SCHOOL OF GRADUATE STUDIES

GRADUATE MENTORING AND ADVISING HANDBOOK

Best practices for mentoring and being mentored

UNIVERSITY OF NORTH DAKOTA

SCHOOL OF GRADUATE STUDIES

This handbook draws heavily and compiles information from many sources: For readability and brevity, we opted not to have in-text citations but to provide sources as a list with additional suggested resources at the end of the document. We hope that we have not inadvertently omitted a utilized resource from this list; in the event that we have, please notify us at gradschool@und.edu.

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WHY MENTORING MATTERS

For many, if not all, new graduate students, the transition from the highly structured environment of undergraduate education to the more unstructured nature of graduate education—especially research-based programs—can be difficult. In addition to this transition, students regularly suffer from the well-known but insufficiently foregrounded problem of impostor syndrome—the feeling that they aren't really qualified or prepared for advanced study.

What often complicates these difficulties is a lack of information about the rules, procedures, and expectations—both written and unwritten—of graduate programs, including how, how often, and on what criteria, student ability and performance is assessed. Add to that uncertainty about desired or likely career outcomes—50% of PhD students will change their minds about their desired career while in the program, for example—and you have a situation ripe for potential struggle. The fact that, in graduate education, there remains wide variance in whether or to what degree programs offer substantive orientation experiences in which the above information is clearly communicated only increases the potential for struggle.

That potential for struggle is one primary reason why quality mentoring can make a significant difference; a faculty mentor's ability to listen, be empathetic, share experiences, demystify the roles and rules of graduate school, set expectations, and serve as a trusted confidant are crucial to graduate student success, not only in the first transitional stages, but equally so in the research-intensive middle stage, and the late stage of looking for a satisfying career. Probably the most important element of mentoring is learning that a one-size-fits-all approach does not work; student performance and, therefore, their respective needs, are the product of a complicated interaction among innate ability, experiences, confidence, education, and the nature of the performance and program environment.

Research has shown time and time again how important quality mentoring is to graduate student retention, completion, satisfaction, and success. The quality of the mentoring/advising relationship is often the top reason cited in surveys of current students and recent graduates for timely completion and satisfaction among graduate students; it's also often cited as the top reason why students do not complete or do complete but are dissatisfied with their experience. The ripple effects for the program and the faculty member—positive and negative—on future student recruitment, retention, completion, and satisfaction, can be substantial.

As we will see, the responsibility for quality mentoring and advising is broadly shared, obviously including the mentor/adviser and mentee/advisee, but also the graduate program, the graduate program director, the various colleges in which our graduate programs reside, the School of Graduate Studies, and UND administration. All play a role in fostering an environment in which quality mentoring and advising is valued and recognized.

MENTOR OR ADVISOR?

In academia, the term "mentor" is regularly used synonymously with "faculty adviser." While this is often the case—especially at smaller institutions like UND—a primary difference between the two complementary roles is that mentoring is also a personal and professional relationship that goes beyond the fulfillment of academic degree requirements. An adviser might or might not also be a mentor, depending on the quality of the relationship.

The best advising includes mentoring, where mentoring is understood as an active process by which faculty advisers establish and foster structured and trusting relationships with graduate students by

offering guidance, support, and encouragement aimed at developing their competence and character. Mentors listen actively to mentee's concerns and care about their personal and professional well-being.

At the same time, mentors and mentees should realize that while many mentoring and advising activities are similar, on an individual level not all mentors are advisers and not all advisers are mentors. (By advisers, we mean thesis or dissertation supervisors.) While often a difference of degree rather than kind, advising focuses more on the activities, requirements, and attainment of satisfactory progress through the practical steps needed to achieve a graduate degree. Mentoring focuses more on the human relationships, commitments and resources that help graduate students find success and fulfillment in their academic and professional pursuits. Sometimes these complementary roles are played by one person and sometimes it is better to split those roles between two or more people. As such, while the adviser usually plays a leading mentoring role, graduate students should be encouraged to develop a network of mentors, including other faculty, more advanced graduate student peers, program alumni, and professionals in the student's area of career interest.

At the same time, findings in studies on academic mentoring do indicate that students are more satisfied with their career success when their advisers are also their mentors. It may happen that establishing a mentoring relationship with some advisees is natural, and with others it is less so. A lack of inclination to mentor a student does not necessarily indicate a mismatch as that student's adviser, nor does it mean that mentoring the student is an impossibility. Some mentoring relationships require more effort to establish and maintain than others; it isn't necessary for mentees and mentors to become friends to have a successful, rewarding mentoring relationship. In fact, while mentoring often becomes a close, trusting relationship, it remains best conceived of as professionally, rather than personally, close.

HOW TO MENTOR GRADUATE STUDENTS

Surveys show that graduate students — regardless of their race, ethnicity, gender, sexual orientation, age, nationality, socioeconomic background, discipline or department affiliation — consistently want more effective mentoring. Good mentoring helps all students learn more successfully, and that is our overarching goal. An effective mentor correlates with an increased likelihood of productivity, enhanced feelings of self-worth and self-efficacy for both mentor and mentee, and better recruitment and retention of all students, but especially underrepresented students.

Graduate students consistently describe regular discussions about research, coursework, and teaching; the multiple possible roles of a professional in a particular field; performance expectations for both mentors and mentees and the degree to which those are being met or not met; funding opportunities; and employment opportunities as high priorities.

In general, an effective mentoring relationship is characterized by mutual respect, trust, understanding, and empathy. Good mentors are good listeners, good observers, and good problem-solvers, who make an effort to know, accept, respect, and advocate for the goals and interests of a student. A mentor's function goes beyond the promotion of academic success or a sole focus on the tenure-track employment route; a quality mentor must be open-minded about students' career interests and paths and help them explore those options outside the academic world if that is their interest, whether that is business, industry, nonprofits, government, consulting, or something else.

For many if not most of us, neither our graduate educations nor our workplaces provided us with specific training in how to effectively communicate with or mentor students under our supervision; we often end up mentoring simply based on how we were mentored, which makes quality mentoring subject to luck of the draw.

Insufficient or no training on how to be a good mentor leads most of us to assume that good mentoring "just happens" naturally or is only for those who are "lucky enough" to stumble upon the right individuals to guide their intellectual and professional development. In fact, good mentoring is a matter of awareness, intention and a genuine desire to see mentees succeed. Mentors want to help graduate students further develop their strengths, work through challenges, achieve academic excellence, and advance professionally in career paths of the student's choosing (not the mentor's choosing). Mentors act as advocates and role models for their mentees and are approachable and available. Most important, 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 substantive effect on how they conduct themselves as professionals.

