

Honors

4. Mentee— What would you like your

12. What goals, beyond the completion of the thesis, are relevant to this project and to the mentoring relationship?

Skills development for the mentee (one or two realistic objectives)

Understanding of profession, such as graduate school, day to day tasks, or major figures

Experiences in or planning for conferences, networking, and long term goals

13. Steps to goals in 12, above (e.g., meetings, manuscripts/grants, collaborating, steps to independence, etc.):

The Project and the Larger Intellectual Community

14. Will the project require the assistance of other experts, and/or specific networking opportunities/people?

15. How, and by when, will you de

Planning for Progress and Grading

16. Benchmarks—consider at least three per term, with dates. These may include items such as draft first act of play, complete first round of data collection, submit 10 pages of draft.

17. If 499 (or other relevant courses) are taken over two semesters, how will the grade be determined? Note if the course is taught by someone other than the mentor.

18. Discussion plan for the first meeting will focus on the topic(s) below (consider goals, skills, impediments, professional planning, in addition to the topic of research):

19. Periodic Review Dates: _____
(schedule at least two, with the first to occur within 1-2 months).

Assess the progress of the research project or planning as an opportunity to celebrate success or motivate for necessary improvement.

At the review, review each item of the agreement to affirm, revise, or terminate. Attach affirmation, dated addendum, or revision that reflects changes.

Signatures By signing below I acknowledge that I that I will conduct my participation in this mentorship in accordance with the agreement, principles, and description provided above.

(Name mentee)

(Signature mentee)

(Name mentor)

(Signature mentor)

Mentor and Mentee: Retain a Copy or Photo of Signed Document