**Research Mentor-Mentee Agreement**

**Instructions:** The mentor and mentee are encouraged to complete this mentor-mentee agreement, designed to help facilitate the discussion of expectations and goals. We also encourage you to refer to the program expectations as you work through this form.

**Step 1)** The mentor and mentee will read through this document prior to meeting

**Step 2)** The mentor and mentee will set up a meeting to discuss and finalize the agreement

**Step 3)** The mentor and mentee will both sign the finalized agreement

**Mentee Contact Information**

|  |  |  |
| --- | --- | --- |
| Name: | Email: | Phone #: |
| Major: | Expected Date of Graduation: |  |

**Mentor Contact Information**

|  |  |  |
| --- | --- | --- |
| Name: | Email: | Office Location: |
| Office Phone #: | Lab Location: | Lab Phone #: |
| Cell Phone # (optional): | It’s OK to call/text cell phone: \_\_ Anytime  \_\_ Emergency Only |  |

**Graduate Student/Post-Doc who the mentee will be working with:**

|  |  |  |
| --- | --- | --- |
| Name: | Email: | Office Location: |
| Office Phone #: | Lab Location: | Lab Phone #: |
| Cell Phone # (optional): | It’s OK to call/text cell phone: \_\_ Anytime  \_\_ Emergency Only |  |

**Research Project Information**

|  |  |
| --- | --- |
| Start Date: End Date: | Hrs/Week: |
| Research Project Title: | Brief description: |
| Location of group meetings: | Time: \_\_\_\_\_\_\_ AM/PM |
| Frequency:  \_\_\_ Weekly \_\_\_ Bi-weekly \_\_\_ Monthly \_\_\_ As needed | Day of the week:  \_\_\_ Mondays \_\_\_ Tuesdays \_\_\_ Wednesdays  \_\_\_ Thursdays \_\_\_ Fridays |
| In preparation for group meetings, the mentee will: | **It will be the \_\_\_ Mentee’s \_\_\_ Mentor’s responsibility to schedule individual research meetings.** |
| Location of individual meetings: | Time: \_\_\_\_\_\_\_ AM/PM |
| Frequency:  \_\_\_ Weekly \_\_\_ Bi-weekly \_\_\_ Monthly \_\_\_ As needed | Day of the week:  \_\_\_ Mondays \_\_\_ Tuesdays \_\_\_ Wednesdays  \_\_\_ Thursdays \_\_\_ Fridays |
| In preparation for individual meetings, the mentee will: |  |
| Will the research be confidential?  \_\_\_ Yes \_\_\_ No  *Confidentiality in research refers to the inability to present research publicly due to proprietary ownership. Research faculty may provide further information as needed as this varies by project.* | The research space is open Sun/Mon/Tues/Wed/Thurs/Fri/Sat from \_\_\_\_\_\_ AM/PM to \_\_\_\_\_ AM/PM  *Are there any restrictions to when research can be conducted (e.g. do you have access to certain equipment/supplies on certain days)? Do you need your mentee to be fairly independent because you’re on sabbatical or frequently travel to conferences? Do you expect them to work while you’re away? Explain what you need them to do here.* |

**Research Planning**

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| **Equipment and Training Plan:** Are there any required institutional safety and ethics trainings (general lab safety training, methods training and/or equipment training specific to your research project, etc.)? Will the research work be dealing with human subjects or animal subjects? Discuss the required trainings and establish a deadline by when it should be completed. |
| **Conducting Research Plan:** How will the mentee document their research results (traditional paper notebook, electronic notebook, etc.)?  What specifically needs to be organized in the research team? Does this involve data tracking, spreadsheets, samples, audio files, supplies, etc.? *Describe what level of organization your mentee should strive for.* |
| **Publication and Presentation Plan:** Do you anticipate that this research project will contribute to a journal article or conference presentation? Do you expect your mentee to be a co-author? Or receive an acknowledgement? Might there be an opportunity for the mentee to present the research at a conference? Which conference? |

