# *PB Graduate Program Mentoring Plan*

**Overview:**

The **PB Graduate Program Mentoring Plan** is a form designed to provide incoming PB Graduate students (mentees) and their PI’s (mentors) an opportunity to outline courses, goals, expectations, and strategies for a productive mentor-mentee relationship.

The Mentoring Plan is a form split into two main sections: an **initial meeting** early during the first semester of graduate studies (Part 1), and a **follow-up meeting** early during the second semester (Part 2). The mentor and mentee are encouraged to think about the questions in the form before the initial meeting and seek guidance from peers. The mentor and mentee should then meet in person during the mentee’s first semester to co-create, print out, and sign a document that addresses the questions provided. The follow-up meeting to complete Part 2 of the Mentoring Plan should take place early during the student’s second semester.

This plan should be a living document. Beyond the two required meetings to complete Part 1 and Part 2 of the Mentoring Plan, the mentor and mentee are encouraged to revisit the document regularly, update it, and use it as a framework to engage in productive communication about mentorship.

*This mentoring plan utilizes components of the Stanford Biosciences Individual Mentoring Plan (Year 1) https://biosciences.stanford.edu/wp-content/uploads/2018/01/IDP\_Year\_1.pdf*

# *Part 1: Initial Meeting* **Date: Mentor: Mentee:**

***Course Advisory***: This is not binding, it is only to give the Mentee and Mentor an idea of what courses are needed to fulfill the student’s Program of Work requirement. If you choose to switch a course, you only need to make sure that it fulfills the same requirement of the course you are removing.

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| --- | --- | --- | --- |
| **Course Number** | **Course Name** | **Faculty Instructor** | **Semester to be Taken** |
|  |  | |  |
|  | **Required of all PB students** | |  |
| BIO 389D | Subj/Skills Grad Students in Biology |  |  |
|  | **5 PB course (15 hours)** |  |  |
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|  |  |  |  |
|  |  |  |  |
|  | **2 courses outside PB (6 hours)** | |  |
|  |  |  |  |
|  |  |  |  |
|  | **Thesis (6 hours)** | |  |
| 698A | Thesis A |  |  |
| 698B | Thesis B |  |  |

1. **Overview (mentor):** What is important to you, mentor, in a mentoring relationship?

**Overview (mentee):** What is important to you, mentee, in this mentoring relationship?

1. **Communication (frequency):** How often will the mentor and mentee meet?

**Communication (preferences):** What is the best way for the mentor and mentee to communicate regularly?

1. **Expectations (academic):** What are the academic interests of the mentee? These can be keywords, questions, project ideas, etc.

**Expectations (funding):** What is/are the mentee’s expected funding source(s) for this current year (and in the future if known)? What resources are available for the mentee to pursue funding opportunities?

**Expectations (responsibilities):** What are the responsibilities of the mentee (including e.g. training, lab operations, time commitments)?

**Expectations (life-work balance):** What are the mentee’s expectations regarding balancing demands of life, health, family, and work?

1. **Goals (requirements):** What PB program requirement goals do the mentee plan to accomplish by the end of this year? Are there any strategies the mentor or mentee can use to accomplish these goals?

**Goals (research):** What research goals does the mentee plan to accomplish by the end of this year? Are there any strategies the mentor or mentee can use to accomplish these goals?

1. **Skills (research):** What skills (pick 2, listed below) does the mentee identify as important development targets for the coming year? How will the mentor and mentee develop these areas?

**Skills (communication):** What skills (pick 2, listed below) does the mentee identify as important development targets for the coming year? How will the mentor and mentee develop these areas?

|  |  |
| --- | --- |
| **Research Skills:** | **Communication Skills:** |
| Broad-based knowledge of science | Writing for a research proposal or publication |
| Critical reading of scientific literature | Writing with appropriate grammar and structure |
| Experimental design | Speaking to a specific audience |
| Statistical analysis and interpretation of data | Communicating one-on-one |
| Creativity and innovative thinking | English fluency |
| Understanding of submission/peer review process | Working with constructive criticism |
| Identifying and seeking advice |  |
| Time management |  |

1. **Challenges:** What is the mentee’s main concern regarding their transition into graduate school and setting themselves up for success in their Master’s program? How can the mentor help navigate those concerns?
2. **Challenges:** How do the mentor and mentee plan to address any issues (e.g. miscommunication, conflict) that arise?
3. **Other:** What other information and/or resources should the **mentor** be aware of to help foster a productive mentor-mentee relationship?
4. **Other:** What other information and/or resources should the **mentee** be aware of to help foster a productive mentor-mentee relationship?
5. **Follow-up:** Please schedule a date for a follow-up meeting during the mentee’s second semester. Complete Mentoring Plan part 2 for the follow up meeting.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor/PI Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor/Co-PI Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Graduate Advisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_