Supporting Postdocs, Promoting Discovery

The only national meeting for administrators, postdocs, and faculty dedicated to supporting new researchers through innovative practices.

National Postdoctoral Association

13th Annual Meeting
March 13 – 15, 2015 • Baltimore, Maryland

Hosted by the University of Maryland, Baltimore
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*We would like to thank the organizations that have supported the Annual Meeting.*

*Supporting Postdocs, Promoting Discovery*
Postdoctoral Program

In 2010, the Pfizer Research and Development organization launched an ambitious postdoctoral training program that encompasses its Research, Biotech, and Technology Units. We recruit highly motivated Ph.D. recipients with a demonstrable track record of scientific productivity during their graduate training and a strong interest in performing an academic-style postdoc in an industrial setting. Successful candidates for entry into the program express a passion for creative research that facilitates the translation of novel biological or technological advances into innovative therapies for human diseases.

Our postdocs pursue their training at a number of the company’s Worldwide R&D campuses around the globe. Examples of research areas, units and disciplines include:

- Cardiovascular and Metabolic Diseases
- Centers for Therapeutic Innovation (multiple disease areas)
- Clinical Research (human biology and quantitative sciences)
- Comparative Medicine
- Drug Safety R&D
- Global Biotherapeutics Technologies (protein engineering)
- Immunoscience
- Inflammation & Remodeling
- Medicinal Chemistry
- Neurosciences
- Neusentis (pain, sensory disorders and regenerative medicine)
- Oncology
- Pharmaceutical Sciences
- Pharmacokinetics, Dynamics & Metabolism
- Rare Disease
- RINAT (multiple disease areas)
- Vaccine R&D

The Pfizer Research and Development organization strives to deliver innovative medicines that improve the lives of patients worldwide. Our postdoctoral program is designed to provide the research foundation that will lead to future improvements in disease therapy, while at the same time offering our trainees an exceptional career-building experience in the biomedical sciences. Our trainees perform cutting-edge research leading to publications in top-tier journals, attend high-profile scientific meetings, and interact with well-known academic labs worldwide.

To explore and apply for specific opportunities, visit us online at: www.pfizercareers.com.

We are proud to be an equal opportunity employer and welcome applications from people with different experiences, backgrounds and ethnic origins.
Welcome to the 13th Annual Meeting of the National Postdoctoral Association (NPA)! On behalf of the NPA Board of Directors and staff, I want to express my thanks to the University of Maryland, Baltimore for their hospitality, in particular our local host organizers Jennifer Aumiller, M.Ed., and Erin Golembewski, Ph.D. Special thanks to our Meetings Co-Chairs Jana Stone, Ph.D., and Nadja Grobe, Ph.D., and the entire Meetings Committee for their countless hours of work in planning a meeting that we are all proud to attend.

We are honored to have Rosina Bierbaum, Ph.D., as our keynote speaker. Dr. Bierbaum, Professor and former Dean at the University of Michigan, continues a long tradition of outstanding keynote speakers and brings her expertise in science policy as an advisor to President Obama. We are fortunate to have her with us this weekend to share her experience and wisdom with us all.

This year’s meeting features many outstanding sessions, as well as our first Career Connections networking event. This new venture promises to provide a great way for postdocs to meet with representatives from companies and organizations interested in hiring Ph.D.s in all disciplines, and adds yet another reason for postdocs to attend our meeting.

The continued national attention focused on postdoc training in 2014 is heartening, and the NPA welcomes the energy and ideas brought to bear on issues that many of us have been working on for over a decade. The recent National Academy of Sciences report, The Postdoctoral Experience Revisited, the PNAS article by Alberts et al., and the Future of Research Symposium in Boston are just three examples of the renewed emphasis being placed on scientific training, and this weekend will provide ample opportunity to discuss not only the problems, but focus on solutions.

The NPA and the postdoctoral community has never been stronger, and I am very proud of the progress made on so many levels, thanks to your efforts! Thanks to our members, the NPA published its Institutional Policy Report 2014, a summation of data from over 90 institutions. We look forward to discussing the NPA report and the NAS report in our Sunday Town Hall.

These reports and the dialogue about critical postdoc issues show just how powerful we are as a collective group, what progress has been made over the history of the NPA, and demonstrates just how much more we need to do!

I expect the 13th Annual Meeting to be as energizing and innovative as the twelve meetings that preceded it, and that you will bring forth your ideas, your enthusiasm, and together we can make 2015 a year of change for all stakeholders in the postdoctoral training!

Thank you for joining us, for your support of the NPA, and for everything you do on behalf of postdocs everywhere!

Keith Micoli, Ph.D.
Chair, NPA Board of Directors
The 13th Annual Meeting of the National Postdoctoral Association is hosted by

The NPA wishes to express its appreciation
to the University of Maryland, Baltimore and to give special recognition to:

Jennifer Aumiller, M.Ed.
Co-Chair, Local Host Committee, Director, Career Development,
Graduate Program in Life Sciences and Office of Postdoctoral Scholars, School of Medicine

Erin Golembewski, Ph.D.
Co-Chair, Local Host Committee, Senior Associate Dean, Graduate School

Local Host Committee Members
Reba Cornman, Ph.D. • Julie Cutler, M.A. • Sharron Graves, M.S. • Thomas McHugh, M.S.
Krista Peters, B.A. • Gemma Puts, Ph.D. • Dudley Strickland, Ph.D.

We also wish to thank the following for their financial support:
BIORESCO
University of Maryland, Baltimore, School of Law
University of Maryland, Baltimore, School of Medicine
Welcome to the 13th NPA Annual Meeting! We are excited to be hosted by the University of Maryland, Baltimore. We hope that each of you will come away from the meeting with exciting new ideas, new colleagues, and renewed enthusiasm to bring back to your home institutions.

We are honored to welcome this year’s keynote and plenary speakers. Keynote speaker Rosina Bierbaum, Ph.D., from the University of Michigan, is a renowned environmental scientist and advisor on science policies to the President. For the first plenary session, the panel speakers, Jean Shin, Ph.D., American Sociological Association, Cynthia Simpson, M.Ed., Association of Women in Science, and Joe Z. Sostaric, Ph.D., American Chemical Society, will discuss opportunities for professional career development that are offered by professional societies and associations. The second plenary session with Audrey Murrell, Ph.D., University of Pittsburgh, and Amri Johnson, Ph.D., Novartis Institutes for BioMedical Research, will focus on the significance of diversity in a successful workforce. We are also looking forward to a great panel of workshops and innovation-in-action sessions that will provide useful information and resources for you to take home.

There are many opportunities for networking and sharing ideas at this year’s meeting. These include the opening reception, the poster session, networking discussions during lunch and breaks, and dine-arounds. We hope you will also be able to attend the Saturday night event at Westminster Hall, and explore what Baltimore has to offer. Please take every opportunity to interact with colleagues, ask questions, and share your knowledge and experience while you’re here.

On behalf of the 2015 NPA Meetings Committee, we hope you enjoy this Annual Meeting.

Jana Stone, Ph.D., and Nadja Grobe, Ph.D.
Meetings Committee Co-Chairs

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- Help employers find you by uploading your CV
- View science careers advice
- Ask us questions via the Naturejobs blog

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Career Connections

The NPA wishes to thank the following organizations for their generous support of our 13th Annual Meeting and the Career Connections session.

The Career Connections event is an information session that will enable organizations to communicate career opportunities/pathways, and interact with postdoctoral scholars. This session will be a roundtable, speed meet & greet, where companies and organizations will give a 10 minute presentation, and postdoctoral scholars will give a brief introduction about themselves and pass their business cards. The session will take place Friday, March 13 from 11:45 a.m. to 1:15 p.m. during lunch.
AGENDA | Friday, March 13, 2015

7:00 a.m. – 8:30 a.m.
**Breakfast at Hotel**
Baltimore Marriott Inner Harbor at Camden Yards, Grand Ballroom

7:30 a.m. – 8:30 a.m.
**New Attendees’ Orientation Breakfast**
SMC Campus Center (SMC CC), Elm Ballroom A & B
By invitation only
*Nadja Grobe, Ph.D., Research Assistant Professor, Wright State University, Co-Chair, Meetings Committee, NPA; Jana Stone, Ph.D., Manager, Office of Postdoctoral Services, Georgia Institute of Technology, Co-Chair, Meetings Committee, NPA*
This session provides an opportunity for first-time participants at the NPA Annual Meeting to learn about the NPA’s mission, values, objectives, structure, and accomplishments, and how to get the most out of the Annual Meeting.

7:00 a.m. – 5:00 p.m.
**Registration**
SMC CC, Pre-function Area
Posters for the poster session can be set up beginning at 7:30 a.m.

7:30 a.m. – 3:00 p.m.
**Sign-up for Optional Dine-Arounds**
SMC CC, Pre-function Area

7:30 a.m. – 5:00 p.m.
**Press**
SMC CC, Green Rm.

9:00 a.m. – 10:00 a.m.
**Welcome Session and Distinguished Service Award (DSA) Presentation**
School of Nursing, Auditorium/Rm. 130
*Belinda Huang, Ph.D., Executive Director, NPA; Jana Stone, Ph.D., Director, Office of Postdoctoral Services, Georgia Institute of Technology, Co-Chair, Meetings Committee, NPA; Keith Micoli, Ph.D., Director, Postdoctoral Program, New York University (NYU), Chair, NPA Board of Directors*

**Presentation of the 2015 DSA**
*Keith Micoli, Ph.D., Director, Postdoctoral Program, NYU, Chair, NPA Board of Directors*
The DSA will be presented to the Center for Cancer Training at the National Cancer Institute (NCI) for profound and ongoing contribution and service to the postdoctoral community. Jonathan Wiest, Ph.D., will accept the award on behalf of the CCT.

10:00 a.m. – 10:15 a.m.
**Networking Break**
Sponsored by New York University
School of Nursing, Foyer

10:15 a.m. – 11:45 a.m.
**Keynote Introduction**
School of Nursing, Auditorium/Rm. 130
*Nadja Grobe, Ph.D., Research Assistant Professor, Wright State University, Co-Chair, Meetings Committee, NPA*
Remarks from *E. Albert Reece, M.D., Ph.D., M.B.A., Vice President for Medical Affairs, University of Maryland, John Z. and Akiko K. Bowers Distinguished Professor and Dean, University of Maryland School of Medicine*

11:45 a.m. – 12:30 p.m.
**KEYNOTE ADDRESS**
*From the Lab to the White House and Back: Bridging the Science - Policy Gap*
Sponsored by MedImmune

*Rosina Bierbaum, Ph.D., Professor of natural resources and environmental policy, University of Michigan.*
She was recently named the Chair of the Scientific and Advisory Panel of the Global Environment Facility. She served as Dean of the School of Natural Resources and Environment from October 2001 – October 2011. In that decade, she facilitated the creation of a new undergraduate program in the environment; enhanced interdisciplinary teaching and research by successfully recruiting 32 new faculty to the school, developed new master’s tracks to link engineering, architecture and urban planning, and natural resources; tripled research activity; and expanded the mission of the school to include global change.
11:45 a.m. – 1:15 p.m.

**Themed Lunch-Arounds**

Vendors and lunch-arounds will be in the SMC CC. You will need to show the vendor your badge to receive your meal. One meal per person, please.

SMC CC, Multipurpose Room/Rm. 349: Career Connections Postdocs only

SMC CC, Elm Ballroom A: myPDO Monthly - PDO Mentoring

SMC CC, Rm. 203: Professional Interactions Among Diverse Coworkers

SMC CC, Rm. 223: Speaking the Common Language of Science: Communication Issues Arising From ESL and How to Overcome

SMC CC, Rm. 210: Open

SMC CC, Rm. 351: Open

SMC CC, Rm. 353: Open

SMC CC, 3rd floor lounge: Open

Be sure to sign up for the Friday evening dine-around at the registration table by 3:00 p.m.

1:15 p.m. – 2:45 p.m.

**CONCURRENT WORKSHOPS SESSION I**

Please note the following intended audience abbreviations:

- IP - individual postdoctoral scholar
- PDA - postdoctoral association
- PDO - postdoctoral office
- ALL - for everyone.

**Careers in Technology Commercialization**

School of Nursing, Rm. 140

Intended Audience: ALL

**Presenters:** Carole J. Burns, Ph.D., Associate Director, Penn Center for Innovation, University of Pennsylvania; Vladimir M. Popov, Ph.D., Postdoctoral Fellow, Radiation Oncology, PCI Fellow, Penn Center for Innovation, University of Pennsylvania

**Moderator:** Mary Anne Timmins, M.Ed., Administrative Director, Biomedical Postdoctoral Programs, University of Pennsylvania

Technology commercialization is a potential career path for scientists interested in transferring to the marketplace technologies developed in the lab for the benefits of society. Such careers lead to jobs within intellectual property (IP) law firms, business consulting firms, academic transfer

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There is free wireless in the SMC Campus Center and the School of Nursing. Wireless information for the SMC CC is posted on on the plasma TVs in each room. There is also a handout with your registration materials.

To access the wireless in the School of Nursing, use the following information:

**Network:** UM Conf

**Username:** sonconnect

**Password:** Nur$ing

2015 Annual Meeting materials are now available on Guidebook. To access them (1) download the Guidebook app; (2) sign in through Facebook, LinkedIn, Google+, or Twitter; and (3) search for the NPA 2015 Annual Meeting guide.

Be sure to use #NPA2015 on Twitter to share your Annual Meeting pictures and stories!
Creating a Culture of Inclusion: Laying the Groundwork for Recruitment and Retention
SMC CC, Elm Ballroom B
Intended Audience: ALL

Presenters: Mary Graham-Fisher, Manager of Education and Training Programs, Office of Diversity & Inclusion, University of Maryland; Shauna Payone Gold, Ed.D., Associate Director for Assessment & Student Development, Office Multi-ethnic Student Education, University of Maryland; Timea Webster, Training, Program and Administration Specialist, Office of Diversity & Inclusion, University of Maryland

Creating a diverse and inclusive climate needs to happen in an ongoing way, and certainly prior to hosting new people in our work environments. This is especially true if we wish to diversify our staff and faculty by dimensions of difference such as race, gender, sexual identity, religion, ability, socioeconomic class, etc. Proactive engagement of these issues provides needed cues to marginalized communities about an environment’s preparedness to host them. This workshop engages with participants to explore the subtle cultural dynamics that infuse every workplace that can inadvertently create messages of exclusion. By exploring these dynamics, participants will then have an opportunity to practice engagement strategies, often in the form of a crucial conversation with colleagues, to begin to make the climate more welcoming. Presenters will examine real-life scenarios with the participants, spending significant time on race, gender, sexuality, and religion. Participants need not have significant experience with diversity programming. All levels of knowledge of the topic are welcome.

Facilitating Teaching-focused Professional Development Among Postdocs
School of Nursing, Rm. 150
Intended Audience: ALL

Presenters: Lucas Hill, M.A., Graduate Research Assistant, Michigan State University (MSU); You-Geon Lee, Ph.D., Assistant Researcher, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison; Julia N. Savoy, M.S., Assistant Researcher, WCER, University of Wisconsin-Madison

Moderator: Mark R. Connolly, Ph.D., Associate Research Scientist, WCER, University of Wisconsin-Madison

Many science, technology, engineering, and math (STEM) postdocs hope for full-time faculty work. However, most postdocs are not prepared for the full range of academic work, including teaching responsibilities. Because their positions focus on research productivity, postdocs have few opportunities to develop teaching skills. Although some future faculty engage in college teaching during graduate school, many postdocs still seek teaching development (TD) opportunities, either because they did not participate during graduate school or because applications for faculty positions require teaching experience.

The outlook for postdocs who wish to become tenure-track (TT) faculty is grim. In 2006, less than 15 percent of biosciences doctorate recipients held a tenure-track position within six years of earning their doctoral degree. As research funding dries up, the odds of landing a TT position shrinks, leaving many postdocs who are unable to find a faculty job trapped in serial postdoc placements. For those looking to escape “postdoc purgatory,” TD programs help them gain skills, knowledge, and social connections that may expand their employment options.
Friday, March 13, 2015

In light of the barriers to TD that postdocs face, the goals of this session are to (1) examine findings from a longitudinal study of the short- and long-term effects of TD on STEM doctorate recipients (many of whom are now postdocs); and (2) provide self-assessment tools useful to both postdocs and those who support their TD. The session will review a longitudinal study that tracked a panel of late-stage STEM doctoral students (initial N ~ 3,000) through three surveys over five years (2009, '11, '13) as they moved from graduate education to employment; present findings about doctoral students who moved into postdoc positions, including teaching activities, participation in TD, and confidence in their teaching; and share self-assessment tools adapted from instruments developed for the study. These resources will allow postdocs seeking self-improvement and programmers providing targeted development experiences to assess their use of evidence-based teaching strategies, and are accompanied by summary data and reference guides. Because successful postdoc appointments are characterized by meaningful professional development, including training in teaching skills, this session will provide participants with knowledge and tools that will advance the next generation of STEM scholars.

Institutional Diversity Postdoctoral Fellowships: Growing Your Own Faculty Pipeline
SMC CC, Rm. 351
Intended Audience: PDO

Presenters: Sibby Anderson-Thompson, Ph.D., Director of Postdoctoral Affairs, University of North Carolina (UNC) at Chapel Hill; Renetta Garrison Tull, Ph.D., Associate Vice Provost for Graduate Student Professional Development & Postdoctoral Affairs, University of Maryland, Baltimore County; Caroline M. Kane, Ph.D., Interim Director, University of California (UC) President's Postdoctoral Fellowship, UC Berkeley; Alberto I. Roca, Ph.D., Founding Editor, MinorityPostdoc.org, Advisory Council, NPA

Motivated by the goal of diversifying their faculty population, university senior leaderships have created institutional postdoctoral fellowship programs funded by the offices of the Chancellor/President or Provost. These postdoctoral fellows serve in roles similar to visiting faculty with the expectation that home departments hire them for full-time tenure-track positions. Similar fellowships are created through external funds such as from the National Science Foundation (NSF). PDO administrators can serve a central role in marketing and coordinating such fellowship programs to ensure a diversity of applicants as well as to create a supportive community for underrepresented minorities. The panel speakers represent the spectrum of such institutional programs including a system-wide campus (UC), a flagship school’s PDO (UNC Chapel Hill), and an NSF-funded fellowship (University of Maryland, Baltimore County). Attendees will learn how these institutional fellowships are created, funded, and administered. In addition, participants will learn about the career outcomes of fellowship postdoctoral alumni. Finally, we will describe national resources aggregating all such institutional fellowships (MinorityPostdoc.org) as well as efforts to coordinate the administration of these programs between institutions.

Learning Analytics for Career Development Programs
SMC CC, Elm Ballroom A
Intended Audience: ALL

Presenter: Garth Fowler, Ph.D., Associate Executive Director, Education, American Psychological Association

Recent trends in career and professional development programming (e.g., workshops, courses, and seminars) emphasize obtaining both qualitative and quantitative data for analyzing educational effectiveness. For example, recipients of the National Institutes of Health (NIH) Broadening Experiences in Scientific Training (BEST) awards will be required to evaluate whether or not their proposed, novel approaches to career training and workforce development are successful, and PDOs/PDAs need proven methods to evaluate and improve their career development offerings. Having solid analytics and evidence of learning outcomes can be used to gain increased funding and resources for future programming. This session will cover the process of creating learning goals and outcomes that can be measured and evaluated, introduce a model for doing predictive analysis, and cover the steps for implementing program improvement based upon student/postdoc outcomes and success. Finally, participants will be guided through applying learning analytics to the NPA Core Competencies as an interactive example.

3:00 p.m. – 4:30 p.m.
PLENARY SESSION I

“Promoting Community, Education and Leadership: How Associations and Societies Develop Postdocs”
School of Nursing, Auditorium/Rm. 130

Remarks from Roger Ward, Ed.D., J.D., M.P.A., Chief Accountability Officer, Vice President of Academic Affairs, and Vice Dean of the Graduate School, University of Maryland, Baltimore

Presenters: Jean H. Shin, Ph.D., Director, Minority Affairs Program, American Sociological Association (ASA); Cynthia Simpson, M.Ed, C.A.E, Chief Business Officer, Association of Women in Science (AWIS); Joe Z. Sostaric, Ph.D., Manager, Graduate & Postdoctoral Scholars Office, American Chemical Society (ACS)
Associations and professional/disciplinary societies play an important role in the development of postdocs and their future careers, through opportunities to learn about the latest scholarship within the field and to develop a network with key scholars in one's discipline. Speakers will address resources and programs that associations and professional/disciplinary societies offer postdocs, and ways they can assist their professional, mentoring, and career development.

Presentation of the 2015 NPA Garnett-Powers & Associates, Inc. Mentor Award
Steve Johnson, Vice President, Garnett-Powers & Associates, Inc.
The presentation of the award will take place at approximately 3:05 p.m.

The 2015 NPA Garnett-Powers & Associates, Inc. Mentor Award will be presented to Jennifer Silk, Ph.D., Associate Professor, Department of Psychology, University of Pittsburgh.

4:30 p.m. – 6:30 p.m.
Opening Reception
Baltimore Marriott Inner Harbor at Camden Yards, Grand Ballroom
The annual raffle and silent auction in support of NPA travel awards will also take place during the reception.

