**Mentor-Mentee Compact & Expectations Form**

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

Preamble: This document outlines faculty research advisors and PhD student mentoring expectations at Texas Tech University Health Sciences Center, Graduate School of Biomedical Sciences. Agreements between faculty research advisors and PhD 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.

# Commitments of Graduate Student Mentee

* I acknowledge that I have the primary responsibility for the successful completion of my degree. I will be committed to my graduate education and will demonstrate this by my efforts in the classroom and the research laboratory. I will maintain a high level of professionalism, self-motivation, engagement, scientific curiosity, and ethical standards.
* I will be knowledgeable of the policies and requirements of my graduate program, graduate school, and institution. I will commit to meeting these requirements, including academic program milestones, teaching responsibilities, safe laboratory practices, and animal-use and human-research. (Refer to [Resources](#Resources) section). I will comply with both the letter and spirit of all institutional and policies.
* I will be respectful, tolerant, and work collegially with all laboratory personnel. My behavior and communication will be consistent with our [Values-Based Culture](https://www.ttuhsc.edu/people-values/values-based-culture/default.aspx).
* I will participate in my institution’s Responsible Conduct of Research Training Program and practice those guidelines in conducting my thesis/dissertation research.
* I will discuss policies on work hours, sick leave and vacation with my research advisor. I will consult with my advisor, ~~notify fellow lab members,~~ GSBS and submit a [leave form](https://student.ttuhsc.edu/biomedical-sciences/documents/current/Leave_of_Absence_Form.pdf) in advance of any planned absences.
* I will meet regularly with my research advisor to develop a thesis/dissertation project and provide them with a updates on progress and results, including a timeline for submission for publication and defense. Policies on authorship and attendance at professional meetings will be discussed. I will strive to meet established deadlines.
* I will maintain a detailed, organized, and accurate laboratory notebook. I am aware that my original notebooks and tangible research data are the property of my institution but that I am able to take a copy of my notebooks with me after I complete my thesis/dissertation (with my mentor’s permission).
* I will attend and participate in laboratory meetings, seminars and journal clubs that are part of my educational program.
* I will be a good lab citizen. I will agree to take part in shared laboratory responsibilities and will use laboratory resources carefully and frugally. I will maintain a safe and clean laboratory space.
* I will discuss with my mentor extracurricular activities and time commitments, such as GSA, Student Research Week, SGA, public service, dual degree program, etc., and I understand these time commitments are in addition to my full-time effort in the lab and should not interfere with my lab work.
* I will be open to constructive criticism by the research mentor, other mentors, dissertation committee members, staff and colleagues.
* I acknowledge that it is primarily my responsibility to develop my career following the completion of my doctoral degree. I will seek guidance from my research advisor, career counseling services, thesis/dissertation committee, other mentors, and any other resources available for advice on career plans.
* 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 connect with available resources when needed.

# Commitments of Graduate Student Mentor

* I will be committed to mentoring my graduate student. I will focus on their success to be a productive, future member of the scientific community, with particular consideration of their personal, long-term goals.
* I will be committed to providing financial resources for the graduate student as appropriate or according to my

institution’s guidelines, in order for them to conduct thesis/dissertation research.

* I will lead by example and 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 the research project of the graduate student. I will help to plan and direct the graduate

student’s project, set reasonable and attainable goals, and establish a timeline for completion of the project.

* I will be committed to meeting one-on-one with the student on a regular basis.
* I will be knowledgeable of, and guide the graduate student through, the requirements and deadlines of their graduate program as well as those of the institution, including teaching requirements and human resources guidelines.
* I will help the graduate student select a thesis/dissertation committee. I will assure that this committee meets at least

annually (or more frequently, according to program/concentration guidelines) to review the graduate student’s progress.

* I will expect the graduate student to share common laboratory responsibilities and utilize resources carefully and frugally.
* I will not require the graduate student to perform tasks that are unrelated to their training program and professional development.
* I will discuss authorship policies regarding papers with the graduate student. I will acknowledge the graduate student’s scientific contributions to the work in my laboratory, and I will work with the graduate student 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 research discoveries.
* I will encourage the graduate student to attend scientific/professional meetings and make an effort to secure and

facilitate funding for such activities.

* I will provide career advice and assist in finding a position for the graduate student following their graduation
* I will meet with the graduate student to review their CV at least once a year.
* I will provide for every graduate student under my supervision an environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment. I will adhere to our standard for Values-Based Culture.
* I will communicate in a respectful and constructive manner, and treat my students, other students, staff and colleagues with respect at all times.
* Throughout the graduate student’s time in my laboratory, 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 comport myself in a manner consistent with the TTUHSC Values-Based Culture.

# Mentor and Mentee Establishment of Expectations

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

## 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?

## 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.).

## 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 (coursework, internships, student groups such as SGA, teaching, outreach and other)?

## 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.

## Opportunities for feedback:

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

## 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)?

## 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?

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

## Networking opportunities:

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

## 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.

## Personal and professional goals:

Identify short-term and long-term goals and discuss any steps/resources/training necessary to accomplish the goals (reference IDP discussions as appropriate).

If career goals are uncertain, discuss ways to identify opportunities for career exploration.

## Other areas:

List here any other areas of understanding between the mentee and mentor regarding working relationship during the trainee’s tenure.

**Res****ources**

* Open dialog between mentor and mentee.
* Mediators: Graduate program/concentration advisor and/or department chair, GSBS staff, GSBS Associate Deans, GSBS Dean.
* [GSBS Catalog](https://www.ttuhsc.edu/biomedical-sciences/catalogs.aspx) (Students section, Complaints
* Program/Concentration Guidelines
  + [Biochemistry, Cellular and Molecular Biology Concentration Guidelines](https://www.ttuhsc.edu/biomedical-sciences/documents/guidelines/current/BCMB_Guidelines2020.pdf)
  + [Immunology and Infectious Diseases Concentration Guidelines](https://www.ttuhsc.edu/biomedical-sciences/documents/guidelines/current/GIID_Guidelines2020.pdf)
  + [Molecular Biophysics Concentration Guidelines](https://www.ttuhsc.edu/biomedical-sciences/documents/guidelines/current/GMBP_Guidelines2020.pdf)
  + [Pharmaceutical Sciences Program Guidelines](https://www.ttuhsc.edu/biomedical-sciences/documents/guidelines/CoreCurriculum_Guidelines_Pharmacy.pdf)
  + [Translational Neuroscience and Pharmacology Concentration Guidelines](https://www.ttuhsc.edu/biomedical-sciences/documents/guidelines/current/GTNP_Guidelines2020.pdf)
* Link to Mentoring Resources Website (when ready)
* [Values-Based Culture](https://www.ttuhsc.edu/people-values/values-based-culture/default.aspx)
* [Washington University in St. Louis Conflict Management and Resource Policy](http://dbbs.wustl.edu/Documents/Resolution%20of%20Conflict%20Policy%20-%20Updated%20August%202020.pdf)

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**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.**

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| --- | --- | --- | --- | --- |
| 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 |