



Student-Mentor Agreement

Participation in the Woodrow Wilson Fellowship Program relies heavily on a mentoring relationship between the fellow and one or more members of the faculty who share a research interest. Both the mentor and student will have expectations of each other, and it is important to try to assure that there is a shared understanding of those expectations.

This document lays out some common commitments that we expect faculty mentors and Woodrow Wilson fellows to make to each other. It is a fluid document; that is, we expect some changes as students progress through the program. We ask you to review this document with your faculty mentors at least once a year to assure you are all working most effectively together.

Student Commitments

- I recognize that it is my responsibility to identify a focus for my research.
- I will develop a timeline for my research project, and will review it with my mentor at least annually.
- I will create a detailed project budget together with my mentor and the Director of Undergraduate Research, and will adhere to that budget and update it as needed throughout the duration of my project.
- I will be professional and promptly respond to email and requests from my mentor (within 48 hours).
- I will meet at agreed times or provide advanced notice for meeting time changes.
- I will work with my mentor to disseminate my research in at least one academic conference.
- I will work with my mentor to write a 10-15 page literature review for my project, based on reading at least 25 articles and other resources.
- I will write up my final 20-25 page Woodrow Wilson paper and submit it to my mentor for comments and revisions. This will be due in the spring of senior year.
- I will be honest and respect all ethical standards when I conduct my research and engage in scholarly activity. This includes compliance with all institutional and federal regulations for human subjects research as well as responsibility for copyright, permissions, and plagiarism.
 - I am responsible for completing all necessary levels of IRB training, from Hopkins to international IRB approval. I understand that research conducted without proper approval may result in a charge back of costs, as the university will not fund unethical and unapproved research.
 - I also understand that the lab or study I am a part of may have privacy concerns or conflicts with the presentation of certain information. In that case, I will work with my mentor to present a methodology, comparative analysis, or other component that will not risk the greater project of which I may be a part.
- I will seek regular feedback on my performance, including any challenges that I am facing, through open and timely discussions with my mentors.
- I will be responsive to advice and constructive criticism. I acknowledge that the feedback I get is intended to improve my research.
- I will be knowledgeable of program policies, deadlines, and requirements.

Mentor Commitments

- I acknowledge that it is my responsibility to help facilitate the research and professional development of the student.
 - This will include supporting the student in updating their project proposal (many change from the original application) and compiling resources for a literature review (due in the first year).
- I will work with the student to develop a suitable plan and budget to allow for the completion of a multi-year research project.
 - Given that a Wilson Fellow should engage in a significantly higher level of investigation than the average undergraduate, it is expected that multiple summers be dedicated full time to the project; the timeline and goals will reflect this objective.
 - The budget should be sensitive to students who would otherwise be financially unable to dedicate a summer to research and living expenses on campus or at the research site and must therefore prioritize those living expenses. A comprehensive budget should also show how any accompanying stipends (from the P.I.'s lab, for example) may offset student costs.
- I will meet regularly with the student (at least once a month) to discuss his or her progress towards research goals. I will discuss with the student the best mode for these meetings if, for example, over the summer we might only touch base via phone or Skype.
- If I oversee direct purchases off of the student's I/O, I will ensure the receipts are turned in within the 30-day cycle to which the student is held.
 - I/O charges will be used only for costs tied to the student's project and I understand no general lab equipment purchases are allowable (such as a microscope or laptop).
- I will guide the student on etiquette and standards for professional research presentations, so that the student is able to present his or her research in at least one professional conference.
- I will review and critique the student's final paper.
- I will encourage the student to professionally disseminate his or her research findings, and review and critique any articles intended for publication.
- I will maintain a relationship with the student that is based on trust and mutual respect. I acknowledge that open communication and periodic formal performance reviews will help ensure that the expectations of both parties are met.
- I will encourage a progressive level of independence and increased responsibility as the student progresses, to facilitate the student's transition to an independent researcher.
- I will promote all ethical standards for conducting research and engaging in scholarly activity. This includes compliance with all institutional and federal regulations for human subjects research as well as responsibility for copyright, permissions, plagiarism, etc. I will clearly define expectations for conduct of research and make myself available to discuss ethical concerns as they arise. This includes ensuring that the student is submitting original work when completing progress reports and their Wilson paper and checking for smaller things like the student giving due credit when using the broader lab's images on a poster presentation.
- I will commit to being a supportive colleague as the student transitions to the next stage in his or her her career and, to the extent possible, throughout his or her professional life. I recognize that the role of a mentor continues after formal training ends. This often entails being a letter writer for the student at some point (as most Wilsons go on to Ph.D. or M.D. programs).
- If any conflict or difficulty arises in the student/mentor relationship, I will promptly discuss it with the Director of Undergraduate Research so that an appropriate intervention can be made.

Student Signature

Date

Mentor Signature

Date