What's New with NIH Training Grants

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UFHealth
UNIVERSITY OF FLORIDA HEALTH

Office of Biomedical Research Career Development

Agenda

- 8:30 am **Welcome and Workshop Goals** — Tom Pearson
- 8:50 am **Preparing Your Training Grant Application** — Tom Pearson
- 10:00 am **Coffee Break**
- 10:10 am **What's New with NIH Training Grants** — Wayne McCormack
- 10:25 am **The Application Timeline and Resources to Support Your T32 Application** — Audrey Natwick, Yulia Strekalova & Wayne McCormack
  - UF Training Grant History — Wayne
  - T32 Toolkit & T Team — Wayne
  - Application Timeline — Audrey
  - Data Tables — Audrey
  - Evaluation Plan — Yulia
  - Trainee & Alumni Tracking — Audrey
  - Website Generation & Management — Audrey
  - Career & Professional Development Programs — Wayne
  - Team Science — Wayne
- 11:45 am **Wrap-up Discussion**
- 11:55 pm **Adjourn**

What's New with NIH Training Grants

- NIGMS – new focus on trainee development
- Rigor & Reproducibility Training Plan
- Required Use of the xTRACT System to Prepare Data Tables for Training Grant Research Performance Progress Reports in FY 2020

New NIGMS Institutional Predoctoral Training Grant Funding Opportunity Announcement

Posted by Dr. Alison Gammie, Dr. Kenneth Gibbs and Dr. Shiva Singh on October 19, 2017
Post a Comment | No Comments ↓

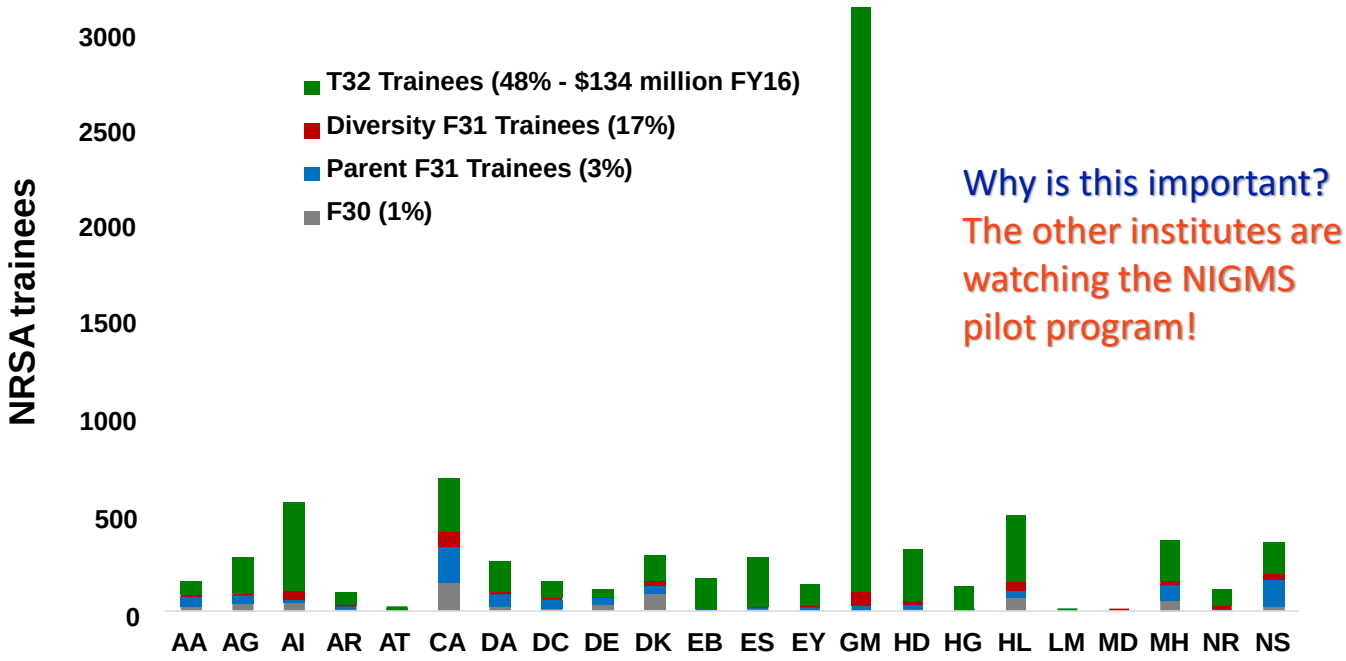
We've just released a new training funding opportunity announcement (FOA) specifically tailored for predoctoral graduate programs in the basic biomedical sciences. Through this FOA, we intend to encourage changes in biomedical graduate training that allow it to keep pace with the rapid evolution of the research enterprise, which is increasingly complex, quantitative, interdisciplinary, and collaborative.

The overarching objective of this new predoctoral T32 training program is to develop a diverse pool of well-trained scientists who have the following:

- A broad understanding across biomedical disciplines, and the skills to independently acquire the knowledge needed to advance their chosen field.
- The ability to think critically, independently, and to identify important biomedical research questions and approaches that push forward the boundaries of their areas of study.
- A strong foundation in scientific reasoning, rigorous research design, experimental methods, quantitative and computational approaches, as well as data analysis and interpretation.
- A commitment to approaching and conducting biomedical research responsibly and with integrity.
- Experience initiating, conducting, interpreting, and presenting rigorous and reproducible biomedical research with increasing self-direction.
- The ability to work effectively in teams with colleagues from a variety of cultural and scientific backgrounds, and to promote inclusive and supportive scientific research environments.

https://loop.nigms.nih.gov/2017/10/new-nigms-institutional-predoctoral-training-grant-funding-opportunity-announcement/

Looking Ahead: Predoctoral T32 NIGMS is committed to supporting predoctoral training



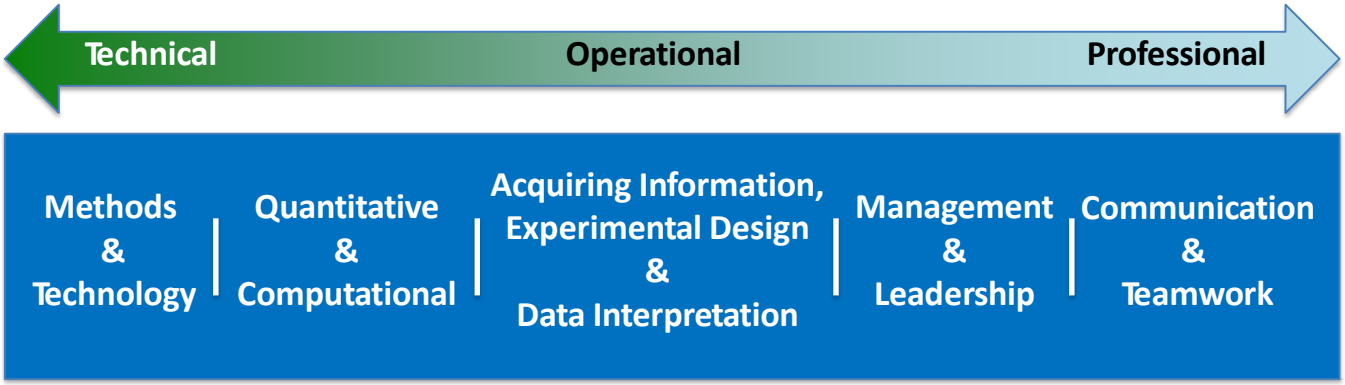
Why is this important?
The other institutes are watching the NIGMS pilot program!

Data: FY15 QVR/FTK Predoctoral T32, Parent F31 (PA-11-111, 14-147), Diversity F31 (PA-11-112, 14-148); Kenny Gibbs

From "Overview of NIGMS Training and Diversity Program" presented by Allison Gammie at the NIGMS Training, Workforce Development and Diversity Program Directors Meeting, June 2017

NEW NIGMS-specific funding announcement

- Emphasize trainee development.
- Focus on skills development, rigor & reproducibility, diversity & inclusion, and responsible conduct.
- Address conflicts in the incentive structure of the research enterprise.
- Encourage the use of evidence-based, innovative educational practices.
- Require the collection and dissemination of data on the success/failure of educational interventions.
- Emphasize improvements in career preparation (broadly defined) and dissemination of career outcomes on publicly available sites.



From "Overview of NIGMS Training and Diversity Program" presented by Allison Gammie at the NIGMS Training, Workforce Development and Diversity Program Directors Meeting, June 2017

Proposed *Trainee* Focused Objectives: Technical/Operational Skills

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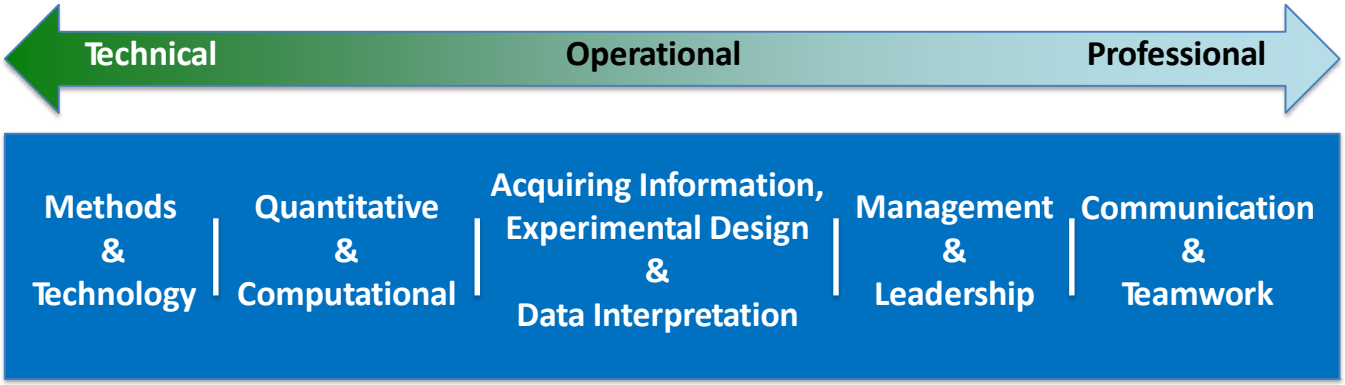

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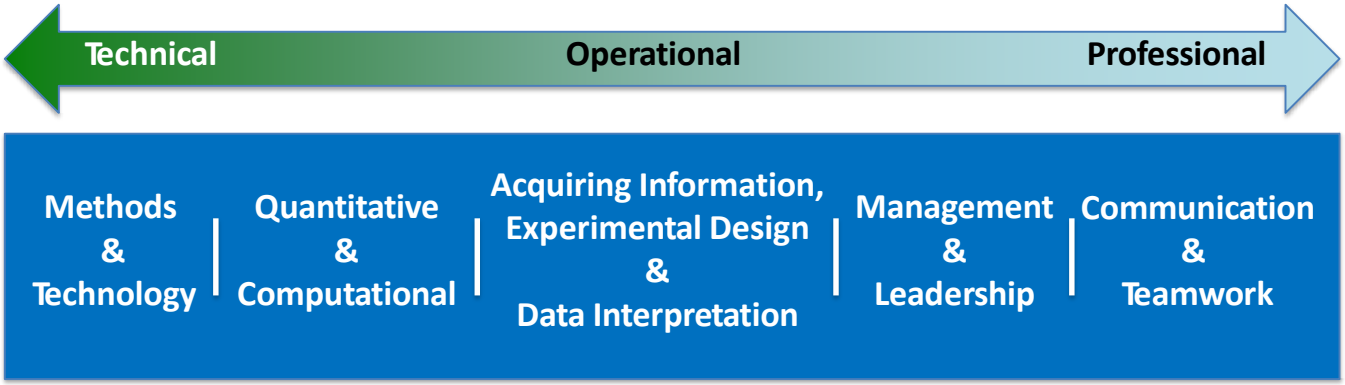

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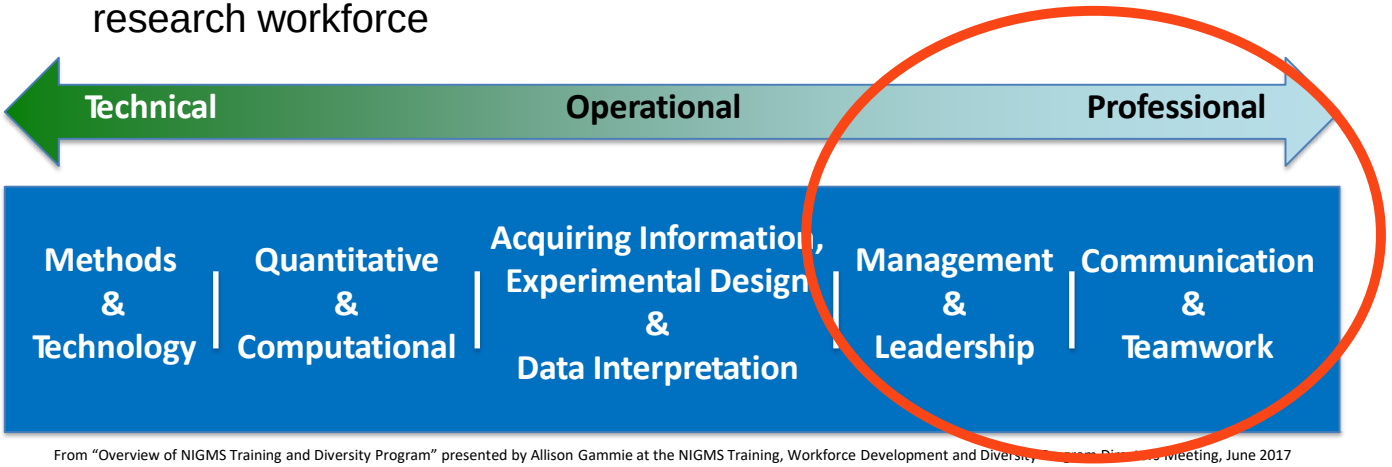
Proposed *Trainee* Focused Objectives: Professional Skills

- The ability to work effectively in teams with colleagues from diverse cultural and disciplinary backgrounds, and to promote an inclusive and supportive scientific research environment
- The skills and opportunities to communicate scientific research methodology and findings to a wide variety of audiences (e.g., discipline-specific, across disciplines, and the public)
- The knowledge, professional skills and experiences required to identify and transition into productive careers in the biomedical research workforce



From "Overview of NIGMS Training and Diversity Program" presented by Allison Gammie at the NIGMS Training, Workforce Development and Diversity Program Directors Meeting, June 2017

Grad Student & Postdoc Career and Professional Development (GradDev)

Sponsored *by the* UF CTSI & UF Health

Academia
Biotechnology
Clinical Research
Regulatory Affairs & Science and Science Policy
Science Writing
Tech Transfer & Entrepreneurship
Individual Development Plans

GradDev Calendar

JUN 27 — Conversations with Women Leaders in the Life Sciences
From 7:30am until 9:30am

JUN 28 — Leadership In Action - 3rd Annual
From 2:00pm until 5:00pm

Career Development

The GradDev calendar lists career development seminars sponsored by UF Health departments and graduate programs, with speakers from a variety of job sectors related to health sciences research.

