RESEARCH MENTORING AGREEMENT – DR. SABRINA THURMAN

Dr. Sabrina Thurman, mentor
Infant Development Laboratory

Welcome to your undergraduate research experience in the Infant Development Lab! Conducting research as an undergraduate will provide you an opportunity to learn how developmental scientists work together to solve real-world problems. You will learn disciplinary habits of mind, hand, and heart (Gurung, Chick, Haynie, 2009) – that is – how to think about theories and content related to developmental psychology, practical skills and techniques used in the field, as well as ethical considerations and values associated with being a researcher in developmental science.

This high-impact learning experience will complement the strong academic foundation you have at Elon University by supporting you in developing a range of transferable skills. These include technical skills such as critical thinking, reading and interpreting scientific articles, writing, and presenting, as well as personal benefits, such as enhanced self-confidence and resiliency.

You will find that having research experience as an undergraduate will only benefit you in your future career. Students often find clarity in their career goals after participating in research, and research experience can quite literally "open doors" for your future. Many graduate and professional schools require undergraduate research experience for applicants interested in clinical and experimental psychology. Thus, engaging deeply in the research process as an undergraduate can dramatically improve your Elon experience and can have lasting impacts on you in your undergraduate, graduate, and professional careers.

This mentoring agreement is designed to introduce you to the idea of undergraduate research with me This agreement sets clear and well-scaffolded expectations, including explanations of my approach to mentoring, expectations of student researchers, explanations of assignments you will complete, information about how often we will meet, how your undergraduate research work will be assessed, and notes about how we will share our research findings when that time comes. Please see the table of contents below.

RESEARCH MENTORING AGREEMENT TABLE OF CONTENTS

Please also see the Infant Development Lab website: https://sites.google.com/elon.edu/infant-development-lab/home

RESEARCH MENTORING AGREEMENT – DR. SABRINA THURMAN

ABOUT ME AS A MENTOR

To begin, my mentoring reflects who I am. I am a developmental psychologist and I have been doing research on infancy, toddlerhood, and early childhood for over 15 years. I cannot bring students into my lab without communicating my enthusiasm for my discipline, my skills and knowledge, my personal values of striving for lifelong learning, or the personal challenges I have faced in academia as a person with multiple underrepresented and historically excluded identities. I am a first-generation college student from a low-income background and my undergraduate education was supported through need- and merit-based aid/scholarships. I am also queer and have differing personal values from the environment in which I was raised. When I went to college, learning to navigate an institution of higher education in order to accomplish my personal and professional goals was a significant challenge. But, I persisted and benefitted from mentoring throughout my career as an undergraduate, graduate student, and now even as a mid-career faculty member. My mentors throughout my career are major reasons why I am where I am today. Thus, I am profoundly familiar with the multiple facets of important mentoring relationships that have the power to transform students' lives for the better because I am fortunate to have experienced them firsthand. Now that I serve as a mentor myself, it is of utmost importance to me to inspire and support students I work with in meeting their personal and professional goals in the ways I have been mentored throughout my life.

My experiences have shaped my mentoring approaches and helped me build a toolkit for mentoring students based on a variety of identity characteristics. However, I recognize that I still have many privileges. I won't list all my privileges here but will name a few. I am White and have never directly experienced certain systems of oppressions such as structural racism. I am gender non-conforming and not straight, but I benefit from straight privilege. I grew up in a low-income family but have experienced significant upward mobility in my personal circumstances. Given the many privileges I hold, I actively pursue opportunities to learn more about systems of social, economic, and political marginalization that impact people with varying identities differently, to improve my ability to understand and dismantle differing types of injustice.

I am grateful for the opportunity to recognize, honor, and learn from your personal experiences. My goal is to help you feel empowered in identifying and embracing your personal strengths to overcome challenges you may face, and support you in finding or creating spaces to thrive at Elon and in your future careers (especially students from marginalized or historically excluded groups). My mentees have impacted me tremendously over the years because as I have mentored them, I have opened myself to them. Concomitantly, I encourage mentees to bring their full selves to our research so I can not only support them better, but also so our research can benefit from their prior knowledge, strengths, and insights. Through their inquisitiveness, self-knowledge, and courage, mentees I have worked with (and continue to mentor) have inspired me to ask novel questions, pursue new research paths, and bring more of myself into my mentoring. Thus, through our mentoring relationships, my mentees and I all become empowered in the process.

