Case Western Reserve University EST. 1826

Graduate Student Council

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The Guidebook for Mentors and Mentees:

fostering strong relationships between graduate students and mentors

2019-2020

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2017-2019 GSC Mentor-Mentee Committee

This Guidebook was created entirely by the GSC committee on Mentor-Mentee relationships, a group of graduate student representatives who spent many long hours during the 2017-2018 and 2018-2019 academic years continually drafting, editing, and improving this document.

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Faculty Reviewers

To get the faculty perspective, the GSC committee on Mentor-Mentee relationships contacted the following group of exemplary Case Western Reserve University faculty mentors who volunteered to review and offer suggestions on the draft version of The Guidebook for Mentors and Mentees. The committee cannot possibly thank enough for your outstanding service, suggestions, advice, and enthusiasm, all of which vastly improved this Guidebook. Each of you truly epitomizes the word 'mentor'.

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Sarah de Swart – Director of Faculty Development

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Remarks from President Barbara R. Snyder

I would like to commend the Graduate Student Council for undertaking the important revision of this guidebook that provides essential information for successful mentor-mentee relationships. I know that it will become a well-used tool for our graduate and professional students as well as our faculty.

Maya Angelou once said, “In order to be a mentor, and an effective one, one must care.” The following pages provide excellent guidance on how to do just that. From addressing the difference between an advisor and a mentor to sections on mental health and graduate students, identities of mentees, and general guidelines, it is both thorough and readable. A Guidebook for Mentors and Mentees will become an invaluable reference book for years to come.

We recognize the importance of an outstanding mentor to a student’s successful experience at Case Western Reserve University and beyond. I encourage our graduate and professional students and faculty to read this guidebook and review it regularly. Again, I want to thank the Graduate Student Council for leading this important effort.

Sincerely,

Barbara R. Snyder
President

Welcome, from the President of GSC

By the time a student enrolls in Case Western Reserve University as a graduate or professional student, many people have already influenced their way of thinking about academia. Their academic and personal growth will continue to develop in the years they will spend on our campus, and under the guidance of a mentor, we believe students will have the best opportunity for success. Mentors are often the springboards that help students transition from one stage of their academic lives to the next, and with this Guidebook for Mentors and Mentees, the Graduate Student Council hopes to provide additional support to our rich academic and professional community.

The Graduate Student Council is excited to offer our more than 6,000 graduate and professional students this updated version of the guidebook. In the five years since its inception, the Graduate Student Council has worked toward advocating for students and their academic and professional needs. I want to thank all of the General Assembly representatives, committee members, and students who highlighted the importance of mentoring relationships to our institution; your feedback has been invaluable.

A guidebook like this reflects years of friends, mentors, and influences. This particular revision, or should I say "overhaul," of the guidebook takes a practical approach to the mentor-mentee relationship. As you thumb through the pages you will find tips and tricks to cultivating an appropriate and worthwhile mentoring relationship.

In facilitating the creation and maintenance of this guidebook, the Graduate Student Council hopes to foster meaningful opportunities for our graduate student population to work most effectively with our school's greatest asset: our faculty. With eight main schools of study and widely diverse programs, not every student's experience with mentors will be the same. Much of the advice in this handbook depends on and promotes conversations which will allow both the mentor and the mentee to utilize the other's knowledge and passion for a productive mentorship.

With best wishes,

Ashley Mulryan
Graduate Student Council President, 2019-2020

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Basics of Good Mentoring

I. What Makes a Mentor Different Than an Adviser or a Coach?

Adviser = An individual who is assigned by the department to provide academic, or work-oriented (i.e. fellowship/work supervisor), supervision. Advisers are people with career experience willing to share their knowledge. Academic supervision includes guiding students with selecting classes and registration that will enable a student to progress through the program and align with their academic specialty within the program. An adviser can also help students develop their professional skills and socialize them into the discipline by guiding them towards academic success. An adviser may also be a mentor.

Mentor = An individual who is identified by the mentee as a trustworthy role model. Mentorships can be within formal or informal relationships. A student/candidate should have multiple mentors throughout their tenure – one person cannot meet all of one's needs. A mentor is invested in development of the mentee, including professional and personal growth outside of direct education. In this sense, a mentor is someone who is safe to say "I don't know" to without any fear of retribution or judgement. Students/candidates may be in contact with mentors as often as once a week (or more), and as infrequent as once yearly at a conference. However, regular conversations (face-to-face, email, telephone, and text) are an expectation. The relationship between a mentor and mentee require intentional effort and clear communication. As professional and personal goals evolve, so do expectations about mentoring. A mentor may also be an adviser.

II. Being a Good Mentor

Knowing yourself/self-awareness/emotional intelligence

Before becoming a mentor, begin by thinking about your days as a graduate student and the mentoring you did or did not receive. Consider the following:

- What kind of mentoring did you have?
- If you did not have a mentor or several mentors, what aspects of graduate school were difficult for you? How did you cope with them?
- How did/would a mentor (or several mentors) have contributed to your own productivity and satisfaction during your graduate student experience?
- What did you like and dislike about the mentoring you received?
- How did your mentors help you progress through your graduate program?
- How well did your mentors prepare you for your career?
- Are you still in contact with any of your former mentors? In what way(s)?
- What could your mentor(s) have done differently to be more effective?

If you are a new faculty member and did not have a mentor in graduate school, consider speaking with a current faculty member who has already successfully mentored several graduate students. You might also consider interviewing graduate students in your department and asking them what they like most about their mentors.

Understanding your mentee

Before getting to know your mentee, it may be of use to understand yourself in the context of group membership. Here are some questions and suggestions for how to go about doing so:

Group memberships:

- Think about how your mentee might relate to others socially in terms of identity. To which age group do they belong? How may they identify in terms of gender, social class, disability, family status, and other groups?
- It may be helpful to examine your own affiliations. Please see Appendix H that includes an exercise in getting to know for which groups you may claim membership.

When you have meetings with your mentee, the following categories and their associated suggestions may be useful for understanding the different facet of your mentee's past, present, and future as well as their own personal characteristics.

Career interests:

- Find out about the student's previous educational experiences and why they decided to attend graduate school. What does the student hope to get out of their graduate education?
- Discuss your own research or creative projects and point out how they complement and/or diverge from the student's interests.
- New graduate students are often unsure of exactly where their academic interests lie. Help your mentees identify their interests by recommending courses, projects, lectures, books, or other materials that will expose them to a range of topics within their field.
- Offer suggestions about other training and/or work experiences the student should seek that will help them achieve their goals.
    - Help the mentee actively cultivate professional development. Refer the student to campus resources and people inside or outside the University to build networks. Networking is a learned skill. Even when students enter a program with experience, the mentor should take time to teach the mentee how to network appropriately in their given field. This may include how to address faculty in written communication, attending conferences, presenting in various forums, meeting other faculty on campus, or any other instances where mentees are representing their department.
    - Teach mentees appropriate skills for the academic environment, such as how to write "cold call" emails, how to make conference posters, and how to enter the job market. Do not assume that students already know these skills. If they say they do, state that refreshers are always beneficial, and that it is best practice to understand the institution or department's expectation.
    - Create a space to test out new ways of interacting (i.e. answering questions in class). If a mentee is typically shy, provide an opportunity to engage in verbal conversation. If a mentee is typically outspoken, engage in conversation with intentional listening activities. Be clear that there is a learning activity to acquire new skills.

Work style/learning style:

- Discuss with the student what type of guidance they seek. How much independence does the student want?
- Discuss your work style and the ways in which you interact with your graduate students. This might include the level of independence that you expect of your students and how much time and attention they can expect to receive from you.
- Ask the student about people in their past who have been important mentors. Inquire about how these people were effective in helping the student.
- Consider taking the CliftonStrengths assessment (https://www.gallupstrengthscenter.com) — this is sometimes offered for free through CWRU.

- Set expectations about attendance in the lab or research team, deadlines, and regular meetings to communicate progress, issues, new ideas, and challenges.
- Help navigate the graduate program of study by interpreting graduate school requirements, discussing data ownership and authorship, and advocating for you when you have a problem if that problem is shared with me.

Motivations:

- Ask students about their prior academic, professional, or personal experiences.
- Ask students about their skills (creative, analytical, statistical, etc.) and offer ideas about opportunities to improve those skills through helping other students (teaching and mentoring others), oral and written communication training (reports, presentations, and posters), grant writing, and lab management (supervising others)
- Connect mentees with Career Counseling Services for graduate students on our campus. They offer workshops, coaching, preparation for interviews and online job resources. https://students.case.edu/career/development/
    - This resource can be particularly helpful as students redirect their focus after spending some time in either program or lab!

Resources and References

1. Graduate Student Resources. https://students.case.edu/career/graduate/
2. Graduate Studies Professional Development Center is available to all PhD, DMA, Man, MRA, MS, MSA, ME, MEM, and MPH students as well as Post-Docs! They offer coaching exercises to help mentees draft a personal vision, exercises to identify values, strengths, and gaps, and create an action plan. https://community.case.edu/sgs or email gradprofdev@case.edu.

III. The Mentoring Process

Setting expectations

Before beginning a mentorship, think about what you want from the graduate student so that your own expectations are established. The following questions are examples of what you might consider:

- What sort of mentor do you want to be, or what kind of mentor do you envision you could be? Some examples are social, professional, research, and teaching role mentors.
- What are your expectations of your students?
- What are your communication preferences (email, phone, etc.)?
- What do your students need to know to succeed in your program?
- What are the national and international organizations (publishers, journals, resources, developmental conferences, etc.) in your field that provide a benefit to the student?
- In some fields, such as research, determining an appropriate meeting frequency is pivotal to student success. How often would you expect to meet with the student to ensure they keep up momentum?

Please refer to Appendices C and D for worksheets on mentor and mentee expectations, respectively.

Individual development plan

An individual development plan is a highly useful exercise for discovering and planning short-term and long-term goals for personal and career development. Essentially, it presents an opportunity for the mentee to process and articulate where they are in their career, where they want to be long-term, and what they need to do short-term to accomplish their long-term goals. Mentors also grow and benefit from mentor-mentee relationships and might include their own development plan that outlines how they will track their growth from the relationship. Templates for these can be found online specific to any

number of fields; however, there are a few commonalities in individual development plans. Here are some questions that you and your mentee should actively be thinking about concerning your mentee's professional and/or personal development:

- What is your mentee's current career situation? Describe current activities, stage in career, and completed goals and milestones.
- What are your mentee's short-term and long-term goals for their career? What is the timeline for their completion?
- What are your mentee's needs and objectives in terms of development?
- What opportunities does your mentee plan to take and when will they take them? This may include opportunities here at CWRU (through Graduate Studies and organizations on campus such as the Graduate Student Council), online or classroom-style classes, professional conferences, internships, and other forms of training or experiences.
- How might the mentor benefit/grow from the relationship, and which metrics can be used to track this?

Developing an individual development plan may be beneficial for the first meetings between a mentor and mentee. For a checklist on first meetings, see Appendices E and F (for mentors and mentees, respectively), and refer to Appendix G for a sample mentor and mentee agreement form that can set up a collaborative set of objects, roles, responsibilities, and expectations for both parties.

Following up and staying connected

Fostering a strong connection with your mentee is an important lesson for your mentee in maintaining professional ties. Ask your mentee to update you when they have accomplished something of note toward their career goals. Maintain a constant connection with regular meetings, and emphasize that your mentee's development matters to you. Illustrating the career-defining importance of staying connected to your professional network is a great lesson for your mentees to learn.

Part Two

Mental Health

I. Mental Health and Graduate Students

Graduate Student Mental Health - How Mentors Can Help

Graduate school is stressful for many students though reasons differ based on departmental expectations, program of study, and even family and friends. Aside from learning how to be successful in their field, graduate students must also learn how to overcome potential mental health issues that may arise. While the conversation may be difficult to have with students, mentors can provide the encouragement necessary to tackle these issues. While it is not the mentor's responsibility to provide counseling, it is important that a mentor provide the space to explore stressors, and when necessary, refer students/candidates for additional support. Therefore, it is necessary for faculty to be aware of mental health challenges and statistics to sharpen their ability to identify mental health issues amongst students/candidates.

Statistics

There is growing literature uncovering an under-acknowledged prevalence of mental health disorders amongst graduate students worldwide. Since 2013, 14 students in University of Pennsylvania have committed suicide.[1] In 2014, University of California at Berkeley identified that 47% of their Ph.D. students exhibited signs of depression.[2] Furthermore, researchers in Flemish, Belgium found that their Ph.D. student cohort are twofold more likely to develop psychiatric disorders than the highly educated general population.[3] However, the authors also found that many of these conditions were partially offset when the student had an inspirational mentor. While these studies focused on student populations at specific universities, the implications of their findings on graduate student mental health can be applied for the students here at CWRU.

