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

National Postdoctoral Association

15th Annual Meeting
March 17-19, 2017
San Francisco, California

Hosted by
the University of California System
## Agenda-at-a-Glance

### Friday, March 17, 2017

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<td>Breakfast for repeat attendees</td>
<td>Crown Room, Fairmont Hotel</td>
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<td>7:30 a.m. – 8:30 a.m.</td>
<td>New Attendees Orientation Breakfast</td>
<td>Gold Room, Fairmont Hotel</td>
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<td>7:00 a.m. – 5:00 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 15th Annual Meeting of the National Postdoctoral Association is hosted by

The University of California

UC Berkeley     UC Riverside
UC Davis        UC San Diego
UC Irvine       UC San Francisco
UC Los Angeles  UC Santa Barbara
UC Merced       UC Santa Cruz

The NPA wishes to express its appreciation
to the University of California System
and to give special recognition to:

Sam Castañeda
Chair of the Local Host Committee
Director, Visiting Scholar and Postdoc Affairs Program
Office of the Vice Chancellor for Research
University of California, Berkeley

and

Christine D. Des Jarlais
Vice Chair of the Local Host Committee
Assistant Dean, Postdoctoral Scholars and Career Development
Graduate Division
Welcome to the 15th Annual Meeting of the National Postdoctoral Association (NPA)!

On behalf of the NPA Board of Directors and staff, I want to express thanks to our hosts, The University of California System, and all of our sponsors and attendees for making this event possible. We give special thanks to the Local Host Committee led by Sam Castañeda and Christine Des Jarlais, Ed.D.; co-chairs of the Meetings Committee, Jennifer Lamberts, Ph.D. and Tiewei (Leo) Cheng, M.D., Ph.D.; and the entire Meetings Committee for their efforts in planning this meeting. It truly is a labor of love.

The NPA was founded 15 years ago through the efforts of seven founders – Orfeu M. Buxton, Ph.D., Karen Christopherson, Ph.D., Raymond Clark, Ph.D., Carol L. Manahan, Ph.D., Avi Spier, Ph.D., Claudina A. Stevenson, Ph.D., and Arti Patel Varanasi, Ph.D. Since its establishment, the association has grown both in terms of members and member benefits, and we look forward to sharing many of these achievements with you during this year’s Annual Meeting.

We are honored to have Peter Fiske, Ph.D., as our keynote speaker. Dr. Fiske worked at Lawrence Livermore National Laboratory, earned an M.B.A. from UC Berkeley, founded a spinoff company, and grew a second technology company from pre-profit early stage start-up to profitable market leader. He is also a nationally-recognized author and lecturer on career development, leadership, and entrepreneurship for scientists and engineers. His book “Put Your Science to Work” is the go-to career development book for early-career scientists and engineers. We are fortunate to have him join us this weekend, especially given the concerns that postdocs do not receive training to be successful beyond skills required for an academic research career.

During the past year, there was a lot of discussion regarding postdoc compensation. Updates to the Fair Labor Standards Act (FLSA) and how these changes would affect the professional duties and salaries of postdocs dominated the news for many months. Although implementation of the updated FLSA salary threshold was put on hold due to additional judiciary review, the National Institutes of Health (NIH) proceeded with increases to the starting stipends for postdocs supported by Ruth L. Kirschstein National Research Service Award (NRSA) fellowships as part of a longer-term goal to make postdoc salaries more commensurate with the amount of education and training received. Many institutions are also reevaluating their pay scales. The NPA is currently analyzing the data from our recent institutional policy survey and will provide an update on postdoc salaries during the second plenary session. A full report summarizing all the data will be released later this year.

As a grassroots organization, the strength of the NPA has always been its committed membership and the exceptional work of its 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 and effort to ensure the success of the NPA. We thank every volunteer for their contributions and look forward to continuing to work together to enhance the postdoctoral experience. And while we've made great strides in our mission of enhancing the postdoctoral experience, we
The American Association for Cancer Research

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JOIN US IN THE GLOBAL CONQUEST OF CANCER

ABOUT THE AACR
The AACR began 110 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.

EDUCATION AND TRAINING
Educational workshops and special courses provide early-career investigators with opportunities to develop skills in clinical trial design, molecular biology, pathobiology, and related fields.

FUNDING AND AWARD OPPORTUNITIES
AACR provides research funding and other exclusive award opportunities for scientific advancement through career development resources, research fellowships, scholar-in-training awards, and travel grants.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES
AACR provides free professional advancement sessions and resources on topics such as grant writing, scientific publishing, networking for scientific and professional development, effective leadership, communication, and negotiation skills, starting-up and managing successful labs, and more.

OPPORTUNITIES TO NETWORK
Join any of our Association and Scientific Working Groups to interact with colleagues globally. The Associate Member Council develops programs that address the particular needs of early-career investigators.

www.AACR.org/Membership
Email: membership@aacr.org

AACR MEMBERSHIP
By becoming a member, you will join more than 37,000 investigators in 108 countries around the world who depend on AACR’s programs and activities for the exchange of scientific information. Associate Membership is one of seven membership categories and is open to graduate students, medical students and residents, clinical, and postdoctoral fellows who are enrolled in education or training programs that can lead to careers in cancer research.

Invitation to Join AACR
NPA Annual Meeting Attendees are encouraged to join AACR! All new members will receive Free AACR Membership for 2017. Visit the AACR Booth to learn more about this special offer!

American Association for Cancer Research
FINDING CURES TOGETHER®
are always on the look out for passionate and talented individuals to join us in furthering the mission of the NPA. Therefore, 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. Our new executive director **Julie Fabsik-Swarts, M.S., CFRE, CAP**, 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. I hope that our long standing supporters will take the time to meet Julie and welcome her to the NPA community. During her first eight months with the NPA she has brought new energy and ideas which I am confident will allow the continued growth and development of the organization.

Thank you for your continued support of the NPA and joining us for this 15th Annual Meeting. We are confident you will return to your institution reinvigorated and energized to continue your essential work. It is your commitment that drives the NPA as we work together to advance the postdoctoral experience.

Kate M. Sleeth, Ph.D.
Chair, NPA Board of Directors

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Contact ChemIDP@acs.org

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Goals for this week:
Create individual development plan
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.

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<td>Exercise Metabolism</td>
<td>May 21–23, 2017 — Gothenburg, Sweden</td>
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<td>Cancer, Inflammation and Immunity</td>
<td>June 11–13, 2017 — San Diego, CA, USA</td>
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<td>Neuro-Immune Axis: Reciprocal Regulation in Development, Health, and Disease</td>
<td>September 17–19, 2017 — Sitges, Spain</td>
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<td>Emerging &amp; Re-emerging Viruses</td>
<td>October 1–3, 2017 — Arlington, VA, USA</td>
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<td>Metabolic Disease Therapies</td>
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<td>Human Immunity</td>
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<td>CRISPR: From Biology to Technology and Novel Therapeutics</td>
<td>October 22–24, 2017 — Sitges, Spain</td>
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<td>Big Questions in Neuroscience (SfN Satellite Symposium)</td>
<td>November 9–10, 2017 — Arlington, VA, USA</td>
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On behalf of the 2016 – 2017 NPA Meetings Committee, we would like to welcome you to the 15th Annual Meeting of the NPA at the Fairmont Hotel in beautiful San Francisco, California! It is only fitting that this special 15th anniversary meeting is being hosted by The University of California System, as they also hosted the inaugural NPA Annual Meeting in 2003, the 5th Annual Meeting in 2007, and the 10th Annual Meeting in 2012. As with every annual meeting of the NPA, none of it would be possible without the hard work of Meetings Committee and Local Host Committee members. Thanks to their diligence, the 15th Annual Meeting is sure to be informative and stimulating for all attendees.

We are honored to welcome this year’s keynote speaker, Peter Fiske, Ph.D., CEO of PAX Water Technologies, Inc. In his keynote address, Fiske will provide his perspective on doctoral career navigation in the 21st century. The keynote will be accompanied by two plenary sessions. The first plenary, “Organizational Culture and Its Consequences” will feature Claudia Adkison, J.D., Ph.D., from Emory University (retired) and Kevin Grigsby, M.S.W., D.S.W., from the Association of American Medical Colleges. Together, the two panelists will help attendees gain a better understanding of how organizational culture influences organizational behavior, and what it takes to thrive in different organizations. The second plenary, “Data Driven Approaches to Tracking Postdocs,” will highlight initiatives that better track postdocs and their career trajectory. Speakers Nancy Calvin-Naylor, Ph.D., managing director of the Institute for Research on Innovation & Science (IRIS), Kryste Ferguson, M.Ed., membership manager for the NPA, and Kay Lund, Ph.D., director of the Division of Biomedical Research Workforce at the National Institutes of Health, will present data from these initiatives.

This year, we received well over 110 excellent workshop and poster proposals from postdoctoral scholars, postdoctoral associations, postdoctoral offices, and various other associations and societies, which made the task of selecting final programming extremely difficult. Through the concentrated effort of our volunteers, we narrowed down the pool of proposals to 23 phenomenal workshops and Innovation in Action sessions, and 41 informative posters. We hope that the programming this year will provide novel information and valuable resources for our broad and diverse postdoctoral community.

We are also offering two special, hands-on networking and learning sessions at the 15th Annual Meeting. For postdoctoral scholars, there is the Career Connections event that will allow postdocs to interface with hiring managers and executives from a variety of industries that hire postdocs. We hope that this event will provide postdocs with career information and tips that they would not obtain otherwise. For postdoctoral office administrators, there is the myPDO-hosted event called “Demystifying the Postdoctoral Experience: A 360° Analysis.” This event will allow postdoctoral office administrators to reflect on the postdoctoral experience over the last 15 years in a hands-on, workshop-style session.

Aside from the planned activities and sessions, there are a variety of opportunities to interact and converse with friends old and new thanks to the efforts of the local hosts, including the opening reception, themed lunch-arounds on Saturday, and the dine-arounds on Friday and Saturday evenings. We encourage you to take every opportunity to interact with colleagues, ask questions, and share your knowledge and experience while you are here.

On behalf of the 2016 – 2017 NPA Meetings Committee, we hope you enjoy the meeting!

Jenny Lamberts, Ph.D. and Tiewei (Leo) Cheng, M.D., Ph.D.
Meetings Committee Co-Chairs
Seattle’s FRED HUTCHINSON CANCER RESEARCH CENTER has an excellent research environment with world-class research and facilities. Our Student-Postdoc Advisory Committee (SPAC) and Office of Scientific Career Development provide training to prepare you for careers including:

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- Industry Careers, including a local industry site visit program
- Research Related Careers, including internships and networking
- Scholarship Funding for courses and conference travel
- Career Counseling
- Childcare Subsidy Program

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- 3 Nobel Prize winners
- 6 HHMI-funded investigators
- 9 National Academies members

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AGENDA | Friday, March 17, 2017

7:00 a.m. – 8:30 a.m.
New Attendees’ Orientation Breakfast
Gold Room
By invitation only

Tiewei Cheng, M.D., Ph.D., Postdoctoral Fellow, University of Texas M.D. Anderson Cancer Center, Co-Chair, Meetings Committee, NPA; Kerry Kauffman, B.A., Senior Program Coordinator, Associate Member Council, American Association for Cancer Research; Jennifer Lamberts, Ph.D., Assistant Professor, College of Pharmacy, Ferris State University, Co-Chair, Meetings Committee, NPA

This session provides an opportunity for first-time participants at the NPA Annual Meeting to learn about the NPA’s mission, values, objectives, structure, and accomplishments, and how to get the most out of the Annual Meeting.

7:00 a.m. – 8:30 a.m.
Breakfast for repeat attendees
Crown Room

7:00 a.m. – 5:00 p.m.
Registration
Grand Ballroom Lobby

7:00 a.m. – 5:00 p.m.
Press
Garden Room

9:00 a.m. – 9:45 a.m.
Opening Session and Distinguished Service Award (DSA) Presentation
Grand Ballroom

Welcome, Overview and Chair’s Presentation

Presentation of the 2017 DSA
Kate M. Sleeth, Ph.D., Associate Dean of Administration and Student Development, Beckman Research Institute of the City of Hope, Chair, Board of Directors

The DSA will be presented to the Postdoc Executive Committee (PEC) at the Icahn School of Medicine at Mount Sinai (ISMMS) for profound and ongoing contribution and service to the postdoctoral community.

10:00 a.m. – 11:30 a.m.
Keynote Introduction
Grand Ballroom

Kate M. Sleeth, Ph.D., Associate Dean of Administration and Student Development, Beckman Research Institute of the City of Hope, Chair, Board of Directors

Keynote Address
“There and Back Again: Ph.D. Career Navigation in the 21st Century”

Peter Fiske, Ph.D., CEO, PAX Water Technologies, Inc.

11:30 a.m. – 12:00 p.m.
Networking Break
Terrace Room

12:00 p.m. – 1:15 p.m.
Lunch
Grand Ballroom
Remarks from Sam Hawgood, M.B.B.S., Chancellor, University of California, San Francisco

1:30 p.m. – 2:30 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.

A Culture of Accessibility in STEM
Fountain Room
Intended Audience: PDO, ASSOC

Presenters: Mahadeo Sukhai, Ph.D., Head, Variant Interpretation Group, University Health Network

Persons with disabilities are underrepresented in science, technology, engineering and mathematics (STEM) research training programs, at the graduate and postdoctoral level, and extending into the professoriate and the workforce. While a definite “pipeline problem” exists for students with disabilities entering STEM at the undergraduate level, multiple approaches are required to address this gap. First, students with disabilities ought to be encouraged to enter STEM programs, while, second, the significant barriers to full participation and success that exist within the research training environment ought to be addressed. Two significant transition steps — doctoral to postdoctoral training, and postdoctoral to faculty transition — prove crucial in
increasing the representation of persons with disabilities in STEM specifically, and the research enterprise generally. For the postdoctoral scholar, disclosure of their disability, advocacy around accommodation, and the stresses associated with potentially being a trailblazer in their field, pose significant challenges. On the other hand, the postdoctoral mentor faces challenges in understanding how to effectively mentor and supervise the postdoctoral scholar with a disability, in parsing the essential requirements of the discipline, in communicating these requirements to the postdoctoral scholar in an appropriate manner, and in implementing accommodations. This presentation will focus on principles of effective mentorship and supervision of postdoctoral scholars with disabilities, and provide a framework that postdoctoral offices, associations and professional societies can use to work with these postdoctoral scholars in ensuring their full participation in the research enterprise and their discipline. Furthermore, we will review disability-related accommodation in the context of the postdoctoral scholar and early career researcher, by identifying the institution’s legal obligations, as well as the responsibilities of the postdoctoral mentor, the postdoctoral office, and the postdoctoral scholar. Accommodations as creative adaptations of the laboratory or fieldwork research environment, in the context of the essential requirements of the discipline or field, will also be discussed. Finally, we will present a model for the application of universal design principles to the postdoctoral training environment, in order to ensure the full participation and success of postdoctoral scholars with disabilities.

Career Development: Learning from the NIGMS IRACDA Program
French Room
Intended Audience: ALL

Presenters: Ed Krug, Ph.D., Associate Dean for Postdoctoral Affairs and Professor, Department of Regenerative Medicine and Cell Biology, Medical University of South Carolina; Alberto Rascón, Ph.D., Assistant Professor, Department of Chemistry, San José State University; Noah Whiteman, Ph.D., Associate Professor, Department of Integrative Biology, University of California, Berkeley

Moderator: Jessica Faupel-Badger, Ph.D., M.P.H., Program Director, Postdoctoral Training Branch, Division of Training, Workforce Development, and Diversity, NIGMS

The National Institute of General Medical Sciences (NIGMS) supports 22 postdoctoral training programs known as the Institutional Research and Academic Career Development Awards (IRACDA/K12). The IRACDA programs support between 6-18 postdoctoral scholars at each site for a period of three years and require the scholars to dedicate 75 percent of their time to a traditional mentored research experience and 25 percent to gaining additional career skills, including learning the latest teaching methodology and conducting a teaching practicum at a partner minority serving institution. The structure of the IRACDA program provides many opportunities for scholars to learn a variety of transferable skills necessary for a successful career post-fellowship. It also provides the postdoctoral fellow a diverse mentoring team. In this session we would like to elaborate on these additional skills and discuss how these can be developed in any setting and can apply to experiences outside of a focus on formalized teaching in the classroom. Specifically, from the viewpoint of an IRACDA mentor, an IRACDA alumnus, and an IRACDA program director we will address:

1. Balancing postdoctoral research with other career development activities
2. Successfully negotiating time for other experiences during one’s postdoctoral fellowship
3. Time management techniques and other hallmarks of successful IRACDA fellows
4. The importance of multiple mentors from varied careers to promote development of transferable skills

Furthermore, recent data from 450 IRACDA participants (63 percent female, 17 percent Hispanic, and 19 percent African-American) from 1999-2014 show that over 70 percent of IRACDA alumni are currently employed in a wide-range of academic institutions. We will share these data and further explore the elements of the IRACDA model that align with these career outcomes. Throughout this session we will look for audience participation and feedback on how to realistically implement the career development lessons learned from IRACDA and advise postdoctoral scholars who are looking to gain additional experiences for the next steps in their careers.

Elective Modules to Broaden Training Experiences for Postdoctoral Scientists
Grand Ballroom
Intended Audience: ALL

Presenters: Kimberly Petrie, Ph.D., BRET Director of Career Development, Vanderbilt University School of Medicine

Many postdoctoral programs do not provide significant exposure to professional skills and experience relevant to non-faculty careers. To address this gap, the BRET Office of Career Development at Vanderbilt School of Medicine developed ten non-credit short courses, called Modules, relating to four theme areas: business/entrepreneurship, communication, teaching, and clinical research. Over 400
biomedical sciences postdocs and grad students have participated in modules since they began in 2014. These modules included technology commercialization (offered 3x), summer intensive for entrepreneurship (2x), business principles for scientists (1x), effective oral communication (3x), strategies for strong writing (2x), biomedical research and media (3x), EQ=IQ=career success (2x), STEM teaching in K-12 schools (2x), introduction to principles and practice of clinical research (3x), and clinical microbiology: applying your Ph.D. to patient care (2x). In this session, we will describe our approach and teaching partners, share how we manage the courses, and describe module syllabuses and outcomes. In particular, we’ll highlight our approach to providing meaningful and efficient exposure to business through the summer intensive and business principles modules. These modules combine didactic exposure to business concepts with practical team-based projects. In the summer intensive, participants formed teams to develop a commercialization plan for a hypothetical technology; the seven-week course culminated in a mock pitch competition. In business principles, which received a 2016 Association of American Medical Colleges (AAMC) Innovations in Research Education Award, teams of trainees solved a real business problem encountered by one of Vanderbilt University’s institutional shared resource core facilities. Both business modules were rigorously evaluated using quantitative and qualitative assessments to assess the impact of the course on trainee knowledge and career trajectories. Eight modules were developed as part of the Vanderbilt University (Augmenting Scholar Preparation and Integration with Research-Related Endeavors) ASPIRE program (est. 2013 with a National Institutes of Health [NIH] Broadening Experience in Scientific Training [BEST] Award, 1DP7OD018423), and two were developed with a 2015 “Career Guidance for Trainees” grant from the Burroughs Wellcome Fund. Nevertheless, with long-term sustainability in mind, most of these courses operate at little to no cost beyond staff time to oversee them. We hope that based upon this presentation, participants will come away with ideas for how they can introduce impactful professional skills development programming into their career development programs.

Managing Professional Networks in a Global Scientific Community
Crystal Room
Intended Audience: ALL

Presenters: Viktoria Bodnarova, Regional Representative, EURAXESS; Gerrit Roessler, Ph.D., Program Director, German Academic International Network

Careers in science and research, in today’s world, are globally mobile and internationally connected. While digital communication, from email and Skype to social media and open access, makes it easier to collaborate and connect across vast distances, the cultivation of meaningful professional networks remains difficult. This workshop aims to provide concrete tools and strategies to develop and grow professional networks, both individually and institutionally, and how to maintain them in a globalized science community. Presenters will analyze case studies, discuss good practice examples, and give advice on how to utilize professional contacts. Building and maintaining networks, is not a skill that is generally part of doctoral or postdoctoral training. Especially for internationally mobile researchers this is a tremendous challenge. Moreover, networking is not only a task for individual researchers but also for scientific communities, as well as advocacy and interest groups. Meaningful professional networks will help achieve personal career and development goals as much as for the community as a whole (collaboration, mentoring, informational resource, social capital). This workshop aims to raise awareness of these aspects and aid in utilizing them effectively. Individual researchers, as well as community leaders are invited. At several points in the workshop participants will be asked to discuss their own networking strategies and challenges in small groups and present their results. They will also perform network analysis with networking charts and similar tools.

Pregnancy, Parenting, and Postdocs
Gold Room
Intended Audience: IP, PDA, PDO

Presenters: Jessica Lee, J.D., Staff Attorney, Center for WorkLife Law, UC Hastings College of the Law; Mary Ann Mason, J.D., Ph.D., Professor of the Graduate School, UC Berkeley, Faculty Affiliate, Berkeley Center for Law & Technology

This session will provide participants with the opportunity to explore the legal and practical issues impacting postdocs who become parents during their appointment. The Pregnant Scholar Initiative works with universities nationwide to advise administrators, postdocs, and students of the Title IX requirements relating to pregnancy and parenting, including the right to maternity accommodations and leave. Our efforts, including a nationwide study of the experiences of postdoc parents, have given us profound insight into the policies that work to retain postdoc parents. In this session, we will review the results of our nationwide survey, discussing the common experiences of postdoc parents, and how institutions respond. Participants will also learn the core legal framework that applies to pregnant and parenting postdocs, regardless of their funding source. Key areas of focus include: 1) The results of our nationwide survey, including an analysis of common trends in institutional policies and their impact on postdoc populations; 2) The core legal
framework that applies to pregnant and parenting post-docs under federal anti-discrimination laws, including Title IX, Title VII, and the Americans with Disabilities Act (ADA); 3) The impact of recent changes to the Fair Labor Standards Act (FLSA) and employment law on postdoc parents; 4) Policies of federal research funders on pregnancy and parental leave; 5) Practical steps that institutions can take to ensure compliance with legal standards and support their scholars; and 6) Practical steps that postdocs can take to better navigate new parenthood during their postdoc appointment.

2:30 p.m. – 3:00 p.m.
Networking Break
Sponsored by Regeneron
Terrace Room

3:00 p.m. – 5:30 p.m.
Career Connections
Grand Ballroom
Intended Audience: IP

A speed networking and information session for companies to showcase their opportunities and interact with postdoctoral scholars. This will be a round-table, speed meet-and-greet session, where companies will give a five-minute presentation and each postdoc will introduce themselves. Postdocs will rotate to a new table every 15 minutes.

3:00 p.m. – 5:30 p.m.
myPDO Session: Demystifying the Postdoctoral Experience: A 360° Analysis
Pavilion Room
Intended Audience: PDO and ASSOC

Moderator: Kerry Kauffman, B.A., Senior Program Coordinator, Associate Member Council, American Association for Cancer Research
Facilitator: Leslie Beckman, B.A., Program Manager, Office of Postdoctoral Affairs, University of Texas Health Science Center at Houston; Lori Conlan, Ph.D., Director, Office of Postdoctoral Services, Office of Intramural Training and Education, National Institutes of Health; Keith Micoli, Ph.D., Postdoctoral Program Director, New York University School of Medicine

How does innovation occur? What are the barriers to our own development and progress? This workshop will look at if, and how, the postdoctoral experience has changed or grown over the last 15 years. Are we currently better off or worse? Where do we want to be in 15 more years, and how do we get there? The existence of the NPA grew out of changes occurring across the training environ and to address both the quality of the overall experience and the eventual need for postgraduate trainee career progression. The NPA’s 15th anniversary offers the opportunity to engage and begin assessment around the culminating flux of past, present, and future interests and concerns of the postdoctoral community. Based on both trainee and institutional perspectives and expectations regarding the postdoctoral experience, participants in this hands-on workshop will have the opportunity to collectively assess and articulate the most important parts of the postdoctoral experience over the last 15 years, reflect on where we stand today, and develop a relevant pathway to support and tackle barriers for postdoctoral fellows and organizations over the next 5, 10, and 15 years.

5:30 p.m. – 7:00 p.m.
Opening Reception
Sponsored by Moffitt Cancer Center
Gold Room
The annual raffle in support of NPA travel awards will also take place during the reception.

6:30 p.m.
Meet for Optional Dine-Arounds
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
“Training the next generation of scientists is one of our missions at Gladstone. We give them the skills they need to be successful in their career. That is our responsibility, and we embrace it enthusiastically.”

Melanie Ott
Head of the Mentoring Task Force at Gladstone

Training at the Gladstone Institutes. Training tomorrow’s scientists is a cornerstone of Gladstone’s commitment to overcoming some of the world’s most devastating diseases. Gladstone provides rigorous, individualized scientific training for postdoctoral scholars and graduate and medical students, teaching them how to approach complex problems in an extraordinarily supportive environment.

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Gladstone attracts the best and brightest trainees—helping them achieve their maximum potential, unravel some of nature’s greatest mysteries, and join the fight against illnesses, such as heart disease, infections, and neurological disorders.
AGENDA | Saturday, March 18, 2017

7:00 a.m. – 8:30 a.m.
Breakfast
Gold Room

7:30 a.m. – 8:30 a.m.
NPA Committee Leaders and Officers Meetings
Gold Room

8:00 a.m. – 5:00 p.m.
Registration
Grand Ballroom Lobby

8:00 a.m. – 5:00 p.m.
Press
Garden Room

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

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.

The Academic Career Readiness Assessment (ACRA) Rubric: Helping Biomedical Postdoctoral Scholars Explore, Prepare for and Apply to Faculty Careers
Crystal Room
Intended Audience: IP, PDO

Presenter: Laurence Clement, Ph.D., Program Director, Academic Career Development, University of California, San Francisco

In this interactive workshop, we will present the Academic Career Readiness Assessment (ACRA) framework, a rubric developed at the University of California, San Francisco’s Office of Career and Professional Development with a grant from the Burroughs Wellcome Fund. The ACRA rubric was created to help biomedical postdoctoral scholars explore, plan for and apply to faculty positions at different types of institutions (research-focused, teaching-focused, and dual focus). The goal of this tool is to level the playing field by providing all postdoctoral scholars with the information they need to obtain a faculty position. As such, it aims to overcome two potential inequities: 1) variation in the level of mentoring that scholars receive from their advisors, and 2) varying levels of familiarity with the higher education system in the United States. In the workshop, we will share our findings about hiring practices at different types of institutions. We will provide an interactive opportunity for postdoctoral scholars to use the ACRA rubric to assess their competitiveness for positions at various type of institutions and reflect on professional development activities they will need to plan to address any gaps they identify in their training. PDOS are also encouraged to attend the workshop to observe first-hand how trainees engage with the tool, and to consider how best to present it to their own trainees.

IIA Communicating Science to Nonscientists — Conversing with Etiquette!
French Room
Intended Audience: IP, PDA, PDO

Presenters: Tullia C. Bruno, Ph.D., Research Assistant Professor, University of Pittsburgh, Board of Directors, NPA; Mary Mitchell, President, The Mitchell Foundation

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 efficiently convey your research within your specific field, but also to successfully communicate 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 will help to enhance this skill. We will begin the workshop by focusing on examples of excellent written and verbal communication, and then we will work on developing the infamous elevator pitch. We will break into groups to work on individual elevator pitches for a lay audience and then we will discuss how to properly present yourself when communicating science to nonscientists. Come and learn how to share your knowledge and ideas in an effective way!

Developing Work/Life Resilience
Intersect Room
Intended Audience: IP, PDA

Presenters: Henry (Rique) Campa III, Ph.D., Associate Dean in the Graduate School, Professor of Wildlife Ecology in the Department of Fisheries and Wildlife, Michigan State University; Bennett Goldberg, Ph.D., Director, Searle Center for Advancing Learning & Teaching, Professor of Physics and Astronomy, Northwestern University; Sarah Hokanson, Ph.D., Director, Professional Development & Postdoctoral Affairs, Boston University

This session is focused on building postdocs’ professional resilience - the ability to apply personal and professional resources to cope with, adapt to, and manage challenging situations. Throughout their careers, postdocs are challenged to balance multiple tasks, integrate their work within a team to meet the goals of their employer, all while
working to maintain a satisfying personal life. This session will help postdocs develop the skills they will need to manage these responsibilities and interests. Participants will gain an overview of the literature on resilience and the key characteristics of resilient individuals, with activities focused on producing work plans that allow for the integration of personal responsibilities, maintaining a productive and satisfying career, and stress management. This session will also describe the common mental traps that can interfere with productivity and maintaining a satisfying personal life and provide resources to help postdocs reframe their thinking toward positive outcomes. Finally, postdoc participants will be encouraged to apply their new skill by writing advice for hypothetical future postdocs as a demonstration and solidification of learning, and with the notion that advice giving could be developed into a resilience resource.

**Discover National Science Foundation Resources that Advance Your STEM Career**

**Diplomat Room**

**Intended Audience:** IP, PDA, PDO

**Presenters:** Nimmi Kannankutty, Ph.D., Deputy Division Director, Division of Graduate Education, National Science Foundation; Barbara J. Natalizio, Ph.D., American Association for the Advancement of Science (AAAS) Science and Technology Policy Fellow, National Science Foundation (NSF), Board of Directors, NPA

The NSF is an independent federal funding agency that supports basic research ranging from chemistry and the life sciences to economics and anthropology. This workshop will describe how NSF fits into the federal funding system and how the agency is structured to fulfill its mission. Participants will learn about various funding mechanisms available to postdoctoral researchers and institutions, which enhance the professional development of STEM researchers early in their careers. The presenters will also discuss how international researchers can benefit from NSF awards. The presentation will highlight how NSF provides opportunities for postdoctoral researchers and other STEM professionals to expand their professional networks and to refine their core competencies. Unique opportunities such as

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interacting with NSF program directors and STEM experts during the NSF review process can support the development of discipline-specific conceptual knowledge, communication skills, and leadership/management skills. Small group discussions will facilitate a dialogue between STEM postdoctoral researchers, administrators, and NSF representatives that will help inform governmental decision makers on how NSF funds can most effectively leverage the talent of postdoctoral researchers in the United States.

Next Gen Ph.D.s: Where Ph.D.s Land and What the Data Says
Sponsored by GenScript
Grand Ballroom
Intended Audience: ALL

Presenter: Melanie Sinche, M.A., Director of Education, The Jackson Laboratory for Genomic Medicine

For decades, scientists pursued a clear path to success: enroll in a prestigious graduate program, conduct research, publish papers, complete the doctorate degree, and pursue postdoctoral work. With perseverance and a bit of luck, a tenure-track professorship awaited at the end. In today’s academic job market, this scenario represents the exception. As the number of newly conferred science doctorate degrees keeps rising, the number of tenured professorships remains stubbornly stagnant. This workshop will provide an up-to-date assessment of the current career landscape facing doctoral recipients and postdocs in the sciences. Author Melanie Sinche will share proven strategies for landing potential occupations for advanced degree candidates, along with new research data and profiles of recent science doctoral recipients across a wide range of disciplines to demonstrate the breadth of occupations that doctoral recipients currently hold.

Successful Training for Industry Careers
Sponsored by Regeneron
Fountain Room
Intended Audience: ALL

Presenters: Philip S. Clifford, Ph.D., Associate Dean for Research, University of Illinois at Chicago; Julie E. Tetzlaff, Ph.D., Assistant Dean of Postdoctoral Education, Assistant Professor of Pathology, Medical College of Wisconsin

Graduate and postdoctoral training in the sciences generally does an excellent job of facilitating the development of critical thinking skills, imparting extensive knowledge of a particular science field, promoting acquisition of superb technical skills, and cultivating the ability to work independently. While these skills are valued by industry employers, they also express frustration that trainees fail to understand some of the fundamental operating principles in the for-profit world. Anecdotally, doctoral scientists seem poorly prepared for careers in the biotechnology, pharmaceutical, or medical device arenas. With support from Burroughs Wellcome Fund, we initiated a program of consulting experiences with science-related companies to prepare postdoctoral fellows for careers in industry. Postdocs volunteered with biotech, pharma, medical device companies for 5-10 hours/week for two to three months to complete business-related projects such as market analysis, company valuation, formulating a business plan, FDA regulatory assessments. Overall, the project has been a resounding success and has completed 41 projects for 31 different clients, to date. 17 of 29 consultants have found permanent industry employment and they attribute their successful transitions to participation in this program. Our experience suggests that this model for industry training provides academic scientists with an intuitive understanding of the biotech industry, gives them valuable real-world experience, and helps them transition to permanent positions. This session will provide a thorough explanation of the Postdoc Industry Consultants (PICO) program including data from participants on the importance of this experience in their career progression and an appraisal of some of the many challenges encountered. The audience will participate in a hands-on consulting experience. A roadmap will be provided for starting similar consulting programs on other campuses.

10:00 a.m. – 10:30 a.m.
Networking Break
Terrace Room

10:30 a.m. – 12:00 p.m.
PLENARY SESSION I
“Organizational Culture & Its Consequences”
Grand Ballroom

Presenters: Claudia R. Adkison, J.D., Ph.D., Emeritus Executive Associate Dean and Professor, Emory University School of Medicine, R. Kevin Grigsby, M.S.W., D.S.W., Senior Director, Member Organizational Development, Association of American Medical Colleges
Moderator: Lisa A. Boughner, Ph.D., Postdoctoral Scholar, Michigan State University

Postdocs work hard to successfully land the job of their dreams. Or at least, the job they hope will truly be a “dream” and not a nightmare. Whether the position is in academia, business and industry, or government, organizational culture (“the way we do things around here”) is powerful. Even the most well-trained and well-intentioned professionals may have negative experiences in a new workplace if they fail to consider the nuances of the workplace culture and
The Jackson Laboratory for Genomic Medicine (JAX-GM), a nonprofit biomedical research institute in Farmington, CT, is inviting applications for Assistant Professors. The campus is dedicated to advancing precision medicine using genomic strategies to understand underlying health and disease, and the development of novel diagnostics and therapeutics. Areas for recruitment include:

- Cell Biology
- Cancer Immunology
- Clinical Genetics
- Human Population and Evolutionary Genetics
- Microbial Genomics, Microbiome Research and Infectious Diseases
- Computational Biology and Bioinformatics (systems biology/interactome analysis)

JAX offers a uniquely collaborative scientific research environment, which is supported by outstanding scientific services, unparalleled mouse and genomic resources, pre- and post-doctoral training programs, and numerous courses and conferences.

Candidates must have a Ph.D., M.D. or D.V.M. degree, and 2-5 years of relevant postdoctoral training, with an exceptional record of research accomplishment, and the ability to develop a competitive, independently funded research program. Opportunities are available for shared mentorship of trainees, and integration with the Jackson Laboratory campuses in Maine and California.

Applicants must apply online. Please submit a curriculum vitae and a concise statement of research interests as one document to www.jax.org/careers, select Faculty Positions, position #5800. In addition, please have three letters of reference sent to: facultyjobs@jax.org.

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Saturday, March 18, 2017

how it influences their roles in it. How do postdocs know if they will “fit” in an organization? How can they learn about the dynamics of an organization and its culture before they accept positions? What can they do to keep their jobs, find success, and thrive in organizations? Drs. Adkison and Grigsby bring their rich experiences in organizational culture - and its consequences - to this plenary session. They will lead an engaging, interactive presentation that will help you to gain a better understanding of how organizational culture influences organizational behavior – and what it takes to not only survive, but to thrive.

Presentation of the 2017 NPA Garnett-Powers & Associates, Inc. Mentor Award

Steve Johnson, Vice President, Garnett-Powers & Associates, Inc.

The presentation of the award will take place at approximately 10:05 a.m.

The 2017 NPA Garnett-Powers & Associates, Inc. Mentor Award will be presented to Malene Hansen, Ph.D., Associate Professor, Program for Development, Aging and Regeneration, Sanford Burnham Prebys Medical Discovery Institute

12:00 p.m. – 1:30 p.m.
THEMED LUNCH-AROUNDS
Gold Room

How to Use Social Media to Your Advantage – Networking and Job Hunting

Facilitators: Gary McDowell, Ph.D., Executive Director, Future of Research; Juliet Moncaster, Ph.D., Senior Postdoctoral Associate, Boston University School of Medicine, Board of Directors, NPA

Social media has become a part of our daily life, and how we use social media can tell a lot about us to the outer world. What once started as a simple way to connect us with our friends and family, has now widely become a way to additionally increase one's visibility professionally, through networking and recruiting. In this “tech age,” we can use these powerful platforms to create opportunities by building our CVs, establishing relationships with future employers and other successful personalities in our profession, finding possible mentors, and connecting with colleagues. This lunch discussion will provide you with the opportunity to learn how you can better use social media to your advantage for networking and job hunting.

How to Network Effectively in Professional Societies/Associations

Facilitators: Natalie Lundsteen, Ph.D., Director of Graduate Career Development, UT Southwestern Medical Center; Barbara J. Natalizio, Ph.D., AAAS Science and Technology Policy Fellow, NSF, Board of Directors, NPA

Professional societies and associations provide an excellent opportunity to network, which can help a postdoc land a good job, and grow professionally. These organizations often have networking events catered to the various sections of their membership, such as students, postdocs, early career faculty, industry members, etc., and there are many committees within each organization to assist with their smooth functioning. During this lunch session, the advantages of active involvement in professional societies and associations, as well as how to connect with the appropriate resources, will be discussed.

Job Hunting Tips – Academia

Facilitators: Philip Clifford, Ph.D., Associate Dean for Research and Professor, University of Illinois at Chicago; Tracy Costello, Ph.D., Director, Office of Postdoctoral Affairs, Moffitt Cancer Center, Board of Directors, NPA

Roughly 80 percent of doctoral recipients desire a faculty position, yet only ~one percent in the United Kingdom, four percent in Germany and ~15 percent in the United States (Powell, Kendall. “The future of the postdoc.” Nature 520, no. 7546 (2015): 144-147) actually achieve this goal. A U.S. study reports (Clauset, Aaron, Samuel Arbesman, and Daniel B. Larremore. “Systematic inequality and hierarchy in faculty hiring networks.” Science advances 1, no. 1 (2015): e1400005) that the majority (70 – 85 percent) of career-track positions are filled by alumni from 25 percent of elite institutions. All of these barriers not only highlight the importance of defining a strategy for an effective goal-oriented postdoctoral experience, but also emphasize the importance of learning practical tips on finding academic jobs in a competitive job market. During this lunch discussion, attendees will share their experiences and knowledge on how to improve one's chances of landing an academic job.
Job Hunting Tips – Outside of the United States

Facilitators: Gerrit Roessler, Ph.D., Program Director, German Academic Exchange Service; Sina Safayi, D.V.M., Ph.D., Assistant Director of Career Development, The University of Texas Graduate School of Biomedical Sciences at Houston

The past few years of economic instability brought a lot of challenges to the scientific community. Many faculty have faced difficulty in getting funding support for their research. This directly has had an impact on the career prospects for postdocs and graduate students in the United States. The economic environment has presented an opportunity for other countries to capitalize on, and offer, research jobs for U.S.-educated scientists. Even though the funding scenario in the United States is getting better, the myriad of opportunities in research outside of the United States continues to grow and could be well-worth consideration. This lunch discussion is aimed at providing general job hunting tips that can be applied across the board for careers outside of the United States.

Job Hunting Tips – Outside of Academia

Facilitators: Lauren Celano, M.B.A., Founder and CEO, Propel Careers; Josh Henkin, Ph.D., Founder/Career Counselor, STEM Career Services, Treasurer, Board of Directors, NPA

The majority of postdocs end up landing nontenure-track academic jobs. Finding the right career path outside of academia such as in government or other science policy-related fields, nonprofit, industry, or entrepreneurship, all necessitate strategic planning. A successful career plan requires having a thorough knowledge of practical job hunting tips in additional markets outside of academia. During this lunch discussion, attendees will share their experiences and knowledge on how to improve chances of landing a nonacademic job.

Fundraising Tips for Your PDA

Facilitators: Nisha Cavanaugh, Ph.D., Manager, Postdoctoral and Academic Programs, Sanford Burnham Prebys Medical Discovery Institute; Natalie Chernets, Ph.D., Administrative Postdoctoral Fellow, Thomas Jefferson University Hospitals; Lisa Kozlowski, Ph.D., Associate Dean for Student & Postdoctoral Affairs, Thomas Jefferson University

The size of one’s PDA budget can determine the level of flexibility to provide social and professional support for members. As PDAs often struggle with having tight and sometimes no budget, there is a need to acquire knowledge on the funding routes PDAs can take to seek other resources both inside, as well as outside of, their university/institute. During this lunch discussion, participants will share their experiences with outsourcing, networking and fundraising for their PDAs.

Awardee Lunch
Gold Room

NPA Committee Recruitment
Gold Room

1:30 p.m. – 3:00 p.m.
CONCURRENT SESSION III

A Strong CV Is Not Enough: What You Don’t Know Can Hurt You
Crystal Room
Intended Audience: ALL

Presenter: Mary Mitchell, President, The Mitchell Foundation

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, communications principles, business etiquette, appropriate dress, and how to thrive at business/social events. This workshop is a constructive resource for PDOs because it heightens awareness of what often holds valuable postdocs back from achieving their interviewing goals.

Enhancing the Connections Between Institutions and Professional Societies in Advancing Postdoctoral Training
Diplomat Room
Intended Audience: PDA, PDO, ASSOC

Presenters: Adam Fagen, Ph.D., Independent Consultant; Sonia M. Hall, Ph.D., Postdoctoral Fellow, University of Massachusetts Medical School, Program Director for Early Career Scientist Engagement, Genetics Society of America

Professional societies have a unique ability to bring together common interests across institutions and to advocate and serve at a national and international level. Institutional offices and associations that serve postdocs have a unique ability to engage postdocs locally, including in person activities. Greater coordination between these two sectors
will lead to enhanced postdoctoral training that takes maximum advantage of the strengths PDOs, PDAs, and professional societies can all bring.

This session will be a structured discussion among institutional postdoc and career offices, PDAs, and professional societies to map out current and potential needs for enhancing postdoctoral training and developing a strategy for improving synergy among these stakeholders. For example, which opportunities and training experiences are most effective at the institutional level and how can professional societies help support and promote these programs? How can institutional offices and associations help contribute to national or international efforts led by professional societies and provide added benefit to their local population?

The session will kick off with a panel discussion between the various stakeholders—professional societies, PDOs, career development offices and PDAs—highlighting several of the needs, challenges, and opportunities. Participants will then break into smaller groups to develop a roadmap outlining how the various stakeholders can best complement each other’s activities. Ideas will be shared with the larger group for additional discussion.

How to Use Your Total Research Experiences to Make You Business-Ready and Most Qualified for Your First Professional Job

French Room
Intended Audience: ALL

Presenter: Randall Ribaudo, Ph.D., Co-founder, CEO, SciPhD.com; Larry Petcovic, M.S., Co-founder, SciPhD.com

The challenge for new doctoral scientists to find permanent employment that is rewarding both financially and intellectually cannot be understated. Traditional training for academic scientists largely ignores many of the critical business and social skills that make scientists “business-ready.” In this workshop we will explore the general skills valued by business and specific skills to select a best qualified candidate for a job. Each participant will relate specific skills to experiences academic scientists have gained, identify any gaps in those experiences and create a career development plan to address those gaps. We will focus on the business skills associated with project planning, innovation, and execution, as well as the social skills that demonstrate an ability to work with others in a diverse team environment. Enabling, mentoring, communications, leadership will all

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be addressed. Participants will learn to identify the job skill gaps in their research experience and create a personalized career development plan to address those gaps. The workshop will be experiential by design which encourages the attendees to work in teams, peer coach, and develop sustainable networks that they can leverage in the future as they pursue their career plans.

Immigration, Visas and Other Issues Affecting International Postdocs
Intersect Room
Intended Audience: IP, PDA, PDO
Presenter: Brendan Delaney, J.D., Partner Attorney, Leavy, Frank and Delaney LLC
Moderator: Keith Micoli, Ph.D., Postdoctoral Program Director, New York University School of Medicine

The session will be geared towards international postdocs, as well as allowing PDAs and PDOs to educate themselves with regards to types of visas used. We will discuss what to do after your postdoc, 212(e) waivers, thinking towards permanent residence, and include information for those contemplating careers outside academia. In addition, we will look at other career and live issues that an international postdoc will face during their time in the United States. While the session will mention institutional sponsorship (including Outstanding Researcher and PERM), this will not be a focus of the session because generally an international or HR department have specific policies and procedures in place on that. The session will start by discussing the most common temporary visas that international postdocs hold, including J-1 waivers and touch on other visas (in a more informative way) such as the H-1B/O-1/TN, etc., including how spouses may be able to avail themselves of an immigration benefit. We will look at the type of issues that the postdocs face in terms of visa transition and also how they can build their CV/résumé for purposes of a self-sponsored application (including the types of evidence, documents and material that they need) which may allow them to transition to an employment position of their own accord. This includes a discussion of positions and career paths outside the traditional avenues of academia, as well as the importance of professional networking in the context of building their career and visa application. Other issues will include the procedural aspects and questions that international postdocs face when dealing with and navigating the permanent residence process. In addition to the visa questions, we will also address certain challenges faced by international postdocs. These can include benefit questions (including health, and 401(k) and retirement) as well as housing issues, differences in culture, and learning about career and development and professional networking opportunities.

International postdocs therefore need to better understand the broader picture of navigating their time in the United States from both a visa and life standpoint.

Practical Tools for Navigating Your Career Path Evolution
Grand Ballroom
Intended Audience: IP

Presenters: Kathleen H. Goss, Ph.D., Senior Science Writer and Director for Strategic Partnerships, University of Chicago Medicine Comprehensive Cancer Center; Erica A. Siebrasse, Ph.D., Education & Professional Development Manager, American Society for Biochemistry and Molecular Biology

How do you identify what career path to pursue? How do you make it happen? As a postdoc, you have successfully pursued a deep appetite for a field of knowledge, but transitioning to charting your career afterward can be an overwhelming process. In fact, it is largely misrepresented that a career path is linear. You should continually evaluate your passions, values and opportunities, because they will change over time. This workshop will focus on practical and actionable tools for (1) defining your current interests, (2) exploring career paths, and (3) creating and implementing a skill-development plan. Participants will develop their own action plans that address these three items during the workshop. This workshop also will address “life outside academia” and developing your professional identity, especially as they pertain to those pursuing non-research careers. The ultimate goal of this workshop is to enable and support participants as they actively identify and evaluate their career options. The session will use examples from the life sciences but will be relevant and transferable for other disciplines. All are welcome to attend and explore practical tools for navigating their career evolution.

IIA Science Sketches: How to Make Videos for Fast, Fun and Accessible Communication of your Research
Fountain Room
Intended Audience: IP

Presenters: Lisa Dennison, Ph.D., Postdoc Program Manager, Max Planck Institute of Molecular Cell Biology and Genetics; Liam Holt, Ph.D., Assistant Professor, NYU Institute for Systems Genetics

Effective communication of research is a crucial skill for individual scientists, and is essential for successful public engagement in science. Science Sketches empowers postdocs to communicate and promote their science in an easily digestible format to the public, funders, journalists, the government, and other scientists. With just a few hours of work, anyone can generate a two-minute video to convey the big-picture message of their science. Science Sketches are:
(1) Concise: the exercise of describing a project or publication in just two minutes leads scientists to extract the most important messages from their work and convey them with maximum clarity. The two-minute time limit also increases viewership by reducing the time commitment of the audience. (2) Engaging: drawings are a simple way to communicate visually. The drawings are sped up in post-production so that they appear as the corresponding words are spoken, keeping the audience engaged with the message throughout the video. (3) Easy to create: the simplicity of the concept means that every scientist has the power to create his or her own Science Sketch. This is an activity that empowers scientists to tell their own story in a new and accessible way. Lisa Dennison and Liam Holt created sciencesketches.org as a home for short, accessible videos created by scientists about their research. In this workshop, you will learn how to make your own video to share your research with a broad audience. We will show you examples and walk you through the basic steps of creating a Science Sketch, and then you will work in small groups to craft the script that will form the foundation of your video.

3:15 p.m. – 4:45 p.m.
PLENARY SESSION II
“Data Driven Approaches to Tracking Postdocs”
Grand Ballroom

Presenters: Nancy Calvin-Naylor, Ph.D., Managing Director, Institute for Research on Innovation & Science (IRIS); Kryste L. Ferguson, M.Ed., Membership Manager, NPA; Kay P. Lund, Ph.D., Director, Division of Biomedical Research Workforce, National Institutes of Health

Moderator: Adriana Bankston, Ph.D., Policy Activist, Future of Research

Postdoctoral scholars make up a valuable part of the biomedical workforce. However, their career trajectories beyond postdoctoral training are difficult to track. The NPA Annual Meeting provides a space for us to connect, discuss and improve the postdoctoral experience. Developing an efficient system to keep track of postdocs will be critical for current and former postdocs to network and become a resource for each other. It will also be valuable to providing the most appropriate training programs for postdocs based on their desired career paths. The other equally important component of tracking postdoc careers on a large scale is to show the economic impact postdocs have on their universities, states, and country as a whole. We will draw upon the perspectives of leaders in data gathering on postdocs from multiple disciplines, including the biomedical workforce. In this session we will 1) highlight new initiatives being developed for better tracking of postdocs, 2) show preliminary data generated from these initiatives, and 3) develop a plan for working together to track postdocs at the national level. Preliminary data from the NPA Institutional Policy Survey will also be presented during this plenary session.

4:45 p.m. – 6:15 p.m.
Poster Session & Networking Break
Sponsored by GenScript
Terrace Room

6:45 p.m.
Meet for Optional Dine-Arounds
Lobby

7:00 p.m. – 9:00 p.m.
Optional Dine-Arounds
7:00 a.m. – 8:30 a.m.  
**Themed Breakfast Conversations**  
Gold Room

To further expand and encourage relationships across attendee interests, we are offering a new networking opportunity this year. Attendees will have the opportunity to join tables for mentoring and/or peer-to-peer networking based on different career roles within the postdoctoral community.

Tables will be grouped to allow interaction between:
- Postdocs-PDOs/PDAs
- Postdocs-Professional Societies
- PDOs/PDAs-Professional Societies

This will be a unique opportunity to learn about what kinds of networking/career development opportunities exist both within and outside of the institution; how PDOs/PDAs and professional societies can work together to address postdoctoral needs/interests/issues; discuss how a postdoc can become more active in the community by creating/joining a PDA; how can academic leaders like a dean, PDO or professional society provide more opportunities and training for postdocs in the career fields available and learn how a postdoc can start working in that type of role/profession; and, much more.

8:00 a.m. – 12:00 p.m.  
**Registration**  
Grand Ballroom Lobby

8:00 a.m. – 12:00 p.m.  
**Press**  
Garden Room

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

**The Enjoyment of Employment: Finding the Right Organizational Culture**  
Crystal Room

*Intended Audience: ALL*  
*Presenter: Doug Kalish, Ph.D., Founder, dougsguides*

Postdocs contemplating their careers sometimes think they are making a binary choice: academic or nonacademic. In truth, the decision is much more complicated. Postdocs who haven't had experience in nonacademic environments may be surprised by the diversity of workplace cultures. Research shows that matching your work personality to the culture of the organization is one of the prime factors in workplace happiness. In this workshop we'll discuss and assess individual workplace personalities which we will then match against different work cultures to find compatible organizations. We'll end with a checklist and timeline for engaging in efficient and effective non-academic job searches.

Before coming to the workshop, go to https://www.dougsguides.com/personality, fill out the self-assessment, and bring the results to the workshop.

The online self-assessment has been completed by over 25,000 participants, including over 4,000 grad students and postdocs in STEM, social science, liberal arts and business disciplines. Hundreds of grad students and postdocs have been through the workshop. We have discovered significant differences in workplace preferences associated with gender, education, and discipline. Helping postdocs understand and analyze their own preferences increases their chances of finding a compatible workplace. Also, many postdocs (particularly those from outside the United States) are unaware of the differences between an academic and non-academic job search. This workshop explicitly defines the requirements for a successful search.

IIA  **Finding Your Voice: Communicating the Critical Role of Postdocs Across Communities**  
**Sponsored by Moffitt Cancer Center**  
French Room

*Intended Audience: ALL*  
*Presenters: Hudson Freeze, Ph.D., Director, Human Genetics Program, Sanford Burnham Prebys Medical Discovery Institute; Yvette Seger, Ph.D., Director of Science Policy, Federation of American Societies for Experimental Biology, Vice Chair, Board of Directors, NPA*

During this workshop, participants will learn how to communicate effectively about the role of postdocs and policy issues affecting them to a broad range of audiences, including institutional leaders, policy makers, and the public. Using communications strategies adapted from improvisational theater, participants will learn how to relay the challenges faced by the postdoc community in terms that will resonate across audiences. During this interactive session, participants will develop brief “elevator pitches” to discuss issues of importance to postdocs, including salaries and benefits, professional skills development, career opportunities, and work-life balance, to audiences with limited or no knowledge of the research enterprise. Participants will also learn about opportunities to continue developing their communication skills.
Postdocs, PDAs and PDOs: Discover the Art of Stretching Your Dollars and Brag About it on Your CV or Your Annual Evaluation
Intersect Room
Intended Audience: ALL

Presenters: Natalie Chernets, Ph.D., Administrative Postdoctoral Fellow, Student and Postdoctoral Affairs, Jefferson College of Biomedical Sciences, Thomas Jefferson University; Pardeep Kumar, Ph.D., Postdoctoral Fellow, Department of Radiology, Thomas Jefferson University; Lisa Kozlowski, Ph.D., Associate Dean, Student and Postdoctoral Affairs, Jefferson College of Biomedical Sciences, Thomas Jefferson University

No matter what your science discipline is, most likely you feel that you are not making nearly enough money as a postdoc. Whether you are paying student loans, providing for a spouse and children, taking care of your elderly parents or just wanting to indulge in your daily Starbucks coffee habit (no judgment!) – you can always use extra cash. On the professional side, did you ever want to attend an international conference or professional development course and your lab couldn’t pay for your trip? Did you want to collect preliminary data to convince your PI to do an independent project but didn’t know how to pay for laboratory supplies?

PDAs and PDOs, just like postdocs, can always use more money for postdoc events. If you want to learn how to stretch your lab’s, PDA’s/PDO’s hard-earned dollars, join us for this interactive workshop. First, we will teach you the rules of the game, “getting more for your buck.” These rules include negotiation tactics, price match strategies, applying for fellowship(s) to sponsor your conference travel, and partnering with vendors to sponsor your PDA events. In addition, we will introduce some cool tools, apps and strategies that will help save money (and time). We promise a lot of aha! moments during our small group discussions and virtual scavenger hunt. As a bonus, we’ll teach you how to brag about your new learned skills on your CV or your annual evaluation!
IIA  Professional Development Re-imagined: Designing Active Learning Workshops for Postdocs
Grand Ballroom
Intended Audience: PDA, PDO, ASSOC

Presenters: Henry (Rique) Campa III, Ph.D., Associate Dean in the Graduate School, Professor of Wildlife Ecology in the Department of Fisheries and Wildlife, Michigan State University; Bennett Goldberg, Ph.D., Director, Searle Center for Advancing Learning & Teaching, Professor of Physics and Astronomy, Northwestern University; Sarah Hokanson, Ph.D., Director, Professional Development & Postdoctoral Affairs, Boston University

Institutions are now expected to provide ample opportunities for professional development throughout the postdoctoral training experience. Such workshops and short courses typically focus on career exploration or skill development, facilitating postdocs’ career preparation and creating opportunities for them to learn and apply new tools and techniques. We have developed a backward-designed, learner-centered professional development model for workshops rooted in evidence-based practices of active learning that can transform the typical informational seminars, online and in-person slide-deck presentations, and even written resource Web pages into high-engage-ment workshops that demonstrably build transferable skills and lead to participant behavioral change. Active learning workshops engage their audience, access prior knowledge, address common misconceptions, and construct new understanding through cognitive struggles. Active learning workshops are built through backward design with evidence-based pedagogy, where learning outcomes are aligned with assessments that drive the construction of activities. Our workshops follow an inform-create-evaluate (ICE) model structure:

• **Inform**: participants explore evidence-based content through pre-session engagement and in-session guided inquiry to build skills and competencies

• **Create**: participants develop and create a work product associated with session, e.g. a plan, a draft, a reflection, a set of recommendations, as a tangible demonstration of participants’ skills and as a means of direct assessment of learning

• **Evaluate**: peer review of participants’ work product develops higher level skills of analysis, builds communication competencies, and provides a scalable means of measuring outputs from the workshop session

This session is designed for postdoc offices and administrators that build or enhance professional development programs or are looking to reimagine their current offerings. We will guide participants through the process of developing active learning workshops that target NPA competencies, describe the outcomes and preliminary data from our pilot workshops using this model, provide resourc-es for participants to develop their own outlines for active learning workshops, discuss ways of sharing best practices and workshop content across PDOs, and collect feedback that will be used to develop new workshop materials in the fall and spring of 2016/2017.

Personal Branding for Scientists
Diplomat Room
Intended Audience: IP, PDA, PDO

Presenter: Thierry Dubroca, Ph.D., Postdoctoral Associate, National High Magnetic Field Laboratory

This workshop will cover the importance of personal branding and offer practical self-promotion techniques for scientists. First, we will cover how to develop a theme and/or an independent professional identity before addressing how to communicate it online and in person for one’s benefit. We will also cover how to choose your theme/professional identity before finishing the presentation part of this workshop with best practices, and practical tools which you can use regularly to promote yourself.

Personal branding is a very important skill to master. It allows you to communicate who you are professionally, that you are independent, own your presentations, ideas, publications and more generally your work. It is a way to set you apart from your doctoral advisor, postdoc supervisor and develop your own scientific and professional identity. It is critical to build your own professional image and it is extremely useful when looking for your next position. Having an established theme and/or professional identity set you ahead of the competition when hiring committees or managers look for the best candidate.

The majority of this workshop will be in the form of exercises, where attendees will be asked to interact with one another and discuss particular points related to personal branding, such as networking, practicing your elevator pitch, creating or discussing your online profile (LinkedIn, ResearchGate), online presence (Google search, personal website), how to promote yourself using your publications, get more citations, and more!
Postdoctoral Program
- Established Office of Postdoctoral Affairs
- Entering Mentoring Training Program
- Affiliate NPA membership for all postdocs
- Innovative research projects and training grants
- Supplimental stipend for Postdoctoral Fellows
- Compensation follows NIH NRSA stipend scale
- UChicago GRAD - career services for postdocs

Postdoctoral Association
- Founded in 1999
- Supported by the Office of Postdoctoral Affairs
- Organizes Research Symposium
- Skill-building & career development events
- Members build leadership & management skills
- Recent accomplishments - a national Postdoc Survey & Future of Research Chicago Symposium

bsdpostdoc.uchicago.edu

myCHOICE
Many pathways, one goal: career success.

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
Welcoming International Scholars: Programs to Aid in the Transition to Postdoctoral Studies in the U.S.
Fountain Room
Intended Audience: PDA, PDO

Presenters: Ken Brockman, Ph.D., Postdoctoral Scientist, Resource Development Officer, Research Institute Trainee Association at The Research Institute at Nationwide Children’s Hospital; Sara Marchionda, B.S., Research Education Coordinator, The Research Institute at Nationwide Children’s Hospital; Lindsay Wallace, Ph.D., Postdoctoral Scientist, Chair, Research Institute Trainee Association at The Research Institute at Nationwide Children’s Hospital

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 booklet 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 United States, including how to understand and deal with potential cultural differences. Quick reference information, such as important conversion units and clothing equivalents are also included in the booklet. In addition to the packet, we have established an ambassador program, which matches incoming international postdocs with established international postdocs and scholars at the institute. The mentoring program provides incoming postdocs a contact person for non-scientific questions related to travel and arrival in the US and acclimation to the city and institute. The goal of this workshop is to share our experiences in the establishment of these programs as a trainee run association. We will discuss the obstacles and opportunities that result from postdoc-driven association and methods to work with institute administration to achieve trainee goals. We will also facilitate group discussion as to ways the programs can be improved or modified to fit a variety of different organizations and trainee associations.

10:30 a.m. – 11:00 a.m.
Networking Break
Terrace Room

11:00 a.m. – 12:00 p.m.
NPA Town Hall Discussion
Grand Ballroom

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

This session concludes the 2017 Annual Meeting.
Thank you for participating!
The recipient of the National Postdoctoral Association (NPA) 2017 Distinguished Service Award (DSA) is the Postdoc Executive Committee (PEC) at the Icahn School of Medicine at Mount Sinai (ISMMS). The DSA represents appreciation for an individual or entity that has demonstrated either a profound, sustained, or leadership contribution to improving the postdoctoral experience. The award will be presented at the 15th Annual Meeting, hosted by the University of California System, March 17-19, 2017.

The PEC at ISMMS maintains continual leadership of driven postdocs dedicated to improving professional development, community, and advocacy for fellow postdocs at ISMMS. Comprised of over 30 postdoctoral members and led by two elected co-chairs, the ISMMS PEC serves a community of over 600 postdocs annually. Established in 2009, in response to lack of institutional resources, the PEC has been the major driving force for institutional and now NYC-wide improvements in postdoc policies and advocacy. To date, the PEC has established a five-year postdoc term, formed a mistreatment resource panel, successfully advocated for the National Academy of Sciences’ recommended $50,000 minimum salary as institutional policy, and established an NYC-wide coalition that comprises postdoctoral leaders from seven major NYC research institutions to collectively develop unified postdoctoral policies for the unique institutional environment in NYC. Despite the fleeting nature of the postdoc position, the ISMMS PEC has created, maintained, and strengthened a powerful and
effective leadership role and has made profound and sustained contributions to improving the postdoctoral experience at ISMMS, greater NYC, and beyond.

The PEC organizes an annual symposium during National Postdoc Appreciation Week, promoting career advancement, networking, and opportunity for hundreds of postdoc attendees from NYC institutions. Using results from their annual survey, the PEC crafts and cultivates professional programming including short-courses in leadership and conflict resolution, teaching and science communication, and project management.

One nomination letter stated, “over the last seven years, the PEC has done an outstanding job of advocating for improvement of postdoc policies and benefits, creating and maintaining forward-thinking professional development programming, and cultivating programs and events to build and maintain a strong postdoc community at ISMMS, in NYC, and at a national level.” A second letter concluded, “I am confident that the PEC will continue to provide strong guidance to postdocs at ISMMS and in the greater NYC area in coming years.”

The members of the DSA selection subcommittee were: Julie Fabsik-Swarts, M.S., CFRE, CAP, Executive Director, NPA; Josh Henkin, Ph.D., Career Counselor/Founder, STEM Career Services, Treasurer, NPA; Barbara J. Natalizio, Ph.D., AAAS Science and Technology Policy Fellow, National Science Foundation, Oversight Officer, NPA; 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., 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*:

2016 - Nancy Schwartz, Ph.D.
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 the award was given, and may have changed since then.

Contact the NPA

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Malene Hansen, Ph.D., has been named the recipient of the 2017 NPA Garnett-Powers & Associates, Inc. Mentor Award. The award recognizes a faculty member who has engaged in exceptional mentoring of postdoctoral scholars. Hansen will be presented with the award at the 2017 Annual Meeting, March 17 - 19, in San Francisco, CA.

Hansen is an associate professor in the Program for Development, Aging and Regeneration at the Sanford Burnham Prebys Medical Discovery Institute (SBP), a nonprofit research institute located in San Diego, CA. She obtained a Master of Science in biochemistry in 1998, and a doctorate in molecular biology in 2001 both from Copenhagen University, Denmark. Hansen subsequently carried out postdoctoral studies in the laboratory of Cynthia Kenyon, Ph.D., at the University of California, San Francisco. She started her laboratory at SBP in 2007, and currently serves as associate dean for student affairs in SBP’s recently accredited graduate program, and as faculty advisor on postdoctoral training for SBP’s 120 postdoctoral fellows.

Hansen has been recognized with several awards, including an Ellison Medical Foundation New Scholar in Aging Award, a Julie Martin Mid-Career Award in Aging Research supported by the Ellison Medical Foundation, and an American Federation of Aging. Her lab is currently funded by R01 grants from both the National Institute on Aging and the National Institute of General Medical Sciences. Since 2002, she has published more than 40 research articles, reviews, and book chapters. On numerous occasions she has served as an ad hoc reviewer for top-tier scientific journals and for the National Institutes of Health (NIH). She is the 2018 co-organizer of Cold Spring Harbor Laboratory’s meeting on Mechanisms of Aging, and is the co-chair for the 2020 Gordon conference on Autophagy.

She was nominated by Joey Davis, Ph.D., postdoctoral fellow, The Scripps Research Institute; Caroline Kumsta, Ph.D., postdoctoral associate, Sanford Burnham Prebys Medical Discovery Institute; and Deepti Wilkinson, Ph.D., scientist, Janssen Pharmaceutical Companies of Johnson and Johnson.

In her nomination letter, Kumsta stated that Hansen’s “positive influence on SBP postdoctoral training has helped all local San Diego institutions improve as we collaboratively provide programs for postdocs, compare notes, and challenge each other to be our best. I believe this has created a community that can serve as an example at the national level.” Wilkinson’s letter stated that “Malene exemplifies commitment to mentoring and service. I have always marveled at her ability to simultaneously run a very successful research program while mentoring not just her own lab members but trainees within the greater academic umbrella of the La Jolla Scientific Mesa.”

Hansen currently mentors five postdoctoral fellows, two research assistants, and an undergraduate student. During her independent career, she has mentored 16 undergraduate students, nine research assistants, two graduate students, and nine postdoctoral fellows. Several international master’s students have also visited her lab to carry out their studies. She has both served and is currently serving on 16 predoctoral committees both nationally as well as internationally. Her trainees have earned multiple awards and fellowships for their excellent communication skills and research, e.g., her first graduate student and first postdoctoral fellow both obtained independent funding from the NIH (mentored F31 and K99 awards, respectively), and a co-mentored postdoc also recently received a K99 award.

Davis wrote, “...all of my interactions with Dr. Hansen have provided me with an example of someone who understands that the role of a mentor is not to use their mentee for their own success, but to help guide that mentee towards his or her individual goals. I believe that this is why Dr. Hansen’s lab is so successful – when she focuses on the success of her mentees, they want to work hard to make the whole lab a success.”

Hansen has dedicated considerable time and effort in the mentoring and development of her postdocs, and the NPA applauds Hansen for her contribution to the postdoctoral community.

The members of the selection subcommittee were: Julie Fabsik-Swarts, M.S., CFRE, CAP, Executive Director, NPA; Josh Henkin, Ph.D., Career Counselor/Founder, STEM Career Services, Treasurer, NPA; Barbara J. Natalizio, Ph.D., AAAS Science and Technology Policy Fellow, National Science Foundation, Oversight Officer, NPA; 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., Associate Dean of Administration and Student Development, Beckman Research Institute of the City of Hope, Chair, NPA Board of Directors.
**BIOGRAPHIES**

**KEYNOTE SPEAKER**

**Peter Fiske, Ph.D.**  
CEO, PAX Water Technologies, Inc.

Fiske is the CEO of PAX Water Technologies, Inc. and formerly the co-founder and vice president for business development of RAPT Industries, a spin-out from Lawrence Livermore National Laboratory. Prior to forming RAPT, Fiske was an experimental physicist at Lawrence Livermore National Laboratory where he ran a hypervelocity impact experimental facility and carried out research in the areas of condensed matter physics, high pressure science and high strain-rate deformation. He has organized and led panel discussions and workshops on alternative careers and career development for scientists at national and international meetings, universities, and national laboratories. He has been featured on NPR’s Talk of the Nation - Science Friday.

Fiske received his doctoral degree in geochemistry and materials science in 1993 from Stanford University. He is the author of the book *To Boldly Go: A Practical Career Guide for Scientists*, (www.agu.org/careerguide) published by AGU, and the upcoming second edition *Put Your Science to WORK: The Take-Charge Career Guide for Scientists and Engineers*. From 1997-2001 he co-authored the biweekly column *Opportunities* on the American Association for the Advancement of Science’s (AAAS) career website, ScienceCareers.org, and is currently a regular contributor to *Nature*.

**PLENARY SPEAKERS**

**Claudia R. Adkison, J.D., Ph.D.**

received her doctoral degree from Tulane University in the School of Medicine, and years later her J.D. degree from Georgia State University. She is retired from her position as executive associate dean/administration and faculty affairs, and COO in Emory University’s School of Medicine for 15 years. Before that, she was a professor in cell biology in the medical school for 20 years. In the interim between these two phases of her career in academic medicine, she practiced law in intellectual property at the international firm Kilpatrick Stockton. She focuses her continuing part-time consulting work on medical school administration, faculty development, compliance in research and medicine, strategic planning, policy matters, leadership training, and other projects for academic health centers nationally and internationally. She is a member of the State Bar of Georgia and the U.S. Patent and Trademark Bar, continues to be active in national professional and academic societies, and speaks nationally on various aspects of academic medicine. She recently served on the national boards of the Huntington’s Disease Society of America and the MedicAlert Foundation, and she continues her volunteer work for the Huntington’s Disease Society nationally and in Georgia.

**Nancy Calvin-Naylor, Ph.D.,** serves as the managing director for the Institute for Research on Innovation and Science. She previously led an education team for the University of Michigan’s Clinical and Translational Science Award (CTSA) unit, the Michigan Institute for Clinical and Health Research (MICHR). Calvin-Naylor earned a doctoral degree from the Center for the Study of Higher and Postsecondary Education (CSHPE) at the University of Michigan, focusing on faculty affairs and student development. Her professional expertise and interests include social science methodology, adult learning theory, and higher education policy.

**R. Kevin Grigsby, M.S.W., D.S.W.,** is senior director, member organizational development at the Association of American Medical Colleges. He facilitates development of a future-oriented perspective on the part of leaders in academic medicine and science. He helps leaders to align organizational resources with missions and unify the clinical, academic, and research enterprises in academic health systems. This approach has demonstrated success in breaking down barriers that typically separate academic departments and in reducing traditional barriers between employees and managers.

Grigsby promotes effective interpersonal communication within academic health systems and helps organizations to implement conflict resolution strategies at the department and institutional levels. He advocates for promoting faculty and staff participation in organizational decision-making processes. He has been instrumental in creating and leading career development programs for interim leaders, aspiring leaders, associate deans, and department chairs.

Through the AAMC, Grigsby and his team offer campus-based technical assistance to improve organizational and leadership performance at medical schools and teaching hospitals. These efforts include improving organizational
diversity and inclusion and promoting equity in the distribution of resources and rewards.

Grigsby is the author of over 100 journal articles, book chapters, and other publications including three books. In 2016, Grigsby and his AAMC colleague William T. Mal-lon, Ed.D, coauthored Leading: Top Skills, Attributes, and Behaviors Critical for Success as part of the AAMC Successful Department Chair series.

P. Kay Lund, Ph.D., is director of the Division of Biomedical Research Workforce in the Office of Extramural Programs, Office of Extramural Research, Office of the Director, at the National Institutes of Health (NIH). The division has responsibilities for policy regarding extramural programs related to training, career development and diversity of the biomedical research workforce. The division also performs research and economic analyses to evaluate training and career development programs and predict workforce trends and future needs.

Lund joined NIH from a career in academia including appointments at the Massachusetts General Hospital, Harvard and University of North Carolina at Chapel Hill. She has mentored many biomedical researchers from undergraduate students to faculty and both doctorate and physician scientists who are succeeding as independent researchers. She was co-PI on an IRACDA institutional training grant and served on advisory committee or as mentor for multiple training grants across all stages of training. She is the recipient of the 2016 Distinguished Mentor Award from the American Gastroenterology Association.

Lund has published widely in her scientific discipline(s) and has also about multiple potential career outcomes for Ph.D. scientists (see The Flexible Ph.D. Gastroenterology, 125:1301) and women in science see Opportunities and Challenges for women PhD investigators in gastrointestinal research, Gastroenterology 145, 266. Lund serves as co-chair of an NIH Working Group on Strengthening the Biomedical Workforce, which provides input on the Broadening Experiences in Scientific Training (BEST) programs, which are supported to develop of innovative approaches to training for multiple potential biomedical research career paths.

UC San Francisco
thanks and congratulates the National Postdoc Association for advocating for postdocs.

Postdocs are an essential piece of the research enterprise. Here in the Bay Area – a hub of technology and progressive influence – UCSF postdocs have endless opportunities to engage with leaders and groundbreakers in science. Through innovative career and professional development programs and initiatives like “Postdoc Slam,” our postdocs also become better advocates for science and for themselves.
Viktoria Bodnarova is the regional representative for EURAXESS Links North America, responsible for Canada and the United States, as of 2013. Her main role is to inform the community of researchers of all scientific domains and nationalities based in North America about the funding and career opportunities the European Research Area (ERA) offers (European, national or regional funding opportunities). Another important role is the management of the European scientific diasporas in North America initiative together with the EU delegations and EU member/associated countries. Prior to her position in the United States, she was a project manager and EURAXESS network coordinator at the Academy of Sciences of the Czech Republic. She holds a Master of Arts in international relations and European studies from the Metropolitan University in Prague. During her university studies, she participated in two exchange programs at Trent University (UK) and Concordia University (Canada).

Ken Brockman, Ph.D., earned his Bachelor of Science in biology and his doctorate degree in microbiology from the University of Wisconsin Milwaukee. He is currently a postdoctoral scientist at the Research Institute at Nationwide Children's Hospital in Columbus, OH, where he studies microbial pathogenesis, with an interest in middle ear disease and bacterial adaptation within the upper airways. In addition, he is a member of the institute’s joint trainee association’s steering committee and has been involved in the establishment of the welcoming committee and international ambassador program.

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 a newly elected Board member for the NPA, and she was an American Association of Immunologists Public Policy fellow last year, where she traveled to Capitol Hill to educate politicians about the immune system. Further, she has extensive experience in transforming scientific presentations to educate non-scientific groups, which makes her a suitable chair of her 60-minute session on communicating science to nonscientists.

Henry (Rique) Campa III, Ph.D., is an associate dean in the Graduate School and a professor of Wildlife Ecology in the Department of Fisheries and Wildlife at Michigan State University (MSU). In his roles as an associate dean, he develops, implements, and evaluates career and professional development programs associated with MSU’s Planning, Resilience, Engagement, and Professionalism (PREP) program. In addition, he also directs activities and grants at MSU associated with the NSF-funded Center for the Integration of Research, Teaching, and Learning (CIRTL) Network including the Future Academic Scholars in Teaching (FAST) Fellowship Program. Campa’s research interests are in the areas of wildlife-habitat relationships, ecosystem management, effects of disturbances on wildlife, and the career and professional development associated with graduate education. Since 1990, he has generated approximately $20M in research funding. He has conducted ecological research throughout the United States, Kenya and Nepal. Before coming to MSU, Campa worked for the U.S. Fish and Wildlife Service as a Wildlife Biologist and the Michigan Department of Natural Resources as a Wildlife Research Biologist. He has served in leadership positions for The Wildlife Society (TWS) at the national, regional, and state levels, and is a Certified Wildlife Biologist with TWS. He teaches undergraduate and graduate courses and has taught study abroad courses in Kenya and the Bahamas. He has been awarded a Lilly Teaching Fellowship, the MSU Teacher-Scholar Award, and the Excellence in Teaching-Established Teacher Award from the College of Agriculture and Natural Resources. In 2004, Campa was selected as an “exemplary teaching professor” to participate in the National Case Study of Learner-Centered Approaches in Agriculture, Food, and Natural Resources. In 2011, he received TWS’s Excellence in Wildlife Education Award and was selected as a Wildlife Society Fellow in “recognition of exceptional service.” In 2015, he was awarded the Teaching Award of Merit from the North American Colleges and Teachers of Agriculture.

Natalie Chernets, Ph.D., is passionate about plasma medicine and is a professional development enthusiast. With multidisciplinary training in physics, electrical engineering and biomedical sciences, she easily speaks the languages of medical doctors, biologists, physicists and engineers. In her current role of as administrative postdoctoral fellow, under the direction of the associate dean of student and postdoctoral affairs, Lisa Kozlowski, Ph.D., Chernets utilizes her traditional postdoctoral experience along with a strong industrial background to motivate trainees from different disciplines to take charge over their career success. She excels in drawing ideas from multiple disciplines and enjoys creating opportunities by connecting different people. As an international postdoc, she knows a thing or two about
living on a postdoc budget while raising a family. Chernets learned that these skills are applicable to her professional life too. Examples include cutting the cost of laboratory supplies by negotiating with a vendor, receiving 17 travel awards and finding sponsors for Jefferson PDA events. Her creative thinking and love for new technologies inspired her to mentor incoming international students and postdocs on how to live on a tight budget.

Laurence Clement, Ph.D., is the principal investigator for the Academic Career Readiness Assessment (ACRA) study and directs the Academic Career Development Program at UCSF’s Office of Career and Professional Development (OCPD). Her role at OCPD involves developing and teaching courses and workshops to prepare research trainees for academic careers at both research- and teaching-intensive institutions. Her mission is to use an evidence-based approach to increase diversity in academia and to provide future faculty with the tools to not only succeed in academia, but also create a more inclusive culture for future generations of scientists. Laurence’s prior roles have included associate director of iBiology, adjunct faculty at City College of San Francisco, and program manager at Bio-Link. Laurence trained as a science education researcher through the American Society for Microbiology’s Biology Scholar program. She holds a doctorate degree in endocrinology and cell interactions from Université Paris-Sud, France, and trained as a postdoctoral scholar at UCSF.

Philip Clifford, Ph.D., is associate dean for research in the College of Applied Health Sciences at the University of Illinois at Chicago (UIC), and director of mentoring for the UIC Center for Clinical and Translational Science. He is an outspoken advocate of career and professional development for doctoral scientists and coauthor of the widely acclaimed career website, myIDP.sciencecareers.org. In 2012 he was honored with the Distinguished Service Award for his contributions to the postdoctoral community. Clifford heads an active research program investigating the physiological mechanisms regulating skeletal muscle blood flow during exercise. He is a fellow of the American Heart Association, the American College of Sports Medicine, and the American Physiological Society Cardiovascular Section. He serves on the editorial boards of several physiological journals, and participates on grant review panels at the NIH, NASA, and the American Heart Association. He is also a consultant in the medical device industry and a member of the Anesthesia and Respiratory Devices Panel at the FDA.

NYU is one of 17 schools funded by the NIH BEST program. Our aim is to prepare students and postdocs for the careers they will ultimately pursue, whether within academia or beyond.

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1. **Career planning & exploration**
   Individual Development Plan course, career panels, networking events

2. **General and Career-specific skills**
   Courses and workshops
   a. Communication, Professional, and Leadership
   b. For profit industry, Non-profit and government, Communications, and Academia

3. **Job search skills & career transition**
   Career counseling, CV and resume reviews, networking, informational interviews
Lisa Dennison, Ph.D., is the director and co-founder of Science Sketches (sciencesketches.org), a growing collection of short videos about scientific research across the globe. The mission of Science Sketches is to improve communication of research to the public by empowering scientists to tell their own stories in an accessible way. She received her doctorate degree in molecular and cell biology from the University of California, Berkeley, where she also organized the “Careers in Life Sciences” course and the “Expanding Your Horizons” conference. In 2013, she moved to Germany and established the postdoc office at the Max Planck Institute of Molecular Cell Biology and Genetics (MPI-CBG) in Dresden. She is currently the postdoc program manager and organizes courses, workshops, seminars, and events to facilitate professional development for postdocs and promote scientific and social interactions among postdocs and the MPI-CBG community at large. She also works with the institute’s postdocs to help them create and share videos about their ongoing research.

Thierry Dubroca, Ph.D., started his scientific career at the University of Florida, 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 chemical sensing, he studies the optical properties of explosives, and then armed with a business degree he worked to commercialize the technology developed during his first postdoc. The technology was then sold to a Dutch security company which is now developing several products based on the spectroscopic technique he invented. Dubroca is currently finishing a second postdoc at the National High Magnetic Field Laboratory, often referred to as Maglab, located in Tallahassee Florida, where he is developing a novel analytical technique based on magnetic resonance for material science, chemistry and medicine. Outside of the lab, Dubroca is involved in postdocs and graduate students career development. He has founded the University of Florida office of postdoctoral affairs and has served as president at the Florida State University PDA. He currently serves on the NPA Outreach Committee. He is regularly invited to national conferences and premier institutions to run career development workshops for graduate students and postdocs on topics such as networking, branding, or career planning for scientists.

Adam Fagen, Ph.D., has spent his career working to serve the scientific community with a particular focus on workforce and training issues. He served nearly five years as executive director of the Genetics Society of America (GSA), where he spearheaded efforts to engage students and postdocs, including the development and implementation of several programs tailored for this cohort, including joint membership with NPA, a trainee-organized symposia program, and the addition of trainee representatives to the Society’s Board of Directors and committee. As a senior program officer at the National Academies of Sciences, Medicine, and Engineering, he directed a wide array of projects, including the Bridges to Independence report, which helped convince NIH to establish the K99/R00 Pathway to Independence Award. He also served as director of public affairs for the American Society of Plant Biologists with oversight over policy, education, and communications, and as director of the early career scientist segment for the American Association for the Advancement of Science. During graduate school, he helped launch the National Doctoral Program Survey, an online assessment of doctoral education that compiled the experiences of more than 32,000 current and recent graduate students.

Jessica Faupel-Badger, Ph.D., is director of the NIGMS Postdoctoral Research Associate (PRAT) Program and manages Institutional Research and Academic Career Development Awards (IRACDA) grants in the Division of Training, Workforce Development, and Diversity. Before coming to NIGMS, Faupel-Badger served as a senior biomedical scientist and deputy director of the Cancer Prevention Fellowship Program at National Cancer Institute (NCI). Prior to that, she was a health science policy analyst at National Institute of Diabetes and Digestive and Kidney Diseases. Faupel-Badger earned her Bachelor of Science in biology from Gettysburg College, a doctorate degree in tumor biology from the Mayo Clinic College of Medicine, and a Master of Public Health in epidemiology and biostatistics from George Washington University. She conducted postdoctoral research at NCI, in the Center for Cancer Research and the Division of Cancer Epidemiology and Genetics.

Kryste Ferguson, M.Ed., has enjoyed working with the postdoc population since 2003. Currently she is the Membership Manager for the NPA. Her responsibilities include management of the NPA Institutional Policy Survey, daily correspondence with the NPA members and collaborators, working on special NPA projects, planning the Annual Meeting, and finding ways to actively engage the membership. Previously she worked at the University of Pennsylvania Biomedical Postdoctoral Programs office as their academic coordinator for seven years. While there she tripled the number of career and professional development programs offered to Penn’s postdoc population. She holds a master’s degree in higher education management from the University of Pennsylvania and a bachelor’s degree in international business from...
Hudson Freeze, Ph.D., is a professor of glycobiology and director of the Human Genetics Program at Sanford Burnham Prebys Medical Discovery Institute (SBP) in La Jolla, CA. He has worked on rare diseases for over 35 years—the last 20 focused on identification and understanding of human glycosylation disorders. His interests are in defining new types of CDG, and in NGLY1, the first Congenital Disorder of De-glycosylation. He is the current president (2016-2017) of Federation of American Societies for Experimental Biology (FASEB), a 125,000-member alliance of biomedical researchers. Freeze is also a past president of the Society for Glycobiology (SFG) and is the first representative from that Society to serve on the FASEB Board of Directors. Freeze has earned nearly 40 years of continuous NIH funding in glycobiology, beginning with his postdoctoral work. In the last 18 years, he focused on the identification and understanding of human genetic disorders, Congenital Disorders of Glycosylation (CDG), which now number over 120. He collaborates closely with physicians, families and their support organizations and regularly consults on cases while still tracking the genetic basis of multiple patients with unknown glycosylation defects. Prior to his 28 years at SBMRI, Freeze was a member of the UCSD School of Medicine faculty, and continues there as an adjunct professor. He isolated the first extreme thermophile, Thermus aquaticus (Taq), for which he won the 2013 Golden Goose Award.

Bennett Goldberg, Ph.D., is the director of the Searle Center for Advancing Learning and Teaching, assistant provost for learning and teaching, and professor of physics and astronomy at Northwestern University. He is Professor Emeritus of physics at Boston University (BU), where he spent 28 years in research and administration. He is a former chair of the Boston University Physics Department, and his active research interests continue in his current role in the areas of nano-optics and spectroscopy of single viruses, semiconductor ICs, highly scattering porous media and 2D crystals. Goldberg was the founder and director for ten years of BU’s Center for Nanoscience and Nanobiotechnology, directed BU’s nanomedicine program, and was the inaugural Director of STEM Education Initiatives in the Office of the Provost, where he worked with colleges, departments and faculty in course transformation toward increasing the amount of evidence-based and active-learning in STEM instruction, and in developing and implementing training in teaching and learning for STEM doctorates and postdocs as future faculty. Goldberg has a Bachelor of Arts from Harvard College and a Master of Science and doctorate degree in physics from Brown University. Goldberg is a fellow of the American Physical Society, has been awarded a Sloan Foundation Fellowship and is a recipient of the Presidential Young Investigators Award. He is a lifelong Boston Red Sox fan (even though he is moving to Chicago).

Sonia M. Hall, Ph.D., is a postdoctoral fellow in the Center for Biomedical Career Development at the University of Massachusetts Medical School (UMMS) where she assists in data analysis and curriculum development for UMMS’s NIH BEST-funded programs. She received her Bachelor of Science in biology, for UMMS’s NIH BEST-funded programs. She received her Bachelor of Science in biology, and a doctorate degree in molecular, cellular, and developmental biology at the University of Kansas under the mentorship of Robert Ward, Ph.D. While a graduate student, she realized the need to develop her career skills beyond the research lab. To accomplish this, she utilized an NSF-GK12 fellowship to design an educational outreach initiative to use the model organism Drosophila melanogaster as a tool to teach foundational concepts of genetics and cell biology to high school students. Her interests in career development and curriculum design led her to co-direct the Kansas DNA Day outreach program in the University of Kansas Office for Diversity in Science Training in collaboration with the Office of Graduate Education in the School of Medicine at the University of North Carolina at Chapel Hill to enhance career development for early career scientists. Hall has organized and facilitated professional development events...

Kathleen Goss, Ph.D., graduated with a bachelor’s degree in chemistry from the College of Wooster (Ohio) and a doctorate degree in cell biology from Vanderbilt University working in the laboratory of Lynn Matrisian, Ph.D. After a postdoctoral fellowship in the Department of Molecular Genetics, Biochemistry and Microbiology at the University of Cincinnati with Joanna Groden, Ph.D., Goss started her independent research program at the University of Cincinnati and then moved her laboratory to the University of Chicago in 2007. The major focus of her work has been the molecular events responsible for breast and colorectal tumor initiation and progression, with a particular emphasis on the APC tumor suppressor gene and Wnt signal transduction pathway. Her work has been supported by grants from the American Cancer Society, Susan G. Komen Breast Cancer Foundation, Concern Foundation, American Association for Cancer Research, and the National Cancer Institute. In 2013, she became the senior science writer and director of strategic partnerships at the University of Chicago Medicine Comprehensive Cancer Center as part of the communications team and responsible for cancer outreach, advocacy and education efforts for the Cancer Center.

Westminster College. When not helping postdocs she is enjoying the great outdoors in Western New York State where she and her family reside.

BIOGRAPHIES
Sarah Hokanson, Ph.D., is director of professional development & postdoctoral affairs at Boston University (BU). Her role is to ensure that BU provides a supportive and competitive environment for postdoc training by offering professional development opportunities for BU’s ~400 postdocs and their faculty mentors, capturing and reporting postdoc data, and informing university policy development. She has been funded as co-principal investigator in an NSF CIRTL AGEP Transformation Award "CIRTL AGEP - Improved Academic Climate for STEM Dissertators and Postdocs to Increase Interest in Faculty Careers," and is lead principal investigator locally at BU, as well as the overall lead for faculty and postdoc initiatives across the nine universities of the CIRTL AGEP alliance. Hokanson also contributes to postdoctoral affairs on a national level, co-chairing the NPA’s Resource Development Committee, and acting as a member of the CIRTL Network’s Cross Network Operations Group, which has oversight over the cross-Network professional development offerings distributed to CIRTL’s 43 institutions. Prior to joining BU, she worked in science policy as the U.S. Deputy Director for Science and Innovation at the British Consulate-General, Boston. Hokanson holds a Bachelor of Arts in chemistry from BU, and a doctorate degree in biochemistry and molecular biophysics from the University of Pennsylvania School of Medicine. Her graduate research was supported by the NSF Graduate Research Fellowship Program, and she completed a NIH Ruth L. Kirschstein Postdoctoral Fellowship at Cornell University in the Department of Chemistry and Chemical Biology.

Liam Holt, Ph.D., joined the NYU Institute for Systems Genetics as an assistant professor in 2015. His lab uses evolutionary analysis and synthetic biology to understand cell signaling, and is using a novel set of genetically encoded nanoparticles to study the biophysical properties of cells. He founded the conference series "Let’s Have an Awesome Time Doing Science" in 2009 at UCSF, which has now taken off at UC Berkeley and Stanford. He is a contributor to various science outreach talks including Ignite and most recently became head of education & outreach at Science Sketches.

Doug Kalish, Ph.D., is a visiting scholar at UC Berkeley, and consultant and serial entrepreneur who has founded or been an early executive in four companies. He was the first graduate in neurobiology at the University of Michigan, and after receiving his doctorate degree in biology from Harvard, he pursued a non-academic career. He’s held a variety of interesting titles and roles including partner at Price Waterhouse and chief knowledge officer at Scient. In the summer of 2011 he started a website to help college students at all levels (freshmen to postdocs) make the transition from academia to the business world. He now devotes most of his time touring college campuses delivering career guidance workshops.

Nimmi Kannankutty, Ph.D., is currently the deputy division director of the Division of Graduate Education at the NSF. For most of her 19-year tenure at NSF, she was a senior project lead at NSF’s National Center for Science and Engineering Statistics where her research was focused on the measurement of the science and engineering workforce, higher education in the United States, and broadening participation in STEM. Kannankutty was originally trained as a civil engineer (University of Minnesota, 1991). She earned a master’s degree in technology and human affairs (1994) and a doctorate degree in engineering and policy (1996) from Washington University in St. Louis.

Kerry A. Kauffman, B.A., is currently the senior program coordinator of the Associate Member Council (AMC) for the American Association for Cancer Research (AACR). In this role, she helps to develop professional advancement programs and initiatives for early-career cancer researchers, plans meetings and events, and initiates collaborations with colleagues. Additionally, she is a co-organizer for the NPA myPDO Monthly webinar series. After obtaining a degree in sociology, she obtained experience in a variety of sectors, participating in meetings, both big and small, around the country. Over the last decade, she has been involved in meetings as an organizer, volunteer, exhibitor, general contractor, and attendee. She credits this unique collection of perspectives as the keystone in shaping why she feels it is important for people to experience, and not just attend, a meeting.
Lisa Kozlowski, Ph.D., is associate dean for student and postdoctoral affairs at Thomas Jefferson University (TJU) in Philadelphia. She received her doctorate degree in immunology from the University of Pennsylvania and did a postdoc at the Johns Hopkins School of Medicine, where she was an officer in their postdoctoral association. She then worked at Science's Next Wave as their program director. She moved on to become a consultant, helping disciplinary societies and universities provide career workshops to students and postdocs. Since October 2003, she has directed the Office of Postdoctoral Affairs at TJU. She is the faculty advisor for the Graduate Student Association of the Jefferson College of Biomedical Sciences and the Jefferson Business and Biotechnology Group. She also works with Jefferson's Admissions Office on the recruitment of master's and doctorate degree students. Locally, she is a former president of the Philadelphia chapter of the Association for Women in Science (AWIS-PHL). In May 2015, Kozlowski was recognized for her mentoring of female graduate students and postdoctoral fellows and received AWIS-PHL's Elizabeth W. Bingham Award. Nationally, she has served on committees of the NPA and the AAMC's Graduate Research Education And Training (GREAT) Group and is an editor for ASM's Microbe Mentor.

Ed Krug, Ph.D., serves as associate dean for postdoctoral affairs at the Medical University of South Carolina (MUSC) with administrative oversight of over 200 postdoctoral scholars, fellows, and staff scientists. He is past co-director of the MUSC-Claflin IRACDA and founding director of the South Carolina INBRE Postdoctoral Academic Career Development Program. He served as a coach in the Academy for Future Science Faculty Program, an NIGMS-funded Pathfinder Award (Rick McGee, PI) that tests a coaching-based, sociological model for promoting diversity in the STEM fields. He is currently a professional development coach in the NIH-funded National Research Mentoring Network STAR Program that provides a year-long series of monthly workshops on a variety of grant writing and career development essentials for underrepresented postdocs and junior faculty. He is a member of the advisory boards of DiverseScholar and MinorityPostdoc.org, and a regular attendee of diversity-focused conferences including Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), Annual Biomedical Research Conference for Minority Students (ABRCMS), and Understanding Interventions that Broaden Participation in Research Careers.

The University of Pennsylvania has long been revered and respected for its belief in the importance of education and its pursuit of excellence. The office of Biomedical Postdoctoral Programs (BPP) continues to uphold this tradition by providing Biomedical Postdoctoral appointees with the highest quality training in and outside of the labs.

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Pardeep Kumar, Ph.D., works as a postdoctoral fellow in the Department of Radiology at Thomas Jefferson University in Philadelphia, since 2013. He received his Master of Science and doctorate degree in nuclear medicine from the Department of Nuclear Medicine, Postgraduate Institute Medical Education and Research (PGIMER), Chandigarh, India. His research focuses on the development of novel radiotracers to diagnosis cancer using molecular imaging techniques like PET-CT. He is working with radionuclide gallium-68 and tagging it with peptides in order to develop a radioactive probe to diagnose breast cancer. Apart from research, he is an active member of the Jefferson PDA (JPA). As the current senior vice president of the JPA, he has organized open meetings and professional development workshops for Jefferson's postdoctoral fellows.

Jessica Lee, J.D., is a staff attorney at the Center for WorkLife Law, UC Hastings College of the Law. As staff attorney, Lee works to advance gender equity in educational opportunities and in the workplace. She leads the NSF-funded Pregnant Scholar Initiative, a groundbreaking effort to ensure pregnant and parenting students and postdocs have an equal opportunity to complete their education. With the Pregnant Scholar, Lee advises university administrators, faculty, students, and postdocs nationwide on legal mandates relating to pregnancy and parenting. Lee's research focuses on the impacts of parenthood on diversity in STEM, and on the intersections between Title IX and other federal anti-discrimination laws. Prior to joining the Center for WorkLife Law, Lee was a Bertha fellow at the Center for Constitutional Rights, where her practice included litigation on a broad range of human rights issues. Lee earned her juris doctorate from the University of Virginia School of Law and is a graduate of Virginia Commonwealth University.

Sara Marchionda, B.S., earned her Bachelor of Science in health services administration from Ohio University in 2014. She is currently a research education coordinator at the Research Institute at Nationwide Children's Hospital in Columbus, OH. A big part of her role is her involvement with the Office of Trainee Affairs and the institute's joint trainee association as an administrative coordinator. She offers administrative support for the planning and organizing of multiple trainee association initiatives and through her role within the Office of Trainee Affairs, she helps establish additional resources to benefit the Institute's trainee program altogether.

Mary Ann Mason, J.D., Ph.D., is a professor of the Graduate School at UC Berkeley, and a faculty affiliate of the Berkeley Center for Law & Technology. Mason's scholarship spans children and family law, policy, and history. From 2000 to 2007, Mason served as the first woman dean of the Graduate Division at UC Berkeley. During her tenure, she championed diversity in the graduate student population, promoted equity for student parents, and pioneered measures to enhance the career-life balance for all faculty. Her research findings and advocacy have been central to ground-breaking policy initiatives, including the ten-campus "UC Faculty Family Friendly Edge" and the nationwide "Nine Presidents' summit on gender equity at major research universities. Mason is co-founder of the Pregnant Scholar Initiative. Mason's recent books in this area of the law are Do Babies Matter? Gender and Family in the Ivory Tower (with Nicholas Wolfinger and Marc Goulden, 2013) and Mothers on the Fast Track (with daughter, Eve Mason Ekman, 2007). Mason received a Bachelor of Arts cum laude from Vassar College, a doctorate degree in American history from the University of Rochester, and a juris doctorate from the University of San Francisco.

Keith Micoli, Ph.D., is the director of the NYU School of Medicine (NYUSoM) Postdoctoral Affairs. In this capacity, he has developed numerous formal programs to foster postdoctoral training, including courses in ethics, grant writing, lab management, and communication skills. He has also expanded his role to include career development programs for graduate students. He has organized the popular career discussion series, bringing in doctoral recipients who have pursued a wide variety of professions to discuss their transition into the field and tips on being competitive when new job opportunities come along. In addition, working with Joel Oppenheim, Ph.D., he organizes a bi-annual, two-day career symposium, “What Can You Be with a PhD?” which features 100 speakers and attended is by more than 1,300 graduate students and postdocs from NYC. Micoli developed his interest in postdoctoral training at a national level by volunteering with the NPA. He served four terms on the NPA Board of Directors, including four years as Board chair. Prior to NYUSoM, he taught as an adjunct assistant professor of biology at Samford University and was an instructor in the Department of Pathology at the University of Alabama (UAB). Micoli is also the co-primary investigator on the newly created NIH Broadening Experiences in Scientific Training (BEST) grant, awarded in September 2013. This five-year grant aims to promote and foster diverse training opportunities for graduate students and postdocs, explicitly targeting careers beyond academic research. A key feature of NYU's grant is collaborating with employer organizations to deliver education and training necessary to create a more competitive future workforce. His passion is encouraging
postdocs and graduate students to take responsibility for their own success and providing the resources they need to develop their own careers. Micoli received his B.A. from New College of Florida and his doctorate degree from the University of Alabama at Birmingham, where he also received postdoctoral training.

Mary M. Mitchell has been privileged to live and work on four continents. Now she devotes her career to supporting postdocs and physicians, a passion that began with the pioneering program at the University of Pennsylvania nearly a decade ago. As the author of nine books, now in 11 languages, her message is clear: Good manners create good relationships. Good relationships create solid careers. It’s not the other way around. Her work has been featured in The New York Times, The Wall Street Journal, Time magazine, CNN, “The Today Show,” and “Good Morning, America,” among many others. She is an experienced coach, syndicated newspaper columnist, and certified Zumba and Aquafit instructor. Mitchell has served on the faculty of the AAMC Early Women in Medicine conference. At this year’s conference, she and her husband James K. Weber, M.D., a retired surgeon and now a yoga teacher, provided an active wellness component for the first time in anyone’s recollection of medical conferences; she taught Zumba, while he provided twice daily yoga classes. These classes were extremely popular as an antidote to cognitive presentations and workshops throughout the rest of the four days. Her website is themitchellorganization.com

Barbara J. Natalizio, Ph.D., is a AAAS Science and Technology Policy fellow serving in the Directorate for Education and Human Resources, Division of Graduate Education at the NSF. She received her bachelor’s degree in biochemistry and history from Montclair State University, and her doctorate degree in molecular genetics and microbiology from Duke University. Prior to the AAAS fellowship, she was a postdoctoral fellow in the Department of Cell and Developmental Biology at Vanderbilt University Medical Center where she became very interested in career and professional development for early career scientists as a leader of the Vanderbilt PDA and as a member of the Board of Directors of the NPA. Through her experiences at the NSF, she has gained a comprehensive awareness of and appreciation for effective evaluation, assessment, and policy that enables her continued support of higher education reform and STEM workforce development at the national level.

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. Larry has served in Training and Human Resources Vice President positions in a variety of industries. Larry 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.

Kim Petrie, Ph.D., is assistant professor of medical education and administration, and director of the Office of Career Development at Vanderbilt University School of Medicine. Established in 2005, it was one of the first such offices dedicated to career development for biomedical doctoral students and postdoctoral scholars. Petrie has designed and implemented hundreds of professional development initiatives, advised 1500+ trainees pursuing a range of research-and research-related careers, co-authored Making the Most of Your Postdoc: Career Preparation and Planning for the NPA “Elsevier Advancing Postdoc Women Guidebook,” and serves on several Graduate Career Consortium committees. She is co-PI of VU’s NIH Broadening Experiences in Scientific Training award, and she helped create two novel project-based business courses for scientists that were recognized with a 2016 AAMC Innovations in Research Education Award. Petrie holds a doctorate degree in pharmacology from Vanderbilt, and a Bachelor of Arts in biology from Lawrence University.

Alberto Rascón, Ph.D., graduated from Cal State Bakersfield in 2002 with a Bachelor of Science in chemistry. He went on to earn a doctorate degree in biochemistry at the University of Arizona (2010), focusing on recombinant expression and purification of Aedes aegypti mosquito proteases. After receiving his doctorate degree, he joined James H. McKerrow, Ph.D., at the University of California, San Francisco where he focused on enzymes from human parasitic worms and proteases from human amoeba parasites. While at UCSF, Rascón was an NIH IRACDA scholar, where he was fortunate to guest lecture in a biochemistry course under the guidance of a tenured San Francisco State faculty member. As
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. He 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 doctorate 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 Petcovic, and the academic and industry experience of Ribaudo have resulted in training programs that are deployed at over 70 institutions in the United States and abroad.

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 doctorate 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.

Erica A. Siebrasse, Ph.D., completed a Bachelor of Arts in biochemistry molecular biology at Hendrix College, and a doctorate degree in molecular microbiology at Washington University in St. Louis. Her dissertation on “Discovery and characterization of the novel polyomaviruses WU, KI and MW” was completed in the laboratory of David Wang, Ph.D. While in graduate school, he helped run a large science outreach organization, which broadened her interests outside the lab. After completing a science policy fellowship at the American Society for Biochemistry and Molecular Biology, she now runs the education and professional-development programs for the society. Her primary focus is developing career resources for graduate students and postdocs. She also continues to mentor students interested in science and serves on the American Society for Microbiology’s K-12 outreach committee.

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 training and career opportunities for scientists and evaluation of research. Seger launched her policy career at the National Academies as a Christine Mirzayan Science & Technology Policy Fellow, and subsequently held senior policy analyst positions at Thomson Reuters, the National Institutes of Health, and the research advocacy group FasterCures prior to joining FASEB. Seger conducted her doctoral research on mechanisms of human cell transformation as a member of Stony Brook University’s graduate program in genetics at Cold Brook University’s graduate program in genetics.
BioGrAPhies

Spring Harbor Laboratory, and received a Bachelor of Arts in zoology (genetics concentration) and politics & government from Ohio Wesleyan University.

Melanie Sinche, M.Ed., is currently the director of education at The Jackson Laboratory for Genomic Medicine in Farmington, CT, developing programs for undergraduates, graduate students, and postdoctoral scholars in genomic education and assisting scientists with career transitions. She is also the author of Next Gen PhD: A Guide to Career Paths in Science, published by Harvard University Press in August 2016. While working on Next Gen PhD, she served as a senior research associate in the Labor and Worklife Program at the Harvard Law School, where she conducted survey research on careers for doctorates in science. She was also the founding director of the Faculty of Arts and Sciences Office of Postdoctoral Affairs at Harvard University, held the same position at the University of North Carolina at Chapel Hill, and served as a consultant to the NIH in building the first NIH Career Center for over 9,000 intramural trainees. Her current research explores employment patterns of recent science and engineering doctorates. Her work also addresses skills and experiences required to enter different scientific occupations, and illustrates whether these were developed in the educational/training period of the doctorate or on the job, thus contributing to the national discussion of the training of doctoral-level scientists and engineers. Sinche received her bachelor’s degree from Colgate University, and graduate degrees from the University of Michigan and North Carolina State University. She is also a National Certified Counselor with a career development focus.

Kate Sleeth, Ph.D., earned her doctoral degree from the University of Reading in the United Kingdom investigating DNA repair mechanisms through biochemical approaches. She performed postdoctoral research at the University of Sheffield investigating DNA repair using molecular biology techniques. Sleeth then utilized both biochemistry and molecular biology as a postdoctoral scholar at the University of Oxford optimizing a novel radiopharmaceutical. After a postdoctoral fellowship at the Beckman Research Institute of the City of Hope, she transitioned into a role in the institution’s Professional Education department. She is currently the associate dean of Administration and Student Development. She has international experience in science and public communications through scientific papers, a book chapter, high school visits, science festivals, posters, presentations and a blog on www.Biocareers.com. Sleeth

ABOUT MUSC
The Medical University of South Carolina is a freestanding academic medical center located in beautiful Charleston, South Carolina with over 1300 faculty.

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The Office of Postdoctoral Affairs and the MUSC Postdoctoral Association serve the nearly 200 postdoctoral scholars training in colleges of medicine, dentistry, pharmacy, nursing and health professions.

MENTORING PROGRAMS
The MUSC Faculty Development and Mentoring Program provides tools and resources to promote effective guidance to postdoctoral trainees. Six NIH funded Centers of Biomedical Research Excellence support innovative state-of-the-art research.

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was involved with the PDA at the City of Hope for over three years, previously serving as social chair and president. She has been re-elected to her second term as a member of the NPA Board of Directors where she currently serves as the chair of the Board. She is also a member of the Association for Women in Science (AWIS) and the American Association of University Women (AAUW).

Mahadeo Sukhai, Ph.D., is the world’s first congenitally blind biomedical research scientist. He is currently head of the Variant Interpretation Group within the Advanced Molecular Diagnostics Laboratory at the University Health Network in Toronto. He holds senior roles in the nonprofit, higher education and disability sectors, serving as research director for the National Educational Association of Disabled Students (NEADS) and as a national board member for the Canadian National Institute for the Blind. Sukhai has also held senior leadership roles within the NPA, culminating in his service as Board vice chair from 2012-2014. He is the chair of the National Taskforce on the Experience of Graduate Students with Disabilities, established by NEADS, and the director of the NEADS National Student Awards Program. Sukhai is the PI for and co-author of “Creating a Culture of Accessibility in the Sciences,” a book based on his groundbreaking work on access to science within higher education, published on accessiblecampus.ca, and serves as the PI for national projects to understand the graduate student and postdoctoral experience for persons with disabilities, and to examine the landscape of accessibility and accommodation within Canadian postsecondary education.

Lindsay Wallace, Ph.D., earned her Bachelor of Arts in microbiology from Miami University in 2005, and her doctorate degree in molecular, cellular, and developmental biology from the Ohio State University in 2012. She is currently a postdoctoral scientist at the Research Institute at Nationwide Children’s Hospital in Columbus, OH, where she works in the laboratory of Scott Harper, Ph.D. Wallace’s work is focused on the development of RNAi based gene therapies for dominant muscular dystrophies. In addition to her scientific endeavors, she has been involved the institute’s joint trainee association for the last four years. While serving as the steering committee chair she has been involved in the restructuring of the organization and the creation of multiple programs to serve the diverse need of the trainees at the institute.

Noah Whiteman, Ph.D., is an evolutionary biologist who studies the genetic basis of host-parasite adaptations. He currently focuses his research on the genetics and evolution of plant toxins and counter-adaptations in insects that ingest them, including compounds relevant for human health such as mustard oils. Whiteman joined the Department of Integrative Biology at the University of California, Berkeley as an associate professor in January 2016 where he runs a research laboratory, teaches undergraduate and graduate students and trains postdoctoral scholars (www.noah-whiteman.org). He was previously an assistant and then associate professor of ecology and evolutionary biology at the University of Arizona from 2010-2016. Whiteman’s postdoctoral training in molecular biology and genomics of host-parasite interactions was at Harvard University and Massachusetts General Hospital through an NIH fellowship in 2007-2009. His doctorate degree in biology is from the University of Missouri-St. Louis and his Master of Science in entomology is from the University of Missouri-Columbia.

Julie Tetzlaff, Ph.D., is assistant dean of postdoctoral education and assistant professor of pathology at the Medical College of Wisconsin (MCW). For the former, she brings professional and career development to 125 postdocs at MCW and the Blood Research Center of Wisconsin. She also strives to build professional development tracks for postdocs. Recently, she has built tracks for developing a successful career in academia and teaching. To support the latter, she was awarded a Burroughs Wellcome grant. She is also the faculty advisor for Postdoc Industry Consultants (PICO). In this role, she guides the activities of PICO, recruits new consultants and clients, and raises funds to support PICO’s pro bono consulting services. Tetzlaff has a history of working in industry and is passionate about cultivating it in southeastern Wisconsin. In addition, she has an active research program studying infant mortality, and directs numerous philanthropic initiatives in the pathology department at MCW.
Join Moffitt’s collaborative and interdisciplinary team environment and contribute to the prevention and cure of cancer. Our impact on cancer research spans basic science, prevention and clinical research with a focus on translating discoveries into better care.

Visit our booth to discuss postdoctoral training and career opportunities and discover what it means to be part of the Moffitt team. Current openings are posted at postdocjobs.com and moffitt.org/careers-education/careers/.

See the many faces of courage at MoffittCourage.org.
Partnership Between Nonacademic Institutions and Local Colleges and Universities to Prepare Future Faculty

Argonne National Laboratory, Governors State University
Kristene Henne and Walter Henne

Non-academic research institutions, such as the Department of Energy national laboratories, provide a unique training experience for postdoctoral scholars to engage in high impact research in state-of-the-art facilities. However, opportunities to enhance skills relevant to an academic career path and receive mentoring towards the academic job search can be scarce. Long-term tracking of career outcomes for postdoctoral researchers at Argonne National Laboratory show that approximately a third of our postdocs pursue academic careers at both research intensive universities and primarily undergraduate institutions (PUI). Informal feedback from postdoctoral researchers indicates a growing interest in pursuing teaching careers at the latter institutions. We present a model format for providing opportunities for postdocs to gain classroom-teaching experience, obtain feedback and coaching on teaching style and mentoring towards preparing for the faculty job search.

Governors State University (GSU) is a minority-serving PUI in south suburban Chicago, IL. Limited resources provide challenges to bringing in external speakers to expose students to advanced research in the industrial or government laboratory setting. We present a partnership between the GSU Division of Science Faculty and the Postdoctoral Program Office at Argonne National Laboratory that provides mutual benefits for Argonne postdocs and GSU students. Postdocs are invited to teach part of a Current Topics course and are coached on teaching style and communicating for a non-specialist audience. This provides students with insight into research and career opportunities beyond academia. In turn, the faculty coach works with the postdoc to develop academic job application materials, including a statement of teaching philosophy, research plan, CV and diversity statement. In addition to seminars on academic careers, we have established a Faculty Mentor-in-Residence program at Argonne National Laboratory in which GSU faculty establish office hours to provide one-on-one and small group mentoring during the academic search season. Postdocs who have participated in this program have successfully transitioned to tenure-track faculty positions.

Postdocs as Leaders and Mentors at the Diversity and Inclusion and STEM Education Nexus

Argonne National Laboratory
Kristene Henne, Jarrad T. Hampton-Marcell, Jeffrey Larson, Ja-Quel West, Harold Gaines, Maria Curry-Nkansah

The Argonne/ Afro-Academic, Cultural, Technological and Scientific Olympics (ACT-SO) High School Research Program (ARP) is a collaborative program between Argonne National Laboratory and the National Association for the Advancement of Colored People's (NAACP) ACT-SO Program to provide STEM research experiences for high school students. As ACT-SO is a national program, the highly successful research programs at the Department of Energy national laboratories increase exposure of postdoctoral scientist capabilities to cultivate talent and facilitate networking with numerous institutions at the regional and national level via student competitions. We propose ARP as model to foster leadership and development among postdoctoral scientists, with mutual benefits for students and postdocs through advancing diversity in STEM while enhancing postdoctoral training and skills development. By developing a research platform geared toward the minority community, postdoctoral scientists are facilitating early exposure to STEM and 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). ARP is structured to provide mentor training for postdoctoral participants and opportunities for postdocs to build leadership skills by serving as program chairpersons, institutional liaisons and learning session facilitators. Student experiences and attitudes towards STEM career paths are tracked in pre- and post-program surveys. Student and program success is reflected in advancement through regional and national competitions and placement into STEM college programs. 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. Through leading the initiative on diversity and inclusion in today's society, we envision higher rates of success and retention in STEM fields. Lastly, by providing unique training and development experiences for postdocs through ARP, we are fostering the next generation of faculty to serve as positive role models for diversity and inclusion.
AIMS: The Postdoc Link to Entrepreneurship and Industry at Stanford
Association of Industry-Minded Stanford Professionals
Gustavo de Alencastro, Joan Camunas-Soler, Christophe Pichavant, Tanuka Biswas, Rajan Vaish, Soha Pouya, and Darshan Trivedi

Postdoctoral fellows at Stanford University and other academic institutions around the world face two major issues during their training: the extremely limited number of academic positions available and the lack of information about career opportunities outside academia. Aiming to address these problems, a group of Stanford postdocs founded the Association of Industry-Minded Stanford Professionals (AIMS). Since its conception, the mission of AIMS has been to encourage postdocs to seek leadership positions in alternative careers through entrepreneurial thinking. During the seven years it has been active on Stanford campus, AIMS has hosted more than 70 events that attracted more than 6,000 participants, the majority being postdoc fellows. These events are comprised of seminars with guest speakers, panels composed of former postdoc fellows who moved to industry, and matching and networking events which connect postdocs fellows with the vibrant entrepreneur community of the San Francisco Bay Area. Because keeping a wide scope has always been a major focus of AIMS, speaker panels and networking events continually address a wide variety of industries and career paths. Historically, these have included fields such as venture capitalism, scientific writing, law and regulatory affairs, and medical devices. Overall, we like to think of AIMS as a resource to empower postdoc fellows with the tools needed to learn about and understand career options outside academia. The AIMS leadership team is composed of a diverse group of passionate postdocs who work tirelessly to provide their peers a broad overview of potential careers. Outside of events, the leadership team is happy to give advice, share experiences, and provide networking contacts. This creates a network of industry professionals and resources that help Stanford postdocs achieve their long-term professional goals. AIMS has created a community of industry leaders, social innovators, and passionate science entrepreneurs, many with significant roles in major companies of the world. We are very proud of the impact we have had on the lives of postdocs over the years and we are continuing to work to help them more every day!

Strength in Numbers: The Power of Regional Interinstitutional Collaborations in the Boston Postdoctoral Association
Boston Children’s Hospital, Tufts University
Swetha Murali, Cynthia Gubbels, and Sarah Dykstra

The Boston area contains a diverse mix of universities and institutes spanning many disciplines. Despite these differences, most postdocs run into the same research, career development and other challenges regardless of institutional affiliation. Since 2013, PDAs from individual institutions have joined together to create the Boston Postdoctoral Association (BPDA), a collaborative community of postdocs. Currently, both academic and industry affiliated postdocs are represented in the BPDA, enhancing the diversity of the Boston postdoctoral community and providing increased avenues for knowledge and resource sharing. The goals of the community have been focused on different areas. First, all postdocs in the Boston area run into similar issues with regard to cost of living and salary, so advocacy has been a significant area of collaboration within the BPDA. By collecting information on other institutions, and sharing negotiating strategies with their respective institution, several PDAs have successfully negotiated improved benefits. A second area of the BPDA’s collaborative efforts is in the realm of career development. While PDOs offer many opportunities for training, the BPDA has leveraged its internal pool of talent and resources to offer even more diverse training opportunities. We hold regularly scheduled career development events, including academic-focused preparatory seminars as well as Industry-focused networking events. The recent addition of Industry postdoctoral members has broadened the exposure of academic postdoctoral scholars to alternative careers while simultaneously increasing potential opportunities for valuable Industry-academic scientific collaborations. These events give postdocs a diversity of resources to identify their own career goals while providing ample opportunities for self-directed career advancement. A third area of close collaboration involved shared social events, where the BPDA facilitates opportunities where postdocs can meet informally and establish long-lasting connections using casual meetings to build relationships. This helps postdocs increase their network, both personally and professionally by establishing new research collaborations. All these areas of collaboration bring together the Boston postdoc community and facilitate networking and scientific collaborations between these institutions, as well as support for individual institution postdocs. Our experience shows the benefit of regional collaboration.
Advocating for Science: A Summary of Key Skills Learned Through a Series of Workshops
Boston University School of Medicine
Sarah Mazzilli, Christin Glorioso, Daniel Curtis, and David Riglar

Developing tools and skills for science advocacy are critical for postdocs looking to foster change in their institutions, in academia, or in society at large. The "Advocating for Science" symposium and workshop was co-organized in Boston in September 2016 as a joint venture between the Future of Research, Academics for the Future of Science, and the Massachusetts Institute of Technology Graduate Student Council, to help junior scientist learn skills for advocacy. In the workshop component of the meeting, participants learned about four different areas for advocacy: developing a broad communications strategy (discussing an overall strategy for communicating with Ray Howell of Howell Communications); how to collect data effectively (focusing on effective survey design with Philip Brenner, Assistant Professor of Sociology at the University of Massachusetts Boston); how to communicate your message (focusing in particular on communication with the press, with David Cameron, Director of Media Relations, Harvard Public Affairs and Communications and Karen Weintraub, independent health/science journalist); and effective visual communication (infographic design with Christine Oslowski, communications specialist for AsisChem and Thermo Fisher). In this poster we present summaries of what the workshop participants learned and the key skills that were highlighted for each component. We also present these skills in the context of topics that were not directly addressed by workshops at the meeting, but that are important for advocacy, including organizational management, leadership and negotiation.

The Boston Children's Hospital Postdoctoral Association Offers Networking Opportunities, As Well As Education on Various Career Paths
Boston Children's Hospital
Silvio Alessandro Di Gioia, Manasvi Shah, and Daniela Fera

The Boston Children's Hospital (BCH) PDA Mentoring Committee offers avenues for postdoctoral fellows to get advice on their training and preparation for post-postdoctoral careers. While postdoctoral fellows can get advice and mentoring from their research advisors, sometimes this is not enough. Some advisors have biased opinions about their own type of career, or lack experience/information about alternate careers. Thus, the vision of the BCH PDA mentoring committee is to inspire a good mentoring model among faculty by awarding two best BCH mentors yearly (a junior faculty [<10 years of experience] and a senior faculty [>10 years of experience]), and to expand postdoctoral fellows' mentoring networks. The BCH mentoring committee pairs postdoctoral fellows with extraordinary mentors from Boston that can provide guidance on various career paths. We have been holding a yearly "All-Star Mentoring Event" since 2013, at which we invite some of the most successful scientists (including Nobel laureates) from academia, industry, and non-governmental organizations. Our mentoring model at this event is centered on small "round table" discussions at which each postdoctoral fellow is paired with mentors from at least two types of careers so that they would get perspectives about different careers and their current training. Each mentor is placed with no more than eight mentees at a table, thus allowing for intimate interaction and discussion. Mentees in their earlier years of their fellowship can get insight into how to focus their training, and milestones they should reach before looking for positions. Fellows who are more advanced can get insight into how to tailor their job applications, including resumes, for a certain type of position, to make themselves more desirable candidates. These round-table discussions also provide avenues for networking. Our mentoring event is attended by ~100 postdoctoral fellows from BCH and nearby organizations, and 15-20 mentors from different organizations throughout the Boston area. Postdoctoral fellows continue to meet the mentors after the event, on a mutually agreed schedule. We believe that these events are very useful and educational for postdoctoral fellows.

Whoooo Are You? I Really Wanna Know: Leveraging the Power of Data to Promote Postdoctoral Training
Brown University
Katherine Duggan, Brenda Slaney, Tracey Cronin, Justine Allen, and Elizabeth O. Harrington

The Office of Graduate and Postdoctoral Studies at Brown University maintains a detailed database of all postdocs that are appointed in the Division of Biology and Medicine. This is done to better assess and serve our current postdoctoral population; track postdoc outcomes over time, once their training at Brown ends; and assist in the collection of data for institutional training grant submissions and other national reporting. Our postdoc database is built in FileMaker™ and houses information going as far back as 2006, when the office was established. Each postdoc has a profile that includes basic demographical information, as well as appointment terms, research topics, salaries, fellowships, and more. This enables us to generate and share customized reports with internal and external entities quickly and accurately upon request. It also informs us as to exactly how many postdocs have active appointments at a given time, which dictates who we should invite to professional development events and for how many people we should budget when planning postdoc initiatives or answering surveys. The database includes fields for postdoc employ-
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To post your job on the NPA Career Center contact the staff.
Email: contact@nationalpostdoc.org, Phone: 301.984.4800
ment beyond Brown University, namely a postdoc’s initial position after leaving Brown (which is collected at their departure and will not change) as well as their current position (which is fluid, and tracked by our office on an ongoing basis). We update the information whenever we learn of a recent change, as well as through annual updates based on internet research (using employer websites to confirm most recent positions, as well as sites like LinkedIn to check for changes). This information benefits postdoctoral training as a whole at Brown because it tells us to where our trainees transition, which can indicate the strength or weakness of certain aspects of postdoctoral training at Brown. Finally, the postdoc information in our database provides valuable data for institutional training grant submissions. Given the new National Institutes of Health (NIH) training grant data tables released in 2016, we are redesigning the database to better capture the information now being requested by the NIH to further streamline our grant writing efforts. This helps Brown University secure training grants that can provide financial support for postdocs to continue to receive specialized training during their time here. This poster will present our database as a model for other institutions to adopt to better support their own postdoctoral program in these ways.

**The Role of Professional Societies in Fostering Postdoctoral Trainees’ Professional Development**

*Federation of American Societies for Experimental Biology*

Elizabeth Barksdale and Louis Justement

In response to the 2014 National Academy of Sciences (NAS) report, The Postdoctoral Experience Revisited, the Federation of American Societies for Experimental Biology (FASEB), a coalition of 30 scientific societies representing 125,000 biological and biomedical researchers, undertook an analysis of the benefits and activities that its member societies offered their postdoctoral members. Through in-person meetings, telephone interviews, and other communications with societies’ education staff, the high quality and quantity of career and professional development opportunities available to postdocs offered by professional societies became clear. Unfortunately, nearly every staff member interviewed identified a common problem: despite outreach via emails, newsletters, websites, and word of mouth at annual meetings, many postdocs were unaware of their societies’ efforts. Subsequent to the initial interviews, FASEB initiated quarterly informal meetings at which professional development and training staff from member societies could share their experiences, challenges, and new programs or activities they were planning. While discussing how best to engage postdoc/trainee members, the possibility of FASEB hosting a clearinghouse of societies’ activities on its website was explored. That idea was brought to fruition in the form of an interactive spreadsheet, shown and explained further in this poster. FASEB and society staff are in the midst of an outreach campaign to promote the use of this resource. Additionally, efforts are underway to evaluate the resources allocated to these efforts and to develop improved methods for communication across societies in order to disseminate “best practices” that will foster the career and professional development of postdoctoral fellows. Based on this effort, it is clear that professional scientific societies do indeed play an important role in fostering the career development of postdoctoral fellows as was called for in the NAS report.


*Future of Research*

Misty L. Heggeness, Kearney T. W. Gunsalus, Jose Pacas, and Gary S. McDowell

The U.S. biomedical scientific enterprise has a long, deep history of innovation, global leadership, and scientific advancements that have improved the health and wellbeing of humankind. Biomedical scientific careers ebb and flow with funding availability, and funding drives this workforce in terms of size and structure. The stakes are high for becoming a scientist because large amounts of time and capital investments are required to be competitive in this profession and because the labor market is heavily dependent on the availability of external funding. Ideally, students and postdocs will make career decisions based on market data regarding the potential for future advancement and career expectations. Young scientists are struggling today more than they ever have in finding productive tenure-track academic employment. The landscape has drastically changed as numerous young scientists take alternative jobs in industry and government, some of them even choosing these jobs over academia. Here we use historical census data to analyze the size and shape of the U.S. biomedical workforce. We plan to use this data to empower early career scientists and the senior investigators who mentor them with information about today’s labor market that they can use to help young scientists make informed decisions about their career paths, and to use it to guide and inform policy discussions on the junior biomedical workforce.
Building a Customizable Postdoctoral Curriculum: A Milestones Pilot Project
Gladstone Institutes, Harvard Medical School
Sudha Krishnamurthy and James Gould

Postdoctoral scholars play a very significant role in today’s scientific enterprise. Currently, the United States has one of the stronger postdoc training infrastructures with better salaries and benefits than a number of other countries. But with the decrease in academic funding, it has become increasingly more common for highly skilled doctorates to pursue diverse careers. Recognizing this, a number of institutions, including Gladstone Institutes and Harvard Medical School, developed a curriculum of programs and workshops to more effectively prepare postdocs for various careers while also providing skills for their current roles. Nevertheless, many trainees attend these workshops haphazardly and are often overwhelmed with the myriad of choices and the amount of work necessary to succeed. There is a need for a simple time-sensitive guide that clarifies the programming efforts to better prepare trainees for their futures. As a result, our two offices independently developed Milestone Curriculums that outline a stepwise process for the postdoctoral training tenure. Our collective strategy has been to build a Milestone Curriculum around the NPA’s Core Competencies that enhances our postdoc’s research skills, career development, and professional skills while addressing specific issues of early-, mid-, and late-career trainees. Throughout their tenure, postdocs participate in a curriculum of workshops, panel discussions, seminars, and networking opportunities designed to advance lab management skills, grantsmanship, writing and communication, teaching, individual development plans, academic and industry career exploration, as well as work-life and cultural considerations. Our ultimate goal is to develop an adaptable web interface so that each incoming postdoc could customize, revise, and develop their own Postdoctoral Training Program (PTP). While initial results have been very positive, we are validating this Milestone Curriculum with our current postdocs and alumni by enabling them to choose their own customizable PTP. Our hope is that every institution would eventually adopt this tool for their postdoctoral trainees to enable a more thoughtful and holistic approach to training.

Postdoctoral Training Program
Gladstone Institutes
Sudha Krishnamurthy, Chris Carrico, Krystal Fontaine, 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 and have worked with the postdoctoral association (GPAC) in bringing forth various changes. GPAC (Gladstone Postdoctoral Advisory Committee) working with the Office of Postdoctoral and Graduate Affairs (OPGA) has been successful in instituting various new programs at Gladstone including postdoc orientations, buddy program for incoming postdocs, ExCITe programs (an introduction to industry and technology), career workshops, academic career panels. Recently we developed an eight-month long peer mentored career exploration program and a mentoring series which helped foster collaboration and community among the trainees. GPAC works broadly under five major areas of development for the trainees: career development, mentoring, grant support, communication, and work-life balance. In conclusion, the mutual collaboration between OPGA and GPAC have made it possible to have a well-established postdoctoral training program at Gladstone.

Five Years Later: Strategies for Increasing the Visibility of the Office for Postdoctoral Fellows
Office for Postdoctoral Fellows– Harvard Medical School
Michaela Tally and James Gould

Five years ago the toughest assignment for our postdoc office was gaining and maintaining visibility. Despite the Harvard School of Dental Medicine (HSDM)/Harvard Medical School (HMS) Office for Postdoctoral Fellows (OPF) already building credibility with postdocs and the academic community, the office was still underutilized and we sought to address this by reexamining our approaches to branding, adding value, and building relationships. Now, five years later, we review the successful strategies we employed to increase the visibility and utilization of our office by the entire HMS/Harvard community. In addition, we will present how our commitment to sustaining relationships within our institution, and developing new partnerships with outside institutions, results in the creation of innovative programming for our postdocs. We base our programming
approach on recognizing that postdocs make important contributions to the research enterprise while balancing career and professional development. Our comprehensive training curriculum and engaging orientation program highlight enhancing research skills, career development, and social and personal skills while addressing specific issues of early-, mid-, and late-career trainees. We emphasize faculty inclusion in programming and future directions and strengthen our relationships with the research departments and administrators by being responsive and providing essential documentation. We foster collaborations with our counterpart offices as well as establish lasting institutional alliances within HMS/Harvard, Boston, and beyond. By concentrating our efforts on reaching postdocs, departments, and faculty, we continue to realize the full potential of the OPF.

Establishment of a Multi-Institutional New York City Postdoctoral Coalition

*Icahn School of Medicine at Mount Sinai*

Delaine K. Ceholski, Yelena Bernadskaya, Jason Dumelie, Carmen Freire-Cobo, Sonali Majumdar, Joanna Triscott, Yalda Moayed, Alison P. Sanders, and Dan Simon

New York City is a globally recognized center of research opportunities that comes with unique advantages as well as lifestyle challenges for its postdoctoral community. The New York City Postdoc Coalition (NYCPC) was established in 2016 with the primary objective of improving living and working conditions for postdocs across NYC. The coalition represents postdoctoral associations and executive committees from seven major research institutions in NYC: Albert Einstein College of Medicine, Columbia University, Icahn School of Medicine at Mount Sinai, Memorial Sloan Kettering Cancer Center, New York University, Rockefeller University, and Weill Cornell Medical College. Our members are elite early-career scientists and postdoctoral leaders with insights into the status of academic science in NYC. While in its nascent stage, the coalition is actively discussing individual institutional policies and sharing resources and ideas to improve postdoc advocacy and community support in NYC. The short-term goals of the coalition are to assemble unified survey results (by assimilating available data from surveys of member institutions) in order to identify principal issues postdocs currently face in the unique environment of NYC, host regular networking events for postdocs, and provide a platform to aid in professional development. Two initial surveys by the NYCPC identified key differences in length of postdoctoral term, salary structures and increments, professional development programs, and childcare and housing policies between NYC research institutes. The long-term goal of the coalition is to utilize our combined resources to address the current concerns, thereby improving the state of scientific research for postdocs in NYC and around the nation. By connecting postdocs across NYC, our alliance aims to expand the base of community support and advocate for postdoctoral needs.

Future Leaders in Project Management: A Short Course for Postdocs

*Icahn School of Medicine at Mount Sinai*

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The Postdoc Executive Committee (PEC) at the Icahn School of Medicine at Mount Sinai (ISMMS) is committed to providing professional and career development opportunities for postdocs, a vital and often lacking component of the postdoctoral experience. Diverse career paths in and outside academia require excellent organizational and project management skills, yet few resources are available for project management training at the postdoctoral level. To address this gap, the ISMMS PEC initiated the Future Leaders in Project Management short course in collaboration with project managers in the Institute of Genetics and Genomic Sciences. Piloted in October 2016, our course equips postdocs with critical organizational, leadership, and management skills that position postdocs for a successful transition into the workforce. Open to all ISMMS postdoctoral fellows, 18 postdocs applied through a competitive process overseen by the PEC and project managers. The six-hour course, divided into four 90-minute sessions, is taught by trained and certified project managers (Project Management Institute). The first session provides an overview of project management, covering common practices, commonly used terms and valuable organizational techniques on time, email, and meeting management. The second session delves deeper into major topics in project management such as defining project goals, setting project timeline, and managing potential project risks. The third session, taught by a grants administrator in the Institute of Genetics and Genomic Sciences, provides postdocs with a much-needed overview of budgeting for projects (e.g. overhead, cost of labor, direct/indirect costs etc.). The fourth and final session encourages “soft skills” development for managing relationships, including how to build and maintain a good team, “managing up,” and giving/receiving feedback. The course consists of both lecture and practical components, where techniques taught in the class are immediately practiced in small group settings. Successful postdocs in this course will be able to apply these valuable skills directly to their existing and future experimental design, analysis, and grant writing work, and take the skills with them to their future careers.
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Proposed workshop will describe metrics of success from the 2016 course, provide example syllabi and course materials for attendees, and share lessons learned as we adapt the 2017 Future Leaders in Project Management short course.

Overview of the Postdoc Executive Committee at the Icahn School of Medicine at Mount Sinai
Icahn School of Medicine at Mount Sinai
Geneviève Galarneau, Alison P. Sanders, and Delaine K. Ceholski

The Postdoc Executive Committee (PEC) comprises 35 active leaders from the Icahn School of Medicine at Mount Sinai (ISMMS) postdoctoral community and serves approximately 577 postdoc constituents. The mission of the PEC is to advocate, promote professional development, and foster a sense of community and collaboration; led by two elected co-chairs, these three foci represent separate working groups within the PEC structure. In 2015-2016, the PEC obtained a 67 percent response rate on the 2016 annual postdoc survey, successfully advocated to increase the postdoc minimum salary to $50,000, created a mistreatment resource panel, and helped establish the New York City Postdoc Coalition. Advocacy: The PEC maintains close relationships with ISMMS leadership and attends quarterly meetings with deans of the Graduate School. The main priority of this working group is to assemble and distribute the Mount Sinai annual postdoc survey, using its results to identify the most crucial needs of ISMMS postdocs and advocate for improvements. Professional Development: The PEC aims to help postdocs develop skills relevant to their career goals by establishing and managing workshops and short courses, including the Science Writing and Communication Group, Science Policy Group, Leadership and Conflict Resolution Short Course, Future Leaders in Science Education and Communication Short Course, and the Future Leaders in Project Management Short Course. Community: One of the primary objectives of the PEC is to create a sense of community for ISMMS postdocs, as up to 80 percent are foreign nationals. The PEC organizes socials, excursions, community service events, and publishes a monthly periodical. It also manages the PEC Twitter, Facebook and LinkedIn accounts. Every month, the PlayDocs group hosts a live educational TV show for children at the Mount Sinai Kravis Children’s Hospital.

Developing Future Leaders - How do we Encourage and Support our Future Research Fellows
Imperial College London
Liz Elvidge

From postdoc to fellow - this session will begin with an outline how the Postdoc Development Centre (PDC) at Imperial College London encourages and supports early career researchers (ECRs) to take the next academic career step. It will highlight the different types of courses; workshops and support that we offer to encourage fellowship applications, from helping establish the initial idea to interview support. These include courses such as “Preparing Successful Fellowship Applications” and workshops led by funders, who provide ECRs with details about the various fellowship schemes available, their specific application process and information on how to maximize their chances of success. We will share with the audience how we have broken down fellowship applications into workshops around the areas that we know candidates find most challenging. From fellow to research leader - The college is committed to obtaining more research fellows and to support them throughout their career at Imperial. This will highlight the support we offer to ECRs once they become an independent fellow. To better understand the support and development that the PDC offers, the highly competitive and successful Imperial College research fellowship scheme will be used as a case study. During 2015/16, the PDC commissioned a scoping project to further our knowledge of the development needs of fellow. This poster will conclude with the key findings from the scoping project. This will include information about the bespoke development program for fellows that has been developed for 2016-17, with particular information about our well received and highly competitive “Leadership in Research” program pilot.

Berkeley Lab Postdoc Association
Lawrence Berkeley National Lab

The Berkeley Lab Postdoc Association (BLPA) was founded in March 2016, after postdocs expressed the desire to provide help to their peers in an organized way. With the support of the lab management, a proper structure was found to address the peculiar nature of the organization, incorporated both as an employee resource group, with the deputy-director acting as the executive sponsor, and an employee activity association to circumvent funding issues specific to Department of Energy rules. BLPA quickly got traction at the lab, organizing events with over a hundred
of postdocs and praise from the management, who realized that the association created through grassroots efforts (“bottom-up”) filled a gap— in social interaction and career development— that was getting more and more prominent. We propose to showcase the kind of events and interactions we organize, and explain the underlying strategy, in terms of communication and objectives. We will also provide a few ideas on topics relating to funding and networking that can be used by other entities.

Career Exploration for Industry-Bound Postdocs: Establishing Mass General Hospital’s ICE Club
Massachusetts General Hospital
Echoe Bouta, Finola Moore, Carla D’Avanzo, and Ann Skoczenski

The Industry Careers Exposure (ICE) Club of the Massachusetts General Postdoc Association strives to i) educate postdocs on potential industry career paths, ii) network with industry professionals, and iii) help postdocs gain the skills they need to transition into industry. To accomplish our objectives, we host a variety of events including, but not limited to, panel discussions about positions in and beyond research & development (R&D), on-site site visits to learn and network with companies in the area, alumni breakfasts and pub nights with industry members, and resume and interview clinics. The ICE Club is an important part of career development for postdoc associations as NIH estimates that over 50 percent of postdocs end up in working in industry nationally. Postdocs run the day-to-day operations for the ICE Club with advising and administrative support from the Massachusetts General Hospital (MGH) Office for Career Development. The success of our ICE Club derives from a motivated group of postdocs who are willing to form a reliable industry network to provide ample speakers and initiate, plan, and manage all club events. We discuss how to form this expansive industry network and on what types of events ICE Clubs should focus to most effectively cater to the needs of postdocs. Our club currently has ~100 industry contacts, both from R&D and beyond R&D, including establishing a robust network of MGH postdoc alumni. Informational and networking sessions mainly attract postdocs in years one to two, whereas resume and interview clinics are primarily attended by postdocs in years three to five, indicating that a variety of session types is important to benefit postdocs at all stages of training. A primary benefit of our club is providing postdocs with an avenue to volunteer and develop critical and long-lasting connections with leaders in industry. It has been suggested that 85 percent of all jobs are filled through networking. We currently have 15 active volunteers in our organization, and all past participants have successfully transferred to an industry career.

Networking, along with the information needed to properly decide on which career path to enter, are critical to postdocs starting a gratifying career in industry.

Career Pathways for Postdocs: A Pilot Internship Program for Careers Away from the Bench
Office for Research Career Development – Massachusetts General Hospital
Ann Skoczenski, Donna Lawton, and Dennis Brown

Recognizing that academia and industry bench science may not be the right career paths for all life sciences postdocs, the Career Pathways for Postdocs (CPP) initiative takes career exploration into the area of careers away from the bench. The CPP aims to help MGH postdocs prepare for diverse opportunities including science communication, science policy and government affairs, research administration, nonprofit administration, academia-industry collaboration development, science curriculum development, and program management. The CPP provides short-term, part-time internship opportunities that run concurrent with a postdoctoral fellow’s research training. In the second pilot phase of the CPP, twelve postdocs are currently participating as interns. CPP interns spend four to six hours per week for 8-12 weeks in a collaborating office at MGH, Partners Healthcare or one of our local collaborators in the Boston area. Each internship opportunity has well-defined educational goals, to ensure that postdocs learn how the skills they have acquired as scientists can be transferred to other career tracks. At the end of the internship period, the postdoc will have gained valuable experience, an understanding of opportunities in a new career pathway, and connections to professionals already established in that career path. The combination of hands-on experience and valuable networking opportunities during the internship provides a powerful boost to postdocs in their career advancement. This poster will describe best practices in the establishment of an internship program that can be delivered to postdocs concurrent with their research training, including: identifying internship opportunities; creating internships that can be accessed by all postdocs, including those on visas; communicating with faculty mentors to garner support for the program; and evaluating the impact of the program. Audience participation and discussion will be encouraged throughout the session. The session will conclude with questions and discussion of future directions of the program and similar programs at other institutions, including expansion to include an externship, or job shadowing, component.
Center for Cancer Research Fellows and Young Investigators Postdoctoral Association
National Cancer Institute/National Institutes of Health
Abbey D. Zuehlke and Jonathan Wiest

The National Cancer Institute (NCI) has been rated as one of the top institutions for postdocs by The Scientist magazine and is home to 1,400 researchers. The Center for Cancer Research (CCR) Fellows and Young Investigators (FYI) steering committee was created to foster an environment of collaboration, professional advancement and training for the diverse backgrounds of CCR member clinicians and scientists. In order to better serve the NCI community, the CCR-FYI steering committees, located in Bethesda and Fredrick, Maryland, have organized educational training courses, seminars and the annual CCR-FYI colloquium along with many external activities geared to generate postdoctoral communication and collaborations. One of the feature goals of the NCI is the retention of scientists from diverse backgrounds. The NCI currently provides fellowships and programs geared toward retaining a diverse scientific environment. The Sallie Rosen Kaplan (SRK) Postdoctoral Fellowship was created for female postdoctoral fellows within the NCI. The SRK fellowship provides mentoring and networking opportunities as well as seminars and workshops to assist female scientists in the job market and future careers. In addition, the new Diversity Career Development Program was created to assist underrepresented postdoctoral candidates at the NCI develop skills required for independent academic careers. The FYI is supported by the NCI CCR Office of Training and Education (OTE).

Where Are Postdocs Employed? Looking Back 15 Years — Visualizing the Career Outcomes of Postdoctoral Fellows at a Government Institute: NIH | NIEHS
National Institute of Environmental Health Sciences/National Institutes of Health

Postdoctoral fellows are highly-skilled scientists that, classically, have been trained into academic tenure-track positions. The number of these tenure-track academic positions has remained largely flat while the number of postdoctoral fellows has increased over the past 10 years by more than 150 percent. This disparity causes increased competition for tenure-track positions and inevitably leaves a large percentage of postdoctoral scientists searching for other types of jobs. To search for these jobs, fellows need knowledge about available career path options. Therefore, we sought to analyze the career outcomes of all National Institute of Environmental Health Sciences (NIEHS) postdoctoral alumni within the past fifteen years. We first identified the pool of NIEHS DIR postdoctoral alumni (N = 891) by analyzing NIEHS records, specifically searching for alumni between January 2000-December 2014. We conducted searches of publicly available information to determine alumni job titles and employers. This information was categorized into three defined groups: job sector, job type and job specifics, so that a standard comparison of career outcomes could be made and analyzed with Excel and R. Results: Approximately 49 percent enter into the academic sector after leaving NIEHS, while only 30 percent enter into tenure-track positions - figures that mirror those reported in the NIH Biomedical Workforce report (43 percent and 23 percent, respectively). 15 percent enter into the government sector, and 27 percent enter into for-profit companies. Job Specifics: More than two-thirds of NIEHS alumni enter into research positions while the rest enter into a range of fields such as: science writing, grants management, sales, technical/customer support, etc. U.S. & International fellows: The overall alumni population was nearly 51/49: non-visiting/visiting), and we saw significant variation in these ratios when examining particular career outcomes. We also found significant variation in career outcomes depending on the fellow’s country of origin. Location: Approximately one-third of the total alumni remained in North Carolina, and nearly half of international alumni found employment in the United States. Summary: We have accomplished one of the most thorough analyses of postdoctoral alumni career outcomes at a single institution, notably identifying outcomes of 95 percent of all fellows within the past fifteen years, as well as factors associated with career outcomes. We also demonstrate creative methods of visualizing these outcomes that can be readily adopted by others.

The Synergistic Role of Additional Mentoring
National Institutes of Health
Didier Chalhoub, Sarah Morgan, Jennifer Patterson-West, Jessica Pierce, Afrouz Azari, Courtney Kurtyka, Teresa Ramirez, and Lori Conlan

The principal investigator (PI) is thought of as the de facto mentor in most scientific relationships. That said, PIs usually have multiple mentees and a wide range of responsibilities limiting their availability to focus on all aspects of career development for their trainees. The mentoring subcommittee of the Fellows’ Committee (FELCOM) at the NIH is committed to strengthening mentor-mentee relationships. This subcommittee identified existing programs that offer additional mentoring, evaluated the strengths and weaknesses of these programs, and suggested tips on how to improve mentoring for intramural NIH postdocs. The subcommittee interviewed current and past participants in organized mentoring programs. Interviewees emphasized the positive benefits of multiple mentors and the availability of career coaching. Additional mentoring provided critical oppor-
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tunities for participants to increase their self-awareness, develop their professional identity, and increase their job satisfaction. One weakness of these programs is that they are currently limited to a small number of trainees in a fraction of institutes. Additionally, these programs are only directed at the mentee, and lack involving or educating PIs on how to improve their mentoring skills. Consequently, the mentoring subcommittee suggested the following recommendations to improve mentorship of intramural postdocs. First, more resources should be dedicated to training PIs on how to be good mentors and encourage them to include additional mentoring in the individual development plans they conduct yearly with each of their postdocs. Second, an NIH-wide training program should be implemented to educate all fellows on how to identify and select an additional mentor. Finally, the NIH should adopt a social-ecological-model approach to intervene at multiple levels: individual (educate postdocs and PIs), interpersonal (promote postdoc-PI relationships), organizational (introduce new programs on additional mentorship at NIH), community (plan on-campus awareness campaigns around the importance of additional mentorship), and public policy (formulate a policy that mandates postdocs to choose an additional mentor). To conclude, a multilevel approach is needed to promote additional mentorship of intramural postdocs within the NIH community. Future efforts should be put into studying the feasibility of implementing the recommendations suggested by the FELCOM mentoring subcommittee.

Big Ten Academic Alliance Professorial Advancement Initiative: Preparing Diverse Postdocs for Academic Careers Through Collaborative Training
Mark Smith1, Charity Farber2, Peter Hitchcock3, Aman Yadav4, Daniel Wong5, Bianca Evans6, Shelly Campo7, Antonio Nunez7, Belinda Cheung8, Richard Lombardo9, Jennifer Hobbs10, Kristen Mighty10, Marcela Hernandez11, Pallavi Eswara12, Kathy Garza Dixon1, Linda Mason1, Chris Sahley1, Imogen Hurley13

Underrepresentation of African Americans, Hispanic Americans, Pacific Islanders and Native Americans in STEM disciplines is a problem of national concern. This underpresentation is particularly acute among the university faculty members who are educating the next generation of STEM scholars. In 2013, the Big Ten Academic Alliance (formerly the Committee on Institutional Cooperation) initiated the Professorial Advancement Initiative (PAI) through Alliance for Graduate Education and Professoriate (AGEP) Transformation grant funded by the National Science Foundation to address the issue of diversity in higher education. The goal of this initiative is to double the hiring rate of underrepresented minority (URM) faculty members across the participating Big Ten Academic Alliance Institutions: Illinois, Indiana, Iowa, Michigan, Michigan State, Minnesota, Nebraska, Northwestern, Ohio State, Pennsylvania State, Purdue, and Wisconsin. The PAI grant has two objectives to realize its overarching goal. The first objective is to prepare and train eligible and selected postdocs to this grant for tenure track faculty positions. To aid this process, each institution has a grant director who manages the mentor and postdoc on boarding and creates professional development events. The second objective is to educate faculty, mentors, and faculty search committee members at the participating institutions about implicit bias and diversity hiring and also about the strengths and advantages that diversity brings to academic enterprise. The PAI training team offers faculty hiring workshops for campus search committees using video-case studies developed by the team to facilitate discussion and understanding about fair and inclusive hiring practices that improve diversity. Here we will discuss the overall structure of implementation across the participating institutions, the mentoring model for the postdocs, and the online professional development program designed to prepare PAI postdocs for transitioning to faculty positions.

Society of Toxicology Postdoctoral Assembly: Expanding Leadership, Scientific, and Career Resources for Members
Society of Toxicology
Gabriel Knudsen, Tongde Wu, Samantha Snow, Eugene Gibbs-Flournoy, Daniel Spade, 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, annual surveys are 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, a celebration of National Postdoctoral Appreciation Week with congratulatory messages to postdocs from SOT leadership, and blog entries on aspects of the postdoc experience. This year’s webinar was entitled “The Dos and Don’ts
of Landing Your First Job," and provided tips and strategies from experts from different sectors (academia, government, and industry) on ways to help land your first permanent position. 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.

A Teaching Certificate for Postdoctoral Scholars: Design and Implementation
Office of Postdoctoral Affairs, Stanford University
Robin Sugiura and Sofie R. Kleppner

Postdoctoral training is intended to develop research independence. Recent interest in retaining postdocs in academia has driven new avenues for professional development for this population. Teaching training and opportunities are critical for adequate preparation for faculty teaching responsibilities, but postdocs are often discouraged from teaching out of a singular focus on research productivity. Of more concern, many postdocs may have only guest lectured, assisted, or taught a single course in graduate school and may have received scant, if any, pedagogical training. Our goal is to create a certificate program that defines and provides the skills required to teach, offers opportunities to practice these skills, includes clear assessments, and utilizes reflective activities to facilitate growth. Postdocs are encouraged to draw from a number of sources including workshops offered by the Office of Postdoctoral Affairs, short courses offered throughout campus, and online resources. In the process of completing this certificate, postdocs will create a teaching portfolio that includes curricula, syllabi, videos, assessments, and a teaching statement that adequately reflects their philosophy. The development of this certificate follows the development of a vibrant learning community amongst postdocs, centered on our Institutional Research and Academic Career Development Awards (IRACDA)-funded scholars, and includes postdocs interested in teaching in a variety of institutions. We anticipate that a postdoc could complete this certificate within one year, using about 5 percent of their time. There is no time limit for completion, and all postdocs are welcome to participate in any of the associated activities independent of pursuing the certificate.

Impact of Increasing the Minimum Postdoc Salary: A Case Study
Stanford University
Shannon Monahan and Sofie Kleppner

In 2014, The National Academies of Science published its report “The Postdoctoral Experience Revisited,” which included a set of recommendations for improving postdoctoral training in this country. The authors strongly encouraged NIH, whose minimum stipend is the de facto minimum for many institutions, to increase its postdoctoral stipend to $50,000. Stanford University chose to implement this recommendation in October 2015. This decision rested on factors including: the cost of living in the Bay area had risen precipitously; the NIH minimum does not take into account the large regional variations in cost of living; an analysis of the NIH minimum and Stanford’s pay showed that it lagged behind the Consumer Price Index; and campus housing for postdocs is severely limited. In order to implement such a large increase - 13 percent for incoming postdocs - the Office for Postdoctoral Affairs (OPA) performed an analysis measuring the potential impact of a variety of proposed pay scales. Because all postdocs are administered through OPA, we were able to scrutinize the impact on a per postdoc, per faculty, per department, and per school level. To our surprise, the projected impact was much smaller than we originally anticipated because (1) more than half the postdocs were already paid above our minimum salary, and (2) the increase was limited to the early training years; postdocs who had been at Stanford for more than three years were not affected. Mitigating funds were provided to faculty who could not support the pay raise for their incoming postdocs. Still, this was a substantial burden on faculty and potential outcomes included a decrease in the number of postdocs either through hiring fewer or encouraging postdocs to leave sooner. We now look at the effect the raise had on the actual pay for postdocs and on the postdoc population. Our analysis includes a comparison of the percentage of postdocs paid above minimum, the number of new postdocs, and the term length of postdocs before and after implementation. This data has special significance now because the Fair Labor Standards Act ruled that the overtime pay threshold of $47,476 applies to postdoctoral researchers, and NIH has raised its minimum stipend to meet this figure. Research grants have not been impacted by this decision, but they will be. Institutions that have used it as their de facto minimum are now forced to either raise theirs, or face overtime pay for their scholars. Our data may help to define that impact.
POSTER ABSTRACTS

Developing Curricula for Five Professional Competencies at the Maine Medical Center Research Institute Research
Tufts Sackler/Maine Medical Center Research Institute Research
Jessica Davis-Knowlton, Sarah Peterson, Charles Lubelczyk, Eric Tweedie, Elizabeth Bergst, Lucy Liaw, and Don St. Germain

Research institutes across the country have observed a growing number of trainees and staff members moving into industry after their academic training. This trend has been recapitulated at Maine Medical Center Research Institute (MMCRI) where we have seen a large proportion of recent trainees branch away from the traditional academic track. During the MMCRI Research Fellows Association’s (RFA) annual survey we found that current members are interested in preparing for upcoming transitions to the private sector by requesting training opportunities to develop professional competencies and leadership skills. Comments from the RFA annual survey also specifically mention a desire for increased exposure to biotech industry through collaborative projects, invited speakers, and workshops outlining career opportunities. In order to meet this need, the MMCRI RFA hosted a SciPhD “Preparing for Professional Careers” workshop by Randall Ribaudo, Ph.D., for RFA members and affiliates with a customized focus on communication and interpersonal relations. Post-course evaluation ratings were positive and the focus on “communication skills, interviewing, networking, and industry relevant information” was appreciated. Based on discussion with participants, Ribaudo also recommended that the MMCRI RFA work to connect our members with local biotech companies and organizations. Over the last six months we have built curricula around the skills our members prioritized for additional training. This has included providing members with pre-event reading materials/resources, holding events and lectures, and following up with practice modules. The skills focused on include collaboration, delegation, style flexibility, performance metrics, and strategic thinking. Many academically trained personnel have the skills that companies are looking for, but lack the ability to showcase these skills to potential employers. The MMCRI RFA’s commitment to providing resources surrounding these skills will allow members to appreciate their current skill sets in the context of industry as well as academia and start acquiring skills they may not yet possess.

The Perks of Being a Postdoc in Boston — Creating Transparency in the Benefits Landscape
Tufts University, Dana-Farber Cancer Institute, Boston Children’s Hospital
Tony Cijsouw, Sarah Dykstra, Tobias Otto, and Swetha Murali

Postdoc positions originally served as brief periods of training between graduate studies and independent professorships or industry jobs. However, their duration has increased in recent years and current compensation packages need to be re-evaluated. Many postdocs have families to support and struggle with high costs of living, particularly in urban areas. They are often unaware of the variability in compensation and benefits between research institutions. International postdocs are especially affected since they may not be aware of the importance of benefits packages in the United States. There are also differences in benefits between postdocs at the same institution. Institutional information is often difficult to extract from online or offline sources. To resolve this and inform postdocs, the BPDA has compiled a comprehensive list of benefits offered by 15 Boston area institutions including minimum salaries, types of insurance, paid days off, retirement plans, childcare, and parental leave. We found that both starting minimum salaries and experience-based increments differ over a wide range. Health insurance plans for fellows paid by external funding sources (e.g. fellowships, stipends) are only offered at few institutions. As postdocs increase in age, there is a growing need for childcare support and retirement incentives. However, very few institutes provide retirement plans with contribution match, and paid parental leave policies and childcare subsidies are poor and vary widely. This illustrates that benefits packages have not adapted to the current postdoctoral experience. We hope to provide valuable information to current and prospective postdocs. This will also encourage discussions among PDAs, PDOs, and institute administration about transparency, equalization, and improvement of benefits for postdoctoral scholars. Thus, this data serves as a valuable resource for institutional PDAs to inform their advocacy efforts. This information will be updated as institutions change their policy, based on the information provided by PDAs and PDOs, and also allow us to track outcomes of advocacy efforts. In the future, we plan to expand this effort by comparing conditions between institute-sponsored health insurance plans and by encouraging affordable health insurance plans for postdoctoral scholars ineligible for institute-sponsored health insurance plans.
**Results of the 2016 National Postdoctoral Survey: Data from Over 7600 U.S. Postdocs**

*University of Chicago, University of Arkansas, University of Chicago*

Sean McConnell, Erica Westerman, and Joseph Pierre

In order to effectively advocate and create policy for postdocs on the national level, it is vital to have data on the experiences of postdocs at a variety of institutions. In order to address this knowledge gap and gather information on the major issues facing postdocs, we administered the first postdoc-generated survey targeted for all postdocs nationally. Our survey dissemination approach was led by a team of postdoctoral researchers and we relied on the remarkable support of postdocs and advocates at institutions across the United States. Over 7,600 postdoctoral researchers from 300 plus institutions in all 50 states completed the survey. Data collection took place from February to September 2016. Upon survey closure, summary reports were provided to 58 institutions that had a minimum of 50 respondents each. The respondents had roughly equal representation of men (47 percent) and women (53 percent), as well as U.S. (49 percent) and non-U.S. citizens (51 percent). Respondents represented a wide range of disciplines with 54 percent life sciences, 10 percent physical sciences, 12 percent medicine, 8 percent engineering, and 15 percent other disciplines including humanities and social sciences. We will present selected data on the state of the postdoc and discuss the efforts made and challenges encountered in disseminating a national survey to the postdoc community. The goals of this session are to (1) examine how postdocs, postdoctoral associations and offices played an essential role in disseminating a national survey addressing shared interests, (2) explore data analysis strategies designed to extract the most information from this rich data set, and (3) expand upon the role of survey data in making policy decisions. In addition, we discuss lessons learned from previous postdoctoral surveys, examine how important policy changes (including those now going into effect) make it more important than ever to collect such data, and explore how our current findings are likely to affect future survey efforts.

**Strategies for Multi-Institutional Cooperation in Postdoctoral Career Advancement**

*University of Chicago*

Laurie E. Risner, Rick McGee, Aman Yadav, Xenia Morin, Peter Hitchcock, Evelyn Erenrich, Philip Clifford, Jeffrey Franke, and Nancy B. Schwartz

The absence of supportive mentoring practices may have a significant impact on the training environments and career trajectories of STEM trainees at all levels. 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, and in particular may lead to fewer UR postdocs entering the professoriate as well as lower success rates in their obtaining 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. Through a National Research Mentoring Network (NRMN) Supplement, the Big Ten Academic Alliance has 1) leveraged its individual institutional resources, 2) built multi-institutional cooperatives, 3) created inter-institutional mentoring and grantsmanship training teams, and 4) is continuing to track outcomes to measure changing institutional cultures and evidence-based interventions, to benefit the careers of postdocs and faculty. Innovation Objectives: leverage Big Ten consortium and NRMN resources, provide professional development, mentoring skills, and grantwriting experiences to postdocs, especially from underrepresented populations, assist mentors in acquiring core competencies for mentoring and grantwriting, and develop capacity for mentoring and grantwriting training on our campuses.
Advances in Organizing the Postdoctoral Association of Colorado at Boulder  
*University of Colorado – Boulder*  
Brian Aguado, Emilie Royer, Tess Eidem, Esther Braselmann, Bhalachandra Rao, and Hélène Devillez  

The Postdoctoral Association of Colorado (PAC) was formed in 2004 to serve the needs and promote the long term success of individuals holding postdoctoral positions at the University of Colorado (CU) Boulder, the surrounding national laboratories, and other research institutes collaborating on campus research projects. In 2015, the PAC was renewed in collaboration with the newly founded Office of Postdoctoral Affairs (OPA) to further support the needs of postdoctoral fellows. Our mission is to promote the long-term success of postdoctoral community at CU Boulder and act as a liaison to advocate for University policy changes for both research and professional issues. In 2016, the PAC has quadrupled in size, formed an advisory committee, and implemented bylaws. As PAC Officers (president, vice president, and advisory committee members), we have used surveys to identify the needs of postdoctoral fellows and host events that are ranked important to the postdoctoral community. According to our need-based surveys, the most critical advocacy issue for CU Boulder postdocs is to ensure salaries are competitive and consistent with current pay scales from national funding agencies. Moreover, postdocs advocate for CU Boulder to establish a standardized response to the Fair Labor Standards Act going into effect in December 2016. Postdocs at CU Boulder are most interested in attending networking opportunities with academics and industry executives in a more formal setting than purely social activities. In the future, we seek to plan community building events such as “speed networking” in which postdocs can interact with multiple professionals in one event. The PAC also collaborates with other organizations on campus, including CU Café and the Women in Science and Engineering (WiSE) groups to support underrepresented minorities and women in the sciences by helping to organize professional development activities. Taken together, the PAC strives to build a stronger postdoctoral community by listening to and advocating for the needs of postdocs as well as by hosting events to create a supportive network of scholars at CU and beyond.

Building and Maintaining a Thriving, Productive, and Interactive Postdoctoral Community  
*University of Colorado Denver*  
Charmion Cruickshank-Quinn, Heather Caballes, Kevin Quinn, Mark Lucera, Jessica Finlay-Schultz, Brianna Klein, Carol Kiekhaefer, Hannah Hathaway, Qi Liu, Nabanita Mukherjee, and Bruce Mandt  

**Purpose:** To showcase the multiple approaches that the University of Colorado Denver|Anschutz Medical Campus (CU Denver/Anschutz) PDA is using to facilitate interaction among postdocs and enhance the postdoctoral experience and sense of community at our institution.  

**Approach:** The CU Denver/Anschutz PDA has expanded the variety of events it uses to encourage postdocs to “break from the bench” and interact with other postdocs. We determined what kinds of events would best serve our postdoctoral community via in-person conversations and online surveys; examples of these events include monthly happy hours, coffee hours, hikes, a postdoc seminar series, an annual research symposium, and National Postdoc Appreciation Week events. To increase awareness of PDA events, we created a PDA “brand,” and events are now advertised on standardized flyers, in weekly emails, and at a new postdoc orientation. Creation of our brand followed our successful efforts to create a postdoc-specific university ID badge, which increases recognition of postdocs on campus. Further, we increased accessibility to networking and social activities by scheduling them on varying days and at varying times, providing postdocs multiple opportunities to attend PDA events. These activities have greatly increased the interaction between incoming or early-stage postdocs and late-stage postdocs, and have enhanced the postdoctoral experience and sense of community on campus.

**Relevance to NPA initiatives:** As part of the NPA initiative to enhance the quality of the postdoctoral experience in the United States, and to improve the postdoctoral experience at our institution, the CU Denver/Anschutz PDA offers a range of activities at a variety of locations. These activities include professional and social networking events that cultivate a positive environment both on and off campus.

**Conclusion:** The CU Denver/Anschutz PDA expects that these initiatives and plethora of events will provide a productive and interactive environment for current and incoming postdoctoral fellows.
Engaging Students While Enhancing the Postdoctoral Experience with Science Outreach Programs
University of Pennsylvania Biomedical Postdoctoral Council
Amanda Boggs, Brian Fugelstad, Doreen Becker, and Terry Cathopoulos

The University of Pennsylvania Biomedical Postdoctoral Council’s Community Service Committee currently organizes science outreach programs at two local institutions, Moder Patshala and The Free Library of Philadelphia. This program pairs a University of Pennsylvania Biomedical postdoc with a group of students ranging from grades K-8 at each location. Once to twice monthly, postdocs volunteer their time to prepare and present a science-based demonstration that is educational and engaging. The objective of these demonstrations is to not only educate the students, but to benefit the postdocs as well. We aim to promote interest in STEM fields and actively engage the students with local “real life scientists” that can enhance learning and foster a love for science. The demonstrations are presented at community centers that are attended by primarily underrepresented groups. Moder Patshala is a Bangladeshi community center that serves mostly immigrant and first-generation families, with girls being the majority of the attendees. The Free Library of Philadelphia students are a diverse group of children who attend the after-school homework help and computer program. We aim to engage students at both of these centers to enhance diversity within STEM fields by encouraging the students to pursue science studies and careers. Each demonstration gives the students a different view of the sciences and hopefully leaves them with a lasting impression that science is interesting, fun, and full of attainable career opportunities. We also aim to promote community engagement and visibility for the university and scientific community. Importantly, these demonstrations give postdocs a chance to develop necessary transferable skills that will make them more desirable in both academic and non-academic careers, like communication of complex science. Many postdocs shy away from opportunities to practice communicating science if they are in front of peers or superiors in the field. In this setting, postdocs are given the opportunity to talk science to a lay audience under less pressure. Additional transferable skills like teaching, public speaking, mentorship, and leadership are gained and strengthened through this program. Through ongoing trials, we have determined innovative ways to encourage postdocs to participate and get the most out of this program as well as new ways of engaging the students to enhance participation and improve learning for both postdocs and students.

Developing a Successful STEM Outreach Program for your University
University of Pittsburgh
Tullia Bruno

Effective outreach programs geared toward the younger generation (K-12) have proven to pique and sustain the interest of young individuals in STEM-related disciplines. However, it is often difficult to plan a successful outreach program because the beginning pieces are not well outlined. This workshop will help individuals determine the elements of a successful STEM outreach program so that they can jump start a program in their field of interest. The poster will include interactive activities and discussions on how to (1) pick a target group for the outreach program, i.e. age and demographic, (2) determine the lesson plans for the target group, (3) obtain institutional and school support for the program, and (4) secure pilot funds for the outreach program.

The Successful Implementation of a Career Club at the University of Pittsburgh
School of Medicine - University of Pittsburgh
Chelsea Stillman, Caitlin Czajka, Karen Carney, Dushani Palliyaguru, Megan Bertholomey, Santosh Chandrasekaran, and James Hyde

The University of Pittsburgh Postdoctoral Association (UP-PDA) recently implemented a “Career Club” (CC) that has become very popular amongst the postdoc community. CC was conceived as an informal meeting for postdocs to discuss and provide peer support on a variety of career-development-related topics for which postdocs are traditionally poorly prepared. Session topics are designed to strengthen transferrable skills that can be utilized by postdocs in all disciplines to further their careers - either academic or non-academic. Attendance at CC meetings has consistently surpassed that of any other UPPDA-sponsored event and now has an established pool of repeat attendees. In this poster, we first describe the typical postdoc demographic attending CC meetings. Most notably, CC has attracted postdocs from an impressive variety of disciplines, including psychology, psychiatry, molecular biology, engineering, and political science. We will then describe the format and characteristics of CC that may contribute to its success, such as coverage of a broad range of career paths and including built-in time for group work. For example, CC events have focused on giving elevator pitches and chalk talks, preparing for various types of job interviews, and finding job opportunities both within and outside of academia. Sharing these strategies will assist other postdoctoral associations to boost event attendance and offer innovative career development training.
Approaches for Tracking Postdocs and Their Outcomes  
*University of Texas Southwestern Medical Center, University of Chicago*  
Deirdre Brekken and Erin Heckler

Maintaining data on current postdocs as well as tracking career outcomes of former trainees is useful for required grant reporting, providing data to institutional offices, and for building appropriate policies and programming. Deciding which data to collect as well as how to use the data for your office and institution requires thoughtful and deliberate organization. We will introduce the rationale for tracking postdocs and how to advocate for the resources needed for database creation and maintenance using examples from several institutions. Practical steps to building a database and institutional partners in the endeavor will be discussed. Brainstorm necessary factors for making a postdoc tracking system and share ideas for efficient database creation, postdoctoral tracking, and outcomes reporting. Learn how to: advocate for the assistance needed to create and maintain a postdoctoral database; design a database depending on the available and necessary data; implement best practices for tracking outcomes; determine your audience for the data and reporting; and interpret this data to support postdoctoral training at your institution.

Tracking Professional Outcomes of UT Southwestern Postdoc Alumni  
*University of Texas Southwestern Medical Center*  
Deirdre Brekken and Terri Ravnik

The Postdoctoral Affairs Office of the Graduate School of Biomedical Sciences at UT Southwestern coordinates the Postdoctoral Certificate Training Program with the goal to provide a structured program that aids the transition to career independence for each postdoctoral scholar through the development of professional and research skills. The Graduate School also supports alumni career outcome data management for use in NIH Training Grant application tables. The Graduate Career Development Office within the Graduate School provides career development training to current trainees, often with the generous assistance of our alumni. In an effort to assess and improve our postdoctoral certificate program, streamline our training grant support, provide a greater career resource to our current trainees, and ultimately provide a greater transparency for incoming postdocs, the Graduate School partnered with our institutional academic information systems team to build a custom, web-based alumni database. With data collected from faculty surveys, postdoc exit surveys, LinkedIn, and internet searches, we populated the database with information on the career paths of 57 percent of our postdoctoral alums from 2000-2015. Of the 1,761 postdoc alumni from 2000-2015 for which we were able to find career path information, 70 percent are currently working in academia or in an additional training position. Professional outcomes of our postdoc alumni from 2000-2015 and from 2010-2015 will be presented. Data on our postdoc alumni from underrepresented groups shows a larger than average percentage selecting careers with a teaching focus. Outcomes and information gleaned for future program improvements will be presented as well as challenges faced in data collection and maintenance.

Postdoctoral Training Course in Scientific Leadership: An Open Resource for Skills Development Training  
*Office of Postdoctoral Studies – University of Wisconsin-Madison, Morgridge Institute for Research*  
Imogen Hurley and Debora Treu

Postdoctoral trainees are typically well trained in the technical aspects of their discipline but few receive formal training in leadership. To meet this need, the University of Wisconsin-Madison and a team of cross-institution collaborators developed a six-session course for postdocs addressing the leadership issues they will encounter in their current position and future careers. Recognizing that there is a universal need among postdocs for training in this core competency, the team is now generating materials to freely share among the broader postdoctoral training community, and is seeking feedback and pilot users to help refine these resources. The aim of the course is to facilitate a postdoc’s transition from bench training to scientific leadership in a wide range of potential career paths. Topics covered include discovering leadership style, managing conflict, creating high performance teams, leading successful meetings, giving constructive feedback, motivating for peak performance, and conquering change. The sessions are dynamic and interactive through the use of self-assessments, small group discussions, and case studies drawn from the scientific workplace. Participants hear the viewpoints and experiences of a range of scientific leaders from industry, academia and government via interviews recorded for the course. These unique videos, in addition to science-specific case studies, illustrate the relevance of developing leadership skills in the context of a broad range of scientific careers. Many postdoctoral offices and associations do not have the resources to develop such a course. The course creators are therefore generating materials that they hope will lower the activation energy required to offer the course on other campuses. Resources will include detailed facilitator and participant guides, syllabus, session slides, publicity materials and the video interviews with scientific leaders. The course was piloted last year, and is being offered again this year incorporating the revisions acquired through the pilot and its evaluation. Course materials are planned to
be freely available after the completion of this year’s sessions. The team seeks feedback and early adopters from the postdoctoral training community to further enhance this resource prior to its broader release. Ultimately, they hope to encourage others to replicate this model by openly sharing detailed training materials for other core competency areas.

Activities of the Vanderbilt University Postdoctoral Association
Vanderbilt University
Loren LaPointe, Mohit Chadha, Christopher Smith, Laura Daniel, Boone Prentice, Janani Varadarajan, Daniel O’Brien, and Huzaiyah Salat

The Vanderbilt University Postdoctoral Association (VU-PDA) serves postdoctoral fellows in both basic science and clinical departments at Vanderbilt by providing career development resources, offering opportunities to enhance communication and networking skills, and influencing postdoctoral policies. The VU-PDA now partners with the Graduate School (as of 2016), the Biomedical Research, Education, and Training (BRET) office, and the Graduate Student Council at Vanderbilt to accomplish these tasks. Career development activities include the Ph.D. Career Connections seminar series, featuring panelists who have selected non-academic careers, and an annual career symposium. 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. New this year, the VU-PDA is instituting chalk talk practice sessions designed to help prepare postdocs for faculty interviews. Also new this year, we have developed a newsletter that is written and edited by postdoctoral fellows called Postdoc Talk. Because our organization represents a diverse group, reaching numerous departments and more than 500 trainees, we encourage involvement by recruiting departmental representatives that help reach out to the large postdoctoral community. 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 VU-PDA promotes the development of well-rounded, experienced postdoctoral fellows.
**POSTER ABSTRACTS**

**Vanderbilt Postdoctoral Fellows Go to Washington**  
*Vanderbilt University School of Medicine*  
Kim Petrie, Ruth Schemmer, Todd Giorgio, and Kathleen Gould

Being able to pool resources across campus stakeholders can facilitate career and professional development opportunities for postdoctoral fellows. For the last three years, multiple campus partners at Vanderbilt University have collaborated to develop and offer a unique Washington, D.C.-based program about federal STEM policy and advocacy for VU postdocs and students (collectively, called trainees). Patterned after the American Association for the Advancement of Science Catalyzing Advocacy in Science and Engineering workshop, this two-day event was open to VU trainees from any STEM discipline, including social sciences. To apply, trainees submitted their CV, a lay summary of their research, and a cover letter describing their interest in STEM policy and advocacy. Up to 30 trainees were selected each year based on evidence of leadership, strong communication skills, and clear interest in STEM policy or advocacy and/or government-related careers. To date, 28 postdoctoral fellows have applied and 15 postdocs from 10 different departments have participated in this behind-the-scenes look at how STEM policy is made. Campus collaborators included the Schools of Medicine and Engineering, the Graduate School, the Career Center, academic training programs and departments, and the Vanderbilt Office of Federal Relations. There was no registration fee, and travel expenses were fully sponsored through a combination of school and departmental funds, or, in the case of trainees in the School of Medicine, a travel scholarship from the NIH-funded ASPIRE program (1DP7OD018423). In Washington, participants heard from officials - including some former VU postdoctoral fellows - who work in the Executive and Legislative branches of government as well as scientific societies, associations, and coalitions who are actively engaged in influencing and promoting federal investments in science and engineering. The program consisted of panels, a case study exercise, networking opportunities, and cross-disciplinary interactions. The program was evaluated for perceived impact on trainees’ career and professional development, and feedback was overwhelmingly positive. Although many of the past participants are still in training at VU, two have completed their postdoctoral research training and gone on to policy-related fellowships in government or professional societies.

**Bridging the Divide: Connecting Postdocs to On-Campus Resources at Yale**  
*Yale Postdoctoral Association*  
Katherine Hastings, Kristen Murfin, Mahdis Shayan, and Andrew Hastings

The Yale Postdoctoral Association (YPA) was started in 2015 to connect postdocs to resources on- and off-campus. In addition, it was constructed as a means to facilitate networking with postdocs, faculty, and staff at Yale, and to serve as a liaison between the postdoc community and the Yale administration. In our second year as an organization, we are working to achieve these goals through many avenues, but we believe that one, in particular, has the ability to greatly transform the experience of postdocs at Yale. One of the most frequently heard complaints from postdocs in our first year was a lack of awareness regarding resource on-campus. At the same time, feedback that we heard from many core facilities and resources on-campus, identified that they were not familiar with what postdocs need and overall had trouble communicating to the postdoc community. We wanted to develop a program that would begin to bridge the divide that we observed by making sure postdocs in their first year at Yale had the opportunity to be introduced to the many organizations, libraries, cores, and affinity groups that the university has to offer. We call this initiative “Yale Orientation 201,” and it has two major components. The first is an in-person event, in which these on-campus resources are brought together to give quick presentations on what they can do for postdocs and how postdocs can take advantage of their services, followed by a chance for attendees to visit with the presenters informally and get more in-depth information about the resources that interest them. The second element is an on-line database of these resources, with information about these groups and links to allow visitors to go deeper and capitalize on these opportunities. We hope that by implementing this initiative, the postdoc community at Yale will be better prepared to plug in to the many available groups on-campus that provide postdocs support for furthering their careers, both while they are at Yale and beyond.
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Meet Lindsay Wallace, Ken Brockman, Brianne Sanford, Samantha King, and Sara Marchionda – team members from The Research Institute’s Trainee Association (RITA) attending the 2017 NPA Annual Meeting. Join us at our concurrent session “Welcoming International Scholars: Programs to Aid in the Transition to Postdoctoral Studies in the US.”

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Acknowledgements
The NPA wishes to thank the following organizations for their generous support of our 15th Annual Meeting.

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