Over time, mentoring relationships generally develop into close, individualized, but professional relationships between a graduate student and one or more faculty members, and sometimes with other professionals who have a strong interest in the student's educational and career goals. It can be difficult for one mentor to fulfill all the expectations of a high quality mentoring relationship; as such, building a network of mentors is often desirable and should be encouraged.

While all of this may sound somewhat daunting, effective mentoring need not always require large amounts of time; an experienced, perceptive mentor can provide substantive help in just a few minutes by making the right suggestion or asking the right question at the right time. Students, for their part, need to understand the professional pressures and time constraints faced by their mentors, recognize the multiple demands on a mentor's time, and actively strive for focused mentoring time.

Communication is Key
If you take away only one thing from this mentoring/advising handbook, let it be this: quality mentoring relationships rely on—indeed require—clear, consistent, active communication on the part of both mentor and mentee. Most problems encountered in mentoring and advising relationships are at some level failures of communication; high quality relationships do not "just happen." While no single formula for successful mentoring exists, successful mentoring cannot happen without clear, consistent, active, and mutual communication.

BENEFITS OF MENTORING
Mentoring enables graduate students to:

- acquire a body of knowledge and skills
- develop techniques for networking and collaborating
- increase self-esteem when working with professionals
- gain perspective on how their discipline operates academically, socially, and politically
- acquire a sense of scholarly citizenship by grasping their roles in a larger educational enterprise
- gain knowledge of workplace do's and don't's
- get advice on how to balance work and other responsibilities, and set priorities
- deal more confidently with challenging intellectual work
- thrive, rather than just survive
- more successfully navigate stressful or difficult periods in their graduate careers

Mentoring enables faculty members to:

- keep abreast of new technologies, research questions, knowledge, paradigms and techniques
- gain recognition for good mentoring, affirmation of professional competence

- enhance their scholarly reputation through the success of former students
- strengthen their own contacts and make new ones, and thus cultivate collaborators for current or future projects
- identify and train graduate assistants whose work is critical to a research project or course offering
- prepare the next generation of intellectual leaders in the disciplines and in society
- enjoy the personal and professional satisfaction inherent in having a student succeed
- attract good students - word gets around, and good mentors can regularly engage the curiosities and energies of fresh minds: students who can help produce better research, papers, and grant proposals

GENERAL GUIDELINES FOR MENTORS

Know your Mentee
At the risk of stating the obvious, a good mentor needs to know their mentee(s).

Get to know their strengths and weaknesses. New students especially will hesitate to ask questions for fear of appearing uninformed or unqualified. Make clear to your mentees that there are no dumb questions when talking with you. Honest communication about strengths and weaknesses enables better attention to coursework choices and professional development opportunities where needed. Make clear that you support their professional development outside of the classroom and research environment.

Get to know your mentees' goals and aspirations for graduate school and employment; do not assume that their career aspirations are similar to yours. National data indicates that across all fields, less than 50% of PhD graduates will remain in academia; in some fields that percentage is less than 20.

Model and Guide Excellence in Research, Teaching, Service, and Attention to Professional Development
Mentees will look to you as a role model for how to make responsible, ethical, and professional choices, especially when navigating difficult situations, but also in the more general sense of professional expectations and standards to aspire to in the field and workplace.

Require that students complete training in ethical choices and behaviors and discuss ethical responsibilities and standards in the field and workplace. Be alert for ways to illustrate ethical issues and choices in research and professional conduct.

Model and discuss responsible teaching practices and encourage mentees to attend professional development opportunities to further develop and improve their teaching skills; the School of Graduate Studies and TTaDA offer many relevant workshops and seminars, as do many disciplinary associations at national and regional conferences

Establish the importance and best methods of regular, effective communication, including shared expectations of how often and for how long meetings will occur between mentor and mentee, expected subjects of discussion at meetings, and expectations for timely feedback on any written work submitted by the mentee, including turnaround time and what is meant by "constructive feedback."

Be just as specific when you give praise as you are when you give criticism because students learn from both. Remind students that, with your high standards, you intend to help them improve.

Make clear that your door is open, within established limits.

Model the importance of creative problem solving by encouraging students to discuss their ideas, try new techniques, and expand their skills.

Help students grasp the finer points of forming an advisory committee and how to approach a thesis or dissertation. Teach students to break larger scholarly tasks like the thesis and dissertation into smaller, more manageable tasks to avoid becoming overwhelmed.

Tell your students what you learn from them. Such disclosure helps students see themselves as potential colleagues. Acknowledge the prior skills and valuable personal, professional, and educational experiences students bring to graduate school.

Demystify Graduate School

Every graduate program has expectations for student performance, including appropriate coursework, class participation and attendance, written work, and progress milestones and timelines. Some of these expectations are written—every graduate program should have a Graduate Student Handbook—and some are unwritten.

Make clear where and to whom students should address specific types of questions, including any program hierarchies relevant to student needs, whether concerns, complaints, or something as simple as requests for lab or teaching materials and support. New students in particular often may not know what questions to ask or what certain terminology means; make clear that you expect mentees to have questions and reassure students that there are no stupid questions.

Clarify how student performance is assessed in terms of research work, coursework, comprehensive exams, written work, and oral exams; discuss the prevailing norms of the discipline and the formal and informal criteria used to assess and define "quality performance" at each stage of the graduate experience

Clarify program milestones and timelines in terms of what "satisfactory progress" means.

Facilitate Professional Development

Many activities that are simply second nature to you but are regular and important parts of your job—or employment expectations outside of academia—should be made explicit to students. For example, faculty governance and service, writing and obtaining grants, managing budgets, managing a lab, research project, or classroom, how to explain your research to nonspecialists, what skills are most important to "a day in the life" of the career sought by the student, etc.

Encourage student use of skills and interests assessment, such as myIDP (STEM) or ImaginePhD. Encourage self-awareness of strengths and weaknesses. Clarify where to find resources to develop needed skills or address skills gaps; the UND School of Graduate Studies, TTaDA, and Career Services offer many resources for students. Make clear that time spent on professional development is time well spent.

Assist students in developing professional networks. Learning how and where best to establish and develop professional networks, and, as appropriate, when and where to seek additional mentors is necessary. Recommend that students connect with advanced graduate students, other faculty within and outside of the program, and professionals in the desired employment field. Make clear the benefits, as well as the do's and don'ts, of networking.

Create opportunities for students to demonstrate their competencies. Take them to professional meetings and conferences and encourage them to make presentations to gain visibility and experience. Nominate your students for high-visibility fellowships, projects, and teaching opportunities when you feel

they are sufficiently prepared. Promote students' research and teaching accomplishments inside and outside your program.

Support Mental Health and Wellness

An often insufficiently discussed and addressed aspect of student persistence, completion, and satisfaction, healthy attention to mental health and wellness can improve productivity, retention, timely completion, and satisfaction among students. Make clear that you recognize mental health and wellness as an important aspect of a successful professional.

Don't assume that a student who doesn't express concerns about mental health and wellness or their progress/performance in the program is therefore "doing fine." For many students, calling attention to mental health and wellness challenges is not only difficult, but stigmatized. Find ways to make students as comfortable discussing their struggles as they are discussing their successes. Make clear that failure is acceptable and often a useful way to learn.

Call attention to the importance of work/life balance and assist students in strategies to find an appropriate balance. If a student is falling behind in their work, don't assume this demonstrates a lack of commitment; the student may be exhausted, unclear about where to go or what to do next, or uncomfortable with some aspect of the research project or team. Regularly sharing your own experiences can help students open up about theirs.

Normalize attention to mental health and wellness by regularly asking students how they are doing and providing personal anecdotes or examples of healthy ways to deal with stress to model the importance of attention to mental health and wellness. While sharing your own experiences may be helpful, avoid the impulse to compare or measure your own abilities to deal with stressful challenges; assist students in finding the tools and resources they need to meet those challenges. Those resources and tools may well be substantively different from your own.

Establish the mentoring relationship as a safe space for students; a place where concerns and struggles can be shared without fear of prejudice, discrimination, harassment, or any other harm.

Be aware of the campus and off-campus mental health and wellness resources available to students; while mentors are often the "first-responders" when students are struggling with mental health and wellness, mentors are not and should not be the only resource and therefore should be aware of resources available when student needs exceed a mentor's particular training or comfort level. A list of services is available at the end of this guide.

Avoid Poor Mentoring Practices

Unfortunately, plenty of poor mentoring behaviors and practices are also too often a part of graduate education. Many of us may have experienced some of these practices with our own mentors, and, given the lack of sustained attention to and training on quality mentoring, may have simply accepted some of these bad practices as part of the equation, perpetuated them as mentors ourselves, or enabled colleagues to continue poor mentoring practices. That we may have survived poor mentoring ourselves does not mean that our students will or should. Practices to avoid as a mentor include:

Keep it professional. Do not ask students to do personal work for you, such as mowing lawns, pet or child care, driving, or typing. Quality mentoring relies on mutual trust and respect; treating students like personal property undermines both.

Focus on student interests and goals. Avoid dictating important research, curricular, professional development, or career choices with the explicit or implicit expectation that your students simply become another version of you.

If faced with a question you do not know the answer to, admit that you don't know and help the student either find the answer or direct them to someone who can. Uninformed or purely speculative answers to specific questions are not helpful to your students or to your program. Saying "I don't know, but can help you find the answer" also normalizes the idea for students that professionals are not expected to "know everything" and that it is okay to admit that you don't know something. Be as knowledgeable about program and Graduate School policies as you can be, but if you don't know an answer, don't invent one; help the student discover the correct answer.

Do not cross professional relationship boundaries. That mentoring often includes the development of close professional relationships does not mean crossing professional boundaries of behavior. Avoid sexual or romantic relationships. Remember the power dynamic that exists between mentee and mentor and work with your mentees to establish and maintain professionalism in a climate free from intimidating, coercive, harassing, shaming, or offensive behaviors.

Do not ask or require a student with a GA appointment to work extra or late hours. Students should be expected to work the hours for which they are paid. Students may volunteer or choose to work extra hours in specific situations, but you should not simply expect a student to work extra hours, regardless of whether or not you did so as a graduate student.

Do not remain silent in the face of inappropriate or abusive behavior, whether between students or between students and other faculty or staff. If you have knowledge of problematic behaviors but remain silent, you send the message to your mentees that you condone such behavior; furthermore, your students will likely adopt your mode of response in the future. Silence also enables the propagation of the toxic environment, endangering the health and efficient functioning of the program and its students, faculty, and staff.

Do not make a student a target or pawn in your own disputes with other faculty or staff members. Placing a student in the middle of a dispute inevitably hinders the student's progress and fosters an unhealthy, toxic environment. It is never the role of a student to manage disputes between faculty members or faculty and staff.

Avoid using inappropriate comments or questions. Academic freedom is not a license to say anything you choose. Think carefully before telling "off-color" stories or jokes. Comments or jokes pertaining to sex, gender, race, appearance, a student's "love life," religion, or a student's home country or culture might be considered harassment. More to the point, such comments or jokes are simply unnecessary and risk establishing an atmosphere in which common courtesy is not valued.

Do not encourage students to engage in unhealthy behaviors. Informal gatherings outside of class can help build community, but you must give appropriate consideration to propriety in such contexts. Do not pressure students to drink alcohol, for example, and consider the message sent by being drunk in the presence of students. In the age of cellphones that can record a moment's indiscretion and broadcast it to the world, do not put yourself or your students in a professionally embarrassing situation that may have ripple effects on your and your students' futures.

Reasonable Expectations
An important part of mentoring is setting high, but feasible, expectations for your mentee and then helping them meet those standards.

Make clear to mentees that you have faith in their ability to succeed, especially at particularly challenging stages of graduate education, including the first year transition from undergraduate to graduate education, preparation for comprehensive exams, the writing of the thesis/dissertation/final project, and job hunting. Regularly expressing your faith in your mentees' abilities can by itself provide a

productive increase in mentees' confidence and subsequent performance. If there comes a time where you have substantive concerns about the student's ability to succeed, based on a failure to maintain satisfactory progress or develop reasonably expected skills and knowledge, then it may be time for a difficult conversation. Keeping a student muddling along without a reasonable chance of success does no one—student, faculty, program—any favors.