To have your events included on the GradDev calendar, please contact Susan Gardner (sgard@ufl.edu).

Career Interest Teams are informal groups designed to provide introductory experiences for graduate students and postdocs to become familiar with the various career options available for health sciences research. Participation is voluntary. Please feel free to attend any sessions you may be interested in.

UFHealth UNIVERSITY OF FLORIDA HEALTH — Career Interest Teams
… explore … network … pursue …

Do you have a plan? Check out the Individual Development Plans page for more information about career and professional development planning while you are in grad school or a postdoc.

New Course: What is a Research Professional?

GMS5905 (3G27)_What is a Research Professional (PDF)

Grad Student & Postdoc Career and Professional Development (GradDev)

Sponsored *by the* UF CTSI & UF Health

Collaboration
Grant Writing
Communication
Leadership
Mentoring
Research Management
Teaching

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Professional Skills

LEARN DISCOVER LEAD

SAVE THE DATE! Second Fridays of each month, 12:00 noon – 1:00 pm (feel free to bring your lunch!) All sessions in room C1–15 unless otherwise noted

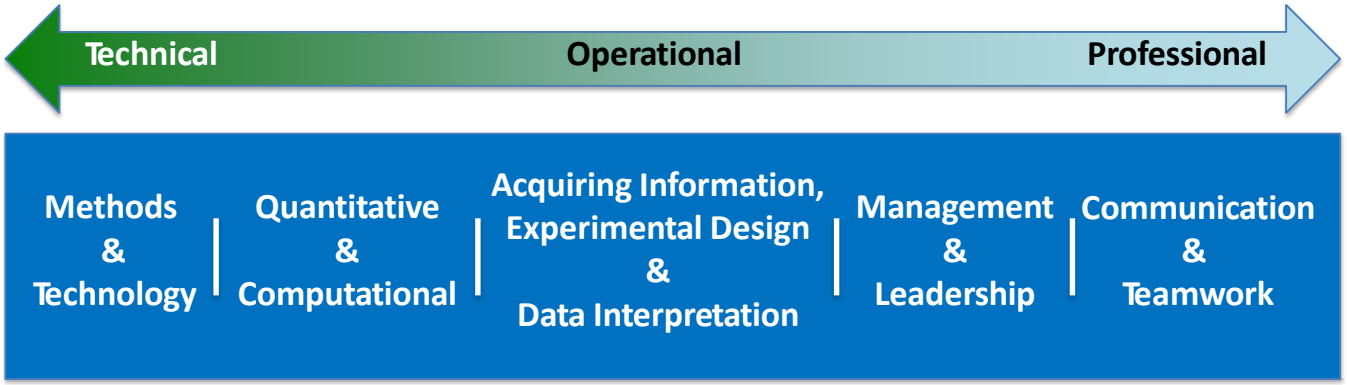
The "Learn – Discover – Lead" seminar series is designed to provide practical advice for PhD and dual degree scientists, who will be managing and leading research teams of their own. The target audience is graduate students, combined degree students, postdoctoral research trainees, and junior faculty, but everyone who may benefit from these seminars is welcome to attend!

***To register** for one of these seminars, click on the date.*

Date	Session Title	Presenter
4/12/2019 C2-33	Aligning Expectations for Mentoring	Roger Fillingim, PhD Director, CTSI Mentor Academy; Director, Pain Research and Intervention Center of Excellence; Professor, College of Dentistry

Professional Development

	Theme	Sample Topics
1	Communication	Effective Listening Skills
2	Mentoring	Mentoring & Being Mentored
3	Res Management	Getting Funded
4	Leadership	Laboratory Leadership in Science
5	Collaboration	Introduction to the Science of Team Science
6	Teaching	How to Make Lectures More Effective
7	Communication	Effective Science Communication in the Internet Age
8	Mentoring	Diversity and Bias in Mentoring
9	Res Management	Staffing Your Laboratory
10	Leadership	Embracing and Leading Change
11	Collaboration	Building a Research Team - Who and Why
12	Teaching	University Structure & Planning for T&P
13	Communication	Communicating with a Lay Audience
14	Mentoring	Intro to Mentoring and Giving Feedback
15	Res Management	Time & Project Management
16	Leadership	Team Dynamics and Leading Teams
17	Collaboration	Writing a Collaboration Plan
18	Teaching	The ABC's of Grading
19	Communication	Communication and Conflict Management
20	Mentoring	Coaching vs. Mentoring
21	Res Management	IP – Where Science Meets Business
22	Leadership	Understanding Behavioral Styles & Leadership
23	Collaboration	Best Practices to Enhance Team Effectiveness
24	Teaching	Teaching as Scholarship



Science PhD Core Competencies	
1.	Broad Conceptual Knowledge of a Scientific Discipline
2.	Deep Knowledge of a Specific Field
3.	Critical Thinking Skills
4.	Experimental Skills
5.	Computational Skills
6.	Collaboration and Team Science Skills
7.	Responsible Conduct of Research and Ethics
8.	Communication Skills
9.	Leadership Skills
10.	Survival Skills

Verderame MF, Freedman VH, Kozlowski LM, McCormack WT. 2018. Competency-based assessment for the training of PhD students and early-career scientists. **eLife** 7:e34801. Available at https://elifesciences.org/articles/34801

Competency-Based Assessment

	Novice	Advanced Beginner	Competent	Proficient	Expert
Dreyfus & Dreyfus Levels of Skill Acquisition	Rule-based behavior, limited, inflexible	Incorporates aspects of the situation	Acts consciously from long-term goals and plans	Sees situation as a whole and acts from personal conviction	Has intuitive understanding of situations, zooms in on central aspects
Training Stages	Beginning PhD Student	Advanced PhD Student	PhD Graduate	Early Career Scientist or Postdoctoral Trainee	Science Professional

Example	**MILESTONES**				
Critical Thinking Skills: Design a single experiment (answer questions, controls, *etc.*)	**Follow** experimental protocols, **seek** help as needed, **describe** critical role of controls	**Plan** experimental protocol; **include** relevant controls; **choose** appropriate methods; **troubleshoot** experimental problems	**Design and execute** hypothesis-based experiments independently; **evaluate** protocols of others; **predict** range of experimental outcomes	Consistently **design and execute** experiments with appropriate controls; **assess** next steps; **critique** experiments of others	**Teach** experimental design; **guide** others doing experiments

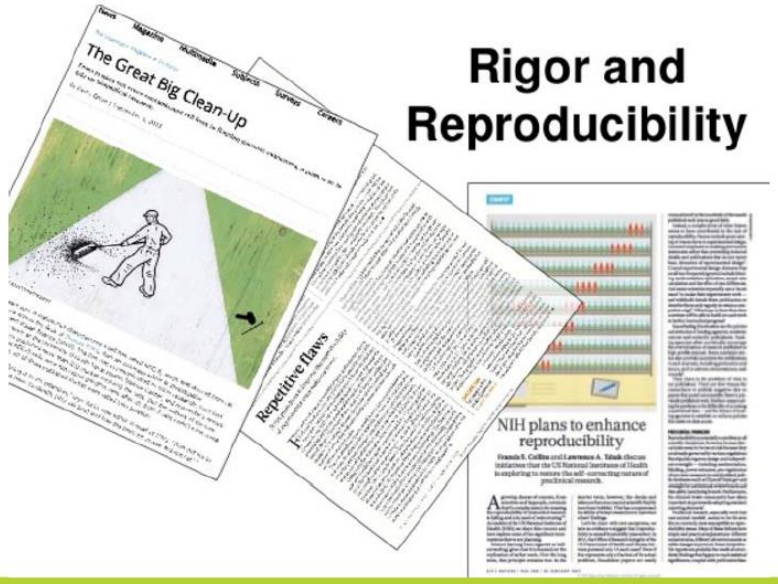
Verderame MF, Freedman VH, Kozlowski LM, McCormack WT. 2018. Competency-based assessment for the training of PhD students and early-career scientists. **eLife** 7:e34801. Available at https://elifesciences.org/articles/34801

“Reproducibility” is a problem

Science has lost its way, at a big cost to humanity

Researchers are rewarded for splashy findings, not for double-checking accuracy. So many scientists looking for cures to diseases have been building on ideas that aren't even true.

October 27, 2013 | Michael Hiltzik



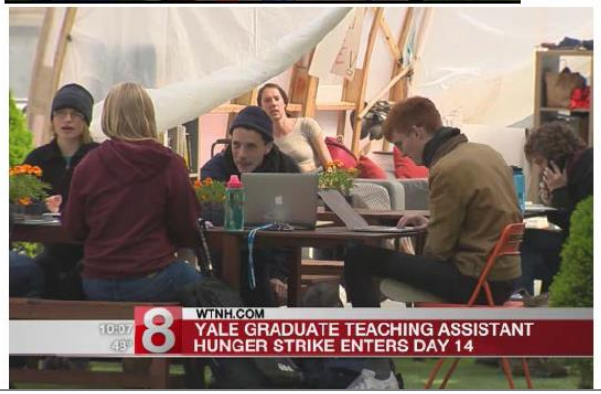
National Institute of General Medical Sciences

From “Overview of NIGMS Training and Diversity Program” presented by Allison Gammie at the NIGMS Training, Workforce Development and Diversity Program Directors Meeting, June 2017

Challenges to Ensuring Rigor and Transparency in Reporting Science: Underlying Issues

From "Sharing, Reproducibility, Replication – An NIH View", presented at ACS National Meeting, March 24, 2015 by Philip E. Bourne, PhD, Associate Director for Data Science, NIH

The research incentive structure is sometimes in conflict with training - trainees vs. workforce?



From "Overview of NIGMS Training and Diversity Program" presented by Allison Gammie at the NIGMS Training, Workforce Development and Diversity Program Directors Meeting, June 2017

COMMENT

612 | NATURE | VOL 505 | 30 JANUARY 2014

NIH plans to enhance reproducibility

Francis S. Collins and **Lawrence A. Tabak** discuss initiatives that the US National Institutes of Health is exploring to restore the self-correcting nature of preclinical research.

A growing chorus of concern, from scientists and laypeople, contends that the complex system for ensuring the reproducibility of biomedical research is failing and is in need of restructuring[1,2]. As leaders of the US National Institutes of Health (NIH), we share this concern and here explore some of the significant interventions that we are planning.

Science has long been regarded as 'self-correcting', given that it is founded on the replication of prior work. Over the long term, that principle remains true. In the shorter term, h
balances that onc
have been hobble
the ability of today
others' findings.

Let's be clear:
have no evidenc
ducibility is abo
In 2011, the Offi
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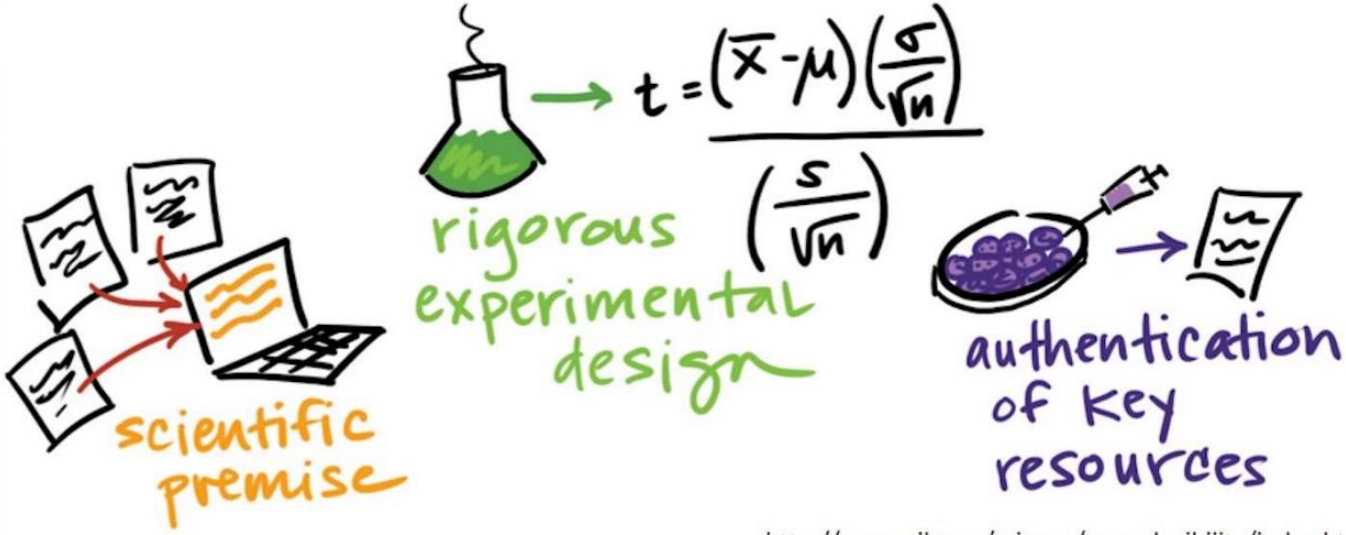
the actual proble

"Efforts by the NIH alone will not be sufficient to effect real change in this unhealthy environment."

Solution:

NIH plans to enhance reproducibility

Francis S. Collins and **Lawrence A. Tabak** discuss initiatives that the US National Institutes of Health is exploring to restore the self-correcting nature of preclinical research.



http://www.nih.gov/science/reproducibility/index.htm

NEW GRANT GUIDELINES

what you need to know

WHY UPDATE THE GUIDELINES?

The updates focus on four areas deemed important for enhancing rigor and transparency:

1. **PREMISE** — The scientific premise forming the basis of the proposed research
2. **DESIGN** — Rigorous experimental design for robust and unbiased results
3. **VARIABLES** — Consideration of relevant biological variables
4. **AUTHENTICATION** — Authentication of key biological and/or chemical resources

Send inquiries to reproducibility@nih.gov

See also NIH Notice NOT-OD-16-011
http://grants.nih.gov/grants/guide/notice-files/NOT-OD-16-011.html

WHAT ARE THE UPDATES?

1 UPDATES TO RESEARCH STRATEGY GUIDANCE

The research strategy is where you discuss the significance, innovation, and approach of your research plan. Let's look at an R01, for example:

- Introduction to resubmission and revision applications
- Specific aims
- Research strategy
- Commercialization plan
- Biographical sketch

The new **research strategy** guidelines require that you:

- State the strengths and weakness of published research or preliminary data crucial to the support of your application
- Describe how your experimental design and methods will achieve robust and unbiased results
- Explain how biological variables, such as sex, are factored into research design and provide justification if only one sex is used

2 NEW ATTACHMENT FOR AUTHENTICATION OF KEY BIOLOGICAL AND/OR CHEMICAL RESOURCES

From now on, you must briefly describe methods to ensure the identity and validity of key biological and/or chemical resources used in the proposed studies.

These include, but are not limited to:

CELL LINES · ANTIBODIES · SPECIALTY CHEMICALS · OTHER BIOLOGICS

Standard laboratory reagents that are not expected to vary do not need to be included in the plan. Examples are buffers and other common biologicals or chemicals.

