

How to Mentor Graduate Students:

A Guide for Faculty



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<https://rackham.umich.edu/downloads/publications/Fmentoring.pdf>.

Dear Colleagues,

Faculty mentors play a crucial role in the success of graduate students; at Rackham, we hear this message frequently from students. While styles of mentoring vary across the disciplines and by personal inclination, the fundamentals apply throughout graduate education. Our goal in creating this guide is to provide a resource for faculty members who seek to improve their relationships with doctoral students and their effectiveness in working with them. We hope it is useful not only for those who are new to the role, but also for those who have enjoyed success and are looking to become more skillful in the wide variety of situations that arise.

Students and their mentors share responsibility for ensuring productive and rewarding mentoring relationships. Both parties have a role to play in the success of mentoring. This handbook is devoted to the role of faculty members, though there is a companion volume for graduate students.

In the following pages, we have included mentoring plan templates and campus resources that can assist you in cultivating a positive mentor-mentee relationship.

I appreciate your interest in this guide, your commitment to the profession, and your engagement in the rewarding work of mentoring graduate students.

Sincerely,

Mike Solomon
Interim Dean of the Rackham Graduate School
Interim Vice Provost for Academic Affairs

Acknowledgements

The Rackham Graduate School's mentoring guide for faculty, *How to Mentor Graduate Students: A Guide for Faculty*, has proven to be a popular item for two decades; it has been requested, adopted, and adapted by graduate students, faculty, and staff around the country. Improving the quality of mentoring available to our students, as well as providing resources for both students and faculty, remains a top priority for Rackham.

In 2019, Rackham's MORE (Mentoring Others Results in Excellence) Committee, a multidisciplinary faculty group committed to improving mentoring for graduate students, updated the guide to reflect Rackham's mission and vision as applied to mentoring. Adam J. Matzger, committee chair, and Zana Kwaiser, MORE program manager, provided critical edits and were instrumental in making this revised volume possible

1: What Is a Mentor?

Describing the landscape of twenty-first century graduate education and its population includes acknowledging that the quantity of knowledge has exploded, the boundaries between disciplines have blurred, and that advances in the resources and methods available for study and research continue to fuel change within modes of graduate education. The role of a mentor in this environment is to teach, sponsor, encourage, counsel and befriend a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development (adapted from Anderson and Shannon, 1988). Mentors serve a vital role in graduate education and in the preparation of the next generation of intellectual leaders, and yet the role is one that carries little formal preparation.

Another key characteristic of graduate education and training is that the pool from which the individuals engaged in graduate teaching, learning, and research are drawn is more diverse than ever before. Groups of individuals who were rarely included in higher education in past generations are now prevalent. These diverse groups of faculty and graduate students bring invigorating experiences and perspectives to the enterprise, and they drive a concomitant expansion of appropriate areas for scholarly investigation. The relatively new aspects of the graduate education enterprise necessitate both a broader, and more sophisticated notion of mentoring than what the apprenticeship model of graduate education required at its inception in the 19th century.

Consider this multi-faceted definition of mentors as people who (Alvarez et al., 2009; Paglis et al., 2006):

- take an interest in developing another person's career and well-being.
- advance the academic and professional goals in directions most desired by the individual.
- tailor mentoring styles and content to the individual, including adjustments due to differences in culture, ethnicity, gender, and differences in student experience.

Some faculty limit the responsibilities of mentoring to their role as advisor. While assigned advisors can certainly be mentors, effective mentoring requires playing a more expansive role in the development of a future colleague. The role of advisor usually is limited to guiding academic progress. The role of mentor is centered on a commitment to advancing the student's career through an engagement that facilitates sharing guidance, experience, and expertise.

Advising

Role of advisor is "usually limited to guiding academic progress"

.....

Mentoring

Role of mentor is "centered on a commitment to advancing the student's career through an engagement that facilitates sharing guidance, experience, and expertise"

Like any relationship, the one between mentor and student will evolve over time, with its attendant share of adjustments. New graduate students, in particular, may express the desire for a mentor with whom they can personally identify, but 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 student do not share similar backgrounds (Ortiz-Walters and Gilson, 2005). Of course, each mentoring relationship should consider students' goals, needs, and learning style, but the core principles apply across the board. What you and the student share—a commitment to the goals of the scholarly enterprise and a desire to succeed—is far more powerful and relevant than whatever might seem to divide you.

Just as students have different learning styles, the skill sets and aptitudes of mentors are as varied as mentors themselves. While a model for mentoring that still might be prevalent in some disciplines comes from the 19th century's apprentice model, today successful mentoring relies on evidence based, student-centered practices. This guide surveys strategies and approaches that have demonstrated their value. Our intent is to help you become a successful mentor in your own way.

Promising Practices: Applied Physics

This program has a structured approach to pairing new students with faculty mentors that match student interests and needs. Students have a directed study or lab rotation during the winter term of the first year. If the student wants to explore different research directions, they will be encouraged to work on different projects in the summer term, and then in the fall term of the second year. This gives the student exposure to working with a number of faculty in their areas of likely research. The program director then provides the students with guidance regarding the faculty member who may be the best match for the student

Student Perspective

A mentor works to understand how their expertise and resources can best be used to foster the growth and continued independence of their mentees.

2: Why Be a Mentor?

Effective mentoring benefits both the faculty member and the student by ensuring they are successful in creating and transmitting knowledge in their disciplines. Good mentoring is not a task to be attended to as time permits but rather an opportunity to deeply engage with the next generation of researchers and scholars.

Mentoring benefits students because (Paglis et al., 2006):

- It supports student advancement in research activity, conference presentations, publication, pedagogical skill, and grant-writing.
- Students are more likely to successfully navigate stressful or difficult periods in their graduate careers.
- The experiences and networks students' mentors help them accrue may improve their prospects of securing professional placement.
- Students' stress levels are lowered and they build confidence when they know that someone is committed to their progress, can give them solid advice, and be their advocate.

And it rewards mentors in an abundance of ways:

- Your students will keep you abreast of new knowledge and techniques, and apprise you of promising avenues for research.
- A faculty member's reputation rests in part on the work of their former students; sending successful new scholars into the field increases your professional stature.
- Your networks are enriched. Helping students make the professional and personal connections they need to succeed will greatly extend your own circle of colleagues.
- Good students will be attracted to you. Word gets around about who the best mentors are, so they are usually the most likely to recruit—and retain—outstanding students.
- It is personally satisfying. Seeing your students succeed can be as rewarding as a major publication or significant grant.

