2020 GADE Mentoring Survey Report

Holistic Mentoring Practices for Today's Research Careers: Perceptions from Students and Faculty

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Mentoring is a significant part of learning for doctoral students and is becoming even more important because of the increased complexity of the educational environment, competitiveness of the job market, and increased expectations on doctoral students to perform. Strategic mentoring includes navigating multiple demands and being confidently prepared as emerging scholars. In the very full lives of doctoral students, this includes non-academic stressors and challenges as well as academic and professional issues. These might include developmental milestones such as parenthood, unique mental health challenges, or just normal stress in going through an intense doctoral educational process. In addition, in an increasingly diverse and complex social environment, mentoring pertaining to diversity and inclusion is an important issue needing further exploration.

Existing literature on mentoring and advising in social work doctoral programs indicates a range of academic and non-academic needs from the mentorship process. Incoming doctoral students face a significant rite of passage in the transition to the doctoral student role, and mentoring can help students navigate this transition and begin to develop their own identity as social work scientists (Adorno et al., 2015; Mor Barak & Brekke, 2014). Finding a mentor who provides both positive and negative feedback and creating an agreement regarding the advising process also foster a smooth and constructive mentoring relationship (Gilbar et al., 2013; Powers & Swick, 2012). In particular, the dissertation process necessitates quality advising to overcome intellectual, logistical, and emotional challenges associated with completing a dissertation, with dissertation advising serving as form of teaching in itself (Berger, 2015; Joyce, 2016). However, mentoring and advising extend beyond the academic and intellectual aspects of doctoral education. Doctoral mentoring in social work has been portrayed as a parallel process that provides a secure base for the student's personal and professional exploration, while also supporting a healthy work-life balance (McMillin, 2012; Mor Barak & Brekke, 2014). Mentoring can even extend to financial concerns including financial anxiety and debt-related mentoring (Begun & Carter, 2017). Finally, a growing body of literature recognizes the role of social work mentoring for promoting diversity and inclusion in social work doctoral programs. In particular, students of color face barriers including racism, financial hardship, lack of support, and lack of mentoring (Ghose et al., 2018). A combination of academic mentoring and relational mentoring has been proposed to help students of color deal with academic politics and overcome both academic and non-academic challenges (Allen et al., 2018; Ross-Sheriff et al., 2017).

Faculty members also face challenges related to the mentorship process, including a lack of research skills among some first-year doctoral students (Narendorf et al., 2015). Though there are a variety of formats for doctoral mentoring and advising, social work as a discipline has long relied on apprenticeship-type mentorship, including between bachelor's or master's-degree students and field instructors (Wayne et al., 2010). These apprenticeship models may allow for role modeling and gradual acquisition of research, teaching, and other advanced skills among

doctoral students. However, a single-mentor, laboratory-style approach may not provide all the support some students need, particularly members of historically underrepresented groups (Iacovino & James, 2016; Simon et al., 2004). To address this concern, the team-based approach could be a way to increase the diversity of the field (Crockett, 2014). Overall, more information is needed on best practices in supporting social work doctoral students, with particular emphasis on those from minority groups (including students of color, first-generation students, sexual or gender minority students, and international students).

Objectives

To allow doctoral program directors, doctoral students, and faculty working with doctoral students to have a more comprehensive understanding of the current landscape of mentoring, GADE has decided to conduct a survey on mentoring that aims to understand the perception of doctoral students and faculty on: (1) academic needs and stressors, (2) non-academic needs and stressors, (3) diversity and inclusion issues, and (4) helpful mentoring practices and challenges. Findings of the survey should promote useful dialogue and inform the development of helpful mentoring practices and strategies for doctoral students.

Method

This was a cross-sectional survey that sought to understand student and faculty perspectives on academic and non-academic needs and stress, diversity and inclusion issues, and helpful practices and challenges related to doctoral mentoring in social work. Study participants included current social work doctoral students, faculty members who have mentored doctoral students, and doctoral program directors at social work programs who were members of GADE. This study was approved by a university Institutional Review Board and participants gave consent to participate in the study.

We developed separate online surveys for students and faculty that consisted of closed-ended and open-ended questions to elicit participants' perspectives and advice related to academic and non-academic needs and stress, experience with diversity and inclusion, and effective mentoring practices and advice. The student version included up to 87 questions, including up to 33 questions regarding demographics, background, or program information, and up to 54 questions exploring perceptions on academic and non-academic needs and stress, diversity and inclusion issues, and mentoring needs and advice. The faculty version included up to 68 questions, including up to 25 questions on background or program information and up to 43 questions exploring perceptions of students' academic and non-academic needs and stress, experience with diversity and inclusion issues, and their mentoring practices and strategies. Due to skip patterns, not all questions were asked of all respondents.

Data Analysis

Data analysis involved both quantitative and qualitative techniques for aggregating survey responses to closed-ended questions and synthesizing themes from open-ended questions. The

report used statistical software including SPSS and Stata to conduct analyses on quantitative data. We conducted descriptive statistics on demographics, background and program characteristics. This report treated responses to Likert-scale questions as continuous data and conducted independent samples t-tests to compare student and faculty means of their perception on academic and non-academic stressors, mentoring needs, diversity and inclusion issues, and mentoring practices. Qualitative analysis was conducted by thematic synthesis of responses to open-ended questions regarding mentoring needs and practices on academic, non-academic and diversity issues, as well as advice for effective mentoring.

Findings

A total of 183 doctoral students and 129 faculty members responded to the GADE Survey on Mentoring from October 29, 2019 to December 6, 2019**.**

Respondents Background and Characteristics

Table 1 shows the demographic characteristics of student and faculty survey respondents. The mean age of student respondents was 34.96 years old (*SD* = 7.42). Most survey respondents indicated that they were female (82.9% of students, 82.8% of faculty), with 4 student respondents (2.2%) stating they identify as non-binary. Regarding sexual orientation, 76% of students and 81% of faculty indicated they were straight or heterosexual, 8% of students and 6% of faculty were gay or lesbian, 9% of students and 7% of faculty were bisexual, 3% of students and 7% of faculty self-identified as "queer", and additional 7 students (4%) gave other descriptors for their sexual orientation, including pansexual, asexual, demisexual, and heteroflexible. There were no statistically significant differences between students and faculty on gender (p = .239) or sexual identity (p = .186).

For students' race and ethnicity, 105 students indicated they were White and non-Hispanic (58.3%), 31 were Asian (17.2%), 21 were Black or African-American (11.7%), 13 were Hispanic, Latina, or Latino (7.2%), 2 were American Indian or Alaska Native (1.1%), and 8 indicated other or multiple races (4.4%). Among faculty, 86 respondents indicated they were White and non-Hispanic (69.9%), 13 were Black or African-American (10.1%), 8 were Hispanic, Latina, or Latino (6.5%), 7 were Asian (5.7%), 2 were American Indian or Alaska Native (1.6%), and 7 indicated other or multiple races (5.7%). Though the Fisher's exact test did not reach statistical significance (p = .055) for differences between the racial/ethnic demographics between faculty and students, Asian was the second most common race/ethnicity among student respondents and was tied for the fourth most common race/ethnicity among faculty. Regarding respondents' first language, however, there was a statistically significant difference between student and faculty respondents (χ^2 = 11.43, p = .001). Out of 182 students, 43 indicated that English was not their first language (23.6%) compared to only 11 of the 126 faculty respondents (8.7%).

Table 1. Demographics of Student (N = 183) and Faculty (N = 129) Survey Respondents

	Student N	Mean/ Percent	SD	Faculty N	Percent	p-value
Age	171	34.96	7.42			
Gender	181			128		.239
Male (cisgender)	27	14.9%		22	17.2%	
Female (cisgender)	150	82.9%		106	82.8%	
Non-binary	4	2.2%		0	0.0%	
Sexual Identity	181			122		.186
Straight/heterosexual	137	75.7%		99	81.1%	
Gay or lesbian	14	7.7%		7	5.7%	
Bisexual	17	9.4%		8	6.6%	
Queer	6	3.3%		8	6.6%	
Other: Pansexual, asexual, demisexual, heteroflexible, did not specify	7	3.9%		0	0.0%	
Race/Ethnicity	180			123		.055
American Indian or Alaska Native	2	1.1%		2	1.6%	
Asian	31	17.2%		7	5.7%	
Black or African American	21	11.7%		13	10.1%	
Hispanic or Latinx	13	7.2%		8	6.5%	
White	105	58.3%		86	69.9%	
Other/multiple races	8	4.4%		7	5.7%	
English First Language	182			126		.001
Yes	139	76.4%		115	91.3%	
No	43	23.6%		11	8.7%	

Note. p-values from Pearson chi-square or Fisher's exact test

The survey also collected information from both students and faculty regarding their background and experience that might inform or impact the mentoring experience. Students were asked about being a first-generation or international student, about relationship and caregiving responsibilities, enrollment and progress through the program, and post-MSW social work experience. Table 2 shows the information about students' background. Out of 181 respondents, 45 students (24.9%) indicated they were the first person in their family to attend college and in total 140 (77.3%) were pursuing a higher level of education than anyone in their family by pursuing a doctorate degree. Additionally, 30 students (16.5%) indicated they were international students. Regarding relationships and caregiving, 131 students (71.9%) were in some form of serious relationship with 36% of respondents indicated they had caregiving

responsibilities for children or other family members. Of 63 respondents who were caring for others, the average number of persons under their care was 1.92 (*SD* = 1.05) with a median of two persons and maximum of seven persons. Regarding prior social work education and experience, 148 student respondents (81%) indicated they already had a master's degree in social work (MSW), with an average of 5.41 years (SD = 5.37) of post-MSW experience, with a median of 4 years and maximum of 28 years. Regarding enrollment, 91% of respondents were full-time students and respondents had been working on their doctorate for an average of 2.66 years so far (SD = 1.88), with a median of 2.5 years and a maximum of 9 years.

