

Why make a mentoring plan?

There is no single approach to mentoring that will work for all students. We all have individual needs, circumstances, preferences, and pet-peeves that must be learned to make a Mentor–Mentee relationship successful. A mentoring plan will help us get a few of these points established, so that we have something to refer back to if needed. Importantly, establishing a plan and setting expectations will help ensure that we are both treated fairly.

It is helpful to think about the mentoring plan as a living document, rather than a binding contract, because we will both change our expectations from one another over the next few years. For example, mentoring is typically more time intensive and direct earlier in a graduate student’s career, whereas less time and more general advice is required in later years. Moreover, personal circumstances and work habits will change over time; keeping this document flexible will help us adapt to changing circumstances while maintaining a successful relationship.

How will we make a mentoring plan?

Soon after you associate with this research group, we will work through this document together. During this first visit with the mentoring plan, we can fill out some sections and leave others empty, or add notes to think about certain ideas or discuss topics at a later time. Then, we will each have one week to think about the uncompleted sections, and think about whether we are happy with already completed sections and expectations.

We will then meet again to discuss the plan and finalize any uncompleted sections. Finally, we will sign the plan and each get a copy of the agreed-upon document. We will revisit and update the plan once per year, or more frequently, if needed.

Initialized:	_____	_____	_____
	Mentee	Mentor	Date
Updated:	_____	_____	_____
	Mentee	Mentor	Date
Updated:	_____	_____	_____
	Mentee	Mentor	Date
Updated:	_____	_____	_____
	Mentee	Mentor	Date
Updated:	_____	_____	_____
	Mentee	Mentor	Date

Mentor responsibilities

It is the Mentor's job to prepare the Mentee for success during and after graduate school, as well as to promote a safe and fulfilling place to learn and develop professional skills. Importantly, this means providing the Mentee with training, scientific advice and guidance, financial support, and a professional network.

Technical training

Provide training in research methods (numerical, computational, field, and laboratory). Safety.

Peer review, manuscript and grant preparation.

Professional training

Provide career advice. Bias and equality.

Funding

Secure funding for student research, stipend, and travel. RA vs TA vs F.

Year 1

Year 2

Year 3

Year 4

Year 5

Networking

Connect with network of peers in academia, industry, and government. Set up connections with other graduate students. Train on how to network.

Revisions and editing on writing

Revise and provide feedback on writing (papers, grants, etc.) Turn-around time.

Recommendations and nominations

Letters. Network.

Support services

Accessible and compassionate mentoring, but not a professional counselor. Connect Mentee with professional support services.

Mentee Responsibilities

The Mentee is ultimately responsible for their own success. This means being present at work, developing independent scholarship, and being a good community member. It is also extremely important to maintain physical and mental health; it is the Mentor's responsibility to allow for personal time, but it is the Mentee's responsibility to utilize this time effectively.

Being respectful

Every member of our lab will treat everyone they encounter with respect at all times. We all have a part to play in creating an inclusive environment (see Code of Conduct).

Being present

Hours per week, core office hours, vacation time and sick time.

Attending seminars and colloquia.

Being independent

Best science is collaborative, but driven forward by single person. Identifying scholarship, learning new skills/methods, reading outside the field.

Work habits.

Communicating

Explicit is better than implicit. Slack vs email. Response time?

1:1 Meeting

A meeting between just Mentor and Mentee will be held weekly. Agenda is set by Mentee.

Group Meeting

Meetings will be held weekly. Meeting program will consist of research presentations by group members, paper discussions, guest lectures, research tool tutorials, etc. Scheduling will be arranged by cycling through group members; Mentee must present on their own research at least every other cycle.

Professional Meetings

Frequency, which meetings, types of presentations, funding.

Publications

Publications are expected to result from research projects. Writing vs revising. Scientific writing resources.

Teaching and Mentoring

Teaching is an important skill, regardless of eventual career (i.e., clear communication of ideas). Training resources. Guest lecture opportunities.

Professional service

Department committees, TAs, mentoring junior students. Peer review.

Data management

Funding mandates, publishing, reproducibility. Open-source software. Backups.

Mentoring Plan***Course work***

Course work is a required graduate program component. Good science is integrative; thus, Mentee should take courses outside research topic. Excellence is expected in courses within the research topic, and competence in other subjects.

Year 1	Fall	Spring	Summer
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Year 2	Fall	Spring	Summer
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Year 3	Fall	Spring	Summer
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Year 4	Fall	Spring	Summer
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Year 5	Fall	Spring	Summer
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Milestones

	Year 1	Year 2	Year 3	Year 4	Year 5
Preliminary Exam					
Qualifying exam					
Science writing course					
Field work					
Publication #1 draft					
Publication #2 draft					
Publication #3 draft					
Peer review					
Grant application #1					
Grant application #2					
Thesis Committee meeting					
Thesis defense					

Professional

Selecting a target career. Internships, CV, web presence.