

Mentor-Mentee Compact

A successful student-mentor relationship requires commitment from the student, mentor, graduate program, and institution. The Pathobiology GP encourages all student-mentor pairs to review the guidelines and examples for a successful advising agreement provided in the [AAMC Mentor Training for Biomedical Researchers \(2014\)](#). After reviewing the guidelines, and discussing what goals and commitments are important for both student and mentor, please review the advising agreement template provided below. This is intended to provide a set of points to discuss - please feel free edit the advising agreement template to meet your needs.

Graduate Student Commitment

I acknowledge that I have the primary responsibility for the successful completion of my degree. I will seek guidance from my faculty/research advisor, career counseling services, thesis/dissertation committee, other advisors and mentors, and other resources available for advice on career plans.

I pledge to do the following...

- Be committed to my graduate education. I will demonstrate this by my efforts in both classroom and research settings.
- Commit significant time to advancing my training and project goals. I will discuss my typical weekly schedule and the anticipated duration/end date of my PhD with my advisor.
- Maintain a high level of professionalism, self-motivation, engagement, curiosity, and ethical standards.
- Meet regularly with my faculty/research advisor and provide them with updates on the progress and results of my activities and experiments.
- Work with my faculty/research advisor to develop a thesis/dissertation project, including a timeline for each phase of my work.
- Work with my faculty/research advisor to select a thesis/dissertation committee, which I commit to meeting with regularly. I will be responsive to the committee's advice and constructive criticism. It is the responsibility of the student and advisor to plan committee meetings annually or more frequently, in accordance with program guidelines.
- Be knowledgeable about the requirements and policies of the PATHOBIOLOGY GP, the Graduate School and Brown University, and will comply with both the letter and spirit of those requirements.
- Maintain a detailed, organized, and accurate record of my research as directed by my advisor; I am aware that my original notes and all tangible research data are the property of Brown University and that I may take a copy of my notebooks with me after I complete my thesis/dissertation.
- Discuss policies on work hours, sick leave and vacations with my faculty/research advisor, and notify fellow research group members in advance of any planned absences.
- Discuss policies on authorship and attendance at professional meetings with my faculty/research advisor in a timely manner.
- Work with my advisor to submit all relevant research results that are ready for publication in a timely manner.
- Work with my advisor to apply for fellowships and/ grants that will help to fund my work and begin to establish my independence. I understand that I need to balance this goal with my other research and coursework commitments.

Faculty Advisor Commitment

As a mentor and an advisor, I am committed to provide scientific and professional support for the graduate student. In most cases, this will require me to build and manage an effective scientific team in which each member's goals are being met.

I pledge to do the following...

- Be committed to mentoring the graduate student and to their education and training in an effort to prepare them as a future member of the scholarly community.
- Commit significant time to mentoring and helping to advance the student's training and project goals. I will discuss my and the student's typical weekly schedule and the anticipated duration/end date of the student's PhD.
- Clearly communicate and cooperate with additional student mentors for student financial support and research goals (**co-mentor advising only**)
- Aim to provide for every graduate student under my supervision an environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment.
- Be supportive, equitable, accessible, encouraging, and respectful, and foster the graduate student's professional confidence and encourage critical thinking, scientific rigor, and creativity.
- Be committed to helping plan and direct the graduate student's research project, setting reasonable and attainable goals, and establishing a timeline for completion.
- Be committed to meeting with the student on a regular basis and providing resources as appropriate (and/or according to Brown University guidelines), in order for the students to conduct thesis/dissertation research.
- Be knowledgeable about, and guide the graduate student through, the requirements and deadlines of the Pathobiology GP, the Graduate School and Brown University including teaching requirements and Human Resources guidelines.
- Help the graduate student select a thesis/dissertation committee and ensure that this committee meets at least annually, to review the graduate student's progress. It is the responsibility of the student and advisor to plan committee meetings.
- Facilitate the training of the graduate student in complementary skills needed to be a successful researcher; these may include oral and written communication skills, grant writing, lab management, animal and human research policies, the ethical conduct of research, and scientific professionalism.
- Encourage the student to seek additional opportunities in career development training.
- Discuss authorship policies regarding papers with the graduate student, acknowledge the graduate student's contributions to projects beyond their own, and work with the graduate student to publish their work in a timely manner.
- Discuss and support applications for fellowships and/ grants that will help to fund the student's work and begin to establish their independence. I understand that I need to balance this goal with the student's other research and coursework commitments.
- Discuss intellectual policy issues (e.g., disclosure, patent rights and publishing research discoveries) with the student, when appropriate.
- Encourage the graduate student to attend professional meetings and make an effort to help secure funding for such activities.
- Be accessible to provide advice and feedback on career goals.
- Assist in finding a position for the graduate student following their graduation, including providing honest letters of recommendation for the next phase of their professional development.

Comments:

By signing this document, we indicate that we have had the opportunity to discuss these principles and agree to return to them as we work together.

Graduate Student Name

Signature

Date

Faculty Advisor Name

Signature

Date

The “Advising Agreement Between Graduate Students and Faculty” is based on the “Mentoring Compact” published by the Graduate Research, Education and Training (GREAT) group of the American Association of Medical Colleges (AAMC), on the IDP (Individual Development Plan) developed by the Federation of American Societies for Experimental Biology (FASEB), on material developed by the National Postdoctoral Association, and on the Guide to Mentoring Graduate Students, published by the Rackham Graduate School at the University of Michigan. All material is adapted with permission.

NOTE: This tool MAY be used to help facilitate your advising and mentoring responsibilities. We encourage you to modify this template according to faculty advisor/advisee needs. This tool is not intended to serve as a legal document, but rather as an agreement in principle as to the training goals of the advisor and advisee.