7:00 p.m.
Meet for Optional Dine-Arounds
Baltimore Marriott Inner Harbor at Camden Yards, Lobby
Depart at 7:15 p.m.
Sign up at the registration table by 3:00 p.m.

7:00 p.m. – 9:00 p.m.
Optional Dine-Arounds
Please see restaurant list.
7:00 a.m. – 8:30 a.m.
Breakfast at Hotel
Sponsored by Research in Germany
Baltimore Marriott Inner Harbor at Camden Yards, Grand Ballroom

8:00 a.m. – 5:00 p.m.
Registration
SMC CC, Pre-function Area

7:30 a.m. – 5:00 p.m.
Press
SMC CC, Green Rm.

8:00 a.m. – 9:00 a.m.
NPA Committee Leaders and Officers Meetings and/or NPA Business Meetings
Joint Closed Session
SMC CC, Executive Boardroom

9:00 a.m. – 10:00 a.m.
CONCURRENT WORKSHOPS SESSION II

Ensuring Future Success: Addressing Challenges Facing Women Postdocs
SMC CC, Multipurpose/Rm. 349
Intended Audience: IP

Presenters: Belinda Lee Huang, Ph.D., Executive Director, NPA; Cynthia Simpson, M.Ed, C.A.E, Chief Business Officer, Association of Women in Science

Since 2009, the NPA has been working with institutions to foster the advancement of postdoc women in academic careers through the NPA ADVANCE project, originally funded by the NSF with subsequent funding provided by the Elsevier Foundation. Through the Elsevier Advancing Postdoctoral Women program, we focused our work to examine the promising practices, programs and resources found in professional societies and associations that assist postdoc women advancing into academe or other careers. Through focus groups and a survey of 200 professional societies and associations, we learned that some of the key issues facing women postdocs are 1) career-life satisfaction, 2) mentoring and support, 3) childcare resources and family obligations, and 4) career development and professional development. In this hands-on workshop, participants will discuss these key issues, and generate ideas for what they need for career transition and advancement to ensure success in the future.

The NPA will also share programs and resources that professional societies and associations offer that will enhance women postdocs' advancement into diverse career tracks. This workshop is funded by the Elsevier Foundation under the New Scholars grant.

Human Resources for Postdoctoral Scholars: How to Turn Challenges into Success
SMC CC, Elm Ballroom A
Intended Audience: PDO

Presenter: Taylor Libby, M.P.A., P.H.R., Human Resources Consultant, University of North Carolina at Chapel Hill

UNC Chapel Hill has been identified as one of the top 20 best places to serve as a postdoc in the United States. Over the past three years, UNC’s Office of Postdoctoral Affairs has made a number of improvements to its postdoctoral policies in human resources that have enhanced human resources service delivery to the postdoc population at the university. The Office of Postdoctoral Affairs has hired a Human Resources Consultant who works part-time in the office to provide training, oversight, and consultation to postdoctoral scholars, faculty mentors, and departmental human resource liaisons on issues surrounding postdocs. In addition, the Office of Postdoctoral Affairs has worked with the Equal Employment Opportunity (EEO) Office and university counsel to develop and implement a new set of policies to help frame the postdoctoral experience at the university. Many of these policies are related to human resources in an effort to provide more consistency across various units/schools/divisions on campus and to enhance the overall postdoc experience at UNC and beyond. Given the importance of looking ahead and planning for the future of research, UNC recognized that the postdoc population is a critical one to engage, recruit, and retain as they are our next generation of faculty and researchers. Spending time training those who work with postdocs, including faculty mentors, administrators, and human resources staff, will only add to the long-term success of the institutions.

This workshop will cover a number of issues related to crafting a sound human resource management plan for a unique and sometimes forgotten employee classification to make them feel included, and also to recognize that they are the next generation of faculty and researchers. Spending time training those who work with postdocs, including faculty mentors, administrators, and human resources staff, will only add to the long-term success of the institutions. This program will cover:

• Characteristics of the postdoctoral population at UNC;
• The benefit for PDOs of cultivating relationships and partnerships with people in a human resources role across campus;
• Historical HR challenges for the postdoctoral scholar population;
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- Solutions implemented by the UNC Postdoc Office to mitigate these challenges (with information on which solutions worked and which did not);
- Information on the policies and programs put in place to improve the experience for UNC postdocs from recruitment, onboarding, benefits, career development planning, employee relations, and off-boarding; and
- Time for discussion and Q&A to share concerns, challenges, and successes at other institutions.

**Identifying Career Pathways for Postdocs: Mining Existing Data and Collecting New Data**
Sponsored by The Mitchell Organization
School of Nursing, Rm. 140
Intended Audience: ALL


Where do postdocs go after they complete their training? The answer is… we don’t really know. Very little data about postdoc career outcomes has been published and what little exists is mostly anecdotal and speculative. To address this dearth of data, we will explore two approaches: we will first describe career pathways of former postdocs found by mining data required to renew federal grants; next, we will share career outcomes for doctoral recipients and postdocs that were collected through a new survey instrument.

The data mining project was undertaken by the UC, San Francisco (UCSF) Postdoc Office to inform faculty and postdocs about actual career outcomes, and to shape relevant career development programming for current postdocs. The data were derived from UCSF National Institutes of Health (NIH) T32 training grant competitive renewals, which require reporting career outcomes for a 10-year period of all trainees in the labs of all faculty who participate in the training programs. The survey project was designed under the guidance of the Labor and Worklife Program at the Harvard Law School, and the data collected will be used to construct a visual map of careers for science doctoral recipients. Results from both analyses and accompanying methodologies will be reported.

**Researcher Connections: A Research Staff Mentoring Scheme at the University of Oxford**
SMC CC, Rm. 351
Intended Audience: ALL

Presenter: Laura Hodsdon, Ph.D., Researcher Development Officer, University of Oxford

Two of the main challenges facing postdocs at the University of Oxford — as in many other institutions — are isolation from other researchers, and ensuring that adequate time is given to career conversations and space to reflect on professional development needs. As part of a range of initiatives to address these challenges, Oxford is piloting a mentoring scheme for researchers in the medical sciences comprising mentoring circles: one senior mentor to three or four mentees, all from different departments. The mentoring circles thus continue the traditional role of the mentor providing experience and guidance, but add an element of peer mentoring as well as networking across departments, allowing researchers to meet others in similar fields. The mentoring scheme is complemented by bespoke training and guidance based on the needs of participants identified throughout the mentoring relationship. This workshop will begin with an overview of the challenges and successes of the mentoring scheme so far, drawing on the experience of setting up the scheme as well as results from the evaluation of the pilot, to share lessons learned, to learn from the ideas and experience of participants in this area, and to pose questions to those considering setting up mentoring schemes of their own. Discussion will also consider the issues that the mentoring scheme was set up to address and will include the drawing out of comparisons between the U.K. and U.S. contexts with a view to sharing practice.

**Schmooze or Lose: Business/Social Events are Not About the Food and Booze**
School of Nursing, Rm. 150
Intended Audience: ALL

Presenter: Mary Mitchell, President, The Mitchell Organization

Social settings often intimidate otherwise accomplished professionals. This interactive program will address introductions, elevator speeches, handshakes, small talk, gender differences, and a host of miserable moments - forgetting names, breaking into and away from groups, alcohol protocol, and a host of others. Participants will be given an opportunity to practice these skills, and will learn tips for following up with new contacts.
Scientists Are Leaders: The Value of the Scientific Method in Preparing Scientists for Professional Careers
SMC CC, Elm Ballroom B
Intended Audience: ALL

Presenters: Larry Petcovic, Sr., M.S., VP Communications, SciPhD; Randall K. Ribaudo, Ph.D., Chief Executive Officer, SciPhD

The changing landscape with respect to career opportunities for doctorate level scientists has significantly changed over the past 15 years, yet despite this, many graduate and post-graduate training programs have not adjusted to the reality that only 7 - 15 percent of doctoral degree recipients obtain tenure-track positions. Careers outside academia require competencies beyond the scientific/technical, to include both business and social skills that are rarely emphasized in many programs, which results in a competitive disadvantage for doctoral degree recipients seeking careers outside the university system. The common refrain is that academic doctoral degree recipients are “overqualified and under-experienced” which presents them with the Catch 22 of “how do I gain the industry experience if industry is unwilling to hire me?”

The reality is that there are very close parallels between the business process and the scientific method, and scientists actually are deeply immersed in learning, or at least experiencing these competencies, if only they are aware of their importance, and seek opportunities to develop them.

This workshop will look at the relationship between the scientific method and the leadership, communications, project management, and team skills that industry requires, and provide insight into how to leverage the science experience in graduate and post-graduate education in order to develop the business and social identities of scientists that, combined with their scientific/technical skills comprises their “brand.”

This workshop is based on the very successful SciPhD Business of Science programs that have been offered at over 40 institutions nationally and internationally, and that are an integral part of multiple NIH BEST award programs.

Sponsored by Cell Symposia

10:00 a.m. – 10:15 a.m.
Networking Break
SMC CC, Pre-function Area

10:15 a.m. – 11:45 a.m.
INNOVATION IN ACTION SESSION
A hallmark of NPA Annual Meetings is sharing ideas, problems, and solutions with colleagues. The Innovation in Action sessions are intended to be interactive, and contribute to enhanced learning on a variety of topics.

Advocating for Postdocs: Strategies for Involvement at the Local and National Level
SMC CC, Rm. 351
Intended Audience: ALL

Moderators: Tracy Costello, Ph.D., Vice Chair, Advocacy Committee, NPA, MD Anderson Cancer Center; Juliet Moncaster, Ph.D., Chair, Advocacy Committee, NPA, Boston University School of Medicine; Christopher L. Pickett, Ph.D., Policy Analyst, American Society for Biochemistry and Molecular Biology; Yvette Seger, Ph.D., Director of Science Policy, Federation of American Societies for Experimental Biology (FASEB), Vice Chair, Board of Directors, National Postdoctoral Association; Jennifer Zeitzer, B.A., Deputy Director, Office of Public Affairs and Director of Legislative Relations, FASEB

During this session, participants will learn how to serve as effective advocates for the postdoc community at both the institutional and national level. Using the Midwest Academy Strategy chart, participants will develop advocacy plans for four key issues affecting the postdoctoral community, ranging from postdoc stipends to building the business case for the establishment of a postdoc association. These plans will determine the goals - short and long-term - for an advocacy campaign; recognize organizational and resource considerations; identify constituents, allies and opponents; establish targets; and discuss tactics for achieving goals. Participants will also learn about the NPA Advocacy Committee and how they can contribute to its ongoing efforts.

Engaging with Professional Societies to Meet the Diverse Needs of Today’s Postdocs
SMC CC, Multipurpose/Rm. 349
Intended Audience: ALL

Moderators: Anne Deschamps, Ph.D., Senior Science Policy Analyst, Office of Public Affairs, FASEB; Rachel Horak, Ph.D., Education Fellow, American Society for Microbiology; Melinda Lowy, M.S., Senior Program Manager, Higher Education Programs, American Physiological Society; Cynthia Simpson, M.Ed, C.A.E, Chief Business Officer, Association of Women in Science

As a distinctive type of transitioning early career researcher, postdocs have unique needs, and discipline-specific professional societies are great resources for helping postdocs meet those needs. Professional societies can help postdocs engage in science at the national and international level;
The Future of Research: How Postdocs Can Lend Their Voice to the Scientific Endeavour
School of Nursing, Rm. 150
Intended Audience: IP/PDA

Moderators: Kearney Gunsalus, Ph.D., Postdoctoral Fellow, Department of Molecular Biology and Microbiology, Tufts University; Kristin Krukenberg, Ph.D., Research Fellow, Department of Systems Biology, Harvard Medical School; Gary Steven McDowell, Ph.D., Postdoctoral Scholar, Tufts University; Jessica Polka, Ph.D., Research Fellow, Department of Systems Biology, Harvard Medical School

The landscape of scientific research and funding is in flux, affected by tight budgets, evolving models of both publishing and evaluation, and questions about training and workforce stability. As future leaders, postdoctoral researchers are uniquely poised to shape the culture and practice of science in response to these challenges.

Local cooperation between PDAs in the Boston area has been facilitated by the development of the Boston Pan-PDA Council, which includes postdoctoral researchers from institutions in the Boston area who meet regularly. From this a group of postdocs in the Boston area invested in improving the scientific endeavor organized a meeting aimed at giving a voice in response to recent concerns voiced by senior academics, particularly about the future of biomedical research in the United States.

The Future of Research symposium (www.futureofresearch.org) was held in Boston University on October 2 – 3, 2014. The aim of this symposium was to give voice to graduate students and postdocs in the ongoing dialogue about policies that shape the scientific establishment, as well as the opportunity to discuss these issues with concerned senior academics. In particular, four postdoc-moderated workshops were held, focused on training, workforce stability, funding structure, and the metrics and incentives in place in the research system. The recommendations from this meeting are reported in a recent paper (http://f1000research.com/articles/3-291/)

In this session, we will adapt the methods used in the original workshop to prioritize the proposed solutions. We will also seek to identify actionable steps for individual postdocs, PDAs, PDOs, other administrators, and professional societies to take in enacting these and other solutions. As such, we welcome participation from all stakeholders.

I'm So Much More Than Just a Researcher
School of Nursing, Rm. 140
Intended Audience: IP

Moderators: Jennifer Aumiller, M.Ed., Director, Career Development and Alumni Relations, School of Medicine, University of Maryland; Joslynn S. Lee, Ph.D., Postdoctoral Associate, University of Minnesota Medical School - Duluth

The general job description for a postdoctoral fellow is a recipient of a doctoral degree who enhances their research and professional skills through a temporary period of mentored research or training. Most postdoctoral experiences are 100 percent research-focused. A recent decreasing trend in science funding and increased rate of earned doctoral degrees, competitiveness is increasing for any career option. How does a postdoc become a unique, strong and well-rounded job candidate? Ideally, postdocs should also be acquiring general skills in the areas of mentoring, management, writing, advising, service, communication, and teaching that can be applicable to any career. To attain these skills, a postdoc must be looking for development opportunities, willing to participate in them, and able to communicate their interests and developmental needs with their principal investigator (PI) or faculty supervisor.

This session will discuss how to make a postdoctoral experience more than just research. Just a few of the questions to be addressed and strategies to be discussed are:

• How to effectively communicate with PIs about developing skills not focused on research.
• Identifying options generally found in a university or national lab setting to do this (or how to create additional opportunities).
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- Identifying options generally found in a non-university setting.
- Advantages and liabilities of underrepresented minority populations.
- How to balance being a leader/role model without spreading yourself too thin.
- Searching for and acquiring independent funding sources.

**Establishing an Institutional Mentoring Program for Postdocs**
SMC CC, Elm Ballroom B
Intended Audience: PDA/PDO

*Moderators: Kristene “Tina” Henne, Ph.D., Postdoctoral Program Lead, Argonne National Laboratory, Board of Directors, NPA; Giselle Sandi, Ph.D., Director, Research and Teaching Mentoring Programs at Rush University Medical Center, Board of Directors, NPA*

The importance of mentoring to successful career growth is widely recognized. Many organizations may wish to establish mentoring programs for postdocs, but may not know where to begin. For a program to take hold at the institutional level, there are certain considerations to address. In this interactive session, attendees will address such topics as establishing needs, identifying key stakeholders, getting “buy-in” at the right levels, establishing program guidelines and meeting the needs of both postdocs and their mentors.

**Conflict Prevention and Resolution Strategies**
SMC CC, Elm Ballroom A
Intended Audience: ALL

*Moderators: A-J Aronstein, Associate Director of Graduate Career Development and Employer Relations, University of Chicago; Daina Ringus, Ph.D., Postdoctoral Fellow, Department of Medicine, Section of Gastroenterology and Nutrition, University of Chicago; Michael Tessell, Ph.D., Assistant Director, Graduate Career Development, University of Chicago; Toby Treem Guerin, J.D., Managing Director Center for Dispute Resolution, Clinical Law Instructor, Francis King Carey School of Law, University of Maryland*

During this session, participants will identify various sources of conflict and the specific issues that postdocs face relative to the rest of the university/lab workforce. Participants will then learn about and share various strategies, programs, and policies for preventing conflict and resolving conflict when it arises including seminars, grievance policies, peer mentoring, ombudsmen, and communication techniques. Participants will also hear about the departmental and institutional allies and co-sponsoring that may help in preventing conflict as well as resources available through the NPA.

**Developing Strategies to Implement a STEM Outreach Program in Your PDA**
Library, Gladhill Rm.
Intended Audience: PDA

*Moderators: Tullia C. Bruno, Ph.D., Postdoctoral Fellow, Department of Immunology and Microbiology, University of Colorado School of Medicine; Kimberly X. Mulligan, Ph.D., Research Fellow, Vanderbilt Center for Science Outreach*

The vast majority of the jobs of tomorrow will require individuals that are knowledgeable in Science, Technology, Engineering, and Math (STEM), yet the United States is not currently equipped to meet this demand. Students who are most likely to major in STEM fields and continue on to earn college degrees are those whose curiosity about STEM careers is piqued at an early age. At the K–12 level, student interest in STEM can be enhanced through hands-on learning activities, projects with real life context and relevance, and being in contact with role models and mentors who are working in these fields. However, the majority of students do not know anyone working in STEM, nor do they understand what people in these fields do. Many scientists and universities have recognized the need for these students to be exposed to STEM careers, and postdocs can serve as potential mentors to these students if given the opportunity through a STEM program at their institution.

During this workshop, participants will learn how to develop a STEM outreach pilot program for K-12 level students. This will include (1) defining their K-12 student audience, (2) drafting a viable curriculum plan and (3) identifying funding sources and institutional support for the project. Further, this session aims to not only discuss ways that postdocs can become involved in K-12 STEM outreach at their home institutions, but also how to transition volunteer opportunities in this area into a viable career path.

11:45 a.m. – 1:00 p.m.

**Themed Lunch-Arounds**
Vendors will be in the SMC CC, and lunch-arounds will take place in the library and the SMC CC. You will need to show the food vendors your badge to receive your meal. One meal per person, please.

SMC CC, Rm. 223: Executive session (closed session)
SMC CC, Green Rm.: Childcare & Travel Award Recipients
SMC CC, Rm. 203: Bioinformatics Careers and Big Data
SMC CC, Rm. 311: How to be an Effective Mentor
SMC CC, Multipurpose/Rm. 349: Come Learn about the NPA Committees, and Diversity & International Officers
SMC CC, Rm. 351: Careers in Administration
PLENARY SESSION II

“Mentoring (Diversity) Matters”
Sponsored by the University of Maryland, Baltimore, School of Medicine

Remarks from Dudley Strickland, Ph.D., Assistant Dean for Graduate and Postdoctoral Studies, Director, Center for Vascular and Inflammatory Diseases, Professor, Department of Surgery, University of Maryland School of Medicine

Presenters: Amri B. Johnson, M.P.H., Head of Diversity and Inclusion, Novartis Institutes for BioMedical Research (NIBR); Audrey J. Murrell, Ph.D., Associate Dean and Associate Professor of Business Administration, School of Business, University of Pittsburgh

21st century approaches to diversity and inclusion require programs and processes that get to the core of institutional and organizational success, while addressing historic disparities at their root. Mentoring research shows a strong correlation between good mentors and more robust experiences for people from backgrounds different than the pre-dominant group(s). Making difference work in organizations requires approaches that spark sustainable shifts in organizational cultures. Fostering well-prepared mentors and mentees can facilitate such sustainability.

CONCURRENT WORKSHOPS SESSION III

How to Avoid Self-Sabotage and Win at Salary Negotiations

SMC CC, Multipurpose/Rm. 349
Intended Audience: ALL

Presenter: Dara Wilson-Grant, M.S.Ed., L.P.C., Associate Director, Postdoctoral Affairs, UNC Chapel Hill

Let’s face it, for most of us, the negotiation process is one of the most stressful parts of the job search. Not long after the initial excitement of receiving an offer comes panic, followed by dread.

• Do I negotiate for more money and risk seeming pushy or ungrateful?
• Will I lose this opportunity if I negotiate for too much?
• What should I ask for?

If one or more of these thoughts swirl through your head when you think about salary negotiations, you are not...
alone! This workshop is a step-by-step guide to navigating the negotiation process, especially when it comes to managing your emotions.

**International Postdoc and Graduate Student Spouse and Partner Programming at UC Berkeley**
School of Nursing, Rm. 140
Intended Audience: PDO

*Presenters: Sam Castañeda, B.A., Director, Visiting Scholar & Postdoc Affairs, UC, Berkeley; Susan Musich, M.Ed., President, Passport Career*

Do your postdocs and their spouses/partners relocate from other countries or regions of the United States? Join us for an interactive presentation to learn what does and doesn't work with a spouse/partner program and hear how UC Berkeley helps the spouses/partners find employment or alternative activities, which reduces the postdocs' transition stress so they can settle-in quickly to focus on their research. You'll learn how to support their life transitions to a new location, including how to quickly learn the "ins and outs" of American and institutional culture. You'll also see a live demo of the low-cost, high-impact career system employed to help spouses/partners find employment or alternative opportunities. The career system also supports postdocs who, given their short tenure as a postdoc, are often concerned with their inevitable career transition.

**Permanent Resident Options and Strategies for Postdoctoral Fellows**
SMC CC, Elm Ballroom A
Intended Audience: IP

*Presenter: Robert D. Aronson, J.D., Managing Attorney, Aronson & Associates, P.A.*

This workshop will concern the options open to foreign national postdocs desiring to attain permanent residence, largely through self-petitioning for permanent residence based on the research work they are performing. Many postdocs have demonstrated outstanding professional capabilities, but their employing institutions are essentially prohibited from sponsoring them for permanent residence owing to the basic reality that they hold temporary rather than permanent positions. Yet, permanent resident status is a key element to providing postdocs with a stable immigration status to pursue long-term academic or other professional opportunities in the United States. The purpose of this workshop will be to review the immigration requirements to gain permanent residence through self-sponsorship - that is, how can a postdoc essentially sponsor himself/herself for permanent residence. The presenter will be providing an overall summary of the legal provisions pertaining to self-sponsored cases for permanent residence and, perhaps more importantly, will provide tips and insights into developing effective submissions leading to permanent residence. This session will develop in a highly interactive manner that will be delivered in an engaging and, at times, humorous manner. The subject of this workshop provides a basic building block for foreign national postdocs who desire to develop their professional careers in the United States.

**Successful Career Coaching Strategies: A Practical Approach for Postdoc Offices**
School of Nursing, Rm. 150
Intended Audience: PDO

*Presenters: Sarah Cardozo-Duncan, Founder & Owner, Career Strategist; James Gould, Ph.D., Director, Office for Postdoctoral Fellows, Harvard Medical School*

Almost all postdoctoral fellows need some level of career coaching before they move onto their next position. However, many postdoc offices do not have the expertise or training to provide this critical service. This workshop will address common issues and challenges associated with the growing need for postdoc offices to offer career coaching either formally or informally while providing tools and solutions to successfully develop, improve upon, or modify existing career coaching approaches. The workshop begins with our career strategist demonstrating tools and strategies for providing comprehensive career coaching followed by our postdoc office director sharing the successful adaptation and implementation of career coaching programs. Participants will then break into small groups to practice the career coaching tools and engage in discussion of current practices, common concerns and unique challenges. This forum provides a unique guided opportunity for participants to develop a scalable toolkit for providing relevant career coaching.

**Yes, All Meetings: How to End Harassment in Professional Settings**
SMC CC, Elm Ballroom B
Intended Audience: ALL

*Presenter: Sherry A. Marts, Ph.D., CEO, S*Marts Consulting LLC*

Attending and presenting at meetings, conventions, and conferences ("meetings") is required for success in academic and research careers. Sexual and gender-based harassment at meetings erodes women's confidence, undermines their professional success, and holds women back in their professions.

These settings are a hybrid of two places where women commonly encounter harassment: in public places and the
workplace. Meetings are the site of professional work and work-related activities, and it is reasonable to expect everyone at the meeting – registrants, exhibitors, association staff, contractors, and venue staff – to behave in a respectful, professional, and civil manner. However, meetings also have the feel of a public space. Attendees are in unfamiliar and sometimes crowded surroundings with large numbers of strangers. Despite the presence of nametags and other identifiers, there is a feeling of anonymity, a sense that no matter what you do, you won’t be caught. This session will address the topic from two perspectives: how individuals can respond effectively to being the target of harassment, or to being a bystander or witness of harassment; and how associations and other meeting and conference producers can prevent and address harassment at their events.

Material to be covered includes: What constitutes harassment, why men harass women, how street harassment differs from workplace harassment; how to decide when to confront harassers, how to confront and stop harassers effectively without escalating the encounter, how to intervene effectively as a witness or bystander; how societies, associations, and other meeting and conference organizers can address harassment, the components of effective anti-harassment policies, how to work with association staff and governing bodies to encourage adoption and enforcement of anti-harassment policies.

Throughout the workshop, attendees will have the opportunity to practice techniques for confronting harassers, and to talk about their own experiences, those they have witnessed and those they have heard about.

4:15 p.m. – 6:15 p.m.
Poster Session & Networking Break
SMC CC, Café

6:30 p.m.
Depart for Evening Social/Networking Event
Baltimore Marriott Inner Harbor at Camden Yards, Lobby

6:45 p.m. – 10:00 p.m.
Evening Social/Networking Event
Westminster Hall

You must have registered for this event and pre-paid the ticket by March 3, 2015. Sorry, due to space and catering limitations, we are not able to accommodate late requests.
Faculty Jobs at Smart Places.
www.hercjobs.org

Search over 20,000 jobs in higher education
Sign-up for job alerts and career news
Conduct a dual-career job search

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HERC is a nonprofit consortium of over 600 colleges and universities, dedicated to improving diversity in higher education employment.

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AGENDA | Sunday, March 15, 2015

7:00 a.m. – 8:30 a.m.
Breakfast
Sponsored by the University of Pennsylvania
SMC CC, Rm. 349 & 351

9:00 a.m. – 10:30 a.m.
CONCURRENT WORKSHOPS SESSION IV

Achieving Meaningful Change at Your Institution
SMC CC, Elm Ballroom B
Intended Audience: PDA

Presenters: Rebecca Bauer, Ph.D., Postdoctoral Scholar, Stanford University; Antoine de Morrée, Ph.D., Postdoctoral Scholar, Stanford University; Catherine Gordon, Ph.D., Postdoctoral Scholar, Stanford University; JT Neal, Ph.D., Postdoctoral Scholar, Stanford University

Postdoctoral scholars are frequently left behind in institutional decisions due to the temporary and ambiguous status of neither student nor permanent employee. To ensure their needs are known, postdoctoral scholars often unite in associations to create a powerful voice towards the administration. However, high member turnover in combination with the ambiguous status make advocating for meaningful change difficult.

In this workshop, you will learn how to advocate for meaningful change at your institution. Based on stories from the Stanford University postdoctoral association, you will learn to identify the important elements of change, and how to create an environment that welcomes change. Stanford has seen important changes to health care and transportation benefits, salaries and democratic involvement of postdoctoral scholars. You will first hear how the Stanford University postdoctoral association identified these key issues to help you do the same at your institution. Based on these stories you will learn how to foster relationships with relevant people in your association and in the administration so you can create the support for change. Finally, you will learn how to use data (surveys, petitions, information on peer institutions) to support the change you seek. Every section will involve group discussion to give you peer feedback on your situation.

In the end, you will have a framework for how to approach and advocate for meaningful policy changes that require concerted efforts of many volunteers and administrators over several years.

Developing Your Communications Strategy
Sponsored by the Taylor & Francis Group
SMC CC, Elm Ballroom A
Intended Audience: ALL

Presenters: Bob Dolan, M.B.A., Career Advisor for Postdoctoral Scholars, Massachusetts Institute of Technology (MIT); Cynthia Simpson, M.Ed, C.A.E, Chief Business Officer, Association of Women in Science

Communication goes beyond verbal skills, which are important to the success of a scientist. Nonverbal communication includes the written word, one's virtual presence on social media, and how scientists brand themselves vis-à-vis their “elevator pitch.” As postdoctoral researchers begin to look for positions in science, both in academia and industry, they must be aware of how their nonverbal communication skills impact their possibility of finding full-time employment. Learning how to maximize the use of one's nonverbal communication skills is a powerful tool to help one achieve professional success, and a critical component for the future.

The Enjoyment of Employment
Library, Distance Learning Rm.
Intended Audience: ALL

Presenters: Doug Kalish, Ph.D., Visiting Scholar, UC Berkeley

Are you considering a non-academic career after graduate school? Are you aware of the different kinds of workplace cultures you'll encounter? People look for different things in a job: one person might want to change the world, while another just wants a paycheck. Matching your work personality to the culture of the organization is one of the prime factors in workplace happiness. In this workshop, participants will assess their workplace personality, which we will then match against different work environments to see what kinds of organizations are compatible with each work style. The session will end with a checklist and timeline for starting your job search so that participants will be fully prepared when the time comes.

At the end of the workshop participants will:
1. Understand the components of workplace cultures.
2. Be able to identify five different workplace cultures.
3. Self-assess their preferred work styles.
4. Match their personal work style to appropriate workplace cultures.

Before the workshop, go to http://www.dougschides.com/personality, take the personality assessment, and bring the results with you.

Before the workshop, go to http://www.dougschides.com/personality, take the personality assessment, and bring the results with you.
Experiencing Stratification in Academic Career Trajectories for Minority Ph.D. Recipients
SMC CC, Multipurpose/Rm. 349
Intended Audience: ALL

Presenters: Jean H. Shin, Ph.D., Director, Minority Affairs Program, ASA; Roberta Spalter-Roth, Ph.D., Senior Research Fellow, ASA

This professional workshop is for scholars at all stages of their careers - including postdoctoral scholars and their mentors - that are interested in the pipeline for underrepresented minority (URM) scholars in the social and behavioral sciences. The workshop will address the pipeline issue at two levels. First, it will address the careers of individual URM scholars at the experiential level. For example, the workshop leader will ask of early-career participants, “What kind of career do you want and do you expect? Have your mentors been helpful for your expected career trajectory? Do you feel marginalized in departments and networks? If so, what strategies do you use to overcome this perception? Have strategies worked to help you become more central?” Second, the workshop will address the careers of URM scholars at the theoretical and methodological level and seek input and feedback from participants. The latest updates from the ASA’s multi-year NSF-funded research have compared the career outcomes of participants in the ASA Minority Fellowship Program (now in its 41st year) with doctoral recipients in sociology who did not participate. In addition, the workshop leader will discuss the potential impact of a new NSF-funded project comparing the academic career trajectories of URM sociologists and economists. A major purpose of the new research is to measure specific aspects of the stratification processes and outcomes that may create or recreate inequalities in URM academic career trajectories. The theoretical concepts to be made operational and tested include 1) human capital and social capital; 2) professional networks and marginality to those networks; 3) “two worlds” and the “color line” for racial and ethnic minorities; and 4) intersectionality by race, ethnicity, and gender. Workshop attendees will be asked to provide feedback on the kinds of data, measures, and methodologies needed to effectively study academic career trajectories for URM scholars, and then discuss the impact of mentoring, professional networks, and the formation or improvement of intervention programs housed at associations, universities, foundations, and agencies.

Save the date!

The 14th NPA Annual Meeting will be hosted by the

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March 4 - 6, 2016
Grand Rapids, MI
Postdocs & Entrepreneurship: How to Build a Sustainable Entrepreneurship Program - Berkeley Postdoc Entrepreneurship Program
SMC CC, Rm. 351
Intended Audience: ALL

Presenters: Sam Castañeda, B.A., Director, Visiting Scholars and Postdoctoral Affairs Program, UC Berkeley; Naresh Sunkara, Ph.D., Special Advisor to the Vice Chancellor for Research/Postdoctoral Affairs, Founder and former Chair, Berkeley Postdoc Entrepreneurship Program, UC Berkeley

Born out of a need for a program that specifically helps doctoral recipients and postdocs, the Berkeley Postdoc Entrepreneurship Program (BPEP) is in its fourth year of existence. The program is continuing to educate and assist postdocs in their entrepreneurial efforts at UC Berkeley and Lawrence Berkeley national labs. Like many startups, the BPEP program started out from an idea, followed by setting up an interdisciplinary, cross-campus advisory board, building a good team of enthusiastic postdocs, and then funded by the Visiting Scholars and Postdoc Affairs program under the auspices of the Office of the Vice Chancellor for research. The program has received tremendous attention amongst postdocs and other campus groups, including the business and law schools for the first time! In spite of the proximity to the Silicon Valley, there was a lack of a platform to bridge the postdocs with the entrepreneurial community. Once the program was launched, the players of the ecosystem such as the law firms, venture capitalists, Angels, etc., have started thronging these programs to meet talent/ideas and collaborate. Several startups have been launched because of people meeting at our workshops, which we conduct to educate postdocs on starting companies.

The entrepreneurship program has led to the annual entrepreneurship symposia, which in its second year of its existence is bringing together academia, industry, government, and the whole entrepreneurship ecosystem to this platform. The current federal funding situation and growing unemployment amongst postdocs is a driving factor for building such entrepreneurship programs. The session will present insights into starting entrepreneurship programs, building cross campus relations, and encouraging postdocs to translate their research into startups by taking up entrepreneurship. We will be presenting the leadership transitions, attendance to workshops, challenges in running the program and the successes that resulted from the program.

10:30 a.m. – 11:00 a.m.
Networking Break
SMC CC, Pre-function Area

11:00 a.m. – 12:00 p.m.
NPA TOWN HALL DISCUSSION
“Examining the Landscape of Postdoctoral Offices & Postdoctoral Scholars: Where Do We Go From Here?”
SMC CC, Elm Ballroom A & B

The poster prize recipients will be announced at the beginning of this session.

Moderators: Belinda Lee Huang, Ph.D., NPA Executive Director; Kevin Finneran, Ph.D., Director, Committee on Science, Engineering, and Public Policy, National Academies of Science

This Fall, the NPA released the Institutional Policy Report 2014: Supporting and Developing Postdoctoral Scholars, and the National Academies’ Committee to Review the State of Postdoctoral Experience in Scientists and Engineers, released The Postdoctoral Experience Revisited.

These reports address the status of postdoctoral offices, postdoctoral compensation, health benefits, appointments, data collection, professional and career development offerings - among many other areas. This year we will use the Town Hall to discuss the findings, and provide comments regarding these two reports. Representatives of both report committees will be present to help guide the discussion.


The Postdoctoral Experience Revisited can be downloaded at: http://www.nap.edu/catalog/18982/the-postdoctoral-experience-revisited.

This session concludes the 2015 Annual Meeting.
Thank you for participating!
The University of Maryland School of Medicine is Proud to Sponsor the National Postdoctoral Association 13th Annual Meeting

Opportunities for Postdoctoral Scholars

The mission of our Office of Postdoctoral Scholars is to enrich the training experiences and long-range outcomes of our Postdoctoral Researchers by: fostering a sense of community, new collaborations and providing industry leading research training support and career development opportunities. Our institution recognizes the valuable contributions made to the research enterprise and intellectual community by our Postdoctoral Researchers. The Office of Postdoctoral Scholars is dedicated to providing each postdoc and the faculty that mentor them the support they need to succeed.

The University of Maryland School of Medicine was chartered in 1807 as the first public medical school in the United States and continues today as an innovative leader in accelerating innovation and discovery in medicine. The School of Medicine is the founding school of the University of Maryland and is an integral part of the 11-campus University System of Maryland. Located on the University of Maryland’s Baltimore campus, the School of Medicine works closely with the University of Maryland Medical Center and Medical System to provide a research-intensive, academic and clinically based education. With 43 academic departments, centers and institutes and a faculty of more than 3,000 physicians and research scientists plus more than $400 million in extramural funding, the School is regarded as one of the leading biomedical research institutions in the U.S.

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The recipient of the National Postdoctoral Association (NPA) 2015 Distinguished Service Award (DSA) is the Center for Cancer Training (CCT) at the National Cancer Institute (NCI), the Federal Government’s principal agency for cancer research and training. The NCI, as one of 27 Institutes and Centers that form the National Institutes of Health (NIH), is tasked with coordinating the National Cancer Program.

Jonathan Wiest, Ph.D., Director, will accept the award on behalf of the center.

The CCT was established with the mission to “catalyze the development of a 21st century workforce capable of advancing cancer research through a scientifically integrated approach.” The Center continuously works towards its mission through creation of opportunities that support cancer research training and education across the nation; delivery of training and professional development activities across the NCI’s labs; and constant development of the NCI’s programs to meet the needs of the workforce.

Wiest and the CCT staff are praised for fostering an environment that promotes professional advancement, provides guidance and council, and fosters innovation. Nominations for the CCT included comments such as, “As a Staff Scientist, now serving as mentor and supervisor for postdoctoral fellows, I can gladly say the postdoctoral experience at NCI has become substantially richer since the creation of the CCT, under the leadership of Wiest. Among many initiatives promoted by the CCT, the support they provide to the Fellow and Young Investigators Association and its activities is, I believe, a main reason why the NCI is now recognized as one of the Best Places to work for Postdoctoral Fellows.”

The CCT has grown to include initiatives such as the NIH Fellow Editorial Board, the NCI Diversity Task Force, the Fellows and Young Investigators (FYI) Committee, the NCI-NIH-FDA Interagency Oncology Task Force (IOTF) Fellowship Training Program, and the Fellow Seminar Series. Other programs include the Johns Hopkins-NCI Master of Science in Biotechnology program, the Summer Students Internship Program (SSIP), Cancer Research Interns (CRI) Program, PASS (Presentation and Seminar Skills) series, and various professional development courses. According to the nominee description, “these programs have served to enhance the skills and careers of approximately 900 postdoctoral, clinical, and research fellows, 80 graduate students, 120 post-baccalaureate trainees, and 350 summer students training in the NCI laboratories, research groups, and clinics each year.” In addition to his role as Director of the CCT, Wiest runs the Office of Training and Education in the Center for Cancer Research (CCR). The CCR Office of Training and Education focuses on enhancing the overall training experience of graduate students, postbaccalaureate fellows, postdoctoral and clinical fellows, and interns at the NCI CCR.

It is with these programs that the CCT has established its dedication to the mission of enhancing the postdoctoral experience. The CCT continues to provide support to postdoc with numerous professional and career development initiatives, strengthening the postdoctoral experience and research in general.

The DSA award represents appreciation for an individual or entity that has demonstrated either a profound, sustained, or leadership contribution to improving the postdoctoral experience. The award is presented in alternating years to either an individual or entity.

The members of the DSA selection subcommittee were:

Belinda Huang, Ph.D., Executive Director, NPA; Keith Micoli, Ph.D., Director, Postdoctoral Program, New York University (NYU). Chair, NPA Board of Directors; Mahadeo Sukhai, Ph.D., Research Fellow and Team Leader, University Health Network; Kate Sleeth, Ph.D., Graduate and Professional Studies Program Director, Beckman Research Institute of the City of Hope

Past recipients of the Distinguished Service Award are*:

2014 – Shirley M. Tilghman, Ph.D.
2013 – Burroughs Wellcome Fund
2012 - Philip S. Clifford, Ph.D., Associate Dean of the Graduate School of Biomedical Sciences, Professor of anesthesiology and physiology, Medical College of Wisconsin
2011 - Science Careers and The Gladstone Institutes
2010 - Trevor M. Penning, Ph.D., Professor of pharmacology, biochemistry and biophysics, and OB/GYN, and Director of the Center of Excellence in Environmental Toxicology (CEET), School of Medicine, University of Pennsylvania
2009 - The Alfred P. Sloan Foundation
2008 - Shirley Malcom, Ph.D., Director, Education and Human Resources Programs, American Association for the Advancement of Science (AAAS)
2007 - Federation of American Societies for Experimental Biology
2006 - Laurel L. Haak, Ph.D., Science Director, Discovery Logics
2005 - National Academies’ Committee on Science, Engineering and Public Policy
2004 – Ruth Kirschstein, M.D., Senior Advisor to the Director, National Institutes of Health

* Title and institution listed here reflect the title at the time award was given, and may have changed since then.
MedImmune is the worldwide biologics research and development arm of AstraZeneca, a global, innovation-driven biopharmaceutical business that focuses on the discovery, development and commercialization of small molecule and biological prescription medicines. MedImmune is pioneering innovative research and exploring novel pathways across key therapeutic areas, including oncology; respiratory, inflammation and autoimmunity; cardiovascular and metabolic disease; neuroscience; and infection and vaccines.
The recipient of the 2015 NPA Garnett-Powers & Associates, Inc. Mentor Award is Jennifer Silk, Ph.D. Silk is an Associate Professor in the Department of Psychology at the University of Pittsburgh. A 1997 graduate of the University of Virginia, Silk earned a doctorate in Clinical Psychology in 2002 from Temple University. She completed a pre-doctoral clinical psychology internship and postdoctoral fellowship at the Western Psychiatric Institute and Clinic at the University of Pittsburgh, and joined the University of Pittsburgh faculty in 2005. Silk was awarded a National Institute of Mental Health (NIMH) Mentored Research Scientist Development Award, and a Young Investigator Award from the National Alliance for Research in Schizophrenia and Depression to investigate social and neurobiological mechanisms involved in the intergenerational transmission of depression. Her current research focuses on factors involved in the etiology and treatment of anxiety and depressive disorders in adolescence.

She was nominated by Kristey Benoit Allen, Ph.D., Research Fellow, Department of Psychiatry, University of Pittsburgh; Thomas Olino, Ph.D., Assistant Professor of Psychology, Department of Psychology, Temple University, Adjunct Assistant Professor of Psychiatry, Department of Psychiatry, University of Pittsburgh; Caroline Oppenheimer, Ph.D., Research Fellow, Department of Psychiatry, University of Pittsburgh; Lindsay Stone, Ph.D., Postdoctoral Research Fellow, Department of Psychiatry, University of Pittsburgh; and Patricia Tan, Ph.D.

In her nomination letter, Stone stated that “Dr. Silk enables a fantastic grantsmanship training experience. Her own funding success reflects she is a brilliant scientist. But I believe the success of her trainees is due to balance she maintains with junior colleagues: respecting our ideas while providing consistent support as we struggle to apply theories to applications. She provides a nurturing environment that simultaneously allows for increasing independence (critical to our transition to junior faculty).”

