**Graduate Student Mentoring Plan Template**

Any graduate student supported by NSF funds, including GRFP awardees, must upload a “Mentoring Plan,” a description of the mentoring activities that will be provided, in the supplementary documentation section of Research.gov. Per the NSF PAPPG, this mentoring plan must describe the mentoring that will be provided to the graduate student supported by the project. Mentoring activities provided to graduate students supported on the project will be evaluated under the Broader Impacts review criterion. For more information, see [PAPPG Chapter. II D.2.i(1)](https://www.nsf.gov/policies/pappg/24-1/ch-2-proposal-preparation#ch2D2i-i).

The UCF College of Graduate Studies provides this mentoring plan template as an example. Each plan should be tailored to your graduate student and their proposed project, the supervising PI, the academic program goals, and the student’s professional development needs. The customized mentoring plan should describe the details of how training will be provided to the graduate student, including training in the skills, knowledge, and experiences necessary to prepare them to excel in their chosen career path. Examples of mentoring activities include but are not limited to career counseling; training in preparation of proposals, publications and presentations; guidance on ways to improve teaching and mentoring skills; guidance on how to effectively collaborate with researchers from diverse backgrounds and disciplinary areas; and training in responsible professional practices.

**Graduate Mentoring Plan (an Example):**

# **Orientation** will include in-depth conversations between <PI name> and the graduate student(s). To assist in the expectation setting process, graduate students and PIs are encouraged to review and sign the **AGREE: Advisor-Grad Student Relationship Expectations and Engagement** and **Individual Development Plan (IDP)** templates provided by UCF College of Graduate Studies at <https://graduate.ucf.edu/graduate-enrichment-mentoring-initiative/>, within the first month of student joining PI’s research lab. These documents should be updated and reviewed annually.

* **Graduate Professional Development** is available to the graduate student through [the Office of Graduate Student Life](https://graduate.ucf.edu/graduatestudentlife/) within the College of Graduate Studies (and other UCF’s Offices) and includes workshops and resources around core competencies including communication (oral and written), career development, personal and professional Integrity, Ethics and Research Integrity, research skills, health and wellness, teaching and learning, networking, productivity, resilience, and mentoring.
* **Publications and Presentations** are expected to result from the work supported by the grant. These will be prepared under the direction of < PI name>. Graduate students will receive guidance and training in the preparation of manuscripts for scientific journals and presentations at conferences.

# **Teaching and Mentoring Skills** will be developed in the context of regular meetings within their research groups during which students and postdocs describe their work to colleagues and assist each other with solutions to challenging research problems, often resulting in cross-fertilization of ideas. Students are encouraged to take additional training in mentoring through [Preparing Tomorrow's Faculty Program](https://fctl.ucf.edu/programs/gta-programs/) offered each semester by [UCF Faculty Center for Teaching & Learning](https://fctl.ucf.edu/) open to all graduate students and postdocs, and LinkedIn Learning Courses available to UCF students such as [Being a Good Mentor](https://www.linkedin.com/learning/being-a-good-mentor/welcome?u=57691257), [Becoming an Inspiring Mentor](https://www.linkedin.com/learning/becoming-an-inspiring-mentor/the-business-case-for-mentoring?u=57691257).

# **Training in Preparation of Grant** Proposals will be gained by direct involvement in proposal prepared by <PI name> to learn best practices, including identification of key research questions, definition of objectives, description of approach and rationale, and construction of a work plan, timeline, and budget. Graduate students will also have access to approved sample grants, as well as grant writing tips. Graduate students will have access to [UCF Grant Development Series Webcourse](https://webcourses.ucf.edu/enroll/AKDBF3), which equips participants with the knowledge and skills needed to write competitive grant proposals.

# **Instruction in Responsible Professional** Practices will be provided on a regular basis in the context of the research work and will include fundamentals of the scientific method, laboratory safety, and other standards of professional practice. Graduate students supported by an NSF grant are required to take the [online Responsible Conduct of Research (RCR) training offered by CITI](https://rcr.research.ucf.edu/CITI_RCR_Training_Instructions.pdf) (Collaborative Institutional Training Initiative) to meet the NSF RCR training requirement.

* **Effective Collaboration Skills,** with a focus on collaborations with researchers from diverse backgrounds and disciplinary areas, is provided by in part by <PI name>, research collaborators, and additional research team students, postdocs, faculty, and staff.

# **Career Counseling/Advising** will be provided in part by <PI name>. Graduate students at UCF also have access to individual career counseling appointments with the [UCF Career services](https://career.ucf.edu/). This office also offers a series of events designed to prepare students for success in their professional journeys, including skill-building workshops and opportunities to engage with employers at Career Expo. In addition, [UCF Center for Entrepreneurial Leadership](https://cel.ucf.edu/) provides students with access to exclusive resources such as expert speakers, confidential coaching meetings, innovation resources, and startup competitions.

* **Annual Assessment of Success** of this mentoring plan will be documented through an annual meeting of the graduate student and the <PI name> to evaluate progress toward professional and career goals outlined in the IDP and revise the IDP as appropriate.