

Table 3:
Types of Expectations Included in Mentoring Contracts and Agreements *

Domain	Description
Research	<ul style="list-style-type: none"> Knowledge of scholar about current developments in research area Technical skills of scholar in research methods and procedures Research productivity of scholar (e.g., conference abstracts, publications, grant applications) Progress of scholar toward research independence Responsible conduct of research by scholar and mentor
Education	<ul style="list-style-type: none"> Didactic activities (e.g., coursework, seminars, workshops) of scholar to fill gaps in research training Other educational activities to facilitate the scholar's professional growth and career advancement
Professional development/ career advancement	<ul style="list-style-type: none"> Skills development of scholar (critical thinking, creativity, writing, speaking, reviewing, setting priorities, managing time and projects, teaching, mentoring, leading teams, working with others) Academic promotion of scholar (understanding and meeting promotion requirements) Networking by mentor on scholar's behalf Skills development of scholar in the conduct of team science Maintaining appropriate work-life balance of scholar Supporting of scholar's exploration of different career pathways Socializing the scholar to institutional culture (e.g., structures, processes, interpersonal climate) Identifying a process for ending the research mentoring relationship while continuing to support the scholar professionally as needed
Support	<ul style="list-style-type: none"> Allocation of scholar's effort to research vs. non-research activities Support provided by mentor for scholar's research (e.g., space, equipment, supplies, technician) Facilitated access of scholar to experts, training opportunities, key committees Opportunities to develop and work on multidisciplinary team projects Attendance of mentor at scholar's presentations Advocacy on behalf of scholar Emotional support of scholar
Communication	<ul style="list-style-type: none"> Frequency of meetings with mentor, mentorship team, and program leadership Topics to be addressed at meetings, information to be prepared in advance of meetings Completion of progress reports by scholar and mentor for program director and departmental chair Coordinating input from multiple mentors and research team members Constructive critique and feedback (offered by mentor; asked for, reflected on, and applied by scholar; followed up on by both mentor and scholar) "Ground rules" for communication (e.g., openness, truthfulness, confidentiality)
Personal conduct/ interpersonal relations	<ul style="list-style-type: none"> Ethical/professional conduct by both scholar and mentor Understanding and respect for diversity by both scholar and mentor Strategies for managing conflicts in the mentoring relationship Appropriate acknowledgement of one another's contributions to shared projects

CTSA, Clinical and Translational Science Award; KL2, mentored clinical/translational research career development program

* Drawn from review of the Association of American Medical Colleges' "Compact Between Postdoctoral Appointees and Their Mentors"¹⁰ and mentoring contracts or agreements used by following CTSA KL2 programs (with permission): Columbia University; Mayo Clinic; University of Alabama at Birmingham; University of California at Davis; University of Pittsburgh; University of North Carolina; University of Rochester; Vanderbilt University.