Mentor-Mentee Compact & Expectations Form

**Adapted from the Association of American Medical Colleges (AAMC) Group on Graduate Research, Education, and Training (GREAT).*

Preamble: The mentoring expectations at Texas Tech University Health Sciences Center, Graduate School of Biomedical Sciences are outlined below:

Commitments of Graduate Student Mentee

• I acknowledge that I have the primary responsibility for the successful completion of my degree, both in the classroom and laboratory. I will maintain a high level of professionalism, self-motivation, engagement, scientific curiosity, and ethical standards.

• I will meet regularly with my research advisor and participate in required laboratory meetings, seminars and journal clubs as part of my education, as well as provide timely updates on my progress.

• I will work with my research advisor to develop a dissertation project, and will strive to meet established deadlines.

• I will work with my research advisor to select a dissertation committee, which will meet annually (or more frequently, according to concentration guidelines). I will be responsive to advice and constructive criticism.

• I will be responsible for knowing all policies and requirements of my graduate program, school, and institution. I will commit to meeting these, including for research and teaching. (See Resources section).

• I will comply with all institutional policies and academic program milestones, including all safe laboratory practices, animal-use and human-research policies.

• I will participate in the Responsible Conduct of Research Training Program and practice these guidelines.

• I will be a good lab citizen, take part in shared laboratory responsibilities, use laboratory resources wisely, and maintain a safe laboratory space. I will be respectful, tolerant, and work collegially with all laboratory personnel. My behavior will be consistent with our Values-Based Culture.

• I will maintain detailed, organized, and accurate laboratory notebooks. I am aware that my original notebooks and tangible research data are institutional property, but I may take a copy of my notebooks after I complete my dissertation (with my mentor's permission).

• I will discuss policies on work hours, sick leave and vacation with my research advisor. I will consult with my advisor and submit a GSBS leave form in advance of any planned absences.

• I will discuss with my mentor extracurricular activities and time commitments, such as GSA, Student Research Week, SGA, public service, dual degree programs, internships, etc.; I understand these time commitments are in addition to my full-time effort in the lab and teaching assistant responsibilities (if applicable), and should not interfere with my lab work.

• I will communicate in a respectful and constructive manner, and treat my research advisor, fellow students, colleagues, and staff with respect at all times. My behavior will be consistent with our Values-Based Culture.

• I will be open to constructive criticism by my research mentor, other mentors, dissertation committee members, staff and colleagues.

• I will discuss policies on authorship and attendance at professional meetings with my research advisor. I will submit all relevant research results that are ready for publication in a timely manner.

• I will take responsibility, as much as possible, for my well-being and will discuss any concerns with my research advisor, graduate advisor, or GSBS staff and utilize available resources when needed.

Commitments of Graduate Student Mentor

- I will mentor my graduate student, focusing on helping them to be a productive, future member of the scientific community, with particular consideration of their personal, long-term goals.

- With the understanding that salary support is guaranteed for the completion of the doctoral study, I will discuss the current funding plan in place and any relevant plans for the student's future funding (fellowships, etc).

- I will facilitate the training of the graduate student in complementary skills needed to be a successful scientist, such as oral and written communication skills, grant writing, lab management, animal and human research policies, the ethical conduct of research, and scientific professionalism. I will encourage the student to seek opportunities in teaching, if not required by the student's program.

- I will be committed to planning and directing the graduate student's project, setting reasonable and attainable goals, and establishing a timeline for completion of the project.

- I will meet one-on-one with the student on a regular basis.

- I will help guide the graduate student through the requirements and deadlines of their graduate program and the institution, including teaching requirements and human resources guidelines.

- I will help the graduate student select a dissertation committee, assuring that it meets at least annually (or more frequently, according to concentration guidelines) to review the graduate student's progress.

- I will not require the graduate student to perform tasks unrelated to their training program or professional development.

- I will be supportive, equitable, accessible, encouraging, and respectful. I will foster the graduate student's professional confidence and encourage critical thinking, skepticism and creativity.

- I will take an interest in the student's well-being, listen to any concerns, and connect the student, as appropriate, with additional resources.

- I will discuss authorship policies with the graduate student and will acknowledge their scientific contributions to the work in my laboratory; I will work with them to publish their work in a timely manner.

- I will discuss intellectual policy issues with the student with regard to disclosure, patent rights and publishing.