MY APPROACH TO MENTORING

Elon's Teacher-Scholar statement explains when we mentor students, we "combine traditional teaching, experiential education, and professional expertise to mold graduates ready to take their place as working members of their profession or to continue their academic training in graduate or professional school." Similarly, my mentoring strives to balance three types of support, each to meet different goals:

- Instrumental – I use my training, research skills, and disciplinary knowledge to help you to think and conduct research like developmental scientists. You will gain a sense of mastery in the research process by learning how to ask developmental questions, creating methods through which those questions may be answered, and persisting throughout different phases of the research process.
- Psychosocial – I strive to understand who my mentees are as human beings, and will provide you with personal and emotional support throughout research triumphs and challenges. Supports may take the form of reassuring you you are on the right track, problem solving, scaffolding your work through incremental milestones, monitoring your progress closely, and providing timely constructive feedback. These efforts will hopefully build your confidence in the research process and your skills more broadly. When coupled with other forms of mentoring, psychosocial support facilitates students' personal and professional identity development – that is – your affinities and connections to their academic disciplines or communities and your emerging identification as a scholar.
- Relational – Mentoring relationships I develop with students are mutual and reciprocal in that we both contribute to maintaining our relationship, and we both give and receive benefits from each other. Each mentee brings with them rich experiences, strengths, and funds of knowledge that allow them to contribute to the mentoring relationship in ways that encourage and inspire me to grow and learn with them.

Experiencing a learner-centered, relational, and developmental mentoring relationship teaches mentees to recognize that the characteristics that make mentoring experiences great lie within themselves. In my view, these three types of support facilitate opportunities to build student's sense of mastery of the research process, help them gain a sense of confidence as their skills accumulate, develop affinities and connections to their academic disciplines or communities, and contribute to their emerging identity as a researcher. Outcomes of my efforts are evidenced by how students I have mentored have achieved their post-Elon goals. Several of my former mentees have either graduated from graduate programs, are in the processing of pursuing graduate work, or are currently enrolled in masters or doctoral level training in law, special education, clinical, and counseling psychology.

MY RESEARCH LAB MODEL

As a mentor, I will set high standards for both my expectations of you and the work we complete together, but I aim to support and guide you in this process. In development, rudimentary skills lay a foundation for which later-appearing skills can be built upon (Smith, 2013; Thelen & Smith, 1994). This will also be true of your developmental research skills. In fact, one of the most rewarding aspects of mentoring student researchers is supporting and observing you as you gradually gain command of the content knowledge and build your research skills.

I designed my research lab using a team-based model to promote a sense of shared identity and connection among my research students. Mentees work together on many tasks, including recruitment of infant participants to completing inter-rater reliability assessments for behavioral video coding, to providing feedback on each other's poster presentations, and more. Using this model is an intentional choice because infant development research requires extensive training, is very time consuming, and can be extremely challenging (I explain more in the sections below). A team-based approach therefore maximizes interpersonal support and professional development, which is helpful for newcomers and lab

veterans alike. and go on to support others in the lab in also doing so. As we conduct our research in our lab community, there will be many opportunities for you to learn directly from me, but also from your peers. As we work and meet together as a team, you will encounter a number of authentic learning experiences in doing research with infants, and you'll gradually move from a newcomer in the lab to a member of a scholarly community centered on building knowledge (Brew, 2006; Rogoff, 1990; Vandermaas-Peeler et al., 2011; Vygotsky, 1978). This approach capitalizes on the collaborative nature of our work.

You also may have the opportunity to learn from my colleagues in developmental research. For example, we will likely have joint lab meetings with other developmental researchers at Elon. You may even attend conferences not just to present, but also to learn about cutting edge research being conducted elsewhere, and there, you'll have the opportunity to network with other scholars in developmental psychology.

