



THE UNIVERSITY OF ARIZONA

College of Medicine

Phoenix

Research Intern Manual Graduate Training Office

Revised by kg 5/23/2017

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Research Intern

Research Intern positions at the University Of Arizona College Of Medicine – Phoenix (COM-Phoenix) are designed to:

- Provide employment and benefits to graduate students while they work toward completion of a degree.
- Provide support to the COM-Phoenix faculty investigators with their research efforts.
- Provide hands-on training which allows the student fulfill educational and professional goals.

Research Interns may be engaged in UA Clinical Translational Science, COM-Phoenix MD/PhD, or ASU School of Life Sciences programs, and should contact said programs about opportunities to train with faculty at COM-Phoenix.

This Research Intern Manual contains information that a current or prospective student, principal investigator, or staff member might need to know about Research Intern appointments, including duties, responsibilities, and benefits. For questions regarding the Research Intern program, please contact:
kgonzales@email.arizona.edu

Qualifications for Appointment

In order to be considered for a Research Intern position a graduate student must:

1. **Be admitted to a graduate degree-seeking program.** Students must be enrolled in either the UA Clinical Translational Sciences, COM-Phoenix MD/PhD, or approved ASU School of Life Sciences programs to be eligible for a Research Intern position. Students enrolled in Certificate Programs are not eligible for Research Intern appointments.
2. **Be a student in good standing with a minimum 3.0 GPA.** If a student is newly admitted, the admission GPA is considered for this requirement. A student must also maintain a minimum GPA of 3.0 during their appointment. The Graduate Training Office will require students to submit proof of Satisfactory Progress at the end of each semester in order to be eligible for reappointment.
3. **Be enrolled in at least six graduate level units.** Undergraduate level or audited courses do not satisfy this requirement. The Graduate Training Office will require students to submit proof of enrollment at the beginning of each semester to verify enrollment and continue appointment.

Benefits of Appointment

1. Qualified Tuition Reduction (QTR), which can be used to support tuition at UA or ASU (<http://hr.arizona.edu/employees-affiliates/benefits/qualified-tuition-reduction-faqs>).
 - a. Benefits eligible employees pay \$25 per semester for up to 9 credit hours, and are responsible for paying any fees associated with the course or charged by the University.
 - b. Research Interns might be required to pay taxes on the tuition amount in excess of \$5,250. If the total cost of your class load exceeds \$5,250 you will be required to pay taxes on the overage. The taxation comes directly out of your paycheck on specified pay dates, and will be listed on your year-end W-2. Additional information can be found at http://hr.arizona.edu/sites/default/files/hr/employees-affiliates/Benefits/tuition_taxation.pdf
2. Prorated Research Intern Benefits: Research Intern benefits can be prorated for various reasons, which may include:
 - a. An FTE (Full-Time Equivalent) adjustment
 - b. A late Research Intern position start date
 - c. Research Intern position ending before contract end date. Research Interns whose positions end before the priority hire date will not retain benefits for that semester. Please refer to the **Appointment Periods** section of the manual for specific dates.
3. Health Insurance
 - a. Benefits eligible employees can choose Medical, Dental and Vision insurance. Short Term Disability, Supplemental Life Insurance and Flexible Spending Accounts are also available.
 - b. Health insurance options include an EPO Plan, PPO Plan and an HSAO plan. Cost is as low as \$40 per month (employee only) for a comprehensive health plan. Information on the health plans is at <http://hr.arizona.edu/employees-affiliates/benefits/insurance-benefits/arizona-department-administration-adoa-health-plans>.
 - c. Dental (choice of a PPO or an HMO) and Vision information is also available at the above link.
 - d. Information on other benefits can be found at <http://hr.arizona.edu/employees-affiliates/benefits/insurance-benefits#hdr-7>.

- e. Comprehensive benefits information will be presented at the Phoenix Campus New Employee Orientation. Please contact Michelle Wilson at: wilson1@email.arizona.edu, or at 602-827-2624 if you have any questions.
4. Family and Medical Leave: Research Interns may be eligible for Family and Medical Leave Act (FMLA) under certain circumstances.
 - a. Research Interns must contact Michelle Wilson to make a request for FMLA leave. If eligible for leave, Michelle Wilson will coordinate the paperwork, and provide information about the leave to the Graduate Program and the PI.
 - b. For more information please visit the University of Arizona Family and Medical Leave Act Policies (<http://hr.arizona.edu/employees-affiliates/leaves/family-and-medical-leave/fmla-eligibility>).

Applying for the Appointment

Graduate students interested in applying for a Research Intern position are encouraged to contact the Graduate Training Office for more information regarding positions available.

Appointment Periods

<u>Period</u>	<u>Start Date</u>	<u>End Date</u>
Full Fiscal Year	07/01/2017	06/30/2018
Fall Only Fiscal	07/01/2017	12/31/2017
Spring Only Fiscal	01/01/2018	06/30/2018

Appointment Process and Responsibilities

For Research Interns:

- Keep a copy of the signed offer letter for your records.
- Complete all new appointment information through UAccess Employee immediately. All new Research Interns must undergo pre-hire screening process in accordance with ABOR policy 6-709.
- Complete all mandatory training related to their appointment, including but not limited to Mandatory New Employee Training and Research Intern Training.
- Be sure to discuss all other employed or volunteer positions with supervisors and/or the Graduate Training Office. This is to ensure that any other employment and/or appointment will not interfere with the assigned duties.
- Complete all duties and responsibilities assigned to them by the PI.

- Research Interns are subject to all rules, regulations, and policies that are set by ABOR and the University of Arizona. These include but are not limited to those governing intellectual property, equal opportunity, affirmative action, conflict of interest, and code of conduct.
- Keep the Graduate Training Office informed of enrollment and satisfactory progress by providing accurate documentation (course listing and grades) each semester.
- Update the Graduate Training Office Time Record on a weekly basis
- Complete annual Individual Development Plans (IDPs) with Mentor/PI. Copy of completed IDP will be provided to the students' advisory/thesis/dissertation committee.

For Principal Investigator:

- The PI should follow the Graduate Training SOP to request training positions for the next year according to the deadlines.
- Upon appointment of the Research Intern, sign the offer letter, provide a copy to the Research Intern, and retain a copy for your records.
- Mentor the Research Intern as an employee and a trainee to motivate and keep them on track to complete the required training in a timely manner.
- Research Interns are assigned a PI to whom they will report and who will be available to mentor them as necessary during the period of their appointment. Typically, first-year Research Interns are appointed under the Graduate Training Office and assigned to the Director. Thereafter, Research Interns are generally assigned to their laboratory mentor.

Mandatory Online Training

Research Interns will be informed of the specific training requirements to gain access to their research environment as part of their onboarding process.

Laboratory Safety training must be completed and certified prior to gaining access to the laboratory.

Conditions of Reappointment

In order to retain the Research Intern position and be eligible for reappointment, trainees must be enrolled as a degree-seeking student, maintain satisfactory progress toward their degree, maintain a cumulative GPA of 3.0 or higher, and satisfactorily complete their assigned research.

Resignation or Termination from Appointment

Research Interns are required to tender a letter of resignation if they plan to leave the position before the end of the appointment contract (e.g. degree completion, withdrawing from the university, moving to a different graduate program, or changing employment status). The Research Intern will submit the resignation letter (or email message) to the assigned PI/mentor with a copy to the Graduate Training Office and Human Resources Office stating the date of termination.

Upon leaving a Research Intern appointment early, the Research Intern may be charged for an additional period or withdrawal of benefits. It is strongly advised that the department and/or the Research Intern contact the Graduate Training Office and Human Resources to determine what affect the end of appointment will have.

Involuntary Terminations

Research Interns may be terminated prior the scheduled end of their appointment for poor performance, resulting in lost benefits and additional charges. PIs should notify the Research Intern immediately if their work is not meeting expectations, and keep documentation of any discussions, meetings or performance plans during this period.

Research Intern Forms and Records

Individual Development Plan (IDP):

Starting in their first year, all Research Interns are expected to complete an Individual Development Plan (IDP) annually for submission to their mentor by October 1. The IDP is a tool for students to ensure that they achieve the academic and professional goals they wish to meet during their training program.

The student should discuss the annual IDP with their faculty mentor to develop an action plan to better achieve research and career goals and work-life balance. The IDP review can include discussion plans for laboratory rotations, elective courses, clinical case conferences, biotechnology industry internships, or any other activities relevant to the student's goals. This annual process will assist with the rigorous process of introspection required to create an optimized career path. The annual IDP should be completed and discussed with the mentor by October 1 of each year, beginning with the student's first year in the program.

After meeting with Faculty Mentor to discuss IDP, you will provide a signed copy of the document to the Graduate Training Office. The document will be

used to provide progress to your advisory/dissertation/comprehensive exam committees.

Research Intern Time Record:

As a Research Intern, you are considered an exemption reporter, however the Graduate Training Office has developed a Time Record that you will complete weekly to assist with reporting to your PI. The Time Record allows you to record days worked, as well as vacation, sick, holiday, or other leave; and will assist the Graduate Training Office to match this information to your UAccess timesheet.

The sample Time Record below shows how it should be completed. This example illustrates your days worked (in laboratory, classes, study), as well as any days in which time was taken for vacation, sick leave, or other purposes. This record allows the UAccess supervisor of record to check for appropriate time being recorded. You should only enter “W” when a full 8 hours were used for work purposes. In the example below since V, O, and S were indicated on certain dates, the supervisor will know that the Research Intern has taken time (i.e., anywhere from ½ hour to a full 8 hours) for another purpose, and would therefore check UAccess to verify and approve your timesheet.

Research Intern Time Record. Enter your activities for each day: (W) work/study/class, (V) vacation, (S) sick, and (O) other. Please complete this checklist weekly, as the GTO Coordinator will review it. Enter W only if you were present all day, otherwise use one of the other codes V/S/O to indicate how time will be charged. Your exact leave hours must still be recorded on the UAccess timesheet.

Attendance Key		W	V	S	O	H																										
		Work	Vacation	Sick	Other	Holiday																										
July																															2017	
Employee Name	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Total Days
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	21
			W	H	W	W	V			V	V	V	V	V			W	W	W	W	W			O	W	W	W	W		S	21	
July Total			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			21	

(The remaining sections of the Research Intern Handbook were developed by the Clinical Translational Sciences Graduate Program, and are taken from the CTS Handbook. Please review the CTS Handbook for additional information on CTS graduate program requirements.)

Selection of a Mentor/Research Advisor

The choice of a mentor may be the single most important decision a graduate student makes during their graduate training. The mentor is a faculty member who will serve as an advisor, supporter, tutor, master, sponsor and role model. The mentor is expected to interact with the student on a regular basis providing guidance, advice, and the intellectual challenge necessary for the student to complete the degree program. The mentor is *expected to supply the resources* (e.g., financial, facilities, etc.) necessary to successfully conduct the dissertation or thesis research project.

While some students may have already identified their mentor at the time they become a Research Intern, the Research Intern may ask one or more potential mentors to accept him or her for a rotation in the laboratory. Lab rotations allow a student to learn more about the faculty member, their research, and how projects are conducted in that laboratory. The Research Intern will also learn about other lab personnel and what dissertation/thesis research projects might be possible should the faculty member become their mentor.

The following questions may be of assistance to Research Intern in selecting a mentor. There are two broad areas that come into play when choosing a mentor. The first area has a professional basis and the second a personal basis. When considering the professional aspects of your selection of a mentor, the following questions may prove helpful:

- a. What is this individual's reputation OUTSIDE the University? Remember, when you have completed your dissertation and you are looking for a position, your mentor's reputation will initially be your reputation (and visa versa!).
- b. Does your prospective mentor have the funding and other resources available to support your research for the duration of your training program? The funds needed to support your research project will most likely come from your mentor's laboratory.
- c. How does your prospective mentor's laboratory or research program operate? You should critically evaluate the day-to-day operations of the laboratory or clinical research setting, and understand the goals of the program and exactly where you will "fit in." You should also understand the role of your mentor in those operations. Some PIs have lab managers, research assistants or research

nurses who run their research program. Therefore, it may benefit you to learn as much about these individuals as about your prospective mentor.

- d. What are the professional requirements of the prospective mentor on issues such as work habits, ethics, sharing of ideas and credit, research group meetings, journal clubs, and authorship on papers, etc.?

On the personal side, the answers to the following questions may be extremely helpful:

- a. Is the personality of your prospective mentor compatible with your own?
- b. Is this individual going to be responsive to your needs and, just as important, are you going to be responsive to her or his needs? When someone joins a research group, laboratory or clinical, the mentor will have certain expectations of her or him, and these should be identified when evaluating a prospective mentor. By the same token, what are your expectations of a mentor?
- c. What do other students and faculty think about your prospective mentor? The collegial relationship of your prospective mentor with others will influence your interaction with other laboratories and clinical research groups.

It is essential that a student not underestimate the importance of the choice of a mentor, nor make that choice without a great deal of thought. The student should talk to other people about the prospective mentor and ask probing (but not inflammatory) questions. The student should provide him- or herself with HONEST answers to questions about the professional, financial and personal aspects of this decision.

Scientific Conferences

Research Interns are encouraged to attend and present a talk or poster at relevant professional conferences. The student's faculty mentor may be able to provide support (i.e. for travel, lodging and per diem expenses) to attend at least one conference annually. Alternatively, Research Interns should determine whether meeting travel support is available from their College or graduate program. For example, Calls for Application for the *COM-Phoenix Graduate Student Travel Award* are issued twice annually to support students working in a laboratory of COM-Phoenix PIs.

Teaching Activity

Research Interns are encouraged to participate in teaching activities, as teaching, and the communication skills it develops, is a central part of graduate training regardless of whether the student intends to seek a faculty position or a different line of work. Teaching may involve didactic or clinical instruction, or it may more

specifically entail presentation of the student's research to various audiences. Teaching includes, but is not limited to, preparing and delivering lectures in didactic sessions, organizing and conducting Journal Clubs, presenting seminars and/or Grand Rounds, presenting research or related literature to laboratory groups, etc.

Concerns/Grievances

Should a Research Intern feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, Research Interns should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the Principal Investigator, Director of Graduate Training, the department Chair, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the Research Intern may be able to file a formal grievance.

Allegations of discrimination based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information are handled by the University Office of Institutional Equity (<http://equity.arizona.edu/>). The Ombuds Program (<http://ombuds.arizona.edu/>) is another resource available to assist students who have concerns or grievances. Any issues related to animal health or welfare may be reported to the IACUC (orcr-iacuc@email.arizona.edu) or the UA Ethics Hotline (866) 364-1908.