# *EEB Graduate Program Year 1 Mentoring Plan Part 1*

**Overview:**

The **EEB Graduate Program Mentoring Plan** is a form designed to provide incoming EEB 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** and a **follow-up meeting**. 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 and print out a document that answers the questions provided. The follow-up meeting should take place the end of the student’s second semester.

This plan is flexible, and it is encouraged that even beyond the two required meetings the mentor and mentee can continue to refer to the document, 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:**

**Ecology, Evolution and Behavior**

**Course Advisory Form**

Please type

***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.

Check \_\_\_\_\_ if you already have a Master’s degree. The Graduate Advisor will determine if any of the courses taken during previous Masters studies can count towards our outside course requirement.

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| --- | --- | --- | --- | --- |
| **Course Number** | **Course Name** | **Faculty Instructor** | **Semester to be Taken** | **Quantitative Requirement (must have 1)** |
|  |  |  |  |
| **Required Courses** |
| BIO 389D | Subj/Skills Grad Students in Biology |  |  |  |
| BIO 384L | Issues in Population Biology |  |  |  |
| **4 lecture courses (at least 3 courses must be graduate level and taught by an EEB GSC member. Two must be fundamentals courses and one must be quantitative)** |
|  | Fundamentals of |  |  |  |
|  | Fundamentals of  |  |  |  |
|  |  |  |  | X |
|  |  |  |  |  |
| **3 additional courses, which may be seminar or lecture courses** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

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)

1. **Goals (requirements):** What EEB program requirement 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?

**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 PhD? 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_