2016 Education Town Hall

Cancer Center PGA – Students, Postdocs, Fellows...

Thursday, January 28, 2016
CN-1102
4:00 – 5:00 pm
Nita J. Maihle, PhD
Associate Director, Education
GRU Cancer Center

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Samir Khleif, MD
Director, GRU Cancer Center

Darren Browning, PhD
Co-Director, BCB Pre-doctoral Training Program

Bal Lokeshwar, PhD
Co-Director, BCB Pre-doctoral Training Program

Lisa Middleton, PhD
Director, Education Office, Cancer Center

Kim Lord
Biochemistry & Molecular Biology Department
Education Town Hall

Education Program New Credentialing: CABTRAC

Intro to PGA

Education Components & Events

Consider YOUR Career Building

NIH Individual Development Plan Program (IDPs)

Opportunities & New Awards

Questions/Answers & Discussion
Member Organization of CABTRAC: Cancer Biology Training Consortium

CABTRAC.ORG

- Facilitates idea exchange between individuals and institutions dedicated to the mission of training the next generation of cancer researchers

- Works closely with over 80 institutions and NCI’s Cancer Training Branch
GRU Cancer Center PGA
(Postdoctoral Graduate student Association)

Purpose
• Improve career development resources for trainees
• Promote a network of collaboration among GRU/Cancer Center trainees

Participants
• Open to all Cancer Center trainees, including: postdocs, graduate & medical students, post-graduate associates, clinical fellows, residents, technicians, international students, exchange scholars, and even junior faculty
PGA Leadership, Activities, & Opportunities

• PGA is 2 years strong, having formed in January 2014
  o Meetings and social events
  o Hosts Professional Skills and Pathways to Success workshops
  o Building a web presence: [http://www.gru.edu/cancer/pga/](http://www.gru.edu/cancer/pga/)

  • Join the PGA LinkedIn network!
  
  o Launching a PGA-hosted Distinguished Professorship
  o Leadership positions for YOU

• Primary Contacts: Maria Ouzounova, PhD, President
  Austin Shull, Vice President
Cancer Center Education Embraces All

Local School/Community Events
Undergraduates
Post-baccalaureates
Graduate Students
Medical Students
Postdoctoral Fellows
Clinical Residents & Fellows
Visiting Scholars
Faculty Development
Professional Education
Local School/Community Events

Opportunities for PGA!

2015: A. R. Johnson Health Science and Engineering Magnet School

2016: Episcopal Day School 8th Graders

AU Health Sciences Summer Academy: High School Juniors & Seniors

Participate in Fundraising Events/Community Outreach:
ACS Relay for Life; LLS; Arts in the Heart; Color Run...
Undergraduates

Center for Undergraduate Research & Scholarship (CURS)

• Inspired by the Council on Undergraduate Research (CUR)

• GRU Cancer Center co-hosts a Meet & Greet (fall)

Student Training & Research (STAR) Program

• 9-week laboratory experience:
  May 23 – Jul 22, 2016

• Application deadline: Feb 12, 2016

• 2015 STAR Award to Sushobhna Batra (Horuzsko Laboratory)
Graduate Students

9 PhD Programs in Biomedical Science at AU through the College of Graduate Studies (COGS)

- more than 115 students

One is Biochemistry & Cancer Biology (BCB)

- Co-Leaders Dr. Darren Browning and Dr. Bal Lokeshwar
- Currently have 23 (+4) students

One student is Amy Paschall (Liu Laboratory): Recent Recipient of an NIH F31 Pre-doctoral Individual National Research Service Award for “Function of IRF8 in MDSC and T Cell Differentiation.”

CONGRATULATIONS, AMY!
Graduate Students

*Dr. Darren Browning*

Brief Update: New Student Review Form

CARE Reports & Associated Services

Synopsis of Recent Comp Exam Performance
CARE Reports

Any concerns about a fellow student’s emotional state should be reported so that an assessment can be made to determine whether/what assistance can be offered. It is anonymous

For an emergency the counseling center is open from 8am-5pm, call 706-737-1471

After hours if you are in need of immediate assistance please contact the Georgia Crisis and Access Line (GCAL) call 1-800-715-4225

http://www.augusta.edu/grucares/
GRU Cares

Whether a student, staff or faculty, if you or someone you know is in a distressing situation, support is available for you on this website. You will find helpful resources on a variety of issues including:

- Emergency or crisis situations and safety concerns
- Medical concerns
- Multicultural, psychological and personal issues
- Interpersonal conflict both in workplace and amongst students

Support Augusta University
- Why Give?
- Give Online
- Alumni Association

Academics & Apply
- Apply now
- Degree & Programs
- University Calendar
- Libraries

People & Places
- Senior Leadership
- People Directory
- Campus Maps
- Visit Augusta University

Facts & Info
- Jepower
- Fast Facts
- Jobs & Careers
- Alerts
- Clery Crime Stats

Contact Augusta University

1120 15th Street Augusta GA 30912
A-Z Index | Department Contacts
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### Time and Location

**Date/Time of Incident**

What was the approximate time that the situation occurred?

**Location**

Where did the situation occur?

**Additional Location Information**

If applicable, please provide any additional location details (for example: in the 3rd floor lobby).

### Parties Involved

**Student(s) involved**

Please list the names (and emails if possible) of the students involved in this situation. Please include the following information regarding the victim/complainant:

- Location
- Student ID# (if applicable)
- Phone Number

**The Student of Concern**


The Student of Concern

Person making the Complaint/Statement
Please include the following information regarding the victim/complainant:
- Location
- Student ID# (if applicable)
- Phone Number

Witness(es)
Please list names and contact information (if available) for all witnesses to this situation.

Descriptive Information

Description
Please provide as much information as possible about the situation (no text limit). Explain in detail the nature of the incident. Be sure to be as specific as possible and include names of witnesses as well as any staff (GRU Public Safety, EMS, etc.) that were involved in handling the incident.

Verification
Please enter the verification code that appears below. Click the link below the image to hear the code read aloud.

Download the audio file to play with your preferred media player application.

Regenerate image
Congratulations to the students entering the program in 2014 for completing their comprehensive examinations!
### Evaluation Rubric: Comprehensive Examination

**Student’s Name:** STUDENTX  
**Graduate Program:** Biochemistry & Cancer Biology

#### Written Research Proposal

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
<th>Total</th>
<th>Mean</th>
<th>% Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grantmanship</td>
<td>3</td>
<td>2</td>
<td></td>
<td>12</td>
<td>2.4</td>
<td>80</td>
</tr>
<tr>
<td>Proper format/grammar etc/figures</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>67</td>
</tr>
<tr>
<td>Scientific</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>Significance/appropriate design/reasonable expectations</td>
<td>3</td>
<td>2</td>
<td></td>
<td>5</td>
<td>2.4</td>
<td>80</td>
</tr>
<tr>
<td>Impact on the field, medicine/competing rationale</td>
<td>3</td>
<td>2</td>
<td></td>
<td>5</td>
<td>2.4</td>
<td>80</td>
</tr>
</tbody>
</table>

#### Oral Presentation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
<th>Total</th>
<th>Mean</th>
<th>% Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of presentation</td>
<td>3</td>
<td>2</td>
<td></td>
<td>5</td>
<td>2.4</td>
<td>80</td>
</tr>
<tr>
<td>Slide quality/communication skill/length</td>
<td>2</td>
<td>3</td>
<td></td>
<td>5</td>
<td>2.4</td>
<td>80</td>
</tr>
<tr>
<td>Knowledge Base</td>
<td>1</td>
<td>3</td>
<td></td>
<td>4</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Understand technical details and wider implications.</td>
<td>4</td>
<td>1</td>
<td></td>
<td>5</td>
<td>1.8</td>
<td>60</td>
</tr>
<tr>
<td>Answer all questions/ability to “think on their feet”</td>
<td>1</td>
<td>3</td>
<td></td>
<td>4</td>
<td>1.4</td>
<td>47</td>
</tr>
</tbody>
</table>

#### Overall Assessment: The assessment of the overall performance of the student based on the evidence provided in items 1 – 9 above.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
<th>OVERALL (select one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Proposal</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>Oral Proposal</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>0</td>
<td>+1</td>
<td>-1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Mean</th>
<th>% Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>62</td>
<td>2</td>
<td>67.7</td>
</tr>
</tbody>
</table>

#### Provide comments and/or suggestions:

STUDENTX is a good speaker and her project is comprehensive which will give her a good knowledge base in the cancer field. However, she did not answer many questions adequately which suggests she is not as familiar with the literature as she needs to be. Although STUDENTX has been given an “acceptable” on her oral presentation, she should understand that this is giving her the benefit of the doubt. She must be more knowledgeable with details and the literature in the future.
Student performance on Comprehensive Examination 2015

Overall written: Oral

Score (out of 15)

Written

Oral

Grantsmanship Scientific Significance Presentation Knowledge Questions

50.00 55.00 60.00 65.00 70.00 75.00 80.00 85.00 90.00 95.00

87% 80% 73%
Students entering the program in 2015 should be thinking about their comprehensive examinations due by December 2016!
Possible change to progress report

.....a work in progress
The objectives of this document are to: (1) Identify student objectives for the upcoming semester, (2) Assess student performance in the previous semester, (3) Establish student effort allocation. The "student" section should be completed first, and forwarded to the mentor who will complete the "faculty" section, and the final section should be completed and signed together by both faculty mentor and student.

SECTION 1
To be completed by the graduate student

A. Graduate Program: [Choose Program] | Semesters in Program:

Student Name: ____________________________
Mentor Name: ____________________________

B. Date of Evaluation: ____________________

Please check all the boxes below that have been completed successfully at the date of evaluation:

Advisory Committee (SAC) chosen: [ ]
Comprehensive Examination: [ ]
SAC Meeting (this semester): [ ]
Research Proposal: [ ]
Coursework complete: [ ]
Candidacy: [ ]

C. List Your Major Objectives for the Next Semester:

[Blank Space]

D. Estimate your effort for each category listed below that you expect will be necessary to achieve your objectives for next semester (total should be 100%):

Research: [ ]
Reading Literature: [ ]
Writing: [ ]
Coursework: [ ]
Teaching: [ ]
Travel: [ ]

E. List the objectives for the past semester that were achieved, and for those that were not met describe the hurdles or issues that prevented you from achieving them:

[Blank Space]

F. List in citation format (authors and dates) any scholarly activity undertaken in the past semester (manuscripts accepted, poster presentations, oral presentations):

[Blank Space]
SECTION 2
To be completed by the Mentor

A. Student Name: ____________________________ Mentor Name: ____________________________

Graduate Program: ____________________________ Date of Evaluation: ____________________________

B. Please rate student performance relevant to your Expectations in each category:

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Below</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Expertise and Productivity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Development – knowledgeable, ability to discuss</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independence – ability to drive their own project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism – maturity/collaboration/interaction with colleagues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Skill</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. List in order of highest priority, your expected goals for the student in the next semester:


D. Estimate the effort that you recommend the student allocate to complete these goals for each category listed below (total should be 100%):

Research: ____________
Reading Literature: ____________
Writing: ____________
Coursework: ____________
Teaching: ____________
Travel: ____________

E. Please comment on the student’s self-assessment of goals achieved last semester and their explanations for why some goals were not met.


F. Please comment on student’s strengths and suggest actions that will benefit the student in areas that need improvement.


SECTION 3
To be completed by both Mentor and Student

By signing below I acknowledge that I have read and understood the information provided by both parties.

__________________________ ____________________________
Date Date
Medical Scholars

- Start as M1s, funded by MCG Dean’s Office
- Applications due in early February
- Stipend and professional meeting travel support provided

Many students continue to do research throughout the MD degree program
Postdoctoral Fellows

Approximately 45 conducting Cancer Center research...
Out of ~140 at AU

Many training grant opportunities and resources available
- Dr. Rhea-Beth Markowitz: Grant Writing
- Peter Shipman: Library Liaison
- Funding Alert
- English as a Second Language (ESL): Summerville Faculty
GRU-SACM
Visiting Scholar/Research Training Program

GRU Cancer Center - Saudi Arabia Cultural Mission (SACM)

5 SACM Visiting Scholars have participated so far

Congratulations, 2015 Scholar Dr. Abdulaziz Bahasan!

Clinical Residents & Fellows

• Radiation Oncology Residents: 4

• Hematology Oncology Fellows: 9
  Program Director, Dr. Frank Mott
  Weekly Grand Rounds

• Cancer Clinical Fellows and Residents RFA
  Currently under review
Faculty Development

• Promotion & Tenure (P&T)
  Cancer Center P&T Committee
  Dr. David H. Munn, Chair

• Career Development 101
  Inaugural Event Sept 2015
  Dr. Lisa Middleton
Faculty Development: P&T

- Not a trainee forever 😊
- Within Academia – Tenure Track vs. Non-Tenure Track
- Be cognizant of the institution’s expectations

<table>
<thead>
<tr>
<th>Faculty Classification</th>
<th>Track</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Faculty</td>
<td>Tenure OR Non-Tenure</td>
<td>Instructor, Assistant Professor, Associate Professor, Professor</td>
</tr>
<tr>
<td>Non-Tenure</td>
<td>Assistant Research Scientist, Research Scientist, Senior Research Scientist, Principal Research Scientist</td>
<td></td>
</tr>
</tbody>
</table>
Inaugural University-Wide Career Development Event Sept 2015

Sponsored by:
• GRU Cancer Center
• Educational Innovation Institute (EII)
• Office of Leadership Development
• Office of the Senior Vice President for Research

Target Audience:
• University's newest Research Faculty

Objectives:
• Introduce campus resources
• Provide networking opportunities
• Review pertinent topics

Online Resources:
Professional Education

CME-accredited series and post-meeting reviews

- Distinguished Lecture Series
- 1st, 2nd, and 3rd Annual Post-San Antonio Breast Cancer Symposium (SABCS) Reviews
- Lung Cancer Mini Symposium Review
- GRU-Leukemia & Lymphoma Society (LLS) Blood Cancer Collaborative Conference
- Post-American Society for Therapeutic Radiation Oncology (ASTRO) Meeting Review
Friday Presentations by Trainees

- Organized by Dr. Satya Ande
- Presentations are evaluated for annual awards
• Mar 11, 2016
32\textsuperscript{nd} Annual Graduate Research Day

• Sponsored by The Graduate School

• Poster presentations: Masters Candidates, Doctoral Candidates, Medical Residents, Postdoctoral Fellows

• Oral presentations: Postdoctoral Fellows

• \textit{Awards} - NEW!

• \textbf{FEB 5 DEADLINE}
Medical Scholars Research Day

- 8th Annual will be held in the fall
- Poster presentations: of 129 in 2015, 27 projects were conducted in Cancer Center member laboratories
- One 2015 presenter was Blake Vander Wood, an M2 medical student and 2015 Harrison Scholarship recipient conducting research in the Cancer Center
Being a Trainee
Plan YOUR Career Building

Participate!

- Seek committees on which to serve
- Help out the PGA
- Get involved in the Visiting Professorship
- Go to Cancer Center-Sponsored Community Events
- Respond to surveys – we love your input!

- Network
  - Be creative
  - Join PGA LinkedIn
Plan YOUR Career Building

**Identify a Mentor**
- Grad Students: thoughtfully plan your thesis committee

**Apply for grants**
- There are many pre- and post-doctoral opportunities!

**Build Professional Skills Beyond the Lab**
- Participate in Pathways to Success and Professional Skills Development Workshops
NIH INDIVIDUAL DEVELOPMENT PLANS

- Required for every graduate student and postdoctoral scientist supported by any NIH grant

- Describe the use of those IDPs in the (NIH) Research Performance Progress Report for projects reporting student and/or postdoc researchers
NIH ‘Individual Development Plans’ (IDPs)

‘Recommended’ – 2013

NIH’S ‘Biomedical Workforce Working Group’ (advisory to NIH Director)

Opportunities & New Awards in FY2016

- PGA Research in Progress – Dr. Satya Ande
- Research Day Awards for Cancer-Related Research (AU)
- AACR PGA Luncheon
- Be on the alert for new grant announcements