



UC DAVIS
GRADUATE STUDIES

Mentoring Matters:

Supporting Graduate Students &
Postdoctoral Scholars

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Mentoring Definition

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

Mentors provide holistic support of mentee personal and professional growth and success by providing research training and linking mentees with appropriate resources when needed.

[Graduate Council Mentoring Guidelines \(2023\)](#)



Benefits to Mentees

- 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

[The Science of Effective Mentorship in STEMM](#)



Culturally Responsive Mentoring

- Recognize the possible educational, cultural, systemic, and/or socio-economic disparities affecting mentee(s) due to their identity and set of circumstances.
- Respect mentee(s), including the mentee(s)' identity including race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people.
- Offer support and advocacy to students of all backgrounds, especially those facing challenges related to racism, injustice, and inequity.

Culturally Responsive Mentoring Benefits

Students who receive culturally responsive mentoring:

- Feel more connected to their field of study and research
- Have increased self-efficacy
- Experience increased confidence

[Culturally Responsive Mentoring](#)



Additional Expectations

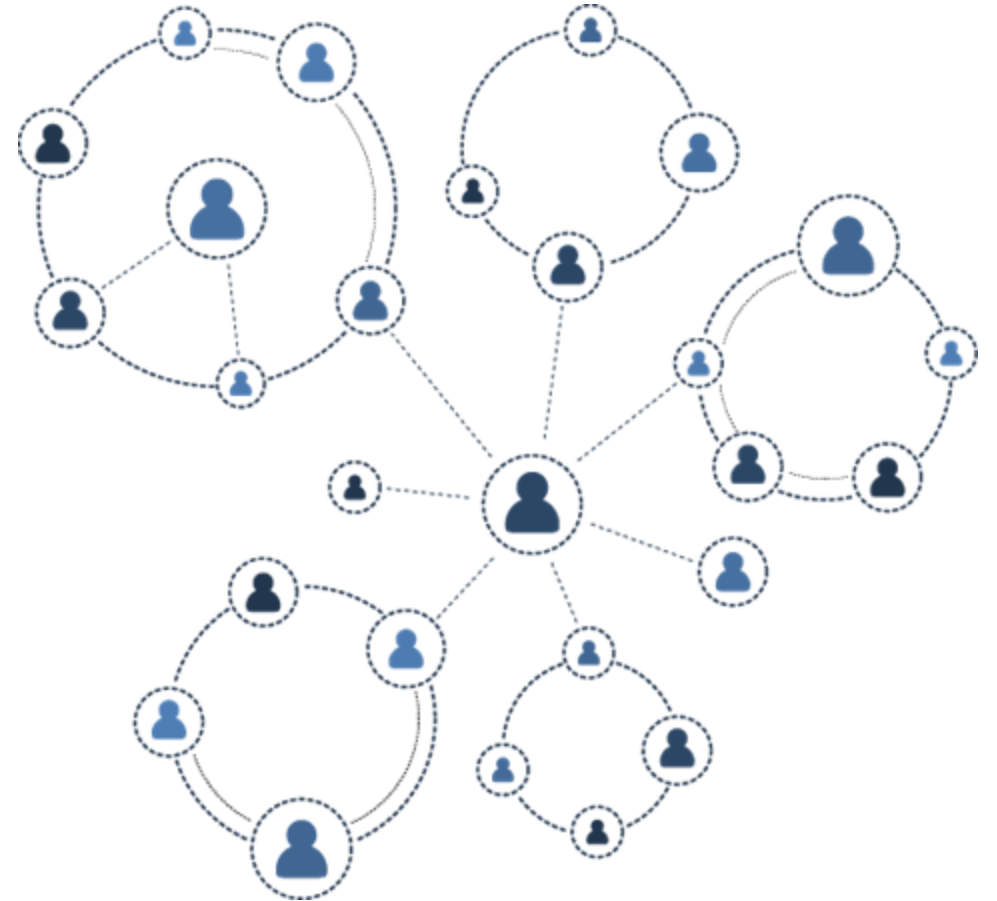
Mentee	Mentor
Articulate to mentors their mentoring needs	Serve as a role model and student advocate
Communicate with mentor regularly	Help students identify and achieve their individual short and long-term educational goals
Participate in program/lab/community activities	Provide ongoing feedback and guidance
Seek feedback	Assist students to build support networks
Explore career options and goals	Modify mentoring style to the needs of the graduate student
Build a mentor network	Empower and help students prepare for their chosen career path

Mentorship Networks

Encourage your mentee to seek additional sources of mentoring support.

