

Statement of Expectations for Graduate Student Mentoring

The School of Public Policy is committed to providing productive and rewarding advising and mentoring relationships with its Ph.D. students. While the School recognizes that graduate student mentoring may begin with the faculty, we have learned that the strongest mentoring relationships are formed from the shared responsibility of the faculty and graduate student. This reciprocal relationship is a core component of the graduate student experience.

What is a Mentorship?

"Mentorship is a professional, working alliance in which individuals work together over time to support the personal and professional growth, development, and success of the relational partners through the provision of career and psychosocial support." [1]

Mentoring graduate students at the School of Public Policy goes beyond academic advising; it includes teaching, sponsoring, supporting, and counseling graduate students.

Key Values of Mentorship

- Reciprocal Respect:
 - The mentor and mentee should respect each other's time, research, and professional goals.
 - As students begin their program, mentors should explicitly discuss expectations of time spent doing research and other duties.
 - The mentor and mentee should discuss ownership and storage of data (both written and digital) and make a reasonable plan for data publishing and archiving.
 - The mentor and mentee should be clear on the timeline and benchmarks for completing the program and make every effort to meet this timeframe. PhD students typically complete the program in 4 to 5 years.
 - If the mentor and/or mentee fail to uphold these values and goals, they should raise the issue with their counterpart in writing and meet in person to discuss how to remedy the issue.

[1] National Academies of Sciences, Engineering, and Medicine (U.S.). Committee on Effective Mentoring in STEMM. (2019). *The science of effective mentorship in stemm*. (M. L. Dahlberg & A. Byars-Winston, Eds.) (Ser. Consensus study report). National Academies Press. <https://www.nap.edu/catalog/25568/the-science-of-effective-mentorship-in...>

- **Transparent Communication:**
 - Mentors should meet with mentees at the beginning of each semester to agree on mutual expectations (**template below**). These conversations should include discussions of teaching assignments, responsibilities within the research group, and the mentees own research goals and progress.
 - The mentor and mentee should have continual discussions about their expectations, including meeting times, response times, and timelines for feedback. The mentor should document any significant changes to the statement of mutual expectations and share the revised document with the mentee.
 - The mentor and mentee should be clear about proper lines of communication—meetings, email, texting, calling. This should include discussing comfort levels regarding contact in the evenings and weekends.
 - Mentors and mentees should establish a regular meeting schedule. Within SPP, graduate students are expected to meet once a week or once every two weeks with their faculty mentors. If the mentor and/or mentee are unable to uphold this expectation, they should mutually agree to alternative arrangements that enable them to communicate on a timely basis.
 - Mentors should assist mentees in establishing a committee by the end of their second semester. Mentors should facilitate a meeting of the committee shortly after and then annually.
 - Mentors and mentees should complete the SPP graduate student annual report form by the end of Spring semester each year.
- **Demonstrated Professionalism:**
 - The mentor and mentee will be professional in all interactions with one another.
 - Mentors should model professional behavior and provide opportunities for mentees to practice similar skills at venues such as department seminars, department poster sessions, and scientific meetings.
 - Mentors should facilitate introductions and encourage students to interact with other faculty members, colleagues, and stakeholders (when appropriate) to also build professional interpersonal skills.
- **Set and Meet Milestones:**
 - The mentor and mentee will collectively set the milestones of graduate study and research. The mentor will keep track of the progress and achievements, and acknowledge accomplishments.
- **Support Mental Health and Well-being:**
 - The mentor will help the mentee make connections to the graduate school and professional communities with shared interests and encourage them to find support networks.

