



## **Mentoring Expectations For PhD Students and Advisors**

### ***HD Program***

At its core, mentoring is a relationship. Like all relationships, it takes time to get to know and appreciate one another, but during this process, the following relationship principles should apply from day one: open communication, kindness, generosity, honesty, and mutual respect. Faculty and graduate students thus both play crucial roles in the mentoring process. Mentoring is a multifaceted undertaking that addresses professional development in the areas of research, teaching, and service. Successful and effective mentorship is:

- learned, practiced, and improved upon through formal and informal training and experience
- unique to each pair of mentors and mentees, and requires open dialogue.
- a relationship established on the ground of honesty, responsibility, and mutual respect;
- requires interpersonal skills such as attentive listening, empathy, and openness

The goal of mentoring in the Human Development PhD program is to help students develop and achieve their academic and professional goals.

An effective mentor-mentee relationship places expectations on *both* the mentor and the mentee to fulfill their roles in this partnership. This document serves to outline those expectations.

#### **Contents:**

- Expectations of Mentors (Page 2-3)
- Expectations of Mentees (Page 4)
- Additions and Signatures (Page 5)

## **Expectations of Mentors**

### **General Expectations**

- Respect the perspectives, lived experiences, and knowledge that your mentees possess, and of the pressures, challenges, and demands that they face. Convey this respect in your interactions and communication with them.
- Have your mentee's best interests at heart, and engage in a dialogue about what you see as those interests.
- Have and communicate basic knowledge of HD program requirements and deadlines that will be important to your mentee
- Provide guidance and feedback on written documents and oral presentations.
- Recognize that "one size does not fit all"; each mentoring relationship should have its own unique properties and the mentoring style may need to change based on your mentee's unique qualities and needs.
- Demonstrate empathy and care and offer support when your mentee indicates they are going through anxious, difficult, or stressful periods.
- Be understanding when miscommunications or errors occur. Mistakes are a normal part of the research process.

### **Professional Development**

- Be an important source of advice and guidance but respect your mentee's independence and autonomy.
- Take time to ensure that there is clear communication between you and your mentee.
- Be open to learning about and discussing possible alternative career paths of interest to your mentee.
- Make your work(load) expectations clear; this needs to happen in the mentor-mentee relationship in general and also when completing the annual Statement of Mutual Expectations (SME) for mentees who serve as your TA/GA.
- Clearly describe and document your mentee's general lab responsibilities (e.g., research, training others, lab maintenance, ordering supplies, etc.).
- Clearly describe who will provide various types of training to your mentee (e.g., mentor/advisor, post-doc, another grad student, or self-study).
- Be mindful of your mentee's academic and non-academic time demands outside the lab (e.g., TA/GAships, seminars, or personal and family responsibilities)
- Know your mentee's goals, as well as their educational experiences and preferences when it comes to mentoring. Their goals may differ from your own in important ways.
- Treat your mentee as a junior scholar in the profession, not as simply an employee.
- Encourage your mentee to present at lab meetings/journal clubs and professional 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.
- Clearly articulate how authorship on publications will be decided and enter into that conversation as early in a project as possible.
- Encourage and support your mentee in efforts to write grants and apply for awards.
- Introduce your mentee to your professional networks.

- Recognize that your mentee may need or profit from mentorships other than your own; facilitate outside mentoring.
- Be mindful of and open to having conversations about challenges related to diversity (e.g., linguistic/cultural background, under-representation, citizenship status, or learning differences).
- As appropriate, discuss your own career trajectory and how you have overcome barriers or challenges. Share information about your faculty duties beyond research (e.g., teaching, reviewing/editing, professional service, supervision/directing a lab or research assistants, applying for and managing grants, outreach, and participating in professional conferences or organizations).

### **Communication and Meetings**

- Respond to your mentee's communication within 1-2 business days whenever possible.
- Meet with your mentee on an established, frequent schedule (e.g., once per week or a different mutually agreeable interval) to discuss research, program milestones, and professional goals.
- Involve your mentee in regular lab meetings.
- Inform your mentee about presentations, webinars, or other professional activities that may be relevant and informative.
- Provide feedback on your mentee's research documents (e.g., posters, papers, or analysis) pertinent to your work together within 1-2 weeks.

## **Expectations of Mentees**

### **General Expectations**

- Respect the perspectives, lived experiences, and knowledge that your mentor possesses, and of the pressures, challenges, and demands that they face. Convey this respect in your interactions and communication with them.
- Respond to feedback in a constructive manner. Welcome feedback with an open mind.
- Be aware of program requirements in the student 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.
- Be understanding when miscommunications or errors occur. Mistakes are a normal part of the research process.

### **Professional Development**

- Share your career aspirations with your mentor.
- Be mindful of your mentor's expectations. Ask questions if something is unclear.
- Update your mentor on your progress on any ongoing projects or professional activities.
- Discuss next steps/milestones in your training regularly with your mentor.
- Work toward presenting and publishing your work on a mutually-agreed-upon timeline.
- As appropriate, apply for grants and fellowships, both within and external to UMD.
- Recognize that no single mentor is likely to provide all of your mentoring needs: Seek to establish a network of other mentors for different aspects of your training and career goals.
- As appropriate, discuss your responsibilities and time demands outside the lab that may impact expectations and progress with your mentor
- Address any issues that arise with respect to your mentoring relationships as soon as possible with your primary mentor, your committee, or HD leadership (e.g., DGS).

### **Communication and Meetings**

- Respond to mentors' communication 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 your mentor with documents that require feedback in advance of deadlines (e.g., two weeks before major meetings or benchmarks).
- Whenever you attend meetings with your mentor or lab group, make sure to come prepared.

Additions & Signatures

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.*

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Mentee Name

Mentee Signature

Date

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Mentor Name

Mentor Signature

Date