The UNH Postdoctoral Diversity and Innovation Scholars Program Handbook
Welcome to UNH

A message from Leslie Couse
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Welcome to UNH

A message of Welcome

Welcome to the University of New Hampshire (UNH) and to the Office of Engagement and Faculty Development—home to the Postdoctoral Diversity and Innovation Scholars Program. This interdisciplinary program is designed to attract and prepare exemplary scholars for tenure track careers in the academy. You are among an elite group of Postdoctoral Scholars who will make significant contributions to your fields. We are so excited to have you at UNH!

I would like to extend my thanks to all the people who have made this program possible. To the college Deans who participated in the Deans’ Think Tank planning meetings, under the leadership of the late Dr. Julie Williams, to provide the vision for the Postdoctoral Diversity and Innovation Scholars Program. I am grateful for Dr. Sibby Anderson-Thompkins and colleagues who generously shared the lessons of the highly successful UNC Carolina Postdoctoral Program for Faculty Diversity.

Sincere appreciation is extended to the College Deans, Department Chairs, Research Mentors, and faculty colleagues who have committed to your success over the next two years. Special gratitude to the President and Provost for their leadership and support of the program. Kudos to the Leadership Team in the Office of Engagement and Faculty development for all the work they do behind the scenes to make this program a reality. The program would not exist without the input and support of the UNH community.

And finally, special thanks to each of you, the 2020 Postdoctoral Diversity and Innovation Scholars who have committed to continued career growth and scholarly excellence at UNH. The Office of Engagement and Faculty Development is your partner in this journey.

Very Best Regards,

[Signature]

Leslie J. Couse, PhD (she, her, hers)
Executive Director
Engagement and Faculty Development
About UNH
UNH is New Hampshire’s flagship public research institution and is designated by the Carnegie Classification of Institutions of Higher Education as an R1 “very high research activity” institution, putting it among the 130 highest-ranked doctoral-granting universities for research in the United States. As the state’s flagship research university, UNH provides high-quality undergraduate and graduate programs from its campuses in Durham, Manchester and Concord. Teaching, scholarship and research across a breadth of fields and disciplines, and engagement with and outreach to our state, the nation, and beyond lead to high impact learning experiences for our students. UNH is one of only 13 universities to hold land-, sea- and space-grant charters.

It is our expectation you will discover through your engagement and interactions within our diverse community of faculty, staff and students, how UNH makes a difference in NH, nationally and globally by our academics and research, innovation, outreach and economic impact. Here you will find resources and information regarding what you need to do prior to your start date and what you can expect during your first days and weeks of employment with UNH.

We are preparing to welcome students back to our campuses for a COVID-19-ready fall semester. Informed by the latest science, public health guidance and ideas from our university community, UNH developed a flexible, in-person fall 2020 experience designed to keep our community safe, ensure access and quality for our students, and move our community forward. The latest UNH COVID-19 information is here.

Around the Seacoast
Durham, NH is home to UNH’s main residential campus, which is one of the safest and greenest campuses in the country, surrounded by incredible scenery. Experience the beauty of all four seasons while walking to class, downtown, or through the trails of the 250-acre College Woods, the oldest and most intensively used University property for education, research and recreation. UNH holds a STARS Platinum rating from the Association for the Advancement of Sustainability in Higher Education (AASHE). This recognition places us at the highest level of sustainability performance among colleges and universities.

The Seacoast of New Hampshire has a lot to offer in addition to UNH. The nearby city of Portsmouth has historic sites, plentiful dining and shopping options, and a beautiful coastline and harbor. Just north of Durham is Dover, a former blue-collar mill town, and directly south is Newmarket. All have housing options – see our list of resources, including area realtors and rental companies.

Around the Region
Durham is only about an hour from Boston, MA, and there is a train station with direct service located on UNH’s campus. The close proximity to one of the world’s intellectual capitals allows access to resources and collaborations that can be found in few other locations. Boston is the location for 35 colleges, universities, and community colleges.

The train also offers direct service to the city of Portland, ME, also about an hour away. There is also an regional airport in Manchester, NH, about 40 minutes to Durham, with convenient service across the U.S. and beyond.
The Postdoctoral Diversity and Innovation Scholars Program

Overview/About

The Postdoctoral Diversity and Innovation Scholars Program is a high-profile initiative designed to increase the diversity of UNH’s faculty, which is inextricably linked to academic excellence and student success. This program opens a pathway to the professoriate for highly talented, underrepresented postdoctoral scholars. The UNH program is informed by best practices of established programs to increase faculty excellence and diversity such as those at UNC-Chapel Hill, Howard University, and the University of Maryland - Baltimore County.

