WORKSHOP ON TRAINING GRANT APPLICATIONS

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UF Health
Professor of Epidemiology and Medicine
University of Florida
OBJECTIVES

1. Review the current status and opportunities for NIH-sponsored training at UF-HSC.

2. Consider the scope, size and goals of your proposed training programs.

3. Understand the components and preparation of a competitive application for an institutional training grant.

4. Identify and access various resources, tools and expertise to allow efficient completion of a training grant application.
PRE – AND POSTDOCTORAL TRAINING PROGRAMS AT UF HSC
Organized by Department/College

Predoctoral Programs
• 591 PhD Candidates in 23 PhD Programs
• 62 Graduate Students Supported by 11 T32 Programs
• 10 Graduate Students Supported by F Awards (2 F30, 8 F31)

Postdoctoral Programs
• 259 Postdoctoral Trainees (232 Research Associates, 27 Fellows at HSC)
  (658 Postdoctoral Trainees (626 RA, 32 PDF for entire UF)
• 25 Postdoctoral Fellows Supported by 8 T32 Programs
• 3 Postdoctoral Fellows Supported by F32 Awards
<table>
<thead>
<tr>
<th>UF HSC College</th>
<th>PhD Programs</th>
<th>Students Enrolled (Fall, 2016)</th>
<th>% Minorities</th>
<th># Graduates 2015-2020</th>
<th>Completion Rate (2007-2010 Matric)</th>
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</thead>
<tbody>
<tr>
<td>MED/DENT</td>
<td>Medical Sciences</td>
<td>194</td>
<td>9.3</td>
<td>37</td>
<td>76.4</td>
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<td>MED (Interdisc)</td>
<td>Genetics/Genomics</td>
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<td>23.1</td>
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<tr>
<td>MED/PHHP</td>
<td>Epidemiology</td>
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<td>13.0</td>
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<tr>
<td>PHARM</td>
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<td>19</td>
<td>71.4</td>
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<td>NURSING</td>
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<tr>
<td>PHHP</td>
<td>Public Health (Begin 2011)</td>
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<td>VET MED</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>591</td>
<td></td>
<td>111</td>
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</table>
## CURRENT T32 TRAINING GRANTS AT UF
### AS OF 03/24/16

<table>
<thead>
<tr>
<th>PI</th>
<th>College/Department</th>
<th>Topic Area</th>
<th>Pre</th>
<th>Post</th>
<th>End Date</th>
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<tbody>
<tr>
<td>Bowers/Vallencourt</td>
<td>PHHP/Clinical &amp; Health Psychology</td>
<td>Movement Disorders</td>
<td>4</td>
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<td>04/20</td>
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<tr>
<td>Bloom</td>
<td>Medicine/MGM</td>
<td>Microbiology</td>
<td>5</td>
<td>0</td>
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<tr>
<td>Burne</td>
<td>COD/Oral Biology</td>
<td>Oral Biology</td>
<td>8</td>
<td>5</td>
<td>06/16</td>
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<tr>
<td>Cottler</td>
<td>COM-PHHP/Epidemiology</td>
<td>Epidemiology Addiction</td>
<td>4</td>
<td>2</td>
<td>06/19</td>
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<tr>
<td>Fillingim</td>
<td>COD/Comm Dent&amp; Behav Science</td>
<td>Pain and Aging</td>
<td>0</td>
<td>4</td>
<td>08/20</td>
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<tr>
<td>Khan</td>
<td>Medicine/Urology</td>
<td>Medicine</td>
<td>0</td>
<td>2</td>
<td>07/18</td>
</tr>
<tr>
<td>Mariske</td>
<td>PHHP/Clinical and Health Psy</td>
<td>Social Factors &amp; Health</td>
<td>6</td>
<td>0</td>
<td>08/18</td>
</tr>
<tr>
<td>McCormack</td>
<td>Medicine/Medicine</td>
<td>NRSA Training Core</td>
<td>10</td>
<td>0</td>
<td>03/19</td>
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<tr>
<td>Moldawer</td>
<td>Medicine/Surgery</td>
<td>Burns and Trauma</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Scott</td>
<td>Medicine/MGM</td>
<td>Regent Medicine</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Segal/Wood</td>
<td>Medicine/Medicine</td>
<td>RETAIN Program</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Smith</td>
<td>Ophthalmology/Medicine</td>
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<td>0</td>
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<tr>
<td>Vandenborne</td>
<td>PHHP/Physical Therapy</td>
<td>Neuromuscular Rehab</td>
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<td>0</td>
<td>04/19</td>
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<tr>
<td>Wood</td>
<td>Physiology/Functional Genomics</td>
<td>Hypertension</td>
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<td>3</td>
<td>06/18</td>
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<td>Reeves</td>
<td>Medicine/Medicine</td>
<td>Rheumatic Diseases</td>
<td>3</td>
<td>2</td>
<td>07/18</td>
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</table>