Silk’s nominators described her as respectful and consistent with her support, assisting to develop collaboration with faculty and providing training in skills that align each postdoc’s area of research. Her commitment to helping postdocs and trainees to navigate between professional and personal life was also highlighted. One letter labeled her as “the embodiment of the ideal mentor,” generous with her data, leading to trainees’ first author publications in top tier journals, and national conference presentations. Zan wrote, “I have been especially appreciative of Dr. Silk’s advice in tricky career development issues. She has modeled effective ways for managing disparate viewpoints and strong personalities as a principal investigator leading a team of trainees and as a co-investigator on large grant applications. In addition, she has been a wonderful model for me as woman in science. Not only has she been open with me about how she navigated her own career trajectory, but she continues to serve as a great role model for how to successfully balance professional and personal responsibilities.”

Silk has served as the Principal Investigator on 4 NIH-funded studies investigating trajectories toward anxiety and depression in adolescents and ways to improve treatments for these disorders. As part of this work, she has developed novel methods for assessing emotional reactivity and regulation in adolescence, including ecological momentary assessment methods to sample adolescents’ social and emotional experiences in real time, and neuroimaging paradigms to assess brain responses to social feedback. She has also developed a smartphone-based intervention to improve treatment of child anxiety, which was a winner of the Behavioral Health Patient Empowerment Challenge sponsored by the Office of the National Coordinator for Health Information Technology. Silk has also been honored for early career contributions to mental health research by the Brain & Behavior Research Foundation.

The members of the selection committee included Belinda Lee Huang, Ph.D., NPA Executive Director; Keith Micoli, Ph.D., Director, Postdoctoral Program, New York University (NYU), Chair, NPA Board of Directors; Giselle Sandi, Ph.D., Director, Rush University, NPA Board of Directors; and Tuba Sural Fehr, Ph.D., Postdoctoral Fellow, Department of Anatomy and Cell Biology, University of Illinois at Chicago, NPA Board of Directors.
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Eligibility: PhD in a biological sciences field
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Visit the Center for Inclusive Education website for more information
www.stonybrook.edu/cie

Contact the NPA

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Rosina Bierbaum, Ph.D., is a professor of natural resources and environmental policy with appointments in both the School of Natural Resources and Environment and the School of Public Health at the University of Michigan. She was recently named the Chair of the Scientific and Advisory Panel of the Global Environment Facility. She served as Dean of the School of Natural Resources and Environment from October 2001 – October 2011. In that decade, she facilitated the creation of a new undergraduate program in the environment; enhanced interdisciplinary teaching and research by successfully recruiting 32 new faculty to the school, developed new master’s tracks to link engineering, architecture and urban planning, and natural resources; tripled research activity; and expanded the mission of the school to include global change.

In April 2009, President Barack Obama named Bierbaum to the President’s Council of Advisors on Science and Technology (PCAST). PCAST consists of 21 of the nation’s leading scientists and engineers. They advise the President directly to help the administration formulate policy in areas where understanding of science, technology and innovation is key to forming responsible and effective policy. She chaired their recent report “Sustaining Environmental Capital: Protecting Society and the Economy” which has led to increased coordination on valuation of ecosystem services across the Federal agencies, and the creation of new bioinformatics tools to make data accessible to the public. She is a lead author on a report PCAST prepared for the President on near-term actions that can be taken to address climate change.

In 2010, Bierbaum was appointed to the Federal Advisory Committee of the U.S. National Climate Assessment, and serves as the Chair of the Adaptation Chapter for that Congressionally-mandated effort. She is also a review editor for the IPCC Working Group II “Foundations for Decision Making,” in the ongoing fifth assessment report.

Bierbaum was selected in April 2008 by the World Bank to co-direct its prestigious World Development Report 2010, which focuses on climate change and development for the first time. This report has served as the foundation for subsequent bank-wide strategies on energy and environment and the development of a public climate data portal. In 2011, Bierbaum was named as one of the World Bank’s first fellows, in the area of adaptation, a role she continues in today. In this capacity, she is serving to integrate climate vulnerability and adaptation concerns across the regions and sectors of the bank to link development to climate resilience. She has played a lead role in orchestrating the World Bank’s new report “Turn Down the Heat: Why a 4°C world must be avoided,” and coordinated a set of regional vulnerability studies on South Asia, South East Asia and Sub-Saharan Africa for the World Bank.

Bierbaum is also a board member for the Wildlife Conservation Society, the Federation of American Scientists, The Energy Foundation, Environmental and Energy Study Institute, and the Gordon E. and Betty I. Moore Foundation (where she chairs their Environment Advisory Committee). She is also a member of the International Advisory Board for the journal “Frontiers in Ecology and the Environment” and the Executive Committee for the Tyler Prize for Environmental Achievement. Bierbaum serves as the U.S. Scientific Expert, Permanent Court of Arbitration of Disputes Relating to Natural Resources and/or the Environment, in The Hague.

Bierbaum was the acting Director of the White House Office of Science and Technology Policy (OSTP) in January 2001, and preceding that, she directed the first Environmental Division at OSTP from 1995-2001. She served as the administration’s Senior Scientific Advisor on the $2 billion environmental research and development strategy, with responsibilities for global change, air and water quality, biodiversity, ecosystem management, environmental monitoring, and energy research and development. In this role, she coordinated the first U.S. National Climate Assessment, the first state of the Nation’s Ecosystem report, and the development of a 10-year research plan for the U.S. Global Change Research Program. She served as the co-chair of the Committee on Environment and Natural Resources of the National Science and Technology Council, and developed environmental budget priorities across 12 agencies. As well, she led the government review of the IPCC documents and served as head of delegation to several IPCC and other international science meetings.

Bierbaum’s career in Washington began in 1980 when she was awarded a Congressional fellowship. She then continued working in the Office of Technology Assessment (OTA), helping various Committees of the Congress tackle the emerging science and policy concerns posed by acid rain, marine pollution, urban smog, ozone depletion, energy production and climate change. She participated in nine book-length reports and testified many times before Congress.

In addition to the reports mentioned above, Bierbaum is the co-author of “Confronting Climate Change: Avoiding the Unmanageable and Managing the Unavoidable,” prepared at the request of the Commission on Sustainable Development (2007). She is also the primary author of Changing By Degrees: Steps to Reduce Greenhouse Gases. This report (1991) identified a series of technical options to reduce both U.S. and worldwide emissions. In 1993, she directed and...
was the primary author of the two volume study, Preparing for an Uncertain Climate, which outlined a sustainable development strategy for the United States, and became the basis for the adaptation section of the U.S. 1995 biennial report to the Framework Convention on Climate Change.

In addition to teaching each year, Bierbaum delivers more than 50 public lectures on climate change to audiences as diverse as the United Nations, the International Finance Corporation (IFC), U.S. Agency for International Development (AID), U.S. Environmental Protection Agency (EPA), the Clinton Global Initiative, the National Center for Atmospheric Research, multiple Universities, National Laboratories, many science societies [Association for the Advancement of Science (AAAS), American Geophysical Union (AGU), Ecological Society of America (ESA), American Meteorological Society (AMS), American Institute of Biological Sciences (AIBS)], college clubs, children and youth groups, rotary clubs, and retirement communities. She has lectured on each of the continents, and in more than 15 countries.

**Plenary Session I**

Jean H. Shin, Ph.D., is Director of the Minority Affairs Program at the American Sociological Association (ASA). He joined ASA in 2006 from McDaniel College in Westminster, MD, where he was Associate Professor of sociology and Associate Dean of Academic Affairs for first year students. At ASA, he oversees the now 41-year old Minority Fellowship Program (MFP), which was previously funded through a joint grant from the National Institute of Mental Health (NIMH) and the National Institute on Drug Abuse (NIDA), as well as the ASA postdoctoral fellowship program. He also works closely with other disciplinary and higher education associations, as well as federal agencies, to advance scholarship in sociology, and is a founding member of the Collaborative to Enhance Diversity in Science (CEDS). In addition, he serves as staff liaison to several ASA committees and task forces that engage with issues of diversity both within and outside the discipline, and also was co-Principal Investigator (PI) on three National Science Foundation (NSF)-funded research projects (with Roberta Spalter-Roth, PI) on the links between teaching innovation and social networks, as well as the impact of mentoring on the social networks of early career sociology faculty. His research interests lie primarily in the intersection between education, diversity, and work, and he has co-edited a volume on pedagogy-related challenges in higher education.

Joe Z. Sostaric, Ph.D., is the Manager of the American Chemical Society (ACS) Graduate & Postdoctoral Scholars Office, and Liaison to the ACS Graduate Education Advisory Board. He has a doctorate in chemistry from the University of Melbourne, and has held postdoctoral positions at the NIH and at the Ohio State University.

Cynthia Simpson, M.Ed, CAE, is the Chief Business Development with the Association for Women in Science (AWIS). Simpson joined AWIS in 2009 and is responsible for developing and overseeing all corporate and institution partnerships for the association. She has given over 100 presentations on the topics of work-life satisfaction, mentoring, communications skills, and volunteer management at universities, corporations, and professional societies focused on science, technology, engineering and mathematics (STEM).

She is a graduate of Syracuse University with a Bachelor of Science in Business Management, and a Master of Education in Curriculum Instruction and Design from George Mason University. She is a member of the Council of Engineering and Scientific Society Executives, the International Mentoring Association, and currently serves as Vice Chair of the CAE Item Writing Committee for the American Society of Association Executives, and Co-Chair of the Program Planning Committee for the Women in Engineering Proactive Network (WEPAN).

**Plenary Session II**

Amri B. Johnson, M.P.H., is a writer, speaker, and organizational change and innovation scholar working with profit and non-profit companies to construct business solutions through understanding and making the most out of the wealth that difference provides, co-creating to optimize individuals and teams’ engagement and investment in their work.
Currently, as Head of Diversity and Inclusion with Novartis Institutes for BioMedical Research (NIBR), Johnson works with NIBR’s internal teams and their leadership to drive innovation through a focus on the sociology of drug discovery, helping to grow organizational talent capacity, and create an environment that thrives by inclusion. He is a graduate of Morehouse College and holds a Master of Public Health (Epidemiology) from Rollins School of Public Health (Emory University). His current doctorate work is at Leiden University (The Netherlands) focusing on collaborative decision-making in organizations.

**Audrey J. Murrell, Ph.D.** is currently Associate Dean within the College of Business Administration and Associate Professor of Business Administration at the University of Pittsburgh, School of Business. She received her Bachelor of Science from Howard University, magna cum laude in 1983, and both a Master of Science in 1985 and doctorate in 1987 from the University of Delaware. After obtaining her doctorate, she joined the faculty at the University of Pittsburgh in 1987.

Murrell conducts research on mentoring, careers in organizations, workplace/supplier diversity and social issues in management. This work has been published widely in management and psychology journals including several books: *Mentoring Dilemmas: Developmental Relationships within Multicultural Organizations* (with Crosby and Ely); *Intelligent Mentoring: How IBM Creates Value through People, Knowledge and Relationships* (with Forte-Trummel and Bing); and, the forthcoming book entitled *Mentoring in Medical and Health Care Professions* (with South-Paul).

Murrell serves as a consultant in the areas of mentoring, leadership development, and workforce/supplier diversity. Her clients have included Alcoa, IBM, Microsoft, Heinz, Novartis, Bayer, Eli Lilly, Bombardier, Kaiser Permanente, Fed-Ex Ground, Executive Leadership Council (ELC), National Association of Minorities in Communication (NAMIC), American Association of Blacks in Energy, YWCA, Carnegie Libraries, Human Engineering Research Labs, Commonwealth of Pennsylvania, Kent State University, Howard University and Hampton University. Her community service activities include having served on and chaired a number of non-profit and community boards.
Sibby Anderson-Thompkins, Ph.D., serves as the Director of Postdoctoral Affairs and the Carolina Postdoctoral Program for Faculty Diversity at UNC Chapel Hill. With more than 20 years of experience in higher education and policy studies, her expertise is in designing interventions for international, women and underrepresented racial and ethnic students and postdoctoral scholars. Previously, Thompkins served as Assistant Dean of Students and Assistant Dean in the Office of Student Academic Counseling at Carolina. In addition, she served as a clinical faculty member in education and the Assistant Dean of the College at Agnes Scott in Decatur, Georgia.

Advancing and supporting postdoctoral education and diversity are important to Thompkins, and this is reflected in both her personal and professional service. She dedicates her time to supporting diversity in science and working to improve graduate and postdoctoral education. To that end, she has been an active member of Diverse Scholars’ Advisory Board and the NPA’s Diversity Officer. She has also served on the Advisory Group for the NPA’s NSF Paid ADVANCE Grant, and contributed to a book that resulted from the project, From PhD to Professoriate: The role of institutions in fostering the advancement of postdoc women. Most recently, she served as a keynote speaker for the postdoc-organized Future of Research Symposium and a member of the National Academy of Sciences’ Committee on Science, Engineering and Public Policy charged with postdoctoral experience in the US and issuing the report, The postdoctoral experience revisited.

Robert D. Aronson, J.D., is the Managing Attorney of Aronson & Associates, a nationally prominent immigration law firm located in Minneapolis, MN. In a career now spanning nearly 30 years, he has focused much of his practice on immigration options for members of the academic community with a particular focus on permanent resident options for postdoctoral fellows and junior faculty members. He works with many of the nation’s leading university institutions, providing a range of immigration legal services intended to secure desired immigration benefits. He has authored over 70 peer-reviewed articles dealing with employment-based immigration, speaks widely to academic and other professional audiences, and serves as a thought leader on immigration matters for academic employers. He has served on various government commissions involved in immigration reform, including legal advisor to the advisory body to the U.S. Secretary of Health and Human Services in its review of immigration policy for Intentional Medical Graduates. He was also the Editor-in-Chief of The Physician Immigration Book (ILW: 2011), which is the most authoritative treatise to date on immigration options for international physicians. He is a graduate of the Indiana University School of Law and was thereafter a Fulbright Fellow at the law schools of Harvard University and Moscow State University (former USSR). In 2012, he received the Distinguished Service Award of his alma mater, the Indiana University School of Law in recognition of his having developed a professional career in a manner that does credit to the university, the community, and the legal profession.

A-J Aronstein is Associate Director of Graduate Career Development and Employer Relations at the University of Chicago. He manages the four-member career development team, tasked with advising graduate students and postdocs across degree programs and disciplines.

Jennifer Aumiller, M.Ed., has thirteen years of experience in professional development, progressively building a background in higher education administration from undergraduate to the graduate level. She is dedicated to the strategic career development of graduate students and postdoctoral fellows. She currently spearheads comprehensive career development for graduate students and postdoctoral fellows at the University of Maryland, School of Medicine. She has led a significant number of career skills seminars and grant writing workshops and provides individual consultation for career planning and developing internship opportunities to further enhance the training of graduate students and postdoctoral fellows. She is also a member of the NPA and Women in Bio.

Rebecca Bauer, Ph.D., is one of the 2015 co-chairs for the Stanford University postdoctoral association (SURPAS). Rebecca received a bachelor’s degree in biology from the University of Pennsylvania and a doctorate in toxicology from UNC Chapel Hill. Currently, she is a first year postdoctoral scholar in the laboratory of Dr. Kari Nadeau in the Department of Pediatrics, Division of Allergy and Immunology at Stanford University. Bauer’s research involves the use of clinical models to investigate how exposure to environmental pollutants impact immune cell development and function leading to allergy and asthma. Outside of research, she is very interested in career development for doctoral recipients, an interest sparked by her experiences planning career exploration events for graduate students.
and postdoctoral scholars at UNC. As a co-chair for SURPAS, she hopes to help postdoctoral scholars realize their career goals by working with the Office of Postdoctoral Affairs, the School of Medicine Career Center, and the Stanford Career Development Center to develop additional professional training and career exploration events for postdoctoral scholars at Stanford.

Tullia C. Bruno, Ph.D., is a postdoctoral research fellow in the laboratory of Dr. Jill Slansky at the University of Colorado School of Medicine. She began participating in outreach endeavors as a graduate student at Johns Hopkins School of Medicine where she conducted a local high school outreach program and led an annual science summer camp for 4th and 5th grade students in the Baltimore area. Bruno is the current President of the University of Colorado Denver PDA, and leader of the “Young Hands in Science” STEM outreach program, which is currently the only postdoc directed outreach program that is funded by the AAAS National STEM Volunteer Program. While she is interested in a career in academic science with a focus in tumor immunology, she intends to make STEM outreach a part of her future research initiatives.

Carole J. Burns, Ph.D., obtained her doctorate in neuroscience from the University of Utah in 2005, and continued her scientific endeavors through a postdoctoral position at the Institut Curie over the next two years. After completing her studies and returning to the United States, Burns accepted a position in the Center for Technology Commercialization at Cincinnati Children’s Hospital Medical Center, where she independently managed and commercialized the intellectual property for over 20 research divisions for four years. She has had increasing levels of initiative and independence in her career, culminating in her current role as Associate Director, Licensing at the University of Pennsylvania, Penn Center for Innovation. She is also a registered patent agent and has significant experience working with inventors, patent counsel, and industry partners to identify, protect, and commercialize academic discoveries.

Sarah Cardoza-Duncan, based in Boston, MA, is a career strategist with an established national and international client base. She runs her own consulting firm, Career Strategist, and draws upon over twenty years of recruitment and career development experience to help clients define new or existing career paths, or to help them navigate successfully in their current companies. She previously served as president of the Alliance, an umbrella group of women’s associations that collectively claim about 13,000 members in greater Boston. In 2003, Cardoza-Duncan was recognized by Boston Magazine as one of the 100 most powerful women in Boston. She is an accomplished and highly regarded speaker and workshop leader. She conducts hands-on training and workshops for companies, trade organizations, and associations, who want to help their team develop individual value propositions, navigate internal career building paths, communicate better up, down and with different styles, and deal with uncomfortable conversations including negotiations. An active networker, she has held leadership positions in many organizations including WEST, Mass Gap, AWIS, South Shore Chamber, The Alliance and is presently on the board of directors of the NEWISE Club.

Sam Castañeda, B.A., is the Director of the Visiting Scholars and Postdoctoral Affairs (VSPA) Program at the University of California (UC), Berkeley and previously worked at the UC, Los Angeles campus for more than 20 years. During this time, he created innovative programs that lent support to international students and scholars. Concurrently, he also held leadership positions with the California chapter of NAFSA: Association of International Educators. At the national level, he is currently chair of the newly recognized NAFSA Postdoc Special Interest Group, and is the institutional liaison between NAFSA and the NPA.

At UC Berkeley, Castañeda was instrumental in the development of the Visiting Scholar and Postdoc Affairs (VSPA) Program - the first postdoc office in the UC system and one of the first in the United States.

As director of Berkeley’s VSPA Program, he is responsible for the oversight of postdocs at Berkeley, who are provided with a variety of professional support systems, which help to broaden career and professional development opportunities for Berkeley’s 1,500 postdocs.

Castañeda is also the founder and managing editor of UC Postdoc Newsletter, an electronic journal that connects...
more than 6,500 postdocs with 500 faculty and staff administrators who work together to enhance the postdoctoral experience at UC.

Mark R. Connolly, Ph.D., is an Associate Research Scientist with the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison. Connolly studies college teaching, postsecondary faculty, academic career formation, persistence in STEM majors, and student learning at both the undergraduate and graduate levels. He is currently PI for two five-year studies of postsecondary STEM education. As Co-PI and PI, his research has been awarded more than $4.5 million by the NSF and the Alfred P. Sloan Foundation. His research has been published in Research in Higher Education, The Journal of Higher Education, Change Magazine, Metropolitan Universities, Innovative Higher Education, and NASPA Journal. He has worked an evaluator-researcher since 1999 on projects funded by the Department of Education, Howard Hughes Medical Institute, NIH, and NSF, including the Center for the Integration of Research, Teaching, and Learning (2003-present). He holds a doctorate in Higher Education from Indiana University–Bloomington.

Tracy Costello, Ph.D., is the Program Manager for the Office of Postdoctoral Affairs at MD Anderson Cancer Center and in her role, she is charged with the planning, organization, direction setting and evaluation of the academic and career development programming for the Institution’s research postdoctoral fellow population, including strategic oversight of the MD Anderson postdoctoral association. In addition to this role, she also serves as the Vice Chair of the Advocacy Committee for the NPA, and for the NSF on a postdoctoral fellowship study section. Costello earned her doctorate in biomathematics and biostatistics, and human and molecular genetics while on an R25 Predoctoral Fellowship in Cancer Prevention in 2004 at The University of Texas Graduate School of Biomedical Sciences in Houston. She completed two postdoctoral fellowships (an R25 Postdoc Fellowship in Cancer Prevention and Health Disparities Research) before becoming a Senior Statistical Analyst in HDR. She left MD Anderson to pursue an opportunity with Exagen Diagnostics in 2010, which resulted in a patent application for a diagnostic and prognostic test for Systemic Lupus Erythematosus. She returned to MD Anderson in October 2012 to expand the Office of Postdoctoral Affairs.

Antoine de Morrée, Ph.D., is interested in how tissues repair themselves and why this ability diminishes with age. After master’s degree training in Sweden and a doctorate in the Netherlands, he now pursues postdoctoral research at Stanford, where he studies molecular mechanisms that enable stem cells to activate and repair tissue damage. In his spare time de Morrée is a special adviser to the leadership team of the SUPDA, in which position he uses his network and experience as former treasurer (2012) and co-chair (2013). In 2013, he started Stanford Leaders in Communication; an organization that teaches scientists to communicate value and position ideas more competitively so they become more successful at communicating science and applying for jobs.

Anne Deschamps, Ph.D., is a Senior Science Policy Analyst in the Office of Public Affairs at the Federation of American Societies for Experimental Biology (FASEB), an organization representing 27 scientific societies and over 120,000 members. At FASEB, Deschamps works on science policy issues related to the humane use of animals in research. In addition, she oversees the production of FASEB’s science education article series Breakthroughs in Bioscience and Horizons in Bioscience. She received her undergraduate education in biology from Northeastern University in 2001, and her doctorate in molecular and cellular biology from the Medical University of South Carolina in 2007. She completed a postdoctoral fellowship in the Translational Medicine Branch of the National Heart, Lung and Blood Institute (NHLBI) at the NIH. At the NIH, she was a member of the Fellows Editorial Board, and assisted the NHLBI Associate Director of Education with an outreach program for postbaccalaureate fellows. Deschamps is a member of the American Physiological Society. In addition, she is an active community volunteer and enjoys tutoring middle and high school students in math and science.

In 2001, Christine Des Jarlais, Ed.D., became the first Assistant Dean for Postdoctoral Affairs at UC San Francisco. She helped develop the UC’s 10-campus postdoc policy and comprehensive benefits plan; then served on the UC bargaining team that negotiated the UC-UAW contract ratified in 2010. Since 2012, she has collaborated with the UCSF Office of Career and Professional Development to focus on career development for postdocs. Recent initiatives include a postdoc career outcomes study, speed mentoring, a newly
and high technology telecomm industries.

He holds a Bachelor of Science in Business, a Master of Business Administration, and worked in the publishing, chemical, and technology policy. His clients included the NSF, the Office of Technology Assessment, the U.S. Agency for International Development, and the Environmental Protection Agency.

Previously, Finneran was Washington Editor of High Technology magazine, a correspondent for the London Financial Times energy newsletters, and a consultant on science and technology policy. His clients included the NSF, the Office of Technology Assessment, the U.S. Agency for International Development, and the Environmental Protection Agency.

He is a fellow of the AAAS and the author of The Federal Role in Research and Development (National Academy Press, 1985) and a contributing author to Future R&D Environments: A Report to the National Institute of Standards and Technology (National Academy Press, 2002).

### Bob Dolan, M.B.A.,

provides career counseling and professional development workshops for the postdoctoral scholars program at the Massachusetts Institute of Technology (MIT). He has held several roles at MIT since 2005 and has served the undergraduate, graduate and alumni programs. Before joining academia, he had a private career consulting practice. His clients spanned all industries and positions ranged from company presidents to administrative staff. He is a Certified Job Search and Career Transition Consultant with experience in the field of career management since 2001, and is also certified to administer the Myers-Briggs Type Indicator® (MBTI) and Strong Interest Inventory assessments.

Dolan is active as a guest speaker, and has delivered career programs at several universities and career venues throughout the northeast region. As an Army veteran, he also volunteers and provides career guidance to military personnel transitioning into the civilian workforce. Prior to a profession in career management, he worked 20 years in industry as a member of corporate finance management teams. He holds a Bachelor of Science in Business, a Master of Business Administration, and worked in the publishing, chemical, and high technology telecomm industries.

### Kevin Finneran, Ph.D.,

is Director of the Committee on Science, Engineering, and Public Policy (COSEPUP) at the National Academy of Sciences (NAS) in Washington, D.C., and Editor-in-Chief of Issues in Science and Technology, a quarterly policy magazine published jointly by NAS, Arizona State University, and the University of Texas at Dallas.

COSEPUP is composed of members of NAS, the National Academy of Engineering, and Institute of Medicine, and provides independent advice to the federal government on matters relating to the overall health of the research enterprise and to national issues in which science and technology play a critical role. It was the sponsoring committee for the landmark study Rising above the Gathering Storm, which was produced by a blue ribbon committee chaired by Norm Augustine.

### Garth A. Fowler, Ph.D.,

is the Associate Executive Director for Education and the Director of the Office for Graduate and Postgraduate Education and Training at the American Psychological Association (APA). He joined the APA in May 2012, after serving as the Assistant Chair in the Department of Neurobiology at Northwestern University. Prior to that, he was the Outreach Program Manager for Science Careers. Throughout his career, he has been active in training & education at the graduate and postdoctoral level. He was a co-founder of the University of Washington's student seminar, “What can you do with a Ph.D. in Biological Sciences?” which provides career information for graduate students and postdoctoral scholars. He has served on the Board of Directors of the NPA as Vice Chair, Finance Officer, and Co-Chair of Development, and currently serves on the Finance Committee. He has served as a consultant for universities and research institutions on developing training grants and implementing Individual Development Plans (IDPs) for young scientists. He has twice served as a panelist for the National Academies of Science: in 2010 for the Committee on Research Universities, and in 2011 for the Committee on the State of the Postdoctoral Experience for Science and Engineers.

### Renetta Garrison Tull, Ph.D.,

is Co-PI and Founding Director for the NSF’s PROMISE: Maryland’s Alliance for Graduate Education, and the Professoriate (AGEP) for the University System of Maryland (USM). Tull earned the bachelor’s degree in electrical engineering from Howard University, a master's degree in electrical engineering, and a doctorate in speech science from Northwestern University. She
researched speech technology as a member of the faculty at the University of Wisconsin-Madison, has written about achievement in STEM, and is a mentoring consultant for Purdue, Carnegie Mellon, Cornell, and MIT. She is a Tau Beta Pi “Eminent Engineer,” co-leads the “ADVANCE Hispanic Women in STEM” project in Puerto Rico for faculty, and founded the Latin and Caribbean Consortium of Engineering Institutions’ (LACCEI) “Women in STEM” forum. Tull’s workshops for postdocs include topics on preparing for the job market, understanding the mentor’s perspective on productivity, using the IDP as a tool for advancement, and the “Postdoctoral Writing Suite.” She serves on committees for the University of Maryland, Baltimore County’s (UMBC) Postdoctoral Fellowship for Faculty Diversity, and the USM STEM postdoctoral fellowship program, sponsored by PROMISE AGEP-T. Tull works on faculty pipeline issues in her role as a member of UMBC’s Executive Committee for the Recruitment, Retention and Advancement of Underrepresented Minority Faculty, and has presented on graduate education, postdoctoral affairs, and faculty recruitment in the United States, Latin America, and the Middle East.

Catherine A. Gordon, Ph.D., is a fourth year Postdoctoral Scholar in the School of Medicine at Stanford University. She is a member of the laboratory of Dr. James Brooks in the Urology Department, where she performs prostate cancer research, investigating the role of a gene, NUSAP1, in prostate cancer progression. Aside from research, she is actively involved in SURPAS, where she collaborates with postdocs, faculty, and staff to improve and enrich the postdoctoral experience at Stanford and beyond. Recently, such collaborations helped bring additional transportation benefits to postdoctoral scholars at Stanford, a feat Stanford postdocs have been struggling to achieve for over a decade. In 2012 and 2013, she was Co-Chair of SURPAS. Currently, she serves as Special Advisor to the SURPAS Council.

James Gould, Ph.D., is the director of the Harvard Medical School (HMS)/Harvard School of Dental Medicine (HSDM) Office for Postdoctoral Fellows, where he is responsible for building a curriculum that develops postdoc research skills, career advancement skills, and social and networking skills while
addressing specific issues of early, mid, and late career trainees. He has recently published or contributed to commissioned commentaries in Nature Immunology covering curriculum vitae (CV) to résumé conversion, interviewing strategies, and manuscript writing. He is also a guest expert on Naturejobs “Ask the Expert Blog.” Prior to HMS, Gould was at the National Cancer Institute (NCI) of the NIH where he did two postdoc fellowships, the first examining the hedgehog/Gli pathway in carcinogenesis and the second determining the metabolic regulation of the proline redox cycle. In addition, he developed an unpaid internship with the NCI’s Office of Training and Education in the Center for Cancer Research (CCR), chaired the Steering Committee for the CCR Fellows & Young Investigators Association, and is currently a member of the NPA and the American Association for the Advancement of Science (AAAS). He received his bachelor’s degree at Clarion University of Pennsylvania in biotechnology/molecular biology and his doctorate in biochemistry and molecular biology at the University of Louisville.

Mary Graham-Fisher, has worked at the University of Maryland for 15 years in various roles related to diversity, equity, inclusion and human resources. In that time, she has developed expertise in sexual harassment prevention, diversity training, program administrative oversight, mediation, and facilitation. As Manager of Education & Training Programs, Graham-Fisher supports the overarching initiatives of the Office of Diversity & Inclusion. Specifically, she works in the areas of curriculum review and development, facilitator recruitment and training, marketing and course administration for the Words of Engagement Intergroup Dialogue Program, and provides diversity trainings for multiple campus constituencies.

Toby Treem Guerin, J.D, Managing Director of the Center for Dispute Resolution at the University of Maryland Francis King Carey School of Law (C-DRUM) and Clinical Law Instructor, has fifteen years of conflict resolution and mediation experience. During this time she has mediated hundreds of disputes. She also routinely provides trainings on the topics of co-mediation, mediator mentoring, giving and receiving feedback, peer mediation, restorative practices, public sector mediation, negotiation, and basic communication skills.

Guerin co-instructs the Mediation Clinic at the Maryland Carey Law. She also oversees the Alternative Dispute Resolution (ADR) externship program, and advises the law school’s ADR Team in national and international mediation and negotiation competitions.

Guerin was the primary author for the “Alternative Dispute Resolution Landscape: An Overview of ADR in the Maryland Court System,” a comprehensive overview of court-affiliated ADR programs in Maryland and has published articles in “Corporate Disputes” e-magazine. She was the first chair of the Maryland Mediator Excellence Council and currently serves on the Section Council for the Maryland State Bar Association Section on Dispute Resolution and the American Bar Association Section of Dispute Resolution’s Mid-Atlantic Regional Chapter.

Kearney Gunsalus, Ph.D., is a Postdoctoral Fellow in the Training in Education and Critical Research Skills (TEACRS) program and the Department of Molecular Biology and Microbiology at Tufts University. She was a founding member of the Tufts PDA, and currently serves as the chair of the Tufts PDA advocacy committee, lead organizer for the Boston PDA advocacy team, and as a member of the NPA Advocacy Committee. She was an organizer and workshop moderator for the Future of Research conference held in Boston, MA in 2014. After completing a bachelor’s degree in biochemistry and french at Smith College, she earned a doctorate in cell and molecular biology at the University of Wisconsin-Madison, where she studied the role of transcriptional regulation in breast cancer. She moved to Tufts University to pursue her interest in transcriptional regulation and energy metabolism in the fungal pathogen Candida albicans.

Kristene “Tina” Henne, Ph.D., earned her bachelor’s degree in biology from Governors State University, and her doctorate in biological sciences from Purdue University, where she specialized in microbial genetics and proteomics. Following graduate school, she pursued postdoctoral training at St. Jude Children’s Research Hospital, where she was introduced to the NPA through her colleagues. In 2009, she accepted a postdoctoral appointment at Argonne National Laboratory, continuing her research interests in the bacterial proteomic response to environmental perturbation. She was an active member of the Postdoctoral Society of Argonne and became the postdoctoral program coordinator in 2011. As the coordinator, she plays a major role in the onboarding, professional development and mentoring of postdoctoral researchers at Argonne. Henne has been active with the NPA as a member of the 2013 and 2014
Meetings Committee, and remains a strong advocate for quality postdoctoral training and enhancing the postdoctoral experience on a broader scale.

Lucas Hill, M.A., is an advanced doctoral student in the Higher, Adult and Lifelong Education program at Michigan State University (MSU). His research interests include: STEM education, doctoral education, faculty issues, higher education networks, and organizational change. He earned a Master of Arts in Higher Education from MSU in 2011, and a Bachelor of Arts in Ancient Near Eastern Studies from Brigham Young University in 2009. He currently works as a graduate research assistant for two grant projects funded by the NSF that relate to STEM education and preparing future faculty, namely, the Center for the Integration of Research, Teaching, and Learning (CIRTL) and the Longitudinal Study of Future STEM Scholars.

Laura Hodsdon, Ph.D., is Research Development Officer at the University of Oxford. Her role is to support departments across the university in implementing the United Kingdom’s Concordat to Support the Career Development of Research Staff. This involves working on various projects aimed at supporting the career and professional development of research staff including: establishing the Oxford Research Staff Society, setting up mentoring schemes, improving communications for researchers, developing a bi-annual research staff conference, and other similar initiatives that aim to create a context and culture in which research staff are supported and encouraged to consider their development. Prior to working at the University of Oxford, Hodsdon ran the postgraduate surveys at the Higher Education Academy, and has a doctorate in classics.

Rachel Horak, Ph.D., is a postdoc in the Education Department at the Headquarters of American Society for Microbiology (ASM). During her graduate training, she became interested in improving biology instruction in higher education, and facilitated professional development workshops for future faculty at Georgia Tech’s Center for the Enhancement of Teaching and Learning. She conducted postdoctoral research in the School of Oceanography at the University of Washington (Seattle), where she sailed the world ocean and studied the marine microbial nitrogen cycle. In her current “non-traditional” postdoc position, she promotes the use of ASM’s Curriculum Guidelines for effective undergraduate teaching in microbiology, leads professional development

BIOGRAPHIES

The University of Chicago Postdoctoral Program

- Engaged postdocs with a long serving Postdoctoral Association
- Infrastructure for skill building and professional development with weekly postdoctoral events
- Affiliate membership for all postdocs as a Sustaining member of the National Postdoctoral Association
- Institutional support for postdoctoral activities including travel awards
- Opportunities to participate in innovative research projects and training grants
- NIH BEST Award to support Internships and mentoring with University alums

POSTDOCTORAL TRAINING PROGRAMS AND FELLOWSHIPS

Postdoctoral Training Grants: Basic Medical Research in Oncology; Cardiovascular Sciences; Clinical Therapeutics; Integrated Clinical and Basic Endocrinology; Nephrology; Pediatric Endocrinology; Research Training Grant; Digestive Diseases and Nutrition; Respiratory Biology; Emerging Multidisciplinary Approaches to Mental Health and Disease; Oxygen in Health and Disease; Trauma, Molecular Pathogenesis, and Regeneration

Provost’s Career Enhancement Postdoctoral Scholarship: http://provostpostdoc.uchicago.edu/

Chicago Fellows Program: http://chicagofellowsbsd.uchicago.edu/
opportunities related to classroom instruction for future and new faculty, and creates instructional resources for microbiology educators.

Belinda Lee Huang, Ph.D., serves as the Executive Director of the NPA, headquartered in Washington, D.C. She manages operations of the 501(c)3 nonprofit association, which works to develop and promote national policies and programming that benefit the postdoctoral community, and the entire U.S. research community.

Huang teaches, writes and speaks on diversity, equity and leadership. Her career has spanned working in publishing (marketing the MBTI and Strong Interest Inventory), to counseling low-income and first generation high school students in Oakland, CA, to providing career counseling, academic advising, and directing a student affairs program for Wharton undergraduates at the University of Pennsylvania. She has been invited to address the American Association of Medical Colleges(AAMC)/Graduate, Research, Education, and Training (GREAT) Group, National Science Foundation, Council of Graduate Schools, Association for the Study of Higher Education (ASHE), American Educational Research Association (AERA), National Conference on Race and Ethnicity (NCORE), and Asian Americans in Higher Education (APAHE).

With over 15 years of professional experience in higher education, she has taught Asian American Studies at UC Berkeley, University of Pennsylvania and California State University (CSU) East Bay, and was an affiliate faculty for the Educational Leadership program at Loyola University. In her role as intergroup dialogue facilitator for the Office of Diversity and Inclusion at the University of Maryland, she trained facilitators and facilitated groups around diversity issues. As an organizational leadership consultant, she developed a leadership development program for Asian American college women, and presented it at 15 selective liberal arts, and research institutions.

Huang has published on the topics of faculty of color, campus climate, and pathways to senior leadership for women of color. Her forthcoming book chapter, “Women of color advancing to senior leadership in U.S. academe,” will be published by Springer Press. Huang was a contributing author to the National Postdoctoral Association Institutional Policy Report 2014: Supporting and developing postdoctoral scholars.

Huang holds a doctorate in higher education administration, education policy from the University of Maryland, a master’s degree in Student Personnel Administration from Teachers College, Columbia University and a bachelor’s degree in Humanities from UC Berkeley.

Doug Kalish, Ph.D., is a Visiting Scholar at UC Berkeley, with a doctorate in biology from Harvard, and more than 30 years of management experience. He’s been a founder or early executive in four startups, as well as being Managing Partner of the Price Waterhouse World Technology Centre and Chief Knowledge Officer at Scient. He has advised the information technology and biotechnology industries on issues from knowledge and content management to collaboration and conflict resolution. Having navigated the switch to a nonacademic career, he devotes his time to delivering workshops helping students make the transition from academia to the business world, and maintains an extensive set of free resources at www.dougsguides.com.

A large measure of Caroline M. Kane’s, Ph.D., career has focused on increasing equity and access to higher education as well as increasing diversity in higher education at all levels, among students, staff, faculty and administrators. Throughout all this activity, she maintained an extramurally funded research program in the molecular sciences, training graduate and undergraduate students as well as postdoctoral fellows in her laboratory, and developed a scientific reputation as one of the leaders in her discipline: the regulation of gene expression. Kane feels that mentoring the “institution” can be just as important as mentoring students for successful career strategies. Her writings in this area have included numerous articles on such topics as Affirmative Action, academic careers without tenure, career advancement: job search and promotion, dealing with difficult people and situations, women at the podium, standardized tests: predictions and limitations, couples in cell biology, why women leave science. In 1992 she, Corey Goodman and John Matsui founded The Biology Scholars Program on the Berkeley Campus, and this program, directed by Dr. John Matsui has graduated minority students in biology at the same rate and with equivalent GPAs as majority students outside the program. For many years, Kane and her colleague Dr. Michael Chamberlin advised many graduate students from underrepresented backgrounds. They are prominent in academia and industry in and out of California. In addition, a number of women have received their doctorates or done postdoctoral work with Kane. Their current professions include academia, intellectual property law, scientific writing, biotech and medical device industry, and biotechnology business development.
Kristin Krukenberg, Ph.D., is a Research Fellow in the Department of Systems Biology at HMS. After completing her degree in chemistry at Rice University, she obtained her doctorate in chemical biology from UCSF. There she studied the structure function relationship of the molecular chaperone Hsp90. She then moved to HMS to study the role of poly(ADP-ribose) polymerases in cancer, an interesting and essential class of enzymes that catalyze a unique post-translational modification. She has served on the board of the HMS PDA and as co-chair. She was also a co-lead organizer for the Future of Research conference held in Boston, MA in 2014.

Joslynn S. Lee, Ph.D., (Laguna Pueblo, Acoma Pueblo, Navajo) is a postdoctoral research associate at the University of Minnesota Medical School on the Duluth Campus. She is part of the Native American Faculty Development Program (NAFDP) in the Department of Biomedical Sciences. She earned her doctorate in chemistry from Northeastern University in Boston, MA, and her bachelor’s degree in chemistry and cellular & molecular biology from Fort Lewis College in Durango, CO.

You-Geon Lee, Ph.D., is an Assistant Researcher with the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison. He holds a doctorate from the University of Wisconsin-Madison’s Department of Educational Policy Studies. His research interests include school choice, school effects, higher education, policy and program evaluation, social stratification, and educational inequality. As a quantitative researcher, his current research is focused on examining the impact of teaching-focused professional development on early career STEM scholars, and investigating faculty hiring and tenure by sex and race (Longitudinal Study of Future STEM Scholars). He is also working on research examining social inequality in undergraduate patterns of switching majors using national and institutional data (Talking about Leaving, Revisited). Collaborating with the UW-Madison Center for Women’s Health Research, he is also examining grant critiques from the NIH, which is probing potential gender or racial bias in peer review.

Taylor Libby, M.P.A., P.H.R., is a Human Resources Consultant at UNC Chapel Hill. She has worked in various disciplines in the human resources field, including employment, classification, compensation, and employee relations. Currently she serves as a Human Resources Consultant for the Office of the Vice Chancellor for Research. In this role, she dedicates part of her time working directly as a consultant with the postdoc community at UNC Chapel Hill on human resources issues. She graduated magna cum laude and holds a bachelor’s degree in government from The College of William & Mary. She earned her master’s in public administration from UNC Chapel Hill, with a focus in human resources management. Her capstone project included research on work-life benefits being offered in higher education settings. She has the distinction of holding the Professional in Human Resources (PHR) certification.

