A. **FACULTY PARTNERSHIP/MENTORSHIP PROGRAM**

The University of Pennsylvania CFAR Developmental Core offers two types of pilot awards. These awards focus on any aspect of HIV/AIDS clinical care, epidemiology, virology, immunology, structural biology, vaccine development, or prevention that are determined to be relevant to the goals of our program. Priority is given to junior faculty who have no other source of funding and who are seeking support for the development of preliminary data for an NIH R01-type application.

**Types of Awards:**

1. **General Pilot Awards in HIV/AIDS**
   These awards are given to faculty with a post-graduate degree with an appointment equivalent to a staff scientist, assistant/research professor, associate/research professor, or professor at University of Pennsylvania, The Children’s Hospital of Philadelphia, and The Wistar Institute. For these applications, a specific Mentorship Plan is not required but strongly encouraged for junior faculty applicants. All awardees will be expected to participate in CFAR mentoring/professional development activities whether as part of award (i.e., mentored awards) or as part of CFAR post-award activities if awardee is a member of the faculty.

2. **Mentored Research Scholar Awards in HIV/AIDS**
   These awards are given to non-faculty members of the University of Pennsylvania community, including instructors and research associates. A specific mentorship plan and plan toward independent funding should be clearly defined and is required as part of the application process. The mentor must be an assistant professor level equivalent or above and recognized as an accomplished investigator in AIDS research, and must agree to provide mentorship for the duration of the award, with the requirements outlined below.

**Partnership versus Mentored award:**
Each CFAR award will have an assigned mentor or partner. After CFAR awards are selected, all non-mentored awards will be assigned a senior partner for added feedback who may not be in the immediate area of the research plan. The term “partnership/mentored” program represents activities and goals of this program whether under a partnered or mentored relationship.

**PURPOSE**

The Faculty Partnership/Mentorship Program of the Developmental Core of the Penn CFAR is dedicated to providing short-term faculty partnerships or mentorships for applicants of Developmental Core Pilot Program whether or not they receive an award. The Faculty Partnership/Mentorship Program is designed to assist faculty member applicants and junior non-faculty applicants to help launch or further develop a successful independently funded HIV project. Partnerships will be encouraged for NIH-funded investigators who are new to HIV research but have prior grant experience. The more traditional mentorship relationships will be established for junior investigators who do not have prior R01 NIH funding at the time of application, and in this case, a defined mentorship plan will be required.
The program will target both individuals that have been awarded Developmental Core funds and junior investigators that applied unsuccessfully to those funds. The participation in this program will be voluntary, to ensure participation by those with a greater interest. The goals of the program will be different for each group:

a) The individuals that applied successfully will be linked with a senior CFAR investigator under a partnership if not already under a mentorship award. In case of mentored award where a mentor is already identified at time of award, the identified mentor will serve in this capacity within this program. The main goal of these interactions is to monitor and help in the development of a competitive application for subsequent peer review funding (NIH or other entity). For junior investigators, this partnership should not interfere with, but rather complement the traditional mentoring provided by the direct scientific supervisor of the applicant. For experienced investigators moving into a new area, a partner assignment will be expected to support this new research direction. The Faculty Partnership/Mentorship program goals will be short-term (18 months or until first NIH grant submission, whichever comes first), but it is possible to renew by mutual agreement if a relationship is established between the partner/mentor and the awardee that will prove beneficial.

b) The individuals that are junior investigators applied unsuccessfully for pilot awards will be linked with a senior CFAR investigator mentor. The main goal of this interaction is to help in a subsequent submission of a future CFAR pilot award, NIH award, or other award to other Centers of the University of Pennsylvania (if the application was considered meritorious enough in the opinion of the external review committee and the Director and Co-Director of the Developmental Core). As above, the goals of the relationship between the applicant and the mentor will be short term (12 months or until next CFAR developmental or NIH grant deadline). The term is renewable by mutual agreement if a specific time-line towards an NIH grant submission is identified. Non awardees will also be encouraged to seek advice and guidance of other CFAR faculty members as needed.