**Total:** 62 Pre, 25 Post
<table>
<thead>
<tr>
<th>COLLEGE/UNIT</th>
<th>RESEARCH ASSOCIATE</th>
<th>FELLOWS</th>
<th>TOTAL</th>
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<tr>
<td>Vet Medicine</td>
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<tr>
<td>Medicine</td>
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<td>Med-JAX</td>
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<td>Nursing</td>
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<tr>
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<tr>
<td>Epidemiology</td>
<td>0</td>
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<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>232</td>
<td>27</td>
<td>259</td>
</tr>
</tbody>
</table>

*Among 32 Postdoc Fellows and ~626 Postdoc Associates in UF*
Leaders in a variety of science and healthcare fields

- Pre-graduate Students
- Postgraduate Trainees
- Pre-graduate Healthcare Students
- Postgraduate Healthcare Trainees

**TL1**

- Healthcare Junior Faculty

**TRACTS**

**KL2**

- Healthcare Senior Faculty

**Mentor**

- Mentor Academy
- R Awardee
- K College
- K to R Boot Camp
<table>
<thead>
<tr>
<th>UF CTSI Programs</th>
<th>Predoctoral Trainees</th>
<th>Postdoctoral Trainees</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>PhD Students</td>
<td>Health Professional Students</td>
<td>PhD Postdoctoral Trainees</td>
<td>Clinical Fellows</td>
</tr>
<tr>
<td>Training Activities</td>
<td>TL1</td>
<td>TL1</td>
<td>TRACTS, CTHS</td>
<td>TRACTS, CTHS, KL2</td>
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<tr>
<td>Didactic Courses</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Team Science Training*</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Mentored Team Research</td>
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<td></td>
</tr>
<tr>
<td>Dual-degree Programs</td>
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</tr>
<tr>
<td>Career Development*</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Development*</td>
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<td>✓</td>
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</tr>
<tr>
<td>GCP*</td>
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<tr>
<td>MS in CTS</td>
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<tr>
<td>Partnering PhD programs</td>
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<tr>
<td>K College*</td>
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<tr>
<td>R01 Boot Camp*</td>
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<tr>
<td>Mentor Development</td>
<td></td>
<td></td>
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</tbody>
</table>

TL1 = NRSA Training Core, KL2 = Mentored Career Development Program, TRACTS = Training and Research Academy for Clinical and Translational Science, CTHS = Certificate in Translational Health Science, ARE = Academy of Research Excellence, MA = Mentor Academy, RPC = Research Professionals Consortium

*Additions to current programs proposed in this application
T32 Problems and Progress

• NIH Funding Trends, Financial Cost/Benefit
  8% IDC Rate
  Support for Director and Coordinator

• Trainee Benefits
  Health Insurance
  Tax Status

• Application Burden (Tables, Trainee F/U, Resources)

• Identifying and Rewarding Mentors

• Trainee Recruitment, Retention, and Diversity

• Curriculum and Educational Evaluation

• Trainees and T32’s at Other UF Campuses
I. Training Grant Application Workshop
II. National Research Service Award (PA-16-015)
III. Current training grants at UF HSC
IV. Library of T32 applications and critiques
V. Training Grant Application Timeline
VI. Identifying Mentors at UF HSC.
VII. Resources (Boiler Plate)
   • CTSI Facilities and Resources (36)
   • UF Colleges (16)
   • Other Facilities and Resources Affiliated with UF (60)
VIII. Certificate Programs
IX. Plan for Instruction in Responsible Conduct of Research
X. Marketing of UF Training Programs
XI. Recruitment and Retention Plan to Enhance Diversity
XII. Institutional Commitment Letter
XIII. Health Insurance Coverage
XIV. Assistance for Training Grant Administrators
XV. Stipends, Tuition/Fees, etc. (NOT-OD-16-047)
XVI. Data Tables Required for T32
XVII. Follow-up and Tracking of T32 Appointees
WHY APPLY FOR AN INSTITUTIONAL TRAINING GRANT?

