Please stand by for realtime captions.

Please stand by for realtime captions. Good morning. Can everyone hear me okay? Perfect. Thank you very much. For joining us this morning for returning judges webinar. On behalf of ABRCMS committee, ASM, were very grateful for your time. Were grateful you set a time apart to be able to participate in his webinar this morning. Thank you so much. My name is Bolaji Thomas. I am a professor of immunology. Microbiology from LIT. And we are holding this returning judges seminar for the first time today. Because, of the feedback we had got from previous sessions. As you are returning judges, we do not have to go into details of what we do for judges. So, this should be a very straightforward and simple webinar.

You will see the box. If you have any questions, please feel free to put your questions down as we move forward. We are great vigil to -- to wake up this early on the West Coast. Thank you very much for your time. Agenda this morning is very simple. What we intend to do today is just to give us a general overview of the confines, new things that we plan to implement this year. The confines so that we can all be on the same page. We also being returning judges met be able to help some of our new judges today. If you look at attendance, -- We have made a lot of programs, progress leaps and bounds. This year. Last year was a banner year. About 4670 people. So far. Yesterday, we have 500 people registered already for the conference. Which is very good. Our hope is that we will be last year's estimate by -- move forward as we take this one step at a time. If you look at the educational level of the abstracts submitters. Seniors -- highest number of abstracts. That is very good. What that tells us is, we have people who are about to graduate, and they're fortunate to be able to go into graduate school -- very, very high. That tells us the quality of science we expect to Jesse at the conference would be on the high end. Graduates represented on this conference. We also have some juniors, --.

Look at the breakdown of our abstract and you will see that the role divided into various groups. Biochemistry, I'm --. The most abstracts from that group. That population we have neuroscience, we have microbiology, -- sciences. 5% - 7%, which is very nice. We have a breakdown on everyone so that we can have judges to go around. To be able to look at science that students are presenting a be able to judge that. The purpose of the judging -- you should know this by now. But let me go over this very briefly. Those that provided hands-on experience for the students to present the practices, practice or presentation skills to us. And for us to be able to see that they understand the research. You do not want to see -- students able to just memorize everything that is on the posterior. And become, when you show up, begin to boil that down for you. We want to make sure that you understand the science of such projects and be able to take us logically from one step to the other, while they are presenting the science to us. It helps for us to be able
to give them feedback that is constructive, that is positive and particularly feedback that will help to be able to improve the science. Students will be able to have that discussion and conclusion on the future projects. We want to be able to see how that project is presented to you. Can transition to the next level, and see what else he might be able to do with that project moving forward. They want each student to be able to continue in science and STEM. We want to be able to have that group will diversify moving forward so we can have a lot of people in the environment moving forward. 6050 faculty on there is only one faculty -- some of the students, will interact with a handful of faculty. We want succinic moving forward.

So, when you get to your judging -- all of these are things that will -- you want to make sure that your cell phone is off, unmute. You Highfill when the students, there phone goes off and we are teaching in class. We don't want that to happen. So for you as a judge, your phone is off or on vibration. We also know that we don't want us to -- as well when we are judging.

