COMPACT BETWEEN MENTEES AND THEIR MENTORS
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Compact Between Doctoral Students and Their Mentors

Doctoral education prepares humanists for career advancement as professionals in a range of academic and non-academic careers. This education is conducted through close collaboration between a faculty mentor and the doctoral student. The doctoral student may undertake scholarship, research, and service, along with teaching activities.

Core Tenets of Doctoral Education

Institutional Commitment
Institutions that educate doctoral students must be committed to maintaining the highest standards and to providing a program sufficient to ensure, that when completed, the student can function independently as a professional. Institutional oversight must be provided for terms of appointment, salary, benefits, grievance procedures, and other matters relevant to the support of doctoral students. At ASU, the Office of Graduate Education, the program Director of Graduate Studies, and faculty champions provide support and advice for doctoral students.

Quality Doctoral Education
Individuals should be educated to independently create and carry out meaningful research projects, upholding the highest ethical standards. The development of additional skills – including oral and written communication, grant writing, and program management – are integral to this education.

Importance of Mentoring in Doctoral Education
Effective mentoring is critical for doctoral education and requires that the primary mentor dedicate substantial time to ensure personal and professional development. A good mentor builds a relationship with the student that is characterized by mutual respect and understanding. Attributes of a good mentor include being approachable, available, and willing to share her/his knowledge; listening effectively; providing encouragement and constructive criticism; and offering expertise and guidance.

Foster Breadth and Flexibility in Career Choices
Doctoral students must have education experiences of sufficient breadth to ensure that they are prepared to pursue a wide range of professional career options. Effective and regular career guidance is essential and should be provided by the mentor and the institution.
Commitments of Mentees

- I acknowledge that I have the primary responsibility for the development of my own career. I recognize that I must take a realistic look at career opportunities and follow a path that matches my individual skills, values, and interests.

- I will develop a mutually defined research project with my mentor that includes well-defined goals and timelines. Ideally, this project should be outlined and agreed upon at the time of the dissertation proposal.

- I will perform my research activities conscientiously, maintain good records, and catalog and maintain all tangible research materials that result from my research projects.

- I will respect all ethical standards when conducting my research including compliance with all institutional and federal regulations as they relate to responsible conduct in research, privacy and human subjects research. I recognize that this commitment includes asking for guidance when presented with ethical or compliance uncertainties and reporting on breeches of ethical or compliance standards by me and/or others.

- I will show respect for and will work collegially with fellow students, support staff, and other individuals with whom I interact.

- I will endeavor to assume progressive responsibility and management of my research as it matures. I recognize that assuming responsibility for the conduct of research is a critical step on the path to independence.

- I will seek regular feedback on my performance and ask for a formal evaluation at least annually (this also applies to my Individual Development Plan (IDP)).

- I will have open and timely discussion with my mentor concerning the dissemination of research.

- I recognize that I have embarked on a career requiring “lifelong learning.” To meet this obligation I must stay abreast of the latest developments in my specialized field through reading the literature, regular attendance at relevant seminar series, and attendance at lectures and conferences.

- I will actively seek opportunities outside the department (e.g. professional development seminars and workshops in oral communication, disciplinary writing, and teaching) to develop the full set of professional skills necessary to be successful for my chosen career.
Commitments of Mentors

• I acknowledge that doctoral education is intended to develop the skills needed to promote the career of the doctoral student.

• I will ensure that a mutually agreed upon set of expectations and goals are in place at the outset of the student’s enrollment, and I will work with the doctoral student to create an individual career development plan.

• I will strive to maintain a relationship with the doctoral student that is based on trust and mutual respect. I acknowledge that open communication and periodic formal performance reviews, conducted at least annually, will help ensure that the expectations of both parties are met.

• I will promote all ethical standards for conducting research including compliance with all institutional and federal regulations as they relate to responsible conduct in research, privacy and human subjects research. I will clearly define expectations for conduct of research and make myself available to discuss ethical concerns as they arise.

• I will ensure that the doctoral student has sufficient opportunities to acquire the skills necessary to become an expert in an agreed upon area of investigation.

• I will provide the doctoral student with the required guidance and mentoring, and will seek the assistance of other faculty and departmental/institutional resources. Although I am expected to provide guidance and education, I recognize that I must also act as an example and provide access to education outside my area of expertise and in various aspects of career development. I will encourage a progressive increase in the level of responsibility and independence to facilitate the transition to a fully independent career.

• I will encourage the interaction of the doctoral student with researchers both inside and outside my institution, and I will encourage the student to attend professional meetings to network and present research findings.

• I recognize that there are multiple career options available for a doctoral student and will provide assistance in exploring appropriate options. I recognize that not all doctoral students will become academic faculty. To prepare a doctoral student for other career paths, I will direct her/him to the resources that explore non-academic careers, and discuss these options.
I will commit to being a supportive colleague to doctoral students as they develop their careers and, to the extent possible, throughout their professional life. I recognize that the role of a mentor continues after the formal period of education.

This compact serves both as a pledge and a reminder to mentors and their postdoctoral appointees (doctoral students) that their conduct in fulfilling their commitments to one another should reflect the highest professional standards and mutual respect.