Keep your own expectations and assessments reasonable; avoid the temptation to measure students' abilities against your own. Keep in mind the following questions:

- Are my expectations reasonable for a graduate student at this stage?
- Has this student had the necessary training to succeed at these tasks and/or in this environment?
- Does the student fully understand what is expected?
- Is this student disadvantaged in some way that might make the situation more difficult than it would be for others?
- Is the student experiencing a stressor—in their personal or professional life—that is affecting their performance?
- Might the student perform better in another environment? (e.g. a different lab, a different branch of study, a different career path)

If, upon asking yourself these questions about a given student, you are uncertain, talk to the student. Never simply assume what you think a student "should" know; find out what they do know and help fill any discovered gaps in their training.

RESPONSIBILITIES

Mentoring is a two-way relationship; each party must be accountable for their own actions or neither will benefit.

Responsibilities of the Mentee
- Be considerate of the many demands on the mentor's time
- Be reliable: return phone calls and emails in a timely fashion; attend scheduled meetings
- Demonstrate commitment to the relationship through active, regular communication
- Be aware of the mentor's expectations
- Be proactive: call or email if you have questions or need to discuss something
- Participate actively in your professional development
- Notify your mentor if you are unable to continue the mentoring relationship

Responsibilities of the Mentor
- Contact your mentee regularly
- Be a good, supportive listener
- Keep notes on discussions to help remember previous conversations, ground already covered
- Minimize interruptions and distractions when meeting with students. A common concern among students is that professors do not provide them their full attention during meetings. Be aware of your body language; avoid looking at your watch or checking email while a student is talking
- During each meeting or phone call, schedule the next one
- Provide honest, constructive feedback on performance, identifying strengths and weaknesses and assisting with professional skills development
- Be a trusted confidant about matters large and small
- Assist mentees in developing professional networks
- Notify your mentee if you are unable to continue the mentoring relationship

Responsibilities of the Graduate Program Director

- Helping new students transition to the program (e.g., providing orientation sessions, introducing students to the unit's Graduate Handbook, and creating opportunities for students working in different areas and in various cohorts to meet together)
- Ensuring that students have consistent advising by providing advice on matters such as course selection until a permanent faculty advisor and advisory committee are selected, or appointing a committee or temporary advisor to assume that role
- Helping students find appropriate guidance and support for their work by facilitating selection of a faculty advisor and advisory committee and facilitating changes of faculty advisor and/or advisory committee if necessary
- Ensuring a consistency of standards across the unit by monitoring the standards and fairness of components of the program (e.g., examinations, expectations for dissertation completion, timeliness to degree)
- Fostering shared values and the upholding of rights and responsibilities by working toward fair resolution of conflicts between graduate students and faculty

Responsibilities of the Graduate Program and College

- Creating an environment in which mentoring is valued and both students and faculty have access to resources that promote graduate student success
- Offer a program-specific orientation session that introduces students to program policies, practices, expectations, and resources.
- Assigned a first-year, temporary adviser to facilitate regular engagement between students and faculty. First-year advisers should meet with their new advisees at least twice over the course of the first year to discuss course selections, departmental requirements, and answer any questions that arise.
- Develop and disseminate a program-specific mentoring plan for faculty and students to establish the importance of mentoring in program culture through listing the essential commitments and responsibilities of both parties within the context of the department's values.
- Include a mentoring plan in the program's graduate student handbook, as well as other mentoring resources, such as reference to this SGS guide.
- Develop program guidelines for the annual review of student progress and performance. Program faculty should establish consensus on the timelines, goals, and performance expectations that comprise satisfactory progress and ensure consistency of standards and fairness across the program's requirements and expectations.
- Create structured activities to facilitate faculty/student interactions. Such activities, both academic and social, help to promote and normalize collegial interactions that can enhance and extend mentoring relationships and networks.
- Consider ways to provide training or development opportunities for advanced graduate students to serve as peer mentors for new students, like shadowing, group activities, and/or assigned pairings for specific training or mentoring tasks.
- Include mentoring performance and outcomes in faculty evaluations for tenure, promotion, and merit.
- Establish mentoring networks by rotating research mentors for first- and second-year graduate students, assigning one or two faculty members—on a rotating basis—to serve as teaching mentors, allowing advanced graduate students with substantive teaching experience to serve as teaching mentors, and connecting with graduate alumni to provide opportunities for alums to "give back" to the program and its graduate students.

- Monitor Program Pressure Points and offer programming to help alleviate them.
- Provide opportunities to assist students in preparing for the academic and non-academic job markets, encourage students to take part in the School of Graduate Studies' Accelerate to Industry program and professional development workshops, or recommend students take advantage of the many resources provided by UND Career Services.

Responsibilities of the School of Graduate Studies
- Providing resources and training to help faculty and graduate students continuously improve their mentoring skills and abilities
- Providing information to units to help them fulfil their mentoring responsibilities
- Advocating for excellence in mentoring including inclusive mentoring practices
- Advocating for recognition of mentoring in evaluative processes
- Regularly assessing various aspects of mentoring on campus (e.g., through surveys, focus groups, or other applicable means).
- Partnering with other units to provide additional mentoring and professional development opportunities
- Serving as a contact point for faculty and students who experience difficulties in mentoring relationships

INITIAL MEETINGS

Initial meetings between mentors and mentees should focus on getting to know each other, communication of written and unwritten program expectations, and mentees' initial thoughts about their research, professional, and career interests. The first meeting should also establish a regular meeting schedule and expectations for progress updates, discussion topics, etc. It is important to maintain a regular schedule of mentoring interaction such that mentoring is proactive rather than reactive.

