# Department of Integrative Biology

# **Document of Expectations for Undergraduate Student and Advisors**

**Purpose:** Establishing clear expectation documents is a valuable practice for principal investigators and their lab members because it establishes a shared understanding of roles, responsibilities, and norms within the research environment. These documents serve as a communication tool that outlines how the advisor-mentee relationship will function, covering areas such as work hours, authorship policies, feedback timelines, lab culture, and professional development opportunities. By explicitly defining expectations early on, both parties can reduce the likelihood of misunderstandings, manage potential conflicts more effectively, and create a more inclusive and supportive environment. It also empowers mentees by giving them a clearer picture of what success looks like and how they will be supported in achieving it. For advisors, it provides a framework to ensure fairness and consistency in how mentorship is delivered. Ultimately, expectation documents contribute to a more transparent, respectful, and productive research experience for everyone involved.

**Instructions:** Use this document to structure a discussion between the undergraduate student and their advisor to onboard them prior to the student joining the lab and department. It is intended to establish clear expectations of joining the lab and some aspects to be discussed and revisited thereafter. This document can be used as a checklist. All university and department policies are expected to be followed; these expectations provide additional guidance for both individuals. If your lab has already developed expectations documents, please use this document as an opportunity to revisit current expectations and have open discussions with lab members to improve lab culture and conduct policies.

# **1. Introduction**

## **Objective Statement**: Outline the purpose of the mentoring agreement, emphasizing the commitment to effective, inclusive, and culturally appropriate mentoring.

## **Implementation**: Describe the frequency of discussing these issues (at a minimum, annually)

## **2. What you can expect from the mentor**

### Guidance on Work Expectations and Plans

## Provide a project overview to the undergraduate student

## Regular assessments: Schedule periodic evaluations to assess progress

## Constructive Feedback: Establish a framework for providing and receiving feedback

## Establish expectations of professional development or training

## Outline any required compliance & safety training

## Mentoring aligned with the educational and professional goals of the undergraduate student

## **3. What you can expect from the undergraduate student**

### Commitment to work

## Understand and adhere to project goals and expectations

## Work hours: Maintain agreed-upon working hours.

## In case of absence: Be sure to communicate promptly regarding any emergencies or events that prevent or restrict you from conducting your research.

## Complete required trainings and coursework: Fulfill all mandatory training and academic requirements

## **4. Mutual Expectations**

## Communication

### Preferred Methods: Specify preferred communication channels (e.g., email, text, Slack, Teams).

### Response Expectations: Define expectations for responses outside of work hours.

### Contact Hours: Define expected availability and communication times.

## Goal setting

### Describe the goals of the mentee related to the experience

## Accommodations

### Please list any accommodation needed by the mentee for full access to the research environment, if applicable (e.g., parking, building access, workspace, flexible breaks, other forms of support).

## Conflict Resolution

### Outline steps for addressing and resolving conflicts or misunderstandings

## Research Products and Access

### Describe protocols related to data handling, authorship, or other expectations.

## Professional Ethics

### Both parties are expected to maintain ethical standards of behavior in research and professional settings.

## Cultural Competence

### Cultural Awareness: Promote understanding and respect for diverse backgrounds and perspectives

### Bias mitigation: Address and mitigate potential biases in mentoring relationships

## Additional resources

### List any additional support resources (if applicable)

# **5. Signatures and Agreements**

## Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Mentor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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