**Tips on Conducting Research**

* **Read background information and complete trainings.** I expect that you will read and do your best to understand the information provided in the research manual and supplemental materials (e.g. research wiki and research group website).
* **Be organized.** Pay close attention to our team’s research protocols and procedures for collecting, processing, and archiving data. Record data using standardized research protocol. Label data files according to our research protocol. Notify the research manager when supplies are low.
* **Respect the research space and the people in it.** Put things back in their assigned places when you are done using them. Research equipment and other resources are very expensive and asking simple questions about how to use them could help keep them in good working condition. If something breaks, please let me know as soon as possible. I won’t be angry – these things happen!

**Communication Expectations**

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| --- | --- |
| Our primary means of communication will be:  \_\_\_\_ In-Person  \_\_\_\_ Virtual  \_\_\_\_ Phone  \_\_\_\_ Email  \_\_\_\_ Instant messaging | **Send me an update every \_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_ AM/PM** describing:  1) the projects/tasks you’ve been working on during the week  2) any challenges you are facing with your work or questions you have  3) what you plan to work on the following week  *It is expected that the mentee will communicate with their research team even if they don’t feel that they have made substantial progress.* |
|  | If the mentee gets stuck while working on the project or needs a break to focus on academics (e.g., has questions or needs help with a technique or data analysis), the procedure to follow will be: |

**Tips on Communicating**

* **Check and respond to emails** as often and as quickly as possible.
* **Communicate your work schedule** and **strive for consistency.**
* **Ask questions.** Asking questions is an important part of the research process. Other students or post-docs in the research team may also be available to answer your questions as they arise. It is always better to ask questions than it is to move forward without knowing the answers.
* **Communicate early and often about any personal or professional concerns** you have about the research or research team. It is my hope that all students on my research team feel supported and included. Please let me know if there are things we can do to better support you.

**Mentee’s Goals**

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| --- | --- |
| **Research Goal #1** (brief description of goal and how to accomplish):  Examples: new research skills, training/career advice, authorship on publications, networking with other experienced researchers, recommendations for future training or employment positions | **Check-in Date:**  **Deadline for Accomplishing Goal #1:** |
| **Research Goal #2** (brief description of goal and how to accomplish):  Examples: new research skills, training/career advice, authorship on publications, networking with other experienced researchers, recommendations for future training or employment positions | **Check-in Date:**  **Deadline for Accomplishing Goal #2:** |

**Giving & Receiving Feedback**

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| --- | --- |
| How would the mentor and mentee like to receive feedback if conflict arises? *Feedback can be communicated through email or during any of your one-on-one meetings.*  **Mentee:**  **Mentor:** | If conflict arises within the mentor-mentee relationship, what steps will be taken to resolve this? |

**Tips on Giving & Receiving Feedback**

* Providing feedback **frequently** allows both the mentee and mentor the opportunity to acknowledge each other's strengths and to motivate each other to work on areas of weakness.
* **Establish an atmosphere of mutual trust and respect** to make it easier to give & receive feedback with one another.
* Hold the meeting in a **private space.**
* When you give feedback, it is important to acknowledge one another’s accomplishments and successes along with the areas in which he or she needs to improve.
* **Be patient** **with each other.** Whether you received positive feedback or not, give one another space if necessary to reflect and respond to that feedback when ready.

**Diversity Statement:** Our group strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses age, appearance, color, ethnicity, gender, migration status, national origin, physical or mental ability, race, religion, sexual orientation, socioeconomic background, and veteran status. We believe the value of diversity is realized through the synergy, connection, acceptance, and mutual learning fostered by meaningful interactions within our community.

**Relationship termination clause**: In the event that either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honor that individual’s decision without blame.

**Signatures of Commitment**

By signing this research agreement, I commit to this undergraduate research project, as outlined above. I understand that unforeseen circumstances may arise. If either party cannot meet the agreed upon obligations, the mentor and mentee must sign written notice of termination or modification of the compact.

Mentee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_