UNH is exceptionally poised to provide a unique two-year professional development experience tailored to the needs of our postdoctoral scholars. Our professional development model includes nationally recognized faculty development programs, such as the summer-long UNH Writing Academy and the semester-long UNH Research and Engagement Academy, and personalized experiences, such as ongoing mentored research experience, a scholarly coach for individualized professional development, and a mentoring network.

As part of these Academies, Scholars will be provided resources to visit federal agencies and participate in monthly cohort-based experiences with experts and leaders across the campus and nationally. In addition, Scholars will gain access to workshops offered by the Center for Excellence and Innovation in Teaching and Learning and the UNH Office of Research, Economic Engagement and Outreach.

This suite of experiences prepares Scholars to apply for subsequent tenure-track faculty positions.

looking for a unique postdoc experience?

The two year professional development experience:
- a cohort of diverse postdoctoral scholars pursuing independent research
- a research mentor, scholarly coach, external mentor, department ambassador
- the UNH Writing Academy
- the UNH Research & Engagement Academy
- teach one class annually & expand your pedagogical knowledge
- participate in the life of your department
- $50,000 per year (minimum) & professional development funds

unh.edu/diverse-postdoc

kindly forward this info card to possible candidates
The Position
This is a full-time, two-year appointment, with eligibility to participate in UNH’s benefits program. Information on salary, funds for professional development and research, as well as transition allowance is articulated in each Scholar’s offer letter. Scholars are expected to establish themselves as emerging researchers in their field, conducting independent research, applying for external funding, and generating scholarly writing that results in peer-reviewed publications. The term of the appointment begins and ends in August of each year.

Scholars will work with research mentors to outline Individual Development Plans (IDPs) and to meet regularly to measure progress towards goals. The IDP is outlined further below on page 10.

Congratulations on your appointment as a Postdoctoral Diversity and Innovation Scholar!

Recruitment
The Postdoctoral Diversity and Innovation Scholars Program currently recruits and hosts 3-5 exceptional Scholars each year, on two-year appointments. Recruitment is carried out on a national basis, attracting scholars from an array of disciplines and fields. Each year, program leadership works closely with college Deans to identify postdoctoral positions based upon projected hiring needs and then manages the application and review process, including publicity, responding to inquiries from prospective applicants, receiving applications, providing copies of applications and other supportive materials to reviewers, receiving reviews and collating recommendations. Applications are received and entered into the database in a timely fashion. Departments and reviewers are provided with complete copies of applications and given sufficient time to complete their reviews. A Selection Committee makes recommendations to the department chair and to the Dean and the Office of Engagement and Faculty Development.
Expectations of Scholars

Attendance
Attendance at monthly meetings is expected. These are informal lunches which may or may not include a speaker. A tentative schedule will be issued for each semester.

The Research and Engagement Academy and the Writing Academy, both offered by the Office of Engagement and Faculty Development, are required components of the Postdoctoral Diversity and Innovation Scholars Program.

Research
Diversity and Innovation Scholars are expected to conduct independent, high-quality research supported by their respective Research Mentors. Scholars will present their work/research at least once a year during their appointment. This can be done within their department or at another campus unit. Scholars are expected to publish their research at least annually in abstracts submitted to scientific meetings and/or research articles in top-tier, peer-reviewed journals. Scholars are required to submit an updated Individual Development Plan (IDP) annually to the program Leadership Team.

Individual Development Plans (IDPs) for postdoctoral scholars provide a planning process that identifies both professional development needs and career objectives for the individual postdoc. Furthermore, IDPs serve as a communication tool between the postdoctoral scholars and their mentors. An IDP can be considered one component of a broader mentoring program that needs to be instituted by all types of research institutions. IDPs are detailed further in the Professional Development section.

Teaching
Diversity and Innovation Scholars are expected to teach one undergraduate class per year over their two-year term. Teaching assignments will be managed by the Scholars’ home department. Scholars will be provided with standard UNH teaching evaluations. A Faculty Fellow will coach incoming Scholars on effective teaching and provide individual feedback and further guidance as needed.

