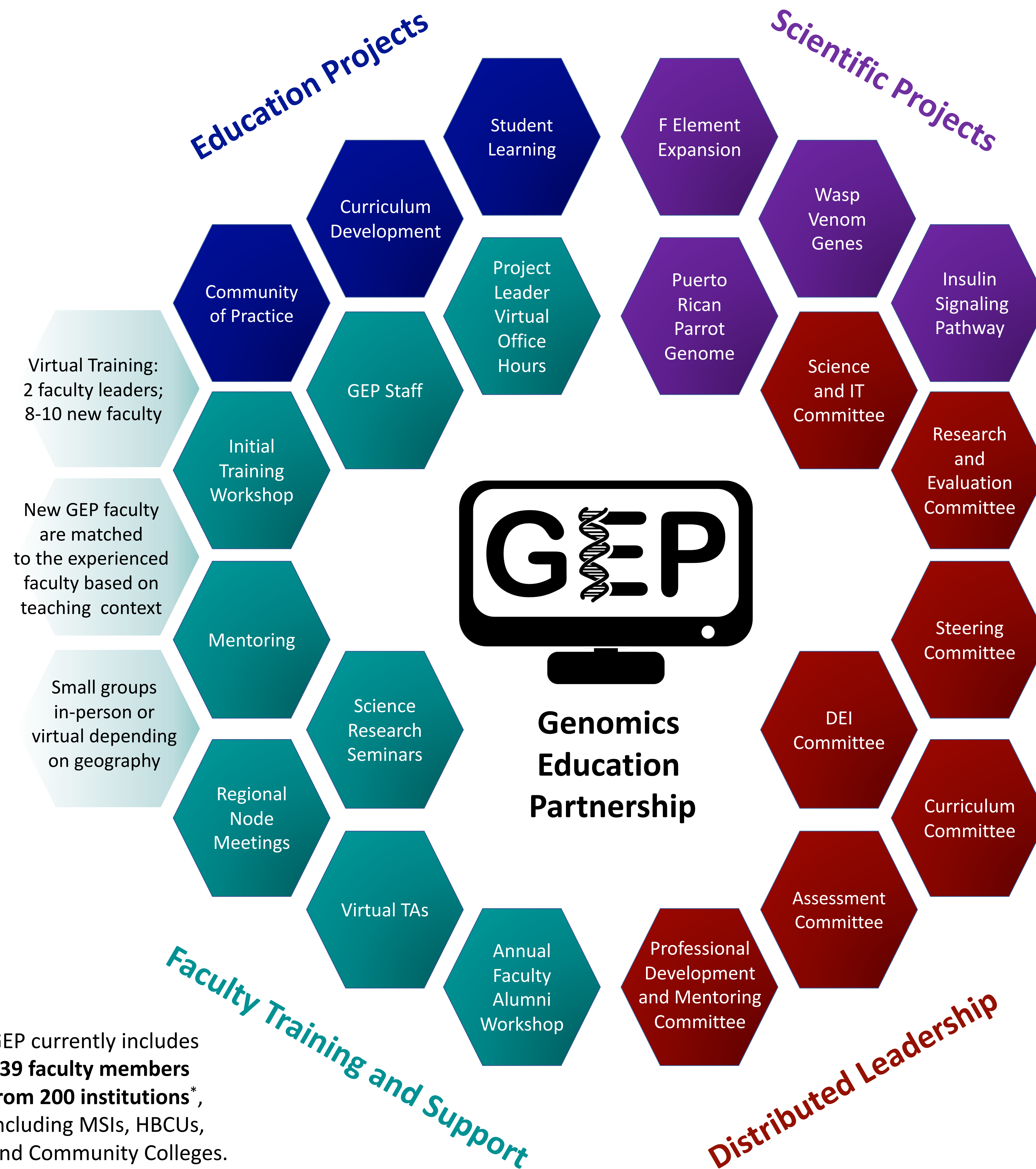


Resilience and growth of the GEP faculty community through virtual engagement and training

Anya L. Goodman¹, Sean Gehrke², David Lopatto³, Catherine Reinke⁴, Wilson Leung⁵, Katie M. Sandlin⁶, Laura K. Reed⁶.

