



Office of Research Education Policies and Procedures

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The Office of Research Education (ORE) PhD programs are affiliated with the University of Colorado Anschutz Medical Campus Graduate School. As affiliated-programs, ORE PhD programs must comply with the Policies and Procedures of the CU Anschutz Graduate School. ORE has prepared an annotated version of the GS Policies and Procedures available at <https://medschool.cuanschutz.edu/ore/forms-and-resources>.

The full version of the GS Policies and Procedures is available at:
<https://graduateschool.cuanschutz.edu/forms-resources/resources>

The ORE Policies and Procedures presented here are in addition to the GS Policies and Procedures and describe policies that pertain specifically to ORE PhD programs. ORE Policies and Procedures described here constitute minimum standards, requirements, and procedures for the PhD programs that are under ORE auspices at the University of Colorado School of Medicine. With ORE review and approval, an ORE PhD Program may adopt more, but not less, stringent policies and requirements.

Abbreviations: AD, Associate Dean; AMC, Anschutz Medical Campus; CSPH, Colorado School of Public Health, CU, University of Colorado; GPA, grade point average; GS, Graduate School; OME, Office of Medical Education; ORE, Office of Research Education; PA, Program Administrator; PD, Program Director; SOM, School of Medicine

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I. Organization

A. Role of the Office of Research Education (ORE)

The Office of Research Education (ORE) resides within the Office of Medical Education (OME) within the School of Medicine (SOM). ORE serves as the administrative home for 1 umbrella-admitting program, Biomedical Sciences (BMSC), and 12 PhD granting programs: Cancer Biology (CANB); Cell Biology, Stem Cells & Developmental Biology (CSDV); Computational Biosciences (CPBS); Human Medical Genetics & Genomics (HMGGP); Immunology (IMMU); Integrated Physiology (IPHY); Microbiology (MICR); Molecular Biology (MOLB); Neuroscience (NRSC); Pharmacology (PHCL); Rehabilitation Sciences (RHSC); and Structural Biology & Biochemistry (STBB). In addition, students in the SOM Medical Scientist Training Program (MSTP) can receive their PhD training and degree via any of the ORE PhD granting programs.

The ORE PhD programs provide training in a wide variety of essential skills, including oral and written communication, leadership, and personal and professional integrity. The SOM and AMC support holistic training by prioritizing an inclusive, and safe environment for professional growth. As a result, ORE PhD students receive education and training that prepares them for a wide variety of careers in the biomedical field.

ORE functions as the major advocate for the PhD programs and research training in the SOM's and University's strategic plans. The ORE PhD programs collaborate to achieve three education and research goals:

- To train excellent PhD graduate students in the critical thinking, research design and methods required for impactful biomedical research.
- To provide an intellectual center that enriches and furthers the curiosity that draws students and faculty to scientific research, innovation, education, and communication.
- To foster strong scientific interactions between the basic science and clinical/translational research communities within the School of Medicine, Anschutz Campus, and across the nation to advance fundamental discoveries and improve health.

ORE is charged with maintaining the high standards expected for the PhD Programs, their faculty, and students. The programs and ORE develop educational strategies that promote excellence in scholarly, innovative, and impactful PhD training and outcomes. ORE works with each of the PhD programs to ensure that training is focused on and optimized for a particular sub-field of biomedical sciences. ORE ensures that the PhD Programs comply with or exceed ORE's and the Graduate School (GS)'s standards for excellence and procedures in accord with the policies of the University of Colorado Board of Regents and the Colorado Commission on Higher Education.

ORE's Mission Statement: ORE and the 13 Biomedical PhD programs (see left, Overview) collaborate to achieve a tripartite mission:

To train excellent PhD graduate students in the critical thinking, research design and methods required for impactful biomedical research.

To provide an intellectual center that enriches and furthers the curiosity that draws students and faculty to scientific research, innovation, education and communication.

To foster strong scientific interactions between the basic science and clinical/translation research communities on our campus and across the nation to advance fundamental discoveries and improve health.

B. Graduate School Affiliation

The Anschutz Medical Campus is home to six University of Colorado Colleges/Schools (College of Nursing [COM]; Colorado School of Public Health [CSPH]; Graduate School [GS]; School of Dental Medicine [SDM]; School of Medicine [SOM]; Skaggs School of Pharmacy and Pharmaceutical Sciences [SSPPS] (Figure 1). The GS has been accredited by the [Colorado Commission on Higher Education](#) (CCHE) and the [Higher Learning Commission](#) (HLC) to confer the PhD degree. Accordingly, all PhD programs at CU Anschutz must either reside within or be affiliated with the Graduate School (GS) and follow the GS Policies and Procedures. ORE PhD programs are GS-affiliated.

For GS-affiliated programs the relevant administrative responsibilities are divided between the home School or Office, in this case SOM-ORE, and the GS. This handbook follows the agreement reached between the SOM-ORE and the GS regarding distribution of academic responsibilities.

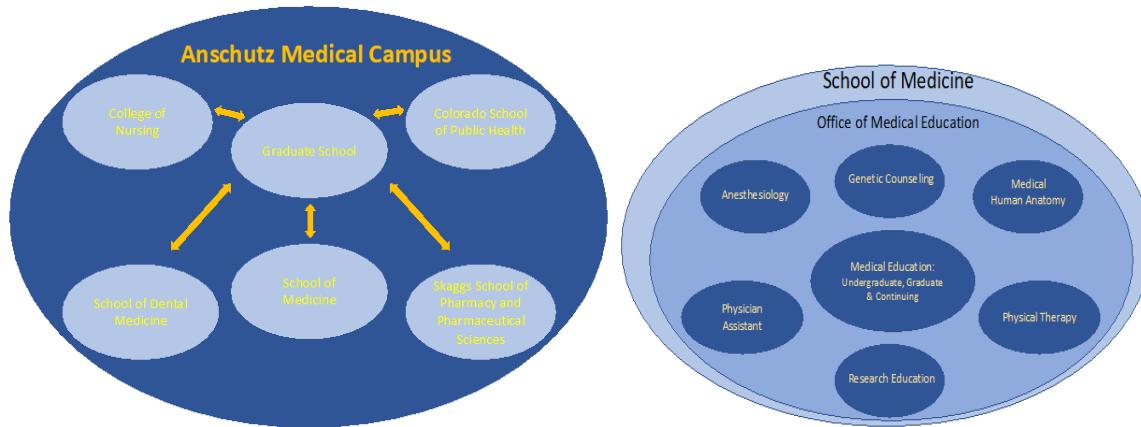


Figure 1: Left: Four AMC schools and one college partner with a sixth AMC school - the GS – to accomplish their educational missions. ORE PhD students are members of the larger AMC graduate student community that includes Masters, Doctorate and Doctoral students from all AMC schools. Right: The ORE PhD programs are administratively located within the Office of Research Education, located in the SOM's OME. OME is the administrative home of the SOM educational programs.

C. ORE Administration

Overview: ORE provides administrative support to all 13 SOM PhD programs and for major cross-program activities including incoming student on-boarding and orientation; cross-program courses (e.g., Graduate Core Course, Responsible Conduct of Research); student recruitment; training grant preparation and submission.

ORE leadership, PhD Program Director, PhD Program Administrator, and other positions are presented in the ORE Org Chart (Appendix A) and described in detail below. A quick guide about whom to contact in ORE when there are questions follows.

<u>For Questions About</u>	<u>Contact</u>
PhD program training activities, Program Director/faculty expectations, ORE strategic initiatives	ORE Associate Dean (Angie Ribera)
Student support and resources	ORE Program Administrator (PAs) Or Associate Dean
ORE and PhD program budgetary policies, training grant support, business processes, data requests, Sr. Program Administrator expectations	ORE Business Services Program Director (Jodi Cropper)
ORE Student Recruitment, student onboarding, Curriculum, Program Administrator expectations	ORE Academic Services Manager (Morgan Texeira)
Scheduling ORE events, meetings with ORE Staff, Student Badges	ORE Academic Services Professional (Miriam Venzor)

1. ORE Positions

a) ORE Associate Dean - Reports to SOM Senior Associate Dean of Education

The ORE Associate Dean (hereafter referred to as AD) is the chief academic and administrative officer of the ORE. The individual in this position is appointed by the SOM Dean and reports directly to the SOM Executive Vice Dean for Education.

The AD is responsible for the application of ORE Policies and Procedures and the overall coordination and effectiveness of the ORE PhD Programs. Acting in conjunction with ORE leadership, Program Directors, Program Administrators and the ORE Graduate Council, the AD's responsibilities include, but are not limited to:

- overseeing the 13 ORE PhD programs via bi-monthly meetings with the Program Directors, weekly meeting with the Business Services Program Director, yearly (minimum) individual meetings with each program's Program Director(s) and monthly meetings with the ORE leadership team (AD, Business Services Program Director, Academic Services Manager, Business Services Senior Professional);
- Collaborating with the PhD programs to organize annual student recruitment events;
- Collaborating with the PhD programs to organize an inclusive, informative, new student orientation event;
- Ensuring efficient and effective matriculation and on-boarding of new students;
- Establishing effective partnerships with campus resources (e.g., Office of Disability, Access & Inclusion [ODAI], Student Support [SOS], Student & Resident Mental Health [SRMH]) to ensure optimal support and success of students;
- Partnering with the Anschutz Office of Student Affairs to inform students about appropriate support services;
- Partnering with the Office of Disability, Access & Inclusion (ODAI) to ensure that students find supportive and effective student communities;
- Facilitating cooperative relationships across programs that ensure effective and non-redundant student training, curricula, and education;

- Ensuring academic support for the ORE programs;
- Overseed the ORE Graduate Council;
- Community outreach and fundraising (e.g. Tattered Cover Talks);
- Providing general oversight and supervision of all ORE aspects and carrying out other duties as assigned by the SOM Executive Vice Dean for Education and SOM Dean.

b) ORE Business Services Program Director - Reports to OME Associate Dean and works with ORE AD

The ORE Business Services Program Director supports the ORE mission by developing and directing the operations for the business and academic needs of the basic science PhD programs. Provides fiscal and strategic forecasts, provides reporting on fiscal data, and recommends actions and strategy for resolutions to problems.

