

Department of Mathematics (AMSC/Math/Stat)
Statement of Expectations for Graduate Student Mentoring

The Department of Mathematics has established the following guidelines for mentoring our MA and MS (AMSC-MS, Stat-MA) and doctoral (PhD) students. This Statement reflects our Department's key values and goals.

Advising and Mentoring Roles

A. Director of Graduate Studies (DGS)

1. In the Department of Mathematics, the DGS is the Associate Chair of Graduate Programs (Math & Stat). The DGS works in conjunction with
 - i. the AMSC Program Director
 - ii. the STAT Program Director.

All the above positions are held by tenured faculty members.

2. The Math DGS oversees graduate student admissions, heads the Math Graduate Committee and helps solve student and policy issues that arise. The AMSC DGS oversees graduate admissions to the AMSC program and heads the AMSC Graduate Committee. The STAT DGS oversees admissions to the Statistics program
3. The DGS advocates for the graduate students and brings concerns that can't be resolved to the attention of the department chair.
4. The DGS and CGS assist students and faculty in following departmental policies as they relate to graduate student academic and research requirements.
5. The DGS serves as conduit between, students, staff and faculty regarding research, academic and university policies.

B. Coordinator of Graduate Studies (CGS)

1. The CGS (Graduate Program Manager) for Math and Stat and the CGS for AMSC assist graduate students from the application process through graduation.
2. The CGS serves as a resource for all students, faculty and staff on program, departmental and university policies. The CGS will assist the students in making sure they have met their degree milestones and degree requirements.
3. The CGS is the primary contact for faculty or students who have issues related to academic and Graduate School policies.

C. Interim Faculty Advisor

1. Students are assigned an interim advisor prior to their arrival at UMD.
2. This advisor assists with selecting their classes the first semester and with other issues.
3. Upon arrival, the student can keep or change this advisor. This can be done for any reason and it is typically done after students develop a sense of the research direction they plan to pursue.

D. Faculty Contact

Students are required to have a Faculty Contact in their first and second years.

E. Research Advisor

1. The faculty research advisor is a student's primary advisor on academics, research, and sometimes their research assistantship.
2. Students are encouraged to seek scientific and academic advice from multiple mentors, including fellow students, peer mentors or faculty (in or out of the department) they get to know while keeping the primary academic advisor informed of their research endeavors.

F. Student

1. Throughout their tenure, students should communicate with more than one mentor in order to decide on the best choice of advisor.
2. The staff of the Math Department will support students by
 - a. Emailing information to students regarding job openings, host career and providing opportunities for networking and professional development.
 - b. Providing information about campus resources that provide mental health services like the UMD Counseling Center or the LGBTQ Equity Center.

G. Key Values

Student and Faculty Advisor Expectations and Responsibilities

1. Engage in transparent communication
 - a. Students and their mentors should meet on a regular basis throughout the academic year.
 - b. The Advisor should be available to meet the student for at least one hour a week (on average throughout an academic year), while in many cases an advisor spends several hours a week working closely with a student. A student should be available to meet throughout the week to accommodate the advisor's schedule as much as possible.
2. During their initial meetings the advisor and mentee should agree on academic and research expectations. After the initial meeting and at the beginning of each semester, the mentee (under the guidance of the advisor) should prepare, in writing, a short research and/or study plan for the semester and present it for advisor's approval.
 - a. At the end of each semester, the advisor should review these expectations with their student/mentee.
 - b. The advisor is responsible for letting the mentee/student know if the student is not meeting expectations and how the student can correct the situation.
 1. Advisors are responsible for sharing feedback with the student by the end of every semester or academic milestone (preliminary exams, qualifying exams, scholarly papers, thesis, etc.) The advisor and the student should communicate in a timely manner, with the reply time to an email typically not exceeding 24-48 hours. Should either the advisor or mentee feel that this practice is not being followed, the DGS should be notified.
 2. Students should take the feedback as guidance on how they should proceed with their research.
 3. Should the need arise, the DGS and CGS can assist either the student and/or faculty if there's any issue with communications. In particular, if an advisor perceives that a student is not making sufficient progress to graduate by the end of the 6th year of studies, the advisor should discuss this issue with the DGS. Similarly, if a student has concerns about their academic progress, the student should meet with the DGS as soon as possible.

3. Awareness of the Issues of Diversity and Inclusion
 - a. The Department of Mathematics supports the Mission and Vision of the Office of Diversity and Inclusion. <https://diversity.umd.edu/>
 - b. We also support and host two important organizations within the Department: WiM (Women in Math- <http://wim.math.umd.edu/>) and Girls Talk Math (GTM <http://gtm.math.umd.edu/>).
 - c. The Department also supports the LGBTQ community.
4. The DGS strongly recommends that advisors:
 - a. Participate in the mandatory Diversity Training and Education.
 - b. Be familiar with the following campus resources, but not limited to:
 - LGBTQ Equity Center (<https://lgbtq.umd.edu/>)
 - Nyumburu Cultural Center (<https://nyumburu.umd.edu/>)
 - Veterans Affairs (https://stamp.umd.edu/engagement/veteran_student_life)
 - OCRSM Resources (<https://ocrsm.umd.edu/>)

H. Stages of the Mentor-Mentee Relationship

1. First-Year & Second Year Graduate Students: Please refer to the information above about Faculty Contacts.
2. Subsequent Years
 - a. Students are expected to select a permanent advisor by the beginning of their third year of studies. While it is not unprecedented to select an advisor at a later stage, any student who does not have a permanent advisor in the beginning of their third year must discuss this with the DGS.
 - b. Advisors and Mentees/Students should agree on the student's research goals and plans. Students and Advisors should:
 - c. Agree on courses and research goals. Once a primary advisor is chosen, it is expected that meetings take place on a regular basis, say, several times each month.
 - d. Discuss and set deadlines for milestones (i.e. Qualifying Exams, advancement to candidacy, scholarly paper, and final defenses).
 - e. An advisor should discuss and guide research with their student.
 - f. When appropriate, and advisor should suggest plans for conference presentations and journal publication(s):
 - ❖ Venue
 - ❖ Conferences
 - ❖ Journal publication
3. The DGS and/or CGS will act as resources and will assist students with issues such as, but not limited to:
 - ❖ Academic probation.
 - ❖ Processing Requests for a leave of absence, waiver of registration, and
 - ❖ Time Extension for the degree
4. Milestones and Graduation
 - a. The faculty advisor works with the student to prepare them for all milestones (deadlines) including graduation. Advisors should meet with students throughout their candidacy and work with the student to prepare them for their final defense and graduation.

- b. The faculty advisor helps to prepare the student for life after graduation. This preparation includes advice, information, and resources for professional development, career information and assistance with their job search if necessary.
 - c. The CGS will process all graduation paperwork in accordance with the deadlines set by the Office of the Registrar, Graduate School and ISSS.
5. Changing advisors
- a. In the event that students must change their advisors, the student must notify the current advisor and also the CGS and DGS. In such circumstances, students and advisors should clearly communicate about changes in the status of assistantships and any circumstances relating to authorship and intellectual property.