Effective mentoring advances the discipline because students often begin making significant contributions long before they complete their graduate degrees. Such students are more likely to have productive, and distinguished careers that reflect credit on their mentors and enrich the discipline. Effective mentoring helps to ensure the quality of research, scholarship, and teaching well into the future.

Student Perspective

Mentorship is another means of learning through teaching, and reaching out to help students can make all the difference for that student.

The two things I like best about my relationship with my mentor is one, [they] think outside of the box when looking for funding for the lab and two, [they are] very good at keeping [their] mentees abreast of what is going on as well as encourage us to keep [them] informed.

3: What Does the Mentor Do?

The mentor's responsibilities extend well beyond helping students learn what is entailed in the research and writing components of graduate school. First and foremost, mentors socialize students into the culture of the discipline, clarifying and reinforcing—principally by example—what is expected of a professional scholar.

Let us start with the key responsibilities and functions mentors have to those graduate students who seek their guidance (Barnes and Austin, 2008).

Know your mentee. To be an effective mentor, you need to know your mentee. You should not assume your mentee's aspirations are similar to yours. Mentoring requires a dialogue between the mentor and mentee, through which you get to know your mentee on an individual basis and gain their trust. You will learn their constraints, strengths, and weaknesses, as well as their goals within the graduate school and beyond.

Model and guide excellence in research, teaching and service. A mentor must provide training in discipline-specific research and must model best practices in that regard. They should also facilitate helping the student find resources regarding teaching and, if appropriate, help them identify meaningful service opportunities.

Establish effective communication. For many students, the shift from the highly structured nature of undergraduate education to the self-direction that is expected in graduate school presents a significant challenge. The best mentoring relationships help establish shared expectations between mentor and students, and can involve agreements about such things as ways to develop reading lists, setting an agenda for meetings, the process for drafting manuscripts, authorship considerations, requirements for travel to meetings, vacation policies, and best methods to communicate. A good way to establish shared expectations is to attend Rackham's Mentoring Others Results in Excellence (MORE) workshop to develop a mentoring agreement between mentor and mentee (samples documents are included in the Appendix).

Demystify graduate school. Many aspects of graduate education are unwritten or vague, and the ability of new students to understand them is hampered by the fact that they frequently do not know what questions to ask or what certain terminology means. You can help by adjusting your conversations accordingly and clarifying your program's expectations for lab work, coursework, comprehensive exams, research topics, and teaching. For each stage of the student's program, discuss the prevailing norms and criteria used to define quality performance.

Facilitate professional development. Activities that have become second nature to you need to be made explicit to students, such as faculty governance and service, directing a lab, obtaining grants, managing budgets, and being able to explain your research to those outside your discipline. Mentors help their students become full-fledged members of a profession and not just researchers.

Assist with finding other mentors. One size does not fit all, and one mentor cannot provide all the guidance and support that every student needs. Introduce students to other faculty, emeriti, alumni, staff, and other graduate students who have complementary interests. Effective mentoring is a community effort.

Model professional responsibility. It is crucial that mentors consciously act with integrity in every aspect of their work as teacher, researcher, and author. Students must see that their mentors recognize and avoid conflicts of interest, collect and use data responsibly, fairly award authorship credit, cite source materials appropriately, avoid plagiarism, use research funds ethically, and treat animal or human research subjects properly.

Support mental health and well-being. Helping students make connections to communities with shared interests and encouraging them to find support networks is a great way to help them manage the stress of graduate school. However, it is common for students in graduate school to experience mental health challenges of many types. Mentors are not expected to diagnose or treat such conditions, but it is good practice to pay attention to changes that might indicate a student is struggling with a mental health issue and be supportive of the student seeking help from appropriate sources. A good place to start is with the U-M resources listed under the Health and Wellness section of the Appendix.

Student Perspective

I value my advisor's devotion to us as graduate students—my advisor wants us to succeed, learn to do research well, reach lofty goals, and graduate in a reasonable amount of time. I value the faculty's commitment to graduate students' work and quality of life.

Reassurance... it's great to know that other people had to go through many experiences very similar to mine.

A mentor tells you the lay of the land in their field.

4: General Guidelines for Mentors

Clarity is the foundation upon which a mentor-mentee relationship is built. Be transparent about your expectations concerning the form and function of the relationship, and about what is reasonable to expect of you and what is not. Pay particular attention to boundaries, both personal and professional, and respect theirs just as you expect them to respect yours.

Within mutually agreeable limits, mentors have an open door. Because your time is so valuable, it is often the most precious thing you can give. What lies behind that door, literally and figuratively,

should be a haven of sorts. Give students your full attention when they are talking with you, and the time and encouragement to open up. Try to minimize interruptions.

Use concrete language to comment on students' work. What the mentor communicates with the students must be timely, clear and, above all, constructive. Critical feedback is essential, but it is more likely to be effective if tempered with praise when deserved (Cohen et al, 1999). Remind students that you are holding them to high standards and assure them that they have the capacity to reach those.

Mentors keep track of their students' progress and achievements, and set milestones and acknowledge accomplishments. Mentoring plans can serve this function. Let your students know from the start that you want them to succeed, and create opportunities for them to demonstrate their competencies. When you feel a student is prepared, suggest or nominate them for fellowships, projects, and teaching opportunities.

Encourage students to try new techniques, expand their skills, and discuss their ideas, even those they fear might seem naive or unworkable. Let students know that mistakes are productive because we learn from our failures. These practices nurture self-sufficiency.

Provide support in times of discouragement as well as success, and be mindful of signs of student's well-being as a whole. Do not assume that the only students who need help are those who ask for it. If a student is falling behind in their work, resist concluding that this shows a lack of commitment. Perhaps the student is exhausted, or unclear about what to do next, or is uncomfortable with some aspect of the project or research team. Ultimately, it is important to keep in regular contact with your students. Do not hesitate to take the lead to get in touch with those students who are becoming remote. Let them know they are welcome to talk with you in your office and that the conversation can include nonacademic as well as academic issues.

Promising Practices: Linguistics

All graduate students are reviewed annually by the full faculty. Prior to the meeting students prepare a progress report with the assistance of their advisors. Following the review the student receives feedback on progress and on next steps in a letter explicitly intended to serve as a mentoring document.

Chemistry

Mentor matching: During their first week in the program students attend a poster session featuring all groups accepting new graduate students. Faculty give short talks emphasizing potential projects for new researchers. By their second week in the program, after face-to-face interviews with faculty, students have been matched to rotation labs for fall semester. A second round of meetings and rotations occurs for winter term. Only after ~8 months of substantive research experiences in two different labs do students choose the lab to complete their dissertation research. Almost twenty years of experience with this system has shown no increase in average time to achieve the Ph.D. and less switching of labs later in the program.

