I. Mentoring Structures in FRMS/FRIT

**FRIT MA** students are initially assigned to the DGS as adviser. No later than the end of their first year in the program, as students complete coursework and prepare for the MA exam/QP/thesis, students shall choose one faculty member who will serve as their primary mentor through the completion of the degree, and a second faculty member who will participate in evaluation of the MA exam/QP/thesis.

**New FRMS PhD** students are initially assigned to the DGS as adviser. No later than the end of their first year in the program, students shall choose a primary faculty mentor based on their own interests and preferences. After completion of coursework, students shall establish a Qualifying Exam committee comprised of three faculty (including their adviser). After advancing to candidacy, students shall establish a dissertation committee comprised of four faculty members (at least three of whom must hold appointments in FREN). N.B. For the PhD defense, a Dean’s Representative from outside the program is also required.

**Peer-to-Peer Mentoring.** As soon as students have accepted an offer of admission, they shall be paired with a more advanced graduate student in their program. The peer mentor is available to answer questions about the program, about settling into College Park and the UMD community, and about graduate student life more generally. All graduate students are encouraged to make use of the [Graduate Handbook](http://www.rackham.umich.edu/mentoring) and to be aware of [Graduate Student Resources](http://www.rackham.umich.edu/mentoring). Department funds shall be made available for a peer welcome event at the beginning of each Fall semester.

**Pedagogical Mentoring.** New TA’s are assigned a peer mentor who serves as the first point of contact for questions related to teaching. In addition, new TA’s shall enroll in FREN709, a weekly, 1-credit course led by the TA coordinator, in order to discuss pedagogical approaches, course management issues, assessment creation, and other issues pertaining to teaching a foreign language at the collegiate level. As part of this course, new graduate TA’s observe at least three different instructors during their first semester and are observed at least twice.

II. General Mentoring Guidelines for Faculty

Much of the following list is adapted from or inspired by the University of Michigan Rackham Graduate School Mentoring Resources Page @ [http://www.rackham.umich.edu/mentoring](http://www.rackham.umich.edu/mentoring)

**Faculty shall model professional integrity.** Mentors should show respect for diversity and equity, recognize and avoid conflicts of interest, collect and use data responsibly, fairly award authorship credit, cite source materials.
appropriately, and use research funds ethically.

**Faculty shall clarify expectations.** Faculty should strive to clarify program expectations for coursework, qualifying exams, research topics, and teaching, and make explicit the criteria used to define quality performance.

**Faculty shall encourage the effective use of time.** Mentors should work with students on developing schedules that will allow them to successfully meet required benchmarks and to attain their own goals. Mentors should both honor and enforce deadlines.

**Faculty shall support comprehensive professional development.** Mentors should initiate conversations about professional goals (whether academic or non-academic) and assist with finding other appropriate mentors where possible. Introduce students to faculty, emeriti, alumni, staff, and other graduate students who have complementary interests or relevant experience.

### III. Basic Expectations for Student Mentees

1) **Students shall maintain open communication regarding academic progress.** Students shall meet with their mentor(s) at least twice every semester (in person or virtual). First-year students in either program will be contacted by the DGS to schedule these meetings. **Students beyond the first year must take the initiative to arrange these meetings with their mentor(s).** Near the end of every year, graduate students shall hand in a Self-Assessment to their Mentor. This shall include: a) a description of work completed (coursework, papers, articles for publication, thesis chapters); b) a reflection on progress toward academic and professional goals; and c) a statement of plans for the coming academic year.

2) **Students shall take charge of their progress through the program.** Students are responsible for knowing program requirements and benchmarks. A comprehensive description of these can be found in the MA and PhD Handbooks. Students should also consult Graduate School Policies and Graduate School Deadlines at the beginning of each semester.

4) **Students shall manage their time effectively.** In addition to respecting all deadlines, students should contact faculty at least three weeks in advance for letters of recommendation; turn in theses and/or qualifying papers at least three weeks before an oral defense. In the event obstacles arise, timely and transparent communication is essential.
IV. Best Practices to Support Core Values

1) In the interest of transparent communication, students and mentors shall formulate in writing a set of goals and expectations at the beginning of each semester, no later than the end of the second week of classes. This should include stipulations about the timing and format of submission of work and of feedback, as well as discussion of professional goals.

2) In the interest of collegial respect, mentors and mentees should honor deadlines; meet expectations for the timing and format of feedback; and articulate and respect preferences for the timing and means of conference and communication.

3) In the interest of clarifying expectations and ensuring academic progress, Mentors shall produce a written evaluation of student academic progress each semester, based on discussion of the Self Assessment with the student. This evaluation shall be shared with the student and with the DGS.

4) In the interest of student autonomy, mentees have the option to change mentors if and when they deem it desirable. In this case, the first step is to consult with the DGS. If the mentor occupies the position of DGS, then the first step is to consult with the head of department.

5) In the interest of professionalism, mentors should strive to support each and every student who chooses to work with them, and make every effort to connect them with faculty, emeriti, alumni, staff, and other graduate students who have complementary interests or relevant experience. Only in exceptional circumstances should a mentor end a working relationship with a mentee.