Table 2. Students' Background and Experience

	N	Mean/Percent	SD	Range	Median
First Person in Family To:	181				
Attend college	45	24.9%			
Complete 4-year degree	27	14.9%			
Complete master's degree	20	11.0%			
Pursue a doctorate	48	26.5%			
None of the above	41	22.7%			
International Student	182				
Yes	30	16.5%			
No	152	83.5%			
Married or Relationship	182				
Yes, Married	96	52.7%			
Yes, Serious Relationship other than Marriage	35	19.2%			
No, Divorced, Separated, or Widowed	7	3.8%			
No, Never Married	44	24.2%			
Caring for Others	182				
Yes	65	35.7%			
No	117	64.3%			
Persons under your care	63	1.92	1.05	1-7	2
Years of Post-MSW experience	144	5.41	5.37	0-28	4
Enrollment Status	176				
Full-time	161	91.5%			
Part-time	15	8.5%			
Total Years Working on Doctorate So Far	175	2.66	1.88	0-9	2.5

Table 3. Faculty Background and Experience

	N	Mean/ Percent	SD	Range	Median
Years of Mentoring Experience	128	12.50	9.21	0.5-40	10
Number of Students Mentored	128	12.40	18.20	1-150	7
Years of Experience as Faculty Member	128	15.50	10.97	0.5-54	13
Students Mentored	129				
PhD students	118	91.5%			
DSW students	1	0.8%			
Both PhD and DSW students	10	7.8%			
Role	129				
Current doctoral program director	20	15.5%			
Former doctoral program director	16	12.4%			
Currently teaching doctoral courses	60	46.5%			
Currently chairing dissertations or candidacy	78	60.5%			
Currently mentoring doctoral students	98	76.0%			
Tenure-Track Position	129				
Yes	119	92.2%			
No	10	7.8%			
Academic Rank	128				
Full professor	39	30.5%			
Retired/Emeritus Professor	2	1.6%			
Associate Professor	54	42.2%			
Assistant Professor	29	22.7%			
Instructor / Lecturer / Adjunct	2	1.6%			
Other	2	1.6%			
Degrees and Experience					
PhD in Social Work	111	86.0%			
DSW	1	0.8%			
PhD in another discipline	22	17.1%			
MSW	76	58.9%			
2+ years post-MSW practice	58	45.0%			

In the faculty survey, respondents were asked about their mentoring experience and academic and professional background (see Table 3). Faculty respondents had an average of 12.5 years of mentoring experience (*SD* = 9.21) and an average of 15.5 years of experience as a faculty member (*SD* = 10.97). Respondents indicated that they had mentored an average of 12.4 students (*SD* = 18.20), with 118 faculty indicating they mentored only PhD students (91.5%), one having mentored only DSW students (0.8%), and 10 having mentored both PhD and DSW students (7.8%). When asked about their various roles, 36 faculty indicated they were current or former program directors, 60 were currently teaching doctoral courses (46.5%), 78 were chairing dissertation or candidacy committees (60.5%), and 98 had current doctoral student mentees (76.0%). The vast majority of faculty mentors (92%) were in tenure-track positions, with 39 full professors (30.5%), 54 associate professors (42.2%), 29 assistant professors (22.7%); 6 faculty were retired, adjunct, or in other positions. Among faculty respondents, 111 had a PhD in social work (86.0%), 22 had a PhD in another discipline (17.1%), and 76 had an MSW (58.9%) with 58 respondents having at least 2 years post-MSW practice experience (45.0%).

Finally, the survey collected information from both students and faculty regarding their social work doctoral programs (see Table 4). The survey asked about type of program (PhD or DSW), full or part-time options, method of instruction (in-person or online), total number of students, and program emphasis. Among students, 157 reported they were in a PhD program (88.2%), 17 were in combined MSW/PhD programs (9.6%), and four were in doctor of social work (DSW) programs (2.2%). Faculty reported that most of their programs were full-time only (58.9%), with 38% of programs offering full-time and part-time options and four programs offered only on a part-time basis (3.1%). For both students and faculty, almost all programs were offered only through in-person instruction. Students and faculty gave different estimates (p = .006) of the total students in their programs, with students reporting an average of 28.8 students in their program (*SD* = 15.24) and faculty reporting an average of 33.8 students in their program (*SD* = 14.98). Finally, students and faculty rated the top emphasis of their programs with different options between the two surveys. Among students, 119 respondents reported their program's top emphasis was research (68.4%), 43 reported practice was the top emphasis (24.7%), and 12 reported the top emphasis was teaching (6.9%). Most faculty reported their program's emphasis was predominantly research (80.6%), with 14% indicating that there was equal emphasis on research and teaching.

It is important to note that not all doctoral students nor faculty working with doctoral students in social work programs responded to this survey. Consequently, findings of this survey may be influenced by self-selection bias and differential response rates among different groups. As such, the demographics, background, and opinions of the students and faculty who responded to the survey may differ from the population of social work doctoral students and mentors as a whole. For example, students and faculty from DSW programs were underrepresented in this sample despite the increasing number of DSW programs nationwide (Franklin et al. 2018). Most survey respondents indicated that their program's top focus was on research skills, indicating

that the survey reached students and faculty mentors from more traditional social work doctoral programs (including mostly full-time students and in-person instruction).

Table 4. Program Information

	Student N	Mean/ Percent	SD	Faculty N	Mean/ Percent	SD	p-value
Type of Program	178						
PhD	157	88.2%					
DSW	4	2.2%					
Combined MSW/PhD	17	9.6%					
Enrollment Options				129			
Full-time only				76	58.9%		
Part-time only				4	3.1%		
Both full and part time				49	38.0%		
Instruction Method	178			128			.830
In-person	175	98.3%		124	96.9%		
Online	1	0.6%		1	0.8%		
Hybrid (in-person and online)	2	1.1%		3	2.3%		
Total Students in Program	166	28.80	15.24	122	33.83	14.98	.006
Top Program Emphasis	174			129			
Research	119	68.4%		104	80.6%		
Teaching	12	6.9%		2	1.6%		
Practice	43	24.7%		2	1.6%		
Equally research/teaching				18	14.0%		
Equally teaching/practice				1	0.8%		
Equally research/practice				2	1.6%		

Note. p-values from Fisher's exact test or independent samples t-test. Some questions were asked differently between the student and faculty versions of the survey. Blank sections of the table indicate questions or options not asked in that survey.

Though the demographics may not be representative of doctoral programs as a whole, certain demographics from the survey sample suggest important trends emerging in doctoral education. Specifically, there were significantly more students than faculty who learned English as a second (or subsequent) language, and international students and Asian students each comprised about one sixth of the student sample. This suggests an increasing need for effective mentoring around diversity and inclusion issues in social work doctoral programs, which will be addressed in an upcoming section of this report.

Academic Needs/Stress and Mentoring Support

This survey collected both quantitative and qualitative data from students and faculty to explore their perspectives on academic needs and stressors they face in a variety of domains.

Quantitative Findings

The survey asked students and faculty to rate the mentoring support students need for the various academic components of a doctoral program, the stress students experience due to those components, and needs for students' career development. For the level of mentoring support needed (see Table 5), the survey asked respondents to rate each program component in terms of how much students need support through mentoring to succeed in each area, from 1 (little to no need), 2 (some need), 3 (moderate need), 4 (high need), to 5 (extreme need).

Academic mentoring needs. Overall, students and faculty identified similar areas of "top need" and "lower need." The top two areas of mentoring need identified by both students and faculty were preparing for dissertation (Student *M* = 4.30; Faculty *M* = 4.29) and preparing to enter the job market (Student *M* = 4.08; Faculty *M* = 4.31), with average ratings exceeding the high need (4) value. From faculty responses, the next four highest means were developing scholarly writing skills (4.23), scholarly activity (4.20), becoming a junior faculty (4.08), and statistics/advanced research methods (3.99). Students also rated these components as the next four highest, but in a different order: becoming a junior faculty (3.97), scholarly activity (3.92), statistics/advanced research methods (3.69), and scholarly writing skills (3.56). The areas of lowest need for mentoring support for both students and faculty were for coursework (Student *M* = 2.14; Faculty *M* = 2.54) and reading literature/managing citations (Student *M* = 2.50; Faculty *M* = 3.04), indicating only some to moderate need in those areas.

In addition, with only one exception—preparing and successfully completing dissertation—the faculty respondents rated students' need for mentoring statistically significantly higher than student respondents on all areas. The fact that there appeared to be less variability in faculty scores and more "1 – little to no need" responses among students may have influenced these findings.

Academic stress. Students and faculty were asked to rate rated how much stress or worry each of various doctoral program component causes students (see Table 6), from 1 (little to no stress), 2 (some stress), 3 (moderate stress), 4 (high stress), to 5 (extreme stress). These ratings were aggregated as continuous variables and independent samples t-tests were used to compare the means. Again, faculty ratings of student stress were consistently higher than students' own ratings—except for coursework (p = .206)— with similar trends of lower variability in faculty ratings and more "1" ratings among students. Student and faculty means were highest for the same three program components, though in a slightly different order: completing the dissertation (Student *M* = 3.87; Faculty *M* = 4.50), completing the candidacy exam (Student *M* = 3.80; Faculty *M* = 4.28) and entering the job market (Student *M* = 3.75; Faculty *M* = 4.54). Three other leading sources of stress in both surveys were becoming a junior faculty (Student *M* = 3.50; Faculty *M* = 4.14), scholarly activity (Student *M* = 3.48; Faculty *M* =

4.17), and learning statistics/advanced research methods (Student *M* = 3.47; Faculty *M* = 4.13). Students and faculty both rated the least stress from reading literature/managing citations (Student *M* = 2.59; Faculty *M* = 2.98) and developing teaching skills (Student *M* = 2.68; Faculty *M* = 3.13).

Table 5. Mentoring Support Needed for Academic Program Components

	Student N	Mean/ Percent	SD	Faculty N	Mean/ Percent	SD	p-value
Coursework	168	2.14	1.00	128	2.54	.88	<.001
Deciding on research area and methods	170	3.35	1.13	128	3.75	.85	<.001
Learning statistical techniques/advanced research methods	170	3.69	1.21	127	3.99	.85	.009
Developing scholarly writing skills	170	3.56	1.19	128	4.23	.75	<.001
Reading the literature base and managing references in topic area	170	2.50	1.13	127	3.04	.99	<.001
Learning and deciding on theory/epistemology to support research	170	3.01	1.20	127	3.59	.83	<.001
Scholarly activity	171	3.92	1.07	127	4.20	.79	.005
Developing pedagogical skills and teaching courses	167	3.02	1.13	126	3.43	.88	<.001
Preparing and completing candidacy or comprehensive exam	165	3.52	1.20	126	3.75	.89	.021
Preparing and successfully completing dissertation	167	4.30	.89	124	4.29	.71	.763
Preparing for and entering the job market	167	4.08	1.14	125	4.31	.73	.012
Becoming a junior faculty	152	3.97	1.14	126	4.08	.80	.003

Note. Students and faculty rated how much students need support through mentoring to succeed in each area, from 1 (little to no need), 2 (some need), 3 (moderate need), 4 (high need), to 5 (extreme need). p-values from independent samples t-tests.