Being open and approachable is particularly important when a student is shy or comes from a cultural background with different norms about structure and authority than the U.S. educational system. Many new students suffer from impostor syndrome—anxiety about whether they belong in graduate school—so it is important to reassure them of their skills and ability to succeed. The enthusiasm and optimism you show can be inspirational. Make sure that students understand not only the personal consequences of their commitment to their work, but also its value to the professional community and to the general public.

Share what you have learned as both a scholar and a member of a profession. You might think things are obvious to students, but to them they are not. At the same time, tell your students what you learn from them. This will make them realize they are potential colleagues. Identify professional workshops and networking opportunities for students. Involve students in editing, journal activities, conference presentations, and grant writing.

Of course, it is not necessary to embody all of these attributes in order to be a successful mentor. Individuals have relative strengths in their capacity for mentoring, and mentors should be clear about what they can and cannot offer. Part of effective mentoring is knowing when to refer someone to another resource that might be more helpful.

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 profound effect on how they conduct themselves as professionals.

Student Perspective

In meetings, I show results and indicate where I would like to take experiments. My mentor serves as a sounding board to improve and refine the ideas along with making additional suggestions. It allows me to take ownership of my project and not just be a technician.

A mentorship style that is effective for one student may not work for every student. Hold your mentees accountable and push them to succeed, but try to learn the boundaries of pushing that student too far.

5: Developing Shared Expectations

You were mentored in some fashion as a graduate student, so you may find it a useful starting point to think about those days and how you felt about your mentoring. Consider these questions:

- What kind of mentoring did you have?
- What did you like and dislike about the mentoring you received?
- How well did your mentor(s) help you progress through your graduate program?
- How well did your mentor(s) prepare you for your academic career?
- What did you not receive in the way of mentoring that would have been helpful to you?

Thinking about how these points can help you develop a vision of the kind of mentor you want to be, and the most effective ways you can mentor students inside and outside your discipline.

In the companion mentoring guide for graduate students, we suggest that they undertake a critical self-appraisal before they meet with faculty. Below are some points we recommend they consider. We share a modified version of this listing as possible topics for your first meeting.

- Find out about the student's previous educational experiences, mentoring style preferences and needs, and why they decided to go to graduate school. What does the student hope to achieve in pursuing a graduate degree?
- Discuss your research projects and how they complement or diverge from the student's interests.
- Offer suggestions about courses the student should take, research opportunities that are available, and discuss other training experiences they might want to seek.
- Refer the student to other people inside or outside the university whom they should meet in order to begin developing professional networks.
- Remind the student that the graduate school experience can be stressful and mention well-being and mental health resources, such as CAPS, that are available to students.

You and your student need to communicate clearly from the start about your respective roles and responsibilities. More and more faculty and students at U-M find it helpful to put such arrangements in writing, such as in a form of a mentoring plan. Through Rackham's mentoring plan workshops they are encouraged to use MORE's mentoring plan template, Developing Shared Expectations. We recognize that circumstances and needs can change overtime, so we recommend revisiting and revising the mentoring plan at least annually. Here is a sample of areas you may want to discuss.

- **Communication and meetings:** Tell students how frequently and regularly you plan to meet with them. Let them know if you have a busy travel schedule, are about to take a sabbatical, or will be assuming an administrative position, and whether you have an open door policy.
- **Milestones:** Ask students to develop and share with you a work plan that includes short-term and long-term goals as well as the timeframe for reaching those goals. Make sure the student's work plan meets the program's requirements and is feasible.

- **Feedback:** Discuss how often you will give them an assessment of their general progress, and let them know what type of feedback they can expect from you. Tell them how long it generally takes you to provide a response to their work, and how they can best remind you if they do not hear from you within the specified time. Also discuss your expectations of what first drafts should look like before they are submitted to you. If you do not want students to hand in rough drafts, suggest they share their work first with a trusted peer or writing group.
- **Authorship and professional meetings:** Explain the standards and norms for authorship in your field, and the extent to which you can assist them with preparing work for submission to journals and conferences. Share your expectations regarding when and where you would like to see the student give research presentations.

The hallmark of a successful mentoring relationship is a shared understanding of expectations and responsibilities. These create the framework for the relationship, and they are largely established in the early meetings with a student. A relatively modest investment in those meetings can yield great dividends.

Student Perspective

I value that my mentor is very honest and that I always end a meeting with my mentor feeling as though I can tackle my problems.

Having a contract of sorts at the beginning of a mentoring relationship can provide insights for both parties in how the mentor-mentee relationship is to be structured.

Promising Practices: Applied Physics

This program has a structured approach to pairing new students with faculty mentors that match student interests and needs. Students have a directed study or lab rotation during the winter term of the first year. If the student wants to explore different research directions, they will be encouraged to work on different projects in the summer term, and then in the fall term of the second year. This gives the student exposure to working with a number of faculty in their areas of likely research. The program director then provides the students with guidance regarding the faculty member who may be the best match for the student

6: The Evolving Professional Relationship

The responsibility of the mentor is to assist in the development of the next generation of scholars and researchers. This requires a dynamic relationship that recognizes the changing needs of mentees as they transform themselves from more or less dependent students into autonomous professionals with specialist knowledge in their disciplines.

The first 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 assign concrete tasks and deadlines to help mentees maintain a short-term focus, but as a long-term agenda the focus should be on guiding them in the process of developing independence.

As students become more proficient with the basics, good mentors pay increasing attention to their progress both as researchers, by acting as a consultant or sounding board, and as professionals, by socializing them into the culture of their disciplines. The former means suggesting lines of inquiry and options for solving problems and discussing potential outcomes. The latter means encouraging the development of communication and networking skills by providing opportunities for teaching, writing, and presenting.

Good mentors help students gradually understand how their objectives fit into the particular graduate degree program, departmental life, and career options. As the relationship evolves, mentors expect and encourage their students to accept increasing responsibility and challenges that are more complex. It is essential to keep in mind that the doctoral program is the beginning, rather than the sum of the student's career. The mentor's "end game" requires assisting the student in successfully launching that career.

If the relationship is, indeed, lifelong, then opportunities to provide such assistance do not end with the completion of the degree. Some students seek jobs in the academy. Other graduate students will pursue positions in industry, government, business, consulting, and other areas. In working with them the mentor's function goes beyond the promotion of academic success or a sole focus on the tenure-track route, and so the mentor must be open minded about students' career interests and paths, and help them to explore those options outside the academic world if that is where their interests lie.

