Texas A&M University Sociology Department Compact Between Graduate Students and Their Supervising Faculty

DEFINING STUDENT AND SUPERVISING FACULTY RESPONSIBILITIES AND EXPECTATIONS

Fillable Form Instructions: The following are a list of topics the graduate student and the graduate student's supervising faculty should consider discussing. On this form, please ind ty do ite ind the

cum ms t dicat	we with a check mark the items discussed. It is recommended that the student and facult then the student and facult the student and supervising faculty agree are not applicable can be used with a NA. Each person should keep a copy of the compact for reference throughout mester.
1.	Frequency and Methods of Communication between Supervising Faculty and Student (How often will student and mentor meet? How should updates or changes in expectations and issues be communicated?)
2.	Research and Training of the Student (What is the student's project? Are there specific people who will oversee training other than the supervising faculty and to what degree will the student assist with other projects? To what degree are students encouraged (or discouraged) from engaging in projects?)
3.	Professional Development (What constitutes professional development? What activities should students plan to engage in to enhance the quality of their graduate education?)

4. Notebooks, Data, Media (What is the policy of the research team related to the storage and sharing of data, notebooks, media, or other information relevant to ongoing or completed projects?)

5.	Common Research Team Responsibilities (Which tasks and duties areshared among all research team members, including the student?)
6.	Work Hours/Attendance on Site (How many hours per week is the student expected to work on projects in collaboration with the student's supervising faculty? How many hours per week is the student expected to work at an on site location?
7.	Authorship and Contributor Policies (What is the policy that constitutes authorship on a project on which the student contributed? How is the order of authors determined in a manuscript or abstract? In what other ways, besides authorship, might the student's contribution be acknowledged?)
8.	Attendance of Professional Meetings (Under which conditions can or should a student travel to a Regional, National, or International meetings? For example, only if the student is presenting? Who covers the cost and what will be covered?)

9. Illness, University Holidays Vacation, and Disability Accomodations.

(What is the policy for vacations, holidays, and personal days? Does the student need any disability accommodations? If so, have they filed for accommodations with the Division of Human Resources and Organizational Effectiveness?

10. Funding and Financial Support (Is the student financially supported and by what mechanism (GAR, GANT)? Is the student expected to support herself or himself?Will the student be provided with resources to complete research or scholarly work?)

11. Conflict Resolution and GAR Complaint Policies The department proposes a two-step process.

First, the GAR and faculty member should discuss the concern or issues that has prompted the dispute. Both parties are welcome to seek advise from mentors and colleagues. Second, if an agreeable resolution cannot be negotiated between the GAR and faculty member by mutual consent, the dispute may be taken to the Department Head, who would then work to facilitate a resolution. If a Department Head has been assigned a GAR, the student or faculty member should work with the Associate Head. If graduate students and faculty are unsure of the process, we encourage them to contact members of the leadership team or the Chair of the Diversity Committee to ask questions or seek clarification. Beyond department resources, GARs and faculty should be aware of other campus resources for conflict resolution including the Department of Civil Rights and Equity Investigations and the ombuds services of the Graduate and Professional School. What other ideas do you have have for managing potential disagreement and disputes?

. Additional Topics not listed here		
By our signature we acknowledge that we have or relevant and that we have identified mutually agree We acknowledge our joint intention to re-evaluate and modify as a readed throughout the extended to the control of t	eed upon expectations are this compact regularly (nd responsibilitie e.g., once a year
and modify as needed throughout the student's p	ariaa at academic etandii	
	enod of academic standi	ng.
	enod of academic standi	ng.
Student's Name		ng.
Student's Name		ng.
Student's Name		ng.
Student's Name Signature of Student	Date	ng.
		ng.
Signature of Student		ng.
		ng.
Signature of Student		ng.