Breaking the Barrier

Every mentor-mentee relationship is different. While some students may be more open about their personal lives, others view their relationship with their mentor as pertaining strictly to academic work. Additionally, some students may not want their adviser or institutional program to be aware of their mental health conditions. As the relationship between mentee and mentor continues to grow between the student and the mentor, some students may find these issues to be relevant to their relationship. The role of the mentor is not to diagnose mental health issues, but to identify when their mentee is struggling and provide the appropriate resources. While this process may be uncomfortable for both parties, the outcome will be worth the initial struggles.

Identifying Mental Health Issues and Starting/Maintaining the Conversation

It is never too soon to start a conversation with graduate students about mental health issues. While graduate school orientation showcases the health services provided on campus, it is estimated that only 25% of all information from these sessions are retained by students.[4] Aside from retention, students may not find the information necessary until they are facing mental health issues themselves, often months or years later. Here are signs and symptoms that mentors use to recognize mental health issues for graduate students:[3]

- Does the student isolate themselves?
- Is the mentee anxious or withdrawn?
- Is the student missing deadlines?

- Does the student verbally mention signs of distress[5]? (For example: trouble sleeping, great fatigue despite adequate rest, unexplained muscle aches and tension, poor descriptors of themselves, etc.)
- Some signs to watch for include profound depression, thoughts of suicide, self-injury (cutting), frightening anger and/or threats of violence toward others; active anxiety attacks; cognitive confusion, incoherence, disorientation, or grandiose thoughts; or signs of excessive alcohol or drug use.

Starting the Conversation. Considering how each mentor-mentee relationship is different, it is difficult to suggest how to initiate a conversation with a graduate student in distress. While it might be easier to ask the student directly if they have mental health issues, it is best to start with a different but relevant conversation to ease the conversation. Ask the student to explain their ongoing studies, whether it be classes or projects on which they are working. How the student shares these experiences with you will give insight into feelings about their status and success. For example, does the student show excitement verbally and/or nonverbally? Are they intrigued by the topic of their studies? Do they express confusion and doubt in their research or classwork? Do they seem unsure and unmotivated when making deadlines or completing assignments? Additionally, being mindful and aware of the graduate student's body language may reveal nonverbal cues that the student is not conveying verbally. Keep in mind that this suggestion is to guide the conversation towards mental health.

Sustaining the Conversation. As the relationship evolves, so too will the mentor/mentee conversations. Over time, the mentor may find themselves playing more of a role in guiding the student's personal issues. If this is the case, the faculty should also keep in mind their own comfort level in maintaining a personal relationship with their student and the need for confidentiality. As the mentor may also serve as a professor to the student, the mentor may need to restate that particular relationship to maintain professional boundaries and help to identify other support structures, such as counseling or other mentors, the student can pursue for a more personal tone. The student should always be aware that they have support from their mentor, the school, and program of study. Additionally, support should be maintained after the initial conversation. These can be full conversations based on the topics discussed before or just a simple check-in. Students should feel like their mentor is someone who provides support throughout the process of getting help for mental health issues. Consider that this experience will create a stronger mentor-mentee relationship.

Faculty and Student Resources

Below are the resources available from the CWRU University Health and Counseling Services for faculty and students. For more information please visit their website (https://students.case.edu/departments/wellness/).

Consultation Regarding Students in Distress:

- Consultation over the telephone is available with a staff member of **UHCS at 216.368.5872**. When a student demonstrates or discloses thoughts of suicide or dangerous behaviors, faculty, staff or students may contact UHCS for a consultation.
- Walk-in consultation is also available for any faculty, staff or students concerned about a student. Walk-in hours are 8:30 a.m. to 4:30 p.m. M-F in 220 Sears Library.
- If you are worried about a student's immediate safety, please call Case Police at 216.368.3333.
- For those who have been victims of gender-based violence, contact the Advocate for Gender Violence Prevention & Response, found at http://case.edu/centerforwomen/about-the-center/meet-the-team/

Emergencies after Hours, Weekends, and Holidays:

- After hours, weekends or holidays, in the event of a mental health emergency or to consult about a student in distress, call 216.368.5872 and follow the prompts to speak to a counselor by phone.

Community Resources:

- Mental Health 24-hour Referral: 216.623.6888.
- Cleveland Rape Crisis Hotline: 216.619.6192.
- United Way's 211/First Call for Help: a free and confidential information service ready to direct you to the health and human services you need in Cuyahoga, Geauga, and Medina Counties.

References And Resources

1. Jonathan Zimmerman, "High Anxiety: How Can We Save Our Students From Themselves?" The Chronicle of Higher Education. Commentary. (October 20,2017)
2. Ardon Shorr, "Grad School is Hard on Mental Health. Here's an Antidote." The Chronicle of Higher Education. Commentary (July 17, 2017)
3. Elisabeth Pain, "Ph.D. students face significant mental health challenges." Science. Wellness and Health, Non-Disciplinary (April 4, 2017)
4. Lee Burdette Williams, "It's Never Too Soon to Talk About Mental Health," The Chronicle of Higher education. Commentary (October 16, 2016).
5. American Psychology Association. Listening to the warning signs of stress. Retrieved from: http://www.apa.org/helpcenter/stress-signs.aspx
6. University Health and Counseling Services https://students.case.edu/departments/wellness

Part Three

Identities of Mentees

I. Introduction to Mentee Identities

Social identity plays an enormous role in every person's life. It influences perceptions, behaviors, and interactions, and it can play both seen and unseen roles in one's career. These sections explore many common mentee identities and provide insights as to how identities influence a mentee's professional or personal life. Keep in mind that mentees may hold multiple identities. Information on their identities gives a peek into the experiences of the mentee. Be aware that each mentee is unique and may only identify in part, or very little, with the descriptions contained in these sections. These sections promote familiarity with and awareness of common themes present in a given mentee's identity, so that if certain scenarios arise, the mentor will approach the situation with familiarity and understanding. For that reason, the best practice is to promote a dialogue with the mentee to uncover how their identities interact with their professional life rather than to assume that they are experiencing their identity exactly as this guide explains it. One exercise that may be useful prior to delving into these sections of the guide is located in Appendix H, which may help elicit which groups mentors or mentees belong to and how that informs their daily life.

II. Imposter Syndrome: the What and Why

Imposter Syndrome

In general, the Imposter Syndrome is when an individual is afraid of being exposed as a "fraud" because one attributes success to external sources, such as luck. Women, minorities, and first-generation doctoral students may be more likely to identify with the Imposter Syndrome. Feelings of inadequacy may be accompanied by anxiety, stress, or depression. These feelings might cause a student to refrain from academic challenges and prevent attainment of professional goals. Both macro- and micro-aggressions in the workplace can feed the Imposter Syndrome. Below are some statements that graduate students who have Imposter Syndrome might say:

- "I didn't deserve to get in!"
- "My mentor is going to realize that I'm not capable of succeeding in graduate school. They must think I am a fraud."
- "I got that fellowship but not because I earned it."

How mentors can help

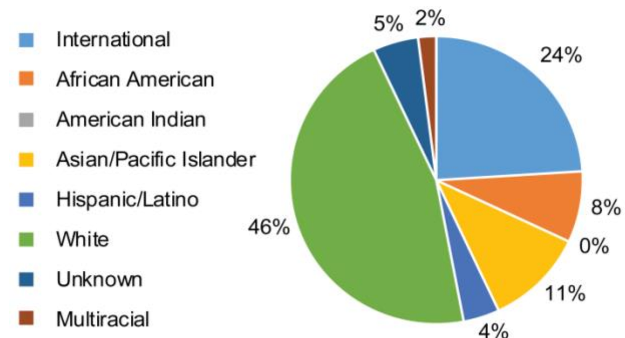
- Enable mentees to be honest about insecurity surrounding professional interactions and/or task. Set aside time to hear the context of the issue and allow the mentee to propose solutions.
  - Support them by asking open-ended questions and guiding their thinking towards their strengths and possible solutions
  - Develop a mutually agreed upon plan to take actionable steps
- Ask about aspirations. These may be different form the specific work of the research lab or center and may change over time. Flexibility is essential to enable students the freedom to explore their career options and fit for their skills. In some cases, completing the degree is not ideal, or shifting to another sub-specialty is necessary. All options are fine.

- Encourage mentees to use their time as a student to explore potential areas of interest. While this does not apply to all students, graduate school is one of the last opportunities for them to explore a variety of academic and career opportunities.
- Offer the student time to reflect and on their path and to set goals. Career planning tools that examine skills, interests, values, career paths, goal setting, planning, and resources may include
  1. The Graduate Student Coaching Program at CWRU (https://students.case.edu/leadership/graduate/coaching)
  2. https://www.imaginephd.com/
  3. https://myidp.sciencecareers.org
  4. https://www.apa.org/educatino/grad/individual-development-plan.aspx

- Support the mentee's professional direction. Do not decide for them what they should or have to do/be to be considered successful.
  - Establish an environment that asks open-ended questions about hopes, aspirations, and long-term plans. IF you know that a particular career choice is the only option based on your knowledge of the field and discipline and that is not what your mentee is striving for, be concrete with them. If necessary, recommend a different match.
  - Consider a letter of introduction or provide a connection via email or in person to build the network and opportunities to explore professional directions.

III. Racial and Ethnic Minority Mentees

Case Western Reserve University Graduate Student Demographics



As illustrated in chart to the left, Case Western Reserve University's ethnicity demographics for 2016 highlight that the major graduate and professional student populations are white (47%) and international (25%) students. There are 2% of students that identify as under two or more races, while 5% of students fall under the unknown category. Minority graduate students with U.S. citizenship or permanent residency (African American, American Indian, Asian, Hispanic/Latino, and native Hawaiian or other Pacific Islander) comprise 21% of the entire graduate and professional student population. Different minority groups face different issues and experiences; do not assume that all students from one minority group will share the same thought and perspectives. Social class, geographic origin, and other factors play an important role in shaping an individual's identity, behaviors, and attitudes. These factors may often supersede race in shaping a student's character and perspective. There are data that mentoring across gender and race is helpful to both mentors and mentees.[1]

Role Models with the Same Cultural Values

Role models are individuals who are usually imitated for their values, attitudes, and behaviors. Role models aid students in boosting their confidence in obtaining their professional goals. For many minority students, finding someone who also holds their traditional cultural values is a more difficult task. As minority graduate students are developing themselves in their careers, they struggle with defining how their new lifestyle can blend with their roots. Help connect your students to identify potential role models.

Stereotyping

Minority students may start graduate school feeling as if they do not belong because they are not smart enough or lack experience. They may also feel that other students and faculty assume that they are less qualified than others to be in graduate school. On the other hand, other races such as Asian-American are burdened by the "model minority" myth, which assumes that they are exemplary students, particularly in math and the sciences. Stereotyping in either direction has negative consequences for all parties involved. The mentor can use self-reflection to avoid unconscious bias towards minorities. Further, do not assume a single individual represents the entire minority group.

Racism and Microaggressions and How to Avoid Them

Racism may be expressed in language, action, and association. Overt instances, such as when a student is denied access to a particular activity because of their ethnicity, are perhaps easiest to recognize. But mentors should also be aware of more subtle forms of racism, such as microaggressions, which are a bit harder to identify.

"Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership." –Sue et al *American psychologist*[2]

One such example of microaggression is asking a student to participate in a community simply because of their minority status and give, for example, the "Hispanic" or "Native American" perspective. Such requests are based on the generalization that being a member of a given culture makes a person an expert on their culture. Although they are not what society thinks of as traditional negative racism, situations like these can make a student feel quite uncomfortable.

Another common microaggression is that minority students may receive feedback that they only got accepted into graduate school or training programs to fulfill affirmative action quotas. Some students may be told that their success will be easier to obtain because they can apply to minority fellowships that are less rigorous. Statements like these force the student to question their abilities and intelligence in their career. Mentors should remind their students that they were chosen to be part of the program and that all students accepted to a graduate program have met rigorous academic standards.

Microaggressions are sadly common, and your mentee may mention how occurrences of these microaggressions by colleagues and workmates may be affecting them. It is important discuss how microaggressions affect them and to support the mentee in coming to a resolution of the issue. This can be achieved by either confronting the microaggressor or reaching out to designated personnel or resources that can help the mentee receive support. Diversity 360 at CWRU is a source of education about diversity, awareness about microaggressions, and strategies to support mentees who identify with a minority (see https://students.case.edu/diversity/training/diversity360/)

References and Resources

1. Johnson, BJ 2016. On Being a Mentor, 2nd edition, pages 175-202. New York, Routledge Publishing
2. Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American psychologist*, *62*(4), 271.

