

This table provides examples of expectations a mentor or advisor can have of their mentee as well as expectations the mentee can have of their mentor or advisor. We also specific examples of what these expectations might look like in action.

See below...

General Expectations of Mentor or Advisor	Example of Specific Action Supporting Expectation	General Expectations of Mentee or Graduate Student	Example of Specific Action Supporting Expectation
Commit to mentoring graduate student in a fashion which enables their success.	Hold regular meetings to discuss progress and identify goals.	Acknowledge primary responsibility for the successful completion of mentorship goals.	Keep commitments such as regular meetings even if goals are not met.
Open and honest communication and assessment regarding short- and long-term expectations and performance.	Be open about your own personality and mentoring style. Be receptive to feedback from student on mentoring styles.	Open and honest communication regarding struggles in work and life as well as mentor effectiveness.	Meet and communicate by sending regular updates to mentor/advisor with progress, awards, activities, and applications in progress.
Have patience with questions or mistakes that may seem trivial to a seasoned academic but not to an early career colleague or graduate student.	Work with mentee on writing their first conference abstract and sending professional emails to colleagues.	Maintain a high level of engagement, curiosity, and ethical standards and nurture motivation in healthy ways.	Read deeply and broadly outside of assigned work. Work to develop a broad mentor network.
Approachability – students should feel comfortable talking to mentors about challenges encountered in an academic and personal setting.	Provide a respectful, supportive, and safe environment, using equitable language, free of harassment.	Reliability in teaching or research assistant responsibilities.	Be knowledgeable about and comply with requirements and policies of graduate program, lab, and institution.
Academic advice – pass down knowledge and experience that will ease the academic journey. Acknowledge mentee’s effort and hard work.	Provide advice on classes to take and conferences to attend. Provide constructive feedback on manuscripts and grants. Include mentee on publications when appropriate.	Maintain diligence in course work, progress towards dissertation, and professionalization.	Send everything! At least initially send all abstracts, professional emails, publication drafts, grant drafts, etc. to mentor for review.
Professional advice – provide an environment that is encouraging and inspires professional confidence.	Provide career advice on job opportunities and the application process. Plug mentee into professional network – especially at conferences.	Understand professional intentions or be open to exploring different avenues and not limiting career opportunities.	Be honest, and when appropriate, with mentors about abilities and limitations, strengths and weaknesses, and expectations.
Recognize that mentoring may require interactive and active instruction.	Train student/mentee in laboratory and methodological techniques, research development, and analysis process.	Conduct and disseminate research early on either within an established program or develop a new project.	Attend conferences and ideally present research at them on a yearly basis.

<p>Support navigating graduate school and beyond, modeling professional and ethical values and attitudes.</p>	<p>Honestly address anxieties and insecurities of graduate life (i.e., poor job market) without devolving into discouragement.</p>	<p>Develop independence through increased individual problem solving and less mentor intercession over time.</p>	<p>Work through outlines and drafts of manuscripts, ironing out the details, before sending it to a mentor for feedback.</p>
<p>Acknowledge and be sensitive to life matters that may affect the graduate education process.</p>	<p>Recognize that student/mentee is a whole person with a life and responsibilities outside of work that may impact work performance.</p>	<p>Acknowledge mentor's time and commitments that impact performance and ability to give timely feedback.</p>	<p>Send mentor drafts (e.g., grants and manuscripts) or requests for letters of reference well before deadline to provide time for thorough review.</p>