



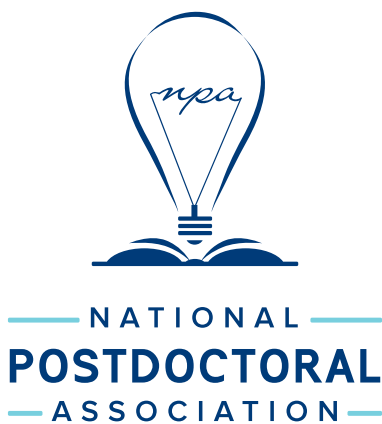
NATIONAL  
POSTDOCTORAL  
ASSOCIATION

# 17th Annual Conference April 12 - 14, 2019 Rosen Centre Hotel | Orlando, FL

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



*The mission of the NPA is to improve the postdoctoral experience by supporting enhanced research training and a culture of enhanced professional growth to benefit scholarship and innovation.*



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*We would like to thank the organizations that have supported the NPA Annual Conference.  
Supporting Postdocs, Promoting Discovery*

***The 17th Annual Conference of the  
National Postdoctoral Association is hosted by***

***Florida International University, Florida State University,  
Moffitt Cancer Center, University of Central Florida,  
University of South Florida***



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UNIVERSITY



UNIVERSITY OF  
CENTRAL FLORIDA



***The NPA wishes to express its appreciation and give special  
recognition to the Local Host Committee:***

**Florida International University**

Maureen Pelham  
Mercedes Rodriguez

**The Florida State University**

Debra Ann Fadool, Ph.D.

**H. Lee Moffitt Cancer Center and Research Institute**

Tracy J. Costello, Ph.D.

**University of Central Florida**

Tara Levine  
John Weishampel, Ph.D.

**University of South Florida**

Ruth Bahr, Ph.D.  
Kiri Kilpatrick, Ph.D.

# Welcome to the 17th Annual Conference of the National Postdoctoral Association (NPA)!



On behalf of the NPA Board of Directors and staff, I wish to convey our thanks to our sponsors and our local host committee representing the University of South Florida, University of Central Florida, Florida International University, Florida State University, and Moffitt Cancer Center, for making this event possible. In particular, I extend special thanks to **Kerry Kauffman** and **Rajan Chaudhari, Ph.D.**, our co-chairs of the Meetings Committee, and the entire Meetings Committee for their efforts in planning this amazing conference. Additional appreciation is reserved our volunteers on all committees who span the entirety of the country and without whom our initiatives and programs could not happen.

The NPA has continued to impact the postdoctoral experience during the past year and we're planning ambitious projects as we move forward. Indeed, 2018 was another year of growth and expansion for the NPA. We were excited to welcome a new staff member, **Samantha Black, Ph.D.**, as a program

associate and to promote **Kryste Ferguson, M.Ed.** to manager of membership and special projects. We kick off this conference with an thoroughly revamped website and refreshed content and continued commitment to establishing and sustaining the programs that are vital to individual postdoc and postdoc office success.

Among our accomplishments over the past year, I highlight a few, beginning with the new postdoc office (PDO) mentoring program, generously supported by the Burroughs Wellcome Fund. We continued to improve the myPostdoc and myPDO webinar series and continue to actively develop our members through leadership opportunities and training programs. The expanded publication of *The POSTDOCKET* has been instrumental to all of these efforts by providing timely information critical to our members' professional growth.

During the past year, postdoctoral scholars continue to have significant visibility and several key reports and policies were issued in 2018. Less than a week after the 2018 Annual Conference in Cleveland, OH, "The Next Generation of Biomedical and Behavioral Sciences Researchers: Breaking Through" was issued by the National Academies of Sciences, Engineering, and Medicine (NASEM). This report examined national programs and policies that affect postdoctoral scholars and early-career biomedical researchers and provided a number of recommendations, several of which focused on the importance of career development training for these individuals. The NPA response to the NASEM report led to the "NextGen postdocs" editorial in *Science* and an invitation to present at the NIH Training Directors Committee in July. The NIH continues to work toward sustaining existing research programs by balancing the needs of early-career researchers who represent the future of the biomedical workforce with the needs of the current workforce. Importantly, in November, a key benchmark for which that NPA has long advocated was finally realized as the NIH stepped across the \$50K threshold for 2018-2019 postdoctoral stipends (NOT-OD-19-036).

This past year also marked historic changes with regard to higher education academic culture and the intolerance of sexual harassment. The NASEM report "Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering and Medicine" concluded that sexual harassment results in loss of academic talent and erodes research integrity and that current policies are not effective. Indeed, preliminary data from the NPA's 2017 survey of sexual harassment among postdoctoral fellows was presented to the National Academies' Committee on Impacts of Sexual Harassment in Academia, as well as during our 2018 conference and supports this conclusion. We anticipate that the forthcoming article will be accepted for publication soon. Most recently, the NSF issued an updated sexual harassment policy and committed to partnering with the NIH to identify and implement uniform policies to combat harassment in academia. The NPA will continue to advocate and support efforts to create inclusive, positive, and productive work environments for postdoc fellows.

We are excited about the imminent launch of the third installment of the institutional policy survey. The data from our members allows NPA to better understand the changing landscape of postdoc training and policies at our member institutions. We plan for additional surveys of postdoctoral fellows to gain greater understanding of the current challenges they face. Your input is vital to our mission and I encourage all of you to connect with board members and committee leaders to share your thoughts and experiences. In particular, the Annual Conference provides an excellent opportunity throughout the meeting to connect and we welcome continued conversations all year. NPA's imperatives include advocacy and dialogue with key stakeholders as national discussions about postdoc training and research workforce pipeline are ongoing. We need your voices as we advocate and provide resources to create a more positive experience for postdocs.

It's imperative to recognize our NPA staff. They work tirelessly, contribute significantly, and are an integral component of the NPA's efforts to enhancing the postdoc experience and providing a unified voice for postdocs. I extend special thanks to our

executive director, **Julie Fabsik-Swarts, M.S., CFRE, CAP**; office and marketing manager, **Amy Wilson**; program associate, **Samantha Black, Ph.D.**; and manager of membership and special projects, **Kryste Ferguson, M.Ed.**, for their continued commitment to the success of the organization. Our staff may be few, but they are mighty: they help create continuous improvement and they make it look effortless.

Finally, I wish to thank you, our members, for your continued support of the NPA and your participation at the 17th Annual Conference in Orlando. This is a special opportunity to innovate solutions and go above reiterating the known issues in postdoc training. Fifteen years ago, I attended my first NPA conference and I am always re-energized with the freely shared, fresh ideas and expanded network of colleagues. I know this year is no different. The Annual Conference has always connected amazing individuals with a passion for improving the postdoctoral experience. It is our synergy, both locally and nationally, that enables us to reach our goals.

We look forward to continued growth in 2019 and I thank everyone for continued support that makes it possible to achieve our mission and to positively enrich the postdoctoral experience.



Tracy Costello, Ph.D.

Chair, NPA Board of Directors



There is free wireless for conference attendees

Network: **CONVENTION WIRELESS**

Password: **RCNPA**

2019 Annual Conference materials are available on Whova. To access them, download the Whova app, and sign up on Whova with the email address that you used to RSVP for our event. You can also sign up using your social media accounts. If you are asked to enter an invitation code to join the event, please use the following invitation code: **npaac2019**.



Be sure to use **#NPA2019** on social media to share your Annual Conference pictures and stories!



# 2020 Annual Conference

MARCH 27-29, 2020  
SAN DIEGO MARRIOTT  
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The NPA Annual Conference is the largest national conference and networking event dedicated to the postdoctoral community. Conference attendees - postdoctoral scholars, administrators, faculty, and representatives from disciplinary societies, industry, and corporations - are provided with the opportunity to gather and enhance their professional development and leadership skills.



On behalf of the 2018-2019 NPA Meetings Committee, we welcome you to the 17th Annual Conference of the NPA at the Rosen Centre Hotel in Orlando, FL! We are excited as we anticipate the continued growth and accomplishments associated with each NPA Annual Conference. This year we are jointly hosted by Florida International University, Florida State University, Moffitt Cancer Center, University of Central Florida and University of South Florida. As with every NPA Annual Conference, none of this would be possible without the diligence and dedication of the Meetings Committee and our Local Host Committee members. To each of you we extend our most sincere thanks.



We continue our tradition of celebrating and honoring an outstanding mentor of postdoctoral fellows with the NPA Garnett-Powers & Associates, Inc. Mentor Award. With the Distinguished Service Award, we recognize the profound, sustained or leadership contribution to improving the postdoctoral experience of an individual or entity.

This year's conference boldly and clearly highlights the importance of diversity, mentoring and advocacy. As such, topics of the five concurrent 75-minute workshops range from scientific communication, professional networking and career development, to navigating organizational culture, international and diversity concerns as well as advocacy. Our keynote speaker, **Bahija Jallal, Ph.D.**, an executive and diversity advocate, is the chief executive officer and director of the board of Immunocore, a leading T-Cell receptor biotechnology company, and the immediate past president of the Association of Women in Science. **Joshua Weiss, Ph.D.**, co-founder of Global Negotiation Initiative at Harvard University will speak Friday about "Negotiation with an Imbalance of Power." On Saturday afternoon, professor at the University of Wisconsin in Madison and their director of research and evaluation for women's health research, **Angela Byars-Winston, Ph.D.**, will discuss "Improving Mentoring at All Levels to Enhance the Diversification and Growth of the Scientific Workforce."

While we strongly encourage attendance at the New Attendees Orientation Breakfast Friday morning, below are key events for everyone's quick reference.

- For the first time, NPA brings a Career Fair to facilitate the transition of highly-skilled postdocs and students into academia and industry, which is scheduled on Sunday afternoon.
- A Sunday-morning workshop for postdoc office administrators providing insights into expanding their own skills, interests and values as a way to enhance their professional and individual goals.
- Two Sunday-morning workshops for postdocs to learn about aligning their passion, knowledge and skills for navigating their careers beyond the postdoc experience.
- Orlando dine-arounds on Friday and Saturday nights (details on the Whova app).
- Daily morning exercise options (details on the Whova app).
- Quiet room (7:00 a.m. – 5:00 p.m. local time) provides a small space to get away from the hustle and bustle of the conference while we process all of the amazing information.

We are certain that in Orlando you will find many events to suit your personal and professional interests and needs.

In closing, on behalf of the 2018-2019 NPA Meetings Committee, we hope you enjoy the conference!

**Kerry Kauffman and Rajan Chaudhari**  
Meetings Committee Co-Chairs





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# AGENDA | Friday, April 12, 2019

6:00 a.m. – 7:00 a.m.

## Exercise Session I

*Sponsored by The Mitchell Organization*  
Hospitality Suite 261

Please see the Whova app for more details.

7:00 a.m. – 5:00 p.m.

## Press

Hospitality Suite 243

7:00 a.m. – 5:00 p.m.

## Quiet Room

*Sponsored by Columbia University*  
Salon 6

Collect your thoughts during the conference.

7:00 a.m. – 5:00 p.m.

## Lactation Room

*Sponsored by Fred Hutchinson Cancer Research Center*  
Hospitality Suite 262

See NPA staff at registration desk for room key card

7:00 a.m. – 5:00 p.m.

## Registration

Registration Desk 1

7:00 a.m. – 8:45 a.m.

## New Attendees' Orientation Breakfast

Grand Ballroom A  
*By invitation only*

**Rajan Chaudhari, Ph.D.**, *Postdoctoral Fellow, University of Texas MD Anderson Cancer Center, NPA Meetings Committee co-chair*

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

7:30 a.m. – 8:45 a.m.

## Breakfast for repeat attendees

Grand Ballroom B

8:00 a.m. – 6:00 p.m.

## Exhibit Tables

Grand Ballroom C

Visit some of our sponsors to find out about opportunities for postdocs and administrators.

9:00 a.m. – 9:45 a.m.

## Opening Session

Grand Ballroom A/B

### Welcome, Overview and Chair's Presentation

**Rajan Chaudhari, Ph.D.**, *Postdoctoral Fellow, University of Texas MD Anderson Cancer Center, NPA Meetings Committee co-chair*; **Tracy Costello, Ph.D.**, *Director of postdoctoral affairs, Moffitt Cancer Center, Chair, NPA Board of Directors*

9:45 a.m. – 10:15 a.m.

## Networking Break

Grand Ballroom C

10:15 a.m. – 11:30 a.m.

## Concurrent Session I

Please note the following intended audience abbreviations: **ASSOC** - association & societies; **IP** - individual postdoctoral scholar; **INDUS** - industry; **PDA** - postdoctoral association; **PDO** - postdoctoral office; **ALL** - for everyone.

### Accelerate to Industry: Cross-functional Teamwork

Salon 1

Intended Audience: ALL

Keywords: Industry, Teamwork, Empathy

**PRESENTERS:** **Laura Demarse, Ph.D.**, *Assistant Dean for Professional Development, Graduate School, NC State University*; **Chris Smith, Ph.D.**, *Postdoctoral Affairs Program Manager, North Carolina State University*

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The NC State Graduate School's Accelerate to Industry (A2i)<sup>™</sup> program is a new model for workforce development that establishes several activities intended to enhance employment and career success of graduate students and postdocs by: 1. increasing their awareness of careers across U.S. industries and the alignment of their values, career interests, and skills with those of industry professionals; 2. filling gaps in students' skills by enhancing their ability to apply critical entrepreneurial skills in product development, market evaluation, finance, intellectual property assessment, regulatory compliance, as well as teamwork, leadership, and communication; 3. providing experiential learning in the corporate environment, during which students apply essential skills and evaluate potential careers while collecting valuable work experience; and 4. facilitating mentorship by peers and industry professionals. A2i activities include interdisciplinary team projects with companies to develop solutions to "real world," industry-specific problems. This concurrent workshop session will include an exercise intended to simulate interdisciplinary project work in a high-stress product development environment. Participants will work in teams to provide the project deliverables requested by the project leaders. After the "project" concludes, a debrief meeting following the project end will explore participants' perceptions, assumptions, and other features that impacted the project process.

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## **Breaking Down the Proverbial Wall: Using Effective Networking to Maximize Working Relationships**

Salon 3

Intended Audience: IP

Keywords: Mentoring, Network, Career

*PRESENTERS: **Donna J. Dean, Ph.D.**, Executive Consultant, Association for Women in Science; **Cynthia Simpson, M.Ed., CAE**, Chief Business Development Officer, Association for Women in Science*

The objective of this workshop is to help postdoctoral researchers identify the most effective strategies for networking and mentoring, and actively adopt these strategies to build and maintain positive working relationships throughout their careers. Networking is an important component for career success and, when strategically implemented, can be utilized to build an effective mentoring network. Ineffective networking skills can hamper individuals as they are navigating through their professional careers while trying to reach

their goals and objectives. Developing strong mentoring relationships and a strategic network have always been important components for success in science. Tools and techniques will be described that participants can deploy to become more effective in creating a strategic mentoring network. Aspects of networking as a way to identify career mentors will also be covered, along with the benefits and challenges occurring in networking and the development of mentoring relationships. This interactive presentation will assist attendees to better understand and enhance their style of networking and communication as it affects their career mentoring relationships.

Research has shown that effective career mentoring relationships include a wide-range and diverse group of individuals. Diversity is an important consideration and a discussion revolving around potential bias will be covered in the above presentation. By the end of this interactive workshop, each participant should be able to 1. network more efficiently at social and work-related events as a way to identify career mentors; 2. identify and understand the importance of building a diverse group of career mentors; and 3. understand the connection between strategic networking and mentorship in creating one's own mentoring network.

Individuals will participate in a team-building exercise and a number of small group discussions based upon various scenarios related to mentoring and networking. Individuals will be asked to write a summary statement at the beginning of the workshop and revisit it at the end to address 1. what do you have to offer in creating a mentoring network? And 2. what are your top three objectives in creating a mentoring network? Individual responses will be captured and a summary sent to all participants, along with a one-page handout reflecting the tips and techniques needed to create a mentoring network.

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## **Evolution of a Teaching Institute for Postdoctoral Fellows: Theory and Practice for Navigating the Process**

Salon 5

Intended Audience: ASSOC, IP, PDA, PDO

Keywords: Teaching, Training, Partnership

*PRESENTERS: **James Gould, Ph.D.**, Director, Harvard Medical School/Harvard School of Dental Medicine, Office for Postdoctoral Fellows, Harvard Medical School;*

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**Jennifer Herman, Ph.D.**, Director, Center for Excellence in Teaching, Associate Professor of Practice in Education, Simmons University; **Elizabeth Scott, Ph.D.**, Associate Dean and Professor, College of Natural, Behavioral and Health Sciences, Simmons University

There is a need for postdoc training in teaching combined with increased readiness for undergraduate faculty positions. Simmons University and Harvard Medical School created a teaching institute that prepares postdocs for success in hiring, retention, and promotion within academia in primarily undergraduate institutions. After four institutes, two funded by a Burroughs Wellcome Foundation grant, the program has evolved since its initial offering in 2015. Briefly, the teaching institute is a four-day master class that integrates theory, course design, and current research related to teaching in higher ed with actual practice. Postdocs actively design and deliver multiple lessons using best pedagogical practices, including theory and application in their particular discipline. The course also addresses some of the challenges of navigating the higher ed environment from hire to tenure that go beyond merely attaining a position. We will present on three phases of the teaching institute's development: 1. program need and evolution; 2. teaching theory and practice; and 3. outcomes and impact. We have extensive survey data from teaching faculty, PIs, and postdocs about teaching skills preparation, as well as learning outcomes from four teaching institutes. Our goal is to share aspects of the teaching institute that can be adapted and expanded at institutions into a sustainable postdoc teaching partnership while discussing the successes and struggles of the process along the way.

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**Help me Help you: Providing Resources to International Postdocs to Assist with Professional (and Visa) Issues, Beyond Their Research Responsibilities**

Salon 4

Intended Audience: PDA, PDO

Keywords: Programming Resources, Internationals

**PRESENTERS: Brendan Delaney, J.D.**, Partner Attorney, Frank & Delaney Immigration Law, LLC; **Keith Micoli, Ph.D.**, Assistant Dean, Postdoctoral Affairs, New York University School of Medicine

**MODERATOR: Sudha Krishnamurthy B.D.S., Ph.D.**, Director, Office of Postdoctoral and Graduate Student Affairs

Over 50 percent of the postdocs undertaking research in the United States are international. While these individuals face challenges that are shared by other postdocs, there are particular issues for internationals and their specific situations. While PDOs and PDAs have increased their visibility, involvement and resources for postdocs at universities, international postdocs continue to need additional assistance and guidance. In addition to their ongoing research projects and work in the lab, international postdocs can face benefit questions (including health, 401(k) and retirement), differences in culture, as well as learning about career and development, and professional networking opportunities. There are also immigration and visa related issues that arise based upon their visa status, or the avenues that they hope to pursue professionally. International postdocs need to better understand U.S. visas in the context of both academia and industry career paths.

This session will look at the issues faced by international postdocs and provide an environment for an innovative discussion surrounding the resources that can be utilized to face these challenges. We will review how PDAs & PDOs at an institution need to be aware of the different issues facing this section of the population, and how they can liaise with them from a standpoint of providing not just advice and information, but look at resources, programming and events to enhance their experience in the United States.

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**Postdoc to Faculty: How Academic Career Mentoring is Preparing and Empowering Rutgers Postdocs to Stay in Academia**

Salon 2

Intended Audience: PDA, PDO

Keywords: Mentoring, Diversity, Faculty

**PRESENTERS: Carmen Castro**, Senior Program Coordinator, Office of Postdoctoral Affairs & Office of Senior Vice President for Academic Affairs, Rutgers University; **Itzamarie Chévere-Torres, Ph.D.**, Associate Director, Office of Postdoctoral Affairs, Rutgers University; **Yvonne Gonzalez**, Director, Mentoring and Career Development, Office of the Senior Vice President, Rutgers University

In response to reduced number of tenure-track faculty jobs in the United States, universities and funding agencies have employed resources to highlight non-academic career options, including training doctoral recipients with the necessary skills to transition into



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a desirable position in the non-academic job sector. However, tenure-track faculty jobs, continue to be the most desired for postdocs. As birthplaces of the STEM and biomedical workforce, universities should enable and prepare aspiring individuals to secure academic jobs.

Rutgers University has piloted the participation of postdocs in the Rutgers Connection Network (RCN) Mentoring Program. The program pairs postdocs interested in academic jobs with faculty mentors outside of their departments and engages them in a yearlong experience of monthly mentoring meetings, activities to network and build mentoring skills, and tools to facilitate effective mentoring beyond the department. Attendees will learn how the program empowers postdoc mentees to be “drivers” of their careers and mentoring partnerships. They will experience self-assessment and goals setting activities, such as completing a mosaic of mentors map and developing SMART goals.

We will show how a university-wide mentoring program can be 1. a model for engaging faculty in the career development of postdocs; 2. increase diversity and inclusion across these two groups; and 3. increase the academic job prospects for postdocs through effective mentoring and academic career preparation.

11:30 a.m. – 12:00 p.m.

## Networking Break

Grand Ballroom C

12:00 p.m. – 1:15 p.m.

## Plenary Session I

### ***“Negotiation with an Imbalance of Power”***

*Sponsored by the University of South Florida*  
Grand Ballroom A/B

**PRESENTER: Joshua N. Weiss, Ph.D.**, Co-founder, Global Negotiation Initiative, Harvard University, Senior Fellow, Harvard Negotiation Project, Director and Creator, Masters of Science degree in leadership and negotiation, Bay Path University

**MODERATOR: Ruth H. Bahr, Ph.D.**, Associate Dean, Office of Graduate Studies, University of South Florida

Postdocs are not generally trained to negotiate salaries, benefits etc. It may be even more difficult for

international postdocs who may have language barriers or customs which differ between the United States and their home country in terms of negotiating any aspect related to their position. Regardless of cultural differences, this also goes back to the imbalance of power, and the fact that postdocs in general feel reluctant to engage in negotiations for fear of losing their job or other reasons. This session will provide strategies to help negotiate various aspects of the postdoc position in their favor or any situation where an individual has a real or perceived imbalance of power.

## **Presentation of the 2019 NPA Garnett-Powers & Associates, Inc. Mentor Award**

**Joan Garnett**, Executive Vice President, Garnett-Powers & Associates, Inc.

The 2019 NPA Garnett-Powers & Associates, Inc. Mentor Award will be presented to **Edward Krug, Ph.D.**

1:15 p.m. – 2:30 p.m.

## Lunch

Grand Ballroom A/B

2:30 p.m. – 3:45 p.m.

## Concurrent Session II

### **Attract Recruiters and Jump-start Networking With an “All Star” LinkedIn Profile**

Salon 1

Intended Audience: IP, PDA, PDO, INDUS

Keywords: Networking, LinkedIn, Branding

**PRESENTER: Josh Henkin, Ph.D.**, Founder and Career Counselor, STEM Career Services, Treasurer, NPA Board of Directors

Networking is the primary way people build relationships to learn about unadvertised career opportunities, get their foot in the door at a company, and grow their professional contacts. LinkedIn is a fantastic tool to accomplish all of these goals, especially when postdocs seek to network with people and organizations from afar.

With over 550 million users, LinkedIn is by far the most popular social media platform used by professionals in the workforce, with particular attention by recruiters looking to fill open positions. Learning how to create and





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Moffitt Cancer Center is the only NCI-designated cancer center in Florida. Our mission is to contribute to the prevention and cure of cancer. Our vision is to transform cancer care through service, science and partnership.



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present a strong LinkedIn profile is essential for building relationships, developing a professional network, establishing your brand and thought leadership, and finding new career opportunities.

Maintaining a strong LinkedIn profile is essential for finding a job, both passively and actively. Unfortunately, most people don't focus on their LinkedIn profile until they start their job search. Instead, every student, postdoc and early career professional should be actively growing their LinkedIn network, their LinkedIn 'brand' and LinkedIn 'presence,' so that when it comes time to start looking for a job, they have a strong network and LinkedIn exposure to leverage.

As LinkedIn frequently enhances its platform to offer new features, this workshop will also introduce any new tools and features that will benefit LinkedIn users.

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## **Building an Engaging Series with Instant Impact: A Postdoc Career Clinic Case Study**

Salon 2

Intended Audience: IP, PDA, PDO

Keywords: Career, Training, Critique

*PRESENTER: **James Gould, Ph.D.**, Director, Harvard Medical School/Harvard School of Dental Medicine, Office for Postdoctoral Fellows, Harvard Medical School*

Two things drive the creation of a new career development series: the depth of training (awareness, skills-building, and experiential) and postdoc pain points (will it help their research, get them published, get them funded, and/or get them a job). If a workshop doesn't address the appropriate depth and rationale it must be revised or even abandoned. As such, we targeted career transitions for a monthly series that helps postdocs prepare their minds and materials for the job search through discussion and peer review. We engage postdocs and provide instant impact to their job search by cycling five essential topics (CV and resume; job ads and cover letters; teaching statements; research proposals; and interview preparation) throughout the year. First, they submit a draft of their materials ahead of time for expert critique. Then, the workshop begins with a facilitator-lead discussion on the struggles of drafting their materials followed by brainstorming actual strategies to overcome those struggles. A brief presentation on the tips, tricks, and best practices reinforce the 'struggles & strategies' discussion. After two rounds of peer review and critique, the group synthesizes lessons-learned about the entire

process. Postdocs walk away with three critiques and an appreciation of the importance of critical material review. The goal of the proposed workshop is to detail how each topic is unpacked and include a mock career clinic to reinforce the process.

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## **Career Guidance for Postdocs through a Coaching Model**

Salon 5

Intended Audience: ASSOC, IP, PDA, PCO

Keywords: Career Development, Coaching

*PRESENTERS: **Sarah Cardozo-Duncan**, Founder & Owner, Career Strategist; **Lu-Ann Pozzi, Ph.D.**, Fellows' Program Manager, Office of Fellowship Training, Boston Children's Hospital*

Many postdocs struggle with "paralysis by analysis" when they decide not to continue with a career in academics. The myriad of career opportunities in science quickly becomes overwhelming and many postdoc offices do not have the expertise or training to provide adequate guidance or tools to aid in this difficult decision. This workshop will address common issues and challenges associated with the growing need for postdoc offices to offer help in career counseling while providing the tools, strategies and resources to navigate these difficult decisions. The workshop begins with Cardozo-Duncan, our career strategist, demonstrating resources and strategies for providing skills and tools necessary for navigating this decision through comprehensive coaching. Next, Pozzi, our fellows' program manager will share the successful adaptation and implementation of programming and one-on-one coaching. In small groups, participants will practice new skills and engage in discussion of their current practices, common concerns and unique challenges. This forum provides a unique guided opportunity for participants to develop a scalable toolkit for providing relevant career guidance for postdocs.

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## **From Here to Independence: Design Thinking for Postdoctoral Development**

*Sponsored by the University of South Florida*

Salon 3

Intended Audience: PDO

Keywords: Career, Assessment, Orientation

*PRESENTERS: **Robin Colomb Sugiura, M.A.**, Associate Director for Programs & Outreach, Office of Postdoctoral Affairs, Stanford University; **Sofie R. Kleppner, Ph.D.**,*

Friday, April 12, 2019

*Associate Dean for Postdoctoral Affairs, Stanford University;*  
**Bruce H. Mandt, Ph.D.**, *Director, Postdoctoral & Career Development Office, University of Colorado Denver-Anschutz Medical Campus*

Postdoctoral training provides a framework for increasing career independence. To take full advantage of their training, however, postdocs must take ownership of their career and training goals, a process that may be difficult for them to start. We present two methods for empowering postdocs with tools to begin charting their career paths. At the University of Colorado Denver|Anschutz Medical Campus, which serves ~300 postdocs, we support this process with a short career exploration workshop using a grant proposal format to walk participants through understanding what they enjoy doing, creating a testable career hypothesis, identifying co-investigators, and considering potential pitfalls. Participants identify three potential career paths and leave with an actionable plan to explore those options. Stanford University, serving >2000 postdocs, provides a half-day session incorporating design thinking. Based on "Designing Your Life" by Burnett & Evans, this curriculum uses a number of tools with which postdocs query themselves as they design several potential training plans which are discussed in small groups with institutional resources (representatives from career centers, grant proposal support, postdoc groups, etc.) to develop specific areas to address, and a timeline for decision making. This workshop will share strategies and lessons learned with postdocs and PDOs, with the goal of giving postdocs tools to maximize their postdoctoral training and move towards independence.

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### **Imposter Syndrome: Confronting the Career Development 'Monster' Hiding Under the Bed**

Salon 4

Intended Audience: IP

Keywords: Imposter Syndrome, Career development tools

*PRESENTER: **Ericka M. Boone, Ph.D.**, Director, Division of Loan Repayment, Office of Extramural Research, National Institutes of Health*

The research enterprise is dominated by highly intelligent, driven people that live in fear of being "exposed as a fraud" because someone, somewhere will discover they're not quite as smart or talented as they should be! This is imposter syndrome (IS) and, if left unchecked, can negatively impact job performance and career development. The purpose of this workshop

is to provide attendees with affirming, empowering techniques on how to recognize imposter behaviors and confront the "imposter" hiding within.

3:45 p.m. – 6:45 p.m.

### **Poster Session & Networking Reception**

*Sponsored by H. Lee Moffitt Cancer Center and Research Institute*

Grand Ballroom C

6:00 p.m. – 7:00 p.m.

### **Exercise Session II**

*Sponsored by The Mitchell Organization*  
Hospitality Suite 261

Please see the Whova app for more details.

6:30 p.m. – 6:45 p.m.

### **Meet for Optional Dine-Arounds**

Main Hotel Lobby

7:00 p.m. – 9:00 p.m.

### **Optional Dine-Arounds**

Various

# AGENDA | Saturday, April 13, 2019

6:00 a.m. – 7:00 a.m.

## Exercise Session III

*Sponsored by The Mitchell Organization*

Hospitality Suite 261

Please see the Whova app for more details.

7:00 a.m. – 5:00 p.m.

## Press

Hospitality Suite 243

7:00 a.m. – 5:00 p.m.

## Quiet Room

*Sponsored by Columbia University*

Salon 6

Collect your thoughts during the conference.

7:00 a.m. – 5:00 p.m.

## Lactation Room

*Sponsored by Fred Hutchinson Cancer Research Center*

Hospitality Suite 262

See NPA staff at registration desk for room key card.

7:30 a.m. – 8:45 a.m.

## Breakfast

Grand Ballroom A/B

8:00 a.m. – 5:00 p.m.

## Registration

Registration Desk 1

8:00 a.m. – 6:00 p.m.

## Exhibit Tables

Grand Ballroom C

Visit some of our sponsors to find out about opportunities for postdocs and administrators.

9:00 a.m. – 5:00 p.m.

## Postdoc Academy Filming

Hospitality Suite 261

Tell your story (on film)! The Postdoc Academy is creating brand new professional development content available online to postdocs nationwide. Be a part of video content today by sharing your experiences in response to short interview prompts.

9:00 a.m. – 10:15 a.m.

## Concurrent Session III

### Achieve Better: Understand HOW you do WHAT you do

*Sponsored by Moffitt Cancer Center*

Salon 1

Intended Audience: ALL

Keywords: Talents, Skills, Achieve

**PRESENTERS:** **Nisha Cavanaugh, Ph.D.**, Manager, Postdoctoral and Academic Programs, Sanford Burnham Prebys Medical Discovery Institute; **Diane Klotz, Ph.D.**, Director, Office of Education, Training, & International Services, Sanford Burnham Prebys Medical Discovery Institute

The skills you have, whether scientific or administrative, are crucial to successfully meeting your goals at work, and the ability to clearly demonstrate your skills proficiency on your resume and in interviews is critical to winning over future employers. Perhaps more important is HOW you use your talents to execute your skills. How you accomplish tasks and, ultimately, project goals can distinguish you from someone else who is equally adept at a given skill or who has also demonstrated the ability to successfully complete tasks and meet project goals. The goal of this workshop is to encourage individuals to think beyond their skills and WHAT they can do, towards gaining a deeper understanding of exactly how they currently uniquely pursue their goals and achieve success and how they might do so even more effectively. This session will guide participants through an exercise to identify their top talents, and then analyze how and when they employ these talents to execute the skills and accomplish the goals they are listing on resumes, sharing in interviews, or reporting in annual performance evaluations. Finally, participants will apply this information to a model of problem-solving to better understand and communicate how they can best contribute to their present organization, future employer, or an immediate challenge.



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## **Beyond Your PhD: Skills Needed for a Transition to Industrial Research**

Salon 4

Intended Audience: INDUS, IP

Keywords: Industrial careers, transferable skills, job search

*PRESENTERS: **J. Alan Goggins, Ph.D.**, Postdoc Research Fellow, Merck Research Laboratories; **Dainan Mao, Ph.D.**, Postdoc Research Fellow, Merck Research Laboratories*

It's no longer a secret that the majority of doctoral researchers are pursuing careers outside academia, which often means a transition to industry. However, the skill sets required for success in academia do not always overlap with those needed for success in industry. Here we will discuss the differences between the academic and industrial research environments and how you can leverage your research experience, regardless of institution, to build a successful career in industry. We will talk about the skills that industrial employers are looking for, and how you can translate your current skills and experience to make yourself a more appealing candidate for industrial research opportunities. The workshop will be facilitated by current Merck postdocs and permanent employees who will share their experiences in the industrial research setting and provide participants the opportunity to network and engage with current industrial research scientists.

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## **Building Resilience and Wellness in the Postdoc Population**

Salon 3

Intended Audience: ASSOC, INDUS, PDO

Keywords: Wellness, Resilience, Professional development

*PRESENTERS: **Lori Conlan, Ph.D.**, Director, Office of Postdoc Services and Career Services Center, Office of Intramural Training & Education/NIH; **Ulrike Klenke, Ph.D.**, Program Manager, Office of Postdoctoral Services, Office of Intramural Training & Education/NIH*

From time-to-time we all experience stress, including our postdocs. Stressors are both work-related and life-related, but they all can impact the postdoc experience. Receiving feedback is one stress for our postdocs and can cause each individual to build or lose confidence. The goal of this session is to help PDOs build a vocabulary, and increase their comfort, to discuss these issues with your postdocs as they come to your offices. Additionally, we will discuss how to build programming, both stand-alone programs and information embedded in other sessions, to encourage our trainees to build resilience around

conflict and feedback. This session is a follow-up to the OITE train-the-trainers program to provide professional development around wellness and resilience for all of us who help postdocs navigate careers and life. Previous attendance at the train-the-trainers is not needed.

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## **Improv for Life – Essential Skills for Any Career**

Salon 2

Intended Audience: IP, PDA, PDO

Keywords: Leadership, Communication, Career

*PRESENTERS: **Elena Lichtenthaler, M.A.**, Visiting Scholar, University of California, Berkeley; **Martin R. Lichtenthaler, Ph.D., M.B.A.**, Visiting Scholar, University of California, Berkeley*

"Improv for Life – Essential Skills for Any Career" offers an interactive introduction to the core concepts of improvisational theatre. Through games, participants will learn how to deal with stress, listen actively, identify status, build an effective team, and decode body language. These are powerful tools for everyday life, both in professional and private contexts. As such they are particularly relevant for postdocs, who juggle fulfilling academic aspirations, navigating careers, and potentially dealing with foreign cultures and languages. Knowing and implementing these concepts are equally important for PDOs and PDAs, both for their own career advancement as well as to serve the postdoc community at their institutions. The workshop will be based on the principles of supporting each other, practicing generosity, and celebrating risk. Prior knowledge is not necessary.

10:15 a.m. – 10:45 a.m.

## **Networking Break**

Grand Ballroom C

10:45 a.m. – 12:15 p.m.

## **Keynote Address**

***"From the Bench to the Boardroom: Unlocking a World of Possibilities"***

*Sponsored by Moffitt Cancer Center*

***Bahija Jallal, Ph.D.***, Chief Executive Officer, Immunocore

## **Presentation of the 2019 Distinguished Service Award**

The DSA will be presented to **Mary Anne With**, for profound and ongoing contribution and service to the postdoctoral community.





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12:15 p.m. – 1:30 p.m.

## Lunch

Grand Ballroom A/B

1:30 p.m. – 2:45 p.m.

## Concurrent Session IV

### Industry Council Meeting

*Invite only*

Salon 6

### Beyond Traditional Mentors: Supporting Postdoctoral Scholars as They Develop Multiple Mentors and Networks

*Sponsored by Burroughs Wellcome Fund*

Salon 1

Intended Audience: ASSOC, PDA, PDO

Keywords: Mentoring, Career development, Diversity

**PRESENTER: *Claire Horner-Devine, Ph.D.***, Founder and Director, Counterspace Consulting and the University of Washington; NPA Diversity Officer

Join us for an interactive session focused on understanding the importance of mentoring moments, multiple mentors and mentoring networks AND how to help postdoctoral fellows get the mentoring they want and need to thrive in their careers. Discussions will highlight the importance of considering social identities (i.e. gender, race, ethnicity, sexual orientation, ability status, among others) in developing mentoring networks and relationships. Designed for PDOs, principal investigators and anyone working to support the career of postdoctoral scholars, the workshop will touch briefly on traditional mentoring relationships and then move on to explore the potential of creating opportunities for mentoring moments and multiple mentors. The workshop will include interactive activities designed to help you first understand a mentoring network framework and then how to share that framework with postdoctoral scholars in your programs. As a result of this session, participants will understand how to work with postdoctoral fellows to complete a mentoring map and assess areas where they are receiving the mentoring they need and areas in which they need to develop more mentoring relationships.

### Did They Really Just Say That?! Responding to Bias at Work

Salon 3

Intended Audience: ALL

Keywords: Diversity, Bystander, Bias

**PRESENTER: *J. Marcela Hernandez, Ph.D.***, Administrative Director, Office of Postdoctoral Affairs, Ohio State University; ***Lena Tenney, M.Ed., M.P.A.***, Coordinator of Public Engagement, Kirwan Institute for the Study of Race and Ethnicity, Ohio State University

Have you ever been in a conversation when someone said something biased that made you uncomfortable, but you were not sure how to respond? Most of us struggle to address these all too common situations, whether in the classroom, the workplace, the doctor's office, etc. Biased comments can emerge while spending time with friends, family, or strangers and may target either our own identities or the identities of others. Even though we want to do what is right and speak up for equality, we do not always know how to take action in that awkward moment—especially if we are not sure whether the person making the comment actually meant to cause harm. As individuals dedicated to dismantling systemic oppression, we must be empowered to take action in these moments when bias manifests so that we can create welcoming, inclusive, and affirming environments for all people. This training seeks to empower and equip participants to speak out in response to those all too common, “wait...did they really just say that?!” moments when bias emerges. This training illustrates the importance of committing to being an active bystander in moments when bias emerges through microaggressions. This session will equip participants with actionable skills to facilitate educational conversations in response to comments/actions that are transphobic, homophobic, racist, ableist, sexist etc., rather than eliciting a defensive reaction from the person who has (perhaps unintentionally) caused harm.

Saturday, April 13, 2019

**The Next Generation of Researcher at Your Institution  
- Using the National Academies Report to Implement  
Changes**

Salon 4


Intended Audience: PDO

Keywords: Strategic Plan, Mentoring; Salary; Professional Development

**PRESENTER:** **Lou Ann Brown, Ph.D.**, Assistant Dean and Director, Office of Postdoctoral Education, Professor, Pediatrics, Emory School of Medicine; **Sofie R. Kleppner, Ph.D.**, Associate Dean for Postdoctoral Affairs, Stanford University; **Linda M. McManus, Ph.D.**, Director, Office of Postdoctoral Affairs, Distinguished Teaching Professor, Pathology & Periodontics, University of Texas Health San Antonio

*Breaking Through*, the recent National Academies of Sciences, Engineering, and Medicine report on postdoctoral training, targets recommendations to multiple entities: congress, federal funding agencies, institutions, and principal investigators. This framework supports independent approaches and empowers


institutions to move forward in defining, refining, and supporting postdoctoral training. A previous workshop (AAMC GREAT group annual meeting, 2018) gathered insight from institutions that have implemented individual recommendations in some way. In this session we will build on ideas that arose in that session, examine the relevance and priority of recommendations to your institution, discuss routes and strategies to implementation, explore your institutional commitment, identify your resources, allies, challenges and challengers, and distill this information to help draft a strategic plan for implementation. Recommendations include: NIH should require an institutional diversity & inclusion plan and a training & mentoring plan among the institutional resources reported on research grants supporting trainees; principal investigators should provide a diversity & inclusion plan and a training & mentoring plan in all grant proposals; research institutions should levy a \$1,000 fee per postdoc to support training and professional development; institutions should adjust their base postdoctoral salary to match the NRSA rate, adjusted for local cost-of-living, and should harmonize benefits for all postdoctoral scholars.



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## **NSF Postdoctoral Research Fellowships: Strategies for Success**

Salon 5

Intended Audience: IP, PDA, PDO

Keywords: Fellowships, Federal, Research

*PRESENTERS: **Daniel R. Marenda, Ph.D.**, Program Director, National Science Foundation & Associate Professor, Drexel University; **Josie S. Welkom, Ph.D.**, Program Director, National Science Foundation*

The National Science Foundation (NSF) offers postdoctoral research fellowships to provide opportunities for recent doctoral graduates to obtain additional training, to gain research experience under the sponsorship of established scientists, and to broaden their scientific horizons beyond their undergraduate and graduate training. This symposium will include a presentation from the program directors of the social, behavioral and economic sciences postdoctoral research fellowship (SPRF) and the postdoctoral research fellowships in biology (PRFB) programs. The goal of the SPRF program is to promote fundamental research in the SBE sciences; enhance the participation of underrepresented groups in science and engineering; provide an opportunity for independence and advanced training under the direction of a sponsor; and encourage doctoral-level scientists to prepare for scientific careers. The PRFB program aims to increase the participation of underrepresented groups in biology; identify transformative approaches that use biological collections in highly innovative ways to address grand challenges in biology; and in collaboration with several federal partners, allow recipients to focus their studies in plant genomics with an emphasis on quantitative genetics, modern breeding approaches, and bioinformatics. The presentation will provide detailed information on applying for and submitting postdoctoral fellowship applications to the NSF to increase likelihood of success.

## **Responding to the Needs: Tailoring Programming to International Postdocs for Measurable Outcomes**

Salon 2

Intended Audience: ALL

Keywords: Professional Development, International Postdoc, Effective Communication

*PRESENTER: **Hilary Bonta, M.S.Ed/TESOL**, Applied Linguist, language connectED; **Mallory Fix Lopez, M.S.Ed/TESOL**, Applied Linguistic/Principal, language connectED*

We will explore the specific needs of international postdocs and discuss how institutions can more effectively and efficiently reach higher levels of participation, engagement, and measurable outcomes in their professional development programs. By using a framework of needs driven programming to inform decision making, institutions can tailor offerings to authentic vs perceived needs. We will draw on information from a survey we conducted of international postdocs through the NPA in 2017. Of the survey respondents, 937 from 84 countries indicated feeling uninformed of English language training opportunities and other workshops. Likewise, approximately 40 percent expressed dissatisfaction with workshops they attended, stating they felt the trainings didn't effectively address their needs as non-native speakers of English. During the workshop, participants will 1. identify and gain an appreciation for the unique needs of international postdocs; 2. become familiar with a needs analysis framework to guide programming choices and tailor strategies; 3. discuss and share best practices and strategies institutions currently use; and 4. set short and long term goals around this topic (either goals for implementing new strategies for tailoring programming based on needs OR reflecting on current practice and setting goals for continued advancement).

## **Industry Council Meeting**

*Invite only*

Salon 6

2:45 p.m. – 3:15 p.m.

## **Networking Break**

Grand Ballroom C

3:15 p.m. – 4:30 p.m.

## **Concurrent Session V**

### **Building a Bridge Through Faculty: Stakeholders, Strategy and Success in Postdoctoral Training and Development**

Salon 1

Intended Audience: IP, PDA, PDO

Keywords: Faculty engagement, Internship, Sponsorship, Partnership



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**PRESENTER: Sudha Krishnamurthy, B.D.S., Ph.D.,** Director of the Office of Postdoctoral and Graduate Student Affairs, Gladstone Institutes, NPA International Officer

Today's science requires researchers to be trained in a plethora of disciplines like business development, financial acumen, patenting, and effective communication, along with cutting edge research. A successful postdoctoral training program requires faculty engagement, sponsorship and partnership. Towards this goal, we have taken a strategic approach to form a committee, the mentoring task force(MTF), comprising of faculty, postdocs, students and postdoctoral office leaders. This group acts as a sounding board, advocate, and sponsor for all postdoctoral affairs. We have since instituted "career mentors," where every postdoc can be matched to one or more faculty as mentors, in addition to their primary investigator. We have partnered with MTF and leadership to get buy-in to raise postdoctoral salaries by 18 percent, provide laptops, relocation allowance, commuter and child care support. We have engaged faculty to lead discussions on chalk talks, academic-industry interface, and a novel internship program. The Gladstone internal internship, now in its pilot phase, is a unique way for postdocs to learn skills in business development, teaching, writing etc. with in-house administrative groups for a short time commitment (10 weeks, four hours/week). This creative opportunity provides experiential learning to postdocs including internationals and adds to the knowledge-base in the labs. We hope our strategies' could be adapted by other institutions to help postdocs realize their full potential.

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## **Find Your Voice! Apply Negotiation Tools to Improve Communication and Address Conflict**

Salon 2

Intended Audience: IP, PDA, PDO

Keywords: Communication, Conflict-Management, Negotiation

**PRESENTERS: Josh Henkin, Ph.D.,** Founder and Career Counselor, STEM Career Services, Treasurer, NPA Board of Directors; **Diane Klotz, Ph.D.,** Director, Office of Education, Training, & International Services, Sanford Burnham Prebys Medical Discovery Institute

Effective communication is a two-way street. Often the most effective way to get what you want is to help the other party get what they want too. In any communication or conflict there is an underlying desire

or need waiting to be met. By learning to clearly and directly articulate the root goal you are seeking to achieve in your communication with others, you can more efficiently achieve solutions to problems and make collective decisions. Likewise, once you are able to identify the underlying need that is not being met in a conflict, you can more quickly and compassionately navigate the conflict towards a mutually satisfying resolution. This workshop introduces postdocs to the concept of principled negotiation and how to apply this approach to any challenging conversation you face or conflict you are trying to resolve. Included in the discussion is the role of emotions, and five seemingly simple core concerns that everyone experiences, in influencing your ability to choose an effective response or approach to conflict and challenging conversations. Through analyzing case studies and applying your new knowledge in small group activities, at the end of this session you will feel empowered to achieve your desired results when faced with conflict or a challenging conversation.

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## **Holistic Mentoring – Supporting the WHOLE Postdoc Experience**

Salon 3

Intended Audience: ASSOC, IP, PDA, PDO

Keywords: Mentoring, Inclusive, Holistic

**PRESENTERS: Ziyang Bai, M.Ed.,** Doctoral Candidate, Leadership in Higher Education, University of Washington, Graduate Research Assistant, Office of Graduate and Postdoctoral Affairs, University of Washington Graduate School; **Tam'ra-Kay Francis, Ph.D.,** Research Associate, Department of Chemistry, University of Washington; **Bill Mahoney, Ph.D.,** Co-Director, Office of Postdoctoral Affairs (OPA), University of Washington Graduate School, Associate Professor, Pathology, University of Washington School of Medicine

Quality mentoring is associated with postdoc success, especially research productivity and increased wellbeing (Scaffidi & Berman, 2011). And yet, most research faculty were trained to be exceptional scientists and any mentoring skills were picked up along the way through trial and error. Further, times have changed for research and training environments and research mentors need to remain responsive to these changes. What made them successful in the past may not be keys to success now. And, with an increasingly diverse graduate student and postdoc group, we need faculty who are better prepared





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with inclusive mentoring strategies. The pressures experienced by postdocs (Will there be enough funding? Will my experiments work? Will anyone be interested in my findings? Will someone beat me to them?) are often overwhelming. It is imperative that postdocs have a robust and encouraging support network – one that you build early so it's ready to support you when you need it. In this session, we will discuss lessons learned from the University of Washington Office of Postdoctoral Affairs (OPA) relating to our holistic mentorship practices, and facilitate activities to help audience identify qualities of good mentorship and different strategies to build support networks. Results show that we do our best work if our personal values and life experiences can align with our career goals and professional commitments. We will share and elicit further strategies for supporting personal value exploration and advising for alignment with values, passions, strengths, talents, and opportunities.

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## **Non-traditional Postdoc Training Beyond the Bench: Experiences, Perspectives, and Career Transitions**

*Sponsored by The Research Institute at Nationwide Children's Hospital*

Salon 4

Intended Audience: ASSOC, IP, PDO

Keywords: Non-traditional postdoc, Career transition, International postdoc

**PRESENTERS:** **Natalie Chernets, Ph.D.**, Director of Postdoctoral Affairs and Professional Development, Drexel University; **Sonia Hall, Ph.D.**, Director of Engagement and Development, Genetics Society of America (GSA); **Sonali Majumdar, Ph.D.**, Associate Director of Graduate Professional Development, University of Virginia

Doctoral education leads to diverse career paths. Academic institutions are highlighting the importance of transferable skills and building professional development programs to prepare trainees for a breadth of careers. Non-traditional postdoctoral platforms are slowly emerging to provide hands-on experiential training to doctorates exploring careers beyond research and faculty track. In this workshop, audience will be exposed to nontraditional postdoctoral fellowships. First, we will share experiences of three former postdocs who transitioned to diverse careers - director of Postdoctoral Affairs at a private university, director of engagement and development at a professional society, and associate director of graduate professional and career development at a public university. Two postdocs held non-traditional

postdoctoral appointments (administrative postdoctoral fellows and biomedical career development postdoc), while one former postdoc was a research scholar in a biomedical research institute. Moreover, other non-traditional postdocs in STEM and humanities will share their insights through pre-recorded interviews. This will be followed by roundtable discussions on non-traditional postdoctoral opportunities, evaluate the pros and cons, and discuss funding mechanisms and avenues for establishing non-traditional postdoc fellowships. The facilitators have either established or held a non-traditional postdoc appointment. Additionally, two former postdocs will share challenges they faced as international postdocs in obtaining non-traditional postdoc opportunities. This will gear discussions on barriers for international postdocs in securing non-traditional postdoc positions. Finally, facilitators at each table will summarize discussions and perspectives to others in the room towards a larger conversation on the need to evolve postdoc training in alignment with doctoral career outcomes.

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## **One School, Two PDAs: Striking a Balance between Unity & Uniqueness**

Salon 5

Intended Audience: PDA, PDO

Keywords: Partnerships, Multi-site PDOs, Blind spots, Inclusion, Satellite groups

**PRESENTERS:** **Lauren Easterling, M.Div.**, Director of Trainee Services and Interim Director of Postdoctoral Affairs, Indiana University School of Medicine, Doctoral Candidate, Instructional Systems Technology, Indiana University School of Education – Bloomington; **Kathryn MacPherson; Patrick L. Mulcrone, Ph.D.**, Postdoctoral Research Fellow, Indiana University School of Medicine, Department of Microbiology & Immunology

This session will examine how two PDAs provide tailored support to subsets of postdocs while maintaining institutional unity. It is not uncommon for academic institutions to have satellite locations that provide rich research areas for postdocs, however these satellites can also be isolating and provide hurdles for postdocs to gain career development and social support. At Indiana University School of Medicine, the main group of postdoctoral researchers resides at the Indianapolis campus, and other groups of postdocs are situated at research areas northeast of the main campus and in Bloomington, IN located 51 miles southwest. The

# Saturday, April 13, 2019

IU School of Medicine PDA has drastically changed its social events to accommodate affiliated postdocs through off-campus events, varied timeslots, and greater communication. Second, webinars and main campus events are now accessible through Zoom video conferencing. Third, a PDA was created by the Stark Neurosciences Research Institute specifically to reach the postdoc at the IUSM northeast Indianapolis satellite areas that primarily work in neuroscience. Fourth, the Office of Postdoctoral Affairs has collaborated with both postdoc associations and has adjusted its strategy & offerings to meet the needs of postdocs in multiple locations. Finally, joint projects between both PDAs that incorporate our shared interests and community outreach promote cohesiveness and group participation among postdoc researchers that are separated by geography.

4:45 p.m. - 6:00 p.m.

## **Plenary Session II** **"Improving Mentoring at All Levels to Enhance Postdoc Career Development and the Diversification and Growth of the Scientific Workforce"**

Grand Ballroom A/B

*PRESENTER: **Angela Byars-Winston, Ph.D.**, Professor, Department of Medicine, Division of General Internal Medicine, Director of Research and Evaluation, Center for Women's Health Research, Faculty Affiliate, Center for the Improvement of Mentored Experiences in Research, Associate Director, Collaborative Center for Health Equity, University of Wisconsin Madison*

*MODERATOR: **Christopher Smith, Ph.D.**, Program Manager, Office of Postdoctoral Affairs, North Carolina State University*

Mentoring is the primary tool we have to grow the next generation of scholars. Postdoctoral scholars are both mentees and mentors and, thus, understanding the key dynamics of a good mentoring relationship is critical to their professional development and success. Byars-Winston focuses on educating academic mentors on how to be more effective, including the development of interpersonal skills and informing them of the various implicit biases they may display that often discourage individuals from underrepresented cultural groups in the sciences from pursuing academic careers. Better mentorship will help diversify the scientific workforce.

However, academia is becoming a less frequent career destination for postdoctoral scholars. Therefore, mentors should support trainees in pursuing various career paths they may not be familiar with, which may often involve directing them to other mentors and/or resources on campus (including postdoctoral affairs offices). In addition, trainees, are often unsure how to talk with their principal investigator about career options, especially non-academic careers in which mentors often lack experience. Thus, trainees need to be empowered to seek outside mentorship to augment their professional development.

The goal of this plenary lecture is to encourage postdocs to establish mentors outside their core research advisor, develop their own mentoring skills (which will also serve them in future leadership roles they undertake), and understand the critical components of a healthy mentoring relationship. Byars-Winston will share outcomes of her research testing the validity of theoretical models to explain and predict academic and career outcomes using social cognitive theoretical approaches. By better understanding the key aspects of good mentoring, postdocs will be able to institute the changes needed not only to help advance their own careers but also learn how to educate and train future researchers who will contribute to the continued diversification and development of the scientific workforce.

6:30 p.m. - 7:30 p.m.

## **Exercise Session IV** *Sponsored by The Mitchell Organization* Hospitality Suite 261

Please see the Whova app for more details

6:30 p.m. - 6:45 p.m.

## **Meet for Optional Dine-Arounds** Main Hotel Lobby

7:00 p.m. - 9:00 p.m.

## **Optional Dine-Arounds**

# AGENDA | Sunday, April 14, 2019

6:00 a.m. – 7:00 a.m.

## Exercise Session V

*Sponsored by The Mitchell Organization*  
Hospitality Suite 261

Please see the Whova app for more details.

7:00 a.m. – 12:00 p.m.

## Press

Hospitality Suite 243

7:00 a.m. – 12:00 p.m.

## Quiet Room

*Sponsored by Columbia University*  
Salon 6

Collect your thoughts during the conference.

7:00 a.m. – 12:00 p.m.

## Lactation Room

*Sponsored by Fred Hutchinson Cancer Research Center*  
Hospitality Suite 262

See NPA staff at registration desk for room key card.

7:30 a.m. – 8:45 a.m.

## Breakfast

Grand Ballroom A/B

8:30 a.m. – 3:00 p.m.

## Registration

Registration Desk 1

8:30 a.m. – 11:00 a.m.

## Exhibit Tables

Grand Ballroom C

Visit some of our sponsors to find out about opportunities for postdocs and administrators.

9:00 a.m. – 10:15 a.m.

## Postdoc Session: Marketing Yourself Part Two: Preparing for and Acing the Interview

Salon 1

Intended Audience: IP, PDA, PDO

Keywords: Marketing Yourself, Interviewing, Preparation

*PRESENTERS: **Natalie Lundsteen, Ph.D.**, Assistant Dean for Career and Professional Development, The University of Texas Southwestern Medical Center; **Eric Vaughn, M.Ed.**, Director of Career Services, University of Rochester Medical Center*

What's your marketing strategy during an interview? How can you stand out from other candidates? Preparing and presenting your experiences, skills, and reasons you hope to be offered the position are crucial to consideration for any employment opportunity, no matter the industry or sector. This interactive workshop builds on a presentation from the 2018 Annual Conference, and will review various interviewing methods, along with strategies and techniques, for different employment sectors including academia, industry, government, and nonprofits. Additionally, we will examine other aspects of the interview process including presentations, chalk talks, and teaching demonstrations. Participants will learn how to use online resources and websites including LinkedIn, Glassdoor, and other social media to prepare for the interview, and will understand how to best present personal strengths and skills in interview answers. Participants will gain insight and experience with StandOut, a new interview web-based program being utilized at the University of Rochester, and how it is assisting trainees to better prepare for interviews. Participants will also gain knowledge about questions to pose to employers during the interview process.

## Postdoc Session: Navigating Beyond the Postdoc: Aligning Passion, Knowledge, and Skills

Salon 2

Intended Audience: IP, PDA, PDO

Keywords: Passion, Knowledge, Skills

*PRESENTER: **Arti Patel Varanasi, Ph.D., M.P.H.**, President & CEO, Advancing Synergy*

Career opportunities beyond the postdoc are diverse and numerous. Unfortunately, the path to these opportunities often is not clear for both the postdoc and non-postdoc. Through their formal and informal training,

doctoral scientists, driven by a unique passion, acquire substantial knowledge and skills. More often than not the passion, knowledge, and skills are not in alignment. This interactive workshop will help the postdoc align their passion with their knowledge and skills. The alignment process is the first step in identifying career opportunities that resonate with an individual's passion, knowledge, and skills. Further, the workshop will provide postdoc-serving organizations and institutions with a framework for guiding their postdocs to career opportunities that fulfill an individual's passion and best utilize their knowledge and skills. By the end of the session, attendees will have an action plan to guide them to their next career opportunities or to helping postdocs find the career opportunity that best aligns with their passion, knowledge, and skills. Attendees also will learn about diverse fields and career paths where their scientific mindset would be an asset and unique contribution.

9:00 a.m. – 10:15 a.m.

### **PDO Session: Growing our Careers**

Salon 3

Intended Audience: ASSOC, PDO

***PRESENTER: Lori Conlan, Ph.D.,** Director, Office of Postdoc Services and Career Services Center, Office of Intramural Training & Education/NIH*

How do you grow your role as postdoc administrators, both within your institution and beyond? In this session, we will build on the discussion from the myPDO session at the NPA Annual Conference in 2018, specifically looking at how we build strategic thinking skills to move our personal careers ahead. We have surveyed our peers to highlight how to build institutional presence, develop a strategic outlook, and most importantly build confidence as you grow your career. Attendees should walk away with an understanding of how their past successes can propel them to future success, and they will build a personal IDP focused on developing confidence and strategic thinking skills. Individuals who already regularly engage in strategy and organizational development will have the opportunity to evaluate their current roles and explore their plans for the future, as well as provide valuable insight and mentoring to professionals newer to the field.

10:15 a.m. – 10:45 a.m.

### **Networking Break**

Exhibit Hall

10:45 a.m. – 12:00 p.m.

### **NPA Town Hall Discussion**

Grand Ballroom A/B

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

The Board of Directors and Committee leaders want to hear from you! Please join us as we share final thoughts on NPA initiatives and wrap up the 2019 Annual Conference with round table Q&A.

*This session concludes the 2019 Annual Conference. Thank you for participating!*

12:00 p.m. – 12:30 p.m.

### **Lunch on your own**

12:30 p.m. – 3:00 p.m.

### **Career Fair**

Signature Room 1

The 2019 NPA Career Fair is dedicated to facilitating the transition of highly-skilled postdoctoral researchers and graduate students into the academic and industry job markets. Postdocs and organizations will have the opportunity to network and discuss career opportunities.

# 2019 DISTINGUISHED SERVICE AWARD RECIPIENT



The recipient of the NPA **2019 Distinguished Service Award (DSA)** is **Mary Anne With**, manager for the postdoctoral program at Los Alamos National Laboratory. The DSA represents appreciation for an individual or entity that has demonstrated either a profound, sustained, or leadership contribution to

improving the postdoctoral experience.

With is the manager for the postdoctoral program at Los Alamos National Laboratory. Her passionate leadership and desire to continually enhance and improve the program has had an extremely positive impact on the lab's scientific visibility to the external community. The laboratory's postdoctoral program averages well over 400 participants year-round, representing a major pipeline to the laboratory's future science and engineering workforce.

Over her time managing the program, some of the enhancements she has made to the program, include the development and implementation of a number of distinguished and named postdoctoral fellowship appointments, a number of postdoc publication prizes, as well as the Postdoc Distinguished Performance and Mentor Awards.

She has created a variety of career development initiatives including but not limited to "Science in '3," research symposiums, external career fair, programmatic capabilities awareness workshop, and internal career fair. She oversaw the creation of the LANL postdoc association, and was also instrumental in the development of a program database allowing for the reporting of extensive data. She also created a program exit questionnaire to be completed by postdocs as they exit their postdoc appointment.

On a national scale, other national laboratories have approached With for assistance as they launched their own directors and distinguished fellows programs, providing guidance and direction. She established the National Laboratory Postdoctoral Program Forum, bringing together the postdoc program coordinators from all of the Department of Energy laboratories, as an extension to the NPA.

During her Los Alamos career, she has had a positive impact on the professional development for thousands of postdoctoral researchers. Previous to working at Los Alamos National Lab, she was employed by Sandia National Laboratory and a subsidiary of Lockheed Corporation.

With was nominated by **Ross Beattie, Ph.D.**, president, Los Alamos postdoc association, **David L. Clark, Ph.D.**, program director, National Security Education Center, **Christopher J. Fontes, Ph.D.**, technical staff member (scientist 5), **Tanya L. Jackson**, professional staff, National Security Education Center, and **Blas Pedro Ueberuaga, Ph.D.**, scientist 5.

In her nominations packet, her 28 years of service are highlighted, pointing out that With has influenced the careers of over 10,000 postdocs. One nominator states "Mary Anne's dedication, professionalism, and creativity have been instrumental in making the Laboratory's Postdoctoral Program a flagship professional development and pipeline success story, and for helping to maintain Los Alamos as a Marquee place for science, technology, and engineering careers." Another nominator says, "What stands out the most to me is Mary Anne's dedication to the postdocs themselves. She knows them all. She knows their science and she knows their interests outside of the lab."

One nomination letter indicates With has "methodically championed and introduced new categories of named and distinguished fellow appointments for Los Alamos that has become the single most successful early career Ph.D. recruitment pipeline for the Laboratory," her efforts resulting in the lab funding 40 Director's, Distinguished, and Named postdoc fellow appointments annually. The letter goes on to report that With was instrumental in the development of a program database that facilitates the reporting of extensive program data to all levels of staff and Los Alamos management. With is also credited with creating a program annual survey and exit questionnaire as an alumni tracking tool. With also created a postdoc program resource guide, and initiated the mentor best practices workshop. She also oversaw the creation of the LANL postdoc association.

With is praised for pushing for expanded professional development opportunities in the lab and working to improve the postdoc program. Along with all of her accomplishments she is lauded as "a role model for service to the Laboratory and to the National Postdoctoral



Association, mentoring early career scientists, and establishing unique and innovative postdoctoral research opportunities and appointments as an essential recruiting tool for US National Laboratories.”

The NPA applauds With for her various contributions and the profound impact they have had on the postdoctoral experience.

*Past recipients of the Distinguished Service Award are\*:*

**2018 - Sam Castañeda**, director, Visiting Scholar and Postdoc Affairs Program, University of California, Berkeley

**2017 - Postdoc Executive Committee, Icahn School of Medicine at Mount Sinai**

**2016 - Nancy Schwartz, Ph.D.**, dean for postdoctoral affairs and co-director of the Office of Graduate Affairs, University of Chicago, professor in the Departments of Pediatrics and Biochemistry and Molecular Biology, and director of the Kennedy Research Center

**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

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# 2019 NPA GARNETT-POWERS & ASSOCIATES, INC. MENTOR AWARD



**Edward Krug, Ph.D.**, has been named the recipient of the 2019 NPA Garnett-Powers & Associates, Inc. Mentor Award. The award recognizes a faculty member who has engaged in exceptional mentoring of postdoctoral scholars.

After receiving his doctoral degree in biochemistry at Purdue University, Krug did postdoctoral training

in developmental biology at Texas Tech University and the Medical College of Wisconsin. He is currently professor of regenerative medicine and cell biology at the Medical University of South Carolina (MUSC), where he also serves as associate dean for postdoctoral affairs with administrative oversight of over 200 postdoctoral scholars and staff scientists.

He is past co-director of the MUSC-Claflin NIH Institutional Research and Academic Career Development Awards, and founding director of the state-wide South Carolina IDeA Networks of Biomedical Research Excellence postdoctoral academic career development program, two postdoctoral career programs focused on training for academic careers. He has served as a coach for graduate students 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-to-mid career 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, Annual Biomedical Research Conference for Minority Students, and Understanding Interventions that Broaden Participation in Research Careers. He is past chair of the postdoctoral leadership section of the AAMC GREAT Group and a consistent supporter of the NPA for over 10 years.

He was nominated by Willian Abraham da Silveira, Ph.D., postdoctoral research fellow, Ana Clara Bobadilla, Ph.D.,

postdoctoral fellow, Sarah B. Hales, Ph.D., assistant professor, past vice president, MUSC PDA, Lindsay T. McDonald, Ph.D., postdoctoral fellow, president, MUSC PDA, Navjot Shah Saxena, Ph.D., postdoctoral scholar, scholarly learning chair, MUSC PDA, Nishant Saxena, Ph.D., postdoctoral scholar, and Paula Traktman, Ph.D., Hirschmann Endowed professor, dean, College of Graduate Studies.

Krug's nomination packet highlights the various ways he has served as "an outstanding mentor" for over 25 years. One nominator shared this story: "My first contact with Dr. Krug was in a time of need. I arrived at MUSC and started having problems with my advisor. I knocked on his door unannounced and asked for help, and he gave it to me. First listening to my problems, then trying to help me to negotiate with her and when this showed to be impossible, helping me to find a new position, a position I still hold after 2 and a half years. I was an immigrant that have arrived on the USA just some weeks before, I had no contacts and not much hope the University would help me. But he did, he always does. His door is the door the postdoctoral researchers knock when they need help or advice."

One letter highlights the policy changes Krug has fought for, stating "As Associate Dean, he constantly fights to implement additional benefits for post-docs, as illustrated by the parental leave he successfully established at MUSC as well as recent initiatives to elevate post-doctoral salaries." Along with interacting with postdocs semi-annually during a Responsible Conduct of Research retreat, Krug also works closely with the MUSC PDA through officer elections, advocacy continued participation at monthly graduate council meetings.

"Dr. Krug is a true proponent of postdocs being in a state of transition from student to independence in either academic or industrial science. His philosophy is that, as a postdoc, you came to leave, and that a postdoctoral position is meant to be a time in which a postdoc gains the technical skills, communication skills, collaborative networks and credentials necessary to take the next step toward establishing a successful career in science."

The NPA applauds Krug for his contribution to the postdoctoral community and the considerable time and effort he has dedicated to the mentoring and development of postdocs.

Past recipients of the Mentor Award are\*:

**2018 - Leanne Redman, Ph.D., FTOS**, associate professor, Clinical Sciences Division, Pennington Biomedical Research Center

**2017 - Malene Hansen, Ph.D.**, associate professor in the Program for Development, Aging and Regeneration at the Sanford Burnham Prebys Medical Discovery

**2016 - Shannon Manning, Ph.D., M.P.H.**, Michigan State University (MSU) Foundation associate professor in the Department of Microbiology and Molecular Genetics

**2015 - Jennifer Silk, Ph.D.**, associate professor, Department of Psychology, University of Pittsburgh

**2014 - Joel Elmquist, D.V.M., Ph.D.**, Maclin Family Professor of Medical Science, in honor of Dr. Roy A. Brinkley, the Carl H. Westcott Distinguished Chair in Medical Research, Departments of Internal Medicine and Pharmacology, University of Texas Southwestern Medical Center in Dallas, director of the Center for Hypothalamic Research, University of Texas Southwestern Medical Center in Dallas

**2013 - Rafael Muñoz-Carpena, Ph.D.**, professor of agricultural and biological engineering, University of Florida

**2012 - Tayyaba Hasan, Ph.D.**, professor of Dermatology, Harvard Medical School in the Wellman Center for Photomedicine at Massachusetts General Hospital, professor at the Harvard-MIT Division of Health Sciences and Technology

\*Title and institution listed here reflect the title at the time award was given, and may have changed since then.

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# BIOGRAPHIES



## KEYNOTE SPEAKER

### *From the Bench to the Boardroom: Unlocking a World of Possibilities*

**Bahija Jallal, Ph.D.**, is chief executive officer and director of the board of Immunocore, the leading T-Cell Receptor (TCR) biotechnology company. Prior to joining Immunocore in January 2019, she was

president of MedImmune, Astra Zeneca's global biologics research and development unit. She was also executive vice president of AstraZeneca and a member of its senior executive team. She serves on the board of Anthem, Inc., and is a member of the Board of Trustees of the Johns Hopkins University and the Board of Directors of the University of Maryland Health Sciences Research Park Corporation. She also served as chairman of the board of Viela Bio in 2018.

Jallal has authored over 70 peer-reviewed publications and has more than 15 patents. She is a council member of the government-university-industry research roundtable of the National Academies of Sciences, Engineering and Medicine, and a member of the American Association of Science. She is also the immediate past president of the Association of Women in Science. She was named the 2017 Woman of the Year by the Healthcare Businesswomen's Association.

Prior to joining MedImmune, Jallal worked with Chiron Corporation where she served as vice president of drug assessment and development, and successfully established the company's translational medicine group. Prior to Chiron Corporation, she worked at Sugen, Inc. She received a master's degree in biology from the Université de Paris VII in France, and her doctorate in physiology from the University of Pierre & Marie Curie in Paris. She conducted her postdoctoral research at the Max-Planck Institute of Biochemistry in Martinsried, Germany.

## PLENARY SESSION SPEAKERS

### *Plenary Session I: Negotiation with an Imbalance of Power*



**Joshua N. Weiss, Ph.D.**, is the co-founder, with William Ury, of the Global Negotiation Initiative at Harvard University and a senior fellow at the Harvard Negotiation Project. He is also the director and creator of the Masters of Science degree in leadership and negotiation at Bay Path University. He received his doctorate

from the Institute for Conflict Analysis and Resolution at George Mason University in 2002.

Weiss has spoken and published on negotiation, mediation, and systemic approaches to dealing with conflict. In his current capacity he conducts research, consults with many different types of organizations, delivers negotiation and mediation trainings and courses, and engages in negotiation and mediation at the organizational, corporate, government, and international levels.

Weiss' most recent book, called *Trouble at the Watering Hole: The Adventures of Emo and Chickie*, is geared toward children and designed to teach them negotiation skills through a story format. The book is for 5 to 10 year olds. The next book in the series will be published in 2018.

Weiss is the creator of a number of innovative products that use the power of present day technology to convey negotiation to a broad audience. In addition to teaching numerous synchronous and asynchronous courses and trainings over the web he has developed two products of note. The first is the Negotiation Tip of the Week (NTOW) podcast. The second is the Negotiator In You Audiobook and eBook series. The NTOW was in the top 100 iTunes Business Podcasts from 2007 to 2010 and was downloaded over 2 million times during that period. The Negotiator In You series was published in January 2012 and was in the iTunes top audiobook category for two months. An addition to the series, specifically for salespeople, was published in January of 2013.

Finally, Weiss has conducted trainings and consulted with a number of organizations, companies, and governmental entities, including: Microsoft, General Motors, United Auto Workers, Houghton Mifflin Harcourt Publishing Company, Novellus, Christies Art Auction House, CDM Smith, Genzyme, Harvard University, Yale Medical School,

# BIOGRAPHIES

United Nations (multiple departments), the U.S. Government (State Department and Transportation Security Administration), and various state governments.

## ***Plenary Session II: Improving Mentoring at All Levels to Enhance Postdoc Career Development and the Diversification and Growth of the Scientific Workforce***



**Angela Byars-Winston, Ph.D.**, is a professor in the University of Wisconsin-Madison (UW) Department of Medicine, Division of General Internal Medicine. She is the director of research and evaluation in the UW Center for Women's Health Research, faculty affiliate of the Center for the Improvement of Mentored Experiences in Research, and associate director of the UW Collaborative Center for Health Equity.

Her research examines cultural influences on academic and career development, especially for racial and ethnic minorities and women in the sciences, engineering, and medicine with the aim of broadening their participation in STEM fields. She was principal investigator on an R01 grant from the National Institutes of Health (NIH)

to measure and test critical factors in research training interventions for mentors of ethnically diverse mentees in biological science. She is currently co-leading a renewal of that R01 grant to investigate and intervene on research mentors' cultural diversity awareness. She is co-investigator on the National Research Mentoring Network (NRMN) grant from the NIH in the Mentor Training Core through which she is leading the Culturally Aware Mentorship initiative.

In 2011, Byars-Winston was selected as a Champion of Change by the White House through President Obama's Winning the Future initiative for her research efforts to diversify science fields. She received the University of Wisconsin-Madison's 2014 Outstanding Woman of Color Award and the 2017 John Holland Award for Outstanding Achievement in Career or Personality Research from the Society for Counseling Psychology.

Byars-Winston is an elected fellow in the American Psychological Association and a member of the STEM Equity Pipeline National Advisory Board. She is also a member of the National Academy of Sciences' Board of Higher Education and Workforce (BHEW), through which she is chair of the Committee on Effective Mentoring in STEM.



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# BIOGRAPHIES



**Ziyang Bai, M.Ed.**, has worked for the Office of Postdoctoral Affairs at the University of Washington for more than three years, coordinating career exploration workshop, conducting data analysis for programming and reporting purposes, and curating online information resources. Along with her work with

postdocs, she leads the international graduate student initiative with the Office of Graduate Student Affairs to support the community building and professional development needs of this population. Her dissertation research explores the privatization of graduate programs and its impact on equity in higher education.



**Hilary Bonta, M.S.Ed/TESOL**, has taught English and professional communication skills to international students, scholars, and professionals for more than 25 years. She specializes in helping professionals improve their English communication skills to reach specific goals. She has taught business writing to

master's level students at Columbia University, Master of Business Administration students at the Wharton School, and developed courses for and taught international students preparing for law school. She has developed programs for business executives preparing for advanced management programs at the Wharton School and taught postdoctoral researchers at the University of Pennsylvania's Perelman School of Medicine. She also creates individualized training programs for executives, post-doctoral graduate students, and visiting faculty members. Her faculty experience includes the University of Pennsylvania's English Language programs, Columbia University's School of Professional Studies, and the Community College of Philadelphia. She has a Bachelor of Science in international studies from the American University and a Master of Science in teaching English to speakers of other languages (TESOL) from the University of Pennsylvania. A resident of Philadelphia, she enjoys exploring national parks and international destinations with her husband and two children, and volunteering to support her community and Philadelphia public schools.



**Ericka Boone, Ph.D.**, is the director of the NIH Division of Loan Repayment. In this role, Boone is responsible for administering and providing leadership for the NIH Loan Repayment Programs (LRPs) as well as representing NIH on matters related to the operations, policy development and evaluation of the

LRPs. Prior to this position, Boone served as a health scientist administrator in the Office of Science Policy and Communications at the National Institute on Drug Abuse (NIDA). Before coming to NIH, Boone conducted research at the University of Illinois at Chicago and Emory University. Boone's academic background includes a Bachelor of Art in biology from Talladega College and a doctorate degree in biobehavioral health from The Pennsylvania State University.



**Lou Ann S. Brown, Ph.D.**, is Emory's School of Medicine assistant dean and director of the Office of Postdoctoral Education. She is also a tenured professor in the Division of Perinatal-Neonatal Medicine in the Department of Pediatrics and a children's research scholar.

Brown is a MPI for a National Heart, Lung, and Blood Institute (NHLBI)-funded T32 and the MPI for the National Institute of General Medical Sciences K12 IRACDA program at Emory. She has served as a reviewer for the NHLBI F30/31/32 study section, as chair of multiple NHLBI-funded T35 study sections, and is the current chair of a National Institute on Alcohol Abuse and Alcoholism study section. Brown is also a member of the AAMC GREAT Group postdoctorate leaders section.



**Sarah Cardozo-Duncan**, based in Boston, Massachusetts, is a career strategist with an established national and international client base. She runs her own consulting firm, Career Strategist, and draws upon over twenty years of recruitment and career development experience to help clients define new or

existing career paths, or to help them navigate successfully in their current companies. She previously served as president of the Alliance, an umbrella group of women's associations that collectively claim about 13,000 members in greater Boston. In 2003, she was recognized by *Boston Magazine* as one of the 100 most powerful women in Boston. She is an accomplished and highly regarded



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speaker and workshop leader. She conducts hands-on training and workshops for companies, trade organizations, and associations, who want to help their team develop individual value propositions, navigate internal career building paths, communicate better up, down and with different styles, and deal with uncomfortable conversations including negotiations. An active networker, she has held leadership positions in many organizations including WEST, Mass Gap, AWIS, South Shore Chamber, The Alliance and is presently on the board of directors of the NEWISE Club.



**Carmen Castro** joined the university-wide Office of Postdoctoral Affairs at Rutgers University in September 2017, after serving for over seven years as senior administrator at Rutgers' New Jersey Center for Biomaterials (NJCBM). While at NJCBM, her focus areas included personnel management and coordination of student and postdoctoral programs, including an NIH-funded T32 Postdoctoral Training Program. She managed numerous outreach activities and events, bringing together students, postdocs, faculty, and external collaborators for various grant-sponsored programs. She excels at building relationships and has a passion for mentoring initiatives at all levels. She serves as senior program coordinator for the Rutgers Connection Network Mentoring Program, sponsored by the Office of the Senior Vice President for Academic Affairs. Before joining Rutgers, Castro served as a senior administrator and constituent relations professional for a state legislative office for six years. She holds a bachelor's degree in sociology from Rutgers University and a certificate in human resource management from Middlesex County College. She is currently serving on the Rutgers Committee on the prevention of sexual harassment and is actively involved in the Cultivating Inclusion & Transformational Excellence Program at Rutgers. She also serves on the leadership team of the Rutgers Connection Network Mentoring Program.



As the manager of postdoctoral & academic programs at the nonprofit research institute, Sanford Burnham Prebys Medical Discovery Institute (SBP), **Nisha Cavanaugh, Ph.D.**, manages postdoctoral affairs towards enhancing the postdoctoral experience. She recently contributed a chapter focused on institutional support for postdocs for the book, "The

Postdoc Landscape: The Invisible Scholars." She also manages the portfolio of career and professional development workshops/programs/events for SBP's postdocs and graduate students and she organizes the only comprehensive leadership development program on the Torrey Pines Mesa for early career doctorates. She received her doctorate degree in biochemistry from the University of Colorado at Boulder, and completed her postdoctoral training at NIEHS/NIH. She successfully completed advanced training in conflict management and successful strengths coaching. Using these tools, she develops and facilitates workshops for postdocs and graduate students to identify their inherent strengths and abilities towards understanding how they can uniquely contribute to a team and/or organization.



**Natalie Chernets, Ph.D.**, is assistant professor and director of postdoctoral affairs and professional development at Drexel University. She received her doctorate degree in electrical engineering from the Drexel University and did three distinct postdocs at Thomas Jefferson University, where she was an officer in Jefferson PDA. Prior to her current position, she was the first administrative postdoctoral fellow at Jefferson College of Biomedical Sciences' Office of Postdoctoral Affairs at Thomas Jefferson University. Her accomplishments include founding the Mentors in Motion program, an informal networking opportunity for Jefferson students and postdoctoral fellows while engaging in healthy physical activity. With multidisciplinary training in physics, electrical engineering, and biomedical sciences, she easily speaks the languages of medical doctors, biologists, physicists, and engineers. She excels in drawing ideas from multiple disciplines and enjoys creating opportunities by connecting different people. She is the vice president for the Philadelphia chapter of the Association for Women in Science and a former mentoring co-chair. She led the recruitment of local mentors and promoted the Mentoring Circle program to trainees and served as a mentor for the program.



**Itzamarie Chévere-Torres, Ph.D.**, associate director of the Office of Postdoctoral Affairs, is a goal-oriented, visionary, and strategic problem solver who creates, coordinates, and facilitates career development opportunities for over 600 postdocs across Rutgers

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University. She serves as a central contact for faculty, postdocs, and administrators by providing information about opportunities relevant to postdocs and their faculty mentors, university-wide. She obtained her doctorate degree in biology from University of Puerto Rico in 2007. Following her passion for discovering how the brain creates memories, she conducted postdoctoral training and neuroscience research at New York University and later at Rutgers. As a former postdoc, she understands the importance of mentoring, identifying strengths and values, and cultivating transferable skills for a successful career transition—an awareness she aims to empower postdocs with. Chévere-Torres holds additional leadership roles including chair of the postdoctoral advisory council, member of Rutgers Connection Network mentoring program's leadership team, and adviser to Rutgers PDA. Recently, she joined the newly created Rutgers prevention of sexual harassment committee, chaired by senior vice president for academic affairs, Barbara Lee, Ph.D. She is part of the Big Ten Academic Alliance PDO leadership group, which discusses career development and mentoring best practices for postdocs.



**Robin Colomb Sugiura, M.A.**, is the associate director of programs & outreach in the Office of Postdoctoral Affairs at Stanford University, where she manages curricular strategy for professional development, oversees the 125+ programs offered annually, creates new curriculum, and teaches regularly. She

also develops and executes initiatives around the recruitment, retention, and inclusion of underrepresented postdocs, in addition to serving on multiple new initiative working groups across the university representing the interests of postdocs. Prior to her doctorate work at Stanford, she spent nearly a decade in Japan running a communications consulting business, developing communication strategy and delivering tailored curriculum for Japanese firms expanding their businesses internationally. Sugiura earned a Bachelor of Arts in East Asian languages and cultures from UC Berkeley, a Master of Art in Japanese literature from Waseda University in Tokyo (as the first American admitted to graduate division of National Literature), and a Master of Art in Japanese literature from Stanford.



**Lori M. Conlan, Ph.D.**, is trained as a biochemist, receiving her Bachelor of Science in biochemistry from Michigan State, and her doctorate degree in biochemistry and biophysics from Texas A&M University. She worked for several years as a postdoc at the Wadsworth Center, NYS Department of Health,

before transitioning from the lab to focus on career issues for the next generation of scientists. She started as the director of the Science Alliance, an international career development program for graduate students and postdocs sponsored by the New York Academy of Sciences. She now is at the NIH in the Office of Intramural Training & Education assisting the 4,000 NIH postdocs in their personal career choices. She is the director of two offices, the Office of Postdoctoral Services and the NIH Career Services Center. She speaks at universities and institutions around the nation on career development topics for young scientists.



**Donna J. Dean, Ph.D.** is executive consultant to the Association for Women in Science (AWIS) and career consultant for the American Chemical Society (ACS). With extensive experience as a manager and supervisor in her 27 year career as a federal executive at the NIH and the Food and Drug Administration, Dean

now focuses on leadership and talent development, career enhancement, and mentoring strategies for organizations and individuals. She has written two books: *Equitable Solutions for Retaining a Robust STEM Workforce* (Academic Press 2014), and *Getting the Most out of Your Mentoring Relationships: A Handbook for Women in STEM* (Springer 2009). Raised on a tobacco farm in eastern Kentucky, she earned a bachelor's degree in chemistry from Berea College, a doctorate degree in biochemistry from Duke University, and conducted postdoctoral research in cell and developmental biology at Princeton University. Of all her awards, she is most proud of the Distinguished Alumnus Award from Berea College in 2007 in recognition of her career achievements in the public sector and for her advocacy for historically underrepresented groups in STEM.



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A native of Northern Ireland, **Brendan Delaney, J.D.**, received his Juris Doctor at The Catholic University of America in Washington DC, in January 2009. Focusing on the representation of foreign born nationals, and U.S. employers with their U.S. immigration matters, his work includes an emphasis on extraordinary

ability and national interest waiver cases, as well as outstanding researcher, J-waiver, and O-1A and H1B applications. He works extensively with scientists, researchers, physicians, and other professionals, as well as organizations and employers in both academia and industry. He assists with their temporary and permanent visa applications on a company, individual, and institutional basis. He has been invited to speak on a number of occasions at the NPA Annual Meeting, and NAFSA region VIII, as well as conducting legal seminars at universities and institutions across the United States. He has co-authored numerous articles related to postdoctoral issues for *The POSTDOCKET*, the NPA's monthly newsletter, and currently serves on their Advisory Council. He has also been quoted in a number of news and media articles related to immigration issues for scientists and researchers.



**Laura Demarse, Ph.D.**, holds a doctorate degree in higher adult education from the University of Memphis, a master's degree in counseling psychology from Fordham University, a bachelor's degree in psychology from Marymount College and a certificate in higher education leadership from Wellesley

College. She is currently the assistant dean for professional development and external relations in the Graduate School at NC State University. Prior to serving in this role, she served as assistant dean, in the School of Business at NC Central University, assistant dean of postdoctoral affairs and professional development in the Graduate School at the University of Utah, and director of career and professional development at the College of Charleston. She is a nationally certified counselor, master career counselor, and an advocate for professional and career development for graduate students and postdocs.

**Lauren Easterling, M.Div.**, is the director of trainee services for the Indiana University School of Medicine Graduate Division, located in Indianapolis. Her professional and scholarly work focuses on effective professional and

career development – especially teaching career development – for graduate students and postdoctoral scholars, curriculum design, policy development and implementation, student academic progression, and program evaluation. During the 2018 calendar year, Easterling also served as the interim director of postdoctoral affairs, maintaining and expanding the office's services around postdoc professional development and working closely with two postdoctoral associations. Additionally, she is finishing her doctoral work related to teaching professional development through the IU School of Education in Bloomington, Indiana.



**Mallory Fix, M.S.Ed./TESOL**, is an applied linguist, educator, and curriculum designer focusing her teaching and design on English for Academic Purposes (EAP) and English for Specific Purposes (ESP). She has coached international scholars, fellows, and postdocs since 2013 at academic institutions such as

the Children's Hospital of Philadelphia (CHOP), The Perelman School of Medicine Department of Neuroscience at the University of Pennsylvania (UPenn), the Biomedical Postdoctoral Programs at UPenn, Columbia, NYU, Pitt, and the Okinawa Institute of Science and Technology (OIST) in Okinawa, Japan. She has served as a faculty member at Temple University College of Education, University of Pennsylvania's English Language programs, Moore College of Art and Design, and she is a current faculty member and assistant chair of English at the Community College of Philadelphia. Her work has been featured in The Washington Post, NPR, and Reuters, among others. She previously lived and taught in Guadalajara, Mexico. She holds a master's degree in TESOL and a Bachelor of Science in education, both from Temple University. In 2018, she was appointed to the Board of Education for the School District of Philadelphia.



**Tam'ra-Kay Francis, Ph.D.**, is a STEM educator dedicated to developing strategies for reducing barriers and increasing student attainment of STEM certificates and degrees. Her two-word mantra, "beyond category," is the center of her work and research interests which include constructing culturally responsive

professional teaching identities and creating inclusive STEM curriculum that includes other perspectives and voices. She is currently a postdoctoral associate in the

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University of Washington Department of Chemistry. Prior to her appointment at the University of Washington, worked in the teaching learning innovation unit where she supported and facilitated institution-wide professional development workshops and programs for graduate students, postdocs and faculty. After reflecting on her experiences working with graduate students and postdocs, she believes and has seen first-hand how intentional programming can impact instructor identity and lead to faculty use of evidence-based instructional practices.



**Alan Goggins, Ph.D.**, is currently a postdoctoral research fellow in the biologics and vaccine bioanalytics group at Merck. In the lab, Goggins' research project focuses on building assays to better characterize the cellular immune response to novel vaccine platforms.

Outside the lab, he serves as the president of the Merck PDA, helping to facilitate career development and networking opportunities for the postdoc community. Outside of his role at Merck, Goggins is currently serving as New Jersey's young science ambassador for the American Society for Microbiology (ASM). As a young science ambassador, he aims to promote collaboration between ASM and local universities, to address the needs of young scientists by utilizing ASM resources and to instill a passion for science in the next generation. Goggins obtained his doctorate in biomedical sciences from the Microbiology and Immunology department at Tulane University School of Medicine. As a graduate researcher, he studied infectious disease immunology and vaccine design, with a particular emphasis on the CD4+ T cell response. He obtained his Bachelor of Science in environmental health from Western Carolina University, where he conducted undergraduate research in vector ecology and vector biology.



**Yvonne Gonzalez, Ph.D.**, director of mentoring and career development at Rutgers University, is a Rutgers University alumna with over 12 years of experience in the development and management of several multi-million dollar workforce development projects aimed at increasing the recruitment, retention,

and advancement of women and underrepresented minorities. As a certified career coach and member of the senior leadership team in the Office of the Senior Vice President for Academic Affairs, she helps university

leadership maximize talents and opportunities for individuals and the institution by developing strategies that build capacity and advance faculty development initiatives university-wide. She has experienced firsthand the many benefits of mentoring, collegiality, and collective and creative problem solving and works to expand and integrate these practices throughout the university. Most recently, Gonzalez has pioneered Rutgers' first faculty-to-faculty mentoring program, called the Rutgers Connection Network Mentoring Program, which has resulted in increased levels of productivity, workplace engagement, and career satisfaction for faculty. She also oversees the Office of Postdoctoral Affairs, which supports postdoctoral researchers and their faculty mentors by providing a central hub for professional development opportunities, knowledge sharing, and community building.



**James Gould, Ph.D.**, is the director of the Harvard Medical School (HMS)/ Harvard School of Dental Medicine Office for Postdoctoral Fellows at Harvard Medical School where he's implemented research, career, and professional development programs and policies for HMS trainees since 2011. He has

spoken and published on career and professional development topics in a variety of forums, locally and nationally, including articles in *Nature Immunology*, covering CV to resume conversion, interviewing strategies, and manuscript writing. He's been a guest blogger and steering committee member for Naturejobs and its career expo, a mentor in the National Research Mentoring Network (NRMN), and a guest speaker on Cheeky Scientist and BioCareers webinars. Prior to HMS, he completed two postdoc fellowships at the National Cancer Institute of the NIH where he chaired the fellows & young investigators association, interned with the Office of Training and Education, and also found time to study cancer metabolism. He is a member of the NPA, Graduate Career Consortium, and AAAS. He received his Bachelor of Science in biotechnology/molecular biology at Clarion University of Pennsylvania, and his doctorate degree in biochemistry and molecular biology at the University of Louisville.

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**Sonia Hall, Ph.D.**, is the director of engagement and development for the Genetics Society of America (GSA), a scholarly society committed to supporting the next generation of geneticists. GSA provides leadership and professional development training for graduate students and postdocs and promotes

interaction among an international community of geneticists. She received doctorate degree in molecular, cellular, and developmental biology at the University of Kansas. She then invested two years in postdoctoral training at the University of Massachusetts Medical School – one-year in a research laboratory followed by a year training in academic administration at the Center for Biomedical Career Development with Cynthia Fuhrmann. She has led the development of multiple educational outreach initiatives, including building the DNA Day Network in collaboration with UNC-Chapel Hill and the University of Kansas. During her graduate and postdoctoral training, she was passionate about creating and implementing professional development activities for domestic and international early career researchers in partnership with multiple nonprofit organizations, including the Future of Research and the Genetics Society of America. These experiences inspired her to commit to a career building partnerships in the spirit of developing innovative programs to enhance the training experience of graduate students and postdocs.



**Josh Henkin, Ph.D.**, after years of successfully mentoring STEM job seekers, founded STEM Career Services in 2014, a career coaching company aimed at helping STEM graduates launch and sustain careers outside of academia. He conducts workshops at conferences, universities, and institutes across the

country and provides career coaching to STEM graduates at all career levels. These efforts earned him a position on the NPA Board of Directors since 2015, where he sits on the executive committee and serves as treasurer. In addition, he is an American Association for the Advancement of Science (AAAS) *Science Careers* and Career Development Center subject matter expert. Henkin is also a program manager at The Tauri Group, an S&T consulting company. His workshops and coaching are delivered from the perspective of a hiring manager, providing audiences and clients with actionable and relevant information towards finding their next job.



**Jennifer H. Herman, Ph.D.**, is director of the Center for Excellence in Teaching, and associate professor of practice in education at Simmons University. She has developed, facilitated, or overseen hundreds of research-based faculty development programs around teaching and scholarship and provides support

for curriculum design at all levels. She has been a co-principal investigator or curriculum designer on many high-impact initiatives, including open-source assessment modules for National Institute for Learning Outcomes Assessment, programs for the U.S. Department of State, New York State Small Business Development Center's online Entreskills program, and a STEM teaching institute for Harvard Medical School. Herman holds a doctorate degree in higher education from the University at Buffalo, and a Master of Arts in international training and education from American University.



A molecular biologist and biochemist by training, **Julia Hernandez, Ph.D.**, designs and implements programs to enhance retention, and support of postdoctoral scholars including a special focus on those with underrepresented backgrounds. She became a scientist thanks to an excellent doctoral mentor

who inspired her, trained her, and mentored her. For this reason she is very passionate about mentoring and is working to help the next generation of STEM professionals navigate successfully to rewarding careers. She holds master's and doctorate degree in biochemistry.



**Claire Horner-Devine, Ph.D.**, is the co-founder and co-director of three, federally funded, national programs (Broadening the Representation of Academic Investigators in Neuroscience, Women Evolving Biological Sciences, and Launching Academics on the Tenure-Track: An Intentional Community

in Engineering) designed to accelerate and improve the career advancement of early-career women and researchers from underrepresented groups in STEM. She is also the founder of Counterspace Consulting where she creates professional development and leadership opportunities for STEM professionals, grounded in social science research and with equity, diversity and inclusion at their core. She works with a range of partners and

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clients including scientific societies, universities, RedFin and the Bill and Melinda Gates Foundation, among others. She also serves as one of the NPA's Diversity Officers. Horner-Devine received her Bachelor of Arts from Princeton University, her doctorate degree in biological sciences from Stanford University, and worked as a faculty member of microbial ecology in the School of Aquatic and Fishery Sciences at the University of Washington for almost a decade. She also served as director of leadership and diversity in the College of the Environment at the University of Washington.



**Bonnie Howell, Ph.D.**, received her doctorate in molecular biology from Lehigh University in 1998. She completed postdoctoral training at the University of North Carolina-Chapel Hill studying cytoskeletal regulation and cell cycle checkpoints, with a focus on anticancer mechanisms. In February 2003, she

joined the Department of Automated Biotechnology at Merck & Co., where she established a "state of the art" core imaging facility for high content, high throughput screening of small molecules. In 2004, she joined the Oncology Department as a research fellow and contributed to small molecule drug discovery programs and pioneered some of the earliest efforts at Merck to identify patient enrichment biomarkers for clinical trials in cancer. In 2007, she joined the RNA Therapeutics Department and led program efforts in siRNA Therapeutics. She took on a leadership role in 2010 as the director/department head/site lead of Molecular Biomarkers, where she was accountable and responsible for setting strategy and executing biomarker portfolio in support of neuroscience, infectious disease, oncology, bone biology, immunology, and vaccine programs. In this role, Howell managed a multi-disciplinary team with expertise in mass spectrometry, imaging, genomics, flow cytometry and immunoassays. She also championed initiatives to prototype new technologies and establish collaborations with academia, consortia and commercial vendors to enable novel biomarker discovery and diagnostic translation. She joined the Infectious Disease and Vaccine department in 2013 and is currently executive director leading antiviral drug discovery & development. She also co-chairs a global technology team of clinical investigators and biomarker scientists responsible for identifying, reviewing, evaluating, funding and integrating enabling biomarker platforms across Merck laboratories, as well as a global committee on Immune Monitoring. She is also a member of Merck's postdoctoral committee.



**Ulrike Klenke, Ph.D.**, received her master's degree in biology from the University of Oldenburg in Germany, followed by a doctorate degree in neuroscience from the University of Maryland, College Park. She worked as a visiting fellow (postdoc) at the NIH for five years and moved on to a research

fellow position. For the past four years she has worked as a scientific program manager in the Office of Intramural Training and Education. Besides directing the Amgen Scholars at NIH undergraduate summer program, Klenke is supporting many postdoctoral fellow communities at the NIH like the visiting fellows and mom-dad-docs.



**Sofie R. Kleppner, Ph.D.**, is associate dean for postdoctoral affairs at Stanford University, where she directs postdoctoral policy development and implementation, professional development programming, and administration. She sits on the advisory boards of several postdoctoral training grants, serves on

the Stanford School of Medicine dean's cabinet on diversity, and is chair of the AAMC GREAT group postdoctoral steering committee on which she has served since 2016. Kleppner received her doctorate degree in neuroscience from the University of Pennsylvania, and completed her postdoctoral training at UCLA after which she worked in preclinical development for small biotechnology companies developing cell-based therapeutics and drug delivery systems. She interned with the Stanford Office of Medical Development before joining the Stanford Cardiovascular Institute as program officer then associate director. She has a special interest in conflict resolution and has trained in both restorative justice with David Karp and mediation with the Center for Understanding in Conflict.



**Diane Klotz, Ph.D.**, is director of the Office of Education, Training, & International Services at SBP where she oversees graduate school administration and postdoctoral training programs. She received a doctorate degree in molecular & cellular biology from Tulane University, pursued postdoctoral training at the

NIH, is a former NPA Board of Directors chair, and currently serves as co-chair of the NPA Advisory Council and a member of the NIH BEST external scientific panel. Her career has been shaped by her experiences with the challenges of leading teams and organizations, and her

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focus in educating and training scientists at all levels in all career paths is to help them find their voices as leaders. She is a certified DiSC® facilitator and MBTI® practitioner, has a certificate in ADVANCED Conflict Management, and works with academic labs, professional associations, and biotech companies to develop high-performing teams and supportive cultures.



**Sudha Krishnamurthy, B.D.S., Ph.D.**, is the director of the Office of Postdoctoral and Graduate Student Affairs at Gladstone Institutes. In this role, she advises on career and professional development, career path education, training, and programs and is involved with the academic affairs of postdoctoral scholars

and graduate students. She advocates for policies related to postdocs with leadership and works closely with the NPA. New initiatives that she is involved with include longitudinal career tracking of Gladstone postdoctoral scholars and the development of a new postdoctoral curricula with experiential training. She is a clinician scientist with a dental degree and a doctorate degree in cancer stem cell biology from the University of Michigan, and postdoctoral training from UT MD Anderson Cancer Center. She also serves currently as one of the NPA's International Officers and hopes to help improve the integration of the international postdoctoral population into the scientific community.



**Elena Lichtenthaler, M.A.**, is an experienced and sought-after improvisation coach and has taught workshops for the Goethe-Institute San Francisco, at high schools throughout the Bay Area, as well as UC Berkeley. She has been trained at the Berkeley Repertory Theatre, BATS San Francisco and the Theater Freiburg.

She is a member of the Applied Improvisation Network and troupe member of the Berkeley Rep Performance Lab. Beyond improv, She is a visiting scholar at the Center for Chinese Studies at UC Berkeley and a doctoral candidate in East Asian studies at Georg-August-Universität Göttingen, Germany. Prior to that, she worked as a research associate at the Mercator Institute for China Studies (MERICS), one of the world's leading think tanks on contemporary China in Berlin.



**Martin R. Lichtenthaler, Ph.D., M.B.A.**, is an acclaimed improvisation and communication coach. He has taught workshops for the GSO leadership academy, at San Quentin State Prison, as well as UC Berkeley. He received his training at the Berkeley Repertory Theatre, where he is a troupe member of

the Performance Lab. He also is a member of the Applied Improvisation Network. When not improvising, he teaches fellow scientist how to communicate their research effectively and understandably. He holds a doctorate degree in chemistry, a Master of Business Administration from the Collège des Ingénieurs, and is a visiting scholar in the Arnold group at UC Berkeley. As vice president of the Berkeley PDA, and for his dedication and services to the postdoc community, he was awarded with the Postdoc Leadership Award 2018.



**Natalie Lundsteen, Ph.D.**, is assistant dean for career and professional development in the Graduate School of Biomedical Sciences, and assistant professor of psychiatry at the University of Texas Southwestern Medical Center (UTSW), where she oversees career resources and programs for postdoctoral

researchers and graduate students. She has also advised and taught postdocs, graduate students, and alumni at MIT, Oxford University and Stanford University. She received her doctorate degree in education from the University of Oxford, UK, where she developed her research interests in workplace learning and the development of professional expertise. She is a regular doctoral career advice contributor to *Inside Higher Ed's* 'Carpe Careers' blog, managed by the Graduate Career Consortium, and co-author of *ReSearch: A Career Guide for Scientists*, published by Elsevier in spring 2017.



**Bill Mahoney, Ph.D.**, has a long-standing interest in professional development towards careers in STEM, focusing on graduate students, postdoctoral fellows, and junior faculty at the University of Washington. He came to the University of Washington as a postdoctoral fellow in 2004 and has followed the academic

tract to associate professor in the Department of Pathology. After establishing his independent lab in cardiovascular development & regeneration, he transitioned to focusing on mentoring graduate students by co-directing the *Molecular Medicine and Mechanisms of Disease* (M3D)

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doctorate program. This led to a more holistic attention to professional development towards careers in STEM by working with URM pipeline programs and by co-directing the Office of Postdoctoral Affairs.



**Sonali Majumdar, Ph.D.**, is associate director for graduate professional development at University of Virginia (UVA) since June 2018. Prior to joining UVA, she earned her doctorate degree in biochemistry and molecular biology at University of Georgia, and did postdoctoral training at Memorial Sloan Kettering Cancer Center where she developed a passion for enhancing career-related training for early career scientists. Through volunteering experiences with the PDA of Memorial Sloan Kettering, the NYC postdoc coalition and the Genetics Society of America's early career leadership program, she has developed a vision and expertise for career and professional development. At UVA, she develops and implements university's signature doctoral plus programs, and provides resources for graduate students and postdocs, to create the next generation of versatile doctorates capable of long-term success in a wide variety of careers.



**Bruce H. Mandt, Ph.D.**, is the director of the Postdoctoral & Career Development Offices at the University of Colorado Denver|Anschutz Medical Campus (CU Denver|Anschutz). His primary function is to ensure that CU Denver|Anschutz provides a supportive and effective training environment where graduate students and postdoctoral fellows can acquire the professional skills and experiences requisite for successful career transitions. He approaches this mission through the lens of collaboration and works to engage students, postdocs, faculty, and staff in the career development opportunities offered by his offices. Prior to his current position, Mandt was a research assistant professor in the CU Denver Psychology Department, where he conducted behavioral pharmacology research, taught undergraduate courses, and served as program coordinator for an institutional undergraduate T34 training grant. Hi's education includes a Bachelor of Arts in psychology from the University of Wisconsin-Madison, a doctorate degree in pharmacology from CU Anschutz and postdoctoral training in neuropsychopharmacology from CU Denver.



**Dainan Mao, Ph.D.**, is currently a postdoctoral fellow in the department of Biologics Upstream Process Development at Merck. She obtained her Bachelor of Science in biology from the University of Science and Technology of China, and doctorate in chemistry from Princeton University. Her doctoral work was focused on activating silent natural product biosynthetic gene clusters in bacteria and deciphering the regulatory mechanisms. At Merck, Mao is now focusing on using Multi-omics approach including transcriptomics and metabolomics to study cell culture bioprocess and to optimize culture media to increase drug productivity and quality.



**Daniel R. Marend, Ph.D.**, is an associate professor, and the associate dean for research at Drexel University in Philadelphia. He is currently serving as a rotating program director at the NSF where he runs the postdoctoral research fellowships in biology (PRFB) program through the Division of Biological Infrastructure (DBI) in the Biological Sciences Directorate (BIO). Marend's research focuses broadly on the developmental neurobiology of neural circuits, the genetic and epigenetic control of behavior, as well as the development and deployment of novel, human safe insecticides. Marend's research has been supported by the NIH, the NSF, The Pitt Hopkins Research Foundation, The CHARGE syndrome Foundation, as well as private venture capital groups.



**Linda M. McManus, Ph.D.**, is the director of the Office of Postdoctoral Affairs at the University of Texas Health San Antonio and a distinguished teaching professor in the Departments of Pathology and Periodontics. She provides oversight for numerous institutional career development programs including workshops in research integrity, rigor and reproducibility in science, mentoring, and grant writing. Her basic biomedical research activities focused on the cellular and molecular regulation of inflammatory events in tissue injury and regeneration. McManus served as the president of the American Society for Investigative Pathology and directed a NHLBI T32 program for postdoctoral trainees for over two decades. She is presently co-director of a National Center for Advancing Translational Sciences-sponsored TL1 research training program

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in translational science for pre- and postdoctoral trainees and MPI for a NIGMS K12 IRACDA training program. She sits on the advisory boards of several NIH-sponsored training grants. She has extended service in the review of NIH grants and on the editorial boards of biomedical journals. She is a member of the FASEB training subcommittee as well as the AAMC GREAT Group postdoctorate leaders section.



**Keith Micoli, Ph.D.**, is the assistant dean of postdoctoral affairs at NYU School of Medicine. 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. In addition, 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 chairman. 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 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 Bachelor of Arts from New College of Florida, and his doctorate degree from the University of Alabama at Birmingham, where he also received postdoctoral training.

**Patrick Mulcrone, Ph.D.**, is a postdoctoral research fellow in the laboratory of G. David Roodman, Ph.D., at Indiana University School of Medicine. He is currently

investigating how osteocytes contribute to vascularization of multiple myeloma bone disease. He completed his doctorate degree in cancer biology from Vanderbilt University in the summer of 2017 under the direction of Julie A. Rhoades, Ph.D., and Florent Elefteriou, . He was funded by an F31 Ruth L. Kirschstein National Research Award from the National Cancer Institute from 2015 to 2017. Additionally, Mulcrone obtained a certificate in college teaching from the Vanderbilt Center for Teaching in 2015 and is a member of many scientific societies, including the American Association for Cancer Research (AACR), the NPA, and the early investigator subcommittee associated with the American Society for Bone and Mineral Research (ASBMR). Moreover, Mulcrone is the current president of the IUSM PDA and previously served as the social chair from 2017-2018.



As founder, president, and CEO of Advancing Synergy, LLC, **Arti Patel Varanasi, Ph.D., M.P.H., C.P.H.**, is passionate about developing innovations that empower all individuals to lead healthier and longer lives. She has over 25 years combined experience in cancer research, advocacy, capacity

building, public health and project management. Varanasi has been a long-time advocate for improving postdoctoral training. As a graduate student, she along with a group of proactive individuals started the Trainees' Assembly at the National Institutes of Environmental Health Sciences (NIEHS). Similarly, she was instrumental in starting the NCI' Center for Cancer Research Fellows and Young Investigators' Association. As a founding member of the NPA, Varanasi served on the NPA Executive Committee and led the Diversity Committee through 2005. She has served the American Association for Cancer Research (AACR) through her involvement with the Associate Member Council, the Science Education Committee and the Scientist ↔ Survivor Program. Varanasi was a fellow in the NCI cancer prevention fellowship program where her research focused on the intersection of nutrition, immunity, and cancer prevention. She holds a doctorate degree in pathology from the University of North Carolina-Chapel Hill, a master's degree in public health from the Johns Hopkins Bloomberg School of Public Health, and was recently certified in public health. Varanasi is a graduate of the award winning, National Science Foundation funded ACTiVATE® Program for women, technology entrepreneurs.



# BIOGRAPHIES



**Lu-Ann Pozzi, Ph.D.**, the fellows' program manager in the Office of Fellowship Training, is responsible for building a curriculum that develops research skills, career advancement skills and networking skills while also providing training in the many soft skills needed for a career in science outside of aca-

demia. Before joining Children's Hospital, she did two postdoctoral fellowships at Harvard Medical School focusing on non-human primate models for HIV induced encephalitis and the development of HIV vaccines. While a postdoc at HMS, she served as co-chair of the HMS PDA twice, and served on the HMS postdoc governing board for five years. She is also active on the NPA Advocacy Committee. She received her Bachelor of Art in biology, her Master of Art in cellular and molecular biology from Boston University, and her doctorate degree from UMASS Medical School.



**Cynthia Simpson, M.Ed., CAE**, is chief business development officer with AWIS. She is responsible for initiating and overseeing all business development aspects with emphasis on institution partnerships, as well as development and implementation of all talent and leadership programs. She has given 200

talks on topics of importance to women in STEM at universities, corporations, and professional societies. Simpson has co-authored various publications including "Mentoring Postdoc Women from an Institutional Perspective" in *From Ph.D. to Professoriate* and "Work-Life and Childcare Resources for Postdoc Women" in *Advancing Postdoc Women Guidebook*. Growing up in Seneca Falls, NY (the birthplace of women's rights), she is a graduate of Syracuse University with a Bachelor of Science in business management and George Mason University with a Master of Education in curriculum instruction and design. In 2010, she earned her certified association executive credential from the American Society of Association Executives (ASAE), with less than five percent of all association professionals having achieved this mark of excellence. She was named to the National Girls Collaborative Project's champions board, currently serves on the NPA's Advisory Council, and ASAE's professional development section council, and is a member of the Council of Engineering and Scientific Society Executives (CESSE).



**Chris Smith, Ph.D.**, received his doctorate degree in neurobiology from the University of North Carolina at Chapel Hill in 2014, and conducted postdoctoral research at Vanderbilt University until 2018. He was treasurer and junior co-chair of the Vanderbilt PDA in 2016 and 2017, respectively. Smith has

written pieces on professional development and mentoring for *The POSTDOCKET* and blogs about career exploration for the NIH BEST Consortium. He is currently post-doctoral affairs program manager at North Carolina State University assisting the university's 400+ postdoctoral fellows and house officers in their career and professional development.



**Lena Tenney, M.Ed., M.P.A.**, is coordinator of public engagement for the Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University. Tenney is a co-author of the 2017 edition of the Kirwan Institute's *State of the Science: Implicit Bias Review* publication and a co-creator of the Kirwan

Institute's Implicit Bias module series. A trained Inter-group Dialogue facilitator, Tenney has a background in inclusive education and coalitional activism work. They are a founding member of two grassroots community activist groups that have sought to ensure legal protections for and institutional inclusion of LGBTQ individuals at the municipal and campus levels. Tenney previously served on the LGBTQ student success task force for The Ohio State University and currently serves as a member of the Board of Directors for TransOhio—a statewide non-profit organization dedicated to advocating for transgender individuals and communities. Tenney holds a Master of Education and a Master of Public Administration from the University of Oklahoma.



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**Eric Vaughn, M.Ed.**, is the director of career services with the University of Rochester Medical Center, School of Medicine & Dentistry. He has been in his current role since February 2017 and has over 12 years of career service experience. He received his master's degree in education in college student affairs from

the University of South Florida in Tampa, Florida. He has worked within career services at Saint Leo University in Saint Leo, Florida; Doane University in Crete, Nebraska; Wells College in Aurora, New York; and the Rochester Educational Opportunity Center in Rochester, New York. He also is president and member of the Rochester Area Career Development Association (RACDA) and a member of the National Association of Colleges and Employers. In addition, he is an active member in the Graduate Career Consortium and is a member of the benchmarking committee.



**Josie S. Welkom, Ph.D.**, is the program director for the directorate for social, behavioral and economic sciences postdoctoral research fellowship (SPRF) program at the NSF. Welkom's portfolio at NSF also includes the SBE research experiences for undergraduates (REU) sites program, and she is also the SBE

representative for the HBCU-EiR and INTERN programs. Welkom received her doctorate degree in clinical psychology from Georgia State University. She completed a predoctoral clinical internship in pediatric psychology at the Children's Hospital of Philadelphia, and a postdoctoral research fellowship in behavioral medicine at Johns Hopkins School of Medicine. She joined NSF as a presidential management fellow and her research background focuses on health disparities across the lifespan. She has secured several external grants/ awards from the NIH to support her research on the mechanisms by which specific cultural phenomena associated with race or societal disadvantage impact health behaviors, interactions, and outcomes in children and adolescents. In addition to her current role at NSF, Welkom is the American Psychological Association, division 54 (Society of Pediatric Psychology), diversity special interest group co-chair.

# POSTER ABSTRACTS

*In alphabetical order by institution; not including posters presented by the NPA Board and Committees.*

## **Why numbers matter: best practices in running a multi-member PDA**

*Boston Postdoctoral Association*

Sarah Dykstra, Sandrine Ettou, Giulip Chiesa, Tara MacDonald, Carine Beaupere, Sara Mina, Ian Mahar, and Meghan Pierce

The formation of postdoctoral associations at research institutions with a significant numbers of postdoctoral scholars is increasing as awareness of the importance of postdoctoral representation grows. While PDAs hold local events that are critical to reaching the professional and personal goals of many postdoctoral scholars, many PDAs are limited by resources, time, and other factors and may not be able to provide the full breadth of training opportunities, social events, and advocacy efforts that they would wish. In Boston, we are lucky enough to have over a dozen robust PDAs who work locally and in collaboration with their PDOs to provide professional development, outreach, and other efforts for their institution's postdoctoral scholars as well as the regional Boston PDA, which brings the resources of multiple PDAs together to synergize and hold larger and more diverse events than could be achieved on a smaller scale. We discuss best practices in collaboration, including tools, organizational structures, timelines for effective collaborative planning, and ways to share multiple resources including venues and funding.

## **Understanding impostor syndrome to make students and postdocs reach their full potential**

*Broad Institute of MIT and Harvard*

Martine Therrien, Colles Price, Danielle Kerins, and Angela Florentino

In the past few years, universities have become increasingly aware of the mental health burden during graduate and postgraduate work. Numerous studies have reported high level of anxiety and depression across grad students and postdocs nationwide. In our study, we are trying to understand one of the possible causes of these mental health issues: impostor syndrome. We surveyed grad students and postdocs working at the Broad Institute of MIT and Harvard and discovered that many of them exhibit a feeling of impostor syndrome. We discovered this identification was independent of several demographics including age, country of origin, citizenship, relationship status but was significantly associated with gender and education. We found women were more likely to feel impostor syndrome

and graduate students were more likely than postdocs. Moving forward we are designing seminars and programs to understand why highly achieving grad students and postdoc doubts their accomplishments and evaluate how the problem could be overcome.

## **Case Western Reserve University, Women's Initiative Committee: 4th Trimester: Surviving and Thriving after Baby Symposium**

*Case Western Reserve University*

Marie McCausland, Sinem Balta Beylergil, Kristine-Ann Buela

The United States has the highest rate of motherhood morbidity and mortality in the developed world, with rates climbing rather than falling, and is the only developed nation without universal paid maternity leave policies. Many women choose to start a family during the time of their postdoc, so the information regarding the fourth trimester is incredibly important. The Women's Initiative Committee of the CWRU PDA organized a symposium with the aim to demystify the postpartum experience, aptly named "The Fourth Trimester," and to provide women and their partners with the tools to not only "survive," but "thrive" after pregnancy. The information discussed in the symposium targeted the entire CWRU/Cleveland community independent of whether they planned to become pregnant, were pregnant, or had a partner or family member who was pregnant. The symposium combined real anecdotes of women and their partners from pregnancy and postpartum periods with discussions from experienced practitioners as well as Cleveland and CWRU partners who wish to help pregnant and postpartum women through their journey. Topics included a personal story with postpartum pre-eclampsia, racial disparities in healthcare, Family and Medical Leave Act leave and CWRU specific family leave policies, work/life balance, and perinatal depression. The organizers found that the information provided in the symposium was particularly valuable for women who did not have a clear idea where to look for needed postpartum-related information.

## **How Can We Help? : A New Postdoc Association's Effort to Establish Outreach and Engagement**

*Drexel University*

Roshell Muir, Elena Irollo, Stephanie Matt, Mamta Shah, Irene Headen, Swathi Swaminathan, and Natalie Chernets

Drexel Postdoctoral Association (DPA) was founded in May 2018. The executive board had a common goal of uniting postdocs and creating a support network both professionally and socially. The DPA and Drexel Office of Postdoctoral Affairs (OPA) serve approximately 90 postdocs across three

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campuses and 17 colleges and schools. The DPA executed and celebrated Drexel's first National Postdoctoral Appreciation Week in 2018 with an ice cream social, mentoring reception and career clinic in collaboration with the American Association for Cancer Research. These events were used for initial outreach and engagement, and carefully selected to connect postdocs with faculty and students and with each other. The diversity of the DPA board informed the decision on event location and content; and board members used their personal connections and affiliations to encourage all members of postdoctoral community to participate at the events. The board has since been structured into committees, including resources, wellness, career and professional development, and community outreach. To further serve the postdoc community at Drexel, the DPA and OPA have designed a survey to assess their personal development needs and career aspirations. The formation of the DPA will offer comradery while building collaborations and postdoc relations with the university; and importantly, will provide board members with invaluable leadership experience that will serve us well inside and outside the research lab.

## **Building a Postdoctoral Community with a Postdoc-only off-site retreat.**

*Gladstone Institutes*

Lise Barbe, Barbara Gonzalez Teran, Sakshi Tomar, Sudha Krishnamurthy

Postdoctoral communities enhance the postdoctoral experience by creating scientific collaborations and providing career-specific and emotional support. The Gladstone Institutes has over 100 postdocs in several institutes and laboratories. Due to the high workload and limited time for Gladstone-wide events, postdocs can feel isolated. Therefore, the Gladstone Postdoc Advisory Committee organized a postdoc-only off-site retreat. We designed the retreat to specifically stimulate interactions between postdocs from different disciplines, connecting them through techniques, interests and team building activities. An overnight stay away from their every day routine encouraged postdocs to build new relationships. Starting the day with a science educator and scavenger hunt helped bring the community together and cement interactions and camaraderie. Collaborations and mentor relationships were built at the roundtables grouped by technical skills and career paths. A town hall meeting gave the postdocs an opportunity to share their challenges openly among peers. This resulted in three main subjects that we advocated for and since has resulted in the increase of postdoc salary scale by 20 percent, a doubling of our current child

care support and raised awareness on immigration issues for international postdocs. Also, the postdocs indicated a preference for a postdoc-only above an institute-wide retreat because of its small, family-style environment to build connections.

## **Initiating, leading and implementing a non-academic career path program: Trials and Tribulations**

*Gladstone Institutes*

Sakshi Tomar, Lise Barbe, and Sudha Krishnamurthy

Increasing number of advanced degree holders in the biomedical field are leaving academia to pursue a research career track in industry, which provides more options for career growth and better compensation. It is only imperative that research institutions provide training and support to postdocs for a smoother transition into the industry research environment. Aligning with Gladstone Institutes' mission to create a supportive environment for maximum professional development of postdoctoral scholars, Gladstone's Postdoctoral Advisory Committee initiated and implemented an "industry research series." We secured funding to invite external speakers from career consulting firms, life science recruiting firms and career development offices at UCSF and Stanford. This comprehensive series provided a road map required for successful transition into industry as a bench-scientist and covered topics like effective career search strategy, informational interviewing, building a resume, working with recruiters, industry job talk, negotiation strategies, and alumni panel discussion. The series culminated by inviting Gladstone alumni serving in different functional areas of the biomedical research who discussed their career journey and success stories with the trainees. The overall impact of the industry research series reached beyond the initial target audience of Gladstone postdoc community and extended to graduate students and research associates at Gladstone and UCSF.

## **Fostering a Dynamic and Ever Evolving PDO and PDA Relationship**

*Harvard Medical School*

Michaela Tally, Li Li

Managing a successful PDA and PDO relationship involves more than staying on budget and approving events. For a successful partnership, it is essential to create positive relationships, develop effective methods of communication and be ready to improvise. At our institution, the PDO and PDA are intertwined administratively, operationally and financially. After years of advocacy by postdocs, in 2006 the

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Harvard Medical School/Harvard School of Dental Medicine Office for Postdoctoral Fellows (OPF) was created. In 2015 the PDA rebranded itself as the Harvard Medical PDA (HMPA) to fully incorporate postdocs at both the medical school campus and affiliated teaching hospitals. The OPF has a broad range of programming, and the PDA has kept autonomy for its own planning and governance. Both the OPF and HMPA focus on improving the development and experience of the postdoc community, but each brings a different style and expertise to their efforts. Our poster will share the strengths, challenges, solutions and future aspirations of each entity. We will highlight how our collaborations ensure success for the office, the PDA and the larger institution. We will discuss our unique situations, such as creating complementary programming for the large geographic locations of our population, addressing the diverse range of research and career interests of its members and ensuring an inclusive environment for a large cohort of international postdocs.

## **Society of Toxicology Postdoctoral Assembly: Enhancing Professional, Networking and Leadership Skills Amongst Postdocs**

*Iowa State University*

Manushree Bharadwaj, Melanie Abongwa, Gurjot Kaur, David Faulkner, Brita Kilburg-Basnyat, Sarah Elizabeth Lacher, and Barbara L. F. Kaplan

The postdoctoral assembly was created by the Society of Toxicology (SOT) to recognize postdoctoral scholars and enhance their involvement within SOT. SOT's postdoctoral assembly has ~630 postdoctoral scholars: 68.04 percent work in academia, 7.25 percent in industry, 21.75 percent in government agencies, 1.15 percent in non-governmental organizations and 1.81 percent in other sectors. ~20 percent of SOT's postdoctoral assembly members come from outside the United States, representing countries such as Nigeria, India, the United Kingdom, Australia, etc. SOT postdoctoral scholars in addition to their involvement in the postdoctoral assembly serve in leadership roles for other SOT committees. SOT's postdoctoral assembly thus provides an excellent platform for postdoctoral scholars to develop leadership skills that not only advance SOT's strategic mission but enhances their scientific growth, networking and career advancement. The postdoctoral assembly is governed by an elected executive board who work as a team to provide its members with a variety of activities throughout the year, including career development webinars, publishing newsletters and blog entries on various aspects of postdoctoral experience, and celebration of National Postdoctoral Appreciation Week. During the SOT annual meeting, the postdoctoral

assembly organizes professional and educational activities creating avenues for postdoctoral scholars to network and improve their knowledge and skills. These activities include trainee sessions with plenary speakers, poster tours for trainees, speed networking sessions, and scientific and career development symposiums.

## **Designing a successful postdoc-led professional development symposium**

*Joslin Diabetes Center, Boston University*

Tara MacDonald, Giulio Chiesa, Barnaly Rashid, and Sarah Dykstra

Many postdoctoral trainees have strong research, teaching, and interpersonal skills; however, they lack the ability to leverage these skills to prepare for careers in either academic tenure-track positions or industry. As research becomes increasingly multidisciplinary and technologically complex, collaborative research among diverse experts is often required to address important scientific questions. To aid in the development of these collaborations and to educate postdoctoral scholars regarding their career options, the Boston Postdoctoral Association has hosts an annual professional development symposium which is a unique platform for young investigators to establish new relationships and gain new perspectives. Beginning in 2017, our Career Development Committee has hosted a large scale, multi-day symposium in Cambridge to inform and build core competencies around communication, leadership, personal growth and the specific of common careers for recent PhDs. Following the success of our 2017 and 2018 symposia, we will be hosting our third annual BPDA symposium in June 2019 at the Broad Institute in Cambridge. We discuss best practices in organizing a large symposium, potential pitfalls and strategies for success.

## **Research Development: A Career for Planners, Strategists and "Figure-It-Outers"**

*Medical University of South Carolina, H. Lee Moffitt Cancer Center & Research Institute, UT Southwestern Medical Center*  
Alexis Nagel, Kristin Scott, and Samarpita Sengupta

Two roads diverged after a postdoc, and we took the one non-traditionally travelled. Research development (RD) is a non-traditional career path. RD professionals (RDP), like the ones on this panel, make team science happen by guiding scientists through the process of idea generation, building collaborations, identifying relevant funding sources, preparing (e.g., writing/critiquing/peer reviewing/editing/project managing) grant applications, assisting with successful execution and completion of research projects. We teach, present workshops and seminars, and spearhead strategic initiatives at the institutional level to

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hone research competitiveness in an increasingly tight market. Postdoctoral training confers effective and highly transferable skills that make postdocs valuable as RDPs. The National Organization of Research Development Professionals (NORDP) wants to improve the visibility of RD as a viable, rewarding career. NORDP started ten years ago as a grassroots organization and has grown into a community committed to supporting its members, providing training and resources, sharing ideas, organizing peer mentoring and addressing the need for diversity with this emerging profession. Three former postdocs who transferred to a RD career will share their knowledge, experiences and the unique challenges that each faced during their transition to help interested PDs learn how to navigate this career path.

## **The Fellows Committee (FelCom) at NIH**

*National Institute of Allergy and Infectious Diseases/National Institutes of Health*

Helena Farkasova

NIH fellow committee is a unique organization created and run by the postdocs of NIH. The fellows committee (FelCom) represents both basic research and clinical fellows from each of the 21 institutes and centers of the NIH participating in the Intramural Research Program (IRP). NIH hosts the world's largest community of postdocs from all over the world. To effectively address all of the issues postdocs might face, FelCom grew to form eight subcommittees and elected fifteen committee liaisons. These committees include career development, fellows award for research excellence (FARE), mentoring social, service outreach, Wednesday afternoon lecture series (WALS), clinical FelCom and the visiting fellows committee. FelCom members also serve as liaisons on NIH-wide and other national organizations, such as the NPA, to report the activities of these groups back to FelCom so that this information may be disseminated to the NIH fellows' community. Each individual institute representative maintains a listserv of the fellows within that institute so that they may disseminate the information collected by the FelCom committee as a whole. The officers of FelCom coordinate the activities of the individual subcommittees and liaisons. FelCom has two committee chairpersons--a clinical co-chair and a basic co-chair-- representing the clinical and postdoctoral training communities of NIH.

## **NIH Loan Repayment Programs: A Lifeline for Biomedical and Biobehavioral Researchers**

*National Institutes of Health*

Ericka Boone

The purpose of the NIH Loan Repayment Programs (LRPs) is to attract and retain promising early-stage investigators in research careers by helping them to repay their student loans. High levels of student loan debt – amassed during long periods of education and clinical training – are an often-cited barrier discouraging many newly-trained scientists from entering productive careers in health-related research. In exchange for conducting research in NIH mission-critical areas – including clinical, pediatric, health disparities, contraception and infertility and AIDS research – the LRPs can repay up to \$70,000 over two years in student loan debt. To date, more than 15,000 researchers have participated in the LRPs and have received more than \$700 million dollars in loan repayments. As tomorrow's medical breakthroughs will be made by investigators starting in their research careers today, the LRPs represent an important investment by NIH in the future of health discovery and the wellbeing of our nation.

## **A New Pathway to Postdoctoral Success: Establishing a Research Catalyst Certificate Program**

*Northern New England Clinical and Translational Research Network*

Sarah Peterson, Elisabeth Bergst, Carolyne Falank, Jessica Davis-Knowlton, Aaron Brown, Thomas Gridley, Donald St Germain, and Ivette Emery

Training postdoctoral research fellows for non-faculty career options is a high priority for our career development association. In partnership with our newly-established Northern New England Clinical and Translational Research Network, we are developing a unique Research Catalyst Certificate Program to train scientists to collaboratively facilitate clinical and translational research in an interdisciplinary team environment as a career option. This innovative one-year program blends didactic courses and experiential rotations with a part-time research catalyst internship. Participants start with the online NIH course titled "Introduction to the Principles and Practice of Clinical Research." Additional course work in study design, epidemiology, and applied biostatistics is incorporated to fill knowledge base gaps. We are now in the pilot phase of this program, with our first postdoctoral fellow completing a research catalyst practicum with the Trauma Surgery department. Mini-rotations in our Regulatory/Compliance Office, in Financial Management, and in our Clinical Trials Office are designed to increase the participant's level of

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independence over the course of the year such that program graduates emerge as fully trained research catalysts. We are highly enthusiastic about this novel program and eager to engage with the NPA community for creative ideas to improve this model and share it with the wider scientific community.

## **Postdoctoral ESL Program**

*The Ohio State University*

Julianne Taaffe and Marcela Hernandez

Currently, many international postdoctoral scholars at Ohio State arrive in Columbus without optimum English language proficiency for study, professional productivity and advancement and overall quality of life. The university is committed to supporting and nurturing its postdoctoral scholars by providing full support for their language needs. Postdocs are prevented from enrolling in the courses the university offers to matriculated students in English as a second language (ESL) programs, and the expense and time commitment of the preadmission intensive English program makes that an impractical option for the postdocs. The university has responded to the situation with a joint project between the Office of Postdoctoral Affairs and ESL's workplace and professional english programs, implementing a series of short-term courses in American English and culture topics identified as relevant by the international postdocs and their faculty mentors. In this poster we will describe 1. Reasons for the gap in language support for OSU's postdocs, 2. Collaboration among stakeholders in the university's postdoc program, 3. Language and culture curriculum as informed by NPA Core Competencies, 4. Creation of university infrastructure for program development and support, 5. Response to courses offered since January, 2018, and 6. Considerations for program sustainability.

## **Thinking outside of the bake sale box: Leveraging buyer power to raise funds for a university postdoctoral association.**

*The Ohio State University*

Brenda F. Reader, Nathalie L. Houssin, and Atsuko Uchida

University PDAs are not always recognized or financially supported by universities as official campus organizations. Additionally, even if a PDA is financially supported, it can still benefit from generating additional funds for infrastructure, social and professional development events, and travel awards, which are critical for the engagement and support of a university postdoc community. Initially, our PDA attempted avenues of fundraising that included retail efforts such as t-shirt and bake sales, but these events expended much effort from our volunteers with

very little revenue generated. Over the last four years, our PDA has found a way to leverage the buyer power and influence of postdocs against the desire of science-related vendors to market to and educate university researchers about their products. Here, we present our PDA's model for the organization of a vendor show that has generated an average net revenue over the last two years of ~\$11,000 per show. Compared to our first two years, we have made several refinements to our protocol that reduced costs and maximized net revenue by ~40 percent. This model can be implemented in many research institutions and serves to recruit and engage postdocs and to create solidarity among our PDA community. Future fundraising efforts include a vendor-sponsored research forum that will award travel funds to postdocs based on scientific merit and their ability to communicate science efficiently and effectively.

## **"PhD Women: Work in Progress" – LeanIn circles to empower female postdocs**

*Okinawa Institute of Science and Technology, UT Southwestern*

Irina Filonova and Natalie Lundsteen

How do you create a safe environment that inspires and encourages women to achieve their top professional and personal goals? The LeanIn Circle model might be the answer for PDOs and PDAs seeking effective and low-cost ways to support female trainees. The LeanIn Circle is a small peer group that meets monthly to discuss issues relevant to women in the workplace. Discussion content for the LeanIn Circle, including individual and group activities, is provided by LeanIn.org. Despite its large global professional business influence, the Leanin movement has had very little acknowledgement of its power in an academic setting. This work describes how we successfully used this group model to support female postdocs in the United States and Japan. The first "PhD Women: Work in Progress" group was created in 2014 at UT Southwestern through 'grass-roots efforts', and has since attracted over 35 female postdocs from a variety of disciplines, backgrounds and career paths. In 2017, a Circle launched at Okinawa Institute of Science and Technology, Japan. Over the past four years, we observed numerous benefits of having such groups on campus, including: 1. Finding community and support, 2. Stepping outside comfort zones, and 3. Exploring alternative careers. In summary, being a part of the LeanIn Circle transformed many postdoc women into confident, assertive and intelligent leaders. Considering our experience, we highly recommend establishing similar groups to empower trainee women, especially those seeking careers beyond the bench.

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## **Leveraging Postdocs Career Opportunities through Dynamic Career Development**

*St. Jude Children's Research Hospital*

Laura Hamel, Jennifer Stripay, Myron Evans, and Karyn Lawrence

In 1998 an association of the postdoctoral fellows at St. Jude Children's Research Hospital was formed to facilitate communication between the postdoctoral community and the administration, and to enhance the postdoctoral experience. The mission of our PDA is to provide a collective, representative voice for the issues of direct relevance to the ~300 postdoctoral and clinical fellows at our institution. We have established an outstanding career development program through a variety of professional development programming that includes web-based networking, multi-component mini courses, and interactive workshops. We offer Web-based networking sessions four to six times a year with institutional postdoc alumni in targeted career paths. Our multi-component mini courses are of one to two day catalytic course interactive workshop sessions with didactic lecture and one-on-one counseling opportunities. These include a diversity series with panel-based discussions on diversity in science, education, and mentoring. Additionally, we organize and run a journal club to accompany our institution's biomedical symposium, host a mentoring course and peer-to-peer mentoring program, a teaching fellowship, and a clinical shadowing program. Additionally, we distribute a bi-monthly postdoc newsletter detailing events and a weekly email update of career development opportunities. Through this, we aim to enrich the postdoc experience at our institute and leverage our postdocs towards the best career opportunities.

## **Recognizing and overcoming mental traps on the way to success**

*Scientist Coaching*

Mariya Petrenko

Studies of various aspects of self show that the more person knows about his/her traits, the more they understand who they are, the more effective they are at setting goals and designing strategies to reach them. Thus, self-efficacy (an individual's belief in his or her innate ability to achieve goals, or "I can do it" attitude) is strongly correlated with job satisfaction and performance in many areas of life. Along with personal and professional development events, life, executive, and career coaching has been shown to boost job performance, as well as general life satisfaction. This happens because the person being coached becomes more self-aware, gains the ability to recognize working and non-working thought and behavior

strategies. After all, we cannot control what we don't realize. This poster will educate the audience about the four mental traps or "Big Four Energy Blocks" according to classification developed and applied by institute for Professional Excellence in Coaching (iPEC). What I will explain and show is based on the work energy leadership by Bruce D Schneider, Ph.D., the founder and the leader of iPEC. The Big Four are the following: 1. Limiting beliefs are commonly believed statements or "truths," usually within a society or a group of people, which may prevent us from trying to achieve something; 2. Interpretations are our views of the situation, which we believe are the only ones. This may cause misunderstandings, stress and conflict if we are unwilling to accept that several points of view are possible; 3. Assumptions are beliefs that if something happened in the past it will happen again; and 4. Gremlins, or inner critic, are variations of "I am not good enough" thought, which prevents individuals from pursuing opportunities and fully develop their potential. I will not only provide theoretical basis, but also suggest ways to change these thought patterns to those that serve us on the way to our goals.

## **Fellow Our Lead: Maintaining an Autonomous Postdoctoral Association**

*The Scripps Research Institute*

Robin C. Orozco

For over 65 years Scripps Research has had an independent postdoctoral society, the Society of Fellows (SoF), allowing it to best meet the needs of the Scripps trainee community. However, in order to retain autonomy, the SoF must fundraise its entire annual budget, as well as independently organize and host all events. The major fundraising event for SoF is an annual vendor show. This single event raises over 90 percent, if not all, of the annual budget. All proceeds from fundraising and donations are used to support events promoting both professional and social exchange within the Scripps community and with postdocs from other institutes. We accomplish this by hosting events in five different categories: career development, lecture series, scholarships, communication, and social/networking events. All events are proposed, planned, and executed by the postdoctoral community. Recurring events, like the industry bridge program, are pre-assigned a budget, organizer, and approximate occurrence date. New events in concurrence with the SoF mission are welcomed and proposed at monthly meetings. At every event we utilize a sign-in to follow up with new attendees. Through the continued process of fundraising, self-organizing events, meeting regularly, and following up with the Scripps community, the SoF has been able to remain independent. It is of the continued goal of the SoF to pro-

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vide the best possible services and opportunities to the Scripps community members through this autonomy.

## **Professional Development Opportunities for Postdoctoral Fellows through the Society for Neuroscience**

*Society for Neuroscience*

Maya Sapiurka, Pauline Charbogne, Sylvie Raver, and Kelsey King

The Society for Neuroscience (SfN) is committed to supporting the professional development of neuroscience postdocs throughout the world, including those who are from underrepresented backgrounds. During this poster presentation, SfN aims to showcase the society's portfolio of resources, fellowships, and awards that are available to postdocs, including the following: 1. Resources: Neuronline is SfN's learning and discussion website that is currently utilized by neuroscientists in 28 countries. The website contains more than 1,000 original and partner content articles, videos, interviews, and turn-key presentations on topics related to scientific research, career advice, career paths, diversity, outreach, and more. SfN also regularly offers webinars and virtual conferences on Neuronline; 2. Fellowships: The Neuroscience Scholars Program (NSP) is a two-year fellowship program open to U.S. postdocs who are underrepresented in the field. NSP fellows receive several benefits, including a team of mentors and funds to support their professional development. The Latin American Training Program (LATP) is a one-year fellowship program open to postdocs from Latin America and the Caribbean. LATP fellows participate in a three-week course at an institution located in Latin America; and 3. Awards: The Trainee Professional Development Award program is open to postdocs and includes complimentary registration to attend the SfN annual meeting and a stipend to offset the cost of travel.

## **Building an inclusive academia for postdocs, by postdocs**

*Stanford University*

Ioana A Marin, Bradley Tolar, Kacie Deters, and Catherine Tcheandjieu

The "academic pipeline" is virtually nonexistent for people from minoritized/ marginalized backgrounds. Minoritized students leave academia at higher rates than non-minorities at every step of the training, but this is most acute at the transition from graduate student to postdoc and then again to faculty. Institutions like Stanford have taken great strides to increase student diversity at the undergraduate and graduate levels, but postdoc diversity is lagging. While some postdoc recruitment efforts now exist, the emphasis on faculty autonomy in forming and managing research

groups have prevented widespread and sustainable improvements in postdoc and faculty diversity. In this poster, we propose harnessing postdoc resilience and experience in an "inclusion by postdocs" approach to supporting diversity in academia. We share lessons from our recent inclusive mentoring postdoc:grad mentoring program, as well as other advocacy efforts within the Stanford University postdoc association (SURPAS). Ultimately, we hope to inspire our peers and allies to view and engage postdocs as capable players in the making academia a more diverse and inclusive environment.

## **Designing Your Postdoc: Design thinking for postdoctoral training**

*Stanford University*

Robin Sugiura and Sofie Kleppner

New postdoctoral trainees arrive with variable experiences, skills, interests, and plans. Ensuring that all postdocs are intentional about their training goals, understand the resources available to them, and engage the mentoring they need is a multi-faceted task. We have developed a new curriculum based on "Designing Your Life" by Burnett & Evans, that encourages trainees to prototype the next steps in their training, access the professional development tools they need, gain control over their planning, and ultimately utilize their Independent Development Plan (IDP) as effectively as possible. Over a half-day, trainees use a series of reflections and exercises to develop a scaffold on which to build independence through examining their values, their work relative to other life commitments, their professional development needs, and proposed milestones (e.g. papers, talks, funding, patents, etc.). Using these exercises, trainees develop multiple alternative five-year plans. Once plans are sketched, trainees map available resources to their plans through small-group brief discussions with with representatives from the career centers, grant support, postdoc groups, our office, and other collaborators. Afterwards, trainees are invited to socialize with representatives of postdoc organizations who can further engage new trainees in advocacy and community. Outcome measures include time to initial IDP, self-reported experience with IDP and training plans, and participants will be followed throughout their training to understand how well this workshop prepares them for key decisions, milestones, and career transition.



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## **SURPAS Family – Building A Village Because It Takes A Village**

*Stanford University*

Gina Bouchard and Sarah Eagleman

The challenges of postdoctoral studies can be amplified for postdocs who have, or plan to have, a family. A recent survey administered by SURPAS shows that close to 50 percent of the postdocs with dependents have been hindered from participating in research activities, departmental events, or scientific conferences during their postdoctoral studies because of their family obligations. Although most Stanford postdocs are satisfied with their mentor's consideration for their families, there is still a long way to go to make the academic setting a more inclusive place for postdocs with dependents. The SURPAS Family committee was created in 2017 with the aim of understanding these challenges. Under this structure, a series of family friendly events for postdocs with dependents were organized specifically for this community - which drew the largest crowd to date of postdocs with families to our campus. In addition, we aim to create and advocate for resources to aid postdocs with dependents and make their family lives more compatible with their academic lives. To ensure these resources address the needs of this group and to target our advocacy to best serve this community, SURPAS Family has also conducted a comprehensive survey related to the needs and current status of postdocs with dependents. We will present our main findings, discuss our current postdoc-driven programs and advocacy efforts, and outline our plans for the near future. While we are presenting this data to the administration as an advocacy tool, we are also looking forward to discussing it with postdocs and admins from around the nation. We hope our efforts can energize and inspire action for increasing the visibility of and strengthening the experiences of postdocs with dependents nationwide.

## **Texas A&M University Postdoctoral Association: Two Years of Successes and Challenges**

*Texas A&M University*

Samantha Bell, Heather Allaway, and Rachel Pilla

The Texas A&M University postdoctoral association (TAMU-PDA) was founded in late 2016 with generous support from the vice president of research. We serve nearly 1000 postdocs and aim to provide professional development resources, advocate for postdoc needs, and build a strong postdoc community. To foster our community, we host monthly networking events, semi-annual family picnics, and special activities during National Postdoc Appreciation Week. Because our postdocs come from highly diverse disciplines, we host workshops that teach broadly

applicable skills like communication and project management. For many of these, we partner with established groups on campus, like the Graduate and Professional Student Council, which helps promote our relatively new PDA. Like many PDAs, we struggle with engagement but have several strategies to increase postdoc involvement and faculty awareness. To incentivize serving on committees and attending events, we grant travel awards based exclusively on PDA involvement. To increase our visibility, we are building our website and social media presence and regularly distribute TAMU-PDA promotional items. We also help to host several large events that engage postdocs and their advisors, including an annual postdoctoral research symposium and a postdoc orientation. As our PDA grows, our need for administrative support has increased, so our future goal is to advocate for a postdoc office that will help serve the needs of postdocs at Texas A&M.

## **Enhancing Communication Skills: Postdoctoral Scientific Editing and Review Team (PSERT)**

*Thomas Jefferson University*

Ankit Rochani, Megha Verma, Valentina Minieri, Jenny Schneider, Pamela Walter, and Lisa Kozlowski

Postdoctoral training develops scientific and technical skills, but should also include oral and written communication skills. However, communications training varies widely among postdocs. Additionally, with 70 percent of postdocs coming from countries where English is not their first language, it is even more important to provide communication training opportunities and writing feedback. Knowing this, two postdocs in the Jefferson postdoctoral association (JPA) established the Postdoctoral Scientific Editing and Reviewing Team (PSERT). PSERT seeks to improve postdocs' editing, reviewing, and writing skills while expanding their professional development and CVs. In collaboration with Jefferson's Office for Professional Writing, Publishing, and Communication (OPWPC), PSERT developed training modules focused on editing for content, conciseness, and grammatical correctness, using theoretical and practical learning. Mandatory for all PSERT editors, the modules are offered two to three times per year, and are open to all postdocs and graduate students seeking to improve their skills. Once launched, PSERT invited Jefferson postdocs and graduate students to submit their work for review. The editor in chief assigns the manuscripts to editors. After an initial review, editors discuss them in a roundtable setting with the OPWPC and send the authors written commentary. The PSERT editors can also serve as writers for the JPA's newsletter, allowing them to enhance their writing skills as well.

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## **Smoothing the road ahead: Ensuring Effective PDA Leadership Across The Years**

*Tufts University*

Muhammad Qadri, Erin Lewis, and Sarah Dykstra

Postdoctoral scholars are a transient community with a considerable rate of turnover, and while this has pros and cons when planning PDA-driven programming, it has serious ramifications for organizers and their respective boards. Tufts PDA has focused on ensuring smooth transitions between successive PDA boards by incorporating a simple, readily available, cloud-based documentation as our basic organizing and documentation tool. We use it to store examples of best practices, maintain a core of institutional knowledge, and stay coordinated across the different campuses. In order to make this effective, PDA leadership train board members on how best to use our online tools, encouraging both board members and PDA leadership to focus on collaboration and development of the organizing documents. Another facilitator of board transitions has been the adoption of successful recurring yearly events to give new organizers a common starting point to learn best practices prior to initiating novel programming. Lastly, our board has implemented implemented strategic planning meetings to enable the new PDA board to establish SMART goals for the year in an open and collaborative fashion. Ultimately, these different aspects encourage a collaborative and supportive environment for postdocs to join our board, run the PDA successfully and gain critical leadership experience while minimizing time reinventing the wheel.

## **Did you know I am not from here? Now what?**

*University of California, San Francisco*

Leila Mohammadi and Anas Alkhani

International candidates come across difficulties whether they are student, physician, or researcher. However, being an international candidate from the Middle East gives an unprecedented level of complexities ranging from convincing institutions of their capabilities and skills and all the way to acquiring travel visa. Throughout this process, there are multiple factors that are very detrimental to the future of international candidates from Middle East: 1. Visa challenges: international candidates from travel ban countries have a hard time to obtain and extend visas prohibiting them to travel internationally. This places significant barriers and obstacles for them to network with other professionals and learn new things out of usual circle of their daily connections; 2. Language: many international candidates having a hard time communicating due to language barrier issues. In many countries, they only use

the national language for education and research which creates difficulty in using English; 3. Funding: there are limited number of fellowship grants postdocs on J1 visa; 4. Credibility: there may be an issue to verify the citations of publications have done by international postdocs before moving to United States, especially if they're written in a language other than English; 5. Culture: most important challenge that most of international/middle eastern postdocs face are cultural differences, which is totally different from what another postdocs experience; 6. Stereotype: some Middle Eastern postdocs sometimes get uncomfortable question about their belief, culture and etc. These issues affect the mental health of postdocs and may lead to less efficiency in their work due to the difficulty in concentrating while they are trying to overcome their mental burdens. The best way to address these issues is to talk about their difficulties to other peers, because many professionals do not have knowledges of challenges that international scholars face during their appointment.

## **UC San Francisco Postdoc Slam: A Science Communication Competition**

*University of California, San Francisco*

Christine Des Jarlais, Jeannine Cuevas, and Erik Rotman

The University of California, San Francisco's (UCSF) annual postdoc slam competition challenges postdocs to present a compelling story of their research in three minutes, using language that both peers and non-specialists will understand. Being able to present research in a concise way to a non-specialist is a crucial skill for all scientists. For postdocs, having such a presentation in their "back pocket" will help during job interviews and networking at conferences. The UCSF postdoc slam takes place during National Postdoc Appreciation Week in front of a live audience and is streamed to a second campus location. Finalists can also send the streaming link to their family members, so they can watch the event live. The prizes are extremely generous: 1st place wins \$3,000, 2nd place wins \$1,500, 3rd place wins \$1,000 and the "people's choice" winner receives \$750. Non-prize-winning finalists each receive a \$100 gift card. All finalists receive a professionally-edited video of their presentation. How it works: postdocs submit an intent to enter form, then they have six weeks to prepare and submit a three-minute video of their talk. There are two sets of judges for the contest, comprising distinguished scientists, science communicators, and communications professionals. The screening judges review the initial video entries and choose the 10 finalists. A separate panel of five judges chooses the prize winners at the live event. The contest is a celebration not only of the finalists and contest winners, but also of postdoc research at UCSF.

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## **Enhancing UR STEM postdocs' career prospects**

*University of Chicago*

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

The absence of supportive mentoring practices may have a significant impact on career trajectories of STEM trainees, especially postdocs from underrepresented (UR) populations who may be acutely sensitive to training environments that do not provide adequate mentored support, which may lead to fewer UR postdocs entering the professoriate and lower success rates in obtaining NIH research funding. Educators and scientists have increasingly recognized the need for enhanced supportive mentoring, professional skill development, and grantsmanship training. Unfortunately, it is often difficult for individual institutions to muster resources to provide adequate training in the areas needed to launch and sustain an academic career. Thus, a group of prominent research universities (Big Ten Academic Alliance) has taken the approach of working collectively to leverage both institutional and NRMN resources to introduce the following evidence-based interventions: provide professional development, mentor training and grantwriting experiences to postdocs, especially from groups underrepresented in STEM; assist senior faculty in developing core competencies for mentoring and grantwriting; and create inter-institutional mentoring and grantsmanship teams. To date, 133 ESIs (65 percent UR) and 37 faculty coaches received grantwriting training; 63 ESIs submitted 110 grants, with 53 grants funded. 76 ESIs and 120 faculty received mentor training; 25 postdocs (68 percent UR) progressed into faculty positions

## **Postdoctoral Association of Colorado, Boulder, Professional Development Initiatives**

*University of Colorado Boulder*

Helene Devillez, Josh Slocum, Bhalchandra Rao, Raquel Salvador, Brian Aquado, Pascal Merz, Gil Porat, Esther Braselmann, Heidi Culver, Stefano Maffei, Evan Pratt, and Ashmi Rashmikant

Professional development is an important aspect for postdoctoral training, which includes social networking, communicating one's work to a broad audience, and learning about career opportunities outside of academia. The PDA of the University of Colorado Boulder (PAC Boulder) has created programs for postdoctoral researchers to improve these skills. One program, the PAC Boulder travel award, offers a small monetary supplement to assist two postdoctoral researchers every 4 months to attend a conference to present work. We discuss how we judge and select the winners of the monetary prize. Another key program is the

Front Range Industry and Postdoctoral Summit (FRIPS), a half day meeting providing an opportunity for postdoctoral researchers throughout Colorado to network and create potential collaborations with industries throughout the state. Finally, Explore Your Options (EYO) is a two- to three-hour event for postdoctoral researchers to network with local professionals (either academic, industrial, or government) throughout Colorado. Both events receive high number of postdoctoral researchers (20 – 40 for EYO and >80 for FRIPS) and professionals, providing great networking and career learning opportunities for postdoctoral researchers. We will highlight the careers and how we planned for both FRIPS and EYO.

## **Building Bridges- International Scholar Collaborative Opportunity for Research Exchange (ISCORE)**

*University of Colorado Denver|Anschutz Medical Campus*

Cristina Cenciarelli, Bruce H. Mandt, Tricia Vasquez, Rebecca Fisher, Laura G. Sanchez, Saira Hamidi, Casey Ottinger, Cecile Schoberle, Charles Ferguson, Joanne Wambeke, Alana Jones, and John Sunnygard

Although training in the United States can provide tremendous research benefits for international postdoctoral fellows, these scholars frequently encounter challenges related to English language skills and/or understanding U.S. culture and customs. To address these challenges, the Office of International Affairs and the Postdoctoral Office at the University of Colorado Denver|Anschutz Medical Campus developed the International Scholar Collaborative Opportunity for Research Exchange, or ISCORE. This program pairs domestic undergraduate students from the Denver campus with international scholars working at the Anschutz Medical Campus, and provides unique benefits to both groups of participants: 1. domestic undergraduate students gain valuable research experience and participate in an extraordinary "out-of-the-country" experience; 2. international scholars improve their confidence with English language performance and practice these skills in a friendly setting; and 3. both groups benefit from opportunities for cultural exchange. The program creates a novel tutor/mentor relationship between the undergraduate students and their international partners that overcomes differences in culture, age, and knowledge. We will present details and data from this unique program, with the hope that we can spread these practices to other institutions serving international postdoctoral fellows.

### **Preventing Postdoctoral Burn Out: Promoting Wellness at the CU Denver Anschutz Medical Campus**

*University of Colorado Denver-Anschutz Medical Campus*

Valerie C. Minarchick, Ian Cartwright, Sara Coleman, Jillian Daigneault, Michael Dyle, Natalie Hohos, Madeline Keleher, Jennifer Major, Shawna Matthews, Dominique Reed, Walter Knight, and Bruce Mandt

Postdoctoral fellows are under enormous pressure to publish scholarly articles, write grant proposals, and secure their next job, all while striving to find work-life balance. This stress inducing environment can have a profound effect on postdocs' mental and physical health. Although this work environment is typical among faculty, postdocs are at distinct disadvantage in dealing with these issues due to limited access to key support. At the University of Colorado Denver | Anschutz Medical Campus, our PDA decided to make postdoctoral wellness a priority goal for this upcoming year. We began this endeavor during National Postdoc Appreciation Week by offering activities to increase social interaction and stress relief amongst the postdoc community. Additionally, we have engaged on-campus offices to assist with the creation of new mental health-focused programs. Finally, we founded a monthly postdoc support group to serve as an outlet for people to discuss the challenges and rewards of being a postdoc. We hope these activities lead to the creation of a work environment that provides the necessary support for postdocs to have a well-rounded and healthy experience. Many of these programs can be easily adapted by other postdoc offices and associations to fit their needs and we are excited to share our wellness goals and programs with the NPA.

### **Building a New Postdoctoral Program to Increase Diversity and Inclusion at University of Maryland**

*University of Maryland*

Blessing Enekwe

The University of Maryland is the flagship campus of the state's higher educational system and a top-ranked public research institution. In 2016, the university entered into the President's Postdoctoral Fellowship Program Consortium, coordinated by the University of California, as one component of its efforts to diversity faculty. This program particularly encourages women and minority doctoral recipients to pursue academic careers and to contribute to the diversity of the campus through research, teaching, and/or service. Given the goals of the program, to provide support to fellows wishing to pursue academia, a number of workshops and events were created to aid in the building of networks, and to the professional development of our fellows. This poster presents the Office of Postdoctoral

Affairs approach to preparing the fellows for academic careers through collaborating with various campus units and faculty members, through networks within the Big Ten Academic Alliance, and through community building among the fellows and larger postdoctoral population.

### **Identifying Strengths and Weaknesses in the Postdoctoral Experience by Cross-Sectional Survey**

*University of Michigan*

Francois Beaufay, Will Close, Ashley Kalinski, and Jay Vornhagen

Assessing the needs of the postdoctoral community is a universal challenge. The postdoctoral experience is notoriously difficult to assess due to inconsistent postdoctoral designations, limited access and capacity, and the extreme demands on the time of postdoctoral fellows. Representatives from the University of Michigan PDA (UMPDA) leadership will share experiences from their 2018 cross-sectional survey of University of Michigan postdoctoral fellows. This survey was designed to assess the postdoctoral experience, and to author a comprehensive SWOT analysis for distribution to stakeholders across the institution, including administration, faculty, staff, and the postdoctoral fellows themselves. Briefly, this survey revealed inconsistencies in the institutional knowledge that have the potential to exacerbate bias, harassment, and discrimination. Additionally, survey data revealed a significant discrepancy in career expectations of postdoctoral fellows compared to actual matriculation data. Finally, survey data indicated multiple opportunities for intervention to improve the postdoctoral experience, such as expanding benefits and programming to the partners and dependents of postdoctoral fellows. This poster is intended to share best practices from data collection, analysis, and distribution from the UMPDA leadership and to engage in discussion concerning systemic evaluation of the postdoctoral experience.

### **PennVIEW Postdoctoral Diversity Initiative**

*University of Pennsylvania*

Dondra B. Griggs, Brittany Taylor, Krista Schroeder, Arnaldo Diaz, Susan Weiss, and Arnaldo Diaz Vazquez

Nationally, women, minorities, and person with disabilities are underrepresented in the scientific workforce and scientific workforce leadership. Given existing disparities, the National Institutes of Health and the National Science Foundation have prioritized the increasing the percentage of underrepresented groups in the scientific workforce. To address these gaps, PennVIEW Postdoctoral Diversity Initiative was created to expose graduate doctoral candidates in biomedical science to postdoctoral research at

the University of Pennsylvania (Penn). Individuals from groups underrepresented in the biomedical workforce were encouraged to apply. PennVIEW provided an all-expense paid one day visit to Penn for sixteen students from schools in the Mid-Atlantic region in spring 2018. PennVIEW included meetings with potential faculty mentors and current postdocs, tours of laboratories and campus, a networking lunch, and panel discussions about preparing for life after completing their doctoral degree. At the conclusion of PennVIEW, participants anonymously completed evaluation surveys. Survey results demonstrated that participants judged all aspects of PennVIEW to be 'excellent' (score range 1-1.3, with one being excellent and four being unsatisfactory). Furthermore, 100 percent of the participants stated they felt more confident about pursuing a postdoc after attending PennVIEW, and two-thirds (67 percent) of the participants stated it was very or highly likely that they would consider a postdoc at Penn. All of the participants (100 percent) reported that PennVIEW met their expectations and they would recommend PennVIEW to others. To date, three of the participants have matriculated into postdoc positions and we believe this number will increase within the next year. Considered collectively, these data reinforce that PennVIEW contributed to increasing the diversity in the postdoctoral community at Penn and could serve as a model for other universities hoping to advance equity in the biomedical workforce.

### **A Novel Strategy to Upsurge Postdoctoral Teaching training.**

*University of Texas MD Anderson Cancer Center*

Javiera Bravo-Alegria, Rajan Chaudhari, Michelle Barton, Neus Bota, Simone Punt, and Victoria McDonnell

Ideally, postdoctoral training not only involves learning skills at the bench, but additionally a full range of talents that are not always directly available to fellows. One obvious training gap for postdocs in healthcare institutions, such as UT MD Anderson Cancer Center, is learning how to teach, especially in a classroom setting. Supervisors may see interactions with summer or undergraduate trainees as sufficient training for postdocs in mentoring others. Though useful, this does not educate postdocs on pedagogy or "how to teach a class." Education and public outreach form one cornerstone of MD Anderson's mission, and the institution hosts summer programs young students to expose them to the world of scientific cancer research. Different levels of pre-training are needed for the summer students, as they come from very diverse backgrounds and with contrasting levels of prior knowledge, creating an invaluable window of opportunity for postdocs to step in and gain teaching experience they may

need. Evidence suggests that high school students are not at pace with college students in a summer cancer boot-camp program, a crash course of basic science focused on cancer and held for one week on a voluntary basis before students enter the lab. This reduces, rather than helps, the students' self-confidence and background knowledge. Here, we proposed a model that helps educate postdocs on how to teach by practical and scientific introductory work with summer students in an MD Anderson Partnership for Diversity program for lower income high schools in the Houston area. Briefly, this includes peer mentoring by experienced postdocs who will train other postdocs less skilled in a programmatic, group setting. This way, we will establish a directed high school boot camp program that will self-sustain as a training opportunity both for postdocs and underprivileged students, making the Partnership for Diversity Program a delightful experience for everyone involved.

### **Leadership and Beyond: The Expanded Postdoctoral Experience**

*University of Texas MD Anderson Cancer Center*

Neus Bota-Rabassedas, Omkara Veeranki, Karem A. Court-Pinto, Rupa Kanchi, and Victoria McDonnell

While multi-faceted, complex and incredibly challenging, effective leadership is not passively learned nor necessarily an innate ability. Executive leadership at The University of Texas MD Anderson Cancer Center has embraced leadership development for nearly 20 years, but until recently this training has primarily been reserved for faculty and staff. Since leadership is espoused as a set of behaviors rather than positions or titles, extending formal training to postdoctoral fellows is central to delivering "world-class education and training" and Making Cancer History®. This presentation discusses our proposed three-tiered leadership development program for postdoctoral fellows and highlight the content and outcomes of the part one pilot. The pilot allows postdocs to clarify their current levels of personal and professional awareness, effectiveness and development needs and generate present-time action steps and strategies for achieving desired outcomes. The opening session begins with an interactive discussion of self-discovery and interpersonal effectiveness. Critical thinking is threaded throughout the program by including discussions of scenarios, ideally those which are practical and provocative, and creating SMART goals/plans for the strategic execution of one behavior change development need. Consequently, the primary outcome of part one is a populated personal/professional development plan and an identified behavior on which attendees will work.

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## **How to Organize the Best Celebration of NPAW in 9 Easy Steps**

*The University of Texas, Southwestern Medical Center*  
Vural Tagal

National Postdoctoral Appreciation Week (NPAW) has been celebrated to recognize and honor the significant contributions of postdoctoral scholars to science, research and discovery. Regarding this invaluable mission and goal, the events organized during NPAW possess a serious responsibility to bond, motivate and inspire today's postdoctoral scholars as well as other young scientists like doctorate students, who are going to be the postdocs of future. At UT Southwestern, we as PDA, focused on this significant value of NPAW and aimed to fulfill its mission. We adopted a systematic nine-point NPAW planning program. Thanks to our NPAW committee of 25 postdocs, 20 PDA executive board members, and the Postdoctoral Affairs Office (PDO), we prepared and successfully hosted seven distinct events with a substantial attendance. Our NPAW program included an NPAW opening and welcome reception, NPAW opening inspirational seminar by Michael Brown, Ph.D., 1985 Nobel Prize Winner, award for excellence in postdoctoral mentoring, annual mentor award lecture, career-related workshops, breakfast with champions (an interactive breakfast with select UTSW faculty members), annual PDA symposium, and a city-wide postdoc appreciation bike ride. Overall, with our nine-point planning approach, our NPAW activities had a greater quality and substantial increase in attendance in comparison to the previous eight years, including a 400 percent increase at the NPAW opening reception and 250 percent at the PDA symposium.

## **New Initiatives From The Vanderbilt Postdoctoral Association**

*Vanderbilt University*

Ralph J. Hazlewood, Geoffrey Li, Anel Jaramillo, Monica Ridgeway, Irene Mckirgan, Clare McCabe, Roger Chalkley, and Mark Wallace

The purpose of the Vanderbilt postdoctoral association (VPA) is to create an inclusive community that advocates for and supports the postdoctoral community at Vanderbilt University and Vanderbilt University Medical Center. Now guided by the Office of Postdoctoral Affairs and with an expanded community serving more than 600 postdocs, VPA serves as a platform to connect all postdocs with opportunities for professional development, networking, advocacy, and highlighting diversity, equity, and inclusion. In addition to our annual symposium, several new initiatives were developed. To ensure a variety of topics

and include postdocs from underrepresented groups, the VPA expanded our monthly "lunch and learn" seminars to include speakers from diverse backgrounds. The topics of these seminars cover professional development ranging from leveraging postdoc experiences for new career opportunities, advocacy for issues pertinent to international postdocs, and book readings that address issues relating to diversity, equity, and inclusion. The VPA also increased its social and community-building efforts. Several communication platforms were developed that include a weekly coffee hour, themed social mixers featuring representatives from different career paths, and new social media presences including a Slack workspace where postdocs can subscribe to topics of interest e.g., climbing groups. With these new initiatives, the VPA aims to help postdocs grow professionally and personally.

## **Values and Decision-Making: How Value Conflicts Inform Academic Career Preferences Among STEM Postdocs**

*Vanderbilt University*

Oluchi Nwosu-Randolph and Richard N. Pitt

Despite its utility for understanding the relationship between societal influences, individual decision-making and consequent behavior, values are arguably understudied within the field of sociology. One often cited reason for this omission is the fact that the extent to which values matter and the circumstances under which they matter are unclear. Can perceived or actual misalignment between STEM culture in the academy and the value priorities held by STEM trainees help explain a declining commitment to academic careers? This study considers the role of values (relative to norms, investments, and disamenities) in the career decision-making process for 215 STEM postdocs at 30+ universities across the United States. Findings from our regression analyses reveal that increases in personal value conflicts and the perception of a costly work-life balance in the academy predict a decrease in postdocs' desires to pursue an academic career over potential alternatives. Conversely, increases in value conflicts predict an increase in STEM postdocs' desires to pursue a career in industry. Perceptions of a costly work-life balance within the academy, however, do not impact the preference for a career in industry. These value conflict patterns provide noteworthy insight into social climates within STEM in the academy that may influence individual behavior, and better inform our understanding of the "leaky pipeline" problem.

## **Engagement of the Washington University postdoctoral community through policy surveys.**

*Washington University at St. Louis*

Carissa Dege, Kristen Jacobson, Francesca Cignerella, Vipul Sharma, Natalia Harasymowicz, Erin Heckler, and Francisco Victorino

Postdoctoral scholars are essential for research success due to their years of experience, ability to work independently, and develop novel ideas and projects. Entrance into a postdoctoral position is often associated with high stress and a substantial workload, resulting in impaired retention of official postdoctoral institutional policies. The Washington University postdoctoral society (WUPS) conducted two short surveys to gauge awareness of 1. institutional policies associated with postdoctoral title and the impact that it may have on benefits; and 2. mentorship policies that could promote and mitigate disparities in postdoctoral training. Our first survey revealed that approximately 60 percent of postdoc respondents did not know the distinction between two postdoctoral titles, which ultimately has an impact on benefits packaging. In our second survey, we sought to determine awareness of the institutional postdoctoral education policy, and its level of effective implementation. We discovered that a large cohort within the postdoctoral community was not aware of an institutional mentorship policy and several important metrics necessary for career development and mentorship. Our future goals are to use these data to develop a verbal discourse amongst WUPS and the university administration to promote the community's requested benefit changes and improve the mentored experience amongst postdoctoral community.

## **Yale Postdoctoral Association Buddy Program: For A Great Start at Yale and New Haven!**

*Yale University*

Alejandro Abello, Sesha Lakshmi Paluri, Jianyu Wu, Ekaterina Kuzina, and Mancy Tong

The Yale postdoctoral association (YPA) Buddy Program connects incoming postdocs with current postdocs at Yale to create a supportive network to facilitate the incoming postdocs' transition to Yale. International postdocs account for >60 percent of postdocs at Yale and prior to their arrival, they often encounter many cultural and bureaucratic challenges. Furthermore, both national and international postdocs may feel lonely when they first arrive and have questions about housing, insurance, safety, work-life balance and professional development resources available. To address these issues, the Buddy Program pairs each

incoming postdoc with a current Yale postdoc one month before their arrival so they have a direct point of contact already at Yale. Information about the Buddy Program can be found on the websites and newsletters of the YPA, Office of Postdoctoral Affairs, and Office of International Students and Scholars. Pairing is based on questions/needs of the incoming postdocs identified at registration. The program lasts two months for each pair and pairs choose their time commitment and preferred means of communication. Two coordinators maintain the website, match and track the progress of the pairs and host a biannual get-together. Since its launch in June 2017, the YPA Buddy Program has paired over 85 incoming postdocs, and more than 80 percent report that the program has helped their transition to Yale and New Haven.

## **The First Yale Postdoc Symposium: An Opportunity for Postdocs to Communicate, Explore, and Connect**

*Yale University*

Anne Wyllie, Zahra Rattray, Jianyu Wu, Dragomir Milovanovic, Nadia Ayala-Lopez, Radoslaw Janostiak, and Smita Gopinath

The YPA aims to build a community among the 1,200+ postdocs at Yale and serves to help them have an enjoyable and successful postdoctoral experience. There is a rich diversity of research that postdocs conduct at Yale. Thus, the YPA organized Yale's first postdoc symposium on June 8, 2018 to bring postdocs together for the opportunity to communicate, explore, and connect. A total of 115 postdocs attended; 42 postdocs showcased their work through 3- and 10-minute talks given during four oral sessions and 29 postdocs presented posters during two poster sessions. Postdocs from 39 departments across Yale presented their research in the fields of social sciences, humanities, natural sciences, and the applied sciences. With generous support from sponsors and the internal YPA budget, postdocs networked over refreshments between sessions, lunch, dinner, and a post-symposium social event. The feedback survey received 47 responses (41 percent of attendees) who rated their experience an average of 6.09 out of 7 being the most positive rating. In addition, 19 percent responded that the symposium inspired them with new ideas for research, 19 percent met potential collaborators, and 8.5 percent discovered new research tools. The format of the talks aimed at a lay audience, the diversity of the research, and the abundant networking opportunities were the recurring positive comments about the event. Based on these outcomes and the highly positive feedback, the YPA will work hard to maintain this symposium as an annual flagship event.

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Thank you to all NPA leaders and volunteers for the time and effort they dedicate to the NPA. Board members, committee leaders/officers and volunteers are an important part of keeping the organization moving forward.



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## ACKNOWLEDGEMENTS

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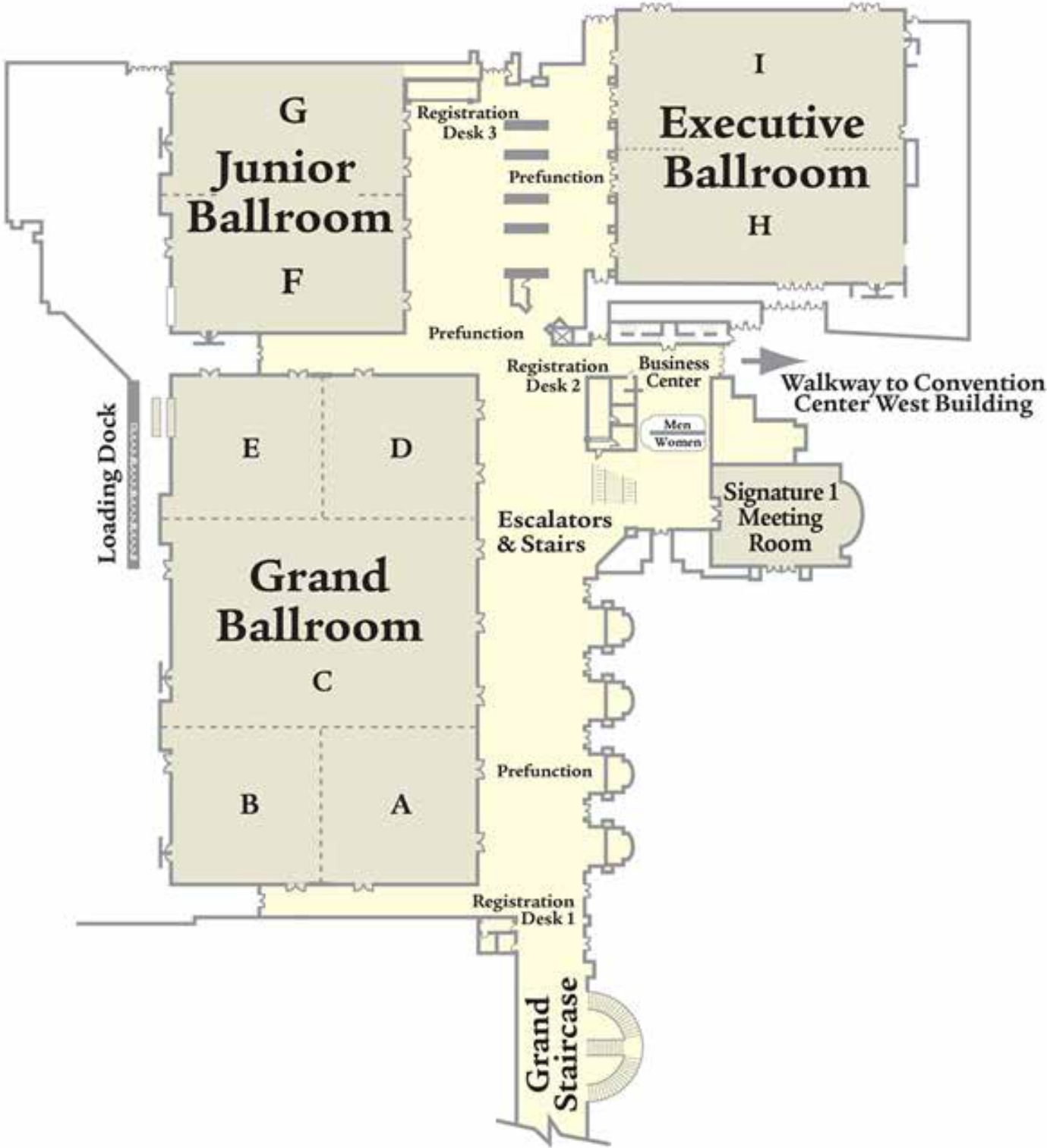
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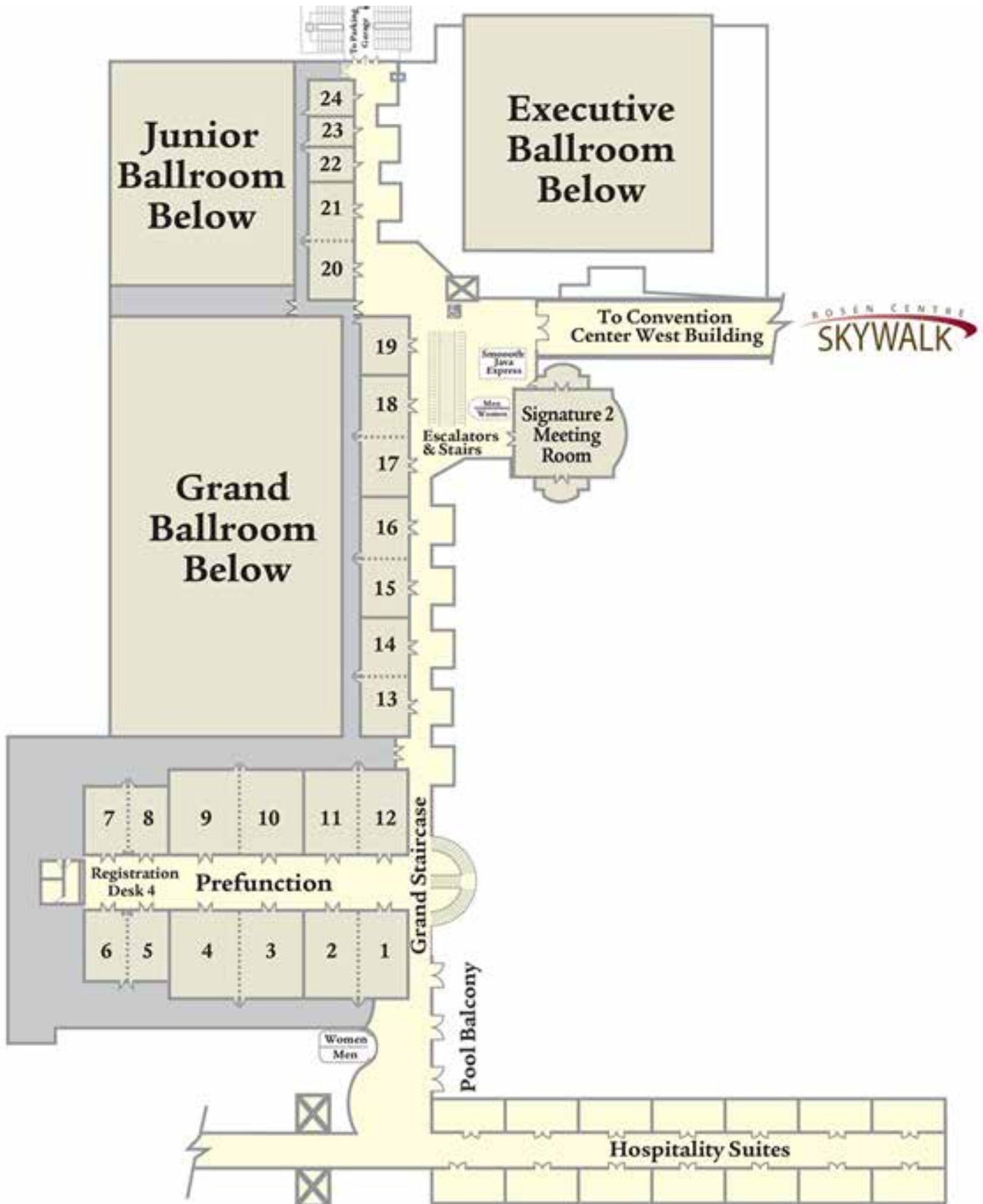
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# National Postdoctoral Association (NPA) 2019 Annual Conference Agenda at a Glance\*

Find the complete agenda on Whova #NPA2019 – Attendees: be sure to visit the exhibit tables during breaks

Friday, April 12, 2019		
6:00 a.m. – 7:00 a.m.	Exercise Session I <i>Sponsored by The Mitchell Organization</i>	Hospitality Suite 261
7:00 a.m. – 8:45 a.m.	New Attendees Orientation Breakfast	Grand Ballroom A
7:30 a.m. – 8:30 a.m.	Breakfast for repeat attendees	Grand Ballroom B
7:00 a.m. – 5:00 p.m.	Registration	Registration Desk 1
9:00 a.m. – 9:45 a.m.	Opening Session	Grand Ballroom A/B
10:15 a.m. – 11:30 a.m.	<b>Concurrent Session I</b> Accelerate to Industry: Cross-functional Teamwork Breaking Down the Proverbial Wall: Using Effective Networking to Maximize Working Relationships Evolution of a Teaching Institute for Postdoctoral Fellows: Theory and Practice for Navigating the Process Help me Help you: Providing Resources to International Postdocs to Assist With Professional (and Visa) Issues, Beyond Their Research Responsibilities Postdoc to Faculty: How Academic Career Mentoring is Preparing and Empowering Rutgers Postdocs to Stay in Academia	Salon 1 Salon 3 Salon 5 Salon 4 Salon 2
12:00 p.m. – 1:15 p.m.	<b>Plenary I:</b> Negotiation with an Imbalance of Power <i>Sponsored by the University of South Florida</i> 2019 NPA Garnett-Powers & Associates, Inc. Mentor Award Presentation	Grand Ballroom A/B
1:15 p.m. – 2:30 p.m.	Lunch	Grand Ballroom A/B
2:30 p.m. – 3:45 p.m.	<b>Concurrent Session II</b> Attract Recruiters and Jump-start Networking With an “All Star” LinkedIn Profile Building an Engaging Series with Instant Impact: A Postdoc Career Clinic Case Study Career Guidance for Postdocs Through a Coaching Model From Here to Independence: Design Thinking for Postdoctoral Development <i>Sponsored by the University of South Florida</i> Imposter Syndrome: Confronting the Career Development ‘Monster’ Hiding Under the Bed	Salon 1 Salon 2 Salon 5 Salon 3 Salon 4
3:45 p.m. – 6:45 p.m.	Poster Session & Networking Reception <i>Sponsored by H. Lee Moffitt Cancer Center and Research Institute</i>	Grand Ballroom C
6:00 p.m. – 7:00 p.m.	Exercise Session II <i>Sponsored by The Mitchell Organization</i>	Hospitality Suite 261
6:30 p.m. – 6:45 p.m.	Meet for dine-arounds	Rosen Centre Hotel lobby
7:00 p.m. – 9:00 p.m.	Dine-arounds	
Saturday, April 13, 2019		
6:00 a.m. – 7:00 a.m.	Exercise Session III <i>Sponsored by The Mitchell Organization</i>	Hospitality Suite 261
7:00 a.m. – 8:45 a.m.	Breakfast	Grand Ballroom A/B
8:00 a.m. – 5:00 p.m.	Registration	Registration Desk 1
9:00 a.m. – 10:15 a.m.	<b>Concurrent Session III</b> Achieve Better: Understanding HOW you do WHAT you do Building Resilience and Wellness in the Postdoc Population Beyond your PhD: Skills needed for a transition to industrial research Improv for Life – Essential Skills for Any Career	Salon 1 Salon 3 Salon 4 Salon 2
10:45 a.m. – 12:15 p.m.	<b>Keynote Address:</b> From the Bench to the Boardroom: Unlocking a World of Possibilities <i>Sponsored by Moffitt Cancer Center</i> Distinguished Service Award (DSA) Presentation	Grand Ballroom A/B
12:15 p.m. – 1:30 p.m.	Lunch	Grand Ballroom A/B
1:30 p.m. – 2:45 p.m.	<b>Concurrent Session IV</b> Beyond Traditional Mentors: Supporting Postdoctoral Scholars as They Develop Multiple Mentors and Networks <i>Sponsored by Burroughs Wellcome Fund</i> Did They Really Just Say That?! Responding to Bias at Work The Next Generation of Researcher at Your Institution - Using the National Academies Report to Implement Changes NSF Postdoctoral Research Fellowships: Strategies for Success Responding to the Needs: Tailoring Programming to International Postdocs for Measurable Outcomes Industry Council Meeting <i>Invite only</i>	Salon 1 Salon 3 Salon 4 Salon 5 Salon 2 Salon 6
3:15 p.m. – 4:30 p.m.	<b>Concurrent Session V</b> Building a Bridge Through Faculty: Stakeholders, Strategy and Success in Postdoctoral Training and Development Find Your Voice! Apply Negotiation Tools to Improve Communication and Address Conflict Holistic Mentoring – Supporting the WHOLE Postdoc Experience Non-traditional Postdoc Training Beyond the Bench: Experiences, Perspectives, and Career Transitions <i>Sponsored by The Research Institute at Nationwide Children's Hospital</i> One School, Two PDAs: Striking a Balance Between Unity and Uniqueness	Salon 1 Salon 2 Salon 3 Salon 4 Salon 5
4:45 p.m. – 6:00 p.m.	<b>Plenary II:</b> Improving Mentoring at All Levels to Enhance Postdoc Career Development and the Diversification and Growth of the Scientific Workforce	Grand Ballroom A/B
6:00 p.m. – 7:00 p.m.	Exercise Session IV <i>Sponsored by The Mitchell Organization</i>	Hospitality Suite 261
6:30 p.m. – 6:45 p.m.	Meet for dine-arounds	Rosen Centre Lobby
7:00 p.m.	Dine-arounds	
Sunday, April 14, 2019		
6:00 a.m. – 7:00 a.m.	Exercise Session V <i>Sponsored by The Mitchell Organization</i>	Hospitality Suite 261
7:00 a.m. – 8:45 a.m.	Breakfast	Grand Ballroom A/B
8:30 a.m. – 3:00 p.m.	Registration	Registration Desk 1
9:00 a.m. – 10:15 a.m.	<b>PDO Session:</b> Growing our Careers	Salon 3
9:00 a.m. – 10:15 a.m.	<b>Postdoc Session:</b> Marketing Yourself Part Two: Preparing for and Acing the Interview <b>Postdoc Session:</b> Navigating Beyond the Postdoc: Aligning Passion, Knowledge, and Skills	Salon 1 Salon 2
10:45 a.m. – 12:00 p.m.	<b>NPA Town Hall Meeting</b>	Grand Ballroom A/B
12:30 p.m. – 3:00 p.m.	<b>Career Fair</b>	Signature Room 1

\*Subject to Change