

Mentoring Plan Template



Division of Pulmonary, Critical Care
& Sleep Medicine
University of Washington

The Mentoring Plan is designed as a template to be individualized by each fellow and their primary mentor at the start of the research fellowship, and revisited and revised prior to each Mentoring Committee meeting. As such, it is a living document that will evolve as each trainee progresses in their career development.

The goal of the template is to formalize the plan for the mentee to develop the research, teaching and mentorship skills necessary for a successful career. This template will initially be filled out in the first month of the fellow's first research year. The mentee and mentor will discuss mutual expectations of their individual roles, including work schedule and frequency of meetings, in addition to the general topics listed below. The first Mentoring Committee meeting should take place no later than four months after the beginning of the fellow's first research year.

Section 1: Identifying Information

Mentee:

Primary Mentor:

Secondary Mentor (if applicable):

Additional Mentoring Committee Members:

Dates of Completion and Updating of Mentoring Plan Template:

	Month/Day/Year		Month/Day/Year
Original Completion		Updated	
Updated		Updated	
Updated		Updated	
Updated		Updated	

Section 2: Mentee Career Goals

(Fellows are encouraged to consider numerous options, including transitioning to UW faculty, another academic institution, community practice, government, industry, etc.)

I. 5-Year Career Goal

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II. 10-Year Career Goal

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III. Overall Career Goal

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Section 3: Acquisition of Discipline-Specific Conceptual Knowledge and Research Skill Development

I. Description of mentee’s planned research project(s) and proposed meeting abstract and journal submission targets

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II. Identification of specific research skills that will be needed to complete research projects in mentee’s specific area of interest

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III. Structured plan on how these skills are to be acquired

(Examples include training by mentor in laboratory techniques and safety, statistical methods and trial design, classes within School of Public Health and Community Medicine, attendance at workshops, seminars and lectures on specific methods offered by ITHS, etc.)

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Section 4: Plan to Learn Basic Principles of Scientific Conduct, Effective Communication of Research Findings to Colleagues, and Receipt of Constructive Feedback

I. Anticipated Presentations

(Describe expectations about number of times each year and dates, if known, the fellow will present at works-in-progress sessions, lab or research group meetings, research conferences, etc. Mentor should plan to attend each to provide feedback.)

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II. Anticipated Publications

(Describe expectations about number of manuscripts to be submitted each year, including first-author publications with mentor as senior author, and collaborations with colleagues; outline potential target publications.)

1. Number of first-author manuscripts per year:
2. Number of collaboration manuscripts per year:
3. Number of publications in progress per year:

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III. Timeline for Planned Fellowship Grant Submissions

(Outline planned mentored grant submissions during research fellowship, including individual NIH F32, small professional society grants, foundation awards, etc.)

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IV. Timeline for Planned Fellow-to-Faculty Transition Grant Submissions

(Outline planned mentored grant submissions during research fellowship, including individual or institutional K Awards and plus funding, including small professional society grants, etc.)

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Section 5: Career Development

I. Professionalism

(Describe plan for how the mentor will provide ongoing instruction on the importance of professionalism, including role modeling, one-on-one and group discussions on ethical conduct of research, attendance at core ethics conferences [see Section 6 below], formal and informal instruction in fundamentals of scientific method, protection of human subjects, interactions with Internal Review Boards, laboratory safety, standards of professional practice, etc.)

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II. Development of Mentorship and Leadership Skills

(Describe plan for how the mentor will aid in the mentees' development of these skills - expected to be an increasing focus as fellowship progresses. Approaches include 1) Supervised mentorship of residents and medical students participating in research projects, 2) Mentor will demonstrate how to effectively manage research staff, 3) Mentor will promote mentee's involvement in the research community and professional societies and will encourage leadership roles in works-in-progress sessions, etc.)

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III. Life After Fellowship

(Describe plan for how mentor will facilitate discussion and/or action in preparation for immediate post-fellowship goals such as job seeking, conference networking opportunities, continued clinical or research training, transition to faculty, etc.)

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Section 6: Training in the Responsible Conduct of Research

(Describe plan for training in specific topic areas, including 1) conflict of interest, 2) data acquisition and ownership, 3) peer review, 4) responsible authorship, 5) research misconduct, 6) researcher/trainee responsibilities, 7) collaborative science.)

- Participation in the UW BRI Series (Attend 5 lectures, covering each of the subjects above, and 3 discussion groups once during postdoctoral training period.)

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Section 7: Resources That Will Be Provided to Support Mentee

(Describe resources that will be provided by the primary mentor and/or Division to support mentee's attainment of goals.)

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Section 8: Plans for Ongoing Mentoring Meetings

(Describe the frequency of meetings planned between the mentor-mentee and with the Mentoring Committee.)

1. Mentor-mentee meeting frequency:
2. Plan for scheduling these meetings:

- 3. Mentoring Committee meeting frequency (no less than two per academic year):
- 4. Plan for scheduling these meetings:

Section 9: Review of Curriculum Vitae

(Attach formal CV for mentor and Mentoring Committee to review.)

Section 10: Formal Evaluation

I. Evaluation of Mentee Progress

Review of mentee’s progress toward each of the above outlined milestones will occur semi-annually at the Mentoring Committee meetings and at the annual meeting with Division leadership.

II. Evaluation of Mentor

Mentee will fill out an anonymous evaluation of their mentor on a regular basis. Anonymous data from multiple mentees will be reviewed by Division leadership and feedback will be shared with mentors.

Signature of Mentee:

Signature of Mentee	Month/Day/Year	Signature of Mentee	Month/Day/Year

Signature of Mentor:

Signature of Mentor	Month/Day/Year	Signature of Mentor	Month/Day/Year