**Mentoring Activities for Postdoctoral Researcher**

The postdoctoral researcher will be engaged as a collaborator. S/he will contribute to all project activities and will be encouraged to develop research and education skills in line with her/his career goals, such as novel independent objectives that enhance this project’s outcomes. Her/his development will be fostered through a balanced program of structured mentoring activities and freedom to manage her/his own research schedule. Formally, at UC Merced, postdoctoral mentoring involves one annual assessment, which we supplement with daily to weekly consultations depending on the needs of the project and the postdoctoral researcher. We aim to hire a postdoc who will efficiently manage her/his daily-to-weekly schedule, with regular impromptu meetings about technical details, theory, and analyses. In the current job climate, a postdoc may choose to develop research, teaching, and outreach toward employment at an R1 University, a liberal arts institution, or a museum and so the goal of this flexible mentoring plan is to help her/him discover, and then balance, the research, teaching, mentoring, outreach and administrative strengths best suited to the academic path in which s/he wishes to succeed while meeting project goals.

In general, the mentoring plan follows guidance of the National Academies of Science and Engineering on how to enhance the postdoctoral experience, by providing a structured mentoring plan, career planning assistance, and opportunities to learn a number of career skills such as writing grant proposals, teaching and mentoring students, writing articles for publication and other communication skills [1].

Specific elements of our approach to mentoring include:

Working with the postdoctoral researcher to establish and implement an **Individual Development Plan** that includes short- and long-term goals, consistent with the process developed by FASEB [2]

Participation in workshops and individual advice on **identifying research funding opportunities and writing competitive proposals**, offered by our Research Development Services offices. Practice preparing proposals with the P.I. for actual grant competitions (e.g. this project).

Time to attend seminars and workshops on **teaching and learning** offered by the *Center for Engaged Teaching & Learning* and to participate in inter-campus visits to build relationships among team members and learn additional skills.

Invitation to **network with visiting scholars** by having lunch, dinner, or individual meetings with them when they participate in the school’s visiting speaker series.

Support to present project results at **two society conferences**, such as the Ecological Society of America, and the Society for the Study of Evolution (travel funds are included in the budget).

Participation in weekly research group meetings, in which all members present research, review newly published articles, and practice posters and talks. During these meetings, feedback and coaching is given to help all members **develop skills in communication and presentation, reviewing, and editing**. Also, participation in departmental seminars, other journal and scholarly groups on campus.

Invitations to **guest lecture** in our courses in *marine sciences*, *evolution*, *genomics*, to help mentor graduate students working on the project, and to **play a role in lab and project management** (thus practicing responsible conduct) and **outreach activities**.

**Lead- and co-author manuscripts** including regular exchange of ideas and editorial advice.

**Success of the postdoctoral mentoring plans are assessed** by tracking the progress of the postdoc through their Individual Development Plan, interviews with the postdoctoral scholar to assess satisfaction with the mentoring program, and maintaining contact with the postdoc after leaving to assess progress toward their career goals and, if desired by the postdoc, to maintain a supporting role.

[1] National Academy of Science, National Academy of Engineering, Institute of Medicine, “Enhancing the Postdoctoral Experience for Scientists and Engineers: A Guide for Postdoctoral Scholars, Advisers, Institutions, Funding Organizations, and Disciplinary Societies,” National Academies Press, 2000.

[2] The Federation of American Societies for Experimental Biology, “Individual Development Plan for Postdoctoral Fellows,” http://www.faseb.org/