

IBS Faculty Mentor/Student Trainee Compact

The IBS endorses the AAMC Compact (2017) and expects research mentors and trainees to review the individual commitments set forth there for successful graduate research training. In particular, Faculty mentors commit to dedicating substantial time to the scientific, professional and personal development of the graduate student, and commit to a high level of professionalism and contributions to an inclusive environment, and

Graduate students acknowledge their primary responsibility for completion of their degree and commit to maintain self-motivation and engagement and high ethical standards, and to actively seek guidance from the advisor and other mentors, university and program career counseling, wellness and other resources. This IBS Compact is meant to describe a working agreement for graduate study, and should be completed within 1 month of lab commitment, and renewed periodically. This document is designed to be filled out with the advisor and trainee together (either virtually or in person) as part of an active conversation about each person's expectations.

Communication & Feedback: We agree to meet regularly one-on-one to discuss the trainee's work, research, and professional and career development activities over the course of this year. The trainee will be open and receptive to feedback. The trainee understands that accepting feedback is a necessary aspect of growth and development within a mentorship relationship.

1. On a daily basis, our primary means of communication will be through (select all that apply):

- Face-to-face
 Email
 Phone
 Slack
 Other

(If you chose 'other,' please specify)

Mentor and trainee will typically respond to non-emergency communication within _____ days. If a non-emergency message arrives after hours or on a weekend, we each acknowledge that it can be answered the next business day.

- 0 - 1
 2 - 3
 4 - 7
(days)

We agree to schedule one-to-one meetings (or meetings including co-mentor) to discuss our research projects and to reaffirm or revise our goals at least [choose one]

- once a week
 once every two weeks
 once a month

It is the (trainee's/mentor's) responsibility to schedule these meetings. [Please specify]

- trainee's
 mentor's

At these meetings, the mentor will provide feedback on the trainee's performance and suggestions for improvement or future directions through [select all that apply]:

- Verbal evaluation
 Written evaluation
 Other

(If you chose 'other,' please specify)

The trainee will propose their weekly class/ lab schedule to the mentor each semester.

How should the trainee communicate a schedule change to the mentor and how much notice is expected? [short answer]

What are the expectations regarding time away from the lab for vacation, sick leave or other events? When is remote work appropriate? [short answer]

What are the expectations regarding time in the lab? Is the trainee expected to spend a minimum number of hours in the lab per week? [short answer]

Trainee and Mentor Research Responsibilities. We agree to conduct research in respectful collaboration with one another and with our research team.

Faculty and trainees are expected to participate in research group meetings to be held: [short answer]

What additional safety or other institutional training is needed this year? [short answer]

We agree to implement a plan for onboarding the trainee (if applicable), including access the the following lab resources: [select as many as apply]

- hard copy protocol notebook or binder
 Box, OneDrive, or other shared digital archive
 lab computer with protocols saved as local files
 other

(If you chose 'other,' please specify)

Who in the lab is responsible for supplies, cleaning and maintenance of equipment and research space? [short answer]

Which other senior lab members may support the trainee, what junior students or others might the trainee support this year? [short answer]

Which journal clubs, departmental activities, or other activities is the trainee expected to participate in this year? [short answer]

Professional Goals. The trainee agrees to prepare and update an Individual Development Plan and share major goals with the mentor. The mentor agrees to provide appropriate opportunities for the trainee's development, in alignment with the trainee's IDP.

What skills does the trainee hope to develop this year? How might the mentor assist with this?

How might the mentor support the trainee to participate in outreach or service this year?

Authorship and Professional Meetings. We agree to review and discuss the lab and institutional policies for research records and data ownership. We agree to discuss the role of authors and contributors as set out by ICMJE. The mentor agrees to support the trainee to present and publish the trainee’s research findings, as appropriate.

Do you expect the trainee to collaborate on manuscripts or grant applications this year? Yes No

For this year, list the possible papers and the likely order of trainee's authorship. [short answer] _____

How much time does the mentor need to provide feedback on written manuscripts, fellowship applications? etc.? [short answer] _____

How developed should a piece of writing be before it is shared with the mentor (e.g. outline, partial draft, rough draft, first edited draft?) [short answer] _____

What support will the mentor provide to trainees to attend professional meetings this year? [short answer] _____

General Conduct. The mentor will provide an environment that is intellectually stimulating, emotionally supportive, safe, equitable, and free of harassment. The trainee will take responsibility for and ownership of their progress through the PhD program and their development as a researcher. Both the mentor and the trainee will maintain high ethical standards and treat one another with mutual respect.

The mentor and trainee are mutually responsible for maintaining awareness of institutional procedures and policies concerning progress through the PhD program, IBS graduation requirements, conflict management, and misconduct reporting, as well as institutional resources that are available to support the trainee's wellbeing.

What steps will you take if a problem arises in your mentor/trainee relationship? Who you can you approach if you need to escalate an issue or seek outside support? [short answer] _____

Which administrative contacts are useful for equipment access? Fellowship submissions? Department listserves? [short answer] _____

Please discuss any other topics not addressed above that are important to your mentoring relationship or your work together: _____

We will revisit and revise this agreement as needed, at least annually, or by _____

Trainee name:

(By typing your name above, this constitutes your signature.)

Mentor name:

(By typing your name above, this constitutes your signature.)

Date:

Based on: AAMC (2017) Compact Between Biomedical Graduate Students and Their Research Advisors
<https://www.aamc.org/>; Frazier, E, Pfund, C, & Butz, A.R. Mentor - Graduate Trainee Expectations Agreement, The Regents of the University of Michigan Rackham Graduate School University of Michigan How to Mentor Graduate Students: A Guide for Faculty (2020)