Mentors should discuss both the "written" and the often "unwritten" aspects of academic life in their respective graduate programs that students need to be aware of to position themselves for success, including, but not limited to, the following:

- The student's short and long term professional goals, including current degree objective(s), skills needed/gaps that need to be addressed, and desired career outcome(s) and steps necessary to accomplish those goals
- The length of time that earning the degree should take, including the typically expected timeline for completion of program milestones
- Skills or competencies the student should acquire within a certain amount of time; what are they expected to know how to do and by when?
- What professional development activities and opportunities is the student expected to participate in?
- The need for open communication about potential barriers to the student's progress (including physical/mental health, family issues, and department/lab climate) and about resources available to manage those barriers
- Who are the important people in the department, the college, the institution, and the discipline
- Which subfields are expanding or contracting, so that students can position their research topic appropriately
- How people in the field find out about, get nominated for, and win fellowships, grants, awards, and prizes

- Acceptable venues for research outputs, including which journals lead the field and how submission works
- What organizations are important to join and what roles to pursue within such organizations
- What conferences are important to attend and how often one should attend
- How to appropriately raise common concerns, issues, or problems, and with whom
- Expectations for meetings/communication with adviser/mentors, including typical meeting length and regularity
- How to get feedback on a paper and expectations for feedback, including turnaround time
- How, how often, and in what form students can expect to receive an assessment of general progress. Annual assessment of performance, at minimum is required for students in Master's thesis and PhD dissertation degrees by the School of Graduate Studies.
- What are the workload expectations? How much time should be spent on research/scholarship per week?
- Authorship practices in the discipline, including how authorship is assigned, what authorship order means, etc.
- Whose intellectual property any data collected by the student will be
- The need for mutual respect and professionalism at all times, including if one wants to end the mentee/mentor, adviser/advisee relationship

Additional aspects to discuss for those students with assistantships:

- The duties and performance expectations associated with the appointment, including how performance will be evaluated
- How research, service, and/or teaching responsibilities will be assigned and what training will be provided regarding "satisfactory performance" norms
- If a GTA, how student evaluations will be weighed in renewal decisions
- The duration of the appointment and the likelihood of or criteria for renewal
- Any specific hours during the week expected to be devoted to the appointment
- Whether and in what ways research assistantship duties overlap with research for the student's dissertation/thesis
- Ground for potential termination of the appointment, and the process that would be used were such action to be taken, including timelines
- The importance of professionalism in the creation and maintenance of an equitable, fair workplace free of harassment, bullying, discrimination, and disrespect

A crucial part of initial meetings is the setting of shared expectations for mentors and their mentees. What are the expectations for each in terms of the mentoring relationship? What are the goals for each? Both of you will feel frustrated if one or the other's expectations for the mentoring relationship are not met. Clearly discussing the expectations and goals of the relationship, the amount of time, and activities will alleviate these problems.

MENTORING ONLINE AND DISTANCE STUDENTS

Mentoring in an online environment embraces the same goals and aspirations as the above. Establishing a structure, schedule, and agenda for regular mentoring and advising communication(s) is key. At the same time, the online environment brings with it certain differences, advantages, and challenges. E-Mentoring offers certain advantages in its ability to overcome obstacles of distance and time, and provide elements of convenience and flexibility. In addition, research has noted that the online mentoring environment can helpfully reduce perceptions of status/power differentials between mentor and student

and foster a more supportive environment absent social pressures and influences that can be more challenging in face-to-face interactions in office settings.

At the same time, particularly with asynchronous mentoring and advising (email and texting, for example), the potential for miscommunication is magnified due to the absence of verbal or body language cues, not to mention the inability to ask questions and engage in real time dialogue. In asynchronous interactions it is important pay extra attention to careful communication—word choice, tone, awareness of audience, context—to reduce the potential for miscommunications.

As such, whenever possible, live webcam interaction offers significant advantages for e-mentoring and also can enhance the student and mentor/advisor ability to build a professionally personal relationship of mutual trust and connection. For example, for online students much more so than on campus students, their respective faculty advisors/mentors may be their sole point of connection with the university. Programs can help mitigate this through support for peer mentoring in the online environment, in which more experienced online students are paired with new online students with scheduled times or structure for online interaction, or a group of more experienced online students makes themselves available at set times throughout the academic year for social interaction, Q&A, advice, etc with groups of students new to an online graduate program.

Additional difficulties are possible due to cultural differences of often variously non-traditional students, technical difficulties with various technological platforms, time management (many online students may also work a full time job and have family responsibilities) and limitations of available faculty and student time due to workload. Research suggests that faculty members' adaptability to, empathy for, and support of online students' multiple responsibilities and obligations were important to a positive mentoring relationship As such, it is important that graduate programs recognize the need for equal attention to the mentoring and advising of online students, and support faculty efforts in meeting those obligations.

INCLUSIVE MENTORING FOR DIVERSITY AND DIFFERENCE

"Diverse students" is a term that encompasses many individuals who may face bias in the course of their studies: women, students of color, international students, older students, those with disabilities, and LGTBQ+ students are among those who would often be considered diverse students. These students are often the least likely to find or even seek mentoring. They can often feel like outsiders to the field and the academic colleague system, which has traditionally been dominated by white men. If you find yourself in a mentoring relationship with someone whose background differs from your own, the advantages are many. However, you and your mentee may also encounter new situations. Conscious and unconscious biases may affect how the two of you interact. Every mentor is challenged to adapt to the growing sex, ethnic, and cultural diversity of both student and faculty populations.

Most of us harbor unconscious biases about other people that we apply to our evaluation of them. Few of us intend to be prejudiced, but culture and history shape us in ways that we often don't recognize. Experiments show that people evaluate the quality of work differently if they are told that a man or a woman, a black or a white person performed the work. We can't fully escape our culture and history, but we can try to hold ourselves to high standards of fairness and to challenge our own decisions. Regularly ask yourself if you would have reacted the same way to a behavior, a seminar, a piece of writing, or an idea if it was presented by someone of a different gender or race. When you evaluate people, make sure you are holding them all to the same standards.

Inclusive Mentoring: New graduate students, in particular, may express the desire for a mentor with whom they can personally identify, but data suggests that their eventual level of satisfaction with their mentors seems to have little to do with this aspect of the relationship. This confirms the important point

that you can be a successful mentor even if you and your students do not share similar backgrounds. While successful mentoring may not require shared background(s), it is crucial that mentors and programs establish an inclusive environment in which quality mentoring can thrive.

Creating an inclusive, supportive community is an explicitly stated goal of UND, which can be found on the One UND Strategic Plan webpage. The clear, substantive benefits of creating a diverse and inclusive academic and research environment are well-documented, and will therefore not be rehearsed here.

The graduate student population at UND and across the nation is growing more diverse and will continue this trend over the coming years. As such, it may not be useful to think of students as "traditional" or "nontraditional." If we include women in traditionally male-dominated fields, students from historically underrepresented groups, international students, LGBTQ+ students, students with disabilities, and students with children or other care-giving roles, these "non-traditional" students likely now comprise the majority of graduate students in the nation. An overall numerical majority in programs across the nation, however, does not speak to disparities that continue within programs and disciplines at specific campuses.

