# Developing Shared Expectations: Humanities Focus

Select and adapt from these suggested topics, as relevant to your discipline.

## 1. Getting the Mentoring You Need

A mentoring network includes academic (for example, advising, research, substantive feedback), professional (career guidance, intellectual community), and well-being (personal and emotional) support. Which of these areas will we work on together?

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1. Are there additional resources and support that would help you do your best work (needs such as physical access, workspace accommodations, work hours, language and technology, well-being breaks, dietary needs, etcetera)?

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## 2. Communication

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

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1. When will we meet? How is the agenda decided? How long will the meeting be?

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

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1. If we have conflicts or disagreements, how will we address those?

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## 3. Professional Goals

Identify short-term and long-term goals, and discuss any steps, resources, and training necessary to accomplish the goals.

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## 4. Completion of Programmatic and Other Milestones (as applicable)

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| Milestones | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |  |
|  | F | W | S | F | W | S | F | W | S | F | W | S | F | W | S | F | W | S |  |
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Agree on and populate your program’s milestones. They might include completing required coursework, assembling dissertation committee, qualifying paper/exam, dissertation committee meeting, developing reading list/prospectus. Place an X in terms designated for milestones. F=Fall, W=Winter, S = Spring/Summer.

## 5. Participation

How should the mentee allocate time to group or departmental seminars and what are expectations for contributing to the intellectual life of the department?

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## 6. Discuss Disciplinary Norms around Authorship

Tentative projects on which student will be an author or coauthor; discuss format for publication and presentation.

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## 7. Opportunities for Feedback

1. 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)?

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1. 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?

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## 8. Forming and Interacting with the Dissertation Committee

1. How should the mentee approach potential committee members? If there is a conflict, whom should the mentee contact?

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b. How far ahead should the student circulate work to the mentor and/or other committee members? Is there an 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?

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

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## 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.

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## 10. Professional Meeting(s) that the Student Will Attend and Dates

What funding is available to attend these meetings?

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## 11. Time Away from Campus

Discuss expectations regarding vacations and time away from campus and how best to plan for them. What is the timeframe for notification regarding anticipated absences?

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## 12. Funding

Discuss the funding model and plans for future funding (for example, internal and external fellowships, including RMF funding, training grants, GSI, GSRA, GSSA); discuss any uncertainty in future sources of funding, and contingencies.

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## 13. Target Semester Defense and Graduation

Discuss the student’s target semester defense and graduation dates.

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## 14. Leveraging Complementary Resources

What mentoring and related resources should the student be leveraging (for example, Rackham, departmental, other faculty, wellness/mental health resources)?

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## 15. Other Areas

List here any other areas of understanding between the student and mentor regarding working relationship during the student’s tenure.

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