- ✗ **DO NOT** put experimental methods or preliminary data in this section
- ✓ **DO** focus on authentication and validation of key resources

3 NEW REVIEWER GUIDELINES

Here are the additional criteria the reviewers will be asked to use:

- Is there a **strong scientific premise** for the project?
- Have the investigators presented adequate plans to address **relevant biological variables**, such as sex, for studies in vertebrate animals or human subjects?
- Have the investigators presented strategies to ensure a **robust and unbiased approach**, as appropriate for the work proposed?

Reviewers will also be asked to comment on that new attachment (see Update 2)!

Advanced Notice of Coming Requirements for Formal Instruction in Rigorous Experimental Design and Transparency to Enhance Reproducibility: NIH and AHRQ Institutional Training Grants, Institutional Career Development Awards, and Individual Fellowships

Notice Number: NOT-OD-16-034

Key Dates

Release Date: December 17, 2015

Related Announcements

NOT-OD-16-081
NOT-OD-16-058
NOT-OD-15-102
NOT-OD-15-103
NOT-OD-16-004
NOT-OD-16-011
NOT-OD-16-012

Issued by

National Institutes of Health (NIH)
Agency for Healthcare Research and Quality (AHRQ)

Purpose

This Notice informs the biomedical and health services research communities of NIH and AHRQ plans to require formal instruction in scientific rigor and transparency to enhance reproducibility for all individuals supported by institutional training grants, institutional career development awards, or individual fellowships. Implementation of these requirements will be as early as FY 2017 but will not be in 2016 as indicated in NOT-OD-16-004. An extension of the anticipated implementation date is to ensure that applicants for NIH or AHRQ institutional training grants, institutional career development awards, and individual fellowships have time to access resources and develop substantive instructional plans to ensure that all supported individuals receive in-depth training in rigorous experimental design and data interpretation. NIH and AHRQ will issue a Notice at a future date to provide an updated timeline for implementing this requirement.

NIH Rigor and Reproducibility Training Modules

Module 1: Lack of Transparency
Download the video (93 MB)
Video transcript pdf
Discussion material pdf

Module 2: Blinding and Randomization
Download the video (123 MB)
Video transcript pdf
Discussion material pdf

Module 3: Biological and Technical Replicates
Download the video (63 MB)
Video transcript pdf
Discussion material pdf

Module 4: Sample Size, Outliers, and Exclusion Criteria
Download the video (139 MB)
Video transcript pdf
Discussion material pdf

- Video modules with accompanying discussion materials
- Focus on integral components of reproducibility and rigor in the research endeavor, *e.g.*, bias, blinding, and exclusion criteria

- Also: Online course "Pragmatic and Group Randomized Trials in Public Health and Medicine" by the NIH Office of Disease Prevention
  - Detailed guide to designing and analyzing group-randomized trials
  - Includes video presentations, slide sets, suggested reading materials, and guided activities

https://www.nih.gov/research-training/rigor-reproducibility/training

Plan for Instruction in Methods for Enhancing Reproducibility (max 3 pages)

- Describe how trainees will be instructed in principles important for enhancing research reproducibility
  - scientific premise
  - rigorous experimental design and data interpretation
  - relevant biological variables
  - authentication of key biological and/or chemical resources
  - data and material sharing
  - record keeping
  - transparency in reporting
- Describe how instruction strategies are:
  - well integrated into the overall curriculum
  - taught at multiple stages of trainee development in a variety of formats and contexts
- Describe how all program faculty will reiterate and augment key elements of methods for enhancing reproducibility when trainees are performing research in their laboratories

Required Use of the xTRACT System to Prepare Data Tables for Training Grant Research Performance Progress Reports in FY 2020

Notice Number: NOT-OD-19-108

Key Dates

Release Date: May 21, 2019

Related Announcements

NOT-OD-15-112
NOT-OD-16-007
NOT-OD-18-133

Issued by

National Institutes of Health (NIH)
Agency for Healthcare Research and Quality (AHRQ)

Purpose

By way of this Notice, NIH and AHRQ announce that training grant recipients will be required to use the xTRACT system in the eRA Commons to prepare the required data tables for Research Performance Progress Reports (RPPRs) for pre- and postdoctoral research training grants beginning in FY 2020.

Background and Related Information

In response to the recommendations of the Advisory Committee to the NIH Director's Working Group on the Biomedical Research Workforce, NIH has developed an electronic system for creating research training data tables and tracking trainee outcomes. This system, xTRACT, has been available on a pilot basis in the eRA Commons since October 2015, and to date has been accessed by over 2,700 users at more than 200 institutions.

Application Timeline and Resources to Support Your T32 Application

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Office of Biomedical Research Career Development

UF Training Grant History

Wayne

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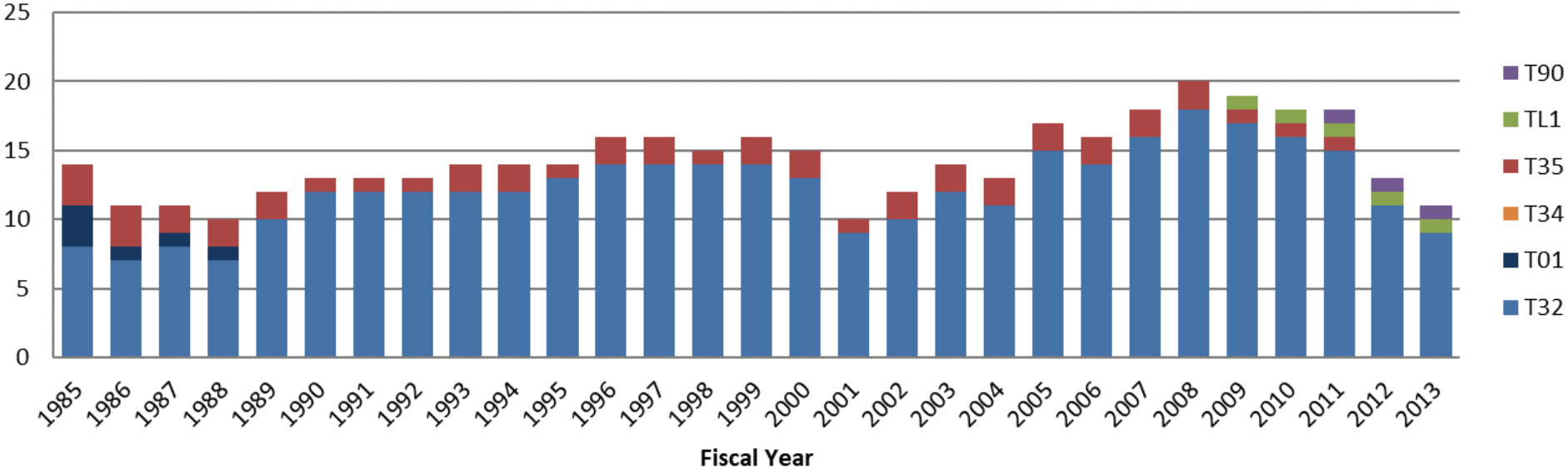
Office of Biomedical Research
Career Development

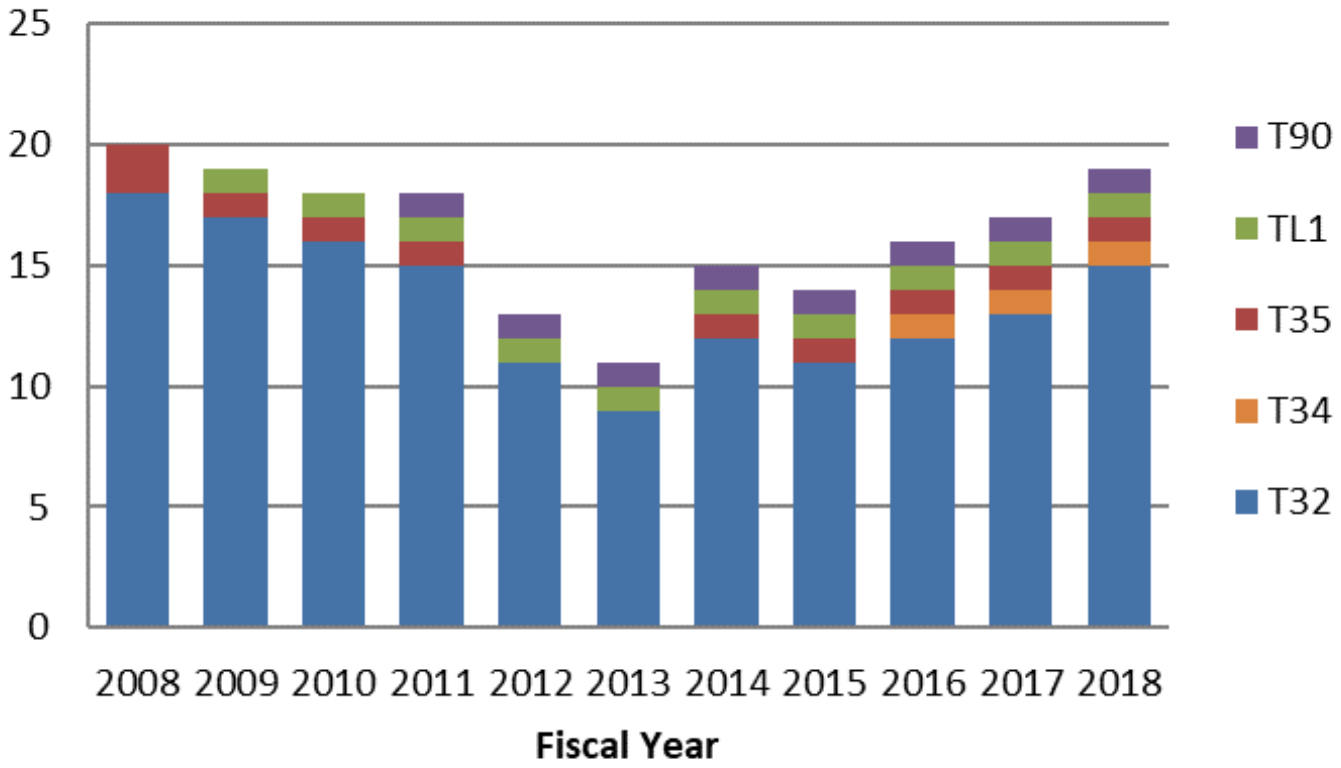
NIH Training Grants at UF thru 2013



1994-2003 NIH Doubling
2009-2010 ARRA

Data from NIH RePORTER

Making Progress with NIH Training Grants



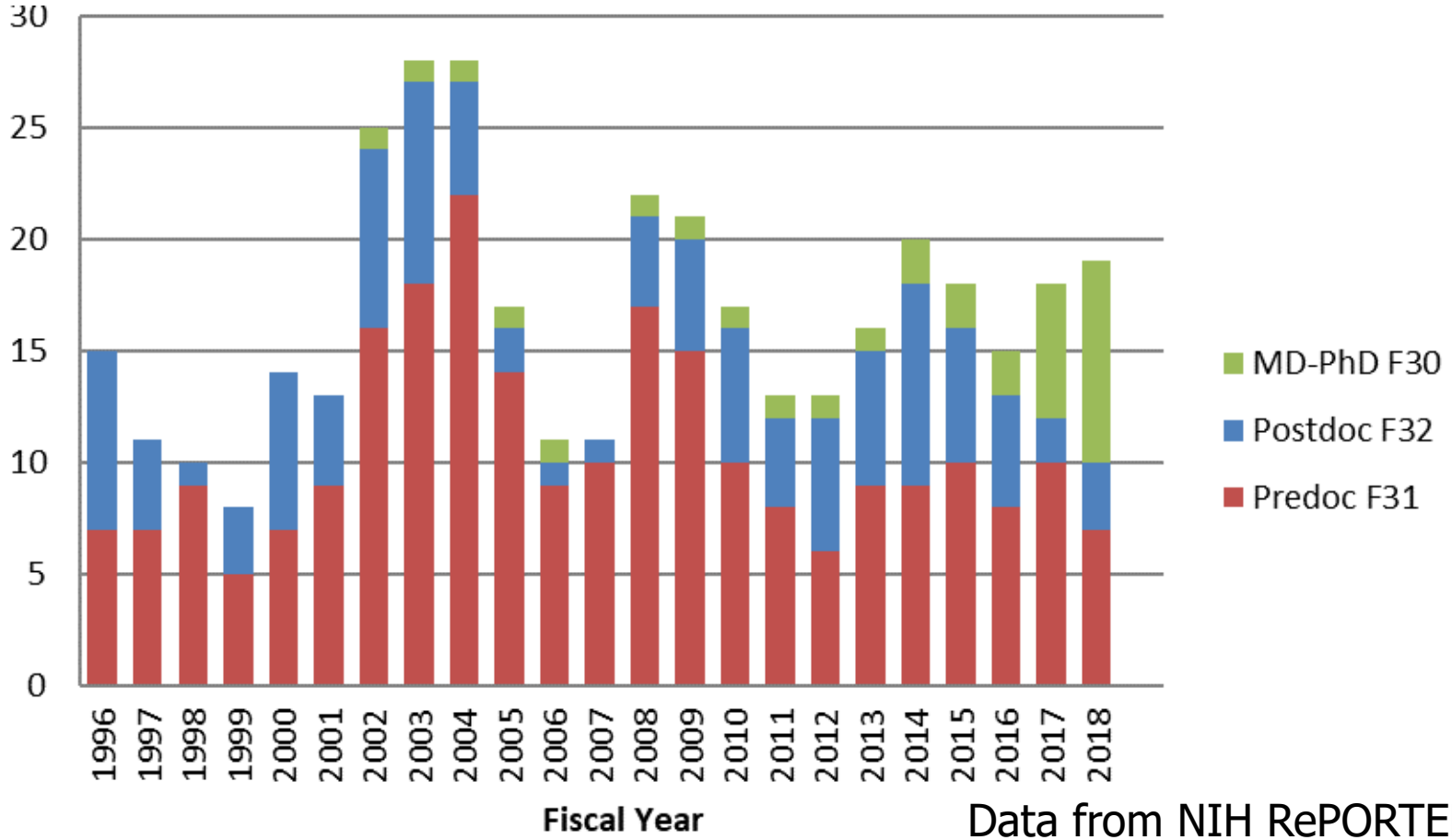
2009-2010 ARRA

Data from NIH RePORTER

Current Training Grants

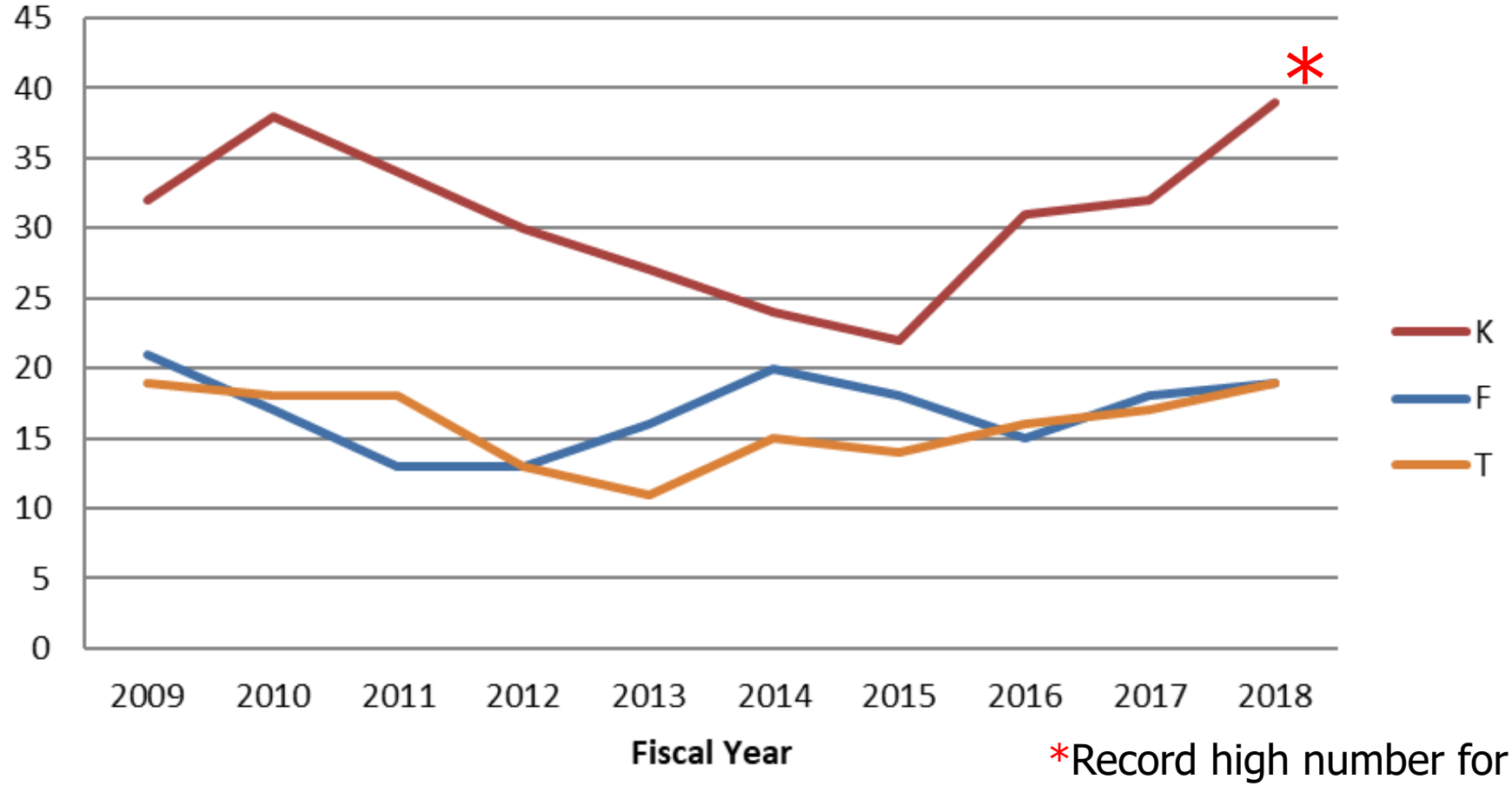
Training Grant	Program Director	Home College	Predocs	Postdocs	Other	Year	End Date
Interdisc Training in Rehabilitation and Neuromuscular Plasticity	D Fuller	PHHP	6	0	0	16	04/24
Together: Transforming & Translating Discovery to Improve Health	W McCormack	Medicine	16	0	0	4	03/24
Short-Term Training for Med Students in Cardiovasc & Pulm Res	G Schultz, S Berceli	Medicine	0	0	20	36	01/24
Clin & Transl Pre-Doc Training in Alzheimer's Disease & Related Dementias	J Lewis, J Bizon	Medicine	5	0	0	1	08/23
Transl Sci Training to Reduce the Impact of Alcohol on HIV Infection	R Cook	PHHP	4	2	0	1	07/23
Training Program in Regenerative Medicine	E Scott	Medicine	4	2	0	11	06/23
Training Program in Chemosensory Science	S Munger	Medicine	4	0	0	1	06/23
Training Prog for Applied Research & Devel in Genomic Medicine	J Johnson, T Pearson	PHHP	0	4	0	2	12/22
Interdisc Grad Prog in Type I Diabetes & Biomedical Engineering	M Atkinson, B Keselowsky	Med & Eng	4	0	0	2	08/22
GatorStar: A New Marc U*Star Program at the Univ of Florida	D Julian	CLAS	0	0	7	3	05/22
Breathing Research and Therapeutics (BREATHE)	G Mitchell	PHHP	3	3	0	3	03/22
Research Training in Vision Science	WC Smith	Medicine	5	0	0	26	07/21
Comprehensive Training Program in Oral Biology	R Burne	Dentistry	8	5	0	8	06/21
Integrative and Multidisc Pain and Aging Research Training	R Fillingim	Dentistry	0	4	0	4	08/20
Renal Training & Retention (RETAIN) Program	M Segal, M Gumz	Medicine	4	2	0	5	05/20
Interdisc Training in Movement Disorders and Neurorestoration	D Bowers, D Vaillancourt	PHHP	4	0	0	5	04/20
Basic Microbiology and Infectious Disease	D Bloom, S Karst	Medicine	5	0	0	35	07/19
UF Substance Abuse Training Center in Public Health	L Cottler	PHHP	4	2	0	5	06/19
Molecular Biology in Burns and Trauma	L Moldawer	Medicine	0	3	0	20	06/19
Physical, Cognitive and Mental Health in Social Context	M Marsiske	PHHP	6	0	0	15	04/19
			82	**27**	**27**		

NIH Fellowship Awards



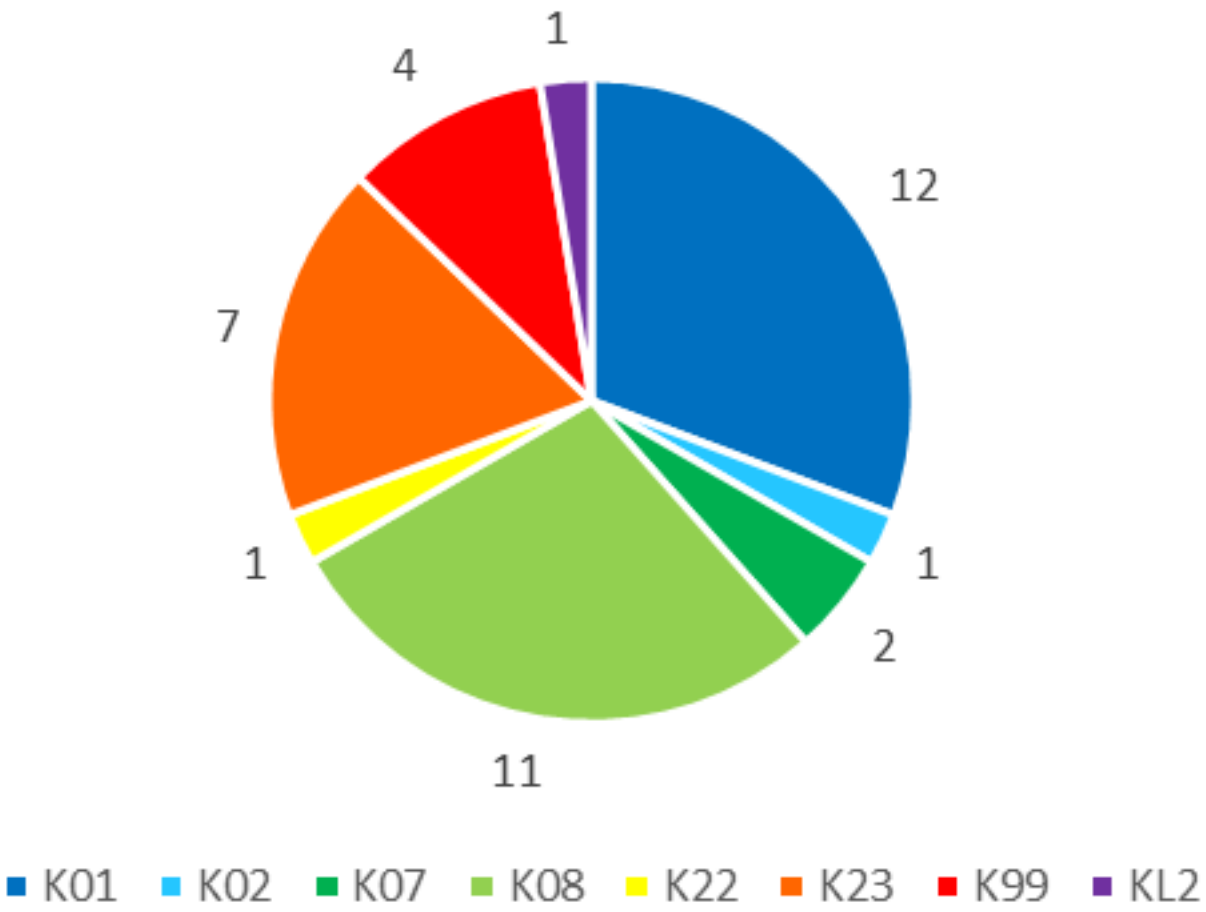
Data from NIH RePORTER

UF NIH T, F, and K Awards



*Record high number for UF
Data from NIH RePORTER

NIH Career Development (K) Awards



As of December 2018, n=39

Data from NIH RePORTER

T32 Toolkit & T Team

Wayne

UFHealth
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Office of Biomedical Research
Career Development

UFHealth

University of Florida

UF Clinical and Translational Science Institute
UNIVERSITY of FLORIDA

REDCAP

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EDUCATION GRANT-WRITING COURSES, WORKSHOPS, AND TOOLKITS

Education Overview

- PhD Students
- Clinical Fellows and Faculty
- Clinical Research Professionals
- Grant-Writing Courses, Workshops, and Toolkits
  - Grant-Writing Courses and Workshops
  - F Force - NIH Fellowship Toolkit
  - T Team - NIH Training Grants Toolkit
  - K College – NIH Career Development Award Toolkit
  - D Detail - NIH Diversity Supplements Toolkit
  - Loan Repayment Program Toolkit
  - SIG and HEI Grants
  - Pilot Grants

Grant-Writing Courses, Workshops, and Toolkits

New UFHealth Faculty Directory

Need help finding people? Check out the new faculty directory at https://directory.ufhealth.org!

GRANT-WRITING GRADUATE COURSES

F FORCE – NIH INDIVIDUAL FELLOWSHIPS TOOLKIT

T TEAM – NIH TRAINING GRANTS TOOLKIT

K COLLEGE – NIH CAREER DEVELOPMENT AWARDS TOOLKIT

D DETAIL – NIH DIVERSITY SUPPLEMENTS TOOLKIT

LOAN REPAYMENT PROGRAM TOOLKIT

SIG AND HEI GRANTS TOOLKIT

PILOT GRANTS TOOLKIT

https://www.ctsi.ufl.edu/education/grant-workshops/

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EDUCATION > GRANT-WRITING COURSES, WORKSHOPS, AND TOOLKITS > T TEAM - NIH TRAINING GRANTS TOOLKIT

T Team – NIH Training Grants Toolkit

Are you a faculty member interested in applying for a training grant?

CLICK HERE FOR APPLICATION RESOURCES AND INSTRUCTIONS

Are you a training grant administrator looking for appointment resources?

CLICK HERE FOR CHECKLISTS AND OTHER RESOURCES

Stay tuned for upcoming workshop announcements.

Not sure where to start? Have questions? Email Audrey Dickinson a.dickinson@ufl.edu or call (352) 294-8332

NIH-Funded Training Opportunities

The University of Florida partners with the National Institutes of Health to provide training opportunities for the next generation of scientists. As of July 2018, this partnership supports the training of 74 predocs, 32 postdocs, 20 medical students on short-term research rotations, and 7 undergraduates interested in health science research. To find out more about each training program, please visit its webpage (linked in the table below).

Show 30 entries

Search:

Training Grant	Program Director	Department	College	Trainees Supported	NIH Award Number	Apply!
Comprehensive Training Program in Oral Biology	Robert Burne, PhD	Oral Biology	Dentistry	Supports 8 Predocs & 5 Postdocs	T90 DE021990	Ronda Breton by June 20, 2019
Interdisciplinary Graduate Program in Type I Diabetes and Biomedical Engineering	Mark Atkinson, PhD & Benjamin Keselowsky	Pathology, Immunology, & Laboratory Medicine and Biomedical	Medicine & Engineering	Supports 4 Predocs	T32 DK108736	

https://www.ctsi.ufl.edu/education/grant-workshops/training-grant-and-application-resources/

Application Timeline

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T32 Application Timeline: 6 Months from Deadline

- Target RFA! Search Awards at https://researchtraining.nih.gov/programs/training-grants
- Assemble Leadership Team
  - MPI? Diversity? Succession?
- Arrange Institutional Support

T32 Application Timeline: 5 Months from Deadline

- Contact NIH Program Officer
- Design the training program
  - Research area?
  - Predoc or Postdoc, or both?
  - Didactic curriculum? Certificate?
  - Team Science?
- Evaluate the mentor pool and send invitations to qualified faculty

Optimizing Mentor Pool

- Search the UF Health Web Directory by keyword or Program/Department to find all relevant faculty by Research Area
- Evaluate faculty for
  - Current External Funding: Search NIH Project Reporter, myInvestiGator, etc.)
  - 10-year history of training relevant trainees
  - Diversity Balance (approx. trainee pop)

T32 Application Timeline: 4 Months from Deadline

- Draft Education Evaluation plan
- Write the 25-page Proposal Draft
  - Reserve 1 page for Data Table Analysis
  - Consult the Training Grant Library for structure & inspiration
- Submit the as-close-to-final-as-possible mentor list to Audrey Natwick

T32 Application Timeline
3 Months from Deadline

- Invite Key Personnel
  - Internal Advisory Committee members
  - Other relevant faculty who are not mentors, e.g., evaluator, biostatistician
- Request Training Biosketches from Mentors, Advisory Committee Members & Key Personnel
- Submit Draft Proposal to Internal Peer Review

T32 Application Timeline
2 Months from Deadline

- Develop Budget
- Request Letters of Support from whomever has agreed to matching funds, etc.
- Receive Peer Review Feedback & Revise Proposal

T32 Application Timeline
1 Months from Deadline

- Receive Data Tables & Insert Analysis
  - Brings Page Total to 25
- Submit Proposal for Internal Approvals (UF Office of Research)
- Submit Proposal to NIH!

Data Tables

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NRSA Training Grant Data Tables

- May create tables using fillable tables in MS Word or via the xTRACT system
  - We provide Word documents
- Changes made in 2016:
  - Maximum number of tables needed is now 8
  - Minimal reporting of individual-level information
  - Trainee outcomes must be tracked for 15 years
- It all starts with your mentor list!
- What reviewers are looking for & how they will use the data
- What YOU need to do: "Summarize these data in the Research Training Program Plan …"

Table 1. Census of Participating Departments and Interdepartmental Programs

Part I. Predoctorates

OMB Number 0925-0001 and 0925-0002 (Rev. 06/15 Approved Through 10/31/2018)

Participating Department or Program	Total Faculty	Participating Faculty	Total Pre-doctorates	Total Pre-doctorates Supported by any HHS Training Award	Total Pre-doctorates with Participating Faculty	Eligible Pre-doctorates with Participating Faculty	TGE Pre-doctorates Supported by this Training Grant (Renewals/ Revisions)	Predoctorates Supported by this Training Grant (R90 only Renewals/ Revisions)
Totals								

Part II. Postdoctorates

Participating Department or Program	Total Faculty	Participating Faculty	Total Post-doctorates	Total Post-doctorates Supported by any HHS Training Award	Total Post-doctorates with Participating Faculty	Eligible Post-doctorates with Participating Faculty	TGE Post-doctorates Supported by this Training Grant (Renewals/ Revisions)	Postdoctorates Supported by this Training Grant (R90 Only Renewals/ Revisions Only)

- Insight into the environment in which the proposed training will take place
- Summarize these data in the Background Section of the Research Training Program Plan
- Describe the organization of the proposed training program, the participating departments and interdepartmental programs, and the extent to which faculty, graduate students, and/or postdoctorates from those departments/ interdepartmental programs participate in the programmatic activities to be supported by the training grant

Table 2. Participating Faculty Members

OMB Number 0925-0001 and 0925-0002 (Rev. 06/15 Approved Through 10/31/2018)

Name	Degree(s)	Rank	Primary Department or Program	Research Interest	Training Role	Pre-doctorates in Training	Pre-doctorates Graduated	Predoctorates Continued in Research or Related Careers	Post-doctorates in Training	Post-doctorates Completed Training	Post-doctorates Continued in Research or Related Careers

- 10-year history
- Distribution of participating faculty by rank (junior vs. senior), by research interests, and by department or interdepartmental program
- Experience of participating faculty in facilitating the progression of predoctorates and postdoctorates in their careers
- Summarize these data in the Research Training Program Plan, within the Background Section and the Program Faculty Section of the Program Plan
- Describe the distribution of participating faculty by academic rank, department or interdepartmental program, areas of research emphasis, and the rationale for the faculty selected to participate in the training grant
- Analyze the data in terms of the overall experience of the faculty in training predoctorates and/or postdoctorates
- Comment on the inclusion of faculty whose mentoring records may suggest limited, recent training experience at either training level (predoctoral or postdoctoral)

Table 3. Federal Institutional Research Training Grants and Related Support Available to Participating Faculty Members

OMB Number 0925-0001 and 0925-0002 (Rev. 06/15 Approved Through 10/31/2018)

Grant Title	Award Number	Project Period	PD/PI	Number of Predoctoral Positions	Number of Postdoctoral Positions	Number of Short-Term Positions	Number of Participating Faculty (Number Overlapping)	Names of Overlapping Faculty
Totals								

- Current level of support for related research training
- Extent to which the proposed training grant has overlap in participating faculty
- Assess institutional environment and determine number of training positions to be awarded
- Summarize these data in the Background Section of the Research Training Program Plan
- Use the narrative to summarize the level of research training support at the institution
- Comment on instances where the tabular data indicate that there may be substantial overlap of participating faculty

Table 4. Research Support of Participating Faculty Members

OMB Number 0925-0001 and 0925-0002 (Rev. 06/15 Approved Through 10/31/2018)

Faculty Member	Funding Source	Grant Number	Role On Project	Grant Title	Project Period	Current Year Direct cost
Average Grant Support per Participating Faculty Member						

- Evidence of the strength of the research environment
- Availability of funds to support research conducted by the trainees
- Appropriateness of the participating faculty in terms of their active research support
- Summarize these data in the Program Plan (Program Faculty Section) of the Research Training Program Plan
- Analyze the data in terms of total and average grant support
- Comment on the inclusion of faculty without research grant support in the proposed training program and explain how the research of trainees who may work with these faculty members would be supported

Table 5A. Publications of Those in Training: Predoctoral

OMB Number 0925-0001 and 0925-0002 (Rev. 06/15 Approved Through 10/31/2018)

Faculty Member	Trainee Name	Past or Current Trainee	Training Period	Publications(Author, Year, Title, Journal, Volume, Inclusive Pages)

Table 5B. Publications of Those in Training: Postdoctoral

OMB Number 0925-0001 and 0925-0002 (Rev. 06/15 Approved Through 10/31/2018)

Faculty Member	Trainee Name	Past or Current Trainee	Training Period	Publications(Author, Year, Title, Journal, Volume, Inclusive Pages)

- 10-year history & current, abstracts allowed
- We search for trainees & mentor as co-authors, up to 3 years past training period
- Ability of each faculty member to foster trainee productivity through generation of publishable results
- Assessment of the research quality and authorship priority of trainees
- Summarize these data in the body of the application, including, for example, the average number of publications, how many students published as first author, and how many students completed doctoral training without any first-author publication resulting from their graduate research

Table 6A. Applicants, Entrants, and their Characteristics for the Past Five Years: Predoctoral

Part I. Counts

OMB Number 0925-0001 and 0925-0002 (Rev. 06/15 Approved Through 10/31/2018)

Most Recently Completed Year: 2013-2014	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
Total					

Previous Year: 2012-2013	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
Total					

Total All Years Count	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
Mean Count Across Years					

- Past 5 academic years
- Ability of participating departments/interdepartmental programs to recruit trainees
- Selectivity of admissions process, competitiveness of training program, and the appropriate number of training positions to be awarded
- Summarize these data in the Program Plan (Trainee Candidate Section) of the Research Training Program Plan
- Analyze the data in terms of the overall numbers of potential trainees, their credentials, characteristics, and eligibility for support, and enrollment trends

Part II. Characteristics

Most Recent Program Year: 2013-2014	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
Mean Months of Prior, Full Time Research Experience (range) *					
Prior Institutions					
Percent with a Disability					
Percent from Underrepresented Racial & Ethnic Groups					
Mean GPA (range)					

Previous Program Year: 2012-2013	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
Mean Months of Prior, Full Time Research Experience (range)					
Prior Institutions					
Percent with a Disability					
Percent from Underrepresented Racial & Ethnic Groups					
Mean GPA (range)					

Mean Across All Years	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants for Support	New Entrants Appointed to this Grant (Renewal/Revisions Applications Only)
Mean Months of Prior, Full Time Research Experience (range)					
Percent with a Disability					
Percent from Underrepresented Racial & Ethnic Groups					
Mean GPA (range)					

Table 6B. Applicants, Entrants, and Their Characteristics for the Past Five Years: Postdoctoral

Part I. Counts

OMB Number 0925-0001 and 0925-0002 (Rev. 06/15 Approved Through 10/31/2018)

Most Recently Completed Year: 2013-2014	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
PhDs					
MDs					
Dual Degree Holders					
Other Degree Holders					
Total					

Previous Year: 2012-2013	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
PhDs					
MDs					
Dual Degree Holders					
Other Degree Holders					
Total					

Means All Years Count	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
PhDs					
MDs					
Dual Degree Holders					
Other Degree Holders					
Total					

Part II. Characteristics

Most Recent Program Year : 2013-2014	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants for Support	New Entrants Appointed to this Grant (Renewal/Revisions Applications Only)
Mean Number of Publications (range)					
Mean Number of First-Author Publications (range)					
Prior Institutions					
Percent with a Disability					
Percent from Underrepresented Racial & Ethnic Groups					

Previous Program Year : 2012-2013	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants for Support	New Entrants Appointed to this Grant (Renewal/Revisions Applications Only)
Mean Number of Publications (range)					
Mean Number of First-Author Publications (range)					
Prior Institutions					
Percent with a Disability					
Percent from Underrepresented Racial & Ethnic Groups					

Mean Across All Years	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants for Support	New Entrants Appointed to this Grant (Renewal/Revisions Applications Only)
Mean Number of Publications (range)					
Mean Number of First-Author Publications (range)					
Percent with a Disability					
Percent from Underrepresented Racial & Ethnic Groups					

Table 7. Appointments to the Training Grant for Each Year of the Current Project Period

OMB Number 0925-0001 and 0925-0002 (Rev. 06/15 Approved Through 10/31/2018)

Training Positions	Budget year 01	Budget Year 02	Budget Year 03	Budget Year 04	Sum of Budget Years
Predoctoral Awarded					
Predoctoral Appointed					
- Predoctoral: Dual Degree					
- Predoctoral: Diverse Backgrounds					
Postdoctoral Awarded					
Postdoctoral Appointed					
- Postdoctoral: MD or Equivalent					
- Postdoctoral: PhD or Equivalent					
- Postdoctoral: DDS, DVM, Other					
- Postdoctoral: Dual-Degree					
- Postdoctoral: Diverse backgrounds					
Short-term Awarded					
Short-term Appointed					
- Short Term: Diverse Backgrounds					

- Renewal/Revision Applications only - evaluation of the use of awarded training positions
- "Awarded" and "Appointed" counts auto-filled ("Appointed" editable)
- Summarize these data in the Progress Report Section of the Research Training Program Plan
- If any trainee positions were not filled, if any trainees terminated early, or if the distribution of appointed positions differs from the distribution of awarded positions, provide an explanation
- It may also be useful to refer to these data within the Recruitment and Retention Plan to Enhance Diversity Section of the Research Training Program Plan

Table 8A. Program Outcomes: Predoctoral

Part I. Those Appointed to the Training Grant

OMB Number 0925-0001 and 0925-0002 (Rev. 06/15 Approved Through 10/31/2018)

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/Role/ Year Awarded

Part II. Those Clearly Associated with the Training Grant

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/Role/ Year Awarded

- New applications - effectiveness of the proposed training program
- Renewal applications - use of predoctoral training positions (*e.g.,* distribution by faculty member, year in program, years of support per trainee)
- Effectiveness of the supported training program in achieving the training objectives of the prior award period(s) for up to 15 years
- Summarize the data from Parts I-III (as applicable) in the Research Training Program Plan, either in the Program Plan Section or the Progress Report Section, as appropriate

Part III. Recent Graduates (Only for New Applications and for Postdoctoral Renewal/Revision Applications Requesting an Expansion for Predoctoral Support)

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/Role/Year Awarded

Part IV. Program Statistics

Percentage of Trainees Entering Graduate School 10 Years Ago Who Completed the PhD	Average Time to PhD for Trainees in the Last 10 years (not including leaves of absence)

Table 8B. Program Outcomes: Short-Term

OMB Number 0925-0001 and 0925-0002 (Rev. 06/15 Approved Through 10/31/2018)

Trainee	Category of Trainee	Faculty Members	Start Date	Topic of Research Project	Subsequent Training or Related Award/Role/Year

Table 8C: Program Outcomes: Postdoctoral

Part I. Those Appointed to the Training Grant

OMB Number 0925-0001 and 0925-0002 (Rev. 06/15 Approved Through 10/31/2018)

Trainee	Doctoral Degree(s) and Year(s)	Faculty Member	Start Date	Summary of Support During Training	Degree(s) Resulting from Post-doctoral Training and Year(s)	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/ Role/ Year Awarded

Part II. Those Clearly Associated with the Training Grant

Trainee	Doctoral Degree(s) and Year(s)	Faculty Member	Start Date	Summary of Support during Training	Degree(s) Resulting from Post-doctoral Training and Year(s)	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/ Role/ Year Awarded

Part III. Recent Graduates (Only For New Applications and Predoctoral Renewal/Revision Applications Requesting Postdoctoral Support)

Trainee	Doctoral Degree(s) and Year(s)	Faculty Member	Start Date	Summary of Support during Training	Degree(s) Resulting from Post-doctoral Training and Year(s)	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/ Role/ Year Awarded

Evaluation Plan

Yulia

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Career Development

SUPPORT FOR T32 EDUCATIONAL DEVELOPMENT AND EVALUATION

Yulia A. Strekalova, PhD, MBA

Director, CTSI Educational Development and Evaluation

&

Ast Res Prof, College of Journalism and Communications

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(352) 846-2399

THIS PRESENTATION

- Services
- Evaluation projects

SERVICES

- Program planning and development
  - *Development of educational objectives and logic models*
  - *Evaluation planning*
- Program evaluation
  - *Mixed methods evaluation*
  - *Trainee and mentor perspectives*
- Instructional design and instructional communication
  - *Consultation on online course design*
- *Entering Research* curriculum

canvas
BY INSTRUCTURE

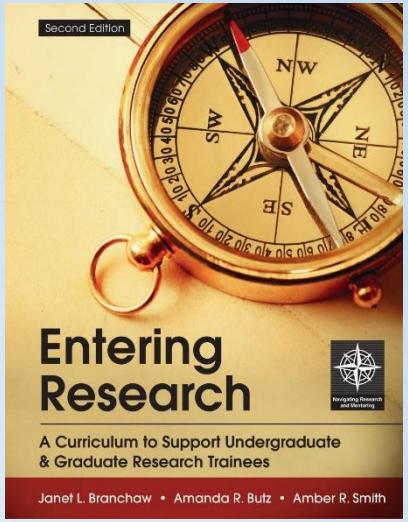
EVALUATION PROTOCOL

- Established protocol
  - *Interviews/focus groups*
  - *Survey*
- Tracking by UFID for cross-program benchmarks

ENTERING RESEARCH

Seven Areas of Trainee Development

1. **Research Comprehension and Communication Skills**
   - Develop Effective Interpersonal Communication Skills
   - Develop Disciplinary Knowledge
   - Develop Research Communication Skills
   - Develop Logical/Critical Thinking Skills
   - Develop an Understanding of the Research Environment
2. **Practical Research Skills**
   - Develop Ability to Design a Research Project
   - Develop Ability to Conduct a Research Project
3. **Research Ethics**
   - Develop Responsible and Ethical Research Practices
4. **Researcher Identity**
   - Develop Identity as a Researcher
5. **Researcher Confidence and Independence**
   - Develop Confidence as a Researcher
   - Develop Independence as a Researcher
6. **Equity and Inclusion Awareness and Skills**
   - Develop Skills to Deal with Personal Differences in the Research Environment
   - Advance Equity and Inclusion in the Research Environment
7. **Professional and Career Development Skills**
   - Explore and Pursue a Research Career
   - Develop Confidence in Pursuing a Research Career



NRMN
Mentoring to Diversify the Biomedical Workforce

CIMER
Center for the Improvement of Mentored Experiences in Research

UF

Save & Download Book 0

Activity

Networking 2: What Should Your Network Look Like-Complete

- **Professional & Career Development Skills**
- Research Comprehension & Communication Skills
- Researcher Identity
- Researcher Confidence & Independence
- Undergraduate
- Graduate
- Complete

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Activity

Networking 3: Your Brand-Complete

- **Researcher Identity**
- Research Comprehension & Communication Skills
- Researcher Confidence & Independence
- Professional & Career Development Skills
- Undergraduate
- Graduate
- Complete

Preview | Add to Book

Activity

Networking 4: Planning for Networking Opportunities and Engaging in Purposeful Interactions-Complete

- **Researcher Confidence & Independence**
- Research Comprehension & Communication Skills
- Researcher Identity
- Professional & Career Development Skills
- Undergraduate
- Graduate
- Complete

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Activity

Case Study: Overwhelmed-Complete

- **Researcher Confidence & Independence**
- Research Comprehension & Communication Skills
- Professional & Career Development Skills
- Undergraduate
- Graduate
- Complete

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Activity

Prioritizing Research Mentor Roles-Complete

- **Professional & Career Development Skills**
- Research Comprehension & Communication Skills
- Researcher Identity
- Undergraduate
- Graduate
- Complete

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Reflecting on Your Mentoring Relationship-Complete

- **Professional & Career Development Skills**
- Research Comprehension & Communication Skills
- Researcher Confidence & Independence
- Equity & Inclusion Awareness & Skills
- Undergraduate
- Graduate
- Complete

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Activity

Research Careers: The Informational Interview-Complete

- **Professional & Career Development Skills**
- Research Comprehension & Communication Skills
- Complete

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Activity

Research Experience Reflections 2: Reflection Exercise-Complete

- Research Comprehension & Communication Skills
- Practical Research Skills
- Research Ethics
- Researcher Identity
- Researcher Confidence & Independence
- Equity & Inclusion Awareness & Skills
- Professional & Career Development Skills
- Undergraduate
- Graduate
- Complete

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Activity

Research Group Diagram-Complete

- **Research Comprehension & Communication Skills**
- Professional & Career Development Skills
- Undergraduate
- Graduate
- Complete

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Activity

Research Rotation Evaluation-Complete

- **Professional & Career Development Skills**
- Research Comprehension & Communication Skills
- Graduate
- Complete

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Activity

Case Study: Responding to Feedback-Complete

- **Research Comprehension & Communication Skills**
- Equity & Inclusion Awareness & Skills
- Professional & Career Development Skills
- Undergraduate
- Graduate
- Complete

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Activity

Setting the Stage for Inclusive Discussions-Complete

- **Equity & Inclusion Awareness & Skills**
- Research Comprehension & Communication Skills
- Undergraduate
- Graduate
- Complete

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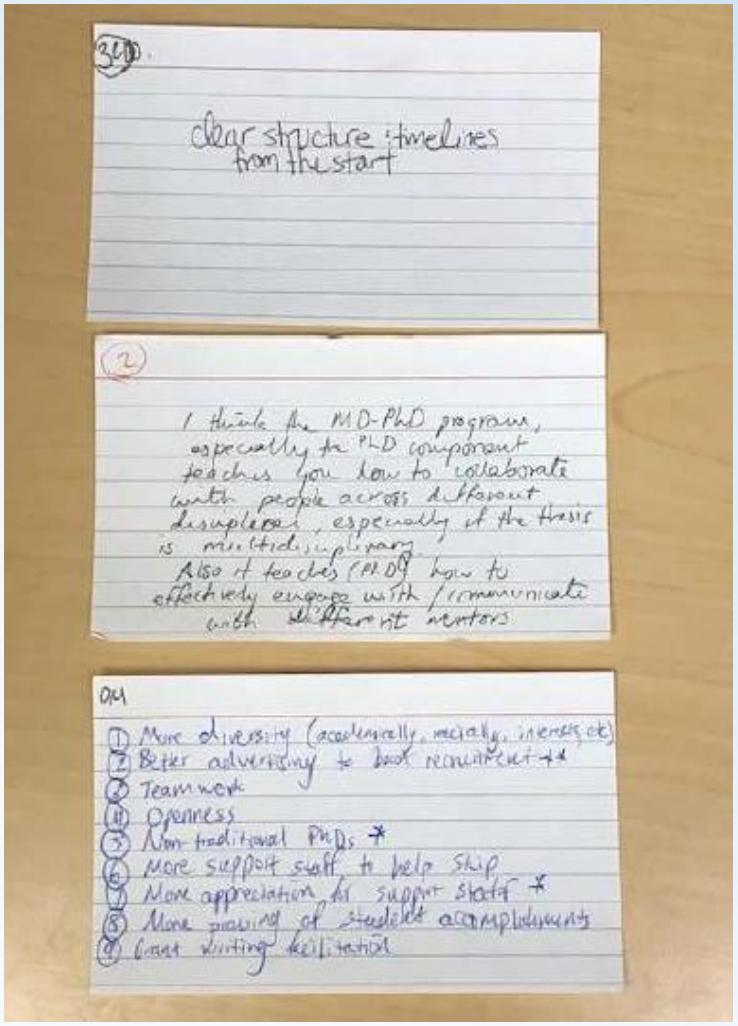
CURRENT PROJECTS

- Medical Scientist Training Program (MSTP) T32 program development
  - *Facilitated program development and concept mapping activities*
  - *Obtained feedback from over current 30 MD-PhD trainees*
  - *Developed multi-level educational and training objectives for the proposed MSTP program*
  - *Consulted on logic model development*

UF


clear structure & timelines from the start
I think the MD-PhD program, especially the PhD component teaches you how to collaborate with people across different disciplines, especially if the thesis is multidisciplinary.
Also it teaches (PI) how to effectively engage with / communicate with different mentors
More diversity (academically, racially, interests, etc)
Better advertising to boost recruitment **
Teamwork
Openness
Non traditional PhDs *
More support staff to help ship
More appreciation for support staff *
More praising of student accomplishments
Great writing facilitation


Career development

Inputs/Resources	Activities Years 1-4	Outputs Years 4-8	Outcomes Years 8-15
Process Evaluation	**Outcome Evaluation**		
Trainees Mentors Program Components Institutional Resources Local, State and National Networks and resources Federal Sponsors of Research Other Florida and US Universities	**Trainee-Level**		
	▪ Experiential Learning ▪ Team Scholarship	▪ Academic Performance ▪ Competency Development	▪ Degree Completion ▪ CTS Competencies
	Structural		
	▪ Training Program Support ▪ Career Development	▪ Scholar Development Infrastructure	▪ Career Placement
	Program Environment/Culture		
	▪ Professional Development ▪ Diversity and Inclusion	▪ Attitude and Mindset Development ▪ Training Environment	▪ Leadership
Motivating Conditions			

Inputs

- **Trainees:** Undergraduate background; Major Demographics
- **Mentors:** Publication and grant record, Mentoring record, Participation
- **Program Components:** Course syllabi review, Sections taught and enrollment, Course evaluations and peer observation
- **Institutional Resources:** Courses/workshops taught and enrollment, Services used and vouchers

Activities

- **Experiential Learning:** Review of course syllabi, Sections taught and enrollment, Course evaluations and peer observation
- **Team Scholarship:** Participation in TL1 and Practicum team science projects, Review of course syllabi
- **Training Program Support:** Participation (number, demographics), Meeting frequency
- **Career Development:** Faculty development of mentors, Courses/workshops taught, enrollment
- **Professional Development:** Course and project offerings, enrollment, Annual CV review and career profile update
- **Diversity and Inclusion:** Quality of trainees, Demographics

Outputs (short-term)

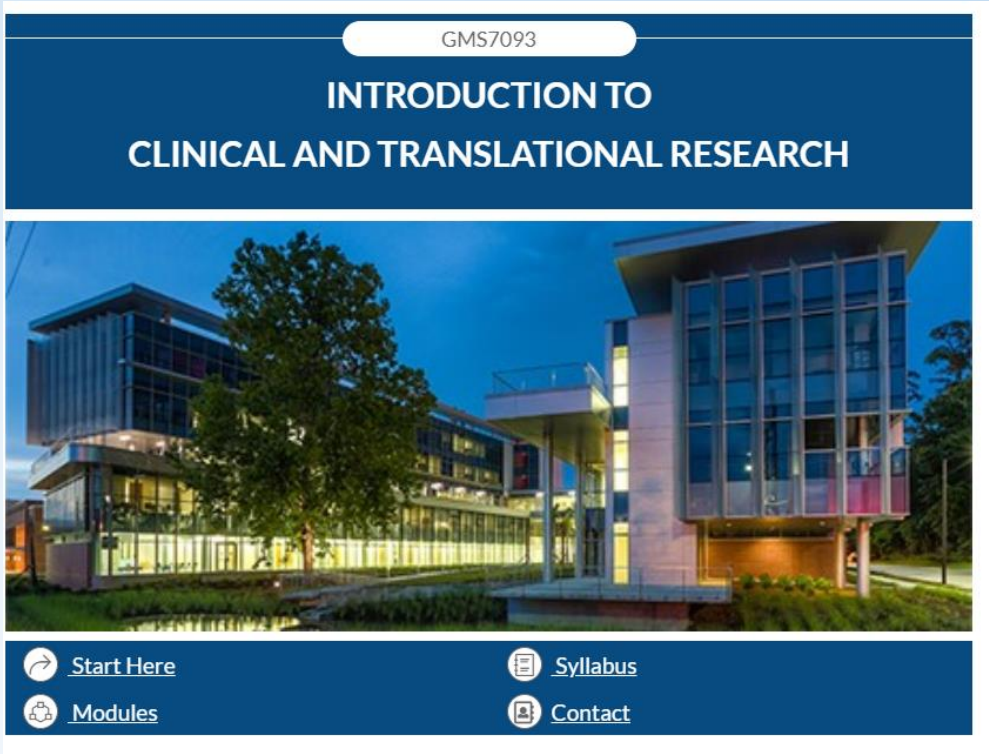
- **Academic Performance:** Transcript review, satisfactory grades, Degrees obtained, time-to-degree
- **Competency Development:** Competency-based assessment, Annual CV collection and career profile update, Abstracts submitted/presented at meetings, Publications
- **Scholar Development Infrastructure:** Attendance sheets and evaluation forms, Competency-based assessment, Mentorship Effectiveness Scale (learner), Mentorship Profile Questionnaire (faculty), Focus groups and individual interviews, Scholar participation as instructors, discussion leaders
- **Professional Networking:** CV review for collaborative projects, Grant and publication social network analysis, Focus groups and individual interviews, Professional network analysis
- **Attitude and Mindset Development:** Team Behavioral Observation Scales (BOS), Teamwork Quality Scale (TWQ), Cross-Disciplinary Collaborative Activities, Research Orientation Scale, Integrative Capacity Index, Session feedback from learners, Focus groups and individual interviews, Semi-structured interviews
- **Training Environment:** Recruitment reports, Focus groups and individual interviews, Semi-structured interviews

Outputs (long-term)

- **Degree Completion:** Annual CV collection and career profile update
- **MSTP Competencies:** Annual CV collection and career profile update, Competency-based assessment
- **Career Placement:** Residency or job placement after MD/PhD, Job placement after residency
- **Leadership:** Annual CV collection and career profile update, Behavioral Observation Scale

CURRENT PROJECTS

- Introduction to Clinical Translational Research course
  - *Instructional design strategy of an online version of*



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Trainee & Alumni Tracking

Audrey

UFHealth
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Office of Biomedical Research
Career Development

Trainee Tracking

- Data housed in Gator Train, a Microsoft Access database
- Ultimate goal: to track employment outcomes for all HSC PhDs & Postdoctoral trainees, including T32 trainees
- Data tracked:
  - Matriculation & Graduation dates, & research titles
  - Mentor(s) & PhD Program/Department affiliation
  - Training Grant affiliation
  - Career outcomes, including initial & current placements, coded according to a nationally-recognized taxonomy

Gator Train: Trainee Profile

Training and Education

Graduate Student
Current 1/1/1999 – 1/1/2004 Past
University of Florida
PhD SY 1: SY 2: SY 3: SY 4: SY 5: SY 6:

Postdoctoral Trainee
Current 1/2/2004 – 1/2/2008 Past
University of Florida
MPH SY 1: SY 2: SY 3: SY 4: SY 5: SY 6:

Current – Past
University of Florida
PhD SY 1: SY 2: SY 3: SY 4: SY 5: SY 6:

Record: 1 of 2 No Filter Search

Training Mentors

Michael Marsiske

Graduate Mentor
Open Mentor Form

Linda Cottler

Postdoctoral Mentor
Open Mentor Form

Albert Gator 3272

Potential Guest Speaker | Missing; Contact Mentor | Supported by HHS | Cancer Center

imaginaryemail@ufl.edu

First	Middle	Last
Albert	FLORIDA	Gator

Last Updated 6/19/2019 By AMD 12345678

Welcome to Gator Train! Before you enter, you must have up-to-date FERPA training!

Name (As it Appears on Training Grant)
Gator, Albert

TGE | URM | Disabled
Country: United States
Ethnicity: Not Reported
Gender: Male

Open Support

Record: 1 of 1 No Filter Search

Future Funding:

Professional Positions

Position 1957 - Updated 8/29/2018 AMD
Mascot
Department Initial Current Faculty
Athletics
Employer Research Non-Research Coded
University of Florida
Source
Path: Science Writing, Communication
Sector: Academia- Health Science College
Type: Not Related to Science

Position - Updated
Department Initial Current Faculty
Employer Research Non-Research Coded
Source
Path
Sector
Type

Record: 1 of 1 No Filter Search

Department or Interdisciplinary Program(s)

Microbiology & Cell Science PhD Program	Graduate Student	Open PDIP Form
Oral Biology Department	Postdoctoral Trainee	Open PDIP Form
		Open PDIP Form

Record: 1 of 2 Unfiltered Search

Sources

LinkedIn		Out of 12	
ResearchGate		Out of 10	
GoogleScholar		Out of 5	
ORCID	1112-2233-3444-5556	Out of 7	
CV		Social Media Metrics Total, Out of 34	

Website Generation & Management

Audrey

UFHealth
UNIVERSITY OF FLORIDA HEALTH

Office of Biomedical Research
Career Development

T32 Program Websites

- T32s are expected to have webpages on the host department's website
- Webpages should display PI, Mentor & Appointee data, describe the program goals and structure, and detail the application process/timeline
- Audrey Natwick will generate initial webpages for new programs

Career & Professional Development Programs

Wayne

UFHealth
UNIVERSITY OF FLORIDA HEALTH

Office of Biomedical Research
Career Development

Grad Student & Postdoc Career and Professional Development (GradDev)

Sponsored *by the* UF CTSI & UF Health

Academia
Biotechnology
Clinical Research
Regulatory Affairs & Science and Science Policy
Science Writing
Tech Transfer & Entrepreneurship
Individual Development Plans

GradDev Calendar

JUN 27 — Conversations with Women Leaders in the Life Sciences
From 7:30am until 9:30am

JUN 28 — Leadership In Action - 3rd Annual
From 2:00pm until 5:00pm

Career Development

The GradDev calendar lists career development seminars sponsored by UF Health departments and graduate programs, with speakers from a variety of job sectors related to health sciences research.

To have your events included on the GradDev calendar, please contact Susan Gardner (sgard@ufl.edu).

Career Interest Teams are informal groups designed to provide introductory experiences for graduate students and postdocs to become familiar with the various career options available for health sciences research. Participation is voluntary. Please feel free to attend any sessions you may be interested in.

