

UNIVERSITY OF MINNESOTA

CENTER FOR BIOETHICS

# GUIDE TO GRADUATE STUDIES

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UNIVERSITY OF MINNESOTA

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*Center for Bioethics*

# GRADUATE PROGRAM STUDENT HANDBOOK

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## Welcome to the Bioethics MA program!

We are delighted that you are joining us in the Center for Bioethics! During your studies, you will be working with a broadly interdisciplinary, internationally recognized faculty at an institution with a long-standing commitment to excellence in bioethics. We hope that your time with us is productively challenging and professionally rewarding.

This handbook aims to provide an overview of key information concerning the Master's program in Bioethics at the University of Minnesota. It serves as an important element in building a shared sense of expectations and responsibilities for your graduate education in the Center.

For additional information, you can consult the following comprehensive documents available on the [Graduate School's website](#):

- [Graduate Education Catalog](#), which provides detailed information about Graduate School policies and major program regulations
- [Graduate School's Information for Enrolled Students](#), which highlights the many resources available to graduate students at the University
- [University's Registration Page](#), which includes course schedules and deadlines for current semesters

In addition, there are expectations and responsibilities for students entering graduate programs. Some of these responsibilities are outlined in the following documents:

- [Mutual Roles and Responsibilities for Faculty and Graduate Students: Guidelines](#)
- [Student Conduct Code](#)
- [Code of Conduct](#)

Other relevant policies can be found at [Board of Regents Policies](#).

Please note that the information provided in this handbook and other University catalogs, publications, or announcements is subject to change without notice. University offices can provide current information about possible changes.

Of course, your most important resource will be our faculty and staff; we look forward to working with you. You should meet with your advisor at least once per semester, although we encourage more frequent interaction between advisors and advisees. If you have questions, don't hesitate to ask.

We believe that graduate education extends beyond the classroom. Your education will be enriched by participation in this community, through informal discussions with faculty and students, active participation in the Center Seminar Series, and any number of other activities beyond those specified in this document. We have much to learn from one another and we are fortunate to be members of a community with such rich opportunities for learning and collaboration.

***Again, welcome to the program. We are so glad that you decided to make the Center for Bioethics your community.***

## 1. PROGRAM OVERVIEW

The mission of the Center for Bioethics is to advance and disseminate knowledge concerning ethical issues in health care and the life sciences. The Center carries out this mission by conducting original interdisciplinary research and scholarship, offering educational programs and courses, fostering public discussion and debate through community outreach activities, and assisting in the formulation of public policy. The Center is open to all points of view regarding moral values and principles. Its research reflects a strong belief in combining the strengths of various disciplines and professions. When possible, research findings are integrated with policy analysis.

The Center's graduate program fits centrally with this mission. The Center offers a [Graduate Minor in Bioethics](#), which is the appropriate option for those students interested in bioethics as an area of competence rather than an area of specialization. For students desiring a more comprehensive education in bioethics, a graduate major taken through the MA program is the appropriate course of study. The curriculum for this program includes a set of required core courses, the opportunity for study of electives in bioethics, as well as a requirement for coursework in other fields that are related to bioethics. Students will be required to write a master's thesis.

Given the fundamentally interdisciplinary nature of bioethics, professional opportunities in the field are greatly enhanced for trainees with a graduate degree in bioethics as well as a terminal graduate or professional degrees in another field - for example, degree combinations of an MA degree in Bioethics with another degree such as a JD, PhD, MD or others. Indeed, the current gold standard in bioethics graduate education is to understand Master's degrees in bioethics as value-added degrees while at the same time acknowledging the importance of a graduate major in bioethics for those who wish to specialize in the field. Specialization in the field requires the thoroughgoing, research-based education in bioethics provided by a graduate major. This model prompts students to acquire a firm disciplinary grounding as well as interdisciplinary bioethics expertise, a practice which best prepares students for bioethics related career placement. Students are advised against viewing the Bioethics MA as a stand alone degree that prepares them for career placement.

## 2. DEGREE REQUIREMENTS

Students in this Plan A (i.e. thesis-based) Master's Degree program are required to take at least 20 credits of courses, distributed as follows:

### Required Bioethics Courses

#### CORE COURSES: 6 credits total

- **BTHX 5010: Bioethics Proseminar**  
*(to be taken Fall of 1st year - 2 credits)*  
The Proseminar will familiarize graduate students with a wide range of topics in bioethics and the work of a number of faculty members affiliated with the

program, to help students select mentors and research programs. The Proseminar will be open only to bioethics graduate students (Master's students and Bioethics Graduate Minors) and students pursuing a Concentration in Health Law and Bioethics, with an aim of fostering community among them.

