

Graduate Student Individual Development Mentoring Plan

Name:

Date:

1. Communication and meetings:

a. What is the best way/technology to get a hold of each other? What is the appropriate time-frame to expect a response, including when either faculty or graduate student is away from campus?

b. When/how often do you plan to meet (be specific)? How is the agenda decided?

c. How are the next steps identified after a meeting? How do you agree on action items?

2. Professional goals: Please identify short-term and long-term goals, and discuss any steps/resources/training necessary to accomplish the goals. Feel free to break these down by year of your PhD.

3. Mentee's role in meeting programmatic milestones: How should the mentee approach potential committee members?

5. Conflict resolution: If there is a conflict, who should the mentee contact and in what order? What institutional resources are there available for conflict resolution?

6. Participation: How should the mentee allocate time to group/departmental seminars and what are expectations for contributing to the intellectual life of the department?

7. Discuss disciplinary norms around authorship: Tentative projects on which student will be an author or coauthor; discuss format for publication and presentation.

8. Opportunities for feedback:

a. In what form and how often can the student expect to receive feedback regarding overall progress and other professional activities (teaching, outreach, and presentation skills)?

b. At which stages in the drafting, editing, and revising process can the student expect to receive this feedback? Does the type of feedback differ depending on the stage of writing?

c. How far ahead of time should the student circulate work to the mentor and/or other committee members? Is there a particular order in which the student should send work to the various faculty members? How much time is needed by each of the faculty members to provide feedback?

d. How should feedback from multiple committee members be coordinated—especially if the readings and reactions contradict one another?

9. Skill development: Identify the skills and abilities that the student will focus on developing during the upcoming year. These could be writing, teaching, research, mentoring, or professional skills, as well as additional training experiences such as workshops or internships.

10. Professional meeting(s) that the student will attend and dates: What funding is available to attend these meetings?

11. Time away from campus: Discuss expectations regarding vacations and time away from campus and how best to plan for them. What is the time-frame for notification regarding anticipated absences?

12. Funding: Discuss the funding model and plans for future funding (e.g., internal and external fellowships, including training grants); discuss any uncertainty in future sources of funding, and contingencies.

13. Target semester defense and graduation and potential flexibility/changes if pertinent.

14. Other areas: List here any other areas of understanding between the student and mentor regarding working relationship during the student's tenure.