It is also important to me that our research experience together is personally relevant for you. I will invest time in learning from you about what career paths you are most interested in and will support you in building skills to achieve those goals. As part of this, I have reviewed and provided feedback on my mentee's application materials for graduate school and competitive awards. I will share professional development opportunities with you and encourage you to attend, and I leverage my own professional capital to help secure jobs and graduate admissions for you. Undergraduate research was a deeply valuable experience for me, and I strive to provide a meaningful experience to students I mentor. I encourage you to reflect on your learning and discuss your thoughts about your learning with me (metacognition; Hacker, Dunlosky, & Graesser, 1998).

GENERAL EXPECTATIONS OF STUDENT RESEARCHERS

Some students don't realize how much time is involved in conducting research (see section below on time commitment). While allotting enough time in your schedule to engage with research deeply is extremely important, there are also a number of other expectations I have for students I mentor. For example, mentees should demonstrate intellectual curiosity, a strong work ethic, and perseverance (i.e., "grit," Duckworth, 2016), to practice problem-solving behaviors when faced with challenges, to be meticulous about details, to initiate regular contact with me, to practice good time management, to prioritize research over other non-academic responsibilities, and to reflect on their own learning throughout the semester. At the most basic level, you should strive to be a good lab citizen and model for other lab members, and to practice a growth mindset. If you do not meet expectations your grade will be negatively impacted. In the unlikely event that you demonstrate a consistent pattern of failing to meet expectations, you may be asked to leave the lab and our mentoring relationship will not continue.

Time commitment: Any mentee who conducts research with me should plan to be involved in the lab for at least one year (two full semesters). You should schedule blocks of time that are distributed throughout the week on at least three days of the week (not one whole day once a week or just Mon/Tue). The length of time you spend doing behavioral video coding in the lab should never exceed 3 hours at once. Below, I have listed the number of hours students are expected to work each week based on the number of credit hours registered.

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Typical Full Length Semester (Fall/Spring)		Shorter Semester (Summer)	
1 credit hour	7 – 9 hours/week	1 credit hour	10 – 14 hours/week
2 credit hours	10 – 14 hours/week	2 credit hours	15 – 19 hours/week
3 credit hours	15 – 19 hours/week	3 credit hours	20 + hours/week
4 credit hours	20 + hours/week		

Some weeks you will work more hours. That is the nature of scientific research. I expect that you will give as much time as necessary to complete the project goals, including meetings.

In the interest of ensuring you get your hours done, and to help the lab run smoothly, all members of the lab are required to turn in a schedule of availability for a general week (Monday through Friday) to me at the beginning of the semester. Schedules of availability should have at least 5 more hours of availability beyond your maximum number of expected hours. So, for example, if you are taking 2 credit hours, you should list at least 19 hours of availability. You are expected to be available when you say that you are available, but you will get notice regarding when you are needed.

I expect you to manage your schedule so that your job, fraternity or sorority, or other non-academic responsibilities do not interfere with the academic experience of conducting research. Research should be a *priority*, just as your other academic experiences should be a priority (e.g., classes, internships, etc.).

You will be required to keep a running log of your time spent because it will help you to understand the number of hours you are working and what you have spent your time completing. Your hours will be logged by you in your own personal weekly journal each week (please see below; I will confirm these hours). Please make sure that you report your hours when asked and that you do so honestly and accurately, as failure to do so can result in dismissal from the lab. Please note that travel time from your home to the lab does not count as part of your hours, just as it wouldn't count for credit in any other course that you are taking at Elon. Similarly, note that your outside job(s) or your work for other courses cannot count as excuses for failure to complete your 4999 course work, as is the case for other courses that you are taking at Elon. If you feel that you deserve an exception, please ask yourself first whether you would ask for such an exception in any other course that you are taking at Elon.

Once you have committed yourself to the lab, you are expected to fill your hours each week with one exception allowed per semester as long as you provide advance notice (e.g., vacation time, exams, etc., can be made up during a different week). Getting behind on your hours is the same as failing a course test. If you have concerns about filling your hours, see me immediately. By signing up for credit hours, you are committing to a definite range of research hours but these hours will reflect a wide range of research-related activities, including those listed below.

