

Name:

Date:

Performance Expectations for Predoctoral Fellows, Mentors, and Program Directors

Predocs	Mentors	Program Directors
Area 1: Individual Development Plan (“IDP”), coursework, and the qualifying examination		
<p><input type="checkbox"/> Read “Performance Expectations” and discuss any questions and concerns with mentors and program directors</p> <p><input type="checkbox"/> Develop a detailed Individual Development Plan (IDP), with specific dates for achieving objectives, including the Degree Plan and milestones</p> <p><input type="checkbox"/> <input type="checkbox"/> Update the IDP and this checklist, discuss with mentors, and submit it with progress reports 3x/year</p> <p><input type="checkbox"/> <input type="checkbox"/> Take full-time coursework, the Pre-/Postdoctoral Research Seminar (the seminar) every semester, including summer</p> <p><i>Take additional courses as follows:</i></p> <p><input type="checkbox"/> Cancer epidemiology</p> <p><input type="checkbox"/> Intervention Mapping (short course ok)</p> <p><input type="checkbox"/> Systematic Review/Meta-analysis</p> <p><input type="checkbox"/> Innovation Generation MOOC</p> <p><input type="checkbox"/> Public Health Ethics</p> <p><input type="checkbox"/> <input type="checkbox"/> Earn above average grades in rigorous courses appropriate for the degree and research career</p> <p><input type="checkbox"/> Take “boot camps” offered by core course instructors and prepare for the preliminary exam</p> <p><input type="checkbox"/> Pass the preliminary exam \leq 15 mo of starting the doctoral program</p>	<p><input type="checkbox"/> Read this document and discuss any questions and concerns with the fellow and program directors</p> <p><input type="checkbox"/> Assist in the development of the IDP, including assurance that the relevant degree plan is included</p> <p><input type="checkbox"/> <input type="checkbox"/> Assure that the IDP and this checklist are up to date and use it for advising and assessing progress 3x/year</p> <p><input type="checkbox"/> <input type="checkbox"/> Advise rigorous coursework to assure all requirement for graduation are met (Degree Plan) and rigorous preparation for a research career</p> <p><input type="checkbox"/> <input type="checkbox"/> Review grades and comments at the end of each term and speak with course instructors when indicated; assure that incompletes and dropped courses are noted on progress reports</p> <p><input type="checkbox"/> <input type="checkbox"/> Provide timely, detailed critical feedback on scientific writing and recommendations for remedial courses</p> <p><input type="checkbox"/> Suggest resources to prepare for the preliminary exam, e.g., “boot camps” offered by core course instructors</p>	<p><input type="checkbox"/> <input type="checkbox"/> Keep this document up to date and assure that fellows and mentors understand it and discuss any questions and concerns</p> <p><input type="checkbox"/> <input type="checkbox"/> Require an IDP within 1 mo of the initial appt and use it for advising and assessing progress</p> <p><input type="checkbox"/> <input type="checkbox"/> Assure that the IDP and this checklist are up to date and used for advising and assessing progress 3x/year</p> <p><input type="checkbox"/> <input type="checkbox"/> Monitor performance in coursework and progress toward completion of the degree and preparation for a research career</p> <p><input type="checkbox"/> <input type="checkbox"/> Suggest resources to help prepare for the preliminary exam, e.g., “boot camps” offered by core course instructors</p>

