








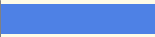

GMB Student Survey

Last Modified: 06/20/2012

1. What year student are you?

#	Answer		Response	%
1	First Year		0	0%
2	Second Year		14	18%
3	Third Year		15	19%
4	Fourth Year		18	23%
5	Fifth Year		16	21%
6	Sixth Year		11	14%
7	Seventh Year		3	4%
8	Eighth Year		1	1%
	Total		78	100%

2. Have you received academic honors for your research?

#	Answer		Response	%
1	Yes		24	32%
2	No		50	68%
	Total		74	100%

3. Which academic honors have you received?

Text Response

Poster Prize at International Meeting

Poster Award, 2011 NC RNA Society Meeting

Kenan/Hobgood Dissertation Prize; Best Graduate Student Talk; Department of Genetics

HHMI Translational Medicine Training Grant

GMB training grant (5)

Developmental Biology Training Program Fellow, Best talk by a student at the 2011 Genetics and Molecular Biology Departmental Retreat

IMSD Fellowship GMB Training Grant

Dissertation Completion Fellowship (UNC;2012) AHA pre-doctoral Fellowship (2010-2012) GMB Training Grant

Lineberger Retreat Poster Award Komen Scholar in Training Award NRSA F30 Fellowship

American Heart Association Fellowship (2)

Best Graduate Student Poster, Genetics and Molecular Biology 2010 Departmental Retreat American Society of Cell Biology - Highlighted Selection in "InCytos" from Molecular Biology of the Cell

F31 NIH NRSA pre-doctoral fellowship (2)

Genetics & Molecular Biology Training Grant

NSF Graduate Research Fellowship





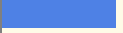

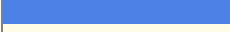
NSF Graduate Research Fellowship Honorable Mention

Developmental Biology Training program grant



NSF Honorable Mention Coker Fellowship Alma Beers Fellowship NIH Training grant

2007 Travel Award for the Cold Spring Harbor Course, Neurobiology of Drosophila; Research Day Poster Awards, Department of Cell and Molecular Physiology, University of North Carolina at Chapel Hill, NC

4. Which, if any, of the following have you attended or participated in?

#	Answer		Responses	%
1	NSF grant-writing workshop		16	22%
2	TIBBS Workshops		40	56%
3	Bioinformatics Tools workshops		18	25%
4	NC DNA Day		33	46%
5	Cell and Molecular Biology Symposium		21	29%
6	Developmental Biology Symposium		22	31%
7	Lineberger Cancer Center Symposium		42	58%

5. Did you join GMB through BBSP?

#	Answer		Response	%
1	Yes		43	56%
2	No		34	44%
	Total		77	100%

6. How important were the following in your choice to join GMB?

#	Question	Not Applicable	Extremely Important	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant	Responses	Mean
1	The preference of my faculty mentor	0	15	11	10	2	2	40	3.13
2	The choices of my peers in BBSP	3	0	1	6	13	18	41	4.95
3	The PhD programs of the senior students in my lab	2	2	2	13	13	9	41	4.46
4	The group of faculty who are mentors in GMB	1	18	10	8	3	1	41	2.93
5	The current group of GMB PhD students	1	3	10	17	3	6	40	3.90
6	The course requirements	0	12	12	13	3	1	41	3.24
7	The teaching assistant requirement	1	3	12	10	8	7	41	4.02
8	The format of the written qualifying exam	0	4	10	11	10	6	41	4.10
9	The format of the oral qualifying exam	0	4	7	16	9	5	41	4.10
10	The annual retreat	0	3	6	17	6	9	41	4.29
11	The Director of Graduate Studies	0	12	11	6	6	6	41	3.59
12	The opportunities to present my work	0	11	13	12	4	1	41	3.29
13	Other	9	3	2	3	1	1	19	2.32

7. Do you have any comments about your choice to join GMB?

Text Response

GMB fosters a great community among the faculty and students. The course requirements are pertinent to the breadth of research in GMB and realistically balance the amount of time in lab and in class.

The structure of the program and the support it offers to its students were both crucial in my deciding to join GMB. Additionally, the work related more to my work in the lab so I felt the courses and seminars would prepare me for a better understanding of my field.

I'm happy that I joined GMB.

One of the main considerations of joining the program was the availability of the training grant, which would help with my funding during the first year in my thesis lab.

GMB course requirements are able to be completed fairly early on allowing for more focus on lab work.

GMB had the most engaging seminars, retreats, and department involvement.

I wanted to join a program that had a training grant. I was funded by the Genetics training grant for one year, which was a big help to my PI.

GMB seemed a clearly superior choice to Biology, my second option and the option which most clearly competes with genetics. The overall quality of the faculty in genetics are higher, from my observations. though exceptions do exist.

My choice to join GMB over Biology was based mainly on the research of people in the program (which affects how applicable seminars are to my research) and the DGS.

I find genetics to be an interesting topic and see it as applicable across many disciplines. I felt it has more focus than biology with enough room to be engaged by a wide enough variety of subjects. And I particularly didn't care for the idea of working in the other fields (although my exposure to them was extremely limited).

The stellar group of students currently in GMB provide younger students with a large group for valuable feedback. The retreat, weekly seminars, and large group of faculty in the curriculum are all important criteria that attract new students.

My primary reason for joining GMB was my interest in genetics, beyond that, I wasn't set on working on a particular area of research. I knew that there were a multitude of faculty doing great research in a myriad of subjects, so I was quite sure early on that I was very likely going to join GMB.

The admin staff is unbelievable and making our lives easier on a day to day basis. Their support, I feel, allows me to focus on my research and not get bogged down by the day to day things associated with duties outside of the lab

It was mostly the faculty and the types of research projects within the department that influenced me.

My first priority was to find a lab and then join the department that the PI associated with. I wanted to join GMB because I have a strong interest in genetics and from word-of-mouth it seemed to be a very good department.

I do feel like the current faculty and students played a role in my choice to join GMB. Many of the other programs offered through the BBSP would offer opportunities similar to those I have access to in GMB, but GMB's faculty and students really stood out as great scientists and well-rounded people.

I like that the GMB allows flexibility in terms of meeting the requirements of other PhD programs. I also like the unique diverse background of all the students.

I love this program. The support we have from the staff is amazing, and Bob Duronio is a great DGS; he's very understanding, honest and always has a great disposition. If I had to make this decision again, I would, every time.

I think it requires more than other programs are therefore more challenging

8. What changes, if any, would you like to see in the transition from BBSP to GMB?

Text Response

The end of year "party" to welcome the new GMB was sparse attended last year. Maybe having a smaller event at the beginning of summer and other in the middle of summer would be more convenient for people to get to know each other.

None (6)

Tone down the damned recruitment weekend. Forced socialization gets VERY old after a week. Also, FYG meeting were often tedious and useless. They could be cut down as much as feasible. Many students have better things to do than attend the FYG meetings, and those that don't should.

Not much, Sausyty did a wonderful job helping with our transition.

I can't think of anything. The retreat is always a good way to meet the new GMB class.

grant writing necessity

More information about training grant opportunities. The only way I heard about the Genetics Training grant was through my PI.

I know that the BBSP program is a umbrella program however I feel that, not all of the disciplines fit under the umbrella program. -Basically this due to course requirements. Could you design a course that would be universally accepted by all disciplines under the BBSP. I think this would be really helpful for allowing students to acclimate to the BBSP program.

9. How satisfied are you with the following GMB Curriculum requirements?

#	Question	Not Applicable	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Responses	Mean
1	Current course requirements	3	0	2	11	42	13	71	4.80
2	Current written qualifying exam format	2	1	0	6	38	24	71	5.10
3	Current oral qualifying exam format	2	0	0	8	39	23	72	5.10
4	Fairness and reasonability of both comprehensive exams	4	0	1	6	38	23	72	4.99
5	The information available from GMB to prepare your thesis proposal and oral exam	5	4	12	20	21	10	72	4.08
6	Value of the oral exam in preparing you for independent work	9	3	2	13	27	18	72	4.39
7	Value of producing the written thesis proposal	8	1	2	7	32	21	71	4.65
8	Speaking in the Tuesday student seminar series as a learning experience	4	2	2	9	30	25	72	4.86
9	Required attendance at Tuesday seminars until successful completion of oral exam	3	2	9	13	31	14	72	4.51
10	Teaching assistant experience as valuable learning/career preparation	1	5	8	16	23	19	72	4.56
11	Friday seminar series as a learning experience	0	1	10	19	30	11	71	4.56
12	Required attendance at Friday seminars until successful completion of oral exam	3	6	9	17	27	10	72	4.24
13	That GNET 621 provided you with a useful foundation of knowledge in Genetics?	3	0	9	12	33	15	72	4.63
14	That GNET 631 or 632 provided you with a useful foundation of knowledge in Molecular Biology?	3	0	5	11	33	20	72	4.82
15	The first-author publication requirement for graduation?	2	1	3	11	31	24	72	4.94

10. Do you have any additional comments about the GMB Curriculum requirements?

Text Response

Overall they are an effective introduction and preparation for research, which is the primary focus of the curriculum

The first author publication requirement needs to be reevaluated. It doesn't have room for students who work really hard, but have a project that fails or more significantly a mentor that fails them. It seems there is nothing in place to help those students until it's too late. I think it is good for everyone to publish their thesis work, especially if they want to continue on with an academic post-doc. I also think that the department needs to aid students that are struggling before they get to their 6th year and still have no publications. Also, if the requirement is to publish, then that should be the rule for everyone. Over the years, I've noted some students get an exception and others do not. This has to be remedied and needs to be consistent for everyone.

Re: "The information available from GMB to prepare your thesis proposal and oral exam", it seemed that the format was largely up to the committee. I personally gathered more information about the process from previous students than from the curriculum itself. The required Friday seminars are a little harder to appreciate when you are required to go to all of them. Perhaps just a certain number have to be attended? I don't feel too strongly about that though.

I came to the GMB program through IBMS, but found the courses I took through the GMB curriculum quite useful. In particular, GMB 632 was incredibly enlightening and shaped all of my subsequent research and future plans. The teaching was good, the material fascinating, and the workload intense. Great combination.

I think the format of the Oral Exam in the GMB curriculum should be maintained. It serves as a good way for students to focus and think thoroughly and objectively about their project and overall goals.

1. It's good that attendance is required at Tues and Fri seminars until completion of the oral exam because it gives students an incentive to schedule their exam. 2. It might be helpful to do the oral exam at the end of the second year. (Committee members should be more lenient since the student is taking the exam much earlier.) For me, thinking about my aims and writing my proposal were invaluable experiences because they helped me decide on a direction for my project and come up with a solid plan. If I had done this sooner, I think I would have been more productive during my second and third years.

The requirement to present in the Dept. meeting is a good motivational tool, but it is only of value in presenting ones results when one actually has results worth presenting.

I think more could be done to prepare us for the TA experience from a learning how to teach perspective. I would also like more detailed guidelines on what the expectations are for our first committee meeting and oral exams. There isn't much information or guidelines on the website.

TAing is NOT anywhere close to be a real teaching experience. I guess that we HAVE to do it to help pay our grad school tuition.

I am glad that they aren't required to take Bioinformatics anymore. My class year was required to take it, and a lot of the information was not useful to my individual studies and took a lot of time out of the week to attend.

They should probably be enforced.

All requirements are fair, feasible, and helpful.

I think the curriculum requirements are reasonable and very important to achieving milestones in our

research. I wish there were more explicit guidelines available on the GMB website or given to students about what is required of you; all the little details that you otherwise don't learn of unless you hear them from other GMB students that have gone through it.

I am in favor of the first-author publication requirement but there are numerous instances where exceptions have been made. Sometimes the student publishes shortly after their defense, but others have had lengthy delays between their exit from the university and lab and their actual publication. This, in practice, seems unacceptable. Certain students are held to higher publication standards by their mentors, and others encounter a mentor's resistance to publish for a variety of reasons. In these situations, there is little or no recourse for a student whose mentor is a block to either their development or ability to publish. And a student's committee and department have little power in actually changing the way an individual PI deals with his/her own students. This is a complicated problem, and there is not one solution, but I think students need some way to acquire intervention. Hopefully, this survey allows students having a more personal experience with this to voice their concerns and possible theories for helping correct the situations.

I like the requirements aside from the required semester as a TA.

The take-home exam format is okay. However, there was no opportunity to learn from questions that were missed or misunderstood. In other words, there was no feedback on exam performance other than the number/letter grade. There was also little incentive to study for take-home exams.

There needs to be more systematic support for students in completing these requirements. As it stands, faculty do not suffer any repercussions if a student lags in their goals or fails to meet them in a timely manner, yet students rely heavily on their PIs for their success. It does not make sense to have such strict requirements, such as a first-author publication, which is still not always required for equally or even more competitive programs, when there is no support for students to meet those requirements. There are students that do not take their oral exams until their fifth year, and even after authoring publications, because the PIs simply do not value or prioritize such requirements. If the oral exam is prioritized, then students can start focusing on their thesis much earlier and more effectively. Also, regular committee meetings are not prioritized or monitored by the curriculum very efficiently. Again, students can spend two years without having a meeting until something is said. There needs to be more responsibility placed on the faculty to ensure student success, and if those faculty aren't dedicated to mentoring or supporting their students then they should be penalized somehow, and ultimately the PIs should be prevented from taking on graduate students if they remain indignant about their role in graduate student development.