Diversity-Inclusion Campus resources (https://students.case.edu/diversity/training/diversity360/campusresources.html)

IV. Women Mentees

Since the last iteration of this handbook, it is important to note that the perception and origin of difference within the gender binary has changed. In addition, gender is increasingly understood as a fluid concept. Gender, once perceived as inherent differences between men and women, is now acknowledged as societal barriers rather than biological shortcomings.

Gender bias in education will continue to present barriers in professional achievement post-graduation. Fields that are heavily predominated by one gender may be particularly susceptible to gender bias, and it must be noted that gender bias cuts both ways: it can also be felt by males in fields that are predominantly female. Thus, providing separate sets of guidelines for the mentorship of men and women is outdated and inherently biased. To ensure success for both women and female-identified students as well as men and male-identified students, mentors should treat men and women the same in the classroom and in the work environment. This section will focus on women and female-identified graduate students, but mentors should also be aware of fields or situations where men and male-identified graduate students may similarly suffer from gender bias.

Statistics on Women and Female-identified Graduate Students

Table 1

Enrollment by gender per graduate studies department[1]

Graduate Studies[2]	**Men**		**Women**		**Total**
Applied Social Sciences (MSSA, MNO)	93	14%	590	86%	683
Dental Medicine (DMD, MSD)	201	48%	221	52%	422
Law (JD, LLM, MA, SJD)	298	51%	288	49%	586
Management (MBA, MAcc, MS, MSM, DM)	492	51%	470	49%	962
Medicine (MD, MS)	445	47%	501	53%	946
Nursing (MN, MSN, DNP)	82	19%	361	81%	443
Graduate Studies	1,283	49%	1,349	51%	2,632
TOTAL	**2,894**	**43%**	**3,780**	**57%**	**6,674**

In the 2016 Diversity Snapshot[3] the total women represented 39% (n=497) of the full-time faculty (n=1,268). Although the percentage of undergraduate women remained consistent from 2015 to 2016 (45%, n=2,324), the number of women graduate students increased in proportion to men (55%, n=3,578). There were 47 new men and 246 new women enrolled from 2015 to 2016. This change is representative of the increasing trend nationally for women to pursue graduate education. As of fall 2016, there were 5,902 women enrolled as students across campus. Doctoral pursuit is referenced in terms of completion, not progress in and through program. The University's reporting does not currently include demographic (i.e. gender breakout) nor current enrollment and progression through the doctoral process.

Table 2

Doctoral degrees awarded in 2016-2017

Program	**Completion**
Masters across all programs	**1,451**
Master of Accountancy	71
Master of Arts	79
Master of Business Administration	144

Master of Engineering	2
Master of Engineering and Management	70
Master of Fine Arts	1
Master of Laws	55
Master of Nonprofit Organizations	15
Master of Nursing	34
Master of Public Health	23
Master of Science	380
MS in Anesthesia	66
MS in Dentistry	13
MS in Management	242
MS in Nursing	88
MS in Social Administration	168
Doctorates, Research/Scholarship	**206**
Doctor of Philosophy	196
Doctor of Musical Arts	2
Doctor of Management	3
Doctor of Juridical Science	5
Doctorates, Professional Practice	**451**
Doctor of Dental Medicine	68
Doctor of Medicine	193
Doctor of Nursing Practice	54
Juris Doctor	136
TOTAL	**2,108**

Mentoring and Advising

Women can be as competitive and assertive as men. However, some women may choose to avoid conflict and tension due to how women are socialized to communicate. Women who avoid conflict in the workplace or classroom may be selective in approaching potentially tense situations. If a teacher or individual in position of authority would like to engage students in active dialogue in the classroom, they should introduce the conversation stating the expectations for engagement. Some women may need to be given room to speak when in the minority of a class or lab environment.

A mentor can help a mentee process professional and interpersonal interactions and suggest ways in which those interactions may be strengthened. In some instances, this may be encouraging a student to be more assertive and speak up, while in other

instances, women may be encouraged to engage in collaborative work with non-traditional partners. It is the student's responsibility to learn and use their mentor; the student is not in a passive state.

Finding a Productive Mentor-Mentee Match

Women may benefit from being partnered with female role models who are assertive. Fields that typically have an obvious gender minority – i.e. an overwhelmingly male or (as the case may be for some male mentees) female predominance – may benefit greatly from such a role model. However, gender should not be the sole criteria for matching mentees and mentors.

Familial Responsibilities

Women[4] have the privilege and burden of pregnancy. Mentees should review the department specific and/or School of Graduate Studies maternity policy. This can include student health plan benefits, parental leave (for both men and women) policies and procedures, and leave of absence processes. The mentor can offer to create a self-care plan with their mentee who is planning to become a new parent using established resources at CWRU.

Many women feel the importance of "pushing through" when it is not necessary. Health and wellness tend to be put on a back burner throughout their educational path. A mentor serves as a source to check and balance one's self within a supportive environment.

Mentors can help guide supportive conversations about family planning. Women should never feel that they are being treated differently by a professor, mentor, or adviser because of a pregnancy. Under no circumstances should a woman face comments regarding her physical ability, hormonal changes, or competence ("pregnancy brain"). Women should not be asked if they plan to have children, if they plan to get married, or other intrusive and unprofessional questions.

Should health or well-being during a pregnancy impact their work or ability to meet deadlines, it is the mentee's responsibility to connect with their professor, mentor, or adviser to shift their responsibilities for the necessary timeframe.

Suggestions and Resources for Mentees Experiencing Discrimination or Harassment

Connect mentees to the appropriate resources if they experience gender-based violence, discrimination, or a family emergency. Do not try to handle it yourself. Mentees should be encouraged to report instances of harassment either to their supervisor, chair, dean of Graduate Studies, and/or to the Title IX office on campus (which can be done anonymously). Additionally, respect and use the names, pronouns, and/or labels the mentee uses. Gender identities will be further covered in later sections.

Suggestions for Mentors to Avoid

Do not ask women to smile. Women should be expected to keep the same facial and body expression as men without bias or judgment.

Do not comment on women's clothing, unless appropriate. Discuss professional attire for a conference, but avoid judgmental language such as "you would be better off wearing a skirt." Commenting on proper safe lab attire is appropriate.

Do not ask about family planning or personal matters until a trustworthy relationship has been established. It is acceptable to ask a mentee if these are topics they would like to talk about with you. If they say "yes," then you may engage.

Physical contact is not acceptable. Not only may it be unwelcome or inappropriate, some students may have an aversion to being touched. Read their body language and always ask first. It is ok to ask a mentee if certain physical contact is acceptable. For example, if they are crying you may ask if they would like a hug. If, and only if, they say "yes," then you may engage. There are very few circumstances where physical contact is appropriate or necessary. It is best to avoid contact.

Avoid "process punishment" such as, "I went through the process, that's just the way it is." Such comments are dismissive of a student's concerns. There is no reason for academic hazing or harassment. Students and candidates are already in a position of less power and privilege. To purposefully belittle, bully, condescend, or intimidate a student is harassment. Women seldom report harassment because they fear retribution, they do not want to lose their job, and they do not want to risk having to find a new lab/department/program. Thus, it is the responsibility of the mentor to avoid such behavior. It is also their responsibility to point out instances when harassment occurs as noted in conversation the with mentee and guide action towards addressing the situation.

References and Resources

1. Does not include CIM students or doctoral specific program enrollment
2. http://case.edu/ir/media/caseedu/institutional-research/documents/students/enrollbygender17.pdf
3. http://case.edu/ir/media/caseedu/institutional-research/documents/pdfs/Diversity_Snapshot_Fa2016.pdf
4. Transgender men who are pregnant also encounter similar bias. This is further discussed in the LGBTQA+ section.
5. Flora Stone Mather Center for Women (https://students.case.edu/departments/centerforwomen/)
6. ACES+. The Academic Careers in Engineering & Science (ACES) program at Case Western Reserve University was part of the National Science Foundation (NSF) ADVANCE program to develop a national science and engineering workforce that includes the full participation of women at all levels of faculty and academic leadership. https://case.edu/aces/

V. LGBTQA+ Mentees

Introduction to the LGBTQA+ Community

Members of the LGBTQA+ community, such as those that identify as lesbian, gay, bisexual, transgender, queer, questioning, asexual, allies, pansexual, intersex, or two-spirit, among other identities, represent the spectrum of sexual and gender identities outside of traditional societal rules of heterosexuality and gender binary (i.e. male, female). Strides within modern western culture have led to growing awareness and acceptance of members of the community, leading to more LGBTQA+ individuals feeling comfortable to be expressive of their identities in their personal lives as well as in the workplace. Graduate students belonging to this community lie on a gamut of comfort with disclosing their identity in a workplace or school environment, in their personal lives, or to themselves. To this end, providing an open-minded, inclusive, and supportive climate is imperative for members of the LGBTQA+ community to thrive. It also requires knowing the different climates they inhabit: regional or statewide, local, university-level, and program-level.

Better understanding of the LGBTQA+ community comes from an understanding of sexual identity, gender identity, and gender expression. Sexual identity refers to how the person identifies themselves independent of their sexual behavior (i.e. sexual acts the individual engages in) or sexual orientation (i.e. attraction to a certain sex, gender, or multiple sexes or genders) and is inclusive of identities such as asexuality and pansexuality, among others. Usage of the term MSM (men who have sex with men) in medical literature, for example, is inclusive of men who may identify as asexual or straight.

Gender identity refers to how the person identifies themselves, which may or may not be different from their biological sex (i.e. male versus female). Those who identify with a gender other than their biological sex may describe themselves as transgender, genderqueer, genderfluid, agender, pangender, two-spirit, and so on. To encompass the entire gender variant community, many use the term "trans*" for inclusivity. Some in the trans* community prefer alternative pronouns for others to use in reference to them, such as ze/zir/zirs or they/their/theirs, among others, instead of he/him/his and she/her/hers.

Gender expression refers to how the person expresses gender externally, such as through clothing or make-up, social behavior, and so on. It is usually described on a spectrum from the feminine to masculine, including the androgynous. Drag queens are an example of a theatrical form of feminine gender expression.

One additional point to make is that some individuals may not have a determinate biological sex as they differ biologically from either female or male. These individuals are termed intersex (the former term hermaphrodite is now derogatory) and should not be conflated with transgender individuals. Parents had historically assigned the individual a gender as a child, but medical doctors are beginning to advise that parents wait for the child to assert its own gender identity.

For other definitions on LGBTQA+ terms, please refer to the glossary at the end of this section.

Social Environment and Climate for an LGBTQA+ Individual

How an LGBTQA+ student acts in a given situation may be seen through the lens of the sociopolitical climate they were exposed to previously, such as at their undergraduate institution or where they grew up, as well as the current climate in graduate school. CWRU graduate students interact within a number of contexts, such as within the local and regional area of Cleveland, within CWRU itself, as well as within their program. Each of these contexts may have a different climate with respect to acceptance of LGBTQA+ individuals. Knowing a bit more about the LGBTQA+ climate at each of these levels will assist in understanding how supported or stigmatized a student might feel in their life.

Although LGBTQA+ individuals are getting more attention in mainstream media and politics, there is still considerable stigma associated with being a part of this community no matter the general climate. Social support for LGBTQA+ students can be found through multiple associations at the university level, including the CWRU LGBT center, the graduate student group QGrad, and the undergraduate student group SPECTRUM. Local and national efforts include the LGBT Center of Greater Cleveland and associations such as the Human Rights Campaign, GLAAD, GLSEN, and PFLAG. Additionally, Stonewall Sports has established multiple LGBTQA+ team sporting leagues in the city, such as kickball and dodgeball, which are available seasonally.

For a mentor, cultivating an accepting and welcoming climate may include getting SafeZone training and displaying stickers or symbols of LGBTQA+ support in their office. SafeZone training can be accessed by contacting the LGBT Center staff, currently director Liz Roccoforte (liz.roccoforte@case.edu) or AmariYah Israel (amariyah.israel@case.edu), to schedule a group training or attend a scheduled training. Remaining cognizant of the stigma and issues surrounding LGBTQA+ students and knowing safe places for support is helpful for when a student is going through difficult times. Additionally, the student may want mentors who specialize in or advocate for LGBTQA+ students and who can serve as role models. Networking with faculty, the LGBT center, or LBGTQA+ student organizations such as QGrad may result in finding a mentor that can assist the student with these topics.

