

Sample Mentor and Graduate Student Contract

Below is a draft of a contract for those who wish to use one. It has been adapted from the Interdisciplinary Research Colloquium at ASU. The mentor-student relationship in graduate school can be described as a personal relationship in which a faculty member acts as a guide, role model, teacher, and sponsor of a graduate student. Investment in this relationship is voluntary and based on the belief that if the relationship is no longer beneficial, both faculty member and student agree to significantly redefine or terminate the relationship. The following are relevant components of this mentor-student relationship:

Frequency of Face-to-Face Contact to Discuss the Student's Progress and/or Goals

We agree to meet at this frequency:

- _____
- _____

Specific Expectations for Workload in the Lab

What work will be done? Scheduling issues? How to handle vacations/ holidays/ illness? Are the expectations reasonable given course load, additional RA/TA responsibilities?

These are expectations concerning workload in the lab:

- _____
- _____

Short-Term Goals

What type of guidance does the student need in order to learn and contribute most effectively (e.g., independent vs. one-on-one work)? What type of guidance does the faculty member typically provide?

These are our agreed-upon, short-term goals:

- _____
- _____

Long-Term Goals

Faculty need to evaluate what they can provide and what the student needs. Students need to be realistic about what is possible and proactively get information about their mentor's expectations, developing a balance between seeking help and taking on more responsibility as the relationship progresses.

These are our agreed-upon, long-term goals:

- _____
- _____

Expectations Regarding Communication and Confidentiality

Discuss preferred means of communication (email, cell phone) and response times. Be clear about the level of confidentiality that you will have.

This is our agreement regarding levels of communication:

- _____
- _____

Frequency of Evaluation of the Relationship, Goals, and Objectives

We agree to this frequency of evaluations:

- _____
- _____

Any Other Specific Roles and Expectations of the Faculty Mentor

These are other specific roles and expectations the student has for the mentor:

- _____
- _____

Any Other Specific Roles and Expectations of the Student

These are other specific roles and expectations the mentor has for the student:

- _____
- _____

By signing this agreement, both the faculty mentor and graduate student are affirming they have reviewed the above and are willing to support this mentoring relationship.

Faculty Mentor

Graduate Student

Date

Date

References: Johnson, W.B., & Huwe, J.M. (2003). Getting Mentored in Graduate School, 111, 163
Mentoring: A Guide for Students: <http://grad.washington.edu/mentoring/students/getting-started.shtml>