Building and Retaining an Inclusive Mentoring Community
Group Considerations
Underrepresented Groups: If your mentee is from an underrepresented group, they may find it more difficult to make connections. Ask your student about their interests and do what you can to help them get connected with those who share their interests. If you are not familiar with a particular culture, work to demonstrate your willingness to communicate with and understand each student as a unique individual. Students from underrepresented groups often express an interest in giving back to their communities, especially through research topics that align with or assist their communities' values or culture(s). If at all possible, support the student in their choice of research topic, perhaps by enlisting additional faculty or professionals from the student's desired career field to assist. Awareness and valuing of other approaches to research, whether applied or not, also fosters more inclusive, holistic review of applicants, as data shows that programs often implicitly or explicitly devalue applied or community centered research interests and approaches in admissions decisions.

International Students: When working with international students, be aware that their undergraduate experience may have been very different from that of an American university. In particular, support your mentee in understanding what might be called the "hidden curriculum" of American university culture, especially in terms of classroom dynamics and expectations. Some international students may find the informality of the mentor/mentee relationship, the expectations for regularly engaging in classroom discussion, the expectations for questioning one's professor and/or adviser or asking questions in class, and the expectation to advocate for themselves not only unfamiliar, but also jarring. International students can feel as if their competence has diminished early in their graduate experience. When international students arrive on campus, they may need to demystify as many as three cultures: U.S. culture, the culture of the research university, and the academic culture in their specific programs. Language difficulties and lack of awareness of how the U.S. education system works may be the most obvious initial hurdles. Many, if not most, international students may have different collaborative or classroom communication patterns. For instance, in the educational systems of East and Southeast Asia, the student's role is more passive in interactions with professors, whose authority goes unquestioned. As such, behavior in graduate seminars can seem unnecessarily competitive to some international students, who fear that if they do not exhibit the same behaviors, professors will judge them as less capable. Introduce new international graduate students to more advanced international students and U.S. graduate students with international experience.

Sexuality and Gender Identity: Unlike other underrepresented students, many LGBTQ+ students can be "invisible" because sexuality has no defining physical characteristics and because many may have chosen not to be out. Assume that LGBTQ+ students are present in every classroom, research group, lab, seminar, or campus meeting that you participate in, and that they might not feel safe being out. Avoid language choices that assume heterosexuality as the norm or that can convey homophobia. Discuss with your students how discriminatory remarks—even those seemingly innocent—can impede learning and stifle substantive engagement and debate.

Age and Experience: Older students can be more focused and aware of their goals for graduate school than their younger colleagues. Their maturity is an asset because they are usually not intimidated by the prospect of engaging in discussion with you and they are familiar with complex problems and independent thinking. At the same time, older students might worry about how they compare with their younger colleagues who they feel might be more "up-to-date" in terms of disciplinary knowledge and technology skills. Older students may also find, or feel, that their years of "real-life" knowledge are devalued during graduate school, especially if their experiences are variously contradictory to the theory or research under study. The age difference of older students may also exacerbate feelings of isolation due to different social activity interests than their younger peers. Value older students' knowledge and experiences by asking them how their life and work experiences inform their graduate scholarship.

Race and Ethnicity: Although the racial and ethnic diversity of the UND graduate student population has been increasing slowly over the last decade or two, the campus remains relatively homogenous. As a result, minority students can feel marginalized, not only in the student population, but also in how research problems and curricula reflect—or fail to reflect—their scholarly influences, experiences, and educational goals. In addition, the search for role models, or those who have "paved the way"—a normal part of the acclimation process in a new environment—can be challenging for students of color. Minorities can also feel the impact of harmful stereotypes about performance expectations, or that "all minorities are alike" or have the same goals or experiences. Help welcome such students to your program by focusing on students as individuals rather than as members of a group, while also helping to support interest in building explicit connections to faculty of color in or outside your department, and informing yourself about scholarly advances in your discipline resulting from the inclusion of multicultural research and perspectives. Learn about national networks for underrepresented minorities in your discipline and participate in them.

Socioeconomic Background: Graduate students come from a variety of socioeconomic backgrounds, but socioeconomic background is a largely "invisible" factor that can heavily influence a student's mentoring needs. Some students may be supporting parents, siblings, or other relatives; some may have jobs outside of their departments, even if they have graduate appointments or fellowships. Students from economically disadvantaged backgrounds can experience greater difficulties in accessing or creating professional networks; may struggle with the costs of traveling to research or professional conferences, may need to secure summer or academic year extra employment off campus, may suffer from food insecurity, and may not have time available for professional and social events. Be alert to funding opportunities or internships for your students, especially for the summer, and let them know of opportunities. Put course materials or books on reserve so that students do not always have to buy their own copies. Be aware of what resources exist to support economically disadvantaged students and establish a mentoring environment in which the student feels comfortable seeking advice and support.

Disabilities: Students can have physical disabilities, learning disabilities, chronic disabilities, and psychological disabilities. Their needs may vary depending on how long they have experienced the disability. For many students with disabilities, meeting basic course and/or research requirements may demand more time and energy than it does for other students. Strive for inclusiveness by avoiding last

minute changes to assignments, due dates, or course room relocations. Make clear that asking for help—which some students may fear doing—is appropriate and welcomed. Those whose disabilities are a recent onset, or whose disability is "invisible," may be unaccustomed to asking for help. Find ways to emphasize and value the different abilities of all students in the classroom to lessen the potential for students with disabilities to fear appearing or being seen as less competent or capable. You can play a pivotal role in finding assistance for students with disabilities, assuring students that they are entitled to that assistance, and confirming that they are able to secure that assistance. Ensure that your office, seminar room and/or lab space are accessible. Be explicit in your seminars and syllabi that you want students with disabilities to contact you as soon as possible about accommodations. Make sure that students work with DSS to get any required documentation. Make sure your syllabus and assignments schedules are posted as early as possible so that students who may need more time have more time. If you are not sure how to meet a student's need, contact DSS. Information on DSS can be found here.

Advocate for inclusion: If your program is not very diverse, work for change. Be alert for recruitment opportunities, whether among on-campus undergraduate groups, such as McNair scholars, or among prospective student populations through connections with faculty at more diverse undergraduate institutions.

Specific Concern Considerations

Spokesperson: Avoid assuming, first, that the white male experience is the norm. Understand how race, gender, and other characteristics influence, but do not predetermine, student perspectives and practices. Avoid asking an underrepresented student to speak as a spokesperson for the group to which you perceive they belong. If students voluntarily take on a spokesperson role, acknowledge the value of their contributions.

