



Mentoring Ph.D. Students: Guidance for Graduate Faculty

This guidance is intended to support UVM graduate faculty who mentor Ph.D. students as research advisors and non-advisor mentors. It outlines key principles of effective mentoring and offers guidance on navigating common challenges, including conflict, bias, and power dynamics.¹

1. Introduction: what is mentoring and why it matters?

What is a mentor?

The goal of pursuing a Ph.D. is usually to become an independent researcher and contribute to human knowledge. Mentoring plays an important role in this challenging journey and in students' success. Most Ph.D. programs train students under the guidance of a research advisor (also called simply the "advisor" in this document), or occasionally two co-advisors, who serve(s) as their primary mentor(s) for their research and career development.

However, while their roles overlap, a *mentor* is not the same as a *research advisor*. The core role of the research advisor is to guide their advisee's research and dissertation. The role of a mentor is to support the student's growth and success broadly (e.g., teaching, professional development, well-being, career). Advisors will want to become effective mentors who foster both strong research outcomes and healthy, sustainable professional development.

Why mentorship matters? Effective mentoring is important for the success of all parties involved. For students, strong mentoring supports their research and professional development, helps them navigate challenges, connects them to opportunities, and boosts their confidence and independence. Moreover, strong mentorship can result in shorter times to degree, increase completion rates in programs, and positively impact students' career outlook.

Mentoring is also important for you² as a faculty mentor. In addition to personal satisfaction, it can build your reputation through the success of former mentees, help recruit further strong students, expand your professional network, and connect you to emerging ideas.

Ultimately, effective mentoring strengthens the discipline itself. While ideas and publications are some of the key outputs of research, the field ultimately advances through people. Good mentors amplify impact and build the next generation of researchers.

Mentoring network: While a student's research advisor is also one of their mentors, no single person can fulfill all the mentoring needs of a student in all areas. You can view a mentor as a guide who helps the student see the path towards their goals. The more mentors a student has, the clearer and more supported the path becomes. At UVM, we therefore strongly support each Ph.D. student in developing a network of mentoring relationships to support their intellectual, professional, and personal growth. We call this a "mentoring network". A broad mentoring network gives the student access to broad perspectives, reduces over-reliance on a single individual, and can better support them during challenging times.

¹ The content of this document has been adapted from resources developed by CIMER ([Link](#)), the University of Michigan's MORE program ([Link](#)), NRMN ([Link](#)), and the Science of Effective Mentorship in STEMM ([Link](#)). Document initially prepared by: Dr. Hamid Ossareh, Associate Professor in Electrical and Biomedical Engineering and Provost's Faculty Fellow for Graduate Education.

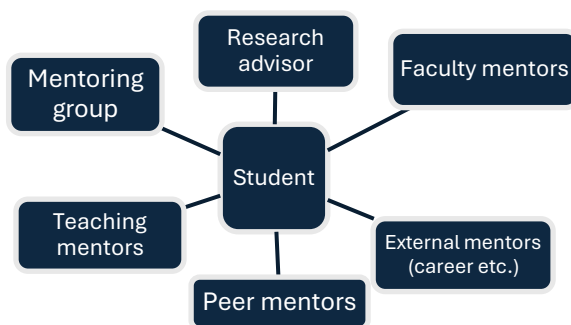
² Throughout this document, "you" refers to you as a UVM faculty member who mentors Ph.D. students, either as research advisor or a non-advisor mentor.



There are many kinds of mentor. For example:

- Secondary or topical research mentor: A faculty member or senior researcher who contributes specialized expertise (e.g., a committee member or a collaborator).
- Career mentor: Faculty, alumni, or professional contacts who provide insight into career paths within and beyond the academy.
- Peer mentor: A more advanced student or postdoc who offers practical advice on navigating graduate school, research logistics, or departmental culture.
- Teaching mentor: A faculty member or teaching staff who help students improve their teaching skills.
- Well-being or life mentor: A trusted person (e.g., faculty, staff, or community member) who provides perspective beyond academics (e.g., resilience, motivation, boundaries).
- Identity-based or cultural mentor: Someone who shares or understands the mentee's identity, background, or lived experiences and provides perspective.

