Graduate Student Mentoring Guide and Resources for UH Mānoa Graduate Faculty

Submitted by the Graduate Mentoring Taskforce Subcommittee (2019)

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Sincerely,

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I. Introduction

Mentoring graduate students is an indispensable activity in research institutions. Effective mentoring produces high-quality graduate students, many of whom will become researchers and mentors themselves, carrying on the important tasks of generating knowledge and grooming new researchers. However, what is effective mentoring, and what constitutes "good" mentoring practices? This handbook addresses these and other questions by reviewing the definition of "mentors" and "mentoring" and describing the commonly-accepted duties and responsibilities of being a mentor. The handbook will also recommend practices that facilitate the building of healthy and productive mentor-mentee relationships and point to resources that illustrate those practices. Specifically, Section I of the Handbook discusses the definitions of "mentor" and "mentoring," Section II describes mentors' duties and responsibilities in relation to research and scholarship, Section III makes recommendations on mentor-mentee communication and relationship-building, Section IV discusses mentors' role in mentees' professional development and placement, and Section V discusses equity, inclusion, and ethical issues in the mentoring process, with special references to the unique cultural environment of this campus.

A. Defining "Mentor"

In general, mentors—that is, you—are the more seasoned researchers whose responsibility is to help your graduate students ("mentees") progress in learning and conducting research by offering them knowledge, advice, feedback, and sometimes financial support (Steneck, 2007).

Specifically, you as mentors are first of all teachers who instill knowledge and skills in your mentees through interactions with them in classrooms, laboratory sessions, and individual meetings. At the same time, you supervise mentees' research activities that culminate in their thesis or dissertation, leading to their graduation. In this process, you should exemplify high professional integrity and provide your mentees with encouragement, feedback, and information of professional opportunities such as grants, workshops, conferences, and job opportunities. It is also important for you to be aware of mentees' personal characteristics and their unique educational and cultural backgrounds, including the challenges faced by mentees from under-represented groups (Yahner & Goodstein, 2018).

In other words, you as mentors are expected to constantly adjust your mentoring style and to collaborate with individual mentees to set and advance their desired professional goals. This often requires you to have a genuine interest in and commitment to your mentees' professional success *and* personal wellbeing. Such interest and commitment often develop and strengthen through engaging with individual mentees academically and interpersonally. In a sense, this sets "mentors" apart from "academic advisors," who primarily guide advisees' academic progress (*How to mentor graduate students,* University of Michigan).

B. Why be a Mentor?

Mentoring benefits both you as mentors and your mentees. By learning from you, your mentees get to improve their research and teaching skills, including choosing research topics, conducting research, writing manuscripts, presenting at professional conferences, applying for grants, and

designing and managing courses. Your advice and teaching also alert your mentees to potential obstacles in their graduate careers and provide them with resources to tackle those obstacles. In fact, simply knowing that you are there to support them and be their advocate is instrumental for mentees to reduce stress and gain confidence. Another advantage that mentees usually gain from you as their mentors is your professional network, which are often crucial for junior scholars to land their first job in academia or industry (*How to mentor graduate students,* University of Michigan).

Successful mentoring will also enhance your career. In the process of supervising your mentees' work, you often learn new knowledge, techniques, and avenues for future research. At the same time, sending successful young scholars into the field will increase your reputation both as a researcher and as a mentor, attracting high-quality students as your prospective mentees. This forms a positive feedback loop that propels you to produce more high-quality research. Further, by involving mentees in your own professional network, you will be able to broaden your circle of colleagues as your mentees build their own professional connections. Last but not the least, seeing your mentees grow as a scholar—publishing another paper, securing another grant, designing another innovative class, and starting to mentor their own students—is personally gratifying (*How to mentor graduate students,* University of Michigan).

C. Starting a Mentoring Relationship

A mentor-mentee relationship typically starts when you—a relatively more experienced researcher—and a less experienced one agree to work together. For this relationship to be healthy and productive from the very beginning, you as mentors should be clear upfront with your expectations. These typically include workload, evaluation criteria, division of labor and responsibilities, and research protocols. Another important issue that you should consider laying out as early as possible is credit assignment, which typically includes how authorship (or ownership, in cases of patents) is established. In response, mentees should let you know whether they understand and agree with your expectations and articulate their own. Being candid from the very start helps build a strong foundation for a long-lasting and productive mentor-mentee relationship (Steneck, 2007).

