



**Summer Research Assistantship
Mentor-Mentee Agreement
for Global Health / International Projects**

Mentorship Agreement Form (REQUIRED)

The purpose of this document is to assist you in documenting mutually agreed upon goals and parameters that will serve as the foundation for your mentoring relationship, and has been developed specifically for projects that include collaboration with an international partner. This template can also be further tailored to meet individual needs. You may also opt to use the facilitation questions on the next page as a guide.

International mentors should be included in discussions early in the planning process to ensure shared expectations about goals and meetings among both mentors and mentee. International mentors should be invited (but not required) to co-sign the mentor-mentee agreement.

1. *Shared Goals* (what you hope to achieve as a result of this relationship; e.g., exposure to specialty or research interest, develop research / technical / leadership skills, assistance with the project, create poster/manuscript, etc.). These goals can be general and/or project-specific.

Mentee's goals:

Brown Mentor's goals:

International Mentor's goals:

2. *Steps needed to achieve goals* stated above (e.g., meeting regularly, collaborating on manuscripts/abstracts, support for skill building/creating posters, etc.):
3. *Meetings and communication* (frequency, duration, location of meetings and means of communication, description of policy for sick leave, vacation, absences):

Our primary means of communication will be through: (e.g., face-to-face / phone / email / text / WhatsApp / other)

4. *Authorship and Dissemination Plan*: We have discussed authorship, and will present our work through the following means (e.g., local/regional/national conferences, dissemination through a manuscript, online post, presenting back to a community, displaying an art project, etc. See Facilitation Guide below for more guidance about authorship).

Note: all projects should be presented at the annual Fall Medical School Research Symposium and Global Health Research Day at minimum)

5. *Plan for evaluating relationship effectiveness* (e.g., monthly or quarterly feedback, review of goals and outcomes/accomplishments):
6. *Plan for equitable engagement of international collaborators* (in study design, planning, execution, and/or dissemination, etc):
7. *Relationship termination clause*: In the event that either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honor that individual's decision without question or blame. It is the mentee's responsibility to notify Dr. Stephanie Garbern, Director of Medical Student Research and seek support early if issues arise.

Mentee's Signature_____ **Date**_____

Brown Mentor's Signature (Required)_____ **Date**_____

International Mentor's Signature (Optional)_____ **Date**_____

Mentorship Agreement Facilitation Guide (OPTIONAL)

*A meeting between Brown and international mentors and mentee is recommended to discuss what each of you expects from this research experience and complete a mentor–mentee agreement. In the agreement you will define a set of common goals and expectations. To help prepare for this meeting, consider the questions listed below (these do not need to be filled out but may be helpful as prompts for reflection or discussion).**

1. Why do you want to do research? Why do your mentors want to supervise a medical student researcher?
2. What are your career goals? What are your mentors' career goals? How can this research experience and the mentor–mentee relationship help each of you achieve them?
3. What would success in this research experience look like to you? To your mentors?
4. What does equitable partnership and collaboration look like to you (applicant/Brown mentor) and the international partner(s)? Reflect on equity, and how power dynamics influence resources, decision making, etc.
5. How many hours per week and at what times/days do you and your mentors expect you to work?
6. What, if any, specific technical or communication skills do you expect to learn as part of the research experience? What specific skills would your mentors like you to learn?
7. Once you are trained in basic techniques, would you prefer to continue to work closely with others (e.g. on a team project), or independently? What level of independence do your mentors expect you to achieve, once basic techniques are learned? How will your mentors know when you have reached this level?
8. How will you document your research results? Is there a specific protocol for keeping a project/lab notebook or shared file system in your research group?
9. To whom do you expect to go if you have questions about your research project? Do your mentors expect you to come solely (or first) to them, or should you feel free to ask others in the research group? If others, can your mentors identify those in the group who would be good resource people for your project?
10. If you have previous research experience, what skills do you expect to bring to your new research group? If a student has previous research experience, is there anything the mentors should share about this research group that is unique and the student should be aware of?
11. Authorship and Dissemination: What is your authorship plan and justification? Authorship should be explicitly discussed for international projects, and mentors / mentee should decide together what works for your project and collaborators. Authorship order should consider institutional needs. Consider co-first and co-senior authorship scenarios.

***Adapted from Source: Branchaw, Pfund, & Rediske (2010). *Entering Mentoring: A Facilitator's Manual*.**

Please send any feedback or questions about this agreement to Dr. Garbern (sgarbern@brown.edu).