

Morehouse School of Medicine**Research Centers at Minority Institutions****G12 MBRC Pilot Project Program****Mentee Commitment Contract**

A critical element of the G12 Mentoring Academy is the use of team and peer mentoring. For this program, team mentoring means more than having multiple mentors working with the mentee; it means having mentors working together as a team to contribute to the mentee's career development. Peer mentoring involves mentors who are essentially peers of the mentee who have the needed experience to critique the work of their peer. The concept was developed through the NIH Roadmap initiative which found that "the scale and complexity of today's biomedical research problems increasingly demands that scientists move beyond the confines of their own discipline and explore new organizational models for team science." Today's research requires bringing together the perspectives of multiple disciplines to examine a research question right from the beginning. This multidisciplinary approach allows us to develop and conduct research projects that are new and innovative and that would not be possible using a traditional single discipline or multiple disciplines working individually with a mentee approach. It is the synergy created when investigators from multiple disciplines come together that will result in the development of new scientific approaches. This mentoring model provides benefits for the mentee as he/she applies multidisciplinary methods of discovery and the mentors as they bring fresh perspectives to the research question they are examining. The Mentoring Academy promotes the development of this team science through the conduct of multidisciplinary research and the use of team/peer mentoring for mentees.

Mentoring Goals

1. To enhance the supportive academic environment for the conduct of multidisciplinary science by the mentee.

2. Working collaboratively to provide multiple perspectives, to facilitate the entry of mentees into MSM's research enterprise consisting of structures, processes in an interpersonal climate.
3. To facilitate the development of appropriate translational research skills and multidisciplinary approaches to the evaluation of research, scholarship, and service.
4. To provide opportunities for developing and working on mentored and independent multidisciplinary research projects with a multidisciplinary translational research team.
5. To enhance decision-making and other skills involved in working with a multidisciplinary translational research team related to the mentee's career development and advancement.

Expectations of Mentors

1. The mentor(s) must conduct regular and frequent meetings with the mentee. There should be a minimum of one hourly meeting per month of the mentor(s) and the mentee.
2. The mentor(s) must participate in the one-day mentoring training retreat to obtain or enhance skills in mentoring.
3. The mentor(s) will develop, with the mentee, clearly delineated specific expectations of the substantive learning/skills to be achieved in the program.
4. The mentor(s) will develop, with the mentee, clearly delineated specific milestones and timelines for achieving program goals.
5. The mentor(s) will attend Mentoring Academy meetings.
6. The mentor(s) will attend seminars presented by the mentee.
7. The mentor(s) will participate in semi-annual evaluations and assessments of the mentoring relationships. The Mentoring Academy reserves the right to change the mentor(s) should difficulties continue for a sustained period of time.
8. The content of all exchanges between the mentors and the mentee are subject to the expectations of professional confidentiality.

Expectations of Mentees

1. The mentee must conduct regular and frequent team meetings with the mentor(s). There should be a minimum of one hourly meeting per month with the entire mentoring team.
2. The mentee must participate in the one-day team mentoring training retreat to gain skills required for participating in a multidisciplinary research.
3. The mentee will develop, with the mentor(s), clearly delineated specific expectations of the substantive learning/skills to be achieved in the program.
4. The mentee will develop, with the mentor(s), clearly delineated specific milestones and timelines for achieving program goals.
5. The mentee will share career plans, review initiatives related to his/her professional development; ask for advice; reflect on the mentor(s) observations and inform the mentor(s) about the results of the mentee's efforts.
6. The mentee must present their work to the Mentoring Academy and at seminars with the mentor(s) in attendance.
7. The mentee will participate in biannual evaluations and assessments of the mentoring relationship. The Mentoring Academy reserves the right to change the mentor(s) should difficulties continue for a sustained period of time.

We, acting as mentors and mentee, agree to enter into a mentoring relationship based on the criteria described above, which sets forth the expectations, parameters, and process for the mentoring relationship.

_____ (mentee's signature) date ____/____/____

_____ (mentor's signature) date ____/____/____

_____ (mentor's signature) date ____/____/____

_____ (mentor's signature) date ____/____/____

I agree to support the mentor-mentee commitment as outlined above.

Program Director's Name (Please print)

Program Director's Signature

Date