

Attachment A.2.12: Data Form, Section 2—Report Annually
DATA FORM

The purpose of the Data Form is to document the BEST program activities at your institution and gather the information listed in the RFPs. Please read these instructions prior to completing the sections. If you have any questions, please contact [insert contractor name] at [insert contractor's email address].

The form consists of four sections: (1) Program Description and Participation in BEST Activities (reported annually); (2) Aggregate Data from Participating Departments/Graduate Programs (reported annually); (3) Baseline Information for the Five Years Prior to Receipt of the BEST Award (reported once); and (4) Information to Report in Year Four of the Award (reported once).

Updating the tables:

-If you do not need the example entries, you can enter the information from your institution by overwriting the information in the example cells.

-If you need to insert one or more rows into a table, click on the row number in the left margin of the worksheet to copy the entire example row, select "copy," and then select "Insert copied cells." You will now have two rows with examples. You can then enter your information that is specific to your institution by overwriting the example entries that you copied. Copying the row this way will allow you to keep the formatting for new rows.

Some of the questions have drop-down boxes embedded in the cell where the responses should be recorded. Cells with drop-down boxes have an arrow beside the cell, click on the cell where the response should be entered in order to see the arrow. Then, click on the arrow that is beside the cell in order to view the choices and click on the appropriate choice. The answer appears in the cell after it is selected.

SECTION 2. AGGREGATE DATA FROM PARTICIPATING DEPARTMENTS/GRADUATE PROGRAMS (REPORTED ANNUALLY)

OMB# 0925-XXXX EXP. DATE: XX/XX/XXXX

Public reporting burden for this collection of information is estimated to average 90 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Branch, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7974, ATTN: PRA (0925-XXXX) or by email to [insert @nih.gov email address]. Send the completed form to this address.

Please submit Section 2 annually to coincide with the submission of the NIH Research Performance Progress Report (RPPR) using the Secure Email File Transfer (SEFT) service. Email the form to [insert @nih.gov email address]. If you have any questions, please contact [insert contractor's name] at [insert contractor's email address].

Provide aggregate data for the departments and/or graduate programs from which your institution is recruiting BEST participants. Departments and graduate programs are referred to in the tables as "Departments/Graduate Programs Participating in BEST." If data are not available, indicate that in the comment section for each table.

For awardees with BEST programs spanning multiple institutions, please report the departments/graduate programs for each institution when completing the tables. For example, if a BEST program has participants from University #1 and University #2, each participating department/graduate program from both universities would need to be reported.

A. ACADEMIC YEAR REPORTING PERIOD

A1: START (MM/DD)

A2: END (MM/DD)

B. INSTITUTION

C. PROGRAM

D. NAME OF POINT OF CONTACT

E. EMAIL OF POINT OF CONTACT

F. DATE FORM SUBMITTED

RESPONSES

DATA FORM - SECTION 2. AGGREGATE DATA FROM PARTICIPATING DEPARTMENTS/GI

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Table 9	Doctorate Degrees Awarded
Tables 10 and 11	Subsequent Postdoctoral Training for Ph.D. Recipients
Table 12	Graduate Students Exiting before Obtaining Ph.D. Degree
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RADUATE PROGRAMS (REPORTED ANNUALLY)

TRAINEE DIVERSITY REPORT OMB 0925-0002 (REV. 08/12)

The information in this section meets the RFA requirement to submit the NIH Training Diversity Report. In the form the term trainee refers to graduate students and postdoctoral scientists participating in the BEST program.

Report on the following:

- Individuals from racial and ethnic groups that have been shown by the National Science Foundation to be underrepresented in health-related sciences on a national basis.
- Individuals with disabilities, who are defined as those with a physical or mental impairment that substantially limits one or more major life activities.
- Individuals from disadvantaged backgrounds who are defined as:
 - Individuals who come from a family with an annual income below established low-income thresholds, which are found at HHS - Poverty Guidelines, Research, and Measurement [<http://aspe.hhs.gov/poverty/index.cfm>]. Such participants have (1) qualified for Federal disadvantaged assistance, (2) received Health Professions Student Loans (HPSL) or Loans for Disadvantaged Student Program, or (3) received scholarships from the U.S. Department of Health and Human Services under the Scholarship for Individuals with Exceptional Financial Need.
 - Individuals who come from a social, cultural, or educational environment, such as that found in certain rural or inner-city environments that have demonstrably and recently directly inhibited the individual from obtaining the knowledge, skills, and abilities necessary to develop and participate in a research-intensive or research-related career.

NIH Trainee Diversity Report

This report format should NOT be used for data collection from trainees.