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Area 2: Experience on research projects		
<p>Gain research experience as follows to fill in gaps:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identification of research questions <input type="checkbox"/> Selection of design(s) appropriate for the study questions <input type="checkbox"/> Application of theory and evidence in intervention development <p>Development of a grant/contract proposal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Budget & justification <input type="checkbox"/> Specific aims <input type="checkbox"/> Background/significance/innovation <input type="checkbox"/> Recruitment plan/consent process <input type="checkbox"/> Research design <input type="checkbox"/> Analysis plan <input type="checkbox"/> Writing/management of letters of support <ul style="list-style-type: none"> <input type="checkbox"/> Design/submission of an IRB protocol <input type="checkbox"/> Recruitment of study participants <input type="checkbox"/> Selection of measures and assessment of psychometric properties <input type="checkbox"/> Development and testing of new measures <input type="checkbox"/> Data collection <input type="checkbox"/> Participation in interaction with community and other research partners <input type="checkbox"/> Intervention implementation <input type="checkbox"/> Data management <input type="checkbox"/> Data analysis <input type="checkbox"/> Plans for publications, including selecting journals, authorship and acknowledgements <input type="checkbox"/> Use Ref Works or other bibliographic software <input type="checkbox"/> Produce one co-authored publication before the dissertation 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Assist in planning an appropriate set of research experiences <input type="checkbox"/> <input type="checkbox"/> Monitor the types and quality of research experiences and consider rotation to other projects <input type="checkbox"/> <input type="checkbox"/> Pay special attention to opportunities for co-authored publications <input type="checkbox"/> <input type="checkbox"/> Set a goal of one co-authored publication before the dissertation <input type="checkbox"/> <input type="checkbox"/> Provide timely, detailed critical feedback on scientific writing and recommendations for remedial courses <input type="checkbox"/> <input type="checkbox"/> Model productive writing and teamwork in developing papers, deciding on lead authors, deciding on authorship order, and selecting appropriate journals <input type="checkbox"/> Encourage and check on use of Ref Works (free) or other bibliographic software 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Provide an overview of opportunities for research experience <input type="checkbox"/> <input type="checkbox"/> Assist in selecting research placements <input type="checkbox"/> <input type="checkbox"/> Include fellows' research experience on progress report forms and plans <input type="checkbox"/> <input type="checkbox"/> Monitor the types of research experiences fellows acquire and consider rotation to other projects <input type="checkbox"/> <input type="checkbox"/> Provide an ongoing forum for discussing sources of and strategies for obtaining research experience <input type="checkbox"/> <input type="checkbox"/> Pay special attention to opportunities for co-authored publications <input type="checkbox"/> <input type="checkbox"/> Set a goal of one co-authored publication before the dissertation <input type="checkbox"/> <input type="checkbox"/> Provide guidelines, examples, and a forum to discuss productive writing and teamwork in developing papers, deciding on authors and authorship order, and selecting appropriate journals <input type="checkbox"/> <input type="checkbox"/> Provide a "writing tutorial" through the services of an editor on 2-3 pieces of written work and examples of edited papers <input type="checkbox"/> <input type="checkbox"/> Provide access to bibliographic management software (Ref Works is free) to help fellows start, refine, and maintain a personal academic citation database <input type="checkbox"/> Provide writing guides <input type="checkbox"/> Provide a guide for writing research proposals