Table 6. Student Stress Caused by Academic Program Components

	Student N	Mean/ Percent	SD	Faculty N	Mean/ Percent	SD	p-value
Coursework	177	3.20	.98	118	3.28	.91	.206
Deciding on research area and methods	182	3.08	1.23	118	3.53	.87	<.001
Learning statistical techniques/advanced research methods	182	3.47	1.27	117	4.13	.80	<.001
Developing scholarly writing skills	181	3.11	1.19	118	3.87	.92	<.001
Reading the literature base and managing references in topic area	181	2.59	1.14	117	2.89	.92	.012
Learning and deciding on theory/epistemology to support research	180	2.81	1.15	118	3.19	.88	.001
Scholarly activity	180	3.48	1.18	117	4.17	.77	<.001
Developing pedagogical skills and teaching courses	177	2.68	1.16	117	3.13	.89	<.001
Preparing and completing candidacy or comprehensive exam	171	3.80	1.18	118	4.28	.77	<.001
Preparing and successfully completing dissertation	171	3.87	1.17	117	4.50	.63	<.001
Preparing for and entering the job market	169	3.75	1.30	117	4.54	.73	<.001
Becoming a junior faculty	152	3.50	1.39	116	4.14	.86	<.001

Note. Students and faculty rated how much stress or worry each component causes students, from 1 (little to no stress), 2 (some stress), 3 (moderate stress), 4 (high stress), to 5 (extreme stress). p-values from independent samples t-tests.

Career aspirations. To assess career aspirations, the survey asked students and faculty to indicate the types of positions sought by students (see Table 7). Students were asked to select the positions they were planning to apply for while faculty were asked to select positions that any of their students planned to apply for. Among both students and faculty, a high proportion showed students planning to apply for faculty positions with high research expectations (Students 67.2%; Faculty 85.3%), with a low proportion showing students planning to apply for non-academic clinical positions (Students 13.7%; Faculty 15.5%).

Opportunities for interdisciplinary mentoring. Regarding interdisciplinary opportunities, there were significant differences between student and faculty perceptions. More than 42% of

faculty reported “quite a few” or “very many” opportunities available, while 41% of students reported “some” opportunities or “not at all” available. Further, for each type of interdisciplinary opportunity given as an option, a significantly higher proportion of faculty compared to students indicated the opportunity was available for students.

Table 7. Career Aspirations and Interdisciplinary Opportunities

	Student N	Percent	Faculty N	Percent	p-value
Types of Positions Students Plan to Apply For	183		129		
Faculty positions with high research expectations	123	67.2%	110	85.3%	<.001
Faculty positions focused primarily on teaching	80	43.7%	80	62.0%	.002
Non-academic research positions	77	42.1%	64	49.6%	.187
Non-academic clinical positions	25	13.7%	20	15.5%	.646
Other	21	11.5%	7	5.4%	.066
Availability of Interdisciplinary Mentorship or Scholarship	176		122		.001
Not at all available	21	11.9%	4	3.3%	
Some opportunities available	52	29.5%	34	27.9%	
Moderate amount of opportunities available	27	15.3%	27	22.1%	
Quite a few opportunities available	33	18.8%	32	26.2%	
Very many opportunities available	18	10.2%	20	16.4%	
Not sure	25	14.2%	5	4.1%	
Types of Interdisciplinary Opportunities	183		129		
Opportunities to engage in interdisciplinary research projects	83	45.4%	94	72.9%	<.001
Curriculum opportunities to engage with other disciplines	77	42.1%	76	58.9%	.003
Networking support	66	36.1%	81	62.8%	<.001
Workshops/training on interdisciplinary scholarship	65	35.5%	66	51.2%	.006
Other	20	10.9%	1	0.8%	<.001

Note. p-values from Pearson chi-square or z-test. For types of positions and opportunities, students and faculty were asked to select all that apply, so the percentage represents the proportion of respondents who selected each option out of the total student or faculty respondents.

Not surprisingly, some of the “highest stakes” components of doctoral programs—such as dissertation, candidacy, entering the job market, and scholarly activity—were identified by students and faculty as sources of high stress for students. With the exception of candidacy

exams, which generally must be completed without support from faculty mentors on the committee, these were also some of the areas of highest need for mentoring support according to students and faculty. Interestingly, faculty means for student stress and mentoring need significantly exceeded student means, though the order of higher and lower components were strikingly similar across the two surveys. However, faculty had scholarly writing skills as the third highest need for mentoring support, while students had it as sixth highest and lower than their need for help with statistics and advanced research methods. This may suggest that students overestimate their writing ability compared to faculty perspectives, but that faculty could put more emphasis on helping students master statistics and advanced research methods. Additionally, there were significant differences between student and faculty ratings of interdisciplinary opportunities for students, with students perceiving fewer opportunities. This could mean that faculty mentors and doctoral programs need to better educate students on these opportunities and/or make sure that opportunities are accessible to all students.

Qualitative Findings

Student academic needs emerged in responses to qualitative questions, especially in a question asking both faculty and students about the most important components of a successful mentoring relationship. There were 87 faculty members and 121 students who responded to that question. Questions asking respondents to give faculty mentors and students advice about how to optimize the mentoring relationship also contributed to this theme, with 64 faculty members providing advice to their peers and 66 providing advice to students. Of the doctoral student respondents, 99 gave advice to faculty mentors and 98 gave advice to fellow students.

Themes from the qualitative data include the need for mentors to socialize doctoral students into the academic environment. The student respondents viewed the potential for faculty mentors to serve as examples, and they focused attention on honesty and authenticity, as well as the cultural and political environment of the academy. One student remarked that faculty should “help students understand and navigate delicate department and academic field politics.” Another advised faculty mentors to “provide more connection opportunities, have time for onboarding into the culture of the department, share your own experiences.” One student requested that faculty “not assume first year students have any base knowledge of how PhD programs work [and] proactively teach about academia etiquette.” Faculty responses were very similar: “Act authentically, so [students] see the real picture of working in academia,” and “help students understand the culture of higher education.”

Themes from faculty and student data also included concrete opportunities faculty members could provide around publication, scholarship, and teaching, and one faculty respondent issued a reminder to set aside the faculty member’s scholarly needs in favor of the student, encouraging faculty to behave by “putting the needs of the doctoral students ahead of your own desire for prestige (bringing them on publications not only as last author, helping them lead a paper on their own, connecting them to do peer reviews, introducing them to colleagues, etc.).” Echoing this sentiment, one student suggested that faculty “invite students to take part

in events, grant writing, meetings, etc. that will help to facilitate growth and help students to see parts of the academic process that may not be visible early in the doctoral program. Let students take on small pieces to build skills under your mentorship. These opportunities not only help to facilitate professional growth but also build confidence by making students feel seen and appreciated."

The theme of constructive feedback emerged from both faculty and student data. One student requested that faculty "always provide both positive feedback and constructive criticism." Students encouraged feedback that "promotes growth and recognizes strengths" and that is given "with mindful/sensitive wording". Faculty also urged their peers to "be positive and strengths-based" while also providing "specific and meaningful feedback—not just 'looks good'." In their advice to students, a faculty respondent suggested they "take feedback to heart and work constantly to improve quality of your work." Another warned students to "accept feedback (with a discerning eye—not all the feedback you get is valuable)."

Non-Academic Needs/Stress and Mentoring Support

In addition to students' needs and stress in academic areas, the survey elicited student and faculty perspectives regarding students' non-academic stress during their doctoral studies and the mentoring support (if any) provided by faculty mentors in these areas.

Quantitative Findings

Financial Stress. One area of "non-academic" stress affecting many social work doctoral students is the financial burden of pursuing a doctorate degree. The survey asked both students and faculty to identify ways that students pay for their education and living expenses (see Figure 1), with different options provided in the two surveys. Of 183 student respondents, 117 reported having a research assistant (GRA) position (63.9%) with 56 reporting a teaching assistant (GTA) position (30.6%); 88% faculty reported their students use teaching or research assistantships to pay for their education and living expenses. Additionally, 73 students (39.9%) reported receiving a fellowship or scholarship through their program, with 41 students (22.4%) receiving external funding through fellowships, scholarships, or grants; 67% of faculty indicated their students receive scholarships or fellowships with no work requirement. Despite the assistantship positions and funding available to students, students reported paying for expenses with full-time (18; 9.8%) or part-time (48; 26.2%) employment, employer tuition benefits (14; 7.7%), support from family, spouse, or others (59; 32.2%), or by using their savings (45; 24.6%). Finally, 24% of students reported taking out student loans; when asked to estimate how many of their students rely on student loans, 15 faculty members (11.6%) reported half or fewer of their students used loans, 17 (13.2%) reported more than half used loans, and 97 (75.2%) either reported they did not know or did not answer the question.

