Cornell University
and
Weill Cornell Medical College

Memorial
Sloan-Kettering
Cancer Center

GUIDE TO THE TRI-INSTITUTIONAL TRAINING PROGRAM IN COMPUTATIONAL BIOLOGY & MEDICINE

EXECUTIVE DIRECTOR
Kathleen E. Pickering

PROGRAM DIRECTOR
David Christini, Ph.D.

PROGRAM ADMINISTRATOR
Heather Moran

This guide describes the organization of the Cornell University/Memorial Sloan Kettering Cancer Center/Joan and Sanford I Weill Graduate School of Medical Sciences Tri-Institutional Training Program in *Computational Biology & Medicine (CBM)*. The guide is intended to help students become familiar with the Program and conduct their studies in a productive fashion. The guide thus amounts to the current "rules" governing the Program. These rules may evolve, and this guide may be amended from time to time. It is the policy of Cornell University, including the Weill Medical College and Memorial Sloan-Kettering Cancer Center, to support the equality of educational opportunities.

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Contact Information:

TRI-INSTITUTIONAL TRAINING PROGRAM OFFICE
1300 York Avenue
Whitney, 201
New York NY 10021-4896
Tel: (212) 746-5267 Fax: (212) 746-8992
www.triiprograms.org
CBM email: cbm@triiprograms.org

David Christini, Ph.D.
Program Director
Tel: (212) 746-6280
dchristi@med.cornell.edu

Kathleen E. Pickering
Executive Director
Tel: (212) 746-6049
kap2013@med.cornell.edu

Heather Moran
Program Administrator
Tel: (212) 746-5267
hem2008@med.cornell.edu

GRADUATE FIELD OF COMPUTATIONAL BIOLOGY
Cornell University
Ithaca, NY 14853
(607) 255-0527
http://www.cb.cornell.edu/

WEILL GRADUATE SCHOOL OF MEDICAL SCIENCES
Weill Cornell Medical College, Olin Hall 412
445 East 69 St
New York, NY 10021
Tel: (212) 746-6565 Fax: (212) 746-8906
gsms@med.cornell.edu www.med.cornell.edu/gradschool

TRAINING PROGRAM IN COMPUTATIONAL BIOLOGY & MEDICINE (CBM)

INTRODUCTION

The Tri-Institutional Training Program in Computational Biology and Medicine (CBM) program brings together the exceptional educational and research resources of Cornell University in Ithaca, its Medical College in NYC (Weill Medical College of Cornell University), and Memorial Sloan-Kettering Cancer Center to provide a unique training opportunity at the forefront of computational biology and biomedical research.

The CBM program is creating a new breed of scientist, one who uses computational and analytical methods to solve complex problems in biology from the protein level to the organ level. The development of such a cadre of computational biologists will foster discovery in frontiers of basic biological and biomedical sciences.

The Tri-Institutional Training Program provides a unique opportunity for creative and motivated students to conduct research at the forefront of biomedicine and to become the scientific leaders of tomorrow.

All Tri-I CBM students receive a fellowship that provides full tuition, an annual research allocation, and a generous stipend.

PROGRAM OVERVIEW

- Course requirements are defined by the Cornell University graduate field of Computational Biology, (details are available at www.cb.cornell.edu). For the remainder of this document, these course requirements will be referred to as "Computational Biology field course requirements".
- Prior to choosing a thesis laboratory, students will be required to complete (at least) three NYC laboratory rotations and one Cornell-Ithaca laboratory rotations, as detailed in the timeline below.
- Work-in-progress seminars and journal clubs are components of the student's education throughout the graduate training.
- Thesis requirements are outlined in the "Thesis and Thesis Committee requirements" section. Students may choose a thesis lab in any of the Tri-Institutions after completing both the required graduate courses as defined by the Computational Biology field course requirements AND the required number of laboratory rotations.

CBM STUDENT COHORT

The CBM program aims to admit an average of six students per year.

