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FACULTY GUIDE

A Guide for Graduate Faculty on How to Mentor Students

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Mentoring serves an important role in the University's postgraduate training. It comes in various forms at different phases in the faculty-student relationship but is mostly defined by the starting point of this association. In many cases, faculty mentors are research mentors who guide students in their program of study and research as well as assist them in their varying needs during their time in their graduate program. However, due to the wide spectrum of the basic definition of mentors as coaches, guides, advocates, and counselors, advisors may at times be differentiated from faculty mentors, where the former provide academic assistance as students progress in their graduate study while mentors are given the supportive role to ensure successful graduate school life and prepare the student for the future.

This Guide intends to provide a framework for developing a graduate supervisory relationship that will see the graduate student through an academically productive and personally satisfying life in the University; one that will hopefully become the basis for a significant and productive partnership between academic advisor-mentor and student that will be sustained even after graduation. As such, it suggests that mentoring be undertaken with the following principles in mind:

1.) Communication is key to a successful mentoring system.

Communication is crucial in a good advisor/mentor-student relationship. It is imperative that communication is both effective and efficient. This requires communication lines that are both clear and regular. This is the basis for developing the Graduate Student Progress Tracking Report System described in the last section of this Guide.

2.) Mentoring is a relationship that evolves.

The relationship of the advisor/mentor with the student will change as the latter progresses and develops as a graduate student and as a researcher. At the onset, the student will most likely need general orientation and guidance about university life. As the time gets nearer to the start of the thesis/dissertation work, advisorship and communication about the research area of the student may be crucial.

As the student progresses, the advisor/mentor may encourage the student to be more independent and to exercise critical judgment and decision-making on aspects of the research. Needless to say, an effective mentor is one who bears in mind that flexibility is called for as the supervisory relationship goes through **different phases of the student's life. It is important that the relationship continues** to be productive. It is best that the advisor/mentor consults with the student regularly to evaluate the mentoring relationship to determine if the guidance and training being received can be improved or if the needs of the student change.

3.) Advising is for the short-term, mentoring is for the long haul.

Advising is often linked with the research work of the student. Mentoring should, on the other hand, be considered as a sustained relationship from the admission of the student into the Graduate School to a possibly lifelong relationship in the area of research collaboration started by the thesis/dissertation process. It might be helpful to assume that students appreciate mentors who build authentic relationships. Mentoring, thus, includes the cultivation of a relationship that may go from advisor-student relationship to one that is between colleagues. Some of the benefits of mentoring over simple advising are discussed in Section III of this Guide.

4.) You can give only what you have.

Excellent advisors/mentors maintain high standards and keep abreast of developments in their specialization areas throughout their professional lives. A mentor is one who walks with the student through at least one significant phase of **the latter's life. It is a positive challenge for the mentor to have the necessary** knowledge, professional and research background, and career experience to best mentor the graduate student.

The shift from simple advisor-student to mentor-student perspective is a paradigm shift; one that is hopefully more humane and one that will invite higher degrees of success in the student and professional lives of all involved. This Guidebook hopes to assist in the continuing process of the pedagogical paradigm shift in the areas of mentoring and supervising graduate students.

Who Can Be A Mentor

The Graduate School application form includes a short description of the **applicant's proposed thesis problem and a short list of the major advisers with whom s/he would like to work.** The Admission Committee will assign the temporary adviser to an accepted applicant, based primarily on the nature of the research in which a prospective student is interested or on the suggested list of the student. The temporary adviser will help the student during the enrolment period. Eventually, the student will have to decide if s/he will nominate the temporary adviser as the Chair of his/her Guidance/Advisory Committee or will s/he instead nominate another faculty member as Chair.

The qualifications to become an adviser or a member of the Guidance/Advisory Committee and therefore a mentor of graduate students can be found in Chapter 2, Section 2, Article 4 of the revised handbook on the UPLB Graduate School Organization, Policies, Rules and Regulations, with additional revisions on the qualifications to be a chair and/or member of a committee for PhD students as approved by the University Council in its 132nd meeting held on 27 September 2016. In summary, these are:

Article 4. A regular member of the Graduate Faculty may be appointed as Major Adviser (chair of student's guidance/advisory committee) if the following criteria are satisfied:

- A. To be an adviser for a Master's student
 - a) Must have a rank of at least Assistant Professor; and
 - b) Must have been senior author of two published scholarly papers in his/her field of specialization, beyond the Master's degree.
- B. To be a chair of an advisory committee for a PhD student
 - a) Must have a rank of at least Assistant Professor;
 - b) Must have been an author of at least two published scholarly papers in his/her field of specialization;

- c) Must be a holder of a PhD degree, except in meritorious cases where the following criteria are met:
 - i. must be a full Professor, or
 - ii. must have highly exceptional academic credentials including the following:
 - 1. at least 10 years professional experience in his/her field of specialization;
 - 2. at least 7 scholarly publications in refereed journals; and
 - 3. an award or distinction from a nationally recognized professional or scientific organization.
- d) Must have been adviser of at least one student who has graduated with MA or MS degree; or Must have been an author of at least five scholarly articles in his field of specialization.

