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**Department of Biological Sciences, University of Delaware
Guidelines for Mentoring Research-Intensive Faculty**

New hires will be assigned a formal faculty mentor to assist with their transition to UD and to serve as a source of advice during the pre-tenure period. This document serves as a guide to highlight important topics and milestones for pre-tenure faculty. The formal mentor will review these topics and make sure the mentee is aware of necessary resources, however the mentee should take full ownership of the relationship and reach out to their formal mentor and other faculty for additional mentoring as needed.

All mentors are encouraged to attend a Culturally Aware Mentorship training workshop.

Year 1

Meeting 1: shortly after mentee signs offer letter (or by phone/zoom)

- Discuss mentee's plan to recruit grad students, lab space—renovations and readiness, equipment orders.
- Discuss mentee's readiness to formulate grant applications, discuss types of early career grant awards available to the mentee, discuss potential timelines for submission of major grant applications, and learning to navigate UD's Research Office processes.
- Discuss set up of faculty website, advise the mentee to start using UD email as primary mode of communication.

Meeting 2: Before First Semester

- Review mentee's website for effectiveness.
- Discuss plans for research ramp up, discuss IRB/IACUC approval procedures, Bioraft safety trainings, iLab access to core facilities, review timelines for first year new investigator grant submissions identified during meeting 1.
- Discuss graduate student/staff recruitment plans and timeline, discuss the overall process for HR approvals for staff/postdoc hires; direct mentee to departmental business administrator for procedure for hiring and procurement (see below).
- Discuss UD procurement guidelines, make mentee aware about setting up UD credit card/startup package.
- Check on status of new hire's lab space/office space etc., ask if a work phone is set-up.

Meeting 3: Beginning of First Semester

- Lightly review UD, College, and Departmental P&T guidelines, point to Faculty Handbook, AAUP Collective Bargaining Agreement, Family-Friendly Policies (see BISC website, under resources); discuss research semester, timing reviews, when to file for research semester.

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Discuss plans for research proposal submissions, possible deadlines for first drafts, start discussions of setting up pre-submission reviews of research proposal; Discuss the role of Research Office; funding sources.

Introduce mentee to departmental grants administrator and ask mentee to discuss with them the best practices for efficient grant submission at UD (e.g. switching of eRA commons ID to UD, filling out conflict of interest paperwork and keywords in HR system, etc.) and UD's (and the department's) overall timeline and process for submitting grant proposals.

Meeting 4: Mid-Semester

Review processes of yearly evaluation, peer evaluation and P&T (focus on: research, papers, funding, external letters and the necessity to keep records (for example, student appreciation notes, etc.), including keeping the CV current.

Check on teaching and research activities; recruitment of graduate/undergrad students, etc.

Meeting 5: End of First Semester

Revisit topics from first four meetings.

Discuss balance of research, service, teaching, and life.

Discuss developing a professional network.

Discuss mentee's long-term research/funding plan; encourage mentee to start drafting a 5-year research plan for next meeting.

Suggest other mentors, as necessary and appropriate.

Go over annual evaluation process in detail.

Meeting 6: Middle of Second Semester

If the mentee desires, discuss their annual evaluation. Were any deficiencies or proficiencies pointed out? Are there issues to be addressed?

Discuss if mentee has any concerns on their teaching assignments. If necessary, has mentee been introduced with a teaching mentor or faculty who have taught the assigned class before? Ask mentee to obtain sample class syllabi, introduce mentee to resources for evaluation mechanisms, teaching preparations, university policies related to students.

Review 5-year plan, inquire if the candidate has reasonable plans for submission of major research grant in near future, discuss outcomes of early career grant submissions.

Year 2

Meeting 1: Before Start of First Semester

Check that mentee has grad students and is actively mentoring and engaging them in research presentations

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- Discuss whether the mentee met their objectives for the summer.
- Discuss if mentee has submitted manuscripts; if so, have reviews been received, and is the mentee dealing with comments in a professional, timely manner? Put comments into perspective.
- Discuss deadlines for grants and graduating students.
- Discuss mentee's dossier plan for the 2-year review.
- Discuss timetable to apply for research sabbatical.

Meeting 2: Mid-Semester

- Discuss whether mentee plans to attend national meetings and is making external contacts.
- If applicable, suggest appropriate faculty to advise mentee on specific research proposals.
- Discuss assembly of the 2-year review dossier.