• Address the needs for the scientific workforce.
• Support graduate students and postdoctoral fellows to work in your research program.
• Organize “academic communities” around a topic of interest.
• Develop curricula, instructional materials, degree programs, and continuing educational sessions (e.g. seminars).
• Enact recruitment and retention strategies to assure enrollment of high quality, diverse trainees.
CHECKLIST:
WHEN TO WRITE A T32 APPLICATION

_____ Unmet need for trainees or training in your subject area (including private sector)
_____ Program Director with interest, NIH funding (usually), and track record of training
_____ NIH-funded Mentors in subject area
_____ Source of diverse trainee candidates
_____ Facilities to support trainees
_____ Department/College support for a Training Program
Federal government, NSF and NIH in particular, is the funding agency for most institutional training programs

- Foundations and Voluntary Health Agencies fund many individual scholarships and fellowships
- Limited number of nonfederal funders of training programs (e.g. HHMI)

NIH funds the Ruth L. Kirstein National Research Service Awards (NRSA) Institutional Training Grants with an Omnibus Program Announcement* (Parent T32; PA-16-015)

- Most NRSAIs are reviewed by individual Institutes/Centers
- Requirements/Rules may vary by IC!
  - Number of submissions per year (often only one)
  - Receipt dates
  - Other T Awards= T34 (PA-13-205); T35 (PA-14-016); T90

* See T Kiosk at http://grants.nih.gov/training/T_Table.htm
<table>
<thead>
<tr>
<th>Types of Institutional Research Training Grants</th>
<th>Example</th>
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<tbody>
<tr>
<td>Pre-college, undergraduate training (pipeline)</td>
<td>SEPA</td>
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<tr>
<td>Short-term research experiences</td>
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<tr>
<td>Predoctoral training</td>
<td>T32</td>
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<tr>
<td>Postdoctoral training</td>
<td>T32</td>
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<tr>
<td>Interdisciplinary (undergrad, pre- and postdoc)</td>
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<tr>
<td>MD-PhD programs</td>
<td>MSTP</td>
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<tr>
<td>Career Development programs</td>
<td>K12</td>
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</table>
Awards for Individuals with a Health-Professional Doctorate (e.g., MD)

- Senior Fellowships (F33)
- Independent Investigator
- Postdoctoral Fellowships (F32)
- Midcareer Investigator in Patient-Oriented Research (K24)
- Scientist Development Program (K12)
- Mentored Clinical Scientist Development Award (K08)
- Mentored Patient-Oriented Research CDA (K23)
- Short-Term Training Grant (R25)
- Institutional Training Grants (T32)
- Medical School
- Diversity Supplement
Awards for Individuals with a Research Doctorate (e.g., PhD)

- Predoctoral Fellowships (F31)
- Institutional Training Grants (T32)
- Postdoctoral Fellowships (F32)
- Senior Fellowships (F33)
- MARC COR (T34)
- Graduate School & Medical School
- Independent Investigator
- Career Transition Award (K22)
- Independent Scientist Award (K02)
- Career Enhancement Award Stem Cells (K18)
- Mentored Research Scientist Development Award (K01)
- BRTPUG Program Undergrads, post-bac, & graduates
- R25 Undergrads

Diversity Supplement
TRAINING GRANT TIMELINE

TIMELINE (Months before submission)

Activity
Conceptualize the training program
Obtain instructions and application
Identify PI/PD
Contact Program Officer
Review Funding Agency’s Portfolio
Confirm institutional support
Identify Key Personnel and Mentors
Identify courses and degree programs
Identify responsible conduct of research instruction
Get input from educational development/evaluators
Obtain Biosketches
Develop Budget and Justification*
Obtain Letters of Support
Develop Tables I-X (XI – XII for renewals)
Organize resources pages
Write draft of proposal
Review of proposals by advisors
Write and review abstract
Review final application

*Identify >$500K budget at >6 week phase
Administrative Sections of Training Grant

- All forms from SF424
  - Face Page
  - Abstract
  - Training Sites
  - Key Personnel
  - Table of Contents
  - Detailed Budgets
    - Initial Period
    - Entire Period (Calculate each year to verify <$500K)
- Biographical Sketch of Program Director
- Resources
- Appendices (Training-related syllabi, teaching materials, etc.)