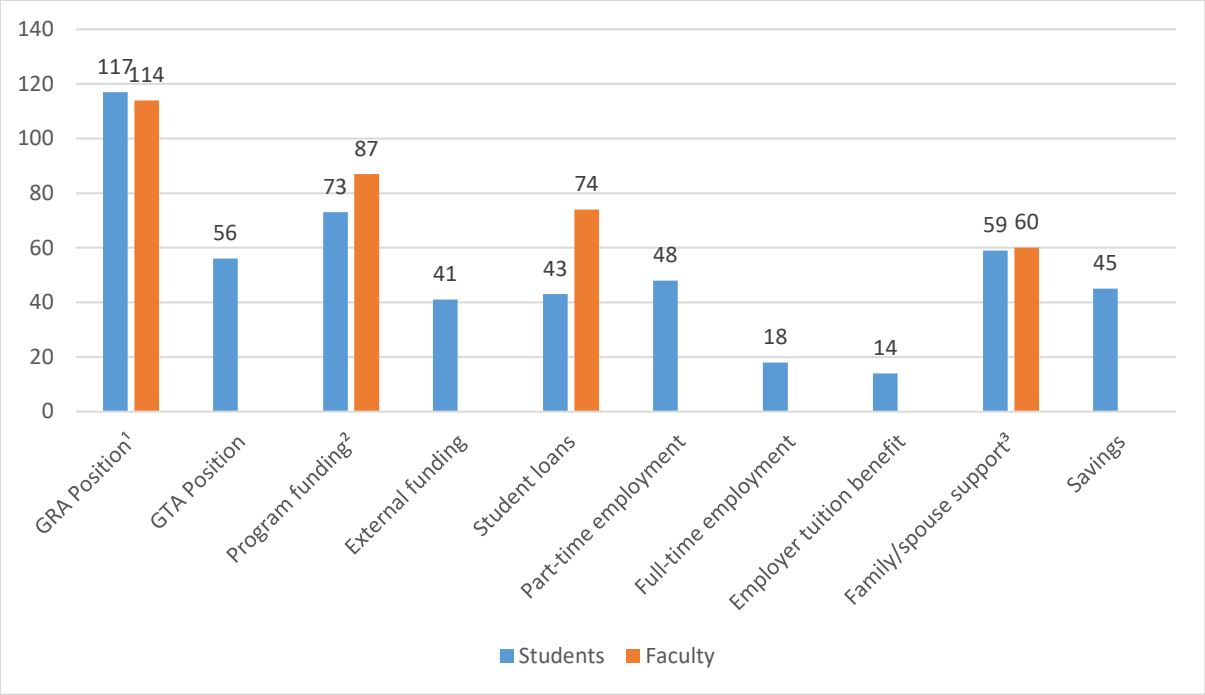

Figure 1. Students' Funding Sources for Education and Living Expenses. Students' (N = 183) self-reported sources of funds during their doctoral studies. Students were invited to select all applicable sources of funding they use to pay for education and living expenses. Faculty (N = 129) were asked to select sources of funding used by any of their students. The faculty survey had only four options that differed from students as follows: [1]Teaching or research assistantships; [2]Scholarships or fellowships with no work requirement; [3]Self-pay or family/significant other funding.

Non-academic stress. The survey asked students and faculty to rate the impact of various non-academic stressors that include normal challenges presented by life transitions, health and mental health concerns, relational challenges, and psychological stress related to diversity and inclusion issues and their enrollment in a doctoral program (see Table 8). For each item that applied to them or their students, respondents were asked to rate how much it negatively impacts students' well-being, functioning, and ability to make progress in the program, from 1 "Little to no impact", 2 "Some impact", 3 "Moderate impact", 4"High impact", to 5 "Major or severe impact". Both students and faculty rated "managing competing demands on time" as the top non-academic stressor (Student *M* = 3.98; Faculty *M* = 4.11). Among items with an average student score above (3) "moderate impact," students identified imposter syndrome/inadequacy (3.40), financial stress (3.32), pressure to succeed (3.31), feeling overwhelmed (3.27), and poor work-life balance (3.09). Similar to academic stressors, faculty means were significantly higher than student means for every non-academic stressor. In general, faculty ratings had a similar order as student ratings for higher and lower impact stressors; however, students rated imposter syndrome/feelings of inadequacy as the second highest impact stressor whereas faculty ratings placed it as the seventh highest impact stressor. This suggests faculty may underestimate the role of imposter syndrome among their students.

Table 8. Student Stress Caused by Non-academic Stressors

	Student N	Mean/ Percent	SD	Faculty N	Mean/ Percent	SD	p-value
Responsibilities related to life transitions	154	2.84	1.31	119	3.72	.86	<.001
Financial stress	167	3.32	1.30	119	3.98	.96	<.001
Moving to a new place	137	2.35	1.33	116	2.93	.89	<.001
Physical health concerns	151	2.21	1.25	118	2.81	1.09	<.001
Mental health concerns	149	2.45	1.32	116	2.99	1.28	<.001
Memories triggered by coursework or research	144	1.94	1.15	112	2.20	1.01	.003
Issues related to personal/ intimate relationships	153	2.37	1.32	113	2.73	1.07	.001
Grief/loss of loved one	129	2.02	1.32	112	2.74	1.19	<.001
Experiencing/witnessing sexual misconduct, harassment, or assault	118	1.33	.79	103	2.28	1.19	<.001
Experiencing/witnessing racism, discrimination, or microaggressions	146	2.44	1.40	119	3.16	1.18	<.001
Feeling unsafe	149	1.70	1.16	116	2.48	1.08	<.001
Excessive stress due to pressure to succeed	167	3.31	1.21	119	3.77	.93	<.001
Feeling overwhelmed by program expectations	166	3.27	1.29	120	3.94	.97	<.001
Imposter syndrome / feelings of inadequacy	165	3.40	1.32	117	3.64	1.05	.038
Poor work-life balance	165	3.09	1.35	118	3.69	.93	<.001
Managing competing demands on time	171	3.89	1.09	120	4.11	.92	.046
Mentor Involvement in Top Stressors	165			112			<.001
None/didn't talk about it	34	20.6%		0	0.0%		
We talked about it some	85	51.5%		21	18.8%		
We talked about it often	21	12.7%		39	34.8%		
Advisor actively provided support in those areas	25	15.2%		52	46.4%		

Note. For each item that was applicable, students and faculty were asked to rate how much it negatively impacts students' well-being, functioning, and ability to make progress in the program, from 1 "Little to no impact", 2 "Some impact", 3 "Moderate impact", 4 "High impact", to 5 "Major or severe impact". Students and faculty also rated the level of mentor involvement in the non-academic stressors they had rated highest. p-values from independent samples t-test.

Mentoring support for non-academic stress. The survey asked students and faculty to think about the items they had rated as the highest impact non-academic stressors for students, and then report the level of involvement of the faculty mentor in these areas. Student and faculty differed significantly ($p < .001$) in their responses regarding faculty mentors' involvement in students' top non-academic stressors. There were no faculty members (0.0%) who reported no involvement in the areas they rated as top stressors, whereas 20% of students indicated that their mentor had no involvement in their top stressors. Overall, 91 faculty (81.3%) felt that they had talked about the top stressors often or actively provided support, compared to only 46 students (27.9%) who reported discussing top stressors often or receiving active support from their mentors. A majority of students (51.5%) responded that they and their mentors talked about their top stressors "some."

Table 9. Non-academic Needs and Support

	N	Mean/ Percent	SD	Range	Median	p-value
How Did Mentor Support Match Your Needs and Expectations						
I wish I had received more support from my advisor in those areas	76	46.1%				
The support I received was about right, or I was glad that my advisor was not involved in my non-academic issues	89	53.9%				
My advisor was too involved in my non-academic issues or I wish they hadn't asked about them	0	0.0%				
Estimate of Total Student Loan Debt by End of Program						
Students*	43	84,790.70	54,543.80	8,000-305,000	80,000	<.001
Faculty*	26	40,192.31	23,716.69	0-100,000	40,000	

Note. *Students were asked to estimate to their total student loan debt by the end of the program only if they indicated they used student loans to pay for education or living expenses. Faculty were asked to estimate students' total student loan debt by the end of the program if they selected student loans as a way that students in their program pay for expenses. p-values from independent samples t-test.

Students were also asked how the support they received from their mentor regarding non-academic stressors met their needs and expectations (see Table 9). Nearly half of students (76;

46.1%) reported wishing they had received more support from their advisor for non-academic issues, with just over half (89; 53.9%) reporting that the support they received was about right or they were glad their mentors were not involved with a particular set of issues. Zero students reported feeling that their mentor was too involved in their non-academic issues. Additionally, both students and faculty were asked to give an estimate of students' total loan debt by the end of the program if they took out student loans. Among the 43 students (23.5%) who reported using student loans, the mean estimate of total loan debt was $84,790.70 with a median of $80,000 and a maximum of $305,000. Only a few faculty members attempted to estimate their students' average debt burden, with some faculty writing in that they had no way of knowing. Among 26 faculty who did provide an estimate, the mean estimate of students' total loan debt was $40,192.31, with a median of $40,000 and a maximum of $100,000.

Finally, students and faculty were asked to rate students' overall level of stress and the approximate proportion of stress due to academic versus non-academic issues (Table 10). On the same five-point scale from little to no stress (1) to extreme stress (5), students gave an average rating of 3.88 with faculty giving a rating of 3.78 that did not differ significantly from students' rating (p = .180). This represents a moderate to high level of overall stress for students during their doctoral program. When asked to give the percent of that stress due to academic versus non-academic stressors, students reported that about 65% percent of stress was due to academic stressors and about 35% was due to non-academic stressors, with faculty reporting similar averages (61.8% academic; 37.9% non-academic).

Table 10. Overall Stress Due to Academic and Non-academic Stressors

	Student N	Mean/ Percent	SD	Faculty N	Mean/ Percent	SD	p-value
Overall Stress	170	3.88	.77	126	3.78	.49	.180
Percent of Stress Due To:							
Academic stressors	170	64.54	18.95	128	61.76	14.19	.116
Non-academic stressors	170	35.23	18.82	128	37.85	14.00	.291

Note. Students and faculty rated the overall level of stress students feel during doctoral studies, from 1 (little to no stress), 2 (low stress), 3 (moderate stress), 4 (high stress), to 5 (extreme stress). Students and faculty were also asked to give the percent of that stress that is caused by academic versus non-academic stressors so that their response totaled 100. p-values from independent samples t-tests.

Both students and faculty reported a significant amount of student stress related to doctoral education. Regarding non-academic stressors, students identified the stress and pressure of doctoral studies as high impact stressors, along with the challenges of managing time and finances. With a few important exceptions, faculty identified similar top stressors and again rated the impact of stressors significantly higher than students' own ratings for each non-

academic stressor. Faculty may need to pay greater attention to the impact of imposter syndrome and feelings of inadequacy on their mentees, as students rated this as the second highest impact stressor while faculty averages placed it seventh among non-academic stressors. In addition, faculty mentors should revisit students' need for support in non-academic areas, as faculty appeared to overestimate their current involvement in students' top non-academic stressors. Nearly half of students preferred greater support from their mentors on non-academic issues and none felt mentors were too involved, so faculty mentors could endeavor to provide greater support in non-academic issues without significant concern that they would be crossing students' boundaries in this area.

