



GRADUATE PARTNERSHIPS PROGRAM

STUDENT HANDBOOK 2009-2010

GRADUATE PARTNERSHIPS PROGRAM
OFFICE OF INTRAMURAL TRAINING & EDUCATION
NATIONAL INSTITUTES OF HEALTH

GRADUATE PARTNERSHIPS PROGRAM

STUDENT HANDBOOK 2009-2010





OFFICE OF INTRAMURAL TRAINING & EDUCATION • 2 CENTER DRIVE • BUILDING 2, SECOND FLOOR • BETHESDA, MD 20892-0240 • 301 496 2427
The NIH is dedicated to building a diverse community in its training and employment programs.

Office of Intramural
Training & Education
Office of Intramural Research
Office of the Director
National Institutes of Health
U.S. Department of Health
and Human Services

Dear NIH Graduate Students:

This is an exciting time to be a biomedical researcher. Molecular biology and genetics are providing novel insights into human disease, and new technologies are enhancing our ability to understand the complex interplay between genes and environment. We understand the importance of interdisciplinary research teams and are harnessing the powers of biology, chemistry, physics, computer science, bioinformatics, and the social/behavioral sciences to improve human health globally. Research from bench to bedside—and back again—will be an increasing reality during your scientific career.

This is also a time of enormous challenge in biomedical research. Funding has tightened even as new challenges emerge, and health disparities persist, even in developed countries. Many young scientists are discouraged, both by tight job markets and the long-road to independence. As a graduate student at the start of your career, it is important that you appreciate both the enormous opportunities and the challenges ahead. You must make the most of your time as a graduate student to ensure that you develop ALL of the skills necessary for success in the future.

To succeed as a graduate student, you must perform important, innovative and independent research. You must develop a broad and critical view of science, and learn to solve problems creatively, using a variety of technologies and approaches. However, research skills alone will not take you far. Successful scientists develop strong communication skills; they learn to teach, in the lab and perhaps in the classroom; they learn to collaborate effectively, often working in large multinational research groups; and they develop effective management and leadership styles. The time to develop these skills is now.

The Graduate Partnerships Program (GPP), in the Office of Intramural Training & Education (OITE), supports the graduate student community at NIH. Whether you came to NIH as part of an institutional or individual partnership, we are here to facilitate all aspects of your graduate education. We are happy to answer your questions, advise you of resources available to the NIH community, and link you to graduate students and other trainees at NIH. We hope you will participate in many academic and professional development activities at the NIH. In the end, you will determine what skills and abilities you develop over the next several years.

Once again, welcome to NIH and the Graduate Partnerships Program. I look forward to meeting you, discussing your scientific interests, and working with you to develop a strong community of emerging scientific leaders at NIH.

Sincerely,

Sharon L. Milgram, Ph.D.
Director, Office of Intramural Training & Education
Senior Investigator, National Heart Lung & Blood Institute
Adjunct Investigator, National Human Genome Research Institute

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WHO'S WHO IN THE OITE

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The OITE operates under an open-door policy.

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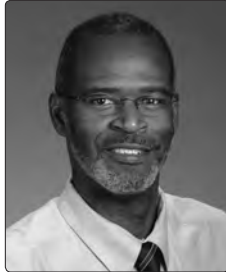
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INTRODUCTION

The Graduate Partnerships Program helps prepare NIH graduate students to become innovative and creative leaders in the scientific research community.

We provide programs, services, individual assistance, and resources to enhance the academic, professional and career development of NIH graduate students. Over 500 graduate students work and study at the NIH. Graduate students are performing dissertation research in almost all NIH Institutes and Centers and come from over 100 different universities. The NIH partners with national and international universities to educate the next generation of scientific leaders; we support students in two types of partnerships—institutional and individual. If you are coming to NIH as part of an institutional partnership, you concurrently applied to the GPP and a partner university. Depending on the partnership, you will spend time at the university completing coursework and rotations. You will also complete rotations here at NIH and choose an NIH lab for your dissertation research, typically at the end of your first year of graduate study. The details differ for each institutional partnership. It is your responsibility to ensure that you understand where your administrative support comes from.

If you are coming to NIH as part of an individual partnership, you registered with the GPP after completing one or two years of graduate training at your home university. You likely chose an NIH mentor before arriving at NIH, and you will not typically rotate through different NIH labs. Students in individual partnerships are funded directly by their university, NIH mentor or outside scholarships and awards. The administrative details regarding your appointment and financial support are handled by your mentor's Institute or Center.

It is important that you understand these administrative differences, so that you can effectively manage your time at the NIH. However, regardless of the type of partnership you joined, you are a member of the graduate student community at NIH, and the GPP is here to serve you.

ENSURING A SUCCESSFUL NIH EXPERIENCE

Your graduate experience at the NIH should be devoted firstly to learning new techniques and seeing a research project through from start to finish. Secondly, you should begin to acquire the

professional skills that you will need to succeed in your career, whether that career is spent in the lab or outside it. To make the most of your time with us you need to begin thinking about your career and what steps you will need to take to further it soon after you settle in on campus. The paragraphs that follow offer suggestions as to how to go about preparing for your next career moves. It is important to remember that you are the individual most responsible for, and most interested in, your education and your career. You will need to take the steps and find the resources required for your ultimate success.

One powerful tool that can assist you in planning for your career is the Individual Development Plan or IDP. Soon after your arrival, you should make an appointment to sit down with your supervisor to discuss your project, your expectations for your graduate experience and those of your mentor, and your short-term and long-term goals. Your mentor can also help you select appropriate workshops and activities that will enhance your time at NIH. Together you should agree on the steps you will take to complete your project and reach your goals effectively. Your goals may still be vague or they may be specific and detailed. If you are not certain of your goals, one of the steps you will need to include is career exploration. All IDPs should include a strategy for improving oral and written communication skills. Your discussion should also cover the ways in which your supervisor will assist you in taking each step. After your session, draft a document that outlines your plan and make certain that you and your supervisor agree on it. You can find a copy of an IDP at the GPP office.

An IDP should not be a static document; a good IDP is a process. Together, you and your supervisor should revisit your IDP every 6 months or once a year to revise it as necessary and confirm that you are making appropriate progress towards your goals. The NIH recommends that all graduate students have IDPs. Depending on your supervisor and IC, you may have to initiate this process.

Developing an IDP is not, in itself, enough to ensure a successful NIH experience. Once you have the plan, you need to follow through on the steps you identified as being key to your career success. Often this will mean leaving the lab to acquire a skill or develop an expertise you will need in the future. You may need to improve your spoken English or acquire experience as

an editor or volunteer with a health advocacy group. At the NIH you can find a variety of opportunities to enhance your skill set and CV. The Office of Intramural Training & Education (OITE) offers several speaking courses as well as coaching in scientific writing at three different levels.

Finding mentors and learning all you can from them is another key to career success. Mentors can assist you with learning the unwritten rules of the scientific enterprise. The best mentors can provide the truthful assessments of your work, your strengths, and your shortcomings that are essential to personal improvement. They can introduce you to their colleagues and facilitate your appointment to committees where you can develop administrative skills. You can never have too many mentors, and, in general, more senior scientists will be flattered to be asked to help. The NIH publishes "A Guide to Training and Mentoring in the Intramural Research Program at NIH," which outlines the NIH commitment to training and great mentoring and provides strategies for developing a great relationship with your mentor. You can pick up a free copy in the GPP office.

Mentors can assist you with another activity that is required for success in science: networking. You should be networking all the time! When you attend a seminar, do not sit by yourself. Sit next to someone; better yet, choose a seat between two people and then talk to your neighbors. Seek out networking opportunities: Graduate Student Council (GSC) happy hours, Institute retreats, all-hands meetings, scientific interest groups, "Open Offices" in the OITE, gatherings of all kinds. And when you attend such events, talk to as many individuals as you can. Recognize that meetings of your professional societies are networking opportunities par excellence. Poster sessions provide the perfect opportunity to meet people. Your science will allow you to introduce yourself to even the most well-known investigators. Your network is going to bring the perfect job to your attention. In addition, its members are going to speak well of you to their networks, they are going to recommend you to potential collaborators, and you are going to do the same for them.

Finally, begin the career exploration process early. Take the time to assess your strengths and weaknesses, the activities you enjoy most, and the values that underlie your actions. Your Institute or Center (IC) Training Office and the Career Services Office in the OITE can help you with this process.

FORGING A SUCCESSFUL PARTNERSHIP BETWEEN YOUR NIH AND UNIVERSITY MENTORS

While a typical PhD student primarily interacts with faculty at the university, you must develop strategies to work effectively with faculty at your university and at the NIH. You must get to know individuals who can help you in both places—whether with administrative details, experimental advice, career information or guidance regarding the rules and regulations of your degree-granting program.

Although you may spend much of your time here at NIH, your academic requirements are governed almost exclusively by your home university, as they set the standards for and grant your degree. In addition, you must be aware of scientific/laboratory training requirements at the NIH and at your university. Regardless of where you spend the majority of your time, you will be required to take training at the NIH and you may be required to take similar training at your university. You are responsible for understanding the requirements of your degree and for meeting the requirements of your program, both at your university and at the NIH. You must also ensure that your NIH mentor understands your university responsibilities; do not assume that he/she does. Provide them with copies of any important documents that you receive.

If you are in an institutional partnership, your NIH Partnership Directors are key players in your graduate education. They can help you navigate the NIH and develop strategies for forging strong partnerships with mentors at your university. If you came to NIH as an individual partnership student, the GPP can help you with similar issues.

Some Things to Keep in Mind:

- Become familiar with paper and web-based documents that describe and define what is expected of you, at your university and at the NIH.
- Get a printed copy of the degree requirements at the time you matriculate in case requirements change before you complete your degree. Often you can find information about degree requirements by contacting the head of your department at your university.
- Keep in close touch with all relevant advisors and program directors at your university. Give them formal and informal updates on your progress every six months, if not more frequently.
- If you are in an institutional partnership, keep in close touch with your NIH Partnership Directors and the GPP; if you are in an individual partnership, keep in close touch with the GPP. Provide frequent updates on your progress and make sure to discuss any academic or administrative issues impacting your university relationships.
- Make sure to communicate with your NIH mentor regarding the academic requirements of your school and the role s/he will play in them. Make sure your NIH mentor understands the committee structure of your graduate program and that he/she communicates with your university mentors, NIH Partnership Directors, etc.
- It is ultimately your responsibility to ensure that your NIH and university mentors communicate regarding your progress. Set up meetings well in advance; use phone, e-mail, and videoconferencing to help your mentors establish a good relationship so that they work as a team to facilitate your growth as a scientist.

IF PROBLEMS ARISE

Where there are people, there is conflict. Some conflicts are minor irritations quickly forgotten. Others are more serious, requiring you to talk to and negotiate outcomes with your lab mates and/or mentor. We hope that the conflict and tensions you experience in your lab will be minor and that you view them as opportunities to improve your interpersonal skills. However, even with the best of intentions, some lab dynamics are poor; you may find yourself embroiled in serious and complicated situations. Remember: you are not alone. There are resources to help you deal with any interpersonal issues that may come up.

If you are experiencing conflict with someone in your lab, speak with him or her directly. If that does not resolve the issue, speak with your PI. If you are not comfortable doing that, or if the situation is not easily resolved, seek advice from other mentors (i.e., your Institute training director, your Lab/Branch Chief, OITE staff, colleagues) who can help you consider the issues from different angles as you attempt a reasonable resolution. If you have concerns about your interactions with your PI, it is important to talk with someone you trust. Hopefully you will have developed relationships with your training director or with more senior trainees/staff in the lab. Also, feel free to contact the GPP to confidentially discuss any issues that come up.

Some reasons to immediately contact the training director in your IC, or the OITE, include issues of possible scientific misconduct, harassment of any type, and safety concerns. If we are not able to assist you, we will help you access other helpful campus resources, such as the Employee Assistance Program (page 37) and the Office of the Ombudsman (page 38).

THE GRADUATE PARTNERSHIPS PROGRAM

The Graduate Partnerships Program (GPP) is part of the larger Office of Intramural Training & Education (OITE), which serves all trainees on campus. Working jointly with OITE, the GPP is responsible for ensuring that your experience in the NIH Intramural Research Program is as rewarding as possible. GPP is here to help all NIH graduate students become creative leaders in the biomedical research community, but you must take the initiative to make the most of your time at the NIH. You need to make certain that when you leave the NIH, you take with you the technical, communication, problem-solving, and interpersonal skills you will need as you move forward in your career.

Research should be your highest priority while you are at the NIH; GPP aims to ensure that you also take part in relevant career development activities, learn all you can from the scientific staff at the NIH and your fellow trainees, and benefit from the vibrant cultural environment in the Washington, DC area. In addition, GPP and OITE staff members are available to help you resolve any problems that might arise during your time at the NIH. GPP programs complement the

training activities of the NIH Institutes and Centers (ICs). We work closely with the Graduate Student Council (GSC) to develop programs for trainees who recently began their training as well as more advanced graduate students who are ready to move on to the next step in their career.

Specifically, we encourage you to

- take part in orientation sessions when you arrive at the NIH to make certain you get off to a good start;
- subscribe to one or more electronic mailing lists to keep aware of ongoing activities and job opportunities;
- visit the OITE website, www.training.nih.gov, regularly to check for new workshops and courses;
- present a poster or give a talk at the annual Graduate Student Symposium in November;
- attend the annual off-campus Graduate Student Retreat in July;
- attend the many scientific seminars, lectures, and lecture series offered at the NIH;
- participate in at least one Scientific Interest Group that appeals to you;
- join the Graduate Student Council (GSC) to help plan and implement activities for graduate students;
- compete for travel funds in the annual Fellows Award for Research Excellence (FARE) competition and share your research with the NIH community at the NIH Research Festival;
- take part in career and professional development workshops;
- stop in at OITE "Open Offices" for refreshments and a chance to talk with OITE staff members and other trainees;
- visit our new Career Services Center for assistance with refining your career goals and completing a successful job search;
- check out the OITE Career Library; and
- explore and contribute to the community around you.

The GPP and OITE are located on the second floor of Building 2. We maintain an open-door policy and encourage you to drop by anytime. Staff members are available to answer questions, advise you of training opportunities, discuss mentoring, and help you to resolve any difficulties.

THE OITE WEBSITE, WWW.TRAINING.NIH.GOV AND THE GPP WEBSITE, [HTTP://GPP.NIH.GOV](http://GPP.NIH.GOV)

The OITE and GPP websites can provide you with valuable information during your stay at the NIH. Notices of important events are posted on the homepages as are recordings of past workshops. Email announcements of upcoming events are also sent out on the OITE-GRADS listserv. You will go to the OITE site to register for career development activities and complete program evaluations. OITE publications, such as the OITE Moving Guide that provides new trainees with information about the Washington, DC metropolitan area, are available on the site. You can also link to the GSC website from the GPP homepage.

THE NATIONAL INSTITUTES OF HEALTH

Founded in 1887, the National Institutes of Health is one of the world's foremost medical research centers, and the Federal focal point for medical research in the United States. NIH is the steward of medical and behavioral research for the nation. Its mission is the pursuit of fundamental knowledge about the nature and behavior of living systems and the application of that knowledge to extend healthy life and reduce the burdens of illness and disability.

The goals of the NIH are to:

DRIVE fundamental discoveries, innovative research strategies, and their applications as a basis to advance the Nation's capacity to protect and improve health.

DEVELOP, maintain, and renew scientific human and physical resources that will assure the Nation's capability to prevent disease.

EXPAND the knowledge base in medical and associated sciences in order to enhance the Nation's economic well-being and ensure a continued high return on the public investment in research.

PROMOTE the highest level of scientific integrity, public accountability, and social responsibility in the conduct of science. In realizing these goals, the NIH provides leadership and direction to programs designed to improve the health of the Nation by conducting and supporting research in the:

- Causes, diagnosis, prevention, and cure of human diseases.
- Processes of human growth and development.
- Biological effects of environmental contaminants.
- Understanding of mental, addictive, and physical disorders.
- Collection, dissemination, and exchange of information in medicine and health.

INSTITUTES AND CENTERS OF THE NIH

The NIH is one of eight health agencies of the Public Health Service and is part of the U.S. Department of Health and Human Services (DHHS). The NIH is composed of 27 separate Institutes and Centers (ICs), each with its own mission of supporting biomedical research and training, in the intramural (here at the NIH) and/or extramural (at universities and research institutes worldwide) research communities. All but three ICs receive their funding directly from Congress and administer their own budgets.

