### *Graduate Mentoring Philosophy*

As a graduate mentor, I try to blend the best practices I learned from my mentors with my own areas of strength to identify and meet the needs of my students. These practices include being available to listen and brainstorm ideas, keeping students on track, making sure students publish while in graduate school, and encouraging students to develop their career-related and scholarly goals and to identify the experiences they can gain in graduate school to achieve those goals. These themes map onto the two elements I feel are necessary for success as a graduate school: passion for your research and goal-driven time management skills.

*Making Time to Brainstorm.* My most influential mentors were always available to brainstorm. Many of our best ideas emerged from unstructured conversations that blended their knowledge of the literature with my interests, passions, and goals. I encourage my students to take advantage of opportunities to discuss their research at all stages – from crafting the research question, to designing a study, to analyzing and interpreting data. I tend to take a very hands-on approach in this regard. I like to meet biweekly throughout this process and enjoy collaborating as students choose a topic, identify literature, select methods and as interpret and write up results. At the same time, this only works when students can develop and express their own opinions about the research. I place a high value on collaborative learning. In that spirit, when I have multiple graduate students, we meet together regularly in a ‘lab’ setting to support one another’s work and to learn a theoretical or methodological skill of use to the group. In the past we have read scholarly papers, taken NVivo (software) training workshops, developed indicators of social class and discussed preparation for a career at a teaching-focused institution.

*Staying on Track and Publishing.* Particularly for students coming straight out of an undergraduate program, the transition to graduate school can be overwhelming. The reading load and stacked-up due dates during coursework can be a difficult transition, yet the period without coursework can feel untethered and the lack of structure can cause many students to fall behind. To help students develop time management skills, I like to meet at the beginning and end of each semester to track their progress and identify students’ goals and ability to meet them. At the beginning of their program, we meet to have students self-assess their skills. I have also borrowed a time management approach called the ‘Sunday Meeting’ from the National Center for Faculty Development and Diversity to make sure that students’ highest priorities receive at least some undivided attention each week.

As is well-documented (e.g., Warren 2019), it is increasingly important that students leave graduate school with a solid publication record. I advise my students that there are many opportunities for publishing—course papers, masters’ theses, and collaborative work with faculty and other students—to take on even before completing a dissertation. I encourage students to develop a plan early in their program to submit an article for publication, with or without a faculty co-author. I have published with nearly all of the students that I have supervised.

*Defining and Meeting Goals*. I think it is crucial that students develop goals for their careers. I encourage students to take advantage of the many opportunities for learning on campus—not just coursework but also workshops on getting a job in and outside of academia, grant-writing courses, workshops on data management, writing to non-academic audiences, and seminars on best teaching practices. I advise students that these experiences not only increase their competitiveness, they also allow for more time to reflect on the career for which they are best-suited.

Overall, my mentoring reflects my own experience that academia is both a rewarding and a demanding environment. I advise students that being successful in academia means, among other things, holding themselves to a high standard (even when that standard is vague) and getting their work done even when no one is reminding them about deadlines. I believe graduate students’ success is enhanced when they care deeply about—or are fascinated by—their topic of study and have the supervision they need to work intelligently and efficiently.