Transgender people run into a number of difficulties relating to transitioning, including requests for legal name changes that may require reissuance of important documents, such as diplomas, need for comprehensive health insurance to cover gender affirmation care, and lack of gender-neutral bathrooms. Additionally, transmen may still maintain the ability to become pregnant; pregnancy and its impact on mentees is discussed more completely in the women mentees section. The CWRU LGBT Center has a number of resources to address difficulties common to transgender individuals, and gender affirmation care is currently fully supported by the student health insurance plan. These difficulties accompany other social aspects of transition, most notably pronoun use and name changes, which may be different depending on the social sphere and how comfortable the trans person may be with their identity. Usage of the correct pronoun and name is highly affirmatory and makes trans people feel truly seen; incorrect usage of pronouns or names can be invalidating and is unfortunately common amongst strangers due to gender stereotypes propagated by outdated societal constructs. Knowing these difficulties may help gain perspective on where transgender students are coming from.

Finally, coming out may be a difficult process for the student, who may be considering both the fear of needing to protect themselves or having an exit strategy as well as the fear of compromising their values or sense of self. Each student will be different in this regard and some may not bring their personal lives to school for a variety of reasons. As with other LGBTQA+ topics, the student will take the lead on introducing them if or when they feel comfortable, and it is best practice to be accepting and welcoming of the student's disclosures.

Discrimination

Discrimination of LGBTQA+ individuals leads them to feel invisible, ostracized, isolated, concealed, and undervalued. Discrimination against LGBTQA+ individuals is quite common and may go unnoticed in the form of microaggressions. Microaggressions are brief verbal, behavioral, or environmental indignities, unintentional or intentional that communicate prejudice, discrimination, and hostility subtly with words as well as actions. In fact, there is a remarkable lack of state-wide or federal protections for those of the LGBTQA+ community, such that discrimination against LGBTQA+ individuals is considered legal. Additionally, discrimination may also occur within the LGBTQA+ community, such as marginalization of bisexuals or dismissal of transgender people. LGBTQA+ students will feel safer in environments where forms of discrimination, such as microaggressions or blatant heterosexism, are absent or avoided. Here are some examples of discrimination to be aware of:

- Heterosexism is the belief that heterosexuality is superior and the norm, such that a person is heterosexual unless otherwise indicated. An example of such would be asking a female acquaintance about her boyfriend. Use unassuming words such as "partner" instead.
- Genderism is the belief that gender only exists as a binary system of man-woman, where gender is automatically and intractably linked to one's sex assigned at birth. An example of such would be having bathrooms marked for "men" and "women" rather than having gender-neutral or unisex bathrooms or stating that certain toys are gender specific such as giving dolls to girls and trucks to boys.
- Homophobia is the irrational fear of homosexuals or homosexuality. An example of such would be mentioning that you wish gay men didn't act so "gay" (flamboyant).
- Transphobia is an irrational fear of those who are gender variant and/or the inability to deal with gender ambiguity. For example, saying, "you are so pretty – I couldn't even tell you were trans!" is a form of transphobia.
- Biphobia is not a fear but rather a marginalizing belief that bisexuality does not exist, that everyone is bisexual, that bisexual individuals are simply hypersexual, that bisexuality is a temporary phase between either heterosexuality or homosexuality, or that when a bisexual has an opposite-sex or same-sex partner, that individual is no longer bisexual but rather heterosexual or homosexual instead. An example would be thinking that a bisexual woman dating a man is straight, no longer bisexual, or sex-hungry. Biphobia includes assuming that because someone is dating the opposite sex they are "straight."

Glossary of selected LGBTQA+ Terms (see Appendix I for extended glossary)

Ally: (noun) a typically straight or cis-identified person who supports and respects for members of the LGBTQ community
Aromantic: (adj) describes a person who experiences little or no romantic attraction to others and/or a lack of interest in forming romantic relationships
Asexual: (adj) having a lack of (or low level of) sexual attraction to others and/or a lack of interest or desire for sex or sexual partners. Asexuality exists on a spectrum from people who experience no sexual attraction or have any desire for sex to those who experience low levels and only after significant amounts of time
Biological Sex: (noun) a medical term used to refer to the chromosomal, hormonal and anatomical characteristics that are used to classify an individual as female or male or intersex. Often referred to as simply "sex," "physical sex," "anatomical sex," or specifically as "sex assigned [or designated] at birth"
Bisexual: (adj) a person emotionally, physically, and/or sexually attracted to male/men and females/women. Other individuals may use this to indicate an attraction to individuals who identify outside of the gender binary as well and may use bisexual as a way to indicate an interest in more than one gender or sex (i.e. men and genderqueer people). This

attraction does not have to be equally split or indicate a level of interest that is the same across the genders or sexes an individual may be attracted to

Cisgender: (adj, pronounced "siss-jendur") a person whose gender identity and biological sex assigned at birth align (e.g., man and male-assigned). A simple way to think about it is if a person is not trans*, they are cisgender

Cisnormativity: (noun) the assumption, made by individuals or institutions, that everyone is cisgender, and that cisgender identities are superior to trans* identities or people. Leads to invisibility of non-cisgender identities

Gender Binary: (noun) the idea that there are only two genders (male/female) and that a person must be strictly gendered as either male or female

Gender Expression: (noun) the external display of one's gender, through a combination of dress, demeanor, social behavior, and other factors, which is generally measured on scales of masculinity and femininity. Also referred to as "gender presentation"

Gender Fluid: (adj) a gender identity best described as a dynamic mix of boy and girl. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more man some days, and more woman other days

Gender Identity: (noun) the internal perception of one's gender and how they label themselves based on how much they align or don't align with what they understand their options for gender to be. Common identity labels include man, woman, genderqueer, trans, and more

Gender Non-Conforming (GNC): (adj) someone whose gender presentation, whether by nature or by choice, does not align in a predicted fashion with gender-based expectations

Genderqueer: (adj) a gender identity label often used by people who do not identify with the binary of man/woman; or as an umbrella term for many gender non-conforming or non-binary identities (e.g., agender, bigender, genderfluid). Genderqueer people may combine aspects of various gender identities (bigender, pangender), may not have a gender or identify with a gender (genderless, agender), may move between genders (genderfluid), or may be third gender or other-gendered (includes those who do not place a name to their gender having an overlap of, or blurred lines between, gender identity and sexual and romantic orientation)

Gender Variant: (adj) someone who either by nature or by choice does not conform to gender-based expectations of society (e.g. transgender, transsexual, intersex, gender-queer, cross-dresser, etc.)

Heteronormativity: (noun) the assumption, in individuals or in institutions, that everyone is heterosexual, and that heterosexuality is superior to all other sexualities. Leads to invisibility and stigmatizing of other sexualities. Often included in this concept is a level of gender normativity and gender roles, the assumption that individuals *should* identify as men and women, and be masculine men and feminine women, and finally that men and women are a complimentary pair

Heterosexism: (noun) behavior that grants preferential treatment to heterosexual people or, that reinforces the idea that heterosexuality is somehow better or more "right" than queerness, or that makes other sexualities invisible

Heterosexual: (adj) a person primarily emotionally, physically, and/or sexually attracted to members of the opposite sex. Also known as straight

Homophobia: (noun) an umbrella term for a range of negative attitudes (e.g., fear, anger, intolerance, resentment, erasure, or discomfort) that one may have towards members of LGBTQ community. The term can also connote a fear, disgust, or dislike of being perceived as LGBTQ

Romantic Attraction: (noun) an affinity for someone that evokes the desire to engage in relational intimate behavior (e.g., flirting, dating, marriage), which can be experienced in varying degrees (from little-to-non, to intense). Often conflated with sexual attraction or emotional/spiritual attraction

Sexual Attraction: (noun) an affinity for someone that evokes the want to engage in physical intimate behavior (e.g., kissing, touching, intercourse), which can be experienced in varying degrees (from little-to-non, to intense). Often conflated with romantic attraction or emotional/spiritual attraction

Sexual Orientation: (noun) the type of sexual, romantic, emotional/spiritual attraction one feels for others, often labeled based on the gender relationship between the person and the people they are attracted to (often mistakenly referred to as sexual preference)

Sexual Preference: (noun) the types of sexual intercourse, stimulation, and gratification one likes to receive and participate in. Generally, when this term is used, it is being mistakenly interchanged with "sexual orientation," creating an illusion that one has a choice (or "preference") in who they are attracted to

Trans*/Transgender: (adj) (1) An umbrella term covering a range of identities that transgress socially defined gender norms. Trans with an asterisk (*) is often used to indicate that you are referring to the larger group nature of the term; (2) A person who lives as a member of a gender other than that expected based on anatomical sex

Transman: (noun) An identity label sometimes adopted by female-to-male transgender people or transsexuals to signify that they are men while still affirming their history as assigned female sex at birth (sometimes referred to as transguy)

Transwoman: (noun) Identity label sometimes adopted by male-to-female transsexuals or transgender people to signify that they are women while still affirming their history as assigned male sex at birth

Transsexual: (noun and adj) a person who identifies psychologically as a gender/sex other than the one to which they were assigned at birth. Transsexuals often wish to transform their bodies hormonally and surgically to match their inner sense of gender or sex

Ze/Hir: (noun, pronounced "zee"/"here") alternate pronouns that are gender neutral and preferred by some trans* people. They replace "he" and "she" and "his" and "hers" respectively. Alternatively, some people who are not comfortable or do not embrace "he" or "she" use the plural pronoun "they" and "their" as gender neutral singular pronouns

References

1. "Proud and Prepared: A Guide for LGBT Students Navigating Graduate Training" was released in August 2015 by the American Psychological Association of Graduate Students Committee on Sexual Orientation and Gender Diversity (APAGS-CSOGD). Retrieved from http://www.apa.org/apags/resources/lgbt-guide.aspx
2. Vocabulary Extravaganza 3.0. (n.d.). Retrieved from http://thesafezoneproject.com/activity/vocabulary-extravaganza-2-0/
3. Lesbian Gay Bisexual Transgender Center at CWRU. (https://students.case.edu/departments/lgbt)

VI. Mentees with Families

Familial Responsibilities

As previously stated, women face many challenges during pregnancy and immediately following birth. However, mentors can provide essential support for women to remain successful during this time.

Men also face significant changes when they become a parent. New parents face considerable stress, and plans for the unexpected and flexibility need to be established with the support of their mentor.

The same regard for self-care, respect, and planning should be affordable to all students who engage in the process of adoption. Similarly, stress on family structures should also be respected, regardless of the structure of the family. This may include scenarios involving care for an ailing parent or spouse, the death of a loved one, or other family needs. The ability to serve as a stable and loving family member does not conflict with the ability to be a successful student, employee, and/or candidate. If a situation arises where family and work/school are in conflict, the student and mentor can work together to find a solution. It is the mentee's responsibility to communicate with the mentor, and the mentor's responsibility to maintain a safe environment for conversation. Empathy from the mentor can support the mentee during stressful transitions in familial relationships.

VII. International Mentees

Issues of Culture and Language in the Classroom

For most international students, choosing to study in the United States means that they will need to function in a second language and adjust to an entirely new set of cultural and educational norms.[1] An important example is the issue of competition. Many international students feel that American classes are unnecessarily competitive. In particular, students from Eastern and Southeastern Asia—often trained in educational systems where the student's role is to be passive—are shocked to see American students speaking up without being called upon or challenging the remarks of professors and peers. They fear that if they do not exhibit these behaviors, the faculty will judge them to be less capable and/or less intelligent.

Many international students are also uncertain about academic rules. When combined with the difficulties of nuances in language and communication, uncertainty with the English language could result in violations of academic integrity and plagiarism. Some international students may be disappointed if their classes do not incorporate many international perspectives or if American faculty and students undervalue the global experiences they bring to the classroom.

Social Stresses

While many graduate students experience the stress of having moved away from family and friends, international students have an even greater sense of displacement. International students who bring their partners and children with them have worries about how well their families are adjusting to Cleveland, Ohio and to American life overall. In addition, a significant number of international graduate students are concerned with loneliness (because they are unfamiliar with the ways in which Americans socialize) and being unable to find people patient enough to speak with them.[1] A further complication is that, upon returning home, international graduate students find that because of their different dress, talk, and behavior, they have become foreigners in their own countries.