We encourage all faculty in the Graduate College to engage in the mentorship of Ph.D. students beyond their own research advisees and to support their advisees in seeking additional mentors.



Example of a mentoring network of a Ph.D. student

2. Principles of effective mentorship

This guidance can help you build meaningful and effective mentoring relationships.

Set clear expectations: First and foremost, be upfront about your expectations and your professional and personal boundaries and encourage your mentee to do the same. Talk openly about the goals of your mentoring relationship, your working styles, and your communication preferences. These early conversations go a long way toward avoiding misunderstandings later on. To facilitate these discussions, faculty and students might wish to use a “Mentoring Plan” (see Section 4).

Be present: Be open and approachable. During meetings, give your mentee your undivided attention. To understand their concerns and growth areas, give them space to talk and resist the urge to interrupt (i.e., listen actively). Let them know that their ideas and concerns are heard and valued. A consistent, attentive mentor can make a lasting difference in a student's confidence and sense of belonging.

Give constructive, clear feedback: Students often want more feedback not less, but it has to be constructive and clear. Vague comments like “there's a logic gap here” might leave them guessing. Instead, be specific and supportive: “This part feels unclear because [XYZ]. Let's talk about how to address it.”



Avoid feedback that feels like blame or conflates the student's work with their abilities; doing so may lead to defensiveness and may lower your mentee's self-confidence. For example, instead of saying "you did not understand this concept", you might say: "I see what you are trying to do, but there's a gap here that we should address".

While you should provide honest, critical feedback on your mentee's work, offer support and recognize growth and progress as well. Students are more likely to stay motivated when they feel challenged *and* supported.

Build confidence, not just skills: Encouragement matters. Acknowledge effort, celebrate small wins, and name the strengths you see. Doing so will build confidence in your mentee. Reframe mistakes as learning opportunities instead of signs of failure and support them as they overcome challenges. Always strive to create an environment that is intellectually stimulating, safe, respectful, and free of harassment.

Practice individualized, culturally-aware mentorship: Mentorship is not one-size-fits-all. Students come from a wide range of cultural, personal, and educational backgrounds, with diverse goals and expectations around mentoring and advising. Strive to be mindful of individual differences and adapt your mentoring to each student. More details are provided in Section 7.

Practice unbiased mentoring: Bias, both conscious and unconscious, may be harmful to a mentoring relationship. Bias can show up in many ways. For example, you might prefer students who are more like yourself (e.g., in background or personality). You may assume a student needs less help than another based on their demeanor, background, or identity. You may give different levels of expectation, feedback, or support to different students without clear justification. In many instances, bias is unconscious or implicit.

To mitigate bias, mentors should engage in self-reflection, seek training on implicit bias, and invite feedback from trusted colleagues or mentees. Using structured, transparent criteria for evaluations, decisions, and task assignments can help reduce the influence of bias. Setting clear expectations and goals early on (see Section 4) can also make a big difference.

Strive to not assume that your mentee holds a particular point of view or possesses certain strengths or weaknesses based on their identity. Such biases can limit your effectiveness as a mentor. Also, avoid placing the burden on your mentee to speak on behalf of an entire group (whether based on gender, race, age, or other identity characteristics).

Manage power imbalances: power dynamics (i.e., hierarchy in the mentoring relationship) can complicate mentoring. Students may view faculty as highly esteemed and busy, and hesitate to take up their time or ask for their help. They may also be hesitant to speak up or disagree, especially if you are their thesis advisor or a committee member, because they may fear negative consequences. These issues can be exacerbated if your mentee feels their voice is not fully heard or if they come from a culture where speaking to authority is discouraged. Not speaking up or seeking help can limit your mentee's growth.