**GOALS FOR ALL PARTICIPANTS**

The partnership/mentoring process should help the pilot grant awardees achieve the following goals:

- Translate the pilot grant application into a subsequent peer review application (NIH or other agency)
- Gain familiarity with the Penn CFAR, CFAR cores and services.
- Networking—introduction to colleagues at the Penn CFAR and other Centers of the University of Pennsylvania, Wistar Institute and Children’s Hospital of the University of Pennsylvania and potential opportunities for extramural collaboration.
- Develop awareness of policies and procedures relevant to the awardee work (clear understanding of IRB or animal research requirements, good clinical practice, etc).
- Achieve career advancement and work towards independence.
- Establish an ethically sound research environment.
FACULTY PARTNER OR MENTOR

A successful faculty partner or mentor will be an influential and experienced CFAR faculty member familiar with the CFAR of the University of Pennsylvania and the services available in its cores. He or she will be a recognized and mature scientist who is highly respected in both the local and international scientific community as evidenced by a clear record of accomplishment in research as well as in training graduate students and postdoctoral fellows. The faculty partner must be interested in the assigned partner faculty or mentee’s professional growth and development, be willing to commit time (minimum of 4 hours direct contact time and availability to review at least three complete grant drafts) and attention to the relationship, be willing to give honest feedback, and be willing to support their HIV research objectives. This individual is not intended to replace any existing relationships by awardees with direct scientific supervisor/departmental mentors.

PROCESS

Participation: Each applicant for Developmental Core Pilot Program, who is awarded a developmental award, will agree to participate and be assigned a CFAR faculty partner or mentor, whichever is appropriate for the situation, whose research interests align with theirs. Unfunded applicants will be asked if they wish to participate and if they accept, the Developmental Core will assign a CFAR faculty mentor. Core leadership will approach all targeted faculty that will participate in this program.

Selection of a Mentor:
• The initial selection of partner/mentor(s) will be done by the Developmental Core Director and Co-Director and submitted to the approval of both mentee and mentor.

• The final assignment will be provided in writing.

• The choice of CFAR faculty as partner/mentor will be recorded electronically in a database for easy tracking of interactions and subsequent survey evaluations (see tracking below).

Changing Mentors or Mentees: In cases of changing commitments, incompatibility, or where the relationship is not supporting program goals, either participant (CFAR faculty, mentee or participating faculty) may request a change in assignment.

RESPONSIBILITIES OF THE FACULTY MENTOR

1. The assigned CFAR faculty is to be an active advisor, counselor and advocate. As such, the assigned CFAR faculty is responsible for supporting the progress of the research plan proposed by awardee/applicant as well as agreeing to initiate regular meetings with the administrative support of the Core. The expectation is that these meetings will be one-hour sessions and will occur at least twice yearly, or more frequently as needed during the 12 month duration of this pilot program.

2. The main role of the assigned CFAR faculty is to provide constructive feedback and to advice the awardee/applicant in facilitating the transition of the pilot program award into a proposal for funding from the NIH or other peer-review funding agency.
3. The assigned CFAR faculty should introduce the awardee/applicant to the CFAR of the University of Pennsylvania and the services it can offer, familiarizing him/her with the administrative structure and all the sources of support available for establishing a successful independent career in HIV related research.

4. The assigned CFAR faculty will take an active role in assisting with the submissions of grants, providing advice, assistance and constructive criticism where appropriate. It is expected that at least several versions of completed grant drafts will be reviewed by the assigned CFAR faculty if provided by awardee/applicant.

5. The assigned CFAR faculty will be requested to submit a record of all meetings with the awardee/applicant. This information will be submitted electronically to the administrative staff of the Developmental Core.

6. The assigned CFAR faculty will complete a periodic survey distributed by the CFAR Developmental Core. The information should be factual and focus on scientific progress and a frank evaluation of the pilot program. The goal is to identify things that work and things that do not work so the program can be improved in subsequent years of this grant cycle.

**RESPONSIBILITIES OF THE AWARDEE/PARTICIPANT APPLICANT**

1. The CFAR faculty’s time and the CFAR Developmental Core are valuable resources. It is the responsibility of the awardee/applicant to ask for assistance when needed and to be fully prepared as needed to take full advantage of the faculty’s time. As needed, preparatory materials such as pending papers, draft of future grant specific aims, or other information should be provided at least 2 weeks in advance of quarterly meetings.

2. For pilot award recipients: the awardee/applicant must participate actively in the program relationship and engage the assigned CFAR faculty in the process of transforming the pilot award grant into a subsequent grant submission. The awardee/applicant should engage the mentor at all stages of grant preparation, from the initial conception of an idea to the final submission. The pilot awardee must provide the CFAR mentor with a copy of any grant application at a reasonable time (at least 4 weeks) for feedback which requires that the process of mentorship start well before submission (i.e., 3 months) if planning for final critical review and revision.