References:

How to mentor graduate students: A guide for faculty. (2018). Retrieved at: http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf

Steneck, N. H. (2007). Introduction to the responsible conduct of research. Retrieved at: https://ori.hhs.gov/sites/default/files/rcrintro.pdf.

Yahner, R., & Goodstein, L. (2018). Graduate student mentoring: Be more than an advisor. Retrieved at http://gradschool.psu.edu/faculty-and-staff/practices/mentoring/.

II. Academics, Research & Scholarship

Faculty understand that graduate school is an intensive scholarly endeavor and are both familiar and comfortable with its various requirements. While many students will have obtained prior experience in several of these skills, the vast majority will likely be very new to most aspects of graduate education. Mentors that recognize the very steep learning curve inherent in graduate study can help students proactively negotiate and effectively navigate the often winding pathway toward mastery level proficiency in academic scholarship and research.

A. Coursework and Other Academic Progress

Coursework is a critical element of graduate student training that helps students build a foundation of theoretical knowledge and conceptual understanding of the main principles in their discipline. Many students will need assistance in identifying appropriate courses and maintaining academic progress, especially during their first 1-2 years of study.
- Provide guidance regarding course selection
- Offer direction regarding relevant degree requirements
- Facilitate completion of Graduate School forms
- Discuss and assist with selection of committee members
- Reinforce quality academic practices and integrity
- Be knowledgeable about Graduate Division policies and departmental graduate student handbook and policies
- Discuss a realistic timeline for important milestones toward degree completion
- Conduct annual review of the student's progress
- Recommend academic support services when appropriate

B. Research and Scholarship

Conducting research and publishing comprise the core activities of graduate student life and performance in these areas will heavily influence the course of a student's career. These are often also the least familiar professional practices for incoming students. A mentor can prime a student for success with proactive discussion and facilitation.
- Provide project ideas and support the student through research discussions
- Adjust meetings and feedback according to a student's capacity for independent work
- Facilitate the exploration of avenues for funding
- Ensure student is aware of ethical standards and best practice in pursuing discipline research/scholarship activities
- Discuss realistic work expectations about own research commitments, but also in graduate assistantship roles
- Create opportunities for collaborative research and creative projects with UH faculty, including conference presentations and publications
- Develop forums and workshops for sharing student research, scholarship, and creative artistry
- Consult and collaborate with others regarding students' needs in research, advising, and mentoring relationships
- In the case of co-advisors, clarify the responsibilities of each

C. Meaningful guidance on research projects

The advisor is encouraged to assist the student to identify an acceptable research project, including guidance on the selection of a primary research project and the definition of the research goal. Continuous feedback is necessary to address whether the students' research approach is targeting the research questions. If the student is deviating from an appropriate track, guidance will be required to refocus again so the most effective approach for answering the research questions is chosen. Otherwise, reevaluate the relevance of the research question and consider changing it.

D. Committee selection assistance

The advisor should provide recommendations for committee members, but encourage a student also seek the advice of other faculty. Further feedback is helpful to inform the student about the reasoning behind the recommendation. This could, for example, include a professor's expertise in a specific field of research or familiarity with certain techniques. University representatives on Ph.D. committees require special consideration – mentors should assist the student with identifying experienced faculty who will be able to advocate on behalf of the student while upholding university policy and academic rigor, but without influence or conflict of interest from the student's advisor or other members of the committee.