That is happened in the past but we want to try as much as possible to not recruit the students while we are judging. If you want to recruit the student in the program, you can -- and come back later to meet with that student. Or as student seasick at the stand, you can do the recruitment of the student. Also limit your time to 15 minutes as much as possible the presenter about 10 minutes. You leave room for questions. About 5 minutes for questions. To question the students, go through what they're presenting to you. It is very important for us to do that because each postop presentation session is 1:15. So, you will notice that, if you do 15 minutes, there are three judges, that's 45 minutes. Are all interested in that poster. -- Will be able to come in today to be able to learn what they want for that student. So, we want to try as much as possible to limit the time we have with each student about 15 minutes. If you are running late and you have a last presenter that you need to judge, tell the person you are seeing right now to give you a second, run to that person, Salo, -- judge. Wait for me, I will be here shortly and I will be able to be able to take care of your presentation. So, we also want to give verbal feedback to the student. -- They actually want judges to give them feedback on what they did well, what they did wrong, what they can improve on. That's why this year I want to to put a lot of emphasis on the feedback session. And they present you are able to give them feedback, they have presented to you. Where they can improve, maybe this what you think they did excellently well. Specific questions that are very helpful to them. You might be able to give the students those specific questions. There are also times when you are judging a -- a representation. You notice that it is very likely that the projects can be gone, can be pushed a different direction. And you have that idea, you can bring those ideas to some of those students will be able to discern their PIs. There are certain areas which he thought they could have done to improve their work and I suggest that to the student and he went home, spoke with his PI, and a couple weeks I got a email from the student actually the PI agreed. So, we are going to pursue that direction you recommended. So, was very nice to be specific like that. That we can actually give to the presenter so they be able to discuss this with their PIs. A lot of
something I need to say, I think we all know this already. But particularly mail judgment must not comment on the dressing. Male judge, female just - presenter. -- Will be able to deal with that. -- That becomes an issue. You also want to try as much as possible to let the students calm down. Many times, this is the first time many of them are doing presentations like my own students -- when they are presenting to me they are always nervous. So you can imagine if they say, and outsiders judge, so, calmed them down if you see that. Just tell them to just slow down. And they began to go through it with them -- to be able to see them presenting -- moving forward. >> -- Ad nauseam for there is no need for us to waste our time on this or returning judges. The criteria is the same. The objectives, you want to see with the background is. The background information to the science they are presenting. You want to look at the methodology as well. -- Lined up in the process and you want to see a transition from that to the results. Results dictate my job with a hypothesis, with the methodology and the conclusions and future work. -- Had you present the work. Had you handle questions? It is important that -- tell you the science behind their work. You do not want PIs hanging around when you are judging the students --. You politely asked them to excuse you. So that you can deal with the student alone. -- Criteria is the same. One is the weakest of the 5, which is the strongest. So, you want to see how the students perform at each indicator to let you know -- that student between 1 a 5. -- -- Their methodology, the results. -- And MC poster will drive that. But the material that they are presenting is what determines a good job, how good a job. To the students moving forward. So, scoring is very important. We are returning judges so we know this already. Because, for us to be able to compile this cause for presenter award will need to have judges. Each student, each presenter will have three judges. So, we collate all these calls for all the presenters, for each presenter. -- Who gets the presentation award. Heartily -- move forward in the judges program. -- Last year 96 percentile -- received three scores. We want to bring that up to 100% so that everybody has 3 scores. We are able to have a level playing field to tell me who gets an award and who does not get an award. Couple of reasons why students don't receive three scores. Another judge did not enter their scores during that assigned session. They decided to wait and it's too late. By the time you want to -- how the science one and all that stuff. So, -- we want to try as much as possible to put in the scores as soon as the judging is done. It is also possible that a judge was no-show. Last-minute cancellation. I think in that case, the discipline chairs will be able to take care of that, if the judge happened to be a no-show -- to the last-minute be able to find another judge to cover for that. A judge --.

We encourage us to turn in our scores as soon as possible. I do not think that discipline chairs can also -- will for them to move around will the session is going on. -- Spend as much time of the session. How many judges have the students have and things like that.

So, the new things for this year, 2019, this light, we have a mandatory judges meeting, which is important. The judges orientation in the morning and on Thursdays is actually very important. But we
Actually want to do just this orientation. It is not just to have an orientation for judges. We have done this many times. What we want to do is to be able to know all of the judges that will be in the same discipline with us and get to know one another. And be able to know the assignments and how they are given out. Have their assignments all squared. And know what we are going to be doing. So, before each session this year, what we will do will be that, there would be a table beside each discipline. Will get to the tables in just a second. We have all the judges for each session should come together there so we can take in attendance. We will be able 15 minutes prior to the session so we know which judges are available. If you're not going to be able to make it let us know ahead of time so we can assign someone else on your presentation that you are supposed to judge. This past year we have been putting stickers on the presentations once we are done judging. What we are going to do this year, not just stickers, we're going to put our initials on the sticker. So, discipline chairs can go around and say all right, this poster has 2 stickers and I see these two judges that I know which judges unavailable. It is important for us to be able to do that so that we can have 100% judging session for our students.

