

Background on Recommended Guidelines for Graduate Student Mentoring

- WHAT:** The Graduate College is requesting that all graduate programs develop updated *Guidelines for Graduate Student Mentoring* for inclusion in the departmental graduate student handbook and for sharing with key stakeholders, including graduate students, faculty, and departmental staff.
- WHY:** The Graduate College is committed to fostering effective mentoring within our graduate community. Faculty mentoring of graduate students is central to graduate education and our students' success. The current Guiding Standards for Faculty Supervision of Graduate Students were developed in 1997 and need to be updated (<https://grad.illinois.edu/guidingstandards>). During the past year, the Graduate College convened a committee of experienced graduate faculty mentors, graduate student representatives, and departmental administrators to develop a revised set of *Graduate College Recommended Guidelines for Graduate Student Mentoring*.
- HOW:** Departments are requested to seek input from students, staff and faculty to develop and adopt guidelines for mentoring master's and doctoral students in their department. The *Graduate College Recommended Guidelines for Graduate Student Mentoring* are a resource departments may wish to use in these conversations. Departments can choose to adopt the GC Guidelines as written, modify them to meet the needs of the specific graduate program, or develop their own Graduate Student Mentoring Guidelines. For your convenience, the page below contains an editable version of the *Graduate College Recommended Guidelines for Graduate Student Mentoring*.
- TIMELINE:** Please complete the short form at <https://go.grad.illinois.edu/MentoringGuidelines> with your department's guidelines by **April 15, 2020**.

Faculty	Graduate students	Graduate programs
Positive & Supportive Environment	Positive & Supportive Environment	Positive & Supportive Environment
<ul style="list-style-type: none"> · Foster the overall wellbeing of students · Provide students a safe, supportive environment · Interact ethically and professionally with other members of the university community · Be responsive and receptive to students' requests for academic feedback and professional advice · Graduate faculty will not permit personal animosities or intellectual differences with colleagues to impede student access to those colleagues or interfere with students' research or progress toward a degree · When interacting with students, graduate faculty ought to recognize the power they hold and avoid engaging in conduct that is an abuse of that power or that could reasonably be construed as an abuse of that power · Commit to diversifying academic philosophy 	<ul style="list-style-type: none"> · Interact ethically and professionally with other members of the university community · Seek guidance when academic feedback and professional advice is needed and be receptive to the advice given · Communicate about needs and concerns regarding academic and professional progress · Commit to diversifying academic philosophy · Treat other students and faculty with dignity and respect 	<ul style="list-style-type: none"> · Foster the wellbeing of students · Provide students a safe, supportive environment · Interact ethically and professionally with other members of the university community · Connect students with appropriate university offices and resources · Help resolve student problems and conflicts

Academic Success	Academic Success	Academic Success
<ul style="list-style-type: none"> · Guide students in developing academic and research skills and convey clear expectations for academic and research progress · Provide prompt, constructive feedback and periodic evaluations of research and teaching · Evaluate students' performance fairly and objectively and communicate that evaluation fully and honestly to students · Promote students' timely academic and research progress · Work with graduate students to develop and make regular progress in their research · Advise students on requirements for academic integrity, responsible conduct of research and other relevant policies 	<ul style="list-style-type: none"> · Seek out and be receptive to academic and research direction and feedback from advisers · Understand degree requirements and regularly check on progress to degree · Understand and act according to ethical and professional norms while conducting academic research and teaching · Understand and follow department, Graduate College and university policies, including academic integrity, student conduct and responsible conduct of research · Develop work plans that include both short-term and long-term objectives as well as a series of deadlines for completing each step; when modifications seem necessary, graduate students should discuss and agree upon a new work plan with their advisor 	<ul style="list-style-type: none"> · Provide information about degree requirements, academic policies and expectations · Share information about fellowships, awards and other academic opportunities · Monitor student academic progress, providing at least yearly evaluations and communicating these with students
Career Development	Career Development	Career Development
<ul style="list-style-type: none"> · Foster the professional development of students to prepare for a wide range of future academic and non-academic employment options · Assist students in achieving their career goals by ensuring that graduate students have working dissertation committees, completed job market materials, and letters of recommendation prior to when students' job search begins · Introduce graduate students to professional communities and facilitate meetings to foster potential career opportunities · Advise students regarding the ethics of their profession to encourage the practice of research and publication consistent with ethical standards 	<ul style="list-style-type: none"> · Identify professional development needs and seek out opportunities to develop those needs and become familiar with the field · Work to set professional goals and identify specific preferences regarding career direction and development · Take advantage of departmentally provided networking and professional development activities, such as colloquia, job talks, lunch with visiting speakers, and conferences · Follow up on concrete suggestions from faculty members and develop the relevant skills based on their feedback · Strive to be good departmental citizens, including attendance at and participation in department-sponsored events 	<ul style="list-style-type: none"> · Promote student engagement in professional development programs · Foster the professional development of students to prepare for a wide range of future employment options · Direct students to resources that can help them pursue and succeed in their careers of choice · Direct faculty to and fulfill their responsibilities to students · Assist in finding external funding to pay for travel and lodging during conference travel if departmental resources are unavailable

<ul style="list-style-type: none">· Support students through all phases of their graduate education and be accessible to students who are under their guidance	<ul style="list-style-type: none">· Attend teaching workshops and discipline-specific pedagogy classes· Join professional associations and societies· Attend conferences and use these opportunities to network with others	
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