TIMELINE

The following timeline details the curriculum:

ACADEMIC YEAR 1 (July - June)

July through mid-August

- First-year students arrive in July and spend six weeks in New York City completing the first of three laboratory rotations.

- Students participate in faculty research seminars, during which they learn about research opportunities at the two NYC campuses.

- Students attend and present journal clubs along with upper-year CBM students.

mid-August through December

- Students move to Cornell-Ithaca and enroll in courses consistent with the Computational Biology field course requirements. Students should select courses that will solidify their background in biology, mathematics, computer science, and related disciplines. For those students who enter the program without significant prior biology or computer science training, it may be permissible to take undergraduate courses to supplement their graduate course requirements. All course selections must be approved in writing by the Graduate Program director (using the CBM Course Selection Approval Form).
- Students complete at least one 6-week laboratory rotation in Ithaca (during either the fall or spring).

January

- Students return to NYC during winter intercession for a required 3-week laboratory rotation.

Late-January through mid May

- Students take courses in Ithaca consistent with the Computational Biology field course requirements.
- One laboratory rotation is required, if not already completed during the fall semester.

mid-May through June

- Students return to NYC for a required six-week laboratory rotation.

ACADEMIC YEAR 2 (July - June)

July 1

- Having completed the required laboratory rotations and at least a portion of their academic course requirements, July 1 is the deadline for the selection of a laboratory in which to conduct thesis research. Once this decision is made, appropriate arrangements will be put in place with the institution where the student will continue his or her thesis work.

Additional requirements in Year 2 and beyond:

- Completion of academic requirements as defined by the Computational Biology field course requirements.
- Successful completion of A or ACE Examination (see below).
- Selection of a Thesis Committee (see below).
- Performing thesis research in selected laboratory.
- Participation in required journal clubs and research-in-progress series (video-conferencing is provided for these presentations between the NYC campuses and Cornell-Ithaca so that they are inclusive for all students in the program).

APPLICATION PROCESS

Students wishing to be considered for this program will complete the Cornell University application and follow the instructions for electronic submission to the Program Assistant for CBM.

SELECTION OF LABORATORY ROTATIONS

Students may choose to do laboratory rotations with any member of the CBM Graduate Faculty. With prior written approval of the CBM program director, students may be permitted to perform laboratory rotations with non-CBM faculty, assuming that said faculty member has an appointment in their institution allowing them to serve as a PhD thesis advisor. In such cases, the faculty member will be contacted by the CBM program director prior to the commencement of the rotation to:

(i) ensure that the rotation is appropriate, and

(ii) assure that he/she is willing to join the CBM faculty in the event that the CBM student chooses to join their laboratory for thesis research.

A or ACE EXAM:

All students will write and defend a thesis proposal to satisfy the requirements of the A or ACE exam. This exam will consist of (i) a 10-page single-spaced written proposal and (ii) an oral presentation describing the components of the proposed thesis defense. The composition of the examining committee must be in line with the guidelines of the graduate program in which the student is matriculated. The exam must be completed successfully according to the standards set by the program in which the student is enrolled.

THESIS and THESIS COMMITTEE REQUIREMENTS

Students may choose a thesis mentor from the CBM Graduate Faculty on any of the campuses. With prior written approval of the CBM program director, a student may be permitted to do their thesis research in the laboratory of a faculty member who is not yet on the CBM roster (see "SELECTION OF LABORATORY ROTATIONS"), provided that the faculty member joins the CBM faculty. The composition of the thesis committee must be in line with the guidelines of the graduate program in which the student is matriculated. Additionally, at least one member of the thesis committee must be a computational biologist. The committee will provide an annual written evaluation of the student's progress to the Tri- Institutional Program Office, which will send a copy of the report to the Graduate School in which the student is matriculated.