- Overseeing projects and procedures within the Office of Research Education;
- Identifying, evaluating and analyzing program and operational issues;
- Ensuring academic, technical, and administrative support for the ORE Program Directors and Administrators;
- Working with the AD to develop and maintain a sustainable budget;
- Communicating SOM and University guidelines for use of student enrichment funds;
- Coordinating with IT administrators concerning the on-line application system;
- Coordinating communications for application and constituent management systems;
- Communicating and coordinating with the Registrar's Office(s), Bursar's Office, Student Health Promotions Office, Security/Badging Office, and the Office of International Affairs (OIA) on graduate student issues;
- Carrying out other duties as assigned by the AD; and

c) ORE Academic Services Manager - Reports to ORE Business Services Program Director

The ORE Academic Services Manager manages, provides and/or coordinates services related to the academic mission of the basic science PhD programs. The Academic Services Manager oversees the provision of centrally managed services including program administration, training-grant data collection, and new-student recruiting efforts including:

- Conducting the final admission approval for all students admitted to the PhD programs, including verification of all official admission documents, and where appropriate, verifying immunization records, processing background checks and authorizing student IDs;
- Analyze course, student and faculty metrics including enrollment, student headcount and credit hours, admissions, completion rate, student demographics, and other information to help guide business decisions within the Office of Research Education;
- Communicating and coordinating with the Registrar's Office, Bursar's Office, Student Health Promotions Office, Security/Badging Office, and the Office of International Affairs (OIA) on graduate student issues;
- Carrying out other duties assigned by the ORE Business Services Program Director.

d) ORE Academic Services Professional - Reports to ORE Academic Services Manager

The ORE Academic Services Professional performs a wide range of administrative support activities for the ORE Associate Dean, ORE Business Services Program Director, and ORE Academic Services Manager. Tasks include, but are not limited to:

- Coordination of various meetings and events (including recruitment activities, orientation, and ORE-sponsored events), coordinating initiatives, processing expense/finances and event planning;
- Advise ORE staff on fiscal policies and processes for submitting expense reports, reimbursements, purchase orders, and contracts;
- Carrying out other duties as assigned by the ORE Business Services Program Director.

e) ORE Senior Program Administrators (Sr. PAs) - Report to Business Services Program Director and Program Director provides guidance regarding the specific needs for the PhD program.

In addition to carrying out the duties of the Program Administrator, ORE Senior Program Administrators also have specialized knowledge and experience allowing them to advise and lead Program Administrators on best practices in specific areas including:

- Training Grant Administration (see Appendices B and C for Training Grant Support);
- Admissions;
- Student Progression.

f) ORE Program Administrators (PAs) - Report to ORE Academic Services Manager and Program Director provides guidance regarding the specific needs for the PhD program.

ORE PAs are responsible for the overall financial, educational, and programmatic management of their respective PhD program(s). The PA independently analyzes and coordinates policies and procedures and oversees the implementation of teaching, research, and graduate training associated with the program(s).

- Carrying out other duties as assigned by the Program Director and Academic Services Manager.

g) ORE Program Directors (PDs) - Report to ORE AD

h) ORE Program Directors (PD) are responsible for managing all academic aspects of their graduate programs and advising students in their programs. PDs define the operational needs of the program to ensure that the program trains excellent PhD graduate students in the critical thinking, research design and methods required for impactful biomedical research. PDs ensure that their program enriches and furthers the curiosity that draws students and faculty to scientific research, innovation, education, and communication. PDs foster strong scientific interactions between the basic science and clinical/translation research communities on our campus and across the nation to advance fundamental discoveries and improve health. Although the PDs do not provide direct supervision of students, they work closely with faculty mentors, their Graduate Advising/Training Committees and Program Administrators (PA) to ensure that graduate students are informed about curricular requirements and critical deadlines. PDs and PAs together advise students and faculty about available ORE and AMC student support services.

i) Graduate School Partnership

ORE works with the Graduate School in support of specific ORE activities (e.g., career development, faculty mentorship training program website maintenance and updates, program marketing/outreach, student recruitment).

D. ORE Committees

1. ORE Leadership Committee

The ORE Leadership team consists of the Associate Dean of Research Education (Ribera), Business Services Program Director (Cropper), Academic Services Manager (Morgan Texeira), Academic Services Professional (Miriam Venzor). The Leadership Committee meets monthly to discuss ORE initiatives and review proposals, student issues and support.

2. Program Director Group

The AD holds bi-monthly meetings with the Program Administrators, Program Directors and ORE Leadership to:

- Provide student-relevant campus updates (e.g., revised legal policies);
- Review current policies and recommend by consensus changes to existing or new policies;
- Provide updates regarding organization of events such as the yearly New Student Orientation, Graduate Core Course, Responsible Conduct of Research Course, Student Admissions Policies, Organization of Joint Program Student Interview/Recruitment Events, etc.;
- Provide Administrative Updates
- Discussion of issues raised by the Program Directors;
- Invite campus representatives to meetings to discuss campus services that support students and program goals (e.g., Student Health Insurance Program; Case Management; Student & Resident Mental Health; Career Development Office).

3. Program Administrator Group-Led by the Academic Services Manager and the Senior PAs.

The Program Administrators meet weekly to discuss business processes, best practices, and collaboration opportunities.

4. Admissions and Recruitment Group

Dr. Kristin Artinger (former Director of the umbrella Biomedical Sciences Program) pioneered the development of a cross-program Admissions and Recruitment Group. The group comprises the Chairs of the Admissions Committee of each ORE PhD program. The group discusses best practices regarding student admissions and recruitment. An especially notable achievement was the development of a rubric for holistic review that all programs are highly encouraged to use. The Chair of the Committee organizes monthly meetings during which plans for cross-program student interviews and in-person visits are organized.

5. ORE Graduate Council

The ORE Graduate Council serves as a mechanism for ORE students and faculty to provide their input directly to ORE leadership. ORE Graduate Council is chaired by the AD and consists of ORE Student Council and ORE Faculty Council. Working in conjunction with the AD, the ORE Graduate Council proposes policies that promote the best interest of students and their progression and success as well as optimal training experiences provided by each program. Policies need to comply with the Laws of the Regents of the University of Colorado.

The ORE Student Council has two members from each of the 12 PhD granting programs. Among the student council members, there should be at least one student who entered via BSP and at least one student who entered via MSTP. Student members are appointed for two years, with the two members from a program starting their appointment in different years. In this way, half of the student members will have already served one year, and the other half will be new. Each program's student leadership should nominate and appoint their representatives to the ORE Student Council. The ORE Student Council will meet at least every other month, or more often as deemed necessary by the student members.

Similarly, the ORE Faculty Council has two members from each of the 12 PhD granting programs. Among the faculty council members, there should be at least one faculty member who is also a faculty member of BSP and one from MSTP. Faculty members are appointed for two years, with the two members from a program starting their appointment in different years. In this way, half of the faculty members will have already served one year, and the other half will be new. Each program's faculty governance will nominate and appoint their representatives to the ORE Faculty Council. The ORE Faculty Council will meet at least once per semester or more often as deemed necessary by faculty members.

The ORE Graduate Council includes the ORE Student Council and ORE Graduate Council. This group will convene at least once per semester, and more often as necessary, to conduct business related to the interest of the students, faculty, Graduate Programs, and ORE. In selected cases, some discussion and voting might have to be conducted virtually to expedite processes. Two-thirds attendance by the Council membership will constitute a quorum. The ORE Graduate Council plays an important role in reviewing student academic grievances and any decisions made by the AD that have been appealed. In the case of such appeals, the AD will recuse her/him/their-self from deliberations and the ORE Associate Dean will chair the session. Similarly, if an issue involves a student or faculty member on the ORE Graduate Council, that individual will recuse her/him/their self from deliberation of the matter.

Review of Student Honor Code violations is done via collaboration between the ORE Faculty Council and representatives from the ORE student Council. The outcome of the deliberations will be sent to the Director(s) of the student under review for the program to consider and adopt as they choose.

6. ORE Curriculum Committee

The ORE Curriculum Committee has faculty representation from each ORE PhD program plus four student members. The Committee focuses on the courses that are taught across all ORE programs, e.g., Graduate Core, Biostatistics, Ethical Conduct of Research, Rigor & Reproducibility.

II. ORE and PhD Graduate Education

A. ORE PhD Programs

1. Admitting Program

ORE administers one (1) non-PhD granting program (Biomedical Sciences; BMSC). This program admits students for one year and then they transfer to a degree-granting program. Students can also enter one of the PhD granting programs via the Medical Scientist Training Program (MSTP).

2. PhD Granting Programs

ORE administers twelve (12) interdepartmental PhD granting programs:

- Cancer Biology (CANB)
- Cell Biology, Stem Cells & Development (CSDV)
- Computational Biosciences (CPBS)
- Human Medical Genetics & Genomics (HMGGP)
- Immunology (IMMU))
- Integrated Physiology (IPHY)
- Microbiology (MICR)
- Molecular Biology (MOLB)
- Neuroscience (NRSC)
- Pharmacology and Molecular Medicine (PHMM)
- Rehabilitation Sciences (RHSC)
- Structural Biology, Biochemistry and Biophysics (SBBB)

3. Program-Specific Requirements – Program Handbooks

Each ORE PhD program should have an annually updated handbook, posted online on the program website in July each year. The handbook should provide details about program-specific rules or policies that are in addition to those specified by the GS or ORE (e.g. publication requirements for graduation). ORE provides a handbook template for Programs to use to help ensure Program handbooks are complete, compliant, and tailored to meet the unique needs of your program.

