

Graduate Student Mentoring Expectations

A **mentor** is a person who has achieved success in their career and shares the benefits of those experiences with another (the **mentee**) to help them achieve their own successes. Your research supervisor should always be your mentor; however, you may have additional mentors (e.g., committee members, faculty and staff you work with, colleagues from your professional societies). Having a good mentor-mentee (or supervisor-student) relationship is going to be critical for your success in graduate school and career. Our department is committed to fostering a collaborative and supportive working and learning environment.

Professional and collegial relationship. The mentor-mentee relationship should be built on mutual respect and civility. Considering the inherent power imbalance that exists, the mentor should strive to model these behaviors. Our department does not tolerate bullying or any form of harassment. Bullying is defined as repeated mistreatment from one person to another. This includes verbal abuse, threatening or intimidating behaviors, humiliation, sabotage or preventing matriculation. Bullying or harassment between mentor/mentee, staff/student, or student/student is never acceptable.

Below, we detail the minimum expectations. Overall, your mentor will help and support you, however, you are ultimately responsible for your own graduate degree. For example, your advisor will read and edit/comment on your proposal, but they will not write it for you. Or your advisor can make suggestions about which faculty would be good to serve on your committee, but the final choice about who to select is up to you.

Your mentor will

1. **Communicate expectations clearly.** A mentor should have a clear statement of expectations of graduate students. They should go over those expectations with you at the start of your degree. Some discussions may be challenging if things aren't going well, but still require respect and compassion.
2. **Recognize that you have commitments outside of the lab.** Your mentor should support your efforts to balance personal and professional responsibilities.
3. **Meet with you regularly.** You will have individual meetings with your mentor (lab meetings do not count). The frequency of these meetings does not have to be constant over your degree and may change depending on your needs. It is typical to meet more frequently (i.e., once per week) near the start of your program. Meetings may be reduced to bi-weekly or monthly meetings as you progress and become more independent. Monthly meetings are the minimum expectation.
4. **Help you develop your research project.** Your mentor will help you to identify a research topic, assist with the development of research questions or hypotheses, and provide

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feedback on the experimental design and methods. Part of this discussion will be about funding (including cost and funding mechanisms).

5. **Support with meeting degree milestones and graduation requirements.** Your mentor should help you select courses most appropriate to your program. Your proposal defense should happen in your first year (MS students) or second year (PhD students). Courses should be completed before your comprehensive exams. PhD students should pass their comprehensive exams in their third year. The goal is to have you graduate on time (MS students after 2 years, PhD students after 4 years, or 5 years for PhD students without a MS degree).
6. **Assist with the publication of research.** Your mentor should discuss authorship or order of authors and responsibilities with you. Your mentor will read and edit the manuscript and guide you through the peer-review process, from manuscript preparation, submission, and revisions.
7. **Help to identify professional opportunities appropriate to your career goals.** Different students in a lab may have different career goals, and those goals may change. Graduate school is not a one size fits all. However, a mentor can help identify appropriate professional opportunities including presenting at scientific conferences, participating in peer-review, workshops or training opportunities, outreach, teaching, etc.
8. **Support the development of grantsmanship.** There are both internal and external funding opportunities to support both research and training. Your mentor should help you identify funding opportunities and provide guidance in applying.

The mentee will:

1. **Be professional and collaborative.** Science is a group activity. Treat other graduate students, faculty and staff with respect and equality. Do not prejudge others based on ranks or perceived backgrounds. We work in an international community and may have different perspectives and communication styles, but we work toward common goals. Be respectful and willing to consider other's opinions. Always maintain a professional attitude.
2. **Communicate with their mentor.** Good communication is necessary to succeed in your degree and in research. The student is responsible for letting their mentor know what they need and by when (i.e., feedback on a proposal that is due in two weeks). The student is also responsible for telling their mentor if there are challenges or barriers affecting their work/studies. They will only know, if you tell them.
3. **Be aware of degree requirements and milestones.** Your mentor can help, but you shouldn't rely on them to know YOUR dates. You should know what is required and the due

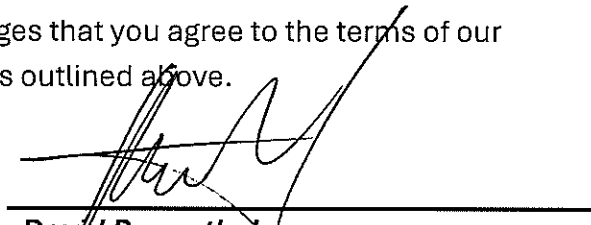
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dates. Your mentor has potentially multiple students in various stages of their degree program.


4. **Read and review the literature and become an expert over time.** This is a process, but the expectation is that the mentee will read broadly and deeply and keep abreast of the latest developments in their field.
5. **Seek out funding for research and travel.** Keep an eye out for potential funding opportunities from the department, college, university and your regional or national societies. Applying for such funding will give you practice with grantsmanship.
6. **Perform research using accepted ethical research practices.** Perform research methods as instructed; do your part to maintain clean and research-ready shared research space and facilities. Perform all research according to the accepted standards and guidelines of ethical research practices.


By signing down below, each of you acknowledges that you agree to the terms of our departmental graduate mentoring agreement as outlined above.

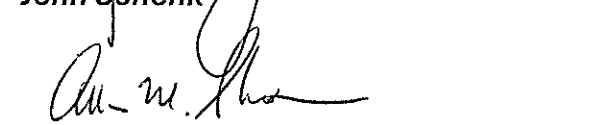

Harvey Ballard

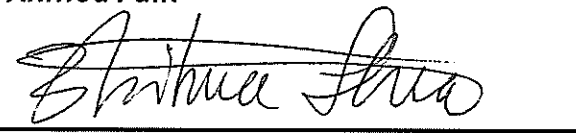

David Rosenthal

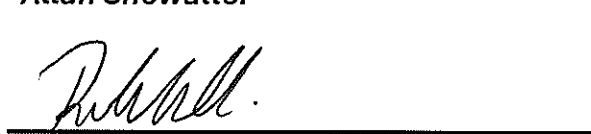

Jared DeForest


John Schenk

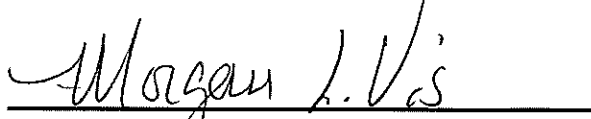

Ahmed Faik



Allan Showalter

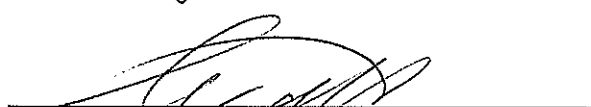

Zhihua Hua


Rebecca Snell


Glenn Matlack


Morgan Vis


Brian McCarthy


Sarah Wyatt