While this power structure can't be eliminated, you can help reduce its impact by explicitly acknowledging such imbalance and fostering open communication. Structured tools like a Mentoring Plan can help clarify expectations and boundaries early in the relationship. Revisit and revise the Plan as your relationship evolves.

If you are your mentee's research advisor, it helps to involve your mentee in decision making to foster a sense of agency and more collaborative dynamics. Examples include decisions about project direction, coursework, conference participation, and research responsibilities. That said, there are times when you need to make the final decision or set boundaries, such as situations involving professional standards, institutional policies, or deliverables on a funded grant. In these cases, communicate your reasoning clearly and transparently.

Know when to refer: You don't need to provide everything a student needs. Be honest about your strengths and limitations, and help students build a network of mentors and resources across UVM and beyond. Sometimes the best support is helping them connect with someone else.



3. Additional roles and responsibilities of research advisors

A research advisor is a distinct type of mentor with great influence over a student's Ph.D. journey. As a research advisor, your goal is to help the student make progress in their research and complete their dissertation in a timely manner. This role often entails more frequent contact, keeping track of student's progress towards their dissertation, and detailed research discussions. As an advisor, you should:

- Clarify your expectations around research progress and paper authorship.
- Help your student choose a dissertation topic that aligns with your expertise and supports their interests and professional goals.
- Provide training and guide your mentee's research. Early in a Ph.D., you may need to offer more explicit direction, teach background knowledge, and provide frequent, detailed feedback. As your mentee gains experience and self-efficacy, you can gradually shift to a more collaborative approach, encourage independent learning, and offer less frequent feedback. This progression will foster independence.
- Provide timely feedback on both intermediate outputs (e.g., research results, abstracts, conference presentations) and final outputs (e.g., manuscripts, dissertation).
- Formally review and discuss your student's progress and growth areas at least once a year (i.e., during the formal part of the Annual Review process).

4. Initial meetings - setting expectations

It is extremely important to set expectations and discuss goals early on in a mentoring relationship to reduce the risk of mismatched expectations or conflicts. Unfortunately, expectations are often assumed rather than explicitly discussed. Unclear or assumed expectations can lead to problems over time.

In the beginning of the relationship, work with your potential mentee to determine whether the relationship will be a good fit, for example whether you can commit the time and provide the mentoring that the mentee needs. Share information about yourself (e.g., scientific expertise, past/current roles, advising or mentoring styles, personal life, general expectations). Ask your mentees to share their short-term and long-term goals, their values, and their mentorship needs. Both mentors and mentees should feel comfortable and have a say in entering the relationship.

Once you and your mentee agree to begin the mentoring relationship, the two of you should discuss how your relationship will function and define expectations. At your initial meeting, discuss the following key elements:

- Areas where your mentee might benefit from additional growth or support (e.g., academic, research, career, pedagogy, skill development, well-being).
- Areas where you can provide support.
- Preferred communication method and expected response time (ideally within 1-2 business days).
- Frequency and duration for recurring meetings (ideally once every week for junior research advisees and less frequently for other mentees).
- Form and frequency of feedback (e.g., if you are the research advisor or have agreed to provide feedback on student's scholarly work). How much lead time will you need?
- Your authorship policies (if you will co-author papers or have agreed to provide feedback on their work). This is particularly important if you are the research advisor.
- Planned time away (e.g., faculty sabbatical, medical or parental leave).

These and other elements can be considered within the framework of a **Mentoring Plan**. A mentoring plan is a well-adopted mentoring tool to support your initial discussions with your mentee. You can develop and review a formal written plan with your mentee, or use one as a starting point for a more informal conversation.



If you are a research advisor, help your student draft an Individual Development Plan (IDP). All UVM Ph.D. students are required to create and annually update an IDP. It is a dynamic tool for self-evaluation, goal setting, and career exploration that supports Ph.D. students as they forge their path through graduate school and into careers of their choice. To create and update an IDP, the student with the support of their mentors should discuss goals and identify specific objectives, activities, and milestones to support those goals. Areas to consider include:

- degree completion (e.g., coursework, qualifying exam, proposal, defense)
- career preparation (e.g., submitting papers, writing grant applications, attending conferences, networking, pursuing internships and other experiential learning)
- personal well-being (e.g., building a community, physical activity, mental health)

For further details and recommended IDP tools, see the Graduate College website: <https://www.uvm.edu/graduate/individual-development-plan>.