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Area 3: Independent research: The dissertation		
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Attend dissertation proposal defenses and oral presentations of other doctoral students <input type="checkbox"/> <input type="checkbox"/> Prepare a concept paper for a dissertation and select a dissertation supervisor ≤ 9 mo of passing the preliminary exam <input type="checkbox"/> <input type="checkbox"/> Form the dissertation committee ≤ 12 mo of passing the preliminary exam <input type="checkbox"/> <input type="checkbox"/> Using consultation from mentors, program directors, other fellows, etc., structure the timely writing of a dissertation proposal through coursework, seminar presentations, other <input type="checkbox"/> Prepare an original proposal for a dissertation in a cancer-related area that will fill a knowledge gap and start a productive line of research; base the choice of dissertation questions on a systematic review of the relevant literature <input type="checkbox"/> Defend the dissertation proposal ≤ 24 mo of matriculation <input type="checkbox"/> Obtain committee and IRB approval for the dissertation proposal ≤ 26 mo of matriculation <input type="checkbox"/> Complete the dissertation ≤ 18 mo after the proposal was approved <input type="checkbox"/> Submit the 1st dissertation paper before graduation <input type="checkbox"/> Defend the dissertation in an oral presentation open to all SPH students and faculty <input type="checkbox"/> Submit all dissertation papers < 1 year of graduation 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Help the fellow identify new areas of research in cancer prevention and control <input type="checkbox"/> <input type="checkbox"/> Discuss potential dissertation topics and datasets with the fellow from first enrollment in the program <input type="checkbox"/> <input type="checkbox"/> Discuss the need and possibilities for dissertation funding and suggest sources <p><i>Assist as follows:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> help select a dissertation supervisor and committee <input type="checkbox"/> help structure development of the proposal through coursework, doctoral seminars, other <input type="checkbox"/> encourage a “papers” format <input type="checkbox"/> ensure the committee decides the format (papers or traditional), style manual and reporting guide (e.g., STROBE), and the committee process (e.g., who reads what at which stage, turnaround time for feedback), authorship expectations <input type="checkbox"/> <input type="checkbox"/> help structure the writing of the dissertation through coursework, doctoral seminars, other <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> At regular meetings (no less than 1/mo) discuss progress reports and help identify barriers and potential solutions for adequate progress 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Help fellows identify new areas of research in cancer prevention and control <input type="checkbox"/> <input type="checkbox"/> Provide an ongoing forum to observe the dissertation development process, including methods for structuring the process through coursework, presentations in the seminar, other <input type="checkbox"/> <input type="checkbox"/> Make explicit the expectation of a quality dissertation with potential for publication of individual manuscripts <input type="checkbox"/> <input type="checkbox"/> Provide an ongoing forum for presenting dissertation ideas at preliminary as well as advanced stages; encourage the dissertation supervisor to attend <input type="checkbox"/> <input type="checkbox"/> Coach fellows and mentors on expectations of the dissertation committee <input type="checkbox"/> Provide dissertation funding (\$4000) <input type="checkbox"/> Provide writing guides <input type="checkbox"/> Provide a guide for writing research proposals <input type="checkbox"/> <input type="checkbox"/> Provide editing assistance for dissertation papers