Bias: To the extent possible, be aware of your own potential biases and limitations. Research shows the widespread effects of implicit biases, fostered by our cultural surroundings. We can mitigate the effect of unconscious biases through striving for awareness of them and conscious intentionality to work against them.

Assertiveness: Assertiveness is often valued in graduate education, but can also therefore unintentionally privilege some students' practices and behaviors more than others. Women and underrepresented groups, in particular, express concern about making themselves heard, on the one hand, and being differently subject to criticism when they do assert themselves.

Competitiveness: Research shows that an overly competitive and critical atmosphere in graduate programs can alienate women and minority students. Consider providing more opportunities for collaborative work, especially given the increasing importance of collaboration and teamwork not only to the advancement of research in many fields but also to workplace expectations in a range of employment sectors. Set ground rules with your students in advance for group discussions in your courses, groups, or labs.

Positive, Constructive Feedback: students want frequent constructive feedback, and the lack of such can lead students to doubt their abilities. These feelings can be more intense among women and minority students. Research shows that women tend to attribute negative experiences they have to personal failings, while men tend to attribute them to insufficient guidance. Consider the tenor of classroom, lab, or research group discussions and intervene if it becomes overly critical; remind students that it is easier to criticize work than it is to produce it and encourage students to also consider the contributions that a work makes, rather than just the problems it might have.

Isolation: Graduate study, as we have pointed out elsewhere in this handbook, can be isolating. Isolation from other students or from one's community or culture can lead to loneliness and self-doubt, and, in extreme cases, depression and dropping out. Students from historically underrepresented groups, as well as international students far from home, can feel this isolation more intensely, especially in programs whose composition is highly homogenous.

Work – Life Balance: Students often observe their professors spending large parts of their lives on their work in order to find success in the academy and can feel overwhelmed if they feel expected to spend every waking minute on their studies. Demonstrate to students that you value each dimension of your life; offer tips on managing time and help them break down large, seemingly overwhelming tasks into smaller, more manageable tasks. Recognize that students may have family responsibilities that limit the number or blocks of hours they can be on campus; these students may have learned to be more efficient with the time they have available. Such students may also find it difficult to find time for as many social, academic, and professional functions as other students; this may exacerbate feelings of isolation and "not belonging." Discuss potential accommodations for students with family responsibilities. Reassure such students that less time spent on campus does not translate to you a lack of commitment. Make sure assignments are distributed well in advance of due dates to provide time to fit work into demanding schedules. Discuss your own family responsibilities with students and any tips you have for finding work/life balance; your acknowledgement of how difficult it is to "do it all and do it well" can in itself help students feel more positive about their own challenges and their ability to work through them.

Stress: Some students experiences difficulties that may be invisible to us, and perhaps even to the students themselves. Chronic illness and pain, financial problems, family responsibilities such as taking care of children or aging parents, or simply being different from the people around us can cause debilitating stress. Some stress may come from past experience with prejudice. A student may worry that others will treat them differently if they find out that their parents are migrant farm workers, that they have epilepsy, or that they considered becoming a priest before choosing science. The student may have encountered bigotry in other situations that generated those fears and made them especially sensitive to perceived or real intolerance. The student may be encountering prejudice in the lab that you may or may not perceive. There may be cliques from which they are excluded, jokes about their "difference" that may be intended to hurt or are inadvertently hurtful. Discrimination experienced outside the lab or even off-campus might affect the student's ability to work. A person subjected to prejudice undergoes physiological changes in many different organ systems that translate into cognitive changes that influence the ability to focus, concentrate, and be creative. Even the fear or anticipation of such attitudes (referred to as "stereotype threat") can have substantive effects. 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 feelings of isolation and thus lessen the impact of stereotype threat.

DIFFICULT CONVERSATIONS
Difficult conversations can take many forms and occur for many reasons. Perhaps, for example,

- You notice the student frequently seems unhappy or lacks motivation
- The student has frequent conflicts with other students or faculty
- The student is missing classes and/or scheduled meetings
- The student lacks necessary skills or isn't keeping up with assignments

Each of the above behaviors is concerning and each requires a conversation between mentor and mentee. How you choose to approach this conversation depends on your knowledge of the student, and

thus makes clear the importance of having established a consistent mentoring relationship from the beginning with the student, with performance expectations clearly communicated. Even within a high quality mentoring relationship, however, conversations about the above concerns may result in an awkward, painful discussion. Based on your knowledge of and relationship with the student,

- Is a direct conversation in which the concern is clearly stated and addressed head-on more likely to enhance the relationship or damage it?
- Is it better to have a general discussion in which you suggest available training, professional development, wellness, or career resources on and off campus?
- Would the conversation benefit from the presence of a conflict mediator, a counselor from UCC, or a friend or colleague, such as the program chair or graduate director?

However you choose to have the discussion, it is important to not go into it with any predetermined assumptions about the causes of the student's concerning behavior. Give the student the benefit of the doubt and therefore the chance to explain themselves. You might simply begin by expressing your support for the student and asking the student if they are having any difficulties that they would like to discuss, and if the student does not engage, follow up with an example or two of behavior you or others in the program have found concerning. Depending on the nature and likely duration of the problem faced by the student, you may want to suggest additional resources, as relevant, including Student Health, the University Counseling Center, the Office of Student Rights and Responsibilities, or a conflict mediator. Have and share some ideas for how to move forward productively; don't expect too much, however. Difficult situations/conflicts are rarely fully resolved in a single discussion. Look for progress rather than resolution. Identify next steps; as the discussion winds down, plans should be made for specific steps toward progress.

In rare instances, mentors/mentees may encounter more severe problems in their mentoring relationships that are difficult to resolve or irresolvable. It is best to practice preventative behaviors—such as clear, consistent communication of expectations, goals, and responsibilities—that will usually keep unresolvable conflicts from arising. However, extreme problems can and do sometimes arise in mentoring relationships that have, for one reason or a combination of reasons, become toxic.

Should any behaviors or situations arise such that mentors or mentees cannot safely continue with the mentoring relationship, consult one or more of the following resources, depending on the severity and immediacy of the problem behavior. In general, the first step(s) should involve discussion with the Graduate Program Director and/or Program Chair. Should those discussions fail to resolve the conflict, next steps might include the College Dean's office, the School of Graduate Studies, a conflict mediator, the Office of Student Rights and Responsibilities, the Equal Opportunity and Title IX office, and, in extreme cases where the problem is severe and immediate, University Police.