GENERAL EXPECTATIONS FOR CBM GRADUATE STUDENTS

ACADEMIC STANDING AND EVALUATION OF STUDENT PROGRESS– Students are expected to maintain good academic standing during the course of their participation in the CBM program. Academic standing will be determined by the policies and procedures of the graduate school in which the student is matriculated. It is expected that CBM students will, at a minimum:

- Achieve grades of B or better in all coursework;
- Successfully complete all laboratory rotations;
- Successfully complete either the Admission to Candidacy Examination ("A" or "ACE" Exam) the Qualifying Examination (Q Exam), or the Thesis Proposal Examination (TP Exam) (the type of examination to be taken is dependent on the institution at which the student chooses to pursue his/her thesis research);
- Demonstrate adequate progress in thesis research project;
- Successfully complete a thesis defense and submit a written thesis in accordance with the policies and procedures of the graduate school in which the student is matriculated.

Students are also expected to abide by any other policies and procedures of the graduate school in which they are matriculated and to participate in any required journal clubs and/or other activities required by the CBM Program administration.

Failure to maintain good academic standing may lead to the student being placed on academic probation or being dismissed from the graduate program. Placing a student on academic probation and/or dismissing a student from the program will be governed by the policies and procedures of the graduate school in which the student is matriculated and will be done in consultation and with the approval of the CBM Program Director.

LABORATORY RESEARCH ROTATION ADVISORS - The research advisors submit written reports on the student's performance during each of the research rotations. The reports are forwarded to the Tri-Institutional Program Office, which will send a copy of all evaluations to the Graduate School in which the student matriculates. (The evaluation form is reproduced in the Appendix). Each student is also expected to submit an evaluation of his/her experience in the laboratory rotation. These reports will be submitted to the Tri-Institutional Program Office and will be kept confidential.

THESIS DEFENSE COMMITTEE - Following the thesis defense examination, the thesis defense committee (which consists of the Thesis Advisory Committee plus external examiners) will submit a written report on the results of the examination. The report is forwarded to the Tri-Institutional Program Office, which will send a copy of the report to the Graduate School in which the student is matriculated.

DURATION OF TRAINING – It is expected that students will complete their thesis research and graduate degree within six years of matriculating into the graduate program.

CBM TIMETABLE OF ADMISSIONS AND TRAINING

ADMISSIONS

Deadline	Description	Responsible Party
January 1	Application deadline.	Student
Early - Mid February	Applicants invited to interview in NYC (Phone interviews conducted when necessary)	CBM Program Director
Mid February	Selected applicants visit NYC for open house and interviews, after which CBM program makes admission decisions for applicants	CBM Program Director
March	Acceptance letters mailed out	CBM Program Director
April 15	Students accept offers of admission to program	Student

PRE-MATRICULATION

Deadline	Description	Responsible Party
May 1	I-20 visa applications completed and submitted to Graduate Admissions Office at CU-I (*foreign students only)*	Student to complete the application for submission, CU-I Graduate Admissions to process I-20
June 15	Students notified of summer housing	CBM administration

SUMMER SESSION, YEAR-01 (NYC)

Deadline	Description	Responsible Party
First work day after July 4	Students begin summer program in NYC, featuring 6-week laboratory rotations, faculty research presentations, and student journal club.	CBM Program Director

FIRST SEMESTER, YEAR-01 (ITHACA)

Deadline	Description	Responsible Party
Orientation Week	Each student is assigned a temporary major advisor from the Cornell University pool of Computational Biology Graduate Field	Ithaca Computational Biology Graduate Field administrator
September - December	Students take graduate level courses according to the Academic Requirments of the Computational Biology Field at Cornell University.	Student

WINTER INTERSESSION YEAR-01 (NYC)

Deadline	Description	Responsible Party
December 1	Student must make arrangements for and notify CBM Administration of choice of labs for NYC January session mini-rotations	Student
December 1	Students notified of January session housing	CBM administration
First week in January	Students commence in NYC and spend intersession pursuing mini lab rotations and daily journal clubs	CBM Program Director

CBM TIMETABLE OF ADMISSIONS AND TRAINING (CONTINUED)
SECOND SEMESTER YEAR-01 (ITHACA)

Deadline	Description	Responsible Party
Mid January	CBM students return to Ithaca to continue approved graduate level coursework	Student
February 1	Housing arrangements must be made for Year-2 Summer Session in NYC	CBM administration

SUMMER YEAR-02

Deadline	Description	Responsible Party
May	Students begin summer session in NYC including: ○ Lab rotations ○ Research Lunch Talks/Journal Clubs	CBM Program Director
July 1	Deadline for selection of thesis lab (and therefore whether students will return to Ithaca or stay in NYC).	Student

YEAR-02 and Beyond

Deadline	Description	Responsible Party
August	Students who have chosen WMC or SKI labs remain in NYC	Student
August	Students who have chosen Cornell University labs return to Ithaca	Student
TBA	Students who have chosen NYC labs must complete and submit an Application for Change of Enrollment to another Campus form to the CU-I Graduate School Office	Students must submit form to CU-I CBM administration
Fall Semester, Yr 2	A or Ace Exam: All students will write and defend a thesis proposal for their A exam or ACE exam. The exam must be successfully completed and registered according to the guidelines of the graduate school in which the student is matriculated. Originals of all required forms must be filed with the appropriate graduate school, and **duplicates must be filed with the CBM office**.	Student
Annually	Annual meetings of the Thesis Advisory Committee must be held and a report filed with the CBM administration and the appropriate graduate school office.	Student

AT ALL TIMES IN THE CBM PROGRAM

Description	Responsible Party
Students are required to abide by all of the policies and procedures of the graduate school in which they are matriculated for their thesis research	Student
ALL CBM students are required to participate in: ○ CBM journal clubs and seminar series ○ Annual Tri-Institutional CBM symposium/retreat (CU-I students participate in existing journal clubs and research presentation forums on the Ithaca campus)	The student is responsible for meeting ALL deadlines. Failure to comply with any deadline may result in the student's status being placed on hold, thus preventing them from registering for future semesters. The CBM program staff will facilitate the coordination of these processes.

CBM ADMINISTRATION AND CONTACT INFORMATION

DIRECTORS:

Program Director: David J. Christini, Ph. D. Dept. of Medicine Weill Medical College, Starr 463 520 E. 70th St .New York, NY 10021 (212) 746-6280 dchristi@med.cornell.edu	Kathleen E. Pickering Exec. Director Tri-Institutional Program Weill Medical College, Room Olin Hall 201 445 East 69th Street, New York, NY 10021 (212) 746-6049 kap2013@med.cornell.edu

ADMINISTRATORS:

Heather Moran Program Administrator Weill Medical College Dept. of Biochemistry, W-201 1300 York Ave New York, NY 10021 (212) 746-5267 hem2008@med.cornell.edu	Becky Stewart Assistant Director of Computer Science Grad Program 4126 Upson Hall Cornell University Ithaca, NY 14853 (607) 255-8593 bstewart@cs.cornell.edu

HOUSING CONTACTS

Weill Medical College Housing Office: Andrew Kane akjane@med.cornell.edu Michael Sacks mis2025@med.cornell.edu Asa Foluke akf2001@med.cornell.edu 420 E. 70th St. Room 2S (212) 746 – 1001; (212) 746 – 1016	Cornell University Housing Office, Ithaca: Office of Campus Life 205 Robert Purcell Community Center Ithaca, NY 14853-6001 (607) 255-5368
Helmsley Medical Tower 1320 York Avenue @ 70th St. (212) 472-8400	

GRADUATE SCHOOL/GRADUATE FIELD OFFICES

Weill Medical College Graduate School Françoise Freyre ffreyre@med.cornell.edu Noreen Smith nvsmith@med.cornell.edu Denise Jenkins djenkins@med.cornell.edu 445 E. 69th St. Rm 412 (212) 746 - 6565	Cornell University Graduate Field of Computer Science Office 4130 Upson Hall Ithaca, NY 14853-7501 Telephone (607) 255-7316

HOUSING

During the first summer of the program and the first winter intersession, students will be accommodated in off-campus housing. At other times, students will be accommodated in one of the participating institution's housing. Where possible, students choosing NYC mentors will be accommodated in housing units of the graduate school in which the student is conducting his/her thesis research.

GUIDELINES GOVERNING SCIENTIFIC MISCONDUCT

INTRODUCTION AND DEFINITION. Truth, integrity and credibility are critical and distinctive principles of any educational/research institution. Adherence to these principles is essential for the efficient progress of scientific research and to preserve the trust of the public in the research community. The maintenance of accepted standards in research based on these principles is highly regarded by the scientific community and is a major responsibility of CU-I, WMC, and MSKCC. Consequently these institutions must set standards and procedures for their members in order to preserve the truth, integrity and credibility in research to prevent scientific misconduct, and to deal efficiently and fairly with allegations or other indications of scientific misconduct.

Scientific misconduct is generally defined as an act that violates the standards of integrity in the conduct of scholarly research or communication. Such acts include, but are not limited to:

- Plagiarism – the representation of words or ideas of others as one's own; more subtle practices include misleading or inadequate reference citation and duplicate publication of identical data without adequate reference;
- Falsification of Data – direct fabrication of results, misrepresentation of methods, or deliberate omission of conflicting data with intent to deceive;
- Forgery of Scientific Documents;
- Abuse of confidentiality – misuse of confidential information or failure to maintain the confidentiality of such information, e.g., "stealing" of information obtained through review of research proposals, manuscripts, etc.;
- Aiding or facilitating acts of academic dishonesty by others;
- Violation of pertinent Federal or institutional regulations and ethical codes, e.g., those involving protection of human subjects and the welfare of laboratory animals;
- Other practices that seriously deviate from those that are commonly accepted in the scientific community for proposing, conducting or reporting research;
- Breaches of scientific integrity other than those enumerated above;

Honest error or honest differences in interpretation or judgment of data are not regarded as scientific misconduct.

GUIDING PRINCIPLES FOR PRESERVING RESEARCH INTEGRITY - The administration, faculty, students and other academic or non-academic staff all share in the responsibility for preserving research integrity and preventing scientific misconduct. This policy applies for all such individuals associated with the Tri-Institutional Training Programs and within the participating institutions. Together they must create an atmosphere that promotes high ethical standards and fosters honest research. Within this framework, it is the institutions' obligation to establish standards and responsibilities for their members and to hold those members accountable for transgression of these regulations. Accordingly, the institutions consider violation of the tenets described above under "Introduction and Definitions" to represent a major breach of contract between the faculty, student or staff member and the institutions.

RESPONSIBILITIES OF FACULTY, STUDENTS AND STAFF

- Faculty, students and staff through appropriate and timely openness of research should foster intellectual honesty. Upholding intellectual honesty is the responsibility of all institutional members, especially the scientific leaders and laboratory directors and faculty. These individuals must set the example by maintaining the highest ethical standards, encouraging open communication within and amongst laboratories and laboratory workers, and instituting procedures for self-regulation and peer review of ongoing research. Faculty, students and staff are urged to discuss research ethics to heighten awareness and recognition of these issues.
- Faculty, laboratory directors and scientific leaders must accept special responsibility for the appropriate supervision and teaching of other staff and students, and in the final analysis, must assume responsibility for the validity of all research communications emanating from their laboratories.
- Carefully recorded experimental protocols and methods are strong deterrents to research misconduct. It is the responsibility of the researcher to ensure that records are maintained to document adequately the work performed.
- Faculty, staff and students should insist on the appropriate accreditation of authorship for their own work and should cite appropriate references to research performed outside their laboratories. The contributions of other investigators should be appropriately acknowledged in all scientific publications. Authorship should be attributed only to those individuals who have contributed significantly to the research, have reviewed the manuscript critically and who are prepared to support the validity of the data presented.
- The faculty, students and staff, as members of the scientific community should report any incident of scientific misconduct which they believe to have occurred, or any allegations of scientific misconduct which are brought to their attention.

PRODECURES - Any allegations of scientific misconduct pertaining to a student will be managed in accordance with the policies and procedures of the institution at which the student is matriculated. Allegation(s) of scientific misconduct pertaining to a staff or faculty member will be managed in accordance with the policies and procedures of the employing institution. Students and faculty of the Tri-Institutional Training Programs are expected to familiarize themselves with the appropriate institution's policies and procedures governing scientific misconduct.

APPENDIX

CORNELL Graduate School

APPLICATION FOR CHANGE OF ENROLLMENT TO ANOTHER CAMPUS

This application is for Tri-Institutional Program students in Chemical Biology or Computational Biology & Medicine, who wish to change to a different Tri-Institutional Campus to conduct their thesis research in accordance with the policies and procedures of the Tri-Institutional Graduate Programs.

The Graduate School will send this application and a copy of your permanent file to either the Joan and Sanford I. Weill Graduate School of Medical Sciences or the Graduate School of the Rockefeller University. You may submit additional information to supplement the documents in your permanent file. Currently enrolled students may e-mail questions to grad_registrar@cornell.edu.

Only one Change of Enrollment form may be submitted; multiple applications will not be processed.

BIOGRAPHICAL INFORMATION

❑ Male ❑ Female

Last name | First name | Middle initial

Cornell ID number | e-mail address

Mailing address (must be valid for two months) | Street

City | State/Province | Zip/postal code | Country

Phone (include country and city codes where applicable)

FIELD/DEGREE INFORMATION

Current or former status

Term/year last registered

❑ Chemical Biology (TPCB)

❑ Computational Biology & Medicine (CBM)

Degree program

If degree earned, date of conferral

Requested status

Effective term/year

❑ Rockefeller University Graduate School

❑ Weill Graduate School of Medical Sciences Tri-Institutional

Degree program

FOREIGN STUDENTS AND PERMANENT RESIDENTS ONLY

IMPORTANT: In order to maintain your legal immigration status and remain legally in the United States, you must be a full-time registered student at all times. If you have questions regarding this requirement, please contact the International Students and Scholars Office in B50 Caldwell Hall.

If not a U.S. citizen, are you a permanent resident? ❑ Yes ❑ No

If yes, alien registration number _____

If no, what type visa do you or will you hold? _____

If you require an F1 or J1 visa, it will be necessary for you to demonstrate that you have sufficient financial resources. Also, if you will be accompanied by dependents, you must provide evidence of sufficient financial resources to support them and the full legal name, birthdate, country of birth, and relationship to you of each person accompanying you.

Will you be accompanied by dependents? ❑ Yes ❑ No

STATEMENT OF PURPOSE

If you are seeking transfer to either the Rockefeller University campus or the Weill Graduate School campus of the Tri-Institutional Graduate Training Programs, please attach a separate sheet of paper stating your purpose in transferring to a New York City campus.

I certify that the information contained in this application and the statement of purpose, and in any supporting documents is complete and accurate, and I understand that submission of inaccurate information may be sufficient cause for denial of transfer or termination of enrollment.

Student Signature _____ Date _____

Return completed form to Graduate School Student Services/143 Caldwell Hall *11/03*

TRAINING PROGRAM IN COMPUTATIONAL BIOLOGY & MEDICINE

Course selection approval form

Student Name: _____

Semester: _____

Course(s):

1) _____

2) _____

3) _____

4) _____

Approval: _____

Date: _____

Please return this form to the TIRP Program Assistant, Heather Moran, by Email **hem2008@med.cornell.edu** or Fax: 212-746-4843

TRI-INSTITUTIONAL RESEARCH PROGRAM
Training Program in Computational Biology & Medicine

FACULTY EVALUATION OF STUDENT PERFORMANCE

A CBM student worked in your laboratory as a rotation student in partial fulfillment of the requirements of the CBM Program. We would appreciate it if you would evaluate this student's performance.

The evaluations are filed in the CBM Office.