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Area 4: Publications/presentations at national conferences		
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Make ≥ 2 poster/paper presentations at national meetings during the fellowship <input type="checkbox"/> <input type="checkbox"/> Submit abstracts for review by co-author(s) and mentors <input type="checkbox"/> <input type="checkbox"/> Assist mentors in reviewing ≥ 2 manuscripts <input type="checkbox"/> <input type="checkbox"/> Prepare manuscripts from the presentations <input type="checkbox"/> <input type="checkbox"/> Use appropriate reporting guidelines and models in preparing manuscripts <input type="checkbox"/> <input type="checkbox"/> Use JANE (Journal-Author-Name-Estimator) and other resources in selecting journals <input type="checkbox"/> <input type="checkbox"/> Be aware that the journal will levy page charges and make arrangements with co-authors and fellowship directors before submitting a ms. <input type="checkbox"/> <input type="checkbox"/> Follow authorship guidelines in deciding who is an author and authorship order, and communicate early and clearly to assure agreement <input type="checkbox"/> <input type="checkbox"/> Describe the responsibilities of each author (at the planning stage and periodically, including at submission) <input type="checkbox"/> <input type="checkbox"/> Keep an up-to-date papers table provided by the training directors and submit it as part of progress reports <input type="checkbox"/> <input type="checkbox"/> Acknowledge the training grant (with the NIH disclaimer) and any other support in papers. <input type="checkbox"/> <input type="checkbox"/> For all papers written in whole or in part during the fellowship or based on research conducted in whole or in part during the fellowship, make sure the paper is deposited in accordance with NIH public access requirements. <input type="checkbox"/> <input type="checkbox"/> Take responsibility for meeting open access requirements for all publications, even if not 1st author 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Send abstract information for appropriate conferences and meetings <input type="checkbox"/> <input type="checkbox"/> Review the abstract before submission, make comments as needed, and help the fellow develop a plan and timeline to write a publishable manuscript <input type="checkbox"/> <input type="checkbox"/> If appropriate, sponsor the fellow's travel from an appropriate research grant <input type="checkbox"/> <input type="checkbox"/> Involve the fellow in reviewing ≥ 2 manuscripts for journals <input type="checkbox"/> <input type="checkbox"/> If appropriate, sponsor the fellow's page charges for manuscripts published in open access journals <input type="checkbox"/> <input type="checkbox"/> If appropriate, sponsor the fellow's poster from an appropriate research grant <input type="checkbox"/> <input type="checkbox"/> Demonstrate familiarity with JANE (Journal-Author-Name-Estimator) and other resources in selecting journals <input type="checkbox"/> <input type="checkbox"/> Discuss the possibility of journal page charges and assure that the fellow makes arrangements in advance with co-authors and fellowship directors before submitting a ms. <input type="checkbox"/> <input type="checkbox"/> Be familiar with authorship guidelines and communicate your thinking and advice to the fellow <input type="checkbox"/> <input type="checkbox"/> Review the fellow's papers table periodically as part of assessing her/his academic and professional progress <input type="checkbox"/> <input type="checkbox"/> Check that the fellow has acknowledged the training grant (with the NIH disclaimer) and other support appropriately in papers. <input type="checkbox"/> <input type="checkbox"/> For all papers written in whole or in part during the fellowship or based on research conducted in whole or in part during the fellowship, make sure the paper is deposited in accordance with NIH public access requirements. <input type="checkbox"/> <input type="checkbox"/> Monitor productivity, especially the production and submission of manuscripts from presentations and posters 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Circulate and post notices of upcoming cancer-related meetings, with deadlines for abstracts <input type="checkbox"/> <input type="checkbox"/> Pay for one meeting/fellow/year plus an additional meeting of the Association for Preventive Oncology once during the fellowship <input type="checkbox"/> <input type="checkbox"/> Provide a forum for rehearsing oral presentations <input type="checkbox"/> <input type="checkbox"/> Provide examples of poster presentations and logos <input type="checkbox"/> <input type="checkbox"/> Pay for posters and provide a strong disincentive for making presentations without resulting manuscripts by withholding travel funds for fellows with poor follow-through <input type="checkbox"/> <input type="checkbox"/> Introduce JANE (Journal-Author-Name-Estimator) and other resources for selecting journals <input type="checkbox"/> <input type="checkbox"/> Make fellows aware of journal page charges and warn them to make arrangements with co-authors and program directors before submission <input type="checkbox"/> <input type="checkbox"/> Provide authorship guidelines and periodically convene discussions of case studies <input type="checkbox"/> <input type="checkbox"/> Model descriptions of the responsibilities of each author (at the planning stage and periodically, including at submission) <input type="checkbox"/> <input type="checkbox"/> Provide a template for a papers table and request updates as part of progress reports <input type="checkbox"/> <input type="checkbox"/> Provide information for the training grant acknowledgement and NIH disclaimer for all papers written in whole or in part during the fellowship or based on research conducted in whole or in part during the fellowship; make sure the paper is deposited in accordance with NIH public access requirements. <input type="checkbox"/> <input type="checkbox"/> Instruct re: open access requirements for all publications, even if not 1st author

