

Career Education and Enhancement for Health Care Research Diversity (CEED) Program Handbook

University of Pittsburgh
School of Medicine
Institute for Clinical Research Education

July 2022



Contents

I.	Objective	2
II.	Course Components	2
III.	Eligibility:	2
IV.	Funding:	4
V.	Academic Policy and Procedures	5
A.	Statute of Limitations	5
B.	Cross Registration.....	5
C.	Waiver of Requirements	5
D.	Grading Policy.....	5
E.	Tuition	5
F.	Leave of Absence	6
G.	Building Emergency or Inclement Weather Policy for Students.....	6
VI.	Guidelines in Academic Integrity	7
A.	University of Pittsburgh Code of Conduct.....	7
B.	University of Pittsburgh Honor Code.....	7
VII.	Guidelines for Ethical Practices in Research	8
VIII.	ICRE Research Infrastructure Support	9
A.	Clinical and Translational Science Institute	9
B.	Design, Biostatistics, and Clinical Research Ethics Core	9
C.	Center for Research on Health Care Data Center.....	9
D.	Office of Academic Career Development.....	9
IX.	University Facilities and Services.....	9

I. Objective

The objective of the CEED program is to provide a solid foundation for career success in research for underrepresented minorities. This will be accomplished by:

- Mentorship
- Training in grant and scientific writing
- Development of leadership and management skills
- Demystifying funding bodies such as NIH
- Networking
- Demystifying academia from negotiating a job to tenure and promotion
- Creating a strong community among Scholars

II. Course Components

CEED accomplishes its goal and objectives through an integrated series of courses and professional development opportunities and the core monthly meetings.

- Academic (for credit) courses will be tailored to the Scholar and include:
 - CLRES 2071 and 2072: Advanced Grant Writing Part I and II
 - CLRES 2141: Medical Writing and Presentation Skills
 - CLRES 2050: Ethics and Responsible Conduct of Research
- Mentoring Matters Workshop
- Academic professional networking
- Protected time for research

In addition to the above, there are monthly meetings that all CEED Scholars are expected to attend. At each meeting one Scholar presents their research and their career progress. In addition, there is a short presentation on a wide variety of professional skills. Sample topics include:

- Diversity
- Power Point Presentations

- R01s and K awards vs. R03s
- Goal Setting, Productivity
- Letters of Recommendation
- Biosketches/CVs
- Having difficult conversations
- Administrative support
- Transitioning to R01
- Climbing the academic ladder
- Interviewing

III. Eligibility:

Eligibility is limited to individuals who meet the following criteria in terms of career stage, under-represented status, career goals/availability

- Career stage – must have an earned doctoral degree
 - Medical fellows
 - Postdoctoral fellows
 - Junior faculty
- Underrepresented population:
 - African American
 - Hispanic
 - Native American
 - Alaskan Native
 - Native Hawaiian
 - Pacific Islander
 - Disabled
 - In extreme circumstances (at the discretion of the program committee), individuals from disadvantaged backgrounds

- Career goals/availability
 - Career in clinical/translational research
 - Able to devote 12 months to research training
 - 50%+ protected time to participate

IV. Funding:

The ICRE expects Scholars' departments to provide support for the tuition costs that remain after University of Pittsburgh education benefits are applied; potential applicants are encouraged to discuss this with their department chair/division chief and financial administrator.

V. Academic Policy and Procedures at the University of Pittsburgh

A. Statute of Limitations

It is University policy that students complete the Certificate or Master of Science degree in four (4) years. Under extraordinary circumstances, students may apply for an extension of the statute of limitations. The request must be approved by the Director, Program Leadership, and the Dean.

B. Cross Registration

Students may register for courses offered at institutions in the Pittsburgh Council on Higher Education (PCHE) cross-registration agreement (Carnegie Mellon, Duquesne University, the Pittsburgh Theological Seminary, and Robert Morris University.) Such coursework must be approved in advance by the student's advisor. Credits will not be counted as transfers and will count toward the degree and GPA calculations.

