

Success for Faculty Mentors and Graduate & Professional Students

The need for effective and multiple mentors

The work of graduate faculty in preparing the next generation of scholars and professionals does not stop with classroom teaching. Best practices in graduate education indicate that graduate and professional students' multiple professional and personal development needs are most effectively met by a network of people.



Resources

Student Conflict Resolution Center

www.sos.umn.edu
612.626.0689, 254 Appleby Hall
Contact: Jan Morse

Student Counseling Services

www.counseling.umn.edu
612.626.0150, 340 Appleby Hall
Contact: Matt Hanson

Graduate School

www.grad.umn.edu
612.625.2815, 321 Johnston Hall
Contact: Karen Starry

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The mentoring network

The Council of Graduate Schools has identified six primary areas in which graduate and professional students need mentoring. Following are the primary areas and ideas for action.

Advising

- Assist in the selection of the student's schedule of courses.
- Explain accurately department/college academic policies and progression.
- Assist the student in the exploration of potential research areas.
- Foster graduate student participation in the department.
- Assist the student in planning academic conference participation.

Tutoring

- Assist the student by providing honest assessment of academic strengths and weaknesses, including planning for improvement.
- Model writing as an integral and ongoing part of the research process.
- Set clear and fair expectations regarding the ownership and use of data and regarding authorship and joint authorship arrangements prior to beginning research projects.
- Provide fair and timely assessment and feedback on work products.

Supporting

- Guide the student to appropriate campus resources for personal, academic, career, and community support and development.
- Encourage increased independence as future presenters and teachers through professional development opportunities.

- Assist students in generating an effective, respectful, practical problem-solving protocol for when interpersonal conflicts emerge.
- Direct student to career development resources.

Supervising

- Provide clear, realistic, achievable expectations in relation to teaching and research roles; agree to measures and evaluation procedures.
- Know and guide student in navigating departmental, university, and external funding and award opportunities.
- Ensure the student understands compliance issues for proposed research.

Modeling

- Model respectful interactions and shared decision making.
- Provide the student with opportunities to discuss norms and expectations within department, university, field of study, and other academic settings.
- Showcase your own current collaborations and past mentoring relationships.

Sponsoring

- Provide information regarding expansions and contractions in the field of study, subfields, and interdisciplinary alliances.
- Assist students in the development of a comprehensive portfolio, from vita/resume and cover letter to documenting teaching and research.
- Help gather information in advance of campus interviews.

The University of Minnesota is committed to providing you with outstanding instructional and laboratory experiences, as well as a positive and supportive environment in which to learn and work. If you have any questions, and for more information please contact the student affairs office in your college.



Keys to Success

Graduate/professional students are encouraged to:

Faculty advisers/mentors are encouraged to:

Understand your rights and responsibilities

As a member of the University community, you share the right and responsibility to be treated – and to treat others – with respect.

Be proactive – learn about University policies/procedures, and contact appropriate offices as needed if you have questions or concerns.

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As a member of the University community, you share the right and responsibility to be treated – and to treat others – with respect.

Ensure that advisees can pursue their academics and work responsibilities in a harassment-free environment.

Collaborate with your adviser/mentor to set clear expectations for academic planning

Communicate with your adviser and other mentors to develop a plan for achieving your educational and career goals.

Communicate with your adviser and other mentors to revise your plan if educational or career goals change.

Support your student's academic and professional goals

Assist advisees with assessing their academic strengths and weaknesses, and explore complementary coursework and potential research areas.

Discuss ideas and possibilities to help advisees pursue their career plans, including the wide variety of options within and beyond academia.

Review milestones for timely degree completion with your adviser/mentor

Understand and comply with University, college, and graduate program requirements for your degree.

Confer with your adviser to ensure you are meeting expectations for degree progress.

Expect and support ongoing progress toward timely degree completion

Communicate with your student on a regular basis to ensure they are making satisfactory degree progress, and collaborate on a plan to address any issues that impede progress.

Ensure your program conducts its annual student performance review, as required by University policy.

Communicate with adviser/mentors regularly

Establish mutually acceptable expectations for communicating with your adviser.

Share your successes, concerns, questions, and seek feedback in problem solving in a timely manner.

Communicate timely and constructive feedback

Establish mutually acceptable expectations for communicating with your student.

Be sufficiently available to your students.

Provide direct, honest, and constructive feedback in a timely manner.

Connect with resources to nurture your wellbeing

Take advantage of the University's resources for emotional, physical, cultural, and spiritual wellbeing.

Serve as a resource and provide networking support

Talk through ideas, link advisees to appropriate resources, and suggest ways to broaden their network.

See yourself as part of a community

Take advantage of departmental, college, and University events and opportunities.

See yourself as part of a community

Create opportunities for informal and formal interaction with students at departmental and student group events and presentations.