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Area 5: Teaching experience		
<input type="checkbox"/> <input type="checkbox"/> Serve as a tutor for a problem-based learning class, e.g. Health Promotion Theory and Methods I, and receive a separate teaching evaluation <input type="checkbox"/> <input type="checkbox"/> Serve as a teaching assistant for one other class	<input type="checkbox"/> <input type="checkbox"/> Monitor the types of teaching experience the fellow acquires and help identify appropriate opportunities	<input type="checkbox"/> <input type="checkbox"/> Monitor the types of teaching experience available and assure there is a record of fellows' performance <input type="checkbox"/> <input type="checkbox"/> Offer teacher training sessions
Area 6: Interpersonal skills		
<input type="checkbox"/> <input type="checkbox"/> Function appropriately on a research team, in classes, and in the seminar <input type="checkbox"/> <input type="checkbox"/> Attend dissertation presentations of graduating predocs and other doctoral students in the weekly seminar and participate constructively in the question and answer period	<input type="checkbox"/> <input type="checkbox"/> Provide direct feedback to the fellow on teamwork skills and guide him/her on ways to improve these skills <input type="checkbox"/> <input type="checkbox"/> Seek indicators of the quality of the fellow's interpersonal skills in class (e.g., performance on group projects), as a tutor in problem-based learning classes, and provide feedback and guidance <input type="checkbox"/> <input type="checkbox"/> Make it normative to work on interpersonal skills	<input type="checkbox"/> <input type="checkbox"/> Work on interpersonal skills in the weekly seminar, e.g., giving respectful feedback, receiving feedback <input type="checkbox"/> <input type="checkbox"/> Make it normative to work on interpersonal skills <input type="checkbox"/> <input type="checkbox"/> Provide individual feedback <input type="checkbox"/> <input type="checkbox"/> Provide workshops on interpersonal communication <input type="checkbox"/> <input type="checkbox"/> Seek indicators of the quality of the fellow's interpersonal skills in class (e.g., performance on group projects), as a tutor in problem-based learning classes, and the research seminar, and provide feedback and guidance

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Area 7: Recruitment and selection of new fellows		
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Help publicize the fellowship and SPH doctoral programs through national meetings, list-servers, informal communication with colleagues at other schools, and in meetings with applicants <input type="checkbox"/> <input type="checkbox"/> Attend presentations of applicants and offer comments about the potential “fit” <input type="checkbox"/> <input type="checkbox"/> Discuss the program with applicants <input type="checkbox"/> <input type="checkbox"/> Serve as a mentor to a new fellow 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Help publicize the fellowship and SPH doctoral programs through national meetings, list-servers, informal communication with colleagues at other schools, and in meetings with potential applicants/applicants <input type="checkbox"/> <input type="checkbox"/> Discuss the program and a potential mentoring relationship with prospective and in-process doctoral applicants and with SPH students 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Develop and distribute recruitment materials <input type="checkbox"/> <input type="checkbox"/> Develop and maintain a recruitment webpage with information about the program, mentors, and the setting <input type="checkbox"/> <input type="checkbox"/> Identify and recruit highly qualified applicants, especially from underrepresented ethnic/racial minority groups <input type="checkbox"/> <input type="checkbox"/> Provide ongoing communication and guidance for potential applicants and applicants and facilitate contact with potential adviser/mentors <input type="checkbox"/> <input type="checkbox"/> Make final decisions about primary and secondary mentors and periodically evaluate the effectiveness of mentoring relationships <input type="checkbox"/> <input type="checkbox"/> Orient mentors to the training program goals and mentor role <input type="checkbox"/> <input type="checkbox"/> Make changes in the mentoring assignments when indicated <input type="checkbox"/> <input type="checkbox"/> Provide a statement re: expectations of fellows, their mentors, and the program directors to new fellows and their mentors

