

Abbreviated Calendar

Suggested topics for mentoring triads for each month of the first year

August (*Advisor-initiated*)

Establish contact; introductions; ‘life in Ann Arbor’ questions; Fall term course selection with attention to student’s broader goals; discussion of early grant applications (e.g., NSF GRFP)

September (*Advisor-initiated*)

Review the *Developing Shared Expectations* document; begin brainstorming goals and an initial timeline for the first year (including summer research) -- see “goal setting letter” below; discuss program milestones in broad strokes to set the stage for planning. Useful questions from advisors: “What grants are you considering applying for? Would you like letters from us?” Useful questions from the student: “How do students in our subfield advance to candidacy, and when? Do you advise students to apply for grants in their first year?”

October (*Student-initiated*)

Students create “goal setting letter” to share with faculty; adjustments to graduate school, coursework and participation in the intellectual life of the department; grant writing; ideas about preliminary research. Useful question from advisors: “What did you like most about a particular reading? What first drew you to anthropology?” Useful question from students: “When you were in grad school, what strategies did you use to prepare for your classes? What first drew you to anthropology?”

November (*Student-initiated*)

Winter term course selection; getting started on final projects/papers; preparation for exams. Useful questions from advisors: “What topics have interested you, and why?” Useful questions from students: “What is one movement from the history of anthropology that you find particularly valuable, and why?”

December (*Student-initiated*)

Preparing for exams, final papers and projects. Useful questions from advisors: “What study strategies have worked for you in the past? How do you think they will work for [class]?”

January (*Student-initiated*)

A time of *reflection* (on what is working and what isn’t), *reevaluation* (of goals and strategies), and *planning* (for semester and upcoming summer). What worked well last semester? What did students learn about their own work habits/interests/project/goals? What were the challenges, both broadly and in the mentoring relationships? Revisit the *Developing Shared Expectations* document. Discuss summer research plans; establish expectations for drafting and receiving feedback on draft of summer funding applications; discuss logistics of IRB application process.

February (*Student-initiated*)

Discussion of research ethics, IRB application submission, summer funding applications. Useful questions from advisors: “What is one ethical challenge that your research might raise, and how do you think you might navigate that? How have your ideas about your research changed since September?” Useful questions from students: “Has your research raised any ethical challenges in the past, and if so, how did you navigate that challenge? How did you develop your first research project in graduate school, or how have you developed a new project since?”

March (*Student-initiated*)

Planning for summer research; funding plans for second year; pedagogy and preparing to GSI. Useful questions from advisors: “How might the coursework you’ve undertaken so far influence your approach to your summer research?” Useful questions from students: “How should I go about establishing fieldwork methods before I head to the field?”

April (*Student-initiated*)

End of semester coursework, summer research plans, and mentorship beyond the first year. Useful questions from advisors: “How might your final papers aid you in moving forward with your research project? What sort of faculty support—logistical or theoretical—is necessary to continue your research?” Useful questions from students: “What surprised you most when you began your own research? What was your biggest challenge? How did you go about building your committee in graduate school?”

May (*Student-initiated*)

Assessing the first year of graduate school; summer funding; annual review process; final papers and exams. Useful questions from students: “How did you go about beginning your fieldwork in the first few days in the field?” Useful questions from advisors: “How will you structure your time in the field on a daily basis?”