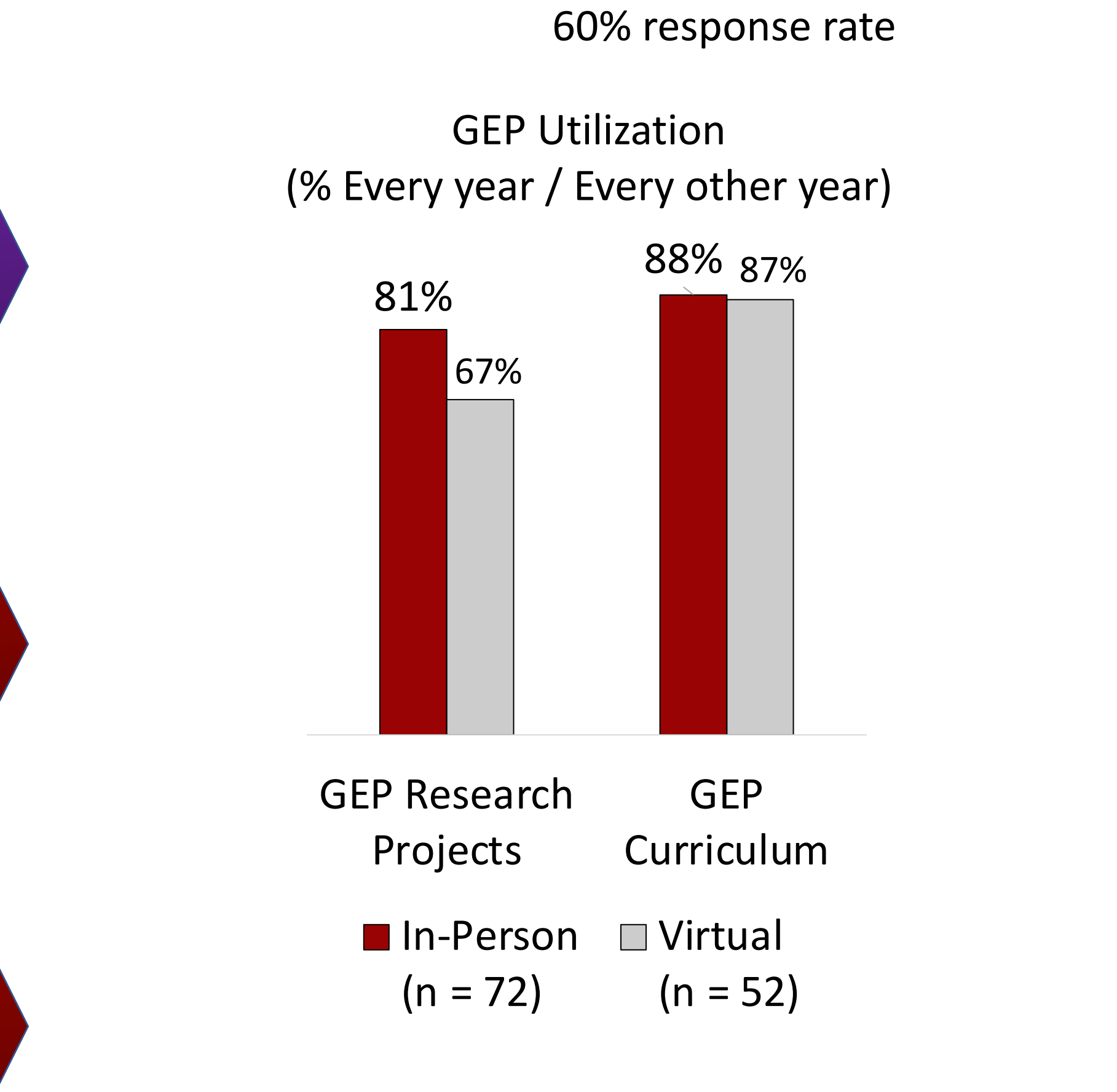
¹California Polytechnic State University, San Luis Obispo, CA; ²University of Washington, Seattle, WA; ³Grinnell College, Grinnell, IA; ⁴Linfield University, McMinnville, OR; ⁵Washington University in St. Louis, St. Louis, MO; ⁶The University of Alabama, Tuscaloosa, AL