- **BTHX 5300: Foundations of Bioethics**  
*(to be taken 1st year - 3 credits)*  
This course provides an overview of major theoretical frameworks and foundational issues in bioethics, including moral frameworks, sociology of knowledge, etc.
- **BTHX 5610: Bioethics Research and Publication** (1 credit)  
This seminar is tailored to students wishing to incorporate work in bioethics into their career plans. It provides an overview of research methods, and discusses career and publication strategies, authorship issues, ethics in publication, and peer review.

#### **Area Requirement: 3 credits**

At least one course allowing study of an area of specialization within bioethics, as specified, below (3 credits):

- Clinical ethics  
BTHX 5100: Intro to Clinical Bioethics -- 3 credits; or
- Ethics of health policy  
BTHX 5400: Introduction to Bioethics in Health Policy; or  
BTHX 5453: Law, Biomedicine, and Bioethics (cross listed with LAW 6853)  
BTHX 5411 Health Law & Policy -- 3 credits each
- Ethics of human subjects research  
BTHX 5210: Ethics of Human Subjects Research -- 3 credits

#### **Electives:**

- **Bioethics courses (BTHX): at least 5 credits\***
- **Related fields outside Bioethics: at least 6 credits\***  
Sample courses appropriate to this requirement can be found [here](#). Courses fulfilling this requirement must be chosen in consultation with the student's advisor to ensure their appropriateness for the student's course of study. Students may elect a graduate minor to fulfill this requirement. However, students may also elect to take courses from different programs, for example, a health policy course from the School of Public Health and a health law course from the Law School.

**\*NOTE:** Of the 20 total course credits required, at least 1 BTHX course and at least 2 courses total are to be taken at the 8xxx level. Thesis credits do not count toward this requirement.

### **Master's Thesis and Final Exam: 10 thesis credits plus thesis**

Students are also required to complete at least 10 thesis credits and write a thesis. Students work on their thesis under the supervision of a thesis committee; the committee chair will serve as the student's thesis advisor. The thesis committee must include two Bioethics graduate faculty members and one graduate faculty member outside of Bioethics. The "outside" member of the committee will be from the graduate faculty of the minor field, if the student has completed a graduate minor.

### **Thesis Proposal**

Before beginning to write a thesis, students should work with their thesis committee to develop a thesis proposal. The proposal should be a short (approximately 10 page) description of the thesis topic, including a cover form to be signed by the student and each member of the student's committee upon approval of the proposal, a narrative description of the proposed project and its contribution to the field of bioethics, a timetable for completion, and an annotated bibliography. Once a student's committee has approved the proposal, the student will be authorized to begin writing the thesis. Students may register for thesis credits while developing the thesis proposal.

### **Thesis Formatting and Submission**

No precise guidelines can be set for the time to be devoted to thesis writing or the page length of theses, as these depend on many factors. However, as a rough estimate, students can expect to spend 6 months to a year writing their theses, and theses may be approximately 50-100 pages in length.

The Graduate School sets formatting guidelines for theses, found at [Thesis Formatting and Submission](#). A full copy of these guidelines is included in students' orientation guides.

**NOTE:** Keep these guidelines in mind while writing the thesis, to avoid having to reformat it completely after it is written. **Coordinating members of your committee for signatures and for your defense date requires good communication and planning!**

Students will be required to pass an oral exam for their thesis. The exam is conducted as a closed examination and attended by only the student and the examining committee.

## **3. JOINT DEGREE OPTIONS**

The Center for Bioethics offers a joint degree with Law, and is working on crafting additional agreements to allow students to pursue a degree in bioethics along with a range of other degrees as part of a Joint Degree Program. This would allow students to pursue joint degrees in bioethics and related fields in a streamlined program that offers greater academic support than if they sought the two degrees separately. Students interested in such options should contact the Director of Graduate Studies.

## **4. ACADEMIC STANDARDS**

### **GPA**

Students must maintain a minimum GPA of 3.0 (B) to remain in good standing.

### **Submission of Writing Assignments for Courses**

In order to earn the credits associated with each course in a student's degree program, the work submitted for each course must be distinct from the work submitted for other courses. Students may not submit the same writing assignment for more than one course, nor may their writing assignments for separate courses overlap significantly.

