

Mentorship Compact Mentoring GloCal Health Fellows

Mentorship is a key component of the GloCal Health Fellowship. As most successful global health researchers have benefited from careful mentorship throughout the course of their career we will be emphasizing the establishment and the cultivation of strong mentorship for all trainees in this program.

The Purpose of this document is to:

1. Provide background and to explain our approach to mentorship
2. Present a compact (i.e. an 'agreement') that should be signed by trainees and their mentors
3. Review how mentorship will be evaluated over the course of the training period

1. Background and our approach to mentoring

The development of practical research skills to advance global health is the major focus of our program. Trainees typically apply to this program to acquire additional skills in global health research either before or after recently obtaining their doctoral degree (e.g., Ph.D., M.D., D.V.M.). This training is conducted in an apprenticeship mode where each trainee works under the supervision of a team of mentors, each of whom brings unique qualifications and skills to complement the trainee's skills and needs. In addition to focused work on research projects, the trainee will be expected to participate in the curriculum that has been established for this program including online coursework and lectures.

Core Tenets of Training

a. Institutional Commitment

Institutions that train appointees must be committed to maintaining the highest standards of training and to providing a rigorous program sufficient to ensure, that when completed, the trainee can function independently as a scientific professional trained in global health. Institutional oversight will be provided for terms of appointment, salary, benefits, grievance procedures, and other matters relevant to the support of trainees. Responsible institutional officials have been designated to provide this oversight.

b. Quality Training

While some trainees will focus on projects that are currently underway, they must be trained to independently formulate meaningful hypotheses, design and conduct interpretable experiments, adhere to good laboratory practices, analyze results critically, understand the broad significance of their research findings, and uphold the highest ethical standards in research. The development of additional skills—including oral and written communication, grant writing, and laboratory management—are considered integral to this training.

c. Making good mentorship happen

Effective mentoring is critical for trainees and requires that a primary mentor dedicate substantial time to ensure personal and professional development. A good mentor builds a relationship with the trainee that is characterized by mutual respect and understanding. Attributes of a good mentor include being approachable, available, and willing to share his/her knowledge; listening effectively; providing encouragement and constructive criticism; and offering expertise and guidance.

Each GloCal trainee will have a mentorship team consisting of at least 3 individuals who bring different, but complementary, strengths to the team and include individuals from the U.S. and LMIC institutions. Each GloCal fellow will have at least one UC faculty mentor, one faculty mentor at his/her LMIC site, and one “trans” mentor who is a senior investigator from a different field of expertise and/or different geographic location than the fellow. One of these will serve as the fellow’s primary mentor; the primary mentor will have the closest supervisory contact with the trainee and will ideally be in contact with the trainee weekly (minimum of twice per month). The primary mentor or another designated member of the mentoring team will also be responsible for convening a monthly conference call of the mentorship team to discuss the trainee’s progress towards meeting project and curricular goals. Each mentorship team member will be expected to assist the trainee with the training program as well as to engage in exploratory conversations regarding career guidance. Some desirable attributes of trainees and mentors are listed below.

Desirable Attributes of the Trainee

- Takes greater responsibility in setting the agenda over time
- Seeks to initiate new ideas
- Respectful of mentor’s time and availability
- Communicates concerns with mentor
- Provides status of activities and projects
- Accepts new challenges
- Seeks feedback and takes responsibility to give feedback to mentor
- Knows personal limits and when to ask for help
- Reassesses goals over time
- Doesn’t overstep boundaries (e.g., overuse of time, dependency on mentor for answers)

Desirable Attributes of the Mentor

- Goal oriented
- Credible with special knowledge or expertise
- Inspires excellence
- Reveals aspects of their own personal journey
- Honest and thoughtful
- Trustworthy, reliable and committed
- Develops skills at time management in their trainees
- Promotes information management
- Enables trainees to navigate the professional community
- Promotes independence

2. UCGHI GloCal Health Fellowship Consortium Mentorship Compact

This compact was adopted from the *AAMC Compact Between Postdoctoral Appointees and their Mentors*. Mentors and trainees agree to the following principles:

Commitments of GloCal Health Fellow

- I will develop a mutually defined research project with my mentor that includes well-defined goals and timelines.
- I will perform my research activities conscientiously, maintain good research records, and catalog and maintain all tangible research materials that result from the research project.
- I will respect all ethical standards when conducting my research including compliance with all institutional and governmental regulations as they relate to responsible conduct of research, privacy and human subjects research, animal care and use, laboratory safety, and use of radioisotopes. I recognize that this commitment includes asking for guidance when presented with ethical or compliance uncertainties and reporting on breeches of ethical or compliance standards by me and/or others.
- I will show respect for and will work collegially with my coworkers, support staff, and other individuals with whom I interact.
- I will endeavor to assume progressive responsibility and management of my research project(s) as it matures. I recognize that assuming responsibility for the conduct of research projects is a critical step on the path to independence.
- I will meet regularly (i.e. at least twice each month) with my Primary Mentor and participate in monthly conference calls with my Mentoring Team.
- I will seek regular feedback on my performance and ask for a formal evaluation at least twice during the year.
- I will have open and timely discussions with my mentor concerning the dissemination of research findings and the distribution of research materials to third parties.
- I recognize that I have embarked on a career requiring “lifelong learning.” To meet this obligation I must stay abreast of the latest developments in my specialized field through reading the literature, regular attendance at relevant seminar series, and attendance at scientific meetings.

- I acknowledge that I have the primary responsibility for the development of my own career. I recognize that I must take a realistic look at career opportunities and follow a path that matches my individual skills, values, and interests.
- I will complete the curriculum that has been established by the GloCal Health Fellowship Consortium including online courses and the online lecture series.
- I will actively seek opportunities outside the research project (e.g. professional development seminars and workshops in oral communication, scientific writing, and teaching) to develop the full set of professional skills necessary to be successful for my chosen career.
- At the end of my appointment, in accordance with institutional policy, I will leave behind all original notebooks, computerized files, and tangible research materials so that other individuals can carry on related research. I will also work with my mentor to submit the research results for publication in a timely manner. I can make copies of my notebooks and computerized files, and have access to tangible research materials, which I helped to generate during my fellowship appointment according to institutional policy.

Commitments of Mentors

- I will serve on the Mentorship team and work with other members of the team to achieve collective goals.
- I acknowledge that this training period is a time of advanced training intended to develop the skills needed to promote the career of the global health fellow.
- I will ensure that a mutually agreed upon set of expectations and goals are in place at the outset of the postdoctoral training period, and I will work with the trainee to create an individual career development plan.
- I will strive to maintain a relationship with the trainee, which is based on trust and mutual respect. I acknowledge that open communication and periodic formal performance reviews, conducted at least annually, will help ensure that the expectations of both parties are met.
- I will promote all ethical standards for conducting research including compliance with all institutional and governmental regulations as they relate to responsible conduct in research, privacy and human subjects research, animal care and use, laboratory safety, and use of radioisotopes. I will clearly define expectations for conduct of research in my lab and make myself available to discuss ethical concerns as they arise.
- I will ensure the trainee has sufficient opportunities to acquire the skills necessary to become an expert in an agreed upon area of investigation.

- I will provide the appointee with the required guidance and mentoring, and will seek the assistance of other faculty and departmental/institutional resources when necessary. (Primary mentor will be meeting with trainee at least twice each month; the mentoring team will convene by conference call monthly). Although I am expected to provide guidance and education in technical areas, I recognize that I must also educate the trainee by example and by providing access to formal opportunities/programs in complementary areas necessary for a successful career.
- I will provide a training environment that is suited to the individual needs of the trainee in order to ensure his/her personal and professional growth. I will encourage a progressive increase in the level of responsibility and independence to facilitate the transition to a fully independent career.
- I will encourage the interaction of the trainee with colleagues and scientists both intra- and extramurally and encourage the trainee's attendance at professional meetings to network and present research findings.
- I will ensure the research performed by the trainee is submitted for publication in a timely manner and that she/he receives appropriate credit for the work she/he performs. I will acknowledge her/his contribution to the development of any intellectual property and will clearly define future access to tangible research materials according to institutional policy.
- I recognize there are multiple career options available for a trainee and will provide assistance in exploring appropriate options.
- I will commit to being a supportive colleague to the trainee as she/he transitions to the next stage of her/his career and to the extent possible, throughout their professional life. I recognize the role of a mentor continues after the formal training period.

