

[This template is to help provide structure for the mentor-mentee relationship and is expected to be altered to meet individual needs]

Student/Mentee: _____

Advisor/Mentor: _____

Department/Program: _____

Financial support for this student will come from:

Goals [What does each member of the mentoring team hope to get out of working together? What skills and experiences will the mentee gain, and how will that learning serve their larger academic and professional goals?]

Mentee's personal/ professional goals:

Mentor's personal/ professional goals:

What are the goals of the Research or Project and how does this serve the personal/professional goals of the mentor and mentee? [clearly articulate the type of work that is expected to be completed, this will help alleviate potential conflict regarding the amount of work needed to complete the degree]

Strategies for Achieving Collective Goals

General Expectations of Mentoring Relationship

- **Respect**—a sense of mutual respect and professionalism should be established between the mentor and the mentee, including acknowledgment of their personal and academic boundaries, and consideration of their diverse backgrounds and perspectives.
- **Responsibility**—mentors and mentees have a responsibility to inform each other as soon as possible if there is a change in their mentoring relationship (e.g., the relationship is unproductive, the student can no longer complete work, the mentor is no longer able to support the student)

**Note: Mentors and mentees are encouraged to communicate directly with one another if there is a conflict. Sometimes, however, this might not be possible (e.g., the conflict is about the mentor, and the mentee worries about possible consequences for their career if it is addressed directly). In these situations, the mentee should communicate concerns to the graduate director and/or department chair. The mentee or mentor also has the right to seek outside counsel (e.g., Graduate Studies, LoboRespect, Title IX, Ombuds) to help settle the dispute.*

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Mentor's Expectations of Mentee:

- **Commitment**—demonstrate a strong commitment to your academic and research pursuits, including a dedication to advancing knowledge in your field and achieving your academic goals. Adhere to the highest standards of excellence and integrity in all of your work.
- **Responsibility**—take responsibility for your academic progress, including meeting deadlines, attending meetings, and fulfilling obligations related to coursework, teaching, and research. Be aware of—and work with mentors to meet—the deadlines associated with the degree program.
- **Communication**—provide regular updates on your thesis/dissertation progress, share concerns or challenges you encounter, and seek clarification when needed. Be aware of your mentoring needs and discuss changes that are needed with your mentor. If concerns arise about physical or mental health, dealing with stress, or disability, these may be confidentially brought to the attention of a mentor.
- **Independence/Adaptability**—work independently and take initiative in your project, including developing ideas/questions, being open to constructive feedback, and being able to adapt and be resilient in the face of challenges and setbacks.
- **Collaboration**—actively engage in collaborative efforts within your research group and/or broader academic community. Respect the confidentiality of unpublished research/ideas.
- **Professional Development**—actively pursue opportunities for your academic and professional development, including attending seminars and conferences, acquiring new skills relevant to your thesis/dissertation, and seeking out mentorship and guidance in career development.

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Mentee's Expectations of Mentor:

- **Accessibility**—be accessible and approachable, whether it's through regular office hours, scheduled meetings, or responsive communication via email or other channels.
- **Guidance**—provide advice and guidance throughout the mentee's academic journey, including assistance in selecting courses, helping define meaningful graduate thesis/dissertation projects, and navigating academic and professional challenges, and career development strategies.
- **Resources**—provide access to resources necessary for the mentee's graduate thesis/dissertation project. As part of resources, this includes providing a safe and inclusive working environment that will support the student's learning.
- **Support/Feedback**—provide constructive feedback on thesis/dissertation progress, writing skills, presentations, and overall academic performance. Provide support and encouragement when facing setbacks.
- **Professional Development**—expose the mentee to new skills that will foster the student's academic and professional growth into an independent and capable scholar (writing research proposals, giving presentations, and publishing papers). As part of professional development, provide opportunities for networking and helping the mentee establish connections within their academic field, whether it's through introductions to others in the field, opportunities for collaborations, or attendance at conferences.
- **Acknowledgment**—acknowledge the mentee's contributions to the work (e.g. publication), recognize achievements, and support and encourage external funding opportunities or leadership roles.

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Graduate School/Departmental Expectations

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Meetings

[how often, when and where, for how long, format, who will be responsible for scheduling and preparing agenda, what topics will be discussed]

Confidentiality

[sensitive issues discussed will be held in confidence, issues that are off limits for discussion, mandatory reporter]

Policies Related to Authorship/Intellectual Property

[expectations for gaining authorship credit, confidentiality of unpublished research/ideas, can mentees take research/project with them when they leave?]

Plan for Evaluating Progress

[Committee on Studies meetings, review individual development plans (IDP), revisit goals and outcomes/accomplishments]

Duration of contract

This mentorship relationship will continue as long as both parties feel comfortable with its productivity or until:

If either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honor that individual’s decision without question or blame.

	Name	Signature	Date
Student/Mentee:	_____	_____	_____
Advisor/Mentor:	_____	_____	_____
Program Director: <i>(optional)</i>	_____	_____	_____
Department Chair: <i>(optional)</i>	_____	_____	_____