All of Us RESEARCH PROGRAM | Researcher Academy

Connections

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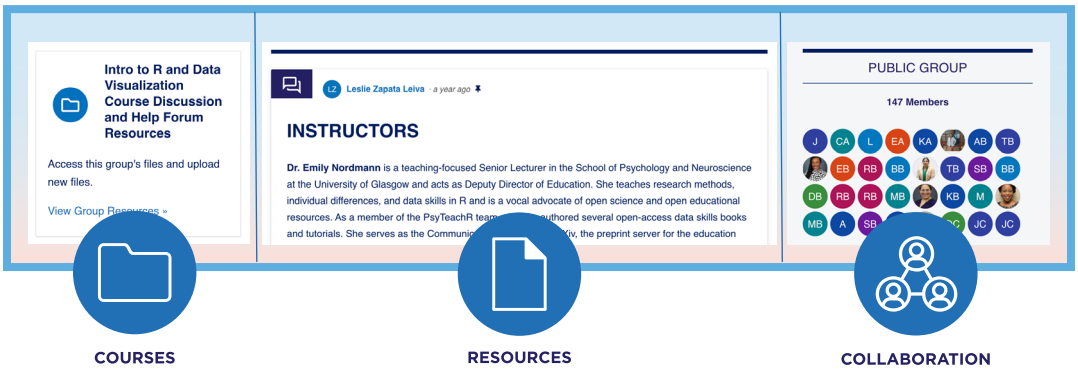
Amaze Platform Offers Training and Collaboration Resources



The Researcher Academy provides training and technical assistance to researchers using the *All of Us* Researcher Workbench through the Amaze learning and collaboration platform, which was developed by RTI International. Researchers can access resources on the platform to enhance their use of the *All of Us* dataset and connect with other members of the academy network.

> **Helping people find each other and building spaces and tools for collaboration are central to our mission," academy co-lead Brian Southwell has observed. "Being able to introduce academy participants to RTI's Amaze platform is exciting and illustrates part of what the developers had in mind when building the tool.**

The Amaze platform has two main features: the Researcher Academy directory and asynchronous training materials. The directory makes it easy for Amaze users to connect with fellow researchers and future collaborators. Researchers can search the directory by name or browse a list of research interests using the keyword search feature.

The asynchronous training materials include a range of courses and other resources, covering topics such as programming in

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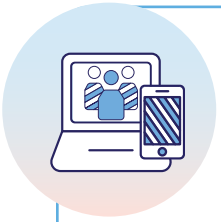
R and Python, using the Workbench, data use cases for *All of Us* data analysis, grant writing and publishing skills, and perfecting your poster elevator pitch for successful conference presentations. Researchers can use the academy's comprehensive course catalog to explore all available academy courses and other resources on Amaze, including course descriptions, instructor bios, and links to course materials. The catalog also contains instructions on how to set up your Amaze account and access the courses and other resources.

All researchers are welcome to join Amaze and access our free resources. Request an Amaze account or email AllofUs_Academy@rti.org with questions. ■

Academy Announcements

Announcing the National Institutes of Health Replication Prize Challenge to Advance Biomedical Research: The National Institutes of Health, in collaboration with NASA's Tournament Lab, is thrilled to announce the Replication Prize, an $850,000 challenge to enhance the rigor and reproducibility of biomedical research. This initiative aims to crowdsource innovative ideas and practical strategies to make replication a cornerstone of scientific discovery. Submission deadline: December 19, 2025. Visit Challenge.gov for full details and to apply.



IGNITE *All of Us* Friday Morning Coffee Series: This series—hosted by the **Interdisciplinary Guided Network for Investigation, Translation, and Equity** (IGNITE)—provides guidance for getting started in the *All of Us* Researcher Workbench. Topics range from an introduction to the Researcher Workbench to specific subjects such as Genomics 101. Use cases and demonstration projects will be presented by experts, with special sessions dedicated to Q&A so that researchers can discuss their own projects and hear from others. This 12-session series will be held virtually from 10:00 to 11:30 a.m. ET on Fridays approximately every 3 weeks, from September 19, 2025, through June 2026. Researchers are free to attend any and all sessions. Please note that participants attending the Q&A sessions must be registered to use the Researcher Workbench. Register for the series.