Key Goals of Mentorship

- Communicate effectively across modes
- Provide timely responses to the mentee's communications and work that fulfill the mutual expectations agreed to by the mentor and mentee at the start of the semester
- Align expectations and assess understanding
- Foster excellence in research
- Promote a vibrant intellectual environment
- Promote professional and career development
- Cultivate ethical behavior
- Foster independence
- Create healthy learning spaces
- Address issues of diversity, equity, inclusion, and belonging
- Foster networks

Best Practices

- Establish a regular meeting schedule. Within SPP, graduate students are Expected to meet once a week or once every two weeks with their faculty mentors
- Decide how the mentor and mentee will communicate
- Set expectations for response time. Faculty mentors and mentees should abide by mutual expectations agreed to by the mentor and mentee at the start of the semester
- Agree on how the mentor and mentee will respect each other's work-life boundaries
- Avoid topics that are not appropriate for a professional relationship
- Invite the mentee to participate in appropriate meetings and activities as they would further their educational and professional goals
- Provide the mentee with access to the resources that they need to complete assigned tasks and research goals
- Instruct the mentee on how to conduct research ethically and to uphold standards of academic integrity
- Provide clear feedback to the mentee about research performance and productivity

Diversity, Equity, Inclusion and Belonging

As a policy school dedicated to the public good and producing civically engaged and socially responsible leaders, the School is committed to creating an environment of diversity, inclusion and belonging for its faculty, staff, students and surrounding communities. Read more about the School's commitment [here](#).

Sexual Misconduct

The University of Maryland is committed to maintaining a working and learning environment free from sexual harassment and sexual misconduct, including sexual assault, dating and domestic violence/abuse, sexual exploitation, and sexual intimidation (collectively known as "**Prohibited Conduct**"). The complete policies and procedures can be found in **Section VI of the Policies section** on the president's site.

UMD Policies and Resources

Faculty should have a basic knowledge of the program requirements and resources available at the university. Some pertinent policies and resources include: ● [Counseling Center](#)

- [Teaching and Learning Center](#)
- [PhD Requirements](#)
- [Graduate School Policies](#)
- [Doctoral Degree Policies](#)
- [Graduate Faculty Membership](#)

Student Resources

- [UMD Counseling Center](#)
- [Career self-management and the Individual Development Plan \(IDP\)](#) ● [Co-authorship for Faculty-student Interactions and Collaborations](#) ● [Working with Graduate Students: A Mentoring Guide](#)

Mentoring Resources

- University of Maryland, the Office of Faculty Affairs:
<https://faculty.umd.edu/faculty/mentoring.html>
- University of Maryland - Postdoc mentoring resources:
<https://gradschool.umd.edu/postdocs/resources>
- University of Michigan Mentoring Guide for Faculty
<https://rackham.umich.edu/downloads/how-to-mentor-graduate-students.pdf>
- University of Michigan Mentoring Guide for Graduate Students
<https://rackham.umich.edu/downloads/student-mentoring-handbook.pdf>



Statement of Mutual Expectations For Graduate Student Mentoring

Student Name:

Mentor Name:

Student UID:

Mentor Title:

Start Date:

End Date:

Responsibilities of Mentee: Potential topics include specific responsibilities, goals, deliverables (if any) and how they are to be submitted.

Responsibilities of Mentor: Potential topics include how mentee will receive continuing guidance and support, times when the mentor will be available to meet, any training schedule, and resources to be made available.

Scheduling: Include work hours, regularly scheduled meetings, degree of flexibility in work schedule, and personal and sick leave procedures.

Worksites: Locations where the work is to be performed. If a significant portion of the responsibilities will be satisfied remotely, mentors should provide guidance on expectations and limitations.

Health & Safety: If there are in-person meetings, what procedures are required to ensure the health and safety of everyone? See <https://umd.edu/4Maryland/health-plan> for details.

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Procedures and Best Practices: Required training, standard methods, required record-keeping, security protocols, and/or procedures for ordering supplies.

Professional Development and Individual Development Plan: Topics include skills to be developed during the program, training resources other than those provided directly by the mentor, whether publications will result from the student's work and, if so, expectations for authorship, and/or expectations for travel. See https://academiccatalog.umd.edu/graduate/policies/school-policies/#text for further guidance on co-authorship for faculty-student interactions and collaborations.

Organizational Culture: Considerations such as office space, workspace, dress codes, appropriate titles and means of address, and/or team norms.

Other comments:

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

Student
Signature

Mentor
Signature

Date