ChEM-H CBI Training Program CONFLICT RESOLUTION PROTOCOLS

The CBI Training Program anticipates that conflict will arise with mentors and students. CBI integrates conflict prevention into the program structure to avoid conflicts that could de-rail a student's degree and/or negatively influence the faculty mentor. CBI anticipates that certain conflicts will arise between trainees and mentors, trainees and home departments, and mentors and home departments. To prevent these issues and conflicts with the CBI program itself, the CBI training program has implemented the following:

1) Each trainee receives an award letter detailing program requirements and financial support from CBI
2) Trainees are welcomed members of the ChEM-H and CBI communities from the summer before they matriculate at Stanford
3) CBI holds a new student orientation and a new faculty mentor orientation each fall
4) CBI holds a poster session or faculty lightning talks in the fall for new students
5) Program Director invites each Faculty Mentor to participate in the program and each Faculty Mentor agrees to fulfill requirements
6) Faculty Mentors complete mentor training activities
7) CBI program requires trainees to complete 3 rotations prior to selecting thesis advisor and project. One rotation must be outside of the trainee's home department.
8) Trainees and mentors complete annual IDPs for the trainee's scientific and professional development
9) Trainees hold annual Reading Committee meetings
10) Trainees complete RCR training, which covers conflicts of interest, mentoring, authorship, intellectual property, and teamwork
11) Program Director, Program Manager, and Academic and Student Services Coordinator open-door policy for trainees and faculty mentors

Resources for Conflict Resolution Available to Faculty and Students: If a conflict arises, students and trainees have several resources.

CBI Program Director, Program Manager, and Academic and Student Services Coordinator: Program leadership/administration maintains an open-door policy for trainees and faculty. Trainees and faculty may contact any member of the admin team to discuss concerns. Program admin will listen, provide advice (if requested, and refer the trainee/faculty to applicable resources. If and when appropriate, program admin will facilitate conversations between the trainee and mentor (or other parties) with the goal of fining a resolution.

Home Department: Each home department employs a student services coordinator and the direction of the department is led by a Faculty Chairperson. The Chair and student services coordinator are available to students and faculty to share concerns and receive assistance.

Stanford Office of the Ombuds: The Ombuds strives for fair and equitable resolution to questions, concerns, and complaints. This is an excellent first resource for attempting to resolve issues with your advisor, other members of your lab, roommates, etc. The Ombuds provides advice on conflict resolution from an unbiased perspective (i.e., they do not see it as their role to support either party, but rather to find a resolution that works for both parties) in an informal setting.

Office of the Ombudsperson, Stanford School of Medicine: The office assists members of the School of Medicine community with any work-related difficulty, including interpersonal conflict or misunderstandings, as well as academic or administrative concerns. The Ombudsperson may serve as an intermediary, mediator, facilitator, and informal information gatherer or simply as a listener. The Ombudsperson has no authority to take-action but has access to anyone in the School for the purpose of informal resolution of concerns and disputes. Consistent with the neutrality of the Ombudsperson and the confidential nature of the process, communication to the Ombudsperson does not put Stanford University or the School of Medicine on notice of the content of the communication.

Office of the Vice Provost for Graduate Education (VPGE): Professional skills learned in graduate school can form the basis of a great career. Together with campus partners, the VPGE office equips graduates with the leadership, management, and interpersonal skills they need to excel in their chosen fields, including conflict resolution.

Mentoring Skills Workshops (for Faculty): The Mentoring Skills workshops are designed to enhance participants effectiveness in mentoring students. Designed as a three-part series, each session introduces new content while building on the previous session's learnings to support participants' development as mentors.

Stanford Medicine Teaching and Mentoring Academy (for Faculty): An inclusive, school-wide entity available to all those who teach and mentor our trainees – MD students, PhD students, residents, fellows, postdoctoral scholars and faculty. The Academy is a unique organization that spans the spectrum of education and advances the mission of the School of Medicine at all levels including education, research, and clinical care.

Process for Resolving Conflict

In the event that a conflict arises that is not addressed by an existing University or program policy, the parties (student, advisor, or both) should first attempt to discuss the issue in good faith. Each party will document when meeting(s) occur and briefly summarize how attempt(s) to create a mutually satisfactory resolution were approached. Parties should indicate which resources they have utilized and when. The content of the communications will remain confidential.

If the parties cannot reach a mutually agreeable resolution, the graduate program or home department should attempt to facilitate the situation. These efforts may be undertaken by the director of graduate studies, department chair, dissertation committee, or another faculty member. The program may have specific guidance within its handbook that outlines the program's procedures. In all cases, local resolution should be attempted by the graduate program or home department before the matter is escalated. The CBI program will engage in conflict resolution as appropriate.

If resolution is not achieved within the graduate program or home department, the matter may be brought to the appropriate school dean of the home school (or their designee) or to the Associate Dean for Graduate Student Affairs.

Change in Advisor: In rare cases a student may choose to change their primary research advisor due to misalignment of goals and mentoring/learning styles. This process is generally governed within the trainee's home department and requires approval from the proposed new advisor as well as the Director of Graduate Studies and the Graduate Education Committee. The student and mentor should attempt to resolve differences prior to initiating a change in advisor. In cases where a qualifying exam was passed while the student worked with their previous advisor, the student will be required to submit a revised packet detailing their proposed project, and to appear before a panel of three faculty members who will examine her/him/them about this new research direction. The faculty panel will submit a recommendation to the Graduate Education Committee, who also considers past academic and research performance and any extenuating circumstances before deciding whether or not to allow a student to continue in the graduate program.

Process for dismissing preceptors from the training program (also described in the program plan):

Every two years, the roster will be reviewed by the Program Director for active mentor participation using the following criteria: mentorship of students, trainee IDP completion, educational and recruiting engagement, participation in Program activities, and continuing mentorship training. Mentors who have not actively participated in required Program activities, particularly retreats, URM recruitment, and mentor training, and/or demonstrate incongruence with program values and mentoring practices, will be notified and asked to increase their involvement, change their behavior, or face removal from the Program. If a mentor has not participated in any CBI activities, and/or has not improved interactions with trainees within 2 quarters (approximately 6 months), the mentor will be removed from the Training Program. Fortunately, the CBI program has not had to activate the mentor removal processes.