

MKT Area Draft

Shared Mentoring/Advising Expectations for Individual Student Development

This template serves as a guide for creating your personalized mentoring plan. Customize it by removing or adding sections to suit your specific needs and goals.

Suggested Process for Completing the Mentoring Plan:

1. Both the student and the advisor(s) independently complete the sections of the plan they find relevant.
2. The student and advisor(s) meet to discuss their inputs and collaborate to finalize a unified mentoring plan.
3. The student and advisor(s) regularly return to the mentoring plan and make changes as needed.

The template was created drawing from mentoring templates provided by [Rackham's MORE committee](#):

[\(MORE\) SOCIAL SCIENCES AND STEM - DEVELOPING SHARED EXPECTATIONS](#)

[MORE CO-ADVISING](#)

Part One: The Basics

1. Communication

- a. What is the best way/technology to get hold of each person? What is the appropriate timeframe to expect responses from each person? If co-advising, should both advisors be included in all communication?

- b. When will we meet, is an agenda required, how long will the meeting be? If there are multiple advisors, will they both be in the meeting?

- c. In what form and how often can the student expect to receive performance feedback?

- d. How will we address conflicts or disagreements? Be very specific here to prevent a difficult situation from becoming even harder to navigate. (For example, do we put concerns in writing and email or do we meet face-to-face?)

2. **Getting the support you need**

- a. An advising relationship includes academic (for example, advising, research, substantive feedback), professional (career guidance, intellectual community), and well-being (personal and emotional) support. Discuss strategies for the student to communicate the type of support they need; and set expectations about the frequency with which each type of support may occur.

- b. In co-advising situations: Strategize/organize how co-advisors will share or split the points listed in this plan. Will each co-advisor be kept informed on all issues or will splitting responsibilities have more rigid boundaries?

- c. Are there additional resources and support that would help you do your best work (needs such as physical access, workspace accommodations, language and technology, well-being breaks, dietary needs, etcetera)?

3. **Opportunities for Feedback:**

- a. How much time does each advisor need to provide feedback on written work, such as chapter and publication drafts; what is the procedure for reconciling conflicting advisor suggestions?

4. **Time Away from Campus:**

- a. Discuss expectations regarding vacations and time away from campus and how best to plan for them. What is the timeframe for notification regarding anticipated absences?

Part Two: Looking Forward

5. **Skill Development:**

- a. 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.

6. **Completion of Program Milestones and Other Significant Markers**

- Develop a timeline of key deliverables (e.g., idea document, first draft, second draft) for the area paper requirements. Decide on a plan for how frequently feedback will be provided before the paper submission deadline, and how much lead time advisor(s) require.

- For any co-authored projects, discuss expectations of paper submission deadlines, and a timeline of key progress subgoals.
- Discuss expectations of feedback and timelines regarding the job market paper.
- Determine a process and a deadline for putting the thesis committee together.
- Determine the planned semester and year in which thesis proposal and defense will take place.

7. **Professional Goals:**

- a. Identify short-term and long-term goals, and discuss any resources and training necessary to accomplish the goals.

Part Three: Very Specific Expectations

8. **Co-authorship Expectations:**

- a. Discuss disciplinary norms and advisors' expectations around the (i) type of contribution that rises to the level of authorship, and (ii) key factors that determine the order of authorship.

9. **Student's Role on Projects:**

List the projects the student will be working on in the next academic year and describe the student's primary areas of responsibility.

10. **Conferences that the student is encouraged to attend and dates:**

Discuss which conferences, if any, are beneficial for the student to attend this year.

11. **Networking Opportunities:**

Discuss approaching potential mentors and additional opportunities to network (for example, meeting with seminar speakers, alumni connections, conferences).

Part Four: Misc

12. **Leveraging Complementary Resources:**

a. What mentoring, funding, and other resources should the student be leveraging (e.g., departmental, school, field-level fellowships and grants, wellness/mental health resources)?

13. **Other Areas:**

a. List here any other areas of understanding between the student and advisor(s) regarding working relationship during the student's tenure.

