Rotation Research Student / Advisor Agreement

 STUDENT NAME

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 FACULTY ADVISOR NAME

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 Term and Year of research rotation

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Introduction

*Below is a list of topics (blocks of questions) for the graduate student and the graduate student's advisor for the research rotation to consider. Relevant bullet points/questions should be discussed and customized plans/responses recorded for relevant general topics. These topics are based on the following agreements*:

As a student, I acknowledge that I have the primary responsibility for meeting the requirements of my graduate program.  I will seek guidance from my faculty/research advisor, career counseling services, other advisors and mentors, and any other resources available for advice on my graduate program and long term career goals.

As an advisor, I commit to providing research experience and training to the graduate student, communicate expectations, standard practices and policies, and to set reasonable and attainable goals, with a timeline for completion.

A) RESEARCH AND TRAINING

A1 General description of the student's anticipated research experience / training:
RESPONSE REQUESTED - at least one or two sentences.

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A2 Collaboration with peers in the lab: who will the student work with/be supervised by daily in the lab? RESPONSE REQUESTED

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B) DAY-TO-DAY LAB / RESEARCH GROUP OPERATIONS

B1 What are the specific research group policies related to notebooks, storage/sharing of data, media, or other information relevant to ongoing or completed projects?

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B2 What, if any, are the expectations for physical presence in the lab/office, including timing for advance notifications of any planned absences, and coordination of work schedules needed for continuous care of research models (e.g. cell lines, animals) or instrumentation?

- RESPONSE REQUESTED

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B3 What are common research group responsibilities (typical lab tasks shared among group members) and how are they assigned?

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 C) ADDITIONAL LAB-SPECIFIC TOPICS:

* EH&S laboratory and chemical safety training
* Blood borne pathogens training
* Animal care and use training
* Radiation use training
* Institutional Review Board (IRB) for training in the ethical use of humans in research
* Scientific diving
* FERPA training

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 D) FREQUENCY AND METHODS OF COMMUNICATION:

As a student, I pledge to meet my faculty/research advisor as outlined and provide him/her with updates on the progress and results of my activities and experiments.

As an advisor, I agree to meet with the student as outlined, provide resources for him/her to conduct a research rotation, and complete an evaluation at the end of the term.

D1 How often and for how long will student and mentor meet in person? Individual/group meetings? RESPONSE REQUESTED

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D2 What other means of communication are preferred/acceptable (email, phone, text?)

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D3 How should updates or changes in expectations and issues be communicated?
RESPONSE REQUESTED

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E) AUTHORSHIP AND CONTRIBUTOR POLICIES
Discuss general and project-specific authorship policies.

E1 What constitutes authorship on a project on which the student contributed?

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E2 How is the order of authors determined in a manuscript or abstract?

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E3 How is the journal/other mechanism for publication of the student's work decided?

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E4 In what other ways, besides authorship, might the student's contribution be acknowledged?

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