THE
UNIVERSITY
OF RHODE ISLAND

COLLEGE OF
HEALTH SCIENCES

THINK BIG WE DO℠

DEPARTMENT OF PSYCHOLOGY
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MENTOR-MENTEE AGREEMENT

1. How frequently will one-on-one meetings occur? How frequently will lab/research team meetings occur?

2. How will the student be funded? Will the mentor be able to provide support? If so, what are the specific expectations for student work in exchange for funding? Will the student be expected to apply for funding? How will the mentor support those efforts?

3. How will laboratory space be allocated?

4. Within what timeframe will students and faculty agree to respond to emails from one another? For specific deadlines (especially major ones), how far in advance should students submit initial drafts to faculty? After submitting an initial draft, what is the expected length of time that mentees should wait to receive the initial round of feedback?

5. What are the expectations for student progress and faculty availability/responsiveness during the summer?

6. What research topics will the student pursue?

7. What resources do students need to complete their research projects (e.g., special software, statistical training)? How will these resources be obtained?

8. What professional meetings are students encouraged or expected to attend? How will these be funded?

9. How will authorship be determined for each project?

10. How and when will mentors and students provide constructive feedback to one another regarding their working relationship? If concerns arise at any point, how should they be handled?

11. What should the student or mentor do if the other person says or does something that is perceived as offensive or hurtful, such as a microaggression? What is the best way to communicate about these kinds of concerns?

12. What do the student and mentor want the other to know about themselves, especially to the extent that it might impact the working relationship? This could be information related to social identity, life experiences, current circumstances, or some other factor.

13. What should the student do if considering switching major professor?

14. What will the student's role be in recruiting, training, and supervising undergraduate research assistants, independent study, and honors projects?

15. What will happen if the major professor takes a sabbatical, medical leave, or is otherwise unable to provide primary supervision, either temporarily or permanently (e.g., leaves URI, retires)? Is there another faculty member who could serve as primary mentor in their place? What is a reasonable amount of time for mentors to tell students about sabbaticals and other pre-planned leaves?

Additional expectations:

Academic Milestone Chart

Below, fill in the Milestone Chart with tentative completion timelines to help the student maintain a schedule for timely completion of the program in accordance with the student and mentor's goals. This chart may be modified as needed—it is intended to serve as a guideline, not a binding contract.

Milestones	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
Required	F	S	F	S	F	S	F	S	F	S	F	S	F	S
MA Committee														
MA Program of Studies														
Qualifying Exam														
Methods Sequence Completed														
Core Courses Completed														
Thesis Proposal														
Thesis Defense														
Research Competency														
MC Didactic Component														
MC Research Component														
MC Applied Component														
PhD Committee														
PhD Program of Studies														
Written Comps														
Oral Comps														
PhD Proposal														
PhD Defense														
Externship														
Internship														
Aspirational														
Teaching Assistantship														
Research Assistantship														
Fellowship														
Other Support														
Conference Attendance														
Manuscript Submitted														

_____   _____

Student Name   Mentor Name

_____   _____

Student Signature   Date   Mentor Signature   Date