



**Postdoc
Academy**

Postdoc Academy Learning Session

Facilitator Guide

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How to Use this Guide

What is a Postdoc Academy Learning Session?

A learning community is a group of people who share common goals and attitudes, and who meet semi-regularly to collaborate on learning. Postdoc Academy Learning Sessions, or PALS, are learning communities for postdocs to connect, share and learn from one another. Practically speaking, PALS are small groups of postdocs who meet once a week while either taking the Postdoc Academy online course, or utilizing Postdoc Academy content from our website.

Who is this Guide for?

Each PALS will have one (or more) facilitator who is familiar with the course content, supports postdoc learning, and guides conversation as needed. There are no requirements for facilitating a PALS - it can be anyone interested in supporting postdocs. A facilitator could be:

- A postdoc from a postdoc association or a postdoc who is motivated to dive deeper into the materials and willing to lead discussions;
- Professional development staff or administrators who work in postdoc offices or other offices on campus, or those who facilitate workshops or mini-courses for postdocs;
- Faculty member, faculty mentor on a training grant, or department program staff who train postdocs in a research group and/or department.

These are just a few examples of who could be a facilitator. It's a versatile role for anyone supporting postdocs and familiar with the Postdoc Academy content.

This guide contains suggestions for discussion topics, reflection prompts and learning activities designed to explore the content and encourage postdocs to situate the learning within their local context. We encourage you to use the guide to fit the goals, purpose and needs of your specific community. The programming is designed to be flexible. The content in the online course and the supplemental content in this guide doesn't necessarily need to be used in their entirety. You are welcome to pick and choose what best fits the needs of your postdoc community.

Welcome to our Community of Facilitators! If you have feedback on this guide or the process of facilitating a PALS, please check the end of this guide for details on how to provide feedback to the Postdoc Academy team.

Planning for a Postdoc Academy Learning Session

What does 'Facilitation' mean in a Learning Session?

The facilitator of a Postdoc Academy Learning Session (PALS) will:

- Create a welcoming environment for learning through reflection and discussion
- Promote equitable participation of all members
- Build trust and create a sense of community
- Uphold the norms and standards of the Postdoc Academy community (see page 11)

The roles and responsibilities of the facilitator include the following:

Role	Responsibilities
Organize	<ul style="list-style-type: none">● Advertise to potential participants at your institution and on edX● Arrange meeting location and times● Communicate to participants● Prepare materials before each meeting● Customize the content to fit the needs and purpose of your group
Guide	<ul style="list-style-type: none">● Guide the group in conversations and accomplishing goals● Encourage and enable others to share their expertise and experience● Provide context to the activities and discussion prompts
Support	<ul style="list-style-type: none">● Encourage respect and trust within the group● Create space for everyone to participate by intentionally creating and upholding community standards● Share additional resources for continued learning
Evaluate	<ul style="list-style-type: none">● Provide an optional facilitator reflection to the Postdoc Academy team● Document feedback to the Postdoc Academy team using the CIMER Assessment Platform

As a facilitator, it's important to remember that you are learning along with the other participants. We encourage you to complete the online course as you prepare for facilitating a PALS. Many of the activities are open-ended for a reason. The work in this online course is through the lens of our own personal perspective and lived experiences. As you explore the online course, consider how anything presented was new to you or stimulated you to think differently about your experiences and experiences of those around you. The facilitator is there to guide the conversation. You can share your own strategies and experiences, but you are not expected to be the expert or come up with the only answer, strategy, or plan.

As a facilitator, we encourage you to make choices that are comfortable for you and to be transparent about your choices with the group. We encourage you to map out which parts of the online content

you're most comfortable with. Some parts of the online course provide an easier entry to facilitation, such as discussing the literature or career planning. It can be more challenging to facilitate conversations around social identity and working effectively in an intercultural environment. To be transparent about your choices for the activities you choose to facilitate, you could use language such as:

- I want to re-emphasize the role of the facilitator. I'm here as a discussion guide and to learn along with the group, rather than be a sole source of knowledge.
- I want to re-emphasize the role of the facilitator. It is important to realize that we are all on a learning journey. It is my goal to move us through the process, but I need your support in offering contextualization and your unique perspective to broaden our conversations.

Consider how and when participants are sharing during each session. Think carefully if people are doing an individual reflection or sharing with a group. Reflect on the context of sharing.

- Is it in pairs? If so, do the partners have permission from one another to share with the group?
- Is the sharing with the larger group? How can you decrease social pressures for everyone to share?

There are many resources to support you as a facilitator, both at your institution and within the Postdoc Academy Community of Facilitators. The Postdoc Academy team is a resource for you and also a part of the community. At times, there may be challenging conversations that arise, this community will provide a space to discuss, share, and learn from one another. To learn more about facilitation, please visit the following resources:

1. [Appendix A](#) contains additional notes on facilitation from Rob Brown, Director of Social Justice Education at Northwestern University
2. <https://citl.indiana.edu/teaching-resources/diversity-inclusion/managing-difficult-classroom-discussions/>
3. http://www.acphd.org/media/114415/facilitation_tips.pdf

Virtual Facilitation

This time of COVID-19 is challenging for us all, with the disruption in research and uncertainty for postdocs. Below are changes made to both the online course and PALS facilitation to reflect an ever-evolving environment. Here are a few highlights:

- Throughout the course, you will see new videos filmed on Zoom to put the course materials into this new context. All of the original course videos were filmed in advance of the pandemic, so we want to provide additional framing for the course materials.
- While most PALS are being held virtually, facilitators are able to determine the format of their PALS based on institutional, local, and/or state guidelines. The priority is to ensure the health, safety, and well-being of everyone participating. These group meetings are adaptable to a virtual, in-person, or hybrid format.
- For each activity in this guide, look for "Virtual Facilitation Tips" to assist you as you prepare for and facilitate PALS.

- When appropriate, we'll also link to template slides that can be used to help facilitate an activity. Feel free to download the slides and modify as needed.

Web conferencing platforms (Zoom, Blackboard, etc) have a number of tools that might be helpful for facilitating PALS. Here is an overview of the tools that will be suggested in the guide:

- Mics and cameras: Closest to in-person session
- Chat: Can be more accessible to some, requires active facilitation
- Breakout rooms: Good for extended co-creation, replaces small groups or 'think-pair-share', can be facilitated or not
[Zoom Guide](#) | [Blackboard Guide](#)
- Whiteboard / Annotate tool: Good for quick brainstorming, basis for discussion
[Zoom Guide](#) | [Blackboard Guide](#)
- Google Docs: Good for brainstorming complex activities or ideas, slower pace, use timer
- Emoticons: Easy to use, formative feedback tool, not anonymous
[Zoom Guide](#) | [Blackboard Guide](#)
- Polls: Can set-up ahead of time, anonymous
[Zoom Guide](#) | [Blackboard Guide](#)

A few tips for facilitating PALS virtually:

- Give time: Everything takes longer in the online space.
- Be specific and transparent, especially with instructions.
- Invite participation by breaking the session up (discussion, breakout groups, polls, etc).
- Use tools thoughtfully.
- Don't forget the joy!
- Check-in with participants: How is virtual PALS going? What are the barriers?

Reflecting on your Facilitation

Self-reflection is a common theme throughout the online course and PALS activities. We encourage you to take a few minutes to reflect on your facilitation goals and expectations.

1. Why are you facilitating a PALS?

2. What are your goals for yourself as a facilitator?

3. Describe your audience.
4. What personally do you bring to the conversation?
5. Describe any difference in power and/or positionality between you and the other members of the learning community (if known)? If so, how might this affect your facilitation?
6. What are your goals for your participants?

Suggested Logistics of a Postdoc Academy Learning Session

Frequency and duration:

- Meet once per week for 7 weeks
 - This guide is built with a schedule that is staggered compared to the online course schedule. Each PALS meeting will take place the week after the online course content is released. This will allow participants to complete the online course content before diving deeper into the PALS content.
 - Week 1 of PALS is an introduction, week 2 of PALS aligns with week 1 of the online course, week 3 of PALS aligns with week 2 of the online course, and so on.
- Meetings can be either 60 or 90 minutes

Location and Timing:

- Virtual meetings are suggested, though each facilitator can determine what format is best for their campus.
 - Use a web conferencing service, such as Zoom or Blackboard.
- Offer your PALS at a day and time when it is least likely to interfere with other professional or personal obligations (lunchtime, late afternoon, or early evening generally works well).

Number of participants:

- 10-20 participants are recommended.
- For groups larger than 20, it may be difficult for participants to be able to participate fully and effectively. You can also use this guide and associated materials embedded within our train-the-facilitator opportunities to create a community of facilitators at your home institution.

Format:

- Ice-breakers can be valuable activities to build community, and we have included example options for each session. Choose one or several to use. They can be particularly useful in the first few sessions and more broadly used as a tool to open each session.
- This guide provides multiple activities, reflection and discussion prompts that can be used each week.
- Consider spending the last 10 minutes of each meeting to wrap-up, answer any questions the participants might have, and set the stage for the next meeting.
- As a reminder, these meetings are flexible and can have any format to meet the goals of your PALS. Feel free to modify the suggested format.

Recruiting:

- Due to privacy policies, we are unable to provide online course participant information to potential facilitators.
- We recommend using departmental, postdoc office, or postdoc association newsletters and flyers to recruit participants at your institution.
 - Please contact us if you'd like to use a fillable template for emails or flyers.
- We encourage you to post a note on the appropriate discussion forum in the edX online course that you're hosting a PALS at your institution.
- With your permission, we can share your PALS information on the Postdoc Academy website (www.postdocacademy.org/pals-participant-registration), social media, and newsletters.

The Postdoc Academy: Succeeding as a Postdoc

The Postdoc Academy is a comprehensive online and in-person program built on the National Postdoctoral Association core competencies to support skill development throughout postdoc training, from orientation to the next career step. Our goal is to build a supportive, inclusive community so postdocs can weave professional development into their journey to success. The Postdoc Academy provides flexible professional development: postdocs worldwide can participate entirely online and asynchronously, or join a learning community. The Postdoc Academy is an NIH-funded program collaborative created by Boston University, Northwestern University, University of Wisconsin-Madison, and Michigan State University.

The Postdoc Academy: Succeeding as a Postdoc is the first professional development online course built specifically for postdocs and created with postdocs. The Postdoc Academy provides skill development for postdocs, from orientation to their next career step. Using inclusive, active-learning approaches, participants in this course will build skills to (1) find success as a postdoc, (2) draft an actionable career plan, (3) develop resilience, and (4) work effectively in an intercultural environment. This course explores the research related to postdoc success and guides postdocs in applying it to their environment.

To read more about the online course, see <https://www.edx.org/course/the-postdoc-academy-succeeding-as-a-postdoc>.

To learn more about the Postdoc Academy, visit www.postdocacademy.org or follow @PostdocAcademy on social media.

Any questions can be directed to postdocacademy@gmail.com.



Week 1: Introducing Postdoc Academy Learning Session

For the first meeting of PALS, participants will be just starting to explore the online course. This session should focus on building community within the group, creating community standards, identifying goals for the group, and discussing logistics.

Warm-Up

To begin, start by introducing yourself, why you wanted to be a facilitator, and what you hope to gain from facilitating a PALS. Ask the participants to introduce themselves, if they have taken an online course before, and why they were interested in joining a PALS.

Feel free to do another icebreaker, such as the commonality test. First, split people up into pairs (ideally someone they don't know) using breakout rooms, and have them find one thing that they have in common with each other. Encourage participants to choose something that's not too obvious. When they have identified one thing, bring everyone back to the main room and ask each group to share what they learned about their partner.

- For more information, please visit <https://www.rhythmsystems.com/blog/the-best-icebreakers-to-energize-your-virtual-meetings>

Establish Community Standards

Set the stage for building a safe, inclusive environment by establishing community standards for your PALS. At times, the participants will be asked to critically reflect deeply and ask themselves challenging questions. This type of self-reflection is important to engage in deeper learning around issues associated with multiculturalism, identity, bias, and culture.

Below are some of the community standards that are discussed in the online course and can provide a starting place for your discussion:

1. Feel free to pass on any discussion prompt or activity. If you feel it might be harmful, triggering, or otherwise not productive, please feel free to simply pass. At no time do we want you to feel pressured to reveal or share anything that you would prefer not to share.
2. Assume that people are speaking, writing, or sharing with the best intentions. When in disagreement, challenge the ideas - not the person. Approach with curiosity, not judgement.
3. On that note, be respectful of other peoples' comments and experiences. Do not argue, challenge or diminish their experiences. Respond to content, not to individuals.
4. When you do share, please do not include any names or identifying features of anyone else, including situations, places or contexts.
5. Respect confidentiality. Stories stay and lessons leave.

6. At times we are asking you to reflect and speak from your own experiences. Other times we may ask you to consider other people, perspectives, or roles and how an incident might have been experienced by others. We will not ask you to speak for others.

Virtual Facilitation Tip: As you reflect on community standards for your virtual PALS, consider the community norms that are often implicitly understood in-person, such as informal conversation that begins before the session starts. How might you translate those norms into the online setting? [Appendix B](#) contains additional community standards that you can explore.

We encourage you to co-create community standards with the group by asking:

- What resonates with you in particular, and why?
- Does anyone have anything they would like to add?

Online Facilitator Tips:

- These questions can be asked to the large group or in a pair-share (in breakout rooms) followed by large group discussion.
- You can either co-create community standards in a Google Doc or annotate directly on the [Week 1 slide deck](#) (slide 4).

Identify Learning Goals

As a group, identify 2 or 3 goals that you hope to achieve by the end of the meeting. Ask participants to answer “what would you like to learn or take away from these sessions?” by annotating directly on slide 5 ([Week 1 slide deck](#)). Capture an image of the slides, so that you might try to incorporate them into future meetings or follow-up emails. These might include:

- Find an accountability buddy for a specific personal or professional goal identified in the online course
- Dive deeper into the online content
- Share resources at your institution and elsewhere

Discuss Logistics

It’s helpful for you and the participants to align your expectations for the PALS. Use the following chart to guide your discussions:

Address	Ask
The expectations for attendance	<ul style="list-style-type: none"> ● What are the expectations for attending? ● Do you prefer that all participants turn on their video?
The meeting schedule	<ul style="list-style-type: none"> ● Are there any questions about the meeting

	schedule?
The expectations for completing the online course	<ul style="list-style-type: none"> • What are the expectations for completing the online course? • What are the expectations for completing the ePortfolio?
Navigating the online course	<ul style="list-style-type: none"> • How comfortable are you navigating the online course? Feel free to demonstrate how to navigate the course.

Wrap-Up

Remind participants to complete the pre-PALS survey. They should receive an email with more specific information from postdocacademy@gmail.com about the CIMER Assessment Platform.

Check-in with participants to make sure there are not any outstanding questions from the session. Give a short preview of what they will be talking about next week and if there's anything they should bring to the next session.

Week 2 & 3: Finding Success as a Postdoc

Developed by Bennett Goldberg, Sarah Chobot Hokanson, Jessica Maher, Rick McGee, and Celine Young

Summary of Online Course Content

During the first two weeks of the online course, participants explored the roles and identities of postdocs; the dynamics of their community of practice; and the expectations for their postdoc position. Participants started to explore the goals for their postdoc, which will connect to the career plan next week. The online course learning objectives are to:

- Develop an awareness of how multiple identities impact professional and personal interactions and acknowledge a variety of common misconceptions for the role(s) of postdocs.
- Explore their community of practice, articulate their role in this community, and consider how to successfully transition into the community through building cultural capital.
- Identify and prioritize their expectations for their postdoctoral training, align their expectations to those of their mentor, and reflect on how these expectations might evolve over time.

Video Title	Description	Video Length (min)
Intro	Provide framing to finding success as a postdoc. Preview what to expect for the module.	3:38
Reframing Intro	An additional intro with module hosts to frame the module content to the COVID-19 context.	TBD
Becoming Aware of Multiple Identities	Explore the different identities that we all hold and the importance of reflecting on them.	6:42
Similarities and Differences between being a Graduate Student and a Postdoc	Interviews with multiple postdocs and career professionals on the difference in roles for graduate students and postdocs.	5:22
How was your Transition from Graduate Student to Postdoc?	Interviews with multiple postdocs and career professionals on their own transition from graduate student to postdoc.	10:16
Reflecting on your Research Environments	Introduce why it's important to reflect on the environments that have shaped you.	1:37
Defining a Community of Practice	Explore the literature on a community of practice and the risks for marginalization. Share strategies to	5:04

	reduce that risk.	
Defining Cultural Capital	Define cultural capital and its role in a community of practice.	3:45
Building Awareness of the Dynamics of your Community of Practice	Provide instructions for the activity to build awareness of your community of practice.	2:35
Becoming an Active Member of a Community of Practice	Share 6 key steps to help you become an active member of a group.	2:45
Aligning Expectations with your Mentor	Consider why aligning expectations with your mentor can be difficult.	1:40
Identifying Expectations and Goals	Introduce the activity to prioritize and clarify your own expectations.	3:08
Mapping your Goals	Introduce how to translate your goals and expectations into a timeline for your postdoc.	4:28
Wrap Up	Summarize the main points from this module.	2:24

Overview of PALS Activities

PALS Learning Objective	PALS Activity
Week 2	
<i>Snowstorm Warm Up:</i> In one sentence, how is the online course going for you?	
Define course objectives and review new terms introduced in the online content.	<i>Concept Review:</i> Review new terms and concepts from the online course. Answer any initial questions that come up.
Recognize strategies to align expectations with your mentor.	<i>Case Study:</i> Explore a situation where expectations are misaligned and discuss strategies on how to align them.
Week 3	
<i>Warm Up:</i> Draw something that brings you joy.	

Become more comfortable raising concerns if what's happening as a postdoc doesn't meet expectations of either the postdoc or the mentor.	<i>Role Play:</i> Practice mentor/mentee conversations for aligning expectations
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Week 2, Snowstorm Warm-Up

Activity:

Write a one phrase or sentence answer about how the online course is going for you. Participants can annotate directly on slide 3 of the [Week 2 slide deck](#). Once everyone has shared a response, ensure all voices are heard by reading all of the responses before moving on. Discuss the common themes, challenges, etc. that were heard.

Week 2, Activity #1: Concept Review

Learning Objective:

Define course objectives and review new terms introduced in the online content.

Activity:

Take a few minutes to check if there is any confusion about the online content or if there are any questions. Using a show of hands or the Annotate feature with the [Week 2 slide deck](#), ask:

- Are there any topics that we should dive into during this session?
- Do any of the new terms introduced this week (identity, role, community of practice, cultural capital, etc) not make sense for you?
- Are there any questions to answer during this session?

Facilitator Notes:

A glossary and a reference list is provided in the online course.

Week 2, Activity #2: Case Study

Learning Objective:

Recognize strategies to align expectations with those of your mentor.

Activity:

When expectations between two people are misaligned, there can be a breakdown in communication and lack of trust. Misaligned expectations can happen in any working relationship. The following case study explores an expectation around authorship that is misaligned. Take a few minutes to read the case study on [slide 7](#). You can share Appendix C electronically with your PALS participants if you prefer.

Case Study ([Appendix C](#)): A PhD student in the same laboratory as Erin, Tia, needed to learn an assay protocol that Erin developed for her project, however, when the first draft of the manuscript is written and shared amongst the research group, Erin notices she is not an author. Erin worked with Tia for several months, training her on how the assay worked and reviewing her data to make sure that the experiments were successful.

Erin and her mentor discussed how the mentoring experience was valuable for Erin given her desire to transition into a faculty career, though it was challenging for Erin to juggle her own work and responsibilities outside of work with making time to help Tia. Erin also needs to demonstrate productivity in order to stay on track for her faculty career, and her own progress was slower when she was mentoring Tia.

Though Erin did not play a direct role in any other aspect of Tia's project, her expectation had been that she would be included as a secondary author on Tia's manuscript given her role in developing the assay and helping Tia complete the assays.

Discussion Prompts:

- How could Erin have communicated her expectations earlier, prior to mentoring Tia?
- Could those conversations impact the outcome of this situation? Why or why not?

After 5 minutes of individual work, discuss the above prompts as a group. To facilitate the conversation, you can 1) annotate directly on [slides 8 and 9](#); 2) use breakout rooms for 'pair-share'; or 3) facilitate a large group discussion.

Week 2, Wrap Up

Check-in with participants to make sure there are not any outstanding questions from the session. Give a short preview of what they will be talking about next week and if there's anything they should bring to the next session.

Week 3, Warm Up

Using slide 3 of the [Week 3 slide deck](#), ask participants to draw something that brings them joy. Label each box with the participant names and participants can use the annotate feature to draw directly on the slide.

Week 3, Activity #1: Role Play

Learning Objective:



Become more comfortable raising concerns if what's happening as a postdoc doesn't meet expectations of either the postdoc or the mentor.

Activity:

Using the table on “Finding Alignment on Expectations” ([Appendix D](#)), choose one question that you're unsure of how your mentor would answer or might be misaligned. If you prefer, you can use the case study with Tia and her mentor as an example. There will be three rounds of role play. Each person will role play being the mentor and the mentee. Remember to be aware of your body language!

Round 1: Identify who will be the mentor and who will be the mentee. Discuss the chosen question. The mentor should only respond with phrases that begin with “No, but”. Set a timer for 60 seconds. Switch roles and role play for another 60 seconds.

Round 2: Identify who will be the mentor and who will be the mentee. Discuss the chosen question. The mentor should only respond with phrases that begin with “Yes, and”. Set a timer for 60 seconds. Switch roles and role play for another 60 seconds.

Round 3: Identify who will be the mentor and who will be the mentee. Discuss the chosen question. The mentor should respond with a mix of yes and no phrases - a more realistic conversation. Set a timer for 3 minutes. Switch roles and role play for another 3 minutes.

After they finish, ask how each round felt. What might look or feel different in those conversations if the mentor/mentee have different identities?

Online Facilitator Tip:

[Week 3 slide deck](#) contains a slide with instructions that can be shared. Use the breakout room feature (2 people/room) on a web conferencing platform for this activity. Most platforms have a timer feature to show how much is left for each round. You can also send a message to the breakout groups, letting them know when to switch roles.

Facilitator Notes:

- We encourage you to facilitate this activity this week. Learners aren't able to role play conversations in the online course and practicing the words they would use during mentor/mentee conversations can be very helpful. This activity could be used in other sessions, such as career planning conversations.
- Find a willing partner and give an example for each round of role playing.
- The first round is the worst case scenario, and the second round is the best case scenario. The last round is likely the most realistic conversation. We suggest all three rounds, so participants have experience practicing a wide range of conversation outcomes.

Week 3, Wrap-Up

Check-in with participants to make sure there are not any outstanding questions from the session. Give a short preview of what they will be talking about next week and if there's anything they should bring to the next session.

Week 4: Building an Actionable Career Plan

Developed by Celine Young, Olivia Chesniak, Henry (Rique) Campa III,
and Sarah Chobot Hokanson

Summary of Online Course Content

In the third week of the course, participants explored career planning resources, set SMART objectives that align with their overall career goal and mapped their objectives onto a timeline. Career plans are due on the Wednesday of the third week of the course, and peer review of career plans is due two weeks later in week 5. The career plan will be revisited in week 7 of PALS. The online course learning objectives are to:

- Recognize strategies to use different types of career planning tools effectively
- Describe and prioritize your goals for your postdoc and connect them to longer-term career goals or ideas
- Write a career plan, mapping identified goals onto a timeline and the milestones you need to achieve in order to be successful
- Integrate career planning process and reflections into day-to-day research practice

Video Title	Description	Video Length (min)
Intro	Provide framing for the career planning process. Preview what to expect for the module.	2:23
Reframing Intro	An additional intro with module hosts to frame the module content to the COVID-19 context.	TBD
Choose your Own Adventure	Describe stages of career planning and decide whether you are navigating towards a career goal or strategically exploring career goals.	7:41
Navigating towards a Career Goal	Share resources helpful for individuals who are navigating towards a career goal.	3:44
Strategically Exploring Career Goals	Share resources helpful for individuals who are strategically exploring career goals.	3:40
A Process for Reflecting on What Motivates You	Outline a process for reflecting on enjoyable work tasks as a method for exploring career opportunities.	2:35
A Spotlight on Beyond the Professoriate	Dr. L. Maren Wood (Co-Founder of Beyond the Professoriate) shares how Beyond the Professoriate	9:52

	began and how it helps PhDs launch meaningful careers.	
Your Network as a Career Planning Resource	Introduce the Informational Interview activity by discussing the role of networks in career planning.	3:48
Introducing the Career Plan	Introduce the Career Plan activity, how to write a career goal, and why it is important that short-term objectives are connected to long-term goals.	5:43
Building your Career Plan	Guides participants through a step-by-step process of completing a career plan, including examples.	3:19
Giving Valuable Feedback	Introduces peer review activity and offers four tips for giving valuable feedback.	2:10
Putting your Career Plan into Action	Introduces the “Overcoming Obstacles on your Pathway to Success” activity.	2:34
Overcoming Obstacles on your Pathway to Success	Guides participants through a step-by-step process, with examples, of a gap analysis activity.	2:22
Reflecting on your Career Plan Process	Susanna Harris, Founder and CEO of PhD Balance, reflects on her career planning process.	2:00
Wrap Up	Summarize the main points from this module.	2:04

Overview of PALS Activities

PALS Learning Objective	PALS Activity
<i>Warm up: What did you want to be when you were a child?</i>	
Identify whether you are strategically exploring career goals or navigating toward a specific career goal.	<i>Choose your own Adventure:</i> Where are you in the career planning process? Link to “Intro to Choose your Own Adventure” video. Useful for identifying which activities meet the needs/goals of the specific group.
Describe and prioritize your goals for your postdoc and connect them to longer-term career goals or ideas.	<i>Finding your Passions:</i> Identify interests by reflecting on your position - which activities energize and which drain energy.

<p>Understand how job descriptions are structured, identify strengths and skill gaps related to a potential position.</p>	<p><i>Deconstruct a Job Ad:</i> Deconstruct a job description, identifying your strengths and skill gaps.</p>
<p>Integrate career planning process and reflections into day-to-day research practice.</p>	<p><i>Set an Intention:</i> What is one thing you will do this week to get closer to your career goal? Who will you ask for support?</p>

Warm-Up

Activity:

Ask each participant to share what they wanted to be when they were a child.

Facilitator Notes:

Give participants some time to reflect before sharing. Get the conversation started by sharing your childhood dreams with the group. Think about what your impression of that career path was, and how it might relate to the career you've pursued as an adult. Go around the room and give each participant time to share.

Activity #1: Choose Your Own Adventure

Learning Objective:

Identify whether you are strategically exploring career goals or navigating toward a specific career goal.

Activity:

Refer to the "Choose Your Own Adventure" video and discuss where each participant is in the career planning process. Briefly, there are multiple different stages of the career planning process. Some may be strategically exploring career goals, while others might be navigating towards a specific career goal. This could be facilitated in a number of ways: 1) open discussion as a group; 2) live poll; or 3) annotate slide 3 from the [Week 4 slide deck](#).

Facilitator Notes:

Once you identify where the group is in the career planning process, the interests of your PALS community can help guide the remaining time. For example, if most are still identifying a career goal, you could choose to do the activity on finding your passion. If most of the group have identified a career goal, you could choose to deconstruct job descriptions. If the group seems split, you could have breakout groups do the activities simultaneously.

Activity #2: Finding your Passion

Learning Objective:

Describe and prioritize your goals for your postdoc and connect them to longer-term career goals or ideas.

Activity:

In this activity, you will identify your interests by reflecting on your position. Ask participants to make two lists - first considering which work-related activities drain their energy, and next which work-related activities give them energy. It is recommended that participants first take time to do this alone, and then share out as a group. Some reflection questions to consider include:



- How do you spend your day? Is it mostly doing draining or energizing activities?
- Looking at your list - think about why those activities drain/energize you. Do you need more personal interaction, teamwork, or time to prepare?
- How might you minimize the draining activities (or the time you need to spend on them) and maximize those that energize you?

After considering the professional factors that could impact career planning, encourage participants to also reflect on how their personal life impacts career planning. These reflection questions can also help guide participants towards a career goal.

- How does your family impact how you think about your career planning process and job search?
- What location (geography) makes you feel safe, welcome, and included? How might this impact your career planning?

Online Facilitator Tip:

Facilitating this activity using [slides 4 and 5](#) as instruction then using a Google doc to complete the activity might be easiest. We've created [a template](#) that you can copy and use.

Facilitator Notes:

Make sure to end this activity such that participants leave feeling hopeful and identify the power they have in their workday and career path.

Activity #3: Deconstruct a Job Ad

Learning Objective:

Understand how job descriptions are structured, identify strengths and skill gaps related to a potential position.

Activity:

If possible, find a partner in the group with similar career interests or goals. Participants can either find a job description they are interested in and bring those or use one of the several examples on hand ([Appendix E](#)). Work together to deconstruct a job description. Consider the four major components:

- The position title: Can you get a clear sense of what the job will entail based on the title?
- The company description: What can you learn about the company or institution? Does this align with what you value in the workplace?
- Responsibilities: What seems to be important skills that can be pulled from this section?
- Requirements/Qualifications: What skills (transferable included) do you have that align with the requirements? Consider both the required and preferred qualifications. Identify your strengths and skills gaps.

After deconstructing the job description, consider the following questions:



- How can you show those strengths in your cover letter?
- Which details in the job description should you address in your cover letter?
- How can you and your partner support each other as you prepare and apply for jobs?

Online Facilitator Tip:

This activity can be facilitated using: 1) think-pair-share using breakout rooms or 2) group discussion. You can use the [Week 4 slide deck](#) to assist in your facilitation (slide 6).

Facilitator Notes:

- For the position title, it will vary by institution, company, and discipline. The title might not be a great way to judge what the position actually entails.
- For the company description, it's important to do your research! This information will be important for both a cover letter and interview.
- Most postdocs will know more about the skills prioritized by academic positions, but encourage them to consider the transferable skills they gain during their training positions (public speaking, writing, data analysis, mentoring, etc.) that are valued outside of academia.
- You can also encourage participants to consider how their personal life might impact their career planning or job searching. How does your family impact how you think about your career planning process and job search? What location (geography) makes you feel safe, welcome, and included? How might this impact your career planning?
- Be transparent in the purpose of discussing in pairs - how can participants use this community to reach their career goals?

Wrap-Up: Set an Intention

Ask each participant to choose one action item they will do this week to get closer to their career goal, and who they may ask for support. Encourage participants to share if they would like to, but recognize that not everyone will be willing to share. Make sure you share your own action item!

Online Facilitator Tip:

If you use the Annotate feature to use the [Week 4 slide](#) deck (slide 7) as a whiteboard, you can save the whiteboard to revisit next week.

Check-in with participants to make sure there are not any outstanding questions from the session. Give a short preview of what they will be talking about next week and if there's anything they should bring to the next session.

Week 5: Developing Resilience

Developed by Henry (Rique) Campa III, Robin Greenler, Sarah Chobot Hokanson,
Olivia Chesniak, Noah Green, and Celine Young

Summary of Online Course Content

This week, the online course explored resilience, defined as a set of skills and habits that prepares us to better cope with, adapt to, and recover from personal and professional challenges. A model of resilience with 4 phases, deterioration, adaptation, recovery, and growth was presented. Participants dug into the literature related to each phase, as well as talked through strategies to build and support resilience. The last activity this week focused on the growth phase - developing an action plan. The online course learning objectives are:

- Define why we are going to talk about developing resilience in the Postdoc Academy
- Explore evidence-based approaches to managing stress and developing resilience
- Identify opportunities for recovery from work and life stresses
- Develop, implement, and reflect on an action plan that will support progress on a personal or professional goal and effectively support building resilience

Video Title	Description	Video Length (min)
Intro	Provide framing to resilience. Preview what to expect for the module.	2:59
Reframing Intro	An additional intro with module hosts to frame the module content to the COVID-19 context.	TBD
Welcome	Connect work-life balance to resilience, discuss why resilience is important, and share the learning objectives for the module.	3:49
Failure: Unlocking our Potential for Success	Define failure and explore what we associate with failure in our culture. Reconsider the role of failure in achievement.	4:28
What is Resilience?	Define resilience and introduce the Historical Range of Variability graph as one way to think about the process of resilience.	5:52
Models of Resilience	Identify the four phases of resilience. Explore three models of resilience from the literature.	5:48
Acknowledging Barriers	Discuss what might be barriers to resilience and how to respond to those barriers. Introduce three case study to	6:12



	explore further.	
Time Management Strategies	Four postdocs share their time management strategies.	2:53
When It's Not Manageable	Interviews with Susanna Harris of PhD Balance and Karen Brouhard, a licensed mental health provider, who share resources to support and cultivate resilience.	8:45
A Spotlight on PhD Balance	Susanna Harris describes the resources of PhD Balance.	1:55
What is Adaptation?	Dig into the second phase of resilience, adaptation. Explore the three components of adaptation from the literature.	6:22
What is Recovery?	Explore the recovery phase of resilience. Provide examples of how recovery can differ between people, and stressors.	5:11
Strategies for Bouncing Back	Interview multiple postdocs and career professionals on how they bounce back from stress. Distinguish internal and external recovery.	11:36
Introducing the Action Plan	Describe how to connect your goals to actions. Identify the pitfalls for an effective action plan.	5:06
Wrap Up	Summarize the main points from this module.	2:22

Overview of PALS Activities

PALS Learning Objectives	PALS Activities
<i>Free Writing Warm Up:</i> Describe typical challenges that prevent them from meeting personal or professional goals.	
Explore why resilience is an important part of your professional development as a postdoc.	<i>Video Recap:</i> Watch the “Intro” video as a group and discuss what themes the group is most interested in exploring further.
Identify opportunities for recovery from work and life stresses.	<i>Recovery at Work:</i> Write down things you enjoy/don't enjoy at work. Considering the list, identify three ways that you might improve your work day.
Explore the connection between evidence-based research and your own experience by identifying	<i>Graph your Resilience:</i> Graph your own experiences of resilience in a recent personal or

where you are in the process of resilience.	professional experience.
Identify community support for developing a resilience action plan and a timeline for implementation.	<i>Accountability Buddy:</i> Find a partner. Share how developing your action plan is going and any challenges that you are facing in terms of building and implementing it.

Warm-Up: Free Writing

Activity:

Write a one-minute paper (using a Word document on your computer or just a piece of paper and pen), describing typical challenges that prevent them from meeting personal or professional goals. Give the group no more than a few minutes for this activity. You should also complete this exercise.

Upon completion, ask 3 or 4 participants to share their responses. The facilitator can look for common themes the group has regarding the challenges of developing resilience while meeting personal or professional goals. You can keep these themes in mind for future sessions or take some time this week to crowdsource strategies to overcome these challenges.

Facilitator Notes:

Why should the facilitator also do the exercise? It is important for the community to see that the facilitator is part of the community and, specifically to this exercise, also has some experiences and challenges with resilience.

Activity #1: Video Recap

Learning Objective:

Explore why resilience is an important part of your professional development as a postdoc.

Activity:

Watch the “Intro” video as a group and discuss what themes the group is most interested in exploring further. Ask:

- Is there something that you found insightful?
- Is there something that you’re struggling with and would like to explore further?

Online Facilitator Tip:

For this activity, it might be useful to use the Annotate tool on the [Week 5 slide deck](#) if you would like anonymous answers. You could also do a think-pair-share in breakout rooms.

Facilitator Notes:

The facilitator could look at the intro video beforehand and identify some of the many themes and some associated discussion questions. This discussion can help identify themes that could be explored further during this meeting or in Week 6 when resilience is revisited. Some examples of the themes presented in this video include:

- Complexity of resilience
- Digging into the literature about resilience
- Strategies to be resilient



- Developing an action plan to build and sustain resilience

Activity #2: Recovery at Work

Learning Objective:

Identify opportunities for recovery from work and life stresses.

Activity:

Introduce or discuss Zijlstra et al. 2014 (<https://www.ncbi.nlm.nih.gov/pubmed/25100275>). This article presents a framework that looks at “internal recovery,” small activities/events during work and “external recovery,” activities/events outside of work (see video “What is Recovery?”).

- Participants can read the first 3 pages ahead of time or just use as a reference to explore the topic in greater detail.
- This framing can be a writing activity (think-pair-share) or just an open discussion.

Write down things you enjoy and don’t enjoy at work. Considering the list, identify three ways that you might improve your work day. Consider factors such as scheduling your day, breaks, social needs/relationships, time management, movement, prioritization, communication, collaboration, boundaries, and culture/climate of your work environment. Share around the room.

Online Facilitator Tip:

This activity could be co-created in a Google doc ([template available](#)) or done individually with a report-out on the ways participants might improve their work day.

Facilitator Notes

- Zijlstra, FRH, M Cropley, and LW Rydstedt. “From Recovery to Regulation: An Attempt to Reconceptualize ‘Recovery from Work.’” *Stress and Health*, vol. 30, no. 3, 2014, pp. 244-252. doi: 10.1002/smi.2604.
- Pull out a few key points from the article as a teaser.

Activity #3: Graph your Resilience

Learning Objective:

Explore the connection between evidence-based research and your own experience by identifying where you are in the process of resilience.

Activity:

Graph your own experiences of resilience in a recent personal or professional experience up to and/or including today. A blank template is provided in [Appendix F](#) and the [Week 5 slide deck](#) or you can use a blank sheet of paper to draw your own graph. Two examples are provided on slides 6 and 7. Include the

four phases of resilience presented in the video “Models of Resilience”: deterioration, adaptation, recovery, and growth. Ask participants to carefully consider:

- The time scale of their graph: Days, weeks, or months.
- The y-axis label: In the course, examples of the y-axis label included satisfaction with work-life balance, energy levels, skills, well-being, or productivity.

After completing the graph, discuss as a group the processes and factors that impact the resilience graph that you’ve drawn.

Facilitator Notes:

See “Models of Resilience” video for more detail on the process of resilience graph and some examples.

Activity #4: Accountability Buddy

Learning Objective:

Identify community support for developing a resilience action plan and a timeline for implementation.

Activity:

Find an accountability buddy. Encourage participants to choose someone who works in a different department or discipline. Use breakout rooms for each pair to share:

- How is developing your action plan going?
- What challenges are you facing in terms of building and implementing your action plan?

Facilitator Notes:

- This is a flexible time for participants to connect with each other and get to know an accountability buddy who can support each other. The accountability buddies will also check in with each other in Week 7.
- The facilitator should also make an action plan (in the online course) and find an accountability buddy.

Wrap-Up

Check-in with participants to make sure there are not any outstanding questions from the session. Give a short preview of what they will be talking about next week and if there’s anything they should bring to the next session.

Week 6: Working Effectively in an Intercultural Environment

Developed by Sarah Chobot Hokanson, Bennett Goldberg, Robin Greenler,
Jessica Maher, Rick McGee, and Celine Young

Summary of Online Course Content

This week, participants examined their own identities and reflected on how those enhance and affect the ways they collaborate. After reflecting on their own awareness, participants explored the literature relating to microaggressions and implicit bias. A virtual journal club unpacked the articles in more detail. Through case studies, participants reflected on how interpersonal interactions are shaped by the identities we hold. Finally, a Padlet tool was used to bring it all together - considering what small actions could have improved non-welcoming or non-inclusive situations. The online course learning objectives are:

- *Thinking about yourself* - Develop an awareness of their own social, cultural, and professional identities through reflection.
- *Exploring the literature* - Describe, based on the research literature, how the experiences of marginalized graduate students and postdocs are impacted in research settings.
- *Thinking about how you interact with others* - Reflect on how your culture and identities interact with those of others in the formal and informal environments you experience. Experts reflect and participants observe and recognize strategies to create and support an inclusive environment.

Video Title	Description	Video Length (min)
Intro	Provide framing to working effectively in an intercultural environment. Preview what to expect for the module.	4:11
Reframing Intro	An additional intro with module hosts to frame the module content to the COVID-19 context.	TBD
Introducing the Ground Rules	A group of postdocs and career professionals introduce the six ground rules.	2:26
Reflecting on the Ground Rules	A group of postdocs and career professionals discuss the ground rules and how they land.	7:25
Respecting Confidentiality	Explore the ground rule of stories stay and lessons leave further.	3:44
The Practice of Self-Reflection	Define the process of reflection and explore the research that highlights the impacts of self-reflection.	4:23



Introducing the Identity Grid	Introduce the identity grid, how it can be used, and some of the intended outcomes or questions that might come up for you.	5:26
Using the Identity Grid	Interview with Rob Brown, Director of Social Justice Education at Northwestern University, on this use of the identity grid.	9:52
Synthesizing the Literature	A group of postdocs and career professionals have a virtual journal club on the two articles presented in this module.	10:04
Developing Evidence-Based Strategies	A group of postdocs and career professionals discuss strategies to create a more inclusive environment.	8:23
Reflecting on Social Spaces	A group of postdocs explore how they became interested in these spaces and what belonging means to them.	8:38
Framing the Case Studies	A group of postdocs and career professionals provide framing and context for the two case studies in this module and then explore inclusion.	8:11
Unpacking Case Study #1	Highlight some of the main takeaways from Case Study #1.	6:16
Unpacking Case Study #2	Highlight some of the main takeaways from Case Study #2.	8:31
Putting it All Together	Introduce the Padlet activity.	2:57
Wrap Up	Summarize the main points from this module.	2:04

Overview of PALS Activities

Before we share suggestions on learning objectives, discussion prompts, and activities for this session, we want to encourage you to pause and reflect on how facilitating this particular session is different from the others in this Facilitator Guide. The focus of this PALS is to provide time and space for individual and group processing and reflecting on the online content, rather than adding new content. We have a few tips for you as you facilitate this session:

- Re-emphasize the role of the facilitator. You can share your own strategies and experiences, but you are not expected to be the expert or come up with the only answer, strategy, or plan.
- Reground to the community standards. Take a few minutes to review the community standards from Week 1 and check if there's anything else that should be added or modified.
- Watch all of the videos!



- Choose one of the two activities: 1) Explore the literature or 2) Reflect on your interactions. Dive deeper into the content and this activity should be the focus of the entire PALS meeting.

PALS Learning Objective	PALS Activity
Check in with each other and create a space for processing and reflecting individually and as a group.	<p><i>Check In:</i> What has come up for you this week?</p> <ul style="list-style-type: none"> - What were the main takeaways? - Having thought about it for awhile, what is new for you? - Were there perspectives that you felt like you didn't hear?
<i>Exploring the literature</i> - Describe, based on the research literature, how the experiences of marginalized graduate students and postdocs are impacted in research settings.	<i>Explore the Literature:</i> Discuss one or both of the articles that were introduced in the online content. Build upon the virtual journal club.
<i>Thinking about how you interact with others</i> - Reflect on how your culture and identities interact with those of others in the formal and informal environments you experience.	<i>Reflect on your Interactions:</i> Reinterpret or be aware of an experience from the past. Think about experiences in the past that have involved diversity, equity, or inclusion challenges. Use the 3-2-1 method to prompt self-reflection.
<i>Wrap Up:</i> Reflect on their leaving thoughts in just one word.	

Activity #1: Check In

Learning Objective:

Check in with each other and create a space for processing and reflecting individually and as a group.

Activity:

[Week 6 slide deck](#) can assist in providing instructions for this activity. First, individually reflect on:

- What were the main takeaways for you this week?
- What felt familiar to you?
- Having thought about it for awhile, what is new for you?
- Were there perspectives that you felt like you didn't hear?
- What is troubling for you?
- Answer these questions in any the following contexts:
 - Ground rules
 - Social identity grid
 - Discussions around social identity grid
 - Literature
 - Case studies
 - Discussions around case studies

After 5 minutes of self-reflection, pair up and discuss these questions with a partner in breakout rooms for 10 minutes. If you are comfortable, you can facilitate a large group discussion about the reflections of the participants.

Facilitator Notes:

If you choose to have a large group discussion, ensure that there is permission to share from the paired conversations.

Activity #2: Explore the Literature

Learning Objective:

Exploring the literature - Describe, based on the research literature, how the experiences of marginalized graduate students and postdocs are impacted in research settings.

Activity:

During the online course, two papers were shared, and a virtual journal club provided a high-level synthesis. During this activity, you will dive deeper into the articles. You can choose to explore one paper or both. "Am I overreacting? Understanding and combating microaggressions" was covered less in the online course, so we suggest that you spend more time on that paper.

Discussion prompts for "Am I overreacting? Understanding and combating microaggressions":



- This review provides a number of big picture actions to interrupt microaggressions. Let's scale those actions down to the every day. What do you do? What is your current circle of influence? How might that change in the future, and what could you do with a larger circle of influence?
- As the facilitator, you can also tie the literature to the Padlet activity. Reflect together on the themes that came out and the actions that were common among multiple incidents. How could we handle this situation given the tools we've learned? How might you handle these situations with different positionality?
 - How would you acknowledge the microaggression if you did it?
 - If you were a bystander, how might you intervene?
 - If it happened directly to you, what support would you need? Does that change depending on the relationship?
- You can also tie in the video, "Reflecting on Social Spaces" where postdocs discuss proactive strategies and actions.

Discussion prompts for "Quality of evidence revealing subtle gender biases in science is in the eye of the beholder":

- Synthesis of the article: What are the main takeaways?
- Are you surprised by the results? If so/not, why?
- Where do you see yourself in this study?
- How have you seen gender bias manifest in your research or discipline?
- What are some of the future applications (personally and professionally) for the main findings of this paper?

Online Facilitator Tips:

These discussions could work well as a large group discussion. [Week 6 slide deck](#) can assist in facilitating discussion.

Facilitator Notes:

Remind the participants before the session that you'll be reviewing the papers during the session. We encourage you to read the papers before the session as well.

- "Am I overreacting? Understanding and Combating Microaggressions" by Crandall and Garcai from 2016 in Higher Education Today
<https://www.higheredtoday.org/2016/07/27/understanding-and-combating-microaggressions-in-postsecondary-education/>
- "Quality of evidence revealing subtle gender biases in science is in the eye of the beholder" by Handley et al. from 2015 in PNAS
<https://www.pnas.org/content/early/2015/10/06/1510649112.short>

Activity #3: Reflect on your Interactions



Learning Objective:

Thinking about how you interact with others - Reflect on how your culture and identities interact with those of others in the formal and informal environments you experience.

Activity:

This activity will ask participants to reinterpret or be more aware of an experience from the past. It should begin with self-reflection, using the 3-2-1 method. Ask participants to identify 3 key learnings, 2 questions they're still considering, and 1 opportunity for action or commitment moving forward. Think about experiences in the past that have involved diversity, equity, or inclusion challenges. Does any of the online course content lead you to reconsider, reinterpret, or otherwise understand the situation differently?

After 5 minutes of self-reflection, provide an opportunity for participants to share their opportunity for action or commitment with their accountability buddy. Alternatively, ask given your reflection, do you have any questions?

Online Facilitator Tips:

[Week 6 slide deck](#) can assist in providing instructions for the self-reflection. You can also use breakout rooms to have participants share their opportunity or action or commitment or ask the group if they have any questions.

Facilitator Notes:

This activity starts with building awareness or reinterpreting an experience from the past. By the end of the activity, begin to consider if there are any small actions that you might do differently. If time allows, connect these discussions to the idea of a community of practice and the dynamics within each community of practice. This is a space for a meta-reflection back to Week 1 of the online course.

Wrap-Up

Ask participants to reflect on their leaving thoughts in just one word on slide 8 of the [Week 6 slide deck](#). They could describe how they're feeling, something they've learned, or an appreciation for the dialogue. Create the space for every participant to share just one word.

Finally, check-in with participants to make sure there are not any outstanding questions from the session. Give a short preview of what they will be talking about next week and if there's anything they should bring to the next session.

Week 7: Checking In

Developed by Henry (Rique) Campa III, Robin Greenler, Sarah Chobot Hokanson,
Olivia Chesniak, Noah Green, and Celine Young

Summary of Online Course Content

In the final week of the online course, participants checked in on developing and implementing their action plan from “Developing Resilience”. Additionally, participants received peer feedback on their career plan. This week, no new content is introduced, rather the time is spent reflecting on their activities throughout the course. Participants were able to view, edit, and download their ePortfolio. There are only two new videos and a few discussion prompts to check-in on their course progress.

Video Title	Description	Video Length (min)
Implementing, Practicing, and Reflecting on Action Plan	Check-in on how the action plans are going.	3:28
Course Outro	Summarize the main points from this course and preview what’s to come from the Postdoc Academy.	1:59

Overview of PALS Activities

PALS Learning Objectives	PALS Activities
Identify your own strengths as a resilient person.	<i>Superpower Warm Up:</i> Share your resilience superpower.
Connect aspects of your identity to your resilience superpower.	<i>Leveraging your Superpower:</i> Review your identity grid. Consider how one or more of your identities, or something you have learned by having that identity, is or could be an asset when facing a challenge. Write for 5 minutes.
Identify and describe community support for developing a resilience action plan and a timeline for implementation.	<i>Accountability Buddy:</i> Check in with your accountability buddy. Identify one thing you need to ask for to be successful in implementing your resilience action plan.
Decide on next steps for PALS community.	<i>Wrap Up:</i> Discuss if and how you want to continue as a PALS.

Warm-Up: Resilience Superpower

Learning Objective:

Identify your own strengths as a resilient person.

Activity:

Share your resilience superpower. Think creatively about your skills and strengths, either personally or professionally. Some examples:

- *Self Care:* I give myself time to reflect after stressful situations.
- *Growth Mindset:* I received hard feedback recently, now I know where I need to improve.
- *Positive Reframing:* I don't have much experience, but that means I have the opportunity to learn.
- *Gratitude:* I appreciate having a team of other superheroes who support me.
- *Recognizing Progress:* I made progress toward two parts of my action plan.

Online Facilitator Tip

This can be facilitated as a group discussion or using the Annotate tool on [slide 3](#).

Facilitator Notes:

Share your resilience superpower with the group. Encourage participants to be confident in sharing their superpower - don't use "I think" or "maybe".

Activity #1: Leveraging your Superpower

Learning Objective:

Connect aspects of your identity to your resilience superpower.

Activity:

Review your social identity grid from last week ("Working Effectively in an Intercultural Environment"). Consider how one or more of your identities, or something you have learned by having that identity, is or could be an asset when facing a challenge. Write for 5 minutes.

Facilitator Notes:

[Slide 4](#) can be used to provide instructions. After the free writing, there can be optional sharing. Feel free to share yours as an example. Focus the discussion on common themes and connections, rather than specific identities and challenges.

Activity #2: Accountability Buddy

Learning Objective:



Identify and describe community support for developing a resilience action plan and a timeline for implementation.

Activity:

Check in with your accountability buddy using breakout rooms. Identify one thing you need to ask for to be successful in implementing your resilience action plan.

- Who will you ask for this support?
- How do we want to stay accountable to each other after the program is over?

Facilitator Notes:

This activity can tie into the wrap-up and discussing if/how the group would like to continue to meet or stay in touch.

Wrap-Up: Next Steps

Discuss with your PALS if and how the group would like to stay in touch after the online course is completed. Here are a few ways that PALS could maintain a sense of community and expand on their professional development:

- Meet monthly to follow-up on goals identified during the PALS
- Create a Slack channel where the group can continue conversations online
- Share information about other professional development events on campus, online (e.g., in your disciplinary society), or in the surrounding community and attend as a group if possible.

Remind participants to provide feedback on the PALS. See below for more details.

Provide Feedback on PALS

We hope you enjoyed your time as a PALS facilitator! The Postdoc Academy team greatly appreciates your time and commitment to supporting postdocs. Feedback on your experience and the participant experience is important to continuously evaluate and improve the experiences of postdocs and facilitators in the Postdoc Academy program.

To collect feedback on PALS, the Postdoc Academy is using the CIMER (Center for the Improvement of Mentored Experiences in Research) Assessment Platform. Briefly, the Postdoc Academy will share names and emails for PALS facilitators and participants with the survey platform. All participants and facilitators will receive a pre-PALS survey to collect demographics, which is critical for reporting to the National Institutes of Health. After seven weeks of PALS sessions, everyone will receive a post-PALS survey. Three months later, another post-PALS survey will be distributed to examine the impacts of PALS.

As a facilitator, you only need to provide the names and emails of your PALS participants to postdocacademy@gmail.com. Surveys will be distributed via email from postdocacademy@gmail.com using the CIMER Assessment Platform. These surveys are optional and not required for any facilitator or participant. This platform is confidential but not anonymous.

Please direct all questions to postdocacademy@gmail.com. We appreciate your feedback!



Appendix A: Facilitation Notes

Creating a Supportive Environment

There are also specific steps you can take to create a positive and supportive learning environment.

- Discussing and agreeing on a set of ground rules.
- Making a clear working agreement on confidentiality. This is essential for building relationships of trust within the group.
- Getting to know each other.
- Paying attention to the energy of the group. Maintaining the energy is important. In dealing with difficult and sensitive issues, there is a real possibility that group members will feel overwhelmed. Being creative about ways to maintain the energy is necessary; this may include using warm-ups, energizers, and ice-breakers. Humor is also important. This curriculum addresses serious issues but humor is a useful learning tool in itself – people learn better when they feel more comfortable and relaxed.
- Helping participants keep track of their progress. This can be done by recapping previous sessions and explaining links between learning activities.

Strengthening Core Facilitation Skills

There are some core skills that any good facilitator needs and it is important to reflect on how best to strengthen these core skills, focusing on:

Active Listening: Facilitators need skills in active listening in order to be able to use the tools well with groups. Active listening means more than just listening. It means helping people feel that they are being understood, as well as being heard. Active listening encourages people to be more open in sharing their experiences, thoughts and feelings. Active listening involves:

- Using body language and the face to show interest and understanding. This could include looking at the speaker's eyes, nodding the head, and turning the body to face the speaker;
- Listening not only to what is said but also to how it is said, by paying attention to the speaker's 'body language';
- Asking questions of the person who is speaking in order to show a desire to understand; and
- Summarizing the discussions to check an understanding of what has been said and asking for feedback.

Effective questioning: Being able to ask effective questions is an essential skill for this work. Effective questioning skills are needed in order to help people to better understand the complexity of identity, culture and personal background. Such skills also increase participant's participation in their group's discussions of how to apply what they are learning.

Effective questioning involves:

- Asking open-ended questions, for example using the six key questions (Why? What? When? Where? Who? and How?);
- Asking probing questions: by following participants' answers with further questions that look deeper into the issue or problem;
- Asking clarifying questions by re-wording a previous question;
- Asking questions about personal points of view by asking about how people feel and not just about what they know; and
- It is important that questions are asked in a constructive manner. Facilitators should recognize participants' inputs, especially when participants share their personal reflections.

Key important points that the facilitator should keep in mind:

- Participation: It is important that the facilitator does not dominate the proceedings, but instead creates space and an environment for all participants to share and learn.
- Humility: This is a community learning process. We do not have every answer to every question. We should all recognize the complexity of the topics. There are confusions and doubts.
- Dialogue: The facilitator should foster an environment that encourages participants to share their views. However, being constructive and non-judgmental does not mean that insensitive comments and views can go unchallenged. Statements that devalue others, or give privilege to certain groups should be questioned in a way for further critical reflection.
- Sense of humor: Understanding that the learning process can be challenging and difficult, a sense of humor can help keep the dynamic positive and hopeful. A sense of humor can help ease anxiety and tensions.

Working with Groups

Facilitating group discussions is a basic skill for using this curriculum. This skill is needed in order to increase the participation of people in their group discussions and to ensure that group members are able to express their range of views and interests. Good facilitation skills help to improve the quality of group discussion and problem solving. Such skills can also help groups to agree on changes that are needed and to commit to taking action on these changes. There is no single best way to facilitate a group discussion. Different facilitators have different styles. Different groups have different needs. But there are some key aspects of good group facilitation, which are described below.

- Involving everyone: Helping all group members to take part in the discussion is a really important skill in facilitating a group meeting. This involves paying attention to who is talking a lot and who is not saying much. There may be many reasons why someone is quiet during a group discussion – for example, they may be thinking deeply. But in general, it is a good idea to bring quiet group members into the discussion – for example, by asking them a direct question. On the other hand,

if someone is very talkative, it is helpful to ask them to allow others to take part in the discussion.

- Keeping the group on track: A key task for the facilitator is to help the group stay focused on the issues that are being discussed and the objectives for the group discussion. If the group seems to be losing its focus, it is important to remind group members about the objectives for the activity and the issues that are being looked at. This will help to get them back on track. One of the main tasks of the facilitator is to help the group by guiding its discussion. A good facilitator will use questions to shape the discussion and direct it towards the key learning points and remaining questions.
- Managing conflict: Talking about issues of identity and inclusion may well give rise to disagreements within the group. Most people have strongly held views about such issues. Disagreement is very healthy and should be welcomed. It is often through disagreement with others that we come to better understand our own thoughts and feelings. There may however, be situations when disagreement turns into conflict. In a conflict, people put their energy into defending their own fixed positions rather than exploring the issues with each other. Helping the group to manage such conflict is a key role for the facilitator. This is because conflict can make it harder for the group members to do their work together and achieve their objectives. There are many ways to manage conflict. These different ways tend to share some common features, including:
 - Getting people to state their concerns, and the reasons for them, clearly – this reduces the danger of other people making assumptions;
 - Getting people to listen to others carefully – this helps to shift people out of their fixed positions and creates an atmosphere of respect in which it becomes easier to work a conflict out;
 - Getting people to look for areas of agreement and shared concern – this is to create a common ground on which to come together to work a conflict out
- Dealing with disruptions. People often take on particular roles when they are in groups. Some of these roles can interfere with the work of the group. Facilitating a group discussion may mean dealing with negative or disruptive people or with someone who continues to interrupt the discussion. Reminding the group of the working agreements and asking everyone to be responsible for maintaining these agreements is a good way to deal with disruptions. It is important to try and involve the group when asking a disruptive group member to help rather than hinder the work of the group. In the most extreme circumstances, when a group member continues to be very disruptive, the facilitator may need to ask this person to leave the group session. In this situation, it is important to arrange to talk with this person later in order to better understand their position and to make a decision about whether they should continue with the group.
- Achieving agreement: It will not always be possible to achieve agreement among group members. But a good facilitator will highlight areas of agreement for the group, as well as points of disagreement that need further discussion. The facilitator should also sum up the main points

of the discussion and any action points that have been agreed. Participants can agree to constructively disagree. It is important to thank the group for their contributions to the meeting and to celebrate the achievements of the meeting.

Facilitation Notes adapted from East and Southeast Asia regional curriculum on transforming masculinities towards gender justice.

Appendix B: Additional Community Standards

1. Confidentiality. We want to create an atmosphere for open, honest exchange. What is said in the space stays in the space. What is learned in the space can leave the space.
2. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
3. Speak from personal experiences. Use “I” statements to share thoughts and feelings. You cannot speak for your group; just because you are does not mean you understand.
4. Do not demean, devalue, or “put down” people for their experiences, lack of experiences, or difference in interpretation of those experiences.
5. Take responsibility for your impact. Our intentions do not negate the negative impact we may have on someone. We will hold ourselves accountable by challenging ourselves to be quick to sincerely apologize and then open to learning when we do not understand.
6. Assume best intentions. Trust that people are doing the best they can and that everyone is attempting to balance being honest, vulnerable, and imperfect with standards of perfection, mastery, and survival.
7. Challenge the idea and not the person. If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
8. Speak your discomfort. If something is bothering you, please share this with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
9. Monitor your airtime. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
10. Be fully present. Our time together is precious and limited. Everyone at the table has significant contributions to make and we need you to fully participate with both your head and your heart.
11. Redefine the term “Safe Space.” Conflict and discomfort are often a part of growth. Make sure to differentiate between feelings of discomfort and experiences with conflict and being unsafe.
12. Trust the process. The journey to our destinations offer us the chance to gain insights about ourselves and others. These insights help us grow and change and contribute to our cohesion, offering us opportunities for gratitude and appreciation on the way to goal achievement.

Appendix C: Aligning Expectations Case Study

Tia, a PhD student in the same laboratory as Erin, needed to learn an assay protocol that Erin developed for her project, however, when the first draft of the manuscript is written and shared amongst the research group, Erin notices she is not an author. Erin worked with Tia for several months, training her on how the assay worked and reviewing her data to make sure that the experiments were successful.

Erin and her PI discussed how the mentoring experience was valuable for Erin given her desire to transition into a faculty career, though it was challenging for Erin to juggle her own work and responsibilities outside of work with making time to help Tia. Erin also needs to demonstrate productivity in order to stay on track for her faculty career, and her own progress was slower when she was mentoring Tia.

Though Erin did not play a direct role in any other aspect of Tia's project, her expectation had been that she would be included as a secondary author on Tia's manuscript given her role in developing the assay and helping Tia complete the assays.

1. How could Erin have communicated her expectations earlier, prior to mentoring Tia?

2. Could those conversations impact the outcome of this situation? Why or why not?

Appendix D: Finding Alignment on Expectations

Finding Alignment on Expectations - A Checklist for Postdocs	
Questions for Self-Reflection	Questions for PI
What are my research interests? What skills do I want to develop?	How will my project contribute to the overall goals of your research group?
What are my top three priorities during my postdoc training?	What do you expect from postdocs who join your research group? What are your top three priorities for training?
What kind of job stability do I need?	Is this position renewable? How long is there funding to support this position?
What are my career goals right now? What support will I need to pursue that career?	What careers have other postdocs from your research group pursued? What resources can you/the institution provide?
What professional development opportunities (e.g., conferences, workshops) do I expect to be valuable for me?	What professional development opportunities do members of your research group routinely take advantage of?
What does productivity mean to me? What do I want to get out of my postdoc training for my CV?	What are your expectations related to productivity? What have past group members produced?
What are my expectations related to publications? What contributions do I think merit authorship?	What are your expectations related to publications? What contributions merit authorship in your research group?
What are my goals for proposal writing? Do I want to write my own fellowships? Do I want to contribute to larger grants?	Will I be able to write my own fellowship awards? What is your expectation related to collaborating on larger proposals?
Do I want to develop independent research that I can take with me after this postdoc?	Will I be able to develop my own independent research to help me transition into my next position? If so, what have past group members developed?
Do I want to collaborate with others within and outside of my research group? Do I prefer individual or collective work?	What collaborations does the research group have - both within and outside of the group?

How do I like to work? Am I more independent, or do I perform better with regular guidance and feedback?	What is your mentorship style? How frequently do members of the research group meet with you?
How do I like to communicate? When am I most comfortable?	What style of communication do you prefer?
How do I give and respond to feedback?	How do you give and respond to feedback? What is the best way to approach you?
Do I want to mentor other students during my training? Will I be mainly providing support/advice or contributing to their research?	What are your expectations for mentoring within the research group? How are research contributions in mentoring situations weighed in terms of authorship?
Do I want to gain additional experience (e.g., teaching) during my postdoc?	What opportunities are there for me to build skills outside of those I will learn and apply in your group?
Do I want to gain leadership roles (e.g., local postdoc group) outside of the research group?	What opportunities are there for me to build leadership skills outside of the research group?
Is a sense of community important to me?	What is the social environment like in this research group? How can I meet other postdocs in the department or across the institution?
Do I have any hobbies or personal interests (e.g., partner, pets) that are a priority for me?	What resources are there for me to continue doing my hobbies/personal interests in my free time?
What do I need to feel included within a team?	How can we help foster an inclusive environment in our team?
What does work-life balance look like for me?	---

Appendix E: Job Description Examples

Administrative- Associate Director, Training Grant Support and Postdoctoral Development - Georgetown University Medical Center

The [Office of Postdoctoral Development](#) (OPD) and the Office of Training Grant Support (TGS) are housed in [Biomedical Graduate Education](#) at Georgetown University Medical Center. The Associate Director, TGS, OPD serves as a central hub for career development programming and community building for 50-100 postdoctoral and clinical fellows across the medical center. This position also manages our TGS portfolio by providing critical support for a multi-million dollar annual funding source from the federal government through our four current training grants at the Georgetown University Medical Center campus with the potential for more training grants to be submitted in the future through the support of this position within the Division of Graduate and Postdoctoral Training and Development, Biomedical Graduate Education.

Reporting directly to the Assistant Dean for Graduate and Postdoctoral Training and Development, the Associate Director's duties include, but are not limited to:

- Administrate oversight of our Georgetown University Postdoctoral Association, managing a recruitment pipeline program for incoming postdoctoral trainees, administering research skills and career development trainings for research fellows, liaising with institutional stakeholders to track postdoc policy, and generating and populating large volumes of postdoctoral trainee data from prospective applicants, current trainees, and alumni for up to 15 years.
- Serve as a central hub for career development programming and community building for 50-100 postdoctoral and clinical fellows across the medical center.
- Manage our TGS portfolio by providing critical support for a multi-million dollar annual funding source from the federal government through our four current training grants at the Georgetown University Medical Center campus with the potential for more training grants to be submitted in the future through the support of this position within the Division of Graduate and Postdoctoral Training and Development, Biomedical Graduate Education.
- Supervise undergraduate student workers and graduate assistants as part of their data management duties for training grant support.
- Liaise with our volunteer co-chairs of the Georgetown University Postdoctoral Association (PDA) and supports PDA administrative director's needs.

Qualifications

- Background in research methodology through coursework, Bachelor's thesis, and/or Master's Degree.
- Strong data management, analytical research and organizational skills.
- Data Visualization capability. through Tableau or related software programs.
- Exquisite attention to detail.
- A track record of success in partnering and developing successful long term collaborative relationships.



- Demonstrated ability to work in a team environment that requires quick turnaround and quality output.
- Comfortable with various technologies connected to relationship management and recruiting.
- Excellent oral and written communication skills. Ability to run reports and analyze data in Excel.
- High level of proficiency of marketing/brand management and social media strategies.
- High emotional intelligence - the ability to build relationships with a wide variety of constituents.
- Entrepreneurial spirit, Innovative and willingness to try new things and learn new skills.
- Exhibits a high level of professionalism.
- Ability to complete tasks ion tie and with minimal supervision
- Self-motivated, ability to set goals and execute business development activities with confidence.
- Flexibility to perform in an ever-changing and rapidly growing work environment.
- Ability to handle confidential information with the utmost discretion.
- Excellent interpersonal, oral and written communication skills.
- Project management and decision-making skills.
- Ability to handle multiple projects and tasks simultaneously set priorities and meet tight deadlines.

Preferred qualifications

- 2 years relevant experience working in a university or research environment conducting career development programs and/or advising students/research trainees.
- Ph.D. Degree in a scientific discipline.
- Experience using a Career Service Management platform to track relationships strongly preferred.

Industry - R&T Polymer Chemist (Early Career Program)

With our strong investment in research and development and our culture of continuous improvement, Hexcel is the industry leader in the manufacturing of composite materials and industrial fabrics. We invite you to join the Hexcel team at various manufacturing sites, sales offices and R&T centers around the globe. Become a part of the “strength within.”

The Hexcel Early Career Program is a highly-coveted three-year rotational program, which participants have the opportunity to gain valuable experience and receive wide exposure to the different Hexcel business functions. This exposure occurs through coordinated rotations among a variety of assignments. Each year-long rotation provides unique and impactful experiences within the participants’ designated function, as well as one year in a cross-functional role. Participants rotate each year to a different location within the United States to gain experiences in the varied Hexcel plants.

The Early Career Program will help participants gain the necessary skills and knowledge through comprehensive and holistic learning experiences, projects, training, networking, interaction with corporate executives, and ongoing exposure with customers. Program graduates have the technical, business, and leadership foundation to proactively and continuously make innovative contributions to the future of Hexcel in positions best suited to match their individual career goals.

Qualifications:

- PhD in Chemistry (Organic), Materials or Polymer Science or related field
- Candidates must have less than 3 years of work experience (excluding intern & co-op experience)
- Must be willing and able to relocate, travel domestically and internationally
- Minimum grade point average of 3.0 on a 4.0 scale
- Displayed leadership potential
- Ability to work effectively both independently and as a team member
- Excellent written and verbal communication skills Self-starter

Eligible candidate must be: U.S. citizen, U.S. national, a person lawfully admitted for permanent residence, a temporary resident under sections 210(a) or 245(A) of the Act, a person admitted in refugee status, a person granted asylum.

Hexcel (NYSE: HXL) is a global leader in advanced composites technology, a leading producer of carbon fiber, and the world leader in honeycomb manufacturing for the commercial aerospace industry.



Assistant Professor of History

The History Department at the University of Wisconsin-Madison invites applications for an assistant professor (tenure track) in the history of South Asia since 1500; thematic field and period of specialization open. The ideal candidate will actively engage in the intellectual life of our large history faculty with diverse temporal, geographical, and methodological interests, as well as embrace departmental commitments to undergraduate and graduate education and engage in significant ongoing research and publication.

Principal Duties:

The successful candidate will teach courses at all levels, including introductory courses, in the history of South Asia since 1500, as well as courses in the candidate's field of specialty. The successful candidate will engage in significant ongoing research and publication and will perform department, university and community services as appropriate for faculty rank.

Institutional Statement on Diversity:

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background - people who as students, faculty, and staff serve Wisconsin and the world. For more information on diversity and inclusion on campus, please visit: [Diversity and Inclusion](#).

Degree and Area of Specialization:

Ph.D. in History or equivalent by start of appointment.

Minimum Years and Type of Relevant Work Experience:

Must demonstrate potential for excellence in teaching and scholarly research. We will consider applicants specializing in any area of South Asia. Candidates with an ability to conduct research using one or more South Asian languages are encouraged to apply.



Teaching Faculty Position in General Chemistry

The Department of Chemistry and Biochemistry at the University of Notre Dame seeks applicants for a full-time teaching faculty position in the Science & Engineering Scholars program. This program supports first generation and underserved student populations in their first year of college. Preference will be given to candidates having a Ph.D. in physical or organic chemistry and a demonstrated independent track record of teaching at the college/university level. Demonstrated teaching excellence (i.e. prior teaching experience and use of evidence-based practices) is also expected.

Responsibilities will be primarily in first-year general chemistry and/or organic chemistry lecture courses and curriculum development. Depending upon the extent of past experience, this professional staff position will carry the title of Assistant, Associate, or Full Teaching Professor. Successful candidates will be expected to assume leadership roles in the department's undergraduate program, which is nationally recognized for teaching excellence. Candidates should upload a cover letter, a curriculum vitae, a statement of teaching philosophy that includes a portfolio of prior independent teaching experience, and should also arrange for the submission of at least three letters of recommendation to <http://apply.interfolio.com/69856>.

Applications will be reviewed beginning December 15, 2019 until the position is filled. The start date is anticipated to be July 1, 2020.

Appendix F: Blank Resilience Graph

