

Mentoring Compact with Undergraduate Researchers

My goal is to create a collaborative, equitable, and inclusive environment where you can conduct science and develop your scientific identities. As an undergraduate researcher working with me, you will learn how research is done and get a sense for what life would be like if you choose a career in research and other STEM careers. Like most relationships, it requires mutual investment by the mentor and mentee, hard work, and good communication. The following is a list of guiding responsibilities and expectations.

Expectations of All Research Group Members:

- *Mutual respect* – As a mentee, your job is to learn to conduct research using the scientific method and develop into an independent researcher. As a mentor, my job is to foster successful research and learning outcomes for everyone in the lab and to mentor you as you pass through this stage in your career. We are all colleagues and should be conscientious about our responsibilities to one another.
- *Communication* – Keeping me updated is essential. Let me know early if you have any concerns.
- *Commitment* – Research can be hard. I expect you to do well in your classes and to push yourself hard to accomplish research goals on time. This does not mean I expect you to live an unbalanced life; taking personal time is rejuvenating and necessary.
- *Collaboration* – Working together toward a common goal can help you tackle ambitious, multidisciplinary projects that would not otherwise be possible. Please treat your lab members as your teammates.
- *Enthusiasm* – Research is rewarding, and many parts are fun. Step back every once in a while and remember that we have the incredible privilege of studying what we choose. Make sure you enjoy it and share your passion and excitement with me, our lab, and the community!

Mentee expectations:

You will take ownership of your educational experience

- Early on we will discuss your personal and program goals for your experience. If taking part in a research program or for course credit, you will need to know what you are required to complete the program/obtain credit and you are responsible for making this happen on time. If there are elements where you need feedback from me, please involve me early!
- You have the primary responsibility for the successful completion of your degree. This includes commitment to your work in classrooms and the laboratory. You should maintain a high level of self-motivation, engagement, scientific curiosity, and ethics.

You will maintain a professional attitude and work to improve your research skills

- Establish and maintain a regular research schedule. Part of your job is to be in the lab and talk with other people about your research. Be on time for all meetings (with me, or the entire group). If a situation comes up that you will need to be late or adjust your hours, please communicate this to me. We can adjust your hours to accommodate deadlines in other classes. One of the most important skills in life is balancing multiple demands so use college as a practice!
- Backup your data.

- Dive into the scientific literature - read the papers I suggest, run a literature search, and read papers suggested by this search. Start an annotated online bibliography (Mendeley is an easy option). Spend some time each week updating your literature list and just read.
- Work safely. Before beginning in the lab, you must complete all required safety training. Be sure to label everything you work with in the lab so that others know what it is. When working in the labs of other investigators, be polite, neat, and gracious. Always follow their rules. If something breaks during your use, report it immediately to the appropriate person (usually me).
- Learn how to accept and use constructive criticism. This feedback is intended to improve your work and is part of the scientific training process.
- Be respectful, tolerant of, and work collegially with laboratory colleagues: respect individual differences in values, personalities, and work styles.

You will communicate clearly

- Ask for help. Remember that all of us are “new” at various points in our careers. If you feel uncertain, overwhelmed, or want additional support, please overtly ask for it. I welcome these conversations and view them as necessary.
- Offer feedback. If there is something about my mentoring style that is proving difficult for you, please tell me so that you give me an opportunity to find an approach that works for you. No single style works for everyone.
- Be prompt and prepared for meetings. Respond promptly (in most cases, within 24 hours) to emails from anyone in our lab group. If you need time to gather information in response to an email, please acknowledge receipt of the message and indicate when you will be able to provide the requested information.

You will meet with me once a week

- In these meetings, we will: 1) address the previous week’s accomplishments, and 2) unexpected issues, and 3) identify future goals.
- Come prepared to discuss/present your recent research and next steps. If it helps you to prepare for this meeting, you can write an agenda including what you have done and what you propose to do and email it to me.
- After a meeting, use your notes to write down your understanding of the decisions made at that meeting. As well as any decisions made, be sure to cover your plan of work for the time until the next meeting.
- Don’t fear meetings. Do not cancel meetings with me if you feel that you have not made adequate progress on your research; these might be the most critical times to meet with a mentor.

Mentor Expectations

- I will provide a lab environment amenable to learning, open discussion of ideas, and producing credible research without discrimination or harassment.
- I will learn to say your name properly and use your preferred pronouns.
- I will meet with you regularly to discuss your research ideas, results, and progress. I will do my best to provide input and feedback, but I won’t know the answer to all questions; you are likely working on new and exciting projects that require new techniques. Seek advice

from fellow students, statistical experts, or other members of the scientific community as necessary.

- Provide timely and constructive feedback on written research questions, proposals, progress reports, thesis chapters, and publications. I aim to give feedback within one week – that means you should give me your draft more than one week prior to a deadline so you have time to incorporate feedback.
- Provide reasonable resources and financial support to meet mutually agreed upon research objectives. I will not be able to provide financial support beyond the end of departmental, project, or scholarship support. I will do all I can and provide guidance and suggestions, but resources are finite.
- Acknowledge appropriately your contributions to research and other efforts in presentations and publications.
- Notify you in advance of any anticipated, prolonged periods of travel or leave and, in consultation with you, set up structures to support you during my absence
- Assist you in transitioning to the next stage of your career in a reasonable manner, whether that is academic or non-academic. Some of the main ways I do this:
 - Encouraging and supporting networking opportunities at conferences and workshops
 - Writing and submitting reference letters
 - Providing feedback on job applications
 - Providing advice and consultation by phone or email

Authorship guidelines

- Below I provide some structure and guidance towards decisions regarding co-authorship. However, every paper and circumstance is different; please touch base with me to discuss authorship plans for your papers, and I will do the same.
- The best co-author situations result from clear expectations at the project beginning along with continuous open dialog throughout the effort. Generally speaking, co-authorship requires roughly two contributions from the following list: conception of idea, project design, supervision, data collection, data analysis/modeling, methods development, figure/table creation, manuscript writing, critical reviews. Those who contribute to only one category should generally be placed in the acknowledgements section, although this may be different on a project-by-project basis.
- Other members of the lab may or may not be include as co-authors, depending upon their contributions.
- Co-authors should be willing to be held accountable for all contents of the manuscript.
- Students will typically be listed as the first author(s) and I will be listed as the last author, unless circumstances change, and an alternative arrangement has been made.

Diversity Statement

- As a community, we acknowledge the richness of commonalities and differences we share, the intrinsic worth of all who work and study here, and that science and learning are enhanced by investigation of and reflection upon multiple perspectives. We also aspire to create respect for and appreciation of all persons as a key characteristic of our campus community and to achieve an environment that welcomes and supports diversity as well as ensures full opportunities for all who teach, learn, work and do research here. The [UW](#)

[Biology Department](#) website includes our full diversity, equity and inclusion statement, actions and links to give feedback or to report a problem.

Land Acknowledgement

- The land on which we gather is the unceded territory of the Coast Salish peoples, which also touches the shared waters of all tribes and bands within the Duwamish, Puyallup, Suquamish, Tulalip and Muckleshoot nations.

Please list any additions:

By signing below, we agree to these goals, expectations, and working parameters for this research project.

Mentee

Date

Mentor

Date