3. Conflict Resolution

Should conflicts arise between trainees and their mentorship teams, one of the GloCal MPIs will act as a neutral advisor to resolve the conflict. If this is not possible due to MPI involvement in a trainee's mentorship team, trainees may use the services of the host UC Office of the Ombuds.

4. Evaluation of Mentorship

Providing evidence on the quality of our mentorship is a major goal of the GloCal Health Fellowship. A checklist for mentorship (see below) will be submitted as part of the mentorship compact at this time and reviewed again at 6 months when a formal mid- fellowship evaluation is submitted by each mentor for each trainee.

The trainee will also evaluate the mentorship he/she is receiving as part of his/her midpoint and final fellowship self-appraisals.

MENTORSHIP CHECKLIST

Project Elements

Mentorship Compact is signed.

We have established clear goals for the trainee during the fellowship. They are:

- o Goal 1:
- o Goal 2:
- o Goal 3:

We have established a clear timeline for delivery on these goals

- o The timeline is attached to this document.

A budget has been created and reviewed by the mentoring team.

- o The budget is attached to this document.
- o The primary mentor will provide guidance to the fellow regarding spending during the fellowship. (Oversight and final approval of all expenses are mandated by university and sponsor policies.)

There is a clear delineation of tasks, both for the planning phases of the project as well as for the implementation of the project.

There is a specific plan with timeline to obtain IRB approval. Activities to be completed while awaiting IRB approval have been defined.

We have discussed possible outputs from the project (publications, presentations, etc.) and laid out a plan to allocate authorship and presentation opportunities

- o Potential outputs include:
- o Potential Manuscript #1:
- o Potential Manuscript #2:
- o Potential Presentation Topics / Venues / Dates:

Mentorship Elements

We have agreed on a schedule of meetings over the course of the training year.

- o I will meet with my Primary Mentor (at least twice a month) on:
- o The process for scheduling monthly conference calls will all members of the mentoring team will be:

We have discussed communication preferences between meetings.

- o Ideal frequency:
- o Ideal mode(s): (e.g., email, Skype, text, phone)
- o Ideal content (e.g., updates, pointed questions, etc.)

We have discussed expected turn-around times on tasks and document review.

- We will provide feedback to one another on specific documents within days

We have discussed how the trainee should respond if the mentor is slow to respond.

- Trainee has mentor's instruction to:

We have discussed how mentor should respond if the trainee is slow to respond.

- Mentor has trainee's instruction to:

We have discussed the primary role the mentor will fill, and how this may change over the course of the training period.

- "Do you need more help figuring out what you want or more help trying to figure out how to get what you want?"
- "Are you looking for exploration, critique, direction, or reaffirmation?"

We have identified a process for evaluation of the mentor and of the trainee.

- That process will be:
- We have identified the frequency of evaluation (at least twice a year)
- That frequency will be:

We have identified a process for both parties, mentor and mentee, to express concerns with the relationship, if any should arise.

- That process will be:

We have discussed how much time will be dedicated to project tasks versus overall career guidance and learning processes.

This compact serves both as a pledge and a reminder to mentors and their trainees that their conduct in fulfilling their commitments to one another should reflect the highest professional standards and mutual respect.

Signatures

Trainee:
Signature

Date

UC Mentor:
Signature

Institution

Date

LMIC Site Mentor:
Signature

Institution

Date

Third “Trans” Mentor:
Signature

Institution

Date