TPCB Student Town Hall
November 6, 2023

chembio.triiprograms.org

TPCB Student Town Hall – November 2023
Agenda

A. Introduction – Derek Tan

B. Student Support Resources Review – Derek Tan

C. TPCB DEIO Progress Report – Derek Tan

D. TPCB Peer Mentorship Program – Victoria Jordan

E. TPCB International Students Group – Chloe Burnside

F. Tri-I Outreach Programs – Jaina Wollowitz

G. Open Discussion
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 change

Student Support  Scientific Excellence

I won't always get it right. I have made mistakes and will make more. I continue to work to learn, grow, and improve. I hope that you will, too!

A. Introduction

A partial list of our recent progress in supporting TPCB students and building community

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Dec 1, 2012</td>
<td>Tan appointed TPCB Director, with initial focus on curriculum &amp; recruitment</td>
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<tr>
<td>Jun 9, 2017</td>
<td>TPCB Individual Development Plan (IDP) customized form launched</td>
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<tr>
<td>May 5, 2018</td>
<td>MSK Industrial Recruiting Program expanded to all TPCB labs</td>
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<tr>
<td>Apr 30, 2019</td>
<td>TPCB website upgraded with ADA Accessibility tools</td>
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<tr>
<td>Jan 16, 2020</td>
<td>TPCB Town Hall raises issue of student mental health support</td>
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<tr>
<td>Mar 1, 2020</td>
<td>COVID-19 first confirmed case in NYC</td>
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<td>Mar 6, 2020</td>
<td>TPCB COVID-19 Updates emails initiated (13 updates thru Feb 7, 2022)</td>
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<td>Mar 17, 2020</td>
<td>TPCB Remote Programming Task Force launched</td>
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<tr>
<td>Apr 15, 2020</td>
<td>TPCB Mental Health &amp; Wellness Resources summary published</td>
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<tr>
<td>May 6, 2020</td>
<td>Murder of George Floyd</td>
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<tr>
<td>Jun 12, 2020</td>
<td>TPCB Call to Action issued by TPCB students &amp; alumni</td>
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<tr>
<td>Jun 18, 2020</td>
<td>TPCB Diversity, Inclusion &amp; Outreach Programs summary published</td>
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<tr>
<td>Jun 29, 2020</td>
<td>TPCB Town Hall discusses Call to Action with leadership &amp; institutional staff</td>
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<tr>
<td>Oct 1, 2020</td>
<td>TPCB Diversity &amp; Inclusion webpage launched</td>
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<tr>
<td>Oct 19, 2020</td>
<td>TPCB Diversity &amp; Inclusion Climate Survey launched (annual)</td>
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<tr>
<td>Nov 16, 2020</td>
<td>TPCB Student Town Hall reviews Call to Action progress and Climate Survey</td>
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<tr>
<td>Jul 1, 2021</td>
<td>TPCB Peer Mentoring Program launched</td>
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<tr>
<td>Nov 9, 2021</td>
<td>TPCB Childcare &amp; Parenting Resources summary published</td>
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<tr>
<td>Nov 22, 2021</td>
<td>TPCB Student Town Hall reviews progress to date and additional student input</td>
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<tr>
<td>Feb 1, 2022</td>
<td>TPCB Career Development Resources summaries consolidated</td>
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<tr>
<td>Feb 15, 2022</td>
<td>TPCB Science Outreach webpage launched (including TORC, TIMI)</td>
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<td>Aug 11, 2022</td>
<td>TPCB International Students Group launched</td>
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<tr>
<td>Aug 19, 2022</td>
<td>TPCB Graduate Requirement “rubrics” published (later adopted by WCGS)</td>
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<tr>
<td>Dec 15, 2022</td>
<td>TPCB Seminar Course integrates “hidden curriculum” training</td>
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<tr>
<td>Jan 9, 2023</td>
<td>TPCB Student Town Hall discussion focuses on housing issues for students</td>
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<tr>
<td>Jan 10, 2023</td>
<td>TPCB Housing concerns conveyed to Deans; discussed again at May 2 Tri-I Annual Review</td>
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<tr>
<td>May 9, 2023</td>
<td>TPCB Housing updates sent to students (Sloan, Olin, assignments, payroll deduction, 1st mo rent)</td>
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<tr>
<td>Jun 1, 2023</td>
<td>TPCB 1st to 2nd year transition checklist created for students transferring to RU</td>
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<td>Jun 20, 2023</td>
<td>TPCB Student Service Award launched — Gianna Stella inaugural awardee</td>
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<tr>
<td>Jun 27, 2023</td>
<td>TPCB actively advocates for affordable housing assignments for incoming students</td>
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<tr>
<td>Nov 6, 2023</td>
<td>TPCB Student Town Hall to review current progress and identify areas for attention</td>
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B. Student Support Resources

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

“set a low bar for reaching out”

TPCB Intranet https://chembio.triiprograms.org/about-tpcb/intranet/#studentsupport

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

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

Lorraine Lothwell, MD
Director, Mental Health Service
Rockefeller University

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

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

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

TPCB
- Individual Developmt 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

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

Andrea Morris, PhD
Assistant Dean and Director, Career & Professional Devt, RU
B. Student Support Resources

**TPCB Intranet**
https://chembio.triiprograms.org/about-tpcb/intranet/#studentsupport

**Herminio Quinones**
Assistant Director
Finance & Grants, WCGS

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

**International Student Support**
- Visa and I-20 applications
- Onboarding during Orientation
- TPCB has advocated for additional support
- Sprintax tax filing assistance (2022)
- New WCGS onboarding webpage (2022)
- TPCB International Students Group (2022)

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**TPCB Intranet**
https://chembio.triiprograms.org/about-tpcb/intranet/#diversity

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

**Ashton Murray, PhD**
Chief Diversity Officer, Rockefeller University

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

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

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**update in progress:**
WCGS Student–Parent Grants

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Thank you, Gianna!
B. Student Support Resources

TPCB "rubrics" for graduation document has been adopted by WCGS

TPCB Intranet
https://chembio.triiprograms.org/about-tpcb/intranet/#/student

- Nov 2021: Concerns raised in TPCB Town Hall
  - What are the requirements? (varies by student)
  - Who decides when you can defend? (committee)
  - Is there a minimum time for PhD? (no)

- 2021–22: Drafts reviewed by students & deans

- Aug 2022: TPCB "Rubrics" document published

- Subsequently adopted by WCGS

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B. Student Support Resources

Progress report on issues raised in previous Town Halls and EAB site visits

Student Progress
- Semiannual check-ins with all students – √ 10/2/23 (57/57 responded, issues addressed)
- First-to-second year transition checklist – √ 6/1/23 (WCGS → RU, established by Margie)
- Clarify rubrics for graduation – √ 8/19/22 (later adopted by WCGS)

Social Interactions & Events
- Highlight Social Committee events and members on TPCB website – √ 1/27/22
- Remind faculty of importance of in-person meetings – √ 11/22/22
- Resume TPCB Holiday Party and TPCB Student Retreat – √ 1/12/23; √ 5/4/22

Recognition of Student Service
- All service is voluntary, valuable career dev, list it on your CV, it is recognized publicly
- SOC is by invitation like many committees, there are many ways to contribute to TPCB
- Financial compensation is provided for course assistants (Seminar Course, RIP since 2020)
- Establish TPCB Student Service Award – √ 6/20/23: Gianna Stella

Mentorship & Career Development
- Mentor training is required for all TPCB faculty since 2019; Rackham guides on Intranet
- Faculty must support your career development – please contact Derek with any concerns!
- Discuss IDP in annual thesis committee meeting – √ 11/22/22 approved by faculty vote

Housing Concerns (main issues raised in Jan 2023 Town Hall)
- Financial burden of first-month rent before payroll deduction – √ 7/1/23 (can be deferred)
- Uncertainty over Olin & Sloan demolition timelines – √ 5/9/23 (info sent to TPCB students)
- Points parity for Y2 assignments when moving from RU to WCM/MS (& vice versa) – √ 5/9/23
- Roosevelt Island assignments – TPCB has worked to ensure affordability, transportation
B. Student Support Resources

Potential change to TPCB start date is under consideration

• TPCB initiated July 1 start date for historical reasons, and has retained it
• Summer start facilitates transition to NYC, onboarding, cohesion
• Summer start creates challenges in housing assignments, first rotation selection
• All other WCGS and RU PhD programs start in mid- to late-August

• TPCB Faculty have proposed changing start date to align with other programs
• Changing start date would require numerous programming changes
• Changing start date would need NYSED and NIH T32 approval
• Idea has been discussed with current 1st and 2nd year students (consensus opposes)
• No decision has been made
• It is unlikely we will change for the entering Class of 2024

“Why can’t the start date be August 1?”