Melinda Lowy, M.S., is the Senior Program Manager for Higher Education Programs at the American Physical Society (APS). She is responsible for many of the awards and fellowship programs at the undergraduate, graduate, postdoc and continuing education levels. She oversees the Career Development and Mentoring website and develops professional skills training courses, both live and online, for all levels. She works with five of the APS committees: Career Opportunities in Physiology, Education, Physiologists in Industry, Trainee Advisory, and Women in Physiology. She has held that position since 2001. Lowy also serves as the Executive Assistant for the Association of Chairs of Departments of Physiology (ACDP), and coordinates joint efforts between ACDP and APS, as well as managing their membership, meetings and website. Previously, Lowy served as the Executive Assistant to the Executive Director and as a copy editor for the APS. She has been with APS since 1986. Prior to joining APS, Lowy was a lab technician at the University of Michigan, studying ion transport in the colon. She has a Master of Science from Oregon State University and a Bachelor of Science from Montana State University.

Sherry A. Marts, Ph.D., has had a varied career in biomedical research, regulatory affairs, nonprofit management, and advocacy. She is an expert facilitator, speaker, and workshop leader with a lively personality and sense of humor. She has training in Aikido and Tai Chi, and has trained
in and taught women’s self-defense and anti-harassment training. She is Chief Executive Officer (CEO) of S*Marts Consulting, LLC, providing career and executive coaching, leadership development, and workplace consulting to individuals and organizations in academia and the nonprofit sector. Her blog, “Ask Dr. SMarts,” appears on her website, www.smartsconsulting.com, and you can follow her on Twitter @SherryMarts. She received her Bachelor of Science (Hons.) in Applied Biology from the University of Hertfordshire, and her doctorate in physiology from Duke University. She completed her postdoctoral fellowship at the Lineberger Comprehensive Cancer Center at UNC Chapel Hill.

Gary McDowell, Ph.D., is a postdoctoral researcher at Tufts University. Originally from Belfast, Northern Ireland, he holds bachelor’s and master’s degrees in natural sciences (chemistry) from the University of Cambridge, and studied protein folding before beginning a doctorate in oncology, also at the University of Cambridge. He studied the role of protein modification and degradation in neurogenesis, using the frog Xenopus as a model system. He then undertook postdoctoral research at Boston Children’s Hospital and HMS learning mass spectrometry and proteomics before moving to the Biology Department at Tufts, where he is currently researching the role of the cytoskeleton in left-right body patterning during embryo development in Xenopus and zebrafish. McDowell was an organizer of, and workshop moderator for, the Future of Research Symposium (futureofresearch.org), held in Boston in October 2014, which brought together young scientists to discuss issues that have led to a hyper-competitive crisis in biomedical research, and was first author on the subsequent report, “Shaping the Future of Research: A perspective from Junior Scientists” published in F1000Research. He is actively involved with the ongoing activities of the Future of Research as well as being a founding member and President of Tufts PDA.

Mary M. Mitchell, is internationally known in the field of manners. She has lived and worked on five continents. Author of nine books, translated into eleven languages (some of which may surprise you) she has been a regular columnist for two decades. Currently she writes for reuters.com. She has extensive experience in corporate training, including individual coaching, and has been working with the
postdoctoral programs throughout the country, as well as in the Middle East, for the past ten years. A highly sought-after speaker, she is well-known for her ability to take the stuffiness out of etiquette. She is dedicated to helping people become more professional to benefit their careers. A life-long athlete, she pioneered an awareness of the linkage between meditation, physical fitness, and effective social and professional behavior.

Juliet Moncaster, Ph.D., is currently Chair of the NPA Advocacy Committee. She obtained her bachelor’s degree in biomedical science from University of Sheffield, United Kingdom, and her doctorate from Imperial College London, United Kingdom. She accepted a postdoctoral position studying Alzheimer’s Disease in the laboratory of Dr. Lee E. Goldstein at Brigham and Women’s Hospital (BWH)/HMS in Boston, MA. Her involvement with the postdoctoral community both at BWH and HMS ultimately led to the establishment of the Office for Postdoctoral Research and Careers at BWH. She was an active member of the BWH Postdoctoral Advisory Committee and Focus Groups and was elected by BWH postdocs to serve as their representative on the Research Oversee Committee which directs all research at BWH. Her lab relocated from BWH to the Boston University School of Medicine (BUSM), where she currently is located. Moncaster was involved in the creation of the Postdoc Office at BUSM that officially opened in early 2011. She is currently a member of the Postdoc Office Advisory Committee at BUSM. She has been active with the NPA since 2006, and previously served as Vice Chair of the Advocacy Committee and Vice Chair of the International Postdoc Committee.

Kimberly Mulligan, Ph.D., left her hometown of Columbia, SC to attend Florida Agricultural & Mechanical University where she completed her bachelor and master degrees in chemistry. She continued her education at Vanderbilt University where she studied the impact of inflammation on muscle glucose metabolism and earned a doctorate in molecular physiology and biophysics. While at Vanderbilt, she was a part of a group of students that began an organization called the Alliance for Cultural Diversity in Research and served as the Community Outreach Chair for three years. During this time she partnered with the Center for Science Outreach to create the Volunteer Scientist in the Classroom Partnership and initiate Family Science Nights in Metro Nashville Public Schools. Mulligan realized her passion lies in increasing interest and diversity in the biomedical sciences.

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Susan Musich, M.Ed., is the founder and executive director of Passport Career (www.PassportCareer.com)—the award-winning, international system that provides resources strategies and support for individuals seeking career opportunities, destination and cultural information in any of the 81 countries covered. She has worked the last five years with her team to develop an extensive system that is customized for any institution or organization that supports professionals with career transitions.

Working closely with UC Berkeley’s VSPA office, Musich launched Passport Career’s initiative to support the spouses/partners of postdocs. Based on the response from the UC Berkeley spouse/partner program as well as the significant interest from postdocs who use Passport Career to plan for their inevitable career transition, her efforts are now focused on broadening the outreach to the NPA community to support the postdocs and their spouses/partners with their current and future career transitions.

Prior to launching Passport Career, Musich worked for 20 years as a global career expert and coached more than 4,000 international job seekers. She worked with The World Bank, the United Nations, U.S. State Department, the U.S. Peace Corps, The George Washington University, and others.

Musich has coordinated research and studies on global career transitions and has authored or co-authored hundreds of global career articles and several international career books. She is a frequent speaker on global career topics and has spoken to diverse organizations spanning 35 countries.

She has lived in the Philippines, Costa Rica and Mexico, and currently resides in the Washington, DC area. She can be reached at smusich@passportcareer.com.

JT Neal, Ph.D., is a fourth year Postdoctoral Scholar in the Hematology Division of the Stanford School of Medicine. He works in the laboratory of Dr. Calvin Kuo on the epigenetic mechanisms of gene activation in colon cancer and on the development of novel 3D culture models for the study of human tumors. He is a current co-chair of SURPAS, and also serves as a NPA liaison to the Association of American Medical Colleges’ (AAMC) Group on Graduate Education and Training (GREAT).

Shauna Payne Gold, Ed.D., is the Associate Director for Assessment & Student Development in the Office Multi-ethnic Student Education at the University of Maryland. She currently serves on numerous committees including the Equity, Diversity & Inclusion Committee on the University Senate, Undergraduate Program Advisory Council, the President’s Commission on LGBT Issues, and co-chairs the division-wide Assessment Working Group.

Gold is Professorial Lecturer in the Educational Leadership Program at the The George Washington University facilitating Intercultural Campus Leadership, Supervision in Student Affairs, Helping Skills in Student Affairs, and Student Development Theory.

Gold has a Doctor of Education degree from The George Washington University in Higher Education Administration where her dissertation focused on spiritual development of nonheterosexual undergraduate students. She also has a Master of Divinity from Eastern Mennonite University, and a Bachelor of Business Administration from James Madison University in Marketing.

Larry Petcovic, Sr., M.S., started his career as a Health Physicist. He quickly recognized the importance of mastering communications, and added a degree in applied behavioral sciences with continuing studies in the social neurosciences.

He continues to consult as an Executive Communications Coach with Fortune 100 clients as well as startups. His experience in 360° performance coaching, behavioral based blended training, process improvement techniques, selling skills and leadership development provides an in-depth corporate understanding. Petcovic has served in training and human resources vice president positions in a variety of industries. He holds a Bachelor of Science in Chemistry, a Master of Science from Rutgers University in Environmental Radiation Sciences, a Master of
Science from Johns Hopkins University in Applied Behavioral Sciences, and additional graduate studies in Executive Development at George Washington University.

Christopher L. Pickett, Ph.D., trained as a geneticist and molecular biologist and has over 15 years of lab experience. He received his doctorate from the University of Utah, and he was a postdoctoral scholar at Washington University in St. Louis. While a postdoc, he taught an undergraduate genetics course, attended two Capitol Hill Day events to discuss the importance of funding biomedical research, and wrote a variety of science policy pieces. As a science policy fellow and now a policy analyst with the American Society for Biochemistry and Molecular Biology, he works on a broad range of issues including funding for biomedical and biological research, graduate student and postdoc training, STEM education, and science in the news.

Jessica Polka, Ph.D., is a Research Fellow in the Department of Systems Biology at the HMS. After working on the cell biology of kinetochore proteins with Ted Salmon at UNC Chapel Hill as an undergraduate, she obtained her doctorate in biochemistry from UCSF. There, she worked in Dyche Mullins’ lab to characterize and reconstitute DNA segregation by a divergent bacterial actin-like filament. As a postdoc in Pam Silver’s lab at HMS & the Wyss Institute for Biologically Inspired Engineering, she seeks to understand and engineer the organization of the bacterial cell. She served as the founding co-chair of the American Society for Cell Biology’s COMPASS committee, which serves students and postdocs, and was a co-lead organizer of the Future of Research conference held in Boston, MA in 2014.

Vladimir M. Popov, Ph.D., graduated in 2010 from the doctorate program in biochemistry and molecular biology at Thomas Jefferson University. His work was based on identification and characterization of a new tumor suppressor in breast cancer. Following graduation and postdoctoral studies, he moved into the healthcare industry in Europe, where he accepted a position as the Head of a Biochemical diagnostic laboratory in a private general hospital. Over the next few years he accepted multiple responsibilities and was promoted to the Head of Diagnostics. During this time, he co-founded a research and development company with a focus on investigating potential therapeutics for obesity and cancer treatment. Developing the company from a simple idea into a functional laboratory currently operating in the United States and China provided him with valuable experience in entrepreneurship and management. He subsequently joined the University of Pennsylvania where a postdoctoral position, combined with a Penn Center for Innovation Fellowship, allowed him to refine and expand his scientific knowledge while further enhancing his critical thinking and the application of science in technology transfer.

Randall K. Ribaudo, Ph.D., has successfully navigated the transition from academic science to industry and entrepreneurship. After obtaining a doctorate in immunology from the University of Connecticut, Ribaudo held a postdoctoral fellowship at the NIH before becoming a PI at the NCI where he developed novel approaches to neutralize tumors and viruses, resulting in patents and publications relating to his work. He successfully transitioned to private industry where he was a liaison between Celera Genomics and the pharmaceutical and biotechnology communities, served

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Daina Ringus, Ph.D., is a postdoctoral fellow in the University of Chicago’s Department of Medicine, Section of Gastroenterology and Nutrition. Her research focuses on the role of the intestinal microbiome, investigating novel bacteriophages and anaerobic bacteria found in the gut. She is currently an Executive Officer of the University of Chicago’s Biological Sciences Division PDA.

Alberto I. Roca, Ph.D., is Executive Director of the non-profit, DiverseScholar, whose mission is to diversify the doctoral workforce especially in the STEM disciplines. He is a first-generation Peruvian-American from Houston, TX who received his doctorate in molecular biology from the University of Wisconsin, Madison. While conducting postdoctoral research, he created the web portal MinorityPostdoc.org (2003), founded the Postdoc Committee of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS), and co-founded the Diversity Committee of the NPA. Roca has co-organized many postdoc and diversity related sessions at the SACNAS and NPA conferences since 2003. He has been an invited speaker on minority postdoctoral issues at conferences such as the Compact for Faculty Diversity’s annual Institute on Teaching and Mentoring; the Howard University/UTEP Institute on Preparing for STEM Postdoctoral Experiences; the COSEPUP Second Convocation on Enhancing the Postdoctoral Experience (2004); and the Keeping Our Faculty of Color conference. Currently, he works with trainees directly as a career coach and also connects institutional diversity stakeholders to job candidates especially for tenure-track faculty job searches. Since 2011 as Editor, Roca has been publishing original written works under the DiverseScholar brand on the issues of diversity, STEM, and higher education. In recognition of his achievements, he has received the UC Irvine Chancellor’s Living Our Values Award, the SACNAS Presidential Service Award, and has been a semi-finalist for the Echoing Green social entrepreneurship fellowship.

Giselle Sandi, Ph.D., received her doctorate in chemistry from Northern Illinois University in 1994, and soon after started as a postdoc at Argonne National Laboratory. In 1996, she was promoted to the scientific staff and has since made significant scientific contributions including more than 80 peer reviewed publications, three patents, and over a hundred invited and contributed talks. In addition, she has received awards, including the Electrochemical Society Award and recognition by the Hispanic Engineer National Achievement Awards Conference. In 2007, she became the Argonne Postdoctoral Program Coordinator and founded the Argonne Postdoctoral Society. A lab-wide postdoc mentoring program was also created, as well as formalized collaborations with other academic institutions. For her efforts, she was granted the Pinnacle of Education Award in 2011 by the University of Chicago Argonne, LLC. Sandi is currently the Director of Mentoring Programs at Rush University Medical Center. In this role, she is responsible for the execution of the Research, Educational, Postdoctoral, and Women Mentoring Programs. She led the efforts to create the Rush Postdoctoral Society. She has been working closely with the NPA to enhance the postdoctoral experience at Rush. She has been an active member of the NPA since 2007, and has delivered and facilitated workshops at several meetings.

Julia N. Savoy, M.S., is an Assistant Researcher with WCER at the University of Wisconsin-Madison. She earned her master’s degree from the Department of Educational Leadership and Policy Analysis at UW-Madison, and is a doctoral student in the same department. Her research interests include faculty work life, productivity, and satisfaction; diversity in higher education; and the use of innovative and rigorous mixed methods in research and evaluation. She currently works on two projects at WCER. In the first, the Longitudinal Study of Future STEM Scholars, she is exploring the impact of teaching-focused professional development on early STEM careers and teaching behaviors, while in the second, Talking About Leaving, Revisited, she is studying whether and how change in undergraduate STEM education has occurred from an institutional perspective.

Yvette Seger, Ph.D., is the Director of Science Policy for FASEB, a coalition of 27 scientific societies collectively representing over 120,000 biological and biomedical researchers. In this role, she oversees FASEB’s science policy portfolio, and specifically
manages efforts related to training, clinical and translational research, and research evaluation. She was elected to the NPA's Board of Directors in 2013, and served as the liaison to the Advocacy Committee. After launching her policy career at the National Academies as a Christine Mirzayan Science & Technology Policy Fellow, Seger served as a policy analyst for a private company, U.S. federal research agency, and a patient advocacy group prior to joining FASEB. She conducted her doctoral research on human cell transformation as a member of Stony Brook University’s Graduate Program in Genetics at Cold Spring Harbor Laboratory, and received a Bachelor of Arts in Zoology (Genetics Concentration) and Politics & Government from Ohio Wesleyan University.

Melanie V. Sinche, M.A., M.Ed., N.C.C., currently serves as a Senior Research Associate in the Labor and Worklife Program housed in the Harvard Law School. In this position, she is studying the employment patterns of recent science and engineering doctorates to create a visual map of career clusters. This study will also identify the skills and experiences required to enter different scientific occupations, and will determine whether these were developed in the educational/training period of the doctorate or on the job, thus contributing to the national discussion of efficacious training of doctorate-level scientists and engineers.

Prior to joining the LWP, Sinche served as the Founding Director of the Faculty of Arts and Sciences (FAS) Office of Postdoctoral Affairs in the FAS at Harvard University. In this role, she served over 1,200 postdocs from all disciplines, assisting with their career and professional development, and advised senior administrators on issues pertaining to graduate student and postdoctoral scholar training. She has been working closely with the NSF, the NPA, and the Graduate Career Consortium to improve data collection on doctoral recipients and postdoctoral scholars across the United States.

Sinche came to Harvard from the NIH where she served as a Consultant and Career Counselor. In this role, she designed, planned, and built the first NIH-wide career center for over 9,000 intramural trainees across 27 Institutes and Centers. Her duties included defining services, recruiting counseling staff, developing workshops, creating content for the career center website, and authoring a careers blog for scientists. Prior to this, she served as the Founding Director of the Office of Postdoctoral Services at the UNC Chapel Hill. She has delivered career development presentations and training sessions for universities, government agencies, professional associations, and non-profit organizations across the country. She earned a bachelor’s degree from Colgate University and a master’s degree from the University of Michigan. She completed a second master’s degree in counseling at North Carolina State University, and possesses the National Certified Counselor (NCC) credential. She is currently working on a book-length project with Harvard University Press on careers for doctoral recipients in the sciences.

Robert Spalter-Roth, Ph.D., is a Senior Research Fellow at the Center for Social Science Research and an affiliate faculty member in sociology at George Mason University. She is also a Senior Research Fellow at the ASA, where she was research director for 17 years. Her areas have included structure and process in higher education, work/family, cross-race networks, and the STEM workforce. She has been PI on many studies and is currently working on a number of new NSF-funded projects: “A Relational Model for Understanding the Use of Research in the Policy Process;” “Social Capital, Organizational Context, and the Job Market;” and “Examining Stratification in Academic Career Trajectories for Minority PhD Recipients.” Her work at ASA led to dozens of research briefs located on the ASA website. She has published in Teaching Sociology; The American Sociologist; Journal of Women and Minorities in Science and Education; Research in Social Problems and Public Policy; and Sociological Spectrum. Prior to ASA, she was research director at the Institute for Women’s Policy Research, where she focused on parental leave, low-wage women workers, part-time and non-standard work arrangements, and the phenomenon of work/welfare cycling. She was also a faculty member at both George Washington University and American University.

Naresh Sunkara, Ph.D., is a Visiting Scholar and Special Advisor to the Vice Chancellor for Research (Postdoctoral Affairs) at UC Berkeley. Previously, he was a postdoctoral scientist at UC Berkeley, developing novel technologies for delivery of RNA based drugs for treating viral infections. During his time at Berkeley, he founded and chaired the Berkeley Postdoctoral Entrepreneurship Program (BPEP) since 2010. The mission of BPEP is to educate and mentor graduate students and postdocs to bolster their entrepreneurship skills and values for the purpose of transforming university research into startup companies.

Over the last three years, Sunkara has worked closely with the Office of the Vice Chancellor for Research UC Berkeley as well as with their counterparts at the Lawrence Berkeley National Laboratory. In this role, he has successfully implemented several new initiatives including an internship program for graduate students and postdocs to train them.
in technology evaluation, and licensing & marketing them to interested companies through the Intellectual Property and Industry Research Alliance office at UC Berkeley.

Sunkara is also the CEO of a startup company, Nosocom Solutions Inc., which develops technologies to reduce healthcare acquired infections (HAI) in hospitals.

Michael Tessel, Ph.D., completed his doctorate in cancer biology at Northwestern University in 2011. After this, he did his postdoctoral research at The University of Illinois at Chicago (UIC), where he served on the Executive Council of the PDA, and was newsletter Editor. In January of 2014, he began working at the University of Chicago, where he is now Assistant Director of Graduate Career Development. In this role, he develops career-based programming for postdocs and graduate students in the sciences and delivers workshops on professional skills. He also offers one-on-one career advising sessions for postdocs and graduate students, providing help with topics including career planning, job application documents and interviews.

Mary Anne Timmins, M.Ed., is the Administrative Director of Biomedical Postdoctoral Programs at the University of Pennsylvania. In this capacity she works with the Director in overseeing the appointments, education and training of 800 postdoctoral appointees in four schools within the university as well as four affiliate institutions.

She has served on the AAMC’s GREAT Group Postdoctorate Section Steering Committee and as a member of the Postdoc Section Resources Committee.

Timmins is also an active member of NAFSA: Association of International Educators (NAFSA) having served on both regional and national teams and committees, formerly serving as the Chair of NAFSA Region VIII.

She received her bachelor’s degree in psychology from Rutgers, the State University and her master’s in education from Temple University.
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Timea Webster, has worked in higher education since 2002 as the Assistant Director of Alumni Relations at the University of Alaska, Anchorage, and is a National Coalition Builders Institute (NCBI) trained “Welcoming Diversity Train-the-Trainer.” She was a fundraiser for The Urban League of Anchorage, the first multicultural chapter, and she supported the National Urban League Youth Leadership conference by building a mentorship program and fundraising. Prior to working in higher education, she went to school at the University of Alaska, Fairbanks. She originally comes from Anchorage, Alaska. As the Training and Administration Specialist, she is responsible for supporting Office of Diversity and Inclusion (ODI) staff and program functions, including, but not limited to, program development, staffing coordination and supervision, as well as student development.

Dara Wilson-Grant, M.S.Ed., represents more than 15 years of experience providing counseling and career management education to adults across a wide range of disciplines and career fields. She is currently the Associate Director of Postdoctoral Affairs at UNC Chapel Hill and owner of Careers in Bloom. In her role at UNC, she provides individual career counseling and job search coaching to postdoctoral scholars. As a consultant, she designs and presents customized career management workshops and seminars. Her workshops have been presented at national and international universities, government agencies, and research institutions. Dara holds a master’s degree in counseling and she is a Licensed Professional Counselor.

Jennifer Zeitzer, B.A., has served as the Director of Legislative Relations at FASEB since October 2008, and was recently appointed the Deputy Director of FASEB’s Office of Public Affairs. She represents FASEB on Capitol Hill, manages FASEB’s communications with the U.S. Congress, and develops legislative strategies related to issues involving funding for the NIH and other federal science agencies. She also coordinates FASEB’s advocacy efforts with other partners in the biomedical and scientific research community.

In December 2013, Zeitzer was re-elected to a second term on the Coalition for Health Funding Board of Directors. She is a member of the Executive Committee of the Friends of VA Medical Care and Health Research (FOVA) Coalition, and serves on the Steering Committee of the Ad Hoc Group for Medical Research. Her areas of expertise include the federal budget and appropriations process, IRS regulations concerning lobbying by non-profit organizations, and grassroots advocacy for non-profits.

Previously, she was the Director of Congressional Relations at the Alzheimer’s Association. She is a member of the National Academy of Social Insurance and has a bachelor’s degree in political science from the Pennsylvania State University.

Mary M. Mitchell

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A New Curriculum for Undergraduate Microbiology Using Evidence-Based Teaching Practices

American Society for Microbiology
Rachel EA Horak* and Amy Chang

Professional societies are one way postdocs can get discipline-specific resources and learn skills to help them prepare for future careers. For life scientists interested in teaching and academic careers, the Education Department of the American Society for Microbiology (ASM) provides many professional development opportunities and resources for teaching in the life sciences and microbiology. We will discuss results from a 2014 survey of biologists that addresses why early-career scientists should consider using evidence-based teaching practices, such as backwards course design and active learning, and nationally recognized curriculum guidelines in their classroom. The ASM Curriculum Guidelines for undergraduate microbiology courses outlines 27 core concepts, four scientific thinking skills, and seven laboratory exercises that all undergraduate microbiology students should master, and the Curriculum Guidelines could be adapted into any life science course. The survey indicated that a national set of curriculum guidelines was useful for more effective course and laboratory planning, helped improve students’ attitude towards the subject, and was looked favorably upon by university administration. Biologists who use evidence-based teaching practices noted that they saw a decrease in criticisms from students about applicability in the subject matter to real life, and that these methods reduced stress from teaching. In addition to discussing the survey results, we will present the new professional development programs and resources that ASM provides to postdocs in the life sciences regarding preparation for the academic job market, pedagogy, and course design. For instance, ASM recently began hosting a series of webinars about topics important to early-career scientists, and ASM offers an online science teaching fellowship.

Maintaining the Connection: Using a Weekly Newsletter to Promote Funding, Professional Development, and Social Opportunities to a Diverse Postdoctoral Population

Brown University
Katherine Duggan*, Brenda Slaney, Tracey Cronin, Susan Rottenberg and Elizabeth O. Harrington

The BioMed Office of Graduate and Postdoctoral Studies at Brown University sends a weekly newsletter to our postdocs and others at the university and beyond every Friday. There are four things that make our newsletter unique and successful: its format; carefully curated content; consistency; and the analytics used to improve the newsletter for the viewing audience.

The newsletter alternates between ‘Events and Information of Interest,’ which features social and professional development events at Brown as well as larger regional, national, or international conferences, and ‘Jobs, Fellowships, and Funding Opportunities,’ which includes postings for postdoc and career positions and a variety of individual funding opportunities. Both editions also feature a ‘Highlight,’ or special event/announcement, and ‘Notices’ of important topics or publications relevant to biomedical research.

To find interesting content for the newsletter, we consult a variety of sources such as the National Science Foundation (NSF), National Institutes of Health (NIH), professional associations, and our university’s website. We try to maintain a good balance of topics that appeal to all of the departments we represent, as well as include multidisciplinary content. We are timely with our choices, showcasing conferences and the like before abstract or registration deadlines have passed. Finally, we strive to find content that will help our constituencies, whether it be highlighting trends in biomedical research or searching for funding opportunities that are open to non-U.S. citizens. We also are happy to include content suggested by constituents.

The consistency of our newsletter is crucial to its success, thus the entire office collaborates to ensure that postdocs find the newsletter in their inbox at the same time each week. Additionally, having a weekly newsletter helps reduce the number of individualized e-mails our office sends to our postdocs during the week, as we now have a consistent venue for announcements, and our postdocs know where and when they will get important information.

Finally, we have introduced the usage of analytics to get feedback on what the viewers are looking at and what we can improve. By examining which campaigns yielded the most opened e-mails our office sends to our postdocs during the week, as we now have a consistent venue for announcements, and our postdocs know where and when they will get important information.

We looked at which links were viewed the most, and found that more readers viewed topics relating to early career funding and grant writing resources, thus we include these topics more.

Fostering Careers Beyond the Bench: The Evolution of the CHOP Research Administration Fellowship

The Children's Hospital of Philadelphia Research Institute
Paulette A. McRae*, David G. Taylor and Wendy R. Williams

In recent years, the need for exposure to non-research career tracks and soft skill development among postdoctoral fellows has steadily increased. In response, The Children's Hospital of Philadelphia (CHOP) Research Institute created the Research Administration Fellowship, which was described at a previous meeting of the NPA. Here we discuss the continued evolution of the program, which has allowed the fellowship to endure and expand in both scope and impact for CHOP postdocs. The Research Administration
POSTER ABSTRACTS

On-boarding and Engagement of Postdocs in a Federally-Funded Research and Development Center (FFRDC)  
Jet Propulsion Laboratory  
Rowena D. Kloepfer*

The Jet Propulsion Laboratory (JPL) is managed by the California Institute of Technology (CALTECH) as a federally-funded research and development center (FFRDC) for the National Aeronautics and Space Administration (NASA). As an FFRDC, JPL is subject to many federal regulations such as the Federal Acquisition Regulations (FAR), the International Traffic in Arms Regulations (ITAR) and the Export Administration Regulations (EAR). It is therefore an organization which makes hosting international postdocs specially challenging. However, JPL has achieved a seamless on-boarding process whereby domestic and international postdocs arrive, get badged, and are ready to begin work. This poster presentation will show how JPL has achieved this by describing our philosophy, policies, processes, and practices as well as demonstrating the web tools we’ve developed and orientation presentations we conduct. Additionally, the poster presentation will highlight JPL’s efforts in engaging the postdoc community by offering three to four postdoc seminars per month, the annual Postdoc Research Day, quarterly career advice sessions, and partnership with the Caltech Postdoc Association (PDA). By partnering with other administrative organizations and individual researchers at JPL, we are able to offer career-enhancing training and seminars at no additional cost.

Uniting the Postdoc Community: Developing a Successful Postdoc Retreat  
Johns Hopkins Postdoctoral Association (JHPDA)  
Blythe Shepard and Nicolaas Puts*

Postdoctoral research fellows are a diverse and highly skilled workforce. However, given its transient nature, many postdocs isolate themselves in their lab or office, leaving little time for cross-discipline networking or career development. In 2000, the U.S. National Academies’ Committee on Science, Engineering and Public Policy (COSEPUP) analyzed the postdoc experience and concluded that institutions need to improve postdoc training by, among others, providing career guidance and institutional recognition. At the Johns Hopkins University School of Medicine, these changes have been slow and incremental. As such, the PDAs at the School of Medicine and the Homewood Campus (undergraduate campus) joined forces to organize an inaugural postdoc retreat. With the goals of bringing this diverse population of academics together for one day, the two organizations, along with the Johns Hopkins Professional Development Office, planned a full-day retreat featuring scientific oral and poster presentations, two plenary speakers and career development breakout sessions with the overarching theme of “communication.” The presenters will reflect on the successes and failures of this first postdoc retreat, and will present a model for developing and implementing a postdoc retreat at any institution, applicable to a wide range of academic areas. Using the model presented, participants will be able to work together to participate in an engaging discussion and retreat planning exercises with the hope that those leaders will be able to continue the discussion and planning at their home institution.

Developing Professional Development Activities for the Diverse Johns Hopkins Postdoctoral Community  
Johns Hopkins University  
Jineta Banerjee, Casey Rebholz*, Yuejin Li and Corinne Pettigrew

Postdoctoral fellowships aim to provide training that prepares scholars for independent academic research careers. However, faculty positions at academic institutions require expertise in areas outside of biomedical research, with many formal training programs lacking opportunities
Bridging the Gap: Transitioning PhDs from Academia to Industry

Keck Graduate Institute
Shannon Braun*, Melanie Ufkin, Joel West and Steven Casper

Purpose: In today’s job market, even those with doctorates and postdoc experience can have trouble landing a job that will set their careers on an upward trajectory. The reality is particularly apparent in the science, technology, engineering and mathematics (STEM) fields where only 10 – 20 percent of doctoral recipients and postdoctoral fellows can expect to find tenure-track jobs in academia. Doctoral recipients have the science background but they lack certain skills necessary to be successful in the scientific industry. To address this, Keck Graduate Institute (KGI) created an intensive course to introduce the competencies needed to thrive in industry.

Target Audience: KGI targets doctoral recipients and postdoctoral fellows that are interested in learning how to transition into the biotechnology or pharmaceutical industry beyond positions in research and development.

Course Overview: The courses expose doctoral recipients and postdoctoral fellows to the culture and infrastructure of life science companies through Master of Business Administration (MBA)-style case-based teaching, professional development workshops, and a team-based project. In addition, they learn how to conduct research in industry and how industry thinks about science.

Short course on bioscience management. Introductory lectures and MBA-style business cases designed to teach participants knowledge surrounding the organizational structures, business strategy, and financing of bioscience companies. Career oriented workshops. Students participate in hands-on workshops in networking, writing effective resumes, project management, presentation skills, and applying for jobs. Career oriented panels designed to introduce participants to career opportunities in research, clinical and regulatory affairs, and a variety of management roles within the bioscience industries are provided.

Team-based project. Teams of four to five participants are assigned an industrial science project to gain hands on experience in team work, project management, and project presentation to strengthen participants’ analytic and business communication skills. Project assignments cover commercialization aspects of a novel life science product and include marketing analysis, clinical assessment, market research, and competitive analysis.

Learning Objectives: Doctoral recipients and postdoctoral fellows are usually provided career advice focused mainly on academia. By the end of this course participants can make an educated decision on whether industry is the right path for them. Those interested will now have actionable steps to make the transition.

Innovating Postdoc Support

King Abdullah University of Science and Technology; SciPhD Training Programs and Human Workflows, LLC; UC Berkeley Jelena Bajic*, Lina Mynar, Randall Ribaudo and Sam Castaneda

Creating innovative, meaningful and useful professional training and development opportunities for postdoctoral fellows is no easy task. Doing it low-cost or no-cost is a challenge. Having an ‘office-of-one’ does not help the cause. Until you realize that there are no guidelines to follow, no established boundaries to limit your actions and no beaten paths to walk on. What remains is an opportunity to create something truly unique. And then you call upon your network to help you realize your goals.
King Abdullah University of Science and Technology (KAUST) just celebrated its fifth birthday. You may have heard of us: we have unparalleled research facilities and we have a resort-like community on the Red Sea. We also have one of the highest, if not the highest, postdoctoral fellow to faculty ratios and we have no budget to support our postdocs in professional training and development. Yet, over the past three years (since the initiation of the Postdoc Support office) we have delivered many seminars, workshops, one-on-one consultations and orientation sessions. 15 percent of our postdoc community has already gone through our rigorous scientific writing course that is tailor-made for them. Our support services and headcount has grown. How?

Our facilitators will lead discussions on innovative approaches that support postdoctoral fellows. We will share our experience of how we put innovation into practice by creating and implementing supportive programs for postdoctoral fellows in KAUST, Saudi Arabia, and elsewhere. We will share our goals and beliefs that foster our innovative drive in serving one of the university’s core communities in the areas, including career planning and scientific communication skills building.

A Translatable Model for Enabling Research Fellows to Develop Personnel Management Skills
Maine Medical Center Research Institute
Sarah Peterson*, Elisabeth Bergst*, Lucy Liaw and Donald St. Germain

Acquisition of personnel management skills can help scientists create and sustain positive working laboratory environments. Many training programs, however, lack formalized education components for developing these skills. At Maine Medical Center Research Institute (MMCRI), we identified a need for management training through our annual research fellow needs survey. In response, we initiated a management training program geared to our research environment by adapting an existing program in place at Maine Medical Center (MMC). MMC uses Development Dimensions International (DDI) to conduct management training classes for all current managers throughout the MMC system. DDI’s blended training program combines online study with in-class workshops led by DDI-trained MMC representatives. MMCRI is a unique professional and training environment compared to the majority of MMC, and the Director of Training and Organizational Development (TOD) at MMC agreed to tailor a program specifically for the MMCRI “Emerging Leaders” and current managers, including laboratory Principal Investigators (PIs). To develop this program, interviews were conducted with graduate students, postdoctoral fellows, faculty scientists, and administrative leaders to understand our research environment and define unique needs. The Director of TOD then worked with leaders in our trainee community and research administration to tailor a program specific to each group. Sessions in the Emerging Leaders program include Essentials of Leadership, Getting Started as a New Leader, Emotional Intelligence, Resolving Conflict, Budgeting, Running an Effective Meeting, Time Mastery, and Interpersonal Communication Skills. Of particular interest, the concept of emotional intelligence is a growing area in leadership training. MMC provided the Emotional Intelligence 2.0 book and assessment tool, by T. Bradberry and J. Greaves, as part of this training. The effectiveness of the program will be assessed at the end of the sessions with a feedback tool that allows participants to self-report their competence levels in these areas before and after the training. Feedback received thus far has been encouraging. In the future, we plan to offer enrollment in this training program to all our new research fellows. The model of co-opting an existing management training program from an affiliate hospital or other institutional sponsor may be translatable to other research institutions as well.

Local Semantic Experiment Network for Scientific Institutions
Massachusetts General Hospital, Harvard Medical School
Ferdinando Pucci*

The traditional way to publish scientific work is by writing a scientific narrative describing the performed experiment and related conclusion. Nowadays, pressure for funding and the journal impact factor have generated a vicious loop which has promoted an increase in the minimum number of findings (and thus experiments) required for publication. This generated several disadvantages for authors: i) only a small fraction of the real work is actually published (data loss and less recognition for postdocs); ii) pressure to publish only novel data (decrease in reproducibility and increase in unconfirmed work); iii) new technologies, usually developed at the start of a project, are published only after four to five years (slowdown of scientific progress); iv) disconnect between funding and publication (research gets published before being funded); and v) citing a paper often means citing one of its findings (lack of metrics that take this into account).

Here, I propose to start generating a network of science based on single experiments, and not on entire papers. The envisioned platform provides a key feature, to link published experiments. This “forking” feature is very important because it builds the network semantics by establishing where the rationale of an experiment comes from. For example, an experiment that has been linked thousands of times (meaning that it provided the rationale for thousands of additional novel or replicating experiments) but each fork has a length of one (meaning that none of the
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thousand experiments have been linked) suggests that the original experiment is not reproducible, and node properties like the “fork factor” can quantify that.

To transition from the current traditional publication system to a semantic network of scientific experiments, I propose to start with Local Semantic Experiment Networks (L-SEN), accessible only within each institute. Of note, a laboratory may still decide to put together a traditional paper from what it has published in the L-SEN of its hosting institute. Recent digital publishing projects like FigShare and DataVerse can provide an excellent starting point, already implementing most of the needed features. Once L-SEN is up and running at major U.S. research institutes, funding agencies may start to consider adopting also node metrics for assessing grant applicants. At this point, publishing in SEN will become sustainable for authors, and it can go global (G-SEN), which will break the original vicious loop.

The Fellows’ Committee at NIH: Bringing Together a Diverse Population of Researchers.
National Institute on Aging/NIH; National Institute of Child Health and Human Development/NIH; National Institute of Dental and Craniofacial Research/NIH; National Institute for Complementary and Alternative Medicine/NIH
Sylvina M. Raver*, Tara L. Burke, Natalia I. Chalmers and Lucie A. Low

The Fellows’ Committee (FelCom) at the NIH is an organization dedicated to 3,000 fellows, spread across 23 institutes in the intramural program of the NIH. Representing the needs of a diverse population, and articulating fellows’ concerns to the NIH administration across this large program, is FelCom’s job. We strive to disseminate information and address aspects of NIH that may affect fellows, and to work with intramural NIH leadership to optimize the postdoc experience. To achieve this, every institute appoints one basic and one clinical representative to FelCom, and we have 50 actively engaged members. The work of FelCom is supported by eight subcommittees and fifteen liaison positions. Subcommittee focus areas include: career development, service and outreach, and coordinating the annual NIH-wide Fellows Awards for Research Excellence (FARE) which this year distributed nearly $250,000 in travel awards to intramural postdocs. Elected liaisons make contributions on high-level NIH-wide committees such as those for animal research, childcare, research ethics, and more. FelCom works closely with two NIH groups - the Office of Intramural Training & Education, and the Foundation for Advanced Education in the Sciences, to offer the best training and educational resources to postdocs on campus. FelCom can serve as a model for other large institutions with both basic and clinical scientists seeking to create an active, sustainable, well-integrated postdoc association to assure Fellows receive the best possible experience during their training periods.

Postdoc Entrepreneur Initiative (PEI)
Scripps Research Institute
Elmar Nurmemmedov* and Christian Gallardo

Postdoc Entrepreneur Initiative (PEI) aims at fostering entrepreneurial awareness and movement in the postdoctoral and graduate community. Within the framework of this program, postdoc and grad students will be offered tools, mentoring and a platform for science-business communication to enable research innovations to move from the bench to market. PEI’s vision is to encourage an alternative entrepreneurial career path for budding scientists, and build a community of young entrepreneurs nation-wide. Even though NPA has awarded several prizes to young entrepreneurs in collaboration with the Kauffman Foundation in the past, we believe it would benefit from a continuous entrepreneurship program. The Scripps Research Institute will serve as the testing ground for this initiative. We are starting a streamlined pilot program that will provide scientists the tools to manage the inherent risks associated with carrying innovations from the lab to the marketplace. The program is aimed at testing the basic principles of this initiative.

Main objectives and rationale:
• Develop diverse career paths for academic scientists.
  - With a relative “oversupply” of doctoral graduates and postdocs, there is a great need to tap into this potential market of ideas with a real potential of significant economic growth.
• Foster entrepreneurship ecosystem for young professionals.
  - Bridge the gap between academia and industry, and reduce the barriers of entry.
• Develop a streamlined startup program for academic scientists.
  - Provide scientists with the tools to manage the inherent risks and uncertainties associated with starting life-science-related companies.

PEI aims at creating entrepreneurial awareness among the young generation of aspiring scientists in the United States. We would like to use NPA as a forum to discuss this initiative as well as test and polish its basic principles. These discussions will lead to ideas towards making this initiative easily applicable and scalable.
Grant writing is an essential skill for academic and other career success, but providing individual feedback on writing to large numbers of trainees is a challenge. Our previous grant writing programs have focused on large-scale seminars covering the nuts and bolts of grant writing, application logistics, and tips on writing techniques. This method has yielded uneven results and little improvement in the writing capability of our trainees. We have now developed a curriculum to provide solid information and careful review of grant proposals in a three-month intensive Grant Writing Academy. Our approach combines large seminars, small weekly meetings, and peer review to support large numbers of trainees in writing fellowship and career development proposals. Our program included four components to support over eighty postdocs and graduate students: trained coaches, small weekly meetings, faculty input, and large ancillary seminars. The Stanford Hume Center for Writing and Speaking trained ten postdocs in pedagogy of writing instruction and peer review facilitation. Coaches then met weekly with small groups to provide grant-related instruction and facilitated peer review of specific proposal sections. Trainees also received direction in effective feedback techniques. Forty faculty members reviewed specific articles and sections. Trainees also received direction in effective feedback techniques. Forty faculty members reviewed specific articles and sections. Outcomes include comparison of the number of submitted and funded proposals to numbers in previous years. This course provided unexpected benefits including: (1) ability to scale up to large numbers of trainees with capacity to train more than the eighty currently participating; (2) opportunity for feedback from multiple peer and faculty reviewers; (3) both coaches and trainees better equipped to ask for and provide effective feedback - a mandatory skill for mentoring in their careers; (4) coaches learned how to facilitate peer review sessions - a skill crucial to their success as reviewers, teachers, and mentors; (5) faculty reported enjoying their brief sessions with no preparation or follow-up required on their part; and (6) broad community engagement by mix of large seminars and small weekly meetings. We are now exploring more “train the trainer” programs in other areas.
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Building Postdoctoral Community Through Sports Activities
Stanford University, Postdoctoral Association
Siu Ping Ngok*, Francesca Meschi and Merle Ederhof
Our mission is to provide postdocs with networking opportunities and to foster a sense of community while being physically active and enjoying the beautiful nature of Northern California. Since October 2013, the five member sports committee has organized two tennis days and six hiking events. A kayaking trip, weekly walk/run, and weekly tennis games are underway as well. To this end, we have also acquired approximately $1,800 funding from the university, and is looking forward to expand the breadth and depth of our events to permeate the ~1,800 postdoctoral community at Stanford. All events have been well attended, and we have received tremendous amount of positive feedback from the postdoc community and their families. We believe that among the factors of our success are: 1) The committee identified its core mission and all events have been organized around that mission. Furthermore, we listen to and empathize the needs of postdocs, and serve their interest to the best of our capability; 2) We understand and appreciate the importance of being organized, and perform due diligence to systematically accomplish our tasks. This is perhaps best exemplified by our centralized online platform, where all events-associated logistics are carefully planned and executed. The two crucial accomplishments we have achieved: 1) We have made the Sports Committee a well-known entity among the postdoc community via our plethora of events; 2) The self-sustaining online platform will perpetuate and be utilized by future leaders to continue the service, which will hopefully bring about further meaningful impact to the postdoctoral community at Stanford.

The Future of Research: How Postdocs Can Lend Their Voice to the Scientific Endeavour
Tufts University
Gary McDowell*
The landscape of scientific research and funding is in flux, affected by tight budgets, evolving models of both publishing and evaluation, and questions about training and workforce stability. As future leaders, postdoctoral researchers are uniquely poised to shape the culture and practice of science in response to these challenges. Local co-operation between PDAs in the Boston area has been facilitated by the development of the Boston Pan-PDA Council, which includes postdoctoral researchers from institutions in the Boston area and meets regularly. From this a group of postdocs in the Boston area invested in improving the scientific endeavor organized a meeting aimed at giving a voice in response to recent concerns voiced by senior academics, particularly about the future of biomedical research in the United States. The Future of Research symposium (www.futureofresearch.org) was held in Boston University on October 2-3, 2014. The aim of this symposium was to give voice to graduate students and postdocs in the ongoing dialog about policies that shape the scientific establishment, as well as the opportunity to discuss these issues with concerned senior academics. In particular, four postdoc-moderated workshops were held, focused on the issues of: how young scientists are trained; the structure of the academic workforce and the numbers of trainees within; the metrics that are used to determine success in academia; and the funding situation. One goal of the symposium was submission of a white paper on concerns voiced by this community. To advance this work, however, the postdoc community at large needs to share its voice and its vision. This poster will briefly discuss the scope of the symposium and some of the key findings from the workshops, but will mainly focus on how postdocs and PDAs can get involved in their own institutions and regions to run workshops and symposia in a similar vein, using the experience gained by the Future of Research Symposium and its organizers. In this way we hope to facilitate the growth of a stronger voice from the postdoc community and put postdocs at the table when the future of research is being discussed at national and international levels.

Establishing the Army Research Laboratory Postdoctoral Association: The Expanding Contribution by Postdocs to the Department of Defense
U.S. Army Research Laboratory
Jamie R. Lukos*, Frederick D. Gregory and Vallen L. Emery
The Army Research Laboratory (ARL) was established in 1991 to serve as the Army’s central laboratory for in-house basic research. Since its inception, the laboratory has grown tremendously in scientific scope and reputation. In turn, the number of postdoctoral fellows at ARL is now five times greater than just a decade ago, accounting for approximately 20 percent of the doctorate-level scientific and engineering workforce. This significant growth has prompted a corresponding increase in corporate recognition and consideration for the vital role postdocs play at ARL. This year, the combination of corporate support and postdoc determination led to the creation of the ARL PDA (ARL-PDA). The ARL-PDA is an organization dedicated to serving the unique needs of postdocs at ARL through personal, professional, and academic development activities. The ARL-PDA is organized and maintained by postdocs, and became an officially sanctioned ARL organization as of July 2014 making it the first PDA at a Department of Defense (DoD) Service Laboratory. Here, we describe the steps taken to build this organization at such a unique institution, our mission and current objectives, and our plans moving forward.
The ARL-PDA shows extraordinary potential to enhance the postdoctoral experience at ARL, advance interactions with the extramural basic research community and generate federal-academic partnerships with other PDAs and PDOs. Facilitating a richer postdoctoral training experience within the DoD not only benefits the federal postdoc community, but significantly impacts the ultimate goal of protecting our Nation's Warfighters.

**Making Postdocs Into Science Advocates: The UChicago Public Affairs Committee**

_The University of Chicago_

Kyle Dolan*, Ann Fitzpatrick, Cara Froyd, Elizabeth Little, Laurie Risner and Nancy Schwartz

The Public Affairs Committee is a working group within the University of Chicago (UChicago) PDA. Our mission is to encourage postdocs to participate in public discourse on science policy and to advocate for scientific research and education. To date, our accomplishments include highlighting career opportunities in science policy for postdocs via seminars and forums; generating policy news analysis for consumption by the postdoc community through the PDA blog; and disseminating information about advocacy campaigns at the state and federal level through email and social media. We also foster strong relations between the PDA and the university administration, which has helped to acquire institutional funding for Biological Sciences Division (BSD) postdocs to attend the American Association for the Advancement of Science (AAAS) Annual Meeting in 2014 and 2015. Future goals of the Public Affairs Committee include broadening the scope of involvement in public policy discourse, such as through publication of editorial pieces in local newspapers and organizing a trainee advocacy day to support public funding for biomedical research. Through the Committee’s activities, postdocs learn about important issues in today’s science policy landscape, identify policy-related career paths they may otherwise not be exposed to, and develop leadership and communication skills that aid in professional and personal growth.

**Third Time’s a Charm: A Focus on Career Development and Expansion at the University of Chicago Postdoctoral Association Symposium**

_University of Chicago_


Continuing in the tradition of a biennial postdoctoral symposium, the University of Chicago’s BSD hosted its third postdoctoral symposium on May 15, 2014. This year’s symposium focused on two goals: 1) promoting both academic as well as alternative career development, and 2) including
more postdocs from other Chicago-area universities in all scheduled events. To address our first goal, a morning workshop was led by Dr. John Lombardo, a psychologist and career services professional from the Medical College of Wisconsin, entitled “But I Have No Skills! Exploding Myths and Exploring Career Options for PhDs,” which included interactive self-reflection and pair work activities to allow postdocs to identify their transferrable skills. The keynote speaker, Dr. Lydia Villa-Komaroff, chief scientific officer and Board member at Cytonome/ST LLC, described her successful scientific career as an academic and biotech investor.

To address our second goal, the fundraising subcommittee secured funding from a vendor specifically for an external postdoc travel award, and postdocs from more Chicagoland institutions were invited to attend than in previous years. The feedback survey given to participants after the symposium indicated that the symposium attendees positively viewed our goals.

Creating a science outreach program in your PDA: UC Denver Young Hands in Science

University of Colorado Denver, Anschutz Medical Campus
Tullia C. Bruno*, Amanda Steele, Jessica Finlay-Schultz, Emily Meredith, Valerie Saltou and Barry Shur

The Young Hands in Science is an ongoing outreach program developed through the University of Colorado Denver/Anschutz Medical Campus postdoctoral association (UC Denver PDA). The program is dedicated to promoting student achievement and fundamentally changing the way elementary students perceive math and science through a high-quality STEM enrichment program. Young Hands in Science cultivates future scientists by inspiring students and igniting excitement through real-life applied science experiences. We have been fortunate to develop a partnership with Doull Elementary School in Denver, CO, which has allowed for a pilot of the PDA supported program. Unlike other area programs, Young Hands in Science brings volunteer STEM professionals into the classroom during the school day eliminating the need for transportation and large fees. The mission of the program is to create a sustainable outreach program for students who lack exposure to “hands-on” applied science to expand their scientific knowledge and increase awareness of STEM professions.

The Young Hands in Science program will continue to use STEM professionals to provide focused mentoring in applying scientific practices to students at five to six schools over the next 24 months. The AAAS National STEM Volunteer Program has awarded the UC Denver PDA $12,000 to implement this program in the next 24 months. The program involves three core curricula: forensics, chemistry, and health and human disease that will be brought to the classroom in both the fall and spring of the academic school year. The outreach program will conclude each year with a science fair at UC Denver that will foster further interactions between STEM professionals and students. At the end of the program, students will achieve a better understanding of how science is practiced. This goal is in line with the AAAS National STEM Volunteer Program and the Next Generation Science Standards (NGSS). Achieving this goal will support teachers in providing STEM instruction by: 1. Making connections between concepts being taught and the relevant Common Core State Standards; 2. Teaching students to apply sound scientific practices to answer real world questions based on critical evaluation of the results (NGSS); and 3. Bringing awareness of STEM oriented careers to the classroom. By funding local programs like this we can begin to build a role for young people in science.

Milestones and Accomplishments of the PDA at the University of Minnesota

Rachel J. Bergerson*, Ninitha Asirvatham-Jeyaraj and Brett A. Colson

The PDA at the University of Minnesota (UMN) started in 2002, and has continued to grow stronger over the years. The 2013–2014 calendar year was particularly productive. The PDA hit two new milestones in 2013: postdoc-wide elections and representation on Faculty Senate Committees. First, the PDA modified its bylaws in March of 2013 to give all postdocs at UMN an opportunity to vote for five key PDA Steering Committee positions: President, Vice President, Treasurer, Secretary, and Policy Liaison. This organizational change to an institutional-wide postdoctoral voting electorate was enacted to provide a transparent procedure for filling leadership roles of the PDA, which is important due to rapid turnover inherent in a postdoctoral group. The PDA held our first elections for officer positions in September 2013, with a voting participation rate of ~15 percent. Second, the PDA and UMN administration worked together to provide postdocs the opportunity to serve as voting members on two University Senate Committees on Research and Faculty Affairs to provide a voice for postdocs at the institutional level. We also plan to have a voting member on the Academic Freedom and Tenure Committee. The postdoc-elected Policy Liaison will serve on one of these committees. We feel our presence on Senate Committees is a major step in having postdocs recognized for their contributions to the university on an institutional level and working towards postdoc-friendly policies as they are being formed. The PDA also has increased our programming for postdocs, starting in the fall semester with several events to coincide with NPAW, including an ice cream social and a happy hour. We held a postdoctoral appreciation reception and gave out awards for outstanding mentors, outstanding postdocs, and career development awards for postdocs to attend a meeting or take a class. The PDA was active


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throughout the year by organizing separate academia and industry career panels, and a coffee hour event with a representative from our internal public policy office. We started a new initiative called the Writing Club, organized social events such as regular happy hours to coincide with new employee orientation, and finished the year with a large family bowling event on campus in June. We plan to continue to provide postdocs with greater support in their current position and prepare them for their future career, regardless of their ultimate goals.

**The Biomedical Postdoctoral Research Symposium: A Template for Collaborative Organization of a Scientific Meeting For and By University Postdocs**

*University of Pennsylvania, Biomedical Postdoctoral Council*

- Adam Walker*, Liisa Hantsoo, Rohinton Tarapore, Thomas Bebee, Sarah McLoughlin, Rabe’e Cheheltani and Daphne Avgousti

The University of Pennsylvania Biomedical Postdoctoral Council (BPC), in conjunction with the office of Biomedical Postdoctoral Programs (BPP), organizes a day-long Biomedical Postdoctoral Research Symposium (BPRS) focused on science conducted by current Penn postdoctoral researchers. The 13th annual BPRS was held in the Fall of 2014, and included over 80 poster and oral presentations by postdocs, and a keynote address by an invited external world-class senior scientist. The BPRS typically attracts over 300 postdoc, student and faculty attendees. Here we will outline aspects of planning and organization of the BPRS, and provide advice for organizing similar events. Each year, an organizing committee of 10-12 volunteer postdocs is formed to begin planning approximately one year in advance. A short-list of potential high-profile keynote speakers is compiled and an invitation extended at this time in order to increase the likelihood of aligning schedules. In the months preceding the BPRS, a timeline is followed with deadlines for all planning tasks, with particular focus on abstract submission, judging, and compilation. An online Machform submission platform is used, which greatly simplifies abstract input and editing. The BPRS includes two poster and two oral presentation sessions, with the keynote address followed by a networking reception, allowing ample opportunity for discussion among attendees. The keynote speaker is also invited to meet individually with postdocs to discuss both scientific research and career issues. Presenters compete for awards, the most prestigious of which is the presentation of a half-hour lecture preceding the keynote address. In recent years, we have garnered the support of several scientific companies who sponsor the event, allowing us to increase the cash value of oral and poster presentation awards. In 2014 we offered seven awards totaling $4,300 in prize money with $2,750 of this donated from company sponsors. Most of the remaining costs of the BPRS are contributed by the BPC with funds generated from our biannual scientific vendor fairs. We typically recruit 10-15 enthusiastic faculty members to judge posters and talks, however in the future we aim to increase the overall level of faculty attendance. The BPRS is a valuable avenue for postdoc scientific presentation, fosters networking between schools and departments, and provides committee members with useful experience in scientific event organization.

**University of Pennsylvania Biomedical Postdoctoral Council Fundraising Committee**

*University of Pennsylvania*

Terry Cathopoulos*, Amita Bansal and the University of Pennsylvania Biomedical Postdoctoral Council Fundraising Committee

Postdoctoral associations are eager to advance their scholars and institutions through numerous avenues such as career development seminars, skills workshops, scientific symposia, and networking events. Unfortunately, securing funding for these events can be as difficult as funding research itself. A fantastic opportunity for fundraising PDAs exists in a resource that should be common and proximal to all academic institutions: vendor sales representatives. Following the example of other institutions, we have successfully and independently funded the efforts of our PDA since 2011 by hosting a biannual vendor show at which local vendor representatives are invited to purchase a table and advertise products and promotions while polling their target audience. These shows connect participating companies with over 200 postdocs that are directly responsible for experimental design and purchasing. Typically, 15-20 companies are hosted at each event, grossing about $10,000 and netting over $7,000 to go towards the advancement of the postdoctoral community and benefiting the institute at large. An event of this size requires about three postdoctoral volunteers to plan the show along with institutional administration, and demands about six volunteers on the day of the event. With an undemanding commitment and a lucrative yield, the postdoctoral vendor show serves as our committee’s chief source of income and funds a bevy of developmental events for the benefit of the postdoc body and the institution.

**K-12 STEM Outreach: Ushering in the Next Generation of Scientist**

*Vanderbilt Center for Science Outreach*

Kimberly Mulligan* and Tiffany Farmer

The vast majority of the jobs of tomorrow will require individuals that are knowledgeable in STEM, yet the United States is not currently equipped to meet this demand. Students who are most likely to major in STEM fields and continue on to earn college degrees are those whose curiosity

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BIOMEDICAL RESEARCH SUPPLY CORE (BIORESCO)
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CORE SERVICES
All products purchased through BIORESCO are at the lowest possible prices and the researchers pay no Shipping or Handling charges. The BIORESCO website hosts Catalogs from over 45 Vendors. Customers can search and order from over 1.5 million discounted products.
In addition to our Core purpose as stated above, we offer:
• Two large annual vendor shows that bring over 50 vendors and 1200 members from the research community together
• Collaboration with UMB Environmental Health and Safety to minimize the volume and variety of dangerous chemicals on campus by maintaining years of searchable campus purchasing data
• Calibration for pipettors and balances
• Peptide and Oligonucleotide Synthesis
• Emergency Freezer Storage (-20, -80)
• Free packing and shipping materials for all temperatures
• Dry ice for sale

Contact Information:
410-706-0322
freezerprogram.org
http://cf.umaryland.edu/freezer

For a complete listing of Participating Vendors, please visit our website at www.freezerprogram.org

Location and Hours of Operation:
Room 166, MSTF
Monday thru Friday 8:00 am - 5:00 pm
Closed on UMB Holidays
about STEM careers is piqued at an early age. At the K-12 level, student interest in STEM can be enhanced through hands-on learning activities, projects with real life context and relevance, and being in contact with role models and mentors who are working in these fields. However, the majority of teenagers do not know anyone working in STEM, nor do they understand what people in these fields do. Many scientists and universities have recognized the need for these students to be exposed to STEM careers by STEM professionals serving as mentors in hopes of drawing them to these careers. This is of particular importance to encourage minorities and women to pursue careers in these fields. The session aims to discuss ways that postdocs can become involved in K-12 STEM outreach at their home institutions, as well as ways to transition volunteer opportunities in this area into a viable career path.

**Postdoc Professional Training and Career Development Agenda**

*Washington State University*

Cheryl Miller*, Levi O’Loughlin, Amy Arguello and Jean Celli

Our mission as the College of Veterinary Medicine PDA at Washington State University (WSU) is to support postdoctoral fellows in all aspects of their professional training and career development by organizing monthly meetings, workshops, hosting symposiums, and hosting networking opportunities. We represent the interests of the postdoctoral fellows to each of the departments within the College of Veterinary Medicine at WSU. We strive to promote interaction among postdoctoral scholars to exchange research ideas and expertise, provide feedback to improve professional skills and network both within and outside of WSU. Our efforts are based entirely on the interests and commitment of individual postdocs volunteering time and enthusiasm in the organization of and participation in our event. With the support of our faculty advisor, Jean Celli, we have created a group of 12 postdocs from five departments that meet every month for professional development workshops including: CV/résumé workshops, alternative careers in science seminars, leadership workshops, postdoctoral funding opportunities, career perspectives seminar, communication workshops, practice chalk talks, and mock grant review panels. As an association we organize events to meet with seminar speakers, and postdoctoral recruits. We also participate as judges for graduate and undergraduate research symposiums including the Wiley Expo and SURCA held at WSU. Yearly, we organize a postdoctoral research symposium that provides an opportunity for postdoctoral fellows to get more exposure and practice giving talks in a professional setting.

**Development of a Mental Health and Wellness Initiative for Postdoctoral Scholars at Western University: Programs and Events to Foster the Health and Wellbeing of Fellows and Associates**

*Western University, PDA*

Yara K. Hosein*, Timothy A. Burkhart, Barat Wolfe and Liliana Alvarez

Increasing attention is being paid to mental wellness in academia; however, there is little information on the effect of academic commitments to the well-being of postdoctoral scholars. Nevertheless, the stress associated with postdoctoral work is obvious; there is a drive for academic perfection coupled with long hours, low pay, and limited health benefits. As such, the postdoctoral association at Western (PAW) has identified the need for fostering health and wellbeing among our postdoctoral scholars, leading to the development of a PAW Mental Health and Wellness Initiative. Initial steps towards the establishment of this initiative involved the appointment of a Mental Health and Wellness (MHW) representative within the association. This position was developed so that PAW had a voice on Western's Mental Health Advisory Board. The duties of the MHW representative include attendance at advisory board meetings and wellness workshops, and developing programs to promote health and well-being of the postdoctoral community.

One program was the creation of a dedicated health and wellness resource section on PAW’s website. While such information is directly available to faculty and students, postdoctoral scholars were required to navigate this information on their own. As such, PAW sifted through over 25 campus and community resources, contacted agencies to determine their accessibility to postdoctoral scholars, and created a final database of 15 services that was published to their website. This publication ensured easy access to various crisis helplines, hyperlinks to organizations, and contact information for health and wellness services. In addition to specific wellness programs, PAW events are planned with the intention of creating a healthy environment for the professional and personal development of our members. Such events include workshops on research collaboration and job opportunities, as well as family oriented social activities and fitness groups. The next steps towards expanding this initiative will include using surveys to assess health and wellness requirements among our members, creating clubs within the association that promote a healthy work/life balance, and educating advisors on the importance of a positive work environment for postdoctoral scholars. Overall, PAW believes that providing a supportive network to our members will be a positive step towards fostering the overall health and wellbeing of our scholars.
**Argonne Postdoctoral and Fellowship Programs**

Argonne is a Department of Energy national laboratory with over 1,500 scientists and engineers performing world-class research aimed at solving the nation's energy, environmental and security challenges. Argonne's Postdoctoral Program provides early Science, Technology, Engineering and Mathematics (STEM) career professionals with the opportunity to conduct meaningful, cutting-edge research in an inspired and resource-rich environment. There are three types of appointments to which candidates may apply.

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For information on application deadlines, current divisional openings, application instructions and frequently asked questions, please visit the Argonne Postdoctoral Programs web site at [http://www.dep.anl.gov/postdoc](http://www.dep.anl.gov/postdoc) or [www.anl.gov/careers](http://www.anl.gov/careers).
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The sponsors and recipients were:

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- **Interdisciplinary focus**
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- **Support and mentorship from multiple principal investigators**
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Jens Forsberg, Ph.D., Office of Postdoctoral Affairs | OPA@vai.org
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Qualified applicants should apply online at www.vai.org/vari. Application reviews will begin in March 2015 and will continue until the positions are filled.

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- Assist in the building of (bio-)technology start-up companies
- Provide an information platform bridging technology and commercialization
- Assemble cross-disciplinary teams (scientists and MBAs) to compete in the UC Berkeley Business Plan Competition (Bplan)

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- Intellectual Property: The Foundation of Your Company
- Financing Your Company: Government Grants, Angel Investors, and Venture Capital
- Financing Your Company: Corporate Structure and Managing Debt
- The Art of Selling
- Bench to Market: Idea Evaluation and Commercialization for Postdocs and Ph.D.s
- The Art of Professional Etiquette and Networking

Networking

- UC Berkeley Entrepreneurship Mixer
- Annual UC Berkeley Entrepreneurship Symposium
- BPEP Pitch Competition

Panels

- Hot and exciting topics!
- Women Entrepreneurs in High-Tech Start-Ups
- Early Employees in Start-Ups
- Stories from the Trenches

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To find out more about how you can build a sustainable entrepreneurship program, join the workshop presented by Dr. Naresh Sunkara on Sunday, March 15, 2015 at 9:00 am.

Please refer to the NPA Annual Meeting Program for location and details.
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