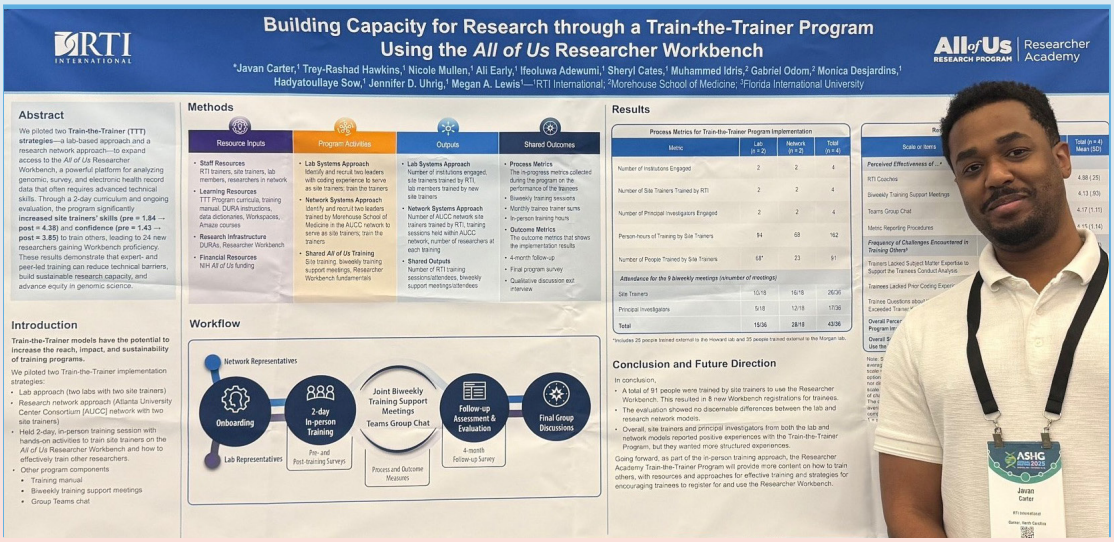
Biomedical Informatics Consultation Service—University of Arizona: Led by Dr. Jason Karnes, this service will provide up to 15 hours of one-on-one consultation at no cost to registered researchers who submit a request. If you or someone you know is interested, sign up for a consultation. Consultation services include the following:

- Scientific feasibility assessments, methodological support, and phenotyping
- Analysis of EHR, PPI, and genomics data, including GWAS/PheWAS
- Interpretation and visualization of results
- Shepherding ongoing projects with methodological or conceptual challenges
- Execution of DSUB in the *All of Us* Researcher Workbench environment

Funding Opportunities—*All of Us* Data and Tools: The National Institutes of Health makes funding available to researchers to advance precision medicine and population health. These opportunities can harness the power of the *All of Us* Researcher Workbench. View additional funding opportunities from the National Institutes of Health.

Researcher Academy Train-the-Trainer Program Featured at ASHG Conference

This October, **Dr. Javan Carter**—lead *All of Us* Researcher Workbench coach for the Researcher Academy—attended the 2025 American Society of Human Genetics (ASHG) conference to present on the Researcher Academy's Train-the-Trainer Program. Dr. Carter's presentation explored two different strategies the program pilot tested to support capacity building and their potential to increase reach, impact, and sustainability.



Institutional Champion Diné College Awarded National Institutes of Health–National Cancer Institute Grant

The Researcher Academy congratulates **Dr. Shazia Tabassum Hakim** (pictured above) and her team at Diné College in Tsaile, Arizona, on their recent award under RFA-HG-23-00, Broadening Opportunities for Computational Genomics and Data Science Education, funded by National Institutes of Health and the National Cancer Institute. The objective of the 3-year project, "The Educational Framework of Genomic Data Science for Regional Population," is to successfully implement courses that train tribal students to take the lead, take care of tribal data, create more awareness among their communities, and assist in finding solutions using their own resources.

In the short term, the project's goal is to improve the current bioinformatics course being delivered as part of the Biomedical Sciences program's academic curriculum. The team will coordinate with National Institutes of Health–sponsored cloud program creators for AnVIL to investigate the implementation and evidence-based understanding level among students about the collection of metadata required for AnVIL submission. They will also collaborate to integrate the *All of Us* Researcher Workbench into their learning programs.

The project's long-term goal is to develop a foundation-level bioinformatics course that can be offered as a dual-credit course for high school students. The team will coordinate with computer science faculty to develop a graduate-level course around computational genomics and data science and create a pipeline strategy to improve levels of understanding from high school to higher learning.

Indigenous data sovereignty is extremely important for all genetics-related research in tribal communities. As such, the team plans to develop future courses for undergraduate and graduate students that will help them understand the different aspects of data storage and sharing, according to HIPAA and the Common Rule. Additionally, the curriculum will build capacity for oversight of genetic research in regional populations.

Summer Webinar Series

Over the summer, the *All of Us* Researcher Academy—in conjunction with partner Community-Campus Partnerships for Health (CCPH)—hosted a series of webinars for the researcher community. Dr. Sula Hood, Researcher Academy co-lead, opened each session with an overview of the academy to familiarize participants with its objectives, opportunities, and achievements.

Exploring Health Together: What the *All of Us* Dataset Can Teach Us (June 12, 2025)

This webinar was designed to help researchers understand how the *All of Us* Research Program is transforming health research to enable new kinds of individualized health care. **Stefanee Tillman**, a former RTI International statistician and data analyst and academy team member, was the featured researcher. In her talk, she shared core information about working in the *All of Us* Researcher Workbench and then presented her own experience and research using the Workbench. View the webinar to learn what this powerful dataset is, how it protects participant privacy, and how it is helping researchers uncover new insights that can improve health outcomes.

Watch the recording now

Intersectional Differences: Exploring Health Care Barriers & Access (July 10, 2025)

This webinar featured **Dr. Miguel Antonio Fudolig** (University of Nevada, Las Vegas, School of Public Health), who presented on a research study focused on the significant barriers to health care faced by different populations. The webinar explored the underlying causes of poorer health outcomes in populations with limited access to health care and the vital need to develop effective interventions to improve health outcomes for everyone. **Dr. Christopher Johansen** and **Dr. Kavita Batra**, members of the Institutional Champion team at the University of Nevada, Las Vegas, also joined in a discussion moderated by CCPH's **Angela Balfour Franklin**.

Watch the recording now

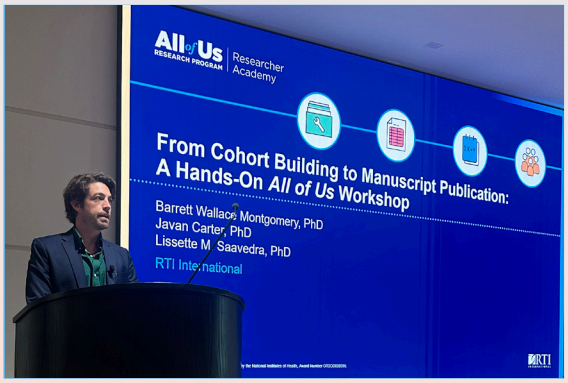
Differences in Clinical Outcomes among Patients with Hypertrophic Cardiomyopathy (July 23, 2025)

In this webinar, **Dr. Azad R. Bhuiyan** (School of Public Health, Jackson State University) and **Dr. Precious Patrick Edet** (University of Mississippi Department of Public Health) presented their research investigating the association of ethnicity with lifestyle and related social variables, clinical characteristics, and care management for patients with hypertrophic cardiomyopathy in the *All of Us* Research Program. The webinar concluded with a fireside chat between Professors Bhuiyan and Edet and a Q&A session moderated by CCPH's **Angela Balfour Franklin**.

Watch the recording now

Researcher Academy Leads Advanced Research Topics Workshop at University of Miami

All of Us Researcher Academy team members **Dr. Javan Carter**, **Dr. Barrett Montgomery**, and **Dr. Lissette M. Saavedra** led a research data workshop at the University of Miami School of Nursing and Health Studies on October 22, 2025. The in-person event was sponsored by the Center for Latino Health Research Opportunities and focused on leveraging the *All of Us* Researcher Workbench for innovative population health research. The free workshop provided hands-on training with breakout sessions, practical demonstrations, and data exploration activities. Access the From Cohort Building to Manuscript Publication and Writing About *All of Us* Data workshop presentations and the course catalog to explore similar resources on the Amaze platform. If you don't have an Amaze account, set one up for free using this form.



