



TPCB Student Town Hall

November 6, 2023



chembio.triiprograms.org

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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**

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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!

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A. Introduction

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

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
Jan 16, 2020	TPCB Town Hall raises issue of student mental health support
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
Jun 12, 2020	TPCB Call to Action issued by TPCB students & alumni
Jun 18, 2020	TPCB Diversity, Inclusion & Outreach Programs summary published
Jun 29, 2020	TPCB Town Hall discusses Call to Action with leadership & institutional staff
Oct 1, 2020	TPCB Diversity & Inclusion webpage launched
Oct 19, 2020	TPCB Diversity & Inclusion Climate Survey launched (annual)
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
Feb 15, 2022	TPCB Science Outreach webpage launched (including TORC, TIMI)
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
Jan 9, 2023	TPCB Student Town Hall discussion focuses on housing issues for students
Jan 10, 2023	TPCB Housing concerns conveyed to Deans; discussed again at May 2 Tri-I Annual Review
May 9, 2023	TPCB Housing updates sent to students (Sloan, Olin, assignments, payroll deduction, 1st mo rent)
Jun 1, 2023	TPCB 1st to 2nd year transition checklist created for students transferring to RU
Jun 20, 2023	TPCB Student Service Award launched – <i>Gianna Stella inaugural awardee</i>
Jun 27, 2023	TPCB actively advocates for affordable housing assignments for incoming students
Nov 6, 2023	TPCB Student Town Hall to review current progress and identify areas for attention

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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>

**Tri-Institutional PhD Program
Chemical Biology**

Mental Health, Wellness, and Student Support Resources

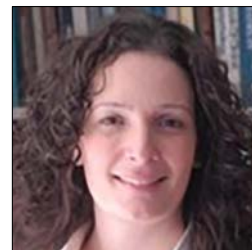
TPCB and the Weill Cornell and Rockefeller graduate schools recognize that students may face mental health issues at any time during their training. These can arise from a variety of factors that may or may not be directly related to their graduate studies. To support our students, we provide extensive 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 (o) 646-228-1777 (m)	Provides academic oversight for all TPCB students and coordinates support services with the graduate schools
	Maurice Hinson-Mendoza, MA TPCB Program Administrator maurice@med.cornell.edu 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@med.cornell.edu 212-746-5006 (o)	Provides academic oversight for TPCB students in Weill Cornell and can also coordinate support services
	Emily Harris, PhD Senior Associate Dean David Rockefeller Graduate School emily.harris@rockefeller.edu 212-327-4000 (o)	Provides academic oversight for TPCB students in RDG and can also coordinate support services
	Judith Cukor, PhD Assistant Dean, Student Affairs Weill Cornell Graduate School jc2010@med.cornell.edu 212-851-4067 (o) (email preferred)	Works confidentially with TPCB students at Weill Cornell 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 pam2029@med.cornell.edu 914-991-4691 (o)	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 Psychology, WCM.
	Lorraine Lothwell, MD Medical Director, Student & Employee Mental Health Services, Rockefeller University llothwell@rockefeller.edu 212-327-7757 (mental health line)	Works confidentially with TPCB students at RDG to assess needs and provide appropriate referrals or ongoing support. Dr. Lothwell is also an Assistant Professor of Clinical Psychiatry, WCM.
	Chanchal Sharma, PsyD Assistant Attending Psychologist Employee Health & Wellness Services, MSK sharmac1@mskcc.org 646-888-4108 (o)	Works confidentially with TPCB students at MSK to assess their needs and provide acute care and referrals for ongoing care, in coordination with Dr. Cukor and Dr. Maglian LAF at MSK.



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

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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 these 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/biannual 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 Sanders Tri Chemical Biology Seminar Series, and TPCB students are invited to attend lunches with all speakers in this series.

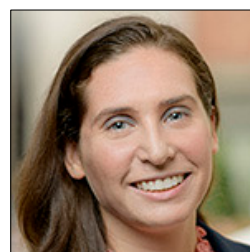
Students also have numerous **mentoring opportunities** including the CHBSP Journal Club for summer undergraduates, Tri Mentoring Initiative (TMI) for students from underrepresented backgrounds applying to graduate school, and other events organized by the Tri Outreach Committee (TORC), Tri Minority 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 (o) 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 auro01@med.cornell.edu 212-746-6507 (o)	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 Devt., The Rockefeller University andrea.morris@rockefeller.edu 212-327-4893 (o)	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 646-888-5557 (o)	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



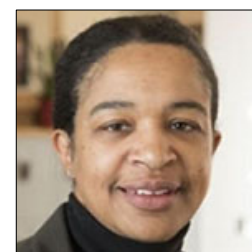
Thalyana Stathis, PhD
Manager, Career & Professional Development, MSK

TPCB

- Individual Development 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

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B. Student Support Resources





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

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.