### **Limitations on Use of S/N Credits**

The Graduate School allows students to use up to 1/3 of the coursework on the Degree Program on an S/N grading basis. The remaining 2/3 must be completed on the A-F grading basis. All required courses must be taken on an A-F grading basis.

### **Incomplete Grades**

The symbol "I" may be assigned by an instructor to indicate "incomplete," in accordance with provisions announced in class at the beginning of the semester, when in the instructor's opinion there is a reasonable expectation that the student can successfully complete the work of the course. An "I" remains on the transcript until the instructor replaces it with a final A-F or S-N grade. The time limit for removal of incomplete grades is one semester after the grade is assigned. Thus, for example, an "I" grade assigned in fall semester must be removed by completion of outstanding work by the end of spring semester. An "I" grade assigned in spring semester must be removed by completion of outstanding work by the end of the following fall semester. Course instructors may, at their discretion, establish a shorter time limit for the removal of incomplete grades. The maximum number of credits of incompletes allowable at any given time is six (6) credits. Students may petition to the Director of Graduate Studies for exceptions to this requirement; exceptions will be granted only in special circumstances.

### **Annual Reviews**

Members of the Bioethics graduate faculty are required to provide students with information about their standing in the MA program. Each spring semester, members of the Bioethics graduate faculty will meet to assess the performance of students who have been active in the MA program. The work of each student is considered separately and the faculty reaches one of three decisions:

- a. to encourage the student to continue in the program;
- b. to allow the student to continue in the program, but inform him or her of specific concerns the faculty has concerning performance or progress;
- c. to terminate the student from the program.

Decisions of the faculty are communicated to the student by letter following the meeting.

## **5. PROGRESS TOWARD DEGREE**

### **Maintaining Active Student Status**

The Graduate School requires students to register every fall and spring semester throughout the program to remain active. If students become “inactive” they will automatically be withdrawn from the Graduate School and must reapply for admission to the program.

### **Part Time vs. Full Time Status**

Students may elect to pursue the MA degree on either a part time or full time basis. By Graduate School standards, students must be registered for a minimum of 6 credits to be considered full time. As with all decisions concerning registration and progress toward degree, students should discuss the issue of part time vs. full time status with their advisor and/or the Director of Graduate Studies.

### **Time Limit for Earning the Master's Degree**

All requirements for the master's degree must be completed and the degree awarded within five calendar years after initial enrollment in the graduate program.

Students who are unable to complete the degree within the time limits described above due to extraordinary circumstances may petition the program and collegiate unit for an extension of up to 12 months. Students must obtain the approval of their advisor/s and program DGS and submit the petition by the deadline.

- If a petition is approved, the student is notified in writing of the expectations for progress and for the month/year of degree conferral.
- If the petition is denied, the student is notified in writing that he or she will be terminated from the graduate program upon expiration of the limit.

Students who have been terminated under such circumstances may apply for readmission to the program; however, readmission is not guaranteed.

For information about the master's degree time limit and petitioning procedure including a link to the petition form, visit [Master's Degree: Performance Standards and Progress](#). For a helpful FAQ, visit [Master's Degree: Performance Standards and Progress FAQ](#).

## **Application of Graduate Credits to Degree Requirements**

### **1. Applying credits from a baccalaureate degree**

Graduate credits taken before the award of a baccalaureate degree may not be counted toward a graduate degree.

### **2. Credits-in-common**

- a. A maximum of eight graduate course credits may be counted in common between two University master's degrees.
- b. Approved graduate course credits may be counted in common between a University doctoral and master's degree in the same program.
- c. Plan A thesis (xxxx8777) and doctoral degree thesis (xxxx8888) credits:
  - o Can be counted toward either the Plan A master's or the doctoral degree thesis credit requirement, but not both.
  - o May be used to meet the Plan B master's project credit requirement.
- d. Plan B Project credits may count only toward the Plan B master's degree requirements.

### **3. Transferring graduate course credits from outside the University**

Graduate course credits earned at other accredited institutions may be transferred to master's or doctoral degree plans subject to approval by the University graduate program and the limits described below. In the case of a transfer from a non-United States institution, graduate course credits to be transferred must have been earned in a program judged by the University graduate program to be comparable to a graduate degree program of a regionally accredited institution in the United States. Transfer of thesis credits is not allowed.

