The Mentoring Plan is *required* for instructors, assistant professors, and clinical and postdoctoral fellows as part of his or her grant application. The primary research mentor must be a Member of the Stanford Child Health Research Institute.

Effective mentoring is essential for all junior faculty and other inexperienced researchers for the success of their medical research. A Mentoring Plan can provide an effective blueprint for critical professional guidance that helps maximize research skills and productivity for both the professional development and career success of all applicants.

**Format**
- The Mentoring Plan should be written by the primary research mentor.
- The Plan may be in the form of a letter and should be no more than two pages. The Mentoring Plan may be included in the letter of support; however, the Mentoring Plan should be clearly marked.
- The Mentoring Plan must be submitted by the applicant with the proposal.

**Background**
- Describe your role as the primary research mentor for this applicant, for example:
  - Appropriateness of your research area and expertise for this applicant.
  - The extent of your mentorship role in providing guidance and advice.
  - Previous experience as a research supervisor in the development of junior researchers.
  - Describe the feasibility of the applicant’s research project.
  - There are a tremendous number of resources on campus; how will the mentor ensure that the applicant knows what these are, how to use them to advance his or her research project and career, and how to take advantage of the entire institution?

**General**
- The Mentoring Plan should be tailored to the applicant, and identifies professional goals and milestones and a plan for achieving them.
- Describe the applicant’s qualifications for undertaking this research.
- Describe the overall structure of the applicant’s research training to date?
- How will the mentor provide a supportive environment that allows the applicant to thrive and receive the training in new skills needed to evolve into an academic researcher?

**Professional Development**
- Describe the expertise that the applicant will develop through this project.
- Bridging clinical and basic science: Are there clinicians and basic scientists that the applicant will interact with to bridge clinical and basic science research?
- What will be the mentor’s guidance and training on grant writing, and other relevant skills for a successful career in academic medicine and research?
- Will the applicant be able to gain needed expertise that requires additional training during the 12-month award period (such as bioinformatics, biostatistics, and other topics)?
STANFORD CHILD HEALTH RESEARCH INSTITUTE
Mentoring Plan Guidelines

• How will the Mentoring Plan build on the applicant’s previous training and expand into new areas that would position him or her for paradigm shifting research?
• Applicant research goals should be clearly stated, for example:
  - Numbers of papers to be written
  - Number of presentations to be given
  - Reference to weekly progress reviews and other meetings

Career Development
• What are the career plans of the applicant? How will mentoring help advance those plans?
• What continuing medical education is required or should be audited to help the applicant reach his or her goals?
• How does the mentor ensure that the applicant "charts his or her own course" in the CHRI research study?
• Does the applicant follow the experimental design of one of the mentor’s grants, is he or she on her own, or is it something in between?
• When the applicant advances on an academic or clinical track here at Stanford or leaves the University, what will he or she become?
• What will the applicant be capable of accomplishing in his or her career (e. g., designing and performing experiments, writing grants, running a research lab, being a clinician, building a career in academics, or other)?