Department
All Postdoc appointments are contingent upon the Postdoc’s satisfactory work performance, research (or other work) progress, the existence of availability of funding and programmatic need. All Diversity and Innovation Scholars, in all disciplines, schools, colleges and centers across the University must meet the following expectations at all times during their appointment:

A. Conscientious, satisfactory, and complete performance of assigned duties;
B. Adherence to all ethical standards and good laboratory and/or professional practice, if applicable (including but not limited to! the receipt of required training on and compliance with all University standards and federal regulations as they relate to responsible conduct in research, conflicts of interest, confidentiality, privacy and human subjects research, animal care and use, and laboratory safety);
C. Open and timely discussions with their assigned Faculty Mentor regarding their research or work (including regular discussions about research (or other work) progress; status of any publications, reports or other written drafts; and prompt, advance discussion of any private or public disclosure of findings, techniques or potentially patentable or copyrightable discoveries derived from the Postdoc’s research).

D. Collegial conduct towards his or her Faculty Mentor, coworkers, staff and other individuals with whom the Postdoc interacts; and

E. Compliance with all University policies and procedures, including all the requirements set forth in this Policy.

Diversity and Innovation Scholars are expected to be professional in their relationships within their community, which includes fellow Scholars, Research and Teaching Mentors, Department Chair, program Co-Directors, the Director, and their students. Scholars should perform their research and teaching in an ethical manner, and should conform to the University’s Guidelines for Responsible Conduct of Scholarship and Research (https://www.unh.edu/research/rcr-training-unh) as well as the UNH Postdoctoral Diversity and Innovation Scholars Handbook. Scholars are strongly encouraged to seek timely, appropriate support for scientific, teaching, social, or personal problems should they arise.

**Annual Review**

Scholar appointments are subject to annual review. Scholars will receive annual written performance reviews conducted by their UNH faculty mentor, and subsequent reviews by the department chair and dean. The UNH Coaching for Performance review forms can be found in the appendices.

Scholars will be asked to review progress towards their Individual Development Plan (IDP) periodically with their research mentor. The IDP process is detailed further in the Professional Development section and the myIDP form is included in the appendices.

The following Year in Review Self-Assessment is to be completed by the Scholar and reviewed at end of the year with Scholar’s Research Mentor and the Executive Director of Engagement and Faculty Development. At that point, the Scholar is informed of the strength of their candidacy – e.g., you are highly competitive for the upcoming TT position. This is repeated at the end of Year 2.
Postdoctoral Diversity and Innovation Scholars  
Year in Review Self-Assessment Form

Name:  
Assessment Period:  

Provide an estimate of the amount of time you have spent on each of the following activities in the past year:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
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<tr>
<td>Reading</td>
<td></td>
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<tr>
<td>Teaching</td>
<td></td>
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<tr>
<td>Professional Development</td>
<td></td>
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<tr>
<td>Job Search</td>
<td></td>
</tr>
</tbody>
</table>

Reflect upon how you have spent your time in the last year. Where do you need to spend more time? Where do you need to spend less?

What are your long-term career goals?

What are your goals within the Postdoctoral Diversity and Innovation Scholars Program? How will you use this time to work towards your long-term goals above?
Provide a summary of scholarly outputs (presentations, papers) produced during this assessment period:

Have you applied for external grants? If so, what is the current status of those applications?

How are you engaging in the writing process? What successes and challenges have you experienced? What is your plan for success in the coming year?

What new collaborations have you made during this assessment period? How are they helping you advance your research and career goals?

Describe progress on your job search:

______________________________________________________________________________

Scholar Signature

Date

Mentor Signature

Date

Department Chair Signature

Date
Expectations of Departments and Administration

Each department will welcome and support Postdoctoral Innovation and Diversity Scholars. Structured program support has been developed within the departments, including designated faculty Department Ambassadors.

**Departments and Department Chairs**

Department Chairs play a key role in achieving racial and ethnic diversity at the department level. In the absence of role models with similar racial or ethnic backgrounds in STEM disciplines, it is essential to gain the commitment, leadership, and participation of the senior faculty members who serve as Department Chairs. At the beginning of each academic year, the program hosts a session at which all Department Chairs, Research Mentors, and program staff share expectations. The program also addresses some of the factors that impact the success of Scholars, such as an unwelcoming departmental culture, implicit bias, discrimination, micro-aggressions, isolation, devaluation of scholarship or results due to lack of faculty mentoring, and differing cultural approaches that can negatively impact assessments.

