## Action Items:

1. The TAC requests funding ($1000 per year for 4 years) for a networking session at the annual Experimental Biology meeting for all trainees who are members of the APS committees and Section Steering Committees with the members of TAC.

2. The TAC requests approval to develop and test an APS Ambassador Program to increase outreach to local undergraduate and graduate institutions to promote APS membership, programs, and awards. TAC requests support for $500 travel funding for EB for 5 Graduate Student Ambassadors for 5 years as a test period for the program ($2500/year; $12,500 for 5 years). APS has already contracted for GoToWebinar service therefore there is no additional cost for the GSA online training other than staff time. The program would begin with nominations and training by webinar in 2015.

3. The TAC, in conjunction with the COPC and Porter Committee, requests approval to develop and test a Career Webinar Series to disseminate much needed information about career tracks in physiology to APS trainees. TAC requests support for the production of 1-2 webinars per year for five years as a test period for the series. APS has already contracted for GoToWebinar service therefore there is no additional cost for this series other than staff time.

## Trainee Advisory Committee (TAC) Charge

The Trainee Advisory Committee shall be composed of one regular or student member selected by each Section of the Society plus a chairperson. Each member shall serve a term of three years. Consecutive terms are prohibited from the same section, and extension of terms is discouraged. The chair will be appointed by Council from self-nominated candidates; preferred candidates are current TAC members and persons who have served on the TAC within the previous three years. The Society’s Education Officer is an *ex officio* member of the Committee, without vote.

Duties of the Trainee Advisory Committee are to:

- Hold regular meetings including at the spring meeting of the Society, at the APS headquarters each fall, and via conference call and as needed during the year.
- Investigate the needs of trainees, both pre-doctoral and post-doctoral, to determine how the Society can provide necessary support and assistance.
- Coordinate activities with other APS committees to enhance the status and respond to the needs of trainees at all levels (pre-college, undergraduate, graduate, postdoctoral, and junior faculty).
- Organize an annual symposium or workshop at EB designed to assist trainees in their development of independent careers.
- Publish an email newsletter for trainees, manage and maintain a web site for trainees on the APS web site, and create and manage other online networking tools (e.g., Facebook) for communicating with trainee members.
- Bring relevant matters to the attention of Council and act on Council recommendations.
- Encourage the active membership of trainees in the Society.
- Welcome each new trainee member on behalf of the Society, the Section, and the TAC and provide information on Society and Section benefits and activities for trainees.
I. STRATEGIC PLANNING

A. Background: The programs and activities of the TAC are related primarily to all five of the 2010 Strategic Plan Priorities:
1. Increase efforts to ensure awareness of, and advocacy for, the discipline of Physiology;
2. Actively work to attract, meet the needs of, engage and retain membership subgroups;
3. Develop strategies to strengthen the Society’s publications in a changing world;
4. Enhance opportunities for scientific interaction and exchange; and
5. Increase the visibility of physiology in life sciences and health sciences education.

The TAC was pleased to be involved in the recent APS Strategic Planning process by submitting a SWOT analysis and having representatives at the Strategic Planning Meeting in January 2011 and on the Strategic Planning Task Forces.

B. Update: TAC looks forward to working with Council and other committees on implementation of the APS Strategic Plan, and the TAC has developed several ideas to address these goals. Four of these ideas were selected to be top priorities for the TAC:
1. Strategic Planning Goals #1, 2, and 5: Start a Graduate Student Ambassador Program to increase outreach to undergraduate and graduate populations. (Please see section X.B.2).
2. Strategic Planning Goal #4: Begin a cross-sectional featured topic at Experimental Biology featuring only trainees / early career investigators. (Please see section III. E. 1).
3. Strategic Planning Goal #3: Hold a symposium at Experimental Biology and prepare an article for the Physiologist on “How to be a Reviewer.” (Please see section III. C).
4. Strategic Planning Goal #1: Begin a webinar program to highlight various career opportunities for physiologists. (Please see section IX)

In addition, our discussions raised several questions on how trainees feel about different aspects of APS (EB events, publications, social media outreach, etc.) that can be addressed via the TAC survey that will be conducted every 5 years in coordination with the APS Strategic Planning Process. (Please see section II. B).

II. TAC TRAINEE SURVEY

A. Background: In 2004, the TAC conducted the first TAC Trainee Survey to determine what each segment of APS trainees (graduate students, postdoctoral fellows, and new investigators) saw as important issues that the Society should address. More than 200 trainees responded to that survey, and their responses have directed many of the Committee’s activities as well as those of other APS Committees and Section Steering Committees. In its 2006 report, the Council authorized the TAC to conduct the Trainee Survey every three years to update APS’ information on the needs of trainees. The survey is not limited to APS members but casts a broader net to solicit information from the many trainees who are involved in APS activities and meetings. The 2007 survey gathered information from 617 trainees, a 300% increase in responses compared to 2004. TAC members and APS staff published a report comparing the 2004 and 2007 findings in Advances in Physiology Education.1

The 2010 survey was conducted in conjunction with the Strategic Planning process. Each TAC member promoted the survey to their Sections and notices were sent via other APS outreach methods (listservs to members, trainees, and minority physiologists, APS Facebook pages, and Twitter feeds). Nearly 900 trainees and new investigators completed the survey (n = 885), a

143% increase in responses over 2007. The survey provides information on trainees and new investigators both from the APS membership (52%) and more broadly (48%). Responses from APS members were representative of all APS Sections.

