**Compact between EMS Graduate Students and their Mentors**

**The student and mentor both agree to:**

* Maintain a relationship that is based on trust and mutual respect;
* Act in an ethical, professional, and courteous manner toward other students, staff, and faculty;
* Ensure that a mutually agreed upon set of expectations are in place at the outset of the graduate student training period and are reviewed and revised periodically;
* Develop a research project that includes well-defined goals, milestones and timelines.

**The faculty mentor agrees to:**

* Promote an environment that is intellectually stimulating and free of harassment;
* Help the student navigate their graduate program of study;
* Be the student’s source of support;
* Be available for regular meetings and informal conversations;
* Create a safe space to discuss any conflicts or concerns;
* Create a supportive environment for open communication, and extend understanding and adaptability to meet the student's needs and circumstances;
* Lead by example and facilitate the student’s training in complementary skills needed to be a successful researcher, such as oral and written communication skills, grant writing, and scientific professionalism;
* Encourage the student to attend scientific/professional meetings and make an effort to fund such activities;
* Discuss data ownership and authorship practices and policies regarding papers and other publications;
* Provide constructive feedback on papers, thesis, and other publications in a timely manner;
* Devise effective ways of providing students with guidance and supervision during any prolonged absence;
* Discuss policies and expectations for work hours, vacation time, and health contingencies, while recognizing the student’s need for personal time;
* Be sensitive to the power imbalance in the student–advisor relationship;
* Avoid assigning duties or activities that are outside students’ academic/professional responsibilities;
* Support the student’s career aspirations by providing advice on job applications, CVs, and interviews;
* Ensure an environment that is free of any retaliation for reporting negative results, interpersonal conflicts, ethical concerns, etc.

**The graduate student agrees to:**

* Take primary responsibility for the successful completion of their degree;
* Take an active role in identifying and pursuing professional development opportunities;
* Know the policies governing graduate studies in the department and the graduate school and take responsibility for meeting departmental and graduate school deadlines;
* Meet regularly and proactively set deadlines and follow up on action items from meetings;
* Attend and actively participate in all group meetings, as well as seminars that are part of their educational program;
* Be a good collaborator and acknowledge the efforts of collaborators;
* Maintain detailed, organized, and accurate research records;
* Keep up with the relevant literature in the field;
* Be proactive in writing and reviewing manuscripts, and discuss authorship contributions openly;
* Strive to meet deadlines and manage progress toward research and training goals, as well as timely completion of milestone documents;
* Be responsive to advice and constructive criticism, and ask for clarification when needed;
* Be considerate of other time constraints imposed on faculty and staff, including competing demands;
* Communicate with their advisor(s) regarding career goals;
* Inform faculty advisors of potential and/or existing conflicts and work toward their resolution;
* Communicate if personal issues are affecting academic performance;
* Obtain outside help from graduate committee, ombudspersons, graduate chairs, or other faculty if conflicts arise with their advisor;
* Be aware that if they feel compelled to change advisors or research direction, they have options and should consult with their advisor, other mentors, or department officers;
* Exercise the highest ethical standards in all aspects of their research;
* Contribute to creating an inclusive atmosphere and respect different viewpoints.

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| Graduate student name |  | Signature |  | Date |
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| Faculty mentor name |  | Signature |  | Date |
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| Faculty co-mentor name |  | Signature |  | Date |