Spotlight

Trinitee Oliver, PhD Candidate, Cedars-Sinai

Trinitee Oliver is part of a new generation of scientists using data to tell more complete stories about health. After graduating from Howard University in 2023 as a Karsh STEM Scholar, she joined the *All of Us* Researcher Academy's internship program, where she saw how population data could reveal what truly impacts patients. Now pursuing her PhD at Cedars-Sinai under the mentorship of Dr. Richard Ainsworth and Dr. Caroline Jefferies, Trinitee studies how genes and environment intersect to explain why lupus affects women at such high rates. In this spotlight, Trinitee shares firsthand her goals, motivations, and experiences as a young researcher leveraging the *All of Us* dataset.

Why I Do Research

I once thought improving community health meant becoming a doctor. The Karsh STEM Scholars Program at Howard University changed that. It placed me behind the scenes at Howard, George Washington University, and Children's National, where I studied how sex and gender can influence gene expression. I realized research could do more than live in labs. It could return to communities and reshape how we understand health from the inside out.

My Pivot Moment

Before RTI International's *All of Us* Researcher Academy, I spent nearly all my hours at the bench, using only software with preset tools. The first time I logged into the *All of Us* Researcher Workbench, I remember scrolling through rows of data and thinking how rare it was to see representation built in from the start. I grew up in Baltimore, seeing how communities like mine were often left out of research, or worse, studied without benefit. Seeing data that reflected real diversity (not just as an afterthought, but as a foundation) made me feel like I had a place in this kind of science.

"I realized research could do more than live in labs. It could return to communities and reshape how we understand health from the inside out."

The Researcher Academy was the first time I wrote code to ask a biological question, and that was a little scary. Pulling data is easier when you know what to ask; who would have thought a dataset, not a pipette, would teach me how to ask better questions? At RTI, Trey-Rashad Hawkins, MPH, helped me frame projects rooted in health equity, while Dr. Javan Carter pushed me to think at a population scale. That summer, I mapped the epidemiology of the atopic triad, presented my first heatmap, and conducted a literature search on related genetic variants. That summer internship set the course for my PhD. Dr. Carter now serves on my dissertation committee, and I am a teaching assistant for our bioinformatics course where I help other students build confidence with data.

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What I Am Studying Now

At last year's American Society of Human Genetics meeting, I met students using *All of Us* data to analyze outcomes by zip code. It stopped me in my tracks. The Researcher Workbench doesn't separate biology from the environment; it connects them. Not many tools allow you to do this, and I have heard from many that this is difficult unless it is centralized to a single cohort. *All of Us* brings it all together.

Today, my dissertation project bridges data science and immunology. I study how hormones, environmental exposures, and genetics intersect to influence who develops autoimmune diseases like lupus—which disproportionately affect women. With *All of Us* data, I can test whether the molecular patterns I see in the lab mirror what's happening across entire populations. It's a unique opportunity to link the cell to the city.

My Advice to New Users

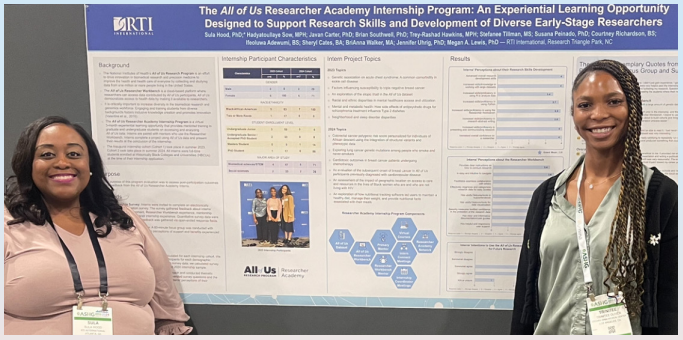
During your first week, take time to explore. Browse the available conditions, measurements, and outcomes, and keep notes on what sparks your curiosity. You might find only a few participants tied to your specific focus, but that process will quickly teach you the strengths and limits of the dataset. Understanding those boundaries early on will make your research sharper and your questions stronger.

"Seeing data that reflected real diversity (not just as an afterthought, but as a foundation) made me feel like I had a place in this kind of science."

"With *All of Us* data, I can test whether the molecular patterns I see in the lab mirror what's happening across entire populations. It's a unique opportunity to link the cell to the city."