Qualitative Findings

Questions from faculty and student surveys regarding the most important components of a successful mentoring relationship, advice for faculty, and advice for students contributed to the identification of themes around non-academic needs. Eighty-seven faculty members responded to the question about the most important components of a mentoring relationship, as did 121 students. Sixty-four faculty members gave advice to their peers, and 66 gave advice to students. In the student survey, 99 students provided advice to faculty mentors and 98 did so for fellow students.

Both students and faculty described a balanced or holistic approach as ideal. Multiple students encouraged faculty to get to know students professionally and personally and to create what one termed "a genuine and caring relationship." Likewise, faculty members echoed this sentiment, with one telling peers to "take a genuine interest in your mentees' lives" and another highlighting the importance of "caring about the student as a person." To potentially help students address some of their non-academic stressors (see Table 8), one student recommended that faculty "ask how your student is doing and really desire to know. Create a safe space for them to share or ask any question. Ask what [you] can do to support their student." This theme of support was common. A student requested that faculty "provide continuous support and feedback through all stages of the program. Ask about work-life balance. Provide guidance, reassurance, and praise." Similarly, a faculty mentor felt the appropriate role was in "helping support students' confidence in themselves, ensuring there is a balance of pushing them and holding back when necessary." Respondents also indicated the importance of faculty modeling how to balance personal and professional roles. A faculty respondent recalled that when they were a student their mentor was a "role model for work/life balance and helped address imposter syndrome." One student noted, "I was not prepared for the 'round the clock' work of a doctoral program--when you're not doing the work itself, you're thinking about it, or thinking about how your fellow non-parent peers must be able to do so much more than you, etc. My adviser sets an excellent example as a top-notch researcher, but this individual has never really asked me about work-life balance, or discussed how he/she managed this work-life-parenting balance themselves."

Students drew attention to the wealth of experience they bring to doctoral education, as shown earlier in Table 2 (students reporting an average of 5.41 years of practice experience). As a way of characterizing how that experience can inform good judgment and maturity, one student commented, “Please respect my experience while noting that I'm out of my ‘element’ in academia. Don't infantilize me. I was a competent, confident professional before beginning the program. Our differences are slight. Guide me but don't dictate what my future holds.” Similarly, another student recommended that faculty “lean on strengths or skills students come in with” while another suggested faculty “treat students like they have something to offer the working relationship.” The types of prior experience students bring to doctoral education vary widely, and one student advised faculty: “not all students come in with the same skills, knowledge or expectations. Take the time to get to know your students, review their [past experiences and accomplishments], and identify opportunities for growth.”

Diversity and Inclusion

A key area of interest for the survey involved doctoral mentoring around diversity and inclusion issues in social work doctoral programs. The survey collected quantitative data related to students and faculty self-identifying as historically underrepresented groups in academia, questions related to program climate and safety, and perceptions of doctoral mentoring for diversity and inclusion issues. The survey also asked open-ended qualitative questions regarding helpful mentoring practices for diversity and inclusion in doctoral programs.

Quantitative Findings

The survey asked both students and faculty to indicate whether they identify with one or more groups that have traditionally been marginalized in academic settings. Respondents identified a wide range of traditionally marginalized groups, including the historical marginalization of women in academia. The recognition by respondents of the historical marginalization of women contributed to a high proportion of respondents indicated they belonged to traditionally marginalized groups. It is important to note, however, that not all respondents who identified as female also considered this a historically marginalized group. Table 11 shows student and faculty responses along with items related to program climate and safety. In total, 93 students (54.1%) and 70 faculty (57.9%) replied “yes” to identifying with at least one marginalized group, 31 students (18.0%) and 18 faculty (14.9%) replied “maybe,” and 48 students (27.9%) and 33 faculty (27.3%) replied “no.”

Program climate and safety. Students and faculty were also asked to rate their agreement with statements related to their program’s acceptance and sexual safety, from 1 “Strongly Disagree”, 2 “Somewhat Disagree”, 3 “Neither Agree Nor Disagree”, 4 “Somewhat Agree”, to 5 “Strongly Agree.” For the item that their program is *welcoming and accepting* towards students and faculty from all backgrounds and groups, students (*M* = 3.94, *SD* = 1.20) and faculty (M = 3.92, SD = 1.12) gave very similar average ratings (p = .857). For the item that programs are sexually safe for all students (indicating that programs are free from sexual

misconduct), students (M = 4.15, SD = 1.16) and faculty (M = 4.21, SD = 1.01) again gave similar ratings (p = .623), with all four means falling around the "Somewhat Agree" (4) level.

Table 11. Program Climate and Safety

	Student N	Mean/ Percent	SD	Faculty N	Mean/ Percent	SD	p-value
Do you identify with one or more groups that have traditionally been marginalized in academic settings?	172			121			.737
Yes	93	54.1%		70	57.9%		
Maybe	31	18.0%		18	14.9%		
No	48	27.9%		33	27.3%		
Doctoral Program Is*:							
Welcoming and accepting towards students and faculty from all back-grounds and groups	170	3.94	1.20	119	3.92	1.12	.857
Sexually safe for all students, without sexual harassment or misconduct of any kind	170	4.15	1.16	119	4.21	1.01	.623
Have you experienced or witnessed discrimination in the program?^	170			119			.925
Yes	69	40.6%		51	42.9%		
No	69	40.6%		46	38.7%		
Not sure	32	18.8%		22	18.5%		
Have you experienced or witnessed sexual misconduct in the program?^	170			118			.916
Yes	11	6.5%		9	7.6%		
No	144	84.7%		98	83.1%		
Not sure	15	8.8%		11	9.3%		

Note. *Students and faculty were asked to rate their agreement with each statement from 1 "Strongly Disagree", 2 "Somewhat Disagree", 3 "Neither Agree Nor Disagree", 4 "Somewhat Agree", to 5 "Strongly Agree."
^Faculty respondents were only asked if they had witnessed discrimination or sexual misconduct.
p-values from Pearson chi-square or independent samples t-test.

Additionally, the survey asked students to indicate whether they had *witnessed or experienced discrimination or sexual misconduct in their program*, with faculty only asked if they had *witnessed discrimination or sexual misconduct*. For discrimination, as many students responded "yes" (69; 40.6%) as responded "no" (69; 40.6%), with 32 (18.8%) reporting they were "not sure." Faculty gave very similar ratings with 51 (42.9%) reporting they had witnessed discrimination, 46 (38.7%) reporting they had not, and 22 (18.5%) who were not sure. Levels of sexual misconduct were much lower, with 7% of students and 8% of faculty experiencing or witnessing misconduct, 9% of students and 9% of faculty not sure, and 85% of students and 83% of faculty indicating they had not experienced or witnessed sexual misconduct.

Mentoring support for students from marginalized groups. The survey also collected information from students on their perceptions of mentoring support received, and both students and faculty were asked for their opinions on tailoring mentoring to the needs of different groups of students (see Table 12). For students who responded "yes" or "maybe" to belonging to a group traditionally marginalized in academic settings (n = 124), the survey asked their level of agreement with several statements about climate and support, with response options ranging from 1 "Strongly Disagree", 2 "Somewhat Disagree", 3 "Neither Agree Nor Disagree", 4 "Somewhat Agree", to 5 "Strongly Agree." These students generally disagreed when asked if their faculty mentor (M = 1.42, SD = .90) or peers (M = 1.81, SD = 1.19) made insensitive or belittling comments towards the group(s) they identify with, with averages also falling between "somewhat disagree" (2) and "strongly disagree" (1) that others in their program made such comments. When asked if their mentor actively supports them in overcoming the challenges they might face due to discrimination or marginalization, these students gave a mean rating of 3.58 (SD = 1.23), which falls between "neither agree nor disagree" (3) and "somewhat agree" (4).

All students (N = 183) were then asked for their level of agreement with three items related to program climate and inclusivity on the same five point scale from "Strongly Disagree" (1) to "Strongly Agree" (5). On average, students somewhat agreed that they feel safe and welcome in their doctoral program (M = 4.00, SD = 1.13). When asked if their mentor brings up issues of diversity and inclusion in social work academia, the student mean was 3.76 (SD = 1.30) falling between "Neither Agree nor Disagree" (3) and "Somewhat Agree" (4). Finally, when asked if peers or faculty make statements without realizing it could be offensive or insensitive, the mean student rating (M = 2.92, SD = 1.41) fell close to the "Neither Agree nor Disagree" (3) level. Finally, faculty and students were asked for their opinion regarding whether mentoring for students from specific groups should be specifically tailored to their needs versus attempting to provide the same mentoring experience to all students. In total, 121 students (72.9%) and 87 faculty (73.7%) thought that mentoring should probably or definitely be tailored to the needs of students from different groups.

Table 12. Mentoring for Students from Marginalized Groups

	Student N	Mean/ Percent	SD	Faculty N	Percent	p-value
My advisor/mentor makes insensitive or belittling comments towards the group(s) I identify with*	122	1.42	.90			
My peers in the program make insensitive or belittling comments towards the group(s) I identify with*	121	1.81	1.19			
My advisor/mentor actively supports me in overcoming the challenges I face (or might face) in academia due to marginalization, discrimination, or microaggressions*	122	3.58	1.23			
I feel safe and welcome in my doctoral program	170	4.00	1.13			
My advisor/mentor brings up issues regarding diversity and inclusion in social work academia	170	3.76	1.30			
My peers or faculty make statements about groups of people without realizing that it could be offensive or insensitive	169	2.92	1.41			
Should mentoring to students from specific groups be specifically tailored to their needs or attempt to provide the same mentoring experience to all students	166			118		.494
Definitely same experience	6	3.6%		2	1.7%	
Probably same experience	5	3.0%		6	5.1%	
Possibly same experience	12	7.2%		4	3.4%	
Possibly tailored to needs	22	13.3%		19	16.1%	
Probably tailored to needs	58	34.9%		37	31.4%	
Definitely tailored to needs	63	38.0%		50	42.4%	

Note. *Questions asked only if student replied "yes" or "maybe" to belonging to a marginalized group. Students were asked to rate their agreement with each statement from 1 "Strongly Disagree", 2 "Somewhat Disagree", 3 "Neither Agree Nor Disagree", 4 "Somewhat Agree", to 5 "Strongly Agree." p-value from Pearson chi-square.

