

## **Graduate Student Mentor/Research Advisor Designation Form Translational Biomedical Sciences Graduate Program**

\_\_\_\_\_, a student in the Translational Biomedical Sciences Doctoral Program, has indicated that he/she would like to pursue doctorate research in your laboratory. We ask, that you as a research mentor and faculty member of the Translational Biomedical Science (TBS) Graduate program, be familiar with the program and Graduate Education requirements. Those requirements, along with the mentoring and financial responsibilities involved, are detailed in this document.

**Mentoring responsibilities:** Please read this document in its entirety so that you are aware of your student's academic requirements and can be supportive as the student work towards completing them. Mentor and graduate student responsibilities are summarized on pages 2 and 3.

**Financial responsibilities:** Please read the full Financial Responsibilities of a doctoral student mentor on page 4 and carefully consider the long-term implications of taking on a doctoral student.

We ask you to sign below to acknowledge that you have received this information. In addition, we ask that your Chair sign so he/she knows that you are taking a student and who, at the start of their second year in the program, will be funded by a source other than the TBS program (e.g. a grant, your department, project consulting).

Primary Department: \_\_\_\_\_

Mentor Name (Print): \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Chair Name (Print): \_\_\_\_\_

Signature of Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Graduate Student Expectations and Responsibilities**

Below is a summarized list of student requirements for doctoral training in the TBS program. For more detailed information, please consult the TBS Graduate Student Handbook and the UR Graduate Education and Postdoctoral Affairs (GEPA) Trainee Handbook.

- Contribute to maintaining an environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment.
- Be committed to graduate education and demonstrate this by efforts in the classroom and in research, clinical, and/or other academic settings.
- Respect the space of others and understand that space, equipment, and/or other resources are shared and that care must be exercised, with problems reported as they arise.
- Be knowledgeable of the policies and requirements of the specific graduate program, the Office for Graduate Education and Postdoctoral Affairs, and the institution, and strive to meet these requirements, including meeting the appropriate deadlines.
- Maintain a high level of professionalism, self-motivation, engagement, excellence, scholarly curiosity, and ethical standards.
- Maintain a detailed, organized, and accurate record of research and/or academic progress as directed by the mentor/advisor.
- Continuously strive to be knowledgeable of past and current literature that influences the field of study.
- Balance duties and allocate professional time to be academically effective.
- Meet with thesis/dissertation committee at least annually (or as appropriate, according to program guidelines) and be responsive to the advice of and constructive criticism from the committee.
- Attend and participate in department meetings, seminars/colloquia, and journal clubs that are part of the educational program.
- Discuss policies on academic work hours, sick leave, and vacation with the mentor/advisor or graduate program director. The graduate student should consult with the mentor/advisor in advance of any planned absences.
- Complete all pertinent institutional orientations and trainings such as animal training, clinical orientations, HIPAA training, human subject training, new graduate student orientation, safety training, Title IX training, etc.
- Acknowledge that students have primary responsibility to complete their degree and to develop a career following the completion of their degree. The graduate student should seek guidance from available resources, including the mentor/advisor, the thesis/dissertation committee, career counseling services, writing support services, and any other mentors.

## **Mentor Expectations and Responsibilities**

Below is a summarized list of responsibilities and expectations for mentors of trainees in the TBS program. For more detailed information, please consult the TBS Graduate Student Handbook and the UR Graduate Education and Postdoctoral Affairs (GEPA) Trainee Handbook.

- Meet one-on-one with the graduate student on a regular basis.
- Be knowledgeable of the requirements and deadlines of the student's graduate program as well as those of the institution, including teaching/research assistantship requirements and human resources guidelines.
- Provide a professional environment for graduate students that is intellectually stimulating, emotionally supportive, safe, and free of harassment (including University-sponsored activities and events, whether on University premises or not).
- Treat the graduate student and all members of the learning community (and their academic work) with verbal and intellectual respect.
- Do not require the graduate student to perform tasks unrelated to their academic and professional development.
- Give credit in an appropriate manner to the graduate student's contributions to scholarly activity.
- Provide career advice and support to assist the graduate student with finding a position following his/her graduation. The advisor should provide honest letters of recommendation and be accessible for advice and feedback on career goals.
- Lead by example and facilitate the training of the graduate student in complementary skills needed to be a successful professional in their field, such as the ethical conduct of research/education/clinical practice, oral and written communication, team/project management, etc.
- Provide timely feedback and clear expectations on the graduate student's written and other academic work to facilitate ongoing progress towards program milestones and completion.
- Provide or assist as needed, in identifying financial resources per graduate program requirements.
  - All full-time PhD programs follow the standard stipend set by the Senior Associate Dean for Graduate Education and Postdoctoral Affairs.
  - Advisors should encourage, but not require, students to apply for external funding.
  - **In the event of loss of funding the mentor and/or program director should actively seek support from the appropriate department chair, training grants, the Senior Associate Dean for Graduate Education and Postdoctoral Affairs, etc.**

## **Funding**

During their first year in the program, student stipends and fees are paid in their entirety by the TBS program. Disbursement of these funds is handled through the Graduate Education and Postdoctoral Affairs office in conjunction with the TBS program coordinator.

### **FOR FULL-TIME PhD STUDENTS**

**Beginning with the student's second year, financial and administrative responsibility for stipends and health fees is *generally* turned over to the mentor's department if other funding has not been secured.** Administrative responsibility for distributing those funds will also move to the home department.

**Students in the Infection & Immunity: From Molecules to Populations (IIMP) track of the PhD in TBS who are supported on the Burroughs Wellcome Fund will have tuition, stipend, and fees covered for the amount of time allotted by the grant.** For specific details related to this funding mechanism, please contact financial administrator Daisy Bird Geer, MFA in the Department of Microbiology.

Regardless of the lab or of the department, and regardless of the specific funding mechanism (PI grant, training grant, departmental funds), it is expected that all students be paid the same stipend, tuition, and health fees set forth by the Senior Associate Dean for Graduate Education and Postdoctoral Affairs.

The success of the program depends upon the ability of mentors or their departments to support the student's training. We ask that mentors notify their department chairs and the TBS Director as far in advance as possible if it appears that funding for a student stipend might lapse so that alternative options for financial support can be identified.

If you have questions or concerns, please feel free to contact TBS Program Director, Juilee Thakar, at [juilee\\_thakar@URMC.Rochester.edu](mailto:juilee_thakar@URMC.Rochester.edu), the TBS Program Coordinator, Kim Marino, at [kimberly\\_marino@URMC.Rochester.edu](mailto:kimberly_marino@URMC.Rochester.edu), or the CTSI Director of Research Education, Andrew Thomas, at [andrew\\_thomas@URMC.Rochester.edu](mailto:andrew_thomas@URMC.Rochester.edu).