Research-related activities that you are expected to complete:

- Meeting and emailing with me to discuss the project, scientific literature, or any other research related questions (you are expected to initiate regular contact with me)
- Attending lab meetings and other lab events, such as the presentations of your colleagues at SURF
- Topic-related reading of journal articles, scholarly research books, grants, and IRB proposals
- Internet searches on academic journal databases (e.g., PsychINFO) to acquire journal articles
- Preparing and documenting experimental protocols for submission to IRB, and other similar administrative duties
- Preparing/creating stimuli

- Recruiting parents and their infant participants for studies
- Collecting data by running data collection appointments
- Coding and analyzing data, including inter-rater reliabilities
- Preparing poster presentations or giving public research talks
- Preparing research reports, summaries or other written documents, either for internal use or for submission for peer review
- Preparing proposals for research funding (e.g., Grants-in-Aid)
- Attending regional, national, and international scientific conferences
- Discussing the research project with other faculty members at Elon, or other experts in the field
- Any other tasks directly related to the research project

In general, lab members have a particular project to which they are assigned. However, part of working in this lab involves helping out with other lab activities, including recruitment and other administrative work. Thus, you should expect to do this kind of work regularly, in addition to your own project work. By distributing these tasks across all lab members, the work load is lessened for everyone. But, please ensure that you discuss with me the way in which you should be spending your hours in the lab and proceed accordingly. For most students, the majority of hours should be spent conducting research on a particular project, with a few mandatory hours reserved to help with recruitment, baby-sitting siblings during infant appointments, and managerial lab activities (e.g., managing participant database). Because you are here to earn research credit and the goal of the course is for you learn about the research process, you should avoid situations where *all you are doing* is menial lab tasks such as recruitment, baby-sitting, etc. Moreover, if you spend your hours solely on these latter things, it will impact your grade negatively. See me for specific requirements of 4999. Not all students will have the same duties – make sure that you are aware of what is expected of *you*!

Communication with me: You are expected to attend individual and group meetings and to maintain professional email contact and phone/text conversation as needed to discuss research-related concerns and progress. Please be sure to *check your Elon e-mail on a routine basis* (i.e., daily, a few times a day) and *respond promptly* (i.e., within a few hours) to ensure you are not missing valuable information. Please familiarize yourself with our course Moodle site, as important information will be posted there. Students are expected to *initiate* regular contact with me in order to ensure good communication. Inform me well in advance if you need to be away for an extended period of time (e.g., illness).

CHALLENGES AND SUPPORTS FOR MENTEES

Challenges in research: I'll be completely honest with you. The first semester in a lab can be a bit overwhelming to a new student because there is so much new information, but I think it is important to recognize that challenge and uncertainty with the research process does not ever disappear completely. Research is actually chock-full of challenges and uncertainty. In fact, research is inherently uncertain because when we do research, usually no one has ever done that study before. Doing research by definition means we do not know what will work or not work, or what will or will not happen, and that can be unnerving. Even for seasoned mentees (and mentors!), each step of the research process presents new challenges they have never faced before. This uncertainty, coupled with a student's anxiety about their performance in the lab can manifest as perfectionism, imposter syndrome, or harmful, or self-limiting views. Unfortunately, this experience is exacerbated in students and academicians from underrepresented or historically marginalized groups. As much as I can, I will try to prepare you for uncertainty and challenges and equip you with knowledge and skills to overcome them. Our team-based

atmosphere will also encourage you to share your experiences openly, so we can foster peer support and collaboration as we work towards meeting our collective goals.

Even still, there are many challenges you'll face in research that none of us can foresee or control. This is *normal*. For example, our software might crash. A participant may not show up. You may make an error and lose data. You may complete an entire study and find nothing of statistical significance. The important thing when you face a setback is to think about what you have learned from it and how that informs your approach to your research from that point forward. Was the setback due to your error? How will you avoid making errors in the future? Was the setback due to a tech problem? How can you plan for tech issues? If you spend a significant amount of time trying to overcome a challenge with some aspect of your project with no apparent outcome, please promptly bring the issue to me so that we can discuss the best way to move forward. Similarly, if you discover you made a mistake at any point in the research process, it is imperative that you let me know about it right away. I understand that mistakes can happen (I've made plenty myself throughout the years), but research ethics and integrity binds us to holding our work to extremely high standards. That means we have to act – quickly and thoroughly – to correct all mistakes when and if they occur.

