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Date:

**University of Texas School of Public Health, Cancer Education and Career Development Program
 Performance Expectations for Post-Doctoral Fellows, Mentors, and Program Directors**

Post-Docs	Mentors	Program Directors
Area 1: Independent research, including the required research proposal		
<ul style="list-style-type: none"> <input type="checkbox"/> Draft a 5-year timeline integrating career goals and a long-range research plan: build on the dissertation and the prospectus submitted with the application; get feedback on the plan from relevant dissertation committee members, mentors, and others <input type="checkbox"/> Discuss up-to-date fellowship plan, performance expectations checklist, writing productivity, and progress and potential barriers with mentors 3x/year <input type="checkbox"/> Identify and check available resources to help in developing the required proposal, e.g., T: drive; NCI, ACS, other websites; program officers at potential funding agencies; NIH RePORTer, the <i>Community Guide</i> research agendas <input type="checkbox"/> Practice unfamiliar aspects of the grant submission process over the course of the fellowship (see also Area 3.) <input type="checkbox"/> Gain familiarity with various grant sources and mechanisms; choose 1 or 2 for the proposal and be able to articulate a rationale for the choice(es) <input type="checkbox"/> Using consultation from mentors, program directors, other fellows, etc., structure the timely writing of the proposal through coursework, seminar presentations <input type="checkbox"/> Outline the background and significance section, aims, hypotheses, methods, timeline; draft successively more complete abstracts <input type="checkbox"/> Prepare an original proposal for research in a cancer-related area that will fill a knowledge gap and start a productive line of research; base the choice of research questions on a systematic review of relevant literature 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss potential funding agencies and funding mechanisms, including implications for subsequent career steps. Start this conversation as early as possible. <input type="checkbox"/> Assist the fellow in refining ideas for the research proposal and identifying opportunities to work on papers or conduct pilot studies that will help support the proposal. <input type="checkbox"/> Assist the fellow in identifying appropriate mentors and consultants for the research proposal and help recruit those individuals <input type="checkbox"/> Model and ensure that the fellow practices unfamiliar aspects of the grant submission process before writing the proposal (see also Area 3) <input type="checkbox"/> Facilitate, encourage, and monitor progress on the research proposal through regular meetings with the fellow and help identify barriers and potential solutions. <input type="checkbox"/> Work with the program directors to identify reviewers for the required proposal so that it can be strengthened before submission <input type="checkbox"/> Make resubmission to the funding agency normative in setting timelines and expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Require a goal statement and elicit a brief research prospectus from applicants; match selected fellows with mentors who are able and willing to assist the fellow in developing the required proposal <input type="checkbox"/> Include proposal development “milestones” on progress report forms <input type="checkbox"/> Provide an ongoing forum, separate from the pre-post doctoral seminar, for post-docs to learn the proposal development process and obtain feedback on their own proposals at various stages of development; include discussion of funding agencies, mechanisms, and review groups <input type="checkbox"/> Help the fellow practice unfamiliar aspects of the grant submission process before writing the proposal (see also Area 3) <input type="checkbox"/> Make resubmission to the funding agency normative in setting timelines <input type="checkbox"/> Provide suggested timelines for the administrative aspects of submitting a proposal and their relationship to the “science” <input type="checkbox"/> Suggest appropriate proposal-writing courses <input type="checkbox"/> Maintain up-to-date information about potential funding agencies and funding mechanisms on the shared computer drive (T: drive) and bulletin board <input type="checkbox"/> Provide editing assistance for the proposal <input type="checkbox"/> Coach fellows on their responsibilities to and reasonable expectations of mentors, program staff at funding agencies, Center administrative staff, and other resources for developing and submitting research proposals (e.g., descriptions of the UT SPH resources and environment, models for budget justifications, research proposal timeline)

Post-Docs	Mentors	Program Directors
Area 2: Publications and presentations at national conferences		
<ul style="list-style-type: none"> <input type="checkbox"/> Prepare and submit ≥ 3 first authored manuscripts from the dissertation by the end of Year 1 <input type="checkbox"/> Prepare and submit ≥ 2 manuscripts per year arising out of project affiliation(s) <input type="checkbox"/> Make ≥ 2 poster/paper presentations at national meetings during the fellowship <input type="checkbox"/> Submit draft abstracts and manuscripts to mentor at least 10 working days before the deadline for abstracts, at least 15 working days for manuscripts, to allow for appropriate review, feedback, and revision before submission <input type="checkbox"/> Acknowledge the training grant (with the disclaimer) and any other support in papers <input type="checkbox"/> For all papers written in whole or in part during the fellowship or based on research conducted in whole or in part during the fellowship, make sure the paper is deposited in accordance with NIH public access requirements 	<ul style="list-style-type: none"> <input type="checkbox"/> Assure the fellow has an opportunity to participate in writing ≥ 2 papers at an authorship level from research projects in addition to papers from his/her dissertation; discuss authorship and how the team makes decisions <input type="checkbox"/> Move the papers that involve the fellow along in the team's work priorities <input type="checkbox"/> Review drafts and provide feedback within 10 working days <input type="checkbox"/> Review dissertation papers in progress early in the fellowship to identify any problems with writing. Alert the Training Director and help decide what resources are needed to improve the fellow's writing (e.g., individualized feedback by an editor) <input type="checkbox"/> Model productive writing and teamwork in developing papers, deciding on lead authors, deciding on authorship order, and selecting appropriate journals <input type="checkbox"/> Send the fellow abstract information for appropriate conferences and meetings <input type="checkbox"/> Review abstracts and respond within 5 working days; help the fellow develop a plan and time-line to write a publishable manuscript <input type="checkbox"/> If it is appropriate, sponsor the fellow's travel from an appropriate research grant <input type="checkbox"/> Monitor the fellow's production of manuscripts from presentations and posters 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a "writing tutorial" through the services of an editor on 2-3 pieces of written work and provide examples of edited papers on the T: drive <input type="checkbox"/> Provide access to bibliographic management software and training to help fellows start, refine, and maintain a personal academic citation database <input type="checkbox"/> Recommend and pay for short courses, reference material, guides, and courses that emphasize scientific writing <input type="checkbox"/> Provide each fellow an appropriate style manual, e.g., the APA Publication Manual, a book on scientific writing, a guide to presenting data, guidelines for determining authorship, and <i>Reporting Standards and Models for Writing Manuscripts</i>; PowerPoint poster templates and examples of posters <input type="checkbox"/> Assist with journal selection by offering general guidance on how to find and evaluate potential journals <input type="checkbox"/> Provide an ongoing forum (research seminar) for fellows to present manuscripts in progress and receive feedback and statistical consultation <input type="checkbox"/> Identify writing problems in the research seminar and discuss them with the primary mentor <input type="checkbox"/> Circulate to fellows and post on the T: drive and bulletin board notices of upcoming cancer-related meetings <input type="checkbox"/> Allocate \$1700 per fellowship year for travel to professional meetings <input type="checkbox"/> Provide a strong disincentive for making presentations without follow-up on manuscripts by withholding travel funds for fellows with a poor ratio of manuscripts to presentations <input type="checkbox"/> Provide an ongoing forum (research seminar) for fellows to rehearse oral and poster presentations and receive feedback

Post-Docs	Mentors	Program Directors
Area 3: Research experience		
<p><i>Participate in the following aspects of research development and implementation that are unfamiliar (mark familiar aspects as NA) (30%-40% time):</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulation of research questions and study aims <input type="checkbox"/> Intervention design and development <ul style="list-style-type: none"> <input type="checkbox"/> needs assessment <input type="checkbox"/> change objectives <input type="checkbox"/> selection of methods and delivery strategies <input type="checkbox"/> design and production processes <input type="checkbox"/> Explicit application of behavioral science theory and evidence in intervention development <input type="checkbox"/> Grant proposal development and coordination <input type="checkbox"/> IRB submission <input type="checkbox"/> Recruitment of participants <input type="checkbox"/> Selection of measures and assessment of psychometric properties <input type="checkbox"/> Development and testing of new measures <input type="checkbox"/> Data collection <input type="checkbox"/> Participation in interaction with community and other research partners <input type="checkbox"/> Intervention implementation <input type="checkbox"/> Data management <input type="checkbox"/> Data analysis <input type="checkbox"/> Development of the research team's plans for publications and authorship <input type="checkbox"/> Management of the team's paper productivity 	<ul style="list-style-type: none"> <input type="checkbox"/> Assist the fellow in developing a plan for his/her research experience <input type="checkbox"/> Monitor the types of research experiences the fellow acquires and consider rotation to other projects <input type="checkbox"/> Include fellows as credited co-investigators on relevant grants as appropriate <input type="checkbox"/> Ensure that no more than 30%-40% of a fellow's time is spent in faculty research project development and implementation; at least 50% of a fellow's effort should be devoted to the fellow's own grant research proposal and publications 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide an overview of research activities and opportunities for research experience <input type="checkbox"/> Assist fellows in selecting research placements <input type="checkbox"/> Ensure that faculty supervising research activities understand their responsibilities as <i>de facto</i> mentors, including appropriate protection of fellow's time for writing their own grant and papers <input type="checkbox"/> Provide an ongoing forum for fellows to discuss sources of and strategies for obtaining research experience <input type="checkbox"/> Include fellows' research experience on progress reports forms and plans and provide feedback from the Advisory Committee

Area 4: Courses and Intellectual Development

<input type="checkbox"/> Enroll in PH 1498, Pre/Post-Doctoral Research Seminar fall, spring, and summer terms; participate in meetings of post-docs <i>Take additional courses as follows:</i> <input type="checkbox"/> Appropriate cancer epi course(s) <i>Short courses okay:</i> <input type="checkbox"/> Intervention Mapping <input type="checkbox"/> Systematic Review/Meta-analysis <input type="checkbox"/> Take selected UT SPH courses and other training opportunities to support research aims and next career steps	<input type="checkbox"/> In collaboration with the fellow, identify gaps and emerging areas of cancer prevention and control and methods that can be learned through courses at UT SPH and elsewhere <input type="checkbox"/> Assess fellow's knowledge and skills in data analysis and assist fellow in finding appropriate courses to ensure adequate training in methods and use of relevant computer programs (e.g., http://www.spss.com/training/descriptions.cfm)	<input type="checkbox"/> Pay for tuition, fees, books, and software at UT SPH and outside courses as appropriate <input type="checkbox"/> Provide space to report courses and other training on the progress report form <input type="checkbox"/> Continue to offer the pre-post-doctoral seminar <input type="checkbox"/> Work with mentors to identify appropriate courses
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Area 5: Teaching experience

<input type="checkbox"/> Serve as a tutor for a problem-based learning class, e.g., Health Promotion Theory and Methods I, and receive a separate teaching evaluation <input type="checkbox"/> Depending on previous teaching experience and career goals, consider serving as a teaching assistant for one other class	<input type="checkbox"/> Monitor the types of teaching experience the fellow acquires and help identify appropriate opportunities	<input type="checkbox"/> Monitor the types of teaching experience available and assure there is a record of fellows' performance <input type="checkbox"/> Circulate announcements of colloquia and workshops on teaching from the UTSPH Office of Instructional Services
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Area 6: Interpersonal skills

<input type="checkbox"/> Function appropriately on a research team, in the seminar, with administrative staff, with other investigators <input type="checkbox"/> As requested, participate in recruitment, screening, and supervision of research staff <input type="checkbox"/> Practice leadership skills in seminar and research meetings <input type="checkbox"/> Learn to build research collaborations by contacting and obtaining meetings with potential collaborators at UT and other institutions <input type="checkbox"/> Learn to do effective networking at national meetings, e.g., participating in workshops for new investigators	<input type="checkbox"/> Provide direct feedback to the fellow on teamwork skills and guide him/her on ways to improve these skills <input type="checkbox"/> Make it normative to work on interpersonal skills <input type="checkbox"/> Seek indicators of the quality of interpersonal skills in the seminar and other relationships and provide feedback and guidance	<input type="checkbox"/> Work on interpersonal skills in weekly seminar, e.g. giving respectful feedback, receiving feedback <input type="checkbox"/> Make it normative to work on interpersonal skills <input type="checkbox"/> Provide individual feedback <input type="checkbox"/> Provide training in group facilitation skills
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Area 7: Recruitment and selection of new fellows

