

Annual Doctoral Student Mentoring Meeting Worksheet

This worksheet is intended to facilitate a required annual conversation between a faculty advisor and a doctoral advisee, focusing on the student's progress to graduation, professional development, mentoring needs, and group climate. This conversation is intended to supplement other regular meetings where the faculty advisor and the student talk about the student's research. The worksheet is intended to structure a conversation. It can be used to help the student and the faculty advisor to:

- 1) take stock of the student's scientific accomplishments in the past year,
- 2) discuss what is working and areas for considering change in terms of mentoring,
- 3) identify opportunities for professional development,
- 4) discuss lab climate,
- 5) discuss near-term and long-term plans, and develop a strategy for realizing those plans,
- 6) provide critical feedback to students regarding their research progress and interactions in the research group.

A conversation based on each section of this worksheet would allow 2-way feedback by the student and the advisor, and to develop specific, achievable goals for the next year. The worksheet was developed to allow students and faculty to tailor the discussion topics to be of most relevance at different stages of a student's career (e.g., 2nd versus 5th year graduate student), and for different research groups. *This worksheet is not intended to become part of the student's permanent record.*

The worksheet contains a suggested list of discussion topics which can be edited by the student and the advisor to allow for a tailored meeting. An expanded list of possible discussion topics is provided at the end of this document.

- The worksheet should be filled out by the student and advisor before the meeting.
- The worksheet does not need to be turned into the student office.
- You are required to have at least one mentoring meeting per academic year.

PART I – TO BE FILLED OUT BY THE ADVISEE

Student:	Faculty advisor:
Date of joining lab:	Review period:
Anticipated graduation date:	Mentoring meeting date:

Part I. Self-Evaluation – Scientific Progress

Briefly, describe your scientific progress during the last year. Did you accomplish the goals that you set for yourself?

What are your research goals for the next 12 months?

Part II. Self-Evaluation – Professional Development

What opportunities for technical learning, acquiring teaching or mentoring experience, or developing other professional skills do you plan to seek out in the next year? What opportunities did you seek out in the last year?

Part III. Mentoring Needs

How did your advisor support your scientific endeavors as well as your progress towards personal/professional goals in the past year? How else can your advisor support you in these areas?

Does your advisor provide critical feedback in a constructive and unambiguous fashion? Do you feel that you are clear on what your advisor expects of you?

Part IV. Group Climate

In general, do you enjoy coming into lab and interacting with your research group members?

What changes would you suggest regarding the way in which the group functions? (e.g., group meetings, group jobs, student/advisor interactions)?

Do have any concerns about how you are treated by other members in your group?

PART II – TO BE FILLED OUT BY THE FACULTY ADVISOR

Student:	Faculty advisor:
Date of joining lab:	Review period:
Anticipated graduation date:	Mentoring meeting date:

Are you satisfied with this student's research performance (e.g., effort, outcomes)? What do you see as the student's strengths? What areas are there for improvement?

Are there issues related to group climate and how the student interacts with other group members or yourself that you would like to discuss?

What is this student doing well that they should keep doing?

What are your expectations for this student for the next year?

List of Additional Discussion Topics

Part I. Self-Evaluation – Scientific Progress

What are your biggest scientific accomplishments in the last term:

What are your principal scientific goals for the next term:

What are the titles of the paper(s) that you have submitted for publication in the last term:

List the titles of papers that you expect to submit for publication by [date]:

Are you satisfied with your progress on each project? Topics to consider include: intellectual ownership, support from collaborators/labmates/advisor, available resources (time and materials), personal passion for the project.

What can your advisor do to help you with any of the projects where you are dissatisfied with your progress?

Are you satisfied with the number of manuscripts that you have published? Conferences attended? Mentoring and teaching opportunities?

Do you feel that your workload in the lab is too high, too low, or just right?

What skills would you like to acquire/master in the next term?

How long do you think will it take you to graduate?

Part II. Self-Evaluation – Professional Development

What is your long-range career goal (i.e., what would you consider an ideal job)?

What skills do you think are your strongest assets for that job?

What skills do you think you need to cultivate to succeed at that job? How can you cultivate those skills during the time remaining in your Ph.D.?

How expansive do you believe that your professional network is?

What strategies do you think would be valuable for expanding your professional network?

Part III. Mentoring Needs

This one word describes what I most need from an advisor/mentor:

Explain:

Is your advisor providing this/can your advisor provide this better?

Many things motivate me, but my personal top three are:

- i.
- ii.
- iii.

I try to be easy to get along with, but like most people, I have a few “triggers” – if they get pushed, I tend to push back. Very briefly, my personal top three “triggers” are:

- i.
- ii.
- iii.

Why do you think these are triggers for you?

Mentors and colleagues can support my scientific performance as well as my progress toward personal/professional goals in the following ways:

Overall, are you satisfied with the level of guidance by/interaction with your advisor?

Lastly, I think that my advisor should know that:

Part IV. Group Climate

In general, do you enjoy coming to work?

What are the best aspects of your experience in the group to date?

What are the worst aspects of your experience in the group to date?

How well do you get along with other group members?

If problems arose, would you feel comfortable discussing these problems with your advisor?