- For master's degrees – A minimum of 60% of total course credits (not including thesis credits) required for a specific master's degree must be taken at the University. Transferred credits can include a maximum of 12 graduate course credits taken as non-degree seeking or non-admitted status. Transfer of thesis credits is not allowed.
- For doctoral degrees – Individual programs may determine, on a case-by-case basis, how many transfer course credits doctoral students may apply toward their degree requirement. However, doctoral students must take a minimum of 12 course credits at the University. Transferred credits can include a maximum of 12 graduate course credits taken as non-degree seeking or non-admitted status. Transfer of thesis credits is not allowed.

### **4. Applying graduate credits across University graduate programs**

- a. Graduate course credits earned while enrolled in one University graduate program may be applied to another University graduate program.
  - o The number of graduate course credits applied is determined by the graduate program to which the student is applying.
  - o Earned master's thesis credits (8777) and doctorate thesis credits (8888) in one University graduate program cannot be applied toward the thesis credit requirement for another University graduate program.
- A maximum of 12 graduate course credits from other University registration categories, such as non-degree seeking or non-admitted students, may be

considered for transfer once the student is admitted and enrolled in a graduate program.

- Graduate programs may accept University 4000-level course credits as graduate courses. A maximum of nine 4000-level course credits may be used to satisfy the doctoral or master's course credit requirement, but graduate programs may impose a lower maximum.

#### Exceptions

For approved joint or dual degree programs, items 1, 2a, and 2b do not apply. Such programs may formulate more specific requirements to regulate instances of courses-in-common arising as a result of the special nature of joint/dual degree curricula.

For more information, see the [Administrative Policy on Application of Graduate Credits to Degree Requirements](#).

#### **Degree Completion Steps**

The Graduate School provides a helpful checklist to track [degree completion steps](#). Links to the necessary forms and information can be accessed on their [information page](#).



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# DEGREE COMPLETION STEPS

*Master's Plan A*

In order to receive your degree, the following procedures must be completed. You must maintain active student status by registering every fall and spring semester until your degree is awarded. All forms must be submitted to the Graduate Student Services and Progress (GSSP) office unless otherwise noted. Contact your graduate program office for program-specific requirements and deadlines.

## 1 Complete Graduate Degree Plan

Submit at least one semester prior to anticipated graduation

## 2 Assign members to master's final exam committee

Complete at least one month prior to exam via [www.grad.umn.edu/students/forms/masters/index.html](http://www.grad.umn.edu/students/forms/masters/index.html)

## 3 Request Graduation Packet

The packet will include the Graduate Application for Degree form and Reviewers' Report form. You can request it in person or online up to one semester before your master's final exam.

## 4 Submit Graduate Application for Degree

Submit to One Stop by the first business day of anticipated month of graduation

## 5 Submit Reviewers' Report

Submit prior to master's final exam to obtain the Final Examination Report form.

## 6 Submit Final Examination Report

Must be submitted no later than the last business day of anticipated month of graduation.

## 7 Submit Thesis

Submit by the last business day of anticipated month of graduation. Consult your Graduation Packet for formatting guidelines.

### Questions?

Contact the Graduate Student Services and Progress office (160 Williamson Hall).

[www.grad.umn.edu/students/masters/index.html](http://www.grad.umn.edu/students/masters/index.html)

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## **Important Notice Regarding Commencement Attendance**

Commencement attendance does not imply that you have completed all degree requirements and officially graduated. For information specifically related to the Center for Bioethics commencement ceremony, please consult with the Center for Bioethics Director of Graduate Studies or Program Specialist.

## **6. ADVISING**

Students will be assigned a faculty advisor upon entry into the MA program. Assignments will be based on areas of interest expressed by students in their application materials and on faculty availability. The initial faculty advisor provides information and guidance to the student in course selection and general progress with graduate coursework. This faculty advisor should:

- Clarify program requirements, policies and procedures;
- Assist in developing and approve the student's program of study; and
- Facilitate relationships between the student and other individuals on campus who may provide assistance.

It is important to note that the initial faculty advisor appointment is not intended to continue for the duration of the graduate student's program. Students are encouraged to meet and become acquainted with program faculty, and if a more appropriate advisor match is found, to ask that faculty member to serve as her/his thesis advisor/chair of the thesis committee. The thesis advisor should be working with the student by the time that the student's degree program form is filed, if not earlier.

The thesis advisor should:

- take reasonable measures to ensure that the advisee initiates thesis research in a timely fashion;
- meet regularly with the advisee to discuss thesis development;
- return comments on written work in a timely fashion;
- uphold the academic standards of the University of Minnesota; and
- assist the student in career placement.