Faculty Engagement Survey

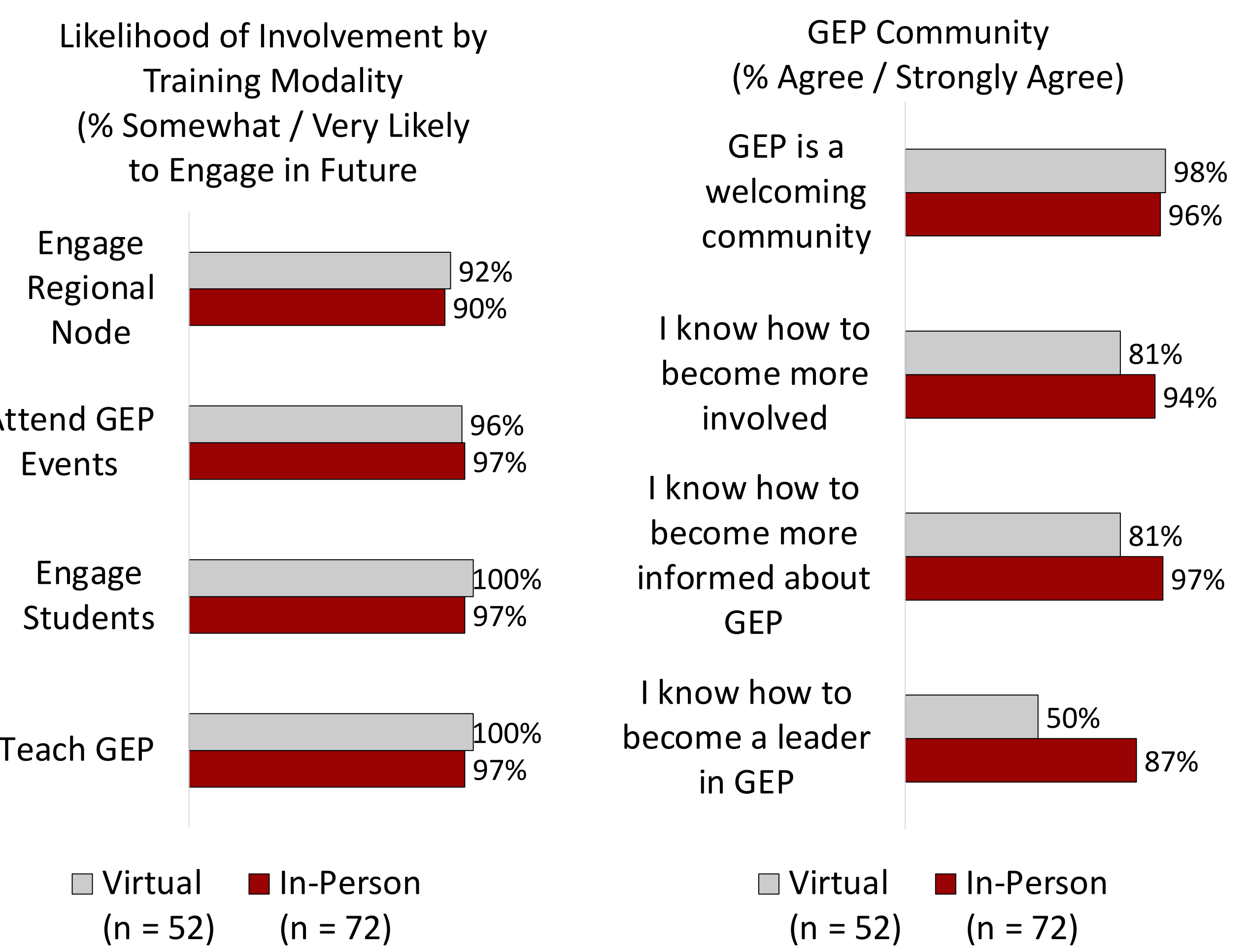
Was your training in-person or virtual?

Year	n	%
In-person	72	58.1
Virtual	52	41.9
Total	124	



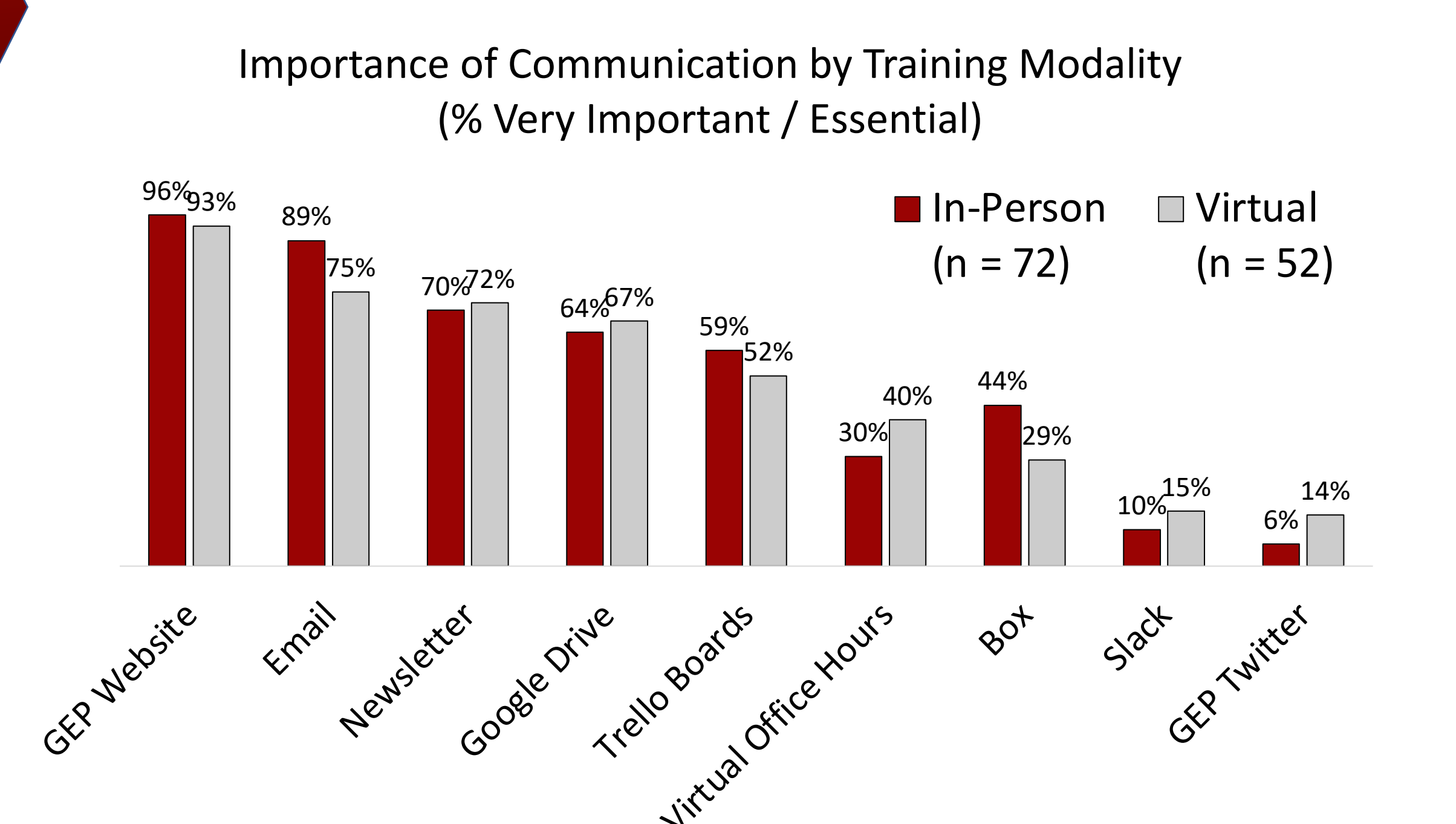
Research Question 1:

To what extent did the virtual training and mentoring program support new members' adoption of the GEP curriculum, involvement of students in GEP research projects, and GEP community engagement?



Research Question 2:

In what ways did specific activities and resources of the GEP community contribute to the member's participation in GEP?



Future Directions

- 2021-2022 Faculty Interviews: focus on the new faculty.
- The GEP looks to expand its network, especially with faculty from community colleges.
- Find training opportunities at <https://thegep.org/> or scan the QR barcode for more information.



Acknowledgements

This work is supported by the National Science Foundation IUSE Grant No. 1915544 to the Genomics Education Partnership (<https://thegep.org/>).

GEP currently includes **239 faculty members from 200 institutions***, including MSIs, HBCUs, and Community Colleges.

*As of May 15, 2022