5. Cultivating the relationship and building trust

After you have defined the goals and expectations of your mentoring relationship, you will need to maintain and nurture the relationship.

Keep Regular Contact: Schedule regular check-ins as discussed during your initial meeting. At the meetings, listen carefully without interrupting. Keep the goals of the mentoring relationship in view as you provide feedback. Make sure your feedback is constructive and clear.

Establish Trust: It is important to build trust in a mentoring relationship. Without trust, students might have difficulty admitting mistakes, communicating about difficulties, or acknowledging growth areas.

There are many mechanisms to foster trust in your mentee. First and foremost, be honest and transparent about your goals and decisions. Lack of transparency can lead to confusion and mistrust. Secondly, share examples of your own mistakes or setbacks when you feel comfortable. Explain how you felt and what you learned. Doing so will signal to your mentee that you are a human who, like them, makes mistakes and has limitations. It also models a growth mindset and encourages dialogue. Thirdly, provide encouragement and acknowledge your mentee's strengths and small wins. Fourth, involve your mentees in your decision making, e.g., new research tasks, solutions, or project direction. Fifth, avoid blaming your mentee if they make a mistake. Reframe mistakes as opportunities for growth. Finally, keep your mentoring conversations confidential, as long as they are not in violation of university policy or applicable laws.

Become a sponsor: As your mentoring relationship evolves, you may eventually become a “sponsor”. A sponsor is a mentor who actively advocates and opens doors for their mentee. To become your mentee's sponsor, you must first trust them and believe that they are ready, but you also need to have access to opportunities and resources. A student might reach out to you as your relationship evolves and ask you to recommend them for opportunities as they arise. They may also ask you directly if you can become their sponsor.

Close the relationship: Finally, it is important to recognize when a mentoring relationship should come to a close. This often happens once the initial goals have been met. In many cases, the relationship ends naturally, with both parties parting ways. Alternatively, the relationship may evolve: the mentor and mentee might agree to pursue new mentoring goals, shift to a peer collaboration, or simply remain friends. A mentoring relationship may also end if it no longer provides value to one or both parties. This can occur, for example, if one person becomes too busy to engage in the relationship, or if the two parties realize they have significant differences in their values and goals.



6. Supporting broader professional development

While research training is central to graduate education, an effective mentor also helps their mentees develop the competencies and ethical foundations that define successful, well-rounded professionals.

Competencies: Help your mentees develop:

- **Leadership Skills:** Leadership and management are important skills, whether your mentees enter academia, industry, or otherwise. Provide them with opportunities to lead group meetings, mentor undergraduates, or coordinate small projects. Explicitly discuss leadership styles, team dynamics, and conflict management. Connect them to leadership training and workshops.
- **Entrepreneurship:** Regardless of whether your mentee pursues academia, industry, or a start-up venture, entrepreneurial thinking will help them identify opportunities to create value and take initiative. Encourage them to explore how their work can generate societal or commercial impact, and to articulate the broader impacts of their research. When appropriate, involve them in developing a research proposal to strengthen their grant-writing skills. Connect them with UVM Innovations and other entrepreneurial programs.
- **Communication Skills:** Effective communication is a key skill for every Ph.D. student. Emphasize clear writing, oral presentation, and public speaking. Offer feedback on papers, proposals, talks, and outreach materials. Encourage participation in workshops. Connect them with the Graduate Writing Center.

Mentoring beyond the campus: An effective mentor helps mentees build a professional network and learn to engage with the broader professional community. Encourage students to:

- Pursue internships or industry collaborations that complement their academic training.
- Attend conferences, seminars, and networking events to present their work. Doing so will build their confidence and expand their professional circle.
- Engage in industry or community outreach activities that translate research into real-world impact and help develop transferable skills such as teamwork and communication.

