Individual Development Plan for Postdoctoral Scholars and Fellows
15% of the Postdoctoral Scholar or Fellow's time should be devoted to professional development activities that develop core competencies outside of regular research responsibilities.

Name of Postdoctoral Scholar or Fellow: _____████████_____

Start date of internship: _____5/2013_____

Department: _____████████████████_____

Signed by:

_____   ___April 3rd, 2014_____
Postdoctoral scholar or fellow   date

_____   _____March 17, 2014_____
Supervisor   date

_____   _____
Supervisor (if more than one)   date

Approved by:

                                                                April 23, 2014

_____   _____
Office of Postdoctoral Programs   date

A. Career Goals (to be filled out by the postdoc)
☐☐What are your short-term career goals? Describe your time line for achieving them?

- Publish (ongoing, 4 papers in review right now, 2 in process, one planned)
- Develop assessment metrics from dissertation research and apply them to broader audiences (in the next year)
- Develop and teach a new field course, collect data on learning, moral development, and place relationships (this summer)
- Build new collaborations (continuous) and dig more deeply into the arts-science-humanities LTER work (ongoing)

- o Continue to work with and grow relationships with BNZ program; either summer 2014 or summer 2015 travel back to Fairbanks for more in-depth interviews with participating artists as part of the case study interview project
- o Develop relationships with HFR
- o Maintain and potentially grow collaborative connections with NTL
  - Interview case study research with artists/humanists from each of these sites, as well as AND. Observe themes across them. If it makes sense, I will include other sites that have consistent programs and develop a survey instrument to better understand the overlap between the process/impact of artists and humanists at LTER sites and LTER goals and mission.
  - Present and write on this work
- Mentor graduate students
  - o Leslie Ryan is working on a project parallel to mine; I would like to continue to share ideas, grow research in tandem, and foster dialogue between our projects as her process unfolds; we meet regularly, usually 1-4 times/month, to talk about research and work. We are planning to co-develop longer-term data collection plans and research questions to connect our projects more intentionally so we do not do the same work twice, can leverage our data, and increase impact of the arts/humanities LTER research project. I edit Leslie's drafts of works-in-progress and this kind of mentoring has so far be useful for both of us.
  - o I am doing some work involving empathy that Chelsea Batavia has expressed interest in. I would be interested in writing together at some point.
  - o Potential for a graduate student TA and RA to help with the field class or the Discovery Trail project(s)
- Further develop social science methods comfort and knowledge
  - o Audit a class
  - o Develop deeper qualitative methodology knowledge and practice methods (interview, survey, ethnographic) within new research projects
  - o Gain better dialogue fluency with quantitative (survey) methods so I can work effectively with and seek out the right kinds of collaborators
  - o Reading in validity, epistemology of qualitative research, paradigms, and methodological frameworks
- Blend literary and academic methods to tell literary nonfiction research stories
  - o Write 1-2 research-driven nonfiction pieces during the postdoc about sense of place; environmental learning; care for and about the natural world; mindful living and community; or building, maintaining, and nurturing relationships informed by empirical projects and academic literature
  - o Attend environmental writing workshop, conference (ASLE), and/or submit to literary journals
    - Would potentially like to attend Breadloaf Environmental Writing Conference and will need a new piece by spring 2015 to apply: http://www.orionmagazine.org/index.php/mag/7862/
- Serve on a search committee if there is an opportunity

What are your long-term career goals? Describe your time line for achieving them?

- Find a research/teaching position in the next two years—probably in an environmental studies department, joint natural resources/humanities, or natural resources department
  - Ideal placement would be at a high-achieving liberal arts school (2500-6000 undergrads) or at a mid-size research university like OSU with a research station and programming in environmental learning, environmental humanities, or interdisciplinary programs
    - I want to teach and to research (50/50), and I would like to be able to cultivate both my scientific and literary/creative voices; I would like to create an opportunity to spend some time in the field, even if short-term and semi-regular, either for teaching, research, or a combination of the two
- I am also open to non-profit, informal education (i.e. museum or something similar), or environmental private sector (think tank or foundation) work that has a research, teaching or curriculum development, and/or writing focus
  - I have only seen a couple of these positions listed, but they do exist; I would be interested in this direction if an opportunity arises
- I'd like to develop field philosophy as a program of research
  - Field philosophy is interdisciplinary, experiential, place-based environmental inquiry focused on 1) understanding the natural world through multiple perspectives, e.g. intellectual and physical; individual and community; analytical and creative; close up and faraway 2) cultivating the knowledge and critical awareness to participate thoughtfully in environmental decision-making, and 3) developing empathetic relationships with human and natural communities. It uses the tools of social science and the humanities and the wisdom of place-based ecology to investigate human/nature relationships, connections to place, and environmental citizenship.
    - I see this work as an opportunity both to 1) develop programming for multiple kinds of learners—e.g. classroom, field, visitors to natural areas, scholars in collaboration—to engage with place personally, actively, and interdisciplinarily and also 2) to research effective environmental humanities learning, moral development catalyzed by field experiences, the development of place relationships, and the impact of this learning on learner intention to participate in environmental problem-solving or decision-making

When will you begin a job search? If you do not know, estimate. If you have already begun a search, briefly describe.

