



Student Name

Mentor Name

Date



As a PhD student you are expected to “own” the education you are pursuing. The Clinical Translational Sciences (CTS) program will help you to develop your passion in research and clinical experience. Your mentor is here to help you through the process of developing you into a scientist. Seeking guidance from your mentor is key to your development, as he/she supports you in your training. If you have not yet selected a research mentor, you will be assigned to an advisor to fulfill this role.

As a mentee, your job is to develop and have open discussions with your mentor to enhance your maturity and abilities in the scientific world. This form will help you to honestly address your development by allowing you to share your responses to the questions and discuss in detail with your mentor.

1. **Take time to respond to these questions** but also let them move you to think of the broader picture of your experience. Remember this document is to assist you to set and achieve your goals as they relate to your research training.
2. **Set up a meeting with your mentor**, and share the completed IDP with him/her. Fundamental to your experience is having open communication with your mentor, as he/she will help to guide you throughout the program and your professional life.
3. **It is your meeting**; thus, you can lead the discussion to your area of interest, questions, or objectives related to your training. Use this time to move toward action items.
4. **Make an Action Plan**, and revisit it in your meetings throughout the year. This will help you to determine if your research is going where you want it to go, and move forward through the process to complete your eventual dissertation.
5. **Advise the CTS Program Coordinator**, of the date and time you met with your mentor by sending an email to Katharine Gonzales at kgonzales@email.arizona.edu.

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Please read the following responsibilities in advance of your meeting, and discuss with your mentor any questions you may have. This list is intended to help you to understand where you should take ownership over your graduate training and how your mentor can support you with your goals.

STUDENT RESPONSIBILITIES

- Take primary responsibility for the successful completion of my degree.
- Meet regularly with my mentor and provide him/her with updates on the progress and results of my activities and experiments.
- Work with my research mentor to develop a thesis/dissertation project and select a committee.
- Initiate requests for feedback and seek advice from my mentor, committee, and other faculty.
- Attend and participate in lab meetings, seminars, and journal clubs.
- Keep up with original literature in my field.
- Be a good lab citizen, maintaining a safe and clean space, and working collegially with everyone.
- Maintain a detailed, organized, and accurate lab notebook.
- Discuss policies on work hours, sick leave, and vacation with mentor.
- Discuss policies on authorship and attendance at professional meetings with mentor.

MENTOR RESPONSIBILITIES

- Be committed to your education and training as a future member of the scientific community.
- Be committed to helping plan and direct your research project, allowing you to take ownership of your research while setting reasonable goals and establishing a timeline for completion.
- Provide and seek regular honest feedback.
- Be committed to improving as a mentor.
- Be open, encouraging you to voice concerns and helping to find acceptable solutions to problems as they arise.
- Be knowledgeable of, and guide you through, CTS requirements and deadlines.
- Advise and assist with your thesis committee selection.
- Lead by example and facilitate your training in complementary skills needed to be a successful scientist, such as communication, writing, management, and ethical behavior
- Discuss authorship policies, acknowledge your scientific contributions to my lab, and work you to publish your work in a timely manner prior to your graduation.

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TRAINING / MENTORING

1. What CTS Program requirements do you need to complete, and what is your plan to fulfill them?
2. What fellowships are you applying to, and have you been able to get the guidance you need?
3. What are your primary goals in your academic training?
4. What resources or support will most help with your transition to graduate school?
5. What actions can be taken to make sure these needs are met?
6. What is important to you in a mentoring relationship?
7. What features of the lab group and your relationship with colleagues are most helpful and supportive to your well-being?
8. Are there any factors that you are concerned may negatively affect your progress? What help can your mentor or other faculty/staff provide?

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EVALUATE YOUR SKILL SET

One of the most important part of your training is to develop a skill set transferrable beyond graduation. Evaluate your strengths and weaknesses relative to where you think a student at your stage should be, and check the boxes for skills that you would like to target in the coming year. Ask you mentor if he/she agrees or disagrees with this assessment. An honest self-assessment and discussion will help you set training goals.

	Mark your perceived ability level			Target skill for this year
	1 weak	2	3 strong	
RESEARCH SKILLS & SCIENTIFIC THINKING				
Broad-based knowledge of science	1	2	3	<input type="checkbox"/>
Critical reading of scientific literature	1	2	3	<input type="checkbox"/>
Experimental design	1	2	3	<input type="checkbox"/>
Statistical analysis	1	2	3	<input type="checkbox"/>
Interpretation of data	1	2	3	<input type="checkbox"/>
Creativity and innovative thinking	1	2	3	<input type="checkbox"/>
Understanding of submission / peer review process	1	2	3	<input type="checkbox"/>
Identifying problems and seeking advice	1	2	3	<input type="checkbox"/>
Time management	1	2	3	<input type="checkbox"/>
COMMUNICATIONS				
Writing a research proposal or publication	1	2	3	<input type="checkbox"/>
Writing with appropriate grammar and structure	1	2	3	<input type="checkbox"/>
Speaking to a scientific audience	1	2	3	<input type="checkbox"/>
Communicating one-on-one	1	2	3	<input type="checkbox"/>
English fluency	1	2	3	<input type="checkbox"/>
Working with constructive criticism	1	2	3	<input type="checkbox"/>

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DEVELOP YOUR ACTION PLAN

Your Action Plan should be developed jointly with your mentor during or after the discussion. Keep it accessible for your annual IDP meetings with potential monthly revisions, as determined by the two of you.

1 Communication

What is the best way for you and your mentor to set meetings and communicate regularly?

2 Target Skills

What skills (list 1-2 skills) did you identify as important development targets for the coming year?

3 Activities

List any activities in which you and your mentor agree you should participate to achieve your academic objectives in the coming year.

4 Financial Support

If you know, what will be your financial support for the year?

5 Additional Actions

In order to aid your success, are there any additional actions that can be initiated or continued by you? By your mentor?

6 Following up

How often do you and your mentor plan to meet?

7 Other