UNIVERSITY OF CALIFORNIA, DAVIS
ELECTRICAL AND COMPUTER ENGINEERING GRADUATE PROGRAM (ECEGP)
MENTORING GUIDELINES

The ECEGP recognizes that the mentoring of graduate students by faculty is an integral part of the graduate experience for both. Faculty mentoring is broader than advising a student as to the program of study to fulfill coursework requirements and is distinct from formal instruction in a given discipline. Mentoring encompasses more than serving as a role model. Faculty and graduate students acknowledge that, while the faculty research adviser will be the primary mentor during a student's career at UCD, many of the mentoring "functions" defined below may be performed by program faculty other than the faculty research adviser. An important corollary to this recognition is that faculty members must realize that much of their interaction with all students has an important mentoring component to it.   Graduate students also have responsibilities to insure successful mentoring and these are also indicated below.

Faculty have a responsibility to mentor graduate students. Mentoring has been defined as….

I.   Guiding students through degree requirements. This means:
   1. Providing an explanation of program requirements from the beginning, describing the nature of the coursework requirements and stating the typical time required for completion of degree.
   2. Providing guidelines for starting and finishing dissertation or thesis work, including encouraging the timely initiation of the dissertation or thesis research.

II. Guiding students through thesis or dissertation research. This means:
   1. Evaluating the strengths and weaknesses of the student's research.
   2. Encouraging an open exchange of ideas, including pursuit of the student's ideas.
   3. Checking regularly on progress.
   4. Critiquing written work.
   5. Providing and discussing criteria for authorship of collaborative research.
   6. Assisting in finding sources to support dissertation research; such as, research assistantships, teaching assistantships, fellowships, etc.
   7. Being aware of student's research needs and providing assistance in obtaining required resources.

III. Guiding students through professional development. This means:
   1. Providing guidance and serving as a role model for upholding the highest ethical standards.
   2. Treating students respectfully.
   3. Encouraging and critiquing oral and written presentations.
   4. Encouraging participation in professional meetings as well as of learned societies.
   5. Facilitating interactions with other scholars, on campus and in the wider professional community.
   6. Assisting with applications for research funding, fellowship applications, and other applications as appropriate for the respective discipline.
   7. Providing career guidance, specifically assistance in preparation of Curriculum Vitae and job interviews, and writing letters of recommendation in a timely manner.
   8. Recognizing and giving value to the idea that there are a variety of career options available to the student in his/her field of interest and accepting that the student's choice of career options is worthy of your support. For example, guiding the student to teaching opportunities when appropriate for the student's goals.

As partners in the mentoring relationship, graduate students have responsibilities and should:

I.   Be aware of their own mentoring needs and how they change. Graduate students should discuss these changing needs with their mentors.
II. Recognize that one faculty member may not be able to satisfy all of a student's mentoring needs. Seek assistance from multiple individuals/organizations to fulfill the mentoring roles described above.
III. Recognize that their mentoring needs must respect their mentor's other responsibilities and time commitments.
IV. Maintain and seek regular communication with their mentors, especially their major professor.