

**VANDERBILT GRADUATE DEPARTMENT OF RELIGION
MENTOR/MENTEE GUIDELINES**

*The **primary** goal of these guidelines is to create a supportive community that benefits the Ph.D. students in the Graduate Department of Religion at Vanderbilt University. They are to assist students in the cultivation, success, and completion of the degree. This document assumes between the mentor and mentee mutuality, respect, and attention to the details herein. While these guidelines are not binding, we feel these to be the best practices for the community of students, professors, departments, and graduate school.*

	Mentee	Mentor	Area	GDR
First Year	<p>Create a self-assessment detailing their career goals and what they perceive to be their personal strengths and weaknesses.</p> <p>Discuss with mentor how best to proceed with coursework—identify interests so they can best decide who should be their mentor.</p>	<p>When the student submits the self-assessment, the mentor will review it thoroughly and discuss it with the student.</p>	<p>Cooperating with the student, the area will aid in the development of a plan listing short-term and long-term objectives that will develop further the student’s strengths and help strengthen their weaknesses.</p> <p>Each area will provide the student with a list of goals respective to their field—detailing what and why certain aspects (e.g. languages) of the program are important.</p>	<p>Offer a comprehensive booklet (or the electronic equivalent, pdf. etc.) to all incoming students with paperwork and policies regarding each step in the program.</p> <p>Offer a list of resources provided by Vanderbilt for teaching (CFT), grant-writing, job opportunities, etc. Offer workshops on faculty mentoring.</p>
Second Year	<p>Schedule meetings with faculty to discuss progress through coursework and goals for the following year.</p> <p>Write an evaluation of their own progress and discuss revisions of their plan (if necessary) with their mentor.</p>	<p>Work with the student on developing teaching skills (i.e. provide TA opportunities), with the help of the resources available through the University’s Center for Teaching.</p>	<p>The area will evaluate the student’s progress toward completion of the degree and provide guidance on proceeding to the comprehensive exam stage.</p>	<p>Offer a list of resources provided by Vanderbilt for teaching (CFT), grant-writing, job opportunities, etc. Offer workshops on faculty mentoring.</p>

Third Year	The student will reach out to the University's Center for Teaching to earn at least one teaching certificate. Prepare a paper to present before students and faculty in their area.	Work with student on sketching out a plan for publications, including how to orient the student's research toward producing publishable research papers.	Provide opportunities for students to present papers to other students as well as faculty in the area. Give feedback on the student presentations.	Provide students with a list of opportunities for external funding. Offer a list of resources provided by Vanderbilt for teaching (CFT), grant-writing, job opportunities, etc. Offer workshops on faculty mentoring.
Fourth Year	Provide feedback to fellow students who present papers at area meetings. Be patient with their mentor as they review and edit their work and then respond fully to their mentor's comments and advice.	Introduce students to the professional practices of their specific discipline in cooperation with their specific area and the department as a whole. Provide prompt feedback on all work student submits; giving positive and critical feedback.	Provide opportunities for students to present papers to other students as well as faculty in the area. Give feedback on the student presentations.	Offer a list of resources provided by Vanderbilt for teaching (CFT), grant-writing, job opportunities, etc. Offer workshops on faculty mentoring.
Fifth Year	When asking for recommendations for job applications, provide their mentor with an updated CV, the cover letter, and list of work(s) in progress.	Meet with students regarding recommendations, discussing the CV and cover letter.	Provide opportunities for students to present dissertation work to other students as well as faculty in the area. Look over and discuss the CV in the yearly meeting with the student.	Offer a list of resources provided by Vanderbilt for teaching (CFT), grant-writing, job opportunities, job applications, etc. Offer workshops on faculty mentoring.

List of Expectations:

1. When serving as a TA for another area, a conversation between mentor, instructor, and mentee is required to outline the expectations for the student.

2. When deciding on a minor area and minor area advisor, there should be recurring conversations between the student and mentor in conjunction with the minor area advisor so as to avoid any potential difficulties/fallout.
3. Should the student take on any outside responsibilities, they should let their mentor know.

Mentorship of International Students:

1. International students are in greater need of an introduction to the academic setting and as such will require more attention from their mentor.
2. Professors of an international background will aid international students.