



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 develop into a scientist. Actively seeking his/her guidance is key to your development, especially as you enter your research years.

Setting goals and taking stock of whether you have accomplished these goals is crucial to being productive, not just busy. As a mentee, your job is to advance your career 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 career development by allowing you to share your responses to the questions and discuss in detail with your mentor.

1. **Take adequate time to answer these questions** but also let them move you to think of the broader picture of your experience. Remember this document serves to assist you to establish and achieve your goals as they relate to your research training.
2. **Schedule a meeting with your mentor early in the year (before Sept. 1)**, and share this completed IDP with him/her before you meet. You are responsible for scheduling the IDP meeting with your mentor, as well as semi-annual progress meetings with your committee.
3. **It is your meeting**; you can lead the discussion toward your areas of interest, questions, or objectives related to your training. Use this time to move toward action items.
4. **Develop an Action Plan**, and revisit it in meetings with your mentor meetings *throughout the year*.
5. **Notify the CTS Program Coordinator**, of the date and time you met with your mentor by sending an email:

In Tucson to: Anabel Moreno at anabelg@email.arizona.edu.

In Phoenix to: Katharine Gonzales at kgonzales@email.arizona.edu.

(The contents of the IDP and your discussions with your mentor remain confidential, unless you wish to share it with others.)

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SCIENTIFIC / RESEARCH GOALS & OBJECTIVES

What specific question is your thesis intended to address? How familiar are you with the scientific literature related to this topic?

Do you have a good grasp of how this project fits into your lab/field as a whole?

Do you think your project is progressing at the right pace?

What are your near-term research goals? For each goal, specify any areas where you feel you need specific improvement or additional training (e.g. the need to learn RNA-seq or viral gene transfer). Include any techniques you want to learn, scientific collaborations, introductions to other scientists, etc.

CHALLENGES

Describe any unusual or unanticipated challenges you experienced this year in trying to accomplish the goals you set out last year with your mentor/advisor.

What actions have you taken to meet these challenges?

How can your mentor better assist you?

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1. What CTS Program requirements do you still need to complete, and what is your plan to fulfill them?

2. What fellowships are you applying to; have you been able to obtain the guidance you need?

3. Many students find it useful to participate in additional training, teaching, conferences, outreach, and other activities. Do you need help finding such opportunities?

4. List any involvement you are considering in the following areas:
 - a. Academic Coursework/Training

 - b. Teaching/Mentoring

 - c. Professional Development

 - d. Conferences

 - e. Service/Outreach

5. Please explain what you hope to gain from any of the activities and experiences above and how they will help you to reach your goals?

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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 your 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 with students/peers	1	2	3	<input type="checkbox"/>
English fluency	1	2	3	<input type="checkbox"/>
Dealing with constructive criticism	1	2	3	<input type="checkbox"/>

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Mentoring is a distributive process, allowing you to take advantage of the talents and experiences of many people throughout your training. You may want to consider using all of some of the IDP as an impetus for conversations with each of your mentors, not just your advisor. In the space below, consider the breadth of mentoring you currently receive.

	...and how often do you meet?	Is this adequate?	Do you initiate meetings?	Need help finding or coordinating?
Mentor's name				
Thesis Committee Members; meet as a group				
Thesis Committee Members; meet one-on-one				
Additional Mentor(s) Names				
Collaborators (List Names / Roles in your research)				

What type of mentoring have you found to be the most beneficial? Is there anything that you think would improve the mentoring you receive?

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PROFESSIONAL AND PERSONAL DEVELOPMENT

Have you started to think about your long-term goals (i.e., activities you want to be doing on a daily basis in 5-10 years after you graduate)?

-If so, list any early thoughts you have. If not, do you have any questions at this point?

Have you considered the factors that inform these goals?

-If so, list any early thoughts you have. If not, do you have any questions at this point?

What guidance would help you with the development and exploration of career options?

What features of your lab group and your relationships with colleagues are most helpful and supportive to your personal development?

Are there any factors that you are concerned may negatively affect your progress? What help can your advisor or other faculty / staff provide? Indicate if you need help finding professional or personal development resources.

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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 Projected Timeline

What is the projected timeline for completing your current projects, required courses, dissertation?

2 Target Skills

What skills (list 1-2 skills) have you identified as important development targets for the upcoming 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? Have you applied for extramural support?

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