



Graduate & Professional
Student Association



GPSA WELLNESS MENTORING COMPACT Presented by GPSA Wellness

THIS COMPACT IS INTENDED TO HELP BOTH THE FACULTY PROFESSOR (MENTOR) AND GRADUATE OR PROFESSIONAL STUDENT (MENTEE) CREATE A HEALTHY MENTORING RELATIONSHIP, INCLUDING (1) OPEN COMMUNICATION, (2) CLEAR AND REALISTIC EXPECTATIONS AND DEADLINES, AND (3) A JOINT COMMITMENT TO FOCUS ON THE MENTEE'S WELL-BEING AND EDUCATION.

BELOW, WE HAVE INCLUDED SOME GENERAL GUIDELINES FOR SUPPORTING A SUCCESSFUL MENTOR-MENTEE RELATIONSHIP. THIS DOCUMENT SERVES AS A STARTING POINT FOR DISCUSSING THE GRADUATE STUDENT'S WELL-BEING. WE ENCOURAGE THE STUDENT AND MENTOR TO WORK TOGETHER TO CUSTOMIZE THIS AGREEMENT. IT SHOULD BE KEPT IN THE POSSESSION OF THE STUDENT SHOULD IT NEED TO BE REVISITED.

WE RECOMMEND YOU TAKE ROUGHLY 45 MINUTES TO DISCUSS THIS DOCUMENT IN DETAIL. FURTHERMORE, WE SUGGEST THIS DOCUMENT BE REVIEWED ANNUALLY AS THE MENTORING RELATIONSHIP CHANGES THROUGHOUT THE DEGREE.

GPSA WELLNESS DEFINES A HEALTHY GRADUATE STUDENT MENTORING RELATIONSHIP AS ONE THAT FOCUSES NOT ONLY ON THE STUDENT'S EDUCATION, BUT ALSO THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT AND OVERALL WELL-BEING.

MENTORING DISCUSSION POINTS:

- What is the role of the faculty professor in the mentoring relationship?
- What is the role of the mentee in the mentoring relationship?
- What is the main goal of your mutual mentoring relationship?
- How will you work together to support and promote the graduate student's well-being and personal development?

WHAT DOES A HEALTHY WORKING RELATIONSHIP LOOK LIKE?

- A successful relationship is built upon transparent communication. For both mentor and graduate student, it is imperative that you each communicate honestly about goals and anticipated challenges.

HEALTHY COMMUNICATION:

- Determine a time and frequency at which you would like to meet to discuss your progress, challenges, and wellbeing (should be at least monthly).
- Prioritize transparency. Do not hesitate to reach out with any concerns regarding the relationship. Mentee and mentor success is dependent upon willingness to provide feedback to one another.
- Read every electronic communication in your happiest mind-set!

- Discussion points: Will you connect via email? Phone? What kind of information can be communicated via email/text or in person? Specifically, can constructive criticism be shared electronically? How much lead-time does the mentor need to review materials prior to discussion/feedback? Are there any topics that either party is uncomfortable discussing? What are the best times for communication?

SETTING EXPECTATIONS:

- Set deadlines for milestones at the beginning of each term.
- Realistic expectations are created with reality in mind. What are your other commitments at this time? What is a reasonable amount of time to complete a given task? Include time for work, research, family, and other obligations.
- Additionally, there may be times when an unexpected personal event results in a missed deadline. How will you both address this? Guilt is a natural reaction to falling short of expectations. How will you process this emotion and ensure guilt does not get in the way of moving forward?
 - Discussion points: How much time is required of each? How will you know when it is time to step back and practice self-care? What are healthy ways to determine work-life balance? What are the appropriate milestones for a given task? When is it time for you to ask for help and/or update a deadline?

HANDLING FAILURE:

- Failure is an expected part of life, course work, and research. Failure is not the end of

something; rather, it is a learning opportunity that you should address with your mentor/mentee. Furthermore, within the mentoring relationship, there may be times where the mentor/mentee support and/or communication will fall below your needs. This will require both mentor and mentee to take an honest look at what occurred and to identify solutions if the problem occurs again.

- Discussion points: How do we ensure this does not happen again? What are some ways we can work together to support one another? How do you respond to and handle failure? What do you consider failure? Are there different kinds of failure?

COMMITMENTS FOR STUDENT AND MENTOR

The below commitments encompass the well-being and personal development of the mentee. Therefore, it is expected that academic success and guidance is inferred.

MENTOR: FACULTY PROFESSOR

- I will demonstrate respect for all students regardless of gender, race, religion, disability, or sexual orientation, and I will cultivate a culture of respect and acceptance among my students and be open to conversations about these topics.
- I will be supportive, accessible, encouraging, and respectful of my mentee.
- I will provide a thought-provoking learning environment while ensuring my mentee feels safe and emotionally supported.
- I will provide feedback on the student's progress, including an assessment of strengths and areas for improvement.
- I will be as available as realistically attainable for my student.

- If I anticipate any upcoming schedule changes or leaves of absence, I will inform my student ahead of time and make arrangements for continued communication and success.
- I will commit to regularly checking-in with my student regarding their overall well-being.
- I will remind my student of both short- and long-term goals and deadlines frequently.
- I will make sure that I connect with my student on a personal level.
- Record any personalized agreed commitments on the back of the document.

MENTEE: STUDENT

- I take responsibility for the successful completion of my degree.
- I recognize that I have the responsibility for the development of my own career.
- I will prioritize communication with my mentor by reaching out ahead of time to discuss my course work, research, concerns, short- and long-term goals, and thesis/dissertation.
- I will regularly check-in with my mentor to update them on any upcoming milestones as well as schedule changes or leaves of absence.
- I will establish a realistic timeline for my work and inform my mentor if any of these dates need to be changed.
- Record any personalized agreed commitments on the back of the document.

I _____ (mentor) agree to foster a healthy relationship with my graduate student that not only focus on the student's education, but also their personal development and overall well-being.

I _____ (mentee) agree to communicate my needs and expectations to my mentor and to take responsibility for my own success.

NOTES: