



# TPCB Student Town Hall

January 9, 2023



[chembio.triiprograms.org](http://chembio.triiprograms.org)

1

## TPCB Student Town Hall – January 2023

*Agenda*

- A. Introduction – *Derek Tan***
- B. Student Support Resources Review – *Derek Tan***
- C. TPCB Progress Report – *Derek Tan***
- D. TPCB International Students Group – *Chloe Burnside***
- E. Tri-I Outreach Programs – *Alexa Strauss***
- F. Open Discussion**

2

## A. Introduction

*TPCB is unique*

### TPCB MISSION

***Train the next generation of scientific leaders working  
at the interface of chemistry, biology, and medicine***

**TPCB students play a central role in shaping and improving  
both the program and the broader scientific community**

**Student input and contributions are vital to our  
continued progress within TPCB**

**We can directly impact what we do in TPCB and  
also advocate for institutional policies**

**Student  
Support** ↔ **Scientific  
Excellence**

3

## A. Introduction

*A partial list of our recent progress in supporting TPCB students*

Dec 1, 2012	Tan appointed TPCB Director, with initial focus on curriculum & recruitment
...	...
Jun 9, 2017	TPCB Individual Development Plan (IDP) customized form launched
May 5, 2018	MSK Industrial Recruiting Program expanded to all TPCB labs
Apr 30, 2019	TPCB website upgraded with ADA Accessibility tools
<b>Jan 16, 2020</b>	<b>TPCB Town Hall raises issue of student mental health support</b>
Mar 1, 2020	COVID-19 first confirmed case in NYC
Mar 6, 2020	TPCB COVID-19 Updates emails initiated (13 updates thru Feb 7, 2022)
Mar 17, 2020	TPCB Remote Programming Task Force launched
Apr 15, 2020	TPCB semiannual student check-ins initiated
May 6, 2020	TPCB Mental Health & Wellness Resources summary published
May 25, 2020	Murder of George Floyd
<b>Jun 12, 2020</b>	<b>TPCB Call to Action issued by TPCB students &amp; alumni</b>
Jun 18, 2020	TPCB Diversity, Inclusion & Outreach Programs summary published
Jun 29, 2020	TPCB Town Hall discusses Call to Action with leadership & institutional staff
<b>Oct 1, 2020</b>	<b>TPCB Diversity &amp; Inclusion webpage launched</b>
<b>Oct 19, 2020</b>	<b>TPCB Diversity &amp; Inclusion Climate Survey launched</b>
Nov 16, 2020	TPCB Student Town Hall reviews Call to Action progress and Climate Survey
Jul 1, 2021	TPCB Peer Mentoring Program launched
Nov 9, 2021	TPCB Childcare & Parenting Resources summary published
Nov 22, 2021	TPCB Student Town Hall reviews progress to date and additional student input
Feb 1, 2022	TPCB Career Development Resources summaries consolidated
<b>Feb 15, 2022</b>	<b>TPCB Science Outreach webpage launched (including TORC, TIMI)</b>
Aug 11, 2022	TPCB International Students Group launched
Aug 19, 2022	TPCB Graduate Requirement "rubrics" published (later adopted by WCGS)
Dec 15, 2022	TPCB Seminar Course integrates "hidden curriculum" training
<b>Jan 9, 2023</b>	<b>TPCB Student Town Hall reviews recent progress and solicits student input</b>
2023	TPCB Student Service Award to be launched

4

## B. Student Support Resources

*Mental health & wellness services and programs are available to all students*

### TPCB Intranet

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

**Tri-Institutional PhD Program  
Chemical Biology**

**Mental Health, Wellness, and Student Support Resources**

TPCB and the Weill Cornell and 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, we provide extensive mental health and wellness support services.

TPCB students who desire support are encouraged to contact the Program Director or Program Administrator, 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.

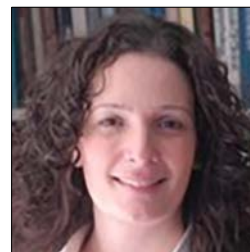
	Derek S. Tan, PhD TPCB Program Director tan@tpcb.org 646-888-2234 (n) 646-228-1777 (m)	Provides academic oversight for all TPCB students and coordinates support services with the graduate schools
	Marge Himmelman-Mendoza, MA TPCB Program Administrator mh2000@med.cornell.edu 212-746-5267 (n)	Secondary contact for all TPCB students desiring support services
	Randi B. Silver, PhD Associate Dean, Academic Affairs Weill Cornell Graduate School rsilver@med.cornell.edu 212-746-5006 (n)	Provides academic oversight for TPCB students at WCM and can also coordinate support services
	Emily Hanna, PhD Senior Associate Dean David Rockefeller Graduate School emily.hanna@rockefeller.edu 212-327-8000 (n)	Provides academic oversight for TPCB students at RU and can also coordinate support services
	Judith Cukor, PhD Assistant Dean, Student Affairs Weill Cornell Graduate School jc2010@med.cornell.edu 212-821-0627 (n) (email preferred)	Works confidentially with TPCB students at WCM and MSK to assess needs and provide appropriate referrals or ongoing support. Dr. Cukor is also an Associate Professor of Clinical Psychology, WCM.
	Patricia Marino, PhD Director, Student Mental Health Program Weill Cornell Medicine pm2020@med.cornell.edu 212-967-8691 (n)	Provides confidential evaluation and management of all psychiatric conditions for TPCB students at WCM and MSK. Dr. Marino is also an Associate Professor of Clinical Psychiatry, WCM.
	Jessica Spellun, MD Onsite Psychiatrist, Rockefeller University js2044@med.cornell.edu 212-327-7252 (mental health line)	Works confidentially with TPCB students at RU to assess needs and provide appropriate referrals or ongoing support. Dr. Spellun is also an Assistant Professor of Clinical Psychiatry, WCM.
	Chanchal Sharma, PsyD Assistant Attending Psychologist Employee Health & Wellness chsharma@mskcc.org 646-888-4126 (n)	Works confidentially with TPCB students at MSK to assess needs and provide appropriate referrals or ongoing support.

**Let's chat!**  
Mastering Interpersonal Dynamics...  
and other graduate school stressors

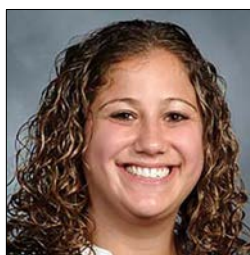
**As students welcome!**



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



**Patricia Marino, PhD**  
Director, Student Mental Health  
Weill Cornell Graduate School



**Jessica Spellun, MD**  
Onsite Psychiatrist  
Rockefeller University



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

5

## B. Student Support Resources

*Career development training is provided by both TPCB and the three institutions*

### TPCB Intranet

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

**Tri-Institutional PhD Program  
Chemical Biology**

**Career Development Resources**

TPCB recognizes the importance of providing comprehensive career development training to our students to enable them to pursue a wide range of scientific careers after graduation.

This process begins with the **TPCB Individual Development Plan** (available on the TPCB Intranet page), which is established by every student during their first summer in the program. Students identify career goals and, with their mentors, chart a path to exploring and then achieving those goals, which evolves throughout their training. Students must meet at least annually with their mentor to update these goals and review their progress toward them. Students also discuss their career goals and progress with their **Thesis Committee** as a formal part of their annual/semiannual committee meetings.

Career development is also a major focus of the annual **TPCB Student Career Development Retreat**. This student-organized event features career development workshops and seminars, networking with alumni panels, and 3-minute thesis talks.

In addition to the retreat, TPCB students have a wide range of opportunities to take on **organizational roles** throughout the year, in the Tri Chemical Biology Symposium, TPCB Orientation, TPCB "Fun" Journal Club, TPCB Research in Progress Seminars, TPCB Social Committee, and TPCB Student Organizing Committee. The 20-year class also hosts a speaker each year in the Seminars. Tri Chemical Biology Seminar Series, and TPCB students are invited to attend lunches with all speakers in this series.

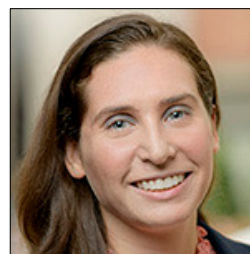
Students also have numerous **mentoring opportunities** including the ChBSP Journal Club for summer undergraduates, Tri Mentoring Initiative (TMI) for students from underrepresented backgrounds applying to graduate school, and other events organized by the Tri Outreach Committee (TOC), Tri Minority Society (TMS), and RockEDU outreach program. Teaching Assistant opportunities are also available in various courses across the Tri campuses.

The **Offices of Career and Professional Development** at MSK, Rockefeller, and Weill Cornell (see below for more information) provide individualized guidance to students and also host numerous workshops, presentations, and networking events throughout the year, including the annual Tri Career Symposium and Fair, which is attended by over 30 companies representing a broad range of scientific careers. In addition to networking opportunities and career

	Derek S. Tan, PhD TPCB Program Director tan@tpcb.org 646-888-2234 (n) 646-228-1777 (m)	Provides academic oversight for all TPCB students and coordinates diversity and inclusion efforts, and disability services with the graduate schools
	Aubrey DeCarlo, PhD Manager, Career & Professional Development Weill Cornell Graduate School aude1001@med.cornell.edu 212-746-4502 (n)	Coordinates career development activities for trainees at WCM and works with counterparts on the other campuses to organize Tri-I events
	Andrea Morris, PhD Assistant Dean and Director, Career & Professional Dev., The Rockefeller University amorris@rockefeller.edu 212-327-8903 (n)	Coordinates career development activities for trainees at RU and works with counterparts on the other campuses to organize Tri-I events
	Thalyana Stathis, PhD Manager, Career & Professional Development Memorial Sloan-Kettering Cancer Center stathis@mskcc.org 646-888-3507 (n)	Coordinates career development activities for trainees at MSK and works with counterparts on the other campuses to organize Tri-I events



**Aubrey DeCarlo, PhD**  
Manager, Career & Professional Development, WCGS



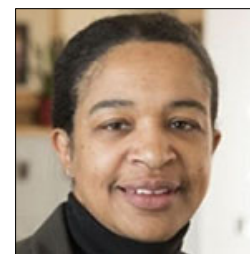
**Thalyana Stathis, PhD**  
Manager, Career & Professional Development, MSK

### TPCB

- Individual Devt Plans
- TPCB Career Devt Retreat
- Teaching & mentoring opps
- Industrial recruitment
- Alumni networking

### Career & Prof Devt Offices

- Individual consultations
- Fellowship workshops
- Prof devt workshops
- Tri-I Career Fair
- Company site visits



**Andrea Morris, PhD**  
Assistant Dean and Director,  
Career & Professional Devt, RU

6

## B. Student Support Resources

*Specific support is available for international students and for students who are parents*







### TPCB Intranet

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

**Tri-Institutional PhD Program  
Chemical Biology**

**Childcare and Parenting Resources**

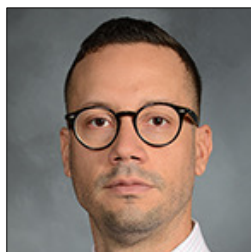
TPCB and the Weill Cornell and David Rockefeller graduate schools recognize that students who are also parents may need specific resources to help them balance family life and responsibilities with their scientific training. To support our students, the graduate schools provide a number of childcare and parenting resources. Students who need help navigating these resources, and those with individual concerns, are encouraged to contact the Program Director or Program Administrator so that we can assist you. Students may also directly contact the graduate school deans or professional staff listed below if they prefer.

 <b>Derek S. Tan, PhD</b> TPCB Program Director tan@rockefeller.edu 646-960-2204 (M) 646-228-1777 (M)	Provides academic oversight for all TPCB students and coordinates support services with the graduate schools
 <b>Marge Hinnengan-Mendoza, MA</b> TPCB Program Coordinator mh2000@med.cornell.edu 212-746-6287 (M)	Secondary contact for all TPCB students desiring support services
 <b>Hermínio Quinones</b> Assistant Director, Finance & Grants Weill Cornell Graduate School hq@rockefeller.edu 646-960-6482	Primary contact for parenting and childcare support for TPCB students in WCM and MSK labs
 <b>Emily Harris, PhD</b> Senior Associate Dean David Rockefeller Graduate School emily.harris@rockefeller.edu 212-527-8000 (M)	Primary contact for parenting and childcare support for TPCB students in RSI labs. Provides academic oversight for TPCB students in RSI labs
 <b>Randi B. Silver, PhD</b> Associate Dean, Academic Affairs Weill Cornell Graduate School rsilver@med.cornell.edu 212-746-5000 (M)	Provides academic oversight for TPCB students in WCM and MSK labs and can also coordinate support services
 <b>MSK HR Resource Center</b> hr@rockefeller.edu 646-677-7411 (M)	Provides centralized support for TPCB students in MSK labs for support services not provided by WCM

**General Resources**

For parents with younger children, both institutional and third-party daycare centers are available in the neighborhood surrounding the Tri-institutional campuses. We recommend that you begin your research as soon as possible, because many childcare centers have considerable waiting lists, especially for infants. Some families choose to hire a nanny to provide in-home or after-school care. For nursing mothers, all three institutions also provide access to lactation rooms, as is required under NYC law.

As children progress to preschool and primary school, additional resources will help parents navigate the myriad options available. Be on the lookout for workshops offered by the institutions to help guide parents through these processes.



**Hermínio Quinones**  
Assistant Director  
Finance & Grants, WCCGS



**Clive Liew**  
Administrator, International  
Student Services, WCM

### International Student Support

- Visa and I-20 applications
- Onboarding during Orientation
- TPCB advocating for additional support
- New WCCGS webpage planned for 2023
- TPCB International Students Group (2022)

7

## B. Student Support Resources

*The three institutions support programs to promote diversity, inclusion, and outreach*

### TPCB Intranet

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

**Tri-Institutional PhD Program  
Chemical Biology**





**Diversity, Inclusion, and Outreach Programs**

**Our Diversity is Our Strength** TPCB and the Weill Cornell and David Rockefeller graduate schools are strongly committed to promoting diversity and inclusion at all levels in science. We recognize that outstanding students come from all walks of life, regardless of racial, ethnic, cultural, or socioeconomic background, gender identity or sexual orientation, or disabilities, be they visible or invisible. The program has zero tolerance for racism and discrimination in any form, and works actively to combat unconscious bias in our admissions, recruiting, and curricular activities. We also advocate for diversity in faculty hiring at the three institutions.

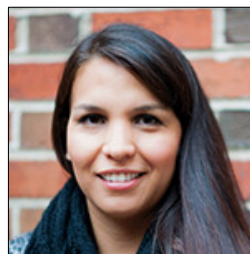
Outreach activities to underserved communities represent a critical avenue to promoting diversity in STEM in the long term. TPCB strongly encourages all students and faculty to participate in outreach programs on a regular basis in order to maximize their impacts.

For more information, see: <https://chembio.triiprograms.org/about-tpcb/diversity-inclusion/>

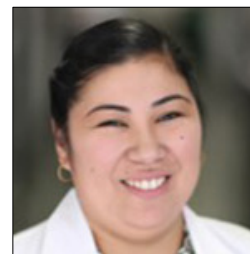
Students with any questions, concerns, or suggestions regarding diversity, inclusion, and outreach are encouraged to contact the Program Director and may also contact the professional staff listed below directly. Information is also provided on how to request disability support services, and how to report bias, discrimination, harassment, mistreatment, or misconduct.

 <b>Derek S. Tan, PhD</b> TPCB Program Director tan@rockefeller.edu 646-960-2204 (M) 646-228-1777 (M)	Provides academic oversight for all TPCB students and coordinates diversity and inclusion efforts, and disability services with the graduate schools
 <b>Yasmin Carrasco, PhD</b> Assistant Dean, Diversity & Student Life Weill Cornell Graduate School ycarrasco@med.cornell.edu	Coordinates diversity, inclusion, and outreach programs at WCM (also for students in MSK labs)
 <b>Roxana Mesias, PhD</b> Diversity Program Manager Weill Cornell Graduate School rmesias@med.cornell.edu	Coordinates IMSD Program and Espirito de Corpo Program in Office of Student Diversity at WCM (also for students in MSK labs)
 <b>Yaihara Fortis Santiago, PhD</b> Associate Director, Postdoctoral Affairs & Trainee Diversity Initiatives, MSK yfortis@rockefeller.edu 646-960-3700 (M)	Coordinates diversity, inclusion, and outreach programs at MSK
 <b>Andrea Morris, PhD</b> Director, Career & Professional Development The Rockefeller University amorris@rockefeller.edu 212-527-8000 (M)	Coordinates career development activities, and serves as liaison to student diversity and inclusion efforts at RSI
 <b>Jeanne Garbarino, PhD</b> Director, Science Outreach The Rockefeller University jgarbarino@rockefeller.edu 212-527-7418 (M)	
 <b>Virginia Hoffman</b> Vice President, Human Resources and Title IX Coordinator, Rockefeller University vhoffman@rockefeller.edu 212-927-7261	

**includes  
Ombudsperson  
and Title IX**



**Yasmin Carrasco, PhD**  
Assistant Dean, Diversity & Student Life  
Weill Cornell Graduate School



**Roxana Mesias, PhD**  
Diversity Program Manager  
Weill Cornell Graduate School



**Yaihara Fortis-Santiago, PhD**  
Associate Director, Postdoc Affairs  
& Trainee Diversity Initiatives, MSK



**Jeanne Garbarino, PhD**  
Director, Science Outreach  
Rockefeller University

8



## C. TPCB Progress Report

*TPCB has a long track record of promoting diversity, enhanced by student Call to Action*

### TPCB Diversity & Inclusion

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



### TPCB Student Diversity (last 10 years)

- 22% URM students (16% national average)
- 20% URM graduates (12% national average)
- 10% Disadvantaged (NIH policy change 2019)
- 12% with self-identified disabilities (6.7% natl avg)
- 33% International students (6 continents)