UFHealth UNIVERSITY OF FLORIDA HEALTH — Career Interest Teams
… explore … network … pursue …

Do you have a plan? Check out the Individual Development Plans page for more information about career and professional development planning while you are in grad school or a postdoc.

New Course: What is a Research Professional?

GMS5905 (3G27)_What is a Research Professional (PDF)

Grad Student & Postdoc Career and Professional Development (GradDev)

Sponsored *by the* UF CTSI & UF Health

Collaboration
Grant Writing
Communication
Leadership
Mentoring
Research Management
Teaching

GradDev Calendar

JUN 27 — Conversations with Women Leaders in the Life Sciences
From 7:30am until 9:30am

JUN 28 — Leadership In Action - 3rd Annual
From 2:00pm until 5:00pm

Professional Skills

LEARN DISCOVER LEAD

SAVE THE DATE! Second Fridays of each month, 12:00 noon – 1:00 pm (feel free to bring your lunch!) All sessions in room C1–15 unless otherwise noted

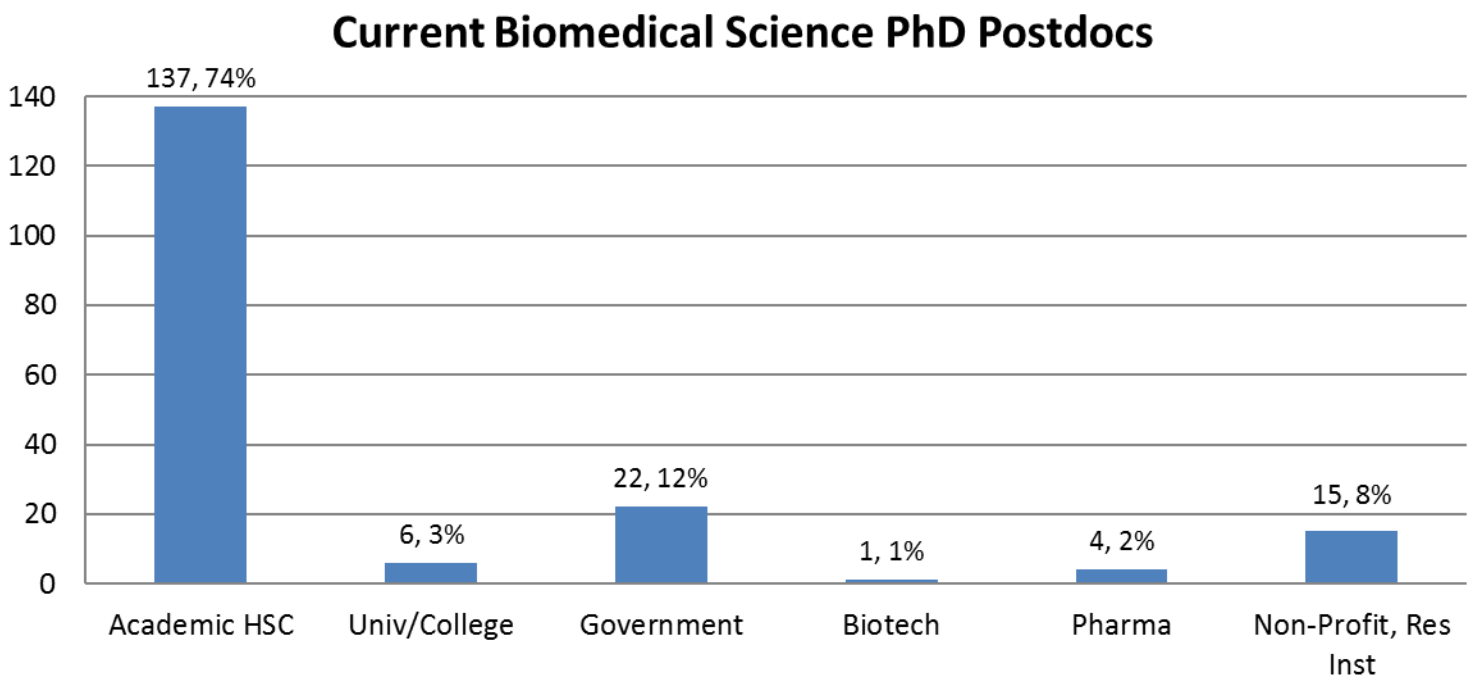
The "Learn – Discover – Lead" seminar series is designed to provide practical advice for PhD and dual degree scientists, who will be managing and leading research teams of their own. The target audience is graduate students, combined degree students, postdoctoral research trainees, and junior faculty, but everyone who may benefit from these seminars is welcome to attend!

***To register** for one of these seminars, click on the date.*

Date	Session Title	Presenter
4/12/2019 C2-33	Aligning Expectations for Mentoring	Roger Fillingim, PhD Director, CTSI Mentor Academy; Director, Pain Research and Intervention Center of Excellence; Professor, College of Dentistry

Career Outcomes

Interdisciplinary Program in Biomedical Sciences 1996-2016 Current Postdocs



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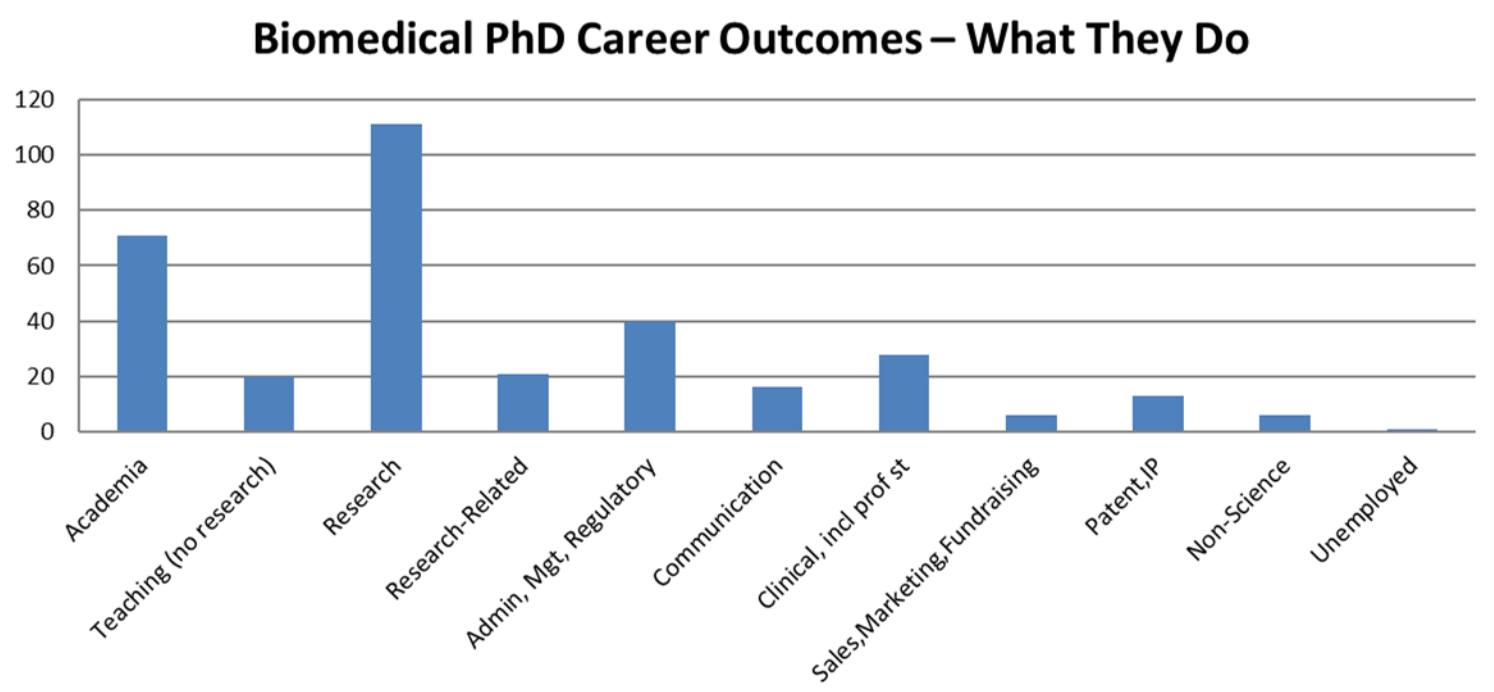
Career Outcomes

Interdisciplinary Program in Biomedical Sciences 1996-2016 Career Outcomes Beyond Postdoc



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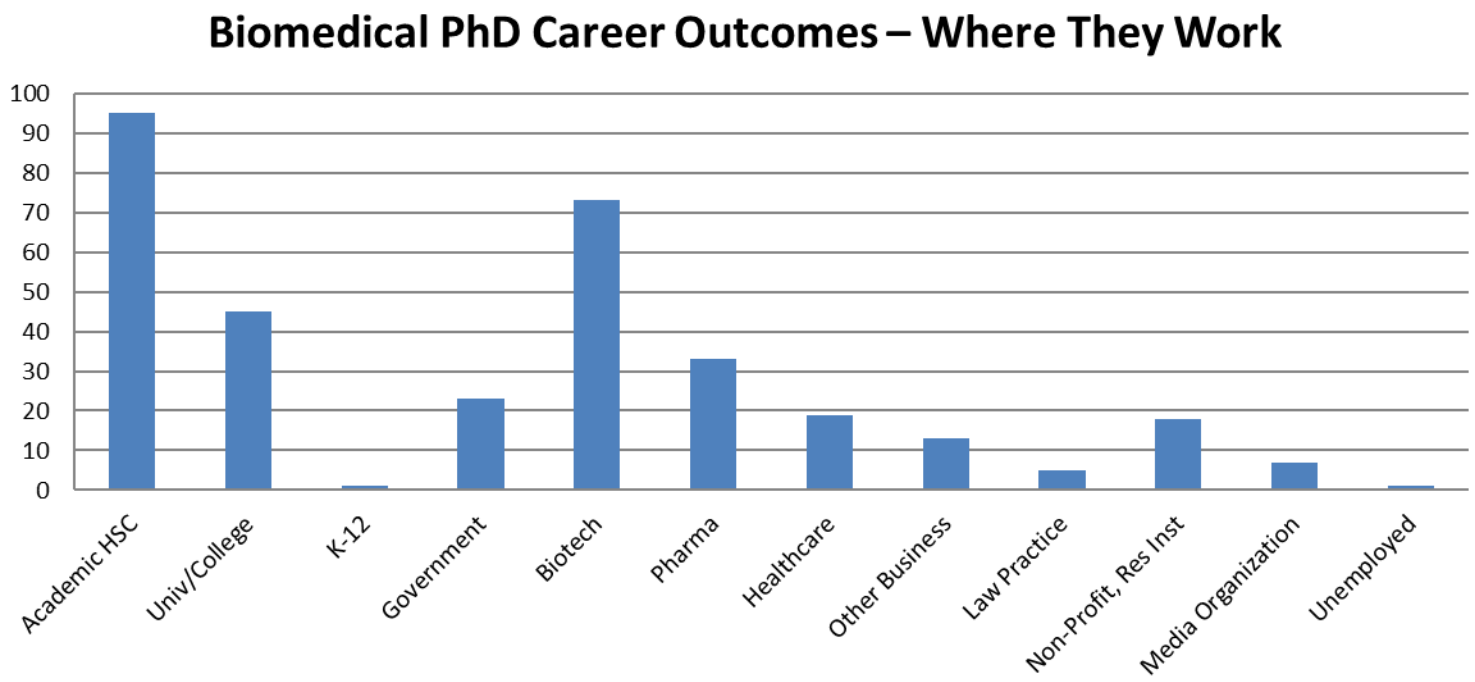
Career Outcomes

Interdisciplinary Program in Biomedical Sciences 1996-2016 Career Outcomes Beyond Postdoc



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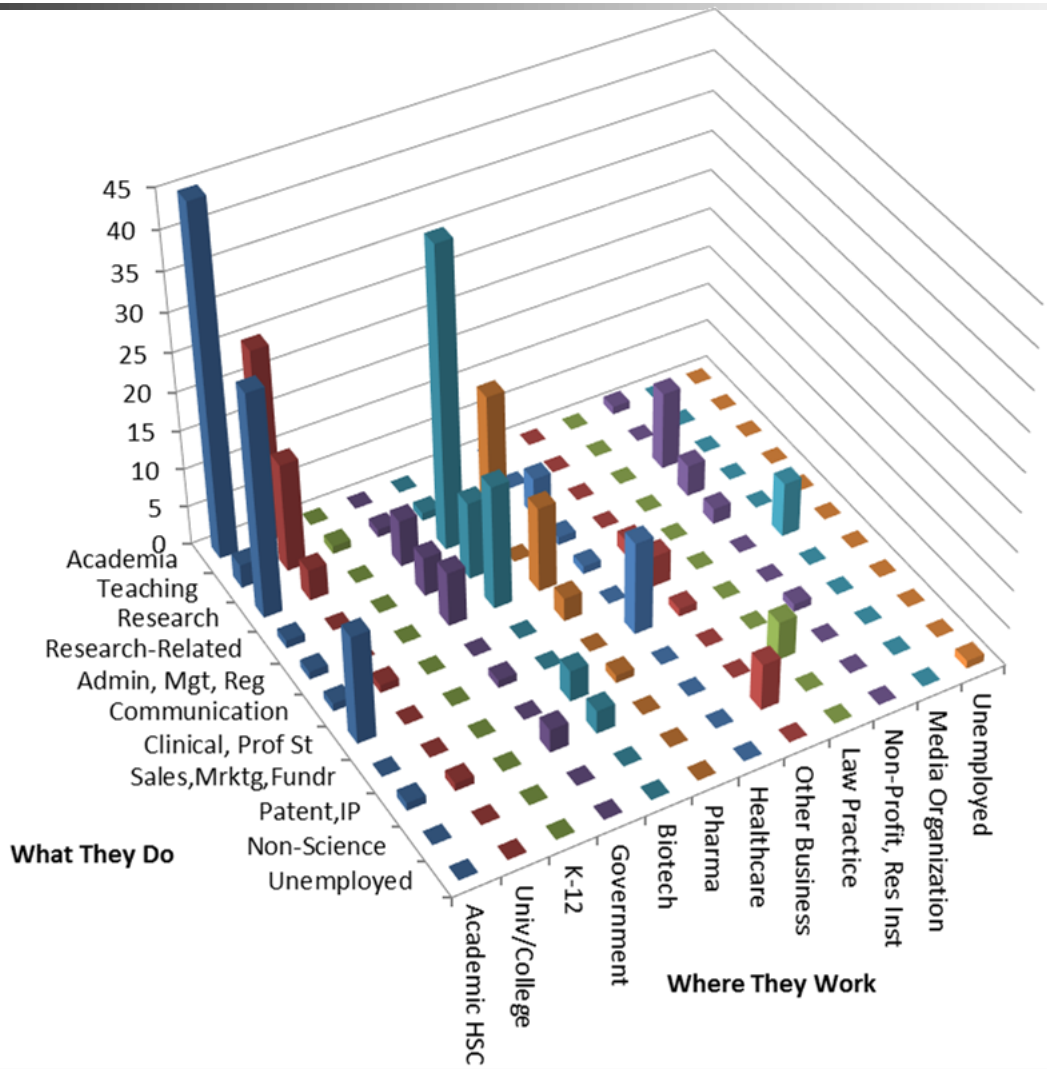
Career Outcomes

