

Report of Activities and Accomplishments

Office for Graduate Education and Postdoctoral Affairs

September 2021 - August 2022



SCHOOL OF
MEDICINE &
DENTISTRY

UNIVERSITY *of* ROCHESTER

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Introduction

The School of Medicine and Dentistry's [Office for Graduate Education and Postdoctoral Affairs \(GEPA\)](#) is the central office that supports the graduate student and postdoctoral community in the School of Medicine and Dentistry (SMD). The Senior Associate Dean for Graduate Education and Postdoctoral Affairs, Richard Libby, Professor of Ophthalmology, leads the faculty, staff, operations, and strategic direction of the GEPA office.

GEPA is accountable to SMD leadership and, as one of the University of Rochester's graduate schools, University of Rochester leadership. In leading GEPA, Dean Libby works most closely with SMD's Vice Dean for Research, Stephen Dewhurst; Vice Provost and University Dean of Graduate Education, Melissa Sturge-Apple; University of Rochester school deans and graduate deans; SMD senior associate deans; SMD department chairs/center directors; and SMD graduate program directors. All graduate programs in the SMD are accredited per the University of Rochester's Middle States Commission on Higher Education accreditation as a graduate degree-granting institution, overseen by the [Office of the Provost](#).

GEPA welcomed Odyssey Harrington, Secretary; Nathan Smith, Associate Dean for Equity and Inclusion; and Ashley Campbell, Director for Equity and Inclusion during the 2021-22 year. GEPA has also retained multiple key staff and faculty members including Sharon McCullough, Director of Graduate Education and Postdoctoral Affairs; Elaine Smolock, Director of Writing Services and Training Grant Development; Tracy Pezzimenti, Registrar and Director of Student Services; Eric Vaughn, Director of Career Services; Steve Naum, Associate Director of Finance and Administration; Ben Lovell, Admissions Coordinator; Colleen Bailey, Secretary; Jen Proseco, Access Specialist; Kandice King, Director of Graduate Enrollment; Kate Bognanno, Web Content Manager and Digital Content Strategist; Marlea Thomas, Assistant Registrar; and Jeff Koslofsky, Senior Manager, Marketing and Communications. See [Appendix A](#) for a detailed organizational structure.

Need to know who to contact? Visit our [GEPA contacts by functional area listing](#).

The graduate student community is comprised of matriculated graduate students in PhD, master's and advanced certificate programs as well as nonmatriculated students, visiting graduate students, students in graduate preparatory programs, student research interns, and students from other University of Rochester schools. At any given time, GEPA is responsible for supporting around 1,200 learners.

Enrollment in all GEPA Programs

	2019-20	2020-21	2021-22
SMD Postdoc Scholars*	153	140	115
SMD PhD Students^	344	349	368
SMD Master's Students^	119	131	130
SMD Advanced Certificate Students^	21	22	27
SMD Summer Scholars+	0	20	27
SMD PREP Students^	7	1	5
SMD Bridges Students^	2	2	2
SMD Non-Matriculated Students^	106	85	104
SMD Visiting Students^	19	20	11

	2019-20	2020-21	2021-22
SMD Unpaid Internships [^]	193	93	158
Non-SMD Graduate Students taking SMD grad courses [^]	80	72	88
UR Undergraduates taking SMD courses [^] (includes undergrad research and independent study)	257	195	156
Totals	1,304	1,156	1,191

**July '19/'20/'21 snapshots | ^fall enrollment | *July '20/'21/'22 snapshots*

GEPA supports the entire student lifecycle and thus, has responsibility for recruitment, admissions, onboarding, registration, payroll and other financial services, career and professional development services, completion, commencement, and alumni engagement. GEPA provides similar services for postdocs including onboarding and completion, payroll and benefit services, career and professional development services, and alumni engagement. In supporting these critical functions, GEPA partners closely with experts in accreditation and assessment, disability services, education, equity and inclusion, faculty professionalism, finance and financial aid, grantsmanship, health and wellness, human resources, information technology, institutional reporting, international services, law, library sciences, marketing and communications, research and research administration, student services, and web services.

GEPA also partners closely with the numerous learner organizations affiliated with SMD including the Alliance for Diversity in Science and Engineering (ADSE), the Asian American Pacific Islander (AAPI) Trainee Support Group, the Graduate Student Society (GSS), outGRADS, SMD Entrepreneurs, the Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), Thinkers and Drinkers, UR Microbiome, the UR Postdoctoral Association (PDA), the UR Science Policy Initiative, and UR Writing.

Graduate Programs

GEPA provides oversight for 12 PhD programs, 13 Master's programs, and 9 Advanced Certificate programs.

Graduate Program Enrollment

PhD Program Enrollment	2019-20	2020-21	2021-22
Neuroscience	45	53	56
Immunology, Microbiology and Virology	50	50	51
Cell Biology of Disease	40	35	38
Biochemistry and Molecular Biology	32	32	37
Cellular and Molecular Pharmacology and Physiology	26	28	28
Translational Biomedical Science	27	22	28
Genetics, Development and Stem Cells	17	22	27
Statistics	24	26	25
Toxicology	27	29	24
Biophysics, Structural, and Computational Biology	21	19	19
Health Services Research and Policy	22	19	19
Epidemiology	13	14	16

Master's Program Enrollment	2019-20	2020-21	2021-22
Public Health	40	49	38
Marriage and Family Therapy	25	24	27
Microbiology	7	15	17
Epidemiology	3	9	13
Clinical Investigation	18	19	12
Medical Humanities	13	8	8
Medical Pharmacology	-	-	8
Pharmacology	-	3	4
Physiology	-	1	3
Biostatistics	-	-	2
Statistics	5	2	1
Health Services Research and Policy	-	1	-
Immunology, Microbiology, and Immunology	4	-	-
Neurobiology and Anatomy	-	2	-
Technical Entrepreneurship and Management (TEAM)	2	-	-
Advanced Certificate Program Enrollment	2019-20	2020-21	2021-22
Clinical/Medical Technology	12	13	15
Experimental Therapeutics	-	1	5
Analytic Epidemiology	1	1	2
Biomedical Data Science	1	1	2
Marriage and Family Therapy	-	2	2
Clinical Research Methods	-	1	1
Health Services Research	1	1	-
Public Health	5	2	-
Regulatory Science	-	-	-
Trial-Based Clinical Research	1	-	-

*Graduate Enrollment Descriptive Statistics**

	2019-20	2020-21	2021-22
PhD Enrollment	344	349	368
% international	29%	27%	27%
% HE&URiS R/E ⁺	12%	11%	14%
% disadvantaged background [^]	8%	8%	10%
% female	56%	55%	57%
Master's Enrollment	119	131	133
% full-time	50%	37%	59%
% international	11%	8%	11%
% HE&URiS R/E ⁺	13%	11%	17%
% disadvantaged background [^]	13%	9%	11%
% female	71%	76%	77%

Advanced Certificate Enrollment	21	22	27
% international	0%	5%	0%
% HE&URiS R/E ⁺	0%	14%	7%
% disadvantaged background [^]	0%	5%	19%
% female	67%	68%	67%

*Fall enrollment snapshot

⁺Identifies as a member of a racial and/or ethnic group historically excluded from and underrepresented in science as [defined by the National Institutes of Health \(NIH\)](#)

[^]As defined by [NIH](#)

Recruitment and Admissions

Graduate and preparatory program recruitment and admissions are supported by Kandice King, Director of Graduate Enrollment; Ben Lovell, Admissions Coordinator; Odyssey Harrington, Secretary; Jeff Koslofsky, Senior Manager, Marketing and Communications; and Kate Bognanno, Web Content Manager and Digital Content Strategist. In addition to GEPA’s staffing, GEPA supports recruitment and admissions by providing programs with recruitment budgets, supporting partial effort for several graduate program coordinators, and providing a state-of-the-art customer relationship management (CRM) system, Slate.

GEPA supports recruitment for graduate/preparatory programs by conducting outreach including attending professional recruiting conferences such as ABRCMS (Annual Biomedical Research Conference for Minority Students) and SACNAS (Society for Advancement of Chicanos/Hispanics and Native Americans in Science), participating in national McNair undergraduate research conferences, attending recruitment fairs at undergraduate institutions, visiting targeted undergraduate institutions such as local colleges and those who cater to populations historically excluded from and underrepresented in science, and hosting on-campus and virtual recruitment events ([Appendix B](#)). GEPA also generates leads for prospective students via Graduate Record Exam (GRE) name buys, virtual Biomed Fair registration lists, inbound email inquiries, inquiry form submissions, and website Smart Form pop-up marketing. GEPA collaborates with graduate programs to develop communication plans and drip marketing campaigns via Slate that are intended to convert prospective applicants to completed applications.

GEPA supports admissions for graduate/preparatory programs by managing the entire application cycle via Slate, managing the process by which programs make offers of admission, and monitoring and adjusting tactics as needed to ensure optimal yield by program. GEPA also hosts two, three-day interview weekends for 150 prospective PhD students annually. GEPA provides travel and accommodations for all interview weekend attendees and hosts five community events including a welcome dinner, a kick-off breakfast, a philosophy meeting (happy hour), an equity and inclusion breakfast, and a poster session.

Key Recruitment Metrics

	2019	2020	2021
Conferences attended (includes McNair)	2	5	10
Undergraduate institution fairs attended	1	22 [^]	12
Visits to undergraduate institutions	-	.*	.*
On-campus recruitment events	1	5 [^]	8

*Due to covid-19 and travel restrictions

[^]Virtual only effective March 2020 due to covid-19

PhD Application Descriptive Statistics

	2019	2020	2021
PhD applications	596	927	1,063
% international	52%	59%	60%
% HE&URiS R/E*	11%	8%	10%
% disadvantaged background [^]	6%	7%	12%
% female	57%	59%	56%
PhD admits	154	160	175
Selectivity	26%	17%	16%
% international	25%	32%	28%
% HE&URiS R/E*	21%	15%	26%
% disadvantaged background [^]	8%	13%	20%
% female	63%	65%	65%
PhD enrollment	63	68	64
Yield	41%	43%	37%
% international	30%	26%	30%
% HE&URiS R/E*	19%	13%	25%
% disadvantaged background [^]	10%	7%	20%
% female	65%	57%	58%

*Identifies as a member of a racial and/or ethnic group historically excluded from and underrepresented in science as defined by the National Institutes of Health (NIH)

[^]As defined by NIH prior to 11/22/2019

Master's Application Descriptive Statistics*

	2019-20	2020-21	2021-22
Master's applications	232	389	370
% international	51%	58%	43%
% HE&URiS R/E ⁺	11%	8%	15%
% disadvantaged background [^]	8%	3%	14%
% female	62%	62%	65%
Master's admits	111	175	161

Selectivity	48%	45%	44%
% international	29%	33%	22%
% HE&URiS R/E ⁺	11%	10%	20%
% disadvantaged background [^]	11%	3%	19%
% female	66%	70%	74%
Master's enrollment	57	74	63
Yield	51%	42%	39%
% international	12%	12%	13%
% HE&URiS R/E ⁺	18%	11%	30%
% disadvantaged background [^]	14%	5%	17%
% female	61%	81%	78%

*Includes fall and spring of academic year

⁺Identifies as a member of a racial and/or ethnic group historically excluded from and underrepresented in science as [defined by the National Institutes of Health \(NIH\)](#)

[^]As defined by NIH prior to 11/22/2019

Advanced Certificate Application Descriptive Statistics*

	2019-20	2020-21	2021-22
Advanced Certificate applications	32	38	49
% international	6%	8%	6%
% HE&URiS R/E ⁺	9%	11%	16%
% disadvantaged background [^]	3%	13%	20%
% female	59%	55%	76%
Advanced Certificate admits	21	25	31
Selectivity	66%	66%	63%
% international	10%	0%	6%
% HE&URiS R/E ⁺	5%	12%	23%
% disadvantaged background [^]	0%	16%	23%
% female	62%	60%	71%
Advanced Certificate enrollment	19	22	26
Yield	90%	88%	84%
% international	5%	0%	8%
% HE&URiS R/E ⁺	5%	9%	15%
% disadvantaged background [^]	0%	9%	19%
% female	63%	64%	69%

*Fall/spring/summer of academic year

⁺Identifies as a member of a racial and/or ethnic group historically excluded from and underrepresented in science as [defined by the National Institutes of Health \(NIH\)](#)

[^]As defined by NIH prior to 11/22/2019

Academic Student Services and Program Support

Academic student services and program support are supported by Tracy Pezzimenti, Registrar and Director of Student Services; Marlea Thomas, Assistant Registrar; Colleen Bailey, Secretary; and Odyssey Harrington, Secretary.

A student is defined as matriculated PhD, Master’s and certificate program students; postbaccalaureate students; visiting graduate students; and matriculated or non-matriculated students enrolled in SMD graduate courses/lab. GEPA supports students and graduate programs in myriad ways, as detailed below.

Standard Responsibilities of Academic Student Services and Program Support

Responsibility	Approximate Annual Count
Initiate and manage student visa process	40
Manage student onboarding requirements including verification of final degree conferral and official transcript, establish UR and URMCI identities, guidance for health history and insurance	170
Host student orientation programming includes breakfast, student services presentation, Dean's meeting, lunch, resource fair, and course registration sessions	150
Create and manage graduate course listings	800
Perform registration audits	3,500
Manage University-required National Student Clearinghouse (NSC) reporting	12
Manage requirements related to qualifying exams and thesis defenses	155
Provide and process student fellowship letters and loan deferrals	20
Process degree/certificate completions and conferrals	175
Host the annual PhD commencement dinner	120
Manage Master’s commencement ceremony	35
Provide degree and enrollment verifications	80

Commencement Awards

GEPA coordinates nominations for and funds four commencement awards annually, the Wallace O. Fenn award, the Vincent du Vigneaud award, the Dissertation Award for Excellence in Equity and Inclusion, and the Leadership Award for Excellence in Equity and Inclusion. PhD program directors nominate recent PhD graduates and a selection committee comprised of faculty is appointed by the Senior Associate Dean for Graduate Education and Postdoctoral Affairs.

Finances and Institutional Financial Aid

Graduate finances and institutional financial aid are supported by Steve Naum, Associate Director of Finance and Administration and Colleen Bailey, Secretary.

GEPA is responsible for ensuring that all student financial awards, including stipends, health insurance, and tuition aid, accurately reflect University, SMD, and program specific-guidelines and requirements on

all relevant forms provided to the Bursar's Office and the Payroll Office. GEPA reviews and approves more than 1,400 forms for stipend, health insurance, and tuition awards annually.

Postdoctoral Affairs

Postdoctoral Affairs is supported by Steve Naum, Associate Director of Finance and Administration, and Colleen Bailey, Secretary. GEPA supports Postdoctoral Affairs by recommending and developing University and SMD policies and procedures that govern postdoctoral appointments and by providing administrative guidance to SMD departments hosting postdoctoral appointees.

Onboarding and Appointments

GEPA is responsible for maintaining a website for posting postdoctoral positions that are actively accepting applications and for ensuring that all postdoctoral appointments meet University and SMD eligibility and policy requirements. GEPA reviews and approves more than 450 postdoc appointment forms annually including new, change, and termination forms.

Postdoc Descriptive Statistics

	2019-20	2020-21	2021-22
New postdocs	63	50	47
Total postdocs*	153	140	115
% international	63%	64%	56%
% HE&URiS R/E ⁺	3%	2%	5%
% disadvantaged background [@]	1%	1%	3%
% female	42%	44%	49%

**July '19/'20/'21 snapshots*

+Identifies as a member of a racial and/or ethnic group historically excluded from and underrepresented in science as [defined by the National Institutes of Health \(NIH\)](#)

@As defined by NIH prior to 11/22/2019 and [after 11/22/2019](#)

Benefits

Postdocs receive benefits from multiple areas including Human Resources, the Provost's Office, and SMD. GEPA is responsible for advocating for postdoc benefits via University channels, helping departments and postdocs understand the various benefits, and implementing postdoc benefits as appropriate.

Preparatory Programs

Postbaccalaureate Research Education Program (PREP)

Established in 2003, PREP is currently supported by Co-Directors Elaine Smolock, Director of Writing Services and Training Grant Development, and Jacques Robert, Professor of Microbiology and Immunology; Kandice King, Director of Graduate Enrollment; Ben Lovell, Admissions Coordinator; and Odyssey Harrington, Secretary. Additionally, PREP is supported by a National Institutes of Health (NIH) R25 grant and the Department of Microbiology and Immunology.

PREP is designed to encourage students from groups historically excluded from and underrepresented in science who hold a recent baccalaureate degree in the biomedically-relevant sciences, to pursue a research doctorate, and to prepare these trainees for careers as outstanding research scientists and leaders in the biomedical community.

During the one-year program, PREP provides trainees with research training skills during the two-week boot camp, hands-on lab experience working on a NIH-funded research project, access to advising with one of over 70 faculty mentors across our biomedical research labs, a full tuition scholarship to take graduate level courses, a competitive stipend, opportunities to improve scientific writing and oral communication skills, mentored focused training and network building, and preparation to be a competitive applicant for PhD biomedical graduate programs.

PREP Admissions, Enrollment, and Outcomes Descriptive Statistics

	2019-20	2020-21*	2021-22
PREP applications	47	40	62
PREP admits	9	1	9
Selectivity	19%	-	15%
PREP enrollment	7	1	5
Yield	78%	-	56%
% female	86%	0%	100%
% matriculated into graduate programs	100%	0%	80%
PhD programs	86%	0%	80%
Master's programs	14%	0%	0%

**Program was significantly limited due to covid-19*

Summer Scholars

Established in 1998, Summer Scholars is supported by Co-Directors Elaine Smolock, Director of Writing Services and Training Grant Development, and Bob Freeman, Professor of Pharmacology and Physiology; Kandice King, Director of Graduate Enrollment; Ben Lovell, Admissions Coordinator; and Odyssey Harrington, Secretary.

Summer Scholars is designed to encourage students from groups historically excluded from and underrepresented in science to explore graduate education in the biological or biomedical sciences.

During the ten-week program, Summer Scholars provides trainees with research training under the direct supervision of a participating faculty mentor or postdoctoral scholar, the opportunity to participate in research/educational seminars and presentations on graduate school and careers, the opportunity to construct a poster outlining their research and present the research at a final symposium, and interaction with UR graduate students and other summer trainees via lunches, group trips to area attractions, and various other social activities.

Summer Scholars Admissions and Enrollment Descriptive Statistics

	2020*	2021	2022
SS applications	262	357	224
SS admits	-	31	36
Selectivity	-	9%	16%
SS enrollment	-	20	27
Yield	-	65%	75%
% female	-	60%	56%
% HE&URiS [^]	-	100%	89%

*Program was cancelled due to covid-19

[^]Identifies as a member of one or more groups historically excluded from and underrepresented in science as [defined by the National Institutes of Health \(NIH\) Notice of Diversity](#)

Bridges

Established in 2013, Bridges is co-directed by Steven Barnett, Professor of Family Medicine and Public Health Sciences at the UR, and Peter Hauser, Assistant Dean for Research Mentorship at Rochester Institute of Technology (RIT). The training mechanism is further supported by Elaine Smolock, Director of Writing Services and Training Grant Development; Patricia White, Research Associate Professor of Neuroscience and Otolaryngology; and Alaina Maiorano, Program Coordinator for Translational Biomedical Science.

Bridges is a National Institutes of Health (NIH) National Institute of General Medical Sciences (NIGMS) R25 funded mechanism that involves a close partnership with RIT. Bridges is designed to encourage Deaf and Hard of Hearing Master's students in science to explore additional graduate education in the biological or biomedical sciences.

Bridges provides trainees with research training under the leadership of Dr. Smolock, who serves as Co-Director of Science Education and PhD Readiness, as well as the direct supervision of a participating faculty mentor at the UR. Trainees have the opportunity to participate in research/educational seminars and presentations on graduate school and career exploration, the opportunity to construct a poster outlining their research and present the research at a final symposium, and interact with UR graduate students and other trainees.

Bridges Admissions and Enrollment Descriptive Statistics

	2020	2021	2022
Bridges applications	3	3	2
Bridges admits	2	2	2
Bridges enrollment	2	2	2
% female	100%	100%	100%

Access and Disability Services

[Access and disability services](#) is supported by Jen Proseco, Access Specialist, Office of Disability Resources (ODR). ODR offers a variety of services for SMD preparatory program trainees (includes Bridges, Summer Scholars, PREP, and unpaid interns/shadows); matriculated, non-matriculated, and visiting graduate students; and postdoctoral appointees. ODR provides services for around 50 learners annually.

Committee and Professional Association Affiliations

GEPA’s core* faculty and staff currently participate in around 40 SMD/URMC committees, 30 University committees, and 10 regional/national committees and professional associations on an annual basis. See [Appendix C](#) for details.

*[Appendix A](#), *Organizational Chart*, dark blue boxes represent core faculty/staff

Convocation

Convocation is supported by Odyssey Harrington, Secretary. Rick Libby, Senior Associate Dean for GEPA, presents the majority of convocation awards during the annual ceremony in September. GEPA collaborates with multiple stakeholders in coordinating the nomination and selection process. Collaborating stakeholders include department chairs, graduate program directors, graduate student and postdoc advising faculty, graduate students, GSS, postdocs, and a selection committee comprised of faculty.

GEPA and the GSS award up to twelve faculty and staff convocation awards and nine graduate student and postdoc awards annually.

Convocation Awards Provided by GEPA and GSS

Award Title	Awardee
Graduate Alumni Award	Faculty
Outstanding Graduate Program Director	Faculty
Outstanding Graduate Course Director	Faculty
Outstanding Graduate Student Teacher	Faculty
Excellence in Postdoctoral Mentoring	Faculty
Outstanding T32 Program Director	Faculty
Graduate Student Society (GSS) Advocacy Award	Faculty
Graduate Student Society (GSS) Mentoring Award	Faculty
Graduate Student Society (GSS) Recognition Award	Staff
Award for Excellence in Equity and Inclusion	Student
Graduate Alumni Fellowship	Student
Irving L. Spar Fellowship	Student
J. Newell Stannard Graduate Student Scholarship	Student

Merritt and Marjorie Cleveland Fellowship	Student
Outstanding Student Mentor	Student
Award for Excellence in Equity and Inclusion	Postdoc
Outstanding Postdoctoral Mentor	Postdoc
Outstanding Postdoc Researcher	Postdoc

GEPA Finance and Administration

Departmental finance and operations are supported by Steve Naum, Associate Director of Finance and Administration; Colleen Bailey, Secretary; and Odyssey Harrington, Secretary.

This team manages all standard department financial operations including account reconciliation, budgeting, and purchasing, as well as all administrative operations including facilities and human resources management.

The entire GEPA team participates in interviewing and selection of new team members. GEPA also hires student employees associated with access/disability services and GEPA support and special projects. GEPA employs around five students annually.

GEPA assists SMD graduate programs when hiring student tutors, providing financial support and detailed guidance concerning the student employment process.

Institutional Reporting

General Statistics and Facts

The following reports are available on the GEPA website.

- [PhD Student Reports](#)
 - Incoming class snapshot
 - Thesis information
 - First job out information
- [Postdoc Reports](#)
 - Enrollment snapshot
 - Next opportunity out information

Survey of Graduate Students and Postdoctorates in Science and Engineering

Tracy Pezzimenti, Registrar and Director of Student Services, and Steve Naum, Associate Director of Finance and Administration, complete the annual [Survey of Graduate Students and Postdoctorates in Science and Engineering](#). The survey, sponsored by the National Center for Science and Engineering Statistics within the National Science Foundation and by the National Institutes of Health, collects the total number of master's and doctoral students, postdoctoral appointees, and doctorate-level nonfaculty researchers by demographic and other characteristics such as source of financial support.

Leadership Support

Rick Libby, Senior Associate Dean for Graduate Education and Postdoctoral Affairs; Sharon McCullough, Director of Graduate Education and Postdoctoral Affairs; and Tracy Pezzimenti, Registrar and Director of Student Services, provide leadership support to all students, postdocs, faculty, and staff. GEPA collaborates with multiple stakeholders to provide effective leadership support including program leadership from our 34 Advanced Certificate, Master's, and PhD programs; department leadership in more than 30 basic science and clinical departments and divisions throughout SMD; the CARE Network; the International Services Office; the Office of Counsel; the Office of Disability Services; the Office of Human Resources; the Office of the Provost; the SMD Faculty Professionalism Council; the SMD Office for Academic Affairs; the SMD Office of Research Integrity; the SMD Office of Equity and Inclusion; the Student Conduct Office; the University Counseling Center; and the UR Office of Equity and Inclusion.

Leadership support is necessary for multiple circumstances including learner academic, performance, professional, interpersonal, mental/physical health, and/or other personal challenges (financial, family, etc.) and learner concerns about faculty relationships, advising/mentoring practices and expectations, professionalism, and/or incivility and mistreatment. GEPA provides leadership support for more than 50 cases annually.

Marketing, Communications, and Web Services

Marketing and communications for research and research education is supported by Jeff Koslofsky, Senior Manager of Marketing and Communications; Kate Bognanno, Web Content Manager and Digital Content Strategist; other members of URMC's marketing, public relations teams, and web services; and SMD's research deans.

The Senior Manager of Marketing and Communications helps raise the profile of SMD's research mission with both external and internal audiences. The work is ongoing and includes growing SMD social media channels through sharing research, grants, and student/alumni accomplishments; implementing a research-specific social media strategy to raise the profile of SMD science and tell stories that demonstrate how our researchers are expanding knowledge of human health and the treatment of diseases; and continuous monitoring of incoming research to keep a pulse on what our faculty and trainees are publishing.

SMD research news, student and alumni highlights, and other GEPA content is shared on the SMD [Facebook](#), [Twitter](#), [LinkedIn](#) channels, as well as the newly created [Instagram page](#).

Newsworthy items are also added to the GEPA [research education newsfeed](#) on the URMC website.

GEPA's Web Content Manager and Digital Content Strategist collaborates with GEPA and graduate programs to maintain all GEPA websites, develop new sites as needed, and optimize sites for usability and to attract maximum traffic.

myHub: Career and Professional Development

myHub is supported by Elaine Smolock, Director of Writing Services and Training Grant Development; Eric Vaughn, Director of Career Services; Steve Naum, Associate Director of Finance and Administration; Colleen Bailey, Secretary; Odyssey Harrington, Secretary.

myHub is comprised of multiple spokes including alumni; student and postdoc organizations; URBEST career services and internships; and writing, presentation, fellowships, and grants services.

Alumni Engagement

Ambassador Program

myHub collaborates with Alumni Relations to manage the [URSMD Ambassadors Program](#). This program develops relationships and fosters pride between current clinical and research trainees and URSMD alumni through events, programs, tours, volunteering, and more. In addition to increasing learner presence at alumni events, the program educates current learners about the variety of professional opportunities available in science and medicine. There are around 15 graduate students and postdocs serving as ambassadors.

SMD Alumni Council

myHub participates on the [SMD Alumni Council](#) in an ex officio capacity. The Alumni Council is the administrative body representing all alumni of the SMD, is advisory to the Dean and supportive of the faculty, administration, students, postdocs, and alumni.

myHub's participation helps ensure that GEPA's mission and SMD's graduate and postdoctoral community are understood by the Council and represented in the Council's activities. For example, myHub recently invited learner organizations (GSS, ADSE, SACNAS) to present to the Council to share their organizations' overview, goals, and accomplishments.

Communications

Opportunities to Explore Newsletter

This [weekly email newsletter](#) provides preparatory program students, graduate students, and postdocs with news, events, employment information, and other opportunities specific to learners in the biomedical and health sciences.

Social Media Channels

myHub operates the following social media channels.

- [LinkedIn - University of Rochester SMD - Graduate Alumni](#)
- On the [University of Rochester School of Medicine and Dentistry LinkedIn](#) channel
 - Writing Wednesday
 - Career Friday
- [Twitter - myHub](#)

Student and Postdoc Organizations

myHub supports student and postdoc organizations by providing funding, professional development opportunities, institutional policy and procedure guidance/support, and administrative support. Current trainee organizations are outlined below.

Current Trainee Organizations

Organization Name	Scope
Graduate Student Society (GSS)	SMD
Postdoctoral Association (PDA)	UR
Alliance for Diversity in Science and Engineering (ADSE)	UR
Asian American Pacific Islander (AAPI) Trainee Support Group*	UR
outGRADS	UR
Society for the Advancement of Chicanos/Hispanics/Native Americans in Science (SACNAS)	UR
SMD Entrepreneurs*	SMD
Thinkers and Drinkers	SMD
UR Microbiome*	UR
UR Science Policy Initiative (URPSI)	UR
UR Writing	SMD

**Established during the past year*

myHub Trainee Advisory Committee

This committee, which meets monthly, is comprised of representatives from all SMD trainee organizations as well as representatives from the Marriage and Family Therapy and Public Health Sciences Master’s programs.

The purpose of the committee is to advise myHub leadership regarding programming choices and to facilitate collaborations between trainee organizations.

3-Minute Thesis

SMD hosted the 6th annual 3-Minute Thesis competition in 2022. The [3-Minute Thesis competition](#) is a collaborative effort with Arts, Sciences, and Engineering that challenges doctoral students “to effectively explain their research in three minutes, in a language appropriate to a non-specialist audience.” The final competition draws more than 130 attendees annually.

URBEST Career Services and Internships

myHub provides career services support via individual trainee meetings, events and workshops, and program- and department-specific events.

Individual Trainee Meetings

Career Services dedicates about 180 hours per year to individual trainee meetings plus about 150 hours of related prep work.

Individual Trainee Meetings Supported by myHub Career Services

Project	2019-20	2020-21	2021-22
Resume/CV/cover letter	70	65	61
Career exploration	31	26	25
Job search strategy	19	22	24
Informational interviews	12	18	22

Project	2019-20	2020-21	2021-22
Individual development plan	14	17	20
Networking strategy	7	15	19
Other*	29	24	18
LinkedIn/Meliora Collective profile development	17	17	14
Interview preparation	9	13	14
Internships	8	13	10
URBEST	2	10	5
Annual Totals	217	237	231

**Includes meet and greet, negotiation, personal website creation, professional email/communications basics, teaching recognition, teaching statements, and travel awards*

Events and Workshops

Career Services dedicates about 65 hours per year to events and workshops plus about 160 hours of related prep work.

Events and Workshops Supported by myHub Career Services

Title	Role	Partner(s)	Year	Annual Participants*
		Elaine Smolock, Alumni/Advancement, Trainee Groups, SMD		
Career Stories	Leader	Master & PhD Programs	Monthly	100
Academic Track Programming	Leader	Elaine Smolock	Biennial	55
Individual Development Plan	Leader		Annual	10
Career Plan Development	Co-Lead	Alissa Clark (Greene Center)	Annual	50
Social Media Marketing (LinkedIn & Meliora Collective)	Co-Lead	Alissa Clark (Greene Center)	Annual	40
Informational Interviewing, Communication, Networking	Leader	Elaine Smolock	Annual	70
CV & Resume/Cover Letter Writing	Co-Lead	Alissa Clark (Greene Center)	Annual	25
Internship Exploration & Sharing	Leader	Trainees who have conducted internships	Annual	20
Job Search Strategies & Career Searches	Co-Lead	Alissa Clark (Greene Center)	Annual	25
Dissecting a Job Description	Leader		Annual	10
Career Exploration & Planning	Leader	InterSECT Job Simulations & myIDP	Annual	50
Graduate Career Consortium PhD & Master's Virtual Career Expo	Co-Lead	Alissa Clark (Greene Center)	Annual	50

Title	Role	Partner(s)	Year	Annual Participants*
Graduate Student Alumni Networking	Co-Lead	Alissa Clark (Greene Center) and SMD Alumni and Advancement	Annual	30
Negotiation	Co-Lead	Alissa Clark (Greene Center)	Annual	20
Interview Preparation	Co-Lead	Alissa Clark (Greene Center)	Annual	10
myHub URBEST Orientation	Leader	Elaine Smolock	Annual	25
Meet & greet myHub & GEPA	Leader			60
Science Communication	Participant	Thinkers & Drinkers, Science Communication Course	2022	10
Imposter Syndrome	Leader	Josh Drew, Ph.D.	Biennial	45
Teaching Experiences (CETL Programming)	Co-Lead	CETL	Annual	10
Entrepreneurship Programming	Assist with Promotion	Ain Center	2021-2022	10
Financial Success	Assist with Promotion	GSS, PDA	2021-2022	30
Project Management	Hosted and Promoted	Alfred Vitale, Ph.D.	2022	25
Dress for Success	Assist with Promotion	Gwen Greene Center & JC Penney	Annual	5
Employer Spotlight Sessions	Organize and Facilitate	Employers	Bi-Monthly	75

**Represents approximate count*

Organization-Specific Events

Career Services dedicates about 10 hours per year to organization-specific events plus about 20 hours of related prep work.

Organization-Specific Events Supported by myHub Career Services

Title	Program/Department	Year	Annual Participants*
CV and LinkedIn Workshop	PREP Program	Annual	5
Navigating Your Future - Career Planning	Summer Scholars	Annual	20
International Education Week Career Program	IEW Week	Annual	40
Individual Development Planning for BME 402	Biomedical Engineering	Annual	20
Showcasing your Qualifications for a Competitive Edge	Future Faculty Series	Annual	50
myHub Overview	Pathology Program	Annual	15

**Represents approximate counts*

URBEST Internships

myHub oversees and promotes experiential learning opportunities to SMD trainees including internships. Participants in the internship program can apply for funding to assist with travel, lodging, and other expenses related to an experiential learning/internship experience. New internship sites established since 2018 include American Institute of Biological Sciences, National Carbon Monoxide Awareness Association, UR Ventures, Genomics Research Center, University of Rochester Medical Center - Clinical Chemistry, and Troutman Pepper.

URBEST Internship Summary 2019-2021

Year	Count	Mean	
		Duration	Sites
2021	4	4.5 mos.	Troutman Pepper, URMC – Clinical Chemistry, URMC - Genomics Research Center, UR Ventures
2020	4	6 mos.	American Institute of Biological Science, Humans for Education, Insight Data Science, National Carbon Monoxide Awareness Association
2019	4	3.5 mos.	EcoHealthnet and NYC Department of Health and Mental Hygiene, Insight Data Science, International Life Sciences Institute, Merck Pharmaceuticals

Leadership and Management for Scientists Course

myHub leads this 15-week course that focuses on topics research trainees may not otherwise be exposed to during their scientific training including cultural humility, finance/managing resources, interviewing – selecting team members, leadership, managing people, mindfulness coaching, negotiation, networking, project management, resolving conflict, strategic planning, and understanding your personal strengths. Around 25 SMD and ASE students and postdocs enroll in the course annually.

Writing, Fellowships, and Grants Services

myHub provides writing, fellowships, and grants support via individual trainee meetings, events and workshops, and program- and department-specific events.

Individual Trainee Meetings

Writing Services dedicates about 215 hours per year to individual trainee meetings plus about 208 hours of related prep work.

Individual Trainee Meetings Supported by myHub Writing Services

Project	2019-20	2020-21	2021-22^
Fellowship/grant	41	26	19
Thesis	15	17	17
Other*	16	17	16
Manuscript	22	20	13
Qualifying exam	17	23	12
Meet and greet	1	3	5
Literature review	4	4	4

Project	2019-20	2020-21	2021-22[^]
Abstract	1	9	1
Rotation report	2	3	1
Annual Totals	118	122	88

**Includes research, personal, teaching statements; grad/med school application prep; time management; reference and citation assistance; summary statements*

[^]Reduced in-person office hours to 10 hours/week and increased online asynchronous material and writing clubs

Events and Workshops

Writing Services dedicates about 110 hours per year to events and workshops plus an approximate equivalent amount of time in related prep work.

Events and Workshops Supported by myHub Writing Services

Title	Role	Partner(s)	Year	Annual Participants*
NIH Fellowship and Grant Writing	Leader	n/a	Annual * 3	36
Qualifying Exam Writing	Leader	n/a	Annual	25
Manuscript Writing	Leader	n/a	Annual	10
Thesis Writing	Leader	n/a	Annual	10
Responding to Reviewers' Comments on a Manuscript Resubmission	Leader	n/a	Annual	10
Academic Track Development Workshop Series	Leader	n/a	Annual	15
Writing Retreats	Co-Sponsor	UR Writing Initiative	Monthly	6
Manuscript Writing Information Series	Co-Sponsor	UR Writing Initiative	2021	10
Diversity Statement Writing	Co-Sponsor	Alliance for Diversity in Science and Engineering (ADSE)	Annual	15
PrePrint Publications Workshop	Co-Sponsor	Miner Library	Annual	40
K-club (grant writing for postdocs)	Co-Sponsor	Postdoctoral Association (PDA)	Annual * 2	8

**Represents approximate counts*

Organization-Specific Events

Writing Services dedicates about 24 hours per year to organization-specific events plus an approximate equivalent amount of time in related prep work.

Organization-Specific Events Supported by myHub Writing Services

Title	Program/Department	Year	Annual Participants*
Meet and Greet: Introduction to myHub	Marriage and Family Therapy	Annual	8
Writing a Systematic Review	IND 417 Workshop in Scientific Communications	Annual	10
	Marriage and Family Therapy Research Methods Course	Annual	8
A Scenic Drive on the Research Education Road	RIT/NTID World of Wonder Seminar Series	2022	20
PREP Orientation and Meet & Greet	UR SACNAS Chapter	2022	20
Panelist: Movie Night Discussion	UR ADSE Chapter	2022	30
Science Fair Judge and Guest	Amiko Learning Center	2022	30
Grant Writing Breakout Session	2 nd Biennial Deaf-Engaged Academic Forum (DEAF-ROC)	Every 2-3 years	30

**Represents approximate counts*

Ombudsperson Program

The [Ombudsperson program](#) is available to provide learners with confidential, neutral, independent, and informal advice related to institutional policies, advisor/advisee relationships, other faculty or peer relationships, and more. SMD's three ombudspersons are

- Bob Freeman, Professor of Pharmacology and Physiology
- Krystel Huxlin, Professor of Ophthalmology
- Chris Seplaki, Associate Professor of Public Health Sciences

Responsible Conduct of Research Training

Responsible conduct of research education is supported by Bob Freeman, Professor of Pharmacology and Physiology; Kelley O'Donoghue, Associate Vice President for Human Subject Protection; Ben Lovell, Admissions Coordinator; ten faculty lecturers; and approximately 25 small group discussion facilitators.

All SMD graduate students and postdoctoral appointees are required to complete responsible conduct of research education by completing the Ethics and Professional Integrity in Research course and attending the annual lecture.

Ethics and Professional Integrity in Research Course

[Ethics and Professional Integrity in Research](#) is a ten-week course that covers the topics below. More than 200 people complete the course on an annual basis. In addition to SMD graduate students and postdocs, the course is completed by select Arts, Sciences and Engineering undergraduate/graduate students and postdocs, School of Nursing students, medical students, residents, fellows, faculty, and staff.

Ethics and Professional Integrity in Research Course Topics

Course Introduction / Data Management & Ownership / “The Lab”
 Human (Clinical) Experimentation / Conflict of Interest
 Animal Experimentation
 Mentor-Mentee Relationship
 Collaboration and Team Science
 Unconscious Bias and the Impact on our Research Environment
 Publishing Research Results – Authorship and Transparency
 Scientific Misconduct
 Research Rigor and Reproducibility
 Ethics of Stem Cell Research and Therapeutics

Annual Lecture

The [Annual Lecture](#) on Biomedical & Health Science Research Ethics is presented by both internal and external guest speakers. The 2022 lecture was presented by David Fajgenbaum, MD, MBA, MSc and was titled "From Chasing My Cure to Chasing Our Cures: Lessons Learned as a Physician, Patient, and Researcher."

SMD Unpaid Academic Internship and Shadowing Program

The [SMD unpaid academic internship and shadowing program](#) is supported by Steve Naum, Associate Director of Finance and Administration and Colleen Bailey, Secretary.

This program provides SMD departments with a mechanism to enable them to host and onboard student interns in their lab, research area, etc.

SMD Unpaid Academic Internship and Shadowing Program Enrollment Statistics

	2019-20	2020-21*	2021-22
Total Internships^	193	93	158
% high school	16	2	5
% UR undergrad	56	64	70
% other undergrad	14	12	9
% grad, med, etc.	14	22	16

*^Fall counts | *Participation was affected by COVID-19*

Training Grant and Fellowship Development and Support

Training grant and fellowship development is supported by Elaine Smolock, Director of Training Grant Development and Steve Naum, Associate Director of Finance and Administration.

GEPA collaborates with principal investigators, grants administrators, and other SMD Dean's Offices to provide customized institutional letters of support from Deans Libby and Taubman. GEPA provides letters of support for around 20 training grants per year, including the following National Institutes of Health (NIH) mechanisms: D43, K12, R25, T15, T32, T90, U2C TLI, UL1. GEPA also provides the resources outlined below.

Training Grant and Fellowship Resources Available from GEPA

Education and career development opportunities annual listing
Fellowship (F) and Career Development (K) award checklists based on the SF424 instruction manuals
Individual Development Plan (IDP) requirements for learners
Institutional commitment letter template for fellowship applications
Institutional recruiting efforts related to equity and inclusion
NIH F-series and K-series writing workshop materials/recordings are available on the [myHub website](#)
Responsible Conduct of Research (RCR); Rigor and Reproducibility and Research (R³) boilerplate text
Raw data for tables 1, 6, 8
Shared resources boilerplate text

Key Accomplishments

Awards Received

Steve Naum won the Graduate Student Society (GSS) Recognition Award for fall 2021.

Equity and Inclusion: Response to Action Speaks Louder Demands

While equity and inclusion initiatives are woven throughout multiple GEPA functions, this section focuses on GEPA's continued response to the summer of 2020 [Actions Speak Louder Campaign](#). This campaign was spearheaded by SMD residents, medical students, and graduate students with SMD graduate students authoring the Graduate School Addendum ([Appendix D](#)) to the original Actions Speak Louder Demands.

Dedicated Equity and Inclusion Team

The Office of Equity and Inclusion welcomed the following team members, dedicated to research and research education.

- Nathan A. Smith, PhD, Associate Dean for Equity & Inclusion for Research and Research Education
- Ashley N. Campbell, PhD, EdM, Director for Equity & Inclusion for Research and Research Education

Human Values in Research Course

In the Fall of 2021, Patricia Luck and John Cullen conducted the first of two pilots of the new course for PhD students, Human Values in Research, promoting ethical, equitable and inclusive values in scientific and health research.

New Relocation Support Programs

Established a program to provide travel funding for Summer Scholars and relocation support for incoming PREP and PhD students. These programs help reduce barriers to graduate school for students with limited financial advantages.

PhD Stipend Increase

Successfully advocated for a 5% stipend increase for PhD students in 2022-23. While a 2% increase is the norm, this greater increase recognizes the impact of inflation on our student community as well as the significant value PhD students contribute to the research enterprise.

Strategic Plan

Collaborated with the Scientific Advisory Council (SAC) to develop a GEPA strategic plan. Conducted a SWOT (strengths, weaknesses, opportunities, and threats) analysis with all GEPA stakeholders to provide evidence-based recommendations.

New Master's Diploma Ceremony

Organized a new, SMD-only Master's diploma ceremony in response to the new, one-University conferral ceremony. The new ceremony was hosted onsite at SMD, included a reception inclusive of friends and family, and was well-received by participants.

Graduate Recruitment and Admissions

This is the most selective PhD incoming class in SMD's history, admitting just 15% of applicants (*excluding MD/PhD and special transfer situations*). Among the United States citizen and permanent resident incoming PhD students, 25% identify as a member of a racial and/or ethnic group historically excluded from and underrepresented in science as [defined by the National Institutes of Health \(NIH\)](#) and 39% identify as being from a disadvantaged background also as defined by NIH.

Holistic Admissions

Hosted a workshop on holistic admissions and facilitated the migration of six PhD and seven Master's programs to a holistic admissions review model.

New Instagram Page

The [SMD Instagram page](#) launched in February 2022. This is a key channel for reaching both current and prospective trainees. 18-34-year-olds make up 64% of the Instagram user base, which are key demographics for SMD recruitment. This is also where prospective students learn about their future grad school, being the number two social platform, just behind LinkedIn, for grad school searching.

myHub

Burroughs Wellcome Fund Grant

Eric Vaughn received a \$15,000 Burroughs Wellcome Fund grant to assist trainees after successful completion of a three-day training on project development and assessment conducted by Windrose Vision Team at the Burroughs Wellcome Fund headquarters in Research Triangle Park, North Carolina in August of 2022.

Marketing and Database Support via Student Employment

Established two new student employment positions, the SMD Marketing/Social Media Assistant and the SMD Data Assistant to help further support the and mission of myHub.

Shubhrika Dogra, our inaugural SMD Marketing/Social Media Assistant developed content for LinkedIn including *Writing Wednesdays* and *Career Search Fridays* and assisted Jeff Koslofsky with the launch of the *ursmd_myHub* Instagram page. myHub nominated Shubhrika for student employee of the year.

Lukman Nui Hakim, our inaugural SMD Data Assistant brings vast experience in database and dashboard construction and management. Lukman helps with creating databases, finding employment data, and maintaining records for all SMD graduate employment data. This information helps to demonstrate career ladders and with internal and external reporting needs.

New Collaborative Planning Retreat

myHub and over 25 reps from SMD trainee organizations participated in a full day retreat resulting in the development of comprehensive myHub programming for 2022-23 that includes career, writing, grant, professional development, and social activities. Participants also developed new collaborations and made plans to partner with each other independently of myHub-specific initiatives.

Targeted myHub Support to Master's Programs

Developed a targeted overview program for Master's students to develop awareness of the career, writing, grant, and professional development programming available to them.

New Graduate Courses Approved (28)

GNC 501-505 Clinical Rotation Fieldwork I, II, III, IV, V (for new MS in Genetic Counseling)

GNC 491-493 Master's Research Thesis (for new MS in Genetic Counseling)

IND 484 Current Topics in Bioinformatics

NSC 421 Current MicroAnatomy

PHP 467 Data Analysis and Statistics

PSI 461 Advanced Substance Use and Addictions Treatment

PSI 465 Contemporary Trends in Substance Abuse

Courses Associated with new Master's Degree in Medical Physics

424 Radiation Detection and Measurement

421 Radiation Dosimetry 1

422 Radiation Dosimetry 2

410 Anatomy and Physiology for Physicists

401 Physics of Radiation Therapy

- 423 Radiation Protection and Regulation Application
- 425 Brachytherapy
- 501 Clinical Dosimetry Rotation 1
- 502 Clinical Dosimetry Rotation 2
- 441 Radiation Biology and Basics of Cancer
- 432 Advanced Topics in Radiation Therapy
- 402 Medical Physics Journal Seminar
- 431 Computational Methods
- 503 Clinical Physics Rotation 1
- 504 Clinical Physics Rotation 2

New Graduate Programs and Concentrations Approved

Program Name	Start Date
Concentration: Cancer Biology in Genetics	Fall 2022
Concentration: Bioinformatics in Genetics	Fall 2022
Concentration: Cancer Biology in Biochemistry	Fall 2022
Concentration: Bioinformatics in Biochemistry	Fall 2022

Postdoctoral Affairs: Online Orientation

Created a University-wide new hire orientation program for all postdocs in MyPath in collaboration with the Provost's Office. Having an institutional orientation is a best practice recommended by the National Postdoctoral Association and was requested by University of Rochester's Postdoctoral Association.

Policy and Process Improvements

30-Day Rule to 60 Days

Updated the rule for PhD students to submit their final thesis from 30 days to 60 days, providing advisors and students with greater flexibility at this last stage of the PhD process.

Payroll and Finance Process Improvements

Streamlined processes related to graduate student financial awards and postdoc parental leave in collaboration with department reps, Human Resources, and the Bursar's Office.

Summer Scholars: New Partnership with the CTSI

Established a new partnership with the Clinical and Translational Science Institute (CTSI), expanding the program beyond the biomedical sciences and into the health sciences. The program hosted one CTSI scholar during the summer of 2022 and looks forward to growing in the years to come.

Training Grant and Fellowship Development and Support

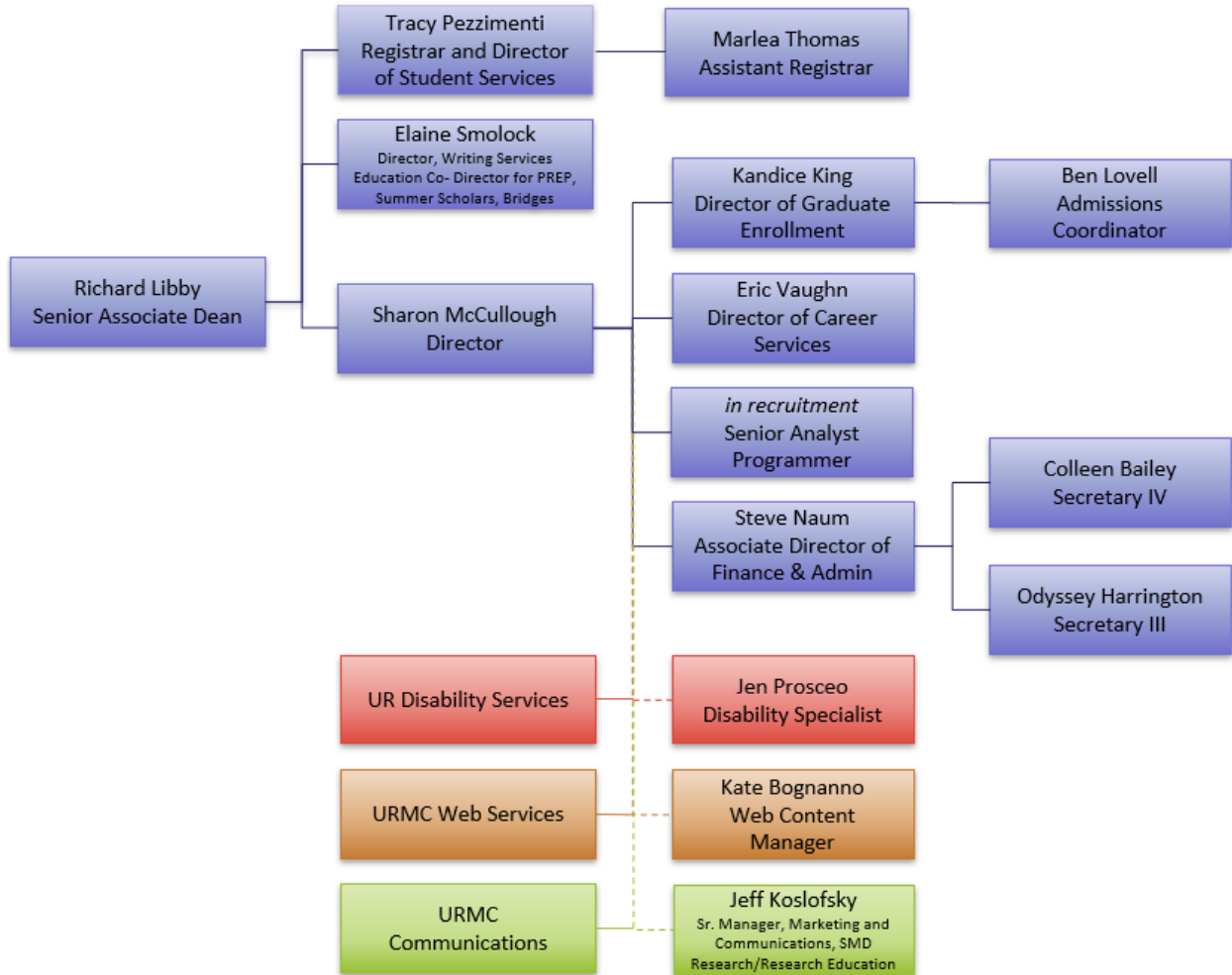
Grant Partnerships

Elaine Smolock, Director of Training Grant Development, serves as Co-PI, Key personnel, Core Director, or Consultant on the grants outlined below.

Elaine Smolock, Director of Training Grant Development, Partnerships

Program Director	Title	NIH Reporter #
Robert, Jacques Smolock, Elaine	University of Rochester Medical Center PREP Training	1R25GM140202-01
Dewhurst, Stephen	IRACDA at Rochester Partnership to Advance Research and Academic Careers in Deaf Scholars	2K12GM106997-06
Le, Thu	University of Rochester Kidney, Urology, and Hematology Research (URKURH) Training Program	U2C/TL1 Pending resubmission
O'Banion, Kerry Smolock, Elaine	University of Rochester Mentoring Environment: Nurturing Training Opportunities in Research	3T32GM007356-46S1
Dye, Tim	Arbovirus Medical Ecology Training Program in Costa Rica	D43 Pending Review
Dye, Tim	<i>Kominote Sante Oral</i> : Community Oral Health Research Training Program in Haiti	D43 Pending Review
Dunman, Paul Ward, Brain	Infection and Immunity: The Pathogenesis of Host-Microbe Interactions	2T32AI118689-06A1
Morrell, Craig Pat White	IMSD: The Hub at Rochester: Education and Advancement of Deaf and Hard of Hearing Graduate Students (THREADgS)	T32 Awaiting Council Decision
Robert, Jacques Mosmann, Tim	Training in Immunology Research	T32 Pending Submission
Laccaruent, Amanda Fay, Justin		
McCall, Matt	GIDS-REM	R25 Pending Review
Suarez Martinez, Edu	U-RISE Puerto Rico	T34 Pending Review
Samar, Vincent	RIT U-RISE	1T34GM145542-01
Hauser, Peter Barnett, Steven	Bridges to the Doctorate for Deaf and Hard of Hearing Students	Currently R25; T32 Pending Resubmission

Appendix A: GEPA Organizational Chart, Summer 2022



Appendix B: 2021-22 Recruitment Calendar (for fall 2022 entry term)

All events listed were conducted virtually

Open House for prospective PhD students (2)
Host McNair Scholars on campus from Our Lady of the Lake University, San Antonio, TX
Info Session for Summer Scholars
Info Session for PREP
Open House for prospective Master's students
Interview Weekend (3)
SACNAS Conference
AISES Conference
AGEP Student Success Conference (Michigan State McNair)
UCF McNair Research Conference & Graduate School Fair
UMBC McNair Research Conference
ABRCMS Conference
Baylor University McNair Research Conference
Heartland McNair Research Conference
UCLA National McNair Research Conference
University of Buffalo Annual McNair Summer Research Conference.
Biomed Virtual Graduate School Fair (3)
SUNY Geneseo Graduate School Fair
NIH Graduate School Fair
University of Virginia Grad School Fair
Cornell University Graduate and Professional School Day
SUNY Oneonta/Cortland/Oswego/Elmira Grad School Fair
Duquesne University Graduate and Professional School Fair
University of Texas San Antonio McNair Research Conference
Christian Brothers & Rhodes College Grad School Fair
Georgia Tech Graduate School Fair

Appendix C: Committee and Professional Association Affiliations

Committee Name	Scope	Participant	Start	End
Human Capital Management (HCM) system transition - multiple subgroups	UR	Sharon McCullough	2022	present
University Committee on Academic Policy and Administration (UCAPA) (formerly CAP + UCEEA)	UR	Rick Libby	2022	present
Middle States Standard V Working Group	UR	Rick Libby	2022	present
Diversifying International Student Body with Grok Committee	UR	Kandice King	2021	present
University Slate Working Group	UR	Kandice King	2021	present
Student Systems Governance	UR	Rick Libby	2021	present
Graduate Student Wellness Committee	UR	Steve Naum	2021	present
UR Student Finance Divisional Finance SIG	UR	Steve Naum	2021	present
Global Engagement Strategic Planning plus one subgroup	UR	Sharon McCullough	2021	present
University Council on Graduate CARE Network	UR	Tracy Pezzimenti	2021	present
University Enterprise Applications Governance Executive Committee	UR	Rick Libby	2021	present
University Strategic Planning, Reimagining Education Group; SMD co-lead	UR	Rick Libby	2021	present
CUNY City College/UR Joint Program Team	UR	Kandice King	2020	present
University Graduate Admissions Committee	UR	Kandice King	2020	present
University Data Governance Council	UR	Rick Libby	2020	present
Education Information Technology Advisory Committee (co-chair)	UR	Rick Libby	2020	present
Food Pantry Steering Committee	UR	Sharon McCullough	2020	present
Transportation Advisory Committee	UR	Sharon McCullough	2020	present
Basic Needs Hub	UR	Sharon McCullough	2020	present
UR Student Change Review Board	UR	Tracy Pezzimenti	2020	present
UR Student Project Champion	UR	Tracy Pezzimenti	2020	present
UR Student Communications Review	UR	Tracy Pezzimenti	2020	present
University Council on Graduate Student Life	UR	Eric Vaughn	2019	present
Sales Force Users Group	UR	Eric Vaughn	2019	present
International Education Week (IEW) Planning Committee	UR	Eric Vaughn	2019	present
Graduate Student/Professional Appreciation Week (GSAW)	UR	Eric Vaughn	2019	present
Postdoc Admin/Dean Group	UR	Sharon McCullough	2019	present
University Council on Graduate Education	UR	Rick Libby	2018	present
Graduate Education Steering Committee	UR	Rick Libby	2018	present
UR Stars/RocDoc Postdoc Recruitment Committee	UR	Rick Libby	2018	present

UR Career Leaders Group	UR	Eric Vaughn	2017	present
Postdoc Recruitment Taskforce	SMD	Sharon McCullough	2022	present
Postdoc Recruitment Taskforce	SMD	Rick Libby	2022	present
URMC Faculty Out and Ally List	SMD	Elaine Smolock	2022	present
Syllabus and Expectations for PhD Research Committee	SMD	Elaine Smolock	2022	present
Research Early Stage Investigator Network (RESIN) Member	SMD	Elaine Smolock	2022	present
Search Committee: Senior Associate Dean Basic Science	SMD	Rick Libby	2022	present
Health Equity Research Initiative Group	SMD	Elaine Smolock	2021	present
UR-MENTOR Co-PI and Oversight Committee	SMD	Elaine Smolock	2021	present
Wilmot Education Executive Committee	SMD	Rick Libby	2020	present
Marketing/Communications Committee for Research and Research Education	SMD	Rick Libby	2020	present
Equity and Inclusion Accountability Panel	SMD	Rick Libby	2020	present
Senior Associate Deans (SAD) quarterly meeting	SMD	Rick Libby	2020	present
Equity and Inclusion Accountability Panel	SMD	Sharon McCullough	2020	present
Marketing/Communications Committee for Research and Research Education	SMD	Sharon McCullough	2020	present
SACNAS Recruitment Representative	SMD	Elaine Smolock	2020	present
Rochester Bridges to the Doctorate/Rochester Postdoc Partnership (RPP) Science Education Co-Director	SMD	Elaine Smolock	2020	present
Educational Internal Advisory Board for the Wilmot Cancer Institute	SMD	Elaine Smolock	2020	present
Bridges to the Doctorate Executive Committee	SMD	Elaine Smolock	2020	present
Scientific Advisory Committee (SAC)	SMD	Rick Libby	2019	present
New Faculty Welcome/Orientation	SMD	Rick Libby	2019	present
Medical Scientist Training Program (MSTP) Admissions Committee	SMD	Rick Libby	2019	present
Basic Science Chairs	SMD	Rick Libby	2019	present
myHub Advisory Group Faculty Advisor	SMD	Elaine Smolock	2019	present
Deaf-Roc Conference Leadership and Committee Organizer	SMD	Elaine Smolock	2019	present
ABRCMS Recruitment Representative	SMD	Elaine Smolock	2019	present
Clinical and Translational Science Institute (CTSI) Strategic Leadership Group	SMD	Rick Libby	2018	present
Associate Dean's Executive Planning Team (ADEPT)	SMD	Rick Libby	2018	present
Committee on Graduate Studies (CGS)	SMD	Rick Libby	2018	present
Medical School Advisory Council (MedSAC)	SMD	Rick Libby	2018	present

Clinical/Medical Technology Advanced Certificate Program Advisory Board	SMD	Tracy Pezzimenti	2018	present
Three Minute Thesis Committee	SMD	Elaine Smolock	2018	present
Graduate Student Society Poster Judging Panel	SMD	Elaine Smolock	2018	present
Rochester Bridges to the Doctorate/Rochester Postdoc Partnership (RPP) Oversight Committee	SMD	Rick Libby	2018	present
myHub Trainee Advisory Committee	SMD	Eric Vaughn	2017	present
SMD Alumni Council (ex officio)	SMD	Eric Vaughn	2017	present
Committee on Graduate Studies (CGS)	SMD	Tracy Pezzimenti	2016	present
Committee on Graduate Studies (CGS)	SMD	Elaine Smolock	2015	present
Medical School Administrators' Group (MSAG)	SMD	Sharon McCullough	2010	present
Committee on Graduate Studies (CGS)	SMD	Sharon McCullough	2010	present
Rochester Area Career Development Association (member)	regional	Eric Vaughn	2010	present
ABRCMS Poster Judge	national	Elaine Smolock	2021	present
National Association of Graduate Admissions Professionals (NAGAP) Marketing Committee	national	Kandice King	2021	present
HighEdWeb Association Volunteer	national	Jeff Koslofsky	2021	present
National Association of Graduate Admissions Professionals (NAGAP) Mentorship Program - Mentor Role	national	Kandice King	2020	present
Slate Users Group	national	Kandice King	2020	present
Career Leadership Collective (member)	national	Eric Vaughn	2019	present
National Association of Graduate Admissions Professionals (NAGAP)	national	Kandice King	2019	present
BioGAP special interest group of National Association of Graduate Admissions Professionals (NAGAP)	national	Kandice King	2019	present
National Postdoctoral Association (NPA)	national	Steve Naum	2017	present
Graduate Career Consortium (member)	national	Eric Vaughn	2017	present
National Postdoctoral Association (NPA)	national	Eric Vaughn	2017	present
National Postdoctoral Association (NPA)	national	Sharon McCullough	2011	present
Association of American Medical Colleges (AAMC), Graduate Research, Education, and Training (GREAT) Group, Postdoctorate Leaders Section	national	Sharon McCullough	2011	present

Appendix D: Graduate School Addendum to the Actions Speak Louder Demands

Graduate Education Graduate students from the University of Rochester Medical Center (URMC) join the demands of the School of Medicine and Dentistry (SMD) medical students, residents, and other allies to support initiatives that demand change, accountability, and an environment of inclusion and respect to underrepresented minorities (URM). The URM-BIPOC graduate students of URMC demand to be a part of an institution that respects and values them for their academic success. The university has a long-standing reputation of failing to take prompt and continued action to assure the safety of URM students which was made evident in the 2019 Racial Justice Report Card (overall score C+). The following serves as an addendum to the above list of demands. These demands reflect the specific needs of underrepresented pre-doctoral graduate students. May it be observed that the items below are aligned with the items above.

Support for Students who are Underrepresented in Science, Technology, Engineering, and Math (UR-STEM)

1. Increased recruitment and subsequent enrollment of BIPOC graduate students
 - a. Publicly release conference recruitment schedules and fund current graduate student attendance in the recruitment efforts at conferences with predominant BIPOC undergraduates and post-baccalaureates including ABRCMS¹, SACNAS², NSBE³, AISES⁴, et cetera.
 - b. Create a plan for increased enrollment of BIPOC graduate students for the incoming class in 2021 and beyond.
 - c. Partner with historically black colleges and universities (HBCUs) and other minority-serving institutions (MSIs) to create bridge programs to increase BIPOC student recruitment. We would like to see transparency in the marketing strategies for the dissemination of this information. This includes summer research programs, post-baccalaureate, and graduate programs.
 - d. Create funding opportunities to cover relocation costs of incoming BIPOC graduate students.
 - e. Institute paid research opportunities for undergraduate BIPOC students at the University of Rochester.
 - f. Create scholarships for BIPOC students pursuing master's degrees.
2. Cultivate inclusive training environments for UR-STEM graduate students
 - a. Publicly release racial/ethnic demographics of past students that were granted internal grants and awards and develop a plan to address any award gap made evident.
 - b. Provide funding opportunities for student travel to minority-serving conferences and professional development opportunities.
 - c. Provide additional funding to student organizations that uplift voices of underrepresented minorities.
 - d. Allow teaching assistant credits to be granted for students to teach at RCSD schools, or in community-focused programs.

- e. Mandate that tutors and teaching assistants complete in-person bias and antiracism training before interacting with students. Trainees should not experience microaggressions when seeking academic support.
- f. Create a distinguished dissertation fellowship to recognize and financially support exceptional graduate students who have achieved dissertator status and demonstrated a commitment to advancing diversity and inclusion at the University of Rochester (i.e. Thurgood Marshall Fellowship or the Edward A. Bouchet Fellowship).
- g. Mandate attendance to the annual diversity conference hosted by UR, including training sessions that focus on dismantling racism and biases in academia. Departments can select a faculty and student representative to attend each year. These representatives should report on the event and host a discussion session as part of their department seminar. A performance grading system should be put into place to ensure attendance, accountability, and progress made in each department. Report cards should be made publicly available at the end of the year.

Support for UR-STEM Faculty in Graduate Education

3. Focused recruitment and hiring of BIPOC faculty.
 - a. Publicly release hiring notifications and advertise to UR-STEM-serving professional affinity groups.
 - b. Publicly release action plans to retain BIPOC faculty by December 2020.
 - c. Adopt programs that fund and promote BIPOC UR-STEM faculty mentorship and professional development.
4. Create a faculty culture that prioritizes inclusion towards students and colleagues.
 - a. Restructure tenureship and promotion opportunities to include demonstrated efforts in creating inclusive training environments that support BIPOC trainees and students.
 - b. Create an opportunity for distinguished professorship appointments for faculty with demonstrated work in creating an inclusive environment that supports BIPOC trainees and faculty culture.
 - c. Mandate recurring in-person training on anti-racism and inclusive mentorship and mandatory reporting obligations for bias-related incidents.
 - d. Require mandatory diversity statements be submitted as part of faculty recruitment and during evaluation periods of current faculty members. Diversity statements should include recent demonstrations of advancing BIPOC inclusion, short and long-term plans for contributing to a culture of respect, and a commitment to de-centering white privilege.

Restructure Policies to Prioritize Diversity and Inclusion in Graduate Education

5. Incorporate topics around diversity and inclusion into graduate training for all fields.
 - a. Include socially relevant lessons into the technical curriculums by the Fall semester of 2021 (i.e. lessons in trauma-based transgenerational epigenetic inheritance or harms from algorithmic bias).
 - b. Incorporate seminars on health disparities, the impact of racism, and racial prejudice in academia as an extension of the mandatory first-year Ethics and Professional Integrity

- course (IND 501). It is imperative that these lessons include a thorough discussion section to be conducted in small groups.
- c. Publicly release department-level data that examines the racial and ethnic makeup of research faculty, staff, administration, and student populations on an annual basis. This information should include raw data and statistics on the demographics of those who applied, interviewed, and accepted positions at the university. This data should be prominent on the main webpages for all departments and centers.
 - d. Provide a permanent office with resources for advocacy, community relations, and diversity that serves the specific interests of graduate students by the Fall of 2021. Important to note: an office is not enough, transparency is required. Make clear how this office is funded and how it will allocate its resources in support of BIPOC students and faculty.
 - e. Release and execute a plan to recruit and hire more executive-level BIPOC administrative leadership outside of the offices involved in diversity and inclusion.
6. Reorganize bias-related incident reporting to reflect the specific needs of the graduate community.
- a. Redirect investigations and decision-making away from the department in which the incident occurred.
 - b. Improve enforcement of mandatory reporting for all faculty involved in graduate education and mentorship.
 - c. Institute in-person cultural awareness training and reporting at student orientations, mandatory ethics courses, and upon faculty and staff hiring.
 - d. Increase marketing of bias-related incidents and community concern reporting in spaces frequented by graduate students--including a yearly update of bias-related incident reporting policy and procedures as well as quarterly (de-identified) reports of incidents including step-by-step actions taken and solutions.

1. *The Annual Biomedical Research Conference for Minority Students (ABRCMS)*
2. *Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)*
3. *National Society of Black Engineers (NSBE)*
4. *American Indian Science and Engineering Society (AISES)*