The influence that research supervisors wield over their students is enormous; they are truly the gatekeepers of the student's professional future. The effective mentor serves as advocate and guide, empowering the student to move from novice to professional.

Student Perspective

The enthusiasm of my mentor. Not just for my research, but for my post graduate school aspirations. My mentor definitely provides useful insight to both my current problems and any that he might foresee outside of school.

At the core of any successful relationship is effective communication. Learn the best ways to give and receive information, be honest about your expectations, and take the time to build trust through opening-up.

Promising Practices: English Language and Literature

The department sponsors a group known as Jobseekers. This group meets at least once a month to prepare students for interviews for both academic and non-academic jobs. They offer students reimbursement for up to \$1,100 spent for interview travel, dossier postage, etc. In addition, there are mock interviews with the two faculty members who serve as directors of the group. The directors vet their cover letters and resumes.

7: How Graduate Programs Can Encourage Good Mentoring

A successful relationship between a graduate student and mentor is built upon a foundation of commitment at the institutional as well as at the program level. The institution must be committed to ensuring that its programs are of the highest quality. The department, in turn, is responsible for setting clear expectations and supervising progress. Each department should be responsible for creating an environment in which mentoring is valued and both students and faculty have access to resources that promote graduate student success. The following are a few examples of practices known to reinforce the efforts of programs and faculty as they work with their students.

Orientation for incoming students. At the beginning of the academic year programs should offer an orientation session which will help faculty get a head start with new graduate students by introducing them to program policies, practices, and resources. Programs should follow up with a refresher session in the second term. Additionally, programs should consider offering a first semester mini-course on graduate school successful practices, and providing students with a departmental guide that acquaints them with expectations, benchmarks, and milestones.

Assign a first-year temporary advisor. To facilitate graduate student engagement with faculty immediately upon entry into graduate school, assign incoming students a temporary faculty advisor. Students and faculty can be paired based upon stated interests. Each advisor should be required

to meet with their advisees at least twice during the academic year to review course selections and departmental requirements, and to answer questions that arise. After this first year, it should be viewed positively if graduate students want to change advisors. Encourage the recognition that developing relationships with other faculty signals student's growth and progress.

Develop shared mentoring expectations through a mentoring plan. Departments can affirm that mentoring is a core component of the educational experience for graduate students by developing a mentoring plan, relevant to the discipline or field of study, for use by faculty and the students with whom they work. Such a document would list the essential commitments and responsibilities of both parties, set within the context of the department's fundamental values. Include a mentoring plan and other mentoring resources in the departmental handbook, and require and monitor completion of plans between students and faculty mentors.

Provide an annual review of student progress.

The objective of a periodic review—annual, at least—is to identify ways in which faculty can more effectively help students make progress in their graduate studies and towards degree milestones. The annual review routinely documents each student's efforts across the entire spectrum of mastery that they are expected to achieve. The review should encompass feedback on whether the student is acquiring the full set of experiences, methods, and professional experiences that the faculty think are critical for success in the field of study. Results of the review should be shared with each student in writing, with a copy placed in the student's file. The review provides a framework for constructive discussion with the student around suggestions, guidelines, and benchmarks. Some programs also discuss the progress of each individual student in a meeting of the entire faculty in order to generate feedback that is representative of a broad group of faculty, rather than an individual mentor. Annual review feedback processes are widely deployed in all Rackham graduate programs.

Create structured activities to facilitate faculty and student interactions. These events could be academic in nature, such as brown bags, colloquia, and workshops, or more socially oriented events like pot lucks, fall picnics, or end of academic year gatherings. To establish a collegial atmosphere where faculty and students can interact informally, it is helpful to designate a space, such as a lounge. Many departments also use this space to host social events to which graduate students, faculty, staff, and families are invited. Lastly, organize a town hall with graduate students once or twice a year.

Promising Practices: Political Science

The department has developed a number of practices to build and maintain community. Each fall and winter semester the department sponsors a Professional Development Day when faculty and graduate students from each area gather for lunch to discuss new developments in the field and anything else that comes up. Then graduate students take part in a variety of professional workshops planned by the Professional Development Committee. These workshops have focused on a wide variety of issues from nonacademic employment to managing stress to applying for outside fellowships.

Offer peer mentoring opportunities. In order to ease the transition to graduate student life, some departments have implemented a formal program in which first-year graduate students pair with more advanced students who share similar interests. Peer mentors can familiarize incoming students with departmental culture, strategies for success in the first year, and resources at the university and in the local community.

Support professional socialization. Departments can make it easier for mentors to nurture the professional development of their graduate students by instituting certain policies and programs. For instance, a number of departments invite student participation on departmental committees. Some departments offer a pedagogical course for their graduate students who are working as graduate student instructors. Departments can require each student to make a presentation at a seminar or brown bag, with one or two faculty assigned to provide a critique. Graduate programs can encourage students to present their work at professional meetings.

Promote successful mentoring practices. Some departments have found it useful to hold annual seminars that update faculty on the latest employment trends and internship opportunities, as well as issues such as appropriate faculty-student relations, professional standards, research responsibility, and balancing career and personal life. Some departments require participation in MORE's mentoring plan workshops that addresses topics such as mentoring plan development, offering constructive feedback, and diversity sensitivity. New faculty often benefit from formal guidance in mentoring, which can include briefings, workshops, and the assignment of senior mentors. Programs can collect anonymous data on mentoring practices from students and faculty, and find it effective to provide informal mediation for mentees/mentors seeking to resolve conflicts.

Reward effective mentoring. Mentoring performance and outcomes are worthy of inclusion in faculty evaluation for salary and promotion. An additional means for rewarding mentoring is to factor in teaching credits for faculty who assume heavy mentoring responsibilities. Another way of honoring good mentors is through public recognition. Remember to nominate your faculty for school and college awards, and for Rackham's Distinguished Graduate Mentor Award.

8: Mentoring in a Diverse Community

Graduate education is continually evolving: content and practices have changed over the decades and so have the students. The graduate population is heterogeneous in gender, race, ethnicity, nationality, family status, language, and age. The diversity of those in graduate education requires reconsideration of which traditional practices are worth preserving and transmitting, and which are rooted in assumptions about homogeneity and should be adapted or discarded.

Research on the role that an individual's social identity plays in their success in graduate school has identified issues that call for attention and thoughtfulness on the part of their mentors. Consider how the following might pertain to your mentoring of current and future students.

