Developing Shared Expectations: Humanities Focus

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

1. Communication and Meetings

    a. What is the best way or 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 do you plan to meet (be specific)? How is the agenda decided? How long will the meeting be?

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

2. Professional Goals

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

3. Mentee's Role in Meeting Programmatic Milestones

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

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	

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.

4. 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?

5. Discuss Disciplinary Norms Around Authorship

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

6. 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 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?

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

7. 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.

8. Professional Meeting(s) That the Student Will Attend and Dates

What funding is available to attend these meetings?

9. 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?

10. 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.

11. Target Semester Defense and Graduation

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

12. Other Areas

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