OFFICE OF THE DIRECTOR (OD)

Is responsible for setting policy for NIH and for planning, managing, and coordinating the programs and activities of all the NIH components including the 27 Institutes and Centers, the Office of Extramural Research (OER), and the Office of Intramural Research (OIR).

NATIONAL CANCER INSTITUTE (NCI)

Leads a national effort to eliminate the suffering and death due to cancer.

NATIONAL EYE INSTITUTE (NEI)

Conducts and supports research that helps prevent and treat eye diseases and other disorders of vision.

NATIONAL HEART, LUNG, AND BLOOD INSTITUTE (NHLBI)

Provides leadership for a national program in diseases of the heart, blood vessels, lung, and blood; blood resources; and sleep disorders. Since October 1997, the NHLBI has also had administrative responsibility for the NIH Woman's Health Initiative.

NATIONAL HUMAN GENOME RESEARCH INSTITUTE (NHGRI)

Supports the NIH component of the Human Genome Project, a worldwide research effort designed to analyze the structure of human DNA and determine the location of the estimated 30,000 to 40,000 human genes.

NATIONAL INSTITUTE ON AGING (NIA)

Leads a national program of research on the biomedical, social, and behavioral aspects of the aging process; the prevention of age-related diseases and disabilities; and the promotion of a better quality of life for all older Americans.

NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM (NIAAA)

Conducts research focused on improving the treatment and prevention of alcoholism and alcohol-related problems to reduce the enormous health, social, and economic consequences of this disease.

NATIONAL INSTITUTE OF ALLERGY AND INFECTIOUS DISEASES (NIAID)

Strives to understand, treat, and ultimately prevent the myriad infectious, immunologic, and allergic diseases that threaten millions of human lives.

NATIONAL INSTITUTE OF ARTHRITIS AND MUSCULOSKELETAL AND SKIN DISEASES (NIAMS)

Supports research into the causes, treatment, and prevention of arthritis and musculoskeletal and skin diseases.

NATIONAL INSTITUTE OF BIOMEDICAL IMAGING AND BIOENGINEERING (NIBIB)

Improves health by promoting fundamental discoveries, design and development, and translation and assessment of technological capabilities in biomedical imaging and bioengineering, enabled by relevant areas of information science, physics, chemistry, mathematics, materials science, and computer sciences.

NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT (NICHD)

Conducts research on fertility, pregnancy, growth, development, and medical rehabilitation strives to ensure that every child is born healthy and wanted and grows up free from disease and disability.

NATIONAL INSTITUTE ON DEAFNESS AND OTHER COMMUNICATION DISORDERS (NIDCD)

Conducts and supports biomedical research and research training on normal mechanisms as well as diseases and disorders of hearing, balance, smell, taste, voice, speech, and language that affect 46 million Americans.

NATIONAL INSTITUTE OF DENTAL AND CRANIOFACIAL RESEARCH (NIDCR)

Provides leadership for a national research program designed to understand, treat, and ultimately prevent the infectious and inherited craniofacial-oral-dental diseases and disorders that compromise millions of human lives.

NATIONAL INSTITUTE OF DIABETES AND DIGESTIVE AND KIDNEY DISEASES (NIDDK)

Conducts and supports basic and applied research and provides leadership for a national program in diabetes, endocrinology, and metabolic diseases; digestive diseases and nutrition; and kidney, urologic, and hematologic diseases.

NATIONAL INSTITUTE ON DRUG ABUSE (NIDA)

Supports, conducts and disseminates research to improve drug abuse and addiction prevention, treatment and policy.

NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES (NIEHS)

Reduces the burden of human illness and dysfunction from environmental causes by defining how environmental exposures, genetic susceptibility, and age interact to affect an individual's health.

NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES (NIGMS)

An extramural program that supports basic biomedical research that is not targeted to specific diseases.

NATIONAL INSTITUTE OF MENTAL HEALTH (NIMH)

Provides national leadership dedicated to understanding, treating, and preventing mental illnesses through basic research on the brain and behavior, and through clinical, epidemiological, and services research.

NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS AND STROKE (NINDS)

The mission of the NINDS is to reduce the burden of neurological diseases—a burden borne by every age group, every segment of society, and people all over the world.

NATIONAL INSTITUTE OF NURSING RESEARCH (NINR)

Supports clinical and basic research to establish a scientific basis for the care of individuals across the life span.

NATIONAL LIBRARY OF MEDICINE (NLM)

Collects, organizes, and makes available biomedical science information to scientists, health professionals, and the public. The National Center for Biotechnology Information (NCBI) in NLM creates public databases, conducts research in computational biology, develops software tools for analyzing genome data, and disseminates biomedical information.

CENTER FOR INFORMATION TECHNOLOGY (CIT)

Incorporates the power of modern computers into the biomedical programs and administrative procedures of the NIH by focusing on three primary activities: conducting-computational biosciences research, developing computer systems, and providing computer facilities.

CENTER FOR SCIENTIFIC REVIEW (CSR)

The focal point at NIH for the conduct of initial peer review, the foundation of the NIH grant and award process in the extramural research community.

JOHN E. FOGARTY INTERNATIONAL CENTER (FIC)

Promotes and supports scientific research and training internationally to reduce disparities in global health.

NATIONAL CENTER FOR COMPLEMENTARY AND ALTERNATIVE MEDICINE (NCCAM)

Dedicated to exploring complementary and alternative medical (CAM) practices in the context of rigorous science; training CAM researchers; and disseminating authoritative information.

NATIONAL CENTER ON MINORITY HEALTH AND HEALTH DISPARITIES (NCMHD)

The mission of NCMHD is to promote minority health and to lead, coordinate, support, and assess the NIH effort to reduce and ultimately eliminate health disparities.

NATIONAL CENTER FOR RESEARCH RESOURCES (NCRR)

Advances biomedical research and improves human health through research projects and shared resources that create, develop, and provide a comprehensive range of human, animal, technological, and other resources.

NIH CLINICAL CENTER (CC)

The clinical research facility of the National Institutes of Health. As a national resource, it provides the patient care, services, and environment needed to initiate and support the highest quality conduct of and training in clinical research.

NIH CAMPUSES

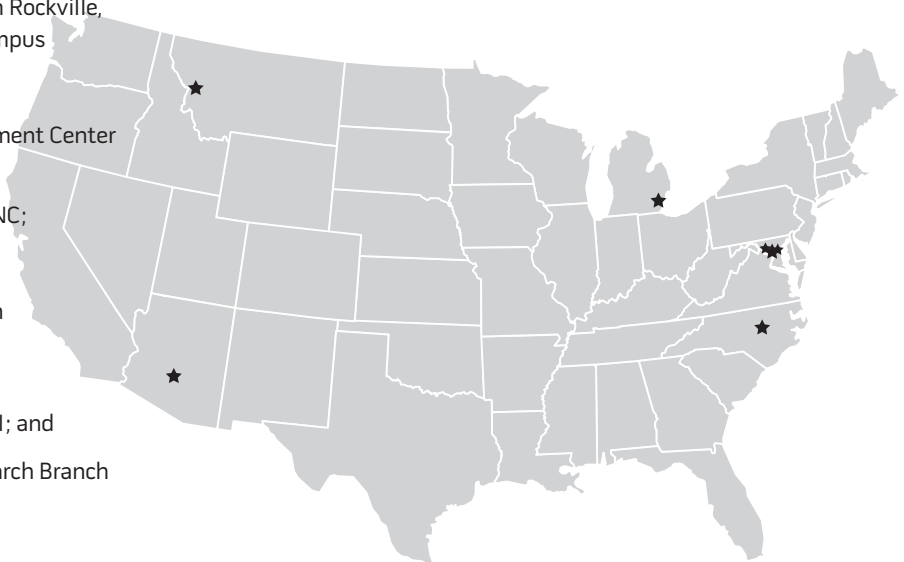
The main NIH campus is located in Bethesda, Maryland, just 10 miles from the center of Washington, DC. Important offices located on the Bethesda campus include the Office of the Director, the Office of Intramural Research, and the Office of Intramural Training & Education, which oversees trans-NIH training of postdoc fellows, graduate students, postbacs, and summer interns. A large number of research facilities, offices, and institutional resources are spread across more than 300 acres in over 75 buildings on the Bethesda campus.

Many NIH scientists conduct their research in laboratories located on the main campus in Bethesda, but others work on NIH campuses across the country. Other NIH facilities where graduate students may train include:

- the Twinbrook Cluster and Executive Plaza in Rockville, MD, less than 5 miles from the Bethesda campus
- the NIH Animal Center at Poolesville, MD;
- NCI Frederick Cancer Research and Development Center (FCRDC) at Fort Detrick in Frederick, MD;
- the NIEHS in Research Triangle Park (RTP), NC;
- the NIA and NIDA in Baltimore, MD;
- the Rocky Mountain Laboratories of NIAID in Hamilton, MT;
- the Perinatology Research Branch of the Eunice Kennedy Shriver NICHD in Detroit, MI; and
- the Phoenix Epidemiology and Clinical Research Branch of NIDDK in Phoenix, AZ.



Building 1 at the NIH main campus in Bethesda, MD



UNDERSTANDING INSTITUTES/CENTER ORGANIZATION AND ADMINISTRATIVE STRUCTURE

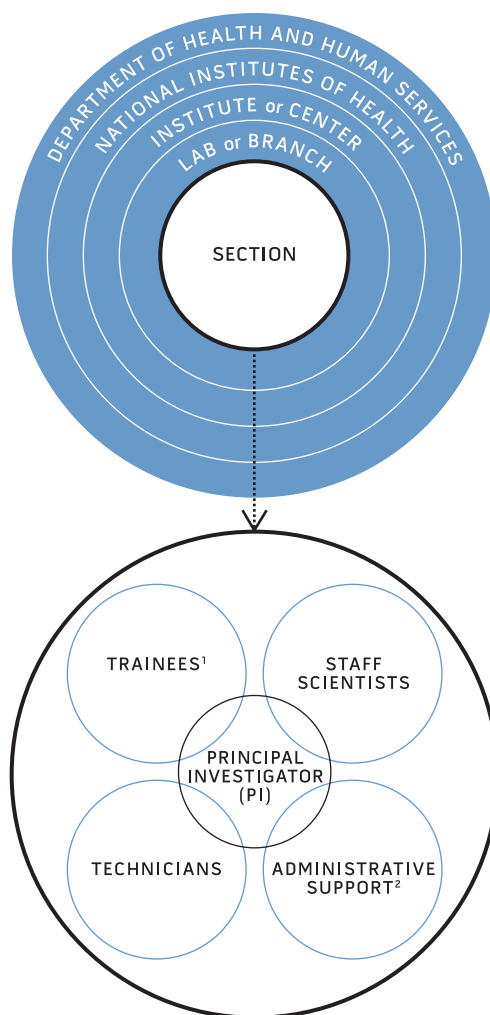
The organizational structure of the NIH is both similar to and different from that of most universities. Universities are typically organized around schools and colleges (e.g., School of Medicine, School of Public Health) that are further organized into departments and units. The NIH consists of Institutes and Centers (ICs), not unlike the schools/colleges found in many academic institutions. All NIH faculty have a primary appointment in one IC; this IC provides space, funding and administrative support for the lab and is the “intellectual home” for all personnel in the lab. Like faculty at universities, NIH faculty can have adjunct/joint appointments in other ICs. In addition, there are formalized ways to facilitate interaction across ICs so that scientists and clinicians with common interests can easily interact and collaborate.

Most IC intramural programs are further organized into laboratories and branches. Originally the distinction was that branches had at least one clinical investigator, while labs contained only basic scientists—that has somewhat fallen by the wayside. Labs and branches are headed by lab/branch chiefs (who also run their own lab), and consist of 2 or more sections (headed by other senior investigators) and possibly 1 or more units (headed by tenure-track investigators). Large labs and branches may have 10-12 Principal Investigators (PIs) in them but in general they contain 4-8. Each PI has a mixture of postdocs, graduate students, postdocs, clinical fellows, technicians, staff scientists and administrative support personnel. This structure provides additional support and resources for graduate students; you should make an effort to meet the other scientists, trainees and support staff in your lab/branch and in your IC.

When you join a lab for your dissertation research, you become a member of your mentor’s IC. You have access to all of the scientific resources of this IC, including core facilities, scientific seminars, retreats, and professional development activities organized by the IC. Administrative Officers (AOs) in your IC will handle many day-to-day details of your time at the NIH (i.e., ID badge, building access, travel, computer support, email, etc.), so it is important that you meet these individuals as soon as possible. Faculty, trainees, and scientific support staff within your IC can provide guidance and support for you as you get settled at the NIH. Some of these key personnel are listed in the following section.

SCIENTIFIC DIRECTOR (SD)

The SD is the head of the Intramural Research Program of each IC; deputy directors, branch chiefs and lab chiefs typically work closely with the SD to develop and maintain a strong research environment in the IC. The SD, deputy directors, branch chiefs and lab chiefs are senior scientists who can provide you with a lot of information about your IC and about science in general. Although they will be very busy, you



¹ Postdocs, Clinical and Research Fellows, Graduate students, Professional students, Postbacs, Summer interns

² Administrative Officer (AO), Travel planner, Admin technician

should make an effort to meet these individuals at various IC seminars, retreats and training meetings.

TRAINING DIRECTOR

The Training Director is responsible for organizing programs and providing additional mentoring for trainees in an IC. Not all ICs have dedicated training directors but most have one or more individuals to coordinate specific programs and activities for trainees in the IC. You should make an effort to meet the training director(s) in your IC and to learn about specific opportunities open to trainees in the IC (e.g., workshops, trainee retreats).

ADMINISTRATIVE OFFICER (AO)

An AO supports and coordinates all functions related to the overall operation of the IC, including finances, budgets, procurement, human resources, trainee support, space, facilities management, and travel. Once you join a lab, you will work closely with an AO in your IC regarding your funding

and other needs (i.e., renewal of awards, health insurance, travel, etc.). It is extremely important for you to build a good relationship with the AOs in your IC. Go and see them “early and often” and respect the many responsibilities they are managing. It is also important to respond quickly and efficiently when they ask you for information, for documents (college transcripts, etc.) and to fill out forms for them. They often need these items to carry out critical functions for you.

TRAVEL PLANNER

The travel planner is an administrator in the lab who works under an AO to help personnel with the paperwork required for work-related travel (i.e., to scientific meetings, your home university, IC retreats, etc.). This person’s title will vary from IC to IC, but will be some version of program assistant, program manager, or administrative assistant. Ask your lab mentor to introduce you to the lab travel planner well in advance of your first trip, as government travel rules are complex and require considerable advance preparation.

WHO CONDUCTS BIOMEDICAL RESEARCH AT THE NIH?

Labs/groups at the NIH vary greatly in size. A small lab may have only a half dozen staff members, while a large group may include 30. Regardless of size, fitting in with this team and contributing to its productivity should be one of your major goals. Take cues from your coworkers. What is the dress code? How do individuals contribute to the success of the group? Is cooperation or competition stressed? How much chatting goes on? Are iPods and cell phones in use? You are going to spend a lot of time with these people. Take the time to consider seriously the best ways to interact with them. Your laboratory may include individuals from some or all of the following groups.

Principal Investigators: Principal investigators hold a doctoral degree. They can be either tenured or tenure-track investigators. These individuals run their own labs and have the authority to hire all of the remaining groups of scientists.

Staff Scientists: Staff scientists generally hold a doctoral degree. Although they are not principal investigators, they are extremely accomplished scientists. They often fulfill key functions such as managing the laboratory of an extremely busy PI or running a core facility that provides services to many investigators.

Clinical Fellows: Clinical Fellows are individuals who hold a professional doctoral degree (e.g., MD or DDS), have recently completed their internships and residencies, and are at the NIH both to provide clinical services and to conduct research. The NIH hosts about 300 Clinical Fellows at any one time.

Postdoctoral Fellows: More than 3,000 individuals who have recently received a doctoral degree are continuing their research training at the NIH. They are generally called Postdoctoral IRTAs (CRTAs if they are working in the NCI) if they are U.S. citizens or permanent residents and Visiting

Fellows if they are citizens of another nation. Individuals can spend no more than 5 years as a postdoctoral fellow at the NIH. In order to stay longer, they must be promoted either to a permanent position or to Research Fellow, a move that allows them to remain for up to an additional 3 years.