Weill Cornell HR only permits onboarding on July 1 (summer quarter) or August 15 (fall quarter)

C. TPCB DEIO Progress Report

All 4 components are essential to building our TPCB community and beyond

We need everyone to contribute actively & intentionally
C. TPCB DEIO Progress Report

Supreme Court decision only impacts certain aspects of admissions, not recruitment

- June 29, 2023 – SCOTUS decision in SFFA v. Harvard and SFFA v. UNC
  - Illegal to consider race, ethnicity, or national origin in admissions (no quotas, ‘plus factors’)
  - However, “nothing in this opinion should be construed as prohibiting universities from considering an applicant’s discussion of how race affected his or her life, be it through discrimination, inspiration, or otherwise.” (trajectory, ‘distance traveled’)
  - Data on race, ethnicity, and national origin are masked during admissions process
  - Data still recorded for reporting purposes, and unmasked after admissions complete

- Ruling does not impact recruitment of individuals from diverse backgrounds
- Ruling does not impact admissions of individuals from Disadvantaged backgrounds
  (NIH 2019, ≥ 2 of: homelessness, foster care, FFRLP, 1st-gen college, Pell grant, SSNP WIC, specific underserved area)
- Self-identified Disability status cannot be used in admissions (already the case)
  (Institutions must provide reasonable Accommodations to perform job functions per Americans with Disabilities Act)
- TPCB uses holistic admissions process that considers each applicant as an individual
  (academic record, research experience, research commitment, research interests, personal skills, scientific potential)
- TPCB does not discriminate on the basis of race, ethnicity, national origin, gender
  (including gender identity and gender expression), sexual orientation, religion, political affiliation, citizenship, visa status, marital status, parental status, age, disabilities, military service, or criminal history

C. TPCB DEIO Progress Report

TPCB has a long track record of promoting diversity in recruitment

- TPCB has a long-standing commitment to diversity & inclusion in science
- We have zero tolerance for racism or discrimination in any form
- We fight unconscious/implicit bias in recruiting, admissions, curriculum

just *one* metric
(not the only one!):
underrepresented minority
(URM) students

NSF Definitions: Hispanic (ethnicity),
Black or African-American,
Native American or Alaska Native,
Native Hawaiian or other Pacific Islander

https://ncses.nsf.gov/pubs/nsf23315/

- BUT...We Can Do Better!
- TPCB can take actions at the program level and advocate for change at the institutional level
- We can publicize our efforts and serve as a model for other programs
- We need everyone to contribute to these efforts
C. TPCB DEIO Progress Report

TPCB efforts to promote diversity & inclusion were enhanced by the Call to Action

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

TPCB Diversity & Inclusion
https://chembio.triiprograms.org/about-tpcb/diversity-inclusion/

C. TPCB DEIO Progress Report

Progress report on student recommendations from previous Town Halls

Recruitment and Outreach
• Add HSI Comm. Coll. and TCUs to TPCB & ChBSP recruitment channels – √12/7/21, √9/1/22
• Highlight Outreach Programs on TPCB website – √ 2/15/22
• Pursue targeted outreach to MSIs – in collaboration with WCGS (CUNY, UPR), we can do more

International Students
• Establish TPCB International Students Group – √ 8/11/22 (→ onboarding & tax support, events)
• Include Clive Liew in recruitment events – √ 1/4/22

Student Onboarding and Equity
• Refine TPCB Peer Mentoring Program for next class – √ 7/1/22
• Address “hidden curriculum” in academia – √ 5/20/22 (Seminar Course Workshops)
• Training in scientific computational tools – adding to fall Principles course (Kapoor)
• Training in scientific writing – ongoing in spring CiBM course (Menon → Levitz)
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 15, 2023, closed Oct 27, 2023
• 38 out of 56 students completed survey (68%)
• Survey results will be shared with faculty & deans

Takehome Messages

• Most respondents view TPCB diversity & inclusion positively
• Importantly, however, 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 (response to “own actions” required)
• PLEASE bring your concerns to Derek directly or indirectly so we can help!

C. TPCB DEIO 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.
C. TPCB DEIO Progress Report

Climate Survey: Assessments of current TPCB culture

### Aggregated Comments:

1) There is not a lot of diversity among students.
5) I don’t think there has been any communication about increasing diversity.

TPCB engages in targeted recruitment at ABRCMS, SACNAS, McNair Scholars, MARC/RISE Programs, HBCUs, HSIs, TCUs, CUNY, U. Puerto Rico, Gallaudet University, RIT National Technical Institute for the Deaf. ChBSP reserves at least one slot for a URM or Disadvantaged student; WCM ACCESS Program is specifically for URM and Disadvantaged students. TIMI supports underserved students applying for PhD.

C. TPCB DEIO Progress Report

Climate Survey: TPCB responsiveness and commitment

### Aggregated Comments:

1) Yes and no; recent comments on the Slack channel were a bit one-sided. It was not the appropriate space.
2) TPCB did not respond properly/fully to the current Israel-Gaza war.
2) There was not much diversity among students being recruited last year.

TPCB’s role and responsibility is to support our students, and in some cases, that is done privately. Please do not hesitate to contact Derek directly with any concerns; Yazmin Carrasco, Joy Howell, and Judith Cukor are also all available – we can convey to leadership. We will NOT tolerate racism or discrimination in TPCB.
C. TPCB DEIO Progress Report

*Climate Survey: Fair treatment in the TPCB program*

**Aggregated Comments:**
none this year
C. TPCB DEIO Progress Report

Climate Survey: Value as an individual within the TPCB community

Aggregated Comments:
1) Student volunteers for organizing program events are not appreciated and [sometimes] mistreated.
1) TPCB program administrators don’t respect or value students for the work that they do for the program in organizing events.

A specific incident occurred that was not acceptable and this has been addressed explicitly. This should not recur in the future. We very much appreciate everyone’s efforts for the program and it is our responsibility to enable you to undertake these projects. We will do better in the future.

C. TPCB DEIO Progress Report

Climate Survey: Social identity and Disability status

Aggregated Comments:
2) I hesitate regardless.
5) I am not sure how this can ever be changed. This is just the reality of what is like being a minority.
5) As an international student, sometimes I feel I represent my country in the Tri-I, and therefore my performance may affect the admission committee’s impression of applicants from my country.

- Nothing is intrinsically wrong with keeping aspects of your life private; we want everyone to feel comfortable.
- Concerns about representing others are understandable, but be assured that we consider every student and applicant as an individual. We do hope that you will serve as an ambassador for TPCB!
C. TPCB DEIO Progress Report

Climate Survey: Student experiences

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

Aggregated Comments:

• TPCB does a good job with providing opportunities to learn about diversity and inclusion. We have a lot of clubs and groups that allow students to get involved.

• I appreciate that TPCB has always been open to learning and improving its actions/policies to be more inclusive and diverse. It's been encouraging to see TPCB evolve over the years. The program's openness to learning and listening is not something we should take for granted.

• One of my favorite things about TPCB is how close the students are and the open lines of communication between the faculty/administration and students. However, there are times when program/academic decisions or announcements are made in these informal settings and exclude those not involved.

• We try to be transparent about any programmatic and academic changes and solicit input from students and/or faculty as appropriate. We welcome input from everyone.

• It does feel like our events bias toward interests that are stereotypically American, thus excluding others.

• In certain cases, older students exclude the younger years from casual social get togethers.

• I am uncomfortable with this program's support of statements [regarding Israel and Hamas]…

• TPCB has not taken any position other than to support our students. Concerns about one post by an alum were addressed privately. Please let Derek immediately know if you have any additional concerns.

• I disagree that TPCB has an inclusive environment because I think the SOC selection process creates a divide among students. Those who are selected have the opportunity to form stronger relationships with program [leadership & students]...get letters of recommendation...possible to allow volunteers.

• Derek has tried to recognize everyone who has contributed in various ways to TPCB, both publicly and in letters of recommendation. The SOC is just one of many opportunities to contribute to TPCB.

C. TPCB DEIO 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:

• If the program truly wants a more diverse and inclusive student body, then we need representation from current students with underrepresented backgrounds.

• I think there needs to be more active effort, possibly at the program level, in improving inclusivity for those living on Roosevelt Island. More program-wide events, besides monthly happy hours and the retreat, to increase interaction between cohorts.

• It seems like the second years did a good job of this, but just having more events that don’t center drinking or drinking culture.

• Having a event where older students can explain any clubs or things that they are involved in to younger students to give students a better idea of how to be involved.

• I would appreciate the faculty/administration being mindful to make program announcements/decisions in formal settings.

• 1) Advocating for the hiring of more diverse faculty. 2) Encouraging/requiring TPCB faculty to participate in mentorship training/workshops, particularly trainings with a focus on cultivating inclusive lab environments. 3) More transparency of TPCB student applicant demographics along the recruitment process. Essentially, it would be nice to see at what stage of the recruitment pipeline are students of color and/or students of other marginalized identities being lost. 4) Include a mentorship requirement for students and have mentorship [training?] (comment was cut off)
C. TPCB DEIO 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:**

- **Push myself** to get to know as many people in the program as I can.
- **Be welcoming** during recruitment.
- **More communication** with other TPCB students.
- Talk to more students during events such as Retreat and RIP rather than just the people I know.
- I make an effort to **get to know each student** and talk to them.
- The sense of belonging and feeling included always flows from the most senior students and trickles down, manifesting as program culture. As a senior student, I will **engage with younger students** more often and continually check in to see how things are going. I think these small actions can make a huge difference to individuals and the program as a whole.
- **Be inclusive and kind to everyone**, regardless of background.
- I will strive to **be inclusive** in my research in TPCB and my thesis lab.
- By continuing to look beyond superficial terms and **treat everyone equally** as scientists.
- I will treat my peers with **respect**, celebrate their successes, and lend them my time should they need help.
- **Treating everyone equally** no matter their background or identities
- **Be kind and inclusive towards everyone** in any academic setting, which helps TPCB feel inclusive.
- I will continue to **support my colleagues** regardless of their identity. I will also make a strong effort to recruit students of diverse backgrounds.

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C. TPCB DEIO 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:**

- Get involved in events or community groups that support and embrace **diversity and inclusion**. Be open-minded when talking with friends.
- Attend **TPCB Open House diversity and inclusion discussion**, be welcoming/inclusive to all students in academic and non-academic conversations.
- I will continue to welcome all new students and will do my best to make other students around me feel included and welcome. I will also help to **spread information about clubs and organizations** that people can join that focus on diversity and inclusion.
- Promote **new affinity groups** on campus to emphasize diversity.
- I would always be willing to participate in **diversity and inclusion initiatives** if TPCB calls for volunteers.
- **Participate in mentor-mentee program**. Be open to listen to others’ research and life.
- **Partaking in mentoring initiatives** around the Tri-I.
- Get involved with **TPCB outreach** to students of under-represented identities in STEM, especially those looking to apply to graduate school; **hold myself and others accountable** for non-inclusive practices.
- Continued commitment to **science outreach** and creating a warm environment in the program.
- I will participate in **RockEdu and TIMI**. I believe these programs help not just the students you are mentoring, but they also expose you to different types of people. They help to make you more aware of the diverse backgrounds around you and teach you how to support your peers better.
- **Be involved in outreach**, make **conscious efforts** to not exclude anyone from plans.
C. TPCB DEIO 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:

- It's important to both **speak up when you are a bystander** to acts of discrimination and create an environment that is welcoming to all through our words and actions.
- Reach out to members of other identities to better **understand their perspectives** and to be more mindful of our differences.
- I think it already is quite an inclusive program, but I will make an effort to be more mindful of the different backgrounds people come from when having conversations with them to avoid diminishing them or not acknowledging a difficulty they may be facing that I do not.
- Give people a space to speak up and feel more included.
- Amplify quieter voices.
- Be more mindful of the space I take up.
- Continue making space for others in scientific and social conversations. When possible, I will **plan events that include all of TPCB** to make everyone feel welcome.
- Make program events as accessible to the **widest range of people** possible.
- Be more **unapologetic in my own identities**.

D. TPCB Peer Mentorship Program

*Launched in 2021 to provide individual guidance to incoming students*

Victoria Jordan (organizer), Leandro Pimentel (co-organizer)

### Support for 1st-Year Students

- **Individual Mentorship**
  - Monthly meeting with student Peer Mentor

- **Group Events by Topic**
  1. Preparing for Grad School & TPCB
  2. Networking
  3. Community Building
  4. Choosing a Thesis Lab

### Support for 2nd-Year Students

- **Events Requested by 2022 Class**
  1. Finding and Preparing for Fellowship Applications
  2. Preparing for ACE/TRP Panel

- **We are creating ways to involve more TPCB students**
  - Keep an eye out on slack to join our upcoming events!
E. TPCB International Students Group
Launched in 2022, open to all TPCB students

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

Formed following a request in the annual TPCB Climate Survey

Goal: Celebrate, support, and welcome international students within the TPCB community.

In 2022/2023:

• Launched #international-student Slack channel to facilitate communication about issues faced by the international student community

• Fall potluck (open to all!):

• Spring international student alumni panel:

Areas of focus going forward:

• Additional social events
• Work with Clive Liew to improve international student onboarding
• Provide better direction for where to seek tax advice

Please let us know if you have any concerns or ideas!

F. Tri-I Outreach Programs
TPCB aims to promote a culture of outreach throughout the program and community

Tri-Institutional Outreach Committee

A partnership of
Weill Cornell - Sloan Kettering - Rockefeller
F. Tri-I Outreach Programs

About the Tri-I Outreach Committee (TOrC)

Who we are:

• Graduate students across the Tri-I community with a shared passion for science outreach
• Contact: tri.i.outreach.committee@gmail.com

Alexa Strauss  
5th year TPCB

Ifé Akano  
5th year Pharmacology

Divya Koyyalagunta  
3rd year CBM

Gianna Stella  
5th year TPCB

Brittney Bobowski  
3rd year Pharmacology

Yanira Guerra  
3rd year BCMB

Jaina Wollowitz  
2nd year TPCB

Mia Haraguchi  
2nd year Rockefeller

Leandro Pimentel Marcelino  
2nd year TPCB

Mission:

• Offer resources and mentorship to students interested in pursuing education and careers in STEM
• Connect members of the Tri-I with outreach and mentorship opportunities

Two Main Initiatives:

Tri-Institutional Mentorship Initiative  
Tri-Institutional Outreach Fair
F. Tri-I Outreach Programs

Tri-I Mentorship Initiative (TIMI)

- Individuals applying to graduate school are paired with a graduate student mentor to help them navigate the application process
- Virtual mentorship allows mentees from all over the world to participate

TIMI Mentee Testimonials:

“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.”

“My mentor made the process of applying to graduate school feel less foreign and more navigable.”

Mentors by Year

- 215% increase in graduate school readiness
- 29 TPCB student mentors since 2020

Mentees from 13 Countries
Acceptances from over 65 Schools

F. Tri-I Outreach Programs

Tri-I Outreach Fair

- Opportunity for members of the Tri-I community to learn about outreach and mentorship programs within the Tri-I and across NYC

2022

Virtual event

4 Professional Groups
8 Trainee-run Groups

Over 65 attendees

>90% of participants surveyed learned about a new opportunity

2023

In-person event

4 Professional Groups
7 Trainee-run Groups

Over 70 attendees

100% of participants surveyed learned about a new opportunity

Look out for more information on the 2024 Outreach Fair this spring!
F. Tri-I Outreach Programs

Thank you! Questions?

TORC

Tri-Institutional Outreach Committee

A partnership of
Weill Cornell - Sloan Kettering - Rockefeller

Scan to join the TORC Slack!

Contact us: tri.i.outreach.committee@gmail.com

G. Open Discussion

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