E. Mentoring students' development as scholars

As most faculty already know, obtaining a graduate degree is challenging. In addition to developing research acumen, students are learning to become well-rounded scholars and professionals. Scholarship has many facets, and mentors can help students develop these varied skills by providing explicit opportunities for awareness, practice, and reflection (Pyhältö et al., 2012), such as:
- Guiding students to recognize what constitutes focus, coherence, and rigor in intellectual pursuits
- Giving extensive oral and written feedback on multiple drafts of students' work
- Co-authoring papers and articles with students
- Calling students' attention to important conferences, including small, specialized ones
- Inviting students to review manuscripts that faculty receive to review for journals
- Introducing students to scholars and/or to work by scholars germane to students' work
- Sharing working papers with students to prompt research-focused discussions
- Discussing the process and value of the peer-review process
- Encouraging students to address areas of weakness (for instance, writing)
- Talking with students about normative procedures of scholarly publishing (e.g., how to interpret "revise and resubmit" decisions, how to craft responses to same)
- Encouraging students to reflect on how their work does or could speak to multiple constituencies
- Talking with students about grant and fellowship funding for their work

F. Building a healthy research environment

- Supervision and Review: When mentors accept mentees, they assume responsibility for assuring that the persons under their supervision are appropriately and properly trained. Researchers are judged primarily by the quality of their research, which should be best known to the person directly supervising their work, that is, to their mentor.
- When mentoring researchers, mentors needs to: 1) assure proper instruction in research methods, 2) ensure the safety of the trainee, 3) foster the intellectual development of the trainee, 4) impart an understanding of responsible research practices, and 5) routinely check to make sure the mentee develops into a responsible researcher.
- Proper supervision and review play an important role in safe practices and quality control. Mentors are not only responsible for ensuring that mentees complete all required safety trainings, but they should also review work done under their supervision carefully enough to assure that it is well done and accurate. This can be accomplished by: 1) reviewing laboratory notebooks and other compilations of data, 2) reading manuscripts prepared by mentees carefully to assure that they are accurate, well-reasoned, and give proper credit to others; 3) meeting with mentees on a regular basis to keep in touch with the work they are doing; and 4) encouraging mentees to present and discuss data at laboratory meetings.
- Mentors should realize that the greatest challenge that faculty face with incoming graduate students is helping them make the transition from the format of undergraduate education – the short-term goals, predictable closure and tight structure of coursework – to the unfamiliar, loosely structured, and relatively open-ended world of lab, research and dissertation. Mentors sometimes need to be directive, maintain a short-term focus, and assign concrete tasks and deadlines.

References:

Pyhältö, K., Toom, A., Stubb, J., and Lonka, K. (2012) "Challenges of Becoming a Scholar: A Study of Doctoral Students' Problems and Well-Being," ISRN Education https://doi.org/10.5402/2012/934941.

III. Communication and Relationship Building

The relationship between a student and their mentor is one of the most impactful aspects of graduate school life and career development. While independent scholarship forms the substantive basis for academic success, the mentor-mentee dynamic sets the stage for professional growth and advancement. Several passages in this section were included in the previous "UH Manoa Faculty Guide to Mentoring Graduate Students" and have been adapted or updated for this document (indicated by *).

A. Communication

Regular communication with your graduate students is vital to ensuring student success. Building a foundation of effective communication practices early on as an advisor will help

foster a strong mentor-mentee relationship. Good communication does not necessarily mean agreement, compliance, or concession. It means that both parties feel comfortable expressing their interests, opinions, and concerns in a mutually respectful, open and frank manner. Good communication will help create a supportive environment in which each person knows what to expect from the relationship. It is also helpful to understand that your role as a mentor will change over time. Discuss expectations early on but re-examine these as the relationship with your student grows and evolves.

Some helpful approaches for maintaining open communication with your students:
- Just as you would any colleague, say hello to them in the hallway, ask how they are doing in their courses, or share a cup of coffee with them away from your office when you are free of distractions.
- Meet and talk with your students no less than once a semester and let them know that they are welcome to talk to you during your office hours.
- Reach out to those who seem remote to see if that is simply their cultural way of being respectful or if it is due to their sense of social or academic isolation.
- Let them know how and when to best reach you if they have problems they want to discuss: e-mail, cell phone, or your office hours.

Expectations:
Graduate students consistently express a desire for greater clarity on expectations, roles and responsibilities of being a graduate student (Lovitts, 2001; Parent, 2005). Mentoring relationships are far more likely to be productive and mutually beneficial when expectations are transparent to both student and mentor. Frequently discuss the expectations you and your mentee have of each other, including how these expectations might change over time. As a mentor you need to be realistic about what you can and cannot do for your students and help them understand what kinds of assistance they can expect from you. Obviously, different students will have different needs, as well as different ways of having those needs met. A goal is to help them take more responsibility as they mature professionally, but at the beginning they will require your own professional assessment of their needs, as well as your assistance in meeting those needs. Also, keep your students appraised of your own schedule, including travel, a pending sabbatical, or new administrative duties. Doing so will help them adjust their expectations of how much time you will be able to commit to their project needs.