Mentors play a key role by identifying opportunities, connecting students with relevant contacts, and helping them understand that these experiences are integral to their career development.

Ethical conduct: Ethical behavior is fundamental to scholarly integrity and trust in research. Discuss research ethics explicitly and model ethical decision-making in your interactions. Key topics include:

- **Authorship and credit:** Clarify expectations early and revisit them regularly.
- **Data management and reproducibility:** Encourage rigorous documentation and safeguarding information.
- **Human and animal subjects:** Ensure compliance with institutional and federal regulations.
- **Equity and inclusion:** Treat all mentees with fairness and respect; be attentive to power dynamics and implicit bias.

Mentors should also strive to model honesty, accountability, and professionalism.

These areas can be integrated into the IDP and discussed annually or as frequently as needed.

7. Culturally-aware, individualized mentoring

Mentees and mentors bring a diverse range of identities, worldviews, and backgrounds to the mentoring relationship. Some are related to factors such as race, gender, ability, age, socioeconomic class, and country of origin; others are based on educational backgrounds and career paths.

Mentees can benefit from having mentors who share aspects of their identities, especially in terms of psychosocial support. However, while mentees may prefer mentors with similar identities, what is ultimately important is the mentor's ability to recognize and respond to their mentee's identities and their role in his/her career development.



Strive to be mindful of individual differences and adapt your mentoring to each student and their respective goals and needs. Remember that people are different and respond differently to mentoring.

Becoming culturally-aware: To become culturally aware, start by reflecting on your own cultural beliefs, worldviews, and identities. Recognize how culture and diversity can both enrich and complicate mentoring relationships. Acknowledge the potential effects of assumptions and biases (conscious and unconscious) on the mentor-mentee relationship.

Then, get to know your mentee as a whole person. Learn about their background and experiences (as much as they're comfortable sharing). Share about your background, values, and experiences (as much as you're comfortable sharing) to model openness. You might be worried that you may not be able to relate to their experiences or may say something that offends them. While this is a valid concern, if you approach the conversation with genuine curiosity and a clear goal of supporting your mentee's growth, you can create a safe and respectful space. A great conversation opener could be "I'd like to understand how your background, values, and experiences might shape your goals and challenges during your doctoral study. If you are comfortable sharing, I'd love to hear more about what is important to you and how I can be supportive in ways that respect who you are." Be aware that not all aspects of our identities are visible and not all mentees are comfortable discussing their identities with their mentors.

Remember that your mentee's goals may differ from what you believe they should be. For example, a student who is excellent at both research and teaching may be excited about a career in industry. Instead of steering them toward your preferred academic path, inform them about the full range of options and support them in the path they choose.

Finally, try to move from a mindset of "I need to help this mentee fit into the culture of my group/lab/program" to "I want to learn about and appreciate how this mentee can add to the culture of my group/lab/program."

Be on the lookout for mentees who might be finding it difficult to take part in academic or social settings. Introduce them to other students and faculty with similar or complementary interests and hobbies. Remind them of resources within or outside the university that might provide them with a sense of community.

8. Handling challenges

Mentorship comes with potential challenges. This section helps you devise strategies to handle them.

Dealing with interpersonal conflict: Not all mentoring relationships are healthy and conflict-free. You can help create healthy relationships and prevent conflicts by:

- Maintaining open and honest communication.
- Showing respect to your mentee and their personal and professional boundaries.
- Clarifying your understanding rather than assuming intentions.
- Setting clear expectations early. A Mentoring Plan can help. This is particularly important for advisee/advisor relationships.

Despite your best efforts, conflicts and tensions may still arise. In such situations, first assess the situation: Is this a one-time issue or a recurring pattern? Could it be rooted in miscommunication or mismatched expectations?

