

Criteria for Faculty to Serve as Mentors to Ph.D. Students

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Definitions: A *student* is a person enrolled in a Curry Ph.D. program. *Mentor* in this document specifically refers to a faculty member approved to provide mentoring and advising for a Ph.D. student. *Committee* refers to the standing committee on Doctoral Studies.

Expectations: Mentors actively prepare students through academic advising, teaching, mentoring, outreach/service, and research. They are expected to actively participate in advancing knowledge in their fields through programmatic scholarship. Mentors are also expected to engage Ph.D. students in those experiences, in an effort to prepare them for success in an academic career that has a strong scholarly orientation. The research apprenticeship is central to the mentoring experience and the Curry School's Ph.D. program. Mentors also provide students with a range of other supports in the context of a high-quality mentoring relationship.

Responsibilities and mentorship assignments: The Curry School has continued to work toward a mentorship model for doctoral programs. Faculty provide advising and mentoring in either or both of the two doctoral degrees offered by Curry – the Ph.D. and the Ed.D. In both of these programs, the quality of advising (see point #2 below) and mentoring should be high and consistent with standards in Curry's annual benchmarking guide. Scholarship is a central part of the mentoring relationship for both types of degrees. However, a core element of mentoring for the Ph.D. is active engagement of students in scholarship and the development of a student's program of research. Toward this end, mentors of Ph.D. students must be active scholars and provide particular experiences for their students. This document outlines criteria for qualifying as a mentor of Ph.D. students.

Process: In relation to the determination of Ph.D. mentor status, each faculty member should review the responsibilities and expectations for Ph.D. mentoring in relation to their own portfolio of work, resources, and availability for the period of a student's program. Faculty may qualify for one of two mentorship categories: Mentor or co-mentor. A faculty member may also be considered an Academic Advisor. Mentors may independently engage in academic advising or mentoring, or they may work in partnership with a co-mentor when advising or mentoring a student. Co-mentors must work with a mentor when advising or mentoring a student.

- **Mentors** advise Ph.D. students in their academic and research programs, including chairing of dissertations. A mentor might also provide mentoring toward scholarship but not conduct academic advising. In such a case a co-mentor or academic advisor must be appointed to handle academic advising.
- **Co-Mentors** work with a mentor to advise Ph.D. students on their academic and research programs. All faculty qualify as a co-mentor. There is no need to apply for co-mentoring status.
- **Academic Advisor** advise students on their academic programs.

Faculty seeking mentor status should submit an application to the chair of the Doctoral Studies Committee by the due date. The Standing Committee on Doctoral Studies is the school-level committee charged with regular review of doctoral preparation across the school and developing mentorship capacity for students. The committee is attentive to school-wide standards as well as to the strengths of individual faculty in relation to mentoring students.

The Standing Committee on Doctoral Studies will review applications according to the criteria listed below and forward their recommendation on mentorship eligibility to the applicant's Department Chair. These criteria will be considered by the Department Chair in addition to other data about an applicant that is available to the chair. For example, a Department Chair may consider feedback from students and alumni, consult with an applicant's program coordinator, or consider the way an applicant's interactions with students contribute to positive social and emotional well-being. A Department Chair uses the evidence and recommendations to determine whether or not mentorship is granted. If an applicant is not pleased with the outcome of the decision, the applicant may appeal decisions to the Associate Dean of Research and Faculty Development and the Associate Dean for Academic Programs and Student Affairs.

Faculty will be appointed to mentorship status for a five year term. Mentor status does not guarantee that a student will be assigned to a mentor; it indicates that a faculty member is eligible to mentor students. Every five years faculty must submit a new application to the Standing Committee on Doctoral Studies to have the mentor status reviewed. Faculty can also request that their mentorship status be reviewed based on a change in their qualifications. For example, junior faculty who has successfully co-mentored can submit an application to be considered as a mentor, or new faculty can apply for mentor status.

The Standing Committee on Doctoral Studies consists of six senior faculty members (two selected from each department) who are both eligible to mentor PhD students and are appointed by the Faculty Council in consultation with the Dean of the Curry School of Education. Members of this committee will serve for three years. New members will be selected into three-year terms determined by a faculty voting procedure. The Associate Deans of Research and Faculty Development and Academic Programs and Student Affairs will serve as ex-officio members.

Criteria for PhD Mentor Status

1. PhD mentors are engaged scholars and their research/scholarship activities, can, at a minimum, provide multi-year scholarly support for the student's pre-dissertation project, paper submission, and dissertation, and have experience advising students in their academic programs. Because of the importance of peer-reviewed scholarly work, PhD mentors will have evidence of a sustained body of publications in peer-reviewed journals or alternative peer-reviewed scholarly publications that meets high expectations and are

consistent within the individual's research discipline. Evidence of scholarly engagement can be demonstrated in a variety of ways.

In addition to the criteria listed above, PhD mentors will be engaged in other scholarly activity including, but not limited to, some combination of the following:

- a) Presents at national/international conferences
- b) Participates in work of previously funded grant, project, or research collaboration
- c) Submits proposals for external funding or receives external funding
- d) Plays a major role in service/outreach activities that contribute to scholarly knowledge in the discipline
- e) Participates actively in editorial work in scholarly publications, or fosters student research productivity

2. The second aspect of mentoring is the quality and quantity of support provided to the doctoral student in terms of advising, coaching, feedback, attention to career development, and other matters important to the development of the student. Successful PhD mentors must demonstrate evidence of competencies outlined in the Guide to Mentoring PhD Students document.

Evidence of competencies for PhD mentoring may include a combination of the following:

- a) Promotes doctoral student achievement by collaborating on scholarly activities with students (e.g., assists students in developing research projects, co-conducts research, co-authors refereed publications, mentors student presentations at regional, national and international conferences)
- b) Provides opportunities for research or applied training through hosting regular "Research Group" meetings
- c) Provides timely and regular feedback on doctoral student research via individual mentoring
- d) Provides timely and regular feedback to students regarding clinical or field-based education experiences via direct supervision
- e) Involves students in diversity-related research, initiatives, projects and/or programs.
- f) Mentors students who typically meet Program Area benchmarks and graduate in a timely manner
- g) Mentors students in obtaining positions in job settings consistent with program area expectations for their PhD graduates

h) Involves students in professional development, service, and/or outreach activities that interface with other scholarly activities