Some responsibilities and expectations that you will want to address with your students right away include*:
- Goals – both short- and long-term. Help your students assess pathways to achieving their goals and assess how feasible they are.
- Work plans – these should include program requirements and any specialized training or certifications.
- Meetings – Discuss how often you want to meet and whether you want to set a schedule as opposed to asking the students to take initiative in arranging meetings.
- Progress reports – Let your students know how often you will monitor their progress and what kind of feedback they will get from you.
- Drafts – Explain what you expect from first drafts. Will you review rough drafts or should drafts be shared among students for feedback first? Tell students if you prefer drafts

electronically or in hard copy. It's always a good idea to ask them to highlight revised material in later drafts so you know what they changed.

- Publishing and presenting – Make your policies on co-authorship clear. Let them know how much help they can expect from you on scholarly work they intend to present as sole author/contributor.
- Intellectual property rights – Clarify who owns the data and who has rights to access to labs, studios, etc. Who owns the final product, especially if there may be copyright or patent issues?
- Specialized training – The student's goals may require specialized training and/or certification in equipment, software, animal or human subjects, diving, etc.

An advisor should understand the matters, issues, and challenges that a student may face that could influence a student's performance. You can help demystify graduate school by*:

- Provide your students with the most recent copies of your program's handbook and show them how to access the Graduate Division's web-site on policies and procedures.
- Many first year students need help to get through the jargon that exists within the field, the department and the Graduate Division. Many are hearing such terms as "qualifying" exams or "orals" for the first time. Many will also not even know what questions to ask.
- You might need to clarify some of the more vague or unwritten aspects of the program's expectations for committees, courses, research, etc. especially, although not entirely, at the doctoral level. Almost all students need help with the finer, often unstated, points of doing a thesis or dissertation.
- At each stage of the graduate experience, explain the formal and informal criteria that the faculty use to determine what will count as quality work on the part of the student.

Faculty should meet with graduate students at least once per semester, and ideally once every month. Even if there are no pressing deadlines or milestones, checking in with your student will reinforce that you are interested in their well-being, learning, and progress as a professional. Your interest in them as a scientist will likely be their first acknowledgement as a member of the scientific profession. Once a year, a committee meeting can be scheduled to more formally review their work and provide an assessment of their progress.

If their performance has not met your expectations, explore the reasons for this – are they personal or academic? Is the issue something that you can address, or are additional resources/experts needed? If appropriate, help them develop a work plan that will get them back on track. Understand that it is not your job to fix their problems, but you can help them navigate the pressures of graduate school by coaching them through difficult phases.

Students need your timely and forthright assessment of their work. Accordingly, you should avoid assuming that students know what you think of their work. Plus, avoidable delays in responding can create insecurity and hinder the student's progress. And tempering criticism with praise when it is deserved will help remind students that your high standards are intended to help them improve.

Follow through – do what you say you are going to do. If you cannot, let your student know why and provide an adjusted timeline for action. If your student does not follow through, call

attention to it and inquire about the reason – failure to do so can lead to may lead to misinterpretations about deadlines and expectations.

B. Relationship Building

Tell students about your own experiences as a graduate student – this will help them identify with you as a human being! Students may have a tendency to believe that their advisors glided through graduate school without any speed bumps; that you have in fact always been all knowing and wise! They may also feel that their own struggles are evidence of weakness or unworthiness, and therefore be reluctant to discuss them – sharing your own challenges will help them overcome that fear of judgement and recognize you as a trusted confidant.

Many students could be experiencing doubts and anxieties as to whether they belong in graduate school (aka, "The imposter syndrome"). Let them know that even experienced scholars have occasional anxieties. It is good practice to reassure them of their skills and abilities from time to time. Also, pay attention to the quality of their work and note if something changes. Some mentors make the assumption that students who fall behind in their work lack commitment. Rather, they may be exhausted, unclear about what they need to do next, be having difficulties with resources, or running into problems with collaborators. An understanding of their perspective is a constructive approach.