B. Update: A full analysis of the 2010 survey results, analyzed by educational level, was provided to Council in 2011, and a TAC subcommittee is working on a manuscript to publish the 2010 survey results. At the fall 2013 TAC meeting, the Committee approved moving from a survey every 3 years to every 5 years in order to align this process with the APS Strategic Planning process that is currently done every 5 years. The TAC began planning for the 2014 survey, including discussion of topics and objectives. The design of the survey will be completed this fall, and the 2014 survey will be distributed in November-December 2014 so that results will be obtained prior to the 2015-16 APS Strategic Planning. Special efforts will be made to reach out to HBCUs and HHCUUs and to undergraduate physiology departments. The survey will include few questions from the previous surveys so that we can continue to track responses over time, and new topics will also be included in this survey:

1. How do trainees select a journal to publish their work? Does this change as career stage changes? How do trainees learn to review manuscripts?
2. Do trainees attend / enjoy the YES mixer at EB?
3. Do trainees attend the APS Sponsored Career related sessions at EB? What hinders trainees from attending? Are the sessions useful? What topics would trainees like to see addressed via symposia or webinars?
4. Do APS Trainees use Facebook and Twitter? What topics would they like to see addressed via social media outlets?
5. What are the demographics of the survey respondents? From what type of institutions are they?
6. Are trainees aware of the professional skills training opportunities offered by APS? Have they participated in PST courses?

The TAC welcomes suggestions from Council for additional survey topics.

III. EB SYMPOSIA

A. Background: The TAC has provided an EB symposium/workshop focused on graduate and postdoctoral issues since 2006. Materials from the sessions are available online as both PowerPoint files and “flash” files (graphics and voiceover) (see www.the-aps.org/mm/hp/Audiences/APS-Committees/tac).

B. Update - Experimental Biology 2013: Multimedia presentations for the EB 2013 Trainee Symposium, Translational Research: From Bench to Bedside," are available at the APS website and are catalogued at the APS digital library, Life Science Teaching Resource Community (LifeSciTRC) for wide dissemination.

C. Update - Experimental Biology 2014: The 2014 TAC Symposium was entitled, “The Other Side of the Submit Button: The Ins and Outs of the Manuscript Review Process,” and was organized by Nicole Nichols, Vanessa Ramseyer, Karla Haack and Megan Greenlee. This symposium was so-sponsored by the APS Publications Committee, and it included presentations on 1) How to become a reviewer, 2) What are the responsibilities of a reviewer? and 3) What is included in a review? The presentations were followed by an open forum discussion panel with the invited speakers (Drs. Kay Lund, Jerry Dempsey, and Irving Zucker). Dr. Nichols and Dr. Sasser (TAC Chair) also prepared an article for The Physiologist / the

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2 http://www.the-aps.org/mm/Careers/Mentor/Career-Choices-and-Planning/Postdoctoral-Fellow/Career-options/Academic-Careers/Research-Careers-in-Academia/Research-Careers-at-University-or-Medical-School/Translational-Research
Women in Physiology Committee Mentoring Forum that was published immediately prior to the EB meeting (The Physiologist. 57:88-91, 2014). Attendance at this Wednesday morning symposium was moderate (~75) and the speakers received very high ratings from the attendees (see below).

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Avg. Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to become a reviewer?</td>
<td>4.5</td>
</tr>
<tr>
<td>P. Kay Lund, Ph.D., University of North Carolina at Chapel Hill</td>
<td></td>
</tr>
<tr>
<td>What are the responsibilities of a reviewer?</td>
<td>4.4</td>
</tr>
<tr>
<td>Jerome A. Dempsey, Ph.D., University of Wisconsin</td>
<td></td>
</tr>
<tr>
<td>What is included in a review?</td>
<td>4.4</td>
</tr>
<tr>
<td>Irving H. Zucker, Ph.D., University of Wisconsin</td>
<td></td>
</tr>
<tr>
<td>OVERALL PROGRAM RATING</td>
<td>4.4</td>
</tr>
</tbody>
</table>

**D. Update - Experimental Biology 2015:** In 2015, the TAC symposium will focus on the development of supervisory and management skills. Committee members Megan Greenlee and Chris Banek are organizing the session. The session will include talks on the following topics: 1) Hiring and Firing: Finding the Right Employees (Mike Reid, PhD), 2) Effectively Managing People and Resources (Kim Barrett, PhD), and 3) Dealing with Difficult Situations and People (Francine Montemurro, JD). The abstract is provided below.

**2015 EB Trainee Advisory Committee Symposium**

**Scientists as Supervisors: Hiring, Firing, and Beyond**

Supervisory and management skills are essential for scientists’ success both inside and outside of research. These skills are necessary to effectively manage projects, resources and personnel, and to create a work environment that fosters efficiency and productivity. Indeed, the National Postdoctoral Association declared that leadership and management skills are one of the core competencies necessary for postdoctoral fellows to succeed. Despite the acknowledged importance of supervisory skills, most trainees do not receive formal training in personnel, financial, or project management. To fulfill this need, we propose to offer a trainee symposium at EB 2015 that addresses these issues in supervision and management, and brings attention to the critical importance of implementing this training in current trainee programs across the country.

The Trainee Advisory Committee (TAC) will sponsor this proposed symposium. The overall objectives of the symposium are to provide information for trainees on the following: 1) hiring and firing (finding the right employees), 2) resource and personnel management, and 3) conflict resolution. We chose speakers based on their extensive knowledge and/or experience in laboratory and personnel management. Following the last presentation, we will hold a panel discussion with the speakers to focus on trainee discussion points and questions. We will collect discussion points/questions from spontaneous questions from the audience and outside resources such as surveys and social media.

**E. Update – Future Experimental Biology Planning:** As part of ongoing strategic planning discussions, TAC has discussed possible new session types at EB. The TAC has been in

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3 On a scale where 5 = “Very Useful” and 1 = “Not at all Useful”
discussions with the JPC and SAC to develop specific recommendations for future EB meetings.

1. **Trainee Cross-Sectional Featured Topic**: In order to increase trainee / early career investigator involvement at EB across Sections, the TAC suggests that APS consider developing a Trainee Cross Sectional Featured Topic. The TAC subcommittee (Karla Haack, Laura Gilliam, and Jessica Bradley) submitted this as a Cross Sectional Proposal to the JPC in April (please see appendix), and is awaiting confirmation that the session will be programmed for EB2015. Following EB 2015, the TAC, SAC, and JPC will evaluate the benefit of this session. TAC welcomes Council input on the planning of this featured topic.

2. **Early Morning Career Development Sessions**: The TAC has discussed the opportunity of reaching more trainees (especially those who cannot stay at EB until Wednesday, the unofficial “Trainee Day”) by holding symposia / workshops aimed toward graduate and postdoctoral career issues in an early morning format. The Porter Physiology Development/Minority Affairs Committee has had good success in hosting a breakfast/networking session for Minority Travel Fellows. The TAC chair has been in discussions with the JPC chair, and this proposal was recently presented at the Spring JPC meeting where it received support from the committee. TAC will request input from JPC to help develop this proposal and requests input from Council regarding exploring the feasibility of using the 7am – 8am time slot for these sessions at a future EB meeting. The Career Opportunities in Physiology Committee and the Women in Physiology Committee are also interested in moving their symposia/workshops to this format.

### IV. CAREER WEBINAR SERIES

**New Initiative**: There exists a growing need for more comprehensive career information resources for trainees in the biological sciences due in large part to a changing workforce landscape within the biological/life sciences. Based on data from the NSF and NIH, the percent of U.S. trained biomedical PhDs who, 5-6 years post-degree, hold tenure or tenure-track positions was approximately 15% in 2008. Despite these numbers, career development for trainees (graduate students and postdoctoral fellows) still centers primarily on pursuing a tenured academic research position. However, the data show that, every year, a larger proportion of the workforce in biomedical/biological sciences moves into science-related non-research positions. The objective of this proposal is to improve trainees’ understanding of and access to information concerning the diversity of physiology careers. The TAC, COPC, and Porter Committees joined together to support this project since it targets both trainees and careers.

**How do we best reach trainees?** There are many different media resources through which our committees might target trainees. Through our discussion and examination of effective ways to reach trainees, we determined that **webinars are the best medium** through which to reach the most trainees in real time and after the event. Webinars are **interactive online conferences/workshops** that allow for highly-effective and interactive distance education using real-time and/or recorded informational presentations. These platforms also allow for synchronous communication with the presenter. In turn, webinar use is on the rise as a tool for businesses and academic institutions to provide professional development courses.

A recent publication in the Journal of Extension highlights the benefits of webinars to participants.4 Around 80% of participants reported that the webinars in this study were highly useful and that they intended to integrate approaches gained from the webinars into their

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professional lives. The most striking aspect of the report is that ~95% of participants rated the webinar equal to or even better than traditional programs such as live workshops and seminars. The participants also cited how the webinars were extremely convenient and technologically easy to use compared to other professional development platforms. Additionally, webinars offer the following benefits:

- Offer a more cost effective mechanism to disseminate information to hundreds of participants by taking advantage of readily available resources such as computers, tablets, and smartphones with internet capability.
- Allow participants to conveniently and easily engage with presenters in real-time
- Eliminate the costs and time associated with travel to/from an on-site workshop and allows for dissemination to a highly geographically diverse audience.
- Allow presentations to be easily recorded and repurposed for dissemination in the form of YouTube video and Podcast audio. These formats further facilitate discussion by offering a platform where viewers can post comments and offer feedback.
- Allow for use by all APS staff, members, and committees for conferences, professional development courses, and more.

Upon researching platforms, we decided that the GoToMeeting webinar platform (GoToWebinar by Citrix) may be best suited for use for this webinar project and APS as a whole. This platform is easy to use for organizers, presenters, and participants (can be set up in minutes), has built-in audio and video conferencing, and has available mobile-apps for participants wishing to use tablets and smartphones to connect. APS Education Office staff members, IT Director and Dr. Martin Frank met with Citrix representatives in May and have contracted for the service for the coming year.

Reference:

**Design of Webinar:** We propose the creation of individual webinars detailing distinct career paths within physiology. The layout of the webinar will include **30 minutes of real-time interaction** (20 minute presentation and 10 minutes of questions) facilitated by a presenter currently working in a chosen field (see list below). The presenter should have recent but considerable (>5 years) experience within the field such that the presenter can provide information and insight into the process of obtaining a position within that field in the recent past. The presentations will include a slide show and voice guidance by the presenter. There is also the possibility for the webinars to include visual guidance by the presenter using webcams. A representative from TAC or COPC will participate in each live-webinar to ensure that the technology runs smoothly and to facilitate the question and answer session. Each webinar will be recorded for dissemination to a larger audience via the APSYouTube channel, the APS website, and the LifeSciTRC. Questions and comments posted on YouTube will be monitored and answered by a member of TAC or COPC. Participants in the initial webinars will be asked to evaluate the session for its usefulness and impact vis-à-vis the stated objective of the webinar series. Use of the recorded webinars will be monitored and tallied.

### Webinar Layout

- **15 minute Presentation**
  - Pathway to Your Career
    - How has this changed – what is most current
  - Typical Workday – What Do You Do?
  - Professional Skills and Training Required
  - External Resources for Those Interested
- **15 minute Q&A Session**
Possible Career Paths to Present in Webinars

Academia
• Research Professor (tenure or non-tenure track)
• Lecturer (secondary, college, university)
• Program or Center Director
• Administration (grants, programs, education, etc.)

Industry
• Research
• Business (Medical Science Liaisons, Technical Representatives, Etc.)

Government (FDA, NIH, CDC, EPA, USDA, DOD)
• Research
• Grants Administration
• Regulatory Affairs

Technology Transfer
• Licensing (University or Private Company)
• Patents (Law Office, University, or Private Company)

Non-profits
• Private Foundations (Consulting, Grants Administration, Etc.)
• Scientific Societies (Education, Policy, Etc.)

Science/Medical Writing
• Freelance
• Staff Writing (Magazine, Newspaper, Medical Company, Science Journal, Non-profits)
• Editor (Board Certified Life Sciences Editor)

Science Policy
• Government
• Non-profits

Entrepreneurs
• Start-up Companies
• Consulting Business

We already have accumulated a list of potential presenters to contact upon Council approval including several from industry.
• Carrie Northcott from Pfizer
• Alencia Woodard from Kimberly Clark
• Christine Schnackenberg from GlaxoSmithKline
• Peter Chen (Hyperion Therapeutics) and Barbara Munguin (AbbVie), medical science liaisons
• Glenn Reinhart from Boehler Ingelheim
• Eugene Shek from Novo Nordisk
• Carol Moreno-Quinn from Millenium
• Maggie Alonso-Galicia from Forest
• David Brooks from Johnson and Johnson
• Christine Maric at NHLBI
• Lisa Leon, Christopher Rathbone, or Robert Carter - Government civilian scientists

With approval, we will begin broadcasting and recording 1-2 webinars annually, starting in the spring of 2015.
**Action Item:** The TAC, in conjunction with the COPC and Porter Committee, requests approval to develop and test a Career Webinar Series to disseminate much needed information about career tracks in physiology to APS trainees. TAC requests support for the production of 1-2 webinars per year for five years as a test period for the series. APS has already contracted for GoToWebinar service therefore there is no additional cost for this series other than staff time.

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**V. TRAINEE EMAIL NEWSLETTER**

**A. Background:** The TAC and APS Staff send out periodic listserv notices to keep all interested trainees advised of relevant APS and other news, notice of award opportunities, postdoctoral position openings, articles of special interest to trainees, podcast announcements, etc. In addition, committee members work with APS staff to develop the content for a spring email newsletter containing a list of all relevant career sessions for trainees at the EB meeting. Each Committee member distributes the EB list via their Section listserv, the APS trainee listserv, the TAC webpage, the TAC Facebook Page, as well as at EB trainee sessions. The list has been very well received as indicated by comments and emails from trainees, as well as regular APS members. The newsletters also have embedded links to bring readers to the APS Webpage.

**B. Update:** Laura Gilliam and Michael Schumacher worked with APS staff on the newsletters this year with special emphasis on the spring (EB) and fall (EB award applications) newsletters. The newsletter subcommittee has also been working closely with Cassondra Williams and the e-communications subcommittee, and monthly distribution of a formal newsletter has been replaced by use of Facebook and Twitter (see below).

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**VI. TRAINEE WEB PAGE**

**A. Background:** The new APS website provides “front page” links for trainees, with separate pages for early career professionals, postdocs, graduate students and undergraduate students. Education Office staff have created basic information and links on each page.

**B. Update:** At the Fall 2014 TAC meeting, the Committee will discuss further enhancements needed on these information pages.

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**VII. APS TRAINEE FACEBOOK SITE AND TWITTER**

**A. Background:** TAC launched a Facebook page (www.facebook.com/apstrainees) and a Twitter feed (@apstrainees) in January 2010 for APS Trainees to provide “… a place for you [physiology trainees] to stay in touch with other trainees, ask questions, and get important information about grants, awards, meetings, and other career-related info.” TAC members distribute business cards promoting both the Facebook page and Twitter feed at EB.

**B. Update:** The APS Trainee Facebook page currently has 444 Facebook “Likes” (up from 347 in 2013. A 28% increase), and the twitter account has 110 followers (up from 78 in 2013, a 29% increase). Postings come from staff, TAC members, and APS Twitter feeds, providing regular communication (multiple postings per week, on average) to trainees from the APS and the TAC. At the annual fall meeting, TAC establishes monthly topics relevant to trainees and assigns members responsible for posting materials. Under the leadership of Erica Dale, monthly reminders are sent out to TAC members reminding them to post.
VIII. DALE J. BENOS EARLY CAREER PROFESSIONAL SERVICE AWARD

A. Background: The Dale J. Benos Early Career Professional Service Award honors an early career stage APS member (graduate student, post-doctoral fellow, Assistant Professor or equivalent position) who is judged to have made outstanding contributions to the physiology community and demonstrated dedication and commitment to furthering the broader goals of the physiology community. Examples include: serving on professional committees, participating in K-12 education outreach, participating in scientific advocacy and outreach programs, and otherwise strengthening and promoting the physiology community. In 2011, the Award was renamed in memory of Dale J. Benos, the 79th APS President, for his commitment to service and training of young physiologists in his department and world-wide. Members of the TAC are not eligible for the award during their term or service or for two years thereafter. Three nomination letters (one written by the applicant and two additional support letters) serve as the main basis for selection along with the applicant CV. The letters must demonstrate that the applicant has made a substantive contribution to professional service above and beyond normal expectations. The TAC serves as the selection committee for the award. This award of $1,000 was given for the first time at EB 2008.

B. Update: The TAC received 10 completed applications for the 2014 award. The Committee was extremely pleased to note that the applicant pool was highly competitive. Although many candidates were deemed worthy of the award, the Committee agreed that Karen L. Sweazea, Ph.D., Assistant Professor in the School of Nutrition and Health Promotion at Arizona State University, was the most outstanding candidate. Dr. Sweazea has a remarkable level of professional service, outreach and mentoring/teaching activities with students at the graduate/professional, undergraduate and K-12 levels, as well as with members of her community. She has been nominated for or won awards for both her mentoring and research throughout her career to date. This service was visible during her time as a graduate student and postdoctoral fellow and continues now as a faculty member. The Council approved this selection, and Dr. Sweazea received the award at EB 2014. She will also prepare an article for a future issue of The Physiologist.

The TAC has begun to follow up with past award winners to determine whether they have continued their service activities and to ask about the impacts of receiving the award on their careers and professional activities. The first recipient of this award was surveyed at the end of 2013, and the second recipient will be surveyed this year.

IX. TAC OUTREACH TO NEW APS TRAINEE MEMBERS

A. Background: Since 2006, TAC members have offered a personal welcome to new graduate and postdoctoral APS members and pointed out important APS resources and information relevant to trainee needs and issues. This system has worked well with most representatives contacting new trainee members soon after their acceptance into Society membership. In addition to a personal greeting, each new member is encouraged to: 1) sign up for his/her Section listserv; 2) sign up for the Trainee Listserv; 3) download and review the Professional Skills Listing; and 4) visit the Trainee Webpage. Hyperlinks for each item are embedded in the email for easy access.

B. Update: The Committee has continued this process in the past year. TAC members have received numerous responses from new members asking how they can become more involved in APS. TAC is preparing a document to explain to trainees the opportunities for involvement in APS activities and governance and how to apply for them.
X. OUTREACH TO UNDERGRADUATES

A. Background: TAC members are actively involved in APS efforts to encourage undergraduate student involvement in research and in EB activities. They participate in the Undergraduate Poster Session and Orientation at EB and, in 2007, encouraged the Membership Committee to allow undergraduate students involved in physiology research to become student members of the Society. In 2010, the TAC expanded the TAC survey to include undergraduates, and undergraduates will continue to be a focus of the TAC survey. Because of the growing involvement of undergraduates in APS, the TAC feels it is important to have undergraduate input into TAC activities. At the 2012 APS Council meeting, it was suggested that summer undergraduate research fellows would be a good target group from whom to gain insights into the undergraduate population regarding their needs and their impressions of the APS and EB. During the Undergraduate Orientation at EB 2013, TAC members met with five undergraduates who participated in APS Summer Research programs to receive feedback on their research experience and perceptions of the EB meeting.

B. Update: TAC members continue to use social media tools (Facebook and Twitter) along with the APS website and newsletter to engage both undergraduate students and Physiology trainees. TAC business cards were distributed again at EB 2014 to increase awareness of these social media websites. TAC members attended the EB 2014 Undergraduate Poster Session and engaged many of the undergraduate students in discussions of their research, encouraged them to become APS members, and promoted the APS social media sites (Facebook, etc.). The Committee also collaborated with the Career Opportunities in Physiology Committee on the 2014 EB Undergraduate Orientation Session, with Cassondra Williams presenting a portion of the orientation talk and members interacting with undergraduate students at the session tables. The TAC plans to continue these activities in 2014-2015.

1. Undergraduate Research Advisory Board: In order to gain a broader perspective of the involvement of undergraduates in APS, the TAC sent a survey to all undergraduates who submitted an abstract to a Physiology topic at the EB 2014 meeting. A TAC subcommittee (Natasha Moningka, Vanessa Ramseyer, Nicole Nichols, and Danielle Plomaritas), with help from Marsha Matyas and Melinda Lowy, developed a list of questions that was sent to undergraduates on the Wednesday of the EB meeting with 2 follow-up email reminders. As an incentive to increase participation, the undergraduates were given the opportunity to receive a certificate recognizing them as members of the Undergraduate Research Advisory Board and to enter into a drawing for a $50 Amazon gift card. Nearly half of the undergraduate students who had first-author posters at EB responded to the survey. Results will be discussed by TAC at its fall meeting and then presented to Council.

2. APS Graduate Student Ambassador Program:
In recent years, there has been a significant increase in benefits and awards available to student members (increased numbers of research based awards, professional skills training, an upcoming summer workshop on training future faculty, increasing opportunities for oral presentations, outreach and communication fellowships, etc.) offered by the American Physiological Society (APS); however, many student members (and their advisors) are not aware of these opportunities. Thus, the Trainee Advisory Committee (TAC) seeks to recruit a dedicated group of graduate students to serve as Graduate Student Ambassadors (GSA). Last year, the TAC presented a proposal in conjunction with the Chapter Advisory Committee to begin development of this program within the APS Chapters; however, under the advisement of Council, we have broadened the current proposal to be available to all APS graduate student members. In the current proposal, we also (1) clarified the expectations of the GSA, (2) revised the training to occur via webinar instead of on-site, and (3) required a statement from the student’s advisor that the student has the advisor and thesis committee’s permission to participate in the program.
The GSA will serve as liaisons between the APS and local undergraduate/graduate students. The primary goal of the GSA is to increase the number and maintain student membership, particularly underrepresented minority students, and increase students’ awareness of the benefits of APS membership, including the many resources that the APS provides.

The possible activities of the GSA could (but are not required to) include:

- Promote APS programs and awards for undergraduate and graduate students
- Encourage student involvement in local and national APS meetings
- Visit local undergraduate institutions (including historically black colleges and universities, historically Hispanic serving institutions, and other underrepresented minority institutions) to promote careers in biomedical science and APS membership
- Support recruitment and outreach initiatives within the institution and community (ex. Physiology Understanding Week).
- Endorse APS web based training (i.e. APS Professional Skills Workshops) for continuing education for undergraduates and graduate students.

Qualifications:

- Student in a PhD program in physiology or related discipline at the time and duration served as GSA. If GSA completes his/her PhD during the time in office, then a new GSA must be elected.
- Active APS student member
- Outgoing, personable, creative, driven individual.
- Preferably been the recipient of one or more of the following:
  - David S. Bruce Awards for Excellence in Undergraduate Research
  - Minority Travel Awards
  - Dale J. Benos Early Career Service Award
  - Undergraduate Summer Research Fellowship
  - APS section awards
  - Professional Skills Courses
  - Porter Physiology Development Program
  - K-12 Minority Outreach Fellowships
  - Student members of APS Standing Committees or Section / Chapter Steering Committees

Benefit to GSA

- Increased networking opportunities and local/national exposure within the scientific community
- Increased leadership experience
- Travel support ($500) for EB meeting

We propose to have a 5 year “test period” in which success of the program will be evaluated by the TAC. Success will be evaluated by increased student involvement, increased number of award applications, outreach activities and EB attendance and participation. The GSA will be self-nominated and selected by the TAC for a 2 year term of service. The application will consist of a letter of interest, CV, one letter of recommendation, and a letter from the student’s primary graduate advisor to confirm the advisor’s and thesis committee’s support for the applicant’s participation in this program. GSA’s are encouraged to enlist the help of other students and post-doctoral fellows within their institution and/or region.
Action Item: The TAC requests approval to develop and test an APS Ambassador Program to increase outreach to local undergraduate and graduate institutions to promote APS membership, programs, and awards. TAC requests support for $500 travel funding for EB for 5 Graduate Student Ambassadors for 5 years as a test period for the program ($2,500/year; $12,500 for 5 years). APS has already contracted for GoToWebinar service therefore there is no additional cost for the GSA online training other than staff time. The program would begin with nominations and training by webinar in 2015.

XI. COMMUNICATION WITH SECTIONS

A. Background: Each APS Section has many different activities focused on trainees. In order to help APS Sections to develop and expand their trainee activities, each TAC member gathers information on what his/her Section does for its trainees and shares that information with the other TAC members. The collective information is shared with their Section Steering Committees, stimulating discussion among Steering Committee members on possible new trainee activities.

B. Update: Each TAC representative updated their Section activity information in 2013-14 and shared information with their Section Steering Committee. The most common trainee activities for Sections were research awards for trainees and junior faculty, discounted banquet tickets for trainees, involvement of junior faculty as symposia speakers, and e-media (primarily listserv) use. About two-thirds of the Sections have a trainee section in their newsletter and have trainees co-chair symposia or featured topics at EB, and some sections also include trainee-driven sessions at EB, trainee subcommittees within the section, and awards for undergraduate students.

XII. COMMUNICATION WITH APS COMMITTEE TRAINEE MEMBERS

A. Background: The TAC has promoted the inclusion of student and postdoctoral members on APS Committees and task forces as part of the 2005 Strategic Planning goals. The TAC applauds the work of the Council and Committee on Committees in increasing the inclusion of student and postdoctoral members on more APS committees and task forces.

The inclusion of trainee members on APS committees and Section Steering committees provides an excellent opportunity for both the trainee and the committee to benefit from the perspectives of these new physiologists. However, as with any new endeavor, it is important to evaluate how well the endeavor is working. Informal conversations by TAC members with trainee members on committees suggest that their role on the committees vary widely, from full committee member activities to primarily observation. Of course, the role of the trainee on the committee is influenced strongly by the committee tasks and chair. The TAC proposed several activities to promote “best practices” for trainee participation in APS committees. Specifically: 1) The development of a “best practices” document for trainees describing how to serve on an APS committee; 2) the development of a “best practices” document for committee chairs on working with trainee committee members; 3) establishment of a networking session at EB for all trainee members of committees, hosted by TAC, for the purpose of sharing what committees are doing and how trainees can be involved; and 4) a brief survey of committee chairs and trainees to learn more about the role of trainees on APS committees and to identify effective models and methods to share with committee chairs and trainees (via the “best practices” documents described above).

B. Update: In 2012 and 2013, APS Council approved funding for a breakfast meeting at EB2013 and EB2014 for all trainees who are members of the APS standing committees and APS Chapter Steering Committees with the members of TAC. Initial contact was made with
these committee members via email, and all trainee committee members were invited to a breakfast on Wednesday morning of EB. Unfortunately, no one was able to attend the EB2013 meeting; however, at EB2014, we had a good discussion with a small group of these trainees. Therefore, the TAC feels that efforts to communicate with this group should continue, and we will work on finding ways to further increase attendance at this networking session. In addition, this subcommittee, led by Erica Dale and Karla Haack, will follow up with these members via a survey this summer / early fall and maintain periodic contact with these trainee members to determine what their needs and expectations are. We feel that this advance communication will help in preparing for future networking sessions at EB and assist with scheduling at a time that is better for a greater number of these trainees. With the responses from the survey and the breakfast meeting, the subcommittee will draft best practices documents for both trainees and committee chairs. The TAC welcomes Council suggestions on additional ways to promote communication and collaboration among the many trainees now involved in APS committees and Section Steering committees.

**Action Item:** The TAC requests funding ($1000 per year for 5 years) for a networking session at the annual Experimental Biology meeting for all trainees who are members of the APS committees and Section Steering Committees with the members of TAC.

### XIII. COMMUNICATION WITH OTHER ORGANIZATIONS

**A. Background:** As part of its duty to “bring relevant matters to the attention of Council,” the TAC monitors activities of other trainee-related organizations (such as the National Postdoctoral Association) and communicates with these organizations on issues directly relevant to APS members. Phil Clifford has previously reported to the TAC on activities of the NPA at its fall meeting.

**B. Update:** TAC reviews these reports and events via email and during the fall meeting.

### XIV. TAC MEMBERSHIP AND ROTATIONS

**A. Background:** The TAC functions as an APS committee but the representatives are selected by the Sections. Each TAC member serves as a full member of two committees – TAC and their Section Steering Committee. Committee terms end in December, but Sections meet at EB in the spring and appoint new representatives there or shortly thereafter so that the new representative can attend the Fall TAC meeting. When the TAC was established, all 12 members had terms ending on the same date. TAC has been progressively moving toward a more balanced rotation (4 members rotating off each year).

**B. Update:** The TAC is continuing to work to have a balanced rotation with 4 members rotating off each year.

The Committee would like to thank the Council, Section Steering Committees, and APS Staff for their assistance and guidance in the development and implementation of Committee activities this year.

Respectfully submitted,

Jennifer M. Sasser, Ph.D.
Chair, Trainee Advisory Committee
June 2014
EB 2015 Cross-Sectional Symposium Proposal Form
Deadline: March 15, 2014

Instructions: Complete this form and email to Linda Allen: lallen@the-aps.org by the deadline listed above for consideration for the EB meeting. Cross sectional symposia are 2 hours in length and must be of interest to more than two APS sections/groups. The APS provides funding of $4,000 which is distributed among the presenters at the discretion of the organizer/chair.

☐ Check if you would like the APS Conferences Committee to review this proposal for possible expansion to an APS Conference. This has no impact on the submission as an EB symposium.

A. Symposium Title: Trainee and Early Career Cross Sectional Featured Topic: Recent Advances in Obesity Research

B. Organizer/Chair’s Name: Karla Haack
   Organizer/Chair’s Address: Dept Cellular & Integrative Physiology
   Univ of Nebraska Med Ctr
   985850 Univ Nebraska Medical Center Dr.
   Omaha, NE 68198
   Phone/fax/email: (402) 559-4370
   kvincent@unmc.edu

C. Session description and goal (what is session about, who will attend, why is it necessary):

As part of the Trainee Advisory Committee’s (TAC) Strategic Plan, one of our goals is to enhance opportunities for scientific interaction among trainees. As such, we propose a cross-sectional trainee-only featured topic for EB2015. The session would focus on a broad topic with relevance to all APS sections, Obesity. We propose that this featured topic will not only highlight the work of our trainees on a national stage but will also bring together scientists from many APS sections to enhance collaborations to promote a better understanding of the causes and consequences of obesity and help in translating these discoveries into preventative and therapeutic strategies for patients.

Trainees (students and fellows) and early career scientists (Asst professor or equivalent in industry / government / etc) from all APS sections will be encouraged to submit an abstract via the APS Awards website for a unique opportunity to present their work in an oral format to a diverse scientific audience. Abstracts submitted to any section’s or group’s EB2015 programming will be considered. The appeal of organizing a cross-sectional trainee featured topic in this format is that unlike current cross-sectional symposia, which only include two sections, our featured topic intentionally targets all sections of the American Physiological Society. By incorporating all sections of APS, we will be able to encourage dialogue and
stimulate new ideas in hopes to foster interactions between trainees and faculty across disciplines.

The TAC subcommittee would be responsible for selecting the eight trainee abstracts for the featured topic, and each trainee would be invited to present their work orally (10 mins). Given that the current subcommittee is comprised of three members from different sections (currently NCAR – Karla Haack, Cardiovascular – Jessica Bradley, and Environmental and Exercise Physiology – Laura Gilliam), we are confident in the diversity of viewpoints available for the first cross-sectional trainee featured topic.

D. Indicate those APS sections/groups or EB Participating Societies that would have interest in this session:

- Animal Care Committee
- Cardiovascular Section
- Careers in Physiology Committee
- Cell & General Physiology Section
- Central Nervous System Section
- Comparative & Evolutionary Physiology Section
- Education Committee
- Endocrinology & Metabolism Section
- Environmental & Exercise Physiology Section
- Epithelial Transport Group
- Gastrointestinal & Liver Physiology Section
- History of Physiology Group
- Hypoxia Group
- Liaison with Industry Committee
- Muscle Biology Group
- Neural Control & Autonomic Regulation Section
- Physiological Genomics Group
- Public Affairs Committee
- Publications Committee
- Renal Section
- Respiration Section
- Teaching of Physiology Section
- Trainee Advisory Committee
- Translational Research Group
- Water & Electrolyte Homeostasis Section
- Guest Society:
- Other (specify):________________

E. Presenters/Discussants:

Be sure to allow sufficient time for discussion. Please consider the inclusion of women and under-represented minority groups as well as researchers working in industry. Use full names of speakers (not initials) and provide complete mailing and email address.

This special Trainee Only Cross Sectional Featured Topic would be of a different format than traditional Cross Sectional Symposia. Presenters would be selected from abstract submissions (via the APS Awards website), and each presenter would be given a 15 minute slot (10 minutes of presentation + 5 minutes of questions). The TAC subcommittee will select abstracts to represent the latest information on the broad topic of obesity that will reflect diversity among sections and will strive to include a mix of young investigators (students, fellows, and early career scientists) including men and women, presenters from under-represented minority groups, and researchers in industry or other career paths.