- C. To be a member of an advisory committee for a PhD student
 - a) Must have a rank of at least Assistant Professor;
 - b) Must have been an author of at least two published scholarly papers in his/her field of specialization.
 - c) Must be a holder of a PhD degree, except in meritorious cases where the following criteria are met:
 - i. must be a full Professor, or
 - ii. must have highly exceptional academic credentials including the following:
 - 1. at least 5 years professional experience in his/her field of specialization;
 - 2. at least 5 scholarly publications in refereed journals; and
 - 3. an award or distinction from a nationally recognized professional or scientific organization.
 - d) Must have been adviser or member of at least one student who has graduated with MA or MS degree; or Must have been an author of at least three scholarly articles in his field of specialization.

Benefits of Mentoring

To the Faculty Mentor:

- Your graduate student will motivate you to keep yourself abreast with novel research questions, publications, and hypotheses and with the latest research techniques.
- Your graduate student could become an important member of your research team.
- When you train a graduate student, you also nurture a potential collaborator, an imminent colleague, and/or a future leader in society.
- The success of your graduate student does not only bring personal satisfaction; it also increases your professional stature as a mentor.
- Your own network is enriched as you help your graduate student establish professional connections.
- Your good reputation as a mentor will attract the best graduate students and will enhance your professional standing with your colleagues.
- You give something back to the community when you help novice researchers grow, learn, and advance in the profession.

For the Student:

- Your student can develop skills in research, proposal writing, publication, and conference presentation under your mentorship.
- You can provide guidance on how your student can handle potential setbacks during his/her graduate study.
- Introducing your student to your professional network may be of help in his/her future career.
- **Your student's participation in academic and social activities that you coordinate can further engage him/her in your field.**
- The knowledge of having a mentor who can give advice, support, and encouragement has a reassuring effect on and builds confidence in the student.

Role of Mentors

Underlying the various roles that mentors perform is the aim of facilitating learning and timely completion of tasks of graduate students. Mentors perform various tasks as teachers, advisers, consultants, collaborators, and inspirational guides. Needless to say, your professional approach will figure prominently in the way mentorship will be conducted. Regardless of differences in the mentor and the student personalities, the following are broad roles that you should perform to advance the growth and development of graduate students:

1. Academic Guide

It is essential that students understand the program requirements to complete the degree. An important role of the mentor is to guide the student in the nomination of other Advisory or Guidance Committee members during the first semester of the student. The mentor is expected to provide the students with a clear view of the program and course requirements, the timeline of all examinations to be taken, and the accompanying forms that need to be completed to process enrolment, examinations, and other requirements such as changes in courses to be taken, if any. For example, students may not understand what a Qualifying or a Comprehensive Examination is and, thus, it is important to explain these to them, including what to prepare for during these examinations. It is necessary that you as the mentor should provide guidance on what is expected during the various examinations.

Students enrol in graduate school with a goal and a timeline. Based on the preparation of the student and approval of the Plan of Coursework, you should check the progress of the student every semester. The Graduate Student Progress Tracking Report is discussed further in the section on the **"Responsibilities of the Mentor"**.

Should the student encounter an administrative or academic problem that may delay academic progress, it is important that you and your student discuss strategies on how best to address the problems. Should there be problems that cannot be addressed between the mentor and the student, the matter can be referred to the Graduate Program Management Committee of their department/institute. If the issue remains unresolved, it can be elevated to the College Secretary or the Dean of the Graduate School.

2. Professional guide

You should provide guidance to academic life such as referring the students to available assistantships or scholarships. One example of an assistantship of which students can avail themselves is the UP Graduate Mentoring Apprenticeship Program (GMAP), administered by the UPLB Graduate School.

To ensure the academic development of the student, the mentor should encourage attendance at scientific meetings and conferences. In relation to all academic outputs, the mentor should discuss the criteria for authorship. The student should be informed that authorship of publications arising from thesis/dissertation work should be based on the contribution of each of the authors (as identified by the student and adviser), preferably with the student as lead author.

Mentors must recognize that they cannot provide all the guidance needed by students. Thus, it is necessary to signpost the students to other members of the academic, research or industry communities or support systems that could help the student develop professionally.

3. Career Guide

Students will pursue a number of different career paths post-graduation and mentors should assist the students in career planning. For example, employability can be enhanced if students have distinct experiences and skills in specific areas. Such skills and experiences should be assessed and reviewed and the student signposted to ways in which these can be developed or enhanced.

Beyond graduation, the mentor helps ensure career advancement by helping expand his/her network, writing letters of recommendation, and providing guidance in research undertakings and referral to doctoral/post-doctoral degrees.

Mentoring is an important function in the Graduate School. Good mentoring helps Graduate Students learn better and strategize to accomplish required tasks within a defined timeframe. Given the unique practices of the various Colleges, Institutes and Departments, the strategies listed here are broad and are not meant to be exhaustive. Departments are encouraged to think of how best they could encourage mentoring given their unique practices while mentors are encouraged to reflect on their own mentorship style to come up with better strategies that would be beneficial to their students. The following strategies are meant to inspire departments and faculty members to improve their mentoring styles.

1. Establish goals and timelines with students

All students have different backgrounds and have acquired different sets of skills and competencies prior to their graduate studies. They may also have different demands on their time because of career or family commitments. From the very beginning, it is important to establish a timeline of milestones that will help the student finish the degree.

To agree on the goals and timelines, you may want to know more about the **student's education and professional background, their graduate school expectations**, and what they hope to accomplish in the future. This will help you recommend courses and possible members of the Committee who can help the student learn better and finish the degree on time. This timeline may change over time and it is important that the student understands how to keep on track for finishing the degree on time.

2. Open communication lines

You may provide the students with your contact address or means by which s/he can communicate with you. It is also important that you respond to queries within a reasonable time frame as discussed with the student. You may want to advise the student when you have other commitments for which you may not be able to answer for a specified number of days. Request for consultations should be promptly responded to so that the meeting can be arranged.

Needless to say, it is important that the student receives full attention during consultations to show that you value their time as they value your presence.

Beyond the basics of addressing academic concerns, mentoring may involve more informal contact. For example, sharing a cup of coffee or talking to them during office hours when they drop by or joining them in their cultural celebrations can make the student more comfortable in confiding and trusting in you.

3. Help the student adjust to the academic life

Many students have their own unique set of issues and problems. Local students from the provinces and international students may suffer from homesickness. International students may suffer additional difficulties because of language and cultural barriers. As mentors, you may encourage them to engage in social activities and support them in their organizations or cultural shows. You may ask them about their interests and hobbies and refer them to certain organizations or groups that share the same hobbies. The Student Handbook contains important information about UPLB and UPLB graduate studies and, thus, may be helpful if discussed with the student.

4. Provide timely, constructive feedback and guidance

Regular meetings help the student keep track of what needs to be done and, thus, accomplish tasks according to a timeframe. Submitted work or assignments should be evaluated within a reasonable period of time as agreed between you and the student. Students need to receive and understand your feedback and they need encouragement on how to proceed. Students value feedback particularly when it is timely and when it can help them to improve their work or performance. When students are unable to follow your guidance or take approaches that are not congruent with the objectives of the research or the topic at hand, you should be prepared to share journal articles and other reading materials to enlighten the student. Good feedback, therefore, emphasizes the good points of the work but also suggests ways for improvements in a constructive way.

Students need assurances. Encouraging the students through managing tasks, sharing of relevant experiences and references that can help the students overcome difficult times, and referring them to other mentors when necessary can be helpful to the students.

Once the student starts working on the thesis/dissertation, regular meetings should be established and agreed upon. Stress the importance of planning and of setting and keeping to realistic deadlines and targets. Mentors should complete and submit the Graduate Student Progress Tracking Report, which should reflect the highlights of the agreements during the consultations, and should ensure that the student does so as well. The schedule of consultations **and submissions is explained further in the “Responsibilities of a Mentor”.**

5. Share knowledge on relevant policies and opportunities

University policies and accompanying forms for requirements might change over time such that mentors should be familiar with the necessary policies to be able to provide correct guidance. Students should likewise be reminded of policies on plagiarism, research ethics and always working to professional standards.

Moreover, it is important that you communicate to the student that you have confidence in their competencies and potentials. If the student is ready, mentors should recommend that the student considers and applies for specific scholarships for which they may be eligible and suited, exchange and sandwich programs, paper presentations, and journal publications.

6. Constantly learn new ways to become better mentors

Over time and with experience in providing mentorship to various students, you will develop strategies to improve your mentoring style. Aside from conferring with senior faculty members and colleagues, there are many books and internet sources about mentoring that share knowledge on improving strategies to become better mentors. Browsing these sources will be a great help to you as well. Moreover, when opportunities arise (as they will, most likely organized by the Graduate School), participate in activities where faculty and staff can discuss good and less successful strategies or case studies, share good practices, and are informed of changes to codes of practice.

How Graduate Programs Can Encourage Mentoring

Departments can create an enabling environment where mentoring is recognized, valued, and nurtured. This may be facilitated through the following practices:

