Made for this film: a fictional practice proposal, never submitted.

Mentoring Plan

This plan describes the mentoring the project provides to the graduate research assistant it supports. The same structure, scaled to a summer and an academic year, applies to the undergraduate researchers.

Individual development plan. In the first month the student writes an individual development plan with the PI, setting research, teaching and career goals; the plan is reviewed and revised each year.

Regular meetings. The student meets the PI weekly, attends the laboratory's weekly meeting, and presents progress to the student's graduate committee each year.

Career counseling and professional skills. The student attends the graduate school's workshops on careers in academia, agencies and industry, and the PI arranges at least one conversation a year with a professional in the student's chosen career path.

Proposals, publications and presentations. The student drafts sections of a fellowship proposal in Year 2, writes first-author papers from objectives R1 and R2 with the PI's feedback, and presents at a national meeting each year and at the research farm's field day.

Teaching and mentoring skills. The student co-teaches the course module twice with the PI, completes the university's teaching assistant training, and co-mentors two undergraduates each year.

Collaboration. The student works with the cooperating farmer, the partner school district's teachers and the genomics core's staff, and takes part in the winter planning meeting with the project's partners.

Responsible conduct of research. The student completes the university's responsible and ethical conduct of research training in the first year, including data management, authorship and the use of research tools.