



NPGH LEADERS Program

NORTHERN PACIFIC GLOBAL HEALTH LEADERSHIP, EDUCATION,
AND DEVELOPMENT FOR EARLY-CAREER RESEARCHERS

Mentor Compact

Mentoring Global Health Fellows & Scholars

Mentorship is a key component of the Global Health Research training program. As most successful global health researchers have benefited from careful mentorship throughout the course of their careers, 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. Provide a checklist of items to discuss as a mentorship team*

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 terminal 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.

CORE TENETS OF TRAINING

A. NPGH LEADERS PROGRAM COMMITMENT

The NPGH Consortium is committed to maintaining the highest standards of training and to providing a rigorous program to facilitate each trainee's pathway to becoming an independent scientific professional trained in global health. NPGH will oversee terms of appointment, salary, benefits, grievance procedures, and other matters relevant to the support of trainees.

B. QUALITY TRAINING

Our goal is to ensure all trainees can independently formulate meaningful hypotheses, design and conduct interpretable experiments, adhere to good laboratory practices, analyze results critically, understand the broad significance of 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 mentors dedicate substantial time to ensure personal and professional development of trainees. A good mentor builds a relationship with the trainee characterized by mutual respect and understanding. Attributes of a good mentor include being approachable, available, and willing to share knowledge; listening effectively; providing encouragement and constructive criticism; and offering expertise and guidance.

Each NPGH trainee typically has a mentorship team consisting of 3-4 individuals who bring complementary strengths to the team and include individuals from the U.S. and international institutions. The trainee will be

responsible for forming a mentorship team. A lead mentor will have the closest supervisory contact with the trainee and ideally will be in contact with the trainee weekly (minimum of twice per month) towards the beginning of the fellowship, and at least quarterly thereafter. Each mentorship team member will be expected to assist the trainee with the training program and engage in exploratory conversations regarding career guidance. Some desirable attributes of trainees and mentors are listed below.

DESIRABLE ATTRIBUTES OF THE TRAINEE

- Takes responsibility in setting the agenda for meetings with mentors
- 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 provide 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
- Specific knowledge or expertise that complements trainee's interest
- Inspires excellence and scientific integrity
- Shares aspects of their own personal and academic journey
- Honest and thoughtful
- Trustworthy, reliable, and committed
- Encourages development of the trainee's time management skills
- Promotes information management
- Enables trainees to navigate the professional community
- Promotes pathway to independence

2. NORTHERN PACIFIC FOGARTY GLOBAL HEALTH LEADERS RESEARCH CONSORTIUM MENTORING COMPACT

This compact was adopted from the AAMC Compact Between Postdoctoral Appointees and their Mentors (<https://www.aamc.org/initiatives/postdoccompact>). Mentors and trainees agree to the following principles:

COMMITMENTS OF GLOBAL HEALTH LEADERS FELLOWS & SCHOLARS

-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 breaches 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 with my lead mentor and ask for a formal evaluation at least three times during the year.

-I will have open and timely discussions with my mentor concerning the dissemination of research findings, authorship, 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 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 Northern Pacific Fogarty Global Health LEADERS Consortium.

-[For LMIC trainees only] I will complete the required 2-3 month short-term training in the U.S. at one of the Northern Pacific Fogarty Global Health LEADERS Consortium's institutions.

-I will actively seek opportunities outside the research project to develop the full set of professional skills necessary to be successful in my chosen career (e.g., professional development seminars and workshops in oral communication, scientific writing, and teaching).

-At the end of my appointment, I will work with my mentor to submit the research results for publication in a timely manner.

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 independent career of the global health fellow or scholar.

- I will work with the trainee to develop a mutually agreed-upon set of expectations and goals and create an individual career development plan.

-I will strive to maintain a relationship with the trainee based on trust and mutual respect. Formal mentor encounter forms will be completed at least three times during the fellowship year to help ensure expectations of both parties are met.

-I will promote ethical conduct of research including compliance with 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 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 a training environment suited to the individual needs of the trainee to ensure their personal and professional growth. I will encourage a progressive increase in the level of responsibility and independence to facilitate transition to an independent career.

-I will encourage and facilitate interaction of the trainee with colleagues and scientists 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 the trainee receives appropriate recognition as an author. I will acknowledge the trainee's 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 they transition to the next stage of their career and, to the extent possible, throughout their professional life. I recognize the role of a mentor continues after the formal training period.

3. MENTORSHIP CHECKLIST

Project Elements: Goals should be recorded on the "Mentor Encounter Form," which is our version of an Individual Development Plan. We will revisit the Mentor Encounter Form on a quarterly basis to discuss progress and challenges associated with your fellowship and personal growth.

Mentoring team members:

- Primary U.S. Mentor:
- Primary LMIC Mentor:
- Other Mentor:
- Alumni Mentor:

We have established goals for the project(s) and documented them on the Mentor Encounter Form.

We have established a clear timeline for delivery of these goals and have discussed ways to modify the study if we encounter unexpected challenges that shift our timeline.

- There is a clear delineation of tasks for the planning and implementation phases of the project.
- There is a specific plan with a timeline to obtain IRB approval. Activities to be completed while awaiting IRB approval have been defined.
- We have discussed potential outputs from the project (publications, presentations, etc.) and laid out a plan to allocate authorship and presentation opportunities.
- We have discussed who the trainee should contact for administrative issues, visa issues, ethical issues, and career guidance.
- We have discussed compensation of study personnel.
- [For LMIC trainees only] We have established the optimal timeframe for a 2-3 month training in the U.S. We have defined specific and relevant goals for the training period and discussed additional professional development opportunities during that period. These goals are documented on the Mentor Encounter Form.

Mentorship Elements

- We have agreed on a schedule of meetings over the course of the training year.
- We have discussed communication preferences between meetings
 - Ideal frequency:
 - Ideal mode (e.g., Zoom, WhatsApp, email, phone):
 - Ideal content:
- We have discussed expected turnaround times on tasks and document review.
- 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 a mentor should respond if the trainee is slow to respond.
 - Mentor has trainee's instruction to:
- We have identified a process for evaluation of the mentor and of the trainee.
 - That process will be:

Example of an evaluation process:

- Evaluation will be recorded on the Mentor Encounter Form.
- Each quarter, the mentee will update objectives on the Mentor Encounter Form. Any mentor feedback from the prior period can be noted in the "Mentee Comments" section.
- The mentee will forward the encounter form to the mentor.
- The mentor will make comments in the "Mentor Comments" section regarding the proposed objectives for the upcoming period and evaluate the mentee based on:
 - Accomplishment of the prior period's goals
 - Other criteria (e.g., flexibility, initiative, professionalism, communication skills, etc.)
- The mentor will return the form to the mentee.

- We have identified a process for both parties—mentor and mentee—to express concerns with the relationship, if any should arise. We have identified a neutral person to assist with resolution of any conflicts.
 - That process will be:
 - The neutral person will be:

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

[For LMIC trainees only] We have agreed on a schedule of meetings during the trainee’s training period in the U.S. We have discussed expectations around mentor availability and participation during the U.S. training period.

This compact serves as a pledge and a reminder to mentors and trainees that their conduct in fulfilling their commitments to one another should reflect the highest professional standards and mutual respect. We have outlined goals of the project and the fellowship using the Mentorship Checklist and Mentor Encounter Form.

Signatures

Trainee: _____ Date: _____

Primary U.S. Mentor:

Signature: _____ Institution: _____ Date: _____

Primary LMIC Mentor:

Signature: _____ Institution: _____ Date: _____