4. Nomination and Approval of Graduate Faculty Appointments

The GS maintains a list of faculty who have Graduate Faculty Appointments (GFAs):

https://gs.ucdenver.edu/tbl_gradfac_curr.php. This list indicates whether the individual has a Regular or Special Appointment and in which program(s) the individual participates as a member. Programs should check that the GS has approved new nominations and updated the GS list.

Regular or Special Appointment and in which program(s) they are members. Programs submit GFA nominations directly to the GS. Once a nomination is submitted, the program should

follow-up with the GS to know the outcome of the nomination, and if successful to ensure the posting to the GFA list website.

ORE faculty require appointments as Regular Graduate Faculty to serve as either the primary mentor/advisor of a student or to serve as a program or course director. According to the Colorado Council on Higher Education, course directors or primary instructors must hold a degree one higher than those to which the students that are taught aspire. Alternatively, they should hold a terminal degree in the field (such as PhD, MD, MD/PhD, etc.). Please note that the GS requires that the individual designating the overall grade for a graduate-level course have a Graduate Faculty Appointment. Accordingly, the ORE Associate Dean typically approves grades.

Faculty who do not meet the criteria required for appointment as Regular Faculty, such as individuals with appointment outside of CU Anschutz or an affiliated institution, but who wish to be involved in a PhD program and have expertise that would aid the program or a student's PhD committee can be appointed as Special Faculty, upon approval by ORE and the GS. However, individuals with Special Graduate Faculty appointments are not eligible to serve as the mentor or primary advisor of a student. The GS has prepared a Quick Reference Table that details the criteria for Regular vs. Special Faculty appointments:

(https://www.ucdenver.edu/docs/librariesprovider138/denver-anschutz-graduate-school/resources/graduate-faculty-quick-reference-table.pdf?sfvrsn=ef0622b9_2).

Nominations for membership to the Graduate Faculty, as either Regular or Special Faculty, are initiated by Program Directors of the ORE PhD Program in which the faculty member will serve as either the mentor or primary advisor, teach, and/or serve on examining committees. Any CU Anschutz faculty member may request to be nominated by an ORE Program Director. See Section 4, pp. 9-13 of the GS Policies and Procedures for details. The GS has forms for [Regular](#) and [Special](#) applications for graduate appointments.

Graduate Faculty Appointment Instructions:

<https://graduateschool.cuanschutz.edu/docs/librariesprovider138/denver-anschutz-graduate-school/resources/docusign-instructions-gfa.pdf>

Completed nomination forms are sent first to ORE (ORE Academic Services Manager) for approval. ORE will then submit to the GS for final approval.

Programs are responsible for developing their own internal, consistent processes for nominating and approving faculty for program membership. Approved faculty members should be set up with Regular Graduate Faculty Appointments through the GS and are expected to meet all program participation requirements set forth by the program. When a faculty member leaves the program or the university, it is the program's responsibility to contact the GS to remove them from the program's faculty roles.

***As of January 1, 2023, ORE requires that all ORE Program Faculty appointments have an established ORCID ID.*

B. Approval and Review of Programs and Courses

The creation of a new PhD program requires several levels of approval. First would be via discussion of a proposal at a Program Directors meeting followed by consideration by the ORE

Graduate Council. After these approvals have been obtained, the GS Dean, working with the GS Faculty Graduate Council, reviews the proposal and a vote is taken. If approved, the proposal then moves to the final stages of approval by the Board of Regents and the Colorado Commission on Higher Education. Additional details are available in the GS Policies and Procedures (Article II, Section 1, pp 13-15).

1. Review and/or Revision of Existing Graduate Degree Programs

Two policies, [University of Colorado Regents Policy](#) and [CU Academic Policy Statement 1019](#) mandate that the GS perform regular review of PhD programs, approximately every 5-7 years. ORE also performs an annual review of each PhD program via individual meetings with the Director(s) of each program and the AD. For the Regents and University mandated reviews, the GS notifies each program when it is up for review and provides relevant data. Additional details are available in the GSPP, Article II, Section 1.i.

2. Developing new tracks with an ORE PhD program

To approve a new track within an existing PhD program, ORE provides the first level of approval followed by review and approval by the GS Graduate Council; Regent level approval is not required for a new track in an existing PhD program. Per GS policies: *"Tracks/subplans must share 1/3 of course work with the "parental/general" program and must require the same number of total credits as the parental/general program."*

3. Developing a new ORE PhD program course

The first level of approval will occur by the PDs followed by the ORE Graduate Council's review and approval. The GS does not need to approve a new course unless it is a major departure from the goals of the home program. However, the GS Dean should receive the ORE approved course proposal so that records can be updated. Any ORE program that wishes to discontinue a course should notify the AD. ORE will then inform the GS so that records are updated.

Additional details are available in the GS Policies and Procedures, Article II, Section 1.iii.

C. Student Recruitment

1. Allocation of slots for new first year students

In 2020, the SOM committed to providing the ORE PhD programs with 25 additional first year student slots over a period of five years (~5/year over 5 years), reaching a total of 75 slots. As of academic year 2025, 75 slots have been allocated. Programs that over-recruit one year will receive fewer slots (by the number over-recruited) the subsequent year.

The Office of Research Education (ORE) prioritizes support of student recruitment to ensure that the 13 basic science PhD Programs matriculate the best incoming class. ORE works with programs to organize common recruitment days by assisting with the scheduling of interviews/individual student meetings, negotiating a contract for lodging, arranging for transportation to/from lodging to campus, coordinating shared activities, and coordinating with the travel agency to book flights.

ORE has policies, processes, and templates regarding number of applicants to be interviewed, invitation to interview letters, number of offers to be made, rolling offers, and letters of offer. ORE manages applications to its PhD programs through Slate, a University of Colorado campus application software system.

a) Number of interviews

Typically, the number of applicants that can be invited for interviews is 3 times the number of first year slots. Programs will be provided with a budget by ~mid-November to allow for this number of in person visits. To stay within budget, programs should invite students with enough time to arrange for advantageous airfare. With the permission of the ORE Business Services Program Director (Jodi Cropper), a program may use enrichment funds to cover any overage of the recruitment budget.

b) Invitation to interview letter

The program specific Admission Committee should plan to complete meetings and decisions regarding applicants invited for interviews no later than December 15 to allow Program Administrators ample time to contact recruits in a timely manner, ideally prior to December campus closure. Invitation letters should be sent out via Slate to enable efficient tracking and optimal records.

Invitation to interview letters provide the agreed upon date of joint recruitment and logistical information needed to manage the visitors. The PAs have access to a current template invitation letter. Invitation letters should be sent out via Slate for tracking purposes.

c) Number of offers

Typically, the number of offers is twice the number of first year slots.

d) Offer letter

Programs directly contact recruits who will receive a letter of offer of admission. Offer letters must include specific language and notifications (including information for Provisional Admits), however programs are free to expand upon the basic requirements. The PAs have access to a current template offer letter. Offer letters should be sent out via Slate to enable efficient tracking and optimal records. ORE recommends adding text indicating that while a decision to accept or decline the offer is not required until April 15, the program expects acknowledgement of receipt of the offer within two weeks.

e) Documentation

Each program is responsible for keeping accurate records regarding

- total number of applicants and demographics of applicants,
- total number & demographics of offers,
- total number of matriculants & demographics of matriculants.

2. Applicant Interviews

a) Budget

The ORE will provide each program with a specific budget to schedule, plan, and conduct on-campus events to interview and recruit PhD applicants for the coming academic year. A

portion of the funds will be used to support ORE-organized interview/recruitment events (e.g., brunch). Programs will inform ORE about the ORE-organized events in which they will participate no later than November first. Programs should highlight the dates of the ORE recruitment events to ensure that they do not organize program-specific events that conflict.

b) Interview/Recruitment Week Schedules

ORE asks programs to make decisions about shared vs. Program-specific recruitment events by early October so that ORE has the information needed to prepare a template for interviews and shared recruitment activities by the end of October. Programs may alter this schedule to fit their own needs, but must inform the ORE of any alterations no later than December 1st. Interview slot times may not be altered. If a program chooses not to participate in the master schedule, it is responsible for planning its own equivalent event schedule and must inform the ORE of its intentions by November 1st. Participating programs will provide the ORE with a list of interviewing faculty, applicant faculty interview requests, and interview scheduling ruleset by the given deadline (usually the second week in January). The ORE will use these guidelines to schedule faculty interviews across all participating programs. The ORE will do its best to meet all interview scheduling rules and guidelines. Once the schedule is released, the programs will have one week to work with other programs and ORE to make trades, alterations, and corrections.

3. Post-visit surveys

ORE sends post-visit surveys to all applicants who participate in ORE-sponsored interview/recruitment weeks. The results of these surveys are shared with Program Directors, Program Administrators, and the Admissions and Recruiting Group.

D. Matriculation

1. On-Boarding prior to Orientation

a) Compliance

The University of Colorado uses a software program called Complio (American Databank) to verify and manage compliance requirements. The campus vaccine requirements are updated for Fall 2025 matriculating students and are listed below. Administrators will work with incoming students to ensure compliance with all required policies, processes, and trainings prior to the stated deadlines. Students who miss these deadlines may be delayed in registration, have their initial stipend payments impacted, or potentially have their offer of admission revoked. It is ultimately the student's responsibility to meet all requirements on time. Students with questions about the above requirements may contact: immunizations@cuanschutz.edu.

<u>Requirements</u>	<u>Description</u>
Td series and booster	One Tdap booster done at age 11 years old or later AND Td booster if last Td-containing vaccine more than 10 years ago.
Measles (Rubeola)	Dates of 2 (measles or MMR) vaccines or positive titer; must submit copy of titer result.

Mumps	Dates of 2 (mumps or MMR) vaccine or positive titer; must submit copy of titer result.
Rubella	Date of 1 (rubella or MMR) vaccine or positive titer; must submit copy of titer result.
Hepatitis B	Second and third of three vaccines (includes the one dose prior to registration) AND Evidence of serologic immunity; must submit copy of result.
Varicella	Evidence and dates of 2 Varicella vaccines OR positive titer; must submit copy of result.
Tuberculosis (TB) Screening	<p>You must have TB screening done within 12 months prior to matriculation. TB screening is either:</p> <p>2 TST tests at least 1-3 weeks apart, the 2nd being done within 12 months of matriculation OR</p> <p>QTFG blood testing</p> <p>If you have EVER had a positive TST or QTFG test; Submit a chest x-ray report and treatment history. Consider latent TB therapy if you have not had this in the past. You will need to complete an annual TB clearance questionnaire yearly while at CU Anschutz.</p> <p>If you had BCG vaccine, obtain Quantiferon TB Gold blood test and submit result. If positive, consider taking latent TB therapy. You will need to complete annual TB clearance questionnaire while at CU Anschutz.</p>
Influenza	Annual vaccine.
Polio	Most current vaccine date.
Meningococcal	

b) CU-SIS Matriculation

The student matriculation process in CU-SIS is managed by the GS in conjunction with the Registrar's Office. ORE PhD program PAs provide the GS with the necessary data and documentation, and ensure that this process is completed, meeting all deadlines for Fall registration.

c) CU Anschutz email address

Incoming students will receive instructions on claiming their university email address to their email address on file. Once a university email address is established, all official university and program related communication will be sent to that email address. It is ORE and university policy that all students must check their university email addresses regularly.

d) Environmental Health & Safety and the Office of Laboratory Animal Research

The Offices of Environmental Health & Safety and the Office of Laboratory Animal Research require all faculty, staff, and students working in any laboratory space on campus to complete a set list of trainings before they will be allowed into a lab. Incoming students are responsible for completing these trainings prior to the stated deadlines or they will not be allowed to begin their first research rotation. No exceptions or accommodations will be made due to missed deadlines.

e) Occupational Health

The University, ORE, and the Office of Occupational Health require all students to have completed a series of vaccinations, prior to attending class or participating in any academic activity. Students may be required to submit proof of immunization to multiple offices in order to be cleared for registration and attendance. COVID-19 is no longer a required vaccine to attend The University of Colorado. For information on the COVID-19 vaccination requirement and exemptions, see the official university policy here:

<https://www.cuanschutz.edu/coronavirus>

f) Human Subjects Training

Some of the research in a subset of ORE PhD programs involves human subjects. Please contact the Colorado Multiple Institutional Review Board ([COMIRB](#)) for further information about required training and protocols (<https://research.cuanschutz.edu/comirb/home/about-comirb/office-hours>).

g) ORCID

1. Prior to registering for courses, all first-year students must establish an ORCID. ORCID is an acronym for Open Researcher and Contributor ID. ORCIDs facilitate the maintenance of the ORE database used to gather information for preparation of tables for training grants and for tracking student progress:

From: <https://info.orcid.org/researchers/>

“Anyone who participated in research, scholarship, or innovation can register an ORCID for themselves free of charge, and you can use the same ID throughout your whole career – even if your name changes or you move to a different organization, discipline, or country. We provide ORCID to researchers free of charge so that we may realize our vision of connecting all who participate in research, scholarship, and innovation are uniquely identified and connected to their contributions across disciplines, borders, and time.”

To establish an ORCID: <https://orcid.org/register>

2. After establishing an ORCID, individuals then need to associate it with CU Anschutz systems. To do so, navigate to: <https://som.cuanschutz.edu/ORCID>. After logging in, you will be redirected to a new webpage with the title **University of Colorado** ORCID. Click the button “Connect your ORCID” to start the connection process. You will be redirected to another webpage. If not already present, enter your ORCID ID and password. Then sign in. At this point you can authorize CU Anschutz to access your ORCID account by clicking on the button “Authorize Access”. Please contact your PA if you need further assistance.

2. New Student Orientation

a) ORE Events

ORE organizes an orientation event the week prior to fall classes (usually on the Monday and/or Tuesday). Orientation topics are broad and intended to introduce students to the campus, core curriculum, biosafety requirements and resources and support available to them.

b) Program-Specific Events

Programs typically offer their own orientation focusing on community building and the specific details and requirements of their programs. Programs should not plan any program specific orientation events on the Monday and Tuesday to avoid any potential scheduling conflicts.

3. Funding

ORE supports first-year students from August 15th through June 30th of the following year, at which time the student's financial support transfers to their faculty mentor and the mentor's department. The selection of the research mentor is a key milestone to accomplish during year one of the program and involves extensive consultation with the faculty mentor and their Program Directors. Once the faculty mentor has been selected, no later than June at the end of year one, ORE will transfer the stipend appointment to the department of the faculty mentor/ Thesis Lab, effective July 1st. The student's Thesis Mentor is responsible for the financial support of the student's expenses as of July 1st, including stipend, tuition, fees, and health and dental insurance through graduation.

With approval of their Program, if a student is in good standing, but, for reasons beyond their control has not been able to finalize a Thesis Mentor, they may request that ORE support their stipend during a 4th rotation (July 1- Aug 15). The selection of the 4th rotation mentor will require careful consideration of multiple factors to optimize its success to meet the requirement of identifying a Thesis Mentor to cover their expenses by Fall semester of year 2.

Students who are admitted via Direct Admit process will be financially supported by their Thesis Mentor from the start of their PhD Program.

4. Course Registration

Students must follow the registration requirements of their programs. ORE sets minimum registration requirements: 5 credits in fall, 5 credits in spring, and 1 credit in summer. Students must register for 5 credits in the semester they plan to graduate (this includes summer graduates). Students must ensure they are registered by the add/drop deadline. ORE will not pay for any late charges due to late enrollment. In general, ORE courses are limited to ORE students.

5. Student Stipend Appointments

First-year student stipends will start on August 15th. ORE supports students through June 30th of the following year, at which time the student should have selected a Thesis Lab and communicated the selection to the Program. ORE will transfer the stipend appointment to the Thesis Lab, effective July 1st.

E. Establishing Residency

After the first full year, all domestic students will receive support of in-state but not out-of-state tuition (assuming satisfactory academic progress). Accordingly, new students need to establish Colorado residency during their first year. The process requires much documentation and has many steps that often require up to a year to complete. To ensure that they have in-state resident status by the beginning of year two, new students need to immediately obtain documentation to support their petition for State Residency. Specific details and instruction are provided by your program administrator. Please refer to the Registrar's Office for more information, <https://www.cuanschutz.edu/registrar/residency>.

F. Degree Requirements

Overview: Individual ORE PhD programs have slightly different requirements for the preliminary, comprehensive and thesis examinations. Please consult your program's handbook for the relevant and specific requirements.

1. Rotations

ORE gathers updated information about those faculty who are accepting students for rotations every year. This information is available on Program Websites. Details of rotations and requirements are available in each Programs Handbook. The [ORE Rotation guidelines](#) provides a general overview of the process for students transitioning to their thesis lab.

Predoctoral students who are unable to secure a Thesis Mentor after their required three rotations are advised to contact their Program Directors as soon as possible. At this point, the Program will review the student's academic record and performance in the three lab rotations. The review and discussion with the student, should consider the student's academic standing, whether there is a faculty mentor identified who is enthusiastic about taking on the student for a 4th rotation and who has the funding to cover the student in the event the rotation is successful, and - on the basis of prior academic and professional performance- the student has a high probability of successfully completing the 4th rotation. If the review indicates a high probability that the 4th rotation will be successful, the program should then submit a request to ORE for support of a 4th rotation. The ORE Associate Dean will review the submitted form and ask to meet with the student and/or Program Directors if there are issues of concern and/or points to clarify. See ORE Policy on Students requiring a 4th rotation (<https://medschool.cuanschutz.edu/docs/officeofresearcheducationlibraries/default-document-library/ore-students-requiring-a-fourth-rotation-policy-7-2025cfab9b86-9895-4cba-9d04-e2179578ad4a.pdf>).

Students must be in good standing to continue to progress in their PhD Program. Good standing entails:

- maintaining a 3.0 GPA, as required by the Graduate School
- attending all required Program events (e.g., courses, retreats, seminars, journal clubs, etc.)
- behaving in a professional manner (including timeliness to events, responding to emails within 48 business hours, and maintaining respectful, constructive communication with peers, faculty, and staff)

- fulfilling program requirements and meeting academic milestones in a timely manner, such as passing preliminary and comprehensive exams, annual meetings with thesis committee, and submitting a dissertation proposal
- demonstrating satisfactory research progress
- Successfully joining the research group of a member of the PhD program at the end of year one or, if needed, after a successful 4th rotation;
- adhering to the university's code of conduct and professional standards.

Failure to meet any of these expectations is grounds for dismissal from the program.

2. Thesis Advisory Committee

After selecting a thesis advisor, the student, in collaboration with his or her thesis advisor, will choose a Thesis Committee, subject to approval by the Graduate PD. Although it is recommended that the Thesis Committee be the same as the Thesis Examination Committee, the two committees need not be identical. The required composition of committees is specified in each program's handbook.

The Thesis Committee will serve an advisory function to the students, and together with the thesis advisor, will also monitor the student's progress towards completing their PhD training. The Thesis Committee will determine when the student has made sufficient progress to begin writing their thesis.

Faculty members of a thesis committee must be without any conflicts of interests or other bias that would interfere in providing assessment, candid feedback and advice about the student's progress, and to act in the best interest of the student's PhD training. [ORE Thesis Committee COI Policy and Guidelines](#)

3. Publications

Publication requirements for graduation are program specific. Each ORE PhD-granting program should explicitly state the requirements in the program handbook.

4. Enrollment during thesis exam semester

Students typically register for 5 credits in the semester they are scheduled to graduate.

5. Time limit for completion of Degree

Per GS rules, PhD students must complete all degree requirements within eight (8) calendar years of matriculation. Students who fail to complete the degree in this eight (8) year period are subject to termination from the GS upon the recommendation of the program director and concurrence of the AD and GS Dean. For a student to continue beyond the prescribed time limit, the program director must petition the AD and the GS Dean for an extension and include 1) reasons why the program faculty believes the student should be allowed to continue in the program and 2) an anticipated timeline for completion of the degree. Extensions for time to degree are normally issued for one year or less, but under rare circumstances, a second extension may be granted. The Extension of Time Limit form is posted on the AMC GS website (<https://graduateschool.cuanschutz.edu/>)

- Approved Leaves of Absence automatically extend the time limit for earning a degree by the equivalent amount of time that the student is on leave.

G. Special Circumstances

1. Leave of Absence

A Leave of Absence (LOA), for medical or other reasons, involves coordination with many ORE, GS and/or AMC offices. ORE recommends that faculty and PDs contact the ORE Associate Dean for advice and information about relevant policies as soon as a LOA is under consideration. An approved LOA pauses the student's academic record and automatically extends the time limit for completing a degree by the equivalent amount of time that the student spends on leave.

Students do not receive a stipend while on a LOA. Students on a LOA may request to continue their health and dental insurance while on Leave; however, this is paid for by the student directly. Health and dental insurance eligibility may be impacted by the expected return date from a LOA. For example, students who return from LOA in summer and were not registered in spring (or waived their health insurance in spring), will not be eligible for health and dental insurance until August 1st (and after they register for fall courses).

Students who take a Leave of Absence and expect to change their PhD mentor upon return from the LOA, will need to document in [ORE Personal LOA form](#) a detailed plan for lab transfer rotation and funding upon their return.

After one year of LOA, if additional leave is under consideration, a new request needs to be submitted. Requests for LOA that will result in a total leave time exceeding one (1) year may be approved with sufficient justification to the Dean of the Graduate School.

Students who do not return from their approved LOA in accordance with the terms of the LOA will be considered to have withdrawn from their program and will either be required to formally re-apply for admission, or, at the discretion of the program, may be re-admitted through an expedited process.

There are two categories of LOA:

a) Medical: [Requesting a MLOA](#)

Medical LOAs are managed through the CU Anschutz Student Outreach and Support Office in collaboration with the program and the GS.

b) Other: [Requesting a Personal LOA](#) ; [ORE Personal LOA form](#)

Personal LOAs are reviewed and approved entirely through the program and the GS. Students who need to leave a graduate program for a period of time (up to one year) should consult their program director and/or the ORE Business Services Program Director for guidance on a Leave of Absence (LOA).

2. Transferring from one program to another

a) Continuing as an ORE PhD Student

Upon receiving an offer of admission to a program, students carefully consider the program's goals and requirements in order so that they can commit to PhD training in the program. Accordingly, it is rare that a student will consider-transferring to another ORE program.

This is a difficult situation for the student as well as the program. For the student, there may be increased requirements and delay in progression towards completion of PhD training. If a student is pre-comps, they may need to complete additional coursework before they the preliminary exam or comprehensive exam. If a student is post-comps, there is the possibility of having to retake the comprehensive exam and/or form a new thesis committee.

Conversely, the program loses a member of its community. In addition, when a student transfers to another program, this contributes to the program's student attrition rate, a metric that impacts the review of training grant applications.

Accordingly, ORE expects that the decision to transfer to another program be considered extremely carefully, thoughtfully, and respectfully. Transfer to another ORE program should only be considered when the transfer will clearly provide the student significant opportunities to improve their PhD training and progress towards career goals. The student will initiate the process of considering program transfer in a professional and respectful manner.

Typically, the student will first discuss the issue with their mentor and then with the Program Director. If the student is in their first year and has not identified a thesis mentor, they should discuss the issue with the program's Graduate Advising Committee and Program Director. After these discussions, the student will bring the matter to the attention of the ORE Associate Dean.

In exceptional circumstances, the student may not feel comfortable raising the issue with the mentor and/or PD first. In these cases, the student may prefer to instead confer first with the Associate Dean. The Associate Dean would then contact the Directors of involved programs as warranted by the situation. The program into which the student wishes to transfer will consider the possibility and follow its process for accepting a transfer student. Upon approval, the Associate Dean will work with student, programs involved, and the GS to complete the required GS form. For additional information please see Article II, Section 2.vii, p.19 of the GS Procedure and Policies.

b) Leaving PhD program with a Masters degree ('exit' masters)

For a variety of reasons, some PhD students may either choose or not be able to complete the PhD requirements. Students who have passed their comprehensive exam and fulfilled any additional program-specific requirements may be eligible to receive a generic MS degree in Biomedical Sciences. Transfer to the exit Masters must be approved by the mentor, PhD, PD and ORE Associate Dean. Students must be enrolled (i.e. not on LOA) to receive the exit Masters. The ORE PhD program director and the ORE AD or designee will sign the form. The form can be found on the Graduate School Resources page:

<https://graduateschool.cuanschutz.edu/forms-resources/resources>

3. Continuing in a program with a new mentor

While the majority of ORE PhD students complete their doctoral work with their original choice of PhD mentor, this is not always the case. The choice to not continue doctoral research with the original mentor could be student-driven, mentor-driven and/or a mutually agreed upon decision. In all cases, the best outcomes will be achieved if open, honest, respectful interactions and communication occur between mentor and student. However, it is often necessary to enlist support of the program and/or ORE to facilitate optimal communication.

A primary issue to consider is the student's well-being. If medical or personal issues are creating barriers for the student's progress, the student should be made aware of appropriate support services as soon as possible. If it is not possible to address well-being concerns while working on PhD research, a student may consider a leave of absence – medical or personal. The procedures for LOAs are discussed elsewhere.

Below are steps to follow for changes in laboratory home depending upon whether the move is driven by the student, mentor or mutually-agreed upon. In all cases, the ORE AD (Angie Ribera) and ORE Business Services Program Director (Jodi Cropper) should be cc'd/kept up to date about deliberations and decisions.

a. Student-driven decision to leave original mentor's research program and find a new mentor and project.

A student may feel that their PhD training and career goals will be optimized with a different mentor. Underlying this decision, may be a variety of reasons including a significant change in research interests and career goals or sub-optimal communication and interactions with PI and/or other lab members. Open communication between the student and PI is the route that would lead to the optimal outcome (e.g., III below). However, often sub-optimal communication is one of the problems leading to the student's position. In that case, the student should first reach out to the Chair of her/his/their PhD committee (if established), the Director(s) of the student's PhD program and the ORE Asst Dean of Student Affairs (Andy Bradford). If the student wishes to continue finding a new laboratory home and mentor, the next step would be to work with the PhD program to find a new mentor and laboratory home. ORE recommends that the current mentor be informed at this stage, out of respect for the mentor.

b. Mentor-driven decision to leave original mentor's research program and find a new mentor and project.

A mentor may feel that the student's PhD training and career goals would be optimized with a different mentor or that their expectations for the student's research commitment and progress are not being met. A variety of reasons may contribute to this conclusion, including student absenteeism, sub-optimal communication and interactions with the student, or student's unprofessional behavior compromising the laboratory environment for others. Additionally, if the student is being supported by funds provided by an NIH grant, the funding agency requires that there be effort devoted to the project. Thus, NIH compliance issues may also be of concern.

If the mentor and student cannot come to an agreement about next steps and the mentor wishes that the student find a new laboratory home, the mentor should first reach out to the Chair of the student's committee (if established), the Director(s) of the student's PhD program and the ORE Asst Dean of Student Affairs (Andy Bradford). If a thesis committee is in place, then the next step is to convene a meeting of the thesis committee with the goals

of i) discussing the mentor's concerns, ii) presenting those concerns to the student and allowing the student to respond to the concerns, iii) proposing a plan for next steps. That plan should balance the mentor's responsibilities to their other lab members and research productivity goals with the student's progress and commitment to their PhD training. A plan could include creating a trial period during which the committee asks the student to focus on addressing specific issues and present results/progress at the end of the trial period; e.g., within several months. If the committee deems the trial period a success but the mentor still wishes that the student find a new laboratory home, then the next step would be for the committee chair to work with the PhD program to find a new mentor and laboratory home. If a thesis committee is not in place, then the PhD Program Director will work with the mentor to develop a plan or help identify a new laboratory home. As mentioned above, the student's well-being should be considered in these discussions and whether a medical or personal leave of absence is an appropriate course to follow.

c. *Mutually-agreed upon decision.*

If the student and mentor are in agreement that the student's PhD training and career goals would be best supported with a change in mentor and research project, the next step would be to work with the PhD program and ORE Asst Dean of Student Affairs (Andy Bradford) to start the process of finding a new research home. As mentioned above, the student's well-being should be considered in these discussions and whether a medical or personal leave of absence is an appropriate course to follow.

d. In the event a student is unable to find another laboratory, in which to continue their PhD, they may be subject to dismissal from the program.

4. Student External employment

Graduate students in good academic standing may be permitted to work outside of their degree training. This must be approved in advance by their program and is subject to strict limitations and continuing review, as described in the [ORE Policy on External Employment for Graduate Students](#)

III. Academic Standards

A. Student Conduct and Expectations

1. Honor Code

Students should adhere to the highest standards of academic honesty and integrity to include completing individual work as assigned, adhering to department requirements, accurately documenting sources of information and records, and engaging in personal conduct both on and off campus that reflects well on the University, your professional duties, and your ability to perform in classroom and/or laboratory environments. Examples of behavior that violates these standards include: plagiarism (including the undocumented use of internet and web-based information), cheating, illegitimate possession and/or use of examinations, violation of the ethical standards for conducting research, and falsification of official records. For more details, please see the Academic Honor Code on the GS Resources Page:

<https://graduateschool.cuanschutz.edu/forms-resources/resources>

2. Individual Development Plans

ORE requires students, in collaboration with their mentors (or first year advisors), to establish an Individual Development Plan (IDP) that is revised on an annual basis. The PA will save the IDP in the student record and/or CUSIS Milestones. Appendix E contains a template for a minimal Individual Development Plan.

3. Expectations

As current and/or future members of the biomedical research community, ORE faculty, students and staff are expected to adhere to the highest standards of conduct including the respectful, inclusive and ethical standards of their respective fields and the academic conduct and honor code expectations for the University of Colorado Anschutz GS.

ORE highly values multiple perspectives. This means that not only is discrimination of any form unacceptable, but ORE expects that faculty, students and staff remain open-minded and respectfully consider issues and ensure that discussions include varied perspectives. Examples of unacceptable conduct include misrepresentation of effort, credential, or achievement in either the academic or research setting; any action which compromises the quality or safety of others; violation of confidentiality; and any other conduct unbefitting a professional researcher. Faculty, students, and staff are expected to treat each other fairly, respectfully and without bias related to age, race, ethnicity, gender and sexual orientation, religion, spiritual or political beliefs, disability, or country of origin, federal and state protected classes.

The following guidelines provide some examples of ORE expectations for faculty, students and staff

- a) Expectations: rely upon honesty and integrity and maintaining the highest standards of ethical behavior.
- b) Conduct. Be prepared for classes, meetings, presentations and discussions and arrive on time. Understand that feedback is offered in the spirit of helping each other grow and improve. Be ready to acknowledge mistakes.
- c) Work ethic. Develop strong and effective work habits and be accountable for your success. Establish with your mentor shared expectations regarding work schedule and communication.
- d) Communication. A majority of communication occurs via email. Accordingly, all ORE members need to check their university email regularly for announcements and communications. Emails requiring a response should be replied to as soon as possible and within 48 business hrs. Your university email account, but not other accounts, should be used to conduct official university business and communication. Email communications need to respect the privacy of others. The official campus policy is described here:
https://www.ucdenver.edu/docs/librariesprovider284/default-document-library/5000-information-technology/5011---email.pdf?sfvrsn=f2fff3ba_2
- e) Respect and empathy. Treat others with respect - bullying and harassing behavior, for any reason, is not tolerated. Practice inclusive behaviors. Value input from all and the importance of different perspectives. If you experience problems, please contact your mentor, PD, PA or ORE leadership.

f) **Resiliency and Well-being.** While research and academia offer many rewards, setbacks are to be expected. Be flexible, positive and perseverant to your goals. Please ask your program for information about student support services and resources that are available via ORE, the GS or the AMC Office of Student Support. Seek help as needed and reach out to ORE leadership if you encounter problems accessing campus resources.

4. Probation & Dismissal

When a student's program grade point average (GPA) falls below 3.00 (some graduate programs may require that a higher GPA be maintained), the student will be notified by the GS, with a copy to the program director, that they have been placed on academic probation. A graduate program may also impose additional conditions on probationary students in addition to their GPAs. The program director must forward these conditions in writing to both the student and the GS Dean.

If students on probation do not earn a program GPA of at least 3.00 (or greater if required by the program) within two (2) semesters of being placed on probation, they will be subject to immediate dismissal upon the recommendation of the program director and concurrence of the GS Dean. The student may also be subject to immediate dismissal if they do not meet any additional conditions imposed by the program for moving from probationary to regular status. If there are extenuating circumstances, the program director may petition the GS Dean for an extension of the probationary time period. The Dean will make the final decision on dismissal. Students who are placed on academic probation and subsequently dismissed from a graduate program by the GS will be officially notified. Such notifications will include reasons for dismissal and disclosure of the Right of Appeal.

Any student who is dismissed from the GS following unsuccessful academic probation or failure to meet a program's requirements for satisfactory academic progress may reapply for admission to the same or a different graduate program after one (1) year. However, the previous program is under no obligation to readmit the student and the student should consult with the program director before applying. If a program would like to admit a student before the 1-year time period, they may submit a request to the Dean of the Graduate School.

B. Faculty Expectations

1. Professionalism

Faculty are expected to maintain high professional standards and behavior in all interactions with students, colleagues, and staff and display honesty, integrity, and compassion. Expectations are reviewed in Section III. A. 3 above.

2. Mentorship

Students and mentors should strive to develop a relationship that is characterized by mutual trust, acceptance, and confidence. They both have an obligation to respect and maintain appropriate boundaries. Faculty should provide timely, focused, accurate and constructive feedback on a regular basis and engage in discussions that stimulate learning and self-discovery. Faculty must treat students fairly, respectfully and without bias related to age, race, ethnicity, gender, sexual orientation, religion, spiritual or political beliefs, disability or country of origin, federal and state protected classes.

ORE Faculty are expected to complete CIMER-based mentorship training either via their program or the Academy of Research Mentoring Educators (<https://graduateschool.cuanschutz.edu/mentoring>).

C. Grievances

Students who think that they have been treated unfairly or in violation of programmatic/departmental policies, may ask ORE and/or the GS help mediate a resolution with the program, department or school/college. ORE has developed a form, via the Maxient platform, for students to report concerns (https://cm.maxient.com/reportingform.php?UnivofColoradoDenver&layout_id=85). If a student wishes to report concerns to individuals outside of ROE, the campus Office of Student form also has form for on-line reporting of concerns (https://cm.maxient.com/reportingform.php?UnivofColoradoDenver&layout_id=26) as does the GS (<https://secure.ethicspoint.com/domain/media/en/gui/14973/index.html>).

If a school, college or graduate program has established its own procedures to consider academic grievances, then students must follow these procedures. *The GS does not intervene in grade disputes, though suspensions and dismissals from affiliated programs can be appealed to the GS (see "Academic Grievance and Appeals Process" on the GS website, <https://graduateschool.cuanschutz.edu/>).*

An academic grievance covers problems related to academic issues. Such issues are distinguished from *academic ethics* cases and *disciplinary cases* for which separate procedures exist. Included within academic grievance cases are faculty, program, department, college or school (including Graduate School) policies affecting individual student prerogatives; unfair deviations from stated progress evaluation procedures (excluding individual grade challenges); unfair treatment and related issues.

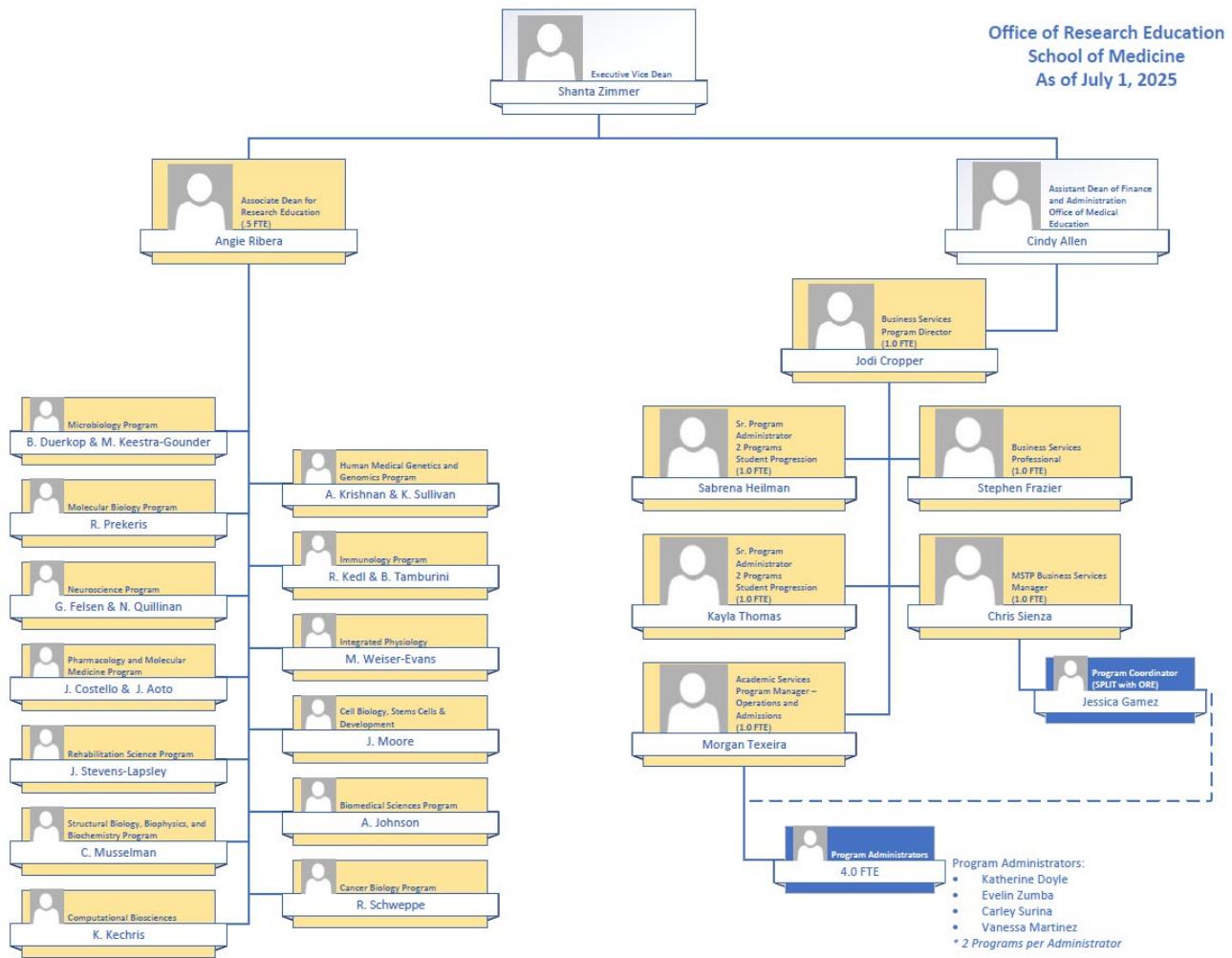
Only in cases where the GS has processed a Suspension, Dismissal or Denial of Progress for a student in consultation with the graduate program, students have the right to appeal that decision to the Dean of the Graduate School. Procedures governing the filing of an appeal related to a suspension, dismissal or denial of progress are available on the GS website (<https://graduateschool.cuanschutz.edu/>).

IV. Amendments

Appendix List

- A. ORE Organization Chart
- B. Role of a Program Administrator
- C. Role of a Program Director
- D. Training Grant Support Policies and Procedures
- E. Individual Development Plan (IDP) Template

Appendix A: ORE Org Chart



Appendix B: Role of a Program Administrator

Program Administrators bring operational leadership to each of the basic science PhD programs. Together with the Program Director, the Program Administrators provide feedback and guidance on keeping the programs running smoothly. The Program Directors and faculty governance committees provide the strategic thinking and the Program Administrator's role is to operationalize the decisions and maintain day to day operations.

As a member of the leadership team, Program Administrators are expected to attend faculty governance and program leadership meetings to support and contribute to the strategic goals of the program. Such goals may mandate new initiatives. In close collaboration with the Program Director(s) and/or additional Program leadership, the Program Administrator will develop a priority action list and timeline for implementation of a strategic plan. Ideally, new initiatives would replace former ones to allow time for the required effort. If not, prioritization becomes yet more important.

Below is a breakdown of responsibilities to help understand the role of a Program Administrator.

Program Communication

- Program Administrators are the main point of contact for program internal (current students, faculty) and external (potential applicants) inquiries. As appropriate, Program Administrators will refer an inquiry to Program Leadership.
- Program Administrators manage the program faculty and student distribution email lists with support of the ORE Academic Services Coordinator
- Program Administrators collaborate with the Chairs of the Program Committee in the organization or committee meetings (e.g., setting Agendas, taking meeting minutes) and contributing to the program's mission and goals. For up to 2 different program faculty required meetings
- Program Administrators manage room reservations for program faculty meetings with support of the ORE Academic Services Coordinator.
- Program Administrators will acknowledge receipt of communication within 1 business day and provide a rough idea when a full answer may be expected
- Program Administrators manage the Program's vanity emails, calendars, and acknowledge receipt of vanity emails within 2 business days.
- Program Administrators send out initial calendar invites (ideally at least 2 weeks in advance of the event) and reminders of the event the day (e.g. seminars, retreats, symposium, guest speakers, faculty membership talks)
- Via the direction of the Program Director(s), The Program Administrators can be expected to attend meetings of the Program's Recruitment Seminar, and any additional Committee meetings.
- Program Administrators will inform their Program Directors of any conflicts that they may have regarding Program expectations. Such conflicts may arise from work done to support all ORE programs (e.g. organization of orientation, student recruitment) or approved career development trainings.

Recruitment

- Program Administrators manage and organize student applications for admission to the program in Slate software program. In coordination with the Academic Services Manager, Program Administrators provide Admissions Committee members with instructions about how to access applications and submit ranking scores.
- The Program Director selects the Chair and members of the Admissions Committee and communicates the names promptly to the Program Administrator for all necessary updates in relevant email lists
- The Program Director notifies the Program Administrator and Admissions Committee of the number of 1st year slots for the incoming class. The total number of slots will be the ones funded by ORE-SOM as well as other units (e.g. via MOUs).
- Program Directors and Admissions Committee Chairs ensure that sufficient number of faculty participate in interviews and recruitment activities.
- Program Directors and/or Admissions Chairs will confirm program activities by early January.
- The Admissions Committee completes meetings and decisions regarding applicants invited for interviews no later than December 15 to allow Program Administrators ample time to contact recruits in a timely manner, ideally prior to December campus closure.
- The Admissions Committee Chair will determine the Cross-ORE interview activities (poster session, brunch) that the program will participate in by early January to allow Program Administrators sufficient time to secure necessary contracts.
- Program Administrators assist Admissions Committee Chair in:
 - Disseminating information to Admissions Committee members regarding FERPA to ensure required security and privacy of applicants' information. Accordingly, if a committee member wishes to have a copy of an application on their laptop, they are responsible for downloading the file. , PA cannot download applications on behalf of faculty
 - Scheduling meetings, virtually or in-person, with admissions committee members to plan application review and selection as well as recruitment activities.
 - Creating randomly appointed application review assignments for Admissions Committee.
 - The Admissions Committee Chair will manage specific application review assignments, typically to ensure some overlap between the applicant's and reviewer's scientific fields.
 - Compiling and then entering in Slate the ranked scores of each reviewed applicant.
- Program Administrators work with Program Directors and Admissions Chair(s) to edit Slate letters for program specific information/requirements. A template is available in Slate as a guide for official language and University admissions policies.
 - Communication with applicants. Program Administrators:
 - send invitation to interview letters via Slate
 - send final interview schedules to candidates via Slate
 - send acceptance letters to candidates via Slate
 - track acceptances by following up with applicants after initial acceptance to confirm the final admissions numbers for incoming class. However, students ('buddies') and faculty who interviewed the recruit also support successful recruitment via follow-up after the interview.
 - Using the joint ORE scheduler, Program Administrators create schedules for faculty and applicants for the interview day.

Incoming Student Orientation

- ORE Academics Services Manager coordinates an all-student orientation typically in August the week before classes begin.
- Program Administrators support program specific activities orientation activities
- The Program Director determines the program orientation activities.
- Program Administrators send to incoming students in early August the schedules for the Cross-ORE and program-specific orientation activities that occur later in the month.

Student Progression

- The Program Director sets standards for the annual accreditation report. The Program Directors provide clear instructions, at least 2 months in advance to their Program Administrators about the information that is needed for completion of report. Program Administrators provide the necessary data by early September so that the reports can be submitted in time for the October deadline.
- Program Director and faculty governance determine the requirements of students and faculty and the program overall (following the Graduate School and ORE's policies).
- Program Administrators annually draft and maintain a program specific handbook that outlines the program requirements, utilizing the ORE Handbook Template.
- Program Administrators create and manage student files maintained in the Shared Drive
- Program Administrators coordinates with ORE and the Graduate School to route student progression documentation (such as comprehensive exam completion form, thesis defense form) and updates milestones accordingly with support of Academic Services Coordinator
- Program Administrators manage all student data, including tracking progress, advising, intervening when necessary. While some student problems can be addressed administratively by the Program Administrators, they will refer to the Program Directors student issues that require leadership input for resolution.
- Program Administrators serve as a liaison between SOM, the Program, and the first point of contact for all student-related issues.
- Program Administrators in coordination with Program Directors, maintain program curriculum proposals in Course Inventory Management (CIM) and building new courses in CU-SIS as necessary.
- Program Directors set the guidelines and purpose of seminars and program specific events.
- Program Administrators organize and coordinate all event planning for program, including, but not limited to, activities around annual seminar series, program-specific specialty courses and/or scientific retreats, journal club(s), and annual new student recruitment.
 - Program Administrators assist students with the scheduling, planning, and organization of their comprehensive exam and thesis defense. This includes the following:
 - For comprehensive exams, checking that students have met the credit, course, and any other requirements set by the Graduate School, ORE, and program
 - For thesis defense, identification of students who are within one year of graduation.
 - For students ready to defend this, communication of necessary information regarding deadlines and forms.
 - Assisting students to ensure timely completion of all needed forms. These forms are typically time sensitive.

- Once students identify the time and date of their annual/biannual meetings by submission of Thesis Meeting form.
 - Program Administrators will assist students in reserving room(s), by providing instructions on how to access the EMS room scheduling client.
 - Providing the student file to the committee chair (this should be standard practice to avoid problems; a committee chair may not request it by a committee member may want to review it at the time of the meeting)
 - Distributing flyers and announcements of the exam or defense.
 - Ensuring all parties understand the policies and procedures for the exam or defense. The Chair is provided with a copy of the Graduate School's procedures for the exam/defense as well as any program-specific requirements.

Student Progression & Well-Being

- Program Administrator coordinates with ORE to support student concerns related to personal, mental, or domestic issues.
- Program Administrators review milestones and relay information to Program Director.

Finance and Reporting

- ORE submits to the University systems office proposals for the fiscal year budget, student stipend rate, and tuition (credit hour rate).
- ORE (with approval from SOM) sets the budget for program enrichment funds.
- Program Administrators serve as a business and administrative resource for students, faculty and leadership of the Program.
- Program Administrators administer state fiscal policies, state and university rules, regulations, procedures, and standards applying to accounting and business management.
- Program Administrators review financial reports, reconcile discrepancies, and provide overall vigilance to assure conformance to policies and procedures for funds managed by the PA. Coordinate accounting, data processing, and other computer systems as necessary for financial management and statistical reporting in PeopleSoft.
- Program Administrators respond to requests from the ORE and the Program Director for fiscal budgetary (or other statistical) information.
- Program Administrators submit, in coordination with the Program Director, a proposed budget for enrichment funds at the beginning of each Fiscal Year.
- Program Administrators purchase, submit reimbursements, complete expense reports, and submit honorariums following University rules and spending guidelines.

Training Grants

- Program Administrators maintain accurate and verified training grant database records that are updated biannually.
- Program Administrators will meet with ORE monthly to review the financial transactions and ensure that the expenses meet grant guidelines.

ORE Training Grant Support Levels

1. For TGs with Indirect Costs (ICR) returned to the home SOM Department

- a. ORE will access TG relevant data from GAIA (or the SOM database once available) for any ORE program or ORE faculty preparing a TG that will support trainees in the ORE PhD program. Deadlines specified below need to be followed so that ORE can accommodate the required effort into on-going workload.