Graduate Students: The NIH is the research home of more than 500 graduate students. They complete their coursework at and receive their degrees from their university and conduct all or part of their dissertation research at the NIH.

Medical Students: Medical students who have completed their core electives and who have the permission of their institutions can spend 1 or 2 years conducting research at the NIH through the Clinical Research Training Program (CRTP) or the Howard Hughes Medical Institute (HHMI) Research Scholars Program. A total of about 70 students participate in these programs each year. Medical students can also complete clinical electives at the NIH.

Postbaccalaureate (Postbac) Trainees: We include under the term “Postbac” individuals who have recently completed a bachelor’s degree and are spending a year (or possibly two) in the NIH IRP conducting biomedical research while applying to graduate or professional school. Individuals participating in either the Postbac Intramural Research Training Award (IRTA) program (CRTA program in the NCI) or the NIH Academy meet these criteria. This group also includes Technical IRTAs, individuals who hold a bachelor’s degree and who are spending 2 (or possibly 3) years conducting biomedical research with the intention of developing superior laboratory or technical support skills. Finally, individuals who have received support from the Undergraduate Scholarship Program (UGSP) during their college years, have received their bachelor’s degrees, and are completing their payback obligations by conducting biomedical research in the NIH IRP are considered Postbacs. Altogether, this group comprises almost 800 individuals. They have in common the (relatively) recent receipt of a bachelor’s degree and a commitment to a short-term research experience at the NIH.

Summer Interns: Each summer about 1,200 high school, college, graduate, and professional students spend 8 to 10 weeks working in the laboratories of the IRP. These individuals must be at least 16 years of age and U.S. citizens or permanent residents.

FUNDING OF NIH GRADUATE STUDENTS

Financial support for graduate students at the NIH comes from a number of different sources and can seem quite complex at the outset. However, there are only four main categories of financial support to consider—stipend, tuition, health insurance, and travel.

STUDENTS IN INSTITUTIONAL PARTNERSHIPS

The NIH mechanism used to provide you with financial support is the Pre-doctoral Intramural Research Training Award (Pre-doc IRTA). This signifies to the Administrative Officers in the ICs that you are a trainee and establishes a set of guidelines used to determine your stipend. The amount of your stipend will be determined based on your previous research experience and education history; your stipend in subsequent years will be adjusted as determined by the IRTA policy. IRTAs are renewable for up to five years provided that you are making satisfactory progress toward your degree. IRTAs may be extended beyond five years at the discretion of the Office of Intramural Research in consultation with the GPP. There are a number of important IRTA regulations; familiarize yourself with these at: <http://www1.od.nih.gov/oma/manualchapters/person/2300-320-7/>

During your first year and depending on which institutional partnership that you join, administrative details like tuition payment, stipend, health insurance, and travel may be handled by the GPP or by an IC training office. Please check with your Partnership Directors or contact the GPP to inquire.

Health insurance is provided through the Foundation for Advanced Education in the Sciences (FAES), a non-profit agency supporting training and education at the NIH. In some cases, students opt to use health insurance provided through the university. See the health insurance section of this handbook for more information.

Tuition payment is a somewhat complicated process that can be frustrating for you if you do not quickly and reliably communicate with your administrative office when you receive a bill from your university. Delay in letting them know will cause significant difficulty when registering for classes each semester.

When you travel as an NIH trainee you must be on federal travel orders; these orders must be processed well in advance of your actual trip. The guidelines and procedures that must be followed are somewhat complicated, and we encourage you to contact your administrative office to receive guidance at least three months in advance of your first trip. See the “Travel and Attendance at Scientific Meetings” section of this handbook for more detail.

After you have identified your dissertation lab, your support for stipend, health insurance, tuition, and travel will transfer to your mentor’s IC. AOs there will handle your administrative details.

STUDENTS IN INDIVIDUAL PARTNERSHIPS

It is important that you understand what financial support your NIH mentor has agreed to provide and what support will come from your home university or from other sources. This is especially critical for international citizens studying at foreign universities, as your NIH mentor cannot pay any tuition on your behalf. It is also important that you discuss funding for travel back to your home university to meet with your committee and your mentor, and for any required travel for examinations or courses. The NIH does not have a formal policy that requires mentors to pay for these trips, so it is important to discuss this with your university and NIH mentors at the outset.

In all cases, regardless of the details of your financial support, administrative details (i.e., travel, email, NIH ID badge, etc.) will be handled by AOs in your mentor's IC. If the AO is not familiar with procedures regarding graduate student support at NIH, please ask him or her to contact the GPP; we are happy to assist in arranging the details of your appointment to ensure that you make the most of your time at NIH. Depending on the source(s) of funding your appointment mechanism will be a Predoc IRTA (U.S. citizens or permanent residents), a Visiting fellow (non-U.S. citizens or permanent residents), or a special volunteer.

If you are supported by the Pre-doc IRTA mechanism, the amount of your stipend will be determined based on your previous research experience, and your stipend in subsequent years will be adjusted as determined by the IRTA policy. There are a number of important IRTA regulations that can be found at <http://www1.od.nih.gov/oma/manualchapters/person/2300-320-7/>

If you are supported as a Pre-doctoral Visiting fellow, the amount of your stipend will be determined based on your previous research experience, and your stipend in subsequent years will be adjusted as determined by the IRTA policy. There are a number of important regulations governing visiting fellows that can be found at <http://www1.od.nih.gov/oma/manualchapters/person/2300-320-3/>.

The majority of Visiting Fellows at NIH are postdoctoral trainees. If your appointment is as a Visiting Fellow it will be important for you to clarify with your administrative support staff that you are a graduate student, not a Postdoc; this will help them to understand your needs.

If you are supported exclusively by non-NIH intramural funds, you must be registered as a Special Volunteer at NIH. Please see the section below for the details of this process.

STUDENTS FUNDED BY OUTSIDE FELLOWSHIPS OR OTHER SUPPORT

Some graduate students at NIH are supported by a source other than NIH intramural funds. These sources include the National Science Foundation, Rhodes or Marshall Scholarships, National Medical Scientist Training Program (MSTP) support for medical school training, university support, and any other non-intramural grants or fellowships. If you are funded through one of these mechanisms, the GPP will work with you to assure that your paperwork is handled correctly and that you have easy access to all NIH resources.

In some cases (i.e., NSF awards) we will accomplish this by appointing you as a Predoc IRTA with minimal salary support. This mechanism allows the GPP to pay for your health insurance and, in some cases, your tuition. In addition, this allows us to process your travel using the same mechanisms as other Pre-doc IRTA fellows. Otherwise the GPP requires that you maintain NIH Special Volunteer status. Special Volunteer status implies that none of your funding comes from the NIH. You must maintain this appointment to get an NIH ID, access to the NIH campus, take advantage of NIH online resources, and maintain an NIH email account.

Keep in mind that in order to work in a lab at the NIH, you must provide proof of health insurance, either on your own or through your outside funding source.

HEALTH INSURANCE

ALL INDIVIDUALS MUST BE COVERED BY HEALTH INSURANCE TO WORK IN NIH FACILITIES. First year students in institutional partnerships will be insured through the FAES. This insurance is paid for by your administrative office directly to FAES during your first year if you have not yet chosen a dissertation mentor. In subsequent years your NIH mentor will support your health insurance. Some students opt to use the insurance provided through their university or through a spouse. If this is an option that you choose, immediately communicate this to the GPP or your IC.

Health insurance support for students in individual partnerships depends upon the NIH appointment mechanism. If you are a Visiting Fellow or an IRTA, your health insurance will be supported by your mentor's lab. If you are a Special Volunteer, you are responsible for getting your own health insurance. This might be through your spouse, your parents, your university, individual insurance, or through FAES. Regardless of what type of insurance plan you elect, a student cannot be appointed at the NIH without proof of medical insurance.

Students receiving health insurance through the FAES can visit their office in Building 10/Room B1C18. For more information about eligibility and enrollment, visit the FAES website (<http://www.faes.org>). Contact FAES directly with specific questions about your coverage details.

VACATION

GRADUATE STUDENTS AND OTHER TRAINEES AT THE NIH FOLLOW THE SAME FEDERAL HOLIDAY SCHEDULE AS FEDERAL EMPLOYEES. If a holiday falls on Saturday, the preceding Friday is the day-off; if the holiday falls on a Sunday, the next Monday is the day-off.

- New Year's Day (January 1)
- Martin Luther King, Jr. Birthday Celebration (Third Monday in January)
- Presidents' Day (Third Monday in February)
- Memorial Day (Last Monday in May)
- Independence Day (July 4)
- Labor Day (First Monday in September)
- Columbus Day (Second Monday in October)
- Veterans Day (November 11)
- Thanksgiving Day (Fourth Thursday in November)
- Christmas Day (December 25)
- Once every 4 years, NIH employees may also receive Inauguration Day off (January 20).

Trainees do not earn annual or sick leave. However, they are excused for Federal holidays, illness, personal emergencies, and vacations when awards are for more than 90 days. For vacations, two weeks excused absence is suggested and the number of days should be prorated for traineeships of 90 days or less. Eight weeks of excused absence will be granted for the birth or adoption of a child or other major family health care issue. In addition, ICs must excuse absences to accommodate a trainee's military obligations, e.g., active duty, active duty training, and inactive duty training not to exceed six weeks per year.

Mentors may exercise discretion in granting additional short absences (less than a week per year) as they deem appropriate. More extended absences must be approved by the IC Scientific Director. For more information about Pre-IRTA vacation policies please visit section Y and Z of 2300-320-7 of the NIH Policy Manual at <http://www1.od.nih.gov/oma/manualchapters/person/2300-320-7/>.

TRAVEL AND ATTENDANCE AT SCIENTIFIC MEETINGS

ONCE YOU HAVE AN APPOINTMENT AT THE NIH (AS AN IRTA OR VISITING FELLOW) ALL TRAVEL ARRANGEMENTS MUST BE MADE THROUGH NIH TRAVEL ORDERS. This applies to travel for rotations or collaborations as well as attendance at meetings. Travel arrangements and issuance of travel orders are carried out by a travel planner or AO.

Travel support for institutional partnership students in their first year may be provided through the GPP or your administrative office; in subsequent years, your mentor pays travel expenses at his/her discretion. Travel support for individual partnership students comes from your mentor's budget; therefore, you must work with your mentor to learn who in the laboratory can attend which meetings and to understand the approval processes.

Requests for travel orders should be submitted as far in advance as possible to allow adequate time to pass through several levels of approval. For domestic travel, the laboratory travel planner must be notified at least one month in advance of the days and destinations of necessary scientific travel. For foreign travel, the laboratory AO must be notified at least eight weeks in advance of the desired travel date to ensure tickets will be ready when needed. These deadlines are strictly followed and travel requests submitted after the deadline may not be processed in time.

The individual who is responsible for preparing and submitting travel orders will create an electronic travel request/itinerary with exact details of the purpose and travel requirements for the trip. There are pre-determined maximum allowances for hotel and other expenses, including meals. You should not book a hotel or expect to be reimbursed for meals beyond those limits. In most cities there will be some hotels that have agreed to accept Federal per diem rates, as long as the reservation is made through government channels and you can provide a copy of your NIH travel order at check-in. Similarly, there will be a pre-determined airline that provides government-negotiated fares between most U.S. cities, and also to major international cities. Do not purchase tickets yourself; you will not be reimbursed for airline, train or bus tickets that you buy yourself. Do not pay for your own conference registration without first asking the travel planner about the IC policy. Some ICs pay conference fees and will not reimburse you if you pay your own.

PAYING TAXES ON YOUR NIH INCOME

If you are paid as an IRTA/CRTA,

- you are considered a trainee, not an employee,
- social security taxes are not deducted from your stipend,
- no income taxes are withheld from your stipend, but you must pay income taxes,
- your “income” is reported on a Form 1099G as a taxable grant,
- you must report the income shown on your 1099G on Form 1040 on line 21, “other income,” and
- you should not indicate that you are self-employed or file a Schedule C.

If the amount of taxes you will owe is greater than \$1,000, you should pay quarterly estimated taxes on your stipend to avoid a penalty. The Federal quarterly tax form is Form 1040ES. It can be downloaded from the IRS website:

<http://www.irs.ustreas.gov/formspubs/index.html>.

State forms can be obtained from state tax websites.

If you are appointed as a Visiting Fellow, the Division of International Services (DIS) will provide you with tax information. The taxes that will be withheld from your stipend depend on your home country (or in some cases the country in which you were living prior to coming to the United States) and how long you have been in the United States. It is the policy in the United States that Federal and State taxes must be paid throughout the year as you earn your income.

The tax situation for VFs is highly complex. DIS offers tax workshops in the spring and publishes a tax handbook for Visiting Program participants, which can be found at <http://dis.ors.od.nih.gov/advisories/taxhandbook.pdf>.

If you are paid by the NIH via some other mechanism or by some other agency, please contact the AO at the NIH responsible for your laboratory or the responsible administrator at the agency for tax information.

Regardless of your appointment mechanism, you should receive your Form 1099G by February 15. If you do not, or if your address has changed, contact the NIH Office of Financial Management at 301-496-5635. It is best to inform them of address changes before you leave the NIH.

Remember, whoever pays you sends a copy of your Form 1099G to the Internal Revenue Service.

The NIH Office of Financial Management is available to answer tax questions. Call Nellie Dennison at 301-496-5635.

EDUCATIONAL LOAN DEFERMENTS

Participants in NIH training programs who wish to have their educational loans deferred while in training at the NIH should submit the following documents to Building 2, Room 2W11A:

1. The deferment form from the lending institution. Please include all pages (the last page generally contains the address to which the deferment form should be sent) and please sign the form. If you have a Federal loan, the proper form to use is the Education Related Deferment form. You should check that you are “in a full-time course of study in a GRADUATE FELLOWSHIP program.”
2. A short memo from your supervisor (on NIH letterhead) verifying the beginning and end dates of your fellowship and the program in which you are participating, and describing, in brief, the research in which you are involved.

The Office of Intramural Training & Education will certify your participation in the appropriate training program and forward the forms to the lending institution; however, approval of loan deferments rests exclusively with the lending institution. Questions: 301-496-2427.

MENTORS, COLLABORATORS AND ROTATION OPPORTUNITIES

THE NIH IS A VAST NETWORK OF RESEARCHERS WORKING IN THE VARIOUS NIH ICS; it can appear overwhelming at first glance. However, there are resources on the main NIH webpage, on each IC webpage, and on the GPP website to help you narrow your search for NIH mentors, rotation labs, and potential collaborators.

A great place to begin is the GPP searchable database of mentors who have expressed interest in working with graduate students. You can access this database via the GPP website (<http://gpp.nih.gov/Faculty/Mentors/>) and search it by IC, NIH campus location, or research topic.

If you are in an institutional partnership and you are searching for potential NIH mentors and rotation opportunities, realize that your search is not limited to researchers listed on the GPP website. Therefore, it is important to network and talk with a large number of NIH scientists as you work to find potential mentors. Your NIH Partnership Director(s) will be able to advise you of labs in your research area, so you should begin your search for possible NIH mentors by discussing your research interests with them; the GPP staff are also happy to assist you, but we encourage you to begin your search for possible mentors by talking with your Partnership Directors and others affiliated with your program.

Another excellent way to find labs that share your research interests is to join some NIH Special Interest Groups (<http://www.nih.gov/sigs/>). These are described in greater detail in following sections of the handbook and are an excellent way to immerse yourself in the intellectual life of NIH. To read descriptions of current projects and to learn about ongoing collaborations in various NIH labs, read the Annual Reports filed by all principal investigators at the NIH; these reports can be found at <http://intramural.nih.gov/search/index.html>.

If you are in an institutional partnership you are likely required to complete a number of rotations in laboratories at the NIH and at your university during your first year; this will assist you in finding a mentor for your dissertation research and will help you gain exposure to various scientific disciplines. The rules regarding the number and length of each rotation differ for each partnership; therefore, it is critical that you talk with your NIH and university partnership directors at the start of your graduate training.

If your stipend support comes from the GPP, all rotations at NIH must be approved by the GPP at least six weeks in advance of the rotation start date. We will email rotation approval instructions in the middle of each semester. We will email you back as soon as the rotation is approved by the mentor's SD and confirmed by your NIH mentor.

Rotations at the university should be approved through your department or graduate school.

GETTING STARTED AT NIH

It is helpful to get started on some procedures as soon as you arrive at NIH.