If you get a sticker once you are done judging the student, just put the stickers on the board. And let's put our initials on the stickers. So, the discipline chairs ambassador will move around to be able to see which student have three stickers and which judges are missing. That is very important for us. Also, let's check out with the discipline chairs at the end of each session. They will still be at that table. We will do get up there scores based on the discipline. So, we will see that as we get to the exhibit hall this year, and be able to know which area to go for our sessions. So, as you are looking at these exhibit hall, if you look to the left you'll see the exhibit hall entrance, so you have toward the end. If you come into the exhibit hall entrance you turn right, you will see you have biochemistry and biology. -- The red rectangle on the side is where the judges discipline chairs are going to be. That is where you are going to -- discipline chair before each session. So, -- discipline chair over there. And that all the judges will all gather together. To be able to know which judges are available and which judges -- before we get started on the judges session. Also put down for us to check out with the discipline chairs we're done with that judging, so we are so we know who is done and who is not done. I hope is at the end of the conference this year, we will be able to have 100% judging attendance -- help our students moving forward. Every scientific discipline has a chair. Has a vice chair and an ambassador. I am the chair for competent assistance this year. Cochair this with Jeanette ball from UCLA. She was the chair last year. She said let's rotate this among ourselves. I do want to do -- things like that. That's what we did. So, you are going to find every discipline will have a chair, vice chair. And as an ambassador, -- point of contact contact with every session there will be 2 of us there. The chair and the Ambassador or the vice chair in the ambassador. Possibly fund all three of them there. The -- session. So, feel free to talk with them. Station by tables new discipline. If there are any issue that concerns you, you see the -- qualification there. They will be able to meet up with you and addresses issues. So,
if you look through your chairs -- discipline leaders to check for biology, chemistry, -- biology. Thank you all have the slide so you will be able to know everyone in your group. For the jik to get the names of all of the judges. The discipline will be able to reach out to them. You might be able to exchange cell phones in case you need to contact somebody, you can text them during the conference. You can do that.

So, when you get -- come to the judges lounge. That's what we will have on Wednesday. 2078 be. To pick up your judging assignment. After Wednesday -- judges meeting. Those who are unable to make it on Wednesday, if you are arriving late Wednesday, -- Thursday we will meet there at that point in time. Otherwise, if you know you are going to be late in arriving later, let -- know so she will keep your judging packet separate and you can pick it up whenever you arrive. Judges orientation Thursday, November 14 that 8:15 a.m. She is get to know the judges in your field, your discipline, get to know -- are going to be working together so that we can all -- to the best to give our students the best experience we can at this conference. The rooms for the judges will be different rooms or different disciplines. You will see when you get the program you will see the rooms with the judges are going to be. We also have oral sessions. Limited number of returning judges will serve as oral judges. We will email those prior to the conference with the instructions. We want to -- with all the other judges who are not judging oral sessions. -- It's very interesting. Will be surprised at some of the science you will see at the oral representations. Have the students present, and if possible, ask questions. And at the end of the session, we have feedback session so you see the judges will come together and put all jik to give them the feedback.

And then, you can -- as well. Give feedback to the students. What they did well, what they can do to improve. And ideas you have for their -- moving forward. What we want to do as much as possible, encourage the students to continue in science. To continue in this field. Moving on to dictate program, if possible to become scientists, which is something that is very you know, it just to some of us in this field.

Try to see if we can declassify that field as much as possible. So, encourage judges to participate and give feedback, and to ask questions. If you have any questions. As the discipline chair if you have anything that -- about a presentation

You are not very conversant about, ask questions. Feel free. Ask questions. If you have a student that is presented to you on CMC, -- student have memorized what they are going to present to you, which is what I do, I will stop them at that point and then I will chip in no question. I will slow them down and see how much they understand what they are talking about as you go along with their. Just to dictate transition in the presentation. You go from the introduction, tell us what you know, what is unknown. There is a gap between what is known and what is unknown. This is what you decide to do because of this gap. And how you decide to address this gap. Assert your hypotheses and how did you decide to address this? What you're trying to do. You see that methodology. You want to see the results. You want to see how the
results are presented. How organized the posters are. 60 two along with examining how good posters are. How much information we can get, we can hear from the posterior.

So, if you have -- asking questions. I think Leon dictate. Ask a lot of questions which is very good. We are group very grateful to your time. Let me look at just one scenario with judging best practices. Take for instance, what you expect to find. You expect to find a lot of things. Think I've been doing this stuff for 10 years. So, I do know some of the things you are going to see was students. All kinds of -- what is important for U.S. the scientist is looking at the presentation to be ready. Feel free to give them counsel. Feel free to --. But the most important thing students, you don't want a presenter crying when they are presenting. Try as much as possible to slow them down, to calm them down. To --.

Senior scientist to be able to help, to guide them as they present.

So, let's look at a scenario. It's a new policy this year, but on the poster boards, on the posters, there should not be any of the logo. The students can only have scientific images. -- You can find all kinds of logos. They put all kinds of stuff. That kind of stuff. What are you going to do? As you walk up to begin judging -- you noticed it's a flag printed on the students posterior. Something that -- related to the science of the University or the organization. What should you Nextep be? You going to tell the students they are ineligible? No, you can do. They are there. They've spent money for registration. They spent money on flight, hotel, and they are there. So, just judge the work. You going to keep the presentation move on to the next doing?

No. Will just judge. --. That's what we should do. So, what we are going to be doing is, the students know that they cannot bring anything else on their posterior. Beyond -- logo and there just because such. So, there is a penalty for putting that in their posterboard. So, if you have other logo beyond that, on your posterboard, the penalty, your job is not to tell the student with a penalty is. Just but the discipline --. And pass that information to --. There is a penalty for that. If a student has -- printed on the posterboard, they are not eligible for presentation award. It's a simple instruction. So, we expect them to be able to follow this instruction as simply as possible. Other pictures and images are not allowed on the posterboard. There is no need for you to -- if they cannot follow that simple instruction. Then, we have a problem. So, I assume students know that because -- office will send out information to all the students and they will know that -- you should not print any of that image on your posters. Soonest -- absolutely is there posters. -- Allowed to do that. Your students with their PIs to to give you room to be able to do the judging before. That's fine. Just judge the science. And how the students, have a good experience. We also as judges have a good experience. We also going to learn at this conference, too. So, we get to meet the students. Maybe by the end of the day, -- the PI walks up to you you can all have a chat with the PI, it's possible. You might discover that you are in the
same field. Possibility of collaboration. Moving forward. So, that's the good thing about the session. And, that is the plan for whoever comes this year. -- Very succinct and very straightforward. Is not much beyond -- you want your -- on your posterboard and you want your initials on the sticker so that we know that this judges here, this judge is here. There will be times that you go to a posterboard. The poster is there. But the presenter is not there. The poster is on the wall but the presenter is not there. You might just go to the next one and then circle back to that poster and see if the presenter -- that person to a bathroom break or something like that. Posterboard number is there but there is no posterior. So, you let the office know. The score is zero because there is no posterior for you to judge and there is nobody -- a presentation. So, hopefully they will have the good experiences here. And, students will be able to, at least from the reviews -- this much data than the previous year that they have attended. The feedback session is what has been very important. We can give specific feedbacks to the students. Talk with them. This is good. This is good. You can improve this. Looking at this at this angle. So, that is going to be helpful to the students moving forward. I think that will be very helpful to the whole conference in general, so that we are able to provide a good experience. The students who are coming this year will be the ones to advertise this program for next year. So, it is important for us to leave them with a good experience. So, my students who are going to ABRCMS, generally come back -- the students. They say wonderful conference you need to go to. It is a great place to be. Opportunities are limitless. Because beyond the science presentation, -- to network, to see their competition. Of the judges of their trying to recruit students. Possibility for postbaccalaureate programs. Post back programs, you can speak to people. They can meet other PIs. Opportunity for summer research programs for juniors and sophomores. So, ABRCMS is where you want to be. It is important for us to be able to maximize -- presented to us in this conference and give the very best we can to our students. I am looking forward to it. I'm ready to go. I will see what happens. Moving some of our various groups of multiple students presenting. I have a number of students presented for my lab. It's going to be a wonderful time. I think I encourage everybody to participate and give the best we can. The students are going to be the ones to, -- their positions when some of us retire, we are about to get out the door. It is important for us to have that pipeline of scientists that are going to be rolling in to keep the session going. So, that is where we are going to stop today. I don't know if -- hearing me -- questions beyond -- I have not been looking at the questions but I think there are some questions on the screen.