Creating trust is important for facilitating open dialog. Demonstrate to your students that their time and issues are important by giving them your full attention during meetings. Try to minimize interruptions and avoid the urge to answer the phone or texts while talking with your students. Being an active listener will help you focus your advice on the topic at hand and provide direction more effectively. If you are new to mentoring, let your students know you are still learning but committed to the process and the relationship. Encourage students to develop mentoring relationships with more than one person. Multiple mentors can provide students with support in a variety of areas (i.e. academic, personal, professional), which reduces the burden on the advisor and increases the likelihood that a student's individual needs will be met.

Treating students with personal and professional respect*:
● Avoid distractions or interruptions from the phone or other visitors while you are meeting with one of your students. A common concern among graduate students is that they do not get their professor's full attention. Focusing on the student while you are with them and is a sign of respect for their time and models good professional practice.
● If you can remember your previous conversations with a student they will know that your focus is on them. It is a good idea to keep notes on such discussions, to review prior to your next meeting.
● Faculty often can learn a lot from their students, but how often do they tell that to the students? Such disclosures give the students confidence and allow to see themselves as future colleagues.
● Acknowledging the prior skills, experience and knowledge that the students bring with them to graduate school, begins to build their confidence in themselves.
● Be open and approachable. When students need to talk to you, be it about academic or non-academic issues, knowing that they can easily get your time and attention is very helpful.

This is especially important for the shy student or students from different cultural backgrounds than yours.

● Be generally familiar with the campus' resources, such as the Counseling and Student Development Center or Financial Aid Office, so that you can refer students to them should the need arise.

Balancing studies and social life*:

New graduate students often think that they need to spend every waking moment involved in their studies or other scholarly activities. This is an overwhelming feeling and can lead to rapid burn-out. It is especially difficult for students who have other commitments in life, such as a marriage, family, or adult care, which may impact the times that they can be on campus or the hours they can work. Students are also thinking about future life events, such as whether and when to have children, or how far they want to move for a job (this may be especially important for our local students). They are interested in how faculty mentors have navigated similar choices, and may ask about such decisions. Speaking with students directly about such issues is delicate, but a significant part of being a mentor. To help your students achieve a more realistic perspective*:

● Demonstrate to students that you value other dimensions of their lives besides their studies. Share your interests and hobbies with them to reveal that academics do have this kind of balance in their lives.

● Offer students ideas on how to manage their time better. For example, show them how to break large tasks, such as research papers into more manageable components and set short-term realistic goals to complete each component.

● Recognize that students try hard to balance their academic commitments with their non-academic commitments. Those who are unable to spend as many hours on campus as other students often may make better, more efficient use of the time they are there.

● Be empathic in learning about the demands your students face beyond the department and in their personal lives. If you sense that a student is facing difficulties, speak to them about it and offer ideas for solutions or refer them to other campus resources.

● Personal issues will occasionally arise that challenge a student's ability, resolve, or interest in continuing graduate school. A mentor should listen and provide encouragement but not judgment. Help the student identify their various options. In some cases, it can be beneficial to discuss whether it would be better to take some time to focus on resolving the personal issue. Make sure the student is aware of relevant policies and resource materials.

References:

Resources on Communication:
Colorado State University
    http://graduateschool.colostate.edu/for-faculty-and-staff/advising-and-mentoring/

University of Michigan
    http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf

Penn State University
    http://gradschool.psu.edu/current-students/mentoring/facultystaff/

Resources on Mentor-Mentee Relationships:
University of Arizona Tucson
    Faculty-Student Relationship Position Paper:
    https://www.lpl.arizona.edu/sites/default/files/resources/academic/documents/Mentoring_Po
        sitionPaper.pdf
    Editorial: Mentoring Graduate Students:
    https://journals.uair.arizona.edu/index.php/itet/article/view/19425/19063

University of North Carolina, Chapel Hill
    http://comm.unc.edu/files/2011/10/advising-and-mentoring.pdf

IV. Professional Development and Placement

Mentoring students in the areas of professional development and post-graduate placement is a critical practice toward empowering them to become professionals in their fields of interest. Mentoring is an important role with diverse responsibilities such as providing constructive feedback on academic work, evaluating and tracking progress over time, and giving students emotional support when needed. In Section IV, we will discuss your role as a mentor in your mentees' professional development and post-graduate placements.