The program stresses the critical role departments play in developing a sense of community and collegiality for Scholars and integrating them into the broader campus community. The program works to foster a positive culture for Scholars in departments and schools that appreciates and values diversity. An important goal is to increase the number of direct hires of Scholars at UNH through improvements in program support of Scholars, shifts in the cultures of departments and schools, and building cultural competency in our Department Chairs and Research Mentors.

**Senior Administrators**

The program’s leadership extends invitations to key senior faculty and administrators to be part of the Postdoctoral Diversity and Innovation Scholars’ community, including the Provost who oversees tenure and promotion and the Senior Vice Provost for Research, Economic Engagement and Outreach who spearheads research development initiatives. Key senior faculty and administrators provide Scholars access to a range of information and resources to navigate their faculty careers and improve social and cultural capital. For the key senior faculty and administrators, mentoring Scholars offers opportunities to hear concerns, so that they may change policy or procedures toward best practices.
Professional Development

**Individual Development Plan**
At the beginning of their appointment, Diversity and Innovation Scholars will work with their faculty research mentors to prepare an Individual Development Plan (IDP) that identifies their professional development needs and milestones towards achieving career goals. The supplementary professional development programming offered by the program, including the Writing Academy and Research and Engagement Academy, will assist Scholars in achieving their IDP goals.

**Goals of the IDP:**
Help the postdoctoral identify:
- Long-term career options they wish to pursue and the necessary tools to meet these;
- Short-term needs for improving current performance.

**Benefits of the IDP**
The IDP provides postdoctoral scholars with a process that assists in developing long-term goals. Identifying short-term goals will give postdocs a clearer sense of expectations and help identify milestones along the way to achieving specific objectives. The IDP also serves as a tool for communication between the postdoctoral scholar and their faculty mentor/supervisor/PI.

**Outline of the IDP Process**
It is the responsibility of the Scholar to complete the myIDP form and send it to the Research Mentor in the first month of employment. The Scholar then sets an appointment to review the IDP with their Research mentor. A signature is required, and a copy is submitted to the Postdoctoral Diversity & Innovation Scholars Program.

This process is repeated at six months, with an additional required sign off by the Scholar’s Dean at this point. The IDP is revisited once more in Year 2, with sign off by the Scholar’s Dean and Research Mentor.

*See myIDP in Appendices to get started.*

**Mentoring**
Diversity and Innovation Scholars are supported by a robust mentoring program. Each Scholar will be assigned an internal research mentor and an external mentor. Additional support will be provided by Department Ambassadors and Department Chairs. Scholars are expected to engage in timely discussions with their Department Chairs regarding their progress towards research independence and productivity, as well as their professional progress.

The intentional cluster hiring of scholar cohorts exposes scholars to interdisciplinary areas of knowledge and different academic departments. Each cohort becomes a learning community that serves as a sounding board, a developmental resource, and a safe space for peer members to address issues of identity, isolation, stress, or neglect. Through peer and near-peer mentoring, cohort members learn from one another and are able to process similar experiences or concerns.
The program Leadership Team and host departments undergo a careful selection of candidates to be part of postdoctoral cohorts relying upon interviews, campus visits and references. Each cohort then becomes an active learning community that serves as a sounding board, a developmental resource, and a safe space for peer members to address issues of identity, isolation, stress or neglect. Peers provide additional accountability, motivation, and support for each other’s career goals toward greatest success.

**Research mentor expectations**
Research mentors will shepherd Diversity and Innovation Scholars on the path towards research independence. Mentors are expected to maintain regular contact with their Scholar mentees. Mentors will review Scholar’s Self-Assessments and IDPs and provide feedback. Scholars are matched with mentors to ensure Scholar’s success in career preparation and job searching. A close and open relationship between Scholars and their mentors is expected.

**Scholar expectations**
Scholars are expected to maintain a regular, agreed upon meeting schedule with their research mentors. Scholars will submit a mid-year progress report on their research, Research Mentorship and support in January of the first year of their appointment. In June of each year, Scholars complete an Annual Self-Assessment and are expected to share their assessment with their Research Mentor. Scholars will also schedule to meet with their Faculty Mentor who will complete and submit an Annual Performance Evaluation to the program Leadership Team as well. All Scholars will communicate regularly with their department chair regarding leave reports, travel requests and research accounts.

All Scholars are expected to meet with the Executive Director of Engagement and Faculty Development at least twice per year.

Upon completion of the program, it is expected that each Scholar will have a sufficiently independent research record to secure a tenure-track position at UNH or an institution of similar repute.