Below are a few suggestions for engaging and interacting with International students:

- If you have ever traveled to another country, recall how you had to rely on assistance from others as you became acclimated to the language and customs. Offer international students the same courtesies you needed when you traveled abroad.
- If you have traveled to their country, share the positive experiences from your visit with them. This may help communicate your awareness of their country, culture, and perspective.
- Demonstrate your interest in international students by reaching out to them at academic and social occasions. Ask about their research and outside interests. Take time to learn about their experiences and perspectives.
- Introduce new international students to more advanced international graduate students so that they have a network of people to rely on for advice. There are a number of student organizations on campus, including the Center for International Affairs.
- Some international students find it hard to jump into classroom discussions. Calling on them for specific responses may help engage them in your classes.
- Some international students find it difficult to converse over e-mail because they rely on seeing facial expressions and other mannerisms to understand conversations. You may want to offer to meet in person with international students if you think they have difficulties with e-mail.
- Do not assume that all international students have difficulties with English. Many were trained in English-speaking institutions and others have English as their first language.
- For students who are still working on English competency, ask them if they are comfortable with you correcting their use of English in a public setting (e.g., classroom).
- Clarify what constitutes original work and what is plagiarism.

- Be aware that international students must obey rules that govern their studies and funding. Most commonly, students have a single-country visa which prohibits them from traveling freely. They also cannot work for pay and are excluded from most U.S.-based fellowships.

Resources

1. Trice, Ashton D. *A Handbook of Classroom Assessment*. Addison-Wesley Longman, 1999.

International Student Services: https://case.edu/international/international-student-services

VIII. Mentees with Disabilities

Graduate Students with Disabilities

A disability is a physical, cognitive, or mental impairment that greatly limits some, or many, aspects of the student's major life activities. A physical or mental impairment is defined as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting bodily functions. Physical impairment includes but not limited to impairment to the neurological, musculoskeletal, respiratory, cardiovascular, reproductive, digestive, immune system, skin, or endocrine system. Examples of mental impairment include emotional or mental illnesses and specific learning disabilities. Disabilities may incur changes to many major activities, including personal care, walking, seeing, hearing, eating, sleeping, learning, reading, thinking, and communicating.

Students are encouraged to self-disclose their disability to Disability Resources, other staff members or faculty. However, students are not obligated to disclose to anyone. If a student with a disability wants an accommodation, they must see a professional staff member in the Office of Disability Resources who can discuss the process of acquiring an accommodation. Once the student gets an accommodation, they will receive an accommodations memo. This memo states the accommodations that have been made for the student for that semester. New memos with any updated accommodations are given each semester, and it is the student's responsibility to provide the memo to faculty. The accommodation should not change the function of the class (e.g., flexible attendance accommodations for a laboratory class that requires participation will have different accommodations than a lecture class). Memos are not retroactive and they do not include a diagnosis. If you are unsure about the accommodations given, speak to a professional staff member in the Office of Disability Resources. They are advocates for the student as well as the professor.

If you have a student that is displaying behaviors that are troubling or inappropriate, faculty mentors should contact the Graduate Studies Office. Explain the behavior your student is displaying and they will be able to identify if they can help or will guide you to the correct office for support. Regardless if your student has a disability or not, all students are held to the same Student Code of Conduct.

Resources

Office of Educational Services for Students (ESS): 216.368.5230.
Disability Resources for students at CWRU (https://students.case.edu/academic/disability/)

IX. Mentees with Religious Beliefs

It is important that mentors respect the religious practices that their graduate students choose to follow. While it is impossible for mentors to know every practice within every religion, this section outlines some things faculty members may want to be aware of when interacting with students of diverse religious beliefs.

Absences

Students with religious beliefs may take days off from school for religious holidays, even though they may not be official university holidays. Examples include Rosh Hashanah for students with Jewish beliefs or Good Friday for students with Christian beliefs. It is important to let students know that observing their religious holidays will not result in a penalty and that faculty members will help fill them in on any information they have missed.

Dietary Customs

Many religions have dietary customs. Some of these customs are practiced only during religious holidays, such as the holy month of Ramadan for the Muslim faith, during which practicing Muslims do not consume food or drink during daylight hours. Other nutritional practices may persist at all times.

Suggestions

Make it clear to students on your class syllabus or in early discussions that absences due to religious practices will not hurt their grade or your opinion of their work ethic. It should also be made clear how much time in advance students should notify you of their absence and their responsibilities for making up the work.

Be accommodating to all religious practices of students. For example, if a meeting or class is scheduled during sunset, allow students who observe the holy month of Ramadan to bring some food and drink with them, as they will likely have not eaten all day.

When planning social gatherings, avoid referring to these as parties for specific religious groups. Having a “Winter Break Party” instead of a “Christmas Party” will make all students feel welcome, including Jehovah’s Witnesses who do not celebrate many Christian or any civil holidays.

In settings where food will be provided, be conscious of food options as some religions have specific dietary needs and restrictions.

Resources

CWRU’s student organization list includes a sub-heading of religious groups: http://gsc.case.edu/

General Guidelines

I. Title IX: Sexual Harassment

Sexual Harassment, Sexual Misconduct, and Title IX

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded programs and activities. This applies to K-12, colleges and universities that accept federal funding. Title IX also covers sexual misconduct, intimate partner violence, pregnant and parenting students, and stalking based on gender.

Behaviors that fall under Title IX violations include sexual harassment, sexual misconduct, and intimate partner violence. Sexual harassment is uninvited and un-welcomed verbal, non-verbal, or physical behavior of sexual nature, especially by a person in authority towards a subordinate, such as a professor towards a student. This includes unwanted sexual advances, stalking, and requests for sexual favors. More information on CWRU's Sexual Harassment Policy can be found at https://students.case.edu/policy/sexual/harassment.html. Sexual Misconduct is a broad term that includes many behaviors including sexual harassment, sexual assault, rape, and sexual exploitation. Intimate partner violence is defined as violence or abuse between those in a close romantic, or intimate relationship to each other. Intimate partner violence can consist of intimidation, harassment, physical abuse, sexual abuse, or interference with personal liberty of any person by someone in an intimate relationship. Additionally, Title IX prohibits sex discrimination in educational programs and activity, and it also prohibits discrimination of students who have children or are pregnant.

CWRU's policy is in place to provide a workplace that is supportive, educational and non-discriminatory. This policy applies to all students, faculty, staff as well as other university officials, volunteers or visitors, and is effective starting the day the student accepts admission to CWRU. The university does not discriminate on the basis of sex in its educational program and in other activities operated by the university as is required by Title IX. Our university is committed to building a community that is based upon trust and respect for all of its members.

CWRU expects all members of the university (including visitors and volunteers) to conduct themselves in a way that does not violate the rights of others. Complaints that are reported will result in CWRU acting to end the discrimination, prevent future occurrences, and give guidance and help to all members involved. This policy extends to members on and off campus property. All members of the university community are encouraged to cooperate and participate in inquiries and investigations, appear before a hearing panel as requested, and cooperate with resolutions of complaints and implementations of recommended sanctions as applicable.

The university's policy governs university-sponsored activities occurring both on and off university property and applies to non-university sponsored or related events that occur off university property that may have a demonstrable and significant disruptive impact on a university community member or on the campus. The work or educational environment includes, but is not limited to: offices, classrooms and clinical settings; residence halls and Greek Houses; on-campus or off-campus interactions between university community members, whether personal or virtual; and all university-sponsored activities, programs, or events (including off-campus activities such as international travel programs).

All faculty, staff, and student employees (resident assistants, orientation leaders) are mandatory reporters. All reports of discrimination that fall under Title IX must be reported to the Title IX Coordinator. Confidential resources are not required

to report anything to the university. These confidential resources are (University Health and Counseling Services, Student Advocate for Gender Violence Prevention and Response, Inter-religious Council, and Cleveland Rape Crisis Center). Please note any report made to these offices is not considered making a report to the university. The University must review all complaints reported to the university in a prompt and impartial manner and provide interim measures and accommodations to parties involved in a Title IX issue. Title IX is a federal civil right that applies to all people in the United States (not just female students). If harassment or misconduct takes place, the university may not retaliate against victims making a complaint. All educational institutions, including CWRU, must have an established protocol or complaints, discrimination or violence against others.

Reports can be filed with the Office of Title IX, or the Office for Inclusion, Diversity, and Equal Opportunity.
More information on where to report violations can be found at http://case.edu/title-ix/file-a-report

II. Ethical Responsibilities for Mentors

Letters of Recommendation

During and beyond the graduate program, graduate students will need letters of recommendations from their advisers to apply for pre- or post-doctoral fellowships and/or job positions. In some cases, it is expected from these organizations and institutions that one letter must come from the applicant's adviser. Letters must showcase the talent and skills of the applicant and must be designed to ensure the best chance of receiving the award or position. Students should never feel pressured or unsure in their ability to secure a great recommendation letter from their adviser. Utilizing letters of recommendation to pressure the student, in any circumstances, is unethical. If there are concerns about a student's abilities or obligations, this is a matter of separate discussion.

Committee Meetings (may not be applicable to all schools/degrees)

Some graduate programs require students to form committees composed of their adviser and other faculty members who are experts in their field of study. These committees should be designed by both the student and their adviser to ensure a both rigorous and a fostering environment. Regular committee meetings throughout the year are designed to push the student's project forward and provide support for the student's professional goals. Student support from the adviser is critical during these meetings, especially in the beginning. Committee meetings may be daunting for the student, so students often view their advisers as their first ally as they are getting to know the rest of the committee. Advisers should support the student before, during, and after these committee meetings. Some students may need guidance on how to set up or present in their first couple of meetings. During the meeting, an adviser should also evaluate when and how to properly aid the student. For example, the adviser should allow the student to think through questions and answer as well as they can, but rephrase questions that the student may not understand. Additionally, the adviser should highlight the student's strengths and accomplishments to the committee while acknowledging weaknesses that they can improve upon with the committee's help. Most importantly, a post-committee meeting conversation with the student should be held to reflect on the feedback given during the committee meeting. This ensures that the adviser and student remain on the same page for moving their project and professional goals forward.

University Policies and Procedures Applicable to Mentees

Graduate students that are enrolled in programs under the School of Graduate Studies[1] are entitled to two weeks of vacation per calendar year (10 traditional work days) if they receive support for a 12-month period. Advisers should encourage students to take time off from their program. After taking a mental and physical break, students may come back recharged and motivated to pursue their academic goals. Additionally, pressuring students to not take vacation or creating guilt for doing so may make the student feel unsupported, which may create a hostile work environment.

Graduate students who receive support for a 12-month period are entitled to the following:

- Observation of all university holidays[2], which are Independence Day, Labor Day, Thanksgiving Day, Day after Thanksgiving, Christmas Eve, Christmas Day, New Year's Eve, New Year's Day, Martin Luther King Day, and Memorial Day.
- Two weeks of sick leave per the calendar year (10 traditional work days).
- Parental leave up to 6 weeks for the primary caregiver and 3 weeks for a domestic partner.

For more information about university policies and procedures please visit: http://case.edu/gradstudies/about-the-school/policies-procedures.

References

1. List of programs under the School of Graduate Studies: https://case.edu/gradstudies/prospective-students/degree-programs-offered/
2. Dates of University Holidays: https://case.edu/finadmin/humres/policies/employment/holiday.html

Resources

Faculty Mentoring Program offered through the Office of Faculty Development
https://case.edu/facultydevleopment/career-path/mentoring-mentor-fellows-program

Graduate Student Mentoring Resources through the University Center for Innovation in Teaching and Education (UCITE). https://case.edu/ucite/faculty-productivity/graduate-student-mentoring. This site includes a mentor readiness assessment and a mentor motivation inventory in a PDF workbook, *Building Effective Mentoring Relationships*.

"Academic Careers in Engineering & Science (ACES) Home."
http://www.case.edu/admin/aces/

American Psychological Association of Graduate Students. "A Survival Guide for Ethnic Minority Graduate Students."
http://www.apa.org/apags/diversity/emsg.html

Association of Colleges and the Further Education National Training Organization, Learning and Skills Council. "Mentoring towards excellence: Section 4: Handbook and guidelines for mentors and mentees." Coventry, England.

"AWIS: Association for Women in Science | Mentoring."
http://www.awis.org/careers/mentoring.html

Brainard, S.G., Harkus, D.A., and George, M.R. (1998), "A curriculum for training mentors and mentees: Guide for administrators." Seattle, WA: Women in Engineering Initiative, WEPAN Western Regional Center, University of Washington.

