**Postdoctoral Mentoring Plan**

*Example of headings and some boilerplate language you can use when creating your PMP for an NSF proposal. PMPs are limited to* ***one*** *page.*

**Objectives for success**

The measurable objectives for a successful implementation of this mentoring plan are [choose what is appropriate for your research environment/postdoc]: (a) achievement of next steps in career objectives, (b) publications and presentations based on [their research, team research, etc.], (c) a submitted grant application to a national funding agency, (d) mentoring of undergraduate and graduate student researchers, (e) experience with classroom teaching, (f) expanded collaboration with diverse researchers, (g) training in responsible conduct of research. To facilitate the postdoc’s success in these areas, I will commit to the following:

**Onboarding and ongoing Mentor/Postdoc interaction**

In order to give postdoctoral scholar clear expectations at the beginning of her/his employment, we will discuss and create a document outlining expectations around work plan, independence, collaboration, productivity, and documentation of research methodologies, as well as data management.

Evaluation of the postdoctoral researcher is based on this ongoing interaction and assessment of conduct as a scientist, interpersonal and professional communication skills, leadership, teaching, collaboration, research design and execution, and progress toward becoming an independent scientist.

Part of the postdocs ongoing development is attendance at [unit/institute/group’s weekly/bi-monthly/monthly] meetings where we discuss [current research, new journal publications, professional development including grant writing, navigating funding opportunities via federal portals and UO’s internal grant application process, job applications, the tenure process, etc.]

In addition to these broad unit meetings, I will meet [how often] with the postdoctoral researcher in both one-on-one and group settings to cover [research progress/ constructive feedback/ professional development, problem-solving in difficult situations in their research or career-development environment]. I will give feedback on both strengths and weaknesses, and provide assistance where the postdoc needs to improve performance in order to reach the goals stated in their individual development plan (see below) and our onboarding document.

**Career counseling**

UO’s **Office of the Provost** requires that postdocs develop an individual development plan as a term of contract renewal. I will use the IDP as a source for assessing postdoctoral career goals, and to provide opportunities for postdoc to reach regular benchmarks towards her/his long-term career goals. Starting from the recruitment phase and continuing during the postdoctoral period, the postdoc and I will discuss career objectives and lay out a plan for how to realize those objectives, whether they be an academic or industrial focus.

I will encourage the postdoc to attend several conferences and professional workshops [e.g. the National Postdoctoral Association, \_\_\_\_\_], that are designed for early career scientists. Postdocs in my lab typically attend at least [insert number per year]. I will attend some of these conferences, introduce the postdoc to other leaders in their fields, and facilitate collaboration with researchers at other institutions. I will also help guide the postdoc through development of a CV, research statement, and teaching philosophy for academic applications.

**Publications and presentations**

Because papers, conferences presentations, and research seminars have such a tangible impact on academic and industry career aspirations, part of the postdoc’s plan for her/his research while in my lab will include a defined number of publications and presentations. Based on the research we perform together, I will [work with the postdoc on: colloquium talk/discussion of their PhD work, that can be presented in one of our regular unit meetings/a research seminar, presentations to undergraduate classes/peers/community, joint and independent publications in X journal, etc.]. Similarly, I will help tailor the papers and presentations that the postdoc compiles with an eye to accessibility and their career aspirations.

**Training in preparation of grant proposals**

Grant writing is a vital skill for academic and other researchers. I will [have the postdoc write a grant on the topic of their choosing/collaborate on a future grant with me]. Writing a grant will expose the postdoc to the construction of a work plan, timeline, and budget as well as clear identiﬁcation of key questions, deﬁnition of objectives, as well as description of approach and rationale, which is equally valuable in academia and industry. I will advise the postdoctoral researcher in all aspects of preparing proposals – overall strategy, defining objectives, constructing work plans and timelines, and creating budgets. In addition, I will encourage the postdoc to reach out to program managers to serve as a panelist or reviewer which can give them excellent insight into the world of proposal solicitation and review to improve their own future applications.

**Guidance on ways to improve teaching and mentoring skills**

The postdoctoral scholar will have the following opportunities to oversee and mentor [undergraduate students], [and collaborate with graduate students:\_\_\_\_\_\_\_\_\_\_\_ ]. The postdoc will work closely with the graduate students in the PI’s group, allowing the postdoc to both develop mentoring skills as well as learn new skills and techniques from the graduate students. I will help the postdoc improve their teaching and mentoring skills through regular check-ins to answer her/his questions, and connecting with mentees at least once to get their informal feedback.

The postdoc will also have the opportunity to attend seminars provided by the Office of the Provost’s Teaching Engagement Program, which engages faculty in workshops, seminars, and individual consultations on a wide range of topics, such as innovative assignments, student evaluations, learning objectives, classroom dynamics, mentoring students, and technology in the classroom.

The Undergraduate Research unit in the Office of the Vice President for Research and Innovation also provides resources and support to researchers who engage undergraduates in their work. The postdoc can take advantage of these resources and the expertise of UR personnel to improve their mentoring of the undergraduates in our lab.

**Guidance on how to effectively collaborate with researchers from diverse backgrounds and disciplinary areas**

During her/his research, the postdoc will be interacting with [X number/type of faculty/ industry partners/ graduate students/undergraduate students], many with diverse backgrounds and research foci. Working with researchers from diverse disciplines can help a postdoctoral scholar grow in her/his professional development and career goals, as interdisciplinary research is growing across federal funding agencies and universities. I will guide the postdoc based on my own experiences, and with the inclusive mission of the university in mind. If concerns or questions arise for the postdoc or myself regarding equity or inclusion, we can turn to the expertise of the Division of Equity and Inclusion at the university, where personnel can help faculty development.

**Training in responsible professional practices**

Ethical and responsible conduct of research is essential for excellence, as well as public trust, in science. The University of Oregon supports its research community in upholding the highest ethical and professional standards in carrying out its work, and imparting these standards to future generations of scientists and researchers through education and training. My lab follows the university’s RCR Training and Education Plan, and is supported by the Research Compliance Services unit in the Office of the Vice President for Research and Innovation. The postdoc will also be supported by RCS and will complete the CITI training and other requirements of the university.

**General resources for Postdoctoral Scholars**

The University of Oregon Postdoc Association provides support and resources for new postdocs who are continuing their careers in Eugene, including resources for relocating and beginning work at UO, career-development, work-life integration, and postdoc transitions from UO to their next employment. UO’s International Student and Scholar Services has resources for international postdoc students, with opportunities for global engagement, resources around campus, and tools to promote equitable engagement.