**External mentor**
Each Scholar will have the opportunity to select an External Mentor. The purpose of these relationships is to create a community of scholars, which is critical to Scholars’ success and progress. The program will foster an active alumni-Scholar community through regular socials and local alumni connection mixers, as well as social media (i.e. LinkedIn and Facebook). Program alumni at UNH will occasionally volunteer their time as speakers and panelists for professional development sessions. The program’s leadership will maintain an Alumni Database with career and contact information.

**Faculty Development Programs**
Diversity and Innovation Scholars are supported by a robust suite of professional development programs and workshops. A number of these programs are offered by the Office of Engagement and Faculty Development, and support for scholars also extends beyond this office. All of these programs will help develop Scholars’ research portfolios. Programs to support Scholars’ professional and scholarly development are described below.
**Research & Engagement Academy**
The Research & Engagement Academy is designed to advance and support the scholarly careers and success of faculty members by strengthening the quality and quantity of grant proposals submitted to federal agencies and foundations and by increasing the diversity of faculty who are awarded funding. Academy scholars commit to submit a competitive grant proposal, to attend seven half-day workshops and to work closely with an assigned “scholarly coach.” Scholarly coaches are senior UNH faculty with established track records of external funding. This faculty professional development Academy is one of several programs offered by the Office of Engagement and Faculty Development to help support scholarship and engagement. **The Research and Engagement Academy is a required component of the Postdoctoral Diversity and Innovation Scholars Program.**

**Writing Academy**
The Writing Academy is a faculty development program designed to help advance the scholarly careers of faculty at UNH. Faculty are immersed in a summer-long learning community where they interact with peers and senior colleagues to learn successful strategies focused on writing, reflection and critical feedback. The interdisciplinary opportunities offered during the Academy catalyze faculty interactions across the disciplines and often continues long after the end of the Academy experience. The goal of the Academy goes beyond having faculty write and submit scholarly pieces and grant proposals to helping them build a vibrant scholarly life that contributes to the intellectual climate of UNH. **The Writing Academy is a required component of the Postdoctoral Diversity and Innovation Scholars Program.**

**Monthly Cohort Meetings**
Diversity and Innovation Scholars with engage in monthly cohort meetings. Meetings focus on select topics for scholar career success (e.g., teaching and research resources, vita review, preparing for an interview, etc.)

**Other Opportunities**
The following supplemental opportunities are available to Diversity and Innovation Scholars through other offices at UNH:

- The [Center for Excellence and Innovation in Teaching and Learning (CEITL)](https://www.une.edu/ceitl/) provides a rich collection of resources, information, and expertise to support the university’s mission of enhancing student learning through the continual improvement of teaching. CEITL strives to promote the highest quality of student learning by providing full-time faculty, part-time faculty, and teaching graduate students with the tools they need to implement in their classrooms the best practices in college teaching.
- The [UNH Postdoctoral Association (UNH PDA)](https://www.unh.edu/pda) is designed to give postdocs a voice in the community, promote interactions and collaborations, enhance training, and provide resources. You are joining a community of 70+ Postdoctoral researchers at UNH. The UNH PDA meets on the first Wednesday of every month.
- The [UNH Office of Research, Economic Engagement and Outreach](https://www.reo.unh.edu/) provides leadership and services to support research and scholarly work, facilitates cooperation with businesses, and communicates the scope and impact of UNH research. The UNH
Research, Economic Engagement and Outreach Office provides the essential infrastructure and resources to support a dynamic and growing research program across all academic disciplines of UNH. The office’s primary goal is to increase and support external research funding and recognition of faculty and student excellence.

- UP-2-NIH, offered by the Research, Economic Engagement and Outreach Office, is an academic-year-long program of monthly seminars and workshops to promote competitive applications to the National Institutes of Health (NIH) by researchers at any career level whose research activities are in the biomedical or behavioral sciences.

Other professional development opportunities within departments and colleges are available throughout the year. Consult the UNH Calendar as well as your department’s calendar and message board.

**Funds for Professional Development**

Each Scholar will be provided with annual funds as stated in their hire letter to enhance their professional development. These funds will be deposited into the research fund of the Postdoctoral Scholar may be used for conference attendance and travel, etc. Scholars must obtain approval for the expenditures of these funds from their respective Department Chairs or Dean’s Office and work with their college Business Services Center (BSC) to access the funds.