Overall, a majority of students and faculty self-identified as belonging to groups traditionally marginalized in academic settings, including respondents recognizing the historical marginalization of women in academia. Additionally, a number of survey items illustrate the importance of addressing diversity, inclusion, and program climate issues in social work doctoral programs. Around 40% of students and faculty indicated they had experienced or witnessed discrimination in their programs, with about as many respondents agreeing as disagreeing that peers or faculty make statements about groups of people without realizing it could be offensive or insensitive. Thus, training or programming to increase awareness of diversity and inclusion issues may be appropriate for social work doctoral programs, especially considering the social justice mission of the profession. In addition to program-wide measures, individual faculty mentors should also consider addressing diversity and inclusion issues more directly, with particular emphasis on providing support to students from marginalized groups. Students and faculty overwhelmingly felt that mentoring should be tailored to these students' needs, and qualitative items elicited feedback on how mentoring could effectively address diversity and inclusion issues.

Qualitative Findings

Regardless of whether they identified with a marginalized group, all faculty and students were asked about the three most helpful practices mentors and the program had done to address challenges related to diversity and inclusion. Seventy-six faculty and 84 students responded. Students and faculty shared suggestions about formal or structural approaches as well as informal or individualized approaches to promoting diversity and inclusion in doctoral programs.

In terms of formal approaches, students and faculty emphasized the importance of program-wide training on diversity and inclusion, services to support students from marginalized groups, and more inclusive curriculum and theory. One student said, "Faculty mentors would be well-served by receiving training and ongoing guidance on recognizing how systemic oppression has affected engagement and retention of students from a wide range of backgrounds and how these oppressions served to maintain white, straight, male privilege in academia." Faculty suggested "anti-racism, white fragility, safe zone trainings for faculty and staff" and "faculty training in implicit bias." Both student and faculty respondents recommended hiring diverse faculty and encouraging programs to be intentional about recruiting students from historically underrepresented groups. Students also focused attention on services (e.g., "the school should offer additional resources for marginalized students particularly around mental health services, travel to meet at conferences for students of color or other similar events, among others"), whereas faculty drew attention to the curriculum, which should "reflect diverse scholars [and] perspectives….critical race theories; feminist theory; queer theory; liberation theories; post-colonial and indigenous perspectives and approaches to research."

Additionally, students described individual-level or informal supports that faculty could provide to create a more inclusive and equitable program culture. For example, one student noted that

mentors should “be prepared to advise on addressing, coping with, and overcoming possible barriers and challenges faced in academia (and in the profession) because of group affiliation.” Another noted that “issues related to social justice and discrimination should be conversations within mentoring relationships with White students, as well as with students of color." Faculty members similarly suggested words and actions that promote their values. “As part of the admissions interview, in classes, and in individual conversations, I try to communicate to students my awareness of diversity and inclusion challenges in academia and in our program, along with my desire…and commitment to working with students to address these challenges.” One faculty respondent noted that mentors should “help students avoid faculty that will treat them unfairly due to racial/ethnic identity or religious affiliation,” and another recommended: “listen to the students; take student matters seriously; act on student concerns” in the face of unfairness or inequity.

Respondents who identified as members of historically marginalized groups were asked to identify their group(s). After excluding 15 responses that did not reflect sexual identify/ orientation, gender, race, ethnicity, or national origin, we retained 109 respondents. Of these respondents, the majority (79%) were cisgender women, and just under half (47%) were White. About two-thirds (68%) identify as straight/heterosexual, one-fifth (20%) identify as lesbian, gay, queer, or pan/demisexual, and 12% as bisexual. Most (69%) respondents reported that English is their primary language. International students made up 20% of respondents. Some of these individuals (n = 58) shared advice for how mentoring could be tailored to better meet the needs of their particular group(s). Regardless of which underrepresented or marginalized group was identified, some themes were common. For instance, multiple students noted how helpful it would be to have mentors who had similar identities or backgrounds. There was also a sense of understanding that this matching was not always possible, in which case faculty should work to understand the unique needs of students from traditionally marginalized groups and be open about learning. As one student said, “it is important that my mentors see my position and how my worldview relates to my research so that they can effectively support me in both deepening and broadening that worldview.” Additionally, a common theme was that faculty should not assume a student’s membership in any particular identity affiliation nor should they assume students will disclose that membership. Rather than assuming the needs of students from various groups, student respondents recommended that faculty should ask individual mentees. One student noted, “the best way mentors could tailor their mentoring to students would be to allow the student to take the lead on what they require mentorship around.”

Mentoring Practices and Challenges

An important goal of the survey was to increase our understanding of helpful and effective practices for doctoral student mentoring in social work. The survey collected quantitative data regarding a number of mentoring practices along with open-ended qualitative questions.

Quantitative Findings

Helpful mentoring practices. The survey asked students and faculty to rate the helpfulness of nine specific mentoring practices, from 1 "Not at all helpful", 2 "Slightly helpful", 3 "Moderately helpful", 4 "Very helpful", to 5 "Extremely helpful." Table 13 shows student and faculty mean ratings of the mentoring practices. As with other portions of the survey, faculty means were statistically significantly higher than student means (with one exception) and had less variability and fewer very low scores. However, students and faculty identified the same four most helpful mentoring practices (student mean; faculty mean), all items related to academic components:

1) Be available and responsive to communication (4.52; 4.75)
2) Help students understand the culture and expectations of academia (4.28; 4.58)
3) Create opportunities for scholarly productivity and professional networking (4.25; 4.57)
4) Coach and provide feedback on research, writing, and public speaking skills (4.23; 4.53)

For each of these items, student and faculty means fell between “very helpful” (4) and “extremely helpful” (5), which was also true for helping students believe in themselves (Student *M* = 4.09; Faculty *M* = 4.49) and discussing students’ long-term career goals (Student *M* = 4.14; Faculty *M* = 4.26). Discussing long-term life and career goals was the only item with a non-significant difference between student and faculty means (*p* = .245) and was students’ fifth most helpful item compared to faculty’s seventh most helpful item.

Items related to non-academic issues were rated lower than other items, such as asking about student’s mental health and well-being (Student *M* = 3.59; Faculty *M* = 3.97), checking in about student’s work-life balance (Student *M* = 3.64; Faculty *M* = 3.95), and providing emotional support (Student M = 3.91; Faculty M = 4.39). However, student and faculty means were still above the “moderately helpful” (3) to “very helpful” (4) levels for these mentoring practices.

Mentoring preparation for faculty. The faculty version of the survey also collected information regarding the preparation faculty mentors had received, challenges mentors face, and strategies for setting boundaries and resolving issues (see Table 14). The most common type of preparation endorsed by faculty members was peer support (66; 55.9%), followed by as-needed support from an experienced mentor or administrator in the program or on campus (47; 39.8%) and informal mentorship training from an experienced mentor (41; 34.7%). Formal mentorship training (26; 22.0%) or written resources or guidelines (37; 31.4%) provided by the program or institution were less common, with a quarter of faculty indicating they had received no training or support around doctoral mentoring (31; 26.3%). In addition, the survey asked faculty about the strategies they used. When asked what they do if they feel they cannot meet a mentee’s needs, three quarters of faculty said they would have a conversation with the student (93; 78.8%), seek peer support or advice (89; 75.4%), and/or speak with the program director about the issue (89; 75.4%). Few faculty indicated they would ask to change the

student's mentor (20; 16.9%), seek additional training on mentoring (20; 16.9%), or simply do nothing (4; 3.4%).

Table 13. Helpfulness of Mentoring Practices

	Student N	Mean/ Percent	SD	Faculty N	Mean/ Percent	SD	p-value
Be available and responsive to communication	166	4.52	.81	118	4.75	.49	.002
Help student understand the culture and expectations of academia	165	4.28	.95	118	4.58	.60	.001
Discuss student's long-term life and career goals	165	4.14	1.02	118	4.26	.76	.245
Ask about student's mental health, well-being and self-care	164	3.59	1.20	116	3.97	.97	.004
Check in about student's work-life balance	164	3.64	1.18	118	3.95	.97	.016
Coach and provide feedback on research, writing, and public speaking skills	164	4.23	1.06	118	4.53	.68	.003
Show that mentor cares about student and provide emotional support	164	3.91	1.14	118	4.39	.84	<.001
Create opportunities for scholarly productivity and professional networking	165	4.25	1.03	118	4.57	.65	.002
Help student believe in themselves and their ability to succeed	164	4.09	1.04	118	4.49	.76	<.001

Note. Students and faculty rated how helpful each mentoring practice is for students, from 1 "Not at all helpful", 2 "Slightly helpful", 3 "Moderately helpful", 4 "Very helpful", to 5 "Extremely helpful." p-values from independent samples t-tests.

Setting boundaries in mentoring relationships. In regards to setting boundaries in the mentoring relationship, most faculty indicated that they would resolve challenges through referring students to other resources like campus counseling centers for managing emotions or personal concerns (81; 68.6%) and half reported they specify topics for discussion that are generally limited to academics, scholarship, and teaching (59; 50.0%). Only 44 faculty (37.3%) reported setting limits on phone, e-mail, or office availability, and less than a third of faculty provided written expectations or a mentoring contract (38; 32.2%) to set boundaries.

Table 14. Faculty Mentors' Preparation and Challenges

	N	Mean/ Percent
Mentoring Preparation Received	118	
Formal mentorship training	26	22.0%
Informal, individual mentorship training from an experienced mentor	41	34.7%
As-needed support from an experienced mentor/ administrator	47	39.8%
Written resources or handbook on mentoring	37	31.4%
Peer support	66	55.9%
No training or support	31	26.3%
If you feel you cannot meet a mentee's needs, what do you do?	118	
Have a conversation with the student	93	78.8%
Speak with the program director about the issue	89	75.4%
Ask to change the student's mentor	20	16.9%
Seek additional training on effective mentoring	20	16.9%
Seek peer support or advice	89	75.4%
Change nothing and hope the situation improves	4	3.4%
How do you set appropriate boundaries with mentees?	118	
Specify topics for discussion, generally limited to academics, scholarship, and teaching	59	50.0%
Providing written expectations or mentoring contract	38	32.2%
Set limits on availability by e-mail, phone, or office	44	37.3%
Refer students to other resources for managing emotions or personal concerns	81	68.6%
Mentoring Challenges	118	
Limited time available for mentorship	78	66.1%
Addressing student academic/scholarly limitations	68	57.6%
Addressing student personal stressors	59	50.0%
Meeting the needs of diverse student groups	27	22.9%
Responding to student behavioral health issues	35	29.7%
Mismatch between student and mentor expectations of the mentoring relationship	39	33.1%

Note. For each question, faculty were asked to select all items that applied to them.

