Mentoring Others Results in Excellence – University of Michigan

MORE is a program that engages faculty and graduate students in guided discussions to foster conversations about mentoring. Specifically, faculty and students are provided with effective tools and practices for mentoring and how to be mentored to improve retention, productivity and overall student success. MORE is sponsored by Rackham Graduate School, the Office of the Provost, and the [Michigan AGEP Alliance](#).

MORE functions through facilitating departmental mentoring workshops. Faculty in these workshops identify and discuss norms for faculty-graduate mentoring within their field(s) in order to discover the range of strategies that faculty use in advising and mentoring graduate students. Departments use these workshops as an opportunity to discuss the professional development of students, the increasing diversity of the graduate student population, the importance of two-way conversations between mentor and mentee, and the value of written mentoring plans. These workshops can be tailored to meet the needs of specific graduate programs, and workshops are typically developed in consultation with departmental and graduate program leadership.

The *Mentoring Plan Workshop* is designed to enhance the mentoring relationship between a student and his/her faculty mentor or advisor. During these workshops, student-faculty dyads, develop a mentoring plan, which serves as a two-way agreement about needs and expectations, co-written by the student and faculty mentor or advisor. The mentoring plan serves to establish and support mentor-mentee relationships. Because the goal of the workshop is to enhance the mentoring relationship, mentors and students are expected to attend the workshop together.

Workshops hosted by MORE are facilitated by members of a 10-member committee of faculty, who, through literature review and discussions, are deeply knowledgeable about the positive impact of mentoring on the experiences of graduate students. In addition, on-line resources are available for faculty advisors (*How to Mentor Graduate Students*) and students (*How to Get the Mentoring You Want: A guide for Graduate Students*) and template mentoring plans are provided to workshop participants (see attached).

Developing Shared Expectations
(select and adapt from these suggested topics, as relevant to your discipline)

1. **Communication and meetings.**
   a. *What is the best way/technology to get a hold of each other? What is the appropriate time frame to expect a response?*

   b. *When do you plan to meet (be as specific as you can), is an agenda required, how long will the meeting be?*

2. **Student's role on project:** *Describe student's primary area(s) of responsibility and expectations (e.g. reading peer-reviewed literature, in-lab working hours, etc.).*

3. **Participation in group meetings (if relevant).** *Student will participate in the following ongoing research group meetings. What does this participation look like?*

4. **Tentative papers on which student will be an author or coauthor.** *Discuss disciplinary norms around authorship; list the papers and the likely order of student's authorship, e.g., first, second, etc.*

5. **Opportunities for feedback.** *In what form and how often can the student expect to receive feedback regarding overall progress, research activities, etc.? How much time is needed by the mentor to provide feedback on written work, such as chapter and publication drafts?*

6. **Professional meeting(s) that the student will attend and dates:** *What funding is available to attend these meetings?*

7. **Networking opportunities:** *Discuss additional opportunities to network (e.g. meeting with seminar speakers, etc.)*

8. **Vacations, absences, and time away from campus.** *Discuss expectations regarding vacations and time away from campus and how best to plan for them. What is the time-frame for notification regarding anticipated absences?*

9. **Funding:** *Discuss the funding model and plans for future funding (e.g. internal and external fellowships, including RMF funding, training grants, GSI, GSRA, GSSA.); discuss any uncertainty in future sources of funding, and contingencies.*

10. **Completion of programmatic milestones and other milestones (as applicable).**

Academic Milestones	Year 1			Year 2			Year 3			Year	Year	Additional
	F	W	S/S	F	W	S/S	F	W	S/S			Years
Milestones:												
Qualifying Exam												
Preliminary Exam												
Candidacy Exam												
Dissert. Comm. Mtg.												
Other Milestones:												

Place an X in terms designated for milestones. F=Fall, W=Winter, S/S = Spring/Summer.
Other milestones might include: Conference presentation; peer-review publication, etc.

11. **Anticipated date of defense and graduation:**

12. **Professional goals:** *Identify short-term and long-term goals, and discuss any steps/resources/training necessary to accomplish the goals.*

13. **Skill development:** *Identify the skills and abilities that the student will focus on developing during the upcoming year. These could be academic, research, or professional skills, as well as additional training experiences such as workshops or internships.*

14. **Other areas:** *List here any other areas of understanding between the student and mentor regarding working relationship during the student's tenure.*