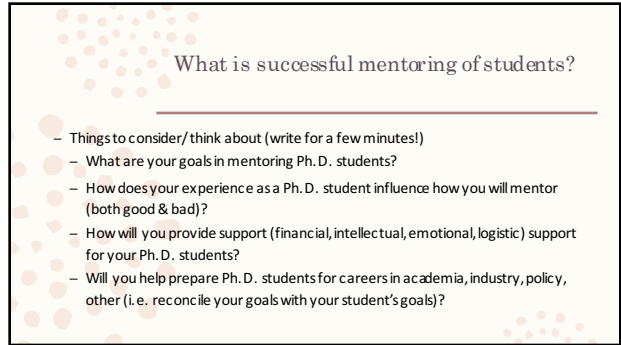




## Setting the Scope for Ph.D. Projects

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Tessa & Andrew  
2018



### What is successful mentoring of students?

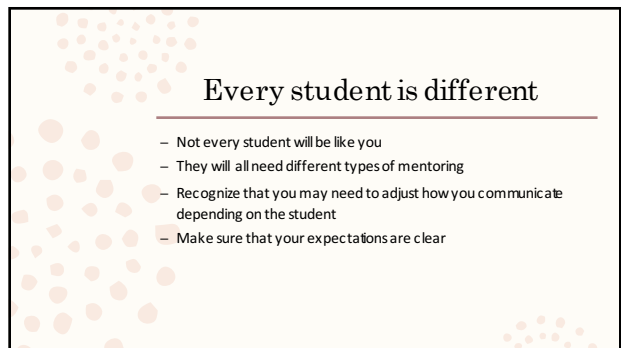
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- Things to consider/ think about (write for a few minutes!)
- What are your goals in mentoring Ph.D. students?
- How does your experience as a Ph.D. student influence how you will mentor (both good & bad)?
- How will you provide support (financial, intellectual, emotional, logistic) support for your Ph.D. students?
- Will you help prepare Ph.D. students for careers in academia, industry, policy, other (i.e. reconcile your goals with your student's goals)?



### Mentoring Survey

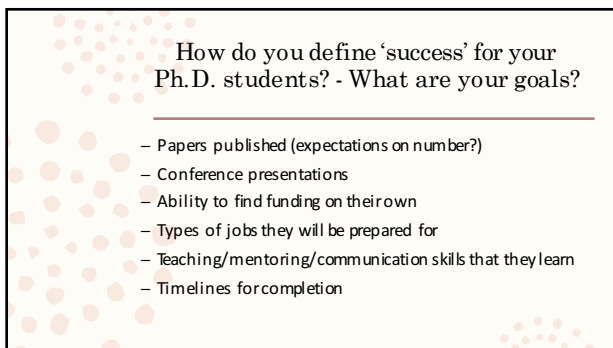
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### Every student is different

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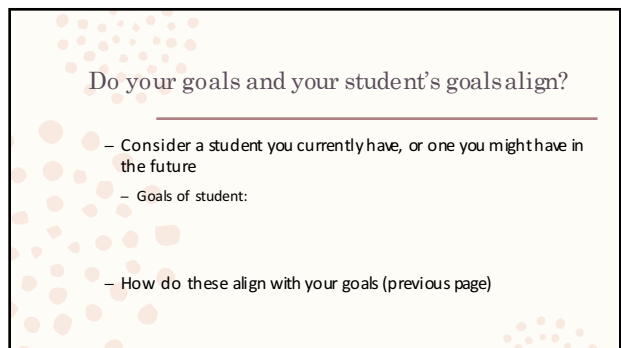
- Not every student will be like you
- They will all need different types of mentoring
- Recognize that you may need to adjust how you communicate depending on the student
- Make sure that your expectations are clear



### How do you define 'success' for your Ph.D. students? - What are your goals?

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- Papers published (expectations on number?)
- Conference presentations
- Ability to find funding on their own
- Types of jobs they will be prepared for
- Teaching/mentoring/communication skills that they learn
- Timelines for completion



### Do your goals and your student's goals align?

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- Consider a student you currently have, or one you might have in the future
  - Goals of student:
- How do these align with your goals (previous page)

### Variable structure of Ph.D. research projects

- Example 1: Student comes in on a currently funded federal grant; needs of the grant are explicit so student works on chapters closely related to their PI's research
- Example 2: Student starts out on a defined chapter/project that is supported by their advisor. Remaining chapters/projects are more free form and driven by student brainstorming
- Example 3: Student arrives with a 'blank slate'— advisor encourages student to develop a thesis proposal that is novel on their own
- Example 4: Student is co-advised by two or more faculty; develops a thesis proposal that is a blend of expertise and research experience
- Other?

### Your student needs to know which structure they are following

- Remember that this is your student's first dissertation - they don't know how this works
- We often forget how much our students need us to guide them through this

### Ph.D. Research Timelines

- **Year 1** Coursework, in some cases exams or written proposals, writing graduate student fellowship proposals
- **Year 2** Research focused, Qualifying Exams, developing first chapter/manuscript
- **Year 3-4** Focused work on data collection, chapters/manuscripts, presenting at conferences
- **Year 5+** Presenting at conferences, applying for postdocs, jobs, finalizing manuscripts
- **\*\*Timeline and benchmarks will vary by university, many things can shorten or lengthen these phases\*\***

### Additional considerations – at your tables, discuss:

- Structure of dissertations: published chapters/articles, how many first author, are there concerns about embargoed information
- How will coauthorship be managed, and determined, for dissertation chapters?
- How to strike the right balance of TAs and research funding?

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### Begin with the end in mind: What is successful mentoring of students?

- Things to consider/think about (write for a few minutes!)
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- How does your experience as a Ph.D. student influence how you will mentor (both good & bad)?
- How will you provide support (financial, intellectual, emotional, logistic) support for your Ph.D. students?
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