RESOURCES FOR GRADUATE STUDENTS
Top ten ways to be a good grad student

10. Develop a support network including your adviser/mentor, other mentors, and peers
9. Ask for help when you need it; don't be afraid to ask questions
8. Be organized and prioritize: break large tasks into smaller, more manageable parts
7. Ask for constructive criticism and take it seriously
6. Talk with a range of others about your research project
5. Schedule regular, dedicated time to focus on your project: minimize distractions
4. Read the literature, but recognize that no one can read "everything"; always looking for that "one last book/article" to read can itself distract from moving forward with your research

3. Think about your project from as many perspectives as possible
2. Actively and regularly communicate with your adviser/mentor
1. Work hard

Questions to ask when looking for an Advisor/Mentor

Questions to ask a PI/mentor/adviser before deciding to ask to work primarily with them

- What do you expect from a graduate student with whom you work?
- What do you see as your role as a thesis/dissertation adviser?
- Tell me about the students who have graduated with you as their adviser/mentor: what did they work on, how long ago did they graduate, what degree did they receive, and what are they doing now?
- Will you tell me if I do something or behave in a way that is inappropriate? Will you tell me if I am failing to progress? When will you tell me (threshold)?
- Explain how a student chooses and develops their project.
- Given the typical time to degree in this field, do you see yourself being here for that time period? What is the availability of funding during that time?
- How do you handle journal article writing?
- What journal clubs/seminars/local, regional, national, and international meetings do students typically attend?
- My current research interests are X; do you think that could make a good thesis/dissertation project?

Questions to ask other students/postdocs/technicians who have worked with your adviser/mentor

- Are you happy with your research project? Your PI/adviser/mentor? Your research resources? The program/department?
- Would you recommend working with this PI/adviser/mentor? What advice would you give someone considering working with this person?
- Does this PI/adviser/mentor keep a student's best interests in mind? Do you feel that you have developed well under their supervision?
- How do you think the PI/adviser/mentor is thought of in his/her field? In the department? In the university?
- How does the PI/adviser/mentor handle setbacks or challenges?
- Do you feel that the PI/adviser/mentor pays sufficient attention to your project? Does she/he have enough time to give every advisee/mentee's project attention?
- Is the adviser/mentor hands-on or hands-off, moody or even-tempered, have favorites or treat everyone the same, etc.?
- What do you think is the best thing about the PI/adviser/mentor? The worst? Does he/she have any quirks?
- How have former graduate students done with this PI/adviser/mentor? Have they been successful?
- Does the PI/adviser/mentor encourage participation in professional development opportunities? Journal clubs? Regional/national/international meetings or conferences? Networking?

Note: Remember, when asking the above questions, to consider the source: one person's perceptions may be wrong—or the person may have an axe to grind—but if you hear the same thing from a couple of independent reliable sources, it is more likely to be true.

Characteristics, values, and priorities of the best mentors
- A mentor for life
- Enthusiasm
- Sensitivity
- Appreciative of individual differences
- Respect
- Unselfishness
- Support for other than one's own
- Teaching and communication
- Availability: the open door
- Inspiration, optimism
- Balancing direction and self-direction
- The art of questioning and listening
- Being widely read and widely receptive
- Life after/outside of discipline
- Celebration
- Building community
- Skill development
- Constructive criticism
- Writing
- Oral Presentation
- Networking

ADDITIONAL RESOURCES

Diversity Resources
NIH: Enhancing the Diversity of the NIH-Funded Workforce
https://www.nigms.nih.gov/training/dpc

NIH Scientific Workforce Diversity Toolkit (PDF)
https://diversity.nih.gov/sites/coswd/files/images/SWD_Toolkit_Interactive-updated_508.pdf

NIH: National Research Mentoring Network (NRMN), Phase II:
https://www.nigms.nih.gov/training/dpc/Pages/nrmn.aspx

Interests Assessments
MyIDP
http://myidp.sciencecareers.org/

ImaginePhD
https://www.imaginephd.com/

Mentoring Resources

AAAS STEM Mentor Resources
https://www.aaas.org/stemmentoring

CIMER: Center for the Improvement of Mentored Experiences in Research, housed at the Wisconsin Center for Education Research, at the University of Wisconsin-Madison
https://cimerproject.org/

Culturally Aware Mentoring Resources
https://cimerproject.org/culturally-aware-mentoring-resources-2/

MLA Commons
https://connect.mla.hcommons.org/category/humanities-careers/
https://connect.mla.hcommons.org/helping-students-prepare-for-humanities-careers-recommendations-for-faculty-members/
https://connect.mla.hcommons.org/linkedin-tips-for-humanities-phds/

Humanities PhD Project: https://sites.lsa.umich.edu/humanities-phd-proj/facultyresources/mentoring/
UMN Mentor Training
https://ctsi.umn.edu/training/mentors/mentor-training

National Research Mentoring Network

NRMNet web portal
https://nrmnet.net/

MyNRMN
https://nrmnet.net/mynrmn/

UND Resources

UND Health Promotion
https://und.edu/student-life/wellness-center/health-promotion/index.html

UND Health and Wellbeing Resources
https://und.edu/student-life/health-wellness.html

UND Student Health Services
https://und.edu/student-life/student-health/

UND Wellness Center
https://und.edu/student-life/wellness-center/

UND Writing Center
https://und.edu/academics/writing-center/

UND University Counseling Center
https://und.edu/student-life/counseling-center/

UND University Counseling Center Wellbeing App

https://apps.apple.com/us/app/und-wellbeing-app/id1577344920

Health Insurance for Graduate Students through the ACA Exchanges: Maureen Potucek, Student Health Services: Maureen.potucek@und.edu, 701-777-3457

CASE STUDIES

A wealth of mentoring situation case studies are available on the CIMER portal; the link provided here enables you to build and download a custom case study curricula: https://www.cimerprojectportal.org/#/searchCustomCurricula

Complete CIMER mentoring curricula are available here: https://www.cimerprojectportal.org/#/completeCurricula/mentor

Mentoring case studies specifically focused on RCR issues can be found here: https://ori.hhs.gov/rcr-casebook-mentor-and-trainee-relationships

Brown University Case Studies on Advising and Mentoring (PDF)

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