**Mentoring Relationships in Undergraduate Research & Creative Activities**

## Mentorship is an essential part of EURēCA! programs. Across studies, students report the most important aspect of their undergraduate research experience is their mentoring relationships.[[1]](#endnote-2) These experiences are intended to nurture the intellectual and scholarly development of our students, which requires active investment from their mentor. 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.[[2]](#endnote-3) [Click here to access additional resources addressing mentorship](https://drive.google.com/drive/folders/1NFalArY9Ia6jJ_tqRzCboFVo7XqH65pT?usp=sharing)

## Undergraduate Research Mentorship Plan

Below are a few questions to ask when establishing a new mentoring relationship to facilitate communication between the mentee and mentor. Mentoring plans can include but are not limited to the topics below. 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 as a signed mentoring contract.[[3]](#endnote-4),v [**Click here to download expanded Mentoring Plan Template**](https://www.ucdenver.edu/docs/librariesprovider134/default-document-library/fellows-mentoring-plan.docx?sfvrsn=a09fc6ba_6)

**Questions?** Reach out to the [Office of Undergraduate Research and Creative Activities](https://www.ucdenver.edu/lynxconnect/undergraduate-research) [undergrad.research@ucdenver.edu](mailto:undergrad.research@ucdenver.edu) | 303-315-4000.

1. What are the main responsibilities of the undergraduate researcher in this project (including hours per week)?
2. What are the responsibilities of the mentor in this project? What skills will the mentor teach the mentee?
3. What are the expectations for the project? What is the timeline for completing the key components of the project? How will you measure progress?
4. In what form and how often will the undergraduate researcher document and report their research work to the mentor?
5. Describe the measurable final product(s) that will serve as the goal(s) for this project (data set, research paper, presentation, article, etc.)?
6. What expectations does the mentee have of the mentor?
7. What expectations does the mentor have of the mentee?
8. 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?
9. How often will you meet? When and where? For how long?
10. Who will be responsible for scheduling the meetings? What will meeting topics include?
11. What will be the ground rules for discussions? (E.g., confidentiality, openness, truthfulness, etc.)
12. In what form and how often will the mentor provide constructive feedback to the mentee?
13. If problems arise, how will they be resolved?
14. Any concerns the mentee or mentor want discussed and resolved?
15. Initial meetings will focus on these three topics:
16. Any additional areas/issues to discuss and agree to?

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. 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-4)