<ul style="list-style-type: none"> <input type="checkbox"/> Help publicize the fellowship through national meetings, list-servers, informal communication with colleagues at other schools, and in meetings with applicants <input type="checkbox"/> Attend presentations of applicants and offer comments about the potential “fit” <input type="checkbox"/> Discuss the program with applicants <input type="checkbox"/> Serve as a mentor to a new fellow 	<ul style="list-style-type: none"> <input type="checkbox"/> Help publicize the fellowship at national meetings, list-servers, in informal communication with colleagues at other schools, & meetings with potential applicants/applicants <input type="checkbox"/> Discuss the program and a potential mentoring relationship with prospective and in-process applicants <input type="checkbox"/> Attend presentations of fellowship applicants and offer comments about the potential “fit” 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop and distribute recruitment materials <input type="checkbox"/> Develop and maintain a recruitment webpage with information about the program, mentors, and the setting <input type="checkbox"/> Identify and recruit highly qualified applicants, especially from underrepresented ethnic/racial minority groups <input type="checkbox"/> Provide ongoing communication and guidance for potential applicants and applicants and facilitate contact with potential adviser/mentors <input type="checkbox"/> Make final decisions about primary and secondary mentors and periodically evaluate the effectiveness of mentoring relationships <input type="checkbox"/> Orient mentors to the training program goals and mentor role <input type="checkbox"/> Provide a statement re: expectations of fellows, their mentors, and the program directors to new fellows and their mentors
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Area 8: Placement after the fellowship

<ul style="list-style-type: none"> <input type="checkbox"/> Provide mentors and program directors with current cv, cover letters and goal statements, and job descriptions \geq 1 mo before the due date for letters of recommendation <input type="checkbox"/> Obtain a faculty position in a research institution, ideally in a cancer center or working on cancer-related research in another university 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with fellow privately at least once each semester to discuss overall career plans <input type="checkbox"/> Encourage the fellow’s timely exploration of potential faculty positions <input type="checkbox"/> Use personal networks to help place the fellow <input type="checkbox"/> Forward to the fellow relevant job-postings from list-servers and other sources <input type="checkbox"/> Advise fellows on format and content of cv’s, cover letters, and goal statements for applications <input type="checkbox"/> Read and critique cover letters and goal statements <input type="checkbox"/> Participate in rehearsals for job interviews <input type="checkbox"/> Write timely and thoughtful letters of recommendation 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the traineeship network and Advisory Committees to help mentors place fellows <input type="checkbox"/> Circulate and post on the T: drive and the bulletin board announcements of faculty and other positions <input type="checkbox"/> Encourage timely exploration of potential faculty positions <input type="checkbox"/> Help fellows prepare for job talks and interviews through observation of others and rehearsal <input type="checkbox"/> Advise fellows on format and content of cv’s, cover letters, and goal statements for applications; keep examples on the T: drive
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Area 9: Evaluation of training needs and accomplishments and the effectiveness of the mentoring relationship

<ul style="list-style-type: none"> <input type="checkbox"/> Provide mentors and program directors with progress reports and an up-to-date fellowship plan 3x/year <input type="checkbox"/> Discuss progress reports and updated fellowship plan with the mentors and program directors and evaluate progress, training needs, and the effectiveness of the mentoring relationships through this checklist (columns 2 and 3) 	<ul style="list-style-type: none"> <input type="checkbox"/> Three times per year, before the progress report is submitted: discuss the fellowship plan and progress reports with the fellow; help identify barriers to and potential solutions for satisfactory progress; review the fellow's performance expectations checklist as part of the progress report and note especially her/his perception of mentors' performance; discuss the effectiveness of the mentoring relationships and ways to improve it 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss progress reports and updated training plans with the Advisory Committee at least once a year and provide fellows and mentors with feedback, suggestions, and coaching <input type="checkbox"/> Solicit suggestions for improvement when discussing progress reports and updated training plans with the Advisory Committee, especially fellows' perceptions of program directors' performance <input type="checkbox"/> Make changes in mentoring assignments when indicated
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Area 10: Evaluation of the training program

<ul style="list-style-type: none"> <input type="checkbox"/> Provide suggestions to mentors and program directors both as they are relevant and at progress report meetings <input type="checkbox"/> Participate in evaluation efforts with an outside evaluator as requested <input type="checkbox"/> After completing training, respond to requests from the Program Director for information about publications, grants, and other achievements as required by NCI 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide suggestions to the program directors regarding support for fellows and mentors <input type="checkbox"/> Participate in other evaluation activities with an outside evaluator as requested 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for fellows and mentors to identify weaknesses and suggest improvements in the program, directly and through an outside evaluator <input type="checkbox"/> Stay in touch with alumni to foster their professional development and to facilitate data collection for progress reports
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