

CCGA recognizes the role of good mentorship in graduate education. Mentorship promotes collective excellence. It promotes the creation of new knowledge through both faculty- and student-initiated research projects. It also fosters team-based scholarships that engage students in the scholarship of discovery.

Good mentoring in all its forms involves treating students respectfully and fairly, providing reliable guidance, and serving as a role model for upholding the highest ethical standards. The best way to foster good mentorship practices is by promoting an institutional culture that values the role of mentorship in graduate education.

Broadly defined, mentorship refers to the relationship between a mentee and a mentor who provides guidance, support and research advice in an individualized manner. As such, there are many types of mentoring relationship, including but not limiting to, senior faculty mentoring of junior faculty, advanced graduate student mentoring of incoming graduate students and undergraduates. The mentorship relationship that this guideline mainly addresses is faculty mentoring of graduate students.

This document draws from the various UC campus guidelines on good mentorship. Its purpose is to identify the elements of good mentorship and to provide some brief examples of such elements when appropriate. Given the diverse disciplinary and departmental cultures and student needs of the ten campuses, it is written at a high level of generality. Because disciplines and programs face their own unique challenges, CCGA recommends that each graduate program should define their own best mentoring practices and develop its own set of guidelines for both faculty and graduate students.

It is important to point out that this document is aspirational, even the most seasoned and dedicated mentors will find room for improvement regarding the elements identified below. At the same time, it is not meant to be exhaustive. There are new emerging student needs as graduate education continues to evolve.

Elements of good mentorship

- attentive
 - meeting regularly with the student
 - respond to the student's questions promptly
- candid
 - provide evaluation on both the strengths and weaknesses of the student's research
 - grading reflective of a student's quality of work and performance
- emphatic
 - recognize and seek to understand the various cultures of students, particularly international students
- helpful beyond disciplinary study
 - foster the development of communication skills of the student, both written and oral, as it pertains to the students' particular area of study
 - affirm the mentee's pursuit of health and wellness
- informative
 - provide constructive advice and guide the professional development of students.
 - for example, providing a clear map from the beginning, including a timeline for completing requirements and qualifying examinations leading up to the completion of dissertation
 - guide mentee through education milestones (examinations, written materials) and the thesis and/or dissertation process. This includes providing advice on timely initiation and completion, topic choice, acquiring sources of funding, committee formation, etc.
- inspirational
 - be a role model for your student
- open-minded
 - exchange an open exchange of ideas

- contribute to the promotion of diversity
- not committed to a single career path and encourage your student to explore
- direct your graduate student to various career resources available

- proactive
 - provide timely feedback and advice if the mentee is not making satisfactory progress

- respectful
 - treating the student fairly and be encouraging

- rigorous
 - encourage the student to stay abreast of the scholarly literature and of cutting-edge ideas in the field
 - be constructively critical when commenting on students' works
 - foster intellectual growth and critical thinking

- supportive
 - create a collaborative research environment
 - encourage students' participation in appropriate professional meetings
 - share resources and networks, as appropriate, with the mentee to facilitate interaction with other scholars, both on campus and in the wider professional community
 - assist with applications for research funding, fellowship applications, and other applications specific to the program or discipline
 - provide career guidance, assistance in the preparation of a CV and/or resume, coaching for job interviews, and writing letters of recommendation in a timely manner.

Many divisional graduate councils have developed their own mentorship guidelines and best practices documents. Some of them can be found at:

UC Berkeley

http://academic-senate.berkeley.edu/sites/default/files/committees/gc/mentoring_gdelines-final_0.pdf

UC Davis

<http://bmcdb.ucdavis.edu/resources/mentoring.pdf>

UC Irvine

<https://www.humanities.uci.edu/history/graduate/GraduateMentoringPolicy.pdf>

UC Merced

http://graduatedivision.ucmerced.edu/sites/graduatedivision.ucmerced.edu/files/documents/mentoring_guidelines.pdf