- I am currently on the job market and considering positions as I become aware of them through multiple listservs, internet searches on both academic and environmental job sites, and colleagues. My search will become more active in the fall when more positions are advertised.

B. Research Project(s) (to be filled out by the postdoc and validated by the supervisor(s))

Briefly describe the aims and experimental approaches of your current research project(s)

To understand the extent of, perceived value of, and perceived challenges to arts and humanities inquiry across the LTER network. We are using surveys, focus groups, and interviews with LTER PIs, graduate students, artists, and scientists to more systematically understand

perceptions about and intentions for this work. I will situate the empirical data in literature on place-based inquiry across disciplines, art-science and interdisciplinary collaborations, and the trend of art-science programs, nonprofits, and grant-funded projects currently emerging nationally and internationally. Based on interest, energy, and willingness of active programs across the network, it would be interesting to pilot a project with cross-site shared objectives, assessment, and activities, potentially funded by a shared (not yet applied for) grant.

C. Expectations for Contribution to Research Project(s) (to be filled out by the supervisor(s) and validated by the postdoc)

☐☐Please provide a detailed list. Examples: supervise 1 undergraduate student on independent research project that will produce a poster; complete experiment xx described on pages yy-zz of the proposal "my proposal", complete data analyses for experiments xx and xx and submit summary to supervisor, etc.

1. Follow up and finish the various research projects that are collaborative with me from the PhD, especially from the dissertation
    a. Revise and submit Dualism to Complexity dissertation chapter, potentially inclusive of rubrics or assessment models to explain and more efficiently observe the learning model discussed
    b. Publish final chapter, Otter Dance (currently in review)
    c. Evaluate relevancy of and potentially work on introductory chapter, State of the Field of Environmental Ethics
2. Wilderness Arguments Re-Vision paper
    a. Re-work, research and contribute text, find an appropriate venue
3. Take the lead on much of the science-arts-humanities efforts. This involves taking the lead on writing papers on the research that's been funded, and conducted already, working on presentations if the opportunity arises, thinking of new ways to develop these ideas.
    a. Earth Stewardship Arts and Ethics chapter (due early summer 2014)
    b. Take presentation to conferences: Pathways HD FW, perhaps others
    c. Work with BNZ data and collect again this summer
4. If a viable grant arises, create collaborative team and lead an effort to fund science-arts-humanities efforts
    a. Identify potential grants that might apply to this work, create timeline and partnerships for collaboration, take the lead writing the grant
5. Develop new Field Philosophy sense of place, moral development, and learning research
    a. Develop and teach field course (FES 499/599), HJA Forest Ethics Experience
    Use dissertation data to inform development of new field philosophy (forest ethics) class and data collection strategy. Use this data to do a comparison analysis between ISRO data and HJA data collected with a new student audience, new content, and in a new landscape. This work will help us better understand the dualism to complexity learning model, streamline data collection strategies, enable more efficient analysis, and start to cultivate assessment instruments that might be useful for other educators to understand

if/how their courses are educating for place relationships and environmental ethical development.

D. Professional Development Plan (to be filled out by the postdoc and supervisor(s) in collaboration)
For more information and links to resources, download the complete Core Competencies document.

Competency	Goals	Expectations of postdoc	Responsibilities of supervisor(s)
Discipline specific conceptual knowledge	Develop greater fluency in qualitative social science methods, methodology, and analysis Cultivate good general understanding of quantitative social science methodology and uses Content knowledge development: place-based/sense of place, informal learning, natural resources interpretation	Audit a class on methods and maybe one on methodology or epistemology of qualitative social science Time to read and explore more deeply concepts of validity, qualitative epistemology, and ethnographic writing Literature reviews, maybe create annotated bibliographies	To allow this to happen, help find a relevant class, help link with relevant colleagues.
Research skill development (includes experimental design, data analysis, peer review process)	Learn and practice making graphs and graphics that illuminate data stories effectively	More work in NVivo or Atlas.ti where appropriate, practice interview transcription and coding; NVivo training if one is	Allow this to happen, support the effort. Meet semi-regularly to discuss research design and plans in development, include

	More experience with qualitative social science project development, communicating about research methods, develop efficient analyses processes	offered on campus or nearby Will take IT workshops on Excel for spreadsheet and graphics learning to speed process of skill development Use arts-sci-humanities and field philosophy projects to develop data collection and analysis plans with different methods, scales, and timelines	in meetings where these kinds of discussions are happening (LTER maybe) Lab meetings might be a good venue for us all get a sense of how everyone's projects are developing start to finish, inclusive of methodology, analysis techniques, challenges, and communication; someone could present something learned or in development, teach a software or organizational skills, discuss a relevant paper/book, or get feedback on developing plans.
Communication skills (includes writing publications and grants, CV, teaching portfolio, job interview skill, poster and oral presentations, teaching, networking)	Feel prepared and confident when heading out for job interviews—need to work on talking about my research to diverse audiences, being concise, answering questions directly More efficiently prepare presentations with clean graphics and easily readable text	To be included when appropriate on shared projects and mentored on my expected roles or realistic goals for participation; feedback and mentoring on grant and other written materials Coached for job interviews and on materials, feedback on written package and presentations To receive clear and useful critique on paper drafts so when my process is	Will try to help provide opportunities for this to occur, but also guidance for how this might be successful. Read and comment on written materials Provide feedback on presentations; lab meetings would helpful here too