Advising during graduate school will evolve from a somewhat directive to a more comprehensive approach. The advisor/advisee relationship should be implemented through a mentoring process that features interactive communication, socialization into the academic community, and placement into the profession. Central to graduate student success is the tenet that graduate students are responsible decision makers and self-directed learners. In order to plan and realize their academic and career goals, advisees should:

- seek advising from appropriate advisors at appropriate times;
- use available resources, including those that are web-based, to monitor their academic progress; and
- be responsible for actions and decisions that affect their academic progress.

It may happen that either the faculty advisor or the advisee believes that the advising process is not successful. Such difficulties should be reported to the Director of

Graduate Studies, who will assist in mediating and in developing meaningful alternatives to existing problems to arrive at a mutually acceptable resolution of the problem. It may happen that a change of advisor occurs as a result. Such a change should be handled so that the academic experience of the graduate student is supported.

Students who wish to speak to someone outside the Center about such problems can go to [Student Conflict Resolution Center](#) or [University Counseling & Consulting Services](#) for additional help.

# SUCCESS FOR FACULTY MENTORS & GRADUATE/PROFESSIONAL STUDENTS

JANUARY 2

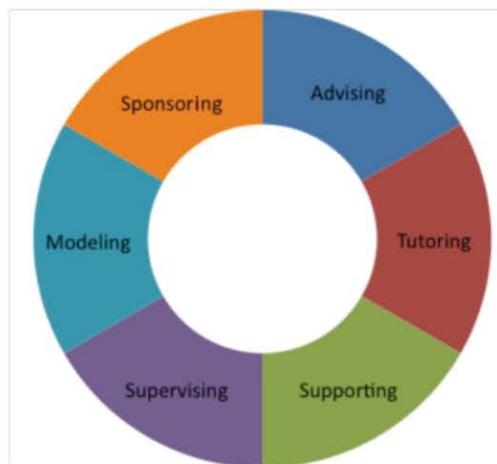
## THE NEED FOR EFFECTIVE AND MULTIPLE MENTORS

The work of the graduate faculty in preparing the next generation of scholars and professionals doesn't stop with classroom teaching. Advising, tutoring, supporting and supervising are all part of the faculty role as stewards of the profession and mentors to graduate students. Mentoring future professionals and professors, therefore, requires a commitment that goes well beyond the capacity of a single individual advisor. 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.

## THE MENTORING NETWORK

The Council of Graduate Schools has identified six primary areas in which graduate and professional students need mentoring. Typically an advisor and other graduate faculty along with staff members will work with graduate and professional students in several of these areas to provide this network of support. As mentoring takes place, it is shaped by the goal-setting responsibilities of the graduate student at the center of the network. The most common components of this mentoring network or constellation include:

- Advising** Giving counsel about degree program requirements; academic progress expectations; local dissertation standards, components, processes; and overall career planning considerations.
- Tutoring** Providing feedback on scholarly development; pointing out practices for seeking, prioritizing and using additional feedback.
- Supporting** Offering emotional support, practical resources related to academic, professional and personal concerns.
- Supervising** Offering training and feedback on employment related to teaching and research assistantships, internships, and project or program management.
- Modeling** Providing and pointing to authentic models of teaching, research, service and professional leadership to foster the career development of graduate and professional students.
- Sponsoring** Opening doors by providing information and coaching; playing a role in development of networks and sharing leads to professional opportunities across multiple career paths.



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## MENTORING – IDEAS FOR ACTION

### Advising

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

### Tutoring

- Assist student by providing honest assessment of academic strengths and weaknesses, including planning for improvement
- Model writing as an integral and on-going 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 as needed
- Encourage student's increased independence as future presenters and teachers through on-campus professional development opportunities
- Assist students in generating an effective, respectful, practical problem-solving protocol for when interpersonal conflicts emerge within a cohort
- Direct student to career development resources for multiple career paths

### Supervising

- Provide clear, realistic, achievable expectations in relation to teaching and research roles; agree measures and evaluation procedures
- Know and guide student in navigating departmental, university, and external funding and award opportunities
- Ensure 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 multiple mentoring relationships with internal and external professional colleagues

### 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 to cover letter to documenting teaching and research to gathering information in advance of campus interview

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## Keys to S.U.C.C.E.S.S. for Graduate / Professional Students and Faculty Mentors