If the issue is ongoing, consider having a respectful and honest conversation with your mentee. For example, you could say: "I'd like to share some concerns I've had about our meetings. I would like to continue to offer my mentorship and want to find a way to work together effectively." It helps if the possibility of conflict has been explicitly addressed in the initial meetings (see Section 4) so that the conversation seems more natural.



Some conflicts arise due to circumstances outside of your and your mentee's control. For example, other demands on you may prevent you from meeting with your mentee regularly or providing feedback on their work, leading to poor mentorship. If this becomes a pattern, address it promptly through an honest conversation.

If you need support in resolving issues, consider consulting with the Graduate Program Director (GPD), your department chair, and/or the Graduate College. Graduate students also have access to the Graduate Student Ombudsperson. If the issue is related to harassment or misconduct, you can contact the Office of Equal Opportunity.

Dealing with conflict can be stressful. If at any point you or your student feel that the situation is impacting your mental health, reach out for support (CAPS for Students, employee supports for faculty).

Writing and communication: Writing might be a challenge to many students, particularly new doctoral students, or those whose first language is not English. Encourage your mentee to protect some time every week for uninterrupted writing and provide them with clear feedback. Recommend they seek support from the Graduate Writing Center (<https://www.uvm.edu/writingcenters/graduatewriting>). If possible, model and co-write.

Defensiveness or reluctance to follow advice: This may have many reasons. Your mentee may not understand your feedback, may perceive your feedback as unjustified criticism, may feel insecure about their progress, or may believe their perspective is not being heard. Thus, respond with empathy and curiosity rather than frustration. Ask questions and listen actively to understand the underlying cause. If your feedback has not been clearly communicated, clarify and invite your mentee to explain their understanding to ensure alignment. If they believe their perspective is not being heard, allow them more room for experimentation and autonomy (when appropriate). Strive to build trust and be especially mindful of bias and power dynamics (see Section 2) when providing feedback. Sometimes defensiveness arises from tone or delivery. Adjusting your communication style to better match your mentee's preferences or sensitivities may help. Over time, a foundation of trust and open communication can help reduce defensiveness and encourage a more receptive mindset.

Slow progress: Sometimes a student may progress more slowly than the timeline initially discussed. First and foremost, resist concluding that this shows a lack of commitment. Perhaps the student is exhausted, does not have the required background or knowledge, is not clear about what to work on next, or is uncomfortable with the project or the research team. Do not assume that students who might need help will necessarily ask for it.

Schedule a dedicated meeting with your mentee to discuss their progress against the initially agreed timelines. Frame the meeting as a collaborative effort to identify challenges and solutions. Approach the conversation with curiosity and compassion rather than frustration. Ask questions and listen actively. If lack of motivation is the issue, have an honest conversation with them about why they initially wanted to do a Ph.D. and whether those interests still exist. Remind them of how their current work fits within the bigger picture (both human knowledge and their careers). If factors such as personal stress or mental health challenge are affecting their drive, refer them to CAPS. If the root cause is that they don't know where to go next or they are overwhelmed with their tasks, work with them to set specific short-term goals. Help them break large research tasks into smaller steps with realistic deadlines and establish a regular check-in schedule to maintain accountability. Be transparent about expectations, but also flexible and supportive. Make sure they know that asking for help is a strength, not a weakness. If progress does not improve, consider bringing in additional mentoring support or reevaluating whether the current research direction is realistic.

As a final word, remember that strong mentoring relationships help students thrive. Your intentional efforts can make a lasting difference in the personal and professional lives of your mentees.