3. The awardee/applicant must agree to meet at least twice a year, or more frequently as needed with his/her CFAR faculty mentor for the purpose of monitoring progress towards the goal of completion of the proposed research and submission of a subsequent grant application. Awardee/applicant agrees to send a preparatory e-mail to assigned CFAR faculty outlining the topics to be covered on the meeting and mentee goals by the end of the meeting should be sent to mentor beforehand.

4. The awardee/applicant should take advantage of opportunities for collaborative research within the CFAR of the University of Pennsylvania, and other CFARs of the country.
5. The awardee should participate in general professional development activities and research in-progress sessions coordinated by core for added feedback on active awards.

6. As mentioned in responsibilities of the Faculty Mentor, the awardee/applicant also will complete a survey distributed by the CFAR Developmental Core related to the mentorship program. This information should be factual and focus on scientific progress and a frank evaluation of the pilot program. The goal is to identify things that work and things that do not work so the program can be improved in subsequent years of this grant cycle.

RESPONSIBILITIES OF THE CFAR DEVELOPMENTAL CORE

1. Assure implementation of program by monitoring interactions through activity reports.

2. Create a survey tool to be completed by all participants to evaluate the success (or lack of) of the pilot mentorship program.

3. At the end of the pilot year, the Core in collaboration with the leadership of CFAR will perform a review of the pilot mentoring program, the progress of each mentee and modify the mentoring program as needed.

4. Provide opportunities for research presentation of on-going work, training in grant procurement, laboratory management, and mentoring as requested.

5. Track developmental grant outcomes (see section C of this document)

B. NEW MENTORSHIP SEMINARS and FEEDBACK WORKSHOPS for AWARDEES:

In addition to the ongoing yearly mentorship workshop designed to familiarize junior investigators with services available through CFAR cores (available as a webcast in the CFAR website), the Developmental Core will organize mentoring seminars and workshops during the year:

   a. Open Pilot Feedback Workshops will be held featuring the prior year pilot awardees. In each of these small workshops, 2 awardees will have the opportunity to present the results of their research from their recent pilot award and to share plans for future efforts. The setting is informal and offers pilot awardees an opportunity to present to prior awardees and senior CFAR faculty. The goal of these workshops is to provide a venue for mentees to prepare, rehearse, and present their scientific work for open feedback from their peers and members of the CFAR community. The workshops will be held three times throughout the year. They will be announced to the rest of the CFAR community and posted in the CFAR website.

   b. Formal Pilot Highlight Seminar, as part of the yearly UPenn CFAR seminar series, will feature recent pilot awardees at the end of the academic year. In this seminar the two ongoing or completed pilot awards selected by the Director and Co-Director of the Developmental Core will present their research to the CFAR community. The goals of this seminar is to create visibility of the pilot awards program within faculty and the pilot
awardees to the rest of the CFAR community and to create a broader forum that can provide feedback to the mentees with regard to future directions for the research.

**Other educational initiatives**

In order to avoid duplication with other mentorship initiatives of the University of Pennsylvania, the Developmental Core will create links in the Penn CFAR website to the very successful professional developmental program within the University of Pennsylvania (http://www.med.upenn.edu/fapd/professional.shtml). These programs provide resources for professional development in the form of conferences, workshops, and online education programs in multiple areas, including:

- Research
- Scientific Writing
- Career Management
- Teaching Effectiveness
- Technology Training

That can be targeted to the individual needs of each junior investigator interested.

C. **TRACKING AND EVALUATION OF THE MENTORING PLAN**

In order to evaluate the overall success and effectiveness of the Developmental Core, the Core staff will track electronically in a centrally accessible database the following outcomes:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Outcome indicators to be tracked</th>
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</thead>
</table>
| Pilot Developmental Awards Programs | • Number of awards made by category per year  
• Dollars awarded by category per year  
• Number of junior investigators supported per year  
• Number of subsequent grants funded per year  
• Number of publications from developmental funding per year  
• Number of scientific presentations, abstracts, and posters from awardees per year  
• Average number of cores utilized by award |
| Mentoring                        | • Number of assigned partners/mentors  
• Number of awardees/participating applicants  
• Number of meetings  
• Number of contact hours  
• Number of workshops  
• Average number of attendees per workshop  
• Number of publications from mentees  
• Number of new awards/dollar amount of awards  
• Survey/evaluation |