A. Professional Development

As you support your mentees to grow, consider three primary areas of concentration: scholarship, teaching, and citizenship of the field. From the start of your mentor-mentee relationships, share with your mentees that you want to see them succeed as researchers, teachers, valued citizens of the field, and as your future colleagues.

Development as a scholar/professional
It is crucial to help students to understand the components of professional development. Guide your mentees to set clear professional goals early on in your relationship. Developing a program of study is a key element of successful development as a scholar, along with creating a short term (while in the graduate program) and long term (post-graduation and lifetime career) plan to pursue one's program of study. Encourage your mentees to gain knowledge, skills, and values that are of significance in their fields and to continually enhance them as they evolve in their careers.

Activities with which you are very familiar, e.g., planning research projects, attending or presenting at professional/academic conferences, or developing manuscripts for publications, may not be explicit to students. Some of the logistics necessary to conduct research are great opportunities for mentoring; consider how you could enhance a mentee's experience by involving him or her in technical work such as grant writing, grant administration, research lab operations, or even budget management.

It is important that graduate students familiarize themselves with the culture of the discipline and make connections with colleagues in the field. You may choose to introduce your mentees at academic conferences and professional workshops that are highly attended in your field, include your mentees as co-authors or journal reviewers in training, recruit a mentee as co-principal investigator on a grant, and connect mentees with your colleagues outside of UH Manoa who have shared interests. The culture of one's discipline will include its professional code of ethics. It is important to include these standards in your mentorship; students should understand how their own code of ethics speaks to data use (including its collection), authorship credits, and citing references/sources.

Professional development also includes developing timelines, setting and meeting benchmarks, managing time efficiently, balancing various commitments in professional life, and having work and personal life balance. Explore ways to allow your mentee to discover how they may best manage these responsibilities in their own lives; you can share principles and practices that have worked for you and other colleagues (e.g., tips for time management or using smartphone applications to keep on track of tasks) while also offering other resources, techniques, and practices that your mentees could consider for themselves. Encourage your mentees to find other mentoring relationships. Mentorship is a collective responsibility for all professionals at UH Manoa; opportunities to mentor may arise with other students and other faculty. Consider the idea that students and faculty comprise a community in which mentorship occurs. Mentorships are meant to be reciprocal; be intentional about learning from your mentees and sharing what you have learned from them. The bi-directionality of your learning will help your mentees should see themselves as professionals in the field and as your future colleagues.

Development as a teacher
Encouraging and supporting your mentees to seek teaching opportunities (i.e., teaching assistants, sole-instruction) will help them to develop as teachers in the field and will build their professional expertise. Related mentoring activities include: (1) sharing your syllabi, (2) encouraging students to develop their own syllabi (and reviewing course schedules, content, readings, assignments, evaluating criteria/rubrics, etc.), (3) encouraging mentees to develop their teaching statement, including their teaching philosophies and areas of teaching interests, (4) providing feedback on their teaching by visiting and observing their classes, and (5) introducing them to resources available on campus (e.g., the Center for Teaching Excellence, the Center for Instructional Support).

Development as a citizen of the field
Your mentees' development as a citizen of the field is important; being a good citizen will serve as a basis/pre-requisite to grow as a scholar/professional and as a teacher. You have the opportunity to expose your students to the field earlier than later in the graduate program. Relevant practices include: (1) helping your mentees to understand the value of their service (e.g., taking on roles in the program, in the department, in the University, and/or in professional associations), (2) modeling effective work relationships with colleagues (e.g., appreciating others work, building collegiality), (3) discussing professional norms and behaviors, (4) encouraging students to attend colloquiums, talks, and workshops/seminars available on campus including the department, and (5) helping mentees to be aware of the politics when necessary and applicable.