Need for Role Models. Students from historically underrepresented or marginalized groups have a harder time finding faculty role models who might have had experiences similar to their own. If the faculty and graduate students in your department are ostensibly homogenous, become more involved in efforts to identify and recruit new faculty and graduate students who represent diverse backgrounds. At the same time, never forget that you can provide excellent mentoring to students whose backgrounds are different from your own.

Expanding Research Areas. Students from underrepresented or marginalized groups, particularly those in the social sciences and humanities, sometimes find that their research interests do not fit into the current academic canons. Some fear that when they select research questions focusing on race, gender, or sexual orientation, faculty will deem their work irrelevant or will see them as being only interested in these topics for the rest of their professional careers. More commonly, they find that their experiences are missing from current theory and research. Be open to hearing students' experiences and perspectives. Ask where a student's research interests lie rather than making assumptions about them based on the student's personal characteristics or past work. Direct them to the many interdisciplinary programs and research centers across campus that may provide them with a community of scholars whose interests intersect with their own.

Feelings of Isolation. Students from historically underrepresented groups and international students can feel particularly isolated or alienated from other students in their departments, especially if the composition of the current program is homogenous. Be aware of students who seem to be finding it particularly difficult to take active roles in academic or social settings and take the initiative to include them. Ask them about their research interests, hobbies and activities outside of their program. Introduce your student to other students and faculty with complementary interests. Remind students of the wealth of organizations within or outside the university that might provide them with a sense of community.

Burden of Being a Spokesperson. Students from underrepresented groups often expend a lot of time and energy speaking up when issues related to their group membership arise—or are being ignored. These students' perspective is wanted and valued, yet it should be offered freely and viewed as that individual's perspective. Avoid calling on, for example, male or female, black or white, old or young graduate students to be spokespersons for their gender or race or age group.

Managing Discussions and Classroom or Group Dynamics. Certain conditions may be greater obstacles for some students than for others. Try to change the tenor of discussions when they become overly critical. Set ground rules with your students for group discussions in your courses or labs, and explain how your expectations for participation will advance students' learning goals. Experiment with ways of preventing a few students from dominating your seminars.

Stereotype Threat. Extensive research shows that when a negative stereotype associated with a student's identity as a member of a particular group is activated, academic performance can suffer (Steele, 2010). 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 the isolation known to increase the impact of stereotype threat.

Promising Practices: Ecology and Evolutionary Biology

The Big Sibs Mentoring Program is meant to provide a comfortable, informal way for first-year students (aka Little Sibs) to learn about the culture of graduate school, our department, and how to excel at the University of Michigan. Big Sibs (typically third and fourth year students) meet individually with their Little Sibs to answer questions and help ease the transition into graduate school.

Student Perspective

Maintain open conversations and incorporate community feedback into making changes or updating policies.

Being conscientious of cultural differences particularly between mentor and mentee is crucial for understanding what the student might need for a successful mentoring relationship.

9: Summary and Resources for Further Learning

Effective mentoring is beneficial for mentors, good for students, and good for the discipline. You are probably already doing much of what has been discussed in the preceding text: supporting your students in their challenges as well as their successes, assisting their navigation of the unfamiliar waters of a doctoral program, and providing a model of commitment, productivity, and professional responsibility.

When faculty and graduate programs employ engaged mentoring practices, students make informed choices regarding faculty with whom they work; faculty serve as effective mentors and foster the learning and professional development of graduate students. During the graduate experience, students are then guided toward becoming independent creators of knowledge or users of research, prepared for the career paths of their choice, and ready to move on to the next phase of professional life.

Resources for Further Learning

In order to learn more about mentoring resources at the University of Michigan, and in particular about the Rackham initiative, Mentoring Others Results in Excellence (MORE), contact morementoring@umich.edu.

MORE offers mentoring plan workshops for faculty and students to attend together with the goal of creating awareness about the benefits of mentoring and to introduce concepts and strategies that facilitate mentoring. An early dialogue on the advising and mentoring relationship between faculty advisors and their graduate students can be an essential tool for setting up expectations for the mentoring relationship.

In the Appendix we provide MORE's two mentoring plan templates entitled Developing Shared Expectations. One is meant to guide, and be adapted as desired, a conversation on mentoring for STEM and social science fields, and the other is targeted for those in the humanities. These plans are not intended to serve as any kind of legal document, but rather as an agreement in principle as to the training goals of the mentor and mentee, after discussion between the two.

Lastly, the appendix lists related resources at the University of Michigan useful for those who work with graduate students in any capacity.

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Appendix: Samples of Tools Used by Rackham Degree Programs

Developing Shared Expectations: STEM and Social Science Focus

Developing Shared Expectations: Humanities Focus

Resources at the University of Michigan

Developing Shared Expectations: STEM and Social Sciences Focus

(select and adapt from these suggested topics, as relevant to your discipline)

1. **Communication and meetings:**
 - a. What is the best way/technology to get a hold of each other? What is the appropriate time-frame to expect a response?

 - b. When do you plan to meet (be as specific as you can), is an agenda required, how long will the meeting be?

2. **Student's role on project:** Describe student's primary area(s) of responsibility and expectations (e.g., reading peer-reviewed literature, in-lab working hours, etc.).

3. **Participation in group meetings (if relevant):** Student will participate in the following ongoing research group meetings. What does this participation look like?

4. **Tentative papers on which student will be an author or coauthor:** Discuss disciplinary norms around authorship; list the papers and the likely order of student's authorship, e.g., first, second, etc.

5. **Opportunities for feedback:** In what form and how often can the student expect to receive feedback regarding overall progress, research activities, etc.? How much time is needed by the mentor to provide feedback on written work, such as chapter and publication drafts?

6. **Professional meeting(s) that the student will attend and dates:** What funding is available to attend these meetings?

7. **Networking opportunities:** Discuss additional opportunities to network (e.g., meeting with seminar speakers, etc.)

- 8. Time away from campus:** Discuss expectations regarding vacations and time away from campus and how best to plan for them. What is the time-frame for notification regarding anticipated absences?
- 9. Funding:** Discuss the funding model and plans for future funding (e.g., internal and external fellowships, including RMF funding, training grants, GSI, GSRA, GSSA.); discuss any uncertainty in future sources of funding, and contingencies.

10. Completion of programmatic milestones and other milestones (as applicable):

Milestones	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	
<i>Qualifying Exam</i>																			
<i>Preliminary Exam</i>																			
<i>Candidacy Exam</i>																			
<i>Dissert. Comm. Mtg.</i>																			

Place an X in terms designated for milestones. F=Fall, W=Winter, S=Spring/Summer. Other milestones might include: Conference presentation; peer-review publication, etc.