Student's Name _____ Year in Program _____

Faculty Rotation Advisor _____ Summer (add year) _____

	Satisfactory	Unsatisfactory
Laboratory skills		
Knowledge of rationale for experiments		
Ability to apply knowledge		
Ability to reason		
Ability to function independently		
Responsibility/Maturity		
Motivation		
Creativity		
Relationships with laboratory personnel		
Potential for career in biomedical research		
Overall evaluation		

Brief description of rotation project

Detailed comments regarding student's performance

Signed (print name in lieu of signature for electronic filing) _____

Date _____

Please return to the CBM Program Assistant by Email hem2008@med.cornell.edu or Fax: 212-746-4843

TRAINING PROGRAM IN COMPUTATIONAL BIOLOGY & MEDICINE

STUDENT EVALUATION OF ROTATION

As a CBM student, you worked in a laboratory as a rotation student in partial fulfillment of the requirements of the CBM Program. We would like to know your opinion.

The evaluations are filed in the CBM Office and are confidential.

Student's Name _____ Year in Program _____

Faculty Rotation Advisor _____ Dates of Rotation _____

Laboratory Research Topic _____

Please check one:

	Yes	Somewhat	No
Were you well received in the lab?			
Did you feel involved in the research?			
Did you gain laboratory skills?			
Did you gain knowledge in the research topic?			
Was your ability to apply knowledge and reason increased?			
Were you given opportunity for independent work?			
Did your interest level in the research topic increase?			
Did your interest in a career in biomedical research increase?			
Was your overall experience positive?			
Would you consider this advisor as a potential mentor?			

Brief description of rotation project

Additional comments/suggestions

Signed (print name in lieu of signature for electronic filing) _____

Date _____

Please return to the CBM Program Assistant by Email hem2008@med.cornell.edu or Fax: 212-746-4843

TRAINING PROGRAM IN COMPUTATIONAL BIOLOGY & MEDICINE

STUDENT-FACULTY LAB ROTATION AGREEMENT

Lab Rotations are an important part of the CBM graduate training program, and are designed to help students select a faculty laboratory for their thesis research. The rotations are, of course, a "two way street", allowing the student to become familiar with ongoing research activities and personnel in individual labs, and the faculty member to assess the interests and skills of each student. In order to achieve a harmonious match, student and faculty member should meet prior to the start of the rotation to discuss their goals and expectations, and then formalize the discussion by completing the signing of this form.

Student Name: _____ Year in Program: _____

Faculty Rotation Advisor: _____Institution:_____

Rotation Start Date: _____ Rotation End Date: _____

1. Briefly describe the general area in which the student will participate:

2. List the name and title of personnel who will provide direct student supervision:

3. Please agree on an anticipated schedule of hours and complete the table provided below:

Day	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Hours							

4. Briefly describe specific student activities for the rotation:
   a. Lab work:

   b. Readings (feel free to attach a list of references) and writing (paper, proposals, etc.):

   c. Participation in lab meetings or other presentations:

5. Briefly describe the anticipated goals for the rotation

Brief description of rotation project

Additional comments/suggestions

Faculty Signature

Student Signature

Date _____

Date _____

Please return this form to the TIRP Program Assistant, Heather Moran, by Email hem2008@med.cornell.edu **or Fax: 212-746-4843.**

CBM FACULTY ROSTER

MSKCC	WMC	CU-I
Grégoire Altan-Bonnet	Olaf Andersen	Carlos Bustamante
Colin Begg	Emre Aksay	Andrew Clark
Eric Lai	Douglas Ballon	Ron Elber
Alex Lash	Adele Boskey	Robert Gilmour
Chris Sander	Fabien Campagne	John Guckenheimer
Jaya Satagopan	David Christini	Uri Keich
Jose Vilar	Colleen Clancy	Kelvin Lee
	David Eliezer	Christiane Linster
	Daniel Gardner	Hod Lipson
	Diana Murray	Jason Mezey
	Jonathan Victor	Richard Rand
	Harel Weinstein	Steve Schwager
	Timothy Wright	Jim Sethna
		David Shalloway
		Adam Siepel
		Eric Siggia
		Steve Strogatz
		Marjolein van der Meulen