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

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”¹⁰ 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.