B. Post-graduate Placement

It has become challenging to find tenure-track, full-time, permanent positions in academics and in other fields. It would be critical for you as a mentor to begin discussing post-graduate placement from onset of your relationship and throughout the graduate program so that students may maximize how they prepare for post-graduate placement. Motivate your mentees to explore their career options after graduation, to equip themselves with necessary knowledge and skills (e.g., getting a license), and to market themselves actively and efficiently. Ongoing communications with mentees on their career plans and preparations will be of great benefit to them. Specific activities might include: (1) sharing tips for job hunting (e.g., useful websites) and (2) preparing for job applications (e.g., writing their CV, providing a mock-interview, or introducing available resources on campus, such as job-search workshops).

Your mentees will appreciate your continued mentorship even after they graduate. Consider keeping in contact with your mentees long-term, forwarding information on available jobs (e.g., job announcements), recommending events for participation, connecting them to stakeholders in the field, and writing them letters of recommendation. The mentor-mentee relationship is a strong foundation for a mutually beneficial professional relationship in the future. Your investment in the development of graduate students through mentorship is an investment in your field, your community, and yourself.

References:

Colorado State University, Graduate School. (2016). Faculty Advising and Mentoring Task Force: Recommendations for Faculty Working with Graduate Students
http://graduateschool.colostate.edu/wp-content/uploads/2014/06/Faculty-Advising-and-Mentoring-Task-Force.pdf

University of Michigan, Rackham Graduate School. (2018). How to Mentor Graduate Students: A Guide for Faculty. http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf

University of North Carolina at Chapel Hill, Department of Communication. (August, 2001). Advising & Mentoring Graduate Students
http://comm.unc.edu/files/2011/10/advising-and-mentoring.pdf

V. Equity, Inclusion, and Ethics

The University of Hawaiʻi at Mānoa welcomes and supports diversity of faculty, staff, and students. We are actively committed to promoting inclusion and equity with regard to race, ethnicity, gender identity and expression, sexual orientation, culture, religion, national origin, disability, veteran, and socioeconomic status, as embodied in the following Nondiscrimination and Affirmative Action Policy:
The University is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, handicap, marital status, arrest and court record, sexual orientation, and veteran status. This policy covers admission and access to and

participation, treatment, and employment in the University's programs and activities. It covers employment practices such as recruitment, hiring, training, promotion, retention, compensation, benefits, transfers, and layoffs. The University shall promote a full realization of equal opportunity through a positive, continuing program of equal opportunity and affirmative action on each campus. (EP1.201)

Our campus brings together students, faculty and staff from Hawai'i, the U.S. mainland, and over 100 countries around the world. Our student body has consistently ranked among the nation's most diverse. We understand that we can succeed in our core missions of teaching, research, and service only when all members of our campus feel free and encouraged to contribute to their full potential. The strength of our research endeavors rely on an open, collaborative environment where individuals are assessed based on personal merit, without bias.

We recommend that you take time to familiarize yourself with the University's perspective on fostering diversity, equity, and inclusion. The following resources provide an overview of campus offices and policies related to campus diversity.

Student Equity, Excellence & Diversity houses many centers and programs, including the Women's Center and the Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) Student Services, which offers a Safe Zone Training Program for allies of LGBT people. Safe Zone training "raises awareness of LGBTI issues on campus and sharpens skills of allies to help end harassment".

The University of Hawai'i is committed to maintaining and promoting safe and respectful campus environments that are free from sex discrimination and gender-based violence, as outlined in Title IX and UH Executive Policy 1.204. The Office of Gender Equity can provide confidential assessment for University of Hawai'i at Mānoa Students who may be experiencing sexual harassment, stalking, gender discrimination, sexual discrimination, or sexual/domestic abuse or violence.

The University of Hawai'i System supports students' use of a preferred name (System Executive Policy 7.302) . Your student's preferred name might be a "Hawaiian name, an international name, or a name that is concurrent with their gender identity. The goal of this policy is to enable a consistent preferred name experience across the University of Hawai'i system and use of one's preferred name wherever legal name is not absolutely necessary. The option to use preferred name shall be available to all students as long as the use of the preferred name is not for the purpose of fraud or misrepresentation." It is common that a student prefers to be called something other than what it officially recorded by the University of Hawai'i, so respectfully ask about and refer to your mentee by his or her preferred name and gender pronouns.

