

# Mentoring Agreement Template

This is a template for a document that can be co-created by graduate students and their faculty mentor/advisor to set expectations for their working relationship.

The path to a Ph.D. looks different for every student. Your interests, career goals, motivations, backgrounds, experiences, and other commitments will impact your path. It is important that students work with their advisors to craft the experience that will help you achieve your goals, which may look different from your peers' goals and thus your programs will look different. In graduate school, faculty and students are part of a professional partnership.

## Expectations:

### Goals

- Research
- Teaching
- Professional Development/ Career Planning

### General Communication

- Preferred method of contact is [email/text/phone]
- I typically reply to emails within X business days. If I do not respond within this time, please send a reminder message.

### Contact Frequency

- We will have at least one faculty-initiated meeting per quarter (in person or zoom) to discuss
  - Course selection for following quarter
  - Progress towards milestones
  - Career opportunities (if applicable)
- Additional one-on-one meetings may be requested by either the advisor or student.
- [If applicable]. Group meetings are held [frequency] per quarter.

### Turnaround and feedback

- Time needed for turnaround on feedback.
- What type of feedback can students expect their advisor to provide?

### Funding Expectations

- How will the student be funded?
- Strategies or suggestions for seeking funding

### **Professional Opportunities**

- List conferences that you encourage students to attend and/or present at.
  - Is there funding available to attend conferences? (e.g., only presenting authors are funded, funding is determined by budget of grants, students are expected to self-fund or apply for UCSB/department/professional organization funding)

### **Authorship**

- Describe how authorship is determined.
  - **Sample text:** To be a co-author on a publication, you must (1) have contributed to the ideas and data in the paper and (2) have contributed substantially to the writing (that is, there are sections of the paper that you authored or revised). Prior to starting a paper, all potential co-authors will meet to discuss how they can contribute and if they would like to contribute.

### **Course Selection**

- Discuss plans for which courses to take each quarter to fulfill degree requirements

### **Milestone Support**

At a meeting in your first year of study, the advisor and advisee should co-create an initial timeline of completing milestones for degree completion. This timeline should be revisited at least annually to check on progress and make any necessary adjustments.

The following is an example from the Department of Education:

- **Research Apprenticeship (Year 1)**
  - **[Describe faculty role and student role]**
    - **Sample:** Faculty will describe different projects and opportunities available to pursue and where the project is.
- **Individual Research Project (IRP) (Year 2)**
  - **[Describe faculty role and student role]**
    - **Sample:** Student will identify a research question and plan methods of data collection and analysis to answer the research question. This may be connected to a faculty member's project (with the permission of the faculty member) or be a completely separate project.
- **Comprehensive Exams (Year 3)**
  - **[Describe faculty role and student role]**
    - **Sample:** Student will identify three areas of focus and gain approval from faculty advisor. Student will develop a reading list of 20-30 papers per topic and send to committee for approval. During writing, student will complete work independently and will not seek feedback from faculty or peers. Clarifying questions may be asked of faculty. Student is responsible for scheduling a meeting (and securing a room or setting up zoom meeting), and providing

committee with comprehensive exam responses at least 1 week prior to committee meeting.

- **Dissertation Proposal**
  - [Describe faculty role and student role]
- **Dissertation**
  - [Describe faculty role and student role]

#### **Summer Expectations**

- Discuss research and funding expectations for summer

#### **APPENDIX**

Table 1. Mentor and Mentee Responsibilities

(source: <https://www.graddiv.ucsb.edu/responsibilities-mentors-student>)