**Tenure Track Preparation***

Program Mentoring activities are designed to meet the needs and interests of the mentees. In addition, the Mentoring activities are tailored to address the challenges and demands faced by tenure-track professionals (e.g., grant writing, lab management, science writing). The program’s professional development opportunities prepare Scholars to be competitive for future faculty positions. Program seminars are strategic in design as they offer: 1) topics for future success, 2) engagement with alum, senior administrators, or experts in the field, and 3) social interaction with current scholars in the program. The monthly interaction offers Scholars a circle of support and a safe place to discuss issues of concern in addition to their successes. Programming varies to adjust to Scholar cohort needs.
## UNH Postdoctoral Diversity and Innovation Scholars Cohort 1 - One Year Map

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<th></th>
<th>Fall 2020</th>
<th>Spring 2021</th>
<th>Summer 2021</th>
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<tbody>
<tr>
<td><strong>Large Group Events</strong></td>
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<td>Kick-off Event - Postdoc</td>
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<td>Scholars, Mentors, Ambassadors,</td>
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<td>Dept Chairs, Deans</td>
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<td><strong>Cohort Building</strong></td>
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<td>Monthly Cohort Meetings – Varied topics: Orient to the Academy, Setting up a lab, Pedagogy, Job market, Readying an application, Interviews, negotiating a package, challenging conversations, being the only-bias, etc.</td>
<td>Monthly Cohort Meetings - Individual Development Plans &amp; Varied topics: Orient to the Academy, Setting up a lab, Pedagogy, Job market, Readying an application, Interviews, negotiating a package, challenging conversations, being the only-bias, etc.</td>
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<tr>
<td><strong>Scholarship</strong></td>
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<tr>
<td>Scholars pursue their own line of research, collaborate with research mentor and other faculty; publish research and present scholarship at least annually</td>
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<tr>
<td><strong>Pedagogical Experience</strong></td>
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<td>Teach 1 class Annually</td>
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<td><strong>Professional Development</strong></td>
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<tr>
<td>Research and Engagement Academy</td>
<td>Writing Academy</td>
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<tr>
<td>Postdoc selected experiences to enhance scholarly reputation and reach—e.g., trips to funding agencies, conference presentations, meetings, etc.</td>
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<tr>
<td>Actively involved in the life of the academic department</td>
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<tr>
<td><strong>Mentoring Network</strong></td>
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<td>Scholarly Coach Meetings</td>
<td>Scholarly Coach Meetings</td>
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<td>Regular Meetings with Research Mentor</td>
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<tr>
<td>Contacts with External Mentor</td>
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<td><strong>Assessment</strong></td>
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<td>Individual Development Plans</td>
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<td>Self-Assessment</td>
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<tr>
<td><strong>New Cohort Recruitment &amp; Selection</strong></td>
<td>Ready Departments</td>
<td>Accept applications; Attend recruitment</td>
<td>Application Review, Selection &amp; Offer</td>
</tr>
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## Postdoctoral Scholars and Departmental Support

<table>
<thead>
<tr>
<th>Scholar</th>
<th>Department</th>
<th>Research Mentor(s)</th>
<th>Department Chair</th>
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<tbody>
<tr>
<td>Michael Alvarez</td>
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<tr>
<td>Ryan Gibson</td>
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<tr>
<td>Chung Hyeon Jeong</td>
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<tr>
<td>Jonathan Lee</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Amin Rafiei</td>
<td>Communication</td>
<td>Sheila McNamee</td>
<td>Mardi Kidwell</td>
</tr>
<tr>
<td><a href="mailto:Mike.Alvarez@unh.edu">Mike.Alvarez@unh.edu</a></td>
<td>sociology</td>
<td>David Finkelhor</td>
<td>Heather Turner</td>
</tr>
<tr>
<td><a href="mailto:Ryan.Gibson@unh.edu">Ryan.Gibson@unh.edu</a></td>
<td>Goat Work</td>
<td>BoRin Kim</td>
<td>Melissa Wells</td>
</tr>
<tr>
<td><a href="mailto:Chung.Jeong@unh.edu">Chung.Jeong@unh.edu</a></td>
<td>Social Work</td>
<td>Rachel Campagna</td>
<td><a href="mailto:Melissa.Wells@unh.edu">Melissa.Wells@unh.edu</a></td>
</tr>
<tr>
<td><a href="mailto:Jonathan.Lee@unh.edu">Jonathan.Lee@unh.edu</a></td>
<td>Management</td>
<td>Michael Kukenberger</td>
<td><a href="mailto:Peter.Lane@unh.edu">Peter.Lane@unh.edu</a></td>
</tr>
<tr>
<td><a href="mailto:Amin.Rafiei@unh.edu">Amin.Rafiei@unh.edu</a></td>
<td>Civil &amp; Environmental Engineering</td>
<td>Majid Ghayoomi</td>
<td><a href="mailto:Erin.Bell@unh.edu">Erin.Bell@unh.edu</a></td>
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</tbody>
</table>

