Postdoctoral Fellow Individual Development Plan (IDP)

Promoting Health Equity in Cardiovascular Disease T32 Training Program

Steve Hicks School of Social Work, University of Texas at Austin

Name of Postdoctoral Fellow: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Primary Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Implementation Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

mm/dd/yyyy mm/dd/yyyy

All Postdoctoral Fellows of the Promoting Health Equity in Cardiovascular Disease T32 Training Program are required to have an Individual Development Plan (IDP). The IDP is a valuable tool for organizing and communicating the fellow’s goals and needs for postdoctoral training, and helps mentors tailor the guidance, instruction, support, and opportunities that they provide to meet your specific goals and needs.

Both the fellow and the mentor must play an active role in the development, implementation, and revision of the IDP, but the *initial steps of the IDP are driven by the fellow*. To facilitate self-reflection across a broad range of necessary competencies for research scientists, the fellow will complete a self-assessment of their current skills as they relate to the 7 Postdoctoral Core Competencies (complete the *Core Competencies Checklist*). The fellow must articulate a commitment to developing expertise in a specific research area, and identify short- and long-term career goals. Then, by reflecting on the results of their self-assessment, the fellow should elaborate on the specific skills that are in need of further development and will impact their ability to conduct research in their chosen area and/or achieve their career goals. Fellows will then delineate research training and career development goals that are specifically designed to advance the skills needed to achieve their research and career goals. In collaboration with their mentor(s), the fellow will identify ways to achieve and evaluate progress on their research training and career development goals in a timely manner. Mentees should *submit these documents within 30 days of the start of their annual appointment*.

# Research Training

1. Research Project

What specific areas of research or research question(s) do you wish to focus on during your postdoctoral training? What specific methods or approaches do you wish to or must apply to this area of research/research question?

1. Research Self-Assessment

What skills, abilities, knowledge or accomplishments do you currently possess that will contribute to your successful pursuit of this research area/question?

What skills or abilities do you need to learn or further develop in order to successfully pursue your research area/question? Where do you think you have knowledge gaps with regard to your research focus? Be as specific as possible.

1. Research Training Plan

Use your self-assessment of areas in need of further development to create a research training plan that you will complete during the first/second year of your postdoctoral fellowship. Your research training goals should be in the form of skills or competencies that you want or need to develop in order to successfully pursue research in your stated area of interest. Be as specific as possible when describing each research training goal. Activities for achieving each research training goal should be behavior-based, and should reflect continuous *advancement* of your abilities in that area. Choose goals that can be achieved within the first/second year of the fellowship period (but target completion dates can vary throughout the year). As such, research training goals and their respective activities should be difficult enough to push you out of your comfort zone, but not so difficult that they cannot be achieved in a reasonable amount of time. Finally, decide on an objective, observable outcome that indicates you have achieved your goal.

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| Research Training Goal | Specific Activities for achieving the goal | Target goal completion date | Expected Outcome  (How will you know you achieved the goal)? |
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# Career Development

1. Career Goals

What is your long-term career goal; i.e., what position do you hope to hold 10 years from now?

What is your short-term career goal; i.e., to what kinds of positions do you anticipate applying to after the postdoc? When do you anticipate starting your job search?

What, if any, factors (e.g., job “fit,” personal, family, geographical, financial etc.) will you consider that may impact your job search?

1. Professional Self-Assessment

What professional skills, competencies, or experiences do you currently possess that will contribute to you reaching your short- and long-term career goals?

What professional skills, competencies, or experiences do you need to learn or further develop in order to achieve your short- and long-term career goals? What professional skills, competencies, or experiences do you need to confidently and successfully navigate the job search process? Be as specific as possible.

1. Career Development Plan

Use your self-assessment of areas in need of further development to create a career development plan that you will complete in the next year. Your career development goals should be in the form of skills, competencies, or experiences that will engender success in your short- and long-term career goals, as well as in your job search. Be as specific as possible when describing the career development goal. Activities for achieving each goal should be behavior-based, and should stimulate an *advancement* of your current ability in that area. Choose goals that can be achieved within the first/second year of your fellowship (but target completion dates can vary throughout the year). As such, career development goals and their respective activities should be difficult enough to push you out of your comfort zone, but not so difficult that they cannot be achieved in a reasonable amount of time. Finally, decide on an objective, observable outcome that indicates you have achieved your goal.