GPP ELECTRONIC STUDENT RECORDS

We require that electronic student records be kept accurate and up to date. We will email all GPP students annually and ask that you update your academic (publications, presentations, etc.) and contact information; we expect that all students will respond to this request in a timely fashion. Failure to provide up-to-date contact information can delay your appointment paperwork and impact your stipend, health insurance, and tuition payments.

NIH ENTERPRISE DIRECTORY (NED)

<http://ned.nih.gov/search/search.aspx>

When you complete your appointment paperwork (IRTA, Visiting Fellow, or Special Volunteer) you will be entered into a system called the NIH Enterprise Directory (NED). This is an online, searchable database of every person that works at the NIH and is your official "identity" at the NIH. You should periodically update your contact information in NED; this is easily done on-line. When you are first entered into NED (by the GPP or an AO in your IC), you will receive an individual NIH ID number; this allows you to obtain an NIH email account and an ID badge.

NIH ID BADGE

All NIH employees and trainees have NIH ID numbers and are required to have an NIH ID badge. Before you can receive an ID badge you must be fingerprinted. Due to government-wide fingerprinting and background check requirements, it is not unusual to experience a delay of two-weeks or longer in obtaining your ID badges.

Students in institutional partnerships will be fingerprinted as part of orientation. All others should communicate with your AO about how to register for a fingerprinting appointment.

Students who will work at the Baltimore campus or other campuses away from Bethesda must obtain an ID badge from these campuses directly. Please contact your AO or the NIH research you will be working with for specifics.

NIH EMAIL ACCOUNT

<http://www.mail.nih.gov/>

When your appointment to NIH has been finalized, the GPP (for students in institutional partnerships) or your AO (for students in individual partnerships) will make a request to the Center for Information Technology (CIT) to generate an NIH email account for you. You will then be contacted by CIT so that they can meet you at your office/lab to create a personal desktop for you on your computer. Before CIT can set up your email account you must complete the NIH online Computer Security Awareness training (<http://irtsectraining.nih.gov/>); you will need your NIH ID number to do this. When finished with the training, be sure to keep a copy of your certificate of completion and forward one copy to your AO.

The GPP (and your partnership directors) will use this email account to communicate with you, even if you are not on the NIH campus (e.g., during the first year, while collaborating off campus, etc.). You are expected to monitor your NIH email account on a regular basis so that you don't miss out on important information. If your funding source is other than NIH (e.g., MD phase of MD/PhD training, or an outside scholarship), you can maintain your NIH email account and other privileges by obtaining Special Volunteer status. There are many options for accessing this account, including the web (<http://www.mail.nih.gov/>). Depending on your status at NIH, and particularly if you are in an international or MSTP partnership, it may be useful to obtain a VPN account which allows you to access all protected NIH servers, even when you are off-campus. Please discuss with your NIH mentor(s) if this is important and contact CIT for assistance.

NIH "Global" is the database of email accounts at the NIH. You can access Global while in your email inbox to find an email address of anyone working at the NIH. You should periodically check your information in Global to ensure that it is correct.

GPP hosts the OITE-GRADS listserv, which is used to post official notices to all graduate students at NIH. All graduate students registered with the GPP will be automatically added to OITE-GRADS. Messages submitted to OITE-GRADS go through an approval process prior to distribution to eliminate inappropriate and unwanted email. We expect that you will read and, if necessary, respond to all OITE-GRADS emails.

TRANSPORTATION AND PARKING

You can commute to the NIH in several ways.

TRANSHARE

Transhare is a Federal system designed to increase the use of public transportation. Individuals who live in the National Capital Region and agree not to drive their cars to the NIH are eligible for up to \$115 per month to cover the actual cost of the commute. Complete information on the program can be found at <http://dtts.ors.od.nih.gov/transhare.htm>.

NIH uses SmartBenefits in conjunction with the Washington Metropolitan Area Transit Authority. SmartBenefits is a Web-based program whereby NIH loads Transhare Benefits onto the employee's SmarTrip card. SmarTrip is a permanent, rechargeable Farecard. It is like a credit card and contains an embedded computer chip that keeps track of the value of the card. In addition to Metrorail and Metrobus, SmarTrip is accepted on Dash, Ride On, Fairfax Connector, CUE, Loudoun County transit, and registered carpools. The remaining commuter bus and rail systems will accept SmarTrip soon; in the interim, those using modes of transportation not accepting SmarTrip will get Metrocheks (explained below).

To apply for the NIH Transhare Program, you must fill out a "NIH Transhare Program Application" form in the NIH Parking Office (Building 31, Room B3B04). The form has a commuting cost declaration process to assist you in calculating your monthly Transhare benefit. Misrepresentation on your cost declaration will lead to removal/suspension of Transhare/Parking privileges and possible criminal charges. If you own a SmarTrip card, simply provide your card number; the card number will become your Transhare benefit account and monthly subsidies will be deposited directly into this account. You can download your monthly subsidies at a Passes/Farecard machine at any Metro station. If you plan on using SmartBenefits, it is beneficial to purchase a SmarTrip card from a Metro station before applying for the NIH Transhare Program.

The Parking Office determines qualification for the SmartBenefits program after review of the application; qualification depends on the mode of transportation accepting SmarTrip.

The following links provide more detailed information on public transportation in the NIH area:

- Buses, Montgomery County (see also MTA and METRO): <http://www.montgomerycountymd.gov/tsvtmpl.asp?url=/content/dot/transit/index.asp>
- Employee Travel: Trains, MARC (Maryland Rail Commuter Service) and VRE (Virginia Rail Express): <http://www.commuterpage.com/rail.htm>
- METRO, the DC Bus and Subway System: <http://www.wmata.com/>
- MetroAccess, curb-to-curb service for those unable to use public transportation: http://www.wmata.com/accessibility/metroaccess_service/
- MTA (Maryland Transit Authority), subway, bus, and train systems in Maryland: <http://www.mtmaryland.com/>

PARKING

You can obtain a parking permit at the Employee Transportation Services Office (ETSO), located in Building 31, Room B3B04. You must present a valid NIH ID badge, valid registration certificate (or copy) for each vehicle (maximum of three), and a valid driver's license.

Each vehicle parking on the NIH campus, excluding visitors' vehicles, must display an NIH Parking Permit. This mirror hanger permit must hang from the vehicle's rearview mirror so that it is clearly visible through the windshield.

General Permits are issued to individual trainees. This permit allows you to park in areas marked for "Permit Holders ONLY". After 9:30 am, the General Permit is also valid in areas designated for carpools. After 3:00 pm, the General Permit is valid in RED parking areas. This permit, when displayed with either an NIH handicapped permit or State-issued handicapped placard, will permit you to park in designated handicapped parking spaces. The permit is issued for a 1-year period based on the first letter of your last name.

Off-campus Employee Permits are issued to trainees who work at a site other than the main campus in Bethesda. This permit is the same as a General Parking Permit and will allow you to park on the Bethesda campus when you visit.

Requests for overnight/extended parking may be granted by contacting the ETSO.

Permits for Employees with Disabilities are issued to individuals who have any of the other types of permits and who also have provided adequate documentation to establish a physical disability of sufficient severity to warrant priority parking. If you need this type of permit, take your documentation to Occupational Medical Service (OMS), Building 10, Room 6C306. OMS reviews requests and determines suitability for either a permanent or temporary disability permit. OMS notifies ETSO of its decisions, generally on a daily basis.

Satellite Parking Permits are issued to employees who are participating in the NIH Transshare Program. To obtain this permit, you must agree not to request (or you must surrender) all other types of NIH parking hangers. The Satellite Parking Hanger is valid at the New Carrollton East Parking Lot. It is not valid for parking at the Mid-Pike Plaza Commuter Parking Lot. (Individuals with General Permits may use them to park at Mid-Pike Plaza.)

SHUTTLES

The NIH runs several shuttle lines. Some circle the Bethesda campus at regular intervals, while others connect the Bethesda campus with nearby NIH laboratories and offices such as those on Executive Boulevard and at Rockledge. You can find shuttle routes and schedules at http://dtts.ors.od.nih.gov/NIHShuttle/scripts/shuttle_map_live.asp. Information on the NCI-Frederick Shuttle is posted at <http://www.ncifcrf.gov/about/shuttle.asp>.

BICYCLING

If you plan to bicycle to the NIH, the following link, which lists locker and shower facilities, may be of interest: <http://www.ors.od.nih.gov/orf/parking/showermap.cfm>. You may also wish to contact the NIH Bicycle Commuter Club (<http://www.recgov.org/r&w/nihbike/>).

GETTING A DRIVER'S LICENSE

Information on applying for a Maryland driver's license can be found at <http://www.marylandmva.com/DriverServ/Apply/apply.htm>. You are expected to obtain a Maryland license within 60 days of moving to the state. If you are living in Virginia, you also have 60 days to get a Virginia driver's license. Complete information on the process is found at <http://www.dmv.org/va-virginia/drivers-license.php>. If you are living in DC, you have only 30 days after your arrival to obtain a DC driver's license. Information on applying is located at <http://dmv.dc.gov/serv/dlicense.shtm>.

PREPLACEMENT MEDICAL EVALUATION

Trainees are required to complete a preplacement medical evaluation before beginning laboratory work if they will be working

- in Building 10 or the new Clinical Research Center,
- with human blood or body fluids,
- with human pathogens,
- with patients,
- with hazardous chemicals, or
- with animals (specifically, live vertebrates).

Preplacement medical evaluations are provided by the Occupational Medical Service (OMS). OMS is also where you would go if you had a work-related health emergency while at the NIH. Appointments for these 20-minute evaluations must be made in advance. Walk-ins will not be accommodated. If possible, schedule your evaluation well in advance of your anticipated start date. To schedule an appointment, call 301-496-4411.

If you will breathe the same air as non-human primates, please mention this to OMS prior to your evaluation; they may need to conduct additional tests.

IMPORTANT: You must bring a Documentation of Immunizations form completed by your personal health care provider with you when you arrive for your appointment.

TRAINING COURSES FOR SCIENTISTS

All scientific staff must complete a number of required training courses upon arrival at NIH. The courses listed below should be completed very soon after starting your research at the NIH, even if you completed similar courses in the past. Always keep a printed record of completion of these courses and check with your Administrative Officer to see if he/she would like a copy for your file.

- NIH Computer Security Awareness <http://irtsectraining.nih.gov/>
- Responsible Conduct of Research <http://researchethics.od.nih.gov/>
- Technology Transfer <http://tttraining.od.nih.gov/>
- NIH Standards of Ethical Conduct <http://ethicscbt.od.nih.gov/cbts/ethicsmodules/login.asp>
- Protecting Human Subjects <http://www.nihtraining.com/ohsrsite/researcher/intro.php>
- Diversity Management Training <https://lms.learning.hhs.gov/Saba/Web/Main>
- NIH Computer Security Awareness <http://irtsectraining.nih.gov/>

- Prevention of Sexual Harassment
<https://lms.learning.hhs.gov/Saba/Web/Main>
- Disability Awareness
<https://lms.learning.hhs.gov/Saba/Web/Main>

Also be certain to check with your IC Training Office and your university to complete any additional training they may require. You are required to meet university training guidelines in order to be granted your degree.

LABORATORY SAFETY

The NIH is responsible for the promotion of safe work practices for all who work in NIH research facilities, including graduate students. The Division of Occupational Health and Safety offers several required laboratory safety courses that graduate students must complete. The courses listed below provide training in the safe work practices and procedures to be employed when working in the NIH research environment. Laboratory supervisors are responsible for ensuring that their staff members attend the correct training prior to working with potentially hazardous materials. NOTE: Graduate students will be allowed to complete laboratory safety training before they have received their NIH ID badges.

INTRODUCTION TO LABORATORY SAFETY COMPUTER-BASED TRAINING COURSE

The introductory course in laboratory safety is mandatory for all new laboratory research trainees. It must be completed prior to attending any other courses. The course introduces laboratory personnel to common hazards and exposure risks, including chemical, radiological, and biological hazards that are found in NIH research laboratories. It provides instruction on how to prevent exposure to these hazards and procedures for emergency response. The course also covers NIH waste-handling procedures as well as methods to ensure the research laboratory is free from common physical hazards. It provides information on NIH security policies and procedures. To access the online course, go to <http://www.nihlabsafety.org/>. This course can be accessed only from NIH computers.

LABORATORY SAFETY AT THE NIH (CLASSROOM COURSE)

After completing the computer-based Introduction to Laboratory Safety, graduate students are required to complete a classroom course entitled Laboratory Safety at the NIH. This course provides training on the recognition and control of common physical, chemical, and biological hazards found in NIH research laboratories. It includes required information on NIH policies and procedures for working safely in the research laboratory as well as methods for hazardous waste minimization. The course also covers engineering controls and personal protective equipment as well as the NIH medical surveillance program available through the Division of Occupational Health and Safety, Occupational Medical Service. Attendance at this program assists in meeting the training requirement of the OSHA Hazard Communication Standard and Occupational Exposure to Hazardous Chemicals in Laboratories Standard.

The schedule for Laboratory Safety at the NIH can be found at <http://www.nihlabsafety.org/>. NOTE: Credit for attendance will not be given to late arrivals. Individuals who arrive late will be asked to reschedule.

LABORATORY SAFETY REFRESHER COURSE

All returning trainees must complete a 1-hour mandatory computer-based Laboratory Safety Refresher Course that provides updates on safety procedures and policies that govern laboratory safety at the NIH. The refresher course should be completed online at <http://www.nihlabsafety.org/>.

BLOODBORNE PATHOGEN TRAINING

WORKING SAFELY WITH HIV AND OTHER BLOODBORNE PATHOGENS IN THE RESEARCH LABORATORY

This 2-hour course is for all individuals working with bloodborne pathogens. The course provides research personnel with information on working safely with bloodborne pathogens in NIH research laboratories in accordance with the OSHA Bloodborne Pathogen Standard. This course specifically discusses work practices in Biosafety Safety Level 2 and 3 laboratories, common causes of exposure, and the use of controls to prevent exposure. The course outlines steps to take in case of a potential exposure and reviews medical pathological waste disposal procedures. Attendance at this program is mandatory for research personnel who work with or who may be exposed to

- human blood, body fluids, and/or tissues,
- human or nonhuman primate retroviruses,
- hepatitis B and C viruses,
- other bloodborne pathogens, or
- animals or their housing.

This training is required before working with bloodborne pathogens. NOTE: Credit for attendance will not be given to late arrivals. Individuals who are late will be asked to reschedule.

BLOODBORNE PATHOGEN REFRESHER COURSE

This web course provides annual refresher training for research laboratory personnel who may potentially be exposed to bloodborne pathogens in their work in the research laboratory and have previously attended Working Safely with HIV and Other Bloodborne Pathogens. The course provides researchers with the latest information on bloodborne pathogen risks in the research laboratory as well as information on means of protection from potential occupational exposures. Graduate students who have completed the NIH Working Safely with HIV and Other Bloodborne Pathogens course within the last 3 years can complete the refresher course instead of attending a classroom bloodborne pathogen course. Annual completion of a Bloodborne pathogen course is mandatory for all laboratory research personnel who work with or who may potentially be exposed to bloodborne pathogens.

To register for these laboratory safety courses, utilize the online registration program available at <http://www.nihlabsafety.org/>. If unable to register online, print out the fax registration form located at the website and return the completed form as directed.

RADIATION SAFETY

RADIATION SAFETY IN THE LAB COURSE

Graduate students who will handle radioactive materials must complete the Radiation Safety in the Lab (RSL) course. You can register for this course at http://drsportal.ors.od.nih.gov/pls/onlinecourse/training/start_registration.html. Every graduate student who takes the RSL course must complete a Radiation Dosimeter Evaluation Form. You must bring the completed and signed form to the RSL course you are scheduled to attend. The form is available for downloading at http://drsportal.ors.od.nih.gov/pls/onlinecourse/training/dosimetry_form.html.

Graduate students returning to the NIH will use their old Division of Radiation Safety identification number, but must call 301-496-5774 to request reactivation of this number. Individuals who have been away from the NIH for more than 4 years must retake the Radiation Safety in the Lab course.

RADIATION SAFETY ORIENTATION

Graduate students who have registered for RSL but who need to begin working with isotopes before they can complete that course, should complete the Radiation Safety Orientation online training module. For information on this course contact the Radiation Safety Training Office, Division of Radiation Safety (DRS) at (drstraining@mail.nih.gov) or call 301-496-5774.