- Provide an orientation session that will introduce new students to program policies and procedures and will inform them of program expectations and milestones.
- Facilitate mentor-student matching based on shared research interests. The adviser and student should be required to meet during the semester to review course selections and departmental requirements as well as to address other academic concerns. Changing of advisers after the first year should not be discouraged but instead should be viewed as a **sign of the student's growth and progress**.
- Implement a set of core expectations and commitments from the faculty mentor and student based on the Mentoring Guide and Student Handbook. These should be reviewed by both parties to acknowledge the mentoring relationship.
- Provide a regular review of student progress to document a constructive critique of the **student's efforts in his/her studies. The critique should not only cover the grades obtained** in the courses taken by the student but should extend to actual progress in research and suggest strategies for enhancing performance.
- Create structured activities for faculty and students such as seminars, workshops, and social events to help establish a collegial atmosphere in the department.
- Provide peer mentoring opportunities where new graduate students are introduced to more senior students who can share first-hand experience of the department culture as well as strategies for successful graduate study in the university.
- **Support the student's professional growth by encouraging student participation in** departmental committees, conferences, seminars, and meetings.
- Promote successful mentoring practices by conducting seminars or workshops on appropriate faculty-student relations, professional standards, research responsibility, and work-life balance.
- Reward effective mentoring by factoring mentoring in the distribution of teaching load or through public recognition of outstanding mentoring efforts.

In addition, recognizing that instruction is the primary responsibility of faculty members, departments should ensure that their mentors are up-to-date on policies and regulations governing academic freedom as they conduct their classes and related activities. For instance, the Graduate School has recently revised procedures related to field trips, to abide by the Commission on Higher Education recently revised Policies and Guidelines on Local Off-campus Activities (see the relevant requirements on the GS webpage at http://uplgraduatschool.org/img/resources/request_for_local_fieldtrip2016.pdf).

