

## **TAMU Interdisciplinary Program in Genetics and Genomics Compact Between Graduate Students and Their Supervising Faculty**

### Defining Student and Supervising Faculty Responsibilities and Expectations

Instructions: The following is a list of topics the graduate student and their supervising faculty should consider discussing. Please indicate with a checkmark the items discussed. It is recommended that the student and faculty write, even briefly, the agreements for these items. Items the graduate student and supervising faculty consider not applicable can be indicated with a NA for Not Applicable.

- 1. Frequency and methods of communication between Supervising Faculty and Student** (How often will the student and mentor meet? How should updates or changes in expectations and issues be communicated?)

- 2. Research and Training of the Student** (What is/are the student's project(s)? Are there people who will oversee the student's training, and to what degree will the student assist with other lab projects or working group projects? To what degree are students encouraged (or discouraged) from engaging in projects in different labs or working groups?)

- 3. Coursework** (How will elective coursework be determined? For example, will the mentor choose, will the mentee choose, will there be a discussion at the first committee meeting, etc. Can the student take credits outside of required degree courses? What is the expected time commitment for taking coursework? What is the expected completion date of the coursework necessary?)

- ❑ **4. Department Specific Requirements** (Are there any time commitment requirements for my home department? What are the seminar and journal club attendance expectations?)

- ❑ **5. Program Requirements** (Is there an understanding of the expectations required by the Genetics and Genomics Interdisciplinary Program as outlined by the Faculty of Genetics Expectations for Graduate Student Training and Support? [This includes degree requirements, teaching requirements, fellowship/funding requirements, etc.] Is there an agreement on the time commitment and timeline to complete all program requirements specified by the Genetics and Genomics Interdisciplinary Program?)

- ❑ **6. Professional Development** (What constitutes professional development? What activities should students engage in to enhance the quality of their graduate education? What is the policy for taking time to engage in industry collaborations or investing time to complete an internship?)

- ❑ **7. Common Laboratory or Working Group Responsibilities** (Which tasks and duties are shared among all lab or working group members, including the student? Are there recurring meetings the student is expected to attend?)

- ❑ **8. Notebooks, Data, Media** (What is the policy of the laboratory or working group related to the storage and sharing of data, notebooks, media, or other information relevant to ongoing or completed projects?)

- ❑ **9. Working Hour Flexibility** (What is the policy for working hours in the lab versus flexibility to work at home or another location (i.e., coffee shop, etc.)? What is the policy for vacations, holidays, and personal days?)

- ❑ **10. Authorship and Contributor Policies** (What criteria are used to determine authorship on a student-led project or in which the student contributed? How is the order of authorship determined in a manuscript or abstract? In what other ways might the students' contribution be acknowledged?)

- ❑ **11. Manuscripts or other scholarly/creative works expected for Graduation** (Are there specific expectations for the number of scholarly works (published, submitted, and/or in preparation) and the order of authorship other than those required by the GENE Program (see GENE Handbook for details) before the student can schedule their defense?)

- ❑ **12. Intellectual Policy and Copyright Issues: Disclosure, Patent Rights, and Publishing Research Discoveries** (What is the policy for claims on intellectual property and patents that come out of the student's work? How is it decided what journal or publisher the student will use for their scholarly work?)

- ❑ **13. Selection of a Dissertation Committee** (What is the process for determining the subject of the dissertation and the composition of the dissertation committee?)

- ❑ **14. Attendance of Professional Meetings** (Is there a lab policy about attending regional, national, or international meetings? For example, only if the student is presenting? If travel funds cannot be secured (by GENE, The Graduate and Professional School, etc.), would the advisor cover the costs, and what would be covered?)

- ❑ **15. Career Development / Job Search and Placement** (What is the student's career choice? What arrangements can allow the student to participate in courses, workshops, etc., for their particular interests without compromising their research or scholarly training? What is the process in the student's field for job search and placement?)

- ❑ **16. Funding and Financial Support** (Is the student financially supported, and by what mechanism (GAR, GAT)? Is the student expected to support themselves? Will the student be provided with resources to complete research or scholarly work?)

- ❑ **17. Fellowships** (What are the training requirements of an awarded fellowship? Is the mentor aware of these requirements for the fellowship? How will the student balance fellowship requirements with other research and/or teaching commitments?)

- ❑ **18. Graduate Training Milestones (Consider discussing with the entire committee.** What research milestones should the student achieve to show progress? How will these research milestones be met, and how do you measure progress? Is there a specific timeline for these research milestones? For example, when the first paper should be published, general timeline towards work on each chapter to graduate by a specific time, etc.)

- ❑ **19. Conflict Resolution and Student Complaint Policies** (How will conflicts be resolved, and what processes are preferred? Student-supervisor discussions or discussions that include other parties (e.g., student committee members, advisory committee, program graduate advisor, program chair, or university ombuds officer?).

- ❑ **20. Additional Topics not listed here.**

We acknowledge that we have discussed the most relevant topics and identified mutually agreed upon expectations and responsibilities by our signature. We acknowledge our joint intention to re-evaluate this compact regularly (e.g., once a year) and modify it as needed throughout the student's period of academic standing. **This is by no means a binding contract.**

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**Student's Name**

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**Signature of Student**

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**Date**

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**Supervising Professor's Name**

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**Signature of Supervising Professor**

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**Date**