Appendix:

Mentorship Resources

For Faculty Mentors of Ph.D. Students

The following resources may help you continue developing as a mentor:

- University of Minnesota's "Optimizing the Practice of Mentoring 101" training course: self-paced training (~2-3 hours, requires creating a free account):
<https://ctsi.umn.edu/training/mentors/online-mentor-training>
- NIH - The Science of Effective Mentorship in STEMM: this report presents insights on effective programs and practices for mentoring PhD students:
<https://www.ncbi.nlm.nih.gov/books/NBK552772/>
- Rackham Graduate School (University of Michigan) Faculty Mentoring Handbook:
<https://rackham.umich.edu/wp-content/uploads/2024/10/faculty-mentoring-handbook-2024.pdf>
- Equity-minded mentoring toolkit (IGEN): good resource for equity and inclusion aspects of graduate mentoring: <https://igenetwork.org/sites/default/files/2023-10/Equity-Minded%20Mentoring%20Toolkit.pdf>

Promising Practices in Mentoring: Resources for Graduate Faculty and Students

- "[CGS, Great Mentoring in Graduate School: A Quick Start Guide to Proteges](#)" (PDF) – a practical, student-oriented perspective; tips on topics such as identifying a mentor, engaging with mentors to develop a professional identity, cultivating networks, serving as mentor to others. Includes self-assessments.
- CGS, Ph.D. Completion Project: "[Promising Practices in Mentoring and Advising](#)" (PDF)
- Rackham Graduate School UMichigan, "[Quick Tips for Promising Practices in Mentoring](#)" (PDF)
- Rackham Graduate School UMichigan, "[How to Mentor Graduate Students. A Guide for Faculty](#)" (2018) (PDF)
- Rackham Graduate School UMichigan, "[How to Get the Mentoring You Want: A Guide for Graduate Students](#)" (2018) (PDF)
- [Center for the Improvement of Mentored Experiences in Research](#)
- [Advising and Mentoring Resources for Faculty](#) (Brown University)
- Montgomery, B. L., "[Mapping a Mentoring Roadmap and Developing a Supportive Network for Strategic Career Advancement](#)" (2017)
- [Mentoring Graduate Students for a Range of Professional Careers](#) (UM, Humanities focus)
- Curated [mentorship playlist](#)
- Duke University Graduate School's [Toolkit for Cultivating a Culture of Mentoring](#)



The following are resources for you to consider referring your Ph.D. students to in order to find mentors, engage in social events, and feel more included and less isolated:

- Graduate Student Senate (GSS): a voice for the graduate students; cultivates both academic and non-academic activities for graduate students including social events. <https://www.uvm.edu/gss>
- UVMConnect: connect with current or past students and alumni. <https://uvmconnect.org/>
- Gradnet: digital forum for graduate students, faculty, and staff to discuss issues, research topics, graduate student life, etc. <https://www.uvm.edu/graduate/gradnet>
- Prism At UVM: LGBTQIA+ support. <https://uvm.edu/prism>
- Mosaic Intercultural Center: <https://uvm.edu/mcsc>
- MentorNet: connects PhD students with mentors globally: <https://greatmindsinstem.org/mentornet/>

The following resources can help your mentee navigate graduate school and help them in their academic, personal, and professional development, as well as navigating difficult situations:

- UVM Graduate College: academic guidance, policies, resources, and mentorship tools. <https://uvm.edu/graduate>
- Graduate Student Ombudsman: independent, confidential (w/in appropriate limits), informal, and impartial assistance to graduate students on matters affecting their graduate education: <https://www.uvm.edu/graduate/graduate-student-ombudsperson>
- Center for Teaching and Learning (CTL): support in developing teaching skills and pedagogy. CTL offers a “graduate teaching program”. <https://uvm.edu/ctl>
- Graduate Writing Center: supports graduate student writing <https://www.uvm.edu/writingcenters/graduatewriting>
- Career Center: provide resume reviews and job search tools, including job application support to pass automated filters. <https://uvm.edu/career>
- Handshake: Connects you with job opportunities and other student and alumni: <https://www.uvm.edu/career/handshake-employers>
- Center for Health and Wellbeing (CAPS): counseling and mental health support. <https://www.uvm.edu/health/services>
- Office of Equal Opportunity: to report or discuss equity, misconduct, harassment, discrimination, or bias concerns. <https://www.uvm.edu/equal-opportunity>
- Office of International Education: support for international students. <https://uvm.edu/oie>