A Graduate / Professional Student is encouraged to...	A Faculty Mentor is encouraged to...
<p><b>Set clear expectations for academic relationships.</b> Advisees who have a clear idea of how the advisor and other mentors can help them achieve their educational and career goals will get the most out of relationships with mentors and advisors. Create a plan to guide you as you work with mentors to complete your degree.</p>	<p><b>Support your student's goals and career plans.</b> Advisors who listen to graduate and professional students' goals, share ideas and additional possibilities, and ask future-looking questions will help their advisees to find and create their own appropriate career paths. Take care to distinguish between your hopes and their hopes.</p>
<p><b>Understand your rights and responsibilities.</b> Advisees have a right to be treated with respect; this includes the right to study in a harassment-free environment, have equal access and opportunity in all educational programs without individual or systemic barriers, and seek religious and disability accommodations. Advisees are expected to contact appropriate offices to request accommodations, seek advocates and mediation.</p>	<p><b>Understand your roles and responsibilities.</b> One of the key roles an advisor plays is that of a mentor. As a mentor, the advisor might help the advisee assess their academic strengths and weaknesses as well as assist in course selection and exploring possible research areas. In addition, an advisor also has a responsibility to treat advisees with respect and to ensure that the advisee is able to pursue their academic work in a harassment-free environment with access to any needed accommodations.</p>
<p><b>Communicate with advisor/mentors regularly.</b> The success of any effective relationship is dependent on communication. Advisees need to make sure they communicate with faculty mentors regularly, not just when facing a crisis. Communication includes sharing successes, asking questions and seeking feedback in problem solving, which allows an advisor to provide effective, timely support, and can help prevent a crisis.</p>	<p><b>Communicate timely feedback respectfully and constructively.</b> Direct and honest feedback will help students assess errors and move forward when it is informational, specific, constructive, timely, positive, personal and differential. Faculty mentors, especially dissertation advisors and workplace supervisors are expected to refrain from engaging in intimidation and humiliation in workplace and professional interactions with students whatever the University setting or context.</p>
<p>Pursuing a graduate or professional degree can be stressful, and it is important for advisees to connect with resources that will nurture their emotional, physical, cultural, and spiritual well-being - whether individuals, student services programs, or interest/affinity groups. Putting personal interests on hold while in school often creates stress, which hinders rather than helps progress to degree. If your advisor does not appear to have your best interest at heart, you have a right consult other mentors and to seek a new advisor.</p>	<p>Advisee will experience highs and lows: exhilaration, fear, possibility, frustration, joy, anger. Ideally, an advisor will hear and talk about these experiences and be equipped to provide appropriate guidance, including referrals. Not "just" students, RAs or TAs, advisees have full, complex lives; therefore, advising includes learning about/ creating an environment free from racism, sexism, homophobia and other forms of prejudice, intolerance, or harassment. Because students are also future colleagues, it is critical that advisors understand and respectfully navigate current power dynamics.</p>
<p><b>Establish milestones to reach degree completion.</b> Take time to develop an Individual Development Plan in order to know, understand, address and update progress with your specific writing, teaching, research and professional development goals. Review with peers and mentors. Reflective practice allows you to plan for luck.</p>	<p><b>Expect and elicit on-going progress to degree completion.</b> To create effective annual student progress reviews, schedule regular short meetings each term: a first discussion establishes goals with steps/suggestions/resources for meeting them; a mid-term email exchange allows for updates and adjustments; a term-end review provokes mapping out next big steps/stages and goal setting.</p>
<p><b>Spend your time wisely.</b> Graduate and professional school success is highly dependent on how well students manage their time and that of their advisor. <i>Learning</i> effective time management skills is a start, <i>using</i> them is a necessity for personal development and for interacting regularly and effectively with advisors.</p>	<p><b>Serve as a resource and provide networking support.</b> When a faculty or staff member commits to serving in a mentoring role, that person is an on-going contributor to the success of the student. Talking through ideas, linking students to appropriate resources and suggesting ways to broaden or deepen the student's network are essential components of this role.</p>
<p><b>See yourself as part of a community.</b> Show up at departmental events and invite faculty to your events, offer to be part of new student recruitment, set up resource sharing for teaching assistants, enroll in professional development programs to improve skills and deepen networks. Engaged students report increased satisfaction and progress.</p>	<p><b>See yourself as part of a community.</b> Create opportunities for informal socializing within department events and support student groups in their events. Know your local university resources for graduate student professional development and bring this information to your department. Talk with peers across institutional types to help students understand multiple career paths.</p>

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The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age marital status, disability, public assistance status, veteran status, or sexual orientation.