ANIMAL CARE AND USE

The Office of Animal Care and Use (OACU) offers a variety of training courses for NIH intramural personnel who work with animals. These courses are free to participants and fulfill federal training requirements for working with animals. Depending on what species you will be working with, different courses are required. You may register online at <http://oacu.od.nih.gov/training/> or by calling the OACU at 301-496-5424.

USING ANIMALS IN INTRAMURAL RESEARCH: GUIDELINES FOR ANIMAL USERS

Graduate students who will be working with animals must complete Guidelines for Animal Users before beginning their work. The course is offered as a 90-minute lecture and in an online, web-based format. It describes proper care and use of animals in a research laboratory. Additional discussion of animal handling and restraint is presented to assure humane management of the animals.

The online course takes approximately 90 minutes to complete, but it does not have to be finished in one sitting. To access the online course, go to <http://oacu.od.nih.gov/training/users.htm>.

WORKING SAFELY WITH NONHUMAN PRIMATES

This course is required for all trainees who will be working with nonhuman primates (NHP). You will learn about the normal behavior of NHP to help prevent injury and exposure to pathogens, such as Herpes B-virus, that are transmissible to humans. The course, which consists of a video, handouts, and a quiz, is given on an individual basis at the animal facility. Further information on this course can be accessed on the OACU website: <http://oacu.od.nih.gov/training/primate.htm>.

HANDS-ON ANIMAL TECHNIQUES: RODENT WORKSHOPS

The Rodent Workshops are optional opportunities to learn manual handling, sampling, and restraint techniques used in the laboratory with live animals. These half-day, small-group sessions provide an opportunity for individual instruction by certified laboratory animal technologists.

Workshop dates will be posted on the OACU website. You can start registering a month in advance, but note that the registration closes 1 week before the scheduled start date of each workshop. The workshop dates are available on the OACU training website under "optional courses": <http://oacu.od.nih.gov/training>.

The full OACU schedule is available at <http://oacu.od.nih.gov/training/revised2008TrainingSchedule.pdf>.

DIVISION OF INTERNATIONAL SERVICES (DIS)

Building 31, Room B2B07
<http://dis.ors.od.nih.gov/>

ALL FOREIGN STUDENTS MUST CHECK-IN WITH THE DIVISION OF INTERNATIONAL SERVICES AT NIH TO VERIFY PROPER IMMIGRATION STATUS. This check-in must be completed within three days of arrival in the United States.

You can visit DIS for the initial check-in without an appointment during walk-in hours, Monday through Friday (except when closed due to government holidays). Your NIH mentor, the GPP, or IC official should help you prepare for your DIS meeting. You must bring the following documents for your initial check-in:

- Your passport
- Form I-94 Arrival/Departure Record
- Applicable immigration document, such as Form DS-2019
- Passport and above documents for any family members that accompanied you to the United States.

At the initial check-in, an Immigration Specialist will check your documents and have you sign any necessary forms. You will be given information essential to review for your stay in the U.S. and you will be scheduled to attend any applicable orientation, seminar or workshop.

PROFESSIONAL AND CAREER DEVELOPMENT OPPORTUNITIES

OFFICE OF INTRAMURAL TRAINING & EDUCATION

The Office of Intramural Training and Education (OITE), in the Office of the Director, is home to more than 6,000 trainees at NIH, including clinical fellows, postdoctoral fellows, graduate students, postbaccalaureate fellows, summer interns, and many others. Along with the NIH Institutes and Centers, the OITE works to recruit a diverse group of trainees to NIH campuses and strives to create a training environment that fosters innovative and productive research and enables you to develop advanced communication and collaboration skills early in your scientific career.

The OITE sponsors numerous workshops and career development activities throughout the year. These programs are open to all trainees, but many require a reservation and some fill up quickly. Programs are advertised on the OITE webpage and on a variety of trainee email lists (including OITE-Grads).

OITE CAREER SERVICES CENTER

www.training.nih.gov

Building 2, 2nd floor

It is never too soon to begin thinking about your long-term goals and future career plans, wherever you may ultimately like to go. The OITE houses a career counseling center and library to help you plan for a satisfying career once you complete your training at NIH. Our goal is to insure that all NIH trainees are aware of the many jobs available to PhDs—both at and away from the bench. Our career counselors run workshops and small group discussions open to all NIH trainees. Counselors are also available for individual appointments to assist you in career exploration, self-assessment, and career planning. Our services include:

- Myers Briggs Type Indicator (MBTI) to help you analyze your working style and personality type;
- Strong Inventory Assessment to help you identify areas of specific career interest;
- help with informational interviewing and the development of networking skills;
- CV, resume, and cover letter review; and
- mock interviews.

Students who begin working with career counselors early in their training have an advantage over those that wait.

Visit the OITE webpage (<http://www.training.nih.gov>) to schedule a career counseling appointment or drop by our office in Building 2 to check out resources from the career library. Our counselors will be traveling to other NIH campuses, are available via phone/video conferencing, and career resources will be sent to remote campuses upon request.

OITE PROFESSIONAL DEVELOPMENT ACTIVITIES

<http://www.training.nih.gov/>

A key element of the OITE mission is to help trainees in the NIH IRP develop scientific and professional skills that will help them become leaders in the biomedical research community. OITE career development programming is continuously being expanded and improved. Please watch for announcements for the following programs and series.

COMMUNICATION SKILLS

- **Basic Science Writing:** This 4-week course is for any NIH trainee who wants to improve his/her writing at the most basic level. It is suitable for Visiting Fellows who may want additional assistance with written English. The course will focus on grammar, common mistakes in word usage, and punctuation. It will also address sentence and paragraph structure and writing and organizing short documents such as emails, cover letters, abstracts, and personal statements. The course will take a hands-on approach and will use in-class writing assignments to address particular topics.
- **Writing and Publishing a Scientific Paper:** This 4-week course is for postdocs and graduate students who, by the start of the class, will have sufficient data to publish a scientific paper. It offers participants the opportunity to write a rough draft of a scientific paper, focusing on the two hardest sections to write—the introduction and the discussion; learn how to construct figures and tables; discuss the all-important abstract and the submission cover letter; understand the publishing process; learn why manuscripts get accepted/rejected; decide how to choose a journal; and discuss the future of printed journals in a paperless age.
- **Improving Spoken English:** This program targets individuals for whom English is a second language. Its goal is to assist them in communicating clearly with Americans. A large workshop that presents basic guidelines is followed by small group sessions and opportunities for informal conversation.
- **Giving a Great Scientific Talk:** This workshop begins with a discussion of the characteristics of a good scientific presentation and then guides the audience in the art of developing and presenting a great talk. Some of the topics on which it focuses attention are the parts of a scientific presentation, getting and keeping the audience's attention, creating slides that work, presenting yourself and answering questions.

TEACHING SKILLS

- **Scientists Teaching Science:** This course combines an overview workshop with more in-depth sessions focusing on topics that include active learning and expert learners; learning environments and assessments; cultural awareness and diversity; inquiry-based science; writing course objectives; alternatives to lecturing; and writing a syllabus.
- **Summer Intern Journal Clubs:** Each summer, teams of graduate students and/or postdocs lead journal clubs to teach NIH summer interns and postdocs about how scientific journal clubs run, helping them to develop their critical reading skills and to learn how to be active journal club participants in their lab groups.

CAREER ADVANCEMENT TOOLKIT (CAT TRACKS)

- **Career Decision 101: Identifying the Right Career for You** is a workshop series aimed at assisting graduate students and postdocs who are uncertain of their career goals with identifying the most satisfying ways in which to use their scientific training. Sessions will focus on self-assessment (identifying values and skills and defining success); setting goals; communication styles; networking; and developing effective job search correspondence.
- **The Academic Job Search Process** is a workshop series that aims to help fellows with doing just that. Individual sessions will focus on preparing an application packet, the job interview and job talk, evaluating options and negotiating offers, starting a new position, and life as a junior faculty member.
- **The Industry Job Hunt** series will cover identifying positions of interest, negotiating job fairs, interviews and job talks in industry, business etiquette, the first year on the job, and networking with a focus on industry.

Additional areas in which OITE hopes to develop programming include business, entrepreneurship, leadership, management, and grant writing.

CAREER SYMPOSIUM

Since 2007, the OITE, in collaboration with FelCom, FAES, and the Graduate Student Council, has presented an annual Career Symposium. This event brings together outstanding doctoral level scientists and clinicians who are pursuing a broad spectrum of careers. Panel discussions allow current NIH trainees to learn what diverse careers actually entail and how best to prepare for them. Professional skills workshops are offered concurrently.

GPP GRADUATE STUDENT ACTIVITIES

<http://gpp.nih.gov>

Building 2, Room 2E06

In addition to providing administrative assistance to graduate students at NIH, the GPP works closely with the OITE and with the Graduate Student Council to plan programs of special interest for graduate students. These programs include short workshops and longer mini-courses offered specifically for NIH graduate students. All of these activities are advertised on the GPP webpage and via OITE-Grads.

GRADUATE STUDENT RETREAT: An annual event that brings the graduate student community together in a casual setting to discuss science and science careers. This annual event takes place during the summer.

GRADUATE STUDENT RESEARCH SYMPOSIUM: An annual event that highlights the important scientific contributions of NIH graduate students. The Graduate Student Research Symposium is attended by other trainees, many graduate students and NIH scientists and is an excellent opportunity to enhance your public speaking skills.

GRADUATE STUDENT SUMMER BBQ: An annual event where graduate students have an opportunity to interact with other students and mentors in a fun and informal setting. This is an excellent networking opportunity.

GRADUATE STUDENT-LED FAES COURSE: Molecular Approaches to Studying Diseases. This is a semester-long FAES course taught in the fall by current NIH graduate students. Each week, a different graduate student leads the discussion helping the class gain an appreciation of research techniques. The graduate students teach historical perspective of techniques development, discuss applications and explore recent advances using these specific approaches. This course is coordinated through the GSC Teaching Committee.

PATHWAYS CONVERSATIONS: Monthly seminars focusing on career opportunities in science. For each Pathways program, students work with the NIH Fellows Committee, FelCom, to invite a variety of individuals who followed different career paths to share their experiences in an informal setting.

GRADUATE STUDENT SEMINAR SERIES (GS3): Monthly seminars by two graduate students discussing their dissertation research. It is an excellent opportunity for graduate students to practice talks for conference presentations, lab meetings, thesis presentations, progress reports, etc.

GRADUATE STUDENT COUNCIL (GSC)

<http://gpp.nih.gov/current/GraduateStudentCouncil/>

Building 10, Room 6S235a

Established and run by graduate students, the Graduate Student Council is the official representative body of all GPP students. The GSC works closely with the GPP and the OITE to develop and sustain a vibrant graduate community at NIH. One of the primary purposes of the Council is to ensure the general welfare of GPP students and to meet their needs. To fulfill this purpose, the Council plays a key role in the welcoming and orientation of new students. The Council continues to support them throughout their time at NIH by promoting social/extracurricular activities and providing a forum to discuss issues relevant to graduate students. All students are encouraged to get involved with the GSC as early as possible, as it is the best way to learn about the multifaceted resources and opportunities available to the NIH graduate community.

The GSC is organized into committees that focus on different goals and events of the council. These committees give updates on their progress and future plans at the monthly GSC meetings and receive feedback from the whole Council, which consists of committee members and Partnership Representatives. Additionally, all GPP students are welcome to voice their opinions at the GSC meetings, or simply attend to meet other graduate students. For more information about joining a committee or attending a meeting, go to the GSC website, <http://gpp.nih.gov/current/GraduateStudentCouncil/>.

EXECUTIVE COMMITTEE: The GSC is led by the GSC Co-Chairs, Secretary, Treasurer, and Chairs of all other committees.

SOCIAL COMMITTEE: Two Social Co-Chairs organize bi-monthly social events, which can involve relaxing in a local restaurant after work, sporting events, museum visits, bowling, movies and more. They also plan the annual GSC Halloween and Holiday Parties.

ACADEMIC COMMITTEE: The GSC Academic Committee organizes the FAES Laboratory Techniques Course and student-run interest groups. Thus far there two interest groups, the Biophysics and Structural Biology Interest Group and the Systems Neuroscience Interest Group.

CAREER DEVELOPMENT COMMITTEE: This committee runs Pathways and the Graduate Student Seminar Series (GS3). Pathways is a monthly lunchtime speaker event which focuses on various careers. GS3 provides a venue for graduate students to give formal talks on their research.

PUBLIC RELATIONS COMMITTEE: The GSC informs and liaises with groups within and outside the NIH through the GSC website, the monthly GSChronicles newsletter, the GSX Yahoo!Group social listserv, and FelCom.

TRAINEE ADVISORY COMMITTEE: These students represent the GSC to the OITE.

THESIS COMMITTEE: This newly formed committee will work with GPP to coordinate formal, publicized thesis talks on the NIH campus for graduating students.

COMMUNITY SERVICE COMMITTEE: The GSC organizes a variety of service events such as blood drives, park clean-ups, packing boxes at a food center, and cooking for families at the NIH Children's Inn.

RETREAT COMMITTEE: The GSC works with GPP to organize an annual graduate student retreat, which brings students and GPP staff together to network and discuss how to improve the graduate community at NIH.

RESEARCH SYMPOSIUM COMMITTEE: The Graduate Student Symposium is an annual event at which graduate students present their work in posters or talks. Research awards are given, outstanding mentors are honored, graduating students are recognized in a ceremony, and inspiring speakers are featured at this Symposium.

PARTNERSHIP REPRESENTATIVES: Student representatives are elected by their peers to represent the various GPP institutional programs, U.S. individual agreements, and individual agreements with international universities. These Partnership Representatives also plan recruitment and orientation events for new students in their respective programs.

MD/PHD TRAINING ON THE NIH CAMPUS

Through the support of the NIH directors and the GPP, NIH now has a program for students to pursue MD/PhD training with the PhD training taking place through one of the GPP institutional or individual partnerships. The program encompasses activities outside the lab such as longitudinal clinical preceptorships, meetings with leaders in academic medicine, and individualized career counseling by experienced physician-scientists on the MD/PhD advisory committee.

Funding is available for students admitted to MD/PhD programs of medical schools participating in the national Medical Scientist Training Program. For students already in PhD training, this program offers the opportunity for exceptionally qualified students to apply for combined-degree training with the medical school component taking place after the PhD training (Track 3). This training track is for students who have a strong desire and rationale for pursuing combined MD/PhD training, which would include career plans to spend at least 50% time in basic or translational research and a commitment to continue research during the medical school years. More about the NIH-MSTP partnership can be found at: <http://gpp.nih.gov/Prospective/InstitutionalPartnerships/MSTPatNIH/>.

A videocast of a presentation on the MSTP partnership program and MD/PhD training in general can be viewed at: <https://webmeeting.nih.gov/p63758124/>. Applicants for this pathway will be internally reviewed each spring for eligibility for partnership funding for medical school training. The deadline for receipt of these applications will be in mid-May to early June.

NIH FELLOWS COMMITTEE (FELCOM)

<http://felcom.od.nih.gov/Default.aspx>

The NIH Fellows Committee (FelCom) represents the interests of the more than 3,700 postdoctoral fellows (including IRTAs/CRTAs, Clinical Fellows, Visiting Fellows, and Research Fellows) at the NIH. It consists of a basic science and a clinical representative from each NIH Institute or Center that has an intramural research program. FelCom activities of special note include FARE (Fellows Award for Research Excellence); the Job Fair for Postdoctoral, Clinical, and Research Fellows; the Distinguished Clinical Teacher Award; and the International Opportunities Expo.

Although organized by postdoctoral fellows, Felcom programs are often open to anyone at NIH and you are likely to find many programs of interest to you. To sustain communication between Felcom and GPP, a member of the Graduate Student Council serves as a liaison to Felcom.

Graduate students are encouraged to join the Fellow-L listserv to receive announcements about upcoming programs; to do this go to the Felcom website.

FELLOWS AWARD FOR RESEARCH EXCELLENCE (FARE)

<http://felcom.od.nih.gov/subCommittee/fare.aspx>

The FARE program was established by the NIH Fellows Committee (FelCom) in 1994 as a mechanism for promoting and recognizing research excellence in the intramural program. It is managed by the FARE Subcommittee of FelCom. All graduate students and postdoctoral fellows with fewer than 5 years total research experience at the NIH are encouraged to submit abstracts to the FARE competition. Those abstracts are evaluated anonymously, by study sections composed of tenure-track and tenured NIH investigators, staff scientists, prior FARE winners, FelCom members, and other fellows. Abstracts are judged on the basis of scientific merit, originality, experimental design, and overall quality. The first authors of the top 25 percent of the abstracts in each study section are recognized as FARE winners. Each receives a \$1,000 travel award to be used for presenting his/her work at a scientific meeting during the subsequent fiscal year. The awards are funded jointly by the Office of Research on Women's Health (ORWH) and the winners' Institutes and Centers. The competition culminates at the annual NIH Research Festival, where authors of the winning abstracts share their work with the broader NIH community, allowing the community to recognize the excellent work that is being done here.

THE FELLOWS EDITORIAL BOARD (FEB)

<http://ccr.nci.nih.gov/careers/feb/>

The Fellows Editorial Board, which operates under the auspices of the Center for Cancer Research, NCI, is a confidential, free service for any NIH or FDA postdoctoral fellow or graduate student. An all-volunteer Editorial Board of fellows and other professionals edits fellows' scientific documents—typically manuscripts and grant applications—for grammar, form, and clarity. The editors also review essential elements pertinent to the document, such as figures and figure legends, but do not consider scientific content. Authors receive written feedback within 10 business days and may request meetings with editors. The FEB represents an excellent opportunity to improve your document submissions.

NIH TRAINING CENTER

<http://learningsource.od.nih.gov/news.html>

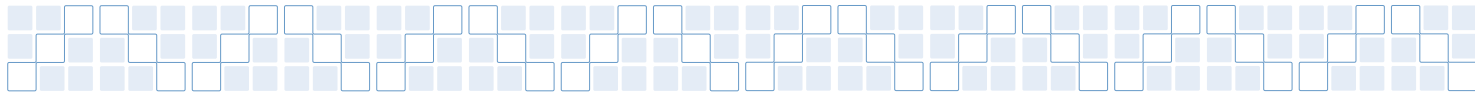
The NIH Training Center provides skills and professional development for NIH employees and fellows. Course areas of focus include leadership development, communication and collaboration, and computer applications. The Training Center also provides information on career development and can refer you to other training and development courses, as well as a list of mandatory training. For more information or to register for these courses, visit the website. NOTE: The Training Center serves the entire NIH community; in contrast, training offered by the OITE is designed specifically for scientists.

GRANT-WRITING OPPORTUNITIES

The ability to write fundable grant applications is essential to an academic career. It can also be useful if your career path takes you to a non-profit, a science museum, a professional association, or even a government agency. (The NIH, for example, awards project evaluation grants to offices in the Intramural Program.) Perhaps equally important, the exercise of writing your proposed experiments in grant form will enable you to focus your thoughts, ensure that you have considered all angles, and plan a logical attack on your problem that uses your time wisely. Try to take advantage of grant-writing workshops during your time at the NIH, and consider applying for your own funding if opportunities are available.

Grant-writing Workshops, some consisting of multiple sessions and offering individualized feedback, are offered by several NIH ICs. Contact your IC Training Director to inquire. These workshops will offer you insights into the grant review process, general hints on writing a successful grant application, and discipline-specific advice. In addition, the OITE offers general workshops that will prepare you to write grants. You will need to arrange follow-up, one-on-one coaching from your PI or someone in your IC to ensure that you receive additional input related to your specific area of research. Visit <http://www.training.nih.gov> to learn more about the OITE workshop.

EDUCATIONAL AND TRAINING OPPORTUNITIES



The NIH provides many opportunities for you to continue your scientific education outside of the lab. You should pay particular attention to WALs, the NIH Director's Wednesday Afternoon Lecture Series. Each Wednesday afternoon at 3:00 pm in Masur Auditorium, Building 10, an outstanding biomedical researcher discusses his or her work. Invitees know that they will be addressing an NIH-wide audience, so their talks are generally jargon-free and comprehensible in addition to being inspired. WALs is one of many educational events at the NIH. We have also listed below many other, smaller, but no less valuable, experiences that are open to all.

AMERICAN RED CROSS FIRST AID, CPR, AND AUTOMATED EXTERNAL DEFIBRILLATOR (AED) COURSES

<http://www.redcrossna.org/>

American Red Cross first aid, CPR, and AED programs are designed to give you the confidence to respond in an emergency situation with skills that can save a life. Additional training in bloodborne pathogens, oxygen administration, and injury prevention can be added to CPR and first aid training to prepare you to prevent and respond to life-threatening emergencies. Red Cross Preparedness programs in first aid, CPR, and AED are available for any age and can be tailored to the needs of specific groups and individuals. Whether you work with children, want training for employees, are a professional rescuer, or simply want to know how to help someone in an emergency, the American Red Cross has a program for you.

CENTER FOR INFORMATION TECHNOLOGY (CIT) COMPUTER TRAINING PROGRAM

<http://training.cit.nih.gov/>

The CIT Computer Training Program provided by the Center for Information Technology offers a wide variety of courses and seminars that enable users to make efficient and effective use of computers, networks, and information systems in their work at NIH. The training program is open to NIH employees and to all users of CIT computing facilities. Additional computer courses are available through the NIH Training Center, HHS University, and the NIH Library.

The program includes classroom courses and seminars. Interactive class attendance via Polycom (a phone conferencing system) can be arranged for students in off-site locations. Descriptions of courses as well as information on the intended audience can be found at <http://training.cit.nih.gov/>. Online training can be accessed via <http://training.cit.nih.gov/onlineTraining.asp>.

CLINICAL CENTER GRAND ROUNDS

<http://clinicalcenter.nih.gov/about/news/grcurrent.html>

Clinical Center Grand Rounds are held on Wednesdays from noon to 1:00 pm in Lipsett Amphitheater in Building 10. Attendees are provided with (1) options and alternatives that can guide clinical practice, (2) practical information about clinical research principles based on state-of-the-art scientific discovery and clinical advances, and (3) information and opportunities to increase and improve collaboration among investigators. Grand Rounds includes a Great Teachers lecture series. Presentations can also be accessed from personal computers via NIH videocasting on the Internet (<http://videocast.nih.gov>).

FOUNDATION FOR ADVANCED EDUCATION IN THE SCIENCES (FAES) GRADUATE SCHOOL

<http://www.faes.org/>

Building 60, Suite 230

FAES is a private, non-profit organization that works with the NIH to enhance the overall academic environment of NIH. FAES organizes and supports a large number of undergraduate and graduate level courses for NIH employees and trainees. The majority of the school's faculty is made up of NIH staff, making their specialized knowledge available to a wider audience.

FAES currently offers over 180 classes, each certified by the Maryland Higher Education Commission. The majority are in the biomedical field. However, there is strong representation in the physical and behavioral sciences as well as in English and foreign language studies. Some may be accepted for credit by your PhD program, although prior arrangements must be made to ensure transfer. If you are taking an FAES course to meet a requirement of your PhD, it is essential that you get approval from your university advisor or committee in advance.

A modest tuition is charged for FAES courses. Often this cost will be covered by your NIH research advisor. It is very important to get approval from him or her before registering for courses.

FAES BIO-TRAC

<http://www.biotrac.com/>

Bio-Trac is an extensive series of post-graduate level "hands-on" biotechnology training courses offered by FAES. Intensive 3-, 4-, and 5-day courses are taught by active researchers; they combine lectures with intensive laboratory work. Recent examples of Bio-Trac courses include Epigenetics and Digital Imaging in Microscopy. The courses are relatively costly, but it is worth asking if your lab will cover the tuition. Enrollment is limited; sign up early to ensure that you will be able to attend.

FAES BOOKSTORE

http://faes.org/science_bookstore.htm

Building 10, Room B1-L-101

Scientific and medical books and FAES Graduate School and other textbooks are available for purchase at this bookstore, which is operated by FAES.

HHS UNIVERSITY

<http://learning.hhs.gov/about.asp>

HHS U provides common-needs training and development opportunities via traditional classroom training, online self-study, development programs, and career counseling.

NATIONAL LIBRARY OF MEDICINE EXHIBITION PROGRAM

<http://www.nlm.nih.gov/exhibition>

301-496-5963

The Exhibition Program at the National Library of Medicine (NLM) produces exhibitions on cultural and social history, science, medicine, and technology for installation in the Library's lobby and rotunda galleries, as well as exhibitions that travel. These exhibitions feature books, journals, photographs, and prints from the NLM's collections, along with artifacts, images, and graphics from other institutions. Each exhibition incorporates interactive features, computers, and audiovisual elements, facilitating a dynamic and experiential learning ground for students of all ages. The Exhibition Program provides educational programs for K-12 student groups visiting the on-site exhibition. In addition, it produces numerous supplemental programs, including online exhibitions, theatrical presentations, collateral print pieces, catalogues, education packages, documentaries, DVD exhibitions, and other public programs.

NIH COURSES

DEMYSTIFYING MEDICINE

<http://www1.od.nih.gov/oir/DemystifyingMed/>

Demystifying Medicine is designed to bridge the gap between biology and medicine. Its target audience is PhD students, fellows, and staff who want to relate their work to biomedical advances. Course sessions address diseases and disease states from the twin perspectives of basic research and current medical treatment, including presentation of patients, pathology, diagnosis, and therapy. Topics include HIV/AIDS, inflammatory bowel disease, malaria, obesity, traumatic brain injury, liver cancer, and many more. If you wish to obtain academic credit, register with FAES; if you attend more than 60 percent of the sessions any semester, and pass a computerized exam, you will receive a certificate of completion.

NATIONAL CANCER INSTITUTE— CENTER FOR CANCER RESEARCH COURSES

<http://ccr.cancer.gov/careers/courses/>

The NCI, the largest IC at the NIH, offers a wide range of courses that may interest graduate students through its Center for Cancer Research. These courses run the gamut from Teaching in Medical Education (TIME), designed for fellows who are interested in academic positions in medical schools, to Translational Research in Clinical Oncology

(TRACO) to Statistical Analysis of Research Data (SARD) to Cultural Sensitivity Training. A visit to their website could prove well worth your while.

NIH CLINICAL CENTER COURSES

<http://www.cc.nih.gov/training/training.html>

The NIH Clinical Center offers a number of courses. While some are directed specifically at principal or clinical investigators, many are available to and directed at graduate students. Specific offerings include Principles of Clinical Pharmacology, Introduction to the Principles and Practice of Clinical Research, FDA Regulatory Process for Clinical Investigators, and Bioethics.

NIH/DUKE TRAINING PROGRAM IN CLINICAL RESEARCH

<http://tpcr.mc.duke.edu/content.asp?page=about>

This collaborative training program between the NIH Clinical Center and the Duke University School of Medicine provides formalized academic training in the quantitative and methodological principles of clinical research for health professionals at the NIH. Designed primarily for clinical fellows who are training for careers in clinical research, the program offers formal courses in research design, research management, medical genomics, and statistical analysis. The program is geared to part-time study as a complement to concurrent clinical training. Courses for this program are offered at the Clinical Center by means of video-conferencing from Duke or on site by adjunct faculty. Academic credit may be applied toward the degree requirement (24 credits of graded course work and a 12-credit research project) for a Master of Health Sciences in Clinical Research from Duke University School of Medicine.

BIOMEDICAL BUSINESS DEVELOPMENT FOR SCIENTISTS

This course, a hands-on experience intended to expose students to the concepts of business planning, venture capital, technology transactions, and commercialization, is offered jointly by the Office of Technology Transfer and the Foundation for Advanced Education in the Sciences. It is part of a larger (15-credit) certificate program in Technology Transfer that may be of interest to some fellows.

SUMMER GENETICS INSTITUTE

<http://www.ninr.nih.gov/Training/TrainingOpportunities/Intramural/SummerGeneticsInstitute/>

This 2-month summer research training program is designed to introduce molecular genetics into research and clinical practice. It features both classroom and laboratory components. The program is directed at graduate students.

NIH LIBRARY

<http://nihlibrary.nih.gov/>

The NIH Library provides access to print and online resources to support the work of the NIH community with an extensive and comprehensive range of scientific, medical, and administrative information and services. Whatever your information needs while working at NIH, the NIH Library staff can help save you time by identifying and providing access to the right resources and delivering the information you need.

The NIH Library is located in the Clinical Center, Building 10, on the first floor near the South Entrance. Library tours for large groups and special arrangements are available upon request: 301-496-1080, nihlibrary@nih.gov.

The NIH Library provides access to:

- 7,400+ full text online journals, 1,600 online books, 40 databases, 1,000 Internet resources, and a collection of over 60,000 printed books (open stacks)
- Document delivery (books, book chapters and journal articles)
- Reference assistance
- Expert literature searches
- Translation services
- Resource and database training (group or individual)
- Research alert services
- A reading room with computer and wireless access, comfortable seating, and a quiet study space

Of particular note, the Library has opened a Writing Center, <http://nihlibrary.nih.gov/ResearchTools/WritingCenter.htm>. In addition to providing a quiet space where you can write, the center offers editing and translation services, courses on reference management systems, and links to a variety of writing resources.

NIH PUBLICATIONS

THE DDIR'S (DEPUTY DIRECTOR FOR INTRAMURAL RESEARCH'S) WEB BOARD

<http://www.nih.gov/ddir/ddir.html>

The monthly Web Board includes news and policy items for NIH scientists, as well as information about interest group activities, workshops and lectures, and tenured and tenure-track positions available at NIH. It is available via electronic subscription.

THE NIH CALENDAR OF EVENTS

<http://calendar.nih.gov/app/MCalWelcome.aspx>

The "Yellow Sheet" is a weekly on-line publication listing events on the NIH campus. You can also visit the website to post an event or search for items of interest.

THE NIH CATALYST

<http://www.nih.gov/catalyst/>

The NIH Catalyst is a bimonthly publication for intramural scientists designed to foster communication and collaboration. It is distributed via campus mail, cafeteria bins, and on the NIH website.

THE NIH RECORD

<http://www.nih.gov/nihrecord/index.htm>

The NIH Record, founded in 1949, is the biweekly newsletter for all NIH personnel. Published 25 times each year and circulated to more than 20,000 readers, the Record comes out on payday Fridays.

NIH VIDEOCASTS

<http://videocast.nih.gov/>

Recorded broadcasts of NIH lectures and conferences, including many OITE and GPP seminars and workshops.

THE NIH RESEARCH FESTIVAL

<http://researchfestival.nih.gov/>

The NIH Research Festival, which is held each fall in the Natcher Conference Center (Building 45) on the Bethesda Campus, features scientific symposia; poster sessions; a Job Fair for postdoctoral, clinical and research fellows; and a vendor tent show. The Festival showcases the best of NIH science.

NIH SCIENTIFIC INTEREST GROUPS

<http://www.nih.gov/sigs/>

About 90 NIH inter-institute Scientific Interest Groups operate under the auspices of the Office of Intramural Research. They sponsor symposia, poster sessions, and lectures; offer mentoring and career guidance for junior scientists; and share the latest techniques and information. Additionally, these groups assist with the annual NIH Research Festival and serve as hosts for the Wednesday Afternoon Lecture Series.

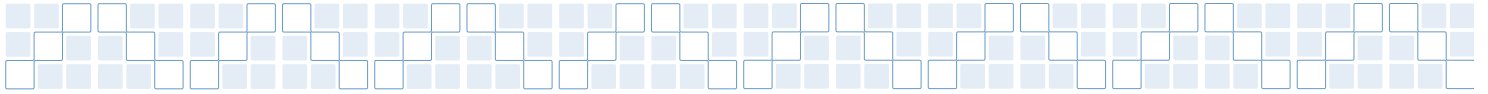
WEDNESDAY AFTERNOON LECTURE SERIES (WALS)

<http://www1.od.nih.gov/wals/>

The NIH Director's Wednesday Afternoon Lecture Series (WALS) includes weekly scientific talks by some of the top researchers in the biomedical sciences. All lectures are held in Jack Masur Auditorium in Building 10 on the Bethesda campus. Lectures can also be accessed from personal computers via NIH videocasting on the Internet.

<http://videocast.nih.gov>

WELLNESS RESOURCES AT THE NIH: GETTING SUPPORT WHEN YOU NEED IT



Life in a research lab, and life in general, can be stressful. It is important to find time for yourself and your personal life, even when balancing work and life seems challenging. There are many resources at the NIH to help you do this. There are also resources to help you learn techniques to manage stress and make the most out of challenging situations—in the lab and at home.