"Case Medicine: Office of Multicultural Programs."
http://casemed.case.edu/omp/

"Case School of Graduate Studies."
http://www.case.edu/provost/gradstudies/

"Case Western Reserve University LGBT Resources."
http://www.case.edu/provost/lgbt/

"Cleveland baby & kid stuff classifieds - craigslist."
http://cleveland.craigslist.org/bab/

"Cleveland childcare classifieds - craigslist."
http://cleveland.craigslist.org/kid/

"Cleveland Metroparks."
http://www.clemetparks.com/

"Committee on LGBT Concerns."
http://www.case.edu/provost/lgbt/committee.html

"Council for Economic Opportunities in Greater Cleveland."
http://www.ceogc.org/

"Counseling Services and Collegiate Behavioral Health - Case University Counseling Services."
http://studentaffairs.case.edu/counseling/

"CPST Home Page."
http://cpst.org/index.cfm

"Cuyahoga County Ohio Parks."
http://ohio.hometownlocator.com/features/cultural,class,Park,scfips,39035.cfm

"Daily Dose of Reading: Home."
http://www.dailydoseofreading.org/

"Disability Resources - Case Educational Services for Students."
http://studentaffairs.case.edu/education/disability/

"Disability Resources One-Pagers - Case Educational Services for Students."
http://studentaffairs.case.edu/education/disability/learning.html

"ED.gov."
http://www.ed.gov/parents/earlychild/ready/healthystart/index.hmtl

"Events | Dr. Senders and Associates."
http://drsenders.com/?q=event

"Financial Aid - Home."
http://finaid.case.edu/Finaid.aspx?c=1

"Flora Stone Mather Center for Women."
http://www.case.edu/provost/centerforwomen/index.html

"Go City Kids - Cleveland - Kids & Family Activities, Cleveland Entertainment & Events."
http://gocitykids.parentsconnect.com/?area=177

"Graduate Student Handbook."
http://www.case.edu/provost/gradstudies/docs/GraduateStudentHandbook.pdf

Green, S.G. & Bauer, T.N. (1995). Supervisory mentoring by advisors: Relationships with doctoral student potential, productivity, and commitment. Personnel Psychology, 48, 537-561.

"Information for Faculty - Case Educational Services for Students."
http://studentaffairs.case.edu/education/disability/faculty.html

Limbach, Patrick. "AIGC Article: Mentoring Minority Science Students: Can a White Male Really be an Effective Mentor?" American Indian Graduate Center.

http://www.aigc.com/articles/mentoring-minority-students.asp

Nerad, M. (1992). Using time, money and human resources efficiently and effectively in the case of women graduate students. Paper prepared for the conference proceedings of Science and Engineering Programs: On Target for Women (March, 1992).

Nerad, M. & Stewart, C.L. (1991). Assessing doctoral student experience: Gender and department culture. Paper presented at the 31st Annual Conference of the Association for Institutional Research (San Francisco, CA, May 1991).

"Ohio County/Metro Trails."
http://www.dnr.state.oh.us/tabid/11875/default.aspx

Nyquist, J.D., Wulff, D.H. (1996). Working Effectively With Graduate Assistants. Thousand Oaks, California: Sage.

"Promoting Intercultural Exchange at Case - Case International Student Services."
http://studentaffairs.case.edu/international/

Sandler B.R., Silverberg. L.A., & Hall, R.M. (1996). The chilly classroom climate: A guide to improve the education of women. Washington, D.C. The National Association for Women in Education.

"Shaker Heights Public Library."
http://www.shakerlibrary.org/Kids/links.aspx?Websites+for+Parents

"Student Organizations - Case Multicultural Affairs."
https://studentaffairs.case.edu/multicultural/resources/organizations.html

"Student Organizations: Case Western Reserve University."
http://www.case.edu/studentorgs/

"The Mentoring Gap for Women in Science :: Inside Higher Ed :: Higher Education's Source for News, and Views and Jobs."
http://www.insidehighered.com/news/2008/02/28/mentor

The Rackham School of Graduate Studies, The University of Michigan. "How to Mentor Graduate Students: A Guide for Faculty at a Diverse University." 2006.

"Think, Lead, and Act Globally - Case Multicultural Affairs."
http://studentaffairs.case.edu/multicultural/

Trice, A.D. (1999). Graduate education at the University of Michigan: A foreign experience. Ann Arbor, MI: University of Michigan, Rackham School of Graduate Studies.

"Welcome to Heights Parent Center."
http://www.heightsparentcenter.org/

Zelditch, M. (1990). Mentor roles. Proceedings of the 32nd Annual Meeting of the Western Association of Graduate Schools, Tempe, Arizona, 16-18 March, 1990, p. 11.

Additional Reading

The following resources are quality references in the mentoring of graduate students.

Graduate School Handbooks and Guides

"How to Mentor Graduate Students: A Guide for Faculty at a Diverse University," University of Michigan, The Rackham School of Graduate Studies.

"Best Practices for Mentoring Graduate Students," Jackson State University.
http://www.jsums.edu/gadmappl/Mentoring.pdf

"A Handbook for Graduate Faculty Advisors & Mentors," Graduate School of the University of New Hampshire.

"How to Mentor Graduate Students: A Faculty Guide," Graduate School of the University of Washington.

Mentoring Resources such as interview questions and contracts.
https://mentoringresources.ictr.wisc.edu

Articles and Books

Jane L. Fowler and John G. O'Gorman, "Mentoring Functions: A Contemporary View of the Perceptions of Mentees and Mentors." British Journal of Management 16, pp. 51-57 (2005).

Johnson, W. Brad. *On Being a Mentor: a Guide for Higher Education Faculty*. Lawrence Erlbaum, 2007.

Lee, A., Dennis, C., and Campbell, P., Nature's Guide for Mentors.
Nature 447, 791- 797 (2007).
Nature 444 (14), p. 966 (2006).

Pfund, C., House, S., Asquith, P., Spencer, K., Silet, K. & Sorkness, C. et al. 2012 Mentor Training for Clinical and Translational Researchers. England: WH Freeman and Company. Published on Line https://health.usf.edu/medicine/mdprogram/rise/scholars-resources/~/media/FBB05459BD6B4396BB76725C85BAFF9E.ashx. See especially Chapter 5 Aligning Expectations.

Richard S. Krannich, "Some Thoughts on Graduate Student Mentoring."
http://gss.case.edu/MentoringDocuments/Thoughts_on_Grad_Stud_Mentoring.pdf

Trevino, Yolanda, "Mentor vs. Advisor," Indiana University Graduate School.
http://www.indiana.edu/~grdschl/mentoring.php

Appendices

Appendix A – Conflict Mediation and Management Guide

Unfortunately, all relationships can come to a point of conflict, and learning how to deal well with conflict is an important skill to wield, especially in professional relationships.

Conflict is when one or more persons have needs and expectations that are not met or somehow satisfied by another. Conflict management is the method used to process the conflict. A few of these methods are shown in the table below as well as when they may be appropriate or inappropriate.

Common Conflict Management Styles/Strategies

Style/Strategy	When it's appropriate	When it's inappropriate
Avoidance: Solving the problem by denying its existence or maintaining the status quo.	• Issue is unimportant • Timing is wrong • Cooling-off period is needed	• Issue is important • Issue will not disappear but will build
Accommodating/Smoothing: Playing down differences, creating surface harmony.	• Issue is unimportant • Timing is wrong • Cooling-off period is needed • The relationship is more important than the issue	• Issue is more important than the relationship • Others are ready and willing to deal with the issue
Confrontation/Dominating: Solving the problem through making a unilateral decision on behalf of both conflicting parties.	• Quick decisive action is needed • Safety is at stake • Speed is more important than relationships • Unpopular decision must be made and consensus among the people appears very unlikely • Great disparity of expertise	• People have no way to express needs that could result in future disruptions • Relationships are more important than speed.
Compromise/Bargaining: When each party gives up something or exchanges one thing for another.	• Both parties can give • Resources are limited • Goals are moderately important • Temporary settlements are needed • Both parties have relatively equal power • There are several acceptable solutions that both parties are willing to consider	• Original positions are unrealistic and inflated • Solutions need to be watered down • Doubtful commitment

Collaboration/Problem Solving - when all are willing to seek a win-win solution; desire to reach a solution that is acceptable to all parties.	• You need everyone to buy in • Issues are too important to be compromised • You want as much perspective on the problem as possible • There is no pressure for a quick solution	• There is not enough time • There is not enough commitment from both parties • Safety and expediency are most important

Knowing the steps for collaboration and conflict management is highly useful for when conflict comes about. Here are the general tips and tricks for collaboration, negotiation, and conflict management:

<u>Steps for Collaboration/Negotiation</u>

1. **Establish the purpose of the meeting**. Affirm or reaffirm the willingness of both parties to be present and their desire to seek a solution.
2. **Establish a mediator or facilitator role**. A mediator or facilitator does not decide who is right or settle the conflict directly. Instead, a mediator or facilitator helps the parties speak openly to each other and listen to each other's point of view so that some better basis for resolving the differences can be established.
3. **Establish time limits.** The discussion should have a time limit (may need to schedule another meeting).
4. **Set ground rules**. Establish rules about confidentiality, affirm or reaffirm one's willingness to seek resolution, and set other ground rules relevant to the situation.
5. **Define the problem**.
    a. **Identify the positions**. Have each person explain in 5 minutes how they see the situation, without interruptions from the other. A mediator might summarize what they have just heard or have each party summarize what they heard the other say. Ask each person what it is that the other person doesn't understand about their situation or argument.
    b. **Identify the interests** (the underlying needs, expectations, apprehensions, perceptions, goals, etc.). Have each person talk about their expectations, needs, perceptions and apprehensions for 5 minutes without interruptions from the other. Mediator might summarize what they have just heard or have each party summarize what they heard the other say. Ask each person what it is that the other person doesn't understand about their situation or argument.
    c. Identify/search for common themes/points of agreement.
    d. Identify differences/points of real disagreement.
6. **Define each BATNA.** Make sure parties have thought about their BATNA (their best alternative to a negotiated agreement, i.e., what they will do if an agreement isn't reached).
7. **Generate alternative options.** Brainstorm ideas that could address each party's interests.
8. **Evaluate options and the consequences of each option**. Have people assess their "currently perceived choices" and their "target future choice."
9. **Search for a solution**. Seek alternatives that address the interests of both parties.
10. **Identify a plan of action.** Agree upon a solution and ensuring commitment to it.
11. **Evaluate/check-in.** Ensure the problem remains resolved at a set time in the future.

<u>Principles for Managing Conflict</u>

- **Maintain mutual respect**: Provide thoughtful discussion questions such as, "how can I discuss our differences in ways that allow the other person to retain their dignity? How can I avoid having the other person feel denigrated or put down?"
- **Seek common ground**: Explore overarching goals, values and shared purpose. Try to see things through the other person's eyes (e.g., their culture, race, gender, age, or other life experiences).

- **Focus on the problem.** Do not focus on the attack. Instead focus on what people are saying about the problem.
- **Objectify the situation**. Help people focus on what happened, the behavior causing the problem, what the impact is and what ideas they have for solutions.
- **Emphasize and acknowledge both people's situation**. Try putting yourself in both person's shoes and try to understand the emotional impact which the situation is creating for them.
- **Acknowledge the needs of both people**. Empathize verbally with them and allow them to vent their emotions so that you can establish yourself as being understanding of both sides.
- **Validate feelings**. Help make emotions explicit and acknowledge emotions as legitimate.
- **Listen actively**. Verify and provide feedback to both parties. Let both parties know that you are genuinely trying to understand both parties' position and interests, and that you are trying to help. Summarize what you are hearing as the more neutral source. Seek clarification on your feedback to make sure that what you heard is correct.
- **Separate fact from opinion**.
- **Keep perspectives open**. Help both parties see the situation from their own perspective, from the other person's perspective (getting into the other person's shoes), and from the perspective of a neutral third party (or fly on the wall).
- **Be non-threatening**. Avoid any statements that criticize, are sarcastic, and put people on the defensive.
- **Encourage use of "I" statements**. "I" statements encourage personal responsibility and agency.
    - "I" statements have four components:
        - what the person experienced or what he/she perceived,
        - what the person felt about that experience, what they liked or did not like and why,
        - what the person would like to see happen differently in the future (what the person needs from the other person), and
        - the consequences the person sees if things don't change.
    - "Chris when you got upset when I asked you about getting a job at the Shopping Center, I felt angry because I had thought you would be happy that I wanted to do something in common with you. I would like us to find something in common or else living together for the rest of the year is going to be very difficult for both of us."
- **Ask/probe for feeling statements about the conflict**. If the participants are reluctant to express their feelings probe by asking for feelings.
    - "Chris, it sounds like you are feeling disrespected or discounted by Terry, and Terry, it sounds like you feel like Chris is provoking you on purpose. Does that sound right?"

