



Begin with the end in mind:  
What is successful mentoring of students?

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- Things to consider/ think about (write for a few minutes!)
- What are your goals in mentoring Ph.D. students?
- How does your experience as a Ph.D. student influence how you will mentor (both good & bad)?
- How will you provide support (financial, intellectual, emotional, logistic) support for your Ph.D. students?
- Will you help prepare Ph.D. students for careers in academia, industry, policy, other (i.e. reconcile your goals with your student's goals)?

Mentoring Survey

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Every student is different

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- Not every student will be like you
- They will all need different types of mentoring
- They will all show varying levels of initiative
- Recognize that you may need to adjust how you communicate depending on the student
- Make sure that your expectations are clear

How do you define 'success' for your Ph.D. students? - What are your goals?

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- Papers published (expectations on number?)
- Conference presentations
- Ability to find funding on their own
- Types of jobs they will be prepared for
- Teaching/mentoring/communication skills that they learn
- Timelines for completion

Do your goals and your student's goals align?

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- Consider a student you currently have, or one you might have in the future
- Goals of student:
- How do these align with your goals (previous page)

## Variable structure of Ph.D. research projects

- Example 1: Student comes in on a currently funded federal grant; needs of the grant are explicit so student works on chapters closely related to their PI's research
- Example 2: Student starts out on a defined chapter/project that is supported by their advisor. Remaining chapters/projects are more free form and driven by student brainstorming
- Example 3: Student arrives with a 'blank slate' – advisor encourages student to develop a thesis proposal that is novel on their own
- Example 4: Student is co-advised by two or more faculty; develops a thesis proposal that is a blend of expertise and research experience
- Other?

## Your student needs to know which structure they are following

- Remember that this is your student's first dissertation - they don't know how this works
- We often forget how much our students need us to guide them through this

## Ph.D. Research Timelines

- **~Year 1** Coursework, in some cases exams or written proposals, writing graduate student fellowship proposals
- **~Year 2** Research focused, Qualifying Exams, developing first chapter/manuscript
- **~Year 3-4** Focused work on data collection, chapters/manuscripts, presenting at conferences
- **~Year 5+** Presenting at conferences, applying for postdocs, jobs, finalizing manuscripts
- **\*\*Timeline and benchmarks will vary by university, many things can shorten or lengthen these phases\*\***

## Structure of the Dissertation

- Most universities are accepting of article style dissertations (but some are not)
- Is there an expectation that the student is 1<sup>st</sup> author on all manuscripts?
- Does the dissertation need to be embargoed (maybe industry data are being used)?

## Questions to consider

- How will you handle coauthorship on manuscripts (with you, and with colleagues/committee members)?
- What balance of TAships vs. research funding is the 'right' one for your students?
- How will you resolve conflict with students?

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