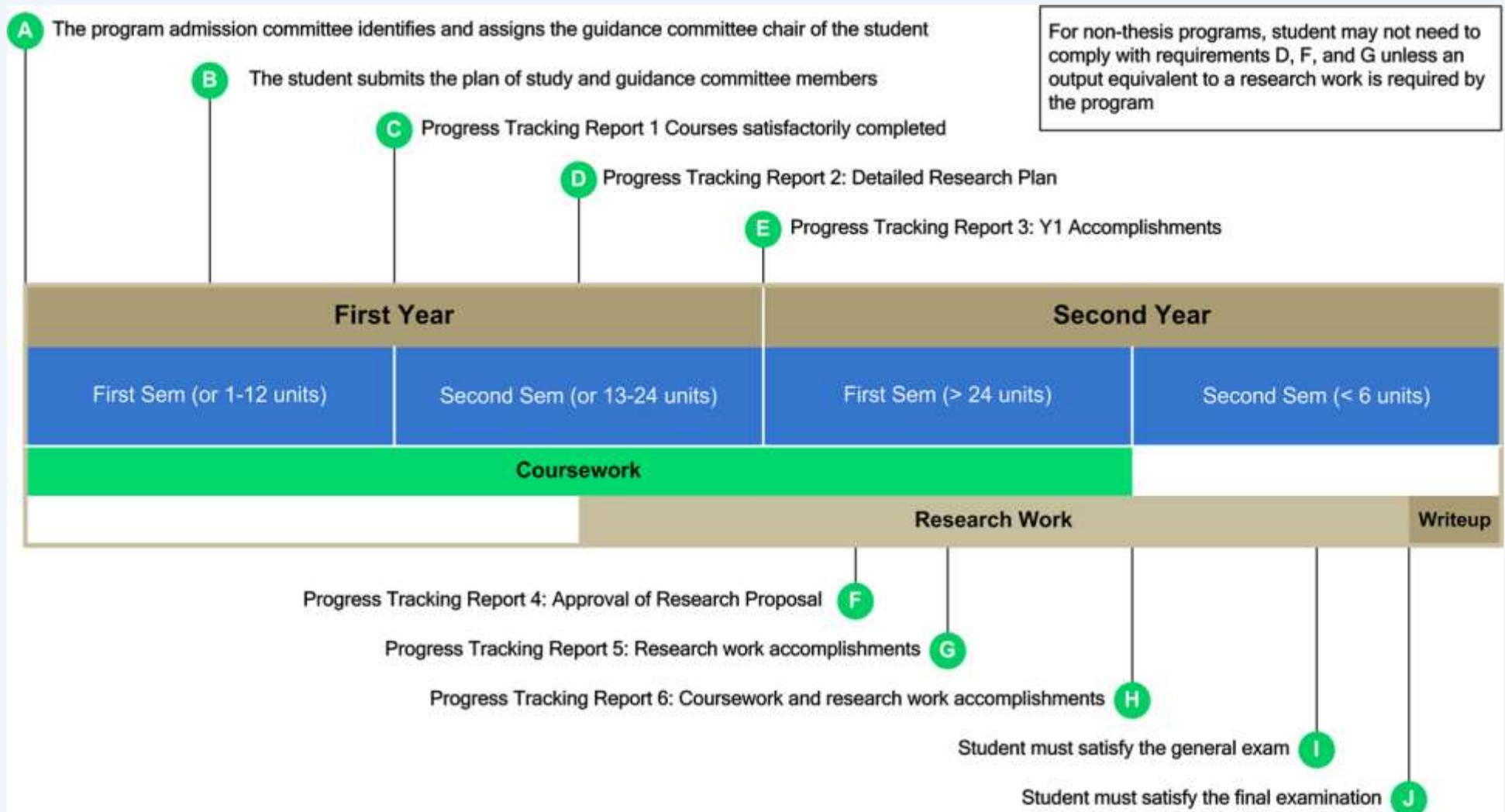
Responsibilities of a Mentor

Set a Timeline for Student Progress. The set of guidelines presented here is meant to help you track the progress of each of your students as they go through their respective programs. It is mostly intended for you as the Chair of the Guidance/Advisory Committee since you will also act as the primary mentor of your advisees or students. The schedules are designed for **full-time students, with master's students having two full years of residence and PhD students with three full years of residence**. If you have a part-time student, you may use the indicated number of units shown in the timeline as the point of reference. The schedules for non-thesis **master's students and those under the PhD by Research program are also given**.

Monitor Student Progress. As the mentor, you have to meet your students at the scheduled periods indicated in the timeline although you are encouraged to meet, formally or informally, outside of these times. You and your student are expected to accomplish the Student Progress Tracking Reports separately after your scheduled meetings. The tracking reports should be submitted to the Graduate Program Management Committee (GPMC) Chair, or whoever acts in that capacity. The GPMC Chair will keep the records, which can be made available to the Graduate School if the need arises. You are encouraged to meet your students more frequently if your student needs additional help or guidance in academic matters and/or the conduct of the thesis/dissertation.

Succeeding pages present the
Timelines and Templates ...

Timeline for Master's Students



GS Student Progress Requirements Timetable for Master's Degrees
(Non-Thesis Programs)

WHAT	WHEN	DEADLINE
Nomination of Guidance Committee and Plan of Study	First semester of enrollment	1 st semester: Oct. 15 2 nd semester: Mar. 15 Mid year: Jun. 15
Final Examination (application for final exam should be submitted to the GS one month prior to the scheduled exam)	After completion of all courses; ideally fourth semester of enrollment	One month before the deadline for submission of grades

*depends on the Academic Calendar, updates are posted at the UPLB GS website.

REQUIREMENTS	YOUR RESPONSIBILITIES AS A MENTOR
<ol style="list-style-type: none"> 1) Regular admission status 2) Accomplished form (eForm) 	<ul style="list-style-type: none"> • You and your student should identify the courses for the Plan of Study as well as the student's Guidance Committee members
<ol style="list-style-type: none"> 1) Accomplished Application for final exam (eForm) 2) True copy of Grades with GWA 3) Photocopy of Form 5 	<ul style="list-style-type: none"> • You, your student and the other committee members should agree on a common date and time to conduct his/her Final Examination. • You should guide your student on the process of submission of the Application for Final Examination. • As the Chair of the committee, you have to preside at the administration of the Final Examination and you are expected to submit the Final Examination Report to the Graduate School five days after the exam.

GS Student Progress Requirements Timetable for Master's Degrees
(Thesis Programs)

WHAT	WHEN	DEADLINE
Nomination of Guidance Committee and Plan of Study	First semester of enrollment	1 st semester: Oct. 15 2 nd semester: Mar. 15 Mid year: Jun. 15
Thesis Outline	After earning 12 units and enrolling the first Thesis units; ideally third semester of enrollment	1 st semester: Dec. 15 2 nd semester: May 15 Mid year: Jul. 15
General Examination	After completion of all courses with 2.0 or better GWA; ideally third semester of enrollment	1 st semester: Nov. 15 2 nd semester: Apr. 30 Mid year: Jul. 8