Adapted from *Conflict Mediation Guidelines* by Ann Porteus
https://web.stanford.edu/group/resed/resed/staffresources/RM/training/conflict.html

Appendix B – Phases of a Graduate Student's Professional Development

<u>**Common Phases of Graduate Student Development**</u>

As Mentee Becomes:	**Senior Learner**	**Colleague in Training**	**Junior Colleague/Colleague**
Emphasizes mentor's role as	**Manager**	**Educational/Professional Model**	**Colleague/Mentor**
	• "Do the task the way I've laid out and check back with me."	• "Think about the problem, generate options, then let's talk about potential outcomes/decisions."	• "You make the decision. Let me know how I can help. I'm interested in the outcome."
Views own teaching role as	**Assistant**	**Associate**	**Collaborator**
	• Grading papers • Holding office hours • Planning quizzes • Collecting feedback	• Writing assignments • Generating test questions • Doing some teaching, lecturing, or small group discussions	• Designing, developing, or revising advanced courses or curriculum; instructor of record or co-teaching
Views research role as	**Assistant**	**Associate**	**Collaborator**
	• Performing specific duties under relatively close supervision	• Assuming design and implementation responsibility for part of a grant or for own research project	• Conducting research project (or own portion of it) with high degree of independence; sees mentor as a resource
Understands practitioner, applied, or service roles as	**Assistant**	**Associate**	**Collaborator**
	• Learning the ropes • Acquiring discrete technical skills	• Providing strategic assistance expertise • Ultimately defers to mentor	• Co-leading, co-designing, co-facilitating • Sharing responsibility equally
Prefers evaluation to be	**Assistant**	**Associate**	**Collaborator**
	• Frequent and focused on immediate performance	• Systematic and focused on overall skill development of skills, aptitudes	• Collegial, informal, and focused on style, approach, values
Sees mentoring needs as	**Assistant**	**Associate**	**Collaborator**
	• Self-assessment • Goal assessment • Regular meetings	• Observations • Job shadowing • Meetings • Attend or Present and conferences together • Networking	• Reflective practicum • Retreat • Opportunistic meetings • Networking • Generating new projects together • Co-stewardship

Adapted from Nyquist, J.D. and Wulff, D.H. (1996). Working effectively with graduate assistants, p 27. Thousand Oaks, CA.: Sage. (See Chao [1997] for a four-phase model of graduate student development.)

Appendix C – A Worksheet for a Mentor's Expectations

Use this worksheet to develop an understanding of what you, as a faculty mentor, expect to gain from your mentoring relationship. By clarifying your own expectations, you will be able to communicate and work more effectively with your students. Add items you deem important.

The reasons I want to be a mentor are to:

______ Encourage and support a graduate student in my field
______ Establish close, professional relationships
______ Challenge myself to achieve new goals and explore alternatives
______ Pass on knowledge
______ Create a network of talented people
______ Other ____

I hope that my student and I will:

______ Tour my workplace, classroom, center, or lab
______ Go to formal mentoring events together
______ Meet over coffee or meals
______ Go to educational events such as lectures, conferences, talks, or other University events together
______ Go to local, regional, and national professional meetings together
______ Other ____

The things I feel are off-limits in my mentoring relationship include:

______ Disclosing our conversations to others
______ Using non-public places for meetings
______ Sharing intimate aspects of our lives
______ Meetings behind closed doors
______ Other ____

I will help my student with job opportunities by:

______ Finding job or internship possibilities in my department, center, lab, or company
______ Introducing my student to people who might be interested in hiring them
______ Helping my student practice for job interviews
______ Suggesting potential work contacts to pursue
______ Teaching them about networking
______ Critiquing their resume or curriculum vita
______ Other ____

The amount of time I will spend with my student will be, on average:

1   2   3   4   hours every: week   other week   per month   (circle one)

Adapted from: Brainard, S.G., Harkus, D.A., and George, M.R. (1998), A curriculum for training mentors and mentees: Guide for administrators. Seattle, WA: Women in Engineering Initiative, WEPAN Western Regional Center, University of Washington.

Appendix D – A Worksheet for a Mentee's Expectations

Use this worksheet to develop an understanding of what you, as a student, expect to gain from your mentoring relationships. By clarifying your own expectations, you will be able to communicate them more effectively to your mentors. Add items you deem important.

The reasons I want a mentor are to:
______ Receive encouragement and support
______ Increase my confidence when dealing with professionals
______ Challenge myself to achieve new goals and explore alternatives
______ Gain a realistic perspective of the workplace
______ Get advice on how to balance work and other responsibilities, and to set priorities
______ Gain knowledge of the "do's and don't's" in my field of study
______ Learn how to operate in a network of talented peers
______ Other ____

I hope that my mentor and I will:
______ Tour my mentor's workplace and explore various teaching or work sites
______ Go to formal mentoring events together
______ Meet over coffee, lunch, or dinner
______ Go to educational events such as lectures, conferences, talks, or other University events together
______ Go to local, regional, and national professional meetings together
______ Create opportunities where I will be able to network with people in my field
______ Other ____

I hope that my mentor and I will discuss:
______ Academic subjects that will benefit my future career
______ Career options and job preparation
______ The realities of the workplace
______ My mentor's work
______ Technical and related field issues
______ How to network
______ How to manage work and family life
______ Personal dreams and life circumstances
______ Other ____

The things I feel are off-limits in my mentoring relationship include:
______ Disclosing our conversations to others
______ Using non-public places for meetings
______ Sharing intimate aspects of our lives
______ Meeting behind closed doors______ Other
____

I hope that my mentor will help me with job opportunities by:
______ Opening doors for me to job possibilities
______ Introducing me to people who might be interested in hiring me
______ Helping me practice for job interviews
______ Suggesting potential work contacts for me to pursue on my own

______ Teaching me about networking
______ Critiquing my resume or curriculum vita
______ Other ____

The amount of time I will spend with my mentor will be, on average:

1 2 3 4 hours every: week other week per month (circle one)

Adapted from: Brainard, S.G., Harkus, D.A., and George, M.R. (1998), A curriculum for training mentors and mentees: Guide for administrators. Seattle, WA: Women in Engineering Initiative, WEPAN Western Regional Center, University of Washington.

Appendix E – Planning for first meetings: A Mentor's Checklist

Use this checklist to plan initial meetings with your students in light of what you hope to help them achieve over the long term.

______ Arrange first meetings with potential students.
______ Explain the goals for meetings and discuss how confidentiality should be handled.
______ Discuss what each of you perceives as the boundaries of the mentoring relationship.
______ Review the student's current experience and qualifications.
______ Discuss and record the student's immediate and long-term goals; explore useful professional development experiences in light of these goals. Record these on a professional development plan. Discuss strategies and target dates.
______ Discuss and record any issues that may affect the mentoring relationship such as time and financial constraints, lack of confidence, new to the role, etc.
______ Arrange a meeting schedule (try to meet at least once a quarter). Record topics discussed and feedback given at each meeting. Ensure that all meeting records are kept confidential and in a safe place.
______ Discuss the following activities that can form part of your mentoring relationship:

- Giving advice on strategies for improving teaching.
- Organizing observation(s) of teaching and providing constructive feedback.
- Organizing a session of work shadowing.
- Consulting on issues or concerns the student has with colleagues or study and research groups.
- Providing feedback from other sources (students, faculty, administrators, and other mentors in or outside the University).

______ Create a mentoring action plan that reflects different professional development needs at different stages of the student's graduate program.
______ Encourage your student to reflect regularly on his or her goals, achievements, and areas for improvement. Ask the mentee to compose a brief reflection essay (e.g., 1/2 page) prior to each meeting.
______ Amend the mentoring action plan as needed by focusing on the student's developing needs.
______ Create an Individual Development Plan for their first year.

Adapted from: Mentoring towards excellence: Section 4: Handbook and guidelines for mentors and mentees. Association of Colleges and the Further Education National Training Organization, Learning and Skills Council: Coventry, England.

Appendix F – Planning for first meetings: A Mentee's Checklist

Use this checklist to plan initial meetings with your mentors in light of what you hope to achieve over the long term.

______ Arrange first meetings with a prospective mentor.
______ Explain your goals for meetings and ask how confidentiality should be handled.
______ Discuss what each of you perceives as the boundaries of the mentoring relationship.
______ Review the current experience and qualifications.
______ Discuss and record your immediate and long-term goals. Explore useful professional development experiences in light of these goals. Record these on a professional development plan. Discuss options, strategies, and target dates.
______ Discuss and record any issues that may affect the mentoring relationship such as time and financial constraints, lack of confidence, being new to the role, etc.
______ Arrange a meeting schedule with your mentor (try to meet at least once a quarter). Record topics discussed and feedback given at each meeting. Request that all meeting records are kept confidential and in a safe place.
______ Discuss with your mentor the following activities that can form part of your mentoring relationship:

- Getting advice on strategies for improving teaching or research.
- Organizing observation(s) of teaching and providing constructive feedback.
- Organizing a session of work shadowing.
- Getting advice on issues or concerns with colleagues in study and research groups.
- Providing feedback from other sources (students, faculty, administrators, and other mentors in or outside the University).

______ Create a mentoring action plan that reflects different professional development needs at different stages of your graduate program.
______ Encourage your mentor to reflect regularly with you on your goals, achievements, and areas for improvement. Compose a brief reflection essay (e.g., 1/2 page) prior to each meeting.
______ Amend your mentoring action plan as needed by focusing on your developing needs.

Adapted from: Mentoring towards excellence: Section 4: Handbook and guidelines for mentors and mentees. Association of Colleges and the Further Education National Training Organisation, Learning and Skills Council: Coventry, England.

Appendix G – Sample Mentor and Mentee Agreement

Consider using this agreement, or another one that you and your student(s) create together, if you believe the mentoring relationship will be strengthened by formalizing a mutual agreement of roles, responsibilities, and expectations.

We are voluntarily entering into a mentoring relationship from which we both expect to benefit. We want this to be a rich, rewarding experience with most of our time together spent in professional development activities. To this end, we have mutually agreed upon the terms and conditions of our relationship as outlined in this agreement.

Objectives

We hope to achieve:

1.

2.

3.

4.

To accomplish this we will:

1.

2.

3.

4.

Confidentiality

Any sensitive issues that we discuss will be held in confidence. Issues that are off-limits in this relationship include:

Frequency of Meetings

We will attempt to meet at least _____ time(s) each month. If we cannot attend a scheduled meeting, we agree to notify one another in advance.

Duration

We have determined that our mentoring relationship will continue as long as we both feel comfortable or until:

No-Fault Termination

We are committed to open and honest communication in our relationship. We will discuss and attempt to resolve any conflicts as they arise. If, however, one of us needs to terminate the relationship for any reason, we agree to abide by one another's decision.

Mentor Student

Date Date

Adapted from: Brainard, S.G., Harkus, D.A., and George, M.R. (1998), A curriculum for training mentors and mentees: Guide for administrators. Seattle, WA: Women in Engineering Initiative, WEPAN Western Regional Center, University of Washington.

Appendix H – Group Membership Exercises

Mentors and mentees may associate with groups according to their established identities at an unconscious level. This exercise aims to elicit what those identities are and how they may impact your daily life in relation to how you spend your time as well as to how you relate to other people. Becoming more aware of your group membership may key you in certain biases and experiences unique to you and your identity.

What are my group memberships?

Think about each category of difference on this worksheet. Then, fill in how you identify related to the categories that you are comfortable sharing. Please note that you may fill in as many or as few boxes as you wish. This worksheet is for your own benefit, and you do not need to share any information beyond what is comfortable for you.

Categories of Difference	How do you identify?
1. Age	
2. Race, Skin Color	
3. Sex (e.g., female, male, intersex)	
4. Gender Identity (e.g., cisgender, transgender, gender non-conforming)	
5. Hierarchical Level/Type of Position (e.g., graduate assistant, faculty, undergrad)	
6. Sexual Orientation/Sexuality	
7. Social Class	
8. Educational Level (e.g., generation to college; "highest" degree awarded)	
9. Religion/Spirituality/Ways of Knowing	
10. National Origin, Immigration Status	

11. Disability	
12. Ethnicity/Culture	
13. English Proficiency	
14. Family Status (e.g., married, single, parent, etc.)	
15. Years of experience (on campus, in this position, or in your field)	

Discussion questions for group memberships

Referring back to what you wrote on the previous worksheet, please discuss the following questions within your groups. Again, you do not have to discuss or disclose anything beyond your comfort level.

- Which of your group memberships are you most conscious of on a daily basis? Which, if any, are you less conscious of on a daily basis? Why might this be?
- What group membership are you most conscious of in other people on a daily basis?
- Which group memberships, if any, seem to impact how you get seen and treated on campus? How might your group memberships affect how you are perceived as a TA? Does this affect how you perform your role as a TA?
- In what ways have you seen other people being treated differently based on their perceived group memberships, on this campus or any other?

