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072715**

**Comments from NSF panel reviewer summary:** Post-doctoral Mentoring Plan: The Post-doctoral Mentoring Plan was reviewed and found to be a strength in the proposal because it aligns with the first two years of the project when teacher preparation is taking place.

**E**mpowering **N**oyce **A**pprenticeships **B**y **L**eadership **E**ngagement in STEM Teaching

(ENABLE-STEM)

**Postdoctoral Researcher Mentoring Plan**

One postdoctoral researcher will be funded on this project. The postdoc’s development will be enhanced through a program of structured mentoring activities that align with the National Postdoctoral Association (NPA) [Core Competencies](http://www.nationalpostdoc.org/competencies). The goal of the mentoring program will be to provide the skills, knowledge and experience to prepare the postdoctoral researcher to excel in his/her career path. To accomplish this goal, the mentoring plan will 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 students, writing articles for publication and communicating in both classroom and professional settings. The postdoc will be an integral part of the research team and will exemplify the role of teacher-scholar through outstanding research, excellent education and the integration of education and research within the context of the mission of this project and OSU. Such activities will build a firm foundation for a lifetime of leadership in integrating education and research.

Specific elements of the mentoring plan include:

* Weekly meetings between the postdoctoral researcher and faculty mentor (PI) to create and implement an Individual Development Plan as well as discuss research findings and progress towards achieving professional goals.
* Seminars, workshops and individual consultations on career development offered by OSU [University Career Services](http://careers.osu.edu/) with topics ranging from setting and achieving career goals, CV preparation, to how to apply for a faculty position, career paths outside of academia, tips for negotiating salary and start-up funds, and more.
* Professional skill development programs focused on building skills in the communication of research, effective presentation skills, scientific publishing, English language skills (if needed), and searching for funding.
* Training on the Responsible Conduct of Research covering Conflicts of interest; Peer review process; Data acquisition, management, and ownership; Research misconduct; Laboratory safety; Human subjects research regulations; and Intellectual property considerations.
* The postdoc will be encouraged to attend weekly departmental research seminars and be active in the [OSU Postdoctoral Association](http://u.osu.edu/postdocs/). These activities will provide informal opportunities to discuss presentation of data, and writing and submission of journal articles for publication as well as become part of the large OSU postdoc community (over 800 postdocs at OSU).
* Travel to at least one conference or meeting each year [Association for Science Teacher Education or National Association for Science Teaching, or AERA, or NCTM or other math conference] (travel funds are included in the budget), with the goal that the postdoctoral fellow presents a poster or paper at the conference. Additional funds are available through the OSU College of Education and Human Ecology Office of Research travel program available every two years for conference travel.

Success of this mentoring plan will be assessed by tracking the progress of the postdoctoral fellow through her/his Individual Development Plan, interviews with the postdoctoral fellow to assess satisfaction with the mentoring program, and tracking of the postdoctoral fellow’s progress toward his/her career goals after finishing the postdoctoral program.