MHI MENTOR RESOURCES

Thank you for agreeing to mentor a student as they develop their doctoral dissertation. This responsibility is large, as you serve as a role model, a letter writer, a career development advocate, and a life-long advisor. This document provides the following information:

- Information about the *requirements and expectations* of the Microbe-Host Interactions (MHI) graduate program for you, as the mentor of an MHI student
- *Links to resources* to help you successfully mentor students.

Expectations for mentor participation in MHI program activities

By taking a student into your laboratory, you are making a commitment to the MHI training mission through involvement in teaching, committee service, and student mentoring. To ensure the success of the MHI graduate program, it is expected that training faculty will participate in multiple aspects of the program's missions, including:

- Attendance at student seminars (MPT), open defenses and Journal Clubs
- Serving on student mentoring committees
- Participating in graduate course teaching within the MHI required and elective courses (can be found here: https://www.vumc.org/pmi-education/microbe-host-interactions-phd-program)
- Serving on other committees associated with the graduate enterprise
- Assisting with the graduate student recruitment process

Please note that these activities are also going to be captured in the new Open Lab List Request form that will be sent to you by the BRET office.

The students have the MHI Handbook (found here:) that guides them through the steps to achieve the expected milestones for each year of their graduate training. I encourage you to also go through the MHI Handbook and refer to it as needed.

Expectations for the mentor establishing an effective student training plan

Pre-doctoral training entails both formal education in a specific discipline and an apprenticeship in which the graduate student trains under your supervision. Mentors are expected to provide training in all aspects of preparing for a career in science. This includes the responsible conduct of research, the development of effective communication skills, and the preparation of students for the next phase of their career, following completion of the PhD.

Advisors should set and communicate their expectations for students in advance and have continuing conversations regarding their expectations and the students progress towards meeting these expectations. Faculty mentors must commit to dedicating substantial time to graduate students to ensure their scientific, professional, and personal development. A relationship of mutual trust and respect should be established between mentors and graduate students to foster healthy interactions and encourage individual growth. Effective mentoring should include teaching the scientific method, and providing regular feedback through one-on-one meetings. The mentor should also consider the student's goals in establishing expectations. Graduate student mentors should be *careful listeners*, actively promote and appreciate diversity, possess and consistently exemplify high ethical standards, and recognize the contributions of students in publications and intellectual property.

Responsible conduct of research

Faculty should have ongoing discussions about the responsible conduct of research with their students, discussing both general principles and the specific application of these principles to the research area. They are expected to commit adequate time to mentoring their students and to place a high priority on the student's professional development. When a research project is deemed complete, advisors are expected to contribute to a timely publication of the work.

Advisors are expected to maintain appropriate mentor/mentee relationships, keep a professional demeanor during all interactions with the student, and practice other behaviors that lead to positive professional relationships and student growth and development. When conflict occurs, faculty are expected to participate actively and productively in the procedures for resolving these conflicts. A conflict resolution tree is found in the MHI Handbook.

Faculty mentors must be aware of the resources available to them should a student in their lab encounters hardship or mental distress. Please visit this RedCap survey for the most current available resources.

Resources links below:

AAMC Information of Compact Between Biomedical Graduate Students and Mentors
https://www.aamc.org/initiatives/research/gradcompact/

Link to Mental health information and student of concerns forms:
https://redcap.link/6w6c0bu2
This redcap link provides with a recording from the student wellness coordinator, RC Stabile regarding options for care when a student is in distress. Attached in the RedCap you will also find the decision tree for accessing resources for mental health and wellness and the form that needs to be filled out if you have a student of concern. Please download and save these resources.

BRET Office Faculty Resources:
https://medschool.vanderbilt.edu/bret/faculty-and-staff-resource/
Here you will find information for policies, resources available to students and faculty, as well as information on auxiliary mentors and conflict resolution. You can navigate to student resources from here as well.

Incident Reporting happens here:
https://www.vanderbilt.edu/deanofstudents/4staff/campus-incident-reporting/

Responsible Conduct of Research Resources-
https://oir.nih.gov/sourcebook/ethical-conduct/responsible-conduct-research-training