Feel free to come by the GPP or the OITE at any time to discuss issues you are dealing with. We are happy to speak with you confidentially regarding lab conflicts, career options, career progression, and issues at home that are affecting your work. We may refer you to other NIH resources and when appropriate we will offer to help you speak with your mentors. Realize that the graduate student experience will have its challenging moments—trainees who take advantage of all of the resources available to them deal more effectively with these challenges.

Here are some NIH resources that can help you identify opportunities for interesting experiences outside the lab, exercise, and deal with issues and conflicts that may arise.

CIVIL

301-402-4845

<http://civil.nih.gov/>

CIVIL is a coordinated NIH resource that strives to attain its vision of “An NIH Work Environment Free of Acts and Threats of Violence”.

Call CIVIL if you need help assessing the potential seriousness of a threatening situation; you are experiencing a threatening situation at work and need intervention from trained staff; you become aware of a workplace situation involving intimidating, harassing, or other unproductive/dangerous behaviors and need consultation; a situation involving threats or aggressive acts already has occurred and you need assistance managing the aftermath and its effect on staff; or you need help in addressing your own aggressive reactions to a workplace situation.

NIH EMPLOYEE ASSISTANCE PROGRAM (EAP)

Building 31, B2B57

301-496-3164

<http://dohs.ors.od.nih.gov/eap/index.htm>

The Employee Assistance Program (EAP) is a confidential service available to NIH trainees. You can visit the EAP to discuss work or life concerns including life transitions, work-life balance, career progression, substance abuse, family dynamics, or any other issues that might affect your ability to succeed as a graduate student. EAP has an open-door policy and is open 9:00 am to 5:00 pm, Monday through Friday; you can also call for immediate assistance.

OCCUPATIONAL MEDICAL SERVICE (OMS)

Building 10, 6C306

301-496-4411

http://dohs.ors.od.nih.gov/oms_main.htm

Occupational Medical Service (OMS) provides NIH employees and trainees with information and occupation-related medical care to help them perform their jobs in a

safe and healthy work environment. OMS conducts preplacement evaluations to review job duties, provides work-related immunizations, and enrolls NIH employees in surveillance programs for public health hazards at their work site (for example, noise, animals, and M. tuberculosis). OMS provides clinical care for occupational injuries and illnesses and offers administrative assistance with claims for Federal Workers' Compensation benefits.

OFFICE OF THE OMBUDSMAN, CENTER FOR COOPERATIVE RESOLUTION (CCR)

Building 31, Room 2B63
301-594-7231

<http://www4.od.nih.gov/ccr/>

The NIH Office of the Ombudsman, Center for Cooperative Resolution (CCR) is a neutral, independent, and confidential resource providing assistance to NIH scientists, administrators, trainees, and support staff in addressing work-related issues such as authorship and other scientific disputes, employee-supervisor conflict, racial and ethnic tensions, and conflicts between peers. The CCR is open Monday through Friday, 8:30 am to 5:00 pm.

RECREATION & WELFARE ASSOCIATION (R&W)

<http://www.recgov.org/r&w/r&w.html>

R&W is an organization designed to provide trainees and employees at NIH with a variety of social, athletic, wellness, educational, and special interest activities. R&W publishes a monthly newsletter describing services on campus and also offers planned excursions and discounted tickets to various activities and events. Additionally, the Association runs fitness centers and gift shops located throughout campus. To join R&W you must pay an annual membership fee of \$7.00.

NIH fitness centers include weight rooms, aerobics, yoga classes, weight watchers, and personal trainers. Contact the individual centers by phone for information on graduate students discount memberships. Centers are located at Bethesda in Building 31C, B4 C18 and at Rockledge I, Room 5070. The NIH fitness centers provide a graduate student discount. You will need a valid student ID and a letter from the GPP. Contact the fitness centers for more details. <http://www.recgov.org/fitness/fitness.html>

There is another fitness center, The Comfort Zone, located at the National Naval Medical Center. The main gate of the NNMC is across Rockville Pike from the NIH metro stop. Your NIH badge gives you access to the base. The fitness center membership fee is \$75 for 6 months. The center is located in the lower level of Building 23 on the NNMC campus, across the road from Fisher Houses. Look for the green awning over the entrance. Note that this facility includes a pool and a bowling center.

WHAT IF I GET SICK?

Suburban Hospital is located near the NIH at 8600 Old Georgetown Road in Bethesda. The main hospital number is 301-896-3100. You can reach the PhysicianMatch information and referral service at 301-896-3939 from 8:30 am to 5:00 pm, Monday through Friday.

How you select a physician will depend on your health insurance. If you are covered by the FAES policy, you will want to find a doctor who is part of the CareFirst Preferred Provider Network. If you are covered by an HMO (Health Maintenance Organization) you will need to visit one of its doctors. It is best to figure this out before you need medical attention.

Make certain to carry your FAES health insurance card or other proof of insurance with you at all times, just in case you need to access emergency health services.

WHAT IF I NEED SUPPORT?

http://dohs.ors.od.nih.gov/eap/eap_numbers.htm

Sometimes things happen: a parent passes away; you suspect a child is being abused; you have been abused; you want help stopping smoking; you are experiencing a mental health crisis. The NIH Employee Assistance Program maintains a list of helpful phone numbers that will connect you with 24-hour crisis hotlines, smoking cessation programs, resources for single parents, and self-help groups.

WORK/LIFE CENTER

Building 31, B3C15
301-435-1619

<http://hr.od.nih.gov/worklife/default.htm>

The NIH Work/Life Center (WLC) strives to increase employee wellbeing, thereby improving the quality of work and the quality of life at the NIH as a whole. WLC sponsors a variety of programs, including work/life consultations, career consultation, resource and referral services, lactation program, seminar series, and career workshops. It also maintains a resource library.

DIVERSITY

The past several decades have been marked by major advances in the biomedical sciences. Future advances require well-trained scientists from a variety of backgrounds and disciplines. In addition, there will be an increasing demand for scientists trained to address the health problems that disproportionately affect minorities and underserved populations in this country. The NIH and the OITE are committed to training a diverse group of outstanding young scientists. You may find that one or more of the following groups can assist you in feeling at home in the NIH community.

AMERICAN INDIAN/ALASKA NATIVE EMPLOYEE COUNCIL (AIANEC)

<http://oeodm.od.nih.gov/aianep/about/aianec.html>

The NIH American Indian/Alaska Native Employee Council (AIANEC) provides NIH employees with an opportunity to explore the culture and heritage of American Indians and Alaska Natives. AIANEC provides advice and insight to NIH offices dealing with American Indian issues and support for recruitment and retention of AI/AN employees in careers in science. The objectives of AIANEC include providing mentoring and a network for personal and professional growth to the AI/AN employee. AIANEC provides opportunities for all NIH personnel to appreciate the cultural heritage and diversity of AI/AN employees. Membership in AIANEC is open to any NIH employee interested in helping accomplish these objectives.

ASIAN AND PACIFIC ISLANDER AMERICAN ORGANIZATION (APAO)

<http://www.recgov.org/r&w/apao/>

The National Institutes of Health Asian and Pacific Islander American Organization (APAO) serves as an independent resource, spokesperson, and advocate for the ethnic Asian and Pacific Islander American (APA) employees of NIH.

ASSOCIATION FOR WOMEN IN SCIENCE (AWIS)

<http://www.awisbethesda.org/>

<http://www.awis.org/>

The Bethesda Chapter of AWIS was formed in 1991. Its members are actively engaged in scientific research, education, administration, and policy activities and are employed in Federal agencies, academia, business, and non-profit organizations. The Chapter presents a yearly seminar series, generally on the NIH campus, which addresses issues of particular relevance to the development of women scientists' careers. Members have access to the chapter electronic mailing list, where they can find and post messages regarding jobs, meetings, and websites of interest; funding opportunities; mentoring and networking activities; and seminar information. Members also have the opportunity to suggest nominees for the chapter's annual mentoring award, serve on the Board, and nominate candidates to serve as officers of the Board. AWIS is dedicated to the achievement of equity and full participation of women in all areas of science and technology.

INTERNATIONAL WOMEN'S GROUP (IWG)

<http://www.iwgfriends.net/iwg/welcome.html>

The International Women's Group (IWG) welcomes women and families who are new to Bethesda and Rockville, MD, and the Washington, DC, metropolitan area. This international group of women aims to help women cope with adaptation to and integration into a Washingtonian lifestyle by providing a supportive community. IWG provides individuals with an opportunity to meet people from their own countries and many other parts of the world as well as to share their own culture and learn from others. Currently, IWG members include women from all over the world, including the United States. Members come from diverse backgrounds and include working professionals, single women, working mothers, and stay-at-home moms.

NIH BLACK SCIENTISTS ASSOCIATION (BSA)

The NIH Black Scientists Association (BSA) includes scientists, physicians, technologists, and science administrators at the NIH. The BSA promotes professional advancement and serves as an advocate for various health and scientific issues of importance to underrepresented minority communities in general, and to the African American community in particular. The BSA is an autonomous association recognized by the NIH and serving as a resource to the greater NIH community. BSA efforts focus on the recruitment, development, recognition, and promotion of African American scientists and clinicians within the NIH. It also aims to provide those leaving the NIH with tools to be successful in the extramural community.

NIH HISPANIC EMPLOYEE ORGANIZATION (HEO)

<http://heo.nih.gov/>

The National Institutes of Health Hispanic Employee Organization (HEO) is an independent organization under the auspices and the DHHS-approved charter granted to the DHHS Hispanic Employee Organization, with all of the entitlements and responsibilities that have been afforded to all Hispanic employee organizations in the DHHS since 1981. The HEO addresses the needs of Hispanic employees relating to employee representation in the work force. The HEO supports the efforts and programs of the NIH that promote equality and fairness in the workplace for all NIH employees.

OFFICE OF EQUAL OPPORTUNITY AND DIVERSITY MANAGEMENT (OEODM)

<http://oeo.od.nih.gov/>

The NIH Office of Equal Opportunity and Diversity Management (OEODM) serves as the focal point for NIH-wide policy formulation, implementation, coordination, and management of the civil rights, equal opportunity, affirmative employment, and workforce diversity programs of the NIH. Some of the special emphasis programs available through the OEODM are the American Indian/Alaska Native Employment Program, the Asian American/Pacific Islander Employment Program, the Black Employment Program, the Disability Employment Program, the Federal Women's Program, and the Hispanic Employment Program.

As part of its critical mission, the OEODM provides guidance on Alternative Dispute Resolution procedures and EEO complaints processing. The OEODM is committed to equal employment opportunity and diversity management in all aspects of employment at the NIH. Equal opportunity at NIH promotes excellence in biomedical research.

SALUTARIS

<http://www.recgov.com/salutaris/index.html>

The purpose of Salutaris is to represent gay, lesbian, bisexual, and transgendered employees; to coordinate meetings, organize social activities, and sponsor educational programs open to all members of the NIH community; to be available as a resource on GLBT issues to the NIH community at large; to provide guidance and recommendations to the NIH OEODM on matters affecting the welfare of GLBT employees; and to assist the OEODM in fostering a workplace environment that is accepting and supportive of GLBT employees. ("Salutaris" is Latin for "health.")

ETHICS ISSUES

RESEARCH CONDUCT

<http://www1.od.nih.gov/oir/sourcebook/ethic-conduct/ethical-conduct-toc.htm>

Guidelines for the Conduct of Research in the Intramural Research Program at NIH sets forth the general principles governing the conduct of good science as practiced in the NIH IRP. This document, which was originally developed by the Scientific Directors, discusses the responsibilities of IRP research staff in the collection and recording of data, publication practices, authorship determination, mentoring, peer review, confidentiality of information, collaborations, human subjects research, financial conflicts of interest, and animal care and use. It is important that every investigator involved in research at NIH read, understand, and incorporate the Guidelines into everyday practice.

REPORTING RESEARCH MISCONDUCT

Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. Research misconduct does not include honest error or honest difference of opinions. (The DHHS Office of Research Integrity has posted a wealth of information on this subject at <http://ori.dhhs.gov/>.) The NIH takes research misconduct and allegations of misconduct seriously. Allegations or concerns about research misconduct should be discussed with the NIH Agency Intramural Research Integrity Officer, Dr. Joan P. Schwartz (schwartzj@mail.nih.gov or 301-496-1248).

NIH ETHICS OFFICE

<http://ethics.od.nih.gov/>

The NIH Ethics Office offers a full range of ethics services and support to the NIH community, including: providing advice, counseling, and interpretation on the Standards of Ethical Conduct and Conflict of Interest statutes; maintaining an informational ethics website, online New Employee Ethics Orientation, and online required annual ethics training; developing and implementing ethics policy; and providing individual and group training for employees and IC ethics staff. The NIH Ethics Office also serves as the NIH liaison to the DHHS and other Federal agencies.

DISCRIMINATION IS PROHIBITED

Discrimination is defined in civil rights law as unfavorable or unfair treatment of a person or class of persons in comparison to others who are not members of the protected class. U.S. laws protect individuals from discrimination based on race, sex, color, religion, national origin, age, physical/mental handicap, sexual orientation or reprisal for opposition to discriminatory practices or participation in the Equal Employment Opportunity (EEO) process. Federal EEO laws prohibit an employer from discriminating against persons in all aspects of employment, including recruitment, selection, evaluation, promotion, training, compensation, discipline, retention, and working conditions, because of their protected status. In other words, you should expect to be treated in the same way as all other graduate students are treated. For further information regarding the EEO process, contact the NIH Office of Equal Opportunity at 301-496-6301.

POLITICAL ACTIVITIES

Restrictions on the political activity of NIH employees can be found at <http://ethics.od.nih.gov/Topics/politics.htm>.

STANDARDS OF ETHICAL CONDUCT FOR EMPLOYEES OF THE EXECUTIVE BRANCH

http://www.usoge.gov/ethics_docs/publications/reference_publications.aspx

This 82-page publication lays out guidelines concerning gifts, financial conflicts of interest, seeking other employment, outside activities and misuse of position, among other things.

SCIENTIFIC RESOURCES

DEPARTMENT OF NETWORKS AND APPLICATIONS

<http://clinicalcenter.nih.gov/dna/tv/itc/index.html>

The Department of Networks and Applications in the NIH Clinical Center provides a free poster-printing service to all NIH employees and trainees. They are located in Building 10, Room 1C282. Call in advance for an appointment.

DIVISION OF MEDICAL ARTS (DMA)

<http://medarts.nih.gov/>

The Division of Medical Arts (DMA) is the NIH source for obtaining visual arts services. They “help researchers communicate their stories of discovery”. The DMA is a central service organization that provides a wide variety of visual communication services to the NIH community. Products and services visually document scientific data, research programs, events, and accomplishments for use in publications, exhibits, and presentations to the worldwide scientific community.

DMA staff consists of professional artists, photographers, TV producers, and videographers who combine their talent and expertise with the needs of scientists for graphic presentations, medical illustration, photography, and video productions. Qualified staff members are available for consultation concerning client projects.

Services offered include:

- Photography
- Medical Illustration
- Electronic Media—animation, website, and multi-media design
- Design—including posters, publications, logos, and displays
- Events Management—video and conference services
- Printing
- Digital Imaging

Requests for all DMA services must include a Common Account Number (CAN). See your administrative officer for this number.

DIVISION OF RADIATION SAFETY

<http://drs.ors.od.nih.gov/>

The Division of Radiation Safety provides regulatory oversight for all ionizing radiation used in intramural research and for clinical purposes. The staff assists in setting up research labs, training staff in radiation safety, performing specialized lab inspections, and consulting on intramural clinical research protocols. They are also responsible for radiation safety training, shipping and storage of radioactive material, and radioactive waste pick-up.

DIVISION OF SCIENTIFIC EQUIPMENT AND INSTRUMENTATION SERVICE

<http://seib.od.nih.gov/>

The Division of Scientific Equipment and Instrumentation Services (DSEIS) provides maintenance, modification, repair, sale, and lease of scientific equipment and scientific workstations, as well as design and fabrication of custom instrumentation. DSEIS offers lab-wide maintenance agreements and can provide equipment on short- or long-term agreements.

DIVISION OF VETERINARY RESOURCES (DVR)

Office of Research Services

<http://dvrnet.ors.od.nih.gov/>

The Division of Veterinary Resources provides a centralized laboratory animal care and use program for NIH intramural investigators. The DVR offers comprehensive veterinary, animal husbandry, animal transportation, and diagnostic support services, including housing, routine and clinical care, and nutrition and enrichment for rodents, rabbits, cats, canines, ungulates, and primates. The DVR also operates an animal health surveillance program, diagnostic laboratory support services, animal surgery, veterinary pharmacy, and phenotyping of mouse models. DVR's professional staff includes veterinary pathologists, laboratory animal veterinarians, veterinary surgeons, molecular biologists, pharmacists, behaviorists, and nutritionists who are available for consultation and possible collaboration.