- I will encourage the graduate student to attend scientific meetings and try to secure and facilitate funding for such.

- I will meet with the graduate student to review their CV at least once a year.

- I will provide career advice and assist in finding a position for the graduate student following their graduation, with the understanding the student is primarily responsible for the success of their career.

- I will communicate in a respectful and constructive manner, and treat my students, other students, staff and colleagues with respect at all times. Strive to provide an environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment for every individual under my supervision. I will adhere to our TTUHSC Values-Based Culture.

Mentor and Mentee Establishment of Expectations

1. Communication and meetings:
What is the best way/technology to get a hold of each other? What is the appropriate time frame to expect a response?
When do you plan to meet (be as specific as you can), how long will the meeting be, expected frequency?

2. Mentee's role on project:
Describe trainee's primary area(s) of responsibility and expectations (e.g. reading peer-reviewed literature, in-lab working hours, etc.).

3. Participation in group meetings, journal clubs, seminars, etc. (as relevant):
Trainee will participate in the following ongoing events:
What does this participation look like (attending, presenting, asking questions)?

4. Opportunities for feedback:
In what form and how often can the trainee expect to receive feedback regarding overall progress, research, etc.?

5. Professional meeting(s) that the trainee will attend and dates (local and national):
What funding is available to attend these meetings?

6. Networking opportunities:
Discuss additional opportunities to network (e.g. meeting with seminar speakers, etc.)

7. When to be and not to be in lab:
Discuss expectations regarding vacations and time away from campus and how best to plan for them.
What is the time-frame for notification regarding anticipated absences?
What is the expectation for time in lab?
How will mentor and mentee discuss participation in other activities (internships, student groups such as SGA, teaching, outreach and other)?

8. Funding:
With the understanding that salary support is guaranteed for the entire period of doctoral study, discuss the funding plan in place for the student and any relevant plans for future funding (fellowships, etc.)

9. Completion of programmatic milestones and other milestones (as applicable).
Consult Program/Concentration Advisor and Student Affairs Advocate for academic milestones and complete according to program/concentration guidelines.
List expectations for years 1-5. Include coursework, qualifying exam deadlines, thesis proposal, intervals for thesis committee meetings.

10. Personal and professional goals:
Identify short-term and long-term goals and discuss any steps/resources/training necessary to accomplish the goals (reference Individual Development Plan discussions as appropriate).
If career goals are uncertain, discuss ways to identify opportunities for career exploration.

11. Skill development:
Identify the skills and abilities that the trainee will focus on developing during the upcoming year. These could be academic, research, or professional skills, as well as additional training experiences such as workshops, courses, or internships.

12. Discuss the plan to balance coursework, program requirements, thesis work and professional development:
Will you expect to meet specifically to discuss this balance on a regular basis or as commitments to efforts outside the lab change?
How will you resolve conflicts?

13. Other areas:
List here any other areas of understanding regarding a working relationship during the trainee's tenure.

Resources

- Open dialog between mentor and mentee.
- In the event of a conflict between mentor and mentee that cannot be resolved with an open dialogue, a mediator should be involved in resolving the conflict. Mediators can include: Graduate program/concentration advisor and/or department chair, GSBS staff, GSBS Associate Deans, GSBS Dean.
- GSBS Catalog (Students section, Complaints
- Program/Concentration Guidelines
    - Biochemistry, Cellular and Molecular Biology Concentration Guidelines
    - Immunology and Infectious Diseases Concentration Guidelines
    - Molecular Biophysics Concentration Guidelines
    - Pharmaceutical Sciences Program Guidelines
    - Translational Neuroscience and Pharmacology Concentration Guidelines
- GSBS Mentoring Resources
- Values-Based Culture
- Washington University in St. Louis Conflict Management and Resource Policy

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Agreements between faculty research advisors and students are often implicit, however organizing expectations into a compact helps prevent misunderstandings and facilitates communications between a student and research advisor. In addition, students are encouraged to speak with their program/concentration advisor regarding any issues.

We agree to uphold the Compact. We agree on the stated goals in the Expectations form and will discuss any needed modifications at least once a year. Please sign acknowledging the Compact.

Mentee Name	Mentee Signature	Date
Mentor Name	Mentor Signature	Date
Co-Mentor Name (*if applicable; Faculty only*)	Co-Mentor Signature	Date
Graduate Advisor	Graduate Advisor Signature	Date

List any areas of concern: