

Report of Activities and Accomplishments

Office for Graduate Education and Postdoctoral Affairs

September 2018 - August 2021



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. 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 has welcomed multiple new staff members since 2018 including Colleen Bailey, Secretary; Jen Proseco, Access Specialist; Kandice King, Director of Graduate Enrollment; Kate Bognanno, Web Content Manager and Digital Content Strategist; Mary Church, Secretary; Marlea Thomas, Assistant Registrar; and Jeff Koslofsky, Senior Manager, Marketing and Communications. 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; and Ben Lovell, Admissions Coordinator. 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 1,250 learners.

Enrollment in all GEPA Programs

	2018-19	2019-20	2020-21
SMD Postdoc Scholars*	148	153	140
SMD PhD Students^	351	344	349
SMD Master's Students^	108	119	131
SMD Advanced Certificate Students^	21	21	22
SMD Summer Scholars ⁺	12	0	20
SMD PREP Students^	6	7	1
SMD Bridges Students^	2	2	2
SMD Non-Matriculated Students^	118	106	85
SMD Visiting Students^	22	19	20
SMD Unpaid Internships^	192	193	93

Non-SMD Graduate Students taking SMD grad courses [^]	95	80	72
UR Undergraduates taking SMD courses [^] (includes undergrad research and independent study)	254	257	195
Totals	1,338	1,304	1,130

**July '18/'19/'20 snapshots | ^fall enrollment | *July '19/'20/'21 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 Graduate Student Society (GSS), outGRADS, the Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), Thinkers and Drinkers, 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	2018-19	2019-20	2020-21
Neuroscience	40	45	53
Immunology, Microbiology and Virology	54	50	50
Cell Biology of Disease	39	40	35
Biochemistry and Molecular Biology	34	32	32
Toxicology	28	27	29
Cellular and Molecular Pharmacology and Physiology	26	26	28
Statistics	21	24	26
Translational Biomedical Science	28	27	22
Genetics, Development and Stem Cells	20	17	22
Biophysics, Structural, and Computational Biology	21	21	19
Health Services Research and Policy	26	22	19
Epidemiology	14	13	14
Master's Program Enrollment	2018-19	2019-20	2020-21
Public Health	40	40	49
Marriage and Family Therapy	26	25	24
Clinical Investigation	13	18	19
Microbiology	4	7	15

Epidemiology	3	3	9
Medical Humanities	9	13	8
Pharmacology	-	-	3
Statistics	6	5	2
Health Services Research and Policy	-	-	1
Physiology	-	-	1
Immunology, Microbiology, and Immunology	3	4	-
Neurobiology & Anatomy	-	2	-
Technical Entrepreneurship & Management (TEAM)	4	2	-
Advanced Certificate Program Enrollment	2018-19	2019-20	2020-21
Clinical/Medical Technology	12	12	13
Marriage and Family Therapy	-	-	2
Public Health	2	5	2
Analytic Epidemiology	2	1	1
Biomedical Data Science	1	1	1
Clinical Research Methods	4	-	1
Experimental Therapeutics	-	-	1
Health Services Research	-	1	1
Regulatory Science	-	-	-
Trial-Based Clinical Research	-	1	-

*Graduate Enrollment Descriptive Statistics**

	2018-19	2019-20	2020-21
PhD Enrollment	351	344	349
% international	26%	29%	27%
% HE&URiS R/E ⁺	9%	12%	11%
% disadvantaged background [^]	7%	8%	8%
% female	56%	56%	55%
Master's Enrollment	108	119	131
% full-time	44%	50%	37%
% international	15%	11%	8%
% HE&URiS R/E ⁺	13%	13%	11%
% disadvantaged background [^]	10%	13%	9%
% female	78%	71%	76%
Advanced Certificate Enrollment	21	21	22
% international	10%	0%	5%
% HE&URiS R/E ⁺	5%	0%	14%
% disadvantaged background [^]	0%	0%	5%
% female	57%	67%	68%

*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; Mary Church, 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 recruitment events ([Appendix B](#)). GEPA also generates leads for prospective students via Graduate Record Exam (GRE) name buys, virtual Biomed Fair registration lists, Live Chat visitors to our website, 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

	2018	2019	2020
Conferences attended (includes McNair)	2	2	5
Undergraduate institution fairs attended	2	1	22 [^]
Visits to undergraduate institutions	2	-	-*
On-campus recruitment events	3	1	5 [^]
Prospective student leads ⁺ in calendar year	10,479	5,993	9,211

**Due to covid-19 and travel restrictions*

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

⁺Excluding Medical Humanities-specific MCAT leads

PhD Application Descriptive Statistics

	2018	2019	2020
PhD applications	667	596	927
% international	48%	52%	59%
% HE&URiS R/E*	9%	11%	8%
% disadvantaged background^	7%	6%	7%
% female	57%	57%	59%
PhD admits	146	154	160
Selectivity	22%	26%	17%
% international	24%	25%	32%
% HE&URiS R/E*	12%	21%	15%
% disadvantaged background^	11%	8%	13%
% female	63%	63%	65%
PhD enrollment	73	63	68
Yield	50%	41%	43%
% international	23%	30%	26%
% HE&URiS R/E*	10%	19%	13%
% disadvantaged background^	11%	10%	7%
% female	59%	65%	57%

*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*

	2018-19	2019-20	2020-21
Master's applications	170	232	389
% international	54%	51%	58%
% HE&URiS R/E ⁺	14%	11%	8%
% disadvantaged background^	9%	8%	3%
% female	66%	62%	62%
Master's admits	75	111	175
Selectivity	44%	48%	45%
% international	31%	29%	33%
% HE&URiS R/E ⁺	16%	11%	10%
% disadvantaged background^	9%	11%	3%
% female	79%	66%	70%
Master's enrollment	44	57	74
Yield	59%	51%	42%
% international	18%	12%	12%
% HE&URiS R/E ⁺	16%	18%	11%
% disadvantaged background^	14%	14%	5%

% female	84%	61%	81%
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*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*

	2018-19	2019-20	2020-21
Advanced Certificate applications	36	32	38
% international	11%	6%	8%
% HE&URiS R/E ⁺	11%	9%	11%
% disadvantaged background [^]	6%	3%	13%
% female	58%	59%	55%
Advanced Certificate admits	26	21	25
Selectivity	72%	66%	66%
% international	12%	10%	0%
% HE&URiS R/E ⁺	8%	5%	12%
% disadvantaged background [^]	0%	0%	16%
% female	58%	62%	60%
Advanced Certificate enrollment	21	19	22
Yield	81%	90%	88%
% international	10%	5%	0%
% HE&URiS R/E ⁺	5%	5%	9%
% disadvantaged background [^]	0%	0%	9%
% female	57%	63%	64%

*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 Mary Church, 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 two commencement awards annually, the Wallace O. Fenn award and the Vincent du Vigneaud award. PhD program directors are invited to nominate one recent PhD graduate from their program for each award 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

	2018-19	2019-20	2020-21
New postdocs	77	67	38 [^]
Total postdocs*	148	153	140
% international	64%	63%	64%
% HE&URiS R/E ⁺	4%	3%	2%
% disadvantaged background [@]	0%	1%	1%
% female	44%	42%	44%

*July '18/'19/'20 snapshots

[^]Decrease due to covid-19 and subsequent hiring freeze/visa constraints

⁺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 Mary Church, 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

	2018-19	2019-20	2020-21*
PREP applications	77	47	40
PREP admits	7	9	1
Selectivity	9%	19%	-
PREP enrollment	6	7	1
Yield	86%	78%	-
% female	83%	86%	0%
% matriculated into graduate programs	83%	100%	0%
PhD programs	100%	86%	0%
Master's programs	0%	14%	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 Mary Church, 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

	2019	2020*	2021
SS applications	238	262	357
SS admits	16	-	31
Selectivity	7%	-	9%
SS enrollment	12	-	20
Yield	75%	-	65%
% female	83%	-	60%
% HE&URIS [^]	83%	-	100%

**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

	2019	2020	2021
Bridges applications	2	3	3
Bridges admits	2	2	2
Bridges enrollment	2	2	2
% female	50%	100%	100%

Access and Disability Services

[Access and disability services](#) is supported by Jen Proseco, Access Specialist, Office of Disability Resources, in collaboration with GEPA leadership. GEPA 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. GEPA provides services for around 50 learners annually.

Committee and Professional Association Affiliations

GEPA’s core* faculty and staff currently participate in more than 30 SMD/URMC committees, more than 30 University committees, and 8 regional/national committees and professional associations on an annual basis. See [Appendix C](#) for details.

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

Convocation

Convocation is supported by Mary Church, 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 seven 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 *2	Faculty
Outstanding Graduate Student Teacher *2	Faculty
Excellence in Postdoctoral Mentoring *2	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
Graduate Alumni Fellowship	Student
Merritt and Marjorie Cleveland Fellowship	Student
J. Newell Stannard Graduate Student Scholarship	Student
Irving L. Spar Fellowship	Student
Outstanding Student Mentor	Student
Outstanding Postdoctoral Mentor	Postdoc
Outstanding Postdoc Researcher	Postdoc

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 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.

GEPA responded quickly to the demands, developing a comprehensive plan of action and forming an Accountability Panel within the first two months. The Accountability Panel includes Deans Stephen

Dewhurst, Adrienne Morgan, and Richard Libby, and GEPA Director, Sharon McCullough, and meets with students monthly to discuss our institutional response and ongoing progress related to the demands.

Three New Equity and Inclusion Positions for Research and Research Education

Approval of three new equity and inclusion positions for SMD research and research education: a part-time Associate Dean, a full-time Senior Director, and a full-time Administrative Assistant. An offer has been made to, and accepted by, an outstanding Black scientist, who will join URSMD in 2022 as its first-ever Black tenure-track faculty member in Neuroscience.

These three positions will be charged with addressing short- and long-term goals associated with the addendum as well as additional strategic goals identified by the Office of Equity and Inclusion (OEI) and the SMD research community.

Recruitment and Admissions

Established two new pathway partnerships (CUNY City College, University of Puerto Rico) that allowed us to welcome ten new, diverse students into our summer research program for undergraduates.

Published [conference recruitment schedules](#) for public use.

Committed funds for two current graduate students to participate in the recruitment efforts at conferences with predominantly Black, Indigenous, or People of Color (BIPOC) undergraduates and post-baccalaureates (SACNAS, ABRCMS).

Highest enrollment (27% of U.S. students) of graduate students who are BIPOC in 2021.

Establishment of the Meliora Scholarship to assist incoming PhD students with moving expenses.

Human Values in Research Course

Development of a new, required course for PhD students, Human Values in Research, promoting ethical, equitable and inclusive values in scientific and health research.

Four New Awards for Excellence in Equity and Inclusion

Development of four new annual awards for graduate students and postdocs to acknowledge service- and research-based efforts related to equity and inclusion.

- Graduate Student Award for Excellence in Equity and Inclusion (convocation)
- Postdoc Award for Excellence in Equity and Inclusion (convocation)
- Dissertation Award for Excellence in Equity and Inclusion (commencement)
- Leadership Award for Excellence in Equity and Inclusion (commencement)

GEPA Finance and Administration

Departmental finance and operations are supported by Steve Naum, Associate Director of Finance and Administration; Colleen Bailey, Secretary; and Mary Church, 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 also 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 is a relatively new position that is intended to 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 weekly monitoring of incoming research to determine how to best communicate news with our audiences.

SMD research news, student and alumni highlights, and other GEPA content is shared on the SMD [Facebook](#), [Twitter](#), and [LinkedIn](#) channels, as well as the URMC [YouTube](#) channel.

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](#) was formed in 2020 by combining SMD's Center for Professional Development (CPD) and Broadening Experiences in Scientific Training (URBEST) programs. 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; Mary Church, 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. Currently, 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
Society for the Advancement of Chicanos/Hispanics/Native Americans in Science (SACNAS)*	UR
outGRADS*	UR
Thinkers and Drinkers	SMD
UR Writing*	SMD
UR Science Policy Initiative (URPSI)*	UR

**Established during the past three years*

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 5th* annual 3-Minute Thesis competition in 2021. 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” <https://threeminutethesis.uq.edu.au/about>. The final competition draws more than 130 attendees annually.

**There was no competition in 2020 due to covid-19*

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	2018-19	2019-20	2020-21
Resume/CV/cover letter	76	70	65
Career exploration	24	31	26
Other*	26	29	24
Job search strategy	29	19	22
Informational interviews	12	12	18
Individual development plan	12	14	17
LinkedIn/Meliora Collective profile development	19	17	17
Networking strategy	9	7	15
Internships	2	8	13
Interview preparation	19	9	13
URBEST	0	2	10
Annual Totals	227	217	237

**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 130 hours of related prep work.

Events and Workshops Supported by myHub Career Services

Title	Role	Partner(s)	Year	Annual Participants*
Career Stories	Leader	Elaine Smolock, Alumni/Advancement,	Monthly	100

Trainee Groups, SMD
 Master & PhD Programs

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
Graduate Student Alumni Networking	Co-Lead	Alissa Clark (Greene Center)	Annual	30
Negotiation	Co-Lead	Alissa Clark (Greene Center)	Annual	20
Interview Preparation	Co-Lead	Alissa Clark (Greene Center)	Annual	10
Strengths Finder 2.0	Leader	Tracey Baas	2018, 2019	25
LinkedIn Photoshoot	Leader	Colleen Bailey	2019	40
Time Management	Co-Lead	Elaine Smolock, CETL	2021	15
myHub URBEST Orientation	Leader	Elaine Smolock	Annual	25
Meet & greet myHub & GEPA	Leader			60
Communication	Participant	Thinkers & Drinkers, Science Communication Course	2020	10
Imposter Syndrome	Leader	Josh Drew, Ph.D.	Biennial	45
Teaching Experiences (CETL Programming)	Co-Lead	CETL	Annual	10
Portfolio Development	Co-Lead	Alissa Clark (Greene Center)	2020	5
Entrepreneurship Programming	Assist with Promotion	Ain Center	2021	10
Financial Success	Assist with Promotion	GSS, PDA	2021	30

Dress for Success	Assist with Promotion	Gwen Greene Center & JC Penney	Annual	5
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**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	2021	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, and University of Rochester Medical Center - Clinical Chemistry.

URBEST Internship Summary 2018-2020

Year	Count	Mean Duration	Sites
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
2018	11	4 mos.	Bayer's Global Regulatory Affairs, Center for Disease Control, Ernst and Young Financial Services Organization Advisory Advanced Analytics, Estee Lauder, Humans for Education (2), iBiology, Insight Data Science, UR Office of Regulatory Support, UR Upstate Stem Cell Facility (2)

Leadership and Management for Scientists Course

myHub is responsible for 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 230 hours per year to individual trainee meetings plus about 190 hours of related prep work.

Individual Trainee Meetings Supported by myHub Writing Services

Project	2018-19	2019-20	2020-21
Fellowship/grant	34	41	26
Manuscript	20	22	20
Qualifying exam	15	17	23
Other*	15	16	17
Thesis	18	15	17
Literature review	11	4	4
Abstract	3	1	9
Meet and greet	7	1	3
Rotation report	5	2	3
Annual Totals	128	118	122

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

Events and Workshops

Writing Services dedicates about 175 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	15
Manuscript Writing	Leader	n/a	Annual	10
Thesis Writing	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
SciENCv Biosketch Writing Workshop	Co-Sponsor	Miner Library	Annual	10
Peer Review	Co-Sponsor	Miner Library	Annual	15
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*
Grant Writing	Cell Biology of Disease	2018	10
Meet and Greet: Introduction to myHub	Center for Oral Biology	2018	10
Improving Grant Submission and Qualifying Exam Writing	Immunology, Microbiology, and Virology faculty meeting	2018	10
Meet and Greet: Introduction to myHub	Marriage and Family Therapy	Annual	8
Manuscript Writing and Preparation	Neuroscience Graduate Program	2018	10
Writing and Preparing for a Thesis	Translational Biomedical Sciences Annual Retreat	2018	10
Science Communication for Diverse Audiences	Translational Biomedical Sciences Annual Retreat	2018	10
Grant Writing Breakout Session	2 nd Biennial Deaf-Engaged Academic Forum (DEAF-ROC)	2019	15
How to Search for and Apply for Funding	Biochemistry AWire	2019	8
Pursuing a Meaningful Career in Educational Research as a Trained Basic Scientist: Mapping My Path	Graduate Women in Science	2020	75
Writing a Systematic Review	IND 417 Workshop in Scientific Communications	Annual	10

Writing a Literature Review	Marriage and Family Therapy Research Methods Course	Annual	8
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**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 2021 lecture was presented by Elisabeth Bik, PhD, Science Consultant, Harbers Bik LLC and was titled "The Dark Side of Science: Misconduct in Biomedical Research".

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

	2018-19	2019-20	2020-21*
Total Internships [^]	192	193	93
% high school	9	16	2
% UR undergrad	60	56	64
% other undergrad	19	14	12
% grad, med, etc.	12	14	22

[^]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. Since establishing this practice in January 2019, GEPA has provided letters for 23 training grants 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 grant writing workshop materials and 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

GEPA Convocation Awardees

Awardee	Award Title	Year
Edith Lord	Graduate Student Society (GSS) Advocacy Award	2018
Elaine Smolock	Graduate Student Society (GSS) Advocacy Award	2019
Colleen Bailey	Graduate Student Society (GSS) Recognition Award	2019
Rick Libby	Graduate Student Society (GSS) Advocacy Award	2020
Eric Vaughn	Graduate Student Society (GSS) Recognition Award	2020

Bridges Program Abstract

Contreras, J, Panko T, Nordhaus, J, Hauser P, Smolock E, White P, Barnett, SL, Clark MD. Mentoring Deaf and Hard of Hearing Scientists: Lessons Learned from COVID and Beyond. 13th Annual Conference on Understanding Interventions, 2021.

COVID-19 Response

The entire GEPA team responded to the pandemic with professionalism and flexibility, enabling all critical operations to function fully during the resulting remote work and furloughs. GEPA quickly and effectively established new programs, policies, and procedures as needed.

Commencement

Commencement 2020 transitioned to a completely online format. Commencement 2021 was held in-person although, with many restrictions and guiding policies. All participants, graduates, faculty, and staff, needed to submit proof of vaccination status or submit a negative COVID-19 test per university guidelines. Events were live streamed, providing the graduates an opportunity to participate virtually and have their name read at the ceremony.

Course Formats and Grading

Mid-semester of Spring 2020, all courses were converted to an online format. Students were also allowed to change their grading basis to a pass/fail option from a letter grade basis for all registrations (~1,800) for Spring 2020. A majority of Fall 2020 courses were transitioned to online.

Graduate Recruitment

Transitioned PhD Interview Weekends to fully virtual events for 2021 recruitment cycle due to the coronavirus pandemic. The virtual format enabled PhD programs to host 64% more applicants than in past years. Applicant reviews suggested that SMD's programming was more professional and comprehensive than peer institutions' programming.

The move to all virtual recruitment fairs enabled GEPA to participate in many more events than would have been possible in a traditional, in-person format.

Orientation

Orientation for Fall 2020 was converted to a virtual event. Providing our student services information sessions in an online format allowed all new students access to the information without restraints to those unable to attend in-person.

SMD Unpaid Academic Internship and Shadowing Program

Established a process for remote experiences, allowing individuals from the University and schools across the country to continue to learn and engage with our research enterprise.

Student/Postdoc Life and Wellness

- Collaborated with River Campus to make the Food Pantry available to all students and postdocs.
- Collaborated with River Campus to make the Basic Needs Hub available to all students.
- Provided quarantine and isolation support for all students and postdocs.

Visa Processing

Incoming international students were delayed due to travel and visa processing constraints, which resulted in adjustments in International Service Office (ISO) document adjustments for start dates and adjustments in course schedules to meet appropriate governmental policies and guidelines.

Graduate Recruitment

Communications

Introduced a virtual fall information session for PhD programs and a virtual spring information session for each Masters/Advanced Certificates, PREP, and Summer Scholars.

Introduced Live Chat technology to reach applicants in real-time with answers to their questions.

Introduced twelve new email drip marketing campaigns aimed at personalizing the student journey from an inquiry through accepted student, with program-specific messages embedded throughout.

Equity and Inclusion Engagement

Introduced new community event in 2019, the Equity and Inclusion breakfast, initiated and designed by Neuroscience PhD student (now graduate), Monique Mendes.

The keynote event of our PhD Interview Weekends was revised to permanently include a speaker from SMD's Office of Equity and Inclusion, giving equal prominence to its value alongside research and student life in SMD.

See also [Equity and Inclusion: Response to Action Speaks Louder Demands](#)

Interim CARE Network Responsibilities

During the absence of central support for CARE referrals, Sharon McCullough, Director of Graduate Education and Postdoctoral Affairs, and Rick Libby, Senior Associate Dean for Graduate Education and Postdoctoral Affairs, handled all referrals from February 2021 through August 2021. During this time, there were around 20 referrals that GEPA spent an average of 5 hours per week supporting.

myHub

Data Management Upgrades

Adopted University-available systems for event and contacts management, Handshake and Salesforce. In addition to data management, these systems facilitate and streamline valuable cross-campus collaborations.

Fundraising Support

Collaborated with Advancement to create and implement guidelines to allow trainee organizations to engage in fundraising efforts.

Published Educational Materials

Elaine Smolock, PhD. Manuscripts: You can write these! PDF. [NOVEL]. 2021. Available at: <https://collections.lib.utah.edu/ark:/87278/s6v46r8m>. August 23, 2021.

Theses Acknowledgements

Elaine Smolock has been honored with a formal acknowledgement on more than fifty published theses and manuscripts by SMD trainees.

URBEST Management

In 2020, the initial URBEST Director left the University and GEPA, specifically Eric Vaughn, assumed responsibility for all URBEST programming, now under the myHub umbrella. Elaine Smolock contributes to URBEST programming in an advisory role and assists with the Science Communication and Outreach and Data Science career pathways.

New Graduate Courses Approved (25)

BCH521 Bioinformatics for Life Scientists
BST434 Genomic Data Analysis
IND 593 Art of Science
IND464 Musculoskeletal Basic Science
IND507 Cancer Biology Seminar
IND517 Clinical Translational Oncology
IND532 Current Techniques in Musculoskeletal Research
PHP523 Professional Development
PHP623 Medical Pharmacology
PM504 Environmental Health
PM510 Causal Inference in Epidemiology

Courses Associated with new Master's Degree in Genetic Counseling

Foundations in Medical Genetics
Embryology & Reproductive Genetics
Applied Statistical Methods for the Health Sciences
Biopsychosocial Family Experiences w/ Genetic Conditions
Client-Centered Genetic Counseling
Foundations of Genetic Counseling

Genetic Counseling Case Seminar I
 Genetic Counseling Case Seminar II
 Genetic Counseling in Clinical Practice
 Genetics Bioethics
 Master’s Research
 Medical Genetics by Subspecialty
 Professional Issues in Genetic Counseling
 Special Topics in Clinical Genetics

New Graduate Programs and Concentrations Approved

Program Name	Start Date
Online Master’s in Public Health	Fall 2020
Advanced Certificate in Marriage and Family Therapy	Fall 2020
Master’s in Medical Pharmacology	Fall 2021
Concentration: Cancer Biology/PhD in Pathology	Spring 2022
Concentration: Bioinformatics/PhD in Pathology	Spring 2022
Master’s in Genetic Counseling	Fall 2023
Master’s in Medical Physics	Fall 2023

Postdoctoral Affairs

Departure Form

Developed and implemented a postdoc departure form to collect forwarding contact information, outcome metrics, and next job details. This data supports efforts related to alumni engagement, institutional data analysis and planning efforts, myHub programming, and training grant support.

Parental Leave

Collaborated with the Provost's Office and successfully advocated for more robust parental leave policies for all categories of postdocs throughout the University.

Term Limit for Visiting Postdoctoral Fellows

Collaborated with the Provost's Office to establish a 12-month term limit for Visiting Postdoctoral Fellows ensuring a benefits package that is comparable to the other postdoc position categories.

Tuition Benefits

Successfully advocated for tuition benefits for postdoctoral associates comparable to the tuition benefits available to residents.

UR Stars/RocDocs

Collaborated with the Provost’s Office to support their efforts to establish a multi-day recruitment event for prospective postdocs from groups historically excluded from and underrepresented in science. Two such events took place in the Fall of 2018 and 2019.

PREP

Institutional Support

Successfully advocated for incremental institutional support to fund an external program assessment consultant, a student-organized seminar series, and one slot to support a second year of PREP training for a promising trainee.

Manuscript and Educational Support Material

Smolock EM and Robert J. Broadening and strengthening underrepresented group inclusion in immunological research. *Frontiers in Immunology*, 11:465. DOI: 10.3389, 2020. PMID: 32256499.

Policy and Process Improvements

Grading Policy

Updated Master's and Advanced Certificate [Grading Policy](#) to ensure students' proficiency with course content and to provide greater flexibility in allowing students to remediate poor grades.

Transfer Credit Policy

Updated [Transfer Credit Policy](#) to provide clear guidelines for those transferring credit to an Advanced Certificate Program.

Tuition Aid Processing

Streamlined the process by which graduate program coordinators submit tuition aid awards for Master's students by utilizing the new, UR Student Enterprise Interface Builder (EIB) process.

Student Information System Transition

Successfully transitioned from 34-year-old legacy system to Workday's newly developed student information system, UR Student. This modernization effort has provided improved functionality and processing related to registration, records, and billing. New reporting functionality and the ability to share documentation with offices across the University has increased efficiency in processing many student-related transactions.

Tracy Pezzimenti, Registrar and Director of Student Services, and Sharon McCullough, Director of Graduate Education and Postdoctoral Affairs, served as SMD's Project Champions for the project's multi-year preparation, transition, and stabilization efforts. Since the project began in 2014, several members of the GEPA team have served on multiple, related special interest groups (SIGs) and subcommittees ([Appendix B](#)).

Staffing Updates

Senior Analyst/Programmer Position

In 2019, received approval to establish a new position, Senior Analyst/Programmer, to support GEPA's ever-expanding institutional reporting and data management responsibilities, and associated information technology needs.

Senior Marketing Communications Manager Position

In 2018, received approval to establish a new position, Senior Marketing Communications Manager, to support both research and research education. The overarching goals of the position are to build a

cohesive communications strategy that helps attract and retain top caliber learners and faculty by positioning the SMD as the preferred research institution for graduate students, postdoctoral trainees, and faculty in the region; to raise the national profile of the SMD by helping to position the SMD nationally for research grants, philanthropic giving, faculty/trainee recruitment, and alumni engagement; and to raise and maintain the visibility of the SMD research and research education mission among the University community.

Summer Scholars

Focus on Members of Groups Historically Excluded from and Underrepresented in Science

In 2019, modified program purpose to align with equity and inclusion objectives and thus, focus on recruiting program participants who are members of groups historically excluded from and underrepresented in science.

New Partnerships

In 2021, developed partnerships with multiple internal and external departments and organizations to diversify and expand the Summer Scholars program by 67%. Internal partners include the Aab Cardiovascular Research Institute, the Center for Oral Biology, the Center for Visual Science, Eastman Institute for Oral Health, and Neuroscience. External partners include the American Heart Association, CUNY City College, and the University of Puerto Rico.

Tax Resources and Workshops for Learners

Established annual and incoming student workshops to assist PhD students with understanding new tax reporting/payment requirements that resulted from the University discontinuing the practice of withholding taxes from PhD student stipends.

Established resources and made plans for annual postdoc workshops to start in 2022, to assist Postdoctoral Fellows with understanding new tax reporting/payment requirements that resulted from the University discontinuing the practice of withholding taxes from Postdoctoral Fellow stipends.

Training Grant and Fellowship Development and Support

Director of Training Grant Development Position

In 2019, created new role for Elaine Smolock, Director of Training Grant Development, to provide more customized service to faculty and learners submitting training grants and fellowships.

Grant Partnerships

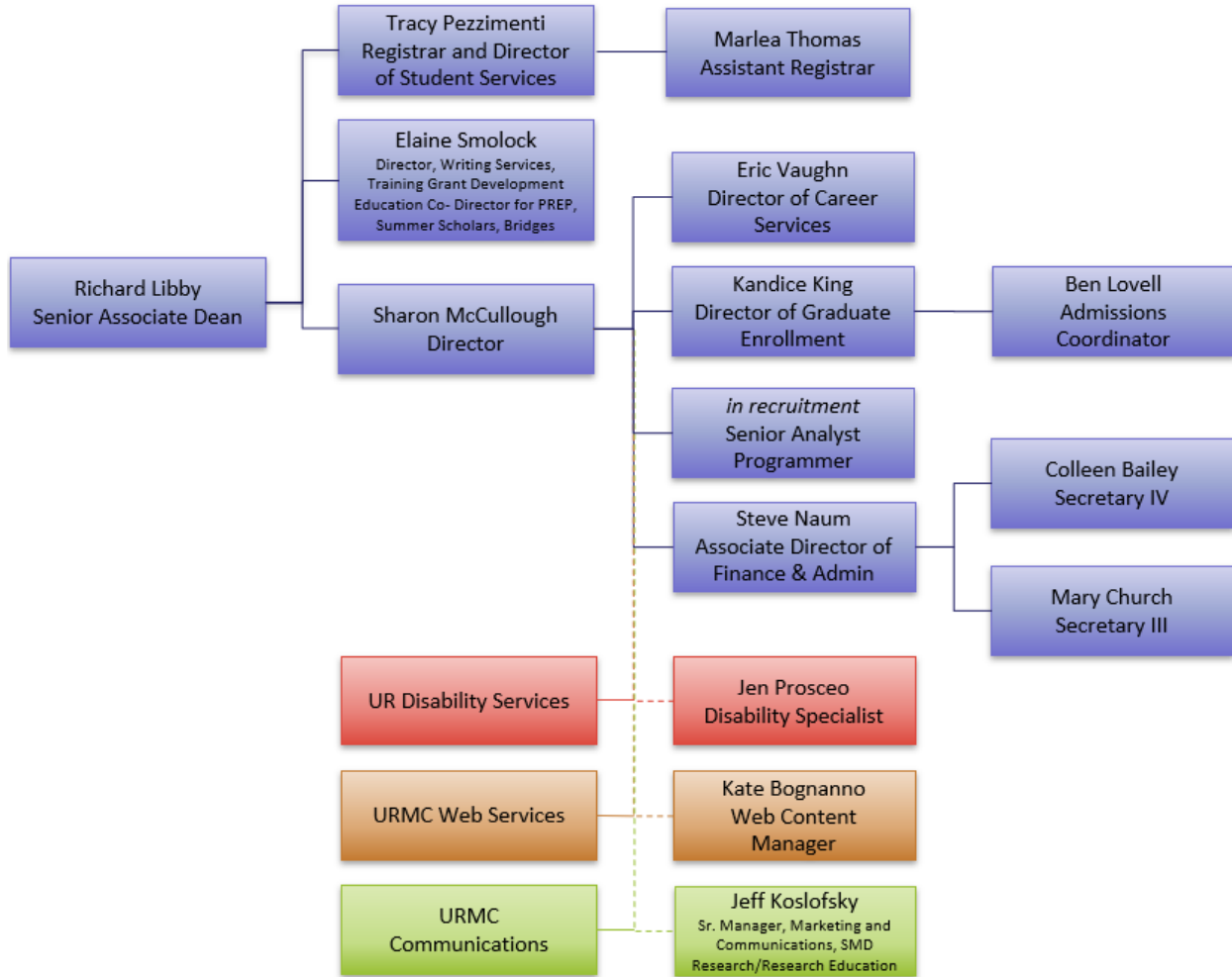
Elaine Smolock, Director of Training Grant Development, serves as Co-PI, Key personnel, Core Director, or Consultant on the grants outlined below.

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
	IRACDA at Rochester Partnership to Advance Research	
Dewhurst, Stephen	and Academic Careers in Deaf Scholars	2K12GM106997-06

Le, Thu	University of Rochester Kidney, Urology, and Hematology Research (URKURH) Training Program	U2C/TL1 Pending Review
Thakar, Juilee Hill, Elaine	University of Rochester Training in Biomedical Information and Data Science	T15 Pending Review
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

Appendix A: GEPA Organizational Chart, Summer 2021



Appendix B: 2020-21 Recruitment Calendar (for fall 2021 entry term)

NIH Graduate School Fair

Hampton University Information Session*

Biomed Virtual Graduate School Fair

UMBC McNair Conference*

Virtual Open House for prospective PhD students

Ohio State University Grad and Professional School Expo

Xavier University of Louisiana information session*

Heartland McNair Scholars Virtual Graduate School Fair*

SUNY ESF Graduate School Fair

Syracuse University Graduate and Law School Information Fair

Cornell University 2020 Graduate and Professional School Day

Tufts info session: "UR Ready: Preparing a standout biomedical sciences graduate school application"

Skidmore info session: "UR Ready: Preparing a standout biomedical sciences graduate school application"

UCF McNair Scholars Virtual Graduate School Fair*

Rochester Institute of Technology information session

Xavier University of Louisiana Graduate Recruitment Fair*

SACNAS Graduate School Virtual Exhibitor*

Arizona State University Grad School Expo: STEM & Medicine

Duquesne University Fall 2020 Graduate and Professional School Fair

Biomed Virtual Graduate School Fair

University of Rochester Graduate School Fair

ABRCMS Graduate School Virtual Exhibitor*

SUNY Purchase Graduate School Fair

Barnard college grad fair - MS recruitment

Alma College Grad School Fair - MS recruitment

Info Session for PREP, Summer Scholars*

SMD PhD Virtual Interview Weekends

West Virginia Wesleyan College Grad School Fair

Brigham Young University Grad School Fair

Hampton University Information Session*

Open House for prospective Masters students

**Event focused on recruitment of populations historically excluded from and underrepresented in science*

Appendix C: Committee and Professional Association Affiliations

Committee Name	Scope	Participant	Start	End
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
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
University Committee on Educational Effectiveness Assessment (UCEEA)	UR	Rick Libby	2020	present
Deans' COVID Response Group	UR	Rick Libby	2020	present
Committee on Academic Planning (CAP)	UR	Rick Libby	2020	present
CUNY City College/UR Joint Program Team	UR	Rick Libby	2020	present
Education Information Technology	UR	Rick Libby	2020	present
Coronavirus University Restart Team (CURT): Campus Climate and Care	UR	Sharon McCullough	2020	present
Food Pantry Steering Committee	UR	Sharon McCullough	2020	present
Coronavirus University Restart Team (CURT): Student Affairs	UR	Sharon McCullough	2020	present
Transportation Advisory Committee	UR	Sharon McCullough	2020	present
River Campus Emergency Operations Committee COVID Response Team	UR	Sharon McCullough	2020	present
Student Reports 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
Academic Administration Network	UR	Rick Libby	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 Career Leaders Group	UR	Eric Vaughn	2017	present

Clinical and Translational Science Institute (CTSI) Strategic Leadership Group	URMC	Rick Libby	2018	present
Associate Dean's Executive Planning Team (ADEPT)	URMC	Rick Libby	2018	present
SMD Budget Projection Subgroup	SMD	Rick Libby	2021	present
SMD Education (GEPA, OME, MSTP)	SMD	Rick Libby	2021	present
Wilmot Education Executive Committee	SMD	Rick Libby	2021	present
SAC Strategic Planning for GEPA	SMD	Rick Libby	2021	present
ABRCMS Poster Judge	SMD	Elaine Smolock	2021	present
Health Equity Research Initiative Group	SMD	Elaine Smolock	2021	present
UR-MENTOR Co-PI and Oversight Committee	SMD	Elaine Smolock	2021	present
SMD Marketing Group	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
Human Values in Research course development committee	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
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

myHub Trainee Advisory Committee	SMD	Eric Vaughn	2017	present
SMD Alumni Council (ex officio)	SMD	Eric Vaughn	2017	present
National Postdoctoral Association (NPA)	national	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	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
National Association of Graduate Admissions Professionals (NAGAP) Marketing Committee	national	Kandice King	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	national	Steve Naum	2017	present
Graduate Career Consortium (member)	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
Coronavirus University Restart Team (CURT): Student Activities	UR	Eric Vaughn	2020	2021
Student Systems Governance Committee	UR	Sharon McCullough	2019	2021
Title IX Education Assessment Committee	UR	Tracy Pezzimenti	2018	2021
Coronavirus University Restart Team (CURT): Recruitment, Admissions and Enrollment	UR	Kandice King	2020	2020
Search Committee: University Registrar	UR	Rick Libby	2020	2020
Mental Health & Conduct Subcommittee	UR	Sharon McCullough	2020	2020
Campus Safety Committee	UR	Sharon McCullough	2020	2020
Coronavirus University Restart Team (CURT): Student Conduct	UR	Sharon McCullough	2020	2020
Search Committee: Associate Director: University Graduate Education and Postdoctoral Affairs	UR	Sharon McCullough	2020	2020

Search Committee: Associate Director for Support and Engagement, International Services Office	UR	Sharon McCullough	2020	2020
Student Systems Governance Committee	UR	Tracy Pezzimenti	2020	2020
Coronavirus University Restart Team (CURT):				
Orientation and Onboarding	UR	Tracy Pezzimenti	2020	2020
Postdoc Admin/Dean Group	UR	Rick Libby	2019	2020
Student Affairs Task Force	UR	Rick Libby	2019	2020
Central Admissions Group	UR	Rick Libby	2019	2020
UR Student Systems Project Champion	UR	Sharon McCullough	2019	2020
SMD Bursar Search Committee	UR	Sharon McCullough	2019	2020
UR Student Gender Identity Sub-Group	UR	Sharon McCullough	2019	2020
Graduate Student Life Committee	UR	Steve Naum	2019	2020
UR Student Special Interest Group: Records and Registration	UR	Tracy Pezzimenti	2018	2020
UR Student Special Interest Group: Advising	UR	Tracy Pezzimenti	2018	2020
UR Student Systems Steering Committee	UR	Sharon McCullough	2016	2020
Student Systems Steering Committee	SMD	Rick Libby	2018	2020
Rochester Area Career Development Association (leadership team: President-Elect, President, Past President)	regional	Eric Vaughn	2017	2020
Graduate Career Consortium: Benchmarking committee co-chair)	national	Eric Vaughn	2019	2020
American Marketing Association	national	Kandice King	2019	2020
Graduate Career Consortium: Benchmarking committee member)	national	Eric Vaughn	2018	2020
Graduate Career Consortium: Conference committee volunteer)	national	Eric Vaughn	2018	2020
AAU PhD Education Initiative Pilot Cohort	UR	Rick Libby	2019	2019
Graduate Student Code of Conduct Review Committee	UR	Sharon McCullough	2019	2019
Search Committee: International Services Office Associate Vice President	UR	Sharon McCullough	2019	2019
AAU PhD Education Initiative Pilot Cohort	UR	Sharon McCullough	2019	2019
UR Stars/RocDoc Postdoc Recruitment Committee	UR	Rick Libby	2018	2019
Campus Climate Advisor Group	UR	Sharon McCullough	2018	2019
Postdoctoral Scholar Task Force	UR	Sharon McCullough	2018	2019
UR Stars/RocDoc Postdoc Recruitment Committee	UR	Sharon McCullough	2018	2019
Postdoctoral Task Force Co-Chair	UR	Elaine Smolock	2018	2019
Working Group Committee Member: Mentoring and Equity in Compensation and Support	UR	Elaine Smolock	2018	2019

UR Stars/RocDoc Postdoc Recruitment Panel	UR	Elaine Smolock	2018	2019
UR Student Special Interest Group: Financials	UR	Sharon McCullough	2017	2019
Postdoc Health Advisory Committee	UR	Steve Naum	2016	2019
UR Student Special Interest Group: Institutional Reporting	UR	Sharon McCullough	2015	2019
UR Student Special Interest Group: Admissions	UR	Sharon McCullough	2014	2019
Postdoc Health Insurance Advisory Group	UR	Sharon McCullough	2014	2019
Rochester Bridges to the Doctorate/Rochester Postdoc Partnership (RPP) Oversight Committee	SMD	Rick Libby	2019	2019
National Association of Colleges and Employers (NACE) (member)	national	Eric Vaughn	2017	2019

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)*