# Midwest Academy Strategy Chart

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| 1. List the Long-term Objectives of your campaign.                    | 1. List the resources your group has available, including:                                    | 1. Constituents: Who cares enough about this issue to join in the fight?                   | A target is always a person. It is never an institution or elected body. | For each target, list the tactics that each constituent group can best use to make its power felt.  

**Tactics must:**  
• Be in context  
• Be flexible and creative  
• Be directed at a specific target  
• Make sense to the membership  
• Be backed up by a specific form of power  

**Tactics include:**  
• Official contact: meetings, letters, phone calls  
• Educational, awareness-raising events  
• Public pressure: call-ins, e-mail or letter-writing campaigns  
• Media events: press conferences, media releases, op-ed/editorials, etc.  
• Petition Drive, election campaign, questions at town hall meetings |
| 2. What are the Incremental Goals for your work?                      | 2. List the Ways you want to Build your Organization through the campaign – list #’s!          | A target is always a person. It is never an institution or elected body.                   | 1. Primary Targets:  
  a) Who has the power to give you what you want?  
  b) What power do you have over them? |  

**1. Primary Targets:**  
• Whose problem is it?  
• What do they gain if they win?  
• What risks are they taking?  
• What power do they have over the target?  
• Into what groups are they organized?  

**2. Secondary Targets:**  
• Whose problem is it?  
• What do they gain if they win?  
• What risks are they taking?  
• What power do they have over the target?  
• Into what groups are they organized? |
| 3. What are the Short-term Goals or Partial Victories that can be steps towards the goal? | 3. List the Internal Problems that need to be considered for the campaign to succeed          | A target is always a person. It is never an institution or elected body.                   | 1. Primary Targets:  
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NPA Agenda for Change

There is widespread acceptance of the critical role that postdoctoral scholars play in the US research enterprise and the need to continue to attract the best and the brightest. Efforts to enhance the quality of the postdoctoral experience have been widely discussed, with many prominent national organizations and individuals making recommendations for positive change. In articulating an Agenda for Change, the National Postdoctoral Association (NPA) is mindful that postdocs themselves are responsible for seeking out postdoctoral training opportunities that lead to the advancement of their long-term career goals. However, it further recognizes that many stakeholders are in a position to implement new policies and practices that would have broad impact in enhancing the quality of the postdoctoral experience. In pursuing this Agenda for Change, the NPA recommends that:

**Institutions** ensure comprehensive postdoctoral training, together with pay and benefits commensurate with experience, qualifications and skills.
- Adopt NPA Recommended Practices.
- Provide incentives for improved mentoring and consider disincentives for inadequate mentoring.
- Place renewed emphasis on training in addition to research results.

**Funding Agencies/Organizations** fund programs that promote professional development of postdoctoral scholars.
- Establish standards of treatment and training for postdoctoral scholars on research grants.
- Provide more opportunities for all postdoctoral scholars to compete for funds.
- Support grants targeted at first time investigators.
- Increase the percentage of postdoctoral researchers funded by independent fellowships compared with grants initiated by Principal Investigators.

**Government** expand data collection on postdocs, and enact reforms that increase the mobility of international postdocs.
- Allow easier entry and re-entry of foreign postdocs into the US; allow greater mobility between institutions within the U.S. for foreign postdocs.
- Expand data collection on postdocs to be more accurate, inclusive and detailed, especially with regard to under-represented groups.
- Re-examine science and technology labor shortage projections.

**Graduate Schools** expand Ph.D. curricula to incorporate training suitable for non-academic careers.
- Offer specific career guidance and counseling for graduate students considering a postdoc.
- Place greater emphasis in the curriculum of PhD programs on professional development beyond research skills.
- Consider the ramifications of training too many people for too few desirable jobs.

**Professional Societies** promote professional development of their postdoctoral scholar membership.
- Provide support for, and increased access to, professional development workshops and courses, especially those focused on careers outside academia.
- Define core skill elements necessary for the profession and inform postdocs of the appropriate educational and training mechanisms for obtaining those skills.
- Advocate for adequate federal funding and policies that support the key contributions of postdoctoral scholars.

*top priorities in italics*