These include networks for:

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



Aligning Expectations

- Problems between mentors and mentees often arise from misunderstandings about expectations.
- Expectations change over time so frequent reflection and clear communication is needed to maintain a collaborative relationship.



Expectation Topics

- **Research productivity:** research plans, experiment design, writing, conference presentations, notebooks, timelines
- **Authorship:** policies, timing of decisions, raising questions
- **Time/Employment:** employment and leave hours, visa regulations, funding
- **Communication:** frequency of meetings, preparation for and follow-up for meetings, method of communication (form, style), annual reviews
- **Respect:** responsiveness, collegiality, teamwork, shared spaces
- **Professional development and networking:** conferences, department/campus seminars, IDPs, career fairs/exploration of diverse careers
- **Resolving conflicts:** contacts and resources

Setting Expectations Tools

- Allows for systematic sharing of goals
- Can be developed together by mentor and mentee(s)
- Should evolve over time
- Types:
 - Written document provided by mentor (mentoring agreement)
 - Handout filled out together
 - Questionnaire to assess expectations and discuss together
- Choose what fits your style best!

[Examples here.](#)

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

Mentoring Resources

- Resources exist across campus to develop your mentoring skills, consult on how to better serve students, navigate conflicts, and refer students to appropriate resources.
- If you have mentoring challenges or concern about a mentee, please seek a resource to help.



Graduate Mentor Initiative

Six-part series on approaches in graduate mentoring for faculty. Faculty discuss best practices, helpful tools, and ways to grow and develop as mentors.

- Aligning Expectations
- Maintaining Effective Communication
- Addressing Identity and Belonging
- Supporting Mentor and Mentee Well-Being
- Promoting Research Self-Efficacy
- Articulating a Mentoring Philosophy

Offered Quarterly!

[Fall Quarter Application Open!](#)