Okay. Can you hear me?

Yes. Yeah. I can hear you. And it sounds like we have just a few questions. But thank you so much, Dr. Thomas, for taking the time to run through that with us and thank you to all the judges participating right now. We really appreciate all your help. And just know that this conference, we continuously get feedback on how much this is really impacted students lives. So, we do appreciate the time you're taking
out of your super busy schedules to be with us. I noticed there were a couple of questions about if they were going to be slides. The slides are going to be given out. And I do want to confirm that both the slides and a link to the recording are going to be sent out by the end of the week. There is also going to be, of course, the link to the first time judges webinar, which none of you all need to watch, since you have attended this one. And, the other question that I sawed during the discussion, which I thought was good and we had a couple of our scientific chairs and ambassadors and vice chairs who are able to answer this question, but I think it might be good for others to also hear the answer. We had a question that said, for the results, this is going back to the judges rubric. For the results criterion, how do we judge results that were generated by others? For example, collaborated projects? And, what would your advice on that be, Dr. Thomas?

So, I think my, if the results are collected by other groups, but not from the lab, that the student is just presenting that, to me, that is not the students work. That is work from the lab. So, what you want to judges the students data. With the student -- to the student collected himself? You notice some of the data was collected from the different lab, -- access to the student provides particularly to the one the student did himself or herself. And that would be the one that we will judge. If all of the data on the poster is results collected from a different lab, to me, I do not see how we are going to judge that as a data -- collected. -- Because the student has presented data from the lab, but not the work that the student did. We want to judge that the work the student did themselves.

Yes. And I think another point that one of our ambassadors are chairs had made was that if they are able, if it is a small portion of the presentation, and they are able to fully explain the data, and explain how they used a, then that might be okay, because I know one summer projects, they might have a condensed timeline, so they might be using data from other collections. But, I think that if they are able to accurately describe and explain why they are using it, then we can also factor that in. But you are correct. The entire thing is based on somebody else's work, then that really should be taken into account.

That's very correct.

If it turns out that the data was collected elsewhere but the student had to analyze the data but the student has to use that data as the background to the work, he would take that into consideration, that is perfect. But if the entirety of the work is done elsewhere, not the students work, so, you want the student to present their own science, what they did. Or if what, if with the did elsewhere was just part of what they did, that is acceptable as well.

And just another comment. It says, from one of our past judges, student work maybe, may include unique or difficult analyses of data collected by others. And that is correct. We would definitely take that into consideration when judging. And that's a good point.

That is correct. That's good.
Actually, I did see something here about, if they are able to have like the -- 3-D model for the engineering category. Actually, we do not allow any type of visual aids that go with the presentation. I understand how that could be especially helpful, and that could be something we reconsider in the future. But this year, we are not allowing students to also bring visual aids. So, I just wanted to make that clear. Let's see. It's looking like that might be all the questions. However, if anybody else has any questions, please feel free to reach out to me. Everybody should have my email address, or you could also reach out to the ABRCMS at ASM USA.org email address. I also look at that. But, I think that we are good to go.

Thank you everybody for participating. We appreciate your time and all the work you are doing for ABRCMS. Thank you so much. We hope to see you very soon.

Thank you.

Thank you.

[ Event Concluded ]