* NOT-OD-11-008
Training Grant Budgets

- **Stipends (NOT-OD-16-047)**
  - Predoctoral (Per trainee per year by NIH up to 5 years of support)
  - Postdoctoral (Per trainee based on # of years since receipt of doctoral degree as set by NIH, up to 3 years of support), compliant with FLSA

- **Tuition and Fees (NOT-OD-10-073)**
  - Predoctoral: 60% of tuition and fees up to $16K/year ($21K for dual degree students)
  - Postdoctoral: 60% of requested tuition up to cap of $4.5K/year or $16K/year if enrolled in degree-granting program

- **Trainee Travel (Usually one trip per year)**

- **Training-related Expenses (NOT-OD-16-047)**
  - Supports training plan (health insurance, books, computers and software, consultants, data) ($4200 for predoc, $8850 for postdoc)

- **Indirect Costs (8%)**
T32 Economics

- Displacement of stipend and tuition from RO1
  - Predoctoral ($40,000/hr./trainee)
  - Postdoctoral ($46,700+/trainee)
- Support for PI (Director and Coordinator) from Department?
- Tuition for predoctoral fellows ($16K/yr.)
- ? Degree programs for postdoctoral fellows
- Institutional support for shared services
- Educational Development and Evaluation
- Follow-up of trainees
- Grant application support (e.g. Tables)
Number of Positions To Request

- Pre- vs. Postdoctoral
- Preapproval (>6 weeks) required for budgets > $500K per year.
- ? Too Many
  - Can you recruit high quality trainees?
  - Can the courses, mentors, etc. accommodate this number of trainees?
- ? Too Few
  - Is there a “critical mass” of trainees?
  - Is the number of trainees sufficient to have journal clubs, seminars, etc.?
Biographical Sketch of Program Director/Principal Investigator

- Personal Statement (summary of description in body of application)
- Role as PD/PI including % effort and leadership activities
- Track record in research
- Track record in administration
- Track record in training
- Honors and Offices: Training awards
- Publications: Related to topic of training grant
- Other support: Research and training support (e.g. prior training grants)
Resources (Updated 2/17)

CTSI Facilities and Resources (N=36)
  Educational Programs
  Cores
UF Colleges (N=16)
Other Facilities (N=60)
  Animal Care Services
  Centers/Institutes
  Departments
  Information Systems
  Institutional Review Boards
  Health Science Center Library
  Research Administration
  Sid Martin Incubator
Research Training Program Plan

• Background/Introduction/Specific Aims*
• Program Plan
  - Program Administration*
  - Program Faculty*
  - Proposed Training*
  - Evaluation*
  - Trainee Candidates*
  - Institutional Environment and Commitment*
• Recruitment and Retention Plan to Enhance Diversity*
• Plan for Responsible Conduct of Research (3 page limit)

*Part of 25 page limit on SF 424 form pages.
Instruction in Responsible Conduct of Research

- **Course:** Responsible Conduct of Biomedical Research (GMS 7003)
- **Human Subject Protection Program Certification**
- **Research with Vertebrate Animals (IACUC)**
- **Workshops**
  - Recruitment and Retention of Research Subjects
  - Research Program Administration
- **Continuing Education:** Regular discussions
- **Integration of ethics and integrity issues in didactic coursework (e.g. Grant Writing)**
Background

• Overall Goals of the Program
• Specific Aims
  – Training Program
    • Didactic components
    • Career development opportunities
    • Mentored research experiences
  – Career Development Plan
  – Recruitment and Retention
  – Evaluation
• Rationale (Premises underpinning the training)
• Current Research Training at the Institution
• Research Training at Participating Organizations
• Relation of the Training Program to Other Training Activities
1. A strong foundation in research design, methods, and analytic techniques.

2. Enhanced ability to conceptualize and think through research problems with increasing independence.

3. Experience conducting research using state-of-the-art methods as well as presenting and publishing their research findings.

4. Interaction with members of the scientific community at appropriate scientific meetings and workshops.

5. Enhancement of the trainee’s understanding of the health-related sciences and the relationship of their research training to health and disease.
Organization and Administration of Training Programs

- Principal Investigator/Program Director
  - Research Experience
  - Training Experience
  - Administrative Experience
  - Multiple PIs
- Internal Executive Committee
- External Advisory Committee
- Didactic Core
- Mentors
- Career Development Program
- Evaluation
1. Review of barriers/challenges to administration of T32s.
2. Identification of best practices for smooth administration of T32’s.
3. Development of list of T32 administrators for future advice and assistance.
Training Program Faculty

- Mentors versus Preceptors
- Organization by Disciplines:
  Research Clusters
  - Breadth: Number of disciplines involved in the training
  - Depth: Number of faculty in each discipline
- Biosketches
  - PI & Key Personnel to SF424 file
  - Non-key faculty and mentors
    - Research Training Program Plan Form (SF424)
    - Do not require personal statement
- Mentor information needed ~2+ months in advance to prepare Tables.
Training Grant Advisory Committees