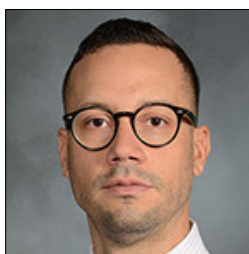
 Derek S. Tan, PhD TPCB Program Director tsd@mskcc.org 646-888-2234 (ex) 646-228-1777 (int)	Provides academic oversight for all TPCB students and coordinates support services with the graduate schools
 Marga Hironaka-Mendoza, MA TPCB Program Coordinator sup2036@med.cornell.edu 212-746-5267 (ex)	Secondary contact for all TPCB students seeking support services
 Herminio Quinones Assistant Director, Finance & Grants Weill Cornell Graduate School hq9001@med.cornell.edu 646-962-6462	Primary contact for parenting and childcare support for TPCB students in WCM and MSK labs
 Emily Harms, PhD Senior Associate Dean David Rockefeller Graduate School emily.harms@rockefeller.edu 212-327-8090 (ex)	Primary contact for parenting and childcare support for TPCB students in RU labs. Provides academic oversight for TPCB students in RU labs
 Randi E. Silver, PhD Associate Dean, Academic Affairs Weill Cornell Graduate School dsilver@med.cornell.edu 212-746-5006 (ex)	Provides academic oversight for TPCB students in WCM and MSK labs and can also coordinate support services
 MSK HR Resource Center hrcc@mskcc.org 646-677-7411 (ex)	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.

update in progress:
WCGS Student-Parent Grants



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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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.

 Derek S. Tan, PhD TPCB Program Director tsd@mskcc.org 646-888-2234 (ex) 646-228-1777 (int)	Provides academic oversight for all TPCB students and coordinates diversity and inclusion efforts, and disability services with the graduate schools
 Yazmin Carrasco, PhD Assistant Dean, Diversity & Student Life Weill Cornell Graduate School yc4001@med.cornell.edu 212-746-5122 (ex)	Coordinates diversity, equity, inclusion, and outreach programs at WCM (also for students in MSK labs)
 Rosana Messas, PhD Diversity Program Manager Weill Cornell Graduate School rm8008@med.cornell.edu 212-746-1990 (ex)	Coordinates MSK Program and Esprit de Corps Program in Office of Student Diversity at WCM (also for students in MSK labs)
 Yaihora Fortis-Santiago, PhD Associate Director, Postdoctoral Affairs & Trainee Diversity Initiatives, MSK fortis@mskcc.org 646-888-3795 (ex)	Coordinates diversity, equity, inclusion, and outreach programs at MSK
 Ashton Murray, PhD Chief Diversity Officer The Rockefeller University am8@rockefeller.edu 212-327-4602 (main)	Coordinates diversity, equity, and inclusion programs at RU
 Jeanne Garbarino, PhD Director, Science Outreach The Rockefeller University garbarino@rockefeller.edu 212-327-7418 (ex)	
 Virginia Huffman Vice President, Human Resources and Title IX Coordinator, Rockefeller University huffman@rockefeller.edu 212-327-7261 (ex)	

includes Ombudsperson and Title IX



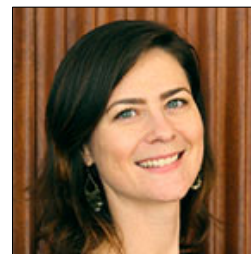
Yazmin Carrasco, PhD
Assistant Dean, Diversity & Student Life
Weill Cornell Graduate School



Ashton Murray, PhD
Chief Diversity Officer,
Rockefeller University



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



Jeanne Garbarino, PhD
Director, Science Outreach
Rockefeller University

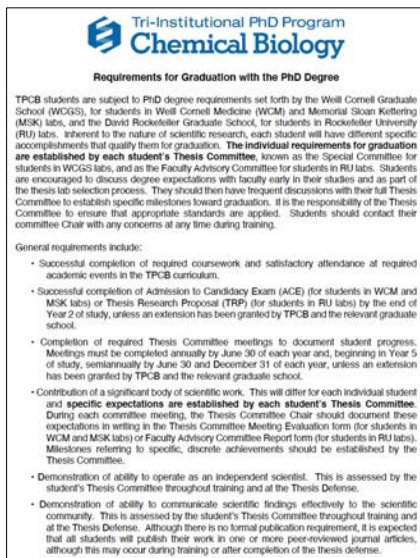
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B. Student Support Resources

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

Didactic coursework
Program academic events
Candidacy exam (ACE/TRP)
Thesis Committee meetings
Significant body of scientific work
Work as independent scientist
Communicate scientific findings
(first-author publication expected)
Range 4.5–6.5 yrs (max 7 unless ext.)
Committee gives approval to defend
Written thesis
Public thesis presentation
Oral examination

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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

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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**

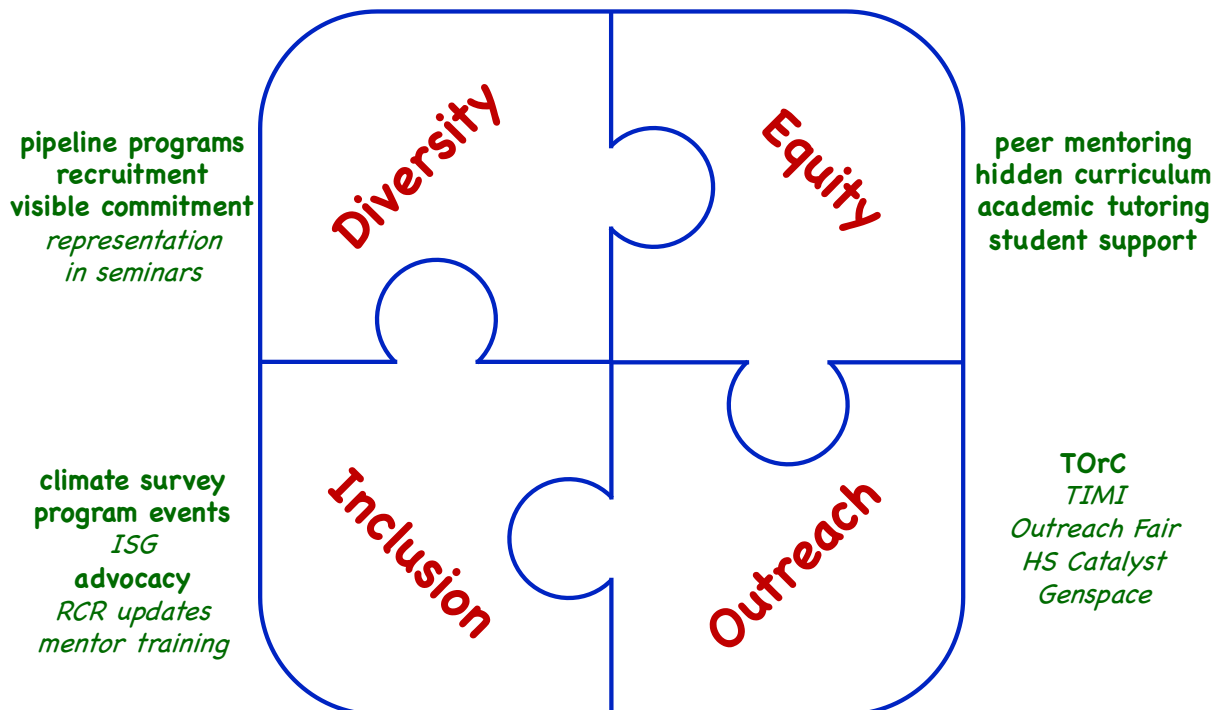
“Why can’t the start date be August 1?”

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

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C. TPCB DEIO Progress Report

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



We need everyone to contribute actively & intentionally

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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

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C. TPCB DEIO Progress Report

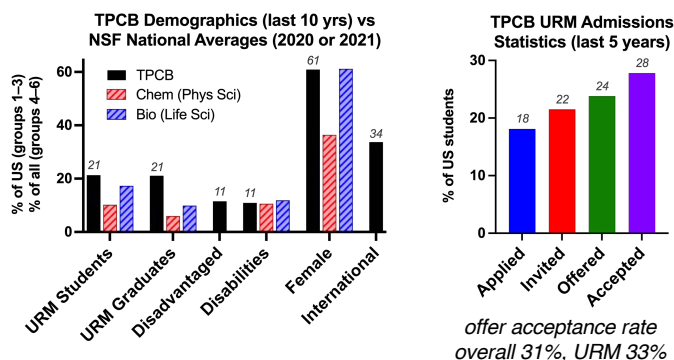
TPCB has a long track record of promoting diversity in recruitment

- **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://nces.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**

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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/>



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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)

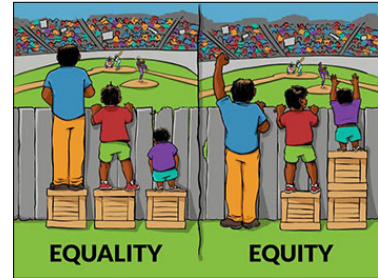
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C. TPCB DEIO Progress Report

TPCB Diversity & Inclusion Climate Survey 2023

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!

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C. TPCB DEIO Progress Report

Climate Survey: Key definitions

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

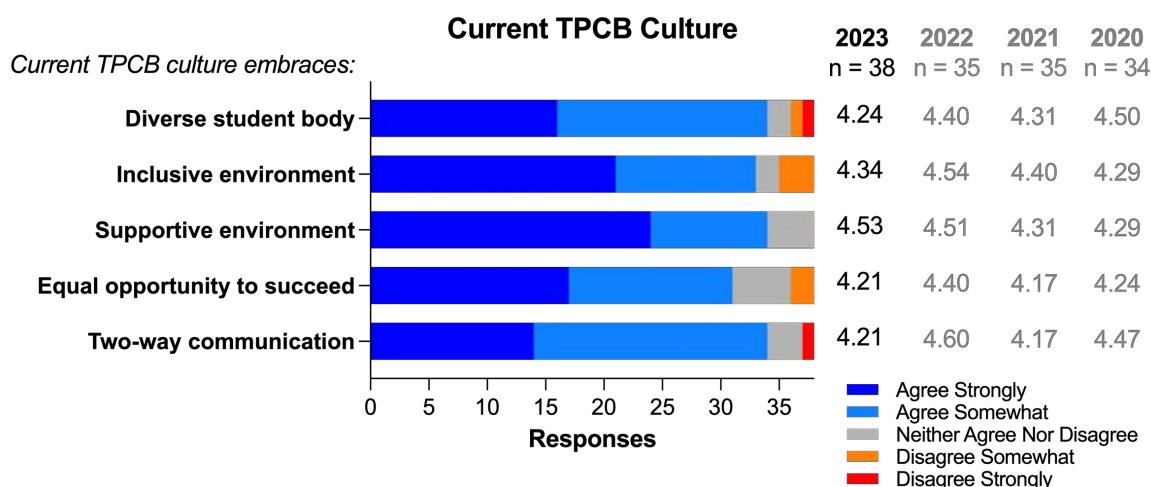
INCLUSION is defined as the behaviors and social norms that ensure people feel welcome.

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.

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C. TPCB DEIO Progress Report

Climate Survey: Assessments of current TPCB culture



Aggregated Comments:

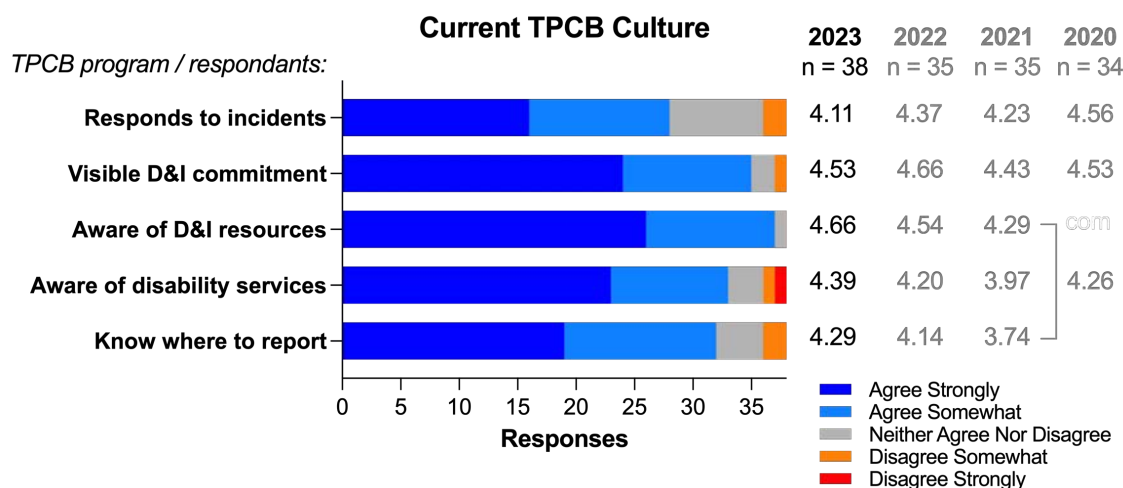
- 1) There is not a lot of diversity among students.
- 5) I don't think there has been any communication about increasing diversity.

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.

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C. TPCB DEIO Progress Report

Climate Survey: TPCB responsiveness and commitment



Aggregated Comments:

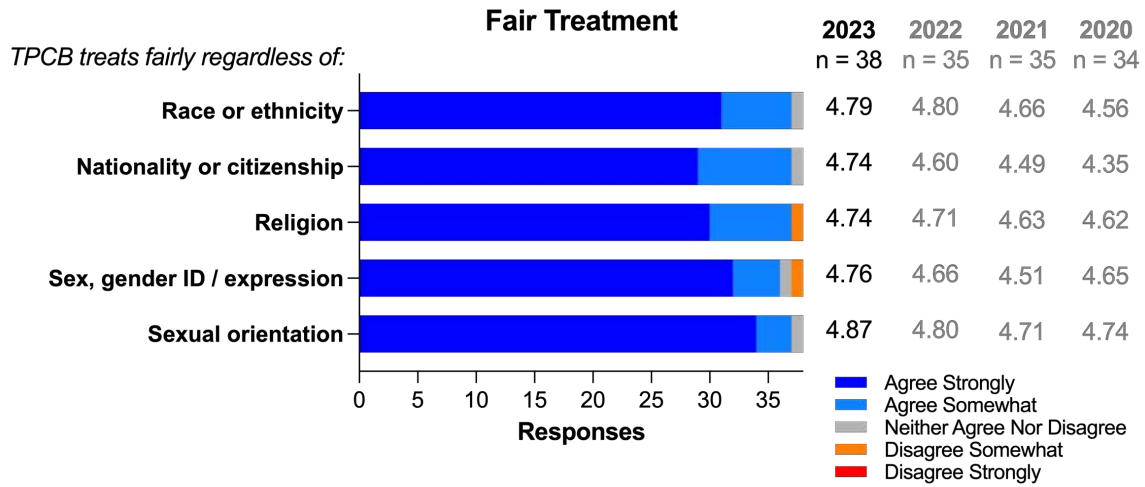
- 1) Yes and no; recent comments on the Slack channel were a bit one-sided. It was not the appropriate space. It seemed like the program was taking one side by not mentioning both sides of the conflict happening in the Middle East.
- 1) TPCB did not respond properly/fully to the current Israel-Gaza war.
- 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.

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C. TPCB DEIO Progress Report

Climate Survey: Fair treatment in the TPCB program



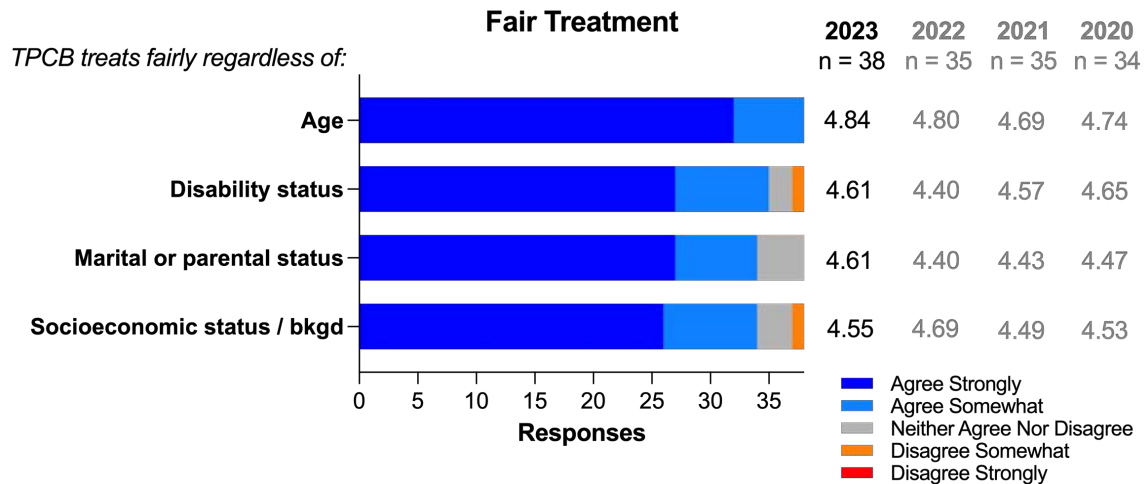
Aggregated Comments:

none this year

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C. TPCB DEIO Progress Report

Climate Survey: Fair treatment in the TPCB program



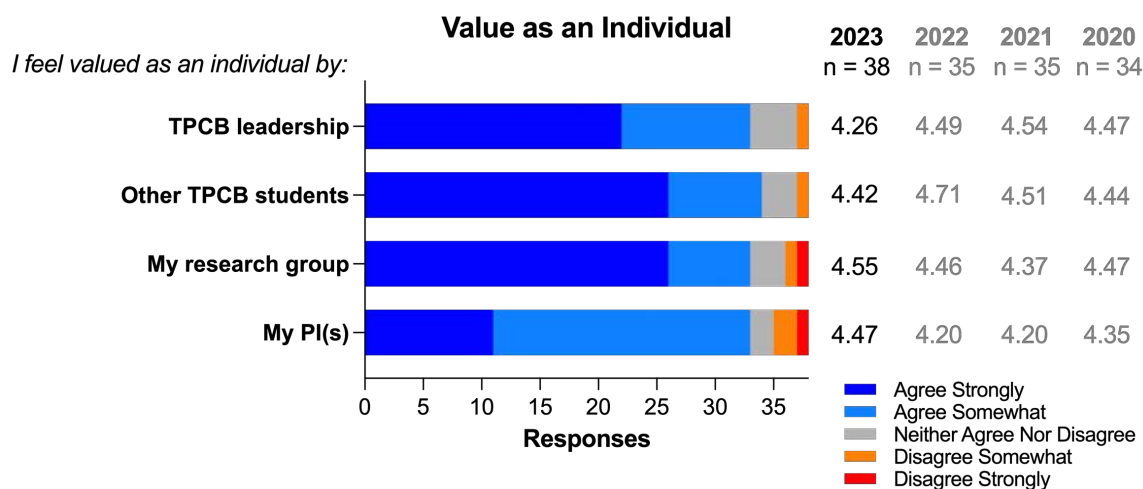
Aggregated Comments:

none this year

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C. TPCB DEIO Progress Report

Climate Survey: Value as an individual within the TPCB community



Aggregated Comments:

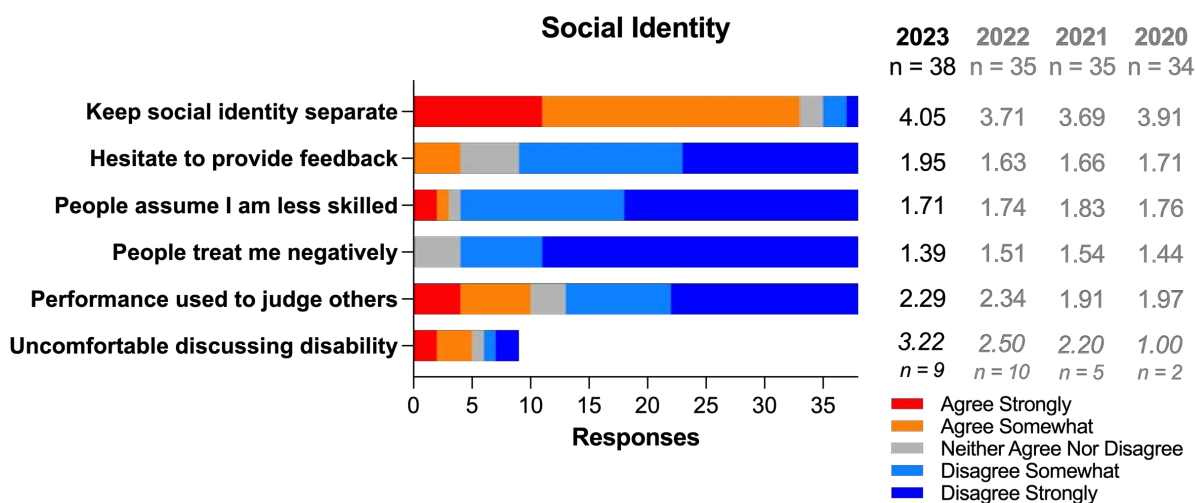
- 1) Student volunteers for organizing program events are not appreciated and [sometimes] mistreated.
- 1) TPCB program administrators don't respect or value students for the work that they do for the program in organizing events.

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.

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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 in we consider every student and applicant as an individual. We do hope that you will serve as an ambassador for TPCB!*

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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.*

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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*)

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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:

- **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 **treating 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.

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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:

- 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.**

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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!

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E. TPCB International Students Group

Launched in 2022, open to all TPCB students

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

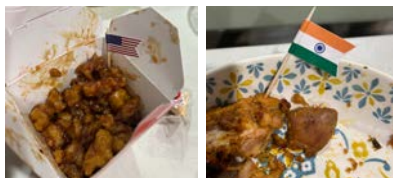
Formed following a request in the annual TPCB Climate Survey

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

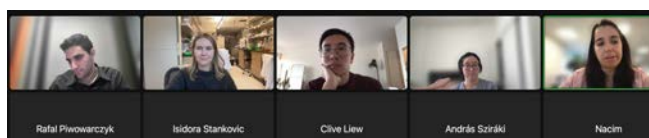
In 2022/2023:

- 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!

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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

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F. Tri-I Outreach Programs

About the Tri-I Outreach Committee (TOrC)

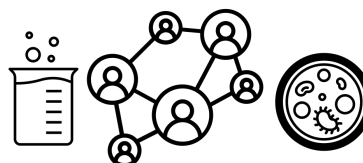
Mission:

- 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



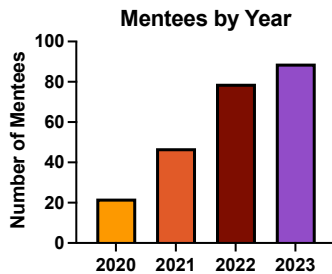
Tri-Institutional Outreach Fair

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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



Mentees from
13 Countries



Acceptances from
over 65 Schools

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.**"

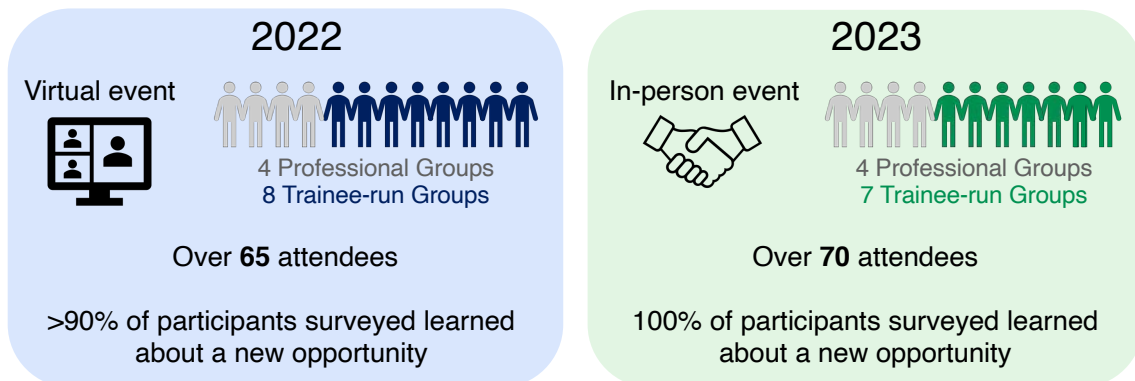
- 215% increase in graduate school readiness
- 29 TPCB student mentors since 2020

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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



Look out for more information on the 2024 Outreach Fair this spring!

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F. Tri-I Outreach Programs

Thank you! Questions?



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

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G. Open Discussion

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



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