MENTORING GRADUATE STUDENTS
CHECKLIST FOR FACULTY

(Please note that this list is not exhaustive and should be customized to the needs of individual faculty and disciplines. Please also refer to other materials in your handouts.)

At the Outset of the Degree Program

___Do I meet with students to discuss their interests and give advice on how to succeed as a graduate student and in the field?

___Do I ensure that they understand the expectations of the program, deadlines, requirements, and help them anticipate when they need to do what?

___Do I assist them in seeking out other faculty whose work they may be interested in?

___Do I advise them on appropriate courses to take?

___Do I help them navigate the program, understanding what needs to be done in the short and long run?

___Do I give timely, constructive feedback on written work?

___Do I meet regularly with them to discuss their progress, interests, and assist them with any problems they are encountering?

___Am I both their advocate and someone who gives honest, constructive feedback?

___Do I provide networking opportunities for my students?

___Do I model such things as excellent communication skills, integrity, establishment of appropriate boundaries, participation in the life of the department, being a good colleague, work-life balance?

Other items?

Mentoring in the Lab

___Are expectations for student work made explicit?

___Do we discuss shared expectations such as respect, integrity, and how to resolve conflicts should they arise?

___Do I help them assess the level of their research skills and create a plan to strengthen any areas that may need improvement?

___Am I accessible should students need my input?

___Do I foster a spirit of collaboration rather than competition?

___Are lab meetings held regularly?

___Are the goals and expectations for meetings made explicit? Are they well-structured, do they have a purpose?

___Do the group meetings draw on student input and foster peer exchange and learning?

___Do we celebrate successes?

___Do I teach them how to set up and manage a lab?

Other items?

Writing and Publishing

___Do I assist them in selecting a dissertation topic that is suited to their interests and career goals?

___Do I give them timely and constructive feedback on their dissertation chapters?

___Do I establish a timeline for completion of chapters and review this regularly with the student?

___Do I provide adequate guidance in writing conference papers and articles?

___Do I teach them about the steps in publishing an article from writing the article to selecting the journal, responding to feedback, revising for publication, working with editors, handling rejection?

___Do I give them timely and constructive feedback on papers they are preparing for publication?

___Do I set up dissertation writing group or other mechanisms for them to get peer feedback on their work?

___Do I advise them when to publish and how much they should publish as graduate students?

___Do I introduce them to funding sources for research and the role of grant writing in the profession?

___Do I give them practice in reviewing, critiquing, or otherwise contributing to a grant proposal?

___Do I encourage them to seek out campus resources to assist them in academic writing and publishing?

Other items?

Transitioning to a Career

___Do I make students aware of multiple career paths and help them choose which is best suited to them?

___Do I seek out assistance if I am not familiar with nonacademic career options?

___Do I help graduate students understand the potential application of their research and teaching skills to non-academic environments?

___Do I explicitly explain what the academic job search process entails?

___Do I assist them in understanding the expectations for teaching, research, and publication at different types of institutions (e.g. research universities, master's granting universities, liberal arts colleges) or point them to campus programs that can assist with this?

___Do I assist them in understanding which type of institution would best suit their needs and strengths?

___Do I give timely, constructive feedback on c.v.'s and cover letters?

___Do I respond to requests for letters of recommendation in a timely fashion?

___Do I provide opportunities for mock job interviews and practice job talks?

___Do I provide guidance on how to negotiate an offer?

Other items?

For a checklist on mentoring graduate students in teaching, please see Checklist for Faculty Mentorship of GSIs available on the GSI Teaching & Resource Center website at
http://gsi.berkeley.edu/media/checklist-faculty-mentorship-gsi.pdf

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