Final Thoughts

The Researcher Academy provided a space where no one asked me to justify why health disparities mattered. They only asked how we could study them better. It reminded me that inclusion isn't just about who's in the dataset—it's also about who feels empowered to ask the next question. Being surrounded by that belief shifted me from scientist to advocate. ■



Dr. Sula Hood (left) and Trinitee Oliver (right) at the 2024 American Society of Human Genetics conference.

Presentation Pointers

Perfect Your Poster Pitch

The research is done, your abstract was accepted, and your poster is ready to go. But to maximize your networking and discussion opportunities when the session opens, you still need to craft a compelling "elevator pitch." This vital step can help transform a casual glance at your poster into a meaningful conversation or connection.

Think Movie Trailer

As a presenter, your role is to pique your audience's interest in your research topic. A great way to do this is by imagining that your poster is a movie and you're creating a highlight reel. Avoid a dry, step-by-step recap and instead aim for something more like a movie trailer—a pitch that showcases all the best parts and leaves your audience curious. Ask yourself: What aspects of your poster are you most excited to turn into a "trailer" moment?

Assess Your Audience

Take a few minutes to assess your audience and determine their level of expertise so you can tailor your pitch accordingly (e.g., technical vocabulary). For example, a pitch for a PhD student in your field will be different than one for an undergrad or a researcher from a different discipline. Start the conversation with a question that gives you some insight into their background and interests. Here are a couple examples: "How familiar are you with [a core concept in your research, e.g., polygenic risk scores]?" or "I see that you are a PhD student. What are you studying?"

Timing Is Everything

You should be ready to launch into your pitch the moment a good opportunity arises. Usually, this happens in one of two ways:

- **Direct Invitation:** If someone says, "Tell me about your research," that's your cue to **give your pitch.**
- **Proactive Engagement:** If someone is looking closely at your poster, you can ask, "Would you like to hear about my project?" When they say "Yes," **give your pitch**.

Build Your Pitch

A strong poster pitch should last 2–3 minutes and follow a clear, three-part structure. Here's how to break it down:

Part 1: The Hook (0–30 seconds)

The hook's goal is to create an immediate connection with the audience and establish the relevance of your project. Begin with a compelling question, statistic, or anecdote about the problem your research addresses.

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Part 2: Core Narrative (30–90 seconds)

This is the main body of your pitch—your chance to briefly explain what you did and why you did it. Use your poster as a visual aid whenever possible to emphasize key figures, data, or other novel information, like a unique approach or surprising findings.

Remember: Focus only on the most compelling parts of your work. Spend most of the time on the parts you want your audience to ask questions about. You don't need to cover every detail!

Part 3: Take-Home Message and Conversation Prompt (60–90 seconds)

Your conclusion should be clear and emphasize the broader implications of your findings (e.g., the "so what?"). If possible, tie it back to your initial hook to make your pitch feel cohesive.

Most importantly, look for ways to open the door for a deeper dialogue by ending with an open-ended question that invites the audience member to respond. This allows you to guide the direction of the follow-on conversation and ensure it starts strong.

Practice Makes Perfect

A great pitch sounds effortless, but it's the result of solid preparation.

- **Time yourself:** Practice delivering your pitch in a clear, conversational tone and speed. Aim to stay comfortably within the 2- to 3-minute range, although it's okay to finish early!
- **Seek feedback:** Practice with colleagues, family, or friends. Ask them for constructive feedback on your clarity, pacing, and how engaging you are.

Dive Deeper

This article is based on "Best Practices for Making an Effective Elevator Poster Pitch" training by Dr. Jonathan Holt, RTI International. Access the full presentation plus a rubric you can use to evaluate your own poster pitch by logging in to the Amaze platform.

If you don't have an Amaze account, set one up for free using this form.

These practice sessions will give you the confidence of knowing your pitch is cohesive and compelling and that you are presenting the impact of your research as thoughtfully as possible.

***All of Us* Researcher Academy**

The *All of Us* Researcher Academy provides training and technical assistance to researchers who are conducting research with the *All of Us* Researcher Workbench, the cloud-based analytics platform where registered researchers can access data contributed by *All of Us* participants. The academy also supports peer-to-peer learning and network-building among researchers and students.

***All of Us* Researcher Academy Partner**

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