**Mentorship Tips and Contract**

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**Across studies, students report that the most important aspect of their undergraduate research experience is their relationship with a mentor[[1]](#endnote-2)**

## An essential aspect and expectation of the EURēCA! programs is mentorship. These experiences are intended to nurture the intellectual and scholarly development of our students, which requires active investment from their mentor. As such, we ask that mentors and mentees work closely together in crafting a mentorship plan that outlines the goals and markers of success for the project. Included below are resources to aid in this planning.

## Student as Scholar, ­What Does that Mean?

The term **scholar** denotes a person with a deep and profound knowledge of a specific subject. Whereas all scholars are students, not all students become scholars. One key differentiator in this process is **mentorship**. EURēCA! students are not employees, they are mentees. Through this experience you can expect to be given individualized training from your mentor as they introduce you to the world of scholarship in their discipline.

* Students participating in EURēCA! programs can expect to be intellectually engaged by their EURēCA! Mentor. Under their guidance, students will learn what it means to be a scholar and come to understand the importance of scholarship to society.
* EURēCA! Mentees can expect to develop both discipline-specific and universal career skills. They will learn the techniques and methodologies needed to address relevant questions in their field as well as develop more general professional skills. These include creativity, judgement, communication, organization, and persistence, among others.[[2]](#endnote-3)
* With guidance from their mentors, students will engage in key elements of research and scholarship, learning to distinguish between personal beliefs and evidence as well as to situate the concepts, practices, and results of their work within a broader context.
* Students will learn to communicate and disseminate their work to a variety of audiences. From one-on-one meetings to participation in the Summer Research Symposium and annual Research and Creative Activities Symposium (RaCAS), students will learn to coherently share their research and ideas.
* Students will receive guidance as they plan their future careers. Mentors will help students understand what is needed to become a professional in their discipline and aid in setting goals and milestones. The Office of Undergraduate Research and Creative Activities is here to help students connect with additional training opportunities.
* EURēCA! Mentees should seek to develop an authentic relationship with their mentor. Communication is key to this dynamic. Just as you are depending on your mentor to train you as a scholar, know that they are depending on you to complete an aspect of their own scholarship. Set expectations early, hold yourself accountable, and work together to come up with a plan for how you will communicate and resolve challenges.

Research and scholarship are challenging, but we know you can do it! The Office of Undergraduate Research and Creative Activities is here to help you connect with resources that will set you up for success: undergrad.research@ucdenver.edu

## What Does it Mean to be a Mentor?

* Mentors are essential in ensuring the success of a student’s scholarly experience. For some students, their EURēCA! Mentor will be the first individual to intellectually engage them outside of the classroom.
* Through this program students should gain both discipline-specific and universal career skills. Mentors play an essential role in teaching students the techniques and methodologies that will prepare them to address relevant questions in their field, as well as general professional skills. These include creativity, judgement, communication, organization, and persistence, among others.[[3]](#endnote-4)
* Mentors provide opportunities for students to participate in research, creative, and other scholarly activities. They also facilitate dissemination of the outcomes from these activities, encouraging students to present at group meetings, attend conferences, and contribute to publications or other professional works.
* Mentors provide guidance to students as they plan their training trajectories by elucidating what is needed to become a professional in their discipline and by helping to set goals and milestones. In doing so, mentors train a new generation of scholars and practitioners.
* Mentors should gain personal satisfaction from working with students. Watching students gain new skills, mature intellectually, and begin contributing original ideas to their discipline are all part of the joys of mentoring.

[**Click here to access some of our favorite publications addressing the importance of mentorship in undergraduate research.**](https://drive.google.com/drive/folders/1NFalArY9Ia6jJ_tqRzCboFVo7XqH65pT?usp=sharing)

## Undergraduate Research Mentorship Contract[[4]](#endnote-5),v

***This contract is meant to serve as an example. Mentoring plans can include but are not limited to the topics below.***

This contract is intended to serve as a guideline to facilitate communications between the mentee and mentor. It is suggested that the document be thoroughly reviewed and completed by the mentee and faculty mentor individually, and then jointly reviewed, discussed, and agreed upon.

1. What are the main responsibilities of the undergraduate researcher in this project (including hours)?

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1. What are the responsibilities of the mentor in this research project? What skills will the mentor teach the mentee?

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1. What are the expectations for the project? What is the timeline for completing the key components of the research project? How will you measure progress? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. In what form and how often will the undergraduate researcher document and report their research work to the mentor?

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1. Describe the measurable final product(s) that will serve as the goal(s) for this project (data set, research paper, presentation, article, etc.)?

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1. What expectations does the mentee have of the mentor?

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1. What expectations does the mentor have of the mentee?

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1. What type of assistance does the mentee want from the mentor in achieving their career goals during their time working together? Where does the mentee hope their career will have taken them in five years?

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1. How often will you meet? When and where? For how long?

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1. Who will be responsible for scheduling the meetings?

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1. What will meeting topics include?

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1. What will be the ground rules for discussions? (E.g., confidentiality, openness, truthfulness, etc.)

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1. In what form and how often will the mentor provide constructive feedback to the mentee?

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1. If problems arise, how will they be resolved?

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1. Any concerns the mentee wants discussed and resolved?

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1. Any concerns the mentors want discussed and resolved?

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1. We have agreed that our initial meetings will focus on these three topics:
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Any additional areas/issues you want to discuss and agree to?

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Mentee Signature, Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Signature, Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Temple, L., Sibley, T.Q., & Orr, A.J. (2010). How to mentor undergraduate researchers. Washington: Council on Undergraduate Research [↑](#endnote-ref-2)
2. Showman, A., et al. (2013). Five essential skills for every undergraduate researcher. Council on Undergraduate Research Quarterly [↑](#endnote-ref-3)
3. Showman, A., et al. (2013). Five essential skills for every undergraduate researcher. Council on Undergraduate Research Quarterly [↑](#endnote-ref-4)
4. Hook, Edward W III and Audrey Wrenn. UAB Center for Clinical and Translational Science Mentoring Contract. http://www.uab.edu/ccts/TrainingAndEduc/Documents/Mentor%20Contract%20- %203%20pages.pdf)

v https://www.luc.edu/lurop/formentors/formentorsandresearchers/ [↑](#endnote-ref-5)