	Make my process of outlining and drafting papers more accessible to collaborators Practice writing grants, learn to write directly to the expectations of the grant Develop more comfort and ease at collaborative tables; discern appropriate participation, share my expertise, listen and learn from collaborators, practice taking the lead and delegating appropriate tasks to collaborators	confusing for readers I can see where and how to more effectively communicate my thinking Seek out campus opportunities for career development, e.g. workshops on interviewing, negotiation, presentation development or CV/cover letter writing	
Professionalism (includes interpersonal relationships, multicultural competency, institutional obligations, service to institution and society)	I would like to serve on a search committee and a PhD or master's committee if the opportunities arise Provide editorial and graduate school process advice and mentoring to the PhD students in our lab; develop relationships with	Seek out opportunities on campus for participation, relationship building, and skills development Spend time building relationships in groups I participate with, e.g. LTER and Spring Creek, stepping up when appropriate to take on tasks and	Will try to provide search committee and MS committee if possible. Will provide other professional advice when relevant – this is one of the most challenging parts of moving from graduate student to faculty, and there are many dimensions

	undergraduates through teaching and dean pairings, find ways to integrate them into my work and money to fund them Continue to work on concise, professional email communications, meeting dialogue and presence, comfort in and expectations of/for meetings at multiple levels (e.g. dean meeting, etc.) Seek out opportunities to participate in the college, possibly through the Dean's Investment Fund pedagogy learning group Participate with graduate students (FES 599), show up for departmental presentations and meetings to develop relationships and presence and to learn about what other people do and how they	participate more fully Seek out mentors and role models who inhabit roles I see myself pursuing Build projects and create opportunities for graduate and/or undergraduate students to participate in my research (e.g. TA, RA positions for the field class)	

	interact; presence will enable faculty and others to know better what I do, what I bring to the table, how I might be useful on projects or in groups		
Leadership and management skills (includes staff and project management, time management, budget preparation and management, strategic planning, serving as mentor and role model, running meetings, delegating responsibilities)	Learn how to write and manage a budget (related to a grant? Have done this for field classes, but more practice is useful) and gain more experience organizing and running meetings/retreats if the opportunity arises Would like to gain insight into how to mentor a graduate student project start to finish, including scaffolding, seeing the big picture, developing the right skills, asking comp questions, assessing learning in an interdisciplinary field	Think about, design, and potentially lead my own research project; include collaborators and graduate student researcher(s) if appropriate; find funding to make this feasible	Will try to provide access to those who can help with this that I have access to. The graduate student opportunity might be more difficult unless you provided the funding for the graduate student in the first place – which is also a critical part of the process. Lab meetings might provide an opportunity to observe the graduate mentoring process and to see how an advisor guides conversation, stimulates student engagement and curiosity, evaluates and critiques student ideas, and inspires creative thinking

Responsible conduct of research (includes data sharing and ownership, authorship criteria, human subjects and animal research and IRB, scientific misconduct – identifying and reporting, conflicts of interest)	To better understand data sharing and ownership strategies and expectations (institutional and funding agencies), or even possible varieties of these things; be able to write a reasonable and easily followed data management plan for a grant application that reflects what I can do and is IRB approvable	Attend campus workshops if available; navigate the IRB office with new projects with grace and coach collaborators on this process	Help find relevant training on line or on campus. Share similar plans you have worked on or that accompany grants/projects you participate with to provide examples

E. Data access and publication agreement. (The following statement is provided as a starting point. Postdoc and supervisor(s) should read and discuss and revise as necessary to reflect their agreement**)**

All data collected by the postdoc during the internship are to be available and shared openly between the postdoc and mentor(s). The postdoc will have the right, and indeed the responsibility, to write research articles concerning the project(s) he/she is responsible for and submit for publication as first author. This right/responsibility will remain in place for three years after the end of the postdoctoral internship, at which point, if publications have not been submitted the mentor(s) may publish the results independently. In the case of long-term and collaborative projects, the mentor(s) will work with the postdoc to define sub-components of the project that can be published within a short timeframe appropriate to the internship. The postdoc will include mentor(s) and other collaborators as co-authors, as appropriate, and will provide drafts with ample time for review. Mentor(s) will provide feedback on drafts as quickly as possible and will do everything possible to ensure that by the end of the internship the postdoc has a record of publications and other products that helps the intern achieves the defined career goals.