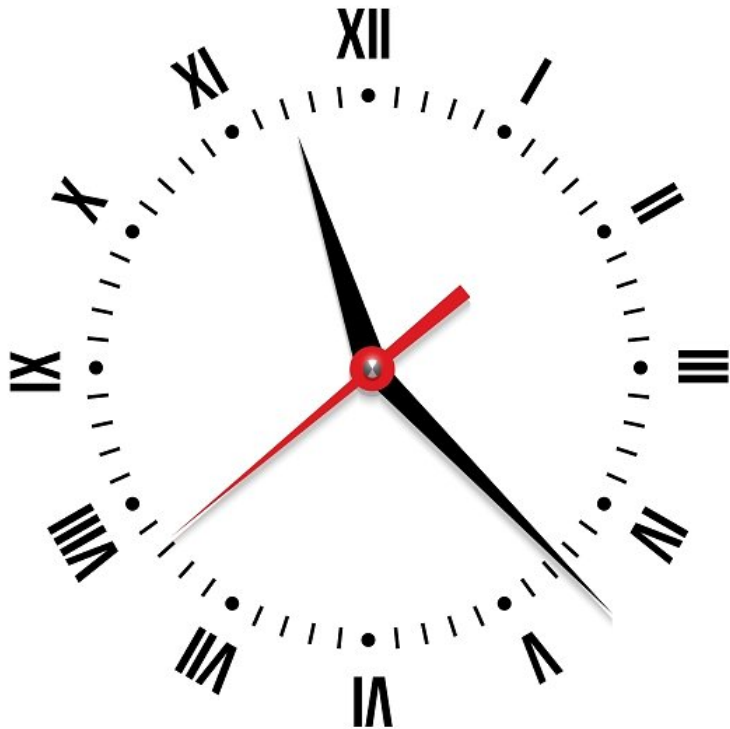
You are concerned about a graduate student, T, a graduate student researcher (GSR) in your lab.

You have noticed a change in T and T hasn't completed the work you discussed at the beginning of the quarter. Lately T has been coming to the lab late, appears tired, has poor hygiene, seems disengaged, and you have noticed T having arguments with other students in the lab.

What might you do?

# CASE STUDY

*Concerned About a Grad Student in your Lab: Resources*



- Ask T how they are doing
- Discuss concerns with Graduate Advisor, Program Coordinator
- Student Health & Counseling Services
- OSSJA
- Academic Personnel



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# CASE STUDY

## *Student In Distress*

P is a graduate student in your program is outgoing, happy, and well respected.

Another graduate student in your program tells you that they are worried about P because he recently ended a long-term relationship with his partner and posted a Tweet that says: “The pain is too real that I just don’t want to wake up”.

Shortly thereafter, you see P in the halls and there are no signs of concerns. He seems like his same happy self.

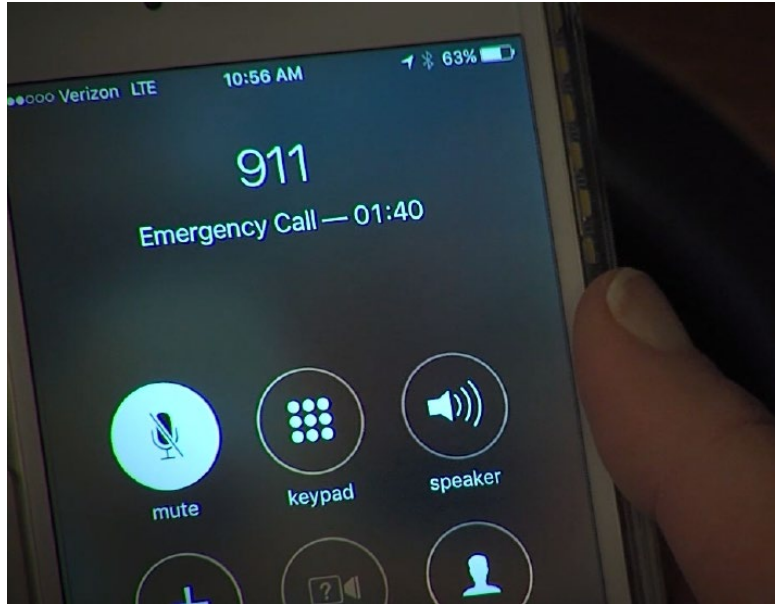
One day while leaving your office, you see P and his ex-partner arguing. Then the ex-partner pushes P and grabs his arm. You walk over to P and ask if you can help. P says everything is fine and they both walk away.

The following week, P files for a planned educational leave and would like to resign from his TA job. You know that the job is his sole source of income and support. He is not answering emails, texts, or phone calls.

What would you do?

# CASE STUDY

## *Student In Distress: Resources*



- Call Police/911: Welfare check
- Acute Care and Crisis consultation
- Reach out to program coordinator
- Contact case manager at OSSJA
- HDAPP/Care