University of South Carolina Department of Anthropology
Graduate Mentoring Resources and Plan
draft: 03/15/2022*

*Note: this is **not** a contract, required form, or official checklist, but rather a tool for both faculty and students to refer to throughout the student's time in the program.*

For recent scholarship on navigating mentor-mentee relationships (including an example mentoring plan in the supplemental material), see Ocobock et al. (2021) Demystifying mentorship: Tips for successfully navigating the mentor–mentee journey. *American Journal of Human Biology*. https://doi.org/10.1002/ajhb.23690

These resources are designed to assist Graduate students and faculty advisors (including the initially assigned advisors and eventual thesis or dissertation chairs, as detailed in the Department Graduate Handbook) in establishing expectations for advising and communication for the duration of the student's MA or PhD program. Establishing agreements and mutual expectations early on is crucial for building a strong, productive relationship; however, please keep in mind that check-ins and meetings should be ongoing throughout the student's program, even during the thesis/dissertation writing stage. To best support our graduate students, an open line of communication from both the student and advisor is essential to help meet student needs.

General Expectations
The following are general expectations for all advisors and advisees:

What advisees can expect of their advisor	What an advisor expects of their advisees
● Be familiar with degree requirements and policies, and consult with Graduate Director ● Provide information on campus resources and services ● Connect advisees with colleagues ● Help advisees identify other mentors ● Provide information about funding sources and relevant timelines/deadlines ● Assist with funding applications and IRB ● Explore academic and non-academic career options ● Help monitor degree progress ● Respond to emails and provide feedback in a timely manner (as mutually agreed upon) ● Be available for appointments ● Advocate exception requests, where appropriate	● Be familiar with and follow degree requirements and student policies (academic, financial) ● Apprise advisor of relevant deadlines ● Monitor degree requirements, paperwork, and progress ● Utilize campus resources, services, and workshops (e.g., National Fellowships and Scholar Programs) ● Apply for internal and extramural funding ● Apprise the Department and/or advisor of any challenges or changes to academic plan ● Respond to emails in a timely manner (as mutually agreed upon) ● Be available to meet with advisor(s) to discuss progress ● Reflect on progress and future goals ● Keep a record of communications

● Maintain confidentiality regarding the student's academic progress and medical conditions	

Establishing Mutual Expectations

Students are strongly encouraged to meet with their advisor(s) early in their first semester to establish mutual expectations and short-term goals. Students should refer to the following checklist to help guide this meeting with their advisor. These expectations and goals should be reevaluated annually or more often as needed.

Item	Notes
Preferred frequency of meetings *Weekly, Bi-weekly, Monthly, Semesterly*	
Preferred method of communication during the academic year (Fall-Spring)	
Time for replies *How much time should an advisor and advisee expect to receive a reply from each other, barring emergencies?*	
Communication method during weekends, summers, breaks, sabbatical	
Meeting and communication expectations during the summer *Consider if the frequency of meetings and time for replies will change*	
Time for letters *How much time does the advisor need to write a letter of recommendation?*	
Materials needed for letters *What will the advisor need to write a letter of recommendation?*	
Turnaround time on written drafts *How much time does the advisor need to provide feedback on drafts?*	
Faculty introductions *Who will take the lead on connecting with other faculty as potential mentors or committee members?*	

Recommended courses, workshops, conferences, groups to join	

Advisor Plan

Advisors should annually (or more frequently as needed) assess their advising actions to identify additional support that their advisees need but may not be aware of themselves. The following are things to consider:

- What are your goals for all of your advisees?

- What did you do to meet similar goals in the past?

- What resources and/or relationships do you need to help your advisees achieve the goals you see for them?

- How are you helping your advisees acquire technical or methodological expertise?

- Which fellowships or honors will you recommend or nominate your advisees?

- For students for whom career goals necessitate a strong record of scholarship, what are you doing to assist your advisees with developing this record such that they have or will have a field-specific minimum number of publications (detail here: _____) by graduation?

- What local, national, and/or international meetings will you help your attendees seek financing for and will attend with your advisees?

- What else do you need to do with your advisees to prepare them to be your colleague, and to be colleagues with your collaborators?

Adapted from The Mentor Mirror *by Renetta Tull (2015)*
https://www.researchgate.net/publication/283517238_The_Mentor_Mirror

Mentor Network
No one person can fulfil all the mentoring needs of a student, and thus students should cultivate mentors beyond their advisors or committee members. Mentors can be peers, faculty members within and outside of UofSC, staff on campus, or professionals working in desired roles and organizations. To help identify mentors, students should first think about their goals (short-term and long-term) and who can help them achieve them. Once an appropriate mentor or multiple mentors are identified for a goal, mutual expectations should also be established, particularly preferred method and frequency of communication.

Item	Notes
Goal	
Support needed to fulfill goal	
What type of people, or who, can fill the support needed? *Does the mentor need to be a faculty member, peer, administrator, etc.?*	
What knowledge or expertise does the mentor need?	

What information about the student would a mentor need to be effective? *Ex: Stage in program, academic background, current work, desired skills or knowledge to build, career aspirations*	
Is there anyone in the student's existing network who can be a mentor for the goal?	
If there is no one in the existing network who can be a mentor, is there anyone who can assist with connecting the student to the desired mentor?	
What strategies will the student take to build towards the "ask"? *Ex: Take a course with a faculty member, attend a talk by the desired mentor, initial introduction by advisor*	