Appendix I – LGBTQA+ Glossary of Terms (extended)

<u>**Glossary on LGBTQA+ Terms**</u>

Ally: (noun) a typically straight or cis-identified person who supports and respects for members of the LGBTQ community

Androgyny/Androgynous: (adj, pronounced "an-jrah-jun-ee") (1) a gender expression that has elements of both masculinity and femininity; (2) occasionally used in place of "intersex" to describe a person with both female and male anatomy

Aromantic: (adj) describes a person who experiences little or no romantic attraction to others and/or a lack of interest in forming romantic relationships

Asexual: (adj) having a lack of (or low level of) sexual attraction to others and/or a lack of interest or desire for sex or sexual partners. Asexuality exists on a spectrum from people who experience no sexual attraction or have any desire for sex to those who experience low levels and only after significant amounts of time

Bigender: (adj) describes a person who fluctuates between traditionally "woman" and "man" gender-based behavior and identities, identifying with both genders (and sometimes a third gender)

Bicurious: (adj) describes a curiosity about having attraction to people of the same gender/sex (similar to questioning)

Biological Sex: (noun) a medical term used to refer to the chromosomal, hormonal and anatomical characteristics that are used to classify an individual as female or male or intersex. Often referred to as simply "sex," "physical sex," "anatomical sex," or specifically as "sex assigned [or designated] at birth"

Biphobia: (noun) a range of negative attitudes (e.g., fear, anger, intolerance, resentment, erasure, or discomfort) that one may have/express towards bisexual individuals. Biphobia can come from and be seen within the queer community as well as straight society

Bisexual: (adj) a person emotionally, physically, and/or sexually attracted to male/men and females/women. Other individuals may use this to indicate an attraction to individuals who identify outside of the gender binary as well and may use bisexual as a way to indicate an interest in more than one gender or sex (i.e. men and genderqueer people). This attraction does not have to be equally split or indicate a level of interest that is the same across the genders or sexes an individual may be attracted to

Cisgender: (adj, pronounced "siss-jendur") a person whose gender identity and biological sex assigned at birth align (e.g., man and male-assigned). A simple way to think about it is if a person is not trans*, they are cisgender

Cisnormativity: (noun) the assumption, made by individuals or institutions, that everyone is cisgender, and that cisgender identities are superior to trans* identities or people. Leads to invisibility of non-cisgender identities

Closeted: (adj) an individual who is not open to themselves or others about their (queer) sexuality or gender identity. This may be by choice and/or for other reasons such as fear for one's safety, peer or family rejection or disapproval, or the loss of housing, job, etc. Also known as being "in the closet." When someone chooses to break this silence they "come out" of the closet

Coming Out: (noun) (1) the process by which one accepts and/or comes to identify one's own sexuality or gender identity (to "come out" to oneself); (2) The process by which one shares one's sexuality or gender identity with others (to "come out" to others). This is a continual, life-long process. Every day, all the time, one has to evaluate and re-evaluate who they are comfortable coming out to, if it is safe, and what the consequences might be

Cross-dresser: (noun) someone who wears clothes of another gender/sex

Demisexual: (noun) an individual who does not experience sexual attraction unless they have formed a strong emotional connection with another individual, often within a romantic relationship

Drag King: (noun) someone who performs masculinity theatrically

Drag Queen: (noun) someone who performs femininity theatrically

Emotional/Spiritual Attraction: (noun) an affinity for someone that evokes the want to engage in emotional intimate behavior (e.g., sharing, confiding, trusting, interdepending), which can be experienced in varying degrees (from little-to-non, to intense). Often conflated with romantic attraction and sexual attraction

Fluid/Fluidity: (adj/noun) generally with another term attached, like gender-fluid or fluid-sexuality, fluidity describes an identity that may change or shift over time between or within the mix of the options available (e.g., man and woman, bi and straight)
Gay: (adj) (1) a term used to describe individuals who are primarily emotionally, physically, and/or sexually attracted to members of the same sex and/or gender. More commonly used when referring to males or male-identified people who are attracted to other males or male-identified people, but it can be applied to females or female-identified people as well; (2) An umbrella term used to refer to the queer community as a whole, or as an individual identity label for anyone who does not identify as heterosexual
Gender Binary: (noun) the idea that there are only two genders (male/female) and that a person must be strictly gendered as either male or female
Gender Expression: (noun) the external display of one's gender, through a combination of dress, demeanor, social behavior, and other factors, which is generally measured on scales of masculinity and femininity. Also referred to as "gender presentation"
Gender Fluid: (adj) a gender identity best described as a dynamic mix of boy and girl. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more man some days, and more woman other days
Gender Identity: (noun) the internal perception of one's gender and how they label themselves based on how much they align or don't align with what they understand their options for gender to be. Common identity labels include man, woman, genderqueer, trans, and more
Gender Non-Conforming (GNC): (adj) someone whose gender presentation, whether by nature or by choice, does not align in a predicted fashion with gender-based expectations
Genderqueer: (adj) a gender identity label often used by people who do not identify with the binary of man/woman; or as an umbrella term for many gender non-conforming or non-binary identities (e.g., agender, bigender, genderfluid). Genderqueer people may combine aspects of various gender identities (bigender, pangender), may not have a gender or identify with a gender (genderless, agender), may move between genders (genderfluid), or may be third gender or other-gendered (includes those who do not place a name to their gender having an overlap of, or blurred lines between, gender identity and sexual and romantic orientation)
Gender Variant: (adj) someone who either by nature or by choice does not conform to gender-based expectations of society (e.g. transgender, transsexual, intersex, gender-queer, cross-dresser, etc.)
Heteronormativity: (noun) the assumption, in individuals or in institutions, that everyone is heterosexual, and that heterosexuality is superior to all other sexualities. Leads to invisibility and stigmatizing of other sexualities. Often included in this concept is a level of gender normativity and gender roles, the assumption that individuals *should* identify as men and women, and be masculine men and feminine women, and finally that men and women are a complimentary pair
Heterosexism: (noun) behavior that grants preferential treatment to heterosexual people or, that reinforces the idea that heterosexuality is somehow better or more "right" than queerness, or that makes other sexualities invisible
Heterosexual: (adj) a person primarily emotionally, physically, and/or sexually attracted to members of the opposite sex. Also known as straight
Homophobia: (noun) an umbrella term for a range of negative attitudes (e.g., fear, anger, intolerance, resentment, erasure, or discomfort) that one may have towards members of LGBTQ community. The term can also connote a fear, disgust, or dislike of being perceived as LGBTQ
Homosexual: (adj) a medical term used to describe a person primarily emotionally, physically, and/or sexually attracted to members of the same sex/gender. This term is considered stigmatizing due to its history as a category of mental illness, and is discouraged for common use (use gay or lesbian instead)
Intersex: (adj) someone whose combination of chromosomes, gonads, hormones, internal sex organs, and genitals differs from the two expected patterns of male or female. In the medical care of infants, the initialism DSD ("Differing/Disorders of Sex Development") is used. Formerly known as hermaphrodite (or hermaphroditic), but these terms are now considered outdated and derogatory

Lesbian: (noun and adj) a term used to describe females or female-identified people attracted romantically, erotically, and/or emotionally to other females or female-identified people

Metrosexual: (noun and adj) a man with a strong aesthetic sense who spends more time, energy, or money on his appearance and grooming than is considered gender normative

MSM/WSW: (noun) initialisms for "men who have sex with men" and "women who have sex with women," to distinguish sexual behaviors from sexual identities (i.e., because a man is straight, it doesn't mean he's not having sex with men). Often used in the field of HIV/Aids education, prevention, and treatment

Mx.: (typically pronounced mix) is a title (e.g. Mr., Ms., etc.) that is gender neutral. It is often the option of choice for folks who do not identify within the cisgender binary

Outing: (noun) an involuntary or unwanted disclosure of another person's sexual orientation, gender identity, or intersex status

Pansexual: (adj) a person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities or expressions (can be abbreviated as "pan")

Polyamory/Polyamorous: (noun/adj) refers to the practice of, desire to, or orientation towards having ethical, honest, and consensual non-monogamous relationships (i.e. relationships that may include multiple partners). This may include open relationships, polyfidelity (which involves more than two people being in romantic and/or sexual relationships which is not open to additional partners), amongst many other set ups. Some poly(amorous) people have a "primary" relationship or relationships and then a "secondary" relationship or relationships which may indicate different allocations of resources, time, or priority

Questioning: (verb and adj) exploring one's own sexual orientation or gender identity; or an individual who is exploring their own sexual orientation and gender identity

Queer: (adj) used as an umbrella term to describe individuals who don't identify as straight. Also used to describe people who have non-normative gender identity or as a political affiliation. Due to its historical use as a derogatory term, it is not embraced or used by all members of the LGBTQ community. The term queer can often be used interchangeably with LGBTQ.

Romantic Attraction: (noun) an affinity for someone that evokes the desire to engage in relational intimate behavior (e.g., flirting, dating, marriage), which can be experienced in varying degrees (from little-to-non, to intense). Often conflated with sexual attraction or emotional/spiritual attraction.

Sexual Attraction: (noun) an affinity for someone that evokes the want to engage in physical intimate behavior (e.g., kissing, touching, intercourse), which can be experienced in varying degrees (from little-to-non, to intense). Often conflated with romantic attraction or emotional/spiritual attraction

Sexual Orientation: (noun) the type of sexual, romantic, emotional/spiritual attraction one feels for others, often labeled based on the gender relationship between the person and the people they are attracted to (often mistakenly referred to as sexual preference)

Sexual Preference: (noun) the types of sexual intercourse, stimulation, and gratification one likes to receive and participate in. Generally, when this term is used, it is being mistakenly interchanged with "sexual orientation," creating an illusion that one has a choice (or "preference") in who they are attracted to

Sex Reassignment Surgery (SRS): (noun) a term used by some medical professionals to refer to a group of surgical options that alter a person's biological sex. "Gender confirmation surgery" is considered by many to be a more affirming term. In most cases, one or multiple surgeries are required to achieve legal recognition of gender variance. Some refer to different surgical procedures as "top" surgery and "bottom" surgery to discuss what type of surgery they are having without having to be more explicit

Third Gender: (noun) a term for a person who does not identify with either man or woman, but identifies with another gender. This gender category is used by societies that recognize three or more genders, both contemporary and historic, and is also a conceptual term meaning different things to different people who use it as a way to move beyond the gender binary

Top Surgery: (noun) this term refers to surgery for the construction of a male-type chest or breast augmentation for a female-type chest

Trans*/Transgender: (adj) (1) An umbrella term covering a range of identities that transgress socially defined gender norms. Trans with an asterisk (*) is often used to indicate that you are referring to the larger group nature of the term; (2) A person who lives as a member of a gender other than that expected based on anatomical sex
Transition/Transitioning: (noun/verb) this term is primarily used to refer to the process a trans* person undergoes when changing their bodily appearance either to be more congruent with the gender or sex they feel themselves to be and/or to be in harmony with their preferred gender expression
Transman: (noun) An identity label sometimes adopted by female-to-male transgender people or transsexuals to signify that they are men while still affirming their history as assigned female sex at birth (sometimes referred to as transguy)
Transwoman: (noun) Identity label sometimes adopted by male-to-female transsexuals or transgender people to signify that they are women while still affirming their history as assigned male sex at birth
Transphobia: (noun) the fear of, discrimination against, or hatred of trans* people, the trans* community, or gender ambiguity. Transphobia can be seen within the queer community, as well as in general society
Transsexual: (noun and adj) a person who identifies psychologically as a gender/sex other than the one to which they were assigned at birth. Transsexuals often wish to transform their bodies hormonally and surgically to match their inner sense of gender or sex
Transvestite: (noun) a person who dresses as the binary opposite gender expression (“cross-dresses”) for any one of many reasons, including relaxation, fun, and sexual gratification. Often called a “cross-dresser,” and should not be confused with transsexual
Two-Spirit: (noun) is an umbrella term traditionally used by Native American people to recognize individuals who possess qualities or fulfill roles of both genders
Ze/Hir: (noun, pronounced “zee”/”here”) alternate pronouns that are gender neutral and preferred by some trans* people. They replace “he” and “she” and “his” and “hers” respectively. Alternatively, some people who are not comfortable or do not embrace “he” or “she” use the plural pronoun “they” and “their” as gender neutral singular pronouns

References

1. Vocabulary Extravaganza 3.0. (n.d.). Retrieved from http://thesafezoneproject.com/activity/vocabulary-extravaganza-2-0/