

IBiS FIRST-YEAR ROTATION ADVISOR-ADVISEE PARTNERSHIP AGREEMENT

PURPOSE

This document seeks to stimulate clarifying conversations about expectations at the start of each rotation to encourage healthy communication between IBiS rotation advisors and advisees.

DIRECTIONS

Based on conversations with the advisor, the advisee should complete this form and then email it to the advisor and to the IBiS office. Although the form is optional, it is helpful for the IBiS office to collect forms so that we can monitor their usage and find ways of improving them in the future.

CONTACT INFORMATION

Student Advisee:

Faculty Advisor(s):

Daily mentor in the laboratory (i.e., grad student/postdoc):

DISCUSSION QUESTIONS

Preferred types of communication with advisor (e.g., in-person meetings, Zoom, email, Slack, etc.):

Preferred frequency of meetings with advisor:

Expectations for meetings (should the advisee prepare something specific in advance, etc.):

What does the advisor think that a successful rotation in their lab looks like (e.g., what is expected in terms of work habits, schedule, research accomplishments, attendance at specific meetings or departmental activities, etc.)?

OTHER POTENTIAL DISCUSSION TOPICS

Please note that the advisor and advisee do not need to fill out this portion of the form. These more specific questions are to help guide the conversation so that the advisee understands the qualities of a successful rotation and is better equipped to do well, and so that the advisor understands how to best support them.

A. Goals and Expectations:

1. What are the **advisor's** expectations for the advisee?
 - a. Examples of expectations: attendance at specific meetings, familiarity with literature or lab techniques, lab hours, amount of data, presenting at group meeting, specific skills, etc.
2. What are the **advisee's** goals and expectations for the rotation?
 - a. Discuss your class schedule and other responsibilities (parenting, caring for a family member, etc.) that may impact your time in lab
 - b. Under what types of mentorship does the advisee work well?
 - c. How does the advisee prefer to receive feedback about their work (in person, by email, etc.)?

B. Research Group Logistics:

1. What habits and culture in the group should the advisee be aware of or participate in? (e.g., lab social hour, snack or coffee breaks, etc.)

C. Additional Topics:

1. Advisee's background; courses, skills, research experience
2. Advisee's research interests and post-graduate school career goals
3. What professional development activities are available to students who join this lab? (Additional courses, Searle teaching program, internships, etc.)