

Mentoring plan for postdoctoral researcher (from "Dr. [X]" for "Dr. [Y]")

The PI has held a tenure-track or tenured position since 2001. During her career, she has successfully mentored a few postdoctoral researchers, among which is Dr. [Y]. Under the PI's mentoring, Dr. [Y] received an NSF postdoctoral fellowship in 2009, one of 12 recipients nationwide. With the PI's coaching in interview skills, he successfully applied for an assistant professor position at [Blank] University and is currently undergoing his third year review.

Dr. [X]' mentoring of all members of her research group involves daily visits to the lab. During these visits she discusses the individual projects and helps the students with the collection of spectroscopic data. When new group members join the lab, Dr. [X] spends a few hours to a few days in the lab, depending on the new member's previous experience, training the student on the group's equipment and discussing the university's chemical hygiene plan and research integrity. In addition to the daily interactions, she holds once weekly individual meetings with each group member, to discuss research progress.

The PI also holds a weekly group meeting, in which group members take turns presenting either a paper or their research. The PI also presents regularly on topics relevant to the [specific research]. In addition to interactions regarding research, the conversations with the group members involve topics such as job searching, including postdoctoral positions for the graduate students, interviewing skills and resume writing as well as how to prepare to attend an [Scientific Society] national meeting and make the most of one's participation in any conference.

Regular workshops on topics such as grant writing, dataset management, and academic and industry job searches are offered at the University of Nevada, Reno as part of the professional development series and the VPRI's office. Further, when relevant workshops are available at [Scientific Society Meeting], the PI pays the registration fee for the postdoctoral researchers to attend. In fact, Dr. [Y] participated in a faculty grant-writing workshop and in a time management workshop, both while at UNR. Current and future postdoctoral researchers in the lab will be given the same opportunities.

On the few occasions where the PI travels during the semester, either a postdoctoral researcher or a graduate student is given the opportunity to substitute during a lecture. They are usually given the PI's notes, but they are also encouraged to modify them, so that they can develop their own teaching style. Presentation skills are also practiced and commented in a group setting during group meetings, in which all group members not only discuss the science but also what works and what does not during oral presentations. Postdocs and graduate students also have the opportunity to earn a certificate in "Teaching with Technology."

As part of her commitment to supporting students' professional development, the PI has been organizing yearly career development workshops for [discipline] students at UNR. During these workshops a local industry professional or a career consultant gives a presentation on a specific career topic, which is then followed by a small reception, in which the students and postdocs are encouraged to network with the speaker and with each other. More recently, the PI developed a semester-long scientific writing workshop, which she is currently teaching, designed to give all participants tools to increase their writing productivity and improve their writing style.

In conclusion, the PI sees it as her responsibility to give all her students the tools necessary to pursue successful careers, as their professional success is her own success as a teacher and mentor. These tools include but are not limited to topics such as how to prepare for a job interview and time management. While the PI has experience in industrial job searches and academic careers, she strives to provide her students with opportunities to meet other professionals who can give advice in the other areas where the PI is not as experienced, both through the workshops mentioned previously as well as by encouraging and paying for the students and postdocs to participate in the [scientific society] national meeting career events.