## Postdoctoral Diversity and Innovation Scholars Program Leadership Team

| Leslie Couse                     | Reginald Wilburn                  |
| Executive Director, Engagement and Faculty Development | Faculty Fellow Associate Professor, English |
| leslie.couse@unh.edu             | Reginald.Wilburn@unh.edu           |
| Michael Thompson                 | Patricia Walsh                    |
| Staff Fellow                     | Educational Program Coordinator II  |
| Senior Associate, Research & Large Center Development | Engagement and Faculty Development |
| michael.thompson@unh.edu         | patricia.walsh@unh.edu             |

## Postdoctoral Diversity and Innovation Scholars Partnership Deans

| Michele Dillon                     | Anthony Davis                    |
| Dean, College of Liberal Arts      | Dean, College of Life Sciences and Agriculture |
| Michele.Dillon@unh.edu             | Anthony.Davis@unh.edu             |
| Mike Ferrara                      | Deborah Merrill-Sands            |
| Dean, College of Health and Human Services | Dean, Paul T. Paul College of Business and Economics |
| Mike.Ferrara@unh.edu              | Deborah.Merrill-Sands@unh.edu    |
| Charles Zercher                    |                                      |
| Dean, College of Engineering and Physical Sciences |                                      |
| Chuck.Zercher@unh.edu             |                                      |
In Honor of our Roots

The Postdoctoral Diversity and Innovation Scholars Program began in 2018 with leadership from UNH’s Senior Vice Provost for Engagement and Faculty Development, Julie Williams. Dr. Williams passed away in 2019, but not before she was able to witness the successful initiation of this program that supported her lifelong passion of increasing representation in higher education. Dr. Williams worked for two decades at UNH towards this passion, and the Postdoctoral Diversity and Innovation Scholars Program is part of her enduring legacy at the university. She created numerous programs and partnerships to help faculty succeed in their teaching and research, including The Writing Academy, Pathway to Professorship, new faculty orientation, and the Research and Engagement Academy, among others.

In 2018, a UNH delegation of Deans, faculty, and staff led by Dr. Williams visited UNC Chapel Hill to learn about UNC’s established Carolina Postdoctoral Program for Faculty Diversity, which has supported diverse candidates in advancing from postdoctoral to faculty positions for over thirty years. The UNH team met with UNC CPPFD administrators, institutional leadership, faculty mentors, and others over two days to learn best practices for instituting and delivering a similar program at UNH. The UNH team remains grateful to our partners at UNC CH who were so generous with their time over those two days and beyond as they continued to provide guidance and support throughout the process of initiating the Postdoctoral Diversity and Innovation Scholars Program.
Appendices

A1. my IDP
A2. UNH Coaching for Performance Employee Input
Individual Development Plan for Postdoctoral Scholars

Adapted and used with permission from the Federation of American Societies for Experimental Biology (FASEB)'s Science Policy Committee

**Individual Development Plans (IDPs)** for postdoctoral scholars provide a planning process that identifies both professional development needs and career objectives for the individual postdoc. Furthermore, IDPs serve as a communication tool between postdoctoral scholars and their mentors. An IDP can be considered one component of a broader mentoring program that needs to be instituted by all types of research institutions.

**Goals of the IDP:**
Help the postdoctoral scholar identify:
- Long-term career options he or she wishes to pursue and the necessary tools to meet these; and
- Short-term needs for improving current performance.

**Benefits of the IDP:**
The IDP provides postdoctoral scholars with a process that assists in developing long-term goals. Identifying short-term goals will give postdocs a clearer sense of expectations and help identify milestones along the way to achieving specific objectives. The IDP also serves as a tool for communication between the postdoctoral scholar and his or her faculty mentor/supervisor/PI.

**Outline of IDP Process:**
The development, implementation and revision of the IDP require a series of steps to be conducted by the postdoctoral scholar and her or his mentor. These steps are an interactive effort, so both the postdoc and the mentor must participate fully in the process.

