

Ask students about their goals and aspirations. Listen to them carefully. Guide them down the path they seek, not the path you took. - *Christopher Jones, ChBE*

Figure out what each student is good at and promote that to the group as their "specialty". They then serve in an advisory capacity to others which helps their self-confidence and leadership skills. - *Melissa Kemp, BME*

Make expectations clear. Communicating what is expected from both sides is key to a successful mentoring relationship. - *Machelle Pardue, BME*

Provide annual feedback on 1. Work ethic; 2. Communication; 3. Creativity; 4. Innovation; and 5. Leadership - *Mitchell Walker, AE*

Treat your grad students as peers with open bi-directional communication channels such that they can comfortably ask questions, challenge assumptions, and innovate. - *Omer Inan, ECE*

Your trainees are not you. - *Andres Garcia, ME*

Meet the students where they are - each student will progress differently, so it is important to understand where they are at the moment and what they are struggling with and then design a plan based on what their needs are at the time. - *Johnna Temenoff, BME*

The quality of the journey matters as much as the end product - the degree. Be available for your students - provide targeted feedback and constructive criticism in a timely manner, that will help them progress with their research. - *Usha Nair-Reichert, Economics*

Try to figure out what types of encouragements your student needs. Some lack of confidence and they need positive encouragements. On the other hand, there are some who need criticism, pressures or push to complete a task. - *Seong-Hee Kim, ISYE*

Cultivate a culture of accessibility and openness to new ideas, especially ones that are not the PIs. - *Raquel Lieberman, Chemistry & Biochemistry*

Try to ask good questions to help students clarify their thinking. - *Mary McDonald, HSOC*

Give your students space. Space to pursue their own ideas, space to fail and, ultimately, space to succeed. - *Aaron Levine, Public Policy*

Meet regularly with your mentees to discuss their progress and help them set realistic deadlines for themselves with your encouragement to be more or less ambitious as needed. - *Audrey Duarte, Psychology*

Invest in the broader professional development of the student besides her academic growth - *Shatakshee Dhongde, Economics*

Be flexible. Life happens and not everyone deals with things the same way. - *Stefan France, Chemistry & Biochemistry*

Set a good example for work-life balance and regular working hours. Don't set Monday deadlines. Don't send students emails or messages during the evenings or weekends. - *John Wise, Physics*

Mental health is not to be taken lightly. Don't be an automatic skeptic. A few words of encouragement and the fact that you care, may help a student in the process of handling a problem and getting back on track. - *Usha Nair-Reichert, Economics*

Show your students how to do research by being an example for them. Don't just tell them to work hard and effectively, but show them how you work hard and effectively. - *Matt McDowell, ME*

Be dependable. Read/review materials that are sent to you in a timely fashion and offer constructive comments. This builds trust and shows the mentee that you really care about them and their success. - *Machelle Pardue, BME*

Respect different working habits even if they are different from your own. - *Raquel Lieberman, Chemistry & Biochemistry*