

Mentoring Agreement

Developing Shared Expectations

1. Getting the Mentoring You Need

- a. A mentoring network includes scholarship/research/academic (for example, advising, research, substantive feedback), professional (career guidance, intellectual community), and well-being (personal and emotional) support. Which of these areas will we work on together?
- b. Are there additional resources and support that would help you do your best work (such as physical access, workspace accommodations, work hours, language and technology, well-being breaks, dietary needs, etc.)?

2. Communication

- a. What is the best way/technology to get hold of each other? What is the appropriate timeframe for expecting a response?
- b. When will we meet? Is an agenda required? How long will the meeting be?
- c. How will we address conflicts or disagreements?

3. Mentee's Role on Project

Describe the mentees' primary area(s) of responsibility and expectations (for example, reading peer-reviewed literature, completing fieldwork, and conducting analyses).

4. Participation in Group Meetings (if relevant)

The mentee will participate in the following ongoing research group meetings:

What does this participation look like (attending, presenting, asking questions)?

5. Tentative Papers on Which Mentee Will Be an Author or Coauthor (if applicable)

Discuss disciplinary norms around authorship; list the publications and the likely order of the mentee's authorship.

6. Opportunities for Feedback

- a. In what form and how often can the mentee expect to receive feedback regarding overall progress and other professional activities?
- b. At which stages of the drafting, editing, and revising process can the mentee expect to receive this feedback? Does the type of feedback differ depending on the stage of writing?
- c. How much time does the mentor need to provide feedback on written work?

7. Professional Meeting(s) the Mentee Will Attend

- a. Which meetings and when/where are they taking place?
- b. What funding is available to attend these meetings?

8. Networking Opportunities

Discuss additional networking opportunities (for example, meeting with seminar speakers, etc.).

9. Working Expectations and Time Away from Campus

- a. What are the working hours and time expectations in the office/lab/field?
- b. How will participation in other emerging activities (internships, teaching, outreach, professional groups, etc.) be determined?
- c. Discuss expectations regarding vacations and time away, as well as how best to plan for them. What is the timeframe for notification regarding anticipated absences?

10. Funding

Discuss the funding model and plans for future funding (for example, internal and external fellowships); discuss any uncertainty in future funding sources and contingencies.

11. Completion of Programmatic and Other Milestones (as applicable)

Define progress milestones and their expected timeline for check-in and completion.

12. Goals

Identify short-term and long-term goals (these could include including scholarship/ research/ academic, professional, or personal, on your Individual Development Plan) and discuss any necessary steps, resources, and training.

13. Skill Development

Identify the skills and abilities that the mentee will focus on developing to help achieve the identified goals. These could be scholarship/research/academic, professional, or personal effectiveness skills, and additional training experiences such as workshops or internships.

14. Leveraging Complementary Resources

What mentoring and related resources should the mentee leverage (institutional, professional societies, wellness/mental health resources)?

15. Balancing Requirements, Goal Attainment, and Development

- a. How will you check in on the balance across the mentees' progress with their responsibilities, goals, and development?
- b. How will we determine if time or effort needs to be redistributed across responsibilities, goals, and development, and resolve differing ideas?

16. Concluding the Active Mentorship Phase

All mentorship relationships have a phase of active engagement and a phase where the mentee has met their goals and moves on, but may keep in touch to seek guidance. However, there may be times when the mentoring relationship is no longer in the best interest of one of the parties. How will we define the end of our active mentoring phase?

17. Other Areas

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

Adapted from the University of Michigan, Rackham Graduate School Faculty Committee on Mentoring (MORE) Mentoring Plan Templates and Washington University at St. Louis, Mentor-Mentee Compact & Expectations Form