The University of Hawai'i System Policy on Consensual Relationships prohibits consensual relationships between employees and students "wherein a power and control differential exists, including but not limited to situations in which one member has an evaluative and/or supervisory responsibility for the other."

The University of Hawaiʻi at Mānoa is situated on Hawaiian land, and we recognize our responsibility to serve Native Hawaiians. We seek to "promote a Hawaiian place of learning" and to become a model indigenous serving institution. University of Hawaiʻi policies emphasize the need to increase representation of Native Hawaiian faculty and students on campus; to provide system-wide support for programs and services for Native Hawaiians; and to support the full participation of Native Hawaiians in all initiatives and programs at the University. In relation to graduate and professional school preparation, the UH Strategic Plan (via the Ka Hoʻokō Kuleana Action Plans) also emphasizes the need for "NH students able to apply their academic learning to critically analyze ʻike [knowledge] /lāhui Hawaiʻi [Hawaiian Nation] issues and consider solutions." Professor Lilikalā Kameʻeleihiwa provides a critical history of Native Hawaiians at UHM and explores how we can promote the University of Hawaiʻi at Mānoa as a Hawaiian place of learning. You will find a variety of talks, workshops, courses, and other resources to help you learn more. For example, Ka Papa Loʻi O Kānewai (the Kānewai Cultural Resource Center) "provides a permanent public facility for the active development of cultural learning, creates a sanctuary for the practice of traditional culture and kalo cultivation, and serves as a resource for the statewide implementation of cultural, experiential learning curriculum." Ka Papa Loʻi O Kānewai is part of the Hawaiʻinuiākea School of Hawaiian Knowledge.

The Kuaʻana Native Hawaiian Student Development Services collaborates with academic programs and other Native Hawaiian student service programs to provide a foundation for student academic success for both undergraduate and graduate students, and increase matriculation of Native Hawaiian students in the UH professional programs.

The Office of Multicultural Student Services "[f]ocuses on outreach activities encouraging individuals from underrepresented groups and underserved communities to seek higher education, providing university students opportunities to experience Hawaiʻi's multicultural contexts, conducting activities promoting cross-cultural understanding and social justice, and promoting the development of and provide a clearinghouse for information and resources related to Hawaiʻi's multiethnic groups."

The Office of Veteran Student Services works to help veterans, active duty military, and military dependent students transition from military to academic life.

The Kokua Program supports students with a wide variety of disabilities to take part fully in their academic programs, services, and activities. You should review Faculty and Staff Responsibilities for providing equal opportunity for students with disabilities.
As a graduate mentor, you can help to foster a healthy and inclusive environment by:

1) Ensuring equal treatment for all students: You should provide students the same level of access , supervision, and opportunity to succeed, without bias. Although one's research ability and intelligence are not linked to gender, ethnicity, or sexual orientation, barriers to entry into research projects and professional careers are more common for some. Your students from traditionally underrepresented populations may face additional barriers not readily visible to you (e.g., lack of peer or family support, lack of same-identity role

models). You can seek to understand your own implicit biases and strive to create an inclusive environment for all students.

2) Modeling professional and ethical behaviors: Your students observe your own behavior, however subtle, when developing as researchers and professionals. Strive to model appropriate and ethical behaviors and maintain research and practice environments where students can model these behaviors. For example, you should promote research integrity, including respectful treatment of any human subjects.

3) Being welcoming and approachable for all students, including those who may feel less comfortable approaching us due to a more reserved personality, cultural differences, or concern about how they may differ from you or their student peers.

4) Being sensitive to emotional distress: Consider referring students (or walking them over if they need company) to the Counseling and Student Development Center if they reach out to you about psychological distress or you notice any warning signs. Familiarize yourself with the warning signs and your possible responses by reading the Center's guide for Identifying and Helping a Student in Distress.

5) Understanding that students from underrepresented or marginalized groups will have a need for faculty and graduate student role models: While working to recruit more faculty and students from diverse backgrounds, you can still provide outstanding mentoring to those who differ from yourself.

6) Seeking to understand students' experiences and perspectives: Facilitate opportunities so that gender, ethnicity, sexual orientation, disability, or other characteristics might extend the types of inquiry in your discipline.