NATIONAL CENTER FOR BIOTECHNOLOGY INFORMATION

<http://www.ncbi.nlm.nih.gov/>

This division of the National Library of Medicine created and operates various bioinformatics web tools that you use regularly including PubMed, Entrez, Genbank, and BLAST searches. They have a very receptive and training-oriented staff that will answer questions, provide specialized courses in using the tools they have developed, and even collaborate on projects with you. It is a huge advantage to have this resource readily available on campus and you should avail yourself of their services if appropriate.

OFFICE OF ANIMAL CARE AND USE

<http://oacu.od.nih.gov/>

The Office of Animal Care and Use (OACU) provides oversight and assistance to the ICs conducting biomedical research using animal models. The OACU serves as an information resource for NIH scientists, Animal Care and Use Committee (ACUC) members, veterinarians, animal science specialists, and other NIH staff that interface with research animals. The OACU offers a variety of training courses, some that are mandatory, to assist personnel in fulfilling Federal training requirements for working with research animals. NIH employees and trainees may check the OACU training schedule, register for the lecture courses, or access links for the web-based courses online at the OACU training website: <http://oacu.od.nih.gov/training/index.htm>.

No animal research can be conducted at the NIH without a protocol approved by the sponsoring IC's Animal Care and Use Committee. The OACU website provides access to Federal and local regulations and local NIH guidelines that provide pertinent information on all aspects of research animal care and use, including but not limited to animal activities in shared facilities, animal transfers, genotyping, pain and distress, and euthanasia. Guidelines for completing an animal study proposal can be found at <http://oacu.od.nih.gov/ARAC/index.htm>. Animal Research Advisory Committee Guidelines on other aspects of animal care and use can be found on the same OACU website: <http://oacu.od.nih.gov/ARAC/index.htm>.

OFFICE OF HUMAN SUBJECTS RESEARCH

<http://ohsr.od.nih.gov/>

The Office of Human Subjects Research (OHSR) was established in 1991 to support the NIH commitment to conduct innovative human subjects research consistent with sound ethical standards and regulatory requirements. It is responsible for the day-to-day oversight of the NIH's human research protection program. It is a resource in the Intramural Research Program (IRP) for information and education concerning the regulations and guidelines covering research involving human subjects, and also serves as the NIH IRP liaison with the DHHS Office for Human Research Protections (OHRP). OHSR staff members are available to answer questions, provide consultation on the design and conduct of research protocols, and participate in educational activities.

The OHSR, together with the staffs of the NIH Institutional Review Boards (IRBs), will work with you to fulfill your ethical responsibilities when conducting human research, both in the United States and abroad. They also can help resolve ethical and regulatory issues that may arise throughout the course of your investigation. Keep in mind that no human research can be conducted without getting the approval of either an NIH IRB or of OHSR. Whether you need an IRB's approval, or that of OHSR, will depend on the type of research that you plan to conduct. For information on the procedures for protecting the rights of human subjects, visit <http://www1.od.nih.gov/oma/manualchapters/intramural/3014/>.

OFFICE OF INTRAMURAL RESEARCH (OIR)

<http://www1.od.nih.gov/oir/sourcebook/oir/oir-staff.htm>

The Office of Intramural Research (OIR) is directed by the Deputy Director for Intramural Research (DDIR). It is responsible for oversight and coordination of intramural research, training, and technology transfer in the laboratories and clinics of the NIH. The office works in conjunction with the Scientific Directors of all the ICs. To encourage communication between intramural researchers, the office publishes the NIH Catalyst, a bimonthly newsletter, and the DDIR's Bulletin Board, an electronic newsletter published approximately once a month. The OIR develops and implements projects, policies, and standards across the NIH for intramural research, training, and technology transfer.

OFFICE OF NIH HISTORY

<http://history.nih.gov/>

The Office of NIH History (ONH) works with all NIH Institutes and Centers to foster the documentation, preservation, and interpretation of NIH history. Trained historians, archivists, and curators provide access to materials, including oral histories, photographs, documents, personal papers, videos, news clippings, and books related to the work of the NIH.

ONH is also home to the Stetten Museum—every day, throughout NIH, you see exhibits prepared by its curatorial staff. The museum collects laboratory equipment and other objects related to NIH history as well as manuals and trade catalogs. Because technology often drives the questions pursued in biomedical research, this collection is an asset to researchers as well.

ONH offers postdoctoral opportunities through the DeWitt Stetten, Jr., Fellowship in the History of Biomedical Sciences and Technology.

OFFICE OF SCIENCE EDUCATION (OSE)

<http://science.education.nih.gov/>

The Office of Science Education coordinates outreach and develops educational materials for use outside the NIH. They are always looking for science fair judges and NIH Speakers Bureau volunteers. This is a great way to add something to your resume while gaining public speaking experience and helping the community. For more information or to sign up, visit the OSE website or contact Cheryl Moore at moorec@mail.nih.gov.

OFFICE OF TECHNOLOGY TRANSFER (OTT)

<http://ott.od.nih.gov/>

The Office of Technology Transfer (OTT) helps translate the discoveries made at the NIH and FDA into useful biomedical products. This is achieved by evaluating the commercial potential of the new inventions, securing patent protection where needed, identifying industry partners who can commercialize these inventions, and licensing these intellectual properties to them for product development. The OTT can help you protect, market, and manage any discoveries you make while at the NIH or FDA. In so doing, it oversees patents and negotiates licensing agreements on behalf of NIH and FDA scientists. Contact them if you have any questions about licensing or royalties or to learn how technology transfer works at NIH. In addition, OTT hosts a number of training courses on technology transfer held in conjunction with the NIH FAES Graduate School that are popular with trainees. For more information regarding classes and the new "Certificate in Technology Transfer" Program, see www.faes.org.

Specifically, inventions made by any NIH staff member or trainee must be reported using PHS Employee Invention Report (EIR) Form PHS 6364. Inventions can be a new and useful process, machinery, manufacture, or composition of matter, or any new and useful improvement thereof. If the Government chooses not to file a patent on the invention, the rights can either be dedicated to the public or assigned to the Federal employee.

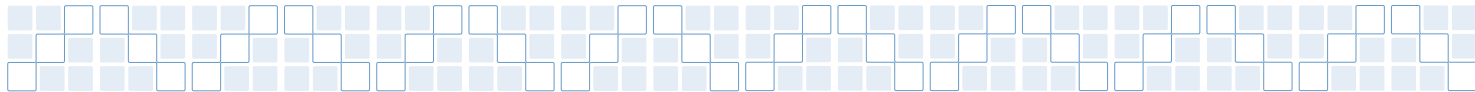
Patents may be issued as a result of the employee filing an invention report. Dates are critical in patent law, because public disclosures, i.e., posters, abstracts, talks, or published manuscripts, made prior to filing a patent application with the Patent and Trademark Office may eliminate some of the Government's ability to obtain a patent on an invention. Thus, it is important to file and submit the EIR as soon as practicable. There is no reason to wait until preparation of a scientific paper or an oral/poster presentation is scheduled before an EIR is filed.

Royalty income is paid to Federal employees following the successful licensing of patents and unpatented biologic materials to private industry. NIH employees can earn up to \$150,000 per year in total royalty income. A Material Transfer Agreement (MTA) is required whenever an NIH employee sends out or receives proprietary materials and/or information, e.g., biologicals, and when no research collaboration is planned. This agreement protects the employee and the Government against improper use of materials and protects materials as confidential. The agreement must be signed by authorized IC personnel.

A Cooperative Research and Development Agreement (CRADA) can be executed between NIH laboratories/branches and private industry, academia, or other Government agencies to establish a cooperative research project that facilitates the transfer of technology among the parties. CRADAs allow the exchange of resources including materials, personnel, and equipment among the parties.

To learn more about your rights and responsibilities regarding technology transfer, consult your IC Technology Development Coordinator. A Computer-based Technology Transfer Training Program, which is required for all scientific staff, is available through your coordinator or accessible through the NIH Network (NIHnet), Public Network (PUBnet), and Appleshare.

OTHER NIH RESOURCES AND SERVICES



CAFETERIAS

http://does.ors.od.nih.gov/food/dining_locations.htm

- Building 1, Third Floor
- Building 10, Second Floor
- Building 10, First Floor, north entrance to CRC (only soups, wraps, coffee, snacks)
- Building 10, B1-Level
- Building 12B, First Floor
- Building 31, First Floor
- Building 35, First Floor
- Building 38A, B1 Level
- Building 40, First Floor
- Building 45 (Natcher Conference Center), First Floor

There is also a hot food vending machine and microwave oven now available for 24-hour access by NIH fellows, faculty, staff, and patients—on the 3rd floor of the NIH Clinical Center, close to the ICU entrance.

CHILD CARE

<http://does.ors.od.nih.gov/childcare/index.htm>

Child care programs/centers are offered at the Bethesda and Executive Boulevard campuses for infants, toddlers, and preschool age children. There is a long waiting list for access to NIH child care; please contact them as early as possible for information.

For information on other NIH services for parents, including a child care referral service, see <http://dats.ors.od.nih.gov> and the Work/Life Center, page 38.

CONVENIENCE STORES (R&W SHOPS)

<http://www.recgov.org/r&w/stores.htm>

R&W runs several convenience stores/gift shops located throughout the NIH.

- Building 10, Room B1C06, 301-496-1262
- Clinical Research Center, 1-2582, 301-451-7708
- Building 31, Room B1W30, 301-496-2670
- Executive Plaza South, Room 150C, 301-402-4331
- Rockledge I, Room 4202, 301-435-0043

INTERPRETING SERVICES

<http://does.ors.od.nih.gov/interpreting/>

The Office of Research Services (ORS) provides support for hearing impaired employees and visitors at NIH. Sign language interpreters are available to

- interpret for conferences, seminars, workshops, staff meetings, doctor/patient interviews, job interviews, training, and telephone calls;
- provide referrals for employees who wish to learn sign language and employees who wish to learn to use a TTY; and
- consult with managers and employees about assistive devices that enable employees who are deaf or hard of hearing to communicate, participate fully in daily activities, and remain safe on the job.

The Sign Language Interpreter is a professional who facilitates communication between a person who is deaf and one who is hearing. An interpreter has acquired sign language skills, has studied techniques and ethics, and has gained knowledge and experience required to function in a professional capacity.

To request the services of an interpreter, please contact the OITE or the organization presenting the event you would like to attend. Be ready to provide the following information:

- Language preference (ASL or Signed English)
- Preferred interpreter
- Date, time, location, and length of the event
- Type of event

Requests may be submitted up to 3 months prior to an event. Please try to submit your requests at least 2 to 3 weeks in advance or as soon as you know you will need an interpreter.

You can contact the ORS at 301-402-8180 (Voice) or 301-435-1908 (TTY) for more information on services.

KEYS AND LOCKS

To request a new key or lock (or replacement of a broken or lost key or a broken lock) contact an administrative assistant in your unit. That individual will enter a request into the DELPRO system, which will generate a work request form. This form must be signed by your supervisor and forwarded to your AO, since there is a cost involved. If the request is for a new key, you will receive an email from the Locksmith Section when the key is available for pick up in Building 13, Room 1405. Important note: Only you can pick up and sign for your key; be certain to bring your NIH ID badge.

In emergencies involving a malfunction of keys or locks, call the Locksmith Section, 301-496-3507; after hours call the NIH police at their non-emergency number: 301-496-5685. You should also call the NIH police if you are locked out of your office or lab.

MAIL

<http://dmcs.ors.od.nih.gov/>

Mail is picked up and delivered to various locations on and off campus twice daily (morning and afternoon). Mail and/or inter-office communications will be delivered and/or collected no later than 10:00 am and 2:00 pm. Postage stamps for personal use can be purchased at the various R&W gift shops.

NOTARIES PUBLIC

http://does.ors.od.nih.gov/retail/notary_public.htm

Notary public service is supplied to the NIH by R&W. The service is provided free of charge to Clinical Center patients and R&W members (current membership card required); others are charged a nominal fee. For a current listing of Notaries call 301-496-6061. You can also ask in your AO's office if anyone is able to provide this service.

ENTERTAINMENT

MANCHESTER STRING QUARTET AT NIH

<http://www.manchesterstringquartet.com/about.html>

The Manchester String Quartet, made up of principal string players of the National Symphony, presents free monthly performances on Mondays at 12:30 pm in Masur Auditorium, Building 10. Check the NIH events calendar (<http://calendar.nih.gov/app/MCalWelcome.aspx>) for dates.

NIH COMMUNITY ORCHESTRA AND NIH CHAMBER SINGERS

<http://www.nihco.org/>

<http://www.recgov.org/r&w/chamber/>

For musical activities of a more participatory nature, NIH has its own orchestra, the NIH Community Orchestra (known initially as the NIH Chamber Orchestra), which began meeting in October 1996 to provide an orchestral outlet for the rich and diverse musical talent of the NIH and HHS research community. In the following year, it added woodwinds and brasses and quickly expanded its size and repertoire. The NIHCO roster often includes employees of other government agencies (including NASA, LOC, DOJ), local high school students and educators, and members of the general community. The NIH Chamber Singers also is open to all NIH community members.

SCIENCE IN THE CINEMA

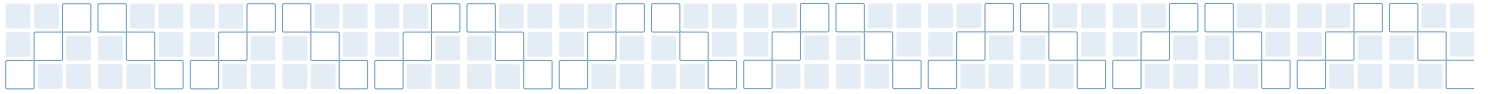
<http://science.education.nih.gov/cinema>

Science in the Cinema is a free film festival sponsored by the NIH Office of Science Education, in partnership with the AFI Silver Theatre and Cultural Center in July and August. The festival is held at the historic Silver Theatre, located in downtown Silver Spring. On each date, a film with a medical science-related theme is shown in its entirety. Following the film, a guest speaker with expertise in the film's subject area comments on the science depicted in the film and takes questions from the audience. Shows start at 7:00 pm. Tickets are free and are available on a first-come, first-served basis through the AFI Silver box office on the day of show only.

SOCIAL COMMITTEES

FelCom and the GSC plan monthly (and sometimes weekly) outings in and around the DC-metropolitan area. These events will be posted to the FelCom and GSC listservs.

USEFUL WEBSITES



General NIH Info

<http://www.nih.gov>

The main NIH website NIH Jumpstart: A quick way to find answers to your questions about the NIH

<http://jumpstart.nih.gov>

NIH Enterprise Directory—NED

<http://ned.nih.gov/search/search.aspx>

NIH Online Orientation

<http://orientation.nih.gov/>

Guidelines for the Conduct of Research

<http://www1.od.nih.gov/oir/sourcebook/ethic-conduct/ethical-conduct-toc.htm>

Guide to Training and Mentoring in the Intramural Research Program at NIH

<http://www1.od.nih.gov/oir/sourcebook/ethic-conduct/ethical-conduct-toc.htm>

NIH Listservs: List of NIH listservs.

You can view archives or join a list.

<https://list.nih.gov>

NIH Videocasts:

Rebroadcasts of NIH lectures and conferences

<http://videocast.nih.gov>

NIH Intramural Database (Institute and Center Annual Reports) Annual reports from all the Institutes and Centers, which are searchable so that you can find specific investigators working in particular areas of interest

<http://intramural.nih.gov/search>

NIH Housing List

<http://www.recgov.org/housing/Rent.html>

NIH Blood Bank

<http://www.cc.nih.gov/dtm/blooddonor/>

OITE Moving Guide

<http://www.training.nih.gov/>

Office of Intramural Training and Education

<http://www.training.nih.gov>

build your career, shape the future



National Institutes of Health
Graduate Partnerships Program
2 Center Drive
Building 2, 2E06
Bethesda, MD 20892-0240
301-594-9605
<http://gpp.nih.gov>

*The NIH is dedicated to building a diverse community
in its training and employment programs.*

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