

Graduate Research Trainee Expectations

1. Why do you want to do research?
2. What are your career goals? How can this research experience and the mentor–trainee relationship help you achieve them?
3. What would success in this research experience look like to you? What would you like to achieve:
 - a. By the end of your 1st year?
 - b. By the end of your 3rd year?
 - c. By the time you complete your degree?
4. How many hours per week and at what times/days do you expect to work on your mentor's research?
5. What other commitments or obligations will you have during graduate school (group meetings, teaching, family, religious, community, etc.)? How many hours will these take? How will you schedule around these commitments?
6. Assuming a good fit, how long do you expect to work with this research group?
7. What, if any, specific technical or communication skills do you expect to learn as part of the research experience?
8. How do you learn best (written procedure, verbal instructions, watch and repeat, etc.). What can your mentor do to help you learn the techniques and skills in a timely manner that you need to be successful in your research lab? What can you do before you start in the lab to allow you to be successful in this research group?
9. Once you are trained in basic techniques, the goal should be to gain independence. What can you do to gain independence in your research? How long do you expect this transition to take?
10. What role do you want your mentor to take throughout your graduate career? For example, would you prefer that your mentor is hands-on throughout your graduate work? Or do you prefer a more hands-off approach to being supervised?
11. How will you document your research results? Is there a specific protocol for keeping a laboratory notebook in your research

group?

12. To whom do you expect to go to if you have questions about your research project? Does your mentor expect you to come solely (or first) to them, or should you feel free to ask others in the research group? If others, can your mentor identify those in the group who would be good resource people for your project?
13. Are you comfortable with the methodology used in the lab? Does it involve the use of animals, for example? Does it involve lengthy field trips where you might be isolated with other researchers for weeks at a time? How do you feel about that?
14. Is the research that you will be involved in confidential? Are you allowed to discuss your project with other individuals outside of your laboratory?
15. What role will your mentor play in the development of your writing skills? Will they provide feedback and guidance on numerous drafts or will they only want to provide feedback on the final draft? If your mentor only wishes to read final drafts of writing, are there others in the lab who are willing to provide feedback on earlier drafts?
16. Do you know all the institutional safety or ethics training that is required to work in your research project? Discuss the required training with your mentor and establish a deadline by which you should complete it.
17. If you have previous research experience, what skills do you expect to bring to your new research group?

Research Mentor Expectations

1. Why do you want to mentor a graduate researcher?
2. What are your research goals? How can this research experience and the mentor–trainee relationship help you achieve them?
3. What would success for you trainee look like to you? What would you like your trainee to achieve:
By the end of his/her
1st year? By the end
of his/her 3rd year?
By the time he/she completes his/her degree?
4. How many hours per week and at what times/days do you expect your trainee to work on your research?
5. Assuming a good fit, how long would you like your trainee to remain with the group?
6. What, if any, specific technical or communication skills do you expect your trainee to learn as part of the research experience?
7. What level of independence do you expect your trainee to achieve, once basic techniques are learned? What can your trainee do to gain independence in research? How long do you expect this transition to take?
8. What is your mentoring approach? Once your trainee has learned the techniques and procedures used in your lab do you prefer to watch your trainee closely, walking him/her through all the steps or do you prefer a more hands off approach?
9. How will your trainee document research results? Is there a specific protocol for keeping a laboratory notebook in your research group?
10. To whom should your trainee go if they have questions about your research project? Do you expect them to come to you solely (or first), or should they feel free to ask others in the research group? If others, who would be good resource people for your project?
11. What are your expectations for your trainee's level of comfort with the methodology used in the lab. For example does your research involve working with animals, lengthy field trips, or working in isolation with other researchers, and is your trainee comfortable with this?
12. Will the research that your trainee will be involved in be confidential? Are they allowed to discuss your project with other individuals outside of your laboratory? What are your expectations?

13. What role will you play in the development of your trainee's writing skills? Will you provide feedback and guidance on numerous drafts or do you only want to provide feedback on the final draft? If you are only willing to read final drafts of writing, are there others in the lab who are willing to provide feedback on earlier drafts?
14. Discuss the institutional safety or ethics training that is required for your trainee to work on your research project and establish a deadline by which they should complete it.
15. If a student has previous research experience, is there anything that you need to share about this research group that is unique and that the student should be aware of?

Mentor - Graduate Trainee Expectations Agreement

Trainee (print) _____ Mentor (print) _____

This agreement outlines the parameters of our work together on this research project.

1. Our major goals are:
 - A. proposed research project goals –

 - B. trainee’s personal and/or professional goals -

 - C. mentor’s personal and/or professional goals –
2. Our shared vision of success in this research project is:
3. We agree to work together on this project for at least ____ years
4. The trainee will work at least ____ hours per week on the project during the academic year, and ____ hours per week in the summer. In addition, the trainee is expected to _____
5. The trainee will propose their weekly schedule to the mentor by the ____ week of the semester.

If the trainee must deviate from this schedule (e.g. to study for an upcoming exam), they will communicate this to the mentor at least (weeks/days/hours) before the change occurs.

6. On a daily basis, our primary means of communication will be through (circle all that apply):
face to face/phone/email/instant messaging/ _____
7. We will meet one-on-one to discuss our progress on the project and to reaffirm or revise our goals for at least _____ minutes_ time(s) per month
 - a. (Circle one): It will be the (trainee’s/mentor’s) responsibility to schedule these meetings.
 - b. In preparation for these meetings, the trainee will:
 - c. In preparation for these meetings, the mentor will:

8. At these meetings, the mentor will provide feedback on the trainee's performance and specific suggestions for how to improve or progress to the next level of responsibility through a
 - a. written evaluation
 - b. a verbal evaluation
 - c. other _____
9. The trainee is expected to participate in the following (e.g. journal club, teaching commitments, etc.)
10. When learning new techniques and procedures, the mentor will train the trainee using the following procedure(s) (e.g. write out directions, hands-on demonstration, verbally direct as trainee does procedure, etc.):
11. The proper procedure for documenting research results (laboratory notebook) in our research group is:

The notebook will be checked _____(e.g., weekly/monthly).
12. If the trainee gets stuck while working on the project (e.g. has questions or needs help with a technique or data analysis) the procedure to follow will be:
13. The standard operating procedures for working in our research group, which all group members must follow and the trainee agrees to follow, include: (e.g. require institutional training wash your own glassware, attend weekly lab meetings, reorder supplies when you use the last of something, etc.)
14. The mentor and trainee have agreed on a mentoring approach which consists of
15. The mentor and trainee have discussed the methodology used in the lab in detail and trainee understands what is expected of him/her.
16. The mentor agrees to read and revise the trainees research writing according to the following procedure:
17. The trainee agrees to not present any of the research findings from this laboratory in any shape or form without the explicit consent and approval of the mentor.
18. Other issues not addressed above that are important to our work together:

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

Trainee's signature _____	Date: _____	Mentor's	signature
_____	Date: _____	Professor's	
signature _____	Date: _____		