11. Target semester defense and graduation:

12. Professional goals: Identify short-term and long-term goals, and discuss any steps/resources/training necessary to accomplish the goals.

13. Skill development: Identify the skills and abilities that the student will focus on developing during the upcoming year. These could be academic, research, or professional skills, as well as additional training experiences such as workshops or internships.

14. Other areas: List here any other areas of understanding between the student and mentor regarding working relationship during the student's tenure.

Developing Shared Expectations: Humanities Focus

(select and adapt from these suggested topics, as relevant to your discipline)

1. Communication and meetings:

- a. What is the best way/technology to get a hold of each other? What is the appropriate time-frame to expect a response, including when either faculty or graduate student is away from campus?

- b. When do you plan to meet (be specific)? How is the agenda decided? How long will the meeting be?

- c. How are the next steps identified after a meeting? How do you agree on action items?

2. Professional goals: Identify short-term and long-term goals, and discuss any steps/resources/training necessary to accomplish the goals.

3. Mentee's role in meeting programmatic milestones: How should the mentee approach potential committee members? If there is a conflict, who should the mentee contact?

Milestones	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
<i>Qualifying Exam</i>																		
<i>Preliminary Exam</i>																		
<i>Candidacy Exam</i>																		
<i>Dissert. Comm. Mtg.</i>																		

Agree on and populate your program's milestones. They might include: completing required coursework, assembling dissertation committee, qualifying paper/exam, dissertation committee meeting, developing reading list/prospectus. Place an X in terms designated for milestones. F=Fall, W=Winter, S=Spring/Summer.

4. **Participation:** How should the mentee allocate time to group/departmental seminars and what are expectations for contributing to the intellectual life of the department?

5. **Discuss disciplinary norms around authorship:** Tentative projects on which student will be an author or coauthor; discuss format for publication and presentation.

6. **Opportunities for feedback:**
 - a. In what form and how often can the student expect to receive feedback regarding overall progress and other professional activities (teaching, outreach, and presentation skills)?

 - b. At which stages in the drafting, editing, and revising process can the student expect to receive this feedback? Does the type of feedback differ depending on the stage of writing?

 - c. How far ahead of time should the student circulate work to the mentor and/or other committee members? Is there a particular order in which the student should send work to the various faculty members? How much time is needed by each of the faculty members to provide feedback?

 - d. How should feedback from multiple committee members be coordinated—especially if the readings and reactions contradict one another?

7. **Skill development:** Identify the skills and abilities that the student will focus on developing during the upcoming year. These could be writing, teaching, research, mentoring, or professional skills, as well as additional training experiences such as workshops or internships.

8. **Professional meeting(s) that the student will attend and dates:** What funding is available to attend these meetings?

9. **Time away from campus:** Discuss expectations regarding vacations and time away from campus and how best to plan for them. What is the time-frame for notification regarding anticipated absences?

10. **Funding:** Discuss the funding model and plans for future funding (e.g., internal and external fellowships, including RMF funding, training grants, GSI, GSRA, GSSA.); discuss any uncertainty in future sources of funding, and contingencies.

11. **Target semester defense and graduation:**

12. **Other areas:** List here any other areas of understanding between the student and mentor regarding working relationship during the student's tenure.

Resources at the University of Michigan

Research, Writing, and Teaching

The Center for Research on Learning and Teaching (CRLT)

CRLT works with U-M faculty, graduate students, and administrators to support different types of teaching, learning, and evaluation; including multicultural teaching, technology in teaching, evaluation, workshops, and teaching grants.

1071 Palmer Commons
100 Washtenaw Avenue
Ann Arbor, MI 48109-2218
Phone: 734.764.0505
Email: crlt@umich.edu
<http://www.crlt.umich.edu>

Sweetland Center for Writing

Sweetland offers writing assistance with course papers and dissertations to undergraduate and graduate students in the form of peer tutoring, appointments with Sweetland faculty, workshops, and additional resources.

1310 North Quad
105 South State Street
Ann Arbor, MI 48109-1285
Phone: 734.764.0429
Email: sweetlandinfo@umich.edu
<https://www.lsa.umich.edu/sweetland>

Scholarspace

Scholarspace provides workshops as well as one-on-one consultation over the phone, in person, or over email, on technology use related to research and writing (i.e., managing bibliographies with RefWorks and EndNote, using Microsoft Word for your dissertation, etc.).

Hatcher Graduate Library, Room 206
913 South University Avenue
Ann Arbor, MI 48109-1205
Phone: 734.647.7406
Email: scholarspace@umich.edu
<https://www.lib.umich.edu/scholarspace>

GroundWorks Media Conversion Lab

GroundWorks is a facility supporting the production, conversion, and editing of digital and analog media using high-end Macintosh and Windows computers equipped with CD-R drives, flatbed scanners, slide scanners, slide film exposers, and video and audio equipment.

Room 1315 Duderstadt Center
2281 Bonisteel Boulevard
Ann Arbor, MI 48109
Phone: 734.647.5739
Email: groundworks@umich.edu
<http://www.dc.umich.edu/spaces/groundworks>

Duderstadt Center

The Duderstadt Center is the library and media center on North Campus. The center houses computer labs, meeting space, the Art, Architecture, and Engineering Library, the College of Engineering Computer Aided Engineering Network (CAEN), the Digital Media Commons (GroundWorks), and Mujo Café.

2281 Bonisteel Boulevard
Ann Arbor, MI 48109
Phone: 734.763.3266
<http://www.dc.umich.edu>

Consulting for Statistics, Computing, and Analytics Research (CSCAR)

CSCAR is a research unit that provides statistical assistance to faculty, primary researchers, graduate students, and staff of the university.

3550 Rackham Building (3rd Floor)
915 East Washington Street
Ann Arbor, MI 48109-1070
Phone: 734.764.STAT (7828)
Email: cscar@umich.edu
<https://cscar.research.umich.edu>

English Language Institute (ELI)

The English Language Institute offers courses for nonnative speakers of English enrolled at, and visiting, the University of Michigan. ELI also features instructional programs, courses, workshops for graduate student instructors, ESL clinics, and intensive English summer programs.

500 Church Street, Suite 900

Ann Arbor, MI 48109-1042

Phone: 734.764.2413

Email: eli-information@umich.edu

<https://www.lsa.umich.edu/eli>

University Career Center

The University Career Center supports students and faculty with exploring and pursuing their career and educational goals by assisting with internship searches, applying to graduate school, looking for a full time job, providing career counseling, and leading workshops.