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| --- | --- | --- | --- | --- |
| Career Development Goal | Specific Activities for achieving the goal | Target goal completion date |  | Expected Outcome  (How will you know you achieved the goal)? |
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This IDP reflects the needs and goals identified by the mentee, and has been completed in collaboration with the primary mentor. The mentor and mentee have reviewed and agreed upon the final IDP, and commit to using this as a living document that will guide the overall postdoctoral experience within the specified implementation period.

**Date Reviewed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Printed Name of Fellow Signature of Fellow**

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**Printed Name of Mentor Signature of Mentor**

1. **Expectations of Mentees**

The following are the responsibilities and expectations of postdoctoral fellows under the **Promoting Health Equity in Cardiovascular Disease T32 Training Program.** All research endeavors noted below are expected to be relevant to and advance the fellow’s individual program of research.

Please initial on each line and sign the acknowledgement of these requirements below.

1. \_\_\_\_\_Complete U. of Minnesota mentor training.
2. \_\_\_\_\_Complete at least 1 first-authored manuscript per year.
3. \_\_\_\_\_Collaborate on additional research manuscripts with other investigators and faculty.
4. \_\_\_\_\_Prepare and submit at least one major grant application. This includes career development awards or research project grants sponsored by the NIH or similar funding mechanisms sponsored by public or private funders.
5. \_\_\_\_\_Attend and present research in at least one national research conference per year.
6. \_\_\_\_\_Give at least one oral research presentation to members of the UT community.
7. \_\_\_\_\_Complete a Grant Writing course.
8. \_\_\_\_\_Complete at least 12 hours of formal training in Responsible Conduct of Research (of which the majority are live, interactive, instructor led courses/workshops):
   1. CITI training (on-line)
   2. Research Ethics Panel held at the Steve Hicks School of Social Work each Spring
   3. Conflict of Interest Training and Financial Interest Disclosure (FID) Form (on-line)
   4. NIH on-line IRB Training: <https://phrp.nihtraining.com/users/login.php>
   5. Annual University Sponsored Responsible Conduct of Research / Ethics Seminar
9. \_\_\_\_\_Attend the weekly Brown Bag Speaker series hosted by the Population Research Center.
10. ­­­­\_\_\_\_\_Attend the monthly research-in-progress meetings for fellows.

Joint responsibilities between primary mentors and mentees.

1. \_\_\_\_\_Coordinate an expected work and meeting schedule.

2. \_\_\_\_\_Develop an IDP at the beginning of each year of the fellowship and maintain regular communication with regard to progress on and amendments to the individual development plan.

3. \_\_\_\_\_Conduct an evaluation of the individual development plan and the mentoring relationship at the end of each year of the fellowship.

**I accept the mentee’s responsibilities.**

**Mentee Printed Name Mentee Signature Date**

1. **Expectations of Mentors**

The following are the responsibilities and expectations of mentors of postdoctoral fellows under the **Promoting Health Equity in Cardiovascular Disease T32 Training Program.** All research endeavors noted below are expected to be relevant to and advance the fellow’s individual program of research.

Please initial on each line and sign acknowledgement of these requirements.

1. \_\_\_\_\_Agree to work with the mentee for 2 years.

2. \_\_\_\_\_Review U. of Minnesota mentor training resources.

3. \_\_\_\_\_Meet with the mentee in person on at least a weekly basis.

4. \_\_\_\_\_Delineate expectations, and develop and monitor an action plan for the mentee’s research project.

5. \_\_\_\_\_Supervise the mentee to ensure proper learning and application of methods and techniques relevant to the research project.

6. \_\_\_\_\_Ensure opportunities for first-authored publications for the mentee, and active roles on projects that advance the mentee’s program of research.

7. \_\_\_\_\_Discuss career development and training opportunities for the mentee, and encourage the mentee to take advantage of numerous learning opportunities.

8. \_\_\_\_\_Facilitate and encourage professional networking opportunities for the mentee.

9.\_\_\_\_\_Allow the mentee adequate time to attend all required trainings, courses and seminars.

10.\_\_\_\_\_Attend and help prepare the mentee for oral research presentations.

Joint responsibilities between primary mentors and mentees.

1. \_\_\_\_\_Coordinate an expected work and meeting schedule.

2. \_\_\_\_\_Develop and individual development plan at the beginning of each year of the fellowship and maintain regular communication with regard to progress on and amendments to the individual development plan.

3. \_\_\_\_\_Conduct an evaluation of the individual development plan and the mentoring relationship at the end of each year of the fellowship.

**I accept the mentor’s responsibilities.**

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**Mentor Printed Name Mentor Signature Date**