

**Appendix H**  
**University of Michigan**  
**School of Music, Theatre & Dance**  
**Department of Dance**  
**MFA Mentoring Plan**

## **Developing Shared Expectations for Graduate Advisors and Graduate Students**

### **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, including when either faculty or graduate student is away from campus?
- b. When do you plan to meet (be specific)? How is the agenda decided? How long will the meeting be? What kinds of meetings are more useful in the studio, and what kinds of meetings are more useful in an office?
- c. How are the next steps identified after a meeting? How do you agree on action items?
- d. Agreement on how to use the MFA handbook relative to contact individual advisor?
- e. Distinction between year advisor and thesis chair.

### **2. Professional goals:**

Identify short-term and long-term goals, and discuss any steps/resources/training necessary to accomplish the goals. (Sweetland Writing Center, CRLT, CWPS, others?)

### **3. Mentee's role in meeting programmatic milestones:**

#### **Milestones**

Year 1: Fall

Year 1: Winter

- Submission of Summer grant proposals (non-departmental, dates vary)
- Submission of Summer Research proposal (Department-April 15)
- Completion of at least 30 credits of course work?

Year 1: Spring-Summer

- Completion of fieldwork related to Thesis 1

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Year 2: Fall

- Presentation of Summer Research proposal
- Completion of Thesis 2 (Thesis Proposal)
- Selection of Thesis committee chair (Oct. 1)
- Selection of Thesis committee (Nov. 1)

Year 2: Winter

- Completion of Thesis performance

Year 2: Spring/Summer

- Completion of Thesis documentation
- Graduation

**4. Participation:**

How should the mentee allocate time to group/departmental seminars and what are expectations for contributing to the intellectual life of the department?

**5. Discuss disciplinary norms around sharing work:**

What are good ways to get informal feedback on Work-in-Progress? What are ways to begin getting work into circulation outside the Department and University?

**6. Opportunities for feedback:**

- a. In what form and how often can the student expect to receive feedback regarding overall progress and other professional activities (teaching, outreach, and presentation skills)?
- b. What are the best times to invite people into your process? When do you start sharing ideas in conversation? When do you invite people into rehearsal?
- c. How far ahead of time should the student circulate written work (grant drafts, proposals-in-process, etc.) to the mentor and/or other committee members? How much time is needed by the faculty member to provide feedback?

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- d. How should feedback from multiple faculty members be handled – especially if the readings and reactions contradict one another? (Always remembering that disagreement and dissensus can be incredibly generative.)

**7. Skill development:**

Identify the skills and abilities that the student will focus on developing during the upcoming year. These could be specific to a particular area of dance or related to choreographing, writing, teaching, research, mentoring or professional skills, as well as additional training experiences such as workshops or internships.

**8. Professional meeting(s) that the student will attend and dates:**

What funding is available to attend these meetings?

**9. 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 how best to plan for them? What is the time frame for notification regarding anticipated absences?

**10. Funding:**

Discuss the funding model and plans for future funding (Rackham conference grants, Summer Research departmental funds, Thesis performance funds, Thesis documentation funds, CWPS, International Institution Fellowships, Rackham International Fellowships, Rackham Emergency Funds); discuss any uncertainty in future sources of funding, and contingencies.

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**11. Target semester defense and graduation:**

- a. What are key places to look at in the handbook relative to on-time graduation (Thesis timeline, Thesis documentation outline)?

**12. Other areas:**

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