515 East Jefferson Street

3200 Student Activities Building

Ann Arbor, MI 48109-1316

Phone: (734) 764-7460

Email: careercenter@umich.edu

<https://www.careercenter.umich.edu/>

Rackham's Dissertation Resources

This website provides a list of resources at the University of Michigan that can be helpful as students navigate their dissertation process.

<https://rackham.umich.edu/navigating-your-degree>

Rackham Workshops

This site lists the workshops Rackham Graduate School offers throughout the year.

<https://rackham.umich.edu/events>

The California Alliance Research Exchange Program

The Research Exchange is one of the Alliances for Graduate Education and the Professoriate (AGEP). It is a partnership between U-M and nine leading universities. The Research Exchange focuses on increasing diversity in mathematics, physical sciences, computer science, engineering, and related disciplines.

Rackham Graduate School

915 East Washington Street

Ann Arbor, MI 48109-1070

<https://rackham.umich.edu/rackham-life/diversity-equity-and-inclusion/research-exchange>

Support Organizations and Services**Center for the Education of Women (CEW)**

CEW+ has professional counselors who help individuals explore their educational and career goals. They offers grants, free and low cost workshops, postdocs, and other services to students, faculty, staff, and community members whereby they advocate for women in higher education and in the workplace.

330 East Liberty Street

Ann Arbor, MI 48104

Phone: 734.764.6005

Email: contactcew@umich.edu

<http://www.cew.umich.edu>

Institute for Research on Women and Gender (IRWG)

The Institute for Research on Women and Gender coordinates existing research activities by bringing together scholars across campus who have related interests in women and gender studies. IRWG also provides seed money for new research projects, sponsors public events, and supports research by graduate students.

1136 Lane Hall
204 South State Street
Ann Arbor, MI 48109-1290
Phone: 734.764.9537
Email: irwg@umich.edu
<https://irwg.umich.edu>

International Center

The U-M International Center provides a variety of services to assist international students, scholars, faculty, and staff at the University of Michigan, as well as U-M American students seeking opportunities to study, work, or travel abroad.

1500 Student Activities Building
515 East Jefferson Street
Ann Arbor MI 48109-1316
Phone: 734.764.9310
Email: icenter@umich.edu
<https://www.internationalcenter.umich.edu>

Services for Students with Disabilities Office (SSD)

Services for Students with Disabilities Office provides campus and external resources as well as assistance for students with physical and mental health conditions in a private and confidential manner.

G-664 Haven Hall
505 South State Street
Ann Arbor, MI 48109-1045
Phone: 734.763.3000
Email: ssdoffice@umich.edu
<https://ssd.umich.edu>

The Adaptive Technology Computer Site (ATCS)

ATCS is an ergo-assistive work-study computing environment open to U-M students, faculty, and staff. The site is designed to accommodate the information technology needs of physically, visually, learning, and ergonomically impaired individuals and a personal assistant or canine companion.

James Edward Knox Center Adaptive
Technology Computing Site
Shapiro Undergraduate Library, Room 2064
919 South University Avenue
Ann Arbor, MI 48109-1185
Phone: 734.647.6437
Email: sites.atcs@umich.edu
<https://its.umich.edu/computing/accessible-computing/atcs>

Spectrum Center

The Spectrum Center provides a comprehensive range of education, information, and advocacy services working to create and maintain an open, safe, and inclusive environment for lesbian, gay, bisexual, transgender, and similarly-identified students, faculty, and staff, their families and friends, and the campus community at large.

3200 Michigan Union
530 South State Street
Ann Arbor, MI 48109-1308
Phone: 734.763.4186
Email: spectrumcenter@umich.edu
<https://spectrumcenter.umich.edu>

LambdaGrads

LambdaGrads is the organization for Lesbian, Gay, Bisexual, and Transgender (LGBT) graduate and professional students at the University of Michigan that provides a safe, fun, and open environment for queer grad students to socialize and build community across academic disciplines.

Email: lambdagrads@umich.edu

The OUTlist

The OUTlist seeks to foster professional relationships and mentoring opportunities through engaging LGBTQ faculty, staff, students, and alumni in the creation of online searchable profiles. It is a database where university community members can connect with one another and where individuals new to the community can look to for resources.
<https://spectrumcenter.umich.edu/outlist/>

Student Legal Services

Student Legal Services is a free full-service law office available to currently enrolled students at the University of Michigan-Ann Arbor campus. Division of Student Affairs
715 North University Avenue, Suite 202
Ann Arbor 48104-1605
Phone: 734.763.9920
<https://studentlegalservices.umich.edu>

Veterans Affairs: Transcripts and Certification

Michelle Henderson in the Transcripts and Certification Office assists students who are veterans with certification, paperwork, transcripts, veterans' benefits, and other administrative needs.
1210 LSA/Veterans
500 South State Street
Ann Arbor, MI 48109-1382
Phone: 734.763.9066

Veterans and Military Services

Phillip Larson assists U-M students who are veterans with their overall acclimation and adjustment to being a student at the University of Michigan (i.e., coursework, finding housing, social networks, etc.).
Veterans and Military Services
2011 Student Activities Building
515 East Jefferson Street
Ann Arbor, MI 48109-1316
Phone: 734.764.6413
<https://vets.umich.edu>

Multi Ethnic Student Affairs Office (MESA) & William Monroe Trotter Multicultural Center

The Office of Multi-Ethnic Student Affairs and the William Monroe Trotter Multicultural Center work in conjunction with one another to provide workshops and programs that foster learning, and cross-cultural competencies that represent an array of ethnic backgrounds.
Multi Ethnic Student Affairs Office
2202 Michigan Union
530 South State Street
Ann Arbor, MI 48109
Phone: 734.763.9044
<https://mesa.umich.edu>
and
William Monroe Trotter Multicultural Center
428 South State Street
Ann Arbor, MI 48109
Phone: 734.763.3670
<https://trotter.umich.edu>

Rackham Resolution Office

This office offers formal and informal dispute resolution services, provides resources and referrals, and can offer alternative resolutions in consultation with other offices as appropriate. Students can expect confidentiality in a safe environment.
1120 Rackham Building
915 East Washington Street
Ann Arbor, MI 48109-1070
Phone: 734.764.4400
Email: RackResolutionOfficer@umich.edu
<https://rackham.umich.edu/about/directory/resolution-officer/>

Health and Wellness

Counseling and Psychological Services (CAPS)

CAPS provides services that are designed to help students reach a balanced university experience, ranging from various counseling services, educational and preventive initiatives, training programs, outreach and consultation activities, and guidance on how to fully contribute to a caring healthy community.

3100 Michigan Union

530 South State Street

Ann Arbor, MI 48109

Phone: 734.764.8312

Email: tdsevig@umich.edu

<https://caps.umich.edu>

In addition to services at their central location, CAPS has an embedded staff member dedicated to the Rackham Graduate School. Dr. Laura Monschau, is available at the Rackham Building to work specifically with graduate students.

Phone: 734.764.8312

<https://caps.umich.edu/profile/laura-monschau-phd>

U-M Psychiatric Emergency Services (PES)

Psychiatric Emergency Services (PES) provides emergency/urgent walk-in evaluation and crisis phone services available 24 hours a day, 7 days a week, for people of all ages. The following services are provided: psychiatric evaluation, treatment recommendations; crisis intervention; screening for inpatient psychiatric hospitalization and mental health and substance abuse treatment referral information.

University Hospital

1500 East Medical Center Drive

Reception: Emergency Medicine

Ann Arbor, MI 48109-5020

Phone: 734.996.4747

Crisis Line: 734.936.5900 (24 hours/7 days)

<https://medicine.umich.edu/dept/psychiatry/patient-care/psychiatric-emergency-service>

Psychological Clinic

The U-M Psychological Clinic provides psychological care including consultation, short-term and long-term therapy for individual adults and couples, for students and residents of Ann Arbor and neighboring communities.

Services and fees are on a sliding scale according to income and financial circumstances, and the clinic accepts many insurance plans.

500 East Washington Street, Suite 100

Ann Arbor, MI 48104

Phone: 734.76.3471

Email: clinicinfo@umich.edu

<https://mari.umich.edu/psych-clinic>

University Health Service (UHS)

UHS is a health care clinic available to U-M students, faculty, staff, and others affiliated with U-M that meets most health care needs.

For students who are enrolled for the current semester on the Ann Arbor campus most UHS services are covered by tuition.

207 Fletcher Street

Ann Arbor MI 48109-1050

Phone: 734.764.8320

Email: ContactUHS@umich.edu

<https://www.uhs.umich.edu>

SafeHouse Center

SAFE House provides free and confidential services for any victim of domestic violence that lives or works in Washtenaw County.

Their programs include counseling, court accompaniment, information and referrals, emergency shelter, and personal advocacy.

4100 Clark Road

Ann Arbor, MI 48105

Crisis Line: 734.995.5444 (24 hours/7 days)

Business Line: 734.973.0242

<https://www.safehousecenter.org>

Sexual Assault Prevention and Awareness Center (SAPAC)

SAPAC provides educational and supportive services for the University of Michigan community related to sexual assault, dating and domestic violence, sexual harassment, and stalking.

1551 Michigan Union
530 South State Street
Ann Arbor, MI 48109-1308
Office Phone: 734.764.7771
Crisis Line: 734.936.3333 (24 hours/7 days)
Email: sapac@umich.edu
<https://sapac.umich.edu>

Family and Community

Rackham Life

This web page provides links and information for students about numerous resources at the University of Michigan and in Ann Arbor.
<https://rackham.umich.edu/rackham-life/>

Students with Children

This website is dedicated to the needs of students at the University of Michigan who juggle parenting, study, and work. This site is described as a “one-stop shop for all your parenting needs.”
<http://www.studentswithchildren.umich.edu>

Work/Life Resource Center

The Work/Life Resource Center is a starting point for U-M staff, faculty, and students as they begin to investigate resources for eldercare, childcare, and other tools for work/life balance, such as flexible scheduling and child care leaves of absence.

2060 Wolverine Tower
3003 South State Street
Ann Arbor, MI 48109
Phone: 734.936.8677
TTY: 734.647.1388
Email: worklife@umich.edu
<https://hr.umich.edu/about-uhr/service-areas-offices/work-life-resource-center>

Child Care Subsidy Program

The Child Care Subsidy Program provides funds to students with children to assist in meeting the cost of licensed child care.

Office of Financial Aid
2500 Student Activities Building
515 East Jefferson Street
Ann Arbor, MI 48109-1316
Phone: 734.763.6600
Email: financial.aid@umich.edu
<https://finaid.umich.edu/child-care-subsidy/>

University Center for the Child and the Family (UCCF)

UCCF offers a wide variety of family-oriented services to enhance the psychological adjustment of children, families, and couples. Services are offered on a sliding-fee scale and include individual and group psychotherapy for children, families, and couples, parent guidance, coping with divorce groups for parents and children, and social skills groups for children.

500 East Washington Street, Suite 100
Ann Arbor, MI 48104
Phone: 734.764.9466
<https://mari.umich.edu/uccf/>

Housing Information Office

The Housing Information Office handles all residence halls and Northwood housing placements, provides counseling and mediation services for off-campus housing, and special services for students with disabilities, international students, and families.

1011 Student Activities Building
515 East Jefferson Street
Ann Arbor, MI 48109-1316
Phone: 734.763.3164
Email: housing@umich.edu
<https://housing.umich.edu/>

Off-Campus Housing Resources

This program provides housing resources specifically related to living off campus.
Phone: 734.763.3205
<https://offcampushousing.umich.edu>

Rackham Student Organizations

Graduate Rackham International (GRIN)

GRIN is a student-run organization that aims to provide support for all international graduate students at the University of Michigan. Their goal is to establish a diverse and inclusive community, while providing international students with tools to grow professionally and personally. Avenues to achieve this vision include mentorship programs, social, and professional events.

Email: grin.contact@umich.edu
<https://grin.rackham.umich.edu>

Rackham Student Government (RSG)

Established in 1954, Rackham Student Government is the elected body representing the needs and concerns of the 8,300+ graduate student enrolled in Rackham degree programs. RSG consists of multiple active governmental branches. The members of the Executive and Legislative Branches are elected annually by Rackham students.

Email: rsg@umich.edu
<https://rsg.umich.edu/>

Students of Color of Rackham (SCOR)

SCOR is a network for Rackham graduate and professional students at the University of Michigan. SCOR is dedicated to the social, cultural, and academic well-being of students of color of African, Asian, Latino, and Native American descent, and also welcomes students of other cultures, ethnicities, and international origins. SCOR promotes, supports, and sponsors efforts to enhance and improve the quality of our students' academic, professional, and social lives, respectful of cultural, disability, gender and sexual orientation.

Email: scorcommunications@gmail.com
<http://www.scor-umich.com>