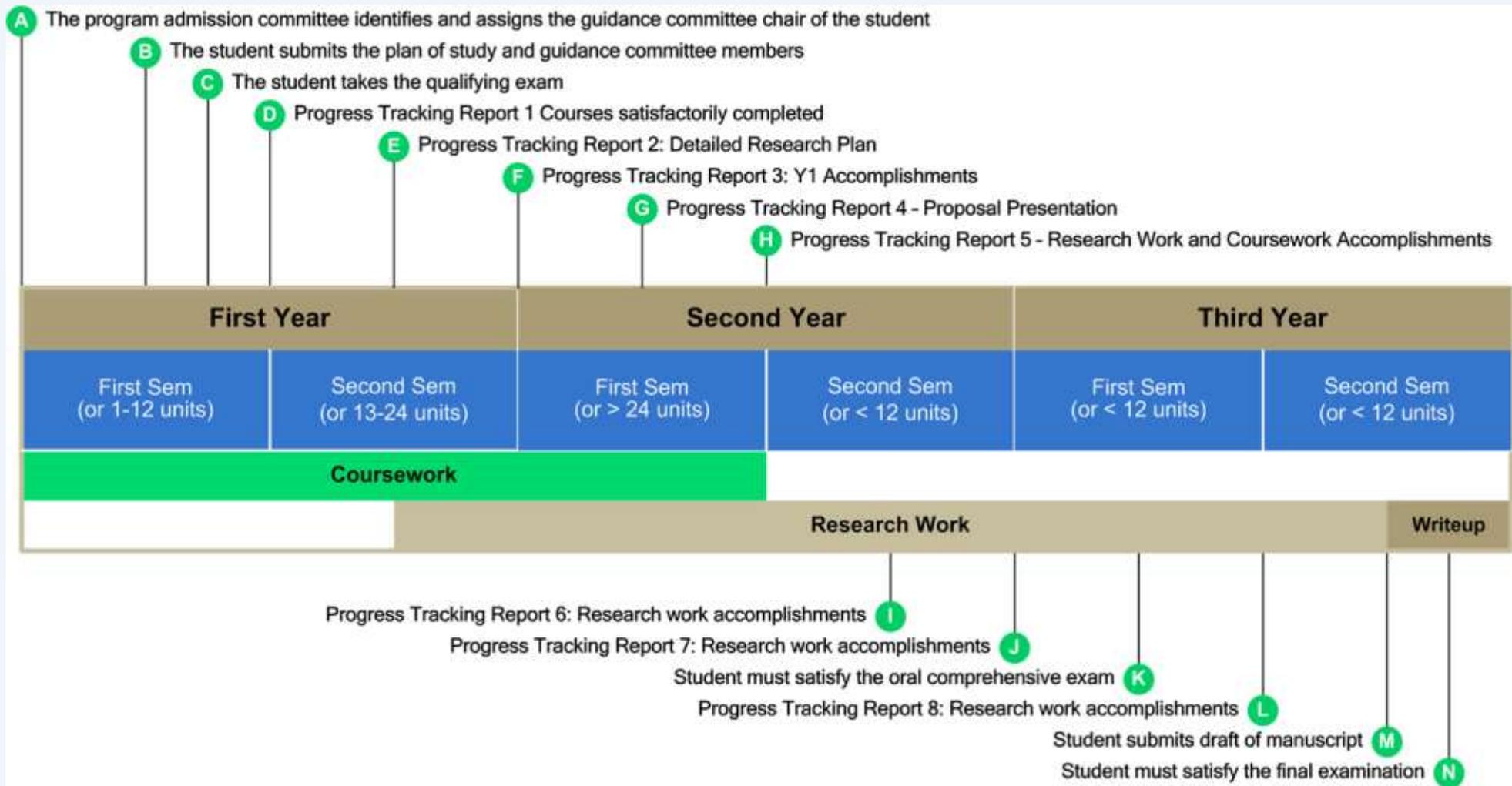
REQUIREMENTS	YOUR RESPONSIBILITIES AS A MENTOR
<ol style="list-style-type: none"> 1) Regular admissions status 2) Accomplished form (eForm) 	<ul style="list-style-type: none"> • You and your student should identify the courses for the Plan of Study as well as the student's Guidance Committee members
<ol style="list-style-type: none"> 1) Approved Committee 2) Approval of Thesis Outline Form (eForm) 3) Hard copy of outline 4) Scientific name verification from UPLB Museum of Natural History 5) Graduate work in absentia if applicable (PDF Form) 	<ul style="list-style-type: none"> • You and your student should discuss the details of his/her research plans. • You should help your student craft his/her thesis outline by giving prompt and constructive comments and suggestions toward its improvement. • You should guide him/her on the submission and approval process.
<ol style="list-style-type: none"> 1) Accomplished Application for general exam (eForm) 2) True Copy of Grades with GWA 3) Photocopy of Form 5 	<ul style="list-style-type: none"> • You should explain to your student what is expected of him/her for the General Examination. • For general examinations conducted by the committee, you, your student and the other committee members should agree on a common date and time to conduct his/her General Examination. For departmental general examinations, ensure that your student is aware of the schedule set by your department/institute. • You should guide your student on the process of submission of the Application for General Examination. • As the Chair of the committee, you have to preside at the administration of the General Examination and you are expected to submit the General Examination Report to the Graduate School five days after the exam.

WHAT	WHEN	DEADLINE
Final Examination (application for final exam should be submitted to the GS one month prior to the scheduled exam)	After completion of thesis final draft; ideally fourth semester of enrollment	One month before the deadline for Submission of Grades*
Submission of Draft for External Review	After Final Examination, Ideally fourth semester of enrollment	One week after Final Examination
Submission of Manuscript and 1 Article in Publishable Form	After external review; ideally fourth semester of enrollment	Last day of Submission of Grades*

*depends on the Academic Calendar, updates are posted at the UPLB GS website.

REQUIREMENTS	YOUR RESPONSIBILITIES AS A MENTOR
<ol style="list-style-type: none"> 1) Accomplished Application for final exam (eForm) 2) True Copy of Grades with GWA 3) Photocopy of Form 5 4) Final draft of manuscript 	<ul style="list-style-type: none"> • You have to edit and give comments and suggestions for the improvement of your student's thesis manuscript • For Final Examinations conducted by the committee, you, your student and the other committee members should agree on a common date and time to conduct his/her Final Examination. For departmental final examinations, ensure that your student is aware of the schedule set by your department/institute. • You should guide your student on the process of submission of the Application for Final Examination. • As the Chair of the committee, you have to preside at the administration of the Final Examination and you are expected to submit the Final Examination Report to the Graduate School five days after the exam.
<ol style="list-style-type: none"> 1) Nomination of Reviewers (PDF) 2) Defended version of manuscript 	<ul style="list-style-type: none"> • You in consultation with the other members of the committee should submit to the Graduate School a list of recommended External Examiners of your student's thesis.
<ol style="list-style-type: none"> 1) Response to external review (Sample Report) 2) Acceptance Page 3) IPR Page (Sample) 4) Certification of Publishable Quality (PDF Form) 5) Soft and hard copies of manuscript and journal article 	<ul style="list-style-type: none"> • You, your student, and the other committee members should agree on the action to be taken based on the recommendations of the External Examiner. • You should sign the acceptance and IPR pages of your student's thesis manuscript. • You and the members of the committee should certify that the student's journal article is of publishable quality. • You should guide your student on the submission process of the thesis manuscript and journal article.

Timeline for PhD Students



GS Student Progress Requirements Timetable for PhD Degrees

WHAT	WHEN	DEADLINE
Nomination of Advisory Committee	First semester of enrollment	1 st semester: Oct. 15 2 nd semester: Mar. 15 Mid year: Jun. 15
Qualifying Examination	First semester of enrollment	1 st semester: Nov. 15 2 nd semester: Apr. 15 Mid year: Jun. 30
Plan of Study	First Semester of enrollment	1 st semester: Dec. 15 2 nd semester: May 15 Mid year: Jul. 7
Dissertation Outline	After earning 12 units and enrolling the first Dissertation units.	1 st semester: Dec. 15 2 nd semester: May 15 Mid year: Jul. 7

REQUIREMENTS	YOUR RESPONSIBILITIES AS A MENTOR
1) Regular admission status 2) Accomplished form (eForm)	<ul style="list-style-type: none"> You and your student should identify the members of his/her Advisory Committee.
1) Approved Committee 2) Accomplished application for Qualifying Exam (eForm)	<ul style="list-style-type: none"> You, your student and the members of the committee should agree on a common date and time to conduct his/her Qualifying Examination. You should guide your student on what to expect in the Qualifying Examination and on the process of submission of the application. As the Chair of the committee, you have to preside at the administration of the Qualifying Examination and you are expected to submit the Qualifying Exam Report to the Graduate School five days after the exam.
1) Approved Committee 2) Passed Qualifying Exam 3) Accomplished Plan of Study Form (eForm)	<ul style="list-style-type: none"> You, your student, and the other committee members should identify the courses to be included in the Plan of Study.
1) Approved Committee 2) Approval of Thesis Outline Form (eForm) 3) Hard copy of outline 4) Scientific name verification from UPLB Museum of Natural History 5) Graduate work in absentia if applicable (PDF Form)	<ul style="list-style-type: none"> You and your student should discuss the details of his/her research plans. You should help your student craft his/her dissertation outline by giving prompt and constructive comments and suggestions toward its improvement. You should guide him/her on the submission and approval process.

WHAT	WHEN	DEADLINE
Written Comprehensive Examination	After completion of all courses; ideally third or fourth semester of enrollment	Six weeks before the Oral Comprehensive Examination** (for the mid-year term, consult the GS schedule)
Oral Comprehensive Examination	After passing written comprehensive exam; ideally four or fifth semester of enrollment	1 st semester: Nov. 15 2 nd semester: Apr. 30 Mid year: Jul. 8

REQUIREMENTS	YOUR RESPONSIBILITIES AS A MENTOR
<ol style="list-style-type: none"> 1) Accomplished Application for Comprehensive Exam (eForm) 2) True Copy of Grades with GWA 3) Photocopy of Form 5 	<ul style="list-style-type: none"> • You should explain to your student what is expected of him/her for the Written Comprehensive Examination. • For written comprehensive examinations conducted by the committee, you, your student and the other committee members should agree on a common date and time to conduct his/her Written Comprehensive Examination. For departmental written comprehensive examinations, ensure that your student is aware of the schedule set by your department/institute. • You should guide your student on the process of submission of the Application for Written Comprehensive Examination. • As the Chair of the committee, you are expected to submit the Written Comprehensive Examination Report to the Graduate School five days after the examinations.
<ol style="list-style-type: none"> 1) Accomplished Application for Comprehensive Exam (eForm) 2) True Copy of Grades with GWA 3) Photocopy of Form 5 	<ul style="list-style-type: none"> • You should explain to your student what is expected of him/her for the Oral Comprehensive Examination. • For oral comprehensive examinations conducted by the committee, you, your student and the other committee members should agree on a common date and time to conduct his/her Oral Comprehensive Examination. For departmental oral comprehensive examinations, ensure that your student is aware of the schedule set by your department/institute. • You should guide your student on the process of submission of the Application for Oral Comprehensive Examination. • As the Chair of the committee, you have to preside at the administration of your student's Oral Comprehensive Examination and are expected to submit the Oral Comprehensive Examination Report to the Graduate School five days after the examinations.

