



## Mentoring Expectations For PhD Students and Advisors – QMMS Program

At its core, mentoring is a relationship. And as in all relationships, it takes time to get to know and appreciate one another, but the principles of relationships should apply from day one: communication, honesty, and mutual respect. Faculty and graduate students thus both play crucial roles in the mentoring process. The goal of mentoring in the Quantitative Methodology: Measurement and Statistics (QMMS) PhD program is to help students develop and achieve their academic and professional goals. An effective mentorship relationship places expectations on both the mentor and the mentee to fulfill their roles in this partnership. Those expectations for mentors and mentees are outlined in this document.

### Expectations of Mentors:

#### General Expectations

- Be respectful.
- Have your mentee's best interests at heart.
- Provide guidance on written documents and oral presentations.
- Respect your mentee's differences and make adaptations in your mentoring approach, as warranted.
- Demonstrate compassion and care and offer support.

#### Professional Development

- Be an important source of advice and guidance but respect the mentee's independence and autonomy.
- Ensure that there is clear communication between you and your student.
- Make your work expectations clear, both while completing the annual Statement of Mutual Expectations (SME) for advisees who are on a GAsip with you, and as part of your regular communications that should occur at least once a month.
- Clearly describe to students and document their general responsibilities (e.g., research, training others, lab maintenance, or ordering).
- Know your student's goals, as well as educational experiences and preferences on mentoring. A student's goals may differ in important ways from the mentor's own.
- Encourage students to present at lab meetings/ journal clubs and academic conferences; find ways to facilitate their attendance, both financially and in terms of scheduling.
- Clearly articulate your goals for your mentee's publications (e.g., papers or chapters) and facilitate preparation of these papers by providing prompt feedback (typically within two weeks, or within some other agreed-upon time frame).
- Clearly articulate how authorship on publications will be decided.
- Encourage and support students to write grants and apply for awards.

#### Communication and Meetings

- Respond to student communication within 1-2 business days whenever possible.

- Communicate with your student on an established schedule, at least once a month, to discuss coursework, research, program milestones, and professional goals.
- Inform your mentee about presentations, webinars, or other professional activities that may be relevant and informative.
- Provide feedback on research documents pertinent to your work together, typically within 2-3 weeks.

## **Expectations of Mentees:**

### **General Expectations**

- Be respectful.
- Respond to feedback in a constructive manner. Welcome feedback with an open mind.
- Be aware of program requirements in the handbook and discuss them with your mentor.
- Be mindful of your mentor's leadership style and additional duties.
- Respect your mentor's time, research, and professional goals.
- Listen carefully to your mentor's suggestions.
- Be understanding when miscommunications or errors occur. Mistakes are a normal part of the research process.

### **Professional Development**

- Open up to your mentor about your career aspirations.
- Be mindful of your mentor's expectations. Ask questions if you do not understand.
- Update your mentor on your work progress on any ongoing projects or professional activities.
- Discuss regularly with your mentor about the next steps/milestones in your training.
- Work toward presenting and publishing your work in a timely fashion.
- As appropriate, apply for grants to alleviate financial obligations of your mentor and home department, and to support your own career advancement.
- Recognize that no single mentor is likely to provide all of your mentoring needs: Seek mentors for different aspects of your training and career goals.
- Address any issues that arise with respect to your mentoring relationships as soon as possible with your primary mentor, or your committee, or program leadership (e.g., DGS).
- Build a "mentorship network" that includes other faculty and committee members as part of the mentorship experience. It is recommended to include more than one faculty member (e.g., dissertation committee members, research advising faculty, DGS, program director, or department chair) who will meet with you each semester.

### **Communication and Meetings**

- Respond to mentors' communication, typically within 1-2 business days if possible.
- Keep your mentor informed about any changes in your work schedule (e.g., travel plans).
- Communicate clearly and openly with your mentor; keep your mentor apprised of difficulties or barriers that may affect your performance or progress in the program.
- Provide mentors with documents that require feedback in advance of deadlines (e.g., two weeks before major meetings or benchmarks).
- Come prepared to your meetings with your mentor or with your lab group.

If any issues arise with respect to the mentoring relationships, please address the issues as soon as possible with your program leadership (e.g., DGS, program director, or department chair).

**In the section below, please add any additional details you would like to include about how you want to implement the above guidelines (i.e., any additional details about research expectations, writing, communication, schedules, etc.). This is not required, but both mentor and mentee should consider discussing any additions to the above guidelines here in order to ensure accountability.**

--

**We have met in person or synchronously online to review and discuss this agreement on the date noted below. The mentee was given an opportunity to ask and receive answers to any questions:**

Mentee Name	
Student Signature	
Date	

Mentor Name	
Advisor Signature	
Date	