

School of Public Health Statement of Expectations for Graduate Student Mentoring

The School of Public Health is committed to [a core set of values and goals](#), among which include: engaging with integrity and respect, promoting social justice and responsibility, honoring diversity and inclusion, celebrating life-long learning, and developing and mentoring the next generation of public health leaders. High-quality mentoring relationships between graduate faculty and graduate students are one reflection of these values and goals and the School is committed to supporting effective mentoring for all graduate students. Mentoring is especially important in programs that include thesis, capstone, advanced clinical project, and dissertation requirements.

Each unit in the School has developed a specific mentoring expectation statement for their faculty and students to facilitate transparency for graduate students in terms of what they should expect from faculty advisors and mentors. Additionally, the School of Public Health expects both faculty mentors and graduate student mentees in all units within the school to engage collegially and with positive intent according to the following values and expectations. Mentors and mentees shall:

- Demonstrate a desire to learn about each other's research, scholarship, and career goals with a commitment to communicating as these goals evolve over time.
- Communicate regularly about the expectations of both the mentor and mentee, which will necessarily evolve over a student's program.
- Discuss and establish communication preferences, availability for meetings, and forms of feedback, including time commitments, work-life boundaries, and related topics.
- Practice professional behavior in their interactions with each other.
- Be responsive to each other and define responsiveness for each other.
- Discuss career goals, and mentors will support the career goals of their mentees and promote professional development opportunities relevant to those goals.
- Discuss the value of and encourage development of mentoring networks, allowing for guidance and advice from more than a single mentor.
- For Graduate Assistants or Fellows, funded to support their academic progress, develop a separate [Statement of Mutual Expectations](#) to distinguish GA responsibilities from other student responsibilities.
- If a mentoring relationship is not a good fit for either party, work collegially with each other and the unit to pursue a change that is as minimally disruptive for both parties as possible. When conflict arises, engage with the Director of Graduate Studies as a first point of contact. [School procedures around conflict resolution can be found here.](#)