Faculty Initiative on Collective Mentoring of Doctoral Students

Part I

Doctoral program chair sends a message to doctoral students inviting them to provide a synopsis of their mentoring needs, such as:

“In an effort to encourage mentoring relationships across our faculty, the program has established a collective mentoring initiative. To facilitate connections between students and faculty in the program, we are asking each of you to write a brief synopsis of your research and teaching interest areas, career plans, and mentoring needs. These synopses will be shared with faculty, so that they can be on the lookout for opportunities for all of you, as opposed to only students formally assigned as advisees. (Note: This booklet will be shared only with faculty involved in the doctoral program; not with other students.)

If you would like to participate in this voluntary initiative, please describe, in 1-2 paragraphs (a) your research interests (and prelim topic/dissertation title if you have one); (b) your anticipated graduation date mo/yr (c) what kind(s) of job(s)\* you will be considering (if you know at this point); (c) what skills, networking and mentoring/advising needs you currently have;\*\* and (d) if you have certain regional preferences or requirements for your first position after graduation. Please send your synopsis to me by [DATE] to be included in this booklet.

*\*For jobs in academia, please indicate whether you are looking for a post-doc, tenure track positions at R1 or R2 (more research intensive) schools, and/or tenure track positions at institutions with more emphasis on teaching, or other types of academic positions in research or administration.  Positions outside of academia run the gamut, but common ones are working for state or federal agencies or research organizations/firms.”*

*\*\*This list can include anything from particular statistical or analytical methods, epistemological approaches, study design, reviewing or writing for academic publication, developing/delivering presentations, networking skills, research translation and public scholarship, application of theory, etc.”*

Part II

Doctoral program chair sends a survey to all faculty involved in the doctoral program. Here is an example:

Introduction: Most of you may recall (and some of you may be learning just now) that we discussed trying to move to more of a collective mentoring model with our doctoral students. It builds on the premise of the introductory seminar where you all visit and get to know our incoming students, and they get to know you.  However, you don't always get a chance to identify or they may not always remember what kinds of mentoring, guidance, and support you might be able to offer them, particularly if you are not their faculty advisor.  We are creating a booklet that describes the research and teaching interests and career plans of our doctoral students and their stated needs for mentoring and skill development. This booklet will be distributed to you and we encourage you to review it carefully so that you are familiar with the wide range of needs that all of our students have. To complement that booklet, we'd like to reciprocate by giving students a booklet describing each of you, beyond what is typically evident from your university bio page.  Students will be encouraged to reach out to you if they have questions or mentoring/advising needs that align with your experiences and expertise. Please complete this survey by [DATE], as we'd like to have both booklets ready to circulate early next semester. Thanks!

Q1. Your name, title(s), and email address.

Q2. What are your topical/substantive areas of expertise?

Q3. What courses do you typically teach? Please also describe any expertise in specific pedagogical approaches (e.g., online teaching, inclusive teaching, designing courses for accessibility).

Q4. What are the main theories, causal frameworks, or epistemological approaches you use in your research?

Q5. With what kinds of research methods do you have particular expertise? Could be specific analytical methods but also be research design stuff like survey or measure development, power analysis, implementation studies, designing focus groups, etc.

Q6. With what statistical and analytical software are you most familiar?

Q7. With what public or secondary datasets do you have experience using?

Q8. Do you have your own datasets that students are potentially able to access for their research? (If yes, please describe):

Q9. Are there papers or projects on which you would be interested to work with students in 2021? (If yes, please describe, and indicate whether this would be a paid opportunity, an unpaid opportunity to help build skills or develop CVs, or a possible independent study).

Q10. Do you have experience with translational research or public scholarship that you would be willing to share with interested students? (If yes, please offer an example of the kind of work you have done in this regard).

Q11. Are there any aspects of your academic journey that students with similar situations could talk with you about for support? (e.g., parenting as a doctoral student, being a first-gen student, etc.)? (Leave blank if not, otherwise please share.)

Q12. Have you had professional experiences (e.g., clinical, administrative, etc.) that inform your research or teaching in ways that students may benefit from learning about? (If yes, please briefly describe):

Q13. What are one or two research publications of yours that you are most proud of, and/or that are most representative of your work? (Full cites appreciated and if you are willing to say a few sentences about why you picked these publications, also appreciated.)

Q14. What are 1-2 books, articles or other types of scholarship that were most influential to you in your doctoral program or early career?

Q15. What professional networks do you belong to or participate in that students may want help accessing at some point?

Q16. What conferences do you regularly attend?

Q17. Are there other forms of mentoring or support you can offer to students not covered in the questions above, e.g., around teaching, community engagement, grant-writing, pursuing funding or loan repayment programs? (If yes, please describe.)

Q18. What are some of your hobbies or non-academic interests (if you are willing to share)?

Q19. Any words of wisdom to pass on to our doctoral students?