

## CELS Research Committee Meeting Oct. 30<sup>th</sup> 2019 - Meeting Notes and Discussion

In attendance: Thomas Boving, Niall Howlett (Chair), Jason Kolbe, Carlos Prada Montoya, Tom Sproul, Mark Stolt, Carol Thornber (ex officio)

Absent: Elizabeth Mendenhall

Conversation focused on increasing our (CELS and beyond) competitiveness for **graduate training program grants**. Identify areas of emphasis and gaps for improvement.

- All CELS faculty should be strongly encouraged to take a **mentoring** course, providing formal training and certification in mentoring.
  - The Advance-CTR program at Brown/Rhode Island hospital offers mentoring training to all RI faculty: <https://www.brown.edu/initiatives/translational-research/news/2019/08/now-open-advance-ctr-mentoring-training-program>
  - Several NRMN trained 'train the trainer' faculty at URI: CELS could facilitate a mentoring workshop during the winter or spring breaks
- Need to emphasize **quantitative, statistical, and computational skills** development across our graduate programs
  - R training workshops coordinated by Rachel Schwartz and others
  - Advance-CTR coordinated biostatistics drop-in sessions at URI, first Monday of every month hosted by Gavino Puggioni
  - Coursework: do we have a recommended list of graduate level courses in these areas that we can integrate into our training programs, e.g. CMB 550/Practical Tools for Molecular Sequence Analysis.
  - Is there a graduate level biostatistics course that we can (strongly) recommend for all students in the BES graduate programs?
- Promote **rigor and reproducibility in research**. This needs to be emphasized throughout the training program and not just check the box for 3 h of RCR training. The NIH wants to see that we are all serious about this
  - For BES graduate students, the requirement is met by taking BES 500/Advanced Science Ethics
  - The Office of Research Integrity also offers RCR training during the semester (2x 3 hour sessions this semester)
  - How do we encourage faculty to attend and/or participate in these workshops? Office of Research Integrity provides certificates of completion for attending these workshops
  - Advance-CTR program also has regular RCR training sessions (emphasizing faculty participation): <https://www.brown.edu/initiatives/translational-research/rcr-junior-faculty>

- Design and implement systems for the promotion of graduate **student wellness and resilience**. How well do we look after our graduate students?
  - Conduct a survey of graduate students in CELS to determine needs and identify gaps
  - Suggestion to invite CELS graduate student representatives to the next research meeting to discuss this
  - How well are we supporting graduate student organizations, e.g. The Coastal Society, VOICES? What opportunities are there for graduate students to participate in program discussions - *we should consider inviting one or more graduate students to participate in the CELS research committee*
  
- Introduce graduate trainees to a wide variety of scientific research areas and careers - **professional development and career preparedness**. Again, how well do we do this?
  - Do any of the CELS graduate training programs formally or informally emphasize professional development and career preparedness?
  - Do any of the CELS graduate training programs offer internships for students interested in industry careers?
  - URI Center for Career and Experiential Education (<https://web.uri.edu/career/>) - are any of these resources provided to our graduate students?
  - Student conference/meeting travel, while this is supported by CELS, students from less well-funded labs are at a disadvantage
  - Graduate student advising, time to completion, meeting deadlines - can we devise a more efficient system?