**Dr. Levinson’s Mentorship policy (aka what you can expect from me as your mentor) (adapted from Wash U mentorship policy)**

Mentorship is a complex, multifaceted process. Good mentorship for one student/fellow might look very different from good mentorship for another student/fellow, even within the same lab. Good mentorship is not a matter of following a specific recipe or checklist. Good mentorship requires the mentor to focus on the spirit and principles of mentorship more broadly; a complementary attitude from the student/fellow is also needed for mentorship to truly achieve its aims. Below, I have attempted to define aspects of mentorship that are important for student/fellow success.

1. **Presence**. One of the foundations of the principles of mentorship is that I will be available to the student/fellow. Students/fellows can expect to be given a way to get in touch with me. No mentor can be available every moment of the day, but when mentors will be unavailable for more than a week at a time, students/fellows can expect to receive notification ahead of time. Students/fellow can expect to meet with their mentors on a regular basis, particularly during their initial years or beginning time (for fellows) in the program. Students can expect a minimum of one hour in face-to-face time (including individual meetings, lab meetings, and research clinical supervision) with their mentor each week during their first school year in the program. Meetings may be less frequent during subsequent years, but students should expect this to occur because they no longer need as much meeting time and not merely as a matter of course.

**Responsiveness.** A second foundation of good mentorship is responsiveness of the mentor to the student/fellow. You should expect a timely response from me. During the school year, students can expect a response to shorter questions (e.g., through electronic means) within days, rather than a week or more. For responses on manuscripts, grants, and dissertation proposals, students can expect feedback within two weeks, rather than a month or more. When issues are going to prevent me from meeting these time frames, students/fellows can expect to hear as soon as the timing issue becomes apparent so you can plan accordingly.

**Interaction Style.** A third foundation of mentorship is a commitment to supporting the student/fellow's learning. Students/fellows can expect me to be supportive of them as they pursue the goals that are required or encouraged by the program/fellowship. They can also expect professional and appropriate interactions. Students/fellows can expect constructive criticism and guidance, including candid feedback about areas for growth and improvement. Students/fellows should not expect that they will be given detailed instruction about every task, but rather enough instruction and guidance to develop their skills. They should expect to do some work independently, with independence increasing as skills improve. Students/fellows should not expect hostility, harmful criticism, or boundary-crossing behavior. More specifically on the latter point, students should not expect sexual harassment, personal requests, or for mentors to request directly or indirectly that students/fellows help manage the mentor's own tasks that are otherwise unrelated to the student, training, or lab, whether professional or personal. Students/fellows should also trust that I have their best interests and career goals in mind when making decisions on aspects of student/fellow training. We may not always agree on what is best because of different perspectives, but please believe I have the student’s best interest at the center of my decisions.

**Practicalities of Research.** A fourth foundation of mentorship concerns training in the practice and culture of research. Students/fellows can expect frequent discussions about research and help with all that is needed to accomplish research. Students/fellows can expect conversations about authorship (and author order) on projects they participate in. Students/fellows can expect their mentor to do what they can to help students/fellows with networking and professional socialization into the community of scholars in the mentor's research area. When students/fellows need resources to conduct their research, they can expect that their mentor will do what they can to provide those resources, or else work with the student/fellow to facilitate the work being done with the resources available, when feasible. Students/fellows can expect support in pursuing resources for their ongoing research. Students/fellows can also expect frank, constructive criticism designed to help the student pursue their research program in the best possible way.

**Final words**. Remember, your mentor (me!) is also a human being. There will be issues from time to time that get in the way your mentor meeting their own typical minimal standards. If there is a persistent issue that gets in the way of your progress, however, you will want to find a way to address it. **Checking in with me is the recommended first step**. In cases in which students/fellows do not feel they can do so, the Director of Clinical Training (students) or Department Chair (fellows) is an additional resource. On the other hand, your mentor may exceed the standards described above. The outline above purposefully describes the floor, or minimum standard of good mentorship, because that is much easier to describe concretely than the heights of mentorship. In the case that your mentor exceeds the minimum, it is worth remembering that mentors appreciate positive feedback just as students/fellows do.