

URI MARC U*STAR Mentor-Mentee Compact

Adapted from: *Entering Research: A Curriculum to Support Undergraduate & Graduate Research Trainees*
by Amanda R Butz, Amber R Smith, and Janet Branchaw

Methodology

1. Mentee: Review and reflect on questions prior to meeting.
2. Mentor: Review and reflect on questions prior to meeting.
3. Mentor and mentee: Discuss answers prior to finalizing the compact to align the goals and expectations for the research experience. Complete the compact document together.

Mentor-Mentee Compact

Please complete the following:

Mentee Name:

Mentee Pronouns:

Faculty Mentor Name:

Faculty Mentor Pronouns:

1. What research project(s) will the mentee be working on?
2. What are the mentee's professional and personal goals related to this research experience? What would success in this research experience look like?
3. How many hours per week and at what days/times will the mentee perform this research?

4. What other commitments and priorities, outside of academic coursework, does the mentee have? If relevant, indicate the number of hours and days/times.

5. How frequently will one-on-one meetings between the mentee and mentor occur? What about one-on-one meetings with the mentee and other lab mentors (e.g., graduate students)? Will these meetings be in-person or virtual? How frequently will research team meetings occur?

6. Within what timeframe will students and mentors agree to respond to emails from one another? For specific deadlines (especially major ones), how far in advance should mentees submit initial drafts to mentors?

7. How and when will mentors and mentees provide constructive feedback to one another regarding their working relationship?

8. What is the mentee's prior research experience? What skills does the mentee already bring to this new research group?

9. What specific technical and scientific communication skills is the mentee expected to learn during this research experience?
10. How does the mentee learn best (e.g., written procedure, verbal instructions, watch and repeat, etc.)?
11. What level of independence is it expected that the mentee achieve once basic techniques are learned? How will the mentor let the mentee know when this level has been reached?
12. How will the mentee document their research results? Is there a specific protocol for keeping a laboratory notebook in this research group?
13. (For the mentee) What do you want your mentor to know about yourself, especially to the extent that it might impact your working relationship? This could be information related to social identity, culture, life experiences, current circumstances, or some other factor.
14. (For the mentor) What do you want your mentee to know about yourself, especially to the extent that it might impact your working relationship? This could be information related to social identity, culture, life experiences, current circumstances, or some other factor.

15. What should the mentee or mentor do if the other person says or does something that is perceived as offensive or hurtful, such as a microaggression? What is the best way to communicate about these kinds of concerns?
16. To whom should the mentee go if they have questions about their research project? For example, should the mentee come to the mentor solely (or first), or should they ask others in the research group? If others, who would be good resource people for their research project?
17. What specific steps should the mentee take if they are struggling to meet expectations or considering leaving the lab?
18. What institutional safety and responsible conduct of research training is required for this laboratory? Establish a deadline by which the mentee should complete this training.
19. Are there any other laboratory-specific guidelines to discuss? Any resources that the mentee needs to complete this research that are not provided through the lab?

20. Are there any other concerns/issues/expectations?

Summary

- The mentor and mentee have discussed and agreed upon a shared mentoring approach.
- The mentor and mentee have discussed the project goals and methodology used in the lab in detail and the trainee understands what is expected.
- The mentor and mentee have discussed the lab-specific training that must be completed prior to starting research in the lab.
- The mentee agrees to not present any research findings from this laboratory in any shape or form without the explicit consent and approval of the mentor.
- By signing below, we agree to these goals, expectations, and working parameters for this research project and experience.

Mentee Signature: _____

Date: _____

Mentor Signature: _____

Date: _____