• Internal Executive Committee
  - Specific overview duties (e.g. Recruitment/Selection, Mentor Review, Trainee Progress)
  - Meeting quarterly or for specific duties

• External Advisory Committee
  – Annual Overview
  – Opportunities for engagement of partnering institutions.
Institutional Commitment for Institutional Training Grants

• Required, reviewers look for more than the minimum

• Signed letter on institutional letterhead from responsible official (Chair, Dean, Research Administrator)

• Description of applicant institution’s commitment
  - PD/PI time, and salary to direct the program (usually 10% effort)
  - Program faculty and staff (e.g. coordinator, usually at least 20% effort)
  - Stipend, tuition support needed beyond that provided by training grant.
UF and UF Health Institutional Commitment to Institutional Training Grants

1. Funding of tuition required above that provided by the T32 Award.*
2. PD/PI and coordinator time and effort.*
3. Space for predoctoral and postdoctoral students.*
4. Support for 5% effort faculty-level Educational Development specialists for curriculum development and evaluation plan.**
5. Centralized office for follow-up of NIH-funded trainees.**
6. Access to CTSI services, pilot studies, vouchers, etc.

*Department/College       **HSC and UF CTSA Program
Mentored Research Experience

• Definition of a mentor: faculty with >1 years of experience in training and current NIH funding of research
• Mentor Development: Mentors vs. preceptors
• Selection of a mentor/mentorial team
• Mentoring Plan: Frequency, duration, etc.
• Individual Development Plan (IDP) (NOT-OD-13-093)
• Oversight of mentoring and career development plans (e.g. PI/PD, Internal Executive Committee)
Didactic Curriculum

• Driven by learning objectives and competencies to be acquired.
• Degree as a recognized credential.
• Full time vs. Part time.
• Criteria for successful completion.
• Identify instructors, synopsis.
• Perpetual conflict: lab time vs. class time.
• For postdocs, Certificate as alternative to MS degree.
Trainee Candidates

- Description of applicant pool

- Qualification and criteria for acceptance
  - Disciplines/prior training
  - Transcripts
  - Letters of recommendation
  - Standardized test scores (GRE*, MCAT)

- Process of review and selection

*GRE under fire as legitimate qualification.
Recruitment and Retention Plan to Enhance Diversity

- UF/UF HSC/CTSI Programs in Toolkit
- Track Record
  - Underrepresented Racial and Ethnic Groups
  - Disability Groups
- Pipeline Programs
- Plan
  - Website
  - Advertisements
  - Personal efforts by Program Director/Faculty
  - Formal collaboration with minority institutions
Progress Report

- Accomplishments of the Program to date
- Use of training-related expenses
- Lack of completion of planned duration of training
- Synopsis of trainees’ programs
  - Didactic coursework/degree program
  - Research project/Mentors
  - Publications (PubMed)
  - Current position (if graduated)
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<th>Activity</th>
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<th>Submit</th>
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<td>Conceptualize the training program</td>
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<td>Obtain instructions and application</td>
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<td>Contact Program Officer</td>
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<td>Review Funding Agency’s Portfolio</td>
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<td>Confirm institutional support</td>
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<td>Identify Key Personnel and Mentors</td>
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<td>Identify courses and degree programs</td>
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<td>Identify responsible conduct of research instruction</td>
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<td>Get input from educational development/evaluators</td>
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<td>Obtain Biosketches</td>
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<td>Develop Budget and Justification*</td>
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<td>Obtain Letters of Support</td>
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<td>Develop Tables I-X (XI – XII for renewals)</td>
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<td>Organize resources pages</td>
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<td>Review of proposals by advisors</td>
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<td>Write and review abstract</td>
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<td>Review final application</td>
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*Identify >$500K budget at >6 week phase*
REVIEW OF T32 APPLICATIONS

Presubmission

- Allow 2+ weeks prior to submission
- Identify faculty with T32 experience
  - Current PI/PD of T32
  - Recent T32 Reviewers

Post review

- Communicate review scores and critiques to EVPRE
- If not funded, schedule discussion of revision, resubmission.
Institutional Training Grants at UF-HSC

1. Strategically important, large DC-carrying NIH grants

2. Enhanced institutional support
   - Tuition supplement, no RCM
   - Website for resource boiler plate, biosketches, courses
   - Doctoral - level – expertise in curricular design, educational evaluation
   - Assistance with table development, ? Follow-up of trainees.

3. Grant-writing help (course, application review)