C. Waiver of Requirements

If a student feels that their educational background precludes the need to take one or more of the required courses, the student should discuss this with their ICRE advisor and the Course Director. The advisor will bring the matter to the attention of the ICRE Leadership for the Degree-granting Programs. In some cases, the student may receive permission to take an examination to be exempted from a course. There is a fee of \$10.00 to test out of a required course, and the student will be responsible for paying the fee.

D. Grading Policy

The following guidelines are based on University policy:

- Graduate students must maintain a minimum grade point average (GPA) of 3.0 or better at all times. Failure to do so results in automatic academic probation.
- Graduate students must receive satisfactory grades in each course. For required courses, a letter grade of "B" or better is needed. For elective courses, a letter grade of "B –" can count towards fulfillment of degree requirements, subject to approval by the Director.
- If a student receives a letter grade that falls below these thresholds ("B" for required courses, "B –" for elective courses), no course credit will be given. The University will not count these courses towards requirements of the degree program, regardless of the student's overall grade point average.

Students placed on probation must be informed of this sanction and its consequences in writing. As part of the process, the Director must decide whether to allow a student who earned a "B –" or less in a required course to re-take the course or to dismiss the student from the program.

E. Tuition

Students are responsible for covering the tuition costs, taxes, and fees associated with courses taken through the Institute for Clinical Research Education unless they have other funding sources.

The Institute for Clinical Research Education does not provide financial aid. Current tuition rates for graduate-level courses at the University of Pittsburgh can be viewed at:

<http://www.ir.pitt.edu/tuition/index.html>

Additional information on tuition at the Institute for Clinical Research Education can be found at:

<http://www.icre.pitt.edu/tuition.html>

Many individuals accepted into our degree-granting programs have faculty- or student-based affiliations with the University of Pittsburgh or University of Pittsburgh Medical Center (UPMC). Faculty, fellows, or residents at these institutions may be eligible for tuition benefits. For complete information, contact the Faculty Records office at the University of Pittsburgh (412-624-4232) or UPMC Tuition Assistance Employee Service Center at 1-800-994-2752 (press option 3).

F. Leave of Absence

Under special conditions, a student in the Master of Science program may be granted one leave of absence for a maximum amount of 1 year. When requesting a leave of absence, the student must state the rationale and must indicate the requested length of leave in advance. The request should be submitted to the Director, who in turn will make a recommendation to the Associate Dean. If approved by the Associate Dean, the time of the leave shall not count against the total time allowed for the degree being sought by the student.

G. Building Emergency or Inclement Weather Policy for Students

Scenario 1: The University is closed; the School of Medicine is closed.

Scenario 2: The University cancels classes; the School of Medicine cancels classes.

- Only the Chancellor may officially close the Pittsburgh campus of the University.
- The University will remain open in all but the most extreme circumstances. However, University employees and students are urged to use their own discretion in deciding whether they can safely commute to work.
- When a State of Emergency is declared by the Governor or other local governing official, school personnel are expected to abide by those directives, and there will be no classes.

VI. Guidelines in Academic Integrity

A. University of Pittsburgh Code of Conduct

The Code of Conduct outlines non-academic standards of conduct appropriate to the University in consonance with the educational goals of the University.

Students are expected to conduct themselves as responsible members of the University community. Those students whose conduct demonstrates a disrespect for law, the rights of others, or the health, welfare and safety of members of the University community will be subject to disciplinary action by the University, only if such conduct takes place on University property or in the course of a University-sponsored or supervised activity, if such conduct results directly from membership in the University community, or if such conduct does not fall into one of the preceding categories but poses a direct, physical threat to the University community or any individual member thereof, even if such conduct occurs off campus.

B. University of Pittsburgh Honor Code

The faculty and the students of the University of Pittsburgh School of Medicine recognize the importance of personal integrity and honor. To achieve this end, each student accepting an offer of admission will accept the obligations of the Honor Code/Code of Conduct and will expect to apply the code to all aspects of their professional life regardless of the level of training. Students and faculty of the School of Medicine shall be honor bound to enforce the Honor Code/Code of Conduct and to report violations of it.

The Honor Code/Code of Conduct emphasizes the individual's involvement in and responsibility for the corporate well-being of the community of the Medical School. In keeping with the latter, it is incumbent upon every member of the community to promote the climate that this code seeks to establish. This involves not only counseling with fellow members of the school concerning their actions, but also bringing the sanctions of the School's disciplinary procedures to bear upon those whose conduct is in violation of the Code.

The Honor Code is simply stated: "Every student shall be honor bound to refrain from cheating, from presenting work for evaluation which is not their own, from giving or obtaining unauthorized assistance during evaluation, and from falsifying data or reports. Every student shall be honor bound from lying under oath. Every student has an obligation to cooperate in the investigation or disposition of any allegation of violation of the Honor Code and to report all violations which come under their observation." Examples of conduct which have been regarded as being in violation of the Honor Code include but are not limited to the following:

- copying from an examination paper of another student
- allowing another to copy from one's examination paper
- reading a copy of the examination prior to the date of the examination without consent of the instructor
- collaborating with others in writing an examination
- plagiarism

- revising and resubmitting a quiz for re-grading without the instructor's knowledge and consent
- giving or receiving unpermitted aid on a take-home examination
- representing as one's own the work of another
- giving or receiving aid on an examination under circumstances in which a reasonable person should have known that such aid was prohibited by the Honor Code
- falsifying clinical data
- destroying or concealing for their own purpose educational materials meant for simultaneous use by others

If a student, while under pressure, commits a dishonorable act, it shall be considered a valid defense if the student reports themselves to an appropriate authority and conscientiously attempts to rectify the situation, before any knowledge of an investigation. The faculty has the obligation of providing an environment conducive to independent work during examination. Examinations often will not be monitored by the faculty, except in order to answer questions or give authorized aid. Students may be asked to add a pledge that "I have neither given nor received unauthorized aid prior to or during this examination, and that I will report any known violation on the part of others."

Any student, faculty member, administrative officer, or staff member of the School of Medicine may charge a student with violation of the Honor Code. This must be done in a timely manner. Such a charge may be brought to the attention of a member of the Honor Council, to the Dean, or the Associate Dean for Graduate Studies, any one of whom can provide advice and counsel as to how to proceed within the School's procedures.

VII. Guidelines for Ethical Practices in Research

The University of Pittsburgh seeks excellence in the pursuit of knowledge and requires all members of the University community, including its student body, to adhere to the highest standards of integrity in research. Detailed information regarding the Research Integrity Policy at the University of Pittsburgh can be found at:

<http://www.bc.pitt.edu/policies/policy/11/11-01-01.html>

More detailed information on the Guidelines for Ethical Practices in Research at the University of Pittsburgh Guidelines can be found at:

<http://www.pitt.edu/~provost/ethresearch.html>

VIII. ICRE Research Infrastructure Support

A. Clinical and Translational Science Institute

The CTSI serves as the integrative academic home for clinical and translational scientists across the University's six health sciences schools, Carnegie Mellon University, the University of Pittsburgh Medical Center (UPMC), which is one of the nation's largest and most financially successful academic health care systems, and the region. The CTSI's primary focus is to develop, nurture, and support a cadre of clinical and translational scientists by building on the University's existing clinical research training programs to establish a comprehensive program with activities ranging from early research exposure for high school students to advanced doctoral programs.

Students are encouraged to learn about CTSI and the resources available at:

<http://www.ctsi.pitt.edu/>

B. Design, Biostatistics, and Clinical Research Ethics Core

The DBE Core of the CTSI provides centralized services to Scholars, fellows, and junior faculty who are conducting clinical and translational research, and educates them about these services.

Service requests for assistance can be made at:

<http://www.ctsi2.pitt.edu/ServiceRequest/index.aspx>

C. Center for Research on Health Care Data Center

The Center for Research on Health Care (CRHC) provides a forum for talented multidisciplinary investigators from throughout the university community to collaborate in high-quality health services research and train future investigators in methods and practices critical to the conduct of rigorous and exemplary research.

D. Office of Academic Career Development

The University of Pittsburgh OACD provides a supportive and collaborative environment, purposeful mentorship, and encouragement of diversity in leadership.

OACD hosts a variety of programs for post-docs and junior faculty. More information can be found at:

<http://www.oacd.health.pitt.edu/>

IX. University Facilities and Services

Facilities and services available to students in the School of Medicine are described on the website:

<http://www.medschool.pitt.edu/handbook/Studentservices.htm>