Best-Practices in PhD Mentoring

Compiled by Jacob Greene, February 2022
Panelists

Faculty
- Mark James (LAL)
- Christina Saidy (English Ed)
- Maureen Goggin (WRL)
- Lois Brown (Lit)

Students and Alumni
- Young Wha Lee (LAL)
- Alyssa Devey (WRL)
- Cheryll Price-McKell (WRL)
- Aaron Agorsor (Lit)
Key Themes

- Listening, Respecting, and Understanding
- Being Intentional
- Scaffolding Next Steps
Listening, Respecting, and Understanding

- Acknowledging students as knowledge producers
- Recognizing, and helping students to negotiate, multiple roles and identities (researcher, teacher, parent, etc.)
- Encouraging transparency about struggles and setbacks
Being Intentional

- Carving out semi-regular meeting times or informal check-ins
- Establishing shared expectations for various procedures and/or your own personal style of mentorship (e.g., the process for soliciting feedback on drafts)
- Anticipating recurring problems in research proposals
Scaffolding Next Steps

- Offering guidance on multiple aspects of professional development (e.g., applying to conferences, selecting courses and committee members)
- Anticipating responses/feedback from other committee members
- Recognizing collaboration as a vital element of mentorship
Additional Resources

From the University of Michigan Rackham Graduate School

How to Get the Mentoring You Want: A Guide for Students

How to Mentor Graduate Students