WHAT	WHEN	DEADLINE
Final Examination (application for final exam should be submitted to the GS one month prior to the scheduled exam)	After passing both written and oral comprehensive exams and completion of dissertation final draft; ideally sixth semester of enrollment	One month before the deadline for Submission of Grades*
Submission of Draft for External Review	After final examination; ideally sixth semester of enrollment	One week after Final Examination
Submission of Manuscript and 2 Article in Publishable Form	After external review; ideally sixth semester of enrollment	Last day of Submission of Grades*

REQUIREMENTS	YOUR RESPONSIBILITIES AS A MENTOR
<ol style="list-style-type: none"> 1) Accomplished Application for Final Exam (eForm) 2) True Copy of Grades with GWA 3) Photocopy of form 5 4) Final draft of manuscript 	<ul style="list-style-type: none"> • You have to edit and give comments and suggestions for the improvement of your student's thesis manuscript. • For final examinations conducted by the committee, you, your student and the other committee members should agree on a common date and time to conduct his/her Final Examination. For departmental final examinations, ensure that your student is aware of the schedule set by your department/institute. • You should guide your student on the process of submission of the Application for Final Examination. • As Chair of the committee, you have to preside at the administration of the Final Examination and are expected to submit the Final Examination Report to the Graduate School five days after the exam.
<ol style="list-style-type: none"> 1) Nomination of Reviewers (PDF Form) 2) Defended version of manuscript 	<ul style="list-style-type: none"> • You, in consultation with the other members of the committee, should submit a list of recommended External Examiners of your student's thesis to the Graduate School.
<ol style="list-style-type: none"> 1) Response to External Review (Sample Report) 2) Acceptance Page 3) IPR Page (Sample) 4) Certification of Publishable Quality (PDF Form) 5) Soft and hard copies of manuscript and journal article 	<ul style="list-style-type: none"> • You, your student, and the other committee members should agree on any action to be taken based on the recommendations of the External Examiner. • You should sign the acceptance and IPR pages of your student's dissertation manuscript. • You and the members of the committee should certify that the student's journal articles are of publishable quality. • You should guide your student on the submission process of the dissertation manuscript and the journal articles.

*depends on the Academic Calendar, updates are posted in [UPLB Graduate School website](#).

*if taking Oral Comprehensive Examination in the same semester, if not follow the Oral Comprehensive Examination deadline.



UPLB GRADUATE SCHOOL
Graduate Student Progress Tracking Report

This progress tracking report must be completed in full by the student for submission to the Graduate Program Management Committee (GPMC) Chair of the unit delivering the student's program. Necessary supporting documents may be attached to this form (such as copies of the plan of study, approval forms, etc). The student and the GPMC Chair must retain copies of this form, which must be made available upon request.

Progress Report No		Date Submitted	
Period Covered			
Commence Date		End Date	
Committee Chair			

A. Student Information		
Student No	Name (Last, Given)	
Degree	Department/Division	Units Completed
B. Progress (Target objects set in the previous report should be on hand for review)		
C. Targets for the Next Period (courses to be taken, thesis presentation, data collection, etc.)		
D. Issues and Concerns (reasons for the delay in the completion of targets)		
Signature of Student	Signature of GPMC Chair	



UPLB GRADUATE SCHOOL
Graduate Student Progress Tracking Report (Faculty)

This progress tracking report must be completed in full by the Advisory/Guidance Committee Chair of the student for submission to the Graduate Program Management Committee (GPMC) Chair. Necessary supporting documents may be attached to this form (such as copies of the plan of study, approval forms, etc). The student and the GPMC Chair must retain copies of this form, which must be made available upon request.

Progress Report No		Date Submitted	
Period Covered			
Commence Date		End Date	
Committee Chair			

A. Student Information		
Student No	Name (Last, Given)	
Degree	Department/Division	Units Completed
B. Progress (Target objects set in the previous report should be on hand for review)		
C. Targets for the Next Period (courses to be taken, thesis presentation, data collection, etc.)		
D. Issues and Concerns (reasons for the delay in the completion of targets)		
E. EVALUATION		
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Unsatisfactory
Signature of Committee Chair	Signature of GPMC Chair	

References

Regents of the University of Michigan, The (2018). How to Get the Mentoring You Want: A Guide for Graduate Students. Retrieved on May 11, 2018 from <http://www.rackham.umich.edu/downloads/publications/mentoring.pdf>

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University of Hawaii at Manoa (n.d.). Faculty Guide to Mentoring Graduate Students. Retrieved on May 4, 2018 from <http://www2.hawaii.edu>

University of Pittsburgh (2016). A Brief Guide to Graduate School Mentoring for Students and their Members. The Dietrich School of Arts and Sciences. Retrieved on May 4, 2018 from <http://www.chem.pitt.edu>

