

SUGGESTED GUIDELINES FOR MIP GRADUATE STUDENTS AND MENTORS

During the first year:

1. Expect time to be spent in the lab during a rotation
 - a. The amount of time expected will be established between mentor and student prior to the start of the rotation but in general will be at least 20 h/ week.
2. Set a significant goal to be accomplished during the rotation
 - a. Even if only 20% of the goal is accomplished, it should stimulate independent thinking.

During the second year:

1. Establish a dissertation committee within a month of the student joining the lab.
 - a. This early committee can be changed and/or added to prior to preliminary.
2. Meet with the student at least once a week (this can be 1/ 2 weeks once student is established).
 - a. Set goals at the meeting to be accomplished prior to the next meeting.
 - b. Check the student's lab notebook during these meetings.
3. Ensure the committee meets once in six months, unless a lack of productivity dictates more frequent meetings.
4. Identify weaknesses in the student's academic background and direct them toward reading suitable for successful completion of the qualifying exam.
5. Make sure the student delves heavily into the primary literature during the second year, and prepares themselves to take the prelim exam early in the third year.
6. Provide standardized samples of RO1, R21 and RO3 grant applications available from NIH so that the student becomes aware of how to write an acceptable grant application.
7. Discuss suitable specific aims for the prelim grant application with the student.

During the third year:

1. Encourage the student to begin developing their grant application during the summer between the second and third year.
2. Read this proposal, comment on issues of grant organization, but do not edit the scientific content – remember, the prelim is a test of the student's knowledge, not the mentor's.
3. Ensure the student takes the prelim exam by the end of the third year, preferably within the first semester of the third year (making exception for emergencies – eg. a hurricane, severe illness, etc.)
4. Continue to meet regularly with the student, but require the student to take considerable initiative in designing controlled experiments.
5. Ensure the committee meets once in six months, unless a lack of productivity dictates more frequent meetings.
6. If possible, a manuscript should be ready by the end of the third year, and if possible, submitted.
7. BE PREPARED TO DISMISS THE STUDENT, IF POOR PRODUCTIVITY OR SCIENTIFIC APTITUDE CONTINUES TO BE DISPLAYED! Remember that once the prelim is passed, barring exceptional circumstances, the student will be granted a Ph.D., identifying you as the mentor for the work completed for that degree. It is the mentor's responsibility to ensure that the mentor is comfortable with that.

During the fourth year:

1. Meet regularly with the student, ensure completion of work for a second manuscript (or more).
2. Encourage the student to start writing some portions of the thesis, eg. the introduction section.
3. Make sure the student presents orally at one or more national meetings.
4. By the end of the fourth year, the student should have at least one published paper, and be prepared to graduate in the fifth year.
5. Ensure the committee meets at least twice this year, and is kept apprised of the student's plan to graduate, and post-graduation intentions.

During the fifth year:

1. In the first semester – complete the work required for the thesis.
2. During your weekly meetings, let the student lead the discussion on future directions for the project – this will make the basis of at least one aim for your grant applications.
3. Encourage the student to identify post-doctoral mentors that will fit their career objectives.
4. In the second semester – make sure the thesis is written and defended.