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Area 8: Placement after graduation		
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Explore potential post-doc and faculty positions beginning 1 year before graduation <input type="checkbox"/> <input type="checkbox"/> Solicit the ideas of mentors, program directors, alumni, Advisory Committee members, and External Advisers on potential openings for postdoc and faculty positions and due dates <input type="checkbox"/> <input type="checkbox"/> Make use of examples of cover letters and goal statements on the Canvas course, "Resources for Doctoral Students" in writing cover letters for specific positions <input type="checkbox"/> <input type="checkbox"/> Rehearse job/postdoc interviews and job talks <input type="checkbox"/> <input type="checkbox"/> Provide mentors and program directors with current cv, cover letters and goal statements, and job descriptions \geq 1 mo before the due date for letters of recommendation <input type="checkbox"/> <input type="checkbox"/> Obtain a postdoc or research position in a research institution or agency, ideally in a cancer center or working on cancer-related research 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Encourage the timely exploration of potential postdoc and other research positions; include consideration of options such as writing an individual postdoc application or negotiating a postdoc position on a grant or minority supplement <input type="checkbox"/> <input type="checkbox"/> Use personal networks to help place the fellow <input type="checkbox"/> <input type="checkbox"/> Forward to the fellow relevant job-postings from list-servers and other sources <input type="checkbox"/> <input type="checkbox"/> Review the cv, cover letters, and goal statements for applications <input type="checkbox"/> <input type="checkbox"/> Read and critique cover letters and goal statements <input type="checkbox"/> <input type="checkbox"/> Participate in rehearsals for job/postdoc interviews and job talks <input type="checkbox"/> <input type="checkbox"/> Write timely and thoughtful letters of recommendation tailored to the specific application or position 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Use the traineeship network and Advisory Committee to help mentors place fellows <input type="checkbox"/> <input type="checkbox"/> Circulate and post on the Canvas course, "Resources for Doctoral Students" and the bulletin board announcements of postdoctoral fellowships, faculty, and other positions <input type="checkbox"/> <input type="checkbox"/> Encourage timely exploration of potential post-doc and faculty positions; include consideration of options such as writing an individual post-doc application or negotiating a post-doc position on a grant or minority supplement <input type="checkbox"/> <input type="checkbox"/> Help fellows prepare for job talks and interviews through observation of others and rehearsal <input type="checkbox"/> <input type="checkbox"/> Advise fellows on format and content of CV's, cover letters, and goal statements for applications; keep examples on the Canvas course, "Resources for Doctoral Students" <input type="checkbox"/> <input type="checkbox"/> Write timely and thoughtful letters of recommendation tailored to the specific application or position
Area 9: Evaluation of training needs and accomplishments and the effectiveness of mentoring relationships		
<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Provide mentors and program directors with progress reports and an up-to-date IDP 3x/year <input type="checkbox"/> <input type="checkbox"/> Use this checklist to describe the performance of mentors and program directors as part of the progress report <input type="checkbox"/> <input type="checkbox"/> Discuss the progress reports and updated IDP with mentors and program directors and evaluate progress, training needs, and the effectiveness of the mentoring relationships 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Three times per year, before the progress report is submitted: discuss the IDP and progress reports with the fellow; help identify barriers to and potential solutions for satisfactory progress; review this checklist and note especially her/his perception of mentors' performance; discuss the effectiveness of the mentoring relationships and ways to improve it <input type="checkbox"/> <input type="checkbox"/> Provide suggestions to the program directors regarding support for fellows and mentors 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Discuss progress reports and updated training plans with the Advisory Committee at least 2x/year and provide fellows and mentors with feedback, suggestions, and coaching <input type="checkbox"/> <input type="checkbox"/> Solicit suggestions for improvement when discussing progress reports and updated training plans with the Advisory Committee, especially fellows' perceptions of program directors' performance

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Area 10: Evaluation of the training program		
<input type="checkbox"/> <input type="checkbox"/> Participate in evaluation efforts with an outside evaluator as requested <input type="checkbox"/> <input type="checkbox"/> After completing training, respond to requests from the Program Director for information about publications, grants and other achievements as required by NCI	<input type="checkbox"/> <input type="checkbox"/> Participate in other evaluation activities with an outside evaluator as requested	<input type="checkbox"/> <input type="checkbox"/> Provide opportunities for fellows and mentors to identify weaknesses and suggest improvements in the program directly and through an outside evaluator <input type="checkbox"/> <input type="checkbox"/> Stay in touch with alumni to foster their professional development and facilitate data collection for progress reports