Mentee support: You will be supported by me and other lab members throughout your research experience. Research takes a lot of time and concerted effort, but you will never be expected to do this alone. Here are a few examples of ways you will be supported throughout the process:

- Routine lab meetings – We will meet very regularly one-on-one, in small groups, or as a whole lab group. Lab meetings are sometimes formal (e.g., discussing research findings) and sometimes informal (e.g., check-ins over lunch).
- General lab resources – I have a ton of resources I plan to share with you. This includes information about orienting you to the lab, research guides, "how to" instructions for research skills training, etc..
- Specific project resources – I will add you to relevant shared online folders with relevant scholarly research articles, project materials, examples of prior students' work, etc.
- Planning – Each semester, we will begin the term by setting goals for that term and beyond. Using relevant important dates (e.g., grant or conference abstract deadlines), we will backwards plan our research objectives to meet collective goals.

WEEKLY, MID-POINT, AND END-OF-TERM ASSIGNMENTS

Formal lab meetings: You are required to attend the weekly meetings and must give me advance notice even for an "excused" absence (e.g., illness). Please be prepared, on time, respectful and dressed appropriately. In other words, treat this like you would a class. It IS a class, it is just smaller and will meet in our lab. We will usually meet as a group once a week, and then set up individual or small group meetings as well. Lab meetings are an opportunity for all of us to give updates of what we have accomplished in the last week or so (e.g., how many participants you tested, how many videos you coded), and to discuss any problems or issues that have arisen in your work. This is a great time to ask questions to me and to your fellow lab mates. In addition, we'll discuss what your plans and needs are for the following week. You should arrive well-prepared for these meetings and take good notes during them (see note-taking templates on ThinkWell, for example). You will often leave each lab meeting with a set of goals you should aim to complete in the coming week, which you'll reflect on in weekly journals (see section below).

The weekly lab meeting sometimes be complemented by a reading group in which we will discuss a reading from a scholarly publication, that will be posted on our Moodle site. In addition, all students should be prepared to discuss briefly a scholarly publication that they read in the preceding week which relates to their project. This reading should be different from any weekly reading assigned to the group.

Weekly journals: Students should keep a weekly journal, which will be submitted via Moodle every Sunday night at 11:59 PM during the regular semester. Journals should contain the following sections, explained below:

LITERATURE REVIEW - ARTICLE SUMMARIES and REFLECTIONS. Article summaries and reflections will be conducted on a scholarly publication that relates specifically to the lab project you're involved in. In general, your literature review should be self-guided, but our Moodle site contains a core group of research articles to begin your review. Everyone begins with some readings pertinent to theory and methods in addition to the specific content area of the research project. You are expected to contribute to this review as you would a class research project, conducting a library search of the topic, gathering a collection of articles from our library and from inter-library loans (ILL), and writing your own references list, which should be shared with me. If you complete your article reflection on a publication not listed on Moodle, please submit an electronic copy of the publication you found with your weekly journal so that I may add it to the literature review for the project. Your written article summaries will follow APA format (intro, method, results and discussion, followed by a reflection) or, more often for book chapters or other non-empirical formats, you will write a narrative summary and reflection. We will talk more about how to write a summary and reflection of articles in our group meetings. You should read approximately one article per week unless otherwise directed (during summer sessions/SURE, you should read at least two articles per week). For students beginning at the literature review stage, this number will be greater, and for those involved in data collection and coding, it may be fewer. *This section should be about 1-2 pages long.*

TIME/ACTIVITY LOG - IN NUMBER OF HOURS SPENT ON EACH ACTIVITY, BY DATE. As mentioned before, your time log will help both of us understand your progress in the lab. Please use the excel table template on moodle, which asks you to provide information about which days/times you worked, for how long, what you did, and what the outcome of that time spent was. Please be very specific in your record keeping (e.g., number of videos transcribed/coded, results of inter-rater reliability assessments, etc.). Lab hours should be reported rounding up or down to the nearest 15 minutes or so.