Tuesdays 10am-11:30am

Oct. 15th- Nov. 19th in Walker Hall

Mentoring Up

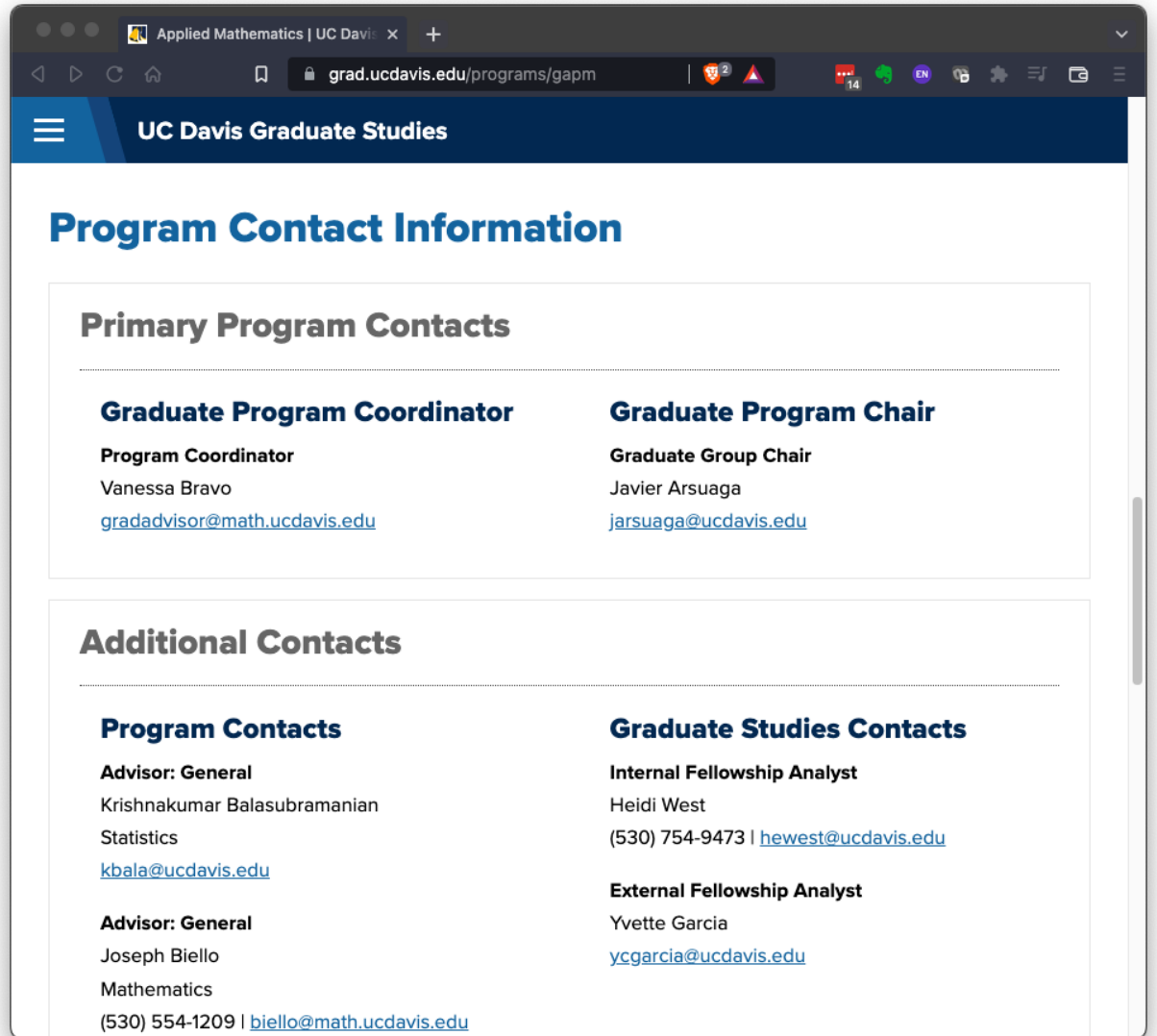
Workshops for mentees on navigating mentoring relationships with faculty:

- Mentoring Up
- Aligning Expectations
- Maintaining Effective Communication
- Developing Research Self-Efficacy and Independence
- Building a Mentor Network
- Mentoring Up Practicum

Program Support Resources

Graduate Program List

[<https://grad.ucdavis.edu/graduate-programs>]



The screenshot shows a web browser window with the URL grad.ucdavis.edu/programs/gapm. The page title is "UC Davis Graduate Studies" and the main heading is "Program Contact Information".

Primary Program Contacts

Graduate Program Coordinator	Graduate Program Chair
Program Coordinator Vanessa Bravo gradadvisor@math.ucdavis.edu	Graduate Group Chair Javier Arsuaga jarsuaga@ucdavis.edu

Additional Contacts

Program Contacts	Graduate Studies Contacts
Advisor: General Krishnakumar Balasubramanian Statistics kbala@ucdavis.edu	Internal Fellowship Analyst Heidi West (530) 754-9473 hewest@ucdavis.edu
Advisor: General Joseph Biello Mathematics (530) 554-1209 biello@math.ucdavis.edu	External Fellowship Analyst Yvette Garcia ycgarcia@ucdavis.edu

Advising Support Resources

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.

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

Associate Dean for Graduate Students and Postdoctoral Scholars in Graduate Studies serves as an advisor and advocate for those in need of additional support.

Mentoring Resources

- [Mentoring Guidelines](#)
- [Mentor Resources](#)
- [Mentee Resources](#)
- [Program Resources](#)
- [SAs in Graduate Studies](#)
- [Coaching & Consultations with Director of Mentoring](#)
- [Associate Dean of Graduate Students](#)
- [Graduate Diversity Officer](#)
- [GradPathways Institute](#)
- [Student Health and Counseling Services](#)
- [Student Disability Services](#)
- [Office of the Ombuds](#)
- [Office of Student Support and Judicial Affairs](#)
- [Harassment & Discrimination Assistance and Prevention Program](#)