# *EEB and PB Graduate Program Year 1 Mentoring Plan Part 2*

**Overview:**

The **EEB and PB Graduate Program Mentoring Plan** is a form designed to provide incoming EEB Graduate students (mentees) and their PI’s (mentors) an opportunity to outline 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 2: Follow-Up Meeting* **Date: Mentor: Mentee:**

1. **Goals:** What has the mentee accomplished in their first year?
2. **Communication:** How has the communication between the mentor and mentee been this past semester/ How could it improve?
3. **Expectations:** Have the mentee’s research interests changed since the initial meeting?
4. **Skills (accomplishments):** How has the mentee tackled improving any of the skills listed below?

**Skills (development):** For the specific skills highlighted during the initial meeting as targets for development, has any progress been made to develop those skills? If so, how? If not, how can they be made a priority in the future?

1. **Plans to assemble a committee for qualifying exam and dissertation proposal defense:** Has the mentee identified potential committee members for the qualifying exam, discussed these with the mentor, and maybe met already with some of these potential committee members? Who are likely committee members (please list here internal and external committee members)?
2. **Follow- Up:** How can the mentor and mentee continue to improve their relationship? Would the mentor or mentee like an additional follow-up meeting?

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| **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 |  |

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

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

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

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