Mentoring challenges. The most commonly cited challenges were limited time available for mentorship (78; 66.1%), addressing students' academic limitations (68; 57.6%), and addressing students' personal stressors (59; 50.0%). Faculty appeared to feel confident about meeting the needs of students from diverse groups, with only 23% indicating this was a mentoring challenge they faced.

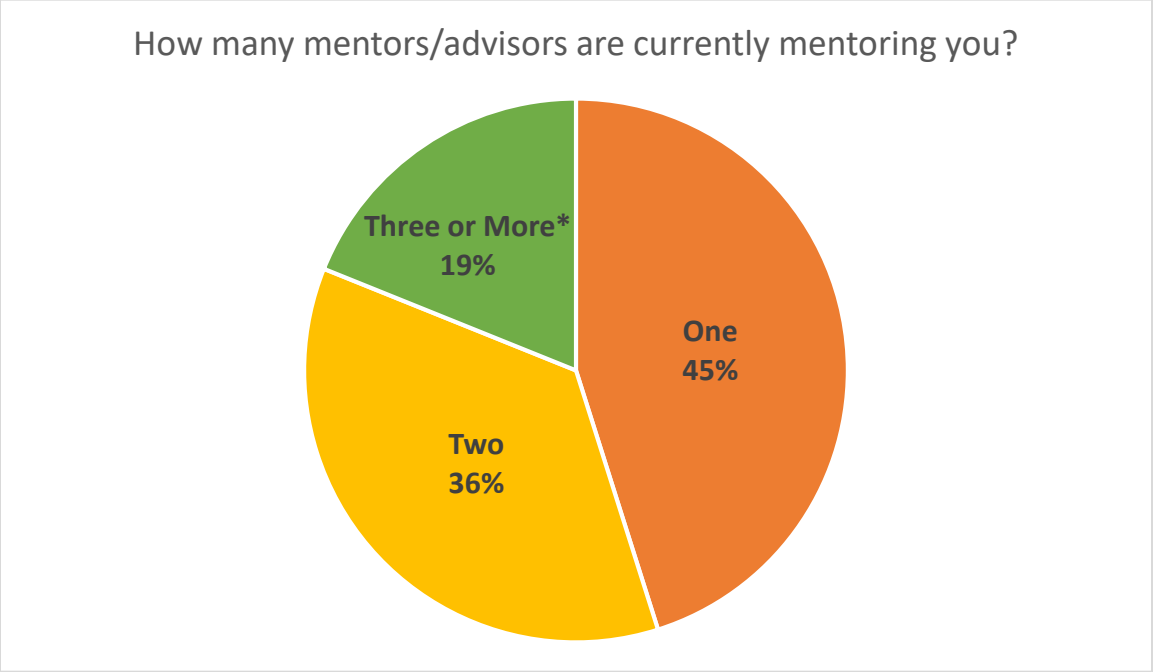

Figure 2. Team Mentoring. Students' (N = 164) report of their current number of mentors/advisors. *Of the 31 students who reported having three or more mentors, 17 (55%) indicated that they were including all or part of their candidacy or dissertation committee in this number, while 14 (45%) indicated that this number did not include any committee members.

Team mentoring. The survey sought to understand trends toward team mentorship, and asked students about the number of mentors/advisors currently mentoring them (see Figure 2). Just over half of students (90; 54.9%) indicated that they had at least two mentors, including 31 students (18.9%) with three or more mentors. Only about half of these students (55%) were referring to committee members for candidacy or dissertation, with the other half (45%) indicating they were referring to other mentors.

Like other parts of the survey, students and faculty ratings of the most helpful practices were very similar, with faculty ratings consistently higher than student ratings. The only mentoring practice that was not statistically significantly higher in faculty ratings was discussing students' long-term life and career goals, suggesting that faculty may slightly underestimate the value students place on this practice compared to the other mentoring practices. However, all of the practices named in the survey were at least moderately helpful to students on average, with faculty availability and responsiveness to communication rated highest by both students and

faculty. In spite of this, 37% of faculty placed limits on their availability as a way to set boundaries, which may be misaligned with the high value of availability and responsiveness. Additionally, half of faculty noted students' personal stressors as a challenge in mentoring, while half also attempt to set boundaries by setting topical limits to academic issues. Mentoring practices focused on non-academic issues tended to have lower helpfulness ratings, but due to previously described findings on students' desire for more support it seems prudent for faculty to inquire about non-academic stress at least to the extent that they can refer students to appropriate resources (as 69% of faculty indicate they do). Findings indicate that formal mentorship training and written mentoring resources or handbooks are uncommon in social work doctoral programs, so program directors should consider instituting additional programming to help improve the quality of doctoral mentoring in their programs. Finally, team mentoring appears to be a common phenomenon, so training, resources, and future research should consider techniques for collaboration among multiple mentors of the same student.

Qualitative Findings

Both faculty members and students were asked to share the three components of a successful mentoring relationship they considered most important. There were 87 faculty members and 121 students who responded to this question. The faculty respondents stressed the need for supervisory skills, including honest and timely feedback, being available, expressing belief in the mentee's abilities, clarity of expectations and boundaries, and having high standards for student work. As one faculty member said, "timely and effective feedback that moves students forward" was a key component in successful mentoring.

Similarly, students emphasized the importance of direct and thoughtful communication, responsiveness, and constructive feedback. One student suggested that faculty mentors should "provide constructive feedback with mindful/sensitive wording [and] communicate with each other to ensure consistency of messaging." For some students, the need for positive feedback was critically important. As one student advised, "tell me when I am doing a good job." This sentiment was echoed in other student comments such as, "along with criticism and feedback, praise also helps; many of us suffer from imposter syndrome and have strong self-doubt. Another student represented the views of many respondents with the brief statement, "be available and accessible to your mentees." A common sentiment was, "make sure to set aside regular contact time with students."

Additionally, faculty emphasized the importance of a mentor providing informal care and support to students. One faculty noted the importance of "allowing the student to be themselves, supporting their growth and development…and challenging them to be the best versions of the person they want to become." Another faculty member stressed the need for faculty "being open and engaging with the doctoral student. That means asking questions and reaching out." From the student perspective, the need for emotional support was clear. One student recommended that faculty mentors should "be caring and check in with students about their academic and non-academic life." Others emphasized the need for mutual support among

students, with statements like, “Connect [mentees] with other students early in the program. Isolation is a problem.”

Helpful mentoring practices also included socialization to the academic environment, as described previously. For example, one faculty member identified “having a hands-on mentor who connects you to opportunities that you might otherwise not be aware of” as a crucial component of the mentoring relationship. From the student perspective, this theme was highly relevant as well. One student captured this theme by encouraging faculty to “identify opportunities and encourage students to apply for conferences [and] identify relevant and appropriate journals and encourage students to publish.”

Student satisfaction with mentoring and outcomes

The survey sought students’ degree of satisfaction with the mentoring they have received, as well as indicators of students’ self-efficacy and scholarly productivity. Table 15 shows a summary of students’ satisfaction and indicators of mentoring outcomes. Students were asked to rate their overall satisfaction with their mentoring overall, along with their satisfaction with mentoring regarding academic concerns, non-academic concerns, and diversity and inclusion issues. For each item, students were asked to rate their mentoring satisfaction from 1 “Extremely dissatisfied”, 2 “Somewhat dissatisfied”, 3 “Neither satisfied nor dissatisfied”, 4 “Somewhat satisfied”, to 5 “Extremely satisfied.”

On average, students rated their overall satisfaction with mentoring as 3.68 (*SD* = 1.23), with a median response of “Somewhat satisfied” (4). Among the three aspects of mentoring, students were most satisfied with their mentoring for academic concerns (*M* = 3.78; *SD* = 1.19), followed by mentoring around diversity and inclusion issues (*M* = 3.51; *SD* = 1.23), which both also had median responses of “Somewhat satisfied” (4). Students were least satisfied with mentoring around non-academic concerns (*M* = 3.43; *SD* = 1.23), with a median response of “Neither Satisfied nor Dissatisfied.” To consider whether the quality of mentoring that faculty received as doctoral students might influence their mentoring practices, the survey asked faculty to rate their satisfaction with the doctoral mentoring they received as students on the same five point scale from “Extremely Dissatisfied” (1) to “Extremely Satisfied” (5). The mean faculty score of 3.91 (*SD* = 1.23) was not statistically different from the satisfaction of current students.

Regarding self-efficacy, the survey asked students to rate their level of agreement with four statements from 1 “Strongly disagree”, 2 “Somewhat disagree”, 3 “Neither agree nor disagree”, 4 “Somewhat agree,” to 5 “Strongly agree.” The typical student somewhat agreed (median = 4) that they were moving in the right direction in their career (*M* = 4.01; *SD* = 1.19) and were building the skills they need to be a successful faculty or researcher (*M* = 3.92; *SD* = 1.08). Students had the lowest mean score for feeling confident that they will be prepared for the job market (*M* = 3.69; *SD* = 1.19), but the median score was still “somewhat agree” (4). Students had the strongest feelings that they have grown both personally and professionally during their doctoral studies (*M* = 4.45; *SD* = .82) with a median response of “strongly agree” (5). The survey

also asked students about their scholarly productivity in terms of numbers of publications, conference presentations, and grants. Students had a mean of 1.5 peer-reviewed journal articles, 2.7 oral and 2.1 poster presentations at conferences, and .8 external grants, fellowships, or research awards. However, there was wide variation in responses, with some students having as many as 8 journal articles, 10 external grants, 25 oral presentations, and 30 poster presentations.

Table 15. Mentoring Satisfaction and Outcomes

	N	Mean/ Percent	SD	Range	Median/ p-value
Students' Satisfaction with Mentoring For:[1]					
Academic concerns	166	3.78	1.19	1-5	4
Nonacademic concerns	167	3.43	1.23	1-5	3
Diversity and inclusion	167	3.51	1.23	1-5	4
Overall	167	3.68	1.23	1-5	4
Faculty satisfaction with mentoring they received as students	118	3.91	1.23	1-5	.121
Students' Self-efficacy[2]					
I am comfortable that I am moving in the right direction in my academic/ professional career	167	4.01	.95	1-5	4
I feel confident that I will be well-prepared when I enter the job market	167	3.69	1.17	1-5	4
I am building the skills I need to be a successful junior faculty/researcher	167	3.92	1.08	1-5	4
I have grown both personally and professionally during my doctoral studies	167	4.45	.82	1-5	5
Students' Scholarly Productivity					
Peer-reviewed journal articles	163	1.57	2.09	0-8	1
Book chapters	153	.31	.99	0-10	0
Conference presentations (oral)	161	2.73	3.85	0-25	1
Conference presentations (poster)	161	2.13	3.64	0-30	1
External grants, fellowships, or research awards	152	.78	1.34	0-10	0
Other	75	.23	.82	0-6	0

Note. p-value from independent samples t-test comparing students' overall satisfaction with mentoring with faculty members' satisfaction with the mentoring they received as doctoral students.
[1]Respondents were asked to rate mentoring satisfaction from 1 "Extremely dissatisfied", 2 "Somewhat dissatisfied", 3 "Neither satisfied nor dissatisfied", 4 "Somewhat satisfied", to 5 "Extremely satisfied."
[2]Students were asked to rate their agreement with each statement from 1 "Strongly disagree", 2 "Somewhat disagree", 3 "Neither agree nor disagree", 4 "Somewhat agree," to 5 "Strongly agree."

Though the findings indicate students are generally satisfied with their doctoral mentoring, there appears to be room for improvement in students' mentoring satisfaction particularly for non-academic concerns. Interestingly, the self-efficacy items show the reverse of mentoring satisfaction, with very high ratings for *personal* as well as professional growth and lower ratings of confidence for the job market despite students' higher satisfaction with mentoring around academic concerns. Though somewhat paradoxical, this appears to fit with a variety of earlier findings in the survey. Students indicated that a greater portion of their stress was due to academic stress (65%) over nonacademic stress (35%) and rated academically-oriented mentoring practices higher than non-academic practices. However, about half of students wished they received more support from their advisor for non-academic issues, which fits the lower satisfaction shown for mentoring for non-academic concerns. These findings point to the holistic mentoring needs of doctoral students, which encompass both academic and non-academic aspects as well as diversity and inclusion issues.

Mentoring Advice

All respondents were asked to provide three pieces of advice to faculty and students to improve mentoring practices. Sixty-four faculty members gave advice to other faculty and 66 did so for doctoral students. Ninety-nine students provided advice they would give faculty members and 98 responded with advice for students.

Several themes emerged from both student and faculty responses in terms of advice for faculty mentors. Both groups urged faculty to be available to their mentees. As one faculty respondent wrote, "mentoring takes a lot of time. You have to put the effort in. Biweekly meetings at the minimum should be a baseline requirement for advising doctoral students - throughout their program. It makes a huge difference." Feedback was also highlighted as an important part of mentorship, specifically (as one student noted), "both positive feedback and constructive criticism." Once again, guiding students through the culture and processes of academia was a major theme in advice to faculty. One faculty respondent advised peers to "model and expect applied scholarship that is of high quality, with meaningful impacts." In addition, a student respondent reminded faculty, "the culture of academia is overwhelming…Teach us how to navigate it—to thrive not just survive." Faculty were also encouraged to meet the students where they are, or as one faculty member put it, "don't mold the student into one specific doctoral student model." Faculty stressed to their peers the importance of setting clear boundaries and expectations while anticipating milestones in students' learning.

Faculty and student themes pertaining to advice to students largely overlapped. Open, clear, consistent communication was a major theme. A faculty respondent reminded students: "ask for what you need—we can't read minds." Student respondents agreed, encouraging students to "communicate your needs and expectations." Faculty also noted the importance of students setting regular meetings with mentors and coming with an agenda in hand. Supporting an apparent trend toward team mentorship, both faculty and students recommended that doctoral students build a team of mentors to support them and address their various needs.

Discussion

Limitations of the survey need to be acknowledged. While this survey was distributed to all GADE member institutions via the GADE listserv, not all doctoral students nor faculty working with doctoral students responded to this survey. A particular limitation is that 97.8% of students were from PhD or MSW-PhD programs and only 2.2% were from DSW programs. As such, findings of this survey on mentoring are based on data from research-oriented and PhD students and not representative of students enrolled in advanced practice doctorate programs. Despite this, student demographics are comparable to the PhD student demographics collected by the CSWE Annual Survey (CSWE, 2018) and represent approximately 10% of the total doctoral student population in PhD programs (CSWE, 2019).

Mentoring is a major part of doctoral education. Findings of this survey allow us to have an informed understanding of the current landscape of mentoring for social work PhD students. Several findings affirm the positive direction of current mentoring efforts. For instance, doctoral students were satisfied overall with mentoring and slightly more satisfied with mentoring on academic issues than non-academic or diversity and inclusion issues. In addition, mentoring has helped students grow both personally and professionally and move in the right direction in their academic career. More importantly, despite the tendency for faculty to perceive students as more stressed than students' self-perceptions, faculty and students shared similar views regarding students' mentoring needs, academic and non-academic stressors, and helpful mentoring practices. This shared understanding between students and faculty likely contributed to students' overall satisfaction with their doctoral mentoring.

However, findings of this survey also highlight issues that will require additional attention. Regarding academic issues, both students and faculty indicated high need for mentoring support to prepare students to enter the job market and become a junior faculty, with only the candidacy examination and dissertation rated as areas of higher need. In comparison to mentoring for the important academic milestones of candidacy and dissertation, mentoring support for career development varies greatly among programs. With the increasing competitiveness of the job market, doctoral students will need effective mentoring to help them navigate the job market and successfully transition to an academic position. Another area warranting increased mentoring support pertains to interdisciplinary scholarship. Findings showed that a significantly higher proportion of faculty compared to students felt that interdisciplinary opportunities were available to students, although students might not be aware of the opportunities that are available. With the increasing significance of inter- and trans-disciplinary efforts to solve complex problems—for instance, the Social Work Grand Challenges—increased mentorship around interdisciplinary scholarship and opportunities will be helpful for doctoral students.

Although the stress experienced by doctoral students primarily related to academic components, students attributed about 35% of their stress to non-academic concerns. Regarding mentoring for non-academic issues, faculty and students overall shared similar

perceptions of non-academic stress. However, there is a divergence between student and faculty perceptions of financial stress, level of faculty support, and mentoring involvement, as well as issues related to setting boundaries. Faculty generally lacked awareness of students' financial stress and debt burden and overestimated their support to students around non-academic issues, relative to student perceptions. Many students would like to see increased mentoring support for non-academic concerns, whereas half of faculty respondents felt that focusing on academic issues helped to set boundaries in the mentoring relationship. Knowing how to set a "healthy boundary" in a mentoring relationship without removing non-academic issues from mentorship will be important to facilitate helpful mentoring around non-academic issues for doctoral students.

Regarding mentoring practices, the findings affirm the importance of helpful mentoring practices that are consistent with existing literature, with the top four practices identified as: "be available and responsive to communication," "help students understand the culture and expectations of academia," "create opportunities for scholarly productivity and professional networking," and "coach and provide constructive feedback on research, writing, and public speaking skills." The only helpful mentoring practice that might be slightly undervalued by faculty was "discussing long-term life and career goals." This suggests that students may need mentoring to help create a "big" picture for their academic journey. Another finding pertaining to mentoring practices relates to the role of team mentoring. Team mentoring appears to be a common practice as more than half of the students reported being mentored by more than one faculty member. As such, training, resources, and future research should consider techniques for collaboration among multiple mentors of the same student. It will be important for students to develop skills in navigating the relational dynamics when working with more than one mentor.

Another important area relates to faculty mentoring preparation. The findings indicate that few faculty receive formal preparation to serve as mentors. The most common type of mentoring preparation identified by faculty members was peer support followed by as-needed support from an experienced mentor or administrator in the program. Around one-fifth of faculty respondents received formal mentorship training and a quarter of faculty received no training or support around doctoral mentoring. The role and importance of formal mentoring preparation will need to be explored further.

One important component of the GADE survey pertains to mentoring regarding diversity and inclusion. Overall, students felt safe and welcome in their program and they tended to agree that their mentors supported them in overcoming the challenges they might face due to discrimination or marginalization. However, 40% of both faculty and student respondents reported witnessing or experiencing discrimination in their doctoral program, indicating that discrimination is an important issue that doctoral programs need to address. More than 70% of both faculty and students agreed that mentoring should be tailored to the unique needs of students from diverse backgrounds, and the study's qualitative findings provided some insight

into effective mentoring practices around diversity and inclusion issues. However, further research is needed regarding specific mentoring practices to promote inclusivity, address students' individualized needs without stereotyping, and help students and programs counter institutional racism. In addition to the data regarding race and ethnicity, gender and sexual identity, and first-generation student status, the demographic data showed that significantly more students than faculty learned English as a second (or subsequent) language, with one-sixth of student respondents coming from outside the United States. The needs of international students will require attention from doctoral programs, with further research warranted on effective mentoring practices for international students. Based on the study findings and qualitative data, doctoral programs should revisit their efforts to ensure an inclusive and equitable program climate, with increased attention to preparing faculty mentors to support the needs of students from diverse backgrounds.

Conclusion

The GADE Mentoring Survey aims to provide GADE members with a comprehensive understanding of the current landscape of doctoral mentoring in social work pertaining to academic and non-academic needs and stressors, diversity and inclusion issues, and helpful mentoring practices and challenges. Findings of the survey highlight mentoring trends and practices, challenges faced in mentoring, and areas that need additional attention. Mentoring is a dynamic and evolving process as well as a "dance" between mentors and mentees. We hope findings of the survey will generate useful and ongoing dialogue that continues to inform helpful mentoring practices. Through improved mentoring strategies, doctoral programs can successfully prepare our students to become "stewards of the discipline" as scholars, researchers, and educators.

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