PERSONAL REFLECTION – This section of your journal will allow you to reflect on your accomplishments in the prior week and how they fit into your overall experiences as a research student. Each week, I'd like for you to update me in very specific terms about what milestones you've met in the prior week (i.e., directly address each of the weekly goals on your list from the prior week's lab meeting, see above), what things went well, what challenges you faced and how you worked to overcome them. I'd also like for you to describe how you are relating what you are doing and experiencing in lab to what you are reading and writing about in the article summaries and/or in other courses. What are you learning from your varied experiences and how to do they tie together? How do they help guide you to your goals for next semester, or beyond? As you write your journal, please remember that one of the most important parts of 4999 is making connections between your research experiences and the academic content of your study of psychology (e.g.,

methods, lifespan, readings on your own) in your thinking and writing. *This section should be about 0.5-1 page long.*

Mid-point check-ins: After approximately one month of working in the lab (earlier for summer semesters) and prior to the course drop date, you will have a mandatory meeting with me about your progress in the lab. My goal is that all students perform successfully in this course. If your progress is unsatisfactory, we will discuss your options at this meeting (i.e., whether it is in your best interest to stay or to drop the course).

End-of-semester assignments: Throughout the semester, you will have submitted to me a copy of all of your weekly journals. At the end of the semester, you will also evaluate your own participation and reflect on your own learning in the lab with prompts I will provide. And finally, each student will also submit a final project for each semester. this may involve writing a literature review or research paper, or presenting at SURF, NCUR, and/or a psychology conference. This public sharing of findings is an important part of the scientific method, not to mention a great item for a resume or a graduate school application! If you do not present your work at SURF, NCUR, and/or a psychology conference for a given semester, you will need to submit to me a literature review or research paper on the topic of research you have been working on throughout the semester. Students who work with me multiple semesters will likely begin with a literature review paper one semester, and move up towards a SURF or NCUR presentation in another semester, and finally move towards a research paper in another. Both types of papers should be written in APA style and include a list of references used (which will most likely be the ones you acquired and used throughout the semester in your weekly journals). A literature review describes what we know – or do not know – about the particular topic of study. The literature review should be at least 7 pages long. A research paper describes the research process and has the same components as a published research study (e.g., introduction, method, results, discussion, references, etc.). The research paper should be at least 12 pages long but will likely be more. Confirm with me which end-of-semester project you are expected to complete early on in the semester.

ASSESSMENT AND GRADING

Basis for assessment or grading when semester work is complete: Completing your hours consistently, responsibly, and successfully in the 4999 course will likely earn you a grade of B in the course. This course is not just about quantity, but quality. Accordingly, earning an A requires more than showing up and doing what you are told (e.g., offering to help with multiple projects/aspects of research) and it also involves showing initiative (e.g., doing work when it needs to be done and not focusing solely on the number of hours that you owe the lab). In general, students who focus on setting and achieving goals rather than simply 'filling their hours' tend to fare very well in this course.

Letter grades are earned based on the following criteria:

- **Meeting basic course expectations.** These include, but are not limited to fulfilling lab hours each week, and completion of minor lab tasks.
- **Initiative.** This involves critical thinking, developing skills and confidence to solve some problems on your own, maintaining precise and detailed records of your research, checking your work, and asking questions or reporting problems immediately when something is too challenging or unclear.
- **Teamwork and professionalism.** This involves having a good attitude, being respectful and supportive to other members of the research team, initiating regular contact with me, responding to

team emails/phone calls promptly, attending and being on time to lab meetings and conferences, and being polite, friendly, responsive, and on time when communicating with and meeting our participants.

- **The degree of completion of objectives of the project.** These include, but are not limited to participant recruitment, data collection, behavioral video coding, inter-rater reliabilities, data processing, and statistical analysis. I expect substantial progress to be made over the course of the semester. This means that all relevant tasks should be completed accurately and in a timely manner.
- **Mastery of scientific literature.** This means students gain an understanding of journal articles on the research topic and in the broader fields of psychology/development, which involves an understanding of research methodology and theories in psychology/development.
- **Submission of weekly journals.** Journals should contain all required components (e.g., time log, article reflection and personal reflection) and should be submitted on time.
- **Submission of final projects.** Depending on your project and which semester you register for PSY 4999, this could include poster presentations (e.g., SURF, NCUR), literature reviews, or research papers.

