Utah State University  
Department of Human Development and Family Studies  
Graduate Mentoring

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<tr>
<th>Excellence in Mentoring Strategies</th>
<th>Evidence Examples</th>
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| Provide clear direction for the requirements each student must meet such as: course work, competencies, examinations, and project, thesis, or dissertation writing | • Review graduate handbook  
• Review student progress and plan of study |
| Provide timely and constructive feedback about students’ performance and progress | • Establish a timeline of when feedback on drafts of student work will be given  
• Meet to discuss student performance |
| Offer fair opportunities for students to correct deficiencies in their work | • Document improvements in writing, analytic, or other skills over time |
| Offer adequate time to meet regularly with students to offer support, guidance, and strategies for success in personal and professional life | • Establish duration and frequency of meetings  
• Articulation of shared goals and challenges  
• Discuss topics deemed important such as sharing ideas for coping with stress, balancing teaching and research workloads, and family responsibilities |
| Serve as chair of student committees and/or be sought out to serve as a member of student committees | • Number of student committees served on as chair  
• Number of student committees served on as a member both within and outside of the Department |
| Help students to develop scholarly writing, oral communication, and analytic skills | • Co-authorship with students  
• Serving as a mentor in writing retreats or workshops, or other capacities |
| Encourage and enable each student to initiate and complete required projects in a timely fashion | • Document students’ timeline and progress to completion, on required projects |
| Encourage and enable students to disseminate their work in scholarly outlets such as academic journals and professional meetings | • Presentations with students  
• Publications with students |
| Encourage and enable students to build appropriate professional networks of people and resources | • Assist students in securing funding for research  
• Help students receive recognition for their accomplishments |
| Prepare students to be competitive for employment by providing current information and professional contacts relevant to each students’ employment goals | • Guide students to begin reviewing relevant position announcements early in their graduate program  
• Introduce students to colleagues in academic or non-academic settings relevant to student career goals |
| Create an environment of collegiality so that learning takes place within a community of scholars | • Foster student collaborations with other students  
• Invite students into collaborations with other colleagues |
| Guide and provide appropriate opportunities for graduate students to mentor undergraduate students | • Plan opportunities for graduate students to mentor undergraduates in research or teaching  
• Guide positive mentoring practices |
| Model ethical behavior | • IRB and human subjects’ training/compliance  
• Ensure transparency in authorship  
• Cultivate a culture of respect for diversity |
| Continue to be an advisor and mentor after students graduate | • Documentation of mentor’s role in job placement  
• Documentation of mentor’s role in continued professional relationships |