2. For TGs with Indirect Costs (ICR) returned to ORE

- a. In addition to A above, ORE will assist with preparation of the budget and work with OGC to submit the application, including new applications, competing renewals and non-competitive renewals (e.g., RPPRs).
- b. ORE has staff that are knowledgeable about NIH xTRACT and xTRAIN systems and will assist the relevant ORE program's administrator in the submission of the grant to NIH.
- c. Program Director and/or ORE faculty preparing the grant will be responsible for organizing and writing the grant, and letting ORE know what is needed and when, consistent with the timelines specified below.
- d. ORE will manage the grant once received. This will involve working with the DFAs of the home departments of trainees so that trainees continue to receive the full stipend level and coverage of tuition, health insurance and fees.
- e. As the TG does not provide sufficient funds to cover the entirety of these costs, the trainee's mentor will be responsible for the remainder and appropriate financial arrangements will be required.
- f. Similarly, for any supplements associated with the parent TG, ORE will provide support for submission and management of the supplement if awarded.

Training Grant Support Timeline

- For a new TG application, the Program Director and/or ORE faculty preparing the grant will inform ORE no later than nine months prior to the TG submission deadline of the intent to prepare a TG.
 - 1. A complete list of Training Grant participating faculty must be sent to the Program Administrator at least 8 months prior to the submission deadline so that the Program Administrator can start working on the data collection for the data tables.
 - 2. The Program Director and/or ORE faculty preparing the grant must work with Grants and Contracts to obtain access to Info Ed and the necessary software systems at least 3 months before the submission deadline. Program Directors must add the Program Administrator as a delegate in the necessary software systems to ensure that the Program Administrator can upload the necessary documentation.
 - 3. A complete narrative should be submitted to the Program Administrator 3 weeks prior to the submission deadline to ensure that the document is finalized and uploaded into the required submission system by the deadline.
 - 4. Program Directors must notify ORE of the number of requested slots 1 month prior to the Grants and Contracts deadline to ensure that the budget and budget justification is completed by the deadline.
- For a competitive renewal application, the Program Director and/or ORE faculty will inform ORE and the Program Administrator at least 6 months in advance of the deadline.
- For non-competitive renewal applications, the Program Director and/or ORE faculty will inform ORE at least 1 month in advance of the deadline for submission of the RPPR.

Appendix C: Role of a PhD Program Director

The Program Director will prepare and provide strategic and fiscal forecasts for all School of Medicine PhD Program budgets, advise the Associate Dean in areas of fiscal planning, analyze and provide reporting on financial data, establish financial goals and timelines, and recommend actions and strategy and resolution to problems. The Program Director will deliver information in practical and actionable formats to the administration, program directors and administrative staff. The director will provide communication to SOM Research Education Office personnel related to financial policies, budget, payroll, and accounting. The Program Director will administer and/or direct payroll processing and leave reporting for school classified and university staff. Additionally, the Program Director will coordinate recruiting, hires, and compliance to HR policies, working directly with the SOM's HR service group.

This position will provide comprehensive administrative support and oversight of School of Medicine, Research Education Office research and externally funded activities, related to the School of Medicine PhD Programs. The Program Director will oversee development of processes to provide technical assistance to faculty, oversee policy and compliance, and review contract and grant accounts to ensure that funds comply with purposes designated.

This position will manage grants (pre- and post-award) by providing comprehensive administration of Research Education Office research and externally funded activities related to SOM PhD Programs, oversee development of processes to provide technical assistance to faculty, oversee policy and compliance, and review contract and grant proposed budgets and post-award accounts to ensure that funds are expended for purposes designated.

Program Directors are responsible for the ongoing leadership and oversight of a program or function, including the development of strategies and processes which contribute to the University and/or campus mission and accountability for services provided.

Supervision Received

Reports directly to the Director of Finance and Administration for the Office of Medical Education and has a dotted line report to the Associate Dean for Research Education in the School of Medicine

Supervision Exercised

Provides direct and indirect supervision over applicable staff

Examples of Work Performed

- Within the guidelines of the University, Campus, School, grant sponsors, and other appropriate agencies develops, recommends, and implements administrative and fiscal policies and procedures for the School of Medicine PhD Programs.
- Provides financial administration of all funds for the Research Education Office including, tuition revenue, state appropriations, gifts, grants, and contracts.
- Serves as Fiscal Authority for the financial and administrative operations of the School of Medicine PhD Programs in conjunction with the Director of Finance and Administration for the Office of Medical Education.

- Acts as the primary representative for the SOM Research Education Office for all strategic planning initiatives, and may contribute in program modeling, recruitment, and educational program development.
- Working with the Associate Dean for Research Education and OME's Director of Finance and Administration the program director will develop metrics, processes and systems to assess and report on PhD program financial viability.
- Provides consultation and coordination on HR recruiting, hiring and policy compliance.
- Administers payroll processing and leave reporting for classified and university staff.

Appendix D: Training Grants in the Office of Research Education

A priority for the Office of Research Education (ORE) is to support ORE programs in obtaining NIH training grant (TG) support. The level of support that ORE provides depends upon whether the indirect costs (IDC) associated with the TG will flow to ORE vs. the home department of the grant's PD.

ORE currently has access to the GAIA database that has some information that is required for preparation of the tables required for NIH training grants (TGs). In addition, ORE is working with the School of Medicine (SOM) – Information Technology (IT) group to develop a more comprehensive database.

F. ORE TG support levels

- A. For TGs with IDC returned to the department of the grant's PD: ORE will access TG relevant data from GAIA (or the SOM database once available) for any ORE program or ORE faculty preparing a TG that will support trainees in an ORE PhD program. Deadlines specified below need to be followed so that ORE can accommodate the required effort into on-going workload.
- B. For TGs with IDC returned to ORE: In addition to A above, ORE will assist with preparation of the budget and work with OGC to submit the application, including new applications, competing renewals and non-competitive renewals (e.g., RPPRs). ORE has staff that are knowledgeable about NIH xTRACT and xTRAIN systems and will assist the relevant ORE program's administrator in the submission of the grant to NIH. The program director and/or ORE faculty preparing the grant will be responsible for organizing and writing the grant and letting ORE know what is needed and when, consistent with the timelines specified below.

ORE will also manage the grant once received. This will involve working with the DFAs of the home departments of trainees so that trainees continue to receive the full stipend level and coverage of tuition, health insurance and fees. As the TG does not provide sufficient funds to cover the entirety of these costs, the trainee's mentor will be responsible for the remainder and appropriate financial arrangements will be required.

Similarly, for any supplements associated with the parent TG, ORE will provide support for submission and management of the supplement if awarded.

II. Timelines

1. For a new TG application, the program director and/or ORE faculty preparing the grant will inform ORE no later than nine months prior to the TG submission deadline of the intent to prepare a TG.
2. For a competitive renewal application, the program director and/or ORE faculty will inform ORE at least 6 months in advance of the deadline.
3. For non-competitive renewal applications, the program director and/or ORE faculty will inform ORE at least 1 month in advance of the deadline for submission of the RPPR.

Appendix E: Individual Development Plan (IDP) Template

A. Annual Progress Report

1. What were your main goals for the past year?

2. Which goals did you meet? If you did not meet a goal, why not?

3. List all major accomplishments this year in career development (e.g. presentations, publications, teaching, committees, course work, etc.). Include mentoring of graduate or undergraduate students in the laboratory.

4. Describe your level of satisfaction with your career development in the past year using a scale of 1-5 with 1 being highly satisfied. Provide a rationale for your choice.
1 – Highly satisfied
2 – Somewhat satisfied
3 – Neither satisfied nor dissatisfied
4 – Somewhat dissatisfied
5 – Highly dissatisfied

B. Self-assessment

Core Competencies	No basis to evaluate	Needs development	Appropriate to career stage	Strength	<i>Adapted from Science Careers MyIDP, which is based on the National Postdoctoral Association's Core Competencies for Postdoctoral Scholars</i>
Scientific Knowledge					
Broad based knowledge of science					
Deep knowledge of specific research area					
Critical evaluation of scientific literature					
Research Skills					
Technical skills related to research area					
Experimental design					
Statistical analysis					
Interpretation of data					
Creativity/innovative thinking					
Navigating the peer review process					
Communication					
Basic writing and editing					
Writing scientific publications					
Writing grant proposals					
Speaking clearly and effectively					
Formulating and asking sound questions					
Presenting research to scientists					
Training and mentoring individuals					
Seeking advice from advisors and mentors					
Negotiating difficult conversations					
Professionalism					
Demonstrating workplace etiquette					
Complying with rules and regulations					
Upholding commitments and meeting deadlines					

Maintaining positive relationships with colleagues					
Contributing to discipline (e.g. professional society member)					
Management and Leadership Skills					
Providing instruction and guidance					
Providing constructive feedback					
Dealing with conflict					
Planning and organizing projects					
Time management					
Managing research resources responsibly					
Serving as a role model					
Responsible Conduct of Research					
Careful recordkeeping practices					
Understanding of data ownership/sharing issues					
Demonstrating responsible authorship/publication practices					
Demonstrating responsible conduct in human/animal research					
Able to identify and address research misconduct					
Able to identify and manage conflict of interest					
Career Advancement					
Creating and maintaining a professional network					
Identifying career options					
Tracking professional development and accomplishments (e.g. writing and maintaining a CV or résumé)					
Interviewing					

C. Goals for the Upcoming Year

1. In the upcoming year, what:
 - a. Publications do you plan to submit?
 - b. Meetings, conferences, and workshops do you plan to attend?
 - c. Fellowships or other funding applications do you plan to submit?
 - d. Other professional training or activities do you plan to participate in (e.g. teaching, university service, courses, internships, etc.)?
2. Career goals
 - a. Approximately when do you hope to finish your predoctoral training?
 - b. If you plan to finish within 12-18 months, estimate when you will begin a job or postdoctoral search.
 - c. What is your “Next Step” career goal (e.g. postdoctoral training, research job, science policy)?

- d. What is your long-term career goal? (*Science Careers* MyIDP can help you evaluate your options in light of your interests and skills.)
 - e. What further training is required before it is appropriate to start a career search?
- 3. How can your PI help you achieve your goals for the upcoming year? What do you need from your PI?