### TPCB Call to Action – June 12, 2020

- 10 concrete, actionable proposals
- Efforts already in place but not visible enough:
  - public statements on racism & mental health, URM recruitment, fee waivers, speakers ≥50% women, faculty training (mentorship, diversity, inclusion)
- New efforts launched:
  - webpage, resource docs (mental health, diversity, childcare, career dev), RCR module pilot, speakers ≥20% URM, TPCB Orientation meetings, TPCB Orientation Committee, TPCB Peer Mentoring, HSI recruiting, ChBSP URM slots, Open House (preferred pronouns, diversity session, international mixer), TPCB Outreach, [TPCB Retreat discussions](#), TPCB Climate Surveys, TPCB Town Halls

9

## C. TPCB Progress Report

*All issues raised at the Nov 2021 TPCB Town Hall have been addressed*

### Recruitment and Outreach

- Add HSI Community Colleges to ChBSP recruitment channels – ✓ 12/7/21
- Add Tribal Colleges & Universities to TPCB & ChBSP recruitment channels – ✓ 9/1/22
- Highlight Outreach Programs on TPCB website – ✓ 2/15/22 (Kotliar, Stella, Strauss)

### International Students

- Establish TPCB International Students Group – ✓ 8/11/22 (Burnside)
- Include Clive Liew in recruitment events – ✓ 1/4/22

### Student Onboarding and Progression to Degree

- Refine TPCB Peer Mentoring Program for next class – ✓ 7/1/22 (V. Jordan)
- Address “hidden curriculum” in academia – ✓ 5/20/22 (Prescott & Ray; Seminar Course)
- Clarify rubrics for graduation – ✓ 8/19/22 (later adopted by WCGS)
- Semiannual check-ins with all students – ✓ 5/2/22 & 9/28/22

### Social Events

- Highlight Social Committee events and members on TPCB website – ✓ 2/2/22
- Resume TPCB Holiday Party – Jan 2022 canceled due to Omicron, NEXT 1/12/23
- Resume TPCB Student Retreat – ✓ 5/4/22 (Cahir & Rasmussen)

10

## C. TPCB Progress Report


*All issues raised at the Nov 2021 TPCB Town Hall have been addressed*

### About TPCB


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

Tri-Institutional Outreach Committee – a culture of science outreach


Committee Leadership




Ili Akano, Co-Chair




Iana Kotliar, Co-Chair



Gianna Stella, Co-Chair



Alexa Strauss, Co-Chair



TPCB students are engaged in a wide range of outreach programs to bring the wonder and power of science to underserved communities and to support the next generation of scientists. The Tri-Institutional Outreach Committee (TOC) is led by Ili Akano (Weill Cornell Pharmacology, David Lab), Iana Kotliar (TPCB, Sokolow Lab), Alexa Strauss (TPCB, Levitz Lab), and Gianna Stella (TPCB, Marraffini Lab). TOC aims to make science more accessible by spreading awareness about careers in science, inspiring others to follow their passion in STEM, and providing them with resources to help them excel. In parallel, we strive to bridge Weill Cornell Medicine, Memorial Sloan Kettering, and The Rockefeller University by connecting members of the Tri-I with a common passion for outreach and mentorship.

In 2020, TOC student leaders founded the Tri-I Mentorship Initiative (TIMI) to empower those interested in applying to graduate programs through one-on-one mentoring. Current Tri-I graduate students are paired with undergraduates or recent graduates who are applying to biomedical PhD programs. Mentors receive training and dispatch their own experiences with the application process to help mentees select schools to apply to, craft their personal statements, and improve their interviewing skills. This year, TIMI matched over 40 mentor-mentee pairs and included participants from all over the globe. Over 65% of TIMI mentees self-identified as an underrepresented minority and/or qualify as disadvantaged by the NIH. TIMI hopes to arm its mentees with the tools necessary to be successful PhD applicants.

To increase the visibility of STEM outreach opportunities in NYC, TOC hosted the first Tri-Institutional Outreach Fair in February 2022. Nearly 70 members of the Tri-I community came together virtually to hear presentations from 12 professional and trainee-run outreach organizations, including BioBus, the New York Academy of Sciences (NYAS) STEM Mentoring Program, BioKIDS, the Tri-Institutional Minority Society (TIMS) Summer Scholars Research Program (SSRP), Weill Cornell Graduate School Advancing Cornell Career Experiences for Science Students (ACCESS), and more. Attendees were also able to connect directly with outreach representatives in breakout sessions. A survey revealed that 90% of participants learned about at least one new outreach group and 50% signed up for a new volunteer opportunity. The next Outreach Fair is expected to be held in person in early 2023.

TPCB students have also taken on leadership roles in the High School Catalyst Program, a partnership between the Weill Cornell Graduate School and MSK Postdoctoral Association. The program offers hands-on biomedical research experience to New York high school students from underrepresented and underserved backgrounds. This rigorous 7-week program pairs mentees with mentors who are current graduate students, and includes an extensive program of seminars, workshops, journal clubs, and discussions, culminating in an NSF-style research proposal. The current Co-Presidents are Gabriella Chua (TPCB, Liu Lab) and Alex Emmanuel (Immunology and Microbial Pathogenesis, Cullis-Lital Lab), and TPCB students Clara Cahir and Tiri Rasmussen also participate on the leadership team.

For more information about TORC, please contact [tri.outreachcommittee@gmail.com](mailto:tri.outreachcommittee@gmail.com). For more information on TIMI, please contact Ili Akano at [ila4001@med.cornell.edu](mailto:ila4001@med.cornell.edu). Sign up for our mailing list here!

Life as a TPCB student



Further, the TPCB Social Committee hosts a variety of social gatherings and events throughout the year. The committee is open to all students and ensures that there are abundant opportunities to engage with each other outside of formal academic settings. At the annual meeting, volunteer coordinators for each event are appointed and changes are made to the yearly agenda. Events that the Social Committee organizes include: First-Year Orientation, a series of activities to welcome new first-year students to the program; New Year's Party, a holiday celebration in January for TPCB students and faculty; Summer Barbeque, an summer gathering to enjoy food and drinks together; Fun Journal Club, a series of student presentations on quirky scientific topics over food and drinks; Happy Hours, a regularly scheduled time for students to get to know others in the program over drinks; and the TPCB Research-In-Progress Seminar Series, an internal meeting where students coordinate stacks and scheduling. In addition, the committee is always open to and looking for new activities that bring our community together.

2022-2023 Social Committee  
 Social Committee Chair: Clara Cahir  
 Research-In-Progress Refreshments: Charles Warren, Jaina Wollowitz  
 First-Year Orientation: Karl Lin, Atara Neugroschl, Leandro Pimentel, Jaina Wollowitz  
 Holiday Party: Clara Cahir, Abigail Lemmon, Jared Ramsey  
 Fun Journal Club: Victoria Jordan, Charles Warren, Noah Yardley  
 Happy Hour: Abigail Lemmon, Victoria Rasmussen  
 International Students Group Chair: Chloe Bursade  
 Peer Mentorship Coordinator: Victoria Jordan

11

## C. TPCB Progress Report

*Additional issues raised with External Advisory Board are being addressed*

### Student Service

- Concerns expressed about recognition of student service
  - All service is voluntary and we encourage that it be listed on CVs
  - Service continues to be recognized publicly on website, LinkedIn, etc.
  - Seminar Course & RIP Course Assistants have been paid positions since 2020-21
  - Social Committee members now listed on Student Life webpage (1/27/22)
  - TPCB Student Service Award will be launched in 2023!

### Career Development

- Concerns expressed about faculty attention to student career development
  - Faculty reminded of responsibility to support career development broadly (11/22/22)
  - Faculty voted to require discussion of IDP at thesis committee meetings (11/22/22)

### Faculty Mentorship and Engagement

- Request to meet with committee without mentor before Candidacy Exam
  - This is not consistent with graduate school policy; PI is a standing member of exam committee
  - Candidacy Exam has a distinct academic purpose vs Thesis Committee meetings
  - Students with concerns about PI should discuss with Director & Committee at any time
- Questions raised about mentor training for faculty
  - Formal mentor training has been required for TPCB faculty since 2019
  - Rackham mentorship & menteeship guides provided on the TPCB Intranet since 2019
  - Faculty reminded to participate in mentor continuing education annually (11/22/22)
- Desire expressed for more in-person interactions with faculty
  - Faculty reminded of importance of attending meetings & events in person (11/22/22)
  - TPCB RIP will resume 100% in person in 2023, with many guest faculty attending

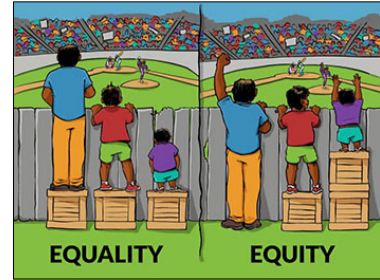
12

## C. TPCB Progress Report

### *TPCB Diversity & Inclusion Climate Survey 2022*

#### Climate Survey Overview

- Survey based on MSK HR survey circulated institution-wide in 2020
- Customized for TPCB in consultation with diversity program staff & students
- Specifically focused on inclusion, of all types, at the TPCB program level
- We do not address *equity* explicitly, but its importance is recognized in questions regarding *support* for students
- Survey opened Oct 14, 2022, closed Oct 26, 2022
- 35 out of 52 students completed survey (67%)
- Survey results shared in full with faculty



#### Takehome Messages

- Most respondents view TPCB diversity & inclusion increasingly positively
- However, importantly, several view TPCB diversity & inclusion negatively
- TPCB has and continues to work to address the specific comments raised
- Need everyone to contribute to this effort (14 committed to own actions (40%))
- PLEASE bring your concerns to Derek directly or indirectly so we can help!

13

## C. TPCB Progress Report

### *Climate Survey: Key definitions*

**DIVERSITY** is defined as the traits and characteristics that make people unique.

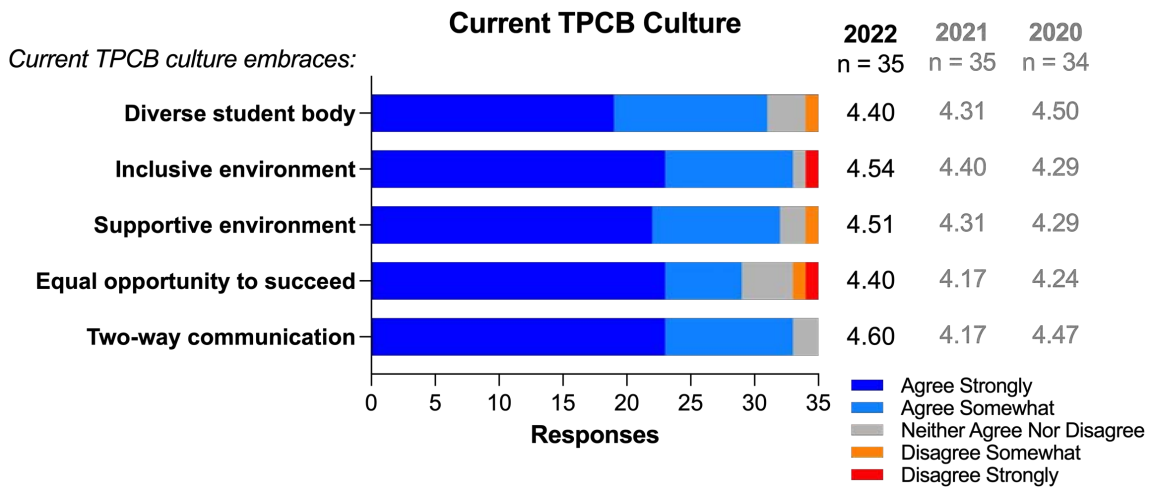
**INCLUSION** is defined as the behaviors and social norms that ensure people feel welcome.

**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.

14

## C. TPCB Progress Report

*Climate Survey: Assessments of current TPCB culture*



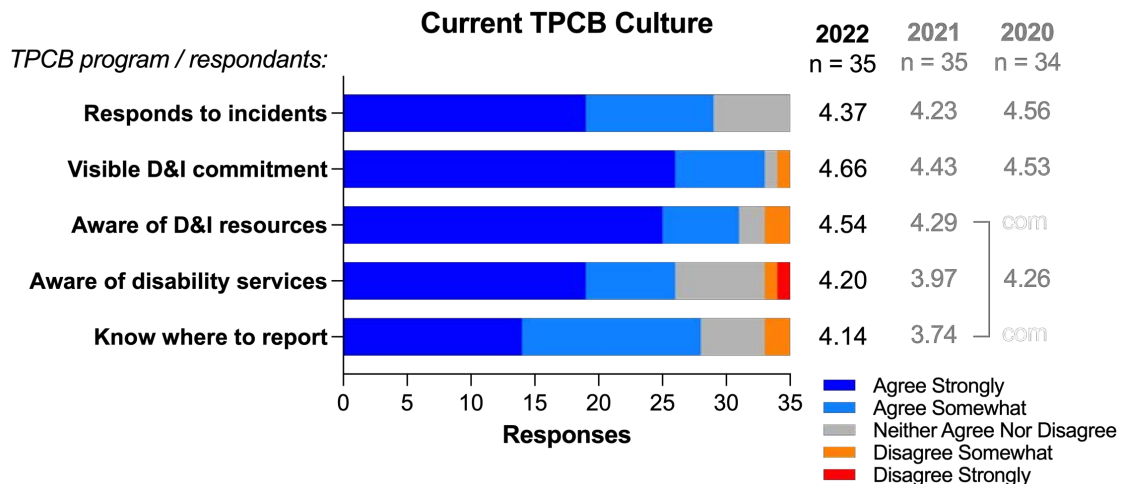
### Aggregated Comments:

- 1) Our student body is getting more diverse.
- 4) Some differences in what people know coming into the program are not always addressed in classes.
- 5) Changes have been implemented in recent years with continued dialogue to improve DEI in TPCB.

15

## C. TPCB Progress Report

*Climate Survey: TPCB responsiveness and commitment*



### Aggregated Comments:

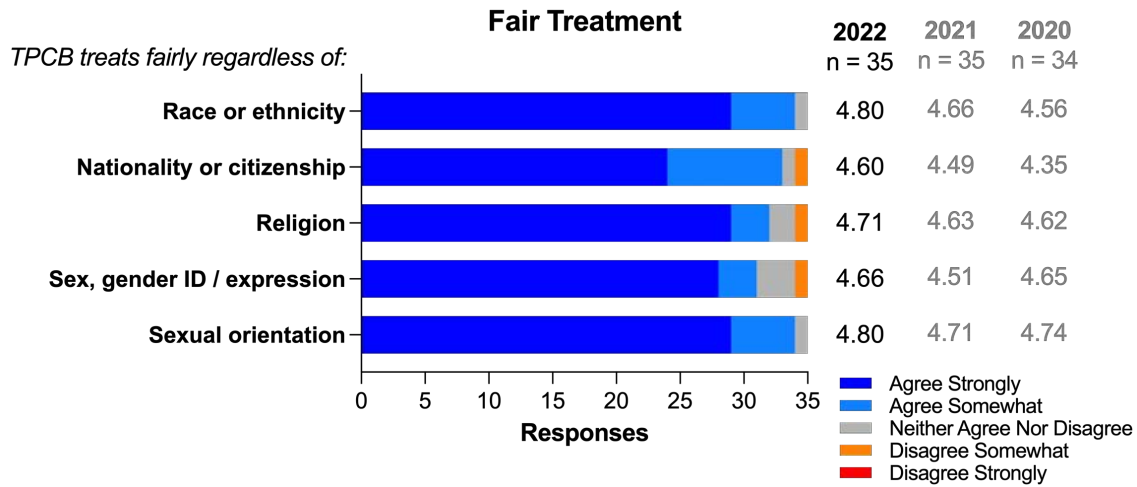
- 2) Commitment to female seminar speakers good; increase URM speakers by inviting less-senior faculty.
- 5) If anything happened in my lab, I would report to PI directly; should I share info with TPCB leadership?

16



## C. TPCB Progress Report

*Climate Survey: Fair treatment in the TPCB program*



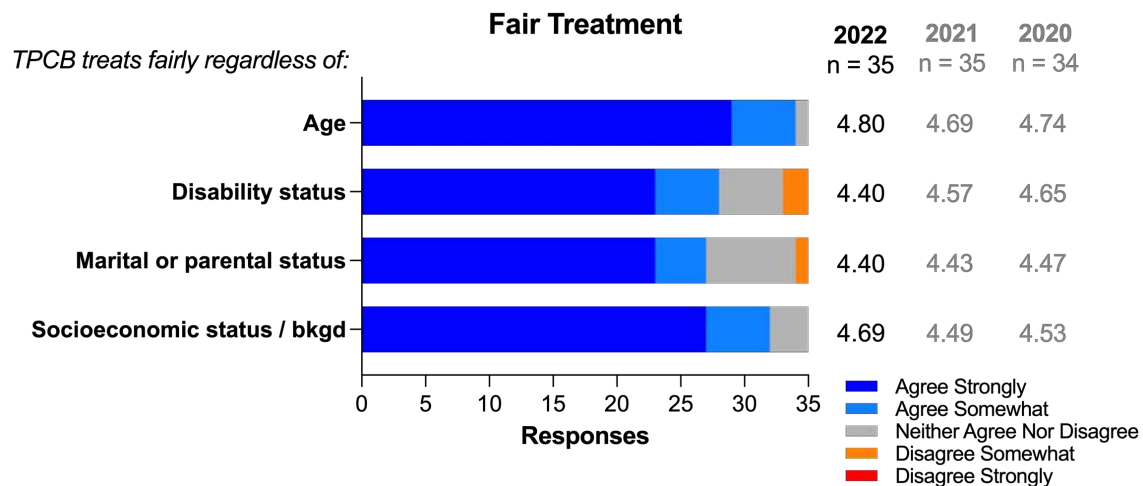
### Aggregated Comments:

- 1) Some people unduly put-upon to showcase TPCB diversity at events without compensation.

17

## C. TPCB Progress Report

*Climate Survey: Fair treatment in the TPCB program*



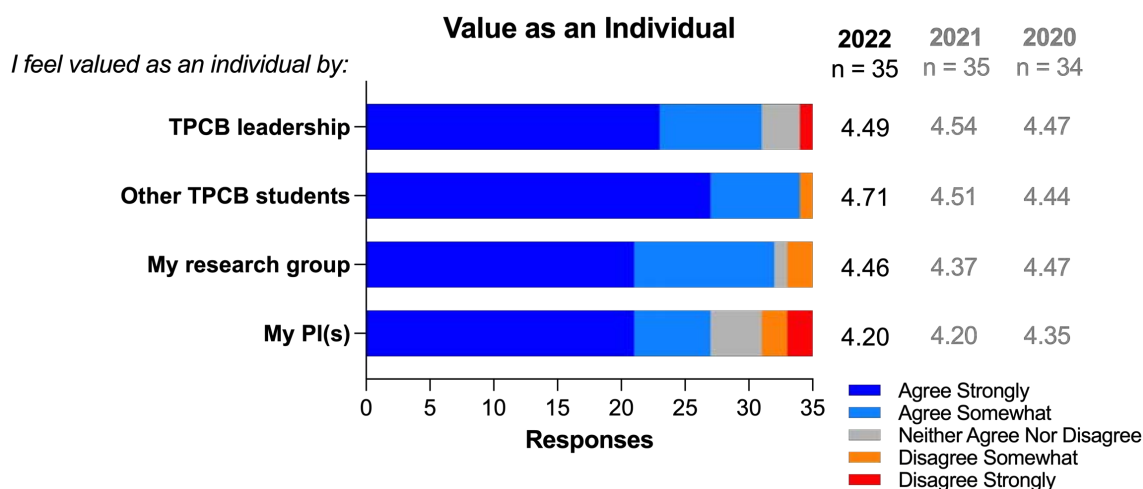
### Aggregated Comments:

- 3) Housing remains an issue for married students and those with children

18

## C. TPCB Progress Report

*Climate Survey: Value as an individual within the TPCB community*



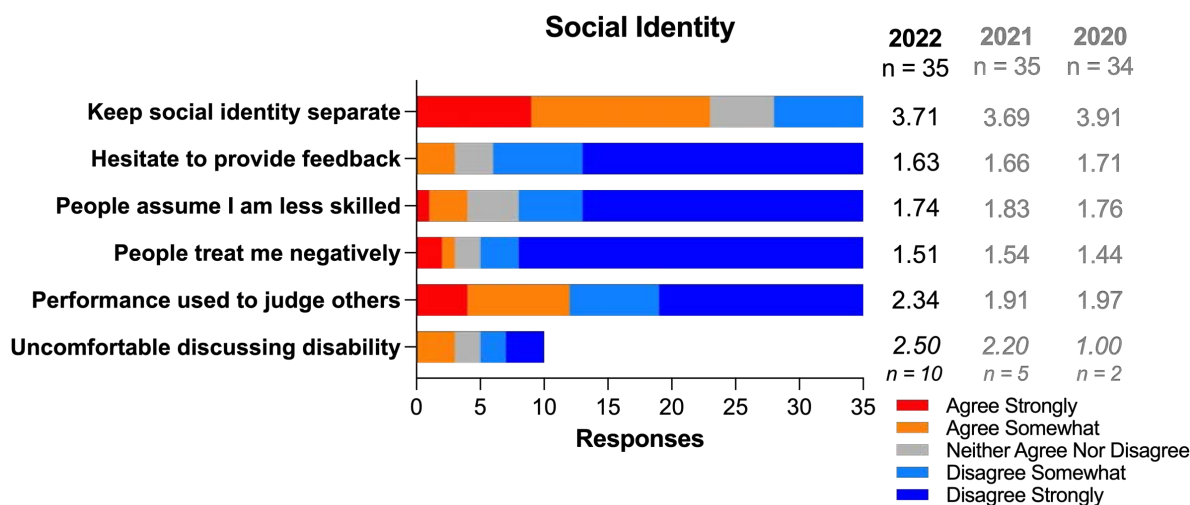
### Aggregated Comments:

1) I feel there is favoritism to certain students.

19

## C. TPCB Progress Report

*Climate Survey: Social identity and Disability status*



### Aggregated Comments:

1) Nothing intrinsically wrong with keeping parts of one's personal life separate from professional life; I don't feel need to keep things separate for fear of fitting in.  
6) [Disability status comment omitted for privacy reasons].

20

## C. TPCB Progress Report

*Climate Survey: Student experiences*

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

### **Aggregated Comments:**

- There are **open and honest conversations** about D&I starting from the application & interview process.
- I appreciate TPCB's commitment to **TIMS** and to providing **fee waivers** for those who could benefit the most; these and other **outreach programs** are critical to the future of the program.
- I enjoy interacting with the **diverse individuals** in TPCB, though there is less **geographic diversity**.
- Thank you for taking the suggestion from last year to start the **TPCB International Student Group**!
- I felt isolated over the last year because it was difficult to **see people in person**, but that is improving.

21

## C. TPCB Progress Report

*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:**

- Would be nice to have more **opportunities for socialization**; difficulty to feel welcome if you don't know people well or only by Zoom.
- Host a dedicated TPCB event each year for those who are **graduating** to foster increased community.
- Wish for more cross-cultural interactions between students, such as a **multicultural event or outing**.
- More **affinity groups** for students from outgroups.
- **Advertise** the D&I resources and clubs more.
- Recruitment initiatives to **visit minority-serving institutions** will support D&I in TPCB.
- TPCB students lead and participate in **outreach programs** for the community, perhaps we can host an internal event for TPCB students to **share information and increase engagement further**.
- Continue **calling out incidents** of racism & sexism; **encourage students** to foster inclusive environment.
- **PIs should support PhD trainee career development**, including applying for fellowships, presenting at conferences, learning new techniques, taking an additional class, going to career fairs, even if it means shifting some focus away from the lab to support these other aspects of our training.
- Selection process for the **SOC** is exclusive; this comes up every year and nothing has changed.
- TPCB is really **diverse** as it is.
- I feel **comfortable** in TPCB and am content with the program's support of D&I.

22

## C. TPCB Progress Report

*Climate Survey: Actions you will take*

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

### Aggregated Comments:

- Work with disadvantaged communities through HS and undergrad **mentorship** programs at WCM and RU.
- Continue to participate in **outreach & recruitment** efforts; support and engage with current students.
- Participate in STEM **recruitment initiatives** to encourage students to apply to TPCB.
- Work on **science outreach** initiatives; ensure that new students feel **welcome** and supported in my lab.
- Participate in **outreach** programs; **pass my knowledge** onto the next generation; I alone can't instill systemic change required for true D&I, but I can help correct for existing inequalities and lack of resources.
- Foster inclusive mentorship for students from underrepresented backgrounds thru our **outreach programs**.
- Serving as a **peer mentor**; working with Diversity Office to ensure that TPCB students included in programs.
- Advocate for **TPCB and lab events that are inclusive** (*i.e.*: timing, food/drink options); have conversations with others about the importance of DEI in science; hear alternative views; **brainstorm ways to improve**.
- Help others without discrimination; ensure **inclusion in all social events**.
- Reach out to more first-years to assist with the challenging **transition to graduate school**.
- Ensure that everyone feels **welcome, safe, and equal**; be open to talking to those from different bkgds.
- Make new TPCB students feel **welcome** and encourage other older students to do so; helping create an **inclusive, warm, supportive** community from the start will set the tone for the program.
- Treat everyone with **respect**; do my best to be a positive representative of TPCB, especially in outreach.
- Seek out new people in TPCB and **learn what makes them awesome**; help them if they need it.

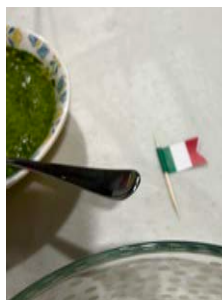
23

## D. TPCB International Students Group

*Launched in 2022, open to all TPCB students*

**Chloe Burnside (chair), Chen Chen, Yingying Hu, Nicolai Tornow, Emily Wu, Yang Xiao**

- Formed in Aug 2022 following a request in the annual TPCB Climate Survey
- *Goal: to better celebrate, support and welcome international students within the TPCB community*
- Working with Clive Liew to facilitate onboarding of international students, particularly those arriving from overseas (*e.g.*, visas, vaccinations, social security numbers, bank accounts, reimbursements, taxes)
- Launched #international-student Slack channel to facilitate communication about issues faced by the international student community
- Events so far: International Student Potluck – Oct 20, 2022
- **More events coming soon!**



24



*TPCB aims to promote a culture of outreach throughout the program and community*



A Partnership of

**Weill Cornell ~ Sloan Kettering ~ Rockefeller**

25

### About the Tri-I Outreach Committee (TOrC)

- Graduate students from across the Tri-I community with a shared passion for science outreach have come together to form TOrC
- Contact: [tri.i.outreach.committee@gmail.com](mailto:tri.i.outreach.committee@gmail.com)

- Our mission is to offer mentorship, provide resources, and spread awareness about careers in STEM
- Increase accessibility for students who lack resources in their local communities
- Connect members of the Tri-I with a common passion for outreach and mentorship

26

## E. Tri-I Outreach Programs

### TOrC Student Leadership



**Alexa Strauss**  
4<sup>th</sup> year TPCB



**Leandro Pimentel Marcelino**  
1<sup>st</sup> year TPCB



**Ilana Kotliar**  
5<sup>th</sup> year TPCB



**Brittney Bobowski**  
2<sup>nd</sup> year Pharmacology



**Gianna Stella**  
4<sup>th</sup> year TPCB



**Anthony Villegas**  
1<sup>st</sup> year Neuroscience



**Ifé Akano**  
4<sup>th</sup> year Pharmacology



**Jaina Wollowitz**  
1<sup>st</sup> year TPCB



**Ian McBain**  
1<sup>st</sup> year IMP

27

## E. Tri-I Outreach Programs

### Our Initiatives – Tri-I Mentorship Initiative (TIMI)

Summer - Fall 2022

### Tri-Institutional Mentorship Initiative (TIMI)

**ELIGIBILITY**

You must be a senior undergraduate student or recent graduate who is applying to biology or chemistry-related PhD programs this fall.

**APPLY TO BE A TIMI MENTEE**

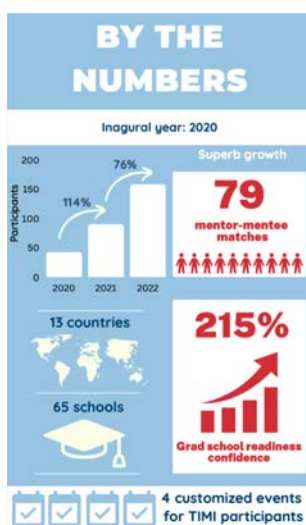
If you are interested in applying, please fill out this application by August 12. Mentees will be notified of their acceptance by August 15.

**VIRTUAL PROGRAMMING**

Join our program kickoff meeting on September 7th at 4:00 pm CST. Mentees will receive one-on-one mentoring from current graduate students, gain access to a panel for interviewing tips, and more! All programming is held virtually.

**ONE-ON-ONE MEETINGS**

Meet with your mentor one-on-one at least three times between September - November. Mentors will guide you through the PhD application process by editing your personal/research statements, reviewing your resume, and answering your questions about program selection and grad life.



### Testimonials from TIMI Mentees

"TIMI helped me understand the process of applying to PhD programs. I felt very lost and overwhelmed at the start of the program, but by the end, I gained a close-peer mentor who recently went through the grad application process and was very invested in me."

"Being selected as a participant of the TIMI 2022 program was one of the best experiences I had in 2022! I found the program extremely helpful and timely. Before meeting with my mentor, I wasn't convinced about my qualifications and preparedness for graduate school applications. Being an international student, I had doubts about being a good fit for graduate school in the USA. But my mentor's commitment to encouraging me, guiding me in preparing my documents, sharing her experiences, her availability and selflessness helped build my confidence in my qualifications and skills. Working with her made my application submissions possible. I am very grateful to the TIMI Organizers for their selfless service!"

28

### Our Initiatives – Tri-I Outreach Fair



*Thank you! Questions?*



**Weill Cornell ~ Sloan Kettering ~ Rockefeller**

## F. Open Discussion

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

