Supporting Postdocs, Promoting Discovery

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

National Postdoctoral Association
14th Annual Meeting
March 4 – 6, 2016 • Grand Rapids, Michigan

Hosted by the Van Andel Research Institute
### Agenda-at-a-Glance

#### Friday, March 4, 2016

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<th>Time</th>
<th>Event</th>
<th>Location</th>
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<td>7:00 a.m. - 8:30 a.m.</td>
<td>Breakfast for repeat attendees</td>
<td>Imperial Ballroom, Amway Grand Plaza Hotel (AGPH)</td>
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<tr>
<td>7:30 a.m. - 8:30 a.m.</td>
<td>New Attendees Orientation Breakfast</td>
<td>Pantlind Ballroom, AGPH</td>
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<tr>
<td>9:00 a.m. - 9:45 a.m.</td>
<td>Opening Session</td>
<td>Tomatis Auditorium, VARI</td>
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<tr>
<td>10:15 a.m. - 11:45 a.m.</td>
<td>Plenary Session I</td>
<td>Tomatis Auditorium, VARI</td>
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<tr>
<td>11:45 a.m. - 1:00 p.m.</td>
<td>Themed Lunch-Arounds</td>
<td>See full agenda for room numbers</td>
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<tr>
<td>1:00 p.m. - 2:00 p.m.</td>
<td>Concurrent Session I</td>
<td>Sessions Area, VARI</td>
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<td>Creating a National Postdoctoral Survey: A Way of Seeing an &quot;Invisible&quot; Population</td>
<td>Room 120/Frey Foundation Auditorium, Secchia Center</td>
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<td>Design and Implementation of Individual Development Plans and Mentoring Committees for Postdoctoral Scholars</td>
<td>Room 220, Secchia Center</td>
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<td>How to Successfully Create or Revive a PDA in a University: Case Study Based on the Creation of the Yale Postdoctoral Association</td>
<td>3104 &amp; 3105, VARI</td>
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<td>Thriving in Science: A Peer Support Model for Postdoc Communities...Because Just Surviving isn’t Enough</td>
<td>Room 130, Secchia Center</td>
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<td>2:15 p.m. - 3:15 p.m.</td>
<td>Concurrent Session II</td>
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<td>Adventure is Out There: A Simple Intervention Program to Keep Postdocs Motivated for Career Success</td>
<td>Room 120, Secchia Center</td>
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<td>Creating Peer Writing Groups for Faculty Applications</td>
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<td>Improving E-mail Communication</td>
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<td>Postdocs as Fulbright Scholar Grantees</td>
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<td>Strategies for Multi-Institutional Cooperation for Postdoctoral Career Advancement</td>
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<td>You Are More Than Your CV: Presenting Yourself Outside the Lab</td>
<td>Tomatis Auditorium, VARI</td>
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<td>3:30 p.m. - 5:15 p.m.</td>
<td>Keynote Address: Paula Chambers, Ph.D.</td>
<td>Tomatis Auditorium, VARI</td>
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<td>5:30 p.m. - 7:00 p.m.</td>
<td>Opening Reception &amp; Raffle</td>
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<td>Room 130, Secchia Center</td>
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<td>Convert your CV to a 2-page Résumé for Industry (IIA)</td>
<td>Room 251, Secchia Center</td>
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<td>Creating Policy-Focused Regional Symposia for Grassroots Advocacy (IIA)</td>
<td>Room 120, Secchia Center</td>
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<td>Developing Comprehensive Orientation Packages for the International Postdoc Community (IIA)</td>
<td>Room 220, Secchia Center</td>
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<td>Mentoring Matters: Unpacking Mentoring Resources for Faculty Advising PhDs Considering Nonacademic Careers</td>
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<td>10:45 a.m. - 12:30 p.m.</td>
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<td>12:30 p.m. - 1:45 p.m.</td>
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<td>1:45 p.m. - 3:15 p.m.</td>
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<td>Aligning the REAL Career Concerns of Graduate Students and Postdoctoral Fellows with Effective Training Strategies</td>
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<td>An Open Discussion of Challenges and Opportunities for International Postdoctoral Researchers in the U.S.</td>
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<td>The Future Leaders in Science Education and Communication Training Program for and Landing a Faculty Position at a Primarily Undergraduate Institution (PUI)</td>
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<td>Trainees with Disabilities in the Research Enterprise: Myths, Misperceptions and Resources</td>
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<td>Fostering Intra-Institutional Cooperation to Enhance Career Development for Postdocs</td>
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<td>Industry Exploration in a Box: Everything You Need to Build an Industry Exploration Program in Your Institution</td>
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<td>Knowledge is Power: Visa Options and Advocacy Approaches for International Postdocs</td>
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<td>Networking for Scientists</td>
<td>Room 130, Secchia Center</td>
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<td>We Have Built It, Why Don’t They Come?</td>
<td>Room 130, Secchia Center</td>
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<td>5:00 p.m. - 6:30 p.m.</td>
<td>Poster Session &amp; Networking Break</td>
<td>Pre-function Area, VARI</td>
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<td>7:00 p.m. - 10:00 p.m.</td>
<td>Evening Social/Networking Event</td>
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<td>Breakfast</td>
<td>Pantlind Ballroom, AGPH</td>
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<td>9:00 a.m. - 10:30 a.m.</td>
<td>Concurrent Workshops – Session VI</td>
<td>Room 120, Secchia Center</td>
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<td>Communicating Science to Nonscientists (IIA)</td>
<td>Room 220, Secchia Center</td>
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<td>Developing an Effective Advocacy Strategy for the Postdoc Community: Tools for Involvement at the Local and National Level (IIA)</td>
<td>Room 130, Secchia Center</td>
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<td>Innovation and Discovery in Professional Development: Helping Postdocs Develop their Stories Despite Limited Resources (IIA)</td>
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<td>Managing Up: A Practical Approach to Managing Conflict and Preparing for Difficult Conversations in the Work Place</td>
<td>Room 251, Secchia Center</td>
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<td>Successful Interview Prep Strategies: A Practical Approach for Postdoc Offices</td>
<td>Sessions Area, VARI</td>
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<td>Supporting International Postdocs Linguistically and Culturally</td>
<td>Tomatis Auditorium, VARI</td>
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<tr>
<td>11:00 a.m. - 12:00 p.m.</td>
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We would like to thank the organizations that have supported the NPA Annual Meeting.
Supporting Postdocs, Promoting Discovery
The 14th Annual Meeting of the National Postdoctoral Association is hosted by the Van Andel Research Institute. The NPA wishes to express its appreciation to the Van Andel Research Institute and to give special recognition to:

**Jens Forsberg, Ph.D.**
Chair, Local Host Committee
Scientific Project Leader, Office of Postdoctoral Affairs

Local Host Committee Members

**Kim Cousineau, M.P.A.**
Executive Assistant & Assistant to OPA Director

**Jana Hall, Ph.D., M.B.A.**
Chief Operations Officer

**Beth Resau, M.B.A.**
Scientific Meeting Planner
Welcome to the 14th 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 Van Andel Research Institute for hosting the meeting as well as all our sponsors and participants. We give special thanks to the Local Host Committee led by Jens Forsberg, Ph.D.; our Meetings Co-Chairs Nadj Grobe, Ph.D., and Jennifer Lamberts, Ph.D.; and the entire Meetings Committee for the endless hours of work necessary to successfully plan this meeting.

We are honored to have Paula Chambers, Ph.D., as our keynote speaker. During her doctoral research Dr. Chambers realized that she did not want to pursue an academic career. After finding limited information on potential options, she began a listserv through which humanities doctoral recipients could exchange information about non-academic careers. She began Versatile PhD to provide education on nonacademic careers to doctoral students and recipients who no longer wish to climb the ivory tower. We are fortunate to have her join us this weekend, especially given the continued national focus on scientific training and preparation for potential careers in academe and beyond.

There is continued national interest on postdoc training and the research workforce pipeline. This meeting can serve as a catalyst for discussing the issues and potential solutions. Over the past 14 years, the NPA has improved the postdoctoral experience by working with key stakeholders. As part of our ongoing advocacy efforts, representatives from the NPA regularly participate in discussions concerning the challenges faced by the postdoctoral community, and we look forward to representing you in this vibrant and changing time. During this meeting, we are interested in learning your views so that we can continue to effectively represent the postdoc community.

The strength of the NPA as a grass roots organization has always been its committed membership and the exceptional work of the volunteers. The Board of Directors, NPA Advisors, and Committees of the Membership (Advocacy, Meetings, Outreach, Resource Development, The POSTDOCket, and the International and Diversity Officers) generously donate their time to ensure the success of the NPA. We thank every volunteer for your contributions and look forward to continuing to work together to advance the research enterprise. We are always looking for talented individuals to join us in furthering the mission of the NPA. We encourage anyone who is interested in getting involved to contact any of the NPA leaders during the meeting.

I would like to thank the national office staff for their contributions to the NPA. Executive Director Belinda Huang, Ph.D., Office and Marketing Manager Amy Wilson, and Membership Manager Kryste Ferguson, M.Ed., all work tirelessly to support the NPA’s efforts and are a key to our success in providing a unified voice for postdocs. During her service as Executive Director, Dr. Huang expanded NPA’s career development resources and identified new opportunities for community partnerships. We appreciate her contributions and wish her the very best in her future endeavors.

Thank you for joining us and for supporting the NPA. We are confident that you will benefit from the exciting program of events and look forward to an engaging discussion and exchange of ideas with you. It is your passion that drives the NPA as we work together to advance the postdoctoral experience.

Kate Sleeth, Ph.D.
Chair, NPA Board of Directors
Special Membership Invitation for National Postdoctoral Association Conference Attendees:

JOIN US IN THE GLOBAL CONQUEST OF CANCER

THE ESSENTIAL ASSOCIATION FOR YOU. JOIN TODAY!

WHY YOU SHOULD JOIN:
■ Privilege of sponsoring an abstract at AACR meetings
■ Substantially reduced registration rates for AACR Annual Meeting 2016 and Special Conferences throughout the year
■ Exclusive discounts on subscriptions to our eight renowned peer-reviewed scientific journals
■ Funding and award opportunities including career development resources, research fellowships, scholar-in-training, and travel grants
■ Professional development for early career investigators and professionals including educational workshops, special symposia and professional advancement sessions (no charge to members)
■ Opportunities to network and join any of our Association and Scientific Working Groups
■ Free online access to Cancer Today magazine – the authoritative resource for cancer patients, survivors, and their family members and friends
■ Collaboration and resources through our Survivor and Patient Advocacy initiatives
■ Representation in Congress to insure the continued support of cancer and biomedical research funding

ABOUT THE AACR

The AACR began over 100 years ago with the goal of preventing and curing cancer. AACR's programs and services foster the exchange of knowledge and new ideas among scientists dedicated to cancer research, provide training opportunities for the next generation of cancer researchers, and increase public understanding of cancer.

With over 35,000 members in over 100 countries around the world, we firmly believe each member plays an integral role in achieving that mission.

Join our mission.

For additional details, contact AACR Membership:
215-440-9300 Telephone | 267-765-1078 Fax
membership@aacr.org

Already a member?
Be sure to visit myAACR to pay your member dues, register for future AACR conferences, or update your Membership Profile.
On behalf of the 2016 NPA Meetings Committee, we would like to welcome you to the 14th NPA Annual Meeting at the Van Andel Research Institute in beautiful Grand Rapids, Michigan! Thanks to all the hard work of our numerous volunteers, we have prepared an exciting program for you with lots of networking opportunities.

It is our true pleasure to introduce this year’s keynote speaker Paula Chambers, Ph.D., Founder and CEO of Versatile PhD. While her interactive presentation will focus on the skills needed to prepare and excel in nonacademic career paths, the two plenary topics will concentrate on “Fostering Leadership During Your Postdoc Years & Beyond” and “Managing Your Postdoc: Mastering the Core Competencies.” The “Fostering Leadership” panel includes Elizabeth Travis, Ph.D., from the University of Texas MD Anderson Cancer Center and Jabbar Bennett, Ph.D., from Northwestern University, who will talk about the qualities of excellent leaders and how anyone can learn to develop the skills necessary to be a great leader. The “Managing Your Postdoc” panel will be led by Lauren Celano, M.B.A., from Propel Careers, Joseph Lazio, Ph.D. from Jet Propulsion Lab, and Nancy Schwartz, Ph.D., from the University of Chicago. They will discuss how to identify and acquire the nontechnical skills needed for career success from the perspective of industry, government and academia, respectively.

From over 70 excellent submissions from postdocs, postdoctoral associations (PDAs), postdoctoral offices (PDOs), associations & societies, and stakeholders, we selected the best workshops, Innovation In Action sessions and posters for you. We hope that they will provide lots of valuable information and resources for our broad and diverse postdoc community to take back to your home institution.

This year we made an extra effort to offer many opportunities to meet with new and old colleagues to discuss and share ideas. Our networking highlights include two mentoring events where we have a great panel of facilitators ready to talk to postdocs about mentoring in different career fields as well as the myPDO mentoring lunches on Individual Development Plans, effectively engaging faculty and the PDO-PDA relationship. In addition, please take advantage of the other numerous networking opportunities during the opening reception, the poster session and discussions during lunch, breaks, and dine-arounds. Last but not least, we hope to see you at the Saturday night networking dinner for yet another chance to connect with your fellow meeting attendees. We encourage you to take every opportunity to interact with colleagues, ask questions, and share your knowledge and experience while you're here.

We hope you enjoy the NPA 14th Annual Meeting.

Nadja Grobe, Ph.D., and Jennifer Lamberts, Ph.D.
Meetings Committee Co-Chairs
Organized by the editors of Cell Press’s leading journals, Cell Symposia bring together exceptional speakers and scientists to discuss topics at the forefront of scientific research.

**2016**

**Transcriptional Regulation in Development and Disease**  
June 26–28, 2016, Chicago, IL, USA  

**Aging & Metabolism**  
July 10–12, 2016, Sitges, Spain  
[cell-symposia-aging-metabolism.com](http://cell-symposia-aging-metabolism.com)

**100 Years of Phagocytes**  
September 19–22, 2016, Sicily, Italy  
[cell-symposia-phagocytes.com](http://cell-symposia-phagocytes.com)

**10 Years of iPSCs**  
September 25–27, 2016, Berkeley, CA, USA  
[cell-symposia-ipscs.com](http://cell-symposia-ipscs.com)

**Technology, Biology, Data Science**  
October 9–11, 2016, Berkeley, CA, USA  
[cell-symposia-systems-biology.com](http://cell-symposia-systems-biology.com)

**Functional RNAs**  
November 6–8, 2016, Guangzhou, China  
[cell-symposia-rna-2016.com](http://cell-symposia-rna-2016.com)

**Big Topics in Neuroscience (SfN satellite symposium)**  
November 10–11, 2016, San Diego, CA, USA  
[cell-symposia-neuroscience.com](http://cell-symposia-neuroscience.com)

**Cell-VIB Symposium: Hallmarks of Cancer**  
December 11–13, 2016, Ghent, Belgium  
[cell-symposia-hallmarksofcancer-2016.com](http://cell-symposia-hallmarksofcancer-2016.com)
AGENDA | Friday, March 4, 2016

7:00 a.m. – 8:30 a.m.
**Breakfast**
Amway Grand Plaza Hotel (AGPH)
Imperial Ballroom
For repeat attendees

7:00 a.m. – 5:00 p.m.
**Registration**
Van Andel Research Institute (VARI)
Cook-Hauenstein Hall
Posters for poster session can be set up beginning at 7:00 a.m.

7:00 a.m. – 2:00 p.m.
**Sign-up for Optional Dine-Arounds**
VARI, Cook-Hauenstein Hall

7:30 a.m. – 8:30 a.m.
**New Attendees’ Orientation Breakfast**
AGPH, Pantlind Ballroom
By invitation only

Nadja Grobe, Ph.D., Research Scientist, Henry M. Jackson Foundation at Air Force Research Laboratory (AFRL), Co-Chair, Meetings Committee, NPA; Jennifer Lamberts, Ph.D., Assistant Professor, College of Pharmacy, Ferris State University, Co-Chair, Meetings Committee, NPA; Barbara Natalizio, Ph.D., American Association for the Advancement of Science (AAAS) Science and Technology Policy Fellow, Division of Graduate Education, Directorate for Education and Human Resources, National Science Foundation (NSF), Oversight Officer, NPA Board of Directors

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.

7:30 a.m. – 5:00 p.m.
**Press**
VARI, Library

9:00 a.m. – 9:45 a.m.
**Opening Session and Distinguished Service Award (DSA) Presentation**
VARI, Tomatis Auditorium

Remarks from Peter A. Jones, Ph.D., D.Sc., Research Director and Chief Scientific Officer, VARI; Distinguished Professor and Director, Center for Epigenetics

Welcome, Overview and Chair’s Presentation
Belinda Huang, Ph.D., Executive Director, NPA;
Nadja Grobe, Ph.D., Research Scientist, Henry M. Jackson Foundation at Air Force Research Laboratory (AFRL), Co-Chair, Meetings Committee, NPA; Jennifer Lamberts, Ph.D., Assistant Professor, College of Pharmacy, Ferris State University, Co-Chair, Meetings Committee, NPA; Yvette Seger, Ph.D., Director of Science Policy, Federation of American Societies for Experimental Biology (FASEB), Vice Chair, NPA Board of Directors

Presentation of the 2016 DSA
Yvette Seger, Ph.D., Director of Science Policy, FASEB, Vice Chair, NPA Board of Directors

The DSA will be presented to Nancy B. Schwartz, Ph.D., Dean for Postdoctoral Affairs and Co-Director of the Office of Graduate Affairs at the University of Chicago, for profound and ongoing contribution and service to the postdoctoral community.

9:45 a.m. – 10:15 a.m.
**Networking Break**
Sponsored by New York University
VARI, Cook-Hauenstein Hall

The following networking activities will be offered during the break:

**New Attendees**
Meet a NPA Board Member
Geographic Location: East Coast
Geographic Location: Midwest
Geographic Location: South
Geographic Location: West Coast
Geographic Location: International
10:15 a.m. – 11:45 a.m.
PLENARY SESSION I
“Fostering Leadership During Your Postdoc Years & Beyond”
Sponsored by Regeneron
VARI, Tomatis Auditorium
Remarks from Patrik Brundin, M.D., Ph.D., Associate Director of Research, VARI; Professor and Director, Center for Neurodegenerative Science, Jay Van Andel Endowed Chair in Parkinson’s Research
Presenters: Jabbar R. Bennett, Ph.D., Associate Provost for Diversity and Inclusion, Northwestern University, Associate Professor of Medicine, Northwestern’s Feinberg School of Medicine; Elizabeth L. Travis, Ph.D., FASTRO, Associate Vice President for Women Faculty Programs, Mattie Allen Fair Professor in Cancer Research, The University of Texas MD Anderson Cancer Center
Moderator: Rowena Dineros, Group Leader, Postdoctoral Programs, NASA Postdoctoral Program Center Representative, University Research Affairs Office, Jet Propulsion Laboratory
Leadership and management are key skills, and together they are considered one of the core competencies that a postdoctoral scholar should obtain during training and throughout his or her career. Leadership skills are needed to facilitate effective team work, manage day to day operations within the workplace, and ultimately help the postdoctoral scholar to mentor others successfully. How do you pursue and identify leadership opportunities that are the right fit for your career path? How do you rise up to be a leader in your own right? Learning how to recognize the traits of good leadership and how to develop those traits within you will be discussed by Travis and Bennett.

Presentation of the 2016 NPA Garnett-Powers & Associates, Inc. Mentor Award
The presentation of the award will take place at approximately 11:35 a.m.
Steve Johnson, Vice President, Garnett-Powers & Associates, Inc.
The 2016 NPA Garnett-Powers & Associates, Inc. Mentor Award will be presented to Shannon Manning, Ph.D., M.P.H., Associate Professor, Department of Microbiology and Molecular Genetics, Michigan State University

There is free wireless in the Van Andel Research Institute. Wireless information for VARI is available on a handout with your registration materials.

2016 Annual Meeting materials are now available on Whova. To access them (1) download the Whova app; (2) sign up on Whova with the email address that you used to RSVP for our event, or sign up using your social media accounts. If you are asked to enter an invitation code to join the event, please use the following invitation code: npazo.

Be sure to use #NPA2016 on Twitter to share your Annual Meeting pictures and stories! @nationalpostdoc
Friday, March 4, 2016

11:45 a.m. – 1:00 p.m.
**Themed Lunch-Arounds**
Vendors and lunch-arounds will be in VARI. You will need to show your badge to receive your meal. One meal per person, please.

VARI, Sessions Area: **NPA Committee Recruitment**
VARI, Cook-Hauenstein Hall: **Award Winners**
VARI, Cook-Hauenstein Hall: **Identifying Funding Sources for Alternative Career Programming or Outreach Programs**
VARI, Cook-Hauenstein Hall: **Jobs in Science Policy and Advocacy**
VARI, 3104/3105: **How to Foster a Professional Network**

Be sure to sign up for the Friday evening dine-arounds at the registration table by 2:00 p.m.

1:00 p.m. – 2:00 p.m.
**CONCURRENT SESSION I**
Please note the following intended audience abbreviations:
IP - individual postdoctoral scholar
PDA - postdoctoral association
PDO - postdoctoral office
ASSOC – association & societies
ALL - for everyone.

**Creating a National Postdoctoral Survey: A Way of Seeing an “Invisible” Population**
VARI, Sessions Area
Intended Audience: ALL

Presenters: **Sean McConnell, Ph.D., Postdoctoral Scholar, University of Chicago; Joseph Pierre, Ph.D., Postdoctoral Fellow, University of Chicago; Erica Westerman, Ph.D., Postdoctoral Fellow, University of Chicago**

Moderator: **Nancy B. Schwartz, Ph.D., Professor and Dean and Director of Postdoctoral Affairs, University of Chicago**

Despite recent policy focus on trainees, and the establishment of groups focused on training, data on postdoctoral researchers remain sparse. There is even a striking lack of agreement on how many postdoctoral researchers there currently are. This paucity of information leads to major challenges for policy-makers. Working at the institutional level, we sought to create a survey, generated by postdocs, to address such knowledge gaps and learn the major issues facing postdocs. This survey has been made available to Committee on Institutional Cooperation (CIC) members to facilitate collection of pilot survey data. We are also making this survey available to other institutions in order to promote data collection among postdocs at a national scale. Insights gained from widespread participation in a national postdoctoral survey will be instrumental in shaping future policy decisions affecting postdocs and the entire research enterprise. The goals of this session are (1) to identify how postdocs and postdoc associations can play an essential role in disseminating a national survey promoting shared interests, (2) to explore data analysis strategies designed to make the most of this rich data being generated, and (3) to examine the role of survey data in making policy decisions. In addition, we discuss lessons learned from over a decade of institutional postdoctoral survey results that helped form the foundation for this new survey.

**The Chicken or the Egg... or Catch-22**
VARI, Tomatis Auditorium
Intended Audience: IP

Presenters: **Christine Holmes, M.B.A., Director of the Office of Postdoctoral Studies, Cornell University; Susi Varvayanis, M.S., Senior Director BEST Program, Cornell University**

The old conundrum: I’m interested in a job in industry, but don’t know how to get the skills needed while I’m in an academic institution. How do I show prospective employers I have management experience when I have never been a manager? What does it even entail to work in industry? I don’t know much about regulatory affairs, early discovery, downstream processing, or manufacturing. I don’t even know where to start looking for the job titles that might be appropriate to my research experiences. What do industry employers look for? What does “3-5 years of industry experience” mean, and do I qualify? How do I get experience when I have no experience?

Employers seek specific so-called “soft skills” beyond solid technical skills in people they hire: reliability, strong ethics, teamwork, good communication and leadership. They are looking for self-confident, problem-solving, self-initiators who can clearly express the value they will add to the organization. It is important that you can translate your experiences into a language that will get their attention. Can you synthesize a lot of information to sift out what is most important to the bottom line? Are you willing to tackle a project you have no background in and recruit others to get it done? Do you have a “can-do” attitude?

In this session we will bust some common myths, help you refocus your skills to think of them from an industry perspective, and share resources available to help you get further training while completing your postdoc productively. Lastly we'll provide some concrete examples of how to recraft your résumé to appeal to an industry human resources gatekeeper.
Design and Implementation of Individual Development Plans and Mentoring Committees for Postdoctoral Scholars

Sponsored by the American Chemical Society
Secchia Center, Room 120/Frey Foundation Auditorium
Intended Audience: PDA, PDO

Presenters: Timothy A. Burkhart, Ph.D., Research Scientist, Lawson Health Research Institute, Adjunct Professor, Departments of Mechanical Engineering and Surgery, Western University; Mihaela Harmos, Ph.D., Postdoctoral Services Coordinator, School of Graduate and Postdoctoral Studies, Western University

Despite an established postdoctoral program at our institution, there still remain several concerns with our approach to training. The culture of postdoctoral training has become antiquated, as many faculty still believe that postdocs are predominantly a research workforce who are directed to an academic career. In addition, the postdoctoral cohort is the only academic group on campus that does not have a formal mentoring process in place; thus the supervisor is the sole source of oversight and support. Finally, postdocs do not have access to career skills development, which address both academic and non-academic career pathways. Therefore, we have developed a postdoctoral training program, with the following objectives: (1) to provide postdoctoral scholars with extensive mentoring; and (2) provide academic and nonacademic career training specific to postdoctoral needs. At the beginning of the postdoctoral scholars’ appointment they are now required to complete an individual development plan in consultation with their supervisor. Here, the postdoc informs the supervisor of their career ambitions in addition to developing a strategy to effectively train the postdoc throughout their tenure. This is accomplished by establishing goals in the areas of transferable professional development, career specific professional development, research skill development, and the option of customized competencies. For each of these, one or more goals are developed along with a strategy to meet each goal (including required training), and the expected outcome. The postdoctoral scholar is now also required to establish a mentoring committee, within the first three months of their appointment. This consists of two additional members who can be faculty, institute scientists, or from industry. Initially, the associate deans in each faculty will act as temporary mentors until the full committee is formed. An initial meeting is required so that the independent development plan can be discussed with

Friday, March 4, 2016
and approved by the mentors. A formal meeting is required at six months and then yearly, to discuss progress, hurdles, and amendment of the desired goals. The implementation of this program provides additional oversight, will improve postdoctoral productivity and satisfaction with their training, and will better prepare them for the variety of competitive job markets. Furthermore, this will assist our institution in attracting the best postdocs thus improving our research profile.

How to Successfully Create or Revive a PDA in a University: Case Study Based on the Creation of the Yale Postdoctoral Association
Secchia Center, Room 220
Intended Audience: IP, PDA, PDO

Presenters: Florian Carle, Ph.D., Co-chair and founding member of the Yale Postdoctoral Association, Yale University; Jens Jaeger, Ph.D., Liaison with the Office of Career Strategy, founding member of the Yale Postdoctoral Association, Yale University

The year 2015 marked an important turn in the more inclusive vision that Yale has for its postdoctoral associates and fellows. Previously, the Office for Postdoctoral Affairs (OPA) was responsible for postdoctoral career development programming, individual career advisement, and organizing social events in tandem with the Postdoctoral Advisory Committee (PAC) at Yale. In early 2015, the university decided to extend career development services that had previously been offered only to undergraduate and graduate students, to the postdoctoral community. These services included access to the Office of Career Strategy and the Center for Teaching and Learning. The OPA consequently restructured its organization to avoid redundancies in career counseling offerings, leading to the dissolution of the PAC. Despite having gained access to better career development resources at the university, the postdoctoral body discovered that it had lost a valuable socialization and community building component with the PAC dissolution. Feedback provided by a large number of randomly surveyed Yale postdocs indicated that they felt underrepresented in the new structural arrangement.

Based on the establishment of the Yale Postdoctoral Association (YPA) in April 2015 and its successful launch in September, this workshop will highlight the most effective strategies in creating and launching a PDA at an institution of higher learning, draw attention to the pitfalls to avoid, offer suggestions for resuscitating a quiescent PDA, and outline ideas for expanding membership appeal to postdocs from a wide variety of disciplines. The co-existence of the proposed PDA with the designated OPA at the institution will also be a pivotal feature of this discussion, with guidelines for delineating respective organizational roles and avoiding overlap.

This workshop will be particularly useful to fledgling PDAs, postdocs who wish to create a new or revive an outdated PDA, and postdoc groups interested in increasing the visibility of their PDAs. It is designed to be an interactive discussion with the audience based on the YPA example.

Immigration Considerations for Postdocs
VARI, 3104 & 3105
Intended Audience: IP

Presenter: Amanda Thompson, Esq., Law Office of Amanda Thompson

The lives of international postdocs are filled with transitions, many of which have implications for their U.S. immigration status. There are complex rules that impact movement between visa classifications, between employers, and relating to the pursuit of permanent residence. Students and postdocs often lack a full understanding of the relationship between a decision about a job offer, their current and future immigration status, and their career. This presentation seeks to provide explanations of the common issues that postdocs and students face as they transition from school to professionals within their chosen careers.

Thriving in Science: A Peer Support Model for Postdoc Communities...Because Just Surviving isn’t Enough
Secchia Center, Room 130/Steelcase Foundation Amphitheatre
Intended Audience: IP, PDA

Presenters: Sara Wichner, B.S., Doctoral Candidate, University of California, Berkeley; Diane M. Wiener, Ph.D., Postdoctoral Scholar, University of California, Berkeley

Thriving in Science is a campus-wide, professional development initiative that is intended to provide graduate students and postdoctoral researchers with the resources and support to make the most of their academic training. We seek to empower graduate students and postdocs to become more engaged, resilient, and creative scientists by directly addressing the real-world, often personal, challenges that are encountered in the course of a career in scientific research, for example, overcoming and learning from failure, understanding burnout, creating a positive and supportive lab culture, to name a few. The premise of the program is that scientists can improve their chances for success in their careers by working together to address many of these challenges that limit him/her. Thriving in Science
supports graduate students and postdocs by (1) hosting monthly seminars with experts both inside and outside of science including areas such as, business, education, management, and psychology, to provide data-driven discussions, resources, strategies to address many of these more subjective and emotional aspects that a scientist will face in his/her career, and (2) fostering and promoting small peer support groups that meet twice per month to serve as a network for both career and personal development through which to find solutions to many of these issues. Throughout the first year of the program, we collected survey data from the Thriving in Science community that showed that our participants were more engaged, resilient, and satisfied with their academic experience, relative to a control group of peers that did not participate. We will present these data and detail some of the program logistics so that other postdoctoral communities may benefit from our experience and emulate the program on their campuses. We will demonstrate and encourage participation of the audience in small peer support group mentoring. Through this workshop, we intend to showcase our program and advocate for its implementation at other institutions.

2:15 p.m. – 3:15 p.m.
CONCURRENT SESSION II
Adventure is Out There: A Simple Intervention Program to Keep Postdocs Motivated for Career Success
VARI, Sessions Area
Intended Audience: PDA, PDO
Presenters: Deirdre Brekken, Ph.D., Assistant Dean for Postdoctoral Affairs, UT Southwestern; Natalie Lundsteen, Ph.D., Director of Graduate Career Development, UT Southwestern

After reviewing data from an annual survey of our postdoctoral population, we found that postdocs reported a dramatic decrease in confidence about attaining their desired career path in the “middle” of their postdoctoral training (generally between three and four years of postdoctoral experience). We created a simple intervention mechanism designed to bring postdocs together for lunch with staff from the Offices of Postdoctoral Affairs and Graduate Career Development. Over 10 lunchtimes in summer 2015 we met with close to 100 postdocs and provided a “check-in” for resources, support, and a bit of a reality check. During the lunchtime sessions, which were voluntary, we provided concrete career development resources as well as opportunity for discussion. This allowed postdocs to share questions and concerns in a confidential, informal setting. We surveyed participants’ confidence levels both before and after the lunchtime sessions. Join us to learn more about how we implemented this easy intervention and tracked improvement in our postdocs’ career confidence.

Creating Peer Writing Groups for Faculty Applications
Secchia Center, Room 120/Frey Foundation Auditorium
Intended Audience: IP, PDA
Presenters: Ramkumar T. Annamalai, Ph.D., Research Fellow, University of Michigan; Amirhossein Ghasemi, Ph.D., Research Fellow, University of Michigan; Kathleen McEnnis, Ph.D., Postdoctoral Fellow, University of Michigan

Many postdocs are interested in pursuing an academic career, but have little experience and guidance on how to create the necessary application package. Postdocs need a support system including both their peers and mentors to succeed at presenting themselves as strong candidates for entry level academic career positions. A particular challenge is writing a cohesive and compelling research statement to include in an academic application package as this can vary drastically among research disciplines.

The postdocs in the College of Engineering at the University of Michigan (U-M) have created an application writing group for postdocs pursuing an academic career. Small group writing circles were established among professional peers to provide both feedback on writing and also create

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accountability. Members benefited from the opportunity to exchange rubrics and receive critique from the group. Volunteer faculty mentors were matched to the small groups to offer input on the writing.

In this workshop, participants will learn about the program that has been introduced at U-M, and learn ways to establish a similar scheme at their own institution. Participants will work through issues such as organizing small groups and reckoning with the diversity of styles of research statements relevant to basic sciences and engineering. This workshop will be an introduction to the culture of academia and diversity inherent to successful professional collaborations.

Improving Email Communication
Secchia Center, Room 220
Intended Audience: ALL

Presenters: Kristen K. Mighty, Ph.D., M.P.H., Senior Program Coordinator, Office of Postdoctoral Affairs, Northwestern University; Jana E. Stone, Ph.D., Director, Office of Postdoctoral Services, Georgia Institute of Technology

Email newsletters are one of the most common and effective means by which information can be summarized, combined and distributed to a large target audience. However, it’s easy to lose your audience’s attention if these communications are overloaded with information or sent too often. This session will introduce platforms and tools available to assemble and distribute electronic newsletters/campaigns. Participants will learn how to assess the effectiveness of communications using open rate and web page view analytics. Presenters and participants will share how analytics can be used to continue to improve communication with the target audience over time.

Postdocs as Fulbright Scholar Grantees
Secchia Center, Room 250
Intended Audience: IP

Presenter: Caitlin McNamara, M.A., Recruitment and Marketing Officer, Council for International Exchange of Scholars, Institute of International Education

From its beginnings in 1946-1947, the Core Fulbright U.S. Scholar Program, sponsored by the United States Department of State, was designed to attract applicants and award grants to individuals who were seasoned researchers and academics. For the first 60 years of its existence, the program typically required at least five years’ experience following the award of the terminal degree. However, over the last decade, the profile of desired program participants has changed. The Fulbright Scholar Program continues to underscore the necessity for qualified applicants, but what constitutes appropriate experience and preparation for teaching and research overseas has refocused.

A set of binational and regional exchange opportunities, the Fulbright Scholar Program reflects the interests of the hosting countries and their educational establishments. As seen in the annual catalog of awards, numerous opportunities now exist that are either specific to postdoctoral scholars or are open to a wide range of applicants, including early career. Of the 575 awards featured in the competition for academic year 2016-2017, 414 awards welcomed postdoctoral and early career applicants.

The purpose of the Core Fulbright U.S. Scholar Program workshop at the NPA meeting is to inform attendees about the wide range of opportunities in the Fulbright Program while making specific reference to awards of interest to the membership. These awards may be dedicated to a specific academic discipline or constructed to include many specializations. Most awards encourage the applicant to identify the host institution, while others may be hosted at specific universities, laboratories, ministries or other non-profit venues in the host country.

The workshop will clarify how to locate and read awards and how to prepare a competitive application. A thoughtful, well prepared and focused application is the best way to make a convincing case to peer reviewers in the United States and abroad. Fulbright supports both experience and resume building. Questions will be sought as the presenter works to address the specific needs of individuals.

Strategies for Multi-Institutional Cooperation for Postdoctoral Career Advancement
VARI, 3104 & 3105
Intended Audience: PDO

Presenters: Amber Cox, M.S.W., Associate Director, Committee on Institutional Cooperation; Peter Hitchcock, Ph.D., Professor and Associate Dean, Graduate School, University of Michigan; Laurie E. Risner, Ph.D., Kennedy Center Administrator, University of Chicago

Moderator: Nancy B. Schwartz, Ph.D., Professor and Dean and Director of Postdoctoral Affairs, University of Chicago

In the biomedical workforce, where lab culture often adopts an apprenticeship model, the absence of supportive mentoring practices may have a significant impact on training environments and career trajectories of STEM trainees. These deficiencies are especially impactful on aspiring scientists from underrepresented (UR) populations who may be acutely sensitive to training environments that do not provide adequate mentored support, leading to fewer UR postdocs entering the professoriate as well as lower success rates in their obtaining National Institutes of Health
2016 Postdoctoral Preparation Institute: Career Transitions
Advancing Biomedical Research Workforce Diversity

June 2-3, 2016
Bethesda North Marriott Hotel & Conference Center, Bethesda, MD

Who Should Attend:
The program is primarily intended for postdoctoral fellows who are near completion of their postdoctoral training appointments.

Institute Dates:
June 2-3, 2016

Location:
Bethesda North Marriott Hotel & Conference Center, Bethesda, MD

Hotel Reservation Deadline Date:
May 11, 2016

Travel Awards are Available:
The FASEB Office of Sponsored Programs, Diversity and Grants Administration is currently accepting travel award applications to help support participation in this two-day career development program.

Important Deadline
Registration/Travel Award Application receipt deadline:

Friday, May 6, 2016, at 5PM EDT

Travel awards will be provided for all eligible applicants (those not receiving federal funding and meeting other criteria e.g., citizenship/residency status) who are approved and selected to participate in the Institute. The maximum amount for the travel award is $1,250.

NOTE: We are not allowed to provide travel awards for selected participants who reside within a 50-mile radius of the meeting venue in Bethesda, MD.

The 2016 Postdoctoral Preparation Institute is funded by a grant from the National Institute of General Medical Sciences of the National Institutes of Health (T36-GM008637-20); therefore, travel awards are restricted to USA citizens or legal permanent residents of the USA, who also reside within the USA or USA territories.

For more information and application forms: twdprograms.org
(NIH) funding, etc. Educators and scientists have recognized the need for enhanced supportive mentoring, professional skill development, and especially, grantsmanship training. Unfortunately, with constricting institutional budgets and increased pressure on faculty time, it is often difficult for individual institutions to muster the resources and instructional talent to provide adequate training in all the areas needed to launch an academic career.

During this workshop, participants will learn how (1) to leverage their individual resources, (2) to build multi-institutional cooperatives, (3) to create interinstitutional mentoring and grantsmanship training teams, to the career benefit of postdocs and junior faculty, and (4) to change institutional culture by training senior faculty coaches.

You Are More Than Your CV: Presenting Yourself Outside the Lab
Secchia Center, Room 130/Steelcase Foundation Amphitheatre,
Intended Audience: IP

Presenter: Mary M. Mitchell, President, The Mitchell Organization

Nearly every major hiring decision involves face-to-face interaction. And the interview process is often as much social as formal. This workshop will both heighten your awareness and give you the confidence to present yourself effectively outside your lab. Topics include: Interview skills, business etiquette, appropriate dress, and how to make the most of business/social events.

3:15 p.m. – 3:30 p.m.
Networking Break
VARI, Cook-Hauenstein Hall

The following networking activities will be offered during the break:

Professional Societies

Interview topics - helpful tips
Negotiation – helpful tips
LinkedIn – helpful tips
CV/Résumé – helpful tips
Friday, March 4, 2016

3:30 p.m. – 5:15 p.m.
**Keynote Introduction**
VARi, Tomatis Auditorium

**Jennifer Lamberts, Ph.D.,** Assistant Professor, College of Pharmacy, Ferris State University, Co-Chair, Meetings Committee, NPA

**Keynote Address**
“From Skills to Results: Discovering Your Versatility and Showing It”

**Paula Chambers, Ph.D.,** Founder and CEO, Versatile PhD

5:30 p.m. – 7:00 p.m.
**Opening Reception**
AGPH, Imperial Ballroom
*The annual raffle in support of NPA travel awards will also take place during the reception.*

6:45 p.m.
Meet for Optional Dine-Arounds
AGPH, Lobby
Depart at 7:00 p.m.
*Sign up at the registration table by 2:00 p.m.*

7:00 p.m. – 9:00 p.m.
**Optional Dine-Arounds**
*Please see restaurant list.*

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AGENDA | Saturday, March 5, 2016

7:00 a.m. – 8:30 a.m.
Breakfast
Sponsored by the University of Pennsylvania
AGPH, Pantlind Ballroom

8:00 a.m. – 5:00 p.m.
Registration
VARI, Cook-Hauenstein Hall

7:30 a.m. – 5:00 p.m.
Press
VARI, Library

8:00 a.m. – 9:00 a.m.
NPA Committee Leader and Officers’ Meeting
AGPH, Gerald Ford Ballroom
Invitation only

9:00 a.m. – 10:30 a.m.
CONCURRENT SESSION III
This session also includes Innovation in Action (IIA) sessions. A hallmark of NPA Annual Meetings is sharing ideas, problems, and solutions with colleagues. The IIA sessions are intended to be interactive, and contribute to enhanced learning on a variety of topics.

Consulting: Fast-track Career Opportunities for the Strategic-Minded Postdoc
VARI, Sessions Area
Intended Audience: IP

Presenters: Josh Henkin, Ph.D., Career Counselor/Founder, STEM Career Services; Jenny Rae Le Roux, B.A., Managing Director, Management Consulted

It is widely accepted that the majority of postdocs will transition into careers that are outside of the academic environment upon completion of their training. Typically, postdocs will start looking for their first professional positions of employment based on the advice of their advisors, colleagues, family and friends. This frequently leads to postdocs targeting careers in the pharmaceutical and biotech industries, which are well known sectors for technically trained candidates. The goal of this workshop is to introduce postdocs to the dynamic and exciting career field of consulting. Consulting is a growing industry that welcomes highly skilled postdocs who can take their technical knowledge and apply it in a professional setting to find creative solutions to challenging issues for a variety of clients in the business and government sectors. This workshop will focus specifically on government and management consulting and be co-instructed by experts in the fields who have the intimate knowledge about how to find, apply for, interview for and get hired for these competitive roles. Best practices and “insider” tips will be shared throughout the workshop to prepare attendees for a successful transition into either management or government consulting. The following topics will be covered for management consulting and government consulting career fields: A detailed description of careers in consulting; Why consulting companies seek highly skilled, technically trained postdocs; Opportunity landscape for consulting careers; Where consulting jobs are located across the country; Salary and benefit information; How to find consulting positions; How, where and when to apply for consulting positions; Résumé preparation for consulting positions; The interview process and best practices; Consulting positions for international postdocs and positions that require a security clearance; Additional resources to help workshop attendees learn about consulting careers. Workshop attendees will also participate in an interactive experience to learn techniques to translate their technical skills into a format that address business needs, in addition to learning how to prepare and practice an “elevator pitch” to effectively communicate their unique and individual expertise in an interview setting.

Convert your CV to a 2-page Resume for Industry (IIA)
Secchia Center, Room 130/Steelcase Foundation Amphitheatre
Intended Audience: IP

Presenter: Bob Dolan, M.B.A., Career Advisor for Postdoctoral Scholars, Massachusetts Institute of Technology (MIT) Global Education and Career Development

Have you ever said to yourself…“I always thought I would pursue the academic track, but now I think I have to consider industry”? With fewer faculty positions available throughout the world, many postdocs are evaluating potential next steps in their career. If you are considering exploring industry positions, or a nonacademic track, you will need to have a resume that effectively positions you for this path. Industry résumés are structured differently than CVs targeting academia. This workshop will discuss the process of converting your four to six-page CV into a two-page résumé for industry, and creating a document that effectively targets the hiring manager. Can your résumé survive a 15-second scan and still get into the YES pile? Discussions will surround the strategies of effective messaging and how to be “on-point” with your written communication. Actual MIT Ph.D./postdoc résumés will be provided as handouts and it is highly encouraged that participants bring a copy of their own CV and a pen or highlighter so that they can identify content that will be critical for their industry resume.
Creating Policy-Focused Regional Symposia for Grassroots Advocacy (IIA)
Secchia Center, Room 251
Intended Audience: ALL

Presenters: Rodoniki Athanasiadou, Ph.D., Postdoctoral Researcher, New York University; Kyle Dolan, Ph.D., Postdoctoral Scholar, University of Chicago; Sarah Mazzilli, Ph.D., Postdoctoral Fellow, Boston University

At a time when many leading scientists and policymakers express anxiety over the health of the scientific research enterprise, postdocs must take the initiative to understand the major causes underlying this anxiety - much of which is tied to their own career prospects. For this, they need to be able to advocate on their own behalf and for future generations of young scientists. In the wake of the 2014 Future of Research Symposium organized by postdocs across Boston, an informal network of like-minded young researchers across the country set out to provide a greater voice for people like them in the debate over how best to strengthen the research endeavor while also securing better career opportunities for scientists-in-training. In 2015 there were Future of Research symposia organized in Boston, San Francisco, and Chicago, as well as the related Postdocs Interdisciplinary Symposium (PoIntS) at NYU. While the motivations for these events were similar, each took a slightly different shape, and each group took a unique approach to organizational logistics. The purpose of this session is to equip participants with policy knowledge and organizational skills to develop their own policy-focused symposia. We will also ask participants to discuss the effectiveness of symposia as tools for advocacy and how these events can be best used to stimulate meaningful change at various organizational levels. Finally, we will consider the relationship of postdoc-organized symposia to advocacy initiatives put together by the NPA, scientific societies, university administrators, and other stakeholders. This session is relevant to postdocs, PDAs, PDOs/administrators, and any who have an interest in scientific advocacy.

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Developing Comprehensive Orientation Packages for the International Postdoc Community (IIA)
Secchia Center, Room 120/Frey Foundation Auditorium
Intended Audience: IP, PDA, PDO

Presenters: Amita Bansal, Ph.D., Postdoctoral Research Fellow, Perelman School of Medicine, University of Pennsylvania; Doreen Becker, D.V.M., Ph.D., Postdoctoral Researcher, University of Pennsylvania; Ken Dutton-Regester, Ph.D., Postdoctoral Research Fellow, Dana Farber Cancer Institute and Broad Institute of Harvard MIT; QIMR Berghofer Medical Research Institute; Mary Anne Timmins, M.Ed., Administrative Director of Biomedical Postdoctoral Programs, University of Pennsylvania

International postdoctoral researchers face unique challenges when moving to the United States to complete their research programs. This can range from navigating the complexity of visa requirements, finding accommodation in unfamiliar territory, and adapting to differences in cultural customs. As such, orientation packages for international postdocs are incredibly valuable in helping postdocs transition into another country, adapt to their new surroundings, and improve their productivity. This Innovation in Action session will aim to bring together postdocs, PDOs and PDAs to discuss what should be included in an “ideal” orientation package for international postdocs. Interactive breakout sessions focusing on useful information to know before and after arriving in the United States will allow brainstorming and networking between diverse ranges of participants. It is planned that the ideas and discussion points generated from this workshop will be compiled (post-workshop) into a guide for creating the ideal “orientation package for international researchers.” This package will be made available to the community and PDos to tailor customized orientation kits for the international postdoctoral community at their respective institutions.
Mentoring Matters: Unpacking Mentoring
Secchia Center, Room 220
Intended Audience: IP

Presenters: Audrey Murrell, Ph.D., Associate Dean and Associate Professor of Business Administration, Kenneth R. Woodcock Faculty Fellow and Director, David Berg Center for Ethics and Leadership, University of Pittsburgh; Leslie Pond, Ph.D., Head, Postdoctoral Program, Novartis Institutes for BioMedical Research

Effective postdoctoral training comprises both scientific and relational skills. The mentoring relationship between principal investigator and postdoc influences research excellence and productivity as well as the quality of training in preparing young scientists for their future careers, yet mentoring skills are typically acquired informally. A research-based curriculum on effective mentoring would provide a foundation for faculty, postdocs, and program administrators in establishing and sustaining robust mentor-mentee relationships. The Mentoring Matters workshop provides a research-based framework for mentor-mentee relationships that can be used by postdocs in their relationships with their current mentor(s) and to develop their own mentoring skills regardless of their career path, as well as by faculty who mentor postdocs. The workshop will cover these topics: Myth of the Perfect Mentor, Mentoring Defined, Kram’s Mentoring Functions: Career and Psychosocial, Mentoring Phases, and Mentoring Effectiveness. This interactive workshop is intended to grow understanding of best practices in mentoring in order to expand the impact of mentoring, and thereby expand both faculty and postdoc growth and development.

Resources for Faculty Advising PhDs Considering Nonacademic Careers
VARI, 3104 & 3105
Intended Audience: PDA, PDO, ASSOC

Presenter: Doug Kalish, Ph.D., Visiting Scholar, University of California, Berkeley

More faculty are accepting and promoting nonacademic career alternatives for their graduate students and postdocs. But for some faculty without extensive industry experience or contacts, it’s difficult to offer advice and counsel to these students. This workshop provides information and tools that graduate student offices and PDOs and PDAs can provide to faculty who want to mentor their doctoral recipients to the opportunities available and additional skills required for a successful nonacademic job search.

Some of the topics we’ll cover:
• The nonacademic job market for STEM and SocSci doctoral recipients
• Nonacademic career exploration resources for doctoral recipients
• Skills required of doctoral recipients for nonacademic jobs
• Making industry internships/fellowships work for the doctoral recipient and advisor
• Counseling and networking resources for non-academically-bound doctoral recipients
• Supporting nonacademic career doctoral recipients emotionally and behaviorally

At the end of the workshop, participants will:
• Be prepared to offer presentations, counseling and support to faculty who are ready to mentor their students to pursue opportunities outside of academia
• Have resources and advice to share with those faculty
• Have a slide set and outline of a workshop to communicate mentoring practices to faculty

Components of this workshop have been successfully presented to faculty at Berkeley, Santa Barbara, Madison, Brown and the Medical College of Wisconsin, and at the joint annual meeting of the American Mathematical Society and the Mathematical Association of America. If you’ve offered similar workshops at your institution, please come and share your experiences.

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Meet team members attending the 2016 NPA Annual Meeting, Tracy Costello and Robert Tillman

www.postdocjobs.com/mdanderson/
Saturday, March 5, 2016

10:30 a.m. – 11:00 a.m.
Networking Break
VARI, Cook-Hauenstein Hall
The following networking activities will be offered during the break:

- Professional Societies
- Interview topics - helpful tips
- Negotiation – helpful tips
- LinkedIn – helpful tips
- CV/Résumé – helpful tips

11:00 a.m. – 12:30 p.m.
PLENARY SESSION II
“Managing Your Postdoc: Mastering the Core Competencies”
VARI, Tomatis Auditorium

Presenters: Lauren Celano, MBA, Co-Founder and CEO, Propel Careers; Joseph Lazio, Ph.D., Chief Scientist of the Interplanetary Network Directorate, Jet Propulsion Laboratory; Nancy B. Schwartz, Ph.D., Dean for Postdoctoral Affairs, Co-Director, Office of Graduate Affairs, University of Chicago

Moderator: Kristene Henne, Ph.D., Postdoctoral Program Lead, Argonne National Laboratory, Board of Directors, NPA

Career options for postdocs are not limited to academia but also include options in industry, government, non-profits, and entrepreneurship. With this variety of career options comes a need to obtain training in a diverse array of skills that might not necessarily be part of a formal postdoctoral training program. The NPA has established six core competencies to help postdoctoral scholars in collaboration with advisors, institutions, and other mentors who provide this training. These competencies include discipline-specific conceptual knowledge, research skill development, communication skills, professionalism, leadership and management skills, and responsible conduct of research. How do postdocs identify and acquire the non-technical skills necessary in various environments? Hear what three professionals representing industry, government, and academia have learned is important to be successful in their respective environment and what postdocs can do now during their training to help prepare them for a career in any type of organization.

12:30 p.m. – 1:45 p.m.
Themed Lunch-Arounds
VARI, Café: Postdoc Mentoring
VARI, 3104: myPDO Mentoring — IDP Implementation
VARI, Sessions Area: myPDO Mentoring — Effectively Engaging Faculty
VARI, 3105: myPDO Mentoring - PDO-PDA Relationship
VARI, Cook-Hauenstein Hall: Work-Life Balance: How to Avoid Being Overwhelmed and Burned Out
VARI, Cook-Hauenstein Hall: Pregnancy & Accommodation

1:45 p.m. – 3:15 p.m.
CONCURRENT SESSION IV
Aligning the REAL Career Concerns of Graduate Students and Postdoctoral Fellows with Effective Training Strategies
Secchia Center, Room 120/Frey Foundation Auditorium
Intended Audience: ALL

Presenters: Randall Ribaudo, Ph.D., CEO and Co-Founder, SciPhD.com; Larry Petcovic, M.S., Co-Founder, SciPhD.com

During the course of providing training programs for thousands of graduate and postgraduate students at over 60 institutions across the United States, we have listened to their concerns with respect to the prospect of transitioning from academia to other career opportunities. From listening to these young academic scientists, we have identified 30 topics of concern that include job security, intellectual independence, how to market themselves, boredom of work in industry, time flexibility, work-life balance, visa issues, negotiating a salary, culture shock, lack of qualifications, how to find a job, career paths, and many more. Many of these concerns are real and factual, while some are perceived from a total lack of knowledge regarding how science is conducted in industry. Regardless, these are all important to those in transition and should be addressed. During this 90-minute workshop we will specifically evaluate these topics of concern that have been compiled from over 700 scientists at 14 institutions in the past 12 months, discuss their concerns in the context of available guidance in existing institutional programs, and brainstorm additional effective approaches towards better addressing these concerns. Workshop participants will work as teams to share their own experiences and develop solutions that appropriately address these concerns with the goal of having actionable plans to improve the career guidance and training being provided to their scientists at their own institutions. We encourage you to bring copies of your own transition programs to share with your teams.
An Open Discussion of Challenges and Opportunities for International Postdoctoral Researchers in the U.S.
Secchia Center, 130/Steelcase Foundation Amphitheatre
Intended Audience: IP, PDA, PDO

Presenters: Brendan Delaney, J.D., Immigration Attorney, Leavy, Frank & Delaney, LLC; Tuba Sural-Fehr, Ph.D., Postdoctoral Fellow, University of Illinois at Chicago; Gerrit Roessler, Ph.D., Program Director, German Academic International Network (GAIN)

Moderator: David Proctor, Ph.D., Scientific Review Officer, SRA International

Research is changing: it is increasingly international, interdisciplinary, and collaborative. International postdoctoral researchers are a critical component of the research enterprise in the United States, where >50 percent of postdoctoral researchers are on temporary visas. For example, research by economist Paula Stephan suggests that having an international graduate student or postdoctoral researcher as an author is almost standard practice in the journal Science. But what is the postdoctoral experience like for international researchers? How can international postdoctoral researchers get help addressing immigration challenges? Where can they turn for support when seeking employment, professional development, or networking opportunities? What role can diaspora communities play in assisting international postdoctoral researchers, both in the United States and in identifying and pursuing international opportunities? This session will open for discussion the questions and concerns that international postdoctoral researchers face. It will identify common challenges such as immigration and visa status for postdoctoral researchers and their families; challenges related to mentoring, networking, and professional development; and opportunities for collaboration with institutions and diaspora communities in support of the aspirations of postdoctoral researchers. The presenters will share their knowledge in these areas and draw upon the experience of session participants to facilitate a discussion that will enable attendees - individuals, PDO and PDA representatives - to exchange information, generate new ideas, and share resources and solutions that can be disseminated to the entire postdoctoral community.

The Future Leaders in Science Education and Communication Training Program
VARI, Sessions Area
Intended Audience: IP, PDA, PDO

Presenters: Ryan J. Cummings, Ph.D., Postdoctoral Fellow, Department of Medicine and Clinical Immunology, Icahn School of Medicine at Mount Sinai; Alison P. Sanders, Ph.D., Postdoctoral Fellow, Department of Preventative Medicine, Icahn School of Medicine at Mount Sinai; Eric S. Sweet, Ph.D., Postdoctoral Fellow, Departments of Neurology, Pharmacology and Systems Therapeutics, Icahn School of Medicine at Mount Sinai

To be competitive for most academic positions, postdoctoral fellows must demonstrate excellent research, teaching, and communication skills. Presently, these represent the three critical pillars for success in academia. While extensive training is devoted to cultivating proper research abilities, few resources are available for teaching and science communication development at the postdoctoral level. To reinforce the two weak pillars, we developed a unique competitive program. The program consists of an eight-week training course for postdocs in science communication that elicits active learning, followed by the opportunity to lead two classroom sessions and provide peer feedback. The course encouraged postdoctoral fellows to develop science communication skills that are applicable across a wide spectrum of jobs from academia to the boardroom. Topics covered include basic teaching elements (classroom time management, syllabus design, and using interactive learning tools) as well as material relevant to any communication experience (public speaking, storytelling, navigating the challenges of speaking to culturally and educationally diverse audiences). Trainees also received instruction in
how to provide supportive feedback to peers and engender a supportive teaching community. The course was instructed by a panel of invited experts with subject expertise both within the school and externally, rather than a single individual delivering the entire course.

After completion of the eight-course class, postdoctoral trainees then applied their new skills by teaching to diverse audiences via our different partner programs. The trainees developed in-class teaching materials and lesson plans specific to their area of expertise and, in this initial year, delivered science lessons to 5th graders in an afterschool program and subsequently taught sections of graduate level classes in their discipline. The program was designed to accommodate other partners in the future for trainees to gain a wide variety of communication experiences.

The program provided postdocs with education and communication training as well as opportunities to utilize their skills in a supportive environment. Participation in this program has given the trainees the dexterity and experience needed to present science in an interactive and exciting way to a diverse group of audiences. Postdoctoral fellows exited the program with skills that will make them more competitive in the job market both in and out of academia.

This workshop will describe the successful ISMMS program, discuss our experiences with design and implementation, and provide guidance to attendees while they brainstorm and outline a similar training experience at their institution.

**Interviewing for and Landing a Faculty Position at a Primarily Undergraduate Institution (PUI)**
Secchia Center, Room 220
Intended Audience: IP

Presenters: Joyce J. Fernandes, Ph.D., Professor, Department of Biology, Miami University; Jason G. Gillmore, Ph.D., Associate Professor of Chemistry and Schaap Research Fellow, Department of Chemistry, Hope College; Carol Strong, Ph.D., Associate Professor, Political Science, University of Arkansas – Monticello

Moderator: Michael A. Palladino Ph.D., Interim Vice Provost for Graduate Studies, Professor of Biology, Monmouth University

Seeking and successfully securing a tenure-track faculty position at a Primarily Undergraduate Institution (PUI) involves a search and application process, and a review,
interview and selection process that has different expectations and areas of emphasis than for a faculty position at a research institution. At most PUIs, candidate interest and the applicant volume for a new faculty position is very high and the search process demanding and competitive. What characteristics enable faculty candidates to stand out from the crowd to result in a hiring offer? In support of the NPA’s interests in diversifying postdoctoral training opportunities and to provide professional development in support of multiple career paths, experienced faculty and administrators from PUIs who are leaders in the Council on Undergraduate Research (CUR) will present a workshop on interviewing and securing a faculty position at a PUI. During this workshop, participants will learn about the search process, how to apply, how to craft research and teaching statements, the most desirable qualifications for faculty hires at a PUI, and questions to consider when deciding if a particular PUI is a good fit to support your teaching and research interests. Participants will gain specific insights about what to expect when preparing for an interview at a PUI and how to emerge as a competitive candidate when interviewing. Through observing mock interviews, participants will witness interviews of candidates by faculty and administrators with significant experience in hiring faculty at a PUI and contribute to a discussion about strengths and weaknesses of the candidates’ interviews. Participants will learn tips on how to negotiate a faculty position once an offer is made. Postdoctoral fellows considering a faculty position at a PUI will learn how to improve their professional development to better prepare for the search and interview process. The workshop will provide detailed insights specifically for faculty seeking positions in biology, chemistry, and the humanities but many of the general strategies for landing a position at a PUI apply to candidates from any discipline. Advocacy for PUI career pathways with postdoctoral fellows is a strategic interest of CUR and this session will also allow participants to interact and network with councilors from CUR.

Trainees with Disabilities in the Research Enterprise: Myths, Misperceptions and Resources
VARI, 3104 & 3105
Intended Audience: IP, PDA, PDO
Presenter: Mahadeo A. Sukhai, Ph.D., Chair, National Graduate Experience Taskforce and Head, Variant Interpretation Group, Advanced Molecular Diagnostics Laboratory, University Health Network

As the number of trainees with disabilities in graduate education and the postdoctorate increases, institutions as a whole (including postdoctoral training offices and faculties of graduate education) are faced with developing new strategies to facilitate their success. There is to date a critical lack of research and information about issues faced by trainees and early career researchers with disabilities; as such, institutions are driving policy and practice guidelines on limited, anecdotal and local experience. No significant research on this population has been undertaken within Canada or the United States, and demographic data sets are lacking. In this environment, a number of myths and misperceptions arise which can evolve policy and practice in potentially inappropriate directions. Therefore, there is a significant requirement to have a detailed understanding, both quantitative and qualitative, of the experiences of trainees with disabilities in the research enterprise. This presentation will focus on the major myths and perceptions surrounding the experience of trainees with disabilities, identified through our research efforts. This includes the disconnect between training in academic integrity issues and institutional perceptions around the impact of accommodations on academic integrity; the ability to achieve the “necessary competencies” of training programs and disciplines; the nature and cost of research accommodations and undue hardship; the differences between the accommodation requirements of undergraduate education and research training environments; and, the importance of faculty education in understanding the complexities of the interface between disability issues and research training. We will present the findings from a unique first-in-class, multi-stakeholder research effort into the issues and barriers faced by trainees with disabilities. We hope that these findings, and the recommendations derived from them, will lead to changes in professional development and continuing education for faculty and service providers; alter the nature of student preparation for graduate education; significantly impact institutional, provincial and national policy and practice; and, enhance the potential for success of graduate students with disabilities in their programs of study and chosen careers.
Fostering Intra-Institutional Cooperation to Enhance Career Development for Postdocs
Secchia Center, Room 251
Intended Audience: IP, PDA, PDO

Presenters: Erin Heckler, Ph.D., Postdoctoral Affairs Administrator, Biological Sciences Division, University of Chicago; Daniel Spiess, Ph.D., Assistant Director, Career Development and Postdoctoral Affairs, Provost's Office, University of Chicago; Abby Stayart, Ph.D., myCHOICE Program Manager, University of Chicago; Nancy Schwartz, Ph.D., Professor, Department of Pediatrics, Department of Biochemistry and Molecular Biology, Director, Kennedy Research Center, Dean and Director, Postdoctoral Affairs, Co-Director Graduate Affairs, University of Chicago; Michael Tessel, Ph.D., Associate Director, Graduate Career Development, Provost’s Office, University of Chicago

Many universities have graduate career resources but struggle with how to make these accessible and relevant for postdocs across the institution. In this workshop, we will discuss how to integrate existing graduate career services and postdoc career resources across university entities while highlighting the synergies and challenges associated with this effort. Our goal was to create a campus environment in which institutional resources are maximally leveraged to enhance the career progression and decision-making processes of the graduate and postdoc populations; recognizing that career support is a much more immediate need for postdocs. This involved collaboration between three institutional offices at the University of Chicago - Office of the Provost (graduate career services), the myCHOICE BEST program, and Postdoctoral Affairs Office and Association. Each committed to enhanced communication and collaboration with the stated goal being to extend existing resources to the postdoctoral community. The provost’s office made existing career resources open to postdocs and improved communicating this inclusion to postdocs. The establishment of myCHOICE, led by institutional partners across university structures, leveraged and expanded existing resources. The Postdoc Affairs Office and Association were critical partners in this process due to their 15 years of institutionally-supported experience in facilitating a variety of career and professional development activities for postdocs. By identifying and facilitating potential cooperative relationships across university entities, we as a community have been able to build a robust career development program for postdocs. While the BEST program is certainly an advantage, this discussion focuses on ways to incorporate and build postdoc career services within and across existing university structures.

On-going challenges include (1) tracking postdocs for these purposes: NIH reporting, career outcomes, alumni network, and assessing the value of the career development programming. (2) Seeking ways to incentivize postdocs to participate in and remain loyal to our programs in order to inculcate postdocs with a sense of belonging to the institutional community. Graduate students receive credit for full participation in short courses and internships, it is more difficult to identify an incentive system with tangible value for postdocs. (3) Developing broad faculty acceptance and support for professional training for our postdocs.
Knowledge is Power: Visa Options and Advocacy Approaches for International Postdocs

Secchia Center, Room 220
Intended Audience: IP, PDA

Presenters: Deirdre Griffin, M.A., HR Immigration Specialist, Van Andel Research Institute; Michael E. Stroster, J.D., Member, Miller Johnson

For international postdocs in the United States, navigating the U.S. immigration system is a necessary part of daily life. With over 80 distinct nonimmigrant visa classifications - each with unique privileges, restrictions, and eligibility and maintenance requirements - it is unsurprising that international postdocs have difficulty understanding their myriad U.S. visa options and the processes required to obtain and maintain each immigration status. Rampant misinformation and misconceptions concerning immigration issues further contribute to the confusion, often leading to unwarranted anxiety or, in the inverse, unwitting mistakes that can have serious implications for an international postdoc's future U.S. immigration eligibility. The purpose of this workshop is to introduce nonimmigrant and immigrant visa classifications applicable to international postdocs in the United States (F-1, J-1, H-1B, TN, O-1, and permanent residence), dispel common myths and misconceptions, and provide a framework for postdocs to appropriately and effectively advocate to employers and PDOs regarding immigration-related matters.
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5:00 p.m. – 6:30 p.m.  
**Poster Session & Networking Break**  
VARI, Pre-function Area

7:00 p.m.  
**Evening Social/Networking Event**  
VARI

You must have registered for this event and pre-paid the ticket by February 19, 2016. Due to space and catering limitations, we are not able to accommodate late requests.

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**Advancing Postdoc Women Guidebook**  
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The *Advancing Postdoc Women Guidebook* provides essential information on programs and resources available to postdoc women as they progress in their careers.

_Funded through the 2012 New Scholars Grant, awarded by the Elsevier Foundation._

AGENDA | Sunday, March 6, 2016

7:00 a.m. – 8:30 a.m.
Breakfast
AGPH, Pantlind Ballroom

8:00 a.m. – 12:00 p.m.
Registration
VARI, Cook-Hauenstein Hall

9:00 a.m. – 10:30 a.m.
CONCURRENT SESSION VI
This session also includes Innovation in Action (IIA) sessions. A hallmark of NPA Annual Meetings is sharing ideas, problems, and solutions with colleagues. The IIA sessions are intended to be interactive, and contribute to enhanced learning on a variety of topics.

Communicating Science to Nonscientists (IIA)
Sponsored by The Mitchell Organization
Secchia Center, Room 120/Frey Foundation Auditorium
Intended Audience: ALL

Presenters: Tullia C. Bruno, Ph.D., Research Assistant Professor, Department of Immunology, University of Pittsburgh; Danny R. Welch, Ph.D., Professor, Department of Cancer Biology, University of Kansas Cancer Center

Developing effective communication skills is essential for effective leadership. Without excellent communication, it is difficult to educate and excite others on the topic you are so passionate about. Thus, it is important to not only be able to convey your research within your field, but also to be able to convey the significance and innovation in your work to a lay audience. The skill of communication is often underdeveloped during graduate training, and thus, this workshop hopes to help with the enhancement of this skill. We will begin the workshop by focusing on examples of excellent written and verbal communication, specifically, a lay abstract for a grant proposal, introduction slides for a scientific talk and the infamous elevator pitch. From there, we will break into three rotating groups to work on these three areas of scientific communication. Participants are encouraged to bring a lay abstract, scientific presentation, and/or an idea for an elevator pitch with them that they specifically want feedback on. Come and learn how to share your knowledge and ideas in an effective way!

Developing an Effective Advocacy Strategy for the Postdoc Community: Tools for Involvement at the Local and National Level (IIA)
Secchia Center, Room 220
Intended Audience: ALL

Presenters: Tracy Costello, Ph.D., Program Manager, Office of Postdoctoral Affairs and Development, MD Anderson Cancer Center; Kearney Gunsalus, Ph.D., Postdoctoral Scholar, Tufts University; Thomas McHugh, M.S., Program Administrator, University of Maryland; Yvette R. Seger, Ph.D., Director of Science Policy, Federation of American Societies for Experimental Biology (FASEB); Jennifer Zeitzer, B.A., Deputy Director, Office of Public Affairs/Director of Legislative Relations, FASEB

During this interactive workshop, participants will learn how to develop a strategy to address a “hot topic” in postdoc advocacy and become effective advocates for the postdoc community at both the institutional and national level. New data from an informal pre-meeting survey will be presented to identify the top policy issues for postdocs in the current environment. Participants will also learn how tools, such as the Midwest Academy Strategy Chart, can be used to develop a strategic advocacy plan to effect change in their own community. Key concepts that will be discussed include determining short and long term goals for an issue campaign; recognizing organizational and resource considerations; identifying constituents, allies and opponents; establishing targets; and discussing tactics that will lead to success. Session attendees will engage in an interactive exercise to demonstrate their understanding of the Midwest Academy Strategy Chart by working in small groups to develop an advocacy campaign related to the policy issues identified in the survey data. Prior to the NPA Annual Meeting, the workshop organizers will distribute a short survey to collect the perspectives of NPA members regarding current “hot” issues affecting postdoctoral scholars at both the institutional and national level. Proposed survey questions include: (1) What do you view as the top challenges or issues for postdoctoral scholars at your institution? (2) What do you view as the top challenges or issues for postdoctoral scholars nationally? (3) In light of these challenges, what are your top three priorities at your institution? (4) If you have recently advocated for change at your institution, what was the general issue/topic? (5) If you currently have an advocacy strategy, please describe it briefly (who are you talking to? What are you asking for? etc.) (6) What is your role at your institution? (administrator, faculty, postdoc, other)
Innovation and Discovery in Professional Development: Helping Postdocs Develop their Stories Despite Limited Resources (IIA)
Secchia Center, Room 130/Steelcase Foundation Amphitheatre
Intended Audience: ALL

Presenters: Stephanie Eberle, M.Ed., Director, School of Medicine Career Center, Stanford Medicine; Latishya Steele, Ph.D., Associate Director, Biosciences Programs, Stanford Medicine

Recent fluctuations and expectations in the job market necessitate innovative professional development offerings for postdocs. However, in a world where many feel limited by resources, and/or funding, it is easy to focus on the roadblocks within our own institutions and see these as preventative to change. The NPA Annual Meeting provides a necessary, dedicated opportunity for us to build connections, challenge our assumptions, communicate about potential stakeholders and solutions, identify and articulate shared goals, and discover new ways to advocate for our postdocs. While developing our own integrated academic and professional development model, we discovered these themes to be the key to navigating roadblocks. Through this session, we are excited to engage participants in a conversation about these important topics. Using a story practice model, we draw upon multiple perspectives from our experiences across several institutes, community service organizations, and academic medical centers. Our stories and the associated prompts will (1) actively engage participants in understanding how these themes play out within their home institutions or organizations, (2) encourage participants to optimize professional development opportunities for postdocs despite perceived complications, and (3) help participants develop a plan that they can put into practice.

Managing Up: A Practical Approach to Managing Conflict and Preparing for Difficult Conversations in the Workplace
VARI, 3104 & 3105
Intended Audience: ALL

Presenters: Lori Conlan, Ph.D., Director, Office of Postdoc Services, OITE, National Institutes of Health; Garth Fowler, Ph.D., Associate Executive Director, Education Directorate Director, Office of Graduate and Postgraduate Education and Training, American Psychological Association

The work environment is filled with conflict, often as a result of differences in work styles, passive-aggressive communication techniques, and differences in cultural
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expectations and behaviors. Many postdocs report trepidation over approaching their advisor regarding roles and expectations, research progress, or career development and planning, for fear that the conversation might be unpleasant, unaware of how to initiate the conversation, or that the outcome is predetermined. In fact, many of us may have the same challenges with our own supervisors. Minimizing or resolving conflict often requires engaging in difficult conversations, which is challenging and requires both practice and competency. This workshop will help participants manage conflicts and engage in difficult conversations by teaching an understanding of personal work styles, conflict management using the Thomas-Kilman model of conflict, cultural insights from the Hofstede dimensions of culture, and assertiveness techniques. Participants will learn how to employ their new knowledge to more effectively manage work relationships, and when necessary, engage in difficult conversations that ultimately reduce conflict and workplace stress. The information and resources shared can also be used to develop professional competencies within our postdoc populations by providing an understanding of the theory and research behind conflict management, and preparing them for roles as personnel managers and leaders.

Successful Interview Prep Strategies: A Practical Approach for Postdoc Offices
Secchia Center, Room 251
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 could benefit from interview prep as they move forward in their job search. However, many postdocs do not have access to institutional career resources and 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 help in interview preparation while providing tools and strategies to successfully develop, improve upon, or modify existing preparatory approaches. The workshop begins with our career strategist demonstrating tools and strategies for providing comprehensive coaching for virtual, phone, panel, and one-on-one interviews as well as techniques for behavioral and informational interviews. Next, our PDO director will share the successful adaptation and implementation of interview-related programming and coaching. In small groups, participants will practice the interview prep techniques and engage in
discussion of best practices, common concerns and unique challenges. This forum provides a unique guided opportunity for participants to develop a scalable toolkit for providing relevant interview coaching for postdocs.

**Supporting International Postdocs Linguistically and Culturally**

VARI, Sessions Area  
Intended Audience: ALL  
Presenter: **Mallory Fix Lopez, M.S.Ed., TESOL, Applied Linguist, Language ConnectED and University of Pennsylvania**

Effective communication in the workplace is crucial for not only professional advancement, yet it is also a key component of workplace productivity, collaboration, and innovation, all of which have major impacts on the work of a postdoc. The ability to communicate effectively does not come naturally for most; it is a learned skill. While many postdocs receive significant feedback on the content of their work, rarely do they get the opportunity to focus intensively on the delivery and communication of their work. Also, as the postdoc community becomes increasingly more international, it’s particularly important that international postdocs receive the necessary support of English language development, especially with pragmatics. Additionally, skills necessary for effective communication vary depending on the communication platform, making it even more important to provide the intensive training necessary to learn these skills. For example, as technology continues to advance, it’s a professional expectation that postdocs be able to use and feel comfortable using technology to communicate, such as email, video and teleconferencing. The reality is, however, that most international postdocs have little experience with or lack confidence when communicating virtually, especially during video and conference calls, which could be detrimental to their professional advancement and representation of their respective institution. During this workshop, participants will learn how to develop a program focused on effective communication for international nonnative English speaking postdocs. The main focus of this workshop will center on the importance of communication skills through email, video and teleconferencing for professional correspondence. This workshop will encourage participants to reflect on and analyze skills necessary for effective communication in the virtual world as related to the work of a postdoc. This will include (1) defining the communication needs and challenges of nonnative English speaking international postdocs as related to email, video and teleconferencing, (2) outlining and drafting manageable curriculum/programming to meet these needs, and (3) reviewing logistics on how to implement this type of professional development opportunity to international postdocs and gain institutional support.

10:30 a.m. – 11:00 a.m.  
**Networking Break**  
Sponsored by MedImmune  
VARI, Cook-Hauenstein Hall

11:00 a.m. – 12:00 p.m.  
**NPA Town Hall Meeting**  
“NSF Early Career Doctorates Survey (ECDS): Preliminary Findings From The Pilot Survey”  
VARI, Tomatis Auditorium  
The poster prize recipients will be announced at the beginning of this session.  
Moderators: **Chris Bennett, B.A., Research Analyst, RTI International; Peter Einaudi, M.A., Senior Research Programmer/Analyst, Education and Workforce Development Division, RTI International; Kelly Phou, M.B.A., Project Officer, National Center for Science and Engineering Statistics (NCSES), National Science Foundation (NSF)**

The National Science Foundation’s Early Career Doctorates Survey (ECDS) is a new survey of individuals who earned a doctorate or doctorate-equivalent degree in the past 10 years, and work at U.S. academic institutions, federally funded research and development centers, or NIH intramural research programs. Unique in scope, the ECDS includes postdocs and other early career doctorates in all fields, regardless of whether the doctoral degree was earned in the United States or abroad. In this presentation, we will discuss preliminary results from the pilot ECDS, which concluded in spring 2015. Primary topics will include a comparison of postdoc and nonpostdoc demographics, work experiences, training and research opportunities, and career plans. We will also review lessons learned from the pilot and discuss potential changes to the data collection.

This session concludes the 2016 Annual Meeting. Thank you for participating!
The recipient of the National Postdoctoral Association (NPA) 2016 Distinguished Service Award (DSA) is Nancy B. Schwarz, Ph.D. 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.

Schwartz serves as the Dean for Postdoctoral Affairs and Co-Director of the Office of Graduate Affairs at the University of Chicago. She is also a Professor in the Departments of Pediatrics and Biochemistry and Molecular Biology, and Director of the Kennedy Research Center. She served as Dean for Graduate Affairs in the Division of Biological Sciences for 25 years.

Schwartz is a nationally recognized scientist, having published over 150 manuscripts and reviews, and having trained over 54 Ph.D. and M.D./Ph.D. postdocs. Her functions and responsibilities in graduate and postdoctoral education and program administration have focused on the evolving and complex educational needs of emerging researchers in the life sciences. She has served on The Postdoctoral Experience Revisited committee (The National Academy of Science Committee on Science, Engineering, and Public Policy report), the GRE Board of Directors, several NIH study sections, foundation review boards and editorial boards, the Association of American Medical Colleges (AAMC) - Graduate, Research, Education, and Training (GREAT) Steering Committee (Chair of both graduate deans and postdoc leaders groups), and the founding Advisory Board of the NPA. She is Director of the National Institute of Child Health Development M.D./Ph.D. training program, Howard Hughes Medical Institute Med into Grad program, and National Institute of General Medical Sciences Postbac (PREP), Initiative for Maximizing Student Development (IMSD), and the National Research Mentoring Network - Committee on Institutional Cooperation Academic Network (NRMN-CAN). She has received both a MERIT award and a Mentor of Excellence from NIH, and is Director of an NIH Program Project and a P30 Center.

Schwartz was consistently described as a strong and passionate advocate for postdoctoral scholars, on both the national and local levels. One nominator stated, “it is clear she thinks not only about the current postdocs, but about the community of leaders and administrators that provide support to postdocs. She is committed to ensuring that there is a strong community of educators and administrators that shape postdoctoral policy and training.”

She is currently on the Advisory Committee of the Future of Research (FOR) Chicago Symposium, NIH Director’s Energy Information Administration Editorial Board, Leadership Alliance Executive Board, and the National Heart, Lung and Blood Institute Programs of Excellence in Glycosciences Advisory Board. Schwartz is a long-time supporter of the NPA, working “tirelessly and passionately to ensure that the NPA is successful in its mission to improving the postdoctoral experience.” She functioned as a mentor for the individuals that authored the Sloan Foundation grant that established the association, and worked on the committee that developed the NPA Core Competencies. It was candidly expressed that “without Nancy’s leadership, dedication and mentorship of the group of postdoctoral fellows that sought to improving the training and education they and their colleagues were receiving, there would be no NPA today.”

It is these contributions that resulted in Schwartz being awarded the 2016 Distinguished Service Award.
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The members of the DSA selection subcommittee were: Kenneth Gibbs, Jr., Ph.D., M.P.H., Program Analyst, Office of Program Planning, Analysis and Evaluation, National Institute of General Medical Sciences; Belinda Huang, Ph.D., Executive Director, NPA; Keith Micoli, Ph.D., Director, Postdoctoral Program, New York University (NYU); Yvette Seger, Ph.D., Director of Science Policy, Federation of American Societies for Experimental Biology (FASEB), Vice Chair, NPA Board of Directors; Kate Sleeth, Ph.D., Interim Associate Dean of Administration and Student Development, Beckman Research Institute of the City of Hope, Chair, NPA Board of Directors.

Past recipients of the Distinguished Service Award are*:
2015 – Center for Cancer Training, National Cancer Institute
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.
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The recipient of the 2016 NPA Garnett-Powers & Associates, Inc. Mentor Award is Shannon Manning, Ph.D., M.P.H. The award recognizes a faculty member who has engaged in exceptional mentoring of postdoctoral scholars.

Manning is a Michigan State University (MSU) Foundation Associate Professor in the Department of Microbiology and Molecular Genetics. She earned her Bachelor of Science in biology from the University of Michigan in 1993, and after earning her doctoral degree in molecular epidemiology in 2001, she served as an emerging infectious diseases research fellow through the Centers for Disease Control and Prevention. Her current research focuses on the molecular epidemiology and evolutionary genetics of bacterial pathogens including diarrheagenic E. coli and group B Streptococcus, a leading cause of bloodstream infections and meningitis in newborns. Her research focuses on the pathogenesis, virulence and evolution of bacterial pathogens in human and animal populations, and determining how genetic variation contributes to differences in clinical outcomes. Since 1998, she has contributed to over 55 publications and book chapters, and some of her recent work has been featured on Michigan Radio, WKAR, and in multiple news sources. She currently serves as an ad hoc reviewer for the National Institutes of Health and as the primary mentor for seven undergraduate researchers, six graduate students, two postdoctoral fellows, and four research assistants.

Manning has mentored several undergraduate, graduate, and postgraduate students along with 22 graduate level rotation students since her appointment at MSU. She has also served or is currently serving on 18 graduate student committees. Her undergraduate and graduate students have earned multiple awards and fellowships for their outstanding research work and presentations.

She was nominated by Wonhee Cha, Ph.D., Postdoctoral Fellow, Department of Microbiology and Molecular Genetics, Michigan State University; Rim Al Safadi, Ph.D., Assistant Professor, Biology department - Faculty of Sciences, Lebanese University; and Pallavi Singh, Ph.D., Postdoctoral Fellow, Michigan State University.

In her nomination letter, Singh shared that Manning “emphasizes life-long learning with prominence on big-picture idea that would consequently benefit society as a whole.” Singh went on to say “her support for her postdoctoral trainees further continues by helping them build their careers as academicians, industrial or governmental scientist based on their inclination. Mentoring opportunities in lab, to beef-up their experience as mentors and boost confidence, is one such example. This assists in improving communication skills while equipping us with the tools to face challenges we may encounter with our subordinates or students in future as team leaders or advisors. Patience and treating every person with respect are important virtues that she embodies. No opinion or idea of a trainee is dismissed irrespective of their experience level.” She additionally states that “she takes care that we are well supported in an effort to keep us motivated and productive while giving the flexibility and room to perform in a manner suitable to the individual.”

Manning was credited with providing with a productive and open work environment. Her nominators described her as extremely patient and compassionate, listening to all thoughts, ideas, and troubles, and trying to accommodate all needs as much as possible. Her lab has an open door policy, her solutions “pragmatic and fruitful.”

Safadi noted that Manning has been an “excellent friend, teacher, mentor and a great inspiration for me. She has inspired me to pursue my goals and projects with hard work and dedication….Her knowledge, ethics, enthusiasm and warmth create a very positive learning and challenging environment for students and researchers in her laboratory. Dr. Manning will forever remain a major contributor or behind my success and achievements.”

The NPA believes that the quality of mentoring is one of the most important factors in determining whether a new researcher has a successful postdoc experience, and it clear that Manning has gone above and beyond in the care and development of her trainees.

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); Barbara Natalizio, Ph.D., AAAS Science and Technology Policy Fellow, National Science Foundation, Oversight Officer, NPA Board of Directors
**BIOGRAPHIES**

**KEYNOTE SPEAKER**

Paula Chambers, Ph.D., was dissertating in English at Ohio State in 1999 when she realized she would prefer a nonacademic career. Not finding much information about her options, she created a listserv on nonacademic careers for humanities doctoral recipients, the first of its kind. She continued to manage the list for years while having her own successful non-academic career as a grant writer. In 2010, she transformed the list into Versatile PhD, a web-based career education service for doctoral students and new doctoral recipients interested in nonacademic careers. In 2011, she expanded Versatile PhD to include STEM disciplines. Versatile PhD now has over 75 institutional subscribers and over 60,000 individual members. Chambers runs Versatile PhD from her home office in Los Angeles.

**PLENARY SESSIONS SPEAKERS**

*Plenary Session I*

Jabbar R. Bennett, Ph.D., serves as Associate Provost for Diversity and Inclusion at Northwestern University. In addition, he is an Associate Professor of medicine at Northwestern’s Feinberg School of Medicine. As the university’s Chief Diversity Officer, he is responsible for leading and coordinating efforts to create a diverse, inclusive and welcoming environment for all Northwestern community members. Prior to joining Northwestern, Bennett served as Associate Dean of the graduate school, Associate Dean for Diversity in the Division of Biology and Medicine, and Clinical Assistant Professor of medicine at The Warren Alpert Medical School of Brown University. In the graduate school, he was responsible for recruitment and coordinating professional development activities for graduate students and postdocs. In the Division of Biology and Medicine, he oversaw the recruitment and advancement of medical students, faculty and trainees who are members of underrepresented groups. Before his appointment at Brown, he served on the faculty at Harvard Medical School and directed the Office for Multicultural Faculty Careers at Brigham and Women’s Hospital. Previously, he also served as Senior Director of Development for Life Sciences, Healthcare and Education Industry Partnerships with United Way of Massachusetts Bay in Boston, and as Research and Science Specialist in the Office for Diversity and Community Partnership at Harvard Medical School.

Bennett received his Bachelor of Science in biology and minor in Spanish from North Carolina Agricultural and Technical (A&T) State University, and his doctoral degree in biomedical sciences from Meharry Medical College. At Meharry, he was funded as a NSF Alliance for the Enhancement of Science Education and Technology Graduate Teaching Fellow, and later as a UNCF-Merck Postdoctoral Research Fellow while training in the Department of Pathology at Harvard Medical School. Bennett is an alumnus of the Massachusetts Education Policy Fellowship Program and the Harvard University Administrative Fellowship Program.

Elizabeth L. Travis, Ph.D., FASTRO, is the Associate Vice President for Women Faculty Programs and Mattie Allen Fair Professor in cancer research in the departments of experimental radiation oncology and pulmonary medicine at The University of Texas MD Anderson Cancer Center. She is an internationally recognized scientist who has made significant contributions to our understanding of the effects of radiation on normal tissues in her 25 years in the field. As Associate vice President, she is a consummate advocate for women faculty and committed to furthering their academic careers by ensuring they are appointed to high profile committees and leadership positions, by leading institutional policy change to address obstacles that interfere with women’s success, and by providing career guidance to countless women faculty.

Travis is a principal investigator on two NIH grants: a U54 partnership grant with Puerto Rico, “Partnership for Excellence in Cancer Research,” and an R01 grant “Gatekeepers and Gender Schemas,” which seeks to understand the role that gender plays in choosing faculty for tenure track positions.
She is a fellow of the American Society of Radiation Oncology, recipient of the Association of American Medical Colleges’ Group on Women in Medicine and Science Leadership Development Award for an individual (2009) and an institution (2012). She was inducted into the Greater Houston Women’s Chamber of Commerce Hall of Fame in 2012, and elected as a member of its Board of Directors in 2013. She is a member of the Board of Directors of the Association for Women in Science. She was recognized at the Houston Italian Cultural and Community Center’s 12th annual gala honoring the Italian influence in medicine, and is the recipient of the 2014 Marie Sklodowska-Curie Award by The American Association for Women Radiologists. She is the current chair of the Group on Women in Medicine and Science, Association of American Medical Colleges.

**Plenary Session II**

**Lauren Celano, M.B.A.,** is the Co-Founder and CEO of Propel Careers, a life science search and career development firm focused on connecting talented individuals with entrepreneurial innovative life sciences companies. She is very passionate about working with individuals with strong scientific backgrounds to find exciting growth opportunities in the life sciences industry. Before Propel, she spent about 10 years in the life sciences industry working with companies to advance drug molecules through SNBL USA, Aptuit, Quintiles, and Absorption Systems. She has a Bachelor of Science in biochemistry and molecular biology from Gettysburg College, and a Master of Business Administration with a focus in the health sector and entrepreneurship from Boston University. Celano is on the Board of MassBioEd, the advisory board of the Boston University School of Public Health Pharmaceuticals Program, and the advisory board for Endicott College Boston. She also serves on the Gettysburg College entrepreneurial fellowship advisory council and the programming committee of the Capital Network.

**Joseph Lazio, Ph.D.,** is Chief Scientist of the Interplanetary Network Directorate at Jet Propulsion Laboratory (JPL). He received his doctoral degree from Cornell University, was a U.S. National Research Council Research Associate at the U.S. Naval Research Laboratory, and was a Radio Astronomer on the staff of the U.S. Naval Research Laboratory, before joining JPL. He served as the Project Scientist for the U.S. Virtual Astronomical Observatory, the Project Scientist for the Square Kilometre Array (SKA), and the Deputy Director of the Lunar University Network for Astrophysics Research (LUNAR), part of the NASA Lunar Science Institute. His science interests include studying Cosmic Dawn, the epoch of the formation of first stars; gravitational waves and pulsar timing; and extrasolar planets and planet formation. He is the Deputy Principal Investigator for the proposed Dark Ages Radio Explorer (DARE), which would be a lunar orbiter designed to search for the effects of the first stars on the gas from which they formed. He also observes routinely with the world’s premier ground-based radio telescopes, including the Very Large Array, the Very Long Baseline Array, the Green Bank Telescope, the Giant Metrewave Radio Telescope, and the Australia Telescope Compact Array.

**Nancy B. Schwartz, Ph.D.,** is Professor in the Departments of Pediatrics and Biochemistry and Molecular Biology, Director of the Kennedy Research Center, and the Dean for Postdoctoral Affairs and Co-Director of the Office of Graduate Affairs. She has served on several NIH study sections, foundation review boards and editorial boards, the Association of American Medical Colleges (AAMC) - Graduate, Research, Education, and Training (GREAT) Steering Committee (Chair of both Graduate Deans and Postdoc Leaders groups), and the founding Advisory Board of the NPA. She is Director of the NICHD M.D./Ph.D. training program, HHMI Med into Grad program, and NIGMS Post-bac (PREP), Initiative for Maximizing Student Development (IMSD), and the National Research Mentoring Network - Committee on Institutional Cooperation Academic Network (NRMN-CAN). She has received both a MERIT award and a Mentor of Excellence from NIH, and is Director of an NIH Program Project and a P30 Center. Schwartz’s functions and responsibilities in graduate and postdoctoral education and program administration have focused on the evolving and complex educational needs of emerging researchers in the life sciences.
Town Hall

Chris Bennett, B.A., is a Research Analyst at RTI International in Research Triangle Park, N.C., and was the data collection task leader for the pilot Early Career Doctorates Survey (ECDS). He also helps oversee data collection activities for the NSF-NIH Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). He has worked at RTI for seven years, and earned his bachelor’s degree in public policy and American institutions from Brown University.

Peter Einaudi, M.A., is a Senior Research Programmer/Analyst for RTI International’s Education and Workforce Development Division, and is the project director for the NSF Early Career Doctorates Survey (ECDS). With more than 20 years of work experience in corporate and academic settings, his expertise focuses on data collection and analysis, improving data quality, and enhancing database utility. Since joining RTI in 2006, he has been a data delivery and dissemination task leader for several large surveys, including the NSF-NIH Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). Einaudi has a master’s degree in sociology from the University of North Carolina at Chapel Hill, and a bachelor’s degree in applied mathematics from Harvard University. His research interests include survey methodology, economic sociology, postgraduate education, and transitions to work.
**Rodoniki Athanasiadou, Ph.D., M.Res.,** is a Postdoctoral Researcher at the Center for Genomics and Systems Biology at New York University. Her research work focuses on the factors that affect the timing and amplitude of expression control in eukaryotic systems. She completed her doctoral degree in 2008 from the University of Edinburgh (UK) under the supervision of Adrian Bird, Ph.D. She is a founding member and organizer of NYU Postdocs (NYUP), a professional network of postdoctoral researchers across disciplines and NYU campuses. In May 2015 she led the organization of the 1st NYU Interdisciplinary Symposium (PoIntS) by NYUP. In the past, she has collaborated with the NYU Office of Postdoctoral Affairs to organize and host a data-driven discussion group Postdocs-talk-Postdocs. In her free time Athanasiadou is an avid advocate of science outreach, writing articles for the public about next generation sequencing. More recently she has been giving public talks in the New York metropolitan area about critical thinking and the principles of the scientific method.

**Amita Bansal, Ph.D.,** completed her Bachelor of Science (first class honours) at the University of Abertay Dundee, Scotland, and her doctoral degree from the University of Auckland, New Zealand. She is currently a Postdoctoral Research Fellow at the Perelman School of Medicine, University of Pennsylvania. She has received a number of awards and distinctions for her work, and has been actively involved in trainee affairs at her current and previous positions. She has held various leadership positions, which includes International Students’ Representative, leader of the Program Organizing Committee of an annual HealtheX Symposium, and Vice President of the Postgraduate Student Association of her Faculty at the University of Auckland. For her active role in trainee representation, she has also been awarded the Liggins Institute Student Leadership award. Bansal has been appointed as the Trainee Representative on the Council of the International Society of Developmental Origins of Health and Disease since 2013, and currently she is also the Chair of the Foreign National Committee and Seminars Committee of the Biomedical Postdoctoral Council at the University of Pennsylvania. In June 2015, she became an International Officer of the NPA, and is actively involved in advocating the interests of the international postdoctoral community.

**Doreen Becker, D.V.M., Ph.D.,** research interest is in animal genetics. After her studies in Veterinary Medicine from Germany, she received her D.V.M. at the University of Bern, Switzerland. Here she also obtained her doctoral degree by identifying quantitative trait loci in pigs. She joined the University of Pennsylvania as a Postdoctoral Researcher in April 2014. Her main focus is the identification and characterization of genetic mutations leading to blindness in dogs. She is part of the Biomedical Postdoctoral Council at the University of Pennsylvania and is interested in supporting the postdoc community.

**Deirdre Brekken, Ph.D.,** received her Bachelor of Engineering from Vanderbilt University and her doctoral degree from UT Southwestern Medical Center. She completed her postdoctoral training at the Seattle Biomedical Research Institute as an NIH National Research Service Award (NRSA) fellow. She was recruited back to UT Southwestern as a faculty member and Lead Scientist in the Alliance for Cell Signaling, working with Nobel laureate Alfred Gilman, M.D., Ph.D., to study phosphoproteomics. Brekken was drawn away from the bench in 2008 to join the staff of the Postdoctoral Affairs Office and became the Assistant Dean for Postdoctoral Affairs in 2012. She oversees the Postdoctoral Affairs Office and directs the postdoctoral certificate training program of the ~600 postdoctoral scholars. She is the Chair-Elect of the Council of the International Society of Developmental Origins of Health and Disease since 2013, and currently she is also the Chair of the Foreign National Committee and Seminars Committee of the Biomedical Postdoctoral Council at the University of Pennsylvania. In June 2015, she became an International Officer of the NPA, and is actively involved in advocating the interests of the international postdoctoral community.

**Kelly Phou, M.B.A.,** is the Project Officer for the Early Career Doctorates Survey at the National Center for Science and Engineering Statistics (NCSES) at the NSF. She has almost 25 years of work experience as a survey statistician. Prior to joining NCSES, she was a supervisory statistician at the U.S. Census Bureau (Census) and a senior management analyst at the Department of Defense (DOD). At Census, she worked directly in the collection, editing, analysis, and dissemination of economic surveys and censuses and also chaired an international working group on conflict of blood diamonds. At DOD, she worked on workforce planning and civilian human capital strategic plan. Phou holds bachelor’s degrees in chemistry and economics, and a Master of Business Administration with a concentration in human resources management.
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Tullia C. Bruno, Ph.D., is currently a Research Assistant Professor in the Department of Immunology at the University of Pittsburgh. Her research interests focus on the interplay of the immune system and cancer. She is currently an American Association of Immunologists Public Policy Fellow, and she is gearing up to visit Capitol Hill to teach politicians about tumor immunology. Further, she has extensive experience in transforming scientific presentations to educate non-scientific groups, which makes her a suitable co-chair for this innovation in action session on communicating science to non-scientists.

Timothy A. Burkhart, Ph.D., is a Research Scientist at the Lawson Health Research Institute and an Adjunct Professor in the Departments of Mechanical Engineering and Surgery at Western University in London, ON, Canada. He recently completed a three-year postdoctoral fellowship in mechanical engineering at Western University where we served as vice president of the PDA at Western (PAW). He was the recipient of a Canadian Institute of Health Research (CIHR) fellowship award that supported his postdoctoral studies. His main research focus is in orthopaedic biomechanics with an interest in soft tissue reconstruction of the knee (e.g., ACL and ALL), total hip and knee joint arthroplasty, and fractures to the upper extremity (e.g., wrist and elbow). His research interests also include general bone biomechanics, finite element modeling and the testing and design of injury prevention and orthopaedic treatment techniques.

Cristina N. Butterfield, Ph.D., received her Bachelor of Science in biochemistry/cell biology from University of California, San Diego, and worked in the plant biology lab of Prof. Joanne Chory at the Salk Institute. She then went to Oregon Health & Science University to pursue environmental bioinorganic chemistry with Prof. Bradley Tebo and earn her doctoral degree in biochemistry and molecular biology. She is now a second-year Postdoctoral Scholar in the Earth and Planetary Science department at University of California, Berkeley with Prof. Jillian Banfield researching microbial ecology in grassland soil using metagenomics. In her spare time, Butterfield enjoys tap dancing and getting together with her past ultimate Frisbee teammates.

Florian Carle, Ph.D., has been a Postdoctoral Associate working in the Mechanical Engineering and Materials Science department since 2014. In the laboratories of Kyle Vanderlick and Eric Brown, he is developing a liquid dynamo to be able to answer magneto-related questions rising from Earth, Sun or other astral objects magnetic field studies. Prior to Yale, after obtaining an engineering diploma and a master’s degree from Aix Marseille University in France, he joined the IUSTI laboratory where he earned his doctoral degree in mechanics and energetics in 2014 by studying droplets evaporation in microgravity. He is the Co-Chair and one of the founding members of Yale PDA to make sure all postdocs have the best experience possible during their stay at Yale, creating a very social and welcoming environment by creating social and career development events for postdocs to attend, encourage community building and facilitating networking but also helping them use the large number of resources the university has to offer.

Sarah Cardozo-Duncan, based in Boston, Massachusetts, 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, she was recognized by Boston Magazine as one of the 100 most powerful women in Boston. Cardozo-Duncan is an accomplished and highly regarded speaker and workshop leader. She conducts hand-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.
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Lauren Celano  
Founder and CEO, Propel Careers  
Phone: 617-823-5446  
email: Lauren@propelcareers.com
BIOGRAPHIES

**Lori M. Conlan, Ph.D.** is trained as a biochemist, receiving her Bachelor of Science in biochemistry from Michigan State University, and her doctoral degree in biochemistry and biophysics from Texas A&M University. She worked for several years as a postdoc at the Wadsworth Center, NYS Department of Health, before transitioning from the lab to focus on career issues for the next generation of scientists. She started as the Director of the Science Alliance, an international career development program for graduate students and postdocs sponsored by the New York Academy of Sciences. She now is at the NIH in the Office of Intramural Training & Education assisting the 4,000 NIH postdocs in their personal career choices. Conlan is the Director of two offices, the Office of Postdoctoral Services and the NIH Career Services Center. She speaks at universities and institutions around the nation on career development topics for young scientists.

**Tracy Costello, Ph.D.** is the program manager for the Office of Postdoctoral Affairs and Development at The University of Texas MD Anderson Cancer Center where she plans, organizes, sets direction and evaluates the academic and career development programming for postdoctoral fellows. She provides strategic oversight to the PDA, has introduced an institutional Individual Development Plan, enhanced new postdoc orientation, developed networking opportunities and provides one-on-one coaching and mentoring to a numerous postdocs. In addition to this role, she has been both Vice Chair and Chair of the NPA Advocacy Committee, and has served on NSF study sections and the 2015 Committee of Visitors for the Social, Behavioral and Economic Sciences Directorate. Costello earned her doctoral degree in biomathematics & biostatistics and human & 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 health disparities research. Her research interests, though varied, have basis in the development of statistical methodology and have focused on data mining and meta-analysis methodologies with applications in genetics, extensions to regressive logistic statistical theory applied to genetic anticipation, epidemiological analyses in a variety of disorders, longitudinal, mixed model analyses of smoking cessation clinical trial data in underserved and minority populations and factor analysis of psychological questionnaire data. 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 at MD Anderson.

**Amber Cox, M.S.W.** is the Associate Director at the Committee on Institutional Cooperation (CIC) and Co-Director of the NRMN-CAN and NSF-AGEP Professorial Advancement Initiative (PAI). At the CIC, she leads and directs the strategic initiatives of the graduate deans and the Liberal Arts and Sciences deans, and oversees the academic programs team who support a wide-range of programs including distant course sharing, multi-organizational collaborative research and projects, student and faculty diversity initiatives, and faculty leadership development.

**Ryan J. Cummings, Ph.D.** received his doctoral degree in microbiology and immunology from the University of Rochester in 2013, and is currently a Postdoctoral Fellow in the Departments of Medicine and of Clinical Immunology at Icahn School of Medicine at Mount Sinai (ISMMS). His primary research seeks to elucidate how innate immune cells, including dendritic cells and macrophages, recognize and interpret the natural cellular turnover of host cells throughout the body, as this could dictate whether tissue homeostasis is maintained or destructive autoimmunity ensues. By utilizing novel mouse models of inflammatory bowel disease, Cummings is investigating how cell death of the intestinal epithelium conditions both dendritic cells and macrophages to further regulate tolerance or immunity within the mucosal microenvironment. Thus, the impairment and/or loss of function of genes involved in either host cell death or the recognition of these cells could lead the dysregulation of homeostasis not only in the mucosa, but other tissues sites where these processes occur. Outside of his research, Cummings is the Co-Chair of the ISMMS Postdoc Executive Committee and founder of the Curriculum Design Team, an outreach program that develops and teaches biological sciences courses for local high-school students from underprivileged areas in NYC.
BIOGRAPHIES

Brendan Delaney, Esq., is a Partner at the law firm of Leavy, Frank and Delaney, LLC, an immigration law firm based in Bethesda, MD. A native of Northern Ireland, he joined the firm in December 2000. He went on to receive his Juris Doctor at The Catholic University of America in Washington D.C., and became a partner in January 2009. He has been invited to speak at the Annual Meeting of the NPA, and NAFSA, as well as conducting legal seminars at numerous universities and institutions across the United States on visa issues for postdocs. Delaney has co-authored numerous articles related to postdoctoral issues for The POSTDOCket (quarterly newsletter of the NPA), and currently serves as a NPA Advisor. Since 2000 the law firm of Leavy, Frank and Delaney has worked extensively with scientists, researchers, postdocs at Universities and research institutions across the United States to assist them with their visa matters and other immigration related concerns.

Bob Dolan, M.B.A., provides career counseling and professional development workshops for the postdoctoral scholars program at 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 certified to administer the MBTI and Strong Interest Inventory assessments. Dolan is active as a guest speaker and has delivered career programs at several universities, conferences across the United States, and dozens of 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 led global and local teams in the publishing, chemical, and high technology telecomm industries.

Kyle Dolan, Ph.D., is a Postdoctoral Scholar in the Department of Medicine at the University of Chicago. His current research examines the influence of the intestinal microbiome on host biology. He is an active member of the University of Chicago Biological Sciences Division (BSD) PDA, and has served as Chair of both the Public Affairs Committee and the Symposium Committee. In the latter role, he was a lead organizer of the 2015 Future of Research Chicago Symposium. He completed a bachelor’s degree in molecular biology at Colgate University, and earned his master’s degree and doctoral degree in biochemistry and molecular biophysics at the University of Chicago.

Thierry Dubroca, Ph.D., has been a Postdoctoral Associate at the National High Magnetic Field Laboratory since July 2013. He is developing a novel method to increase the sensitivity of nuclear magnetic resonance spectroscopy, called dynamic nuclear polarization at very high magnetic fields. His scientific career started at the University of Florida in 2000, first as an exchange student in a master’s program, then as a doctoral student, and finally as a Postdoctoral Associate in materials science and engineering. In the area of explosive detection, Dubroca studies the optical properties of explosives, and with his business degree, he worked to commercialize the technology developed during his first postdoc. Outside of the lab, he is involved in the postdoctoral association, which focuses on postdoctoral affairs policies for all postdocs at Florida State University, one of the managing universities of the National High Magnetic Field Laboratory. He has been working for several years on postdoctoral affairs and training, from skill specific workshops to social events.

Ken Dutton-Regester, Ph.D., completed his studies in Brisbane, Australia at the QIMR Berghofer Medical Research Institute, and obtained his doctorate with a focus on melanoma genetics from the Queensland University of Technology in 2012. In 2013, he was awarded a National Health and Medical Research Early Career fellowship to explore mechanisms of drug resistance in melanoma under the mentorship of Levi Garraway at the Dana Farber Cancer Institute and Broad Institute of Harvard and MIT. He is a strong advocate for the professional advancement of his fellow early career researchers, and has been actively involved at his local institution by being a representative on the higher degrees committee, co-leading the Student Society, organizing the
annual student retreat, and was instrumental in establishing an annual student symposium program. Dutton-Regester is also currently completing a three-year term on the Associate Member Council of the American Association of Cancer Research (AACR), a leadership body representing the interests of 13,000 early career researchers whose main role is to develop professional advancement content at the AACR Annual Meeting. In June 2015, he became an International Officer of the NPA, and is currently developing resources relevant for the international community working in the United States.

Stephanie K. Eberle, M.Ed., is the Director of the School of Medicine Career Center (SoMCC), the second Director since its founding in 2004. She began her tenure at the SoMCC in 2008 developing curriculum and resources for all biosciences trainees to explore and define a path toward their own careers of choice. Prior to joining the SoMCC, she was part of Stanford's central campus Career Development Center, counseling and developing career development programs for graduate students and postdocs from various disciplines across campus. She has co-written a text book chapter, taught a “Career and Life Planning” course with John Krumbollotz in the Stanford School of Education, consulted on diversity issues at companies and organizations throughout the country, and held numerous counseling and program development positions in her over 20 years of professional experience. Eberle has taught at both Stanford University and is Adjunct Faculty at the University of San Francisco, and she writes regularly for Inside Higher Education. She holds both a Master of Education and a Bachelor of Arts in psychology and sociology, from Ohio University.

Liz Elvidge, Ph.D., is the Head of the Postdoc Development Centre (PDC), Imperial College London. The PDC is a unique centre in the United Kingdom, set up to support the college’s 2,400 researchers and fellows. She has worked at give different universities in the United Kingdom, including the University of Cambridge and Imperial College London. Elvidge is particularly committed to providing bespoke training and development opportunities for women to ensure they reach their full potential.

Joyce Fernandes, Ph.D., is Professor of biology at Miami University in Oxford Ohio, where she has been teaching and conducting research since 1999. She teaches courses in developmental biology, cell biology, neurobiology and stem cell research. Her research is funded by the NIH, and the NSF. Fernandes serves on education committees of the American Society for Cell Biology, the Genetics Society of America, and is Councilor in the Biology Division of the Council on Undergraduate Research (CUR). She has previously served as Associate Director of Science Education at the Graduate Teaching Center at Yale University where she developed and offered year-round programming for professional development of post-docs and graduate students. She recently completed a two-year term as Program Officer at the NSF, in the Division of Biological Infrastructure and is back “in the trenches,” teaching and conducting research with undergraduates.

Mallory Fix Lopez, M.S.Ed/TESOL, owner of Language ConnectED, an education consulting firm, is a Philadelphia-based applied linguist and educator focusing her teaching on English for Academic Purposes and English for Specific Purposes. Currently a faculty member at the University of Pennsylvania (UPenn) and Temple University, she both trains pre-service teachers and coaches ELLs (English Language Learners) to help develop their English language skills. Since 2013, Lopez has been coaching international fellows, postdocs and faculty members, all ELLs, at UPenn and The Children's Hospital of Philadelphia (CHOP) in the areas of English for Clinical Purposes, English for Presentations, and English for Virtual Communication, such as video-conferencing. She designs ESL (English as a Second Language) curriculums for the Bio-medical Postdoctoral Programs at UPenn in order to address the linguistic needs and to bridge the cultural differences of international, non-native English speaking postdocs. These curriculums are tailored to give postdocs the linguistic skills and repertoire necessary to be successful in the life and work as a postdoc, especially in the areas of cultural intelligence, presentation skills, and speaking effectiveness and fluency.
Garth A. Fowler, Ph.D., is an 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 nearly seven years as the Assistant Chair of the Department of Neurobiology at Northwestern University. Fowler leads the Directorate’s efforts to develop resources, guidelines, and policies that promote and enhance disciplinary education and training in psychology at the graduate and postdoctoral level. Throughout his career, he has been active in education, training, and career development for young scientists. He served on the NPA’s Board of Directors from 2009 – 2012, and has served as a member of the Finance Committee. He has been an invited speaker or keynote presenter at over 100 career development events, and has served as a panelist for two National Academies of Science Committees, the State of the Postdoctoral Experience, and the Committee on Research Universities. From 2005 – 2007 he was the Director of the Science Careers outreach program, where he developed workshops, presentations, seminars and wrote articles to help early career scientists promote and pursue their chosen career paths. He has served as a consultant for universities and research institutions on developing training grants for graduate students and postdoctoral scholars and developing learning outcomes and assessing career outcomes.

Amirhossein Ghasemi, Ph.D., spans his research interests across the broad areas of designing control architectures for systems with human-machine interaction such as semi-autonomous vehicles as well as developing control techniques for unmanned systems including precise manufacturing machines and micro-satellites. In particular, his current research study is about the problem of sharing control authority between human and automation systems in semi-autonomous vehicles. The challenge is to combine the strengths of the human control (perception, situational awareness, experience, judgment) and the automatic control (accuracy, speed, inexhaustibility) to achieve system performance that exceeds the performance possible when either agent acts alone. The problem of shared control between human and machine has a wide range of applications from direct control of automobiles and aircrafts, tele-operated control of robots, surgery, clinical assistive devices, micro-assembly or the steering of unmanned aerial and ground vehicles.

Jason Gillmore, Ph.D., a native of N.J., earned his Bachelor of Science (’96) and Master of Science (’98) in chemistry from Virginia Tech, and his doctoral degree (’03) from the University of Rochester. After a short NIH postdoctoral traineeship at Vanderbilt University, Gillmore joined the faculty at Hope College (a research intensive undergraduate liberal arts college affiliated with the Reformed Church in America) in 2004. Tenured & promoted in 2010, he is currently under consideration for promotion to full professor. His research group focuses on organic synthesis, photochemistry, electrochemistry, and computational modeling of photochromic dyes. His educational initiatives include incorporating authentic research into the undergraduate organic lab, the peer led team learning model into organic lecture discussion sections, and mentoring future faculty through the American Chemical Society’s “Postdoc to Faculty Workshop” and his own “Postdoc to PUI Prof Workshop.” He has been funded by the Dreyfus Foundation (Startup Awardee and Henry Dreyfus Teacher-Scholar), Research Corporation (Cottrell Scholar ’06), and the NSF (CAREER). He was named an inaugural Schaap Research Fellow and awarded both the Janet L. Andersen Award for excellence in teaching and the Vanderbush-Weller Award for extraordinary contributions to the lives of students by Hope College. He enjoys small-town life on the shores of Lake Michigan with his wife and two children.

James Gould, Ph.D., is the Director of the Harvard Medical School (HMS)/Harvard School of Dental Medicine (HSDM) Office for Postdoctoral Fellows at HMS where he builds programs for research, career, and professional development. He has published or contributed to articles in Nature Immunology covering CV to résumé conversion, interviewing strategies, and manuscript writing. He is also a guest expert on Naturejobs blog and Naturejobs career community. Prior to HMS, he was at the National Cancer Institute of the NIH where he did two postdoc fellowships and developed an internship with the NCI’s Office of Training and Education. He chaired the NCI’s PDA and is a member of the NPA, Graduate Career Consortium, and the American Association for the Advancement of Science (AAAS). Gould received his Bachelor of Science at Clarion University of Pennsylvania in biotechnology/molecular biology, and his doctoral degree in biochemistry and molecular biology at the University of Louisville.
Deirdre Griffin, M.A., has worked with international students, scholars, and employees in various capacities for seven years, including positions as a business immigration paralegal at the law firm of Maggio & Kattar PC, International Admissions Officer at Central Michigan University, and HR Immigration Specialist at Van Andel Research Institute. Her current duties include advising institutional representatives and international postdocs, employees, visiting researchers and students regarding immigration issues and processes; coordinating employment-based nonimmigrant and immigrant petitions; administering the institute’s Exchange Visitor Program; and developing institutional immigration sponsorship policy. Griffin holds a master’s degree in educational leadership with a graduate certificate in international administration from Central Michigan University and a bachelor’s degree in sociology and women’s studies from The College of William & Mary. She is also an active member of NAFSA: Association of International Educators, holding positions at both the regional and national level.

Kearney Gunsalus, Ph.D., is Co-Chair of the NPA Advocacy Committee and a member of the leadership team for the Future of Research organization in Boston. She is a postdoctoral fellow in the Training in Education and Critical Research Skills (TEACRS) program at Tufts University, where she was a founding member of the Tufts PDA, and has served as the chair of the Tufts PDA advocacy committee and lead organizer for the Boston PDA advocacy team. After completing a Bachelor of Arts in biochemistry and French at Smith College, she earned a doctoral degree in cellular 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 using yeast as a model organism.

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Mihaela Harmos, Ph.D., has been the postdoctoral services coordinator, within the school of graduate and postdoctoral studies at Western University since January of 2011. An important area of her current activity is the development and implementation of programs aimed at enhancing the postdoctoral experience not only at Western University, but also in Canada. In 2012, she co-founded the Canadian Association of Postdoctoral Administrators (CAPA) - an organization which aims to share best practices and to promote the environment for successful postdoctoral training. Members of CAPA include senior academic administrators and staff responsible for postdoctoral issues at universities and research organizations across Canada. Currently, Harmos is the Co-Chair of the CAPA steering committee. In 2014, she received a Western Award of Excellence, nominated by her peers and postdoctoral fellows, to recognize her contributions to the advancement of postdoctoral needs at Western.

Erin Heckler, Ph.D., is the Postdoctoral Affairs Administrator for the University of Chicago BSD. She works with Nancy Schwartz, Ph.D., to support the active PDA whose steering committee is comprised of nine subcommittees. She administers and supports BSD PDA activities as well as managing the postdoc database, weekly seminars and communications, and a quarterly orientation for new postdocs. The PDO works with the myCHOICE program and the Provost’s Office to provide complementary career development programs, advocate for postdocs, and hold networking events. She received her doctoral degree in biochemistry from the University of Delaware and did her postdoctoral training at Rutgers University. She is well-versed in the issues facing postdocs and is dedicated to supporting the vibrant postdoc community.

Josh Henkin, Ph.D., has over 20 years of professional and entrepreneurial experience in consulting, the biotech and medical device industries, science policy and academia. In his current role at the Tauri Group, he leads teams that provide strategic, technical and programmatic support to Department of Defense vaccine and therapeutic development programs. Henkin has a passion for leadership and enthusiasm for developing new talent. After years of successfully mentoring job seekers, he founded STEM Career Services, a prolific career coaching company aimed at helping STEM graduates start and sustain careers outside of academia. He sits on the Board of Directors of the NPA, is a former AAAS Science & Technology Policy Fellow, and played rugby for 20 years at national and international levels. Henkin holds a bachelor’s degree in business administration, a master’s degree in nutritional sciences and a doctoral degree in cell and molecular biology, all from the University of Vermont.

Peter Hitchcock, Ph.D., is a Professor in the Department of Ophthalmology and Visual Sciences and the Department of Cell and Developmental Biology in the School of Medicine at the University of Michigan. He directs an active, NIH-funded laboratory that investigates the molecular mechanisms governing early retinal development and stem cell-based photoreceptor regeneration. Hitchcock’s administrative experience includes serving as the Director of Michigan’s Interdepartmental Neuroscience Graduate Program (2000-2004) and serving on the Rackham Graduate School’s Executive Board (2005-2008). Reflecting his interest in training and mentoring, he served as the (founding) Director of the medical school’s Office of Postdoctoral Studies (2008-2012). Since 2012, he has served as an Associate Dean in Michigan’s Rackham Graduate School. Among his responsibilities, Hitchcock provides institutional oversight and programming for the nearly 1,400 postdoctoral fellows training at the University of Michigan. In addition, he is a Co-PI for the NSF AGEP-T grant, The Professorial Advancement Initiative, which seeks to advance postdoctoral fellows underrepresented in STEM disciplines into faculty positions.

Christine Holmes, M.B.A., serves as the Director of the Office of Postdoctoral Studies at Cornell University which provides support for over 500 postdocs on campus. She has worked at Cornell for over 20 years, and became the first Director of the Office of Postdoctoral Studies in 1995. In that capacity, she monitors the status and needs of the campus postdoctoral community, and serves as an advocate for postdoctoral issues to the Graduate School and Cornell’s administration; she provides career counseling for all postdocs and organizes workshops, seminars and social activities for postdocs. Holmes received her Bachelor of Science in management from Nazareth College in 1985, and her Master of Business Administration from St. John Fisher College in 1988. Prior to joining Cornell she worked in the trade show industry supporting diverse marketing efforts for her clients.
**Veronica Huang, Ph.D.,** was born and raised in a small city in Southeast China. She attended Fudan University for undergraduate study in chemistry. Later she decided to further her education in graduate school at Boston College. She is a biochemist by her doctoral training, with specialization in protein expression, purification, and characterization. She is currently a Postdoctoral Researcher in Portnoy Lab, University of California, Berkeley. And she studies the post-translational regulation of a bacterial toxin Listeriolysin O in an infection model. Her study aims to help the community understand the working mechanism of the bacterial pathogen and thereby come up with better treatment of the disease. She joined the Postdoc Industry Exploration Program (PIEP) at University of California, Berkeley in 2014, where she learned the art of working with people in a team and gained a broad exposure to the bioscience industry. She is passionate in sharing her experiences with PIEP to postdoc community nationwide. She is an avid runner. She enjoys camping, dystopian fictions, and Game of Thrones.

**Jens Jaeger, Ph.D.,** has been a Postdoctoral Fellow at the Yale Department of Cell Biology since 2013. He studies how cells assure the integrity of their nuclear envelope and its components in the laboratory of Patrick Lusk. He obtained his doctoral degree in Germany, where he studied bacterial infections in human cells and tissues.

In the Yale PDA, he serves as the liaison to the Office of Career Strategy and organizes career events that help postdocs answer the infamous question, “What do I do next?” He is passionate about strengthening the sense of community among postdocs by promoting both scientific collaborations and social exchange wherever he can.

**Stephanie R. Jones, Ph.D.,** received a Bachelor of Science in chemistry and a minor in scientific entrepreneurship from the University of North Carolina at Chapel Hill. She then went on to receive a Master of Philosophy in chemistry from the University of Cambridge, and a doctoral degree in chemistry from the University of California at Berkeley. She has enjoyed several internships and consulting positions at biotechnology start-ups. Her research has primarily focused on protein biochemistry at the bio-nano interface. She is currently a postdoctoral scholar performing research on bioremediation.

**Doug Kalish, Ph.D.,** is a Visiting Scholar at University of California, Berkeley, with a doctoral degree in biology from Harvard, and more than 30 years of management experience outside of academia. 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. He now devotes his time to helping students make the transition from academia to the business world, and maintains an extensive set of free resources at www.dougsguides.com.
BIOGRAPHIES

Jenny Rae Le Roux, B.A., is an expert in the career field of management consulting. As an experienced hire, she was recruited to join Bain and Company after completing her Bachelor of Arts in economics from the University of Virginia, traveling around the world, and starting her own business in South Africa. As a top-tier management consultant, she worked on 11 projects in 10 industries and received an offer for promotion. She left consulting to rejoin the ranks of entrepreneurship, serving on leadership teams of a battery technology and Fintech company. She returned to consulting in 2010, joining Management Consulted, the world’s leading management consulting training/education company, and now leads the firm as its Managing Director. MC offers content and services on a popular platform that has grown to 2M+ users, 40K+ account holders, 3500+ private clients and 35+ partner schools each year. An in-demand presenter, Le Roux delivers 50+ workshops each year with partners including Harvard Business School, Stanford, and the London School of Economics to prepare candidates with all types of degrees (doctoral degrees, Master of Business Administration, specialized master’s and undergrads) and backgrounds to successfully find jobs in management consulting.

Natalie Lundsteen, Ph.D., is the Director of Graduate Career Development and Assistant Professor in Psychiatry at UT Southwestern Medical Center’s Graduate School of Biomedical Sciences. She came to UTSW in 2014, after many years of working with graduate students and alumni as a career and academic advisor at MIT, Oxford (UK), and Stanford. Her doctoral research in education at Oxford University focused on student transition from academia to workplace, and the development of professional expertise. She is currently a Research Associate in the Centre for Skills, Knowledge and Organisational Performance (SKOPE), and the Oxford Centre for Sociocultural and Activity Theory Research (OSAT) at Oxford University, and serves as Co-Chair of the southern region of the Graduate Career Consortium.

Sarah Mazzilli, Ph.D., originally from the Boston area, completed her doctoral degree in molecular pharmacology and cancer therapeutics at Roswell Park Cancer Institute/University of Buffalo in 2013. She then joined the laboratory of Avrum Spira, M.D., M.Sc., in the section of computational biomedicine at Boston University School of Medicine. Her research interests and work in the Spira laboratory involve developing models to aid in the understanding of the molecular events involved in the progression of premalignant squamous lesions to frank squamous cell carcinoma to identify targets and appropriate models for intervention studies.

Sean McConnell, Ph.D., has served as Chair of the Survey Committee for over two years. In this role he designed and administered postdoctoral surveys, as well as collaborated to analyze and present these survey results at venues such as the NPA meeting. During this time he has also served as Co-President and Executive Officer of the PDA at the University of Chicago.

Kathleen McEnnis, Ph.D., is currently a postdoctoral fellow in Prof. Joerg Lahann’s lab in the Chemical Engineering Department at the University of Michigan. The Lahann Lab is also a member of the Biointerfaces Institute, a collaborative environment bringing together researchers from many disciplines (such as engineering, pharmacy, medical, and dental) for cross-disciplinary translational research. Her research focuses on using electrohydrodynamic co-jetting of polymer particles for targeted drug delivery applications. Specifically, she is using multi-valent targeting approaches to improve targeting towards breast cancer stem cells. She is also investigating the behavior of these particles in biologically relevant fluids such as blood plasma. Previously, McEnnis was a graduate research assistant in Prof. Thomas P. Russell’s lab in the Polymer Science and Engineering Department at University of Massachusetts Amherst where she studied particle behavior on anisotropically curved interfaces. Prior to that she was an undergraduate researcher in Prof. Paula T. Hammond’s lab in the Chemical Engineering Department at MIT where she created, analyzed, and tested layer-by-layer polymer electrolytes for lithium batteries.
Thomas McHugh, M.S., has progressively developed his acumen in academic administration over the last 14 years at the University of Maryland School of Medicine. During this time he has held several positions, and is currently a Program Administrator in the Dean's office overseeing several areas of operation including serving as the Co-Director of the School's Office of Postdoctoral Scholars working with school and university leadership and directly with postdocs. McHugh's efforts are primarily focused on issues pertaining to policy development and oversight (parental leave, compensation levels, etc.), and serving as an advocate for the approximately 300 postdocs in the school. He played a leading role in the development and implementation of the school's postdoc policy, and continues to work collaboratively with school leadership to refine and enhance the policy. McHugh completed his undergraduate studies in education at Kutztown University of Pennsylvania, and recently earned a master's degree in management from University of Maryland University College.

Caitlin McNamara, M.A., is Recruitment and Marketing Officer at the Council for International Exchange of Scholars, a division of the Institute of International Education; she has been with the Institute for five years. Working closely with outreach and U.S. program staff, she recruits and advises U.S. academics and professionals seeking international teaching and research assignments through the Fulbright Scholar Program, and assists in implementing priorities and initiatives throughout the program. Prior to assuming this role, she was a Program Officer for the Fulbright Scholar Program with the Western Hemisphere regional unit, working with both U.S. and visiting Fulbright Scholars. McNamara has a Master of Arts in comparative education, with a focus on international higher education policy and student and scholar mobility, from University College London's Institute of Education, and a Bachelor of Arts in economics and history from Denison University in Granville, Ohio.

Kristen K. Mighty, Ph.D., M.P.H., is the Senior Program Coordinator in the Office of Postdoctoral Affairs (OPA) at Northwestern University. She completed her doctoral and public health training at Northwestern University in 2012 and 2014, respectively. She then completed her postdoctoral training at Rush University Medical Center, where she was a founding board member of the Rush Postdoctoral Society. Following her postdoctoral training at Rush University, she transitioned to her current role in Northwestern's OPA where she works to expand programming for postdoctoral fellows across all disciplines, assists postdocs with résumé and CV review, advises on the job search process, guides interview preparation, and helps postdocs to access valuable resources and programs at Northwestern. She is also responsible for compiling email newsletter content, updating website content, collecting postdoctoral career outcomes and survey data, and working towards establishing new postdoc welcome and orientation activities.

Mary M. Mitchell is dedicated to helping postdocs become more professional so that they can expand their careers. She has lived and worked on four continents, is the author of nine books in 11 languages, and currently writes the "Modern Etiquette" column for Reuters.com.

Audrey J. Murrell, Ph.D., is an Associate Professor of business administration, and holds secondary appointments in the Graduate School of Public and International Affairs and Pitt's Psychology Department. She was appointed as the Director for the David Berg Center for Ethics and Leadership within Pitt Business in 2007 and the Associate Dean for the College of Business Administration in 2013. Murrell received her Bachelor of Science from Howard University, magna cum laude in 1983, a Master of Science in 1985, and a doctoral degree in 1987 from the University of Delaware. She serves as a consultant in the areas of mentoring, organizational effectiveness, teamwork, diversity, and leadership development. Murrell conducts research, teaches, and works with organizations on strategies to enhance overall effectiveness by utilizing their most valuable assets—their human and social capital. She conducts extensive research on building capacity of people and outcomes at work with a special emphasis on enhancing outcomes for women. She is the author (along with Crosby and Ely) of the book titled Mentoring Dilemmas: Developmental Relationships within Multicultural Organizations and the author (with Forte-Trammell and Bing) of the book Intelligent Mentoring: How IBM Creates Value through People, Knowledge and Relationships. Her forthcoming book with Stacy Blake-Beard (Simmons University) is titled Mentoring Diverse Leaders: Creating Change for People, Processes and Paradigms will be published in the spring by Routledge Press. Murrell has received numerous recognitions including the Mayor's Citizen Service Award from the City of Pittsburgh, the SBA Minority Business Champion of the Year, the University of Pittsburgh Student Choice Award, the "Women of Distinction" award from the Girls Scouts of America.
Southwestern Pennsylvania, the Susan B. Anthony “Women of Vision” award from the Women’s Leadership Assembly, the Community Service award from the Pennsylvania Job Corps Association, the Community Champion Award from the United Way of Allegheny County, the H.J. Zoffer Medal for Meritorious Service from the Pitt Business Alumni Association and the Chancellor’s Distinguished Public and Community Service Award from the University of Pittsburgh.

Michael A. Palladino, Ph.D., is Interim Vice Provost for Graduate Studies and Professor of Biology at Monmouth University in N.J., and had served as Dean of the School of Science since 2008. He has received several awards for research and teaching, including the 2009 Young Investigator Award from the American Society of Andrology and the 2005 Distinguished Teacher Award from Monmouth University. He has maintained an active laboratory of undergraduate students involved in research on the cell and molecular biology of male reproductive organs, supported by federal, state and industry sources. He has mentored over 70 students and his research students have co-authored numerous peer-reviewed papers in leading journals in reproductive biology, presented their work at regional, national and international conferences, and received a range of awards for their research. As Dean he had significant experience recruiting, supporting and developing new faculty hires. Palladino is the co-author of Introduction to Biotechnology the leading undergraduate textbook in the field and used at over 150 institutions throughout the United States, Canada, the United Kingdom, Australia, Germany, India, New Zealand, Pakistan, Singapore, and China. He is also on the authorship team of W.S. Klug, M.R. Cummings and C.A. Spencer for two leading undergraduate textbooks in genetics, Concepts of Genetics, 11e, and Essentials of Genetics, 9e.

Larry Petcovic, 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. He has served in training and Human Resources VP 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.

Joseph Pierre, Ph.D., has served on the Survey Committee for nearly a year, focusing on the design of a national survey. He has many additional roles within the University of Chicago PDA, including Co-Chair of the Social Media Committee. He also served as a leader for the Future of Research Chicago Symposium, as Chair of Social Media and Web Presence.

Leslie Pond, Ph.D., is Head of the postdoctoral program and a member of the Academic Relations team at the Novartis Institutes for BioMedical Research, where she supports the postdoc program community and is responsible for program operations across multiple locations. She is passionate about contributing to the development of the next generation of scientists with respect to both scientific and relational skills. She received her doctoral degree in biochemistry from the University of Wisconsin-Madison and was a postdoctoral fellow at The Scripps Research Institute, California and the University of Dundee, Scotland. She then joined Cell Press
as a Senior Editor for the journals Cell and Molecular Cell. Prior to joining NIBR in 2006, she was a Scientific Editor at Virtual Text/Jones and Bartlett Publishers, where she was part of a team that developed online textbooks and the cell biology textbook CELLS.

David Proctor, Ph.D., is a Scientific Review Officer at CSRA Inc., where he manages peer review of Congressionally Directed Medical Research Programs, and Adjunct Faculty in chemistry at Saginaw Valley State University. Previously, he was a AAAS Science & Technology Policy Fellow in the Division of Advanced Cyberinfrastructure at the NSF, where he assisted in the management of research programs that support innovation in software infrastructure. Prior to becoming a Fellow, he was a Research Associate with the Committee on Science, Engineering, and Public Policy at the National Academies, where he was also a Christine Mirzayan Science and Technology Policy Fellow. Proctor completed his postdoctoral research in structural biology at the University of Dundee in Scotland, where he helped to establish the UK Research Staff Association to provide a collective voice for U.K. researchers. He is the founding Secretary of the International Consortium of Research Staff Associations (ICORSA), and has served postdoctoral communities as an advocate and community builder since 2007.

Randall Ribaudo, Ph.D., Human Workflows and SciPhD Co-Founder, has over twenty years of experience in the scientific research and biotechnology field, and has successfully made the transition from academia to industry. Ribaudo co-founded Human Workflows after more than five years at Celera Genomics where he was a liaison to pharmaceutical, biotechnology and academic communities, served as product manager for the mass spectrometry software group, led a task force to define strategic direction and advised on product development for enterprise solutions for information integration. Human Workflows provides consulting services to the biotech and pharmaceutical industries to improve their information integration processes. Ribaudo also has extensive experience in academic research. After receiving a doctoral degree in immunology at the University of Connecticut, he completed a postdoctoral fellowship...
at the NIH before becoming a Principal Investigator at the National Cancer Institute. His research program studied the immune response to viruses and tumors, leading a team of postdocs, technicians, and students resulting in patents and numerous publications. Ribaudo’s experience as an academic and industry scientist, coupled with his experience consulting with industry scientists provides unique insight to the critical skills necessary to promote success in academic and industry settings, and forms the basis for the SciPhD training programs. The combined communications and behavioral sciences talents of Co-Founder Larry Petco-SciPhD training programs. The combined communications and behavioral sciences talents of Co-Founder Larry Petco-vic, and the academic and industry experience of Ribaudo have resulted in training programs that are deployed at over 60 institutions in the United States and abroad.

**Laurie E. Risner, Ph.D.**, is the Administrator for the Joseph P. Kennedy Jr. Intellectual and Developmental Disabilities Research Center, working with Director, Nancy B. Schwartz, at the University of Chicago. She provides administrative support for the research laboratories of the center and is the Program Manager for the training programs housed there including the NICHD M.D./Ph.D. training program, HHMI Med into Grad program, NIGMS Post-bac (PREP) and Initiative for Maximizing Student Development (IMSD), and the National Research Mentoring Network - Committee on Institutional Cooperation Academic Network (NRMN-CAN). Risner previously served as the Postdoctoral Affairs Administrator at the University of Chicago.

**Gerrit K. Roessler, Ph.D.**, is the Director of the German Academic International Network (GAIN) in New York City, a joint initiative of the German Academic Exchange Service (DAAD), the German Research Foundation (DFG) and the Alexander von Humboldt Foundation. He designs and organizes events, workshops and trainings to aid German researchers in North America with their professional development. He has published essays on building and maintaining international networks and support structures for mobile researchers in various journals in Germany and abroad. His goal is to help early-career scientists and serve as a resource and connector. He received his doctoral degree in German literature and culture from the University of Virginia in 2013, and an Erstes Staatsexamen in music and English from the University of Dortmund, Germany in 2007. From 2011 to 2012, he worked as assistant adjunct professor at Queens College, CUNY.

**Alison P. Sanders, Ph.D.**, is a Postdoctoral Fellow in the Department of Preventive Medicine at the Icahn School of Medicine at Mount Sinai (ISMMS) specializing in toxicology, molecular epidemiology, and children’s environmental health. She received her doctorate in environmental sciences and engineering from UNC-Chapel Hill in 2013, and her Master of Science in environmental engineering from the University of Wisconsin-Madison in 2009. Sanders’ broad academic training includes toxicology, applied engineering, global health, systems biology, and epidemiologic approaches to address trans-disciplinary research challenges. She uses geostatistical mapping, molecular biology, and computational approaches to investigate the effects of prenatal metal exposure in human populations. She has co-authored 14 publications, is a member of NPA since 2015, and is Co-Chair of the ISMMS Postdoc Executive Committee. Sanders directs the graduate level course in toxicology at ISMMS, and has taught 5th grade environmental health in an East Harlem afterschool science program since 2013.

**Nancy B. Schwartz, Ph.D.**, is Professor in the Departments of Pediatrics and Biochemistry and Molecular Biology, Director of the Kennedy Research Center, and the Dean for Postdoctoral Affairs and Co-Director of the Office of Graduate Affairs. She has served on several NIH study sections, foundation review boards and editorial boards, the AAMC-GREAT Steering Committee (Chair of both Graduate Deans and Postdoc Leaders groups), and the founding Advisory Board of the NPA. She is Director of the NICHD M.D./Ph.D. training program, HHMI Med into Grad program, and NIGMS Post-bac (PREP), IMSD, and the NRMN-CAN. She has received both a MERIT award and a Mentor of Excellence from NIH, and is Director of an NIH Program Project and a P30 Center. Schwartz’s functions and responsibilities in graduate and postdoctoral education and program administration have focused on the evolving and complex educational needs of emerging researchers in the life sciences.

**Yvette Seger, Ph.D.**, is the Director of Science Policy for the Federation of American Societies for Experimental Biology (FASEB), a coalition of 30 scientific societies collectively representing over 125,000 biological and biomedical researchers. In this role, she oversees FASEB’s science policy portfolio, and specifically manages efforts related to federal policies pertaining to grants management and peer review. Seger serves as Vice Chair of the NPA Board of the Directors and as
liaison to the Advocacy Committee. After launching her policy career at the National Academies as a Christine Mirzayan Science & Technology Policy Fellow, she served as a policy analyst for a private company, U.S. federal research agency, and a patient advocacy group prior to joining FASEB. Seger received her doctoral degree in genetics from Stony Brook University, and her bachelor’s degree in zoology (genetics concentration) and politics & government from Ohio Wesleyan University.

Dan Spiess, Ph.D., serves as the University of Chicago’s central resource for postdoctoral fellows and scholars. He works with postdocs in all fields as well as with university administrators, postdoc associations, and the myCHOICE program. Spiess advises on postdoctoral benefits and policies, develops professional programs, and provides career advising to postdocs and postdoc alumni.

Abby Stayart, Ph.D., is the Program Manager for the University of Chicago BSD myCHOICE program. myCHOICE is funded by the NIH “Broadening Experiences in Scientific Training (BEST)” grant and strives to provide postdocs and grad students with exposure to the diverse career paths that are suitable for doctoral degree trained scientists. She oversees all nontechnical aspects of the program components and is a single point of contact for it: she interfaces with the myCHOICE PIs and the executive director, collaborates closely with the myCHOICE Navigator Michael Tessel, Ph.D., and serves as a liaison with myCHOICE partners across the university campus, including the PDA. Stayart has been associated with the University of Chicago BSD for more than a decade, first as a graduate student in the Rothman-Denes lab, followed by postdoctoral training in the lab of Laurens Mets. The depth and breadth of her experience in those roles makes her uniquely suited to addressing the needs of the graduate and postdoctoral communities through development of myCHOICE programming and services.

Jana Stone, Ph.D., is the founding Director of the Office of Postdoctoral Services at the Georgia Institute of Technology, where she develops programming and policies to enrich the postdoctoral training experience. Previously she was responsible for outreach programs for an NIH-funded Center for Systems Biology at Duke University. Before moving to academic administration, she was Postdoctoral Fellow at the National Institute of Environmental Health Sciences (NIEHS), where her research focused on DNA replication and mutagenesis. Stone earned a doctoral degree in genetics & molecular biology from the University of North Carolina at Chapel Hill and a Bachelor of Science in microbiology from Indiana University. Stone led the NPA Meetings Committee as Co-Chair for the 2015 Meeting, and Vice Chair for the 2014 Meeting.

Latishya Steele, Ph.D., is the Associate Director, Biosciences Programs at Stanford Medicine. In this role, she works with the School of Medicine Career Center and the Office of Graduate Education to create curricular frameworks for postdocs and graduate students that integrate their research training with skill-building opportunities in grant and fellowship writing, oral communications, and professional and career development. She comes to this work as a former fruit fly genetics researcher with postdoctoral training in curriculum development and teaching as a Curriculum Fellow at Harvard Medical School and experience in managing a summer research internship program for high school and college students. She is passionate about developing curriculum, programs, and/or other resources for postdocs, graduate students, and other professionals in the biosciences.

Carol Strong, Ph.D., has been an Associate Professor in political science at the University of Arkansas – Monticello since 2008, has taken 72 students to 24 state/national/international conferences, supervised eight papers that were finalists/winners in state/national competitions, supervised two projects receiving grants from the Arkansas Department of Higher Education, prepared teams for group simulation competitions and facilitated a series of field study programs to major U.S. cities. She is on the executive board of the Arkansas Political Science Association, is a member of the Council of Undergraduate Research, has presented papers in the United States, Australia and Europe and published with Edwin Mellon Press. She received her doctoral degree from the University of Melbourne (Australia), where she was an honorary Fellow at the Contemporary Europe Research Centre until 2010. She was also a Rotary Ambassadorial Scholar, a Research Fellow at the Centre for Citizenship and Human Rights at Deakin University (Australia) and a Visiting Professor at Oklahoma State University.
Michael E. Stroster, J.D., is a member at Miller Johnson and has practiced law since 1998. His practice focuses on representing a wide range of business entities and individuals in matters related to immigration and employment law. Stroster has significant experience preparing all types of employment-based visa petitions, including H-1B, TN, O-1 and employment-based immigrant petitions, as well as family-based immigration petitions, naturalization applications, and relief from removal proceedings. His work has involved advising and assisting employers and individuals in a variety of industries with special emphasis on health care, manufacturing, information technology, and academic and scientific research. In addition to his work in the area of immigration law, he possesses broad experience in handling labor and employment law matters. He is a graduate of Wayne State University Law School and a member of the American Immigration Lawyers Association, American Bar Association, and the State Bar of Michigan.

Mahadeo Sukhai, Ph.D., is Canada’s only congenitally blind biomedical research scientist. He is currently a team leader with the Advanced Molecular Diagnostics Laboratory at the University Health Network in Toronto. In this role, he is responsible for the development and implementation of new methods to interpret the results of genomic tests for cancer, based upon the results of the Human Genome Project. As part of this effort, he is one of a team of scientists on the forefront of bringing new genomic technologies to the clinical setting. Prior to assuming this role, Sukhai completed his doctoral degree in cancer biology from the University of Toronto (2007), and two postdoctoral fellowships, in genomics and drug discovery, at the University Health Network. Outside of a distinguished research and teaching career, he places a strong emphasis on voluntarism, science education and mentorship. He has been an active volunteer with the International Association of Lions Clubs (1993-2003), the Let’s Talk Science Partnership Program (2007-2012), the University of Toronto (2001-present), the Canadian National Institute for the Blind (CNIB; 2007-present) and the National Educational Association of Disabled Students (NEADS; 2004-present). Sukhai has held numerous volunteer executive leadership positions at local, regional, national and international levels, and currently serves as Senior Advisor to the NEADS Board of Directors. He recently completed a three-year term as Vice Chair of the Board of Directors of the NPA. He joined the Research Committee of the CNIB in 2009, the national Board of Directors in 2012, and is currently the Chair of the CNIB Public Education and Advocacy Committee as well as a mentor to CNIB’s National Youth Council. Sukhai also serves as the Chair of the National Graduate Experience Taskforce, established by NEADS, and oversees several of the association’s projects in development. As Chair of the National Graduate Experience Taskforce, he leads a nationwide intensive multi-stakeholder effort to understand the barriers faced by graduate students with disabilities in Canadian postsecondary education – a landmark, first-of-its-kind study with significant national and international impact. He is also the Director of the NEADS National Student Awards Program, Canada’s only nationwide cross-discipline and cross-disability scholarship program, and is the Principal Investigator of a series of projects exploring the culture of accessibility in science laboratories and other practical spaces. Sukhai was most recently a member of the 2015 Governor General’s Canadian Leadership Conference, and has been recognized numerous times for his contributions to science, and to volunteerism.

Tuba Sural-Fehr, Ph.D., is originally from Istanbul, Turkey, where she studied molecular biology and chemistry as an undergraduate at Bogazici University. After obtaining her doctoral degree in genetics at Harvard University, she went on to do her first postdoc at the University of Chicago where she served as the PDA president for two years. During this time, she initiated multiple programs, including organizing the inaugural postdoc symposium, co-authoring an individual development plan and laying the groundwork for an informal postdoc mentoring program. During her second postdoc at the University of Illinois-Chicago, she served on the PDA executive council as the director of external relations, and as a postdoctoral advisor to the Illinois Medical District Commission (IMDC). In these roles, she fostered dialogue and collaboration between Chicago-area institutions and helped organize multiple career development events such as the Future of Research-Chicago symposium. She has been actively involved with the NPA since 2009, and has served on various committees. Most recently, she has served as a member of the NPA Board of Directors (2013-2015), and as an NPA liaison to the postdoctorate leaders section of the AAMC-GREAT group steering committee (2011-2015). In these roles, she has provided input to national and local discussions regarding the status, education and training of postdocs in the United States, with an emphasis on issues that international postdocs face.
Eric S. Sweet, Ph.D., received his Bachelor of Science in biology from Virginia Tech, and his doctoral degree in neuroscience from Rutgers University. He is currently a Postdoc at Icahn School of Medicine at Mount Sinai (ISMMS) in New York City where his research focuses on the non-motor aspects of Parkinson's disease. Parkinson's disease is best known for symptoms related to changes in movement, such as resting tremor and altered gait. However, almost all patients also suffer from non-motor symptoms such as depression, dementia, and memory loss. These symptoms significantly reduce quality of life for people suffering from Parkinson's disease. His current work addresses how the disease may affect memory by examining the role of Parkinson's disease associated genetic mutations in the cellular function of the hippocampus. Sweet is a former Co-Chair of the ISMMS Postdoc Executive Committee, Adjunct Professor at Kean University, and faculty member of the Citizen Science Program at Bard College.

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 of New Jersey and her master’s in education from Temple University.

Michael Tessel, Ph.D., provides career services to graduate students and postdocs in the University of Chicago BSD and Institute for Molecular Engineering. Working with students, faculty and administrators, he develops and executes a broad range of programming for professional development. Additionally, Tessel offers one-on-one advising to assist trainees throughout the various stages of the career development process and serves as Navigator for the myCHOICE program.

Amanda Thompson, Esq., is a licensed immigration attorney who has broad experience assisting students and postdocs with U.S. immigration issues. In addition to her experience as a private lawyer, she worked for almost seven years at a government-funded research facility managing the provision of all immigration-related services. She has successfully processed hundreds of work-authorizing visa statuses for students and professionals in the H-1B, TN, O-1 and other categories, as well as permanent residence for individuals with advanced degrees. She also has served as the Responsible Officer for several J-1 Exchange Visitor Programs, and as a Designated School Official for an F-1 program. Thompson is the original Co-Editor and Co-Author of two leading business immigration treatises published by Law Journal Press. She is a member of the American Immigration Lawyers Association and served as the Vice-Chair of its students and scholars committee between 2009 and 2015. She also has been a committee member of the National User Facility Organization (www.nufo.org) since 2011.

Ramkumar Tiruvannamalai Annamalai, Ph.D., focuses his research interests on developing bio-inspired microscale technologies that use biologically active polymeric materials and stem cells to solve problems in tissue engineering, regenerative medicine, cell transplantation and drug delivery. He has a strong focus towards translating research to obtain clinical benefits. Currently he is am collaborating with clinicians and biologists at the University of Michigan for his interdisciplinary and translation research. He maintain a strong commitment to teaching, partly because it is a personally fulfilling experience for him, and partly because he believes that science education can be a social reform tool used to promote a progressive and integrated society. Both, research and teaching are essential and invigorating aspects of his intellectual life. The college environment allows him to continue to progress, personally and intellectually, as he is challenged by students, postdocs, and other members of the community who propose and defend their philosophies. This provocative liveliness is what drew him to a career as a professor, and it is what will continue to challenge him, both as an instructor and a scientist in the future.
The University of Chicago Biological Sciences Division Postdoctoral Program

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- Infrastructure for skill building and professional development with weekly postdoctoral events
- Affiliate membership for all postdocs as Sustaining member of the NPA
- Institutional support for postdoctoral activities including travel awards
- Opportunities to participate in innovative research projects and training grants
- Postdoctoral training programs and fellowships

wwwbsdpostdoc.uchicago.edu

myCHOICE

The goal of the myCHOICE (CHicago Options In Career Empowerment) program is to educate and prepare University of Chicago biological science trainees for their ideal career path, whether that is inside or outside the academy. myCHOICE programming includes a career exploration seminar series featuring PhD-trained scientists who leveraged their training to pursue careers in a broad variety of fields, as well as field-specific mini-courses, professional development workshops, career counseling, and experiential job training opportunities. myCHOICE is funded by the NIH Broadening Experience in Scientific Training (BEST) grant.

www.mychoice.uchicago.edu

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**BIOGRAPHIES**

**Susi Varvayanis, M.S.,** came to Cornell University in 1988 and is currently Senior Director for the NIH-funded BEST program. Previously, she was Business Development Officer at the Institute of Biotechnology and liaison to the McGovern Center for Venture Development in the Life Sciences, the on-campus business incubator, where she helped fill the pipeline of early stage technologies and entrepreneurs emanating from the university. Since 2009, she was the host city coordinator for the statewide Pre-Seed Workshop (PSW) to evaluate high tech ideas for commercial potential. She launched the PSW in Switzerland while she was Chief Operating Officer for a Swiss NSF Center for Research Excellence bringing together the fields of chemistry and biology. While there she also had responsibility for technology transfer, science communication, advancement of women in science, and education and training efforts. At Cornell, Varvayanis also managed the prestigious university-wide Presidential Life Science Fellowship program for graduate students for six years, and the Center for Advanced Technology (CAT) NYSTAR awards for ten years. Prior to Cornell, she worked in the NIH lab of Robert Gallo on retroviruses, and at Biotech Research Laboratories, Inc., a Maryland startup. She has co-authored over 30 peer-reviewed publications in cancer cell biology. Her past includes managing a flow cytometry laboratory and teaching at an international boys' school in Switzerland. She earned a Bachelor of Arts in biological sciences and French from Mount Holyoke College, and a master's in microbiology & immunology from Georgetown University.

**Danny R. Welch, Ph.D.,** is currently Professor of Cancer Biology at the NCI-designated University of Kansas Cancer Center, but also has appointments as Professor of Pathology and Professor of Molecular & Integrative Physiology. He runs an active research program in cancer biology and is author of more than 192 peer-reviewed publications and more than 20 book chapters. He is currently a Komen Scholar and President of the Cancer Biology Training Consortium. Welch has mentored numerous students and postdocs and has served on several grant review panels for the NIH, DOD, ACS and Komen, which makes him fully equipped to co-chair an Innovation in Action session on communicating science to non-scientists.

**Erica Westerman, Ph.D.,** has served on the University of Chicago Survey Committee for over two years. She previously served on the Graduate Student Assembly and Steering Committee at Yale, where she used survey results to help inform and change institutional policy. She has a strong affinity for working with data, including multi-variate data analysis. Her results have previously been presented at the NPA meeting.

**Sara Wichner, B.S.,** is a doctoral candidate in Prof. Ahmet Yildiz’s lab at the University of California, Berkeley. She is a board member of Thriving in Science and helps coordinate funding resources on campus at University of California, Berkeley. Thriving in Science is a program designed to help graduate students and postdocs navigate the internal and external conflicts that hinder the scientific process through lectures given by industry experts and small peer group support. She is particularly enthusiastic about the potential benefit of peer groups for help with the resolution of these conflicts. Sara earned a Bachelor of Science in chemistry from the University of Chicago and is currently designing fluorescent probes for single-molecule localization experiments of the motor protein human kinesin-1.

**Jennifer Zeitzer, B.A.,** has been Director of Legislative Relations at FASEB since October 2008, and was appointed the Deputy Director of FASEB’s Office of Public Affairs in 2014. She represents FASEB on Capitol Hill, manages FASEB’s communications with the U.S. Congress, and develops legislative strategies related to funding for the NIH and other federal science agencies. She also coordinates FASEB’s advocacy efforts with coalition partners in the biomedical and scientific research community. Zeitzer 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. 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.
An Online IDP Resource for Individuals in Research, Organizational and Health Service Psychology Postdoctoral Positions
American Psychological Association
Garth A. Fowler*, Catherine L. Grus, Hunter Clary, Caroline Cope, Ashi Lavelle and Amanda Macchi

Postdoctoral trainees in psychology are in a variety of training environments consistent with the many different career goals and learning outcomes possible in psychology. Some trainees are in research positions, with the goal of becoming an established, independent scientist. Others are in structured (and sometimes accredited) postdoctoral programs where they may be engaging in applied research in addition to supervised clinical experience, with the goal of becoming licensed psychologists. Organizational psychology postdocs study and intervene with individuals, teams, and organizations, with the intent to gain employment in the private sector or consulting firms. Given the broad career goals of psychology postdoctoral trainees, a single IDP format or resource did not meet the diverse needs of the psychology postdoctoral population. To address this issue, the APA created a comprehensive open-access, online IDP resource to meet the unique needs of psychology postdoctoral trainees. The APA IDP process is adapted from existing IDP resources and is broken down into five modules: 1. skills, knowledge, abilities, and interests assessment; 2. career exploration; 3. comparing and contrasting current training with your career needs; 4. creating structured learning outcomes, milestones, and career goals; and 5. implementing IDPs within your current training environment. The resource is designed to help postdoctoral trainees establish competency in active, thoughtful, career exploration and planning. Each module is comprised of short videos that outline the major features of each step of the APA IDP process. Complementing the videos are downloadable and interactive guided resources suited to the diverse career paths for postdoctoral trainees. For example, trainees can learn how best to identify mentors, conduct a self-assessment, and arrange informational interviews. In addition, trainees learn about the best approaches to develop and implement their own, unique, IDP.

Nonteaching Institutions Provide Mutualistic Opportunities For Postdoctoral Scientists and Their Impact on Diversity and Inclusion
Argonne National Laboratory

While the United States has numerous thriving research and academic institutions, there are evident disparities between educational attainment and socioeconomic background that primarily affect specific minority groups. Recent literature has shown that early exposure to science, technology, engineering and math (STEM) positively impacts continued study in college (Coleman, Hoffer, & others, 1987). The Department of Energy and other national laboratories provide a unique pool of resources and expertise, which many universities and nonprofit organizations are unable to match. Postdoctoral fellows at national laboratories can support STEM educational initiatives, such as secondary education level research programs, that provide crucial early exposure to underrepresented minorities. Research programs, facilitated by postdoctoral fellows, provide deeper educational investigation than advanced placement classes at the high school level (Klopfenstein, 2004). In addition, postdoctoral fellows gain experience teaching in small groups, serving as a precursor for postdoctoral fellows interested in academia, where small groups consistently display positive correlations in educational development (Griffith, 2010). Here we detail collaboration between Argonne National Laboratory and the National Association for the Advancement of Colored People’s (NAACP) ACT- SO Program. The Argonne/ACT-SO High School Research Program (ARP) shows the positive impact on student perception of STEM. We propose this model to foster leadership and development among postdoctoral scientists, which provides two specific benefits. First, by developing a research platform geared toward the minority community, postdoctoral scientists are facilitating early exposure to STEM. Second, by leading the initiative on diversity and inclusion in today’s society, we envision higher rates of success and retention in STEM fields. As ACT-SO is a national program, a highly successful research program increases exposure of postdoctoral scientist capabilities to cultivate talent and facilitate networking with numerous institutions at the regional and national level via student competitions.

Connect the Dots: Leveraging Career Resources for Professional Advancement
Association for Women in Science, American Association for Cancer Research, Association of American Medical Colleges
Cynthia Simpson*, Kerry Kauffman and Diana Lautenberger

In a time where funding and academic positions are limited, postdoctoral researchers are continuously searching for information and opportunities that can assist them both advance, and give them an advantage, in their professional and career development. Professional societies offer numerous resources that can be utilized by postdocs to fill in career development gaps that may exist from their formal scientific training and education. The challenge is how to communicate and distinguish between the various resources that can be leveraged and accessed by the postdocs and complemented by the PDAs. We will discuss the resources that are available within our respective professional societ-
ies and provide insight into how one can sort through the plethora of options before breaking out into small group discussions. Facilitated small group discussions will revolve around determining what additional information would be of assistance to postdocs, both in terms of their professional development as well as their career development. This will include how to effectively leverage and create ties between the different levels of resources available on an individual basis, from a PDA and from a society. Communication methods will also be discussed to determine the best way to impart this information to the postdoctoral community. Attendees will leave with a better awareness of what is currently available to assist postdocs in their professional and career development, how to start taking advantage of and leveraging all of the different opportunities, and guidance on how to share this information with their home institutions. Recommendations will be compiled and shared with the NPA for broader dissemination.

A Shared Commitment to Research Integrity
Key Elements of a Successful RCR Program
The Children's Hospital of Philadelphia
Janet M. Stuart*, Jodi M. Leckrone, David G. Taylor, and Wendy Reed Williams

Instruction in the responsible conduct of research (RCR) is integral to promoting scientific integrity and has been an essential component of the postdoctoral training experience at our hospital and research institute since 2003. The initial development of our RCR program was described at a previous NPA meeting and several of its educational components are currently featured in the NPA RCR Toolkit. Over the years, the program has evolved from a one-time pilot series to a multi-year requirement of online training and two half-day workshops that are guided by federal and institutional policies, endorsed by leadership, supported by faculty and administrators, and reinforced through a dedicated RCR website and special seminars. Available in multiple educational formats and for varied research trainee audiences, the RCR program teaches and promotes ethical...
research practices based on regulatory and professional standards. The program covers a range of topics recommended by the NIH, including authorship, collaborative science, conflicts of interest, data responsibilities, intellectual property, mentor and trainee responsibilities, peer review, research ethics, research with animals, research with human subjects, research misconduct, the researcher in society, and safe laboratory practices. This fall, the topic of unconscious bias in science was added to our RCR website and in 2016, it will be added as a roundtable discussion topic for one of our half-day workshop sessions. Many institutions struggle with effectively engaging faculty and trainees in their RCR programs. Here we describe a format that we believe effectively engages, is thorough, and is received well by multiple trainee types based on survey data. We will share our best practices, lessons learned and strategies for creating an institutional environment that supports the ongoing integration of RCR concepts into the daily research activities of faculty and trainees.

Gladstone Postdoctoral Training Program
Gladstone Institutes
Sudha Krishnamurthy*, Emilie Besnard, Chris Carrico and John Peck

Gladstone's postdoctoral training program recognizes that postdoctoral scholars are one of the “prime engines” of scientific advancement at Gladstone. Our program complements the scientific research training and helps our postdoctoral scholars achieve their full potential. By providing the best training and support to our scholars, we also enhance our overall research program - thereby contributing to the health and well-being of all people. As part of this mission, we have developed tools to periodically assess the needs of our trainees via our biannual postdoctoral survey anonymously and have worked with the PDA in bringing forth various changes. The Gladstone Postdoctoral Advisory Committee (GPAC) working with the Office of Postdoctoral and Graduate affairs has been successful in instituting various new programs at Gladstone including postdoc orientations, buddy program, ExCITEs programs (an introduction to industry and technology), career workshops, academic career panels. The PDA works broadly under four major areas of development for the trainees: career development, mentoring, communication and work-life balance. In conclusion, the mutual collaboration of the management and the postdocs have made it possible at Gladstone to have a well-established postdoctoral training program. The goal of our poster is to be able to share our successes with the NPA community as a whole.

Being a Postdoc is Not a Career! What the Postdoc Development Centre at Imperial Offers to Help Early Career Researchers Take the Next Career Step
Imperial College London
Karen Hinxman* and Liz Elvidge

The postdoctoral period is increasingly viewed as a key step in achieving a pre-tenure position. Postdoctoral researchers view the period as one in which they develop their scholarly profiles and research independence, thought publishing and getting funding - with becoming a principal investigator (PI) a key aspiration in demonstrating research leadership to their colleagues. While postdocs internationally view getting funding, as well as maximizing outputs as critical, there is evidence that many postdoctoral supervisors do not perceive learning how to write grants and obtain funding are important to postdoc experience. This suggests that postdocs need to exercise their agency in achieving these goals, particularly since our research demonstrated how little prepared new PIs felt in taking on their new responsibilities. This workshop draws on that study (of postdocs who achieved the goal of getting their first PI grant) to help aspiring PIs to be better prepared.

Research Staff to the Rescue: Long-term Sustainability of the Institutional Research Fellow Association
Maine Medical Center Research Institute
David Kuhrt*, Sarah Peterson, Eric Tweedie, Elisabeth Bergst, Lucy Liaw, and Don St. Germain

In 2009, Maine Medical Center Research Institute (MMCRI) developed a Research Fellow Association (RFA) composed of postdoctoral fellows and graduate students with the goal of advocating for and supporting postdoctoral and predoctoral fellows in research training and career development. Although the RFA at MMCRI has met with much success, MMCRI is a small research institution with ~20 predoctoral and postdoctoral fellows. As such, nearly every fellow has served on the leadership board. In 2014, it became clear that solely relying on research fellows to populate the leadership board was unsustainable. In order to continue to the important work of the RFA in a fast-moving environment when research fellows are pulled in many directions and struggling with ever-increasing demands on their time, the RFA would need to expand. This revelation coincided with results from an institution-wide engagement survey that research staff were looking for more opportunities for career and professional enrichment. At our institution, research staff is a classification that includes scientific managers, research assistants, research associates and technology managers. More loosely defined, research staff refers to the rest of the lab personnel that does not fall under the graduate student, postdoctoral fellow or Principal Investigator designation. One year ago, we opened our RFA to research
staff for full inclusion in the participation and leadership of our association, and the results have been outstanding. We have planned more events, demonstrated higher engagement, met a need for research staff professional development, and successfully addressed our crisis of sustainability by strengthening connections across different constituents in our institution. Furthermore, the inclusion of research staff has brought innovative new ideas, such as the planning of an event highlighting those with nontraditional entry into scientific careers, exemplifying the diversity of our broader constituent base. We encourage other institutes to consider this model of broader inclusion for the benefit of the institutional RFA and the benefit of research staff, who may not otherwise have access to these valuable professional development resources.

Supporting Your International Postdocs: A Guide to Understanding the US Visa Process and Welcoming International Postdocs to Your Institution
Maine Medical Center Research Institute
Elisabeth Bergst* and Amy Caron

Foreign nationals make up a significant percentage of all postdocs in the United States, and for many PDOs whose job responsibilities do not include international office functions it can be difficult to understand the challenges international postdocs face in navigating the U.S. immigration system and the implications visa choices have on an international postdoc’s career trajectory. This poster introduces Postdoc Offices (PDOs) and Postdoc Associations (PDAs) to the basics of the various visas international postdocs typically obtain when coming to the United States, with the hope that it will assist PDOs and PDAs in better supporting their international postdocs and/or refer them to the appropriate resources on campus. The poster presentation aims to help the audience to understand the different types of visas postdocs typically obtain in order to come to the US to participate in a postdoctoral fellowship, including ramifications for future career plans, to gain an understanding of the process of obtaining a US Visa, including the general steps that are taken for the postdoc and his or her family as applicable and to gain exposure to the dynamics of welcoming international postdocs into institutions and into PDAs.

Advancing the Inclusion of New Postdocs and Women in the MIT Postdoc Community
Massachusetts Institute of Technology PDA
Lilian C. Hsiao* and Wasifa Jamal

A significant number of new postdoctoral scholars who join Massachusetts Institute of Technology (MIT) report that they would be more likely to actively participate in the community if the appropriate information is provided to them in a structured manner. To improve the engagement of new postdocs and particularly minorities in the postdoc community, the MIT PDA launched two new initiatives this summer: a postdoc-specific pilot orientation program that is directly connected to the traditional new employee orientation, and the Postdoctoral Organization for Women Engaged in Research (POWER @ MIT). The pilot orientation program was very successful: nearly all of the new postdocs who signed up for the program reported that they were extremely satisfied with the resources provided. In collaboration with Human Resources, we are in the process of bringing this program to the institute-level. The PDA seeks to streamline this program by integrating workflow automation and focusing on providing information prior to the start dates of new postdocs. The goal of this initiative is to bring new, yet well-informed postdocs together to form a self-sustaining support network. In conjunction with the postdoc-specific orientation program, the MIT PDA launched a second initiative to provide professional and career development that meet the specific needs of female postdocs, who make up 26 percent of the entire postdoc population at MIT. POWER is currently involved in kickstarting initiatives to bring in speakers within the greater Boston area to give their own perspective on the issues that women in STEM careers face: work/life balance, career goals, and mentorship needs are examples of relevant topics that will be addressed. The goal of this poster presentation is to demonstrate the commitment of the MIT PDA to inclusion of new postdocs and minorities, and to seek feedback on additional initiatives that are effective in building a sense of community in a transient postdoc population.

U.S. Green Card Options for Postdoctoral Researchers
McCandlish Holton, PC
Mark Rhoads* and Jonathan Moore

International postdoctoral researchers in the United States face unique challenges related to their immigration status, including obtaining funding, applying for grants, and employment opportunities. As a result, postdoctoral researchers often have questions about obtaining U.S. permanent resident “green cards.” However, accurate information about green card options can be difficult to obtain. This poster will provide an understandable guide to green card options,
including typical costs and timing. It will include an interactive and participant-driven discussion of tips and strategies for addressing the specific obstacles and common pitfalls faced by postdoctoral researchers when navigating this process. Armed with this information, attendees will better understand what their options are and how they can incorporate these strategies into their long-term career plans in order to maximize their chances of receiving a green card.

**Moving Forward: Assessing Preparedness of URMs for the Transition to the Professoriate**
*Michigan State University; Purdue University*
Aman Yadav*, Cristina Soto, Mark Smith, Amber Marks, Kathy Dixon, Quintana Clark

Although African-Americans, Hispanic-Americans, American-Indians, Alaskan-Natives, and Native-Hawaiians comprise 28.5 percent of our national population, they hold only 7.9 percent of faculty positions in STEM fields at universities and four-year colleges (Poirier et al., 2009). By 2050, it is estimated that the present majority population will be in the minority (Bernstein & Edwards, 2008), thus emphasizing the need to address the current underrepresentation of minorities as faculty members in the STEM fields. In order to maintain the U.S. STEM workforce and compete globally, underrepresented minorities (URMs) must pursue careers in STEM fields. Much of the research to date focused on STEM education and STEM interest among K-12 and undergraduate students, thus little is known about postdocs and faculty in STEM fields. The purpose of our study was to explore the preparedness and the challenges URM postdocs face in STEM fields as they transition into the professoriate. URM postdocs in STEM fields completed a Qualtrics survey, which assessed science self-efficacy, science identity, general belonging, and discipline-specific sense of belonging. Participants were comprised of URM postdocs (n=49; 37 percent male; 61 percent female; 2 percent other) in STEM fields that hold positions at CIC institutions. Participants ranged in age from 27 to 48 (M = 32.08, SD = 6.2). The race/ethnicity identification of participants included: 47 percent Black/African-American, 35 percent Hispanic/Latino, 16 percent multiracial, and two percent Native-American. Results indicated that participants reported lowest confident in their abilities to develop theories, analyze data, and report written research results. More often, participants reported incompatibility between their research identities and social identities (e.g., ethnicity, gender, social class, etc.). Additionally, participants reported they would feel more like researchers in their fields if more people of their backgrounds were in their disciplines. Participants more
often reported feeling the need to constantly prove themselves in their work settings. Acknowledgements: This work is supported by the National Science Foundation under grant numbers 1309028 and 1309173. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

Society of Toxicology Postdoctoral Assembly: Expanding Leadership, Scientific, and Career Resources for Members

*National Cancer Institute/National Institutes of Health*

Gabriel Knudsen*, Caitlin Murphy, Tongde Wu, Samantha Snow, Eugene Gibbs-Flournoy and Karilyn Sant

The Society of Toxicology (SOT) established the Postdoctoral Assembly (PDA) to identify and meet the needs of postdoctoral scholars, establish communication, and form collaborations within the SOT members. The PDA currently has representatives on key SOT committees and component groups, providing many leadership opportunities. The PDA serves postdoctoral scholars throughout the year via a variety of programs and events. To best assess the needs of the PDA, an annual survey is conducted and any identified needs are specifically addressed. Programs hosted by the PDA meet the challenge of a geographically diverse membership through several key activities including webinars, and celebration of NPAS with congratulatory messages to postdocs from SOT leadership, and blog entries on aspects of the postdoc experience. This year’s webinar was entitled “Your Pathway to an Independent Academic Career: Tips and Good Practices for K99/R00s,” and it provided important tips on how to write a successful, competitive grant, as well as a few common missteps that should be avoided. SOT’s annual meeting provides abundant opportunities for postdocs to network and enhance their knowledge and skills. The PDA hosts several educational and professional development activities including trainee sessions with plenary speakers, poster tours for trainees, a scientific symposium with student and postdoc research presentations, and a career development symposium. During the annual meeting, the PDA luncheon provides an excellent platform for networking. Additionally, it also allows us to recognize postdoctoral scholars receiving awards throughout the society, as well as present the PDA’s own selections for the Best Postdoctoral Publications Award. The SOT PDA provides a rich environment where SOT postdocs can develop leadership experience while enhancing their scientific expertise and career skills.

**The Fellows’ Awards for Research Excellence for the Fellows, By the Fellows: Supporting Young Investigators at the National Institutes of Health**

*National Center for Complementary and Integrative Health/NIH, National Institute on Aging/NIH, Office of Intramural Training and Education/NIH; National Institute on Aging/NIH*

Lucie A. Low*, Sylvie Raver, Lori Conlan and Didier Chalhoub

The Fellows’ Award for Research Excellence (FARE) at the NIH is awarded annually to recognize the outstanding scientific research performed by graduate students, postdocs and clinical fellows in intramural NIH research groups. The awards are sponsored by the NIH Fellows’ Committee (Felcom), the Scientific Directors of each institute, and the NIH Office of Intramural Training and Education (OITE). The award is $1000 for the purposes of attending a scientific meeting where a poster or oral presentation will be given. A unique aspect of this program is that it is entirely run by postdocs. A committee of fellows solicits abstracts; in the last fiscal year over 900 abstracts were submitted. The committee also recruits and assigns over 350 judges to more than 50 study sections. The top 25 percent of scored abstracts are awarded the prestigious award. The 21st FARE Awards were held in 2015, during which nearly $250,000 in total was awarded to NIH fellows. The event culminates in an award ceremony during the annual NIH Research Festival, with all winners invited to be honored by the NIH community and present a poster at the festival. FARE awards provide multiple training benefits to the fellows who submit their work, as well as those who organize the competition and participate in evaluating the submissions. These awards are an important opportunity for intramural postdocs not only to present their research with the chance of winning travel money, but also to gain experience in communicating science in broad terms for a more general audience. Organizers of the FARE awards gain experience in program management, study section review and leadership, event organization, communication, and teamwork. Fellows who are involved in judging abstracts are responsible for giving constructive feedback, and thus hone useful critical analysis and peer-reviewing skills. Finally, the Chief Judges of study sections - who are also NIH fellows - gain critical leadership experience, as the task requires coordinating multiple judges, seeking consensus, and clearly communicating between judges and FARE organizers. These innovative and exciting awards are part of an exceptional annual event that benefits all fellows who participate, and can serve as a model to other postdoctoral communities for how to successfully orchestrate a research competition that enhances the training experience for all postdoctoral fellows.
November Institutes for BioMedical Research
Postdoctoral Program
Novartis Institutes for BioMedical Research
Leslie Pond*

The NIBR postdoctoral program provides postdoctoral scholars with a unique opportunity to perform innovative, fundamental research in a pharmaceutical setting. Postdocs design and conduct their research with guidance from a principal investigator at Novartis, and an academic advisor where appropriate. Our postdocs present their work at major research conferences and aim to publish their results in leading peer-reviewed journals. We encourage applications from candidates who wish to pursue a career in academia or industry. For postdoctoral scholars in our program who wish to pursue academic careers, we offer the opportunity to apply for a NIBR Young Investigator Development Award, a substantial grant to continue research for an additional year at NIBR and three years as a tenure-track faculty member at an accredited academic institution. Each year up to two postdocs with excellent publication records will be selected to receive this highly competitive award. We will include an overview of NIBR and our postdoc program, research areas for postdoc projects, program features, list of highlighted publications, data on the next positions taken by our alumni, application steps, and contact info.

1st NYU PoIntS: An Initiative to Connect Postdocs in a Multi-campus, Metropolitan University
New York University
Yelena Bernadskaya* and Rodoniki Athanasiadou

New York University (NYU) is the largest private nonprofit higher education institution in the United States (http://www.nyu.edu/about.html#below). It consists of 17 schools and many institutes (http://www.nyu.edu/academics/schools-and-colleges.html) in multiple campuses across the New York metropolitan area. NYU is a research hub, employing more than 450 postdoctoral scholars. Due to its sprawling structure however, postdocs have limited opportunities to meet, connect, and collaborate. To overcome this we conceived the 1st NYU Postdocs Interdisciplinary Symposium (PoIntS, held in May 2015) with the goal of building an NYU-wide postdoc community. The first step towards our goal was recruiting participants to form a core group of organizers that represented the true NYU diversity. With the aid of the NYU Office of Postdoctoral Affairs we reached out to various NYU institutes and recruited volunteers from different departments to serve as organizers. Together with standard advertising approaches (announcement boards and digital media throughout NYU, Web page and press release from the NYU press office), we used social media which, an approach focused on community building. We created a Facebook page (NYU Postdocs) and a Twitter hashtag (#NYUPoIntS15) that were a digital platform for the nascent NYU postdoc community as well as an announcement board for PoIntS. Regular organizational meetings were held at different NYU institutes to encourage participation of postdocs located in those areas and to achieve maximum involvement from various departments. At the symposium, the NYU postdocs were showcased through oral and poster presentations of their research. Career development events included opportunities to network either through structured networking sessions or during breaks, meals, and closing reception. An important aspect of organizing a grassroots community is understanding the participants. To gather this descriptive information we collected questioners from PoIntS attendees regarding their university demographics. This allows us to better describe the situation faced by NYU postdocs and provides an insight into future actions to be taken. We have now received a wave of new members and volunteers from various NYU institutes in anticipation of the next symposium. As we continue with organizing the 2nd NYU PoIntS in April 2016, we project that the NYU postdoc community will keep growing enriched by postdocs of all NYU disciplines and geography.

Joint Trainee Associations: A Smaller Institutions Approach to Enriching the Postdoc Experience
The Research Institute at Nationwide Children's Hospital
Cristina Capella*, Lindsay Wallace, Stephanie LaHaye, Nicolas Wein, Kenneth Brockman

The Research Institute at Nationwide Children's Hospital (TRINCH) has a trainee population of approximately 36 Ohio State University graduate students and 70 TRINCH postdocs. Early attempts at establishing successful postdoc associations were hampered by two main factors, poor support for trainee activities by faculty and staff and lack of trainee participation. To overcome these obstacles, TRINCH decided to reinvent its approach to offering traditional student organizations and created the Research Institute Trainee Association (RITA). Since 2013, RITA has united postdocs, graduate students, and faculty members with the goal of bringing better visibility to the unique needs of the trainee population. RITA is comprised of an advisory board and a trainee steering committee. The advisory board is comprised of faculty advisors and a dedicated administrative trainee office. This board serves the steering committee by offering advice during the planning and execution of trainee events as well as advocating on behalf of trainees. The board has been instrumental in lobbying for trainee policy changes, obtaining increased budgets for activities, and garnering TRINCH support for trainee outreach projects. With the increased institutional support navigated by the advisory board the trainee steering committee is able
to focus on ensuring RITA provides personal, professional, and academic development opportunities to its trainee population. The trainee steering committee was originally formatted as the standard president, vice president, secretary, treasurer format but was re-designed to have officers who focus on specific aspects of the trainee experience. The six-person committee is comprised of both graduate students and postdocs. Positions include a graduate student representative, postdoc representatives, international scholar representative, resource officer, professional development officer, and the RITA chairperson. These defined roles have resulted in increased awareness, and more effective, relevant programing which has dramatically increased participation. Overall, this unique joint trainee structure has helped diversify events and allowed trainees to bring about participation. Overall, this unique joint trainee structure has helped diversify events and allowed trainees to bring about sustained change to the training environment at TRINCH.

Welcoming International Scholars: Programs to Aid in the Transition to Postdoctoral Studies in the U.S.
The Research Institute at Nationwide Children’s Hospital
Ken Brockman*, Nicolas Wein, Anirudh Singh, Vicky Lehmann, Arielle Sheftall, Kristin Heller, Christina Capella Gonzalez and Lindsay Wallace

In addition to the stresses of choosing and beginning postdoctoral studies, international scholars have many legal and often cultural complications they must deal with. Our association has established a welcome committee to assist all incoming scholars at both the graduate and postdoctoral level. A major focus of this committee has been to help international scholars navigate the added complexities of beginning a postdoctoral career in the United States. As such, we have established several programs designed to address the needs of postdoctoral scholars arriving from outside of the United States. We have created a welcome packet designed to assist international scholars before, upon and after arrival to the United States and the institute. Topics covered in the welcome packet include understanding visa (J1 and H1b) requirements and rules, obtaining a social security number and driver license, and how to handle domestic and international tax requirements. The packet also contains a number of tips regarding living in the US and how to understand and deal with potential cultural differences. In addition to the packet, we have established a mentoring program that matches incoming international postdocs with established international postdocs and scholars at the institute. The mentoring program provides incoming postdocs a contact person for nonscientific questions related to travel and arrival in the US and acclimation to the city and institute. The combined goal of the welcome committee is to assist all new trainees in their transition to work and life here at the institute with a special emphasis on providing international scholars the tools and resources they need to have a successful postdoctoral experience.

What Do Women (Postdocs) Want? Finding the Right Organizational Culture
University of California, Berkeley
Doug Kalish*

People look for different things in a job: one person might want to change the world, while another just wants a paycheck. Research shows that matching your work personality to the culture of the organization is one of the prime factors in workplace happiness. Because most postdocs haven’t had experience in nonacademic environments, they may be surprised by the diversity of workplace cultures outside of academia.

For the past two years I’ve offered an online assessment of workplace personalities based on Tamara Ericson’s “archetypes of work-related passions” (see http://www.dougsguides.com/personality and feel free to take the assessment before viewing the poster). This self-assessment has been completed by over twenty thousand participants, and is a component of workshops presented at Berkeley, Stanford, Harvard, Brown, Santa Barbara, Davis, Madison, Michigan, Irvine and other leading institutions. This poster presents the data from thousands of grad students and postdocs who have taken the assessment and examines differences in workplace expectations by education, sex, and discipline. One striking result is that postbac men are opting for workplaces with a traditional academic structure, while women are looking for organizations that emphasize teamwork and work-life balance.

Informing Postdocs about Career Pathways: Organization and Design of a STEM Career Symposium
University of California, San Diego
Joshua Wollam*, Lucile Ryckebusch and Virginia Hazen

Background: Although the number of doctoral degrees awarded annually in the STEM fields has grown dramatically over the last few decades, the number of tenure-track academic positions available has remained relatively unchanged. Accordingly, obtaining nonacademic careers has become the norm, rather than the exception, for graduate students and postdoctoral scholars in these fields. Unfortunately, university programs and advisers often fail to provide adequate information about the range of careers available to doctoral degree holders outside of academia. Presenting this wide array of opportunities to graduate students and postdocs during this critical career transition period will help them make informed decisions. Objective: In order to address this issue, the UC San Diego PDA designed a “What Can You Be with a PhD?” STEM career symposium to inform the local graduate student and postdoc community about available opportunities, featuring doctoral recipients
who successfully transitioned into a variety of careers. In 2015, 36 speakers participated in eight interactive panel discussions covering diverse career pathways, including research and development, business, law, scientific writing, regulatory affairs, science policy, teaching, and entrepreneurship. Each session included moderated question and answer periods, followed by networking opportunities with the speakers. This event allowed attendees to gain awareness of different career paths and interact with successful individuals in those careers. Results: 140 postdocs and graduate students (capacity) participated in the 2nd Annual STEM Career Symposium. The cost was supported by a nominal fee to attendees, in addition to sponsorship by companies, university programs and professional associations. Due to the high ratio of speakers to attendees and the intimate nature of the sessions, a high degree of interaction was possible between the attendees and speakers. Feedback indicated that the event was very well received and introduced attendees to additional career paths as well as provided important networking contacts. In addition, the organizing committee members benefited through developing leadership, teamwork, networking and communication skills. Conclusion: Hosting an interactive STEM career symposium provides an excellent way to inform the postdoc community about career paths available, guide successful career transitions and gain vital professional skills for those careers.

Postdoctoral Advocacy in Action: Lessons from the Future of Research Chicago Symposium
The University of Chicago
Kyle Dolan*, Rianne Ellenbroek, Erin Heckler and Nancy B. Schwartz

In recent years, leading scientists and policymakers have called for a reexamination of the practices governing scientific training in the United States. Simultaneously, there have been numerous grassroots efforts among postdoctoral scientists to have a voice in the debate over how to maintain the strength of American research and improve career prospects for young scientists. Here we discuss one such effort, the Future of Research Chicago Symposium (FOR Chicago), held in Chicago on October 29, 2015. Modeled after similar symposia in Boston and elsewhere, the purpose of FOR Chicago is to educate graduate students

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and postdocs about the structural and economic issues surrounding current models of training and funding (e.g. the efficiency of training an ever greater number of people for a fixed number of academic positions), and to provide a venue for young scientists to speak their minds about what should be done to address these issues. We will review major features of the symposium program and briefly summarize the outcomes of the discussion-based workshops. We will also review key aspects of organizing FOR Chicago. This symposium is a joint effort of postdocs, PDOs, faculty, and administrators from four Chicago-area universities. We will discuss both the advantages and challenges of this type of organizational structure. The goal of this presentation is to enable similar efforts in grassroots advocacy among other postdoctoral groups and their allies, and to provide a framework for postdocs interested in creating large-scale, multi-institutional events targeting a wide geographical area.

**Scientific Outreach: University of Chicago Lab Tour for South Side Chicago Youth**

*University of Chicago Biological Sciences Division Postdoctoral Association*

Kristina Martinez*, Cara Froyd, Andrew Chidester, Nate Boylan, Laurie Risner and Nancy Schwartz

In an effort to promote diversity in research, the teaching and outreach committee of the University of Chicago Biological Sciences Division Postdoctoral Association (BSD-PDA) established a relationship with one of Chicago’s South Side school districts, District 205. The focus of this outreach project was to connect with high school students from diverse backgrounds and low socioeconomic status; particularly students who would benefit from exposure to advanced STEM fields. The goal was to give these high school students a tour of various University of Chicago research labs in order to foster excitement about conducting scientific research. It is expected that by providing the students a concrete demonstration of research labs operate they will appreciate how their education could lead them to pursue such a career. Twenty students from Thornwood High School taking anatomy or biological science courses participated in the lab tour and were accompanied by four of their high school science teachers who acted as chaperones. The students visited five labs throughout the day that covered a range of fields in the biological sciences including gastroenterology, HIV, cancer, and neuronal development. Postdocs from each lab provided demonstrations related to their work such as zebrafish husbandry, techniques in microbiology, organoid culture, and computational prediction modeling of HIV prevalence and risk factors. After the visit, the students and postdocs were provided surveys to assess their overall satisfaction with the event and event organization. The survey results showed that 90 percent of the students rated the event as good or excellent. However, many requested more time or more than 30 minutes for each tour. Similar results were found from the postdocs who provided the tours. Overall, the event was a success and we expect that the collaborative effort between university postdocs and local high school teachers will increase the likelihood of promoting successful career paths for underrepresented minorities in scientific research.

**Successful Track Record of Diversifying the Postdoctoral Training at UM-PDA**

*University of Michigan*

Prashasni Gehlot*

The University of Michigan postdoctoral association (UM-PDA) has several resources for the postdoctoral fellows. Some of the resources include alternative career panel, international panel discussions, outreach community, teaching circle, networking events within the postdoctoral community. Based on these programs we feel that our postdoctoral fellows achieved success in diversifying their training to achieve their career goals with the assist of our programs. Our international panel served as representatives for the international postdocs who comprise about 2/3 of the total number of postdoctoral fellows currently employed in the University of Michigan. We also discussed the recent surveys of international postdoctoral fellows at the University of Michigan prepared by the ADVANCE program. All our programs were very innovative and proven to successfully assist our trainees in their career development pathway. We are eager to share the strengths of this program and our ideas for additional programs to serve international postdoctoral fellows.

**Advocacy in Action: UPass for Postdocs**

*University of Minnesota, Twin Cities*

Rachel Bergerson* and Geoffrey A Rojas

Our PDA is involved in a major effort to advocate for postdoctoral researchers at our institution in the form of a discounted transportation benefit. About 15 years ago, the Office of Postdoctoral Affairs, together with Parking and Transportation Services (PaTS), agreed that postdoctoral associates would have access to a pass that allows unlimited rides on public transit (all buses and light rail in the metropolitan area) at the student discount rate (the UPass). This agreement was due to the facts that postdoctoral associates earn little pay, have a transient job status, and do not enjoy retirement benefits like other employees. In September 2015, PaTS abruptly revoked access to this benefit without notice or communication with the Office of Human Resources (OHR), the Graduate School (which houses the PDO), or the PDA itself. The removal of the UPass subsidy
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increases the transportation cost for postdocs from $300 to over $900 per year. Postdocs began contacting the PDA, asking what happened and calling on us to help. The PDA decided to take steps to remedy the situation on our own by gaining support from multiple sources and contacting PaTS directly. We wrote a letter to the Director of PaTS asking for this benefit to be reinstated for postdoctoral associates and extended to postdoctoral fellows. To gain traction on this issue, we reached out to postdocs to sign a petition in support of our letter, which we then hand delivered to PaTS one week later. By this time, there were over 400 signatures, representing about half of the postdoctoral associates at our institution. We sent the comments from the petition to the Director of PaTS so he could see how important this issue is to the postdoctoral community. Following the delivery of the letter, members of the PDA steering committee had an in-person meeting with PaTS representatives. We also met with the Dean of the Graduate School to ask for his help and started petitions for faculty and graduate students to pledge their support. We further reached out to a reporter with the university newspaper in order to help advocate for postdocs as well as highlight some of the workplace issues postdocs face. We are hopeful that through collective action amongst postdocs and solidarity between postdocs, graduate students, and faculty, we will be able to work with the administration to get the benefit reinstated and extended to postdoctoral fellows. At the Annual Meeting, we will give an update of our efforts and outcomes.

Biomedical Postdoctoral Council at the University of Pennsylvania: A Model for Effective Organization and Collaboration Among Postdocs

University of Pennsylvania

Thomas Bebee*, Doreen Becker and Rabe’e Cheheltani

The Biomedical Postdoctoral Council (BPC) at the University of Pennsylvania is a volunteer organization run by postdocs that serves the broad career development of postdocs at UPenn and their affiliated institutions. The BPC represents over 800 biomedical postdoctoral appointees at UPenn affiliated institutions ranging from the School of Medicine, Nursing, Dental Medicine, Veterinary Medicine, Children’s Hospital of Philadelphia, The Wistar Institute, and Monell Chemical Senses Center. The council includes two co-presidents, a treasurer, and a secretary as well as 13 chaired committees. The committees organize events and provide services covering topics including: career enhancement, foreign national affairs, diversity, science communication and editing, social impact, and postdoc research initiatives. The BPC meets monthly to discuss and implement upcoming programs and postdoc related issues. The collaborative environment fostered on the council is illustrated by annual events such as the Postdoctoral Research Symposium as well as programming to target specific areas of interest such as science communication, equality in science, and various career panels. As an independent entity, the BPC is responsible for fundraising in support of the events and programs it provides. The fundraising efforts are organized primarily via the fundraising committee through biannual “vendor presentations.” The relationships established with university and industry professionals serve as crucial ties to the community and further secure sponsorship for individual events. Despite being an independent entity, the BPC works in close collaboration with the office of the Biomedical Postdoctoral Programs (BPP), a university administration office. In conjunction with the experience and network ties provided by the BPP administration, the BPC continues to enhance the postdoctoral experience and advance the careers of postdocs at UPenn. The success of the BPC is intrinsically linked to the enthusiasm and collaborative interaction of its postdoc members, and may serve as a model to newly organized postdoc councils.

“Wine, Cheese & Science” Fostering Science Communication Skills Among Postdocs

University of Pennsylvania

Rabee Cheheltani*, Liisa Hantsoo, Thomas Bebee, Zenobia Cofer, Federica Sgariglia and Amita Bansal

The University of Pennsylvania BPC organized an event, “Wine, Cheese, and Science,” focused on improving science communication skills among UPenn postdoctoral researchers. The event was organized in cooperation by several subcommittees of the BPC, including the diversity committee and newsletter committee. The goal of the event was to select postdoctoral researchers to present research in a brief, TED-style talk, focusing on communicating scientific concepts to a lay audience. The selected speakers received coaching prior to their presentations. The presentations were judged by the “Wine, Cheese, and Science,” audience, who selected the best presentation. Following the talks, the audience had an opportunity to mix and mingle with the presenters in a wine and cheese reception, giving researchers a chance to discuss their science in a casual setting. The planning process involved soliciting entries, organizing the coaching sessions and recruiting coaches, and securing external funding for the event. Volunteer postdocs applied to present a talk by proposing their topic of choice. After selection of the speakers, two coaching sessions were organized. In the first session, a UPenn faculty member with a distinguished track record of public talks, gave the presenters general guidelines and tips for giving talks. In the second session, we invited a Developmental Officer from UPenn School of Veterinary Medicine to observe a practice run of the speakers’ talks and give them specific feedback.
on the effectiveness of their communication. The event was held on September 10, 2015 with six speakers who gave a 10-minute presentation each on topics ranging from noncoding DNA to the science of stress. Over 40 audience members from the postdoc community attended and voted for their favorite talk. The speakers found the event very effective in honing their presentation skills and challenging themselves in communicating their scientific topics in an easy to understand language. Many postdocs in the audience were inspired to give a talk for the event next year.

A Development Approach to Professional Training (ADAPT)
University of Pittsburgh
Steven K. Wendell*, Darlene F. Zellers

Numerous reports have highlighted the need to transform graduate and postdoctoral training to ensure trainees are prepared for a range of career paths. While valuable career exploration and planning resources are increasingly available, trainees frequently underutilize these resources. Simply providing resources for career development and exploration are NOT sufficient for trainee career development in the same way that developing independent scholars requires more than access to scholarly information. Therefore we established “A Developmental Approach to Professional Training (ADAPT)” that is integrated within our institution’s graduate and postdoctoral training programs and establishes the capacity for trainees to leverage the wealth of existing career development resources internal and external to our institution. The goal of the five-stage ADAPT program is to transform traditional graduate and postdoctoral training through a developmental approach to independent professional development that is parallel and complementary to the development of trainees as independent scholars. Stage 1 - Orientation: Trainees are made aware of the versatility of their training, the transferability of their scientific skills to a variety of career pathways, and the importance of independent career development planning. Stage 2 - Foundations: Trainees develop foundational and individually relevant understanding of career development, consistent with expectations of independence in scholarly activities. This includes the option to take the credit based course “Foundations of Successful Career Planning and Development.” Stage 3 - Learning Communities: Trainees focus on developing transferrable skills and exploring career paths with peers who share a common interest in professional growth and self-improvement. Stage 4 - Career-Specific Development: Trainees engage in deeper exploration of a preferred career pathway and develop career-specific skills through a variety of experiential learning opportunities. Stage 5 - Job attainment: Trainees are equipped with the necessary skills to engage in job search strategies appropriate to their chosen career pathways. Trainees exit the ADAPT program as they transition to their next career stage and take with them the professional skill sets to foster their adaptability to a range of successful scientific careers throughout their lives.

University of Pittsburgh Postdoctoral Association Survey
University of Pittsburgh School of Nursing
Megan Bertholomey, Julie Breckenridge, Karen Carney, Krystle Frahm, Amanda Clark and John Merriman*

Purpose: The University of Pittsburgh PDA had limited information about current demographics and opinions of its postdoctoral scholars and associates, primarily through personal contact that board members had with colleagues. Therefore, the purpose of this survey, in a convenience sample of 91 postdocs, was to obtain current demographics and opinions of members of the UPPPDA community.

Methods: A custom survey was designed in collaboration with the University of Chicago PDA. The survey was offered using Qualtrics to 710 university postdocs. Descriptive statistics were generated in Qualtrics and SPSS 23. Results: Ninety-one of 710 postdocs responded to the survey (13 percent response rate). Most were female (62 percent), had male mentors (52 percent), and were age 30-34 (56 percent). Forty percent were international. Three-quarters met weekly or bi-weekly with mentors, and two-thirds were satisfied or very satisfied with the mentoring they received. More than half (58 percent) were funded by their mentor’s R01 grant, while less than a quarter (22 percent) had individual training grants (e.g., F32, K99). While 88 percent had been postdocs at least one year and 69 percent worked more than 45 hours per week, a third had no publications as a postdoc and 19 percent had only one. Most had presented work at national (66 percent) and/or international (43 percent) conferences. While the long-term career goal for two-thirds was a tenure-track faculty position, only 39 percent felt confident that they would attain their goal. Over half (55 percent) felt that the job market in their field was poor. Despite this lack of confidence and disconnect with career goal, 62 percent found their annual performance evaluation to be a valuable career guidance tool and 70 percent had not changed career plans. Of the 15 percent who had changed career plans, insufficient job security in academia was their primary reason. Conclusions: Findings identify a disconnect between the primary career goal of becoming independent scientists and job availability. While postdocs are highly motivated, with most working more than full-time, many will not secure tenure-track positions. Identifying alternate career options during postdoctoral training is essential to future success. While the university
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provides resources, including seminars and courses, for alternate careers, these resources are poorly utilized. Universities must increase visibility of alternate career options, and mentors should encourage postdocs to consider these options during training.

Accomplishments of the PDA at the University of Tennessee Health Science Center

*University of Tennessee Health Science Center*
Korah Pushpamangalam Kuruvilla, Ajeeth Kumar Pingili, Lynda Anne Wilmott, Mounir Bendahmane, Giri Chandaka, David Travis Siefker, Kamalika Mukherjee, Kamala Padala and Monica Jablonski

The University of Tennessee Health Science Center (UTHSC) PDA was established in 2007 and has continued to grow over the years. The 2014-2015 calendar year was very productive and saw an increased number of postdocs participating in events compared to previous years. A number of events, organized by the steering committee and PDO, were designed towards scientific, academic, social, and career growth of UTHSC postdocs. The Postdoc Research Day, exclusively for postdocs and research associates, provided a venue where they competed and presented their research and obtained valuable feedback from faculty members and fellow postdocs, in addition to winning awards. An orientation seminar was organized to welcome new postdocs and to explain the benefits of postdoc life at UTHSC. One of the best ways postdocs were supported this year was through a number of travel awards, awarded twice a year, which provided travel support to awardees so that they could attend scientific meetings. A series of lectures and workshops were also organized throughout the year in order to better educate postdocs about their career prospects and prepare them for professional careers in academia, industry, or federal government jobs. These lectures were delivered by newly recruited faculty within the university, alumni, entrepreneurs, as well as industry experts. One of the best initiatives by the PDO this year was the introduction of an incentive program to encourage and recognize the efforts of postdocs in obtaining independent funding. An Outstanding Mentor Academy was also established in order to recognize the skills and dedication of mentors, who excelled in training both graduates and postdocs, as well as to foster and provide innovative training approaches. To conclude the year, a weeklong celebration of the 2015 National Postdoc Appreciation Week (NPAW) was organized to recognize and appreciate the commitment of UTHSC’s postdocs to scientific research. The events included a LinkedIn workshop explaining the importance of social networking in finding jobs along with the opportunity to have professional photos taken, tours of the core facilities at UTHSC, a meet and eat event, a happy hour, ice cream social, and a family picnic at a local state park. UTHSC’s PDA is committed to reaching out to postdocs, provide support in their training, and better prepare them for their future careers. The PDA hopes to continue implementing exciting new initiatives in the coming years to help postdocs succeed.

Fellows Build Relationships through a Multi-Institutional Postdoctoral Research Forum

*University of Texas Health Science Center at San Antonio*
Bridget M. Ford and Rheaclace Fraser-Spears

Postdoctoral fellows are an integral part of dynamic research. In celebration of NPAW, our university’s PDA hosted a research forum to showcase the variety of research by postdoctoral fellows and promote networking within the scientific community. The newly formed PDA originally established this event in September of 2013. In its infancy, the research forum involved poster presentations by over 40 postdoctoral fellows from our institution and included a special lecture by a distinguished guest. September 15, 2015, marked the third annual Postdoctoral Research Forum (PRF) & Distinguished Lecture. The celebration involved the thriving postdoctoral research community throughout the entire city. Thus, participating presenters, judges, organizers and attendees represented four institutions around our area in South Texas. Nearly 100 posters were presented on topics ranging from large-scale testing of 5th grade English language learners in Texas, the importance of children's play activities at hospitals, testing of potential anti-Ebola virus compounds, to testing nonautonomous control of metabolism by neuronal mTOR signaling in an attempt to extend lifespan; just to name a few. The daylong event was a success, which culminated in an award’s ceremony where the top presenters from each institution were awarded for their exceptional work. This year, we were pleased to welcome our keynote speaker Joseph R. Haywood, Ph,D., Immediate Past-President of FASEB, and Professor of Pharmacology at Michigan State University. Haywood gave an exciting lecture related to postdoctoral training, professional development, and global issues entitled, “Looking into the Crystal Ball: Sustaining Discovery in Biomedical Sciences.” The importance and relevance of the PRF in regards to diversity, stems from the inclusion of four separate institutions from across the city and the wide breadth of research topics presented by the fellows in attendance. This is the only multi-institutional research forum of this scale in South Texas, and has garnered much praise as a result of the networking opportunities available to postdoctoral fellows.
POSTER ABSTRACTS

Vanderbilt University Medical Center Postdoctoral Association

Vanderbilt University Medical Center
Loren LaPointe*, Boone Prentice, Arnie Reyes de Leon, Janani Varadarajan, Sarah Baum and Roger Chalkley

The Vanderbilt University Medical Center PDA (VUMC-PDA) provides its postdoctoral fellows in both basic science and clinical departments exceptional resources for career development, offers opportunities to enhance communication and networking skills, and influences postdoctoral policies. The VUMC-PDA partners with the Biomedical Research, Education, and Training (BRET) office, the Office of Research, the Vanderbilt Medical Alumni Association (VMAA), and the Graduate Student Council at Vanderbilt to accomplish these tasks. Career development activities include the PhD Career Connections seminar series, featuring panelists who have selected nonacademic careers. We also feature the Post Doc ASPIRE café a seminar held in a workshop setting to prepare postdocs for specific events in their career development process. The BRET office hosts an annual career symposium that provides a different focus every year enabling postdocs to explore a variety of career choices and network with individuals in those careers. Additionally, the PDA holds monthly meetings where speakers ranging from research assistant professors to local biotechnology representatives are invited to address a range of career development topics. To help facilitate networking and communication, the PDA organizes networking events that address a wide range of important topics, including information relevant for international students, work-life balance, and managing the laboratory environment. The PDA also works closely with the BRET office to advocate for enhancement of postdoctoral benefits. In collaboration with the Chemical Biology Association of Students, the PDA has organized a webinar series giving postdocs and graduate students the opportunity to share their research with their peers or practice their talks for an upcoming interview or conference. Our biggest event of the year is the Post Doc Symposium consisting of poster sessions and awards, as well as a diverse group of speakers with doctoral degrees from different careers. Our organization represents a diverse group, reaching numerous departments and more than 500 trainees. Furthermore, social activities and happy hours are held to promote communication. By focusing on multiple aspects of career development and acquisition of leadership skills, the VUMC-PDA promotes the development of well-rounded, driven, and experienced postdoctoral fellows.

National Research Mentoring Network (NRMN) – CIC Academic Network (CAN)

Mission
To leverage CIC consortium resources to provide professional development experiences to aspiring scientists, especially postdocs from underrepresented populations and to assist mentors in developing core competencies for mentoring.

Activities
- Professional development and grantsmanship conference for postdocs and junior faculty
- Grant writing groups led by trained grantsmanship specialists
- Facilitating mentor training across all CIC institutions

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