631 was taught very well despite having multiple professors. I think courses that have multiple teachers (621) could learn from how seamless 631 was taught.

It would be nice if GNET621 was more journal based. As an important prerequisite, maybe the workload could be increased to include more application of fundamental principles of genetics.

The course requirements are too rigid and do not allow for maximum benefit of coursework as it will apply to our graduate thesis work.

more guidance should be given for oral exams - assistance/suggestions in what to include in your presentation, workshops for writing the proposal

A more structured timeline to graduation.

I would like to see more diverse Friday seminar speakers, such as ones with a more quantitative/mathematical/computational focus.

11. What, if any, additional topics do you think should be offered as GMB Curriculum courses?

Text Response

Statistics for small datasets (qPCR, Western blots, etc) separate from statistics for large datasets (genomewide analysis, population data, etc)

I think students would benefit from a grant writing course offered in the GMB curriculum.

how to prepare for GMB Curriculum requirements

There was at some point a course (GNET 641) on basic bioinformatics that seemed at least for people not involved in the BCB certificate program a good thing to take. A basic overview stats course would also be very beneficial, something like BIOS 600. Basic familiarity with quantitative and computational concepts is essential knowledge given the future of biomedical science.

I had the opportunity to take the Advanced Cell course offered through the Cell and Developmental Biology program. This was a rigorous journal club with small groups and high professor:student ratio. Multiple professors would rotate throughout the semester giving background information and leading the discussion in their particular expertise. I loved this course and it might be something that GMB could learn from. Because I came through IBMS I was not forced to take a computational course. This was a mistake and I think computational genomics or Bioinformatics should be a strict requirement and core course for all students. Most of the GMB students I spoke with did not think the modules they took were very helpful and advised me against taking them. I don't know the current status, but perhaps a project driven computational course would be more helpful than lecture-based modules.

A grant writing course, as is required in other programs, could be useful.

Genomics is becoming an increasingly important area of research. Classes involved in these areas may be very helpful.

A required bioinformatics section could have been very helpful.

I enjoyed Gnet621, Human genetics, and developmental biology. I would have liked to have taken Bob Bagnell's course on microscopy as well, but was unable.

I think there should be a more advanced genetics class (or a change to the current genetics curriculum). I felt that class seemed more like an undergraduate class than a graduate one.

Logic, Reasoning, Scientific Method. Basically what being a scientist should look like or be about, apart from just doing what your PI tells you.

It would be helpful to have a statistics class for biological application. I mainly rely on what I learned from undergrad statistics course and what I'm able to teach myself along the way. I've noticed that a lot of students either incorrectly use statistical tests, apply the wrong method for analysis (don't know when to use different tests), or have no idea what a specific test means!! A class for biological applications of statistics would be a great introduction to analytical methods, would allow students to learn CORRECT methods for analysis, and may teach students how to sift through large datasets to identify significant trends.

I like that the course work fulfills that basic knowledge of genetics and molecular biology, with some flexibility on the last course. Although, most people end up taking 641 course (which is very useful) and then you don't really want to add on another course that you don't have to take. While I like that the course requirements don't push students to be taking classes into their third year, like some other programs, sometimes I wish I would have taken an extra class that would be of use for my area.

this is more suited towards BBSP, but having an adobe package learning module I feel would be essential. Also something respective to using Prism would be very helpful as well

A grant writing course would be extremely valuable. Even though we get this training from our thesis mentor and respective labs, having a course in this would allow us to receive additional outside input and advice. Maybe it could be done similarly to the Biochemistry & Biophysics grant writing course.

Something more translational related to GMB.

I would like there to be some more direction in the writing of the thesis - if there were some kind of class or even just an hour long seminar about how to set it up, maybe with people from different areas of study (ie development one week, cancer another, fly genetics another) so we could have an idea about an outline to follow, that would be helpful.

advanced cell biology course

Bioinformatics should be a requirement.

Breif coverage of human genetics and bioinformatics in other courses. A whole semester on the topic is too much for someone not using it in the grad work. Thus, I didn't take either. I wish I had a better "entry" level of knowledge to understand many of the GMB seminars on these topics and I wish I had better knowledge of the relevant bioinformatics tools available. Many places to data mine, if I knew how.

Next generation sequencing technology

Just include a couple more plant papers somewhere among the other courses, if of course they are done well and the essential topics are the same

A course that also covers some cell biology as an addition to genetics

12. What changes, if any, would you like to see in the GMB Curriculum requirements?

Text Response

I think that GNET 641 (Bioinformatics) should be cancelled. My work is very bioinformatics-heavy, and I have used about 5% of the knowledge I gained in the course. Those students that do mostly bench work probably use even less. The end-of-course project was pointless because you have so little time to work on it.

I found the information in GNET 621 useful the teaching mostly good, but the course structure reminiscent of undergraduate courses. Written and oral examinations were fine.

Clarify the BCB Module exception in the GMB course requirement paperwork. Dr. Duronio seems willing to permit BCB certificate pursuers to skirt the Bioinformatics course requirement (reasonably) by attending the BCB modules, but this was not explicitly stated during recruitment.

I think that the program needs to start focusing on alternative career paths. Very few students actually make it into academia, so it's unrealistic to gear the entire program toward such an unrealistic goal. Whether it be workshops, classes, outside internships, etc. there needs to be some exposure to alternative careers built into the program to help student succeed outside of academia.

I think it would be helpful to do the oral exam and written grant proposal on a topic different from your thesis project. Most of us apply for fellowships and just turn that document around to use for our oral exam (with rewrites for formatting, etc.). Otherwise, completely satisfied.

Make TAing optional. There are WAY more people interested in TAing than PIs apparently know about. I felt that my experiences were more disrupting than constructive or helpful to my career.

I don't think the CCGS seminars should be included in the required Friday seminars.

I've heard that in some University there is some pressure to make sure that the students meet the requirements put on the PI as well as the student and I am not sure of what types of measures are in place to make meeting student requirements by the PI are in place as well as I am not completely aware of what, if any, rights students have.

Would like to see stricter adherence to the requirements. Requiring that they be completed, not allowing students to defend and progress without a publication. Actual consequences for not achieving requirements.

I think the seminar series is a great way for students to learn how to put together an informative presentation for a general scientific audience - it teaches us how to blend background information and data into a cohesive story. While this exercise is helpful for the presenter, it is often difficult to learn something from every presentation. Because there is such a strong emphasis on presenting data/results, the line of thought behind each experiment is often over looked. While it is good to have data, I think learning how to ask questions, design experiments, and choose the appropriate laboratory approach is more important for scientists-in-training. I suggest that students prepare presentations focused on experimental approaches and general laboratory techniques (those students with a lot of data can put it into their presentation to validate lines of thought!). The presentations would therefore focus on hypothesis testing rather than just presenting data. For example: what questions are being asked and why are they important? what are the alternative hypotheses? how will these alternative hypotheses be ruled out? how will you analyze data? what are the results actually saying (ie did you actually test what you wanted to and did you interpret the data correctly)? These types of presentations would better facilitate audience participation and would help the presenter think critically about the specific aims of their thesis.

I'm fairly happy with the GMB requirements.

I think having a paper in review and agreement with the PI if the student is ready to defend should allow one complete the proper paper work to set a these defense/graduate date

A lot of the Friday seminars were unrelated to my research, especially those which are part of the Genome Sciences seminar series. I don't think those ones should be made mandatory.

Optional TAing. I recognize the value of TAing for both grad students and the program, however, I don't expect my experience as a GMB TA will be valuable for my career aspirations.

A more clear outline of expectations for the written proposal for the oral exam.

I would like to see attendance at any Friday seminar being acceptable. There are so many wonderful seminars offered at UNC that are scheduled for Fridays at noon and it would be nice to have a choice of which to attend.

The thesis committee has a better understanding of the student and scope of their project. I believe they should have more control in defining the requirements for graduation and seminar attendance. The curriculum maintains a strong level of control over the student's status but has little to no checks and balances along the way to encourage/direct the student along. I suggest having yearly meetings with the director or another faculty member that is independent of the student's committee. Someone to mentor the student in a more personal way.

I believe that basic courses such as bioinformatics and biostatistics should have some sort of an emphasis as well. Most of us can benefit from these two fields.

More paper readings and discussion groups

13. How satisfied are you with the following aspects of GMB Curriculum culture?

#	Question	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Responses	Mean
1	Intellectual challenges provided by fellow students	2	1	18	39	12	72	3.81
2	Intellectual stimulation provided by faculty other than your primary advisor	3	4	15	27	23	72	3.88
3	Opportunities for interaction with other UNC labs	1	1	8	26	36	72	4.32
4	Opportunities to present your research	0	2	3	40	27	72	4.28
5	Feedback on your research presentations	2	5	19	26	19	71	3.77
6	Camaraderie among students	1	2	16	28	24	71	4.01
7	Monthly social hours	1	1	28	25	17	72	3.78
8	Annual retreat	2	0	6	24	40	72	4.39
9	Opportunity to personally meet with seminar speakers at lunch	1	0	15	34	22	72	4.06
10	Assistance you needed to prepare a successful oral presentation	5	6	27	20	14	72	3.44

14. What changes, if any, would you like to see in the GMB Curriculum culture?

Text Response

The Faculty leadership and administration is strong. There is no easy way to encourage student leadership within GMB, especially when most students do not want to be informed by their peers. However, scenarios in which senior students can provide guidance to younger students should be encouraged. This should be communicated as a responsibility to senior students formally or informally. I think this will provide valuable training and reflection for senior students, while junior students will benefit from the guidance and support.

I'd like for more faculty participation at student poster sessions.

It would be nice to move the Genetics Happy Hour around campus occasionally since GMB is present in so many buildings.

I would have liked more opportunities for professional development. There is the belief among the faculty that if you aren't going to do a post-doc and become a PI then you are wasting everybody's time. The fact of the matter is only 14% of biomedical graduate students go on to do NIH-funded research as a PI, so the faculty need to stop thinking that this is the ultimate career path. I really have nobody to talk to about career paths besides becoming a PI. I think the program needs a dedicated career counselor that can help graduate students network with professionals from both academia and industry. TIBBS offered me little to no help in this area. I really feel quite alone and constantly feel like I have to hide my career aspirations from others, including my advisor. I have been interviewing with several prestigious companies, but I have been made to feel like this is something to be ashamed of. Also, the faculty could get along a lot better. There are so few real collaborations among faculty on campus. I have heard faculty members speaking poorly of other faculty members on several occasions. I think that this creates the impression that academics are back-stabbing jerks.

The major downside to GMB becoming part of the BBSP is that there is less vertical social integration and more horizontal integration among GMB students. First-years seem more likely to get to know students who will eventually join other departments than those that are already in GMB. I found there was a lot to gain from knowing older students, both socially and academically. The social hours and the annual retreats were always a good way to better connect with people and meet new people. I think having those events also helps the Genetics Department/Curriculum stand out from other programs. Not simply in the sense of having nice things, but also in actively promoting camaraderie.

GMB sponsored events to help with writing, presentations, post-doc searches, etc. would be helpful.

I'm unaware of assistance for oral exam.

I really don't like the fact that the annual retreat is always held over the weekend. I think it would be much better to have it at the end of the week for several reasons. Attendee's with children won't be so burdened by finding childcare for a weekend if they. Having it at the end of the week would leave time for attendees to explore the actual city we have the retreat in. It's senseless to drive 3-4 hours and spend most of the trip in a hotel with little free time. It's a waste of money and time; it would be better to have it on campus.

Greater encouragement of participation/attendance at dissertation defenses, better advertising of defenses

More interaction between senior students and younger students. Learning from the people that have come before you was very valuable for me.

It would be nice if there were more opportunities to present research in front of GMB faculty (although,

this is provided by other opportunities outside the curriculum).

Overall my experience with the GMB as an entity has been fine. I've found the faculty and students as a whole to be welcoming and open as a group although I haven't attended as many of the happy hour seminars and lunches (dinner/lunches) as I would like; I have found at the retreat and the Tues seminar people are helpful. And since the Curriculum will sponsor a welcoming party for the newcomers that always makes for an easy transition.

Expectations and professionalism

I would like to see more of an interaction and involvement by faculty on student's research (not from the same labs). I think this would help students with talking and thinking through their research with people that don't live and breath the same topic every day. I would like to see the happy hour talks go back to a more broad application of genetics and not a recap of work in a lab. I feel that is already satisfied with the tuesday seminars. I wish people got some feedback from peers on the Tuesday seminars, and that there was more student involvement in choosing speakers for the Friday seminars. Additionally there are a lot of committees for various GMB events that allow student involvement and are never advertised (i.e. picking seminar speakers, deciding on speakers for the retreat). I feel that only students from labs where the PI is very involved in the GMB curriculum hear about these opportunities and are the ones that usually participate. I appreciate that most of the students are very friendly and easy to go to for help or to talk about science, this really helps build new collaborations.

Hard deadlines of oral presentation, which means active surveillance by the student's own mentor as well as the department. A concerted effort to get students out in 5.5-6 years, even if it means publishing in a low-tier journal. Again, active roles by the PI and departmental authorities. More than 6 years is unacceptable.

I would like to see more overt encouragement of interaction between the student and his/her committee. In particular, more outside support for the preparation of the oral exam would be helpful. This could come in the form of examples of proposals from other labs and one-on-one meetings between the student and a member of his/her committee other than the student's PI.

I would really like to see a presentation course offered in the GMB Curriculum! (similar to the Neuro/Cell Physiology course!)

When I presented in Tuesday morning seminar, I got no feedback or questions from GMB peers. It was somewhat disappointing.

more opportunities for socializing with fellow students/faculty after the end of the first year

More intellectual input from other students and faculty.

Publicize resources that are available in preparation for the oral exam

more social events towards Fordham and Coker etc. - it's often a big time chunk to walk over to MBRB so many of us in these other buildings skip it

Changes to feedback on research presentations: The feedback that Bob provides after the annual GMB talk is very helpful. But I've never received feedback from poster sessions - a short summary of judges' remarks would be helpful.

15. How satisfied are you with the following aspects of advising in the Curriculum?

#	Question	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Responses	Mean
1	Research mentoring that you receive from your advisor	2	7	10	25	27	71	3.96
2	Overall relationship that you have with your advisor	3	5	8	27	28	71	4.01
3	Availability of your advisor for assistance	1	2	8	27	33	71	4.25
4	Career mentoring that you receive from your advisor	8	6	15	24	17	70	3.51
5	Your advisor's care for your welfare	5	3	8	27	28	71	3.99
6	Overall relationship that you have with your thesis committee	5	1	17	29	17	69	3.75
7	Research mentoring that you receive from your thesis committee	5	4	19	24	17	69	3.64
8	Career mentoring that you receive from your thesis committee	9	3	32	19	6	69	3.14

16. What changes, if any, would you like to see in advising for GMB students?

Text Response

It might be good to have a formal or informal annual meeting for each yearly class of students to reflect and understand their progress, how it relates to their peers, and share skills for making career decisions and navigating grad school. I think this would help maintain focus for people especially in their 3,4,5+ year, when you are sort of on your own.

Maybe the opportunity to find a Post Doc mentor from a different lab than mine.

Please see my previous comments regarding professional development.

It's not really applicable to my own personal experience, but I do have friends who have ended up in less than ideal lab situations because they did not have enough knowledge or did not receive enough guidance to know how best to pick a compatible lab. More could be done for first-years to help them identify red, yellow, and green flags during their rotation experiences.

Career mentoring that includes help outside of academic careers. Many of the GMB faculty seems to stress the prestige of academia over other career options.

No changes. I am very lucky to be here. My PI is awesome. I wish we had more time to drink a beer and talk about normal stuff going on in our lives. He is too busy and sometimes I feel that he doesn't have time to hear my daily-basis shit. Thanks for asking!

n/a. I did not take as much advantage of my committee as I could have. Otherwise I am sure I would have been very satisfied with their advising too.

I for one would probably have benefitted from some early training in how to find ways to negotiate my mentors style with my own and ways to understand what to do when they are completely contradictory or at completely opposite ends of a spectrum. Also, I feel like there should be some understanding of what can be done to switch labs and when it is appropriate. From a students perspective its hard to know when a situation is a part of the norm and when a situation is bad enough for you to walk away from. Also, I think it would be helpful to teach students and mentors about what behaviors can be viewed as appropriate vs inappropriate vs abusive and what everyone can expect.

Some sort of mechanism to require that advisors are actually advising and training students. Perhaps revocation of participation in the curriculum for advisors who consistently allow students to linger with minimal progress.

It would be nice to have an up-to-date website which provided information about all faculty and students within the genetics curriculum (the site could be run by current students and could be accessed by rotating and/or current students). The website would be a good reference for rotating students to use, as it would provide information about the laboratory's overall research objective and would give current students an opportunity to comment on their specific research project, their working relationship with their mentor, and why they joined this particular laboratory. The current students could also list other labs that they rotated with, so rotating students interested in genetics can see what labs are popular among genetics students. This will also give rotating students a chance to contact a laboratory's current students before or after rotation are completed.

Now more than ever, PhD students are going into non-academia careers, while we have multiple resources to learn and hear about career advice (via TIBBS and IMSD), I feel that most PIs have no clue how to handle this. I've had talks with my PI and she's been encouraging about me seeking information on careers I might be interested in, but that still means my PI and certainly my committee are not very involved in shaping me and molding me for a career outside of academia. We could definitely use more help in figuring out what careers are out there, what our PIs know about multiple careers and most importantly that we have their support. With the exception of one of my committee members I get very little advice from the rest of my committee, outside of the 2 hours I might meet with them every so often. I realize this should be largely my own doing and that everyone is very busy, but I wish committee members were more proactive in mentoring us in our research on a regular basis.

I think everyone's experience is unique, and for the most part I am satisfied. I do think that TIBBS is an indispensable resource for students to get mentoring and advice that they feel are lacking from their committees and mentors.

As I approach a set graduation date I feel the last 2 items will change

More guidance/info sessions on alternative career paths (science writing, editing, teaching). Even though most of us want to do a post-doc in the future, it would be nice to learn more about alternatives. Also, I would like for my PI to encourage us to pursue more career building/networking opportunities (i.e. trips to conferences). While many of my peers have participated in such conferences, I have not yet, and I feel as though this may put me at a disadvantage in my future job search if I don't attend any meetings.

No changes necessary. Though I have not yet formed a committee.

It would be nice to have a secondary advisor outside of one's primary advisor that they could discuss their research projects with, and not feel guilty to be looking for a second opinion.

More more more, especially from the committee.

There should be some? But I realize that faculty aren't hired to be guidance counselors but rather for

their research prowess. However, not every PhD is going to be, or should be, pursuing a faculty track because there are simply not enough positions to handle the thousands of PhDs that are being generated each year. But students do have interests outside of academic research and faculty are in a great place to be able to provide contacts or advise to their students about such "alternative tracks". This is simply not done, and I do not know why. It seems rather lazy and shortsighted.

My advisor is terrific, and so are many, many others in GMB. However, I would very much appreciate a more purposeful emphasis on career mentoring/advising. I find that advisors are willing to allow time so students may pursue career goals if asked, but do not know about/actively encourage students to pursue career-building opportunities outside of lab and do not know what skills/experiences are important for students to work on to prepare for careers outside academia. Some are not very knowledgeable of other careers & have few contacts outside academia. But that is the only thing I would change.

I would have really appreciated a workshop on Committees before I attended my first committee meeting. I had a vague understanding of what to expect.

Committee members and Thesis advisor provide exceptional guidance for planning and performing research, writing papers, and all aspects of becoming a good scientist. One area that could be improved is the overall mentoring for senior students who are ready to move on and find a new job. Information and advising about all possible career options would be helpful, as PIs tend to think there is only one career path possible and that is the path that they have chosen.

This will always be dependent on who the student chooses for their advisor and committee members, so the best thing the curriculum can do is provide advising sessions to students on choosing a thesis lab. TIBBS and BBSP provides these only in a group format. That is important, but also one-on-one sessions with an advisor would be helpful. Any BBSP student interested in joining a GMB lab should also meet with Bob. The chair of your committee should not be your advisor-- make that a mandatory guideline.

it would be nice to have information on career options that aren't just academic research, industry research, or science writing.

I think it would benefit the students in GMB to have preparation in career development that isn't geared toward becoming a PI at a research institution. While focus of the students should be on research, I think that students should be able to candidately discuss with their mentor what their ultimate career goals are and have their mentor(s) help them succeed in achieving those goals. This would mean that if a student wishes to go into public policy, outreach, or undergraduate teaching, emphasis would be placed on the student working in ways to help boost their CV/Resume to show that they have the skills necessary to succeed in their chosen profession.

17. How satisfied are you with the following aspects of the leadership/administration of the GMB Curriculum?

#	Question	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Responses	Mean
1	Director of Graduate Studies availability	0	0	16	25	31	72	4.21
2	Director of Graduate Studies helpfulness	1	2	14	16	39	72	4.25
3	Student Services Manager availability	0	0	12	10	50	72	4.53
4	Student Services Manager helpfulness	0	0	12	9	51	72	4.54
5	Help with meeting GMB requirements (i.e. committee meeting reminders, etc)	1	2	8	22	39	72	4.33

18. What changes, if any, would you like to see in the leadership/administration of the GMB Curriculum?

Text Response

The leadership of the program is awesome. I wish there were an option above "very satisfied" so that I could pick that option.

None! I think they're the best!

Someone needs to get to work on cloning Sausyty. She is and has been essential to things working as smoothly as possible for students in the curriculum.

Bob and Sausyty are two of the greatest assets the GMB curriculum has.

None Sausyty is the most helpful person on campus.

Sausyty Hermreck and Cara Marlow are wonderful. Couldn't ask for anyone better.

AMAZING team! Keep up the stellar work!

Tell us what a Student Services manager is...

Sausyty is amazing, and Dr Duronio is a great DGS.

I think we have a great support system in our DGS and student services manager, I would be nowhere without them. Aside from my PI, these are the two most important people in helping me get through the program.

I would like to see the leadership/administration have more ability to enforce authority over individual PI's when problem situations arise.

Nothing! Bob and Sausyty are both fantastic!

No changes necessary. Bob and Sausyty are great in their respective roles in the GMB curriculum.

They are great!!!!

No changes! They are the best!



The GMB curriculum administration are amazing and extremely helpful. I cannot imagine that they could do a better job!

More mentorship interaction b/w leadership and students.

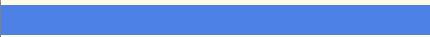

Everyone who is in charge is great at their job!

Questions to Director and Student Services Manager are always answered promptly and thoroughly.

19. Do you use the GMB Curriculum website?

#	Answer		Response	%
1	Yes		51	70%
2	No		22	30%
	Total		73	100%

20. Do you like the look and feel of the GMB Curriculum website?

#	Answer		Response	%
1	Yes		45	90%
2	No		5	10%
	Total		50	100%

21. What useful information is absent from the website?

Text Response

I havent really thought about it

More convenient links to seminar schedule. A calendar of events (including TIBBS and BBSP stuff) would be nice.

no

It was sort of nice that the student/faculty directories had photos at one point so you could put names to faces.

More specific contact info for students. Currently, only an email link using outlook is available.

information about the training grant

Info about students in each lab and what their projects are.

More detailed guidelines for the first thesis committee meeting and oral exams.

Generally pretty useful.

Current information about PIs and their research. Information and statistics regarding the PIs funding history and proven record of successful and timely training of students and postdocs as well as ability to place them in meaningful positions after completion.

It would be helpful to have more information about current student's projects/laboratory

It's been updated in the last year and it looks much better than before and has a ton more information. I can't think of anything that might be missing.

Pictures of students and faculty. It would be nice to know who's who.

It would be nice to have general guidelines for the oral/written proposal format- a "how-to" for people who have not written NRSAs or NSFs. Or maybe previous students' written proposals.

Any and all information that could maybe help facilitate getting research done more efficiently. Some examples: A directory of shared/common GMB/UNC equipment/locations/contact persons. Links/brief descriptions of the research Core facilities on campus that are available to GMB labs. Links to TCF, E-procurement system, Lineberger, EHS, animal facilities, ++. These would be very helpful, especially for new students who aren't experts in very many techniques when they start grad school and don't know about all of the great resources that are scattered around campus. Many faculty/lab web pages could use an update. Some of these labs do have updated web pages, but the GMB website links to their older Dept. of Genetics page and not their website. I really like the Seminars and Events pages that were added. It's nice having this information all in one place. I would include the symposia and I would also add the monthly social hours & events to the page, and the TIBBs events that GMB students may be particularly interested in: genetics-related seminars in other departments, and especially social, networking, and career building opportunities for students and post-docs. Also it would be nice to view seminars and events in a 'monthly calendar' format.

Links to faculty webpages and course descriptions.

example of thesis proposal link to graduate school and specifically dissertation requirements info about formating thesis proposal and dissertation

Information regarding the preparation of the thesis proposal (i.e. instructions, suggestions, format, examples, etc.)

22. How effective are the following aspects of the GMB Curriculum website?

#	Question	Very Ineffective	Ineffective	Neither Effective nor Ineffective	Effective	Very Effective	Responses	Mean
1	For learning about GMB faculty research	1	3	3	35	8	50	3.92
2	For learning about fellow GMB student research	6	14	14	12	4	50	2.88
3	For learning about GMB course requirements	0	0	2	29	19	50	4.34
4	For learning about seminar schedules	0	4	5	30	11	50	3.96
5	Faculty Directory	0	1	4	30	15	50	4.18
6	Student Directory	2	1	8	24	15	50	3.98

23. What changes, if any, would you like to see in the GMB website?

Text Response

I didn't even know there was information about the students on the GMB website. I feel the faculty research format of the BBSP site is more useful / user friendly.

The faculty research summaries should be updated more often. A lot of them are outdated and it makes it difficult to identify potential labs one would be interested in when looking for rotations. Additionally, it would be great if there were a way to tell which PIs were available for rotations students (ie. a green check mark next to the names of faculty which are currently accepting/interested in meeting with rotation students)

look and feel

The header graphic doesn't have a lot of context, so it looks weird. Should probably just stick to the curriculum logo and then some rotating scientific image. Maybe a section for some pictures from curriculum and department events as well?

Change or remove the banner picture at the top of the website. It is too big and not visually appealing. Replace with GMB logo or just move the title to that location.

Updated . . More interactive. It just needs an overhaul.

Contact info for faculty (campus address, office, CB#, phone, email, etc.). Info about current and past students/postdocs in each lab and what they are doing in the lab or what they are now doing (current occupation, etc.)

No info about fellow student research. Professor Bios/research interests are not updated often.

It would be nice if previous schedules for seminars were kept online (so if you were trying to look back and remember the name of a speaker who came the year before, you could).

As previously suggested, we need a more up-to-date website containing current genetics faculty, laboratory focuses, and current students - this type of website would be helpful for rotating students

and those thinking about joining the genetics curriculum, as they could see what current students think about the laboratory's environment.

Small summary of students' research.

I don't know if this is problem, but all PI's should be required to have a website describing their research, lab, and publications. This is how incoming students and interviewees get nearly all of their information.

a link to different talks issued throughout the week/month

More detailed research descriptions, especially for first year students. Some PIs haven't updated their webpages in years, so simply providing a link to their websites may not be effective.

No changes necessary

event calendar

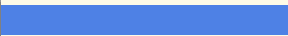

(copied from above) Any and all information that could maybe help facilitate getting research done more efficiently. Some examples: A directory of shared/common GMB/UNC equipment/locations/contact persons. Links/brief descriptions of the research Core facilities on campus that are available to GMB labs. Links to TCF, E-procurement system, Lineberger, EHS, animal facilities, ++. These would be very helpful, especially for new students who aren't experts in very many techniques when they start grad school and don't know about all of the great resources that are scattered around campus. Many faculty/lab web pages could use an update. Some of these labs do have updated web pages, but the GMB website links to their older Dept. of Genetics page and not their website. I really like the Seminars and Events pages that were added. It's nice having this information all in one place. I would include the symposia and I would also add the monthly social hours & events to the page, and the TIBBs events that GMB students may be particularly interested in: genetics-related seminars in other departments, and especially social, networking, and career building opportunities for students and post-docs. Also it would be nice to view seminars and events in a 'monthly calendar' format.

research bios are out-of-date faculty and student directories could be more streamlined. It would be nice to have links to student email addresses-- however, this info should require UNC authentication or only be available on the UNC-1 network.

24. Scientific Specialization (rank 1-3 with #1 being the most closely related) Which categories do you consider the student research in your lab to be most associated with

#	Answer	1	2	3	4	5	6	7	8	9	10	Responses
1	Genetics	25	14	7	0	0	0	0	0	0	0	46
2	Genomics	9	9	8	0	0	0	0	0	0	0	26
3	Gene Expression	10	14	9	0	0	0	0	0	0	0	33
4	Complex Trait Genetics	10	1	8	0	0	0	0	0	0	0	19
5	Molecular Biology	28	18	11	0	0	0	0	0	0	0	57
6	Cell Biology	10	8	16	0	0	0	0	0	0	0	34
7	Biochemistry	4	8	13	0	0	0	0	0	0	0	25
8	Developmental Biology	13	8	7	0	0	0	0	0	0	0	28
9	Bioinformatics	4	8	13	0	0	0	0	0	0	0	25
10	Computational Biology	3	5	9	0	0	0	0	0	0	0	17
	Total	116	93	101	0	0	0	0	0	0	0	-



25. While in graduate school, have you ever submitted extramural (i.e. outside of UNC) funding applications?

#	Answer		Response	%
1	Yes		44	60%
2	No		29	40%
	Total		73	100%

26. Which agencies did you submit applications to?

Text Response
American Heart Association (10)
National Institute of Aging
NSF (15)
NIH (5)
NSF, AHA, National Cancer Institute
NIEHS
NSF, NIH
American Heart Association, NRSA F31
NIH, Dept of Defense
Bladder Cancer Advocacy Network Research Award
NCI
DOE (renewal)
NIAID
NIH UNCF FASEB/MARC
Autism Speaks
Gem fellowship
HHMI

27. Were any of your applications awarded?

#	Answer		Response	%
1	Yes		18	42%
2	No		25	58%
	Total		43	100%

28. What is your first choice of position after graduation?

Text Response

Post-doc (30)

Faculty at a major research medical center

Post Doc, but I am not thrilled about it.

post doc position leading to research faculty position

research associate in industry

I am currently looking for positions in management consulting or the pharmaceutical industry.

I'm working on postdoctoral applications with the goal of becoming a faculty member at a top-tier research university.

Undecided.

Post-Doctoral Position at a major research institution.

Teaching postdoc

residency

Teaching

Scientist or Research Associate at a small biotech company

A research-centered medical residency in genetics

Open to consideration for positions in biotech, pharma, consulting, and regulatory agencies.

post doc position at a CRO focusing on cancer therapeutics

post-doctoral fellowship at a major research university

I would like to do a post-doc in an industry setting.

Clinical lab or medical school

Industrial Post-Doc position

industry

Medical Resident followed by faculty position with split clinical/research time.

Business analysis

assistant editor at a scientific journal

Probably a post doc though I am also looking at some other stuff

Lecturer/Mentor

undecided

Industry position.

Im not sure at this moment.

industry post-doc

Do not know. I would like to leave research.

Industry/Government positison

I don't know

Outreach and science education
Post doc or Farmer... still can't decide
Post doc with a government agency or a private industry position
Postdoctoral fellowship to prepare for teaching at a small liberal arts college.

29. How satisfied are you with the following?

#	Question	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Responses	Mean
1	The preparation GMB participation provides for your future position	4	5	20	30	13	72	3.60
2	The availability of career development resources on campus	1	5	21	31	14	72	3.72

30. What, in your opinion, is the greatest strength of the GMB Curriculum?

Text Response

Great leadership that cares about and is invested in the students, backed by excellent faculty with a focus on mentorship.

I think the faculty leadership and administration are outstanding.

It's a relaxed environment with a great deal of comradery amongst the faculty. It makes for a great learning environment without being overbearing and hyper-competitive.

The strong, friendly community.

Student support from the curriculum in terms of mentorship and career advice.

diversity of research field connected

The oral examination being grant style and based on your thesis research.

The faculty are very accomplished.

The people. The culture of the curriculum encourages collegiality and camaraderie. I would also say that while not directly part of the curriculum, TIBBS is an essential complementary aspect of student development.

Accessibility to a wide range of research areas

Diversity of faculty members and course structure

It is a larger curriculum allowing for more contact with a variety of different students and faculty.

The faculty support and wide range of faculty interests.

The breadth of research within the program

Good faculty.

Reputation

The high level of cooperation and collaboration between the students and faculty.

Openness and collaborative attitudes between labs within GMB.

I think all of the presentation opportunities really give us ample preparation to talk about our science.

Constantly challenging students.

Interactions with other members of the community.

Outstanding admin and leadership staff

The faculty and all of the possibilities to interact with them

The community and the DGS

Friendliness and approachability of the people.

The greatest strength about the GMB curriculum is it's faculty and staff - this department is VERY well organized compared to others on campus. All the requirements, forms, and necessary paperwork is easily accessible and distributed in a timely manner - we don't experience any of the administrative issues present in other departments and if there are problems, they are quickly addressed and easily fixed! The faculty are easily approachable and, for the most part, thoughtfully consider student feedback.

Large group of students and faculty. Plenty opportunities to present your own and to listen to other's

research.

The biggest strength GMB has besides its great administrative support, is the diversity of the labs that comprise GMB. It allows for multiple collaborations from labs that might have different focuses but are still tied together by an overarching interest in the genetics and molecular biology behind the systems. I think this also helps bring support to some smaller areas of research that otherwise would not stand alone as their own PhD program. This was one of the main reasons I came to UNC and joined GMB.

Diversity

collaborative efforts amongst labs

The amount of diversity among faculty and student interests.

The leadership and camaraderie. Bob and Sausyty make a great team in the administration of the curriculum.

It is very well organized, thanks to the wonderful work of Sausyty Hermreck and Bob Duronio. I think the program runs very smoothly, and it seems like the students are happy with GMB. Many students attend the student seminars and look forward to the retreat every year. The written exam is in a good format. The classes are good.

Overall quality of research and collaborative atmosphere.

The supportive faculty and curriculum directors/managers.

quality of research

the connection i feel with people in other labs and the feeling that i can find help from anyone on campus

The different areas of science that everyone is able to participate in - it makes it interesting.

Strong mentors in the field of genetics

wide variety of research interests by the faculty; allows for a very diverse and multifaceted approach to my personal research

The people, the culture, and the science

The collaborative nature and opportunities this allows for expanding your research.

Its flexibility and diversity and interaction of students with faculty.

Collaboration and very high scientific standards that really push student to become smart thinkers and good scientists

The bioinformatics curriculum (opinion from someone not in that curriculum).

Curriculum faculty

The community and the degree of cooperation between labs, students and faculty; the willingness and eagerness for collaboration; and the

The availability of the many different types of research you have to choose from as a graduate student.

The people (both administrative support and the faculty)

The support that's built-in to help students navigate requirements

The cooperation within the curriculum. The sense of community and the open and friendly nature of the people.

Collaboration and community

I truly feel GMB wants each student that enters the program to successfully complete the program. I feel that I have access to all the support I needed to ensure my success. I never perceived a sink or swim attitude from the faculty and staff. The willingness to make sure I found the right mentor and setting for my needs has undoubtedly been monumental in my success thus far in the program.

broad faculty membership and great opportunities for collaboration and ideas from various fields - partly facilitated by required attendance at Fridays and Tuesdays before passing the written exam

Many different faculty members and the cooperation between labs

The opportunities to present our research.

Diversity of research and the large number of faculty and students across campus that participate in the GMB curriculum.

31. What would you like to see improved in the GMB Curriculum?

Text Response

Opportunities to interact intellectually and socially (some of this is a failure of mine)

Sometimes the Friday seminar topic seems inappropriate for a GMB community (specifically purely bioinformatic/ computational biology talks).

The Friday seminars often focus on the genetics aspect of the curriculum (ie. GWAS studies, etc). I would really like to see a few more focused on the molecular biology of disease development and crucial pathways in the nucleus that lead to genetic abnormalities or instability.

No requirement of Friday afternoon seminar after the 3rd year (regardless of completion of the oral examination).

More professional development.

The only major negative can come from the fact that GMB is not a department. However, fixing this may create unforeseen problems. I was housed in the Physiology department and this had good and bad things. I would rather my neighboring labs be interested in the same questions and have experience with the types of assays I was performing. However, this experience gave me a physiologic perspective while also fostering independence and forced me to seek outside help thus creating many opportunities for interactions in many departments.

Promotion of resources available to us as students that are specific to GMB.

Expand career options and exposure to such.

A resource that focuses on funding opportunities for more advanced graduate students.

No more mandatory TAing, PLEASE!!

More opportunities for older students to interact with younger students. (senior students comment on younger student presentation, instead of just the other way around)

I wish more of the seminars dealt with basic science rather than translational/genomic science.

Timely matriculation of students through program. Meaningful guidance and encouragement for non-academic career paths. Training of students to be professional scientists and/or scientific professionals rather than just post-docs (i.e., temporary non-employee)

I think the Tuesday student seminar series could be improved. Currently it provides a great opportunity to put together a presentation, but there aren't many chances for student participation (outside of asking questions about data).

I would like to see a bigger emphasis put on PIs to be the best mentor they can be. Ultimately they are training us to become PhDs, to think like a PhD and work in a very calculated and precise manner. I see some PIs that are too driven by the need to publish or generate data that they can mold into a paper without thinking of whether it is taking a student off track from their proposed work. I think PIs should be held accountable for how they treat and train their students. Most PIs here are great, but those select few I think give others a bad reputation and ultimately put off students from becoming PIs.

I think I've mostly covered this in other questions.

More information and guidance about obtaining intramural and extramural funding. Establishment of a grant writing course. More career building/networking opportunities.

I would like to see and learn about more translational aspects of Genetics and Molecular Biology.

Research at the Lineberger symposium this year was particularly interesting to me.

Maybe getting students to graduate in a more timely fashion. Many students graduate in 6-7 years, rather than 5-6 years.

Better student mentoring.

too much emphasis on molecular biology instead of genetics

some level of mentorship and training for alternative tracks outside of an academic faculty position

More student flexibility, course offerings in statistics

Increased emphasis on career preparation/development for students

More coursework offered or offering seminars to help students develop necessary skills outside of the classroom.

If you could add other courses that count as course requirements.

mentorship advice on choosing a thesis committee I like the atmosphere of the Tuesday student seminar-- it's more comfortable for students to ask questions among a mostly-student audience. However, that also means that there is very little faculty input into GMB students' ongoing research, which would be very beneficial for the presenter.

Relevance of topics covered in early required course material

A more structured timeline to graduation. Some sort of enforced plan that all PI's should abide by.

No complaints.

Facilitate inter-curriculum contacts and events (I know that's probably out of the purview of GMB itself, but it's always good to branch out and forge cross-disciplinary connections in my view)

At this point I am very satisfied with GMB.

Interaction with faculty in different disciplines - encourage more faculty to attend the retreat.