Notes about data, public sharing of findings, and final manuscripts:

Confidentiality of research projects

For all projects we conduct in the lab, research students are not to use or discuss the specific research questions, method, results, or conclusions of our research in any public scientific forum without the expressed consent of Dr. Thurman.

Public sharing of findings

- Although this course is designed to introduce students to research as a learning experience, the ultimate goal is to produce results that will be worthy of public presentation and publication. My goal is for all students in my lab to present at least once at a professional conference before graduating. You will also likely present at SURF, NCUR, and other undergraduate-focused events.
- If you are planning to submit an abstract for an undergraduate-focused event, undergraduate research grant, professional conference, etc., please be aware that planning for these submissions can sometimes take more than one month when you factor in data coding, analyses, abstract preparation, revision, and finalization. I strongly encourage you to prepare in advance and Dr. Thurman will assist with this.

Authorship

- For SURF, NCUR, or other undergraduate level presentations, the research student(s) primarily involved in the research will be assigned first authorship.
- If and when, a research project reveals itself worthy of publication, the research student(s) invested in the project will continue to be involved in manuscript preparation. When other students contribute to the process of a research investigation, (e.g., assisting with data collection, recruiting, etc.) contributions will be noted in the "Acknowledgements" of any paper accepted for publication.
- Co-authorship on peer-reviewed manuscripts is not guaranteed, but would most likely result from deep commitment to the research project (e.g., working 2 or more credits for more than 3 semesters).

- For any peer-reviewed manuscripts accepted for publication, Dr. Thurman will assume first authorship, and the research student(s) primarily involved in the research will usually be assigned second, third, etc. authorship, based on each author's level of involvement throughout the project and writing of the final manuscript.
- If a student fails to satisfactorily complete research responsibilities and expectations, co-authorship will not result from research experience.

Note: This research mentoring agreement is adapted from others designed by Dr. I. Johnson, A. Overman, and M. Vandermaas-Peeler.

RESEARCH MENTORING AGREEMENT – DR. SABRINA THURMAN

REGISTRATION FORM

Dr. Sabrina Thurman, mentor
Infant Development Laboratory

Research title:

Condensed title (30 characters or less for Elon Experiences Transcript):

Summary of proposed research:

Number of 4999 credit hours: For the [semester/year], [student name] commits to complete [insert #] credit hour(s) of PSY 4999, which equates to at least [insert #] hours of work per week in the lab.

Expectations for student/basis for assessment or grading when the semester work is complete:

- Letter grades are earned based on the following criteria:
- Meeting basic course expectations
- Initiative
- Teamwork and professionalism
- The degree of completion of objectives of the project
- Mastery of scientific literature
- Submission of weekly journals
- Submission of final projects

More specific explanations and expectations for these criteria are provided in Dr. Thurman's full mentoring contract.

Product-related goals for [insert semester/year]:

Student development goals for [insert semester/year]:

By signing below, you indicate that you understand and commit to abide by the terms set forth in this document, and your ability to do so will be used as the basis of your grade. Scan this page after signing and submit an electronic copy to Dr. Thurman via email.

_____	_____	_____
Signature	Printed name	Date

You can use the information on this page to complete the registration form for PSY 4999. Once completed, the form will automatically be routed to Dr. Thurman for approval.

RESEARCH MENTORING AGREEMENT – DR. SABRINA THURMAN

***For Elon College Fellows only (fill in answers below)**

1. Intended 4999 hour distribution (at least 2 hours must be taken after fall of Junior year)

2. State your Fellows research question or problem as it currently stands.

3. Explain how the specific goals for this semester's research hours will advance or progress your Fellows project towards completion

4. Credit hours of 4999 that you have already taken

5. How often will you meet with your mentor? How much time does your mentor expect you to commit to this 4999 experience?