

Research Rotation Form

This form is designed to assist students in planning research rotations. It should be completed by the student with the assistance of his/her advisor and the rotation mentor. This form should be returned to the Division Office at the beginning of the rotation.

Part 1. Purpose of rotations (both student and mentor. read carefully)

The purpose of the rotations is to broaden the student's research experience and to expose the student to available opportunities before a thesis preceptor and problem are selected. Significant research accomplishment is not a requirement for a successful rotation. The rotation should not be prolonged significantly to meet particular research objectives beyond the normal time period prescribed by the student's program. Students also may arrange shorter rotations if they wish.

Student Name: Month/Year of entry into grad school:

Rotation Number: 1 2 3 Rotation Mentor Name:

Date Rotation Began: Expected date for completion of rotation:

One or two specific aims for the project:

Brief Description of the Rotation Research Project*:

*If your proposed work involves substantial contact with laboratory animals, please consult with your preceptor or your departmental administrator to arrange for training and health screening, if required.

Part 2. Mentor and Mentee Establishment of Expectations

A successful rotation starts with matched expectations. In the event of problems, resources available for support are the Program Directors and the DBBS Resolution of Conflict and Code of Conduct Policies. Answer each question below, addressing the specifics mentioned within each one. Use as much space as you need. DBBS rotations are expected to be a set length, recommended 4-8 weeks, and are meant to provide only a sampling of lab culture. To keep students on track, please do not extend rotations past the agreed upon dates.

1. Communication and meetings:

What is the best way/technology to get a hold of each other? What is the appropriate time frame to expect a response? When do you plan to meet (be as specific as you can), how long will the meeting be?

Part 2 continued.

2. Mentee's role on project (keep in mind other obligations of trainees during this time):

Describe trainee's primary area(s) of responsibility and expectations (e.g. reading peer-reviewed literature, in-lab working hours, etc.).

3. Participation in group meetings, journal clubs, seminars, etc. (as relevant):

Trainee will participate in the following ongoing events. What does this participation look like (attending, presenting, asking questions)?

4. Opportunities for feedback:

At the end of the rotation, faculty will rate student efforts on application of scientific principles, data analysis, use of literature in solving problems, communication, participation, work ethic, time management, and attitude. What will success look like? How will you resolve conflicts? Both mentor and mentee should be aware of the Resolution of Conflict Policy and the Code of Conduct Policy posted by DBBS.

5. Goals for the rotation:

The purpose of the rotation is to broaden the student's research experience and to expose the student to available opportunities. Please outline goals that do not focus on research accomplishments.

6. Other areas:

List here any other areas of understanding between the mentee and mentor regarding working relationship during the trainee's rotation.

We agree to uphold the expectations listed here and will discuss any need for modifications.

*Student Signature

Date

Program Director Signature

Date

*Rotation Mentor Signature

Date

Name of Department/Division

*It is important for the Department's Business Office to know when a student has begun a rotation in one of their faculty member's lab.