

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

Domain	Description
Research	<p>Knowledge of scholar about current developments in research area</p> <p>Technical skills of scholar in research methods and procedures</p> <p>Research productivity of scholar (e.g., conference abstracts, publications, grant applications)</p> <p>Progress of scholar toward research independence</p> <p>Responsible conduct of research by scholar and mentor</p>
Education	<p>Didactic activities (e.g., coursework, seminars, workshops) of scholar to fill gaps in research training</p> <p>Other educational activities to facilitate the scholar's professional growth and career advancement</p>
Professional development/ career advancement	<p>Skills development of scholar (critical thinking, creativity, writing, speaking, reviewing, setting priorities, managing time and projects, teaching, mentoring, leading teams, working with others)</p> <p>Academic promotion of scholar (understanding and meeting promotion requirements)</p> <p>Networking by mentor on scholar's behalf</p> <p>Skills development of scholar in the conduct of team science</p> <p>Maintaining appropriate work-life balance of scholar</p> <p>Supporting of scholar's exploration of different career pathways</p> <p>Socializing the scholar to institutional culture (e.g., structures, processes, interpersonal climate)</p> <p>Identifying a process for ending the research mentoring relationship while continuing to support the scholar professionally as needed</p>
Support	<p>Allocation of scholar's effort to research vs. non-research activities</p> <p>Support provided by mentor for scholar's research (e.g., space, equipment, supplies, technician)</p> <p>Facilitated access of scholar to experts, training opportunities, key committees</p> <p>Opportunities to develop and work on multidisciplinary team projects</p> <p>Attendance of mentor at scholar's presentations</p> <p>Advocacy on behalf of scholar</p> <p>Emotional support of scholar</p>
Communication	<p>Frequency of meetings with mentor, mentorship team, and program leadership</p> <p>Topics to be addressed at meetings, information to be prepared in advance of meetings</p> <p>Completion of progress reports by scholar and mentor for program director and departmental chair</p> <p>Coordinating input from multiple mentors and research team members</p> <p>Constructive critique and feedback (offered by mentor; asked for, reflected on, and applied by scholar; followed up on by both mentor and scholar)</p> <p>"Ground rules" for communication (e.g., openness, truthfulness, confidentiality)</p>
Personal conduct/ interpersonal relations	<p>Ethical/professional conduct by both scholar and mentor</p> <p>Understanding and respect for diversity by both scholar and mentor</p> <p>Strategies for managing conflicts in the mentoring relationship</p> <p>Appropriate acknowledgement of one another's contributions to shared projects</p>

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"<sup>10</sup> 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.