Postdoc to Faculty

How Academic Career Mentoring is Preparing and Empowering Rutgers Postdocs to Stay in Academia
Goals of Session

How a universitywide mentoring program can:

- Be a model for engaging faculty in the career development of postdocs.
- Increase diversity and inclusion across these two groups.
- Increase the academic job prospects for postdocs through effective mentoring and academic career preparation.
Overview

Preparing & Empowering Postdocs to Stay in Academia

Overview | Rutgers Connection Network (RCN) Mentoring Program

Impact | Rutgers Connection (RCN) Mentoring Program

Q&A | Part 1

Activities | Rutgers Connection (RCN) Mentoring Program

Breakout Groups | Exploring Possibilities

Share and Q&A | Open Discussion
Preparing & Empowering Postdocs to Stay in Academia

1. Reduced-number of tenure track jobs in the US.
2. Funding rates for federal agencies have declined, and allocations to research remain stagnated.

- Institutions and funding agencies employed resources to highlight non-academic career options.
- Academia, tenure-track positions, continue to be a career path desired by most postdocs.
- Birthplaces of STEM and Biomedical workforce, institutions should enable and prepare aspiring individuals to secure academic jobs.
Overview

RUTGERS CONNECTION NETWORK (RCN) MENTORING PROGRAM
RCN Genesis | Year 1: 2015-2016

- Mentoring for Women and URM
- Connect faculty across the university
- Year 3: 2017-2018, pilot postdoc participation
RCN | Programmatic Goals

- Increase Scholarly Productivity
- Foster Inclusion, Humility, and Self-Awareness
- Improve Leadership, Confidence, and Mentoring Skills
- Provide Support for Healthy, Balanced Life
- Promote Collaborative Interdisciplinary Networks
- Advance a Culture of Mentoring and Create a Ripple Effect
Mentoring Beyond The Department | Benefits

- Objective unbiased opinion and feedback
- Neutral to departmental politics
- Fresh new/different perspective
- Broader scope/understanding of how the university works beyond your department/school
- Insight for interdisciplinarity collaboration

More focused on helping you problem-solve then giving you advice
Asks questions to understand
Promotes self-reflection, mind clarity, and action
RCN | Application & Selection Process, MEC

<table>
<thead>
<tr>
<th>Title</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director for Special Projects</td>
<td>School of Graduate Studies-Newark</td>
</tr>
<tr>
<td>Professor of Emergency Medicine and Associate Dean of Education</td>
<td>Rutgers New Jersey Medical School</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>RBHS</td>
</tr>
<tr>
<td>Professor of Management</td>
<td>RU-New Brunswick</td>
</tr>
<tr>
<td>Professor, Chemical and Biochemical Engineering</td>
<td>School of Engineering, RU-New Brunswick</td>
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<tr>
<td>Associate Professor of Biological Sciences</td>
<td>Faculty of Arts and Sciences, RU-Newark</td>
</tr>
<tr>
<td>Program Support Coordinator</td>
<td>INSPIRE Postdoctoral Training Program, Rutgers-RWJMS</td>
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</tbody>
</table>

- Review and match mentoring pairs
- Participate in the “check-in” process with mentoring pairs
- Provide input to improve program
- Serve as program champions
2018-19 RCNMP Participants

Over 250 participants to date…

2018-19 Cohort
- 76 Participants, 38 pairings
- 69 Faculty | 7 Postdocs
- 33 Mentees, 33 Mentors, 10 Peer-Mentors

University-Wide
- 29 different schools | 58 different departments
- 8 RU – Camden, 15 RU-Newark
- 20 RU – New Brunswick, 20 RBHS

Diversity
- Gender: 60/40 | Race/Ethnicity: 50/50
Impact

RUTGERS CONNECTION NETWORK (RCN) MENTORING PROGRAM
“Having a woman’s perspective it is new to me and it is very helpful. In academia there are gender issues. My mentor has read my research plan that I will be submitting with my job application and she has provided valuable feedback. It is good to have somebody to talk to outside of my lab and department.” - Postdoc Mentee

“You learn more about yourself by helping others. Our experiences have been similar. It is great to have somebody to reach out to. The program teaches mentors to be better mentors.” - Faculty Mentor
Foster Inclusion, Humility, and Self-Awareness

Likert scale: (1) Strongly Disagree to (5) Strongly Agree
n=39-40
Sense of Improvement | Mentoring Skills for Mentors (n=14)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning new techniques for effective mentoring</td>
<td>3</td>
</tr>
<tr>
<td>Growing confidence in my ability to mentor</td>
<td>2.9</td>
</tr>
<tr>
<td>Being available to meet/talk with my mentee</td>
<td>2.9</td>
</tr>
<tr>
<td>Following through with commitments I’ve made</td>
<td>2.9</td>
</tr>
<tr>
<td>Asking questions and practicing active listening</td>
<td>3.2</td>
</tr>
<tr>
<td>Being honest and open with my mentee</td>
<td>2.9</td>
</tr>
<tr>
<td>Communicating with colleagues from different academic disciplines</td>
<td>3.1</td>
</tr>
<tr>
<td>Mentoring someone who is different from me</td>
<td>3.4</td>
</tr>
<tr>
<td>Giving constructive feedback</td>
<td>3.3</td>
</tr>
<tr>
<td>Sharing networks of contacts and resources with my mentee</td>
<td>3.1</td>
</tr>
<tr>
<td>Building trust with my mentee</td>
<td>3.0</td>
</tr>
<tr>
<td>Providing advice to help mentee meet goals</td>
<td>3.1</td>
</tr>
<tr>
<td>Helping my mentee set goals</td>
<td>3.1</td>
</tr>
</tbody>
</table>

(1) No Improvement
(2) A Little Improvement
(3) Some Improvement
(4) A Lot of Improvement
## RCN Impact | Program Evaluation Outcome AY17-18

### Sense of Improvement | Mentoring Skills for Mentees (n=11)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Mentee Only (n=7)</th>
<th>Post-Docs (n=4)</th>
<th>All Mentees (n=11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with colleagues from academic disciplines that differ from my own</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>Establishing expectations</td>
<td>3.3</td>
<td>3.7</td>
<td>3.5</td>
</tr>
<tr>
<td>Building trust with my mentor</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>Greater confidence in my ability to make good decisions about my career</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Greater confidence in my ability to develop meaningful mentoring relationships</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>Establishing a &quot;mosaic of mentors&quot;</td>
<td>3.4</td>
<td>2.8</td>
<td>2.8</td>
</tr>
<tr>
<td>Being mentored by someone who is different from me</td>
<td>3.2</td>
<td>3.6</td>
<td>3.4</td>
</tr>
<tr>
<td>Feeling energized to pursue my goals</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>My ability to meet my goals</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>Greater focus when pursuing my goals</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>My ability to develop goals that support my vision for the future</td>
<td>3.3</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Following through with commitments made to my mentor</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Showing that I value and appreciate my mentor’s feedback</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Asking for specific advice</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
</tr>
<tr>
<td>Being receptive to constructive feedback</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Being open to hearing new ideas and perspectives</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Taking initiative to meet/talk to my mentor</td>
<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
</tr>
</tbody>
</table>

**Notes:**
(1) No Improvement  
(2) A Little Improvement  
(3) Some Improvement  
(4) A Lot of Improvement

*Rutgers WISEM Staff: Dr. Crystal Bedley, Patricia Munoz, Yasmen Baidoun*
“I had a really good experience with the mentoring process. As a postdoc I have my main mentor for the lab, but it was refreshing to have someone else invested in my career goals and pushing me to try out new ideas/help with getting prepped for applying for faculty positions”.

“I think as a postdoc it is important to have more than one mentor helping at least for career guidance. It was important to have someone outside of the department who is involved in hiring and also has mentored postdocs on to faculty jobs make sure I was going in the right direction. Also, my mentor has been very willing to read/help with any of my application materials and you can never have enough eyes on research statements, etc”.
"My faculty mentor was critical in helping me with the academic job search and application process. He provided key suggestions and strategic advice, and met with me on a regular basis to track my progress. I am happy to inform that I've found and accepted a position as a tenure-track Assistant Professor at Stevens Institute of Technology and will begin in August."

-- Postdoctoral Fellow (mentored by Professor at Robert Wood Johnson Medical School)
President
Rutgers University

Office Of Senior Vice President for Academic Affairs
Dr. Barbara Lee

Yvonne Gonzalez
Director, Mentoring & Career Development
Faculty & Postdocs

Itzamarie Chevere-Torres
Director
Office of Postdoctoral Affairs

Carmen Castro
Senior Program Coordinator

RCN Leadership Team
Yvonne Gonzalez
Carmen Castro
Itzamarie Chevere-Torres
How does RCN advance faculty and postdoc development and success?
Activities

RUTGERS CONNECTION NETWORK (RCN) MENTORING PROGRAM
Your Vision

Where do you want to be in one year from now (by April 2020)?

*In one year from now…*

…I will be:

…I will have finished:

…I will feel:
Goal Setting / SMART Goals

- Draft One S.M.A.R.T. Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Achieve By (Date)</th>
<th>Steps to Achieve It</th>
</tr>
</thead>
</table>
| 1)   |                  | 1.  
|      |                  | 2.  
|      |                  | 3.  
|      |                  | 4.  
|      |                  | 5.  |
| 2)   |                  | 1.  
|      |                  | 2.  
|      |                  | 3.  
|      |                  | 4.  
|      |                  | 5.  |
| 3)   |                  | 1.  
|      |                  | 2.  
|      |                  | 3.  
|      |                  | 4.  
|      |                  | 5.  |

- Add Deadline and Steps to Achieve It
Mosaic of Mentors

You

- Substantive Feedback
- Professional Development
- Emotional Support
- Role Models
- Accountability Partners
- Access to Opportunities
Five steps to take to support postdocs in getting the mentoring they need to thrive in their careers:

- **Step 1**: Help postdocs understand that they should put an end to their search for a guru mentor and instead develop a mentoring network.

- **Step 2**: Engage postdocs in conversations around identifying their mentoring needs and desires.

- **Step 3**: Collaborate with postdocs to identify anyone in their lives who is already serving as a mentor, discuss which mentoring needs and desires are being met, and strategically assess who else they might add to their network to provide them with the broadest level of support.

- **Step 4**: Step into conversations with postdocs about how to initiate, develop, and sustain a rich variety of mentoring relationships.

- **Step 5**: Remind postdocs (kindly) that the need for multiple mentors never ends and that relationships change.
Breakout Groups

POSTDOC MENTORING AT YOUR INSTITUTION
Exploring Possibilities

Goal

Resources

Key Stakeholders

Next Steps
Thank You!

Special Thanks to:
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