**BASIC STEPS**

...for Postdoctoral Fellows

**Step 1:** Conduct a self-assessment; look at your skills, interests and identify areas where you want to improve, gain more knowledge or strengthen skills.

**Step 2:** Discuss goals and opportunities with mentor.

**Step 3:** Write an IDP, share with mentor and revise, if needed.

**Step 4:** Implement the IDP. Revise the IDP as needed.

...for PIs/Faculty Advisor/Mentors

**Step 1:** Become familiar with available opportunities, especially those offered through UNC’s Office of Postdoctoral Affairs (OPA) [http://postdocs.unc.edu].

**Step 2:** Discuss opportunities with postdoc.

**Step 3:** Review postdoc’s IDP and offer input.

**Step 4:** Establish regular review of progress and help revised the IDP as needed.

This document was adapted by Dr. Rhonda Sutton, former director of the Office of Postdoctoral Affairs at North Carolina State University and current counselor at InnerSights Counseling and Consultation, Inc. Email: rhonda@innersightscounseling.com
Postdoctoral Scholar Individual Development Plan

Name of Postdoctoral Scholar: Click or tap here to enter text. Implementation Date: Select date here.

Department: Click or tap here to enter text.

GOALS FOR THE POSTDOCTORAL EXPERIENCE

Research Projects postdoc is expected to undertake as well as any independent research projects the postdoc hopes to pursue:

Click or tap here to enter text.

Skills postdoc wishes to gain during postdoctoral experience (research, teaching, etc.):

Click or tap here to enter text.

Number of Articles postdoc plans to publish from postdoctoral experience (also note any goals to be first author, which journals to submit articles, collaborations in writing, etc.):

Click or tap here to enter text.

Grantwriting endeavors postdoc wishes to undertake (i.e., training grants, postdoctoral fellowships, co-author as senior personnel on a research grant, etc.).

Click or tap here to enter text.

National or Other Professional Meetings or Conferences postdoc would like to attend (also note any goals to present a topic, moderate a discussion, etc.):

Click or tap here to enter text.

Mentoring or Supervision of undergraduate or graduate students (or others) postdoc would like have responsibility for:

Click or tap here to enter text.

Teaching Experience postdoc would like to gain (course lectures, assistance with classes):

Click or tap here to enter text.

Service Activities that are of interest to the postdoc (serving on committees, assisting with departmental endeavors, etc.):

Click or tap here to enter text.
Additional Professional Development opportunities the postdoc would like to engage in (such as attending Office of Postdoctoral Affairs seminars/workshops; attending career fairs; strengthening presentation or English-speaking skills, etc.):
Click or tap here to enter text.

**CAREER GOALS**

What type of career is the postdoc interested in pursuing (faculty position in a research institution, faculty position at a teaching college, research scientist in industry, entrepreneur, etc.):
Click or tap here to enter text.

What does the postdoc need to achieve/accomplish to pursue his/her career goals (keep in mind the postdoctoral position is meant to be one that fosters independence as a researcher and a scientist; what will the postdoc need to be competitive for the career s/he wants to pursue)?
Click or tap here to enter text.

When does the postdoc anticipate starting his/her job search?
Click or tap here to enter text.

Are there issues/concerns that impact the postdoc's job search (such as visa issues, limited ability to move to a different area, etc.)?
Click or tap here to enter text.
This Individual Development Plan (IDP) was reviewed and discussed and will be used as a working document to assist both the postdoctoral scholar and the PI/faculty advisor with the overall goals, endeavors and expectations associated with the postdoc's appointment.

Date Reviewed: Click or tap to enter a date.

Enter name here.

Name of Postdoctoral Scholar

Retype name, as signature

Signature of Postdoctoral Scholar

Enter name here

Name of PI/Faculty Advisor

Retype name, as signature

Signature of PI/Faculty Advisor
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See Instructions on how to complete this form.

Accomplishments (List & describe at least 3)

Challenges (List & describe at least 3)

Personal Growth: New Skills/Competencies I have Acquired / Important Experiences I’ve Gained / Relationships I’ve Built That Aid My Productive Capability

Career Aspirations: One Year, Two Years, and Beyond

Review of Previous Years’ Goals

My Suggested Goals for the Upcoming Year (List & Describe at least 3)

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Summary / General Comments

Employee Signature/Date: