



For Graduate Program Directors and Department Chairs

Graduate Program Directors and Department Chairs have an important role to play in influencing the cultures of their departments and in setting policy. We encourage these leaders to:

- Begin a conversation about ways to recognize the quality of graduate student mentoring in annual performance reviews. Work to establish a shared expectation that faculty will consider the whole student – not just their academic performance – in their mentoring.
- Create spaces and mechanisms for students to exercise agency around career planning and decision-making, such as Individual Development Plans (IDPs).
- Include information in orientation for incoming graduate students on resources available to support graduate student mental health and well-being.

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- Ensure that all policies, resources, and processes for resolving conflicts and making satisfactory progress are transparent and available in easily accessible formats.
- Identify points of stress around major program milestones, (e.g. comprehensive exams or execution of thesis/dissertation requirements) and develop mechanisms for supporting students through those transitions.



For Graduate Faculty

Graduate faculty and supervisors are positioned to closely observe, and influence, the development of their students. We encourage graduate faculty to:

- Be transparent and clear about expectations, including expectations that students will take the time needed to rest and care for their health and well-being.
- Model the importance of work/life balance and self-care.
- Recognize and support student agency in making decisions about careers, including outside of the academy
- Express concern and care for students who appear to be struggling, and be prepared to connect them to appropriate campus resources.