



TPCB Student Town Hall

Mental Health & Wellness

Diversity & Inclusion

November 16, 2020



chembio.triiprograms.org

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TPCB Student Town Hall – November 2020

Agenda

A. Introduction

B. Mental Health & Wellness Resources

Judith Cukor, PhD – Weill Cornell Graduate School

Nisha Mehta-Naik, MD – Rockefeller University

C. TPCB Call to Action Update

D. TPCB Diversity & Inclusion Climate Survey

E. Open Discussion










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B. Mental Health & Wellness Resources

Review of support services available to all TPCB students

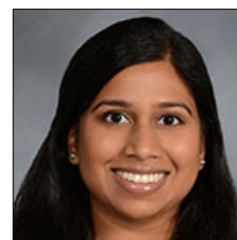
TPCB Intranet

<https://chembio.triiprograms.org/about-tpcb/intranet/>

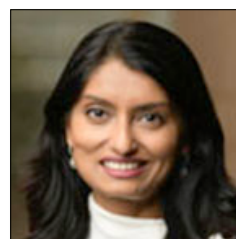
 Mental Health & Wellness Resources		
<p>TPCB and the Weill Cornell and David Rockefeller graduate schools recognize that students may face mental health issues at any time during their training. These can arise from a variety of factors that may or may not be directly related to their graduate studies. To support our students, TPCB provides extensive mental health and wellness services through the graduate schools.</p> <p>TPCB students who desire support are encouraged to contact the Program Director or Program Coordinator, who will coordinate support and connect them with the appropriate professional staff. Students may also directly contact the graduate school deans or professional staff listed below if they prefer. These staff can also provide referrals to external medical professionals.</p>		
	Derek S. Tan, PhD TPCB Program Director tan@mskcc.org 646-888-2234 (o) 646-228-1777 (m)	Provides academic oversight for all TPCB students and coordinates support services with the graduate schools
	Margarita Hironaka-Mendoza, MA TPCB Program Coordinator mhironaka@mskcc.org 212-746-5267 (o)	Secondary contact for all TPCB students desiring support services
	Randi B. Silver, PhD Associate Dean, Academic Affairs Weill Cornell Graduate School randi.silver@weill.cornell.edu 212-746-5006 (o)	Provides academic oversight for TPCB students in WGS and can also coordinate support services
	Emily Harms, PhD Senior Associate Dean David Rockefeller Graduate School emily.harms@rockefeller.edu 212-527-8090 (o)	Provides academic oversight for TPCB students in RGL and can also coordinate support services
	Judith Cukor, PhD Assistant Dean, Student Affairs Weill Cornell Graduate School juc203@mskcc.org 212-621-0627 (o) (email preferred)	Works confidentially with TPCB students at WGS and MSK to assess needs and provide appropriate referrals or ongoing support. Dr. Cukor is also an Associate Professor in Clinical Psychology, WCM.
	Nisha Mehta-Naik, MD Onsite Psychiatrist Rockefeller University nmehta@rockefeller.edu 212-327-8414 (o)	Works confidentially with TPCB students at RU to assess needs and provide appropriate referrals or ongoing support. Dr. Mehta-Naik is also an Assistant Professor in Clinical Psychiatry, WCM.
	Michelle Baranman, PhD Onsite Psychologist Magellan Employee Assistance Prog., MSK baranmanm@magellanhealth.com 917-794-8442 (o) (website preferred)	Works confidentially with TPCB students at MSK to assess their needs and provide ongoing counseling up to 6 free visits per year. https://go.rockefeller.edu/magellanbaranman/
	Chanchal Sharma, PsyD Assistant Attending Psychologist Employee Health & Wellness Services, MSK sharmac1@mskcc.org 646-888-4128 (o)	Works confidentially with TPCB students at MSK to assess their needs and provide guidance and appropriate referrals, in coordination with Dr. Cukor



Judith Cukor, PhD
 Assistant Dean, Student Affairs
 Weill Cornell Graduate School



Nisha Mehta-Naik, MD
 Onsite Psychiatrist
 Rockefeller University



Chanchal Sharma, PsyD
 Assistant Attending Psychologist
 MSK Employee Health & Wellness Services

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C. TPCB Call to Action Update

TPCB responses to proposals from TPCB students and alumni

- Jun 12, 2020** **Call to Action proposals shared with TPCB leadership**
 – *appropriately focused on efforts at TPCB program level*
- Jun 18, 2020** **TPCB Diversity, Inclusion, & Outreach Programs summary shared**
 – <https://chembio.triiprograms.org/about-tpcb/intranet/>
- Jun 29, 2020** **TPCB Town Hall held to review Call to Action proposals**
 – *existing efforts and policies were good, but not publicized enough*
 – *new initiatives were needed – We Can Do Better*
- Oct 1, 2020** **TPCB Diversity & Inclusion webpage launched**
 – *announced publicly on LinkedIn*
 – *focuses on ongoing efforts to improve further – What We Can Do Better*
- Oct 6, 2020** **Progress report emailed to TPCB community**
 – *all Call to Action proposals being addressed substantively*
- Oct 19, 2020** **TPCB Diversity & Inclusion Climate Survey circulated**
 – *created in consultation with MSK HR and diversity leaders*
- Nov 16, 2020** **TPCB Student Town Hall**
 – *regular review, ongoing discussions, and future planning*

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C. TPCB Call to Action Update

Recent updates

1) Release public statement rejecting racial bias in TPCB

- TPCB News Ticker, LinkedIn public statements
- TPCB Symposium diversity statements
- TPCB Homepage diversity highlight added
- TPCB Diversity & Inclusion webpage launched (Oct 1)



2) Reformat the RCR course

- TPCB and CBM piloted discussion on Racism, Discrimination, and Bias in Science in summer RCR course
- TPCB and CBM leadership provided feedback to Course Director Maika Mitchell
- Main RCR courses now require 2.5 hours of training videos on diversity & inclusion

3) Require faculty training in racism and discrimination

- TPCB has advocated for required training at the institutional level
- WCGS has added diversity training to required faculty mentorship workshops

4) Require faculty training in mentorship

- Already in place at all 3 institutions

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C. TPCB Call to Action Update

Recent updates

5) Encourage students to participate in science outreach

- TPCB Diversity, Inclusion, and Outreach document posted to Intranet
- Diversity, Inclusion, and Outreach presentation added to Orientation
- TPCB Outreach Committee coordinating with TORC
- Individual labs are also pursuing new outreach activities
- *Should there be an Outreach requirement for TPCB students?*

6) Ensure any work on anti-racism efforts is appropriately compensated & distributed

- All committees and task forces are voluntary
- Students participating are recognized publicly for their service
- Students should include service on their CVs

7) Provide free mental health services

- All students have access to free counseling through the 3 institutions
- TPCB has shared concerns about copays with institutional leadership
- TPCB Mental Health & Wellness resources document posted to Intranet
- TPCB has promoted mental health support for students in News page and LinkedIn
- Mental Health & Support Services presentation added to Orientation

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C. TPCB Call to Action Update

Recent updates

8) Commit to inviting Black and URM speakers

- Symposium, Sanders, MSK Chem Bio already required 50% female
- Symposium has included 1 URM speaker every year since 2018
- Symposium must have ≥ 1 URM speaker each year (out of 4)
- Sanders must include ≥ 1 URM speaker each year (out of 6)
- MSK Chem Bio will include $\geq 20\%$ URM speakers each year

9) Take further action to recruit Black and URM students

- TPCB AdComm has been strongly committed to recruiting URM students
- TPCB AdComm required to take AAMC training on unconscious bias
- TPCB Leadership attends ABRCMS, SACNAS, Leadership Alliance, NIH, ACS fairs
- TPCB has massive direct-email campaign each year (McNair, RISE, HBCU, NTID)
- HSIs added to direct-email campaign list (also ChBSP, MSK faculty recruiting)
- ChBSP will include ≥ 1 URM student (out of 6) each year (3 in 2020, 1 deferred)
- TPCB Faculty will be directed to take AAMC training on virtual interviews this year
- TPCB Open House Diversity & Inclusion Discussion expanding in 2021

10) Plan for ongoing discussions of anti-racism

- Diversity, Inclusion & Outreach presentation added to Orientation
- TPCB Student Retreat will include discussions on diversity & inclusion
- TPCB will hold regular Town Halls (separate from Open House prep)

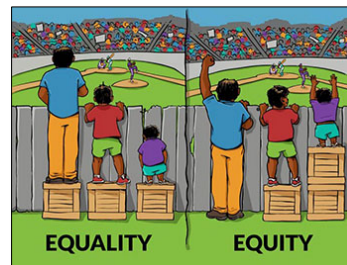
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D. TPCB Diversity & Inclusion Climate Survey

First direct assessment focused on TPCB program level

Survey Overview

- Survey based on MSK HR survey circulated institution-wide this summer
- Customized for TPCB in consultation with Lambert, Fortis Santiago, students
- Specifically focused on inclusion, of all types, at the TPCB program level
- We did not address *equity* explicitly, but its importance is recognized in questions regarding *support* for students
- Survey circulated Oct 19, 2020, due Oct 26, 2020
- 35 out of 48 students completed survey (73%)



Takehome Messages

- I have made mistakes, I apologize, I am working to learn, grow, and improve
- Most respondents generally viewed TPCB diversity & inclusion positively
- However, more importantly, several respondents viewed TPCB very negatively
- TPCB is already working to address many of the specific comments raised
- We need everyone in TPCB to contribute to this effort (31% stated own actions)

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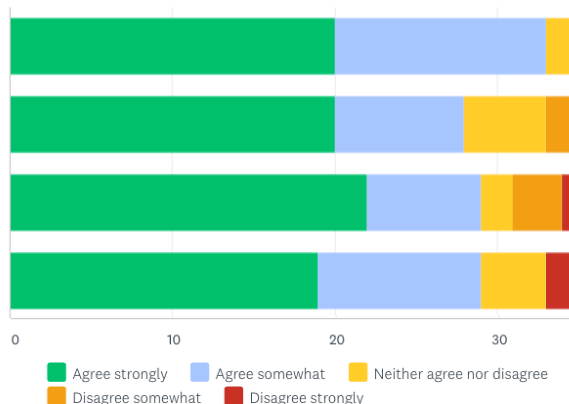
D. TPCB Diversity & Inclusion Climate Survey

Current TPCB culture

Diversity is defined as the traits and characteristics that make people unique.
Inclusion is defined as the behaviors and social norms that ensure people feel welcome.

Current TPCB culture embraces a:

- 1) ...**diverse student body**.
- 2) ...**inclusive environment**.
- 3) ...**supportive environment**.
- 4) Everyone in TPCB has an **equal opportunity to succeed**, regardless of background.



Aggregated Comments:

- 2) SOC is exclusive and does not celebrate our diversity.
- 3) Minorities targeted during recruitment to represent our diversity, which is tokenizing and added burden.
- 4) Too much emphasis on specific underrepresented groups.

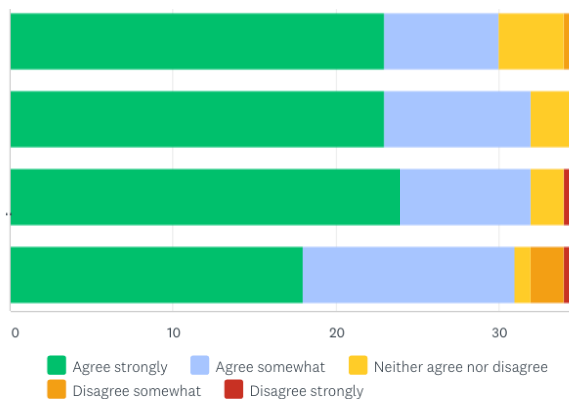
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D. TPCB Diversity & Inclusion Climate Survey

TPCB responsiveness and commitment

Diversity is defined as the traits and characteristics that make people unique.
Inclusion is defined as the behaviors and social norms that ensure people feel welcome.

- 5) There is open and honest **two-way communication** about D&I in TPCB.
- 6) TPCB has **responded effectively** to the Call to Action Proposals of June 2020.
- 7) TPCB demonstrates a **visible commitment** to diversity and inclusion.
- 8) I am aware of the **D&I resources** available to me and know where to **report discrimination, bias, or harrassment**.



Aggregated Comments:

- 5) Have never felt need, have not investigated ways to communicate, currently would not know how.
 Appreciate recent efforts to establish this type of communication which seemed to be lacking previously.
- 7) Has become more visible to students what is being done after the response to the Call to Action.
- 8) This has become more clear recently, limitations are more campus-based, not TPCB specific.
 I am not aware of these resources, probably listed somewhere in an email or the website.

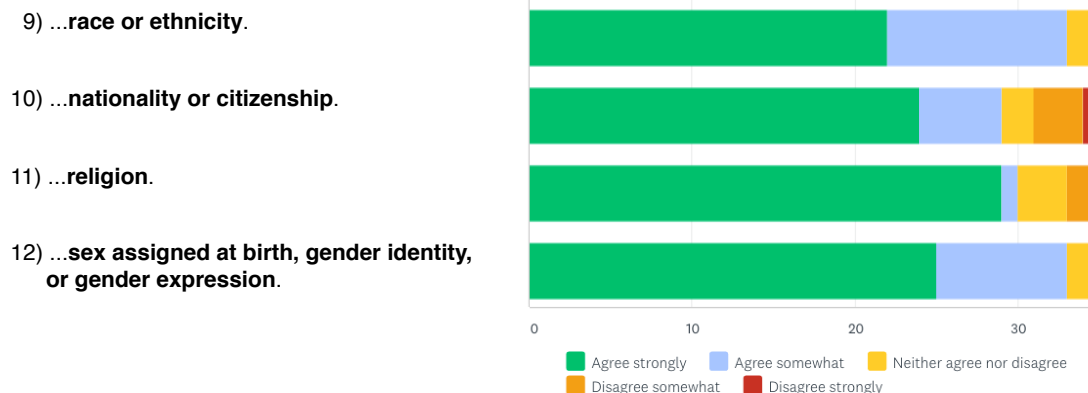
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D. TPCB Diversity & Inclusion Climate Survey

Fair treatment in the TPCB program

Diversity is defined as the traits and characteristics that make people unique.
Inclusion is defined as the behaviors and social norms that ensure people feel welcome.

At the TPCB program level, everyone is treated fairly, regardless of:



Aggregated Comments:

- 10) International students forced to live in Olin Hall in first year, which is explicitly discriminatory.
 International students face added pressure & stress from the general political situation in the U.S.
 U.S. students of color are consulted more than international students of color on D&I issues.
 International students singled out during Orientation in the past regarding scientific misconduct rules.
- 11) WCM Pharm I class and Symposium have been scheduled on Jewish high holidays.

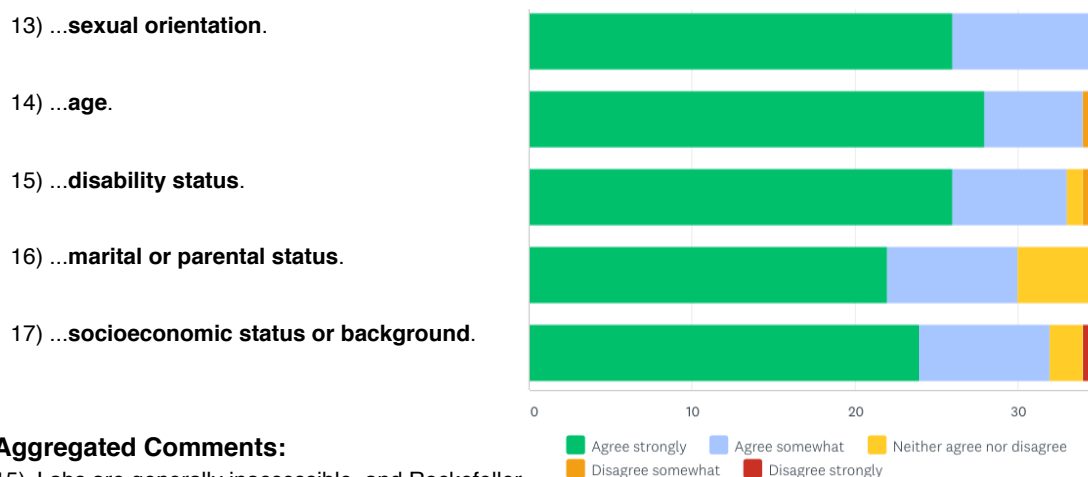
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At the TPCB program level, everyone is treated fairly, regardless of:



Aggregated Comments:

- 15) Labs are generally inaccessible, and Rockefeller campus is not particularly accessible, but this is not a TPCB specific issue.

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D. TPCB Diversity & Inclusion Climate Survey

Value as an individual

Diversity is defined as the traits and characteristics that make people unique.
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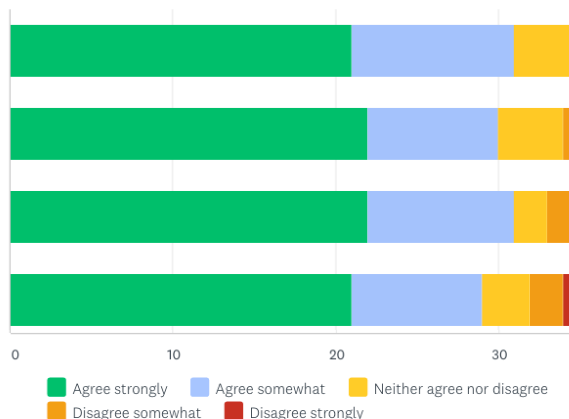
I feel valued as an individual by:

18) ...TPCB leadership.

19) ...other TPCB students.

20) ...my research group.

21) ...my PI(s).



Aggregated Comments:

18) Very easy to contact and enter respectful conversations with leadership.

21) Individual lab culture is where problems occur; TPCB as program can have best intentions, but culture of each individual lab can be toxic and there is no effective mechanism to step outside this hierarchy.

PI's unwittingly treat older students (especially women) as lab managers without additional compensation or recognition.

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D. TPCB Diversity & Inclusion Climate Survey

Social identity

Social identity is defined as a person's sense of who they are based on their group membership(s), e.g., racial or ethnic background, nationality or citizenship, religion, gender identity or expression, sexual orientation, age, disability status, marital or parental status, socioeconomic status or background.

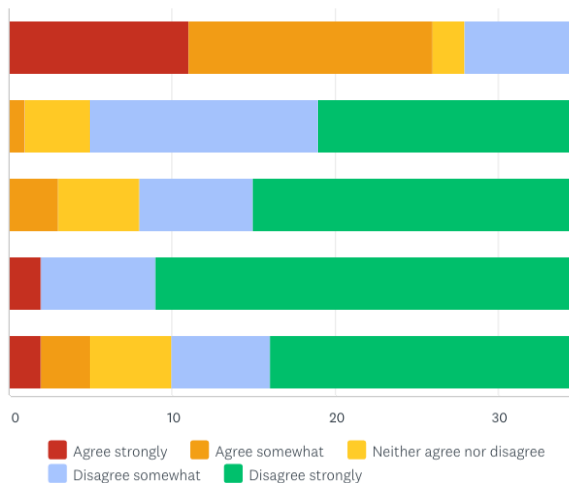
22) There are aspects of my social identity that I keep **separate** from academic & prof life.

23) I hesitate to provide **scientific feedback** to others from different social identity groups.

24) I feel that people in TPCB assume I am **less skilled** because of my social identity.

25) I feel that people in TPCB treat me **negatively** based on my social identity.

26) I worry that my successes and failures will be used to **judge other people** in my social identity group(s).



Aggregated Comments:

22) Cultural background.

Religion.

26) Almost every woman and minority will carry this burden.

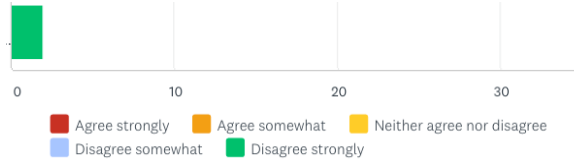
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D. TPCB Diversity & Inclusion Climate Survey

Disability status

Social identity is defined as a person's sense of who they are based on their group membership(s), e.g., racial or ethnic background, nationality or citizenship, religion, gender identity or expression, sexual orientation, age, disability status, marital or parental status, socioeconomic status or background.

27) I am uncomfortable discussing my **disability status** with people I interact with in TPCB (skip if not applicable)



Aggregated Comments:

none

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D. TPCB Diversity & Inclusion Climate Survey

Student experiences

Are there any experiences you would like to share regarding diversity and inclusion in TPCB?

Aggregated Comments:

- Seems like the program goes above and beyond to make sure it is diverse and inclusive.
- I have never personally witnessed any discrimination within the TPCB student body.
- TPCB students tend to be socially progressive.
- I have always felt included in the TPCB community.
- Derek does an excellent job integrating diversity and inclusion in TPCB. He strives to improve the diversity of the program and makes his and the program's commitment clear. It is great that the opinions of students are considered and encouraged.
- Objectively our student body does represent different backgrounds and identities, but there are still demographics that we could strive to incorporate into TPCB.
- Discussion of **preferred pronouns** during an SOC meeting was uncomfortable.
- Give candidates option to include preferred pronouns on nametags
- During recruitment, do not **pair people up** based on race, etc., as it singles out minorities. Instead consider academic/scientific interests or random assignment.
- **Be more careful of questions** we ask about peoples' backgrounds at recruitment and more cognizant of name changes or disabilities. It is hard for recruits to advocate for themselves and very important that TPCB shows that we value inclusion at all times.
- Student Organizing Committee is exclusive. Anyone who wants to have a substantial role in recruitment should be able to do so.

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D. TPCB Diversity & Inclusion Climate Survey

Recommended changes in TPCB

What should TPCB consider changing (doing less of, more of, or differently) in support of diversity and inclusion?

Aggregated Comments:

- Keep leading the charge to have diversity in population at large be reflected within **academic community**.
- Be more inclusive of diverse **political views**.
- More open communication asking students to **volunteer for organizational roles**.
- Show more on the **website** about diversity and inclusion efforts.
- Yearly **climate surveys** to assess how we are improving in efforts on diversity and inclusion.
- Increase awareness of how to **report discrimination** or acts harmful to maintaining inclusive environment
- Increase **recruitment** of underrepresented groups and opportunities to help **promote diversity** in science.
- **Advertise** to institutions and communities where we can recruit more students of color.
- Add a **poster** on diversity, inclusion, and outreach efforts to the Open House poster session.
- TPCB does a great job providing a platform for URM students, but the same students bear the **burden of representation**. Suggest making **international students** more visible during recruitment and other events.
- More support for **international students** would improve their comfort and experience in TPCB. Make the program more aware of the issues they face in adjusting to the US and changing visa policies.
- Consider **peer mentorship program** for first-year students. This would show that TPCB doesn't expect students to find their stride immediately in grad school, and that we are willing to support students from diverse backgrounds who each might have different needs when adjusting to live as a PhD student in NYC.
- Calling out **negative grades** does not help build morale in early stages of grad school, esp if already experiencing **impostor syndrome** (more common in minorities). Tell who to contact if they need support.
- Promote **outreach** to students. Consider a minimal requirement for students to get involved.

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D. TPCB Diversity & Inclusion Climate Survey

Actions you will take

What actions will you take to help make TPCB a more inclusive program that values differences?

Aggregated Comments:

- Continue to treat others fairly and based on the skills and knowledge that they bring to the table; participate in **outreach** to make a positive difference on future scientists
- Support the initiatives in the Call to Action, encourage my lab and others to take part in more **outreach**.
- Participate in the growing science **outreach** programing.
- Continue to be inclusive and continue to take part the **outreach** programs.
- Engage in multiple **outreach** programs and promote our program in the wider community, especially to students from underrepresented or disadvantaged backgrounds. Engage with the incoming class, ensure they feel welcomed and are aware of the support available to them from professionals and our program.
- Get involved in **inclusion programs** at Rockefeller to build research relationships with minority-serving institutions. This will aid in showing our program's commitment to diversity and inclusion.
- Continue to support **ground-up initiatives** to promote inclusion.
- Be more aware of **my everyday actions** in how I treat others and how I react to different situations. I hope my actions and words can be welcoming and inclusive to others, no matter their background and culture.
- **Listen and support** my friends and colleagues who belong to minority groups.
- Being **visible and vocal** in my own and others' diverse identities.
- Stay informed about diversity and inclusion **resources**.

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E. Open Discussion

What did we miss? Where do we go from here?