Meeting 3: Beginning of Second Semester

- Discuss progress on assembly of the 2-year review dossier.
- Discuss mentee's teaching experience; discuss student evaluations – if the mentee agrees to share this information. Discuss challenges and successes.
- Discuss mentee's teaching and service workload —does it highlight mentee? Is it onerous or nonexistent? Recommend any changes to the Chair and Associate Chair.

Meeting 4: Middle of Second Semester

- If the mentee desires, discuss their annual evaluation. Were any deficiencies or proficiencies pointed out? Are there issues to be addressed?
- Discuss any updates/modifications to the 5-year research plan. What does mentee want to look like to an outside evaluator in three years?
- Discuss progress toward publications and grant proposal submissions.

Year 3

- Start of Year 3, semester 1, discuss the mentee's research progress in terms of extramural funding and publications. Is the mentee working toward identified unifying themes in their research.
- Encourage the mentee to get a peer-review of their teaching.
- Encourage the mentee to keep an updated CV and to maintain a file of supporting documents (to progress toward assembly of a dossier for their 4-year review).
- Ask mentee to review, and if required revise, their 5-year research plan.

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- In Year 3, semester 2, Consider opportunities for mentor or another individual to nominate mentee for specific awards.
- If the mentee desires, discuss their annual evaluation. Were any deficiencies or proficiencies pointed out? Are there issues to be addressed?
- Discuss any overall potential weaknesses (funding, papers, teaching) and how to address it.
- Revisit P&T guidelines.
- Develop tentative list of external reviewers.

Years 4 & 5

- At the start of Year 4, semester 1, ask mentee to start working on assembly of an up-to-date dossier for their 4-year review.
- At the start of Year 4, discuss progress toward publications and grant proposal submissions.
- During Year 4, semester 1 end (preferred) or Winter before semester 2 start, check whether mentee has made progress on assembling their 4-year review dossier.
- In Year 4, semester 2, after their 4-year review, discuss any weaknesses in dossier and how to address them.
- Update list of external evaluators.
- At the start of Year 5, semester 1, ask mentee to start working on assembly of an up-to-date dossier for tenure.
- At the start of Year 5, discuss progress toward publications and grant proposal submissions.
- At the end of Year 5, check mentee progress toward preparation of full dossier for tenure application and discuss submission for review to departmental dossier committee and P&T committee.

Thought exercise for the mentee: How would colleagues describe your work? How would an external evaluator describe your contributions? Are these comments fair? What do you need to change? (see full checklist for details on this thought exercise.)

Years 6, 7 and beyond (after promotion):

Tenured associate professors who are interested in promotion to full professorship should discuss with the Chair about the timeline and their progress towards the promotion. Importantly, the mentee should express the need for a formal mentor prior to yearly evaluation so the Chair can plan to make these assignments.

It is recommended that mentor and mentee plan on meeting at least twice a year (or more, depending on the need, as perceived by the mentee). These discussions should be aimed at keeping the mentee focused on maintaining the momentum in their research, teaching and service, and working toward promotion to Professor. The mentor should provide advice, as

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needed, to the mentee on maintaining a continuously funded research program over the long-term. During this period, it is expected that the mentee seeks out and assumes leadership roles in the department, at UD and nationally/internationally in their scientific field.

- Review mentee's graduate students and progress towards degrees, as well as training of postdoctoral fellows and staff.
- Review mentee's teaching contributions and discuss future plans and new opportunities.
- Discuss mentee's service interests and responsibilities; what leadership opportunities might there be in the department and at UD?
- Review awards, honors, etc. that mentee might pursue.
- Review funding opportunities for tenured mentee.
- Discuss mentee's long-term research/funding plans; timeline to renew existing grants, development of new research directions, and 5-year and ten-year research/funding timelines.
- Review professional visibility and leadership at conferences, professional network and collaborators.
- Review professional service such as membership on NIH or NSF study section panels, on foundation review panels, as a session moderator and/or meeting organizer; service on Editorial Boards; leadership positions in Scientific Societies, membership on editorial boards.

NOTE: If the mentor or mentee feel that the mentor-mentee fit is not appropriate, either one should feel free to bring this to the attention of the Chair.