

## RI-INBRE Guidelines for Mentor-Mentee Relationship

The following are suggested guidelines for the establishment of a proactive and productive mentor-mentee relationship. The establishment of a strong mentor-mentee relationship is critical for the success of RI-INBRE researchers, and for the long-term success of the RI-INBRE program.

### Communication

- Each year, mentors and mentees should have at least two meetings and stay in regular contact. In-person meetings (or virtual meetings if necessary) could occur at regularly scheduled faculty development meetings or the annual winter or summer RI-INBRE retreat, at which all mentees and mentors are strongly encouraged to attend.
- Mentors are encouraged to advise mentees about relevant funding opportunities, seminars, and conferences appropriate for their research fields of interest.
- Mentees are encouraged to invite mentors to speak at the mentee's institution in an appropriate venue.
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- Mentors may want to invite the mentee and their students to their laboratories if that would benefit the mentee and their lab group in terms of technical research training and/or career development.

### Scientific/Research Career Development

- Mentors are encouraged to be proactive in assisting mentees in establishing and meeting research goals.
- Mentors are encouraged to be proactive in providing research project advice, including helping the mentee prioritize their research activities and identifying deficiencies that may be limiting mentee research progress.
- The mentor should advise mentees on publication, including providing advice on journals for submission and issues around authorship.
- When the mentor and mentee are collaborating on a RI-INBRE funded research project, the roles of each lab and issues regarding publication, including journal selection, research data ownership, and authorship should be discussed at the onset of the project.
- Research aims often evolve as the research program progresses. Mentors should assist the mentee in modifying their specific aims as needed. The mentee will communicate any proposed changes to the RI-INBRE leadership team.
- The mentor should read and make suggestions on any abstracts, journal articles, or grant proposals that the mentee intends to submit. It is essential that the mentee give the mentor ample time to review this material.
- Where appropriate, the mentee should strongly consider including the mentor as senior/key personnel on their research proposals, with or without percent effort.
- The mentor is expected to provide letters of support, describing their mentoring relationship and mentoring plan, for research proposals submitted by the mentee.

### Institutional Career Development

- Where appropriate, the mentor is expected to act as an advocate for the mentee and to advise on issues surrounding tenure and promotion. In turn, the mentee is strongly encouraged to reach out to the mentor for advice on tenure and promotion, establishing an appropriate balance between research, teaching and service, as well as work-life balance.

When requested, mentor(s) will provide recommendations to the RI-INBRE leadership team regarding the mentee, including a statement about how guidance was provided and incorporated into the mentee's research. Mentor-mentee communications should be documented and briefly reported in the Fall Report from the mentor and mentee to the RI-INBRE leadership team.

*Edited 6/30/22 - BP*