Interdisciplinary Program in Biomedical Sciences
1996-2016 Career Outcomes Beyond Postdoc



Team Science

Wayne

UFHealth
UNIVERSITY OF FLORIDA HEALTH

Office of Biomedical Research
Career Development

Taking Team Science to a Higher Level During Training

If We Expect Future Scientists To Work in Teams, They Should Be Trained in Teams

"TL1 Teams"

Supported by UF CTSA Awards TL1TR001428 and UL1TR001427

Levels of CTS Engagement for UF PhD & Dual Degree Students

TL1 Training Grant

- CTS Co-Major
- TL1 Team
- Publish
- ACTS Conference

CTS PhD Co-Major

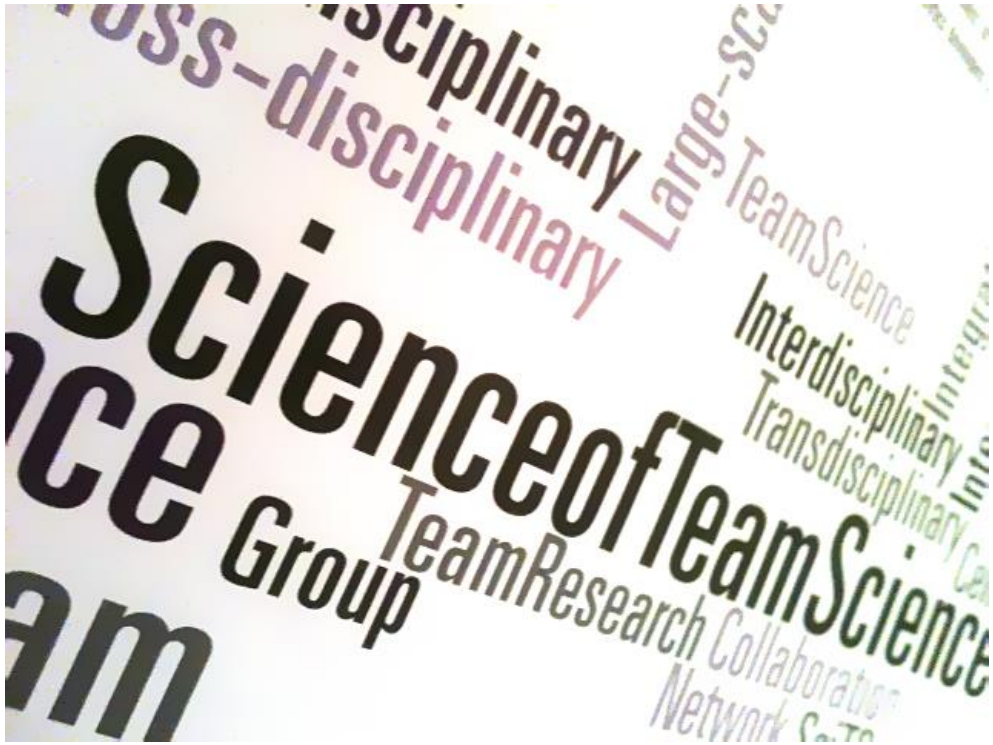
- Core (8)
- Electives (6)
- Clin/Trans PhD Aim
- CTSI Research Day

CTS Graduate Certificate

- CTS Core Curriculum (8 credits)
- Electives (3 credits)

How can we best prepare new researchers to USE team science?

- Use the "Science of Team Science" in our training programs
  - We know a *LOT* about how teams work
- Support team training via:
  - Didactic curriculum
  - Use TL1 training grant to support TEAMS of trainees



Team Science (GMS 6945)

- Intro to Team Science
- Preparing for Team Science
- Team Leadership
- Building a Research Team
- Writing a Collaboration Plan
- Managing Research Teams
- Conflict Management
- Team Monitoring
- Team Evaluation

Team Science (GMS 6945)

- Intro to Team Science
- Preparing for Team Science
- Team Leadership
- Building a Research Team
- Writing a Collaboration Plan
- Managing Research Teams
- Conflict Management
- Team Monitoring
- Team Evaluation

Behavioral Self-Assessment (DISC)

Vision/Mission/Values

Collaboration Plan

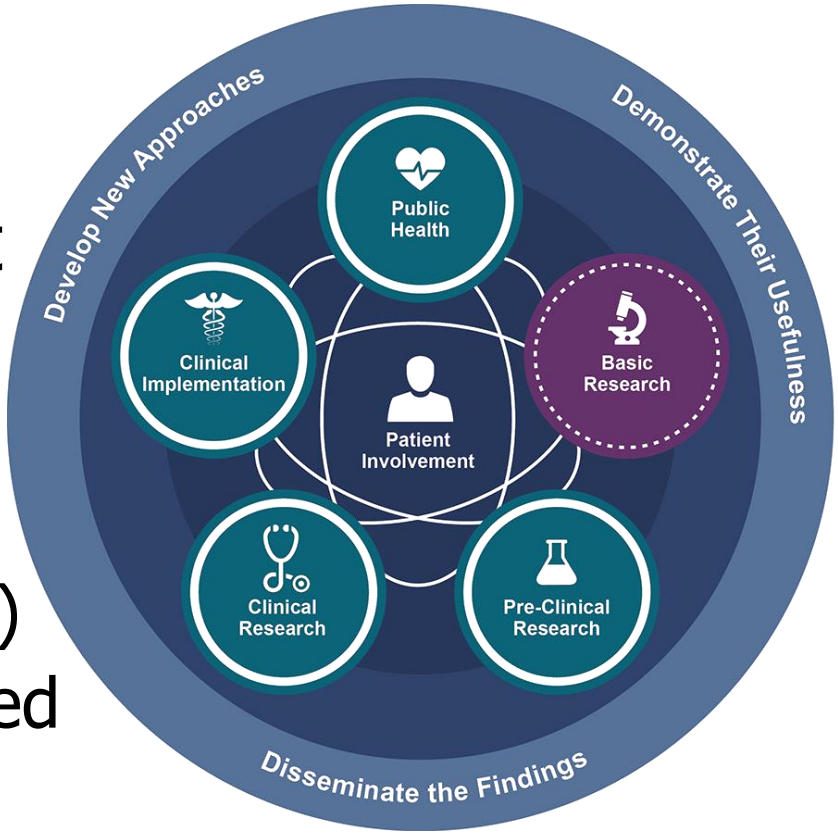
Authorship Agreement

2019

Team Dimensional Training

Translational Research & Therapeutics: Bench, Bedside, Community, & Policy (GMS 6847)

- Interdisciplinary teams identify unmet medical need of common interest
- T Phases
  - Lectures, readings
  - Immediate application by Team-Based Learning (TBL)
  - Apply to unmet medical need
  - Team reports
- Final report



TL1 Teams

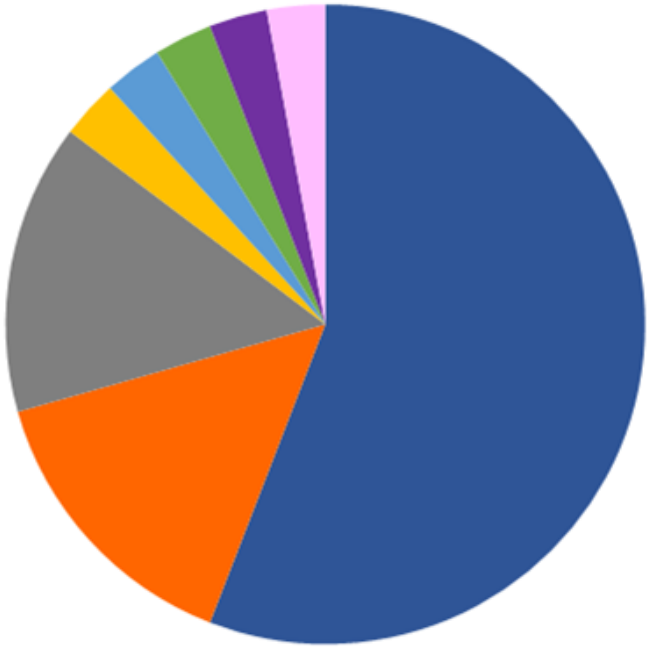
- Team members must be
  - from different PhD programs, in different colleges
  - from different labs
- TL1 Co-Mentors
- Extent of TL1 Team collaboration
  - Team specific aim(s)
    - ✓ Barrier to progress that collaboration addresses
    - ✓ Level of interdependence
    - ✓ Synergy between individual projects
    - ✓ Impact on individual dissertation research projects

2018 TL1 Teams

Team	PhD Majors	Team Project
1	Mass Communication	Rural Tobacco Users' Barriers to Participating in Research
	Health Education & Behavior	
2	Clin & Health Psychology	A TL1 Team Approach to Clinician Perspectives on Hoarding Disorder
	Biological Anthropology	
3	Nursing Sciences	Personalizing Donor Human Milk for the Preterm Infant
	Microbiology & Cell Science	
4	Biomedical Engineering	CNS-Localized Delivery of Neurotrophic Factors for Treatment of Parkinson's Disease
	Neuroscience	

Home Colleges of UF CTSI TL1 Trainees

Individual TL1 Trainees
(2009-16)



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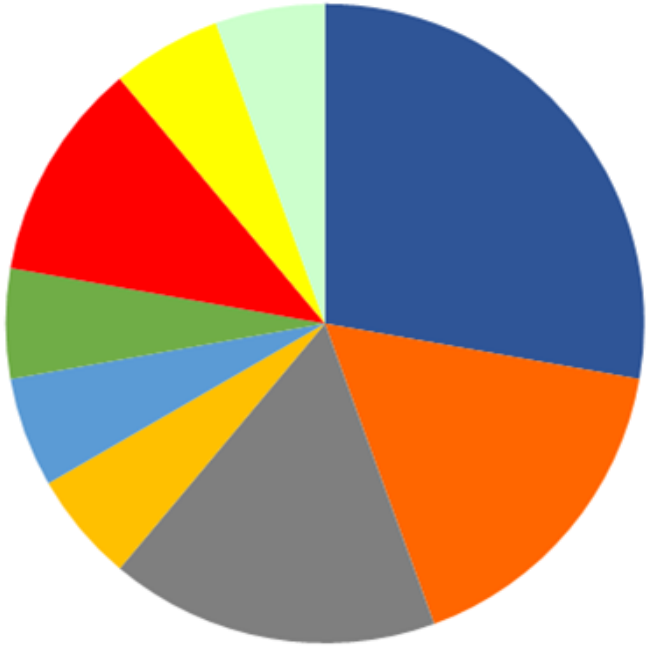
- Medicine/Dentistry
- Public Health & Health Professions
- Engineering
- Agriculture & Life Sciences
- Nursing
- Pharmacy
- Liberal Arts & Sciences
- Health & Human Performance
- Genetics Institute
- Veterinary Medicine
- Journalism & Communication

TL1 Teams
(2016-18)



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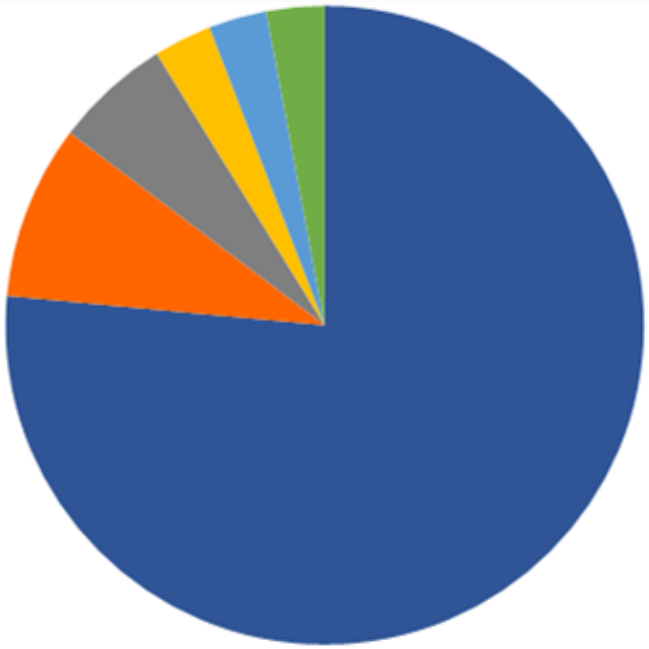
Degree Goals of UF CTSI TL1 Trainees

Individual TL1 Trainees
(2009-16)



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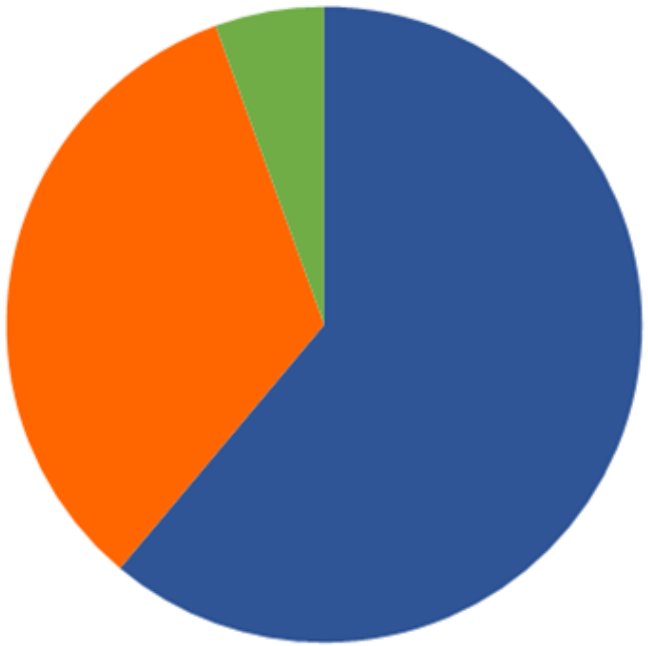
TL1 Teams
(2016-18)



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Agenda

- 8:30 am **Welcome and Workshop Goals** — Tom Pearson
- 8:50 am **Preparing Your Training Grant Application** — Tom Pearson
- 10:00 am **Coffee Break**
- 10:10 am **What's New with NIH Training Grants** — Wayne McCormack
- 10:25 am **The Application Timeline and Resources to Support Your T32 Application** — Audrey Natwick, Yulia Strekalova & Wayne McCormack
  - UF Training Grant History — Wayne
  - T32 Toolkit & T Team — Wayne
  - Application Timeline — Audrey
  - Data Tables — Audrey
  - Evaluation Plan — Yulia
  - Trainee & Alumni Tracking — Audrey
  - Website Generation & Management — Audrey
  - Career & Professional Development Programs — Wayne
  - Team Science — Wayne
- 11:45 am **Wrap-up Discussion**
- 11:55 pm **Adjourn**