Training Grant Title:

Total Number of Appointed:

Grant Number:

PART A. TOTAL TRAINEE APPOINTMENTS REPORT: Number of Trainees Appointed by Ethnicity and Race				
Ethnic Category	Females	Males	Sex/Gender Unknown or Not Reported	Total
Hispanic or Latino	<i>Ex. 9</i>	<i>Ex. 11</i>	<i>Ex. 0</i>	<i>Ex. 20**</i>
Not Hispanic or Latino	<i>Ex. 140</i>	<i>Ex. 150</i>	<i>Ex. 0</i>	<i>Ex. 290</i>
Unknown (individuals not reporting ethnicity)	<i>Ex. 2</i>	<i>Ex. 4</i>	<i>Ex. 4</i>	<i>Ex. 10</i>
Ethnic Category: Total of All Trainees*	<i>Ex. 151</i>	<i>Ex. 165</i>	<i>Ex. 4</i>	<i>Ex. 320*</i>
Racial Categories				
American Indian/Alaska Native	<i>Ex. 15</i>	<i>Ex. 15</i>	<i>Ex. 0</i>	<i>Ex. 30</i>
Asian	<i>Ex. 34</i>	<i>Ex. 20</i>	<i>Ex. 2</i>	<i>Ex. 56</i>
Native Hawaiian or Other Pacific Islander	<i>Ex. 16</i>	<i>Ex. 13</i>	<i>Ex. 0</i>	<i>Ex. 29</i>
Black or African American	<i>Ex. 24</i>	<i>Ex. 20</i>	<i>Ex. 1</i>	<i>Ex. 45</i>

White	<i>Ex. 80</i>	<i>Ex. 68</i>	<i>Ex. 2</i>	<i>Ex. 150</i>
More Than One Race	<i>Ex. 3</i>	<i>Ex. 2</i>	<i>Ex. 0</i>	<i>Ex. 5</i>
Unknown or Not Reported	<i>Ex. 1</i>	<i>Ex. 1</i>	<i>Ex. 3</i>	<i>Ex. 5</i>
Racial Categories: Total of All Trainees*	<i>Ex. 173</i>	<i>Ex. 139</i>	<i>Ex. 8</i>	<i>Ex. 320*</i>

Part B. HISPANIC TRAINEE APPOINTMENTS REPORT: Number of Hispanics or Latinos Appointed

Racial Categories	Females	Males	Sex/Gender Unknown or Not Reported	Total
American Indian/Alaska Native	<i>Ex. 1</i>	<i>Ex. 2</i>	<i>Ex. 0</i>	<i>Ex. 3</i>
Asian	<i>Ex. 1</i>	<i>Ex. 1</i>	<i>Ex. 0</i>	<i>Ex. 2</i>
Native Hawaiian or Other Pacific Islander	<i>Ex. 0</i>	<i>Ex. 1</i>	<i>Ex. 0</i>	<i>Ex. 1</i>
Black or African American	<i>Ex. 2</i>	<i>Ex. 2</i>	<i>Ex. 0</i>	<i>Ex. 4</i>
White	<i>Ex. 4</i>	<i>Ex. 4</i>	<i>Ex. 0</i>	<i>Ex. 8</i>
More Than One Race	<i>Ex. 1</i>	<i>Ex. 1</i>	<i>Ex. 0</i>	<i>Ex. 2</i>
Unknown or Not Reported	<i>Ex. 0</i>	<i>Ex. 0</i>	<i>Ex. 0</i>	<i>Ex. 0</i>
Racial Categories: Total of Hispanics or Latinos**	<i>Ex. 9</i>	<i>Ex. 11</i>	<i>Ex. 0</i>	<i>Ex. 20**</i>

PART C. TRAINEES WITH DISABILITIES OR FROM DISADVANTAGED BACKGROUNDS

Number of Trainees with Disabilities:	<i>Ex. 20</i>
Number of Trainees from Disadvantaged Backgrounds:	<i>Ex. 80</i>

(*) (**) These totals must agree

PARTICIPATION IN THE BEST PROGRAM BY GRADUATE DEPARTMENTS/PROGRAMS

Table 8. Participating Departments/Graduate Programs, Number of Graduate Students and Postdoctoral Scientists, and BEST Participants in Departments/Graduate Programs.

A Departments/Graduate Programs Participating in BEST	Total Number of all Graduate Students and Postdoctoral Scientists in Participating Departments/Graduate Programs		Number of Graduate Student Postdoctoral Scientists Participating BEST	
	B Total Number of Graduate Students	C Total Number of Postdoctoral Scientists	D Number of Graduate Students	E Number of Postdoctoral Scientists
<i>Ex. Chemistry Department</i>	<i>Ex. 100</i>	<i>Ex. 50</i>	<i>Ex. 75</i>	<i>Ex. 25</i>
Total:				

Data Source(s):

Additional Comments:



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er of ctoral tists

DOCTORATE DEGREES AWARDED

The information in this section addresses the following RFA Item: Graduate Degree(s) Obtained.

Table 9. Elapsed Time to Doctorate (ETD)* for Graduate Students in Participating Departments/Graduate Programs

*Represents the total elapsed time from entry into the graduate program to doctoral degree completion, with leaves of absence included.

A Departments/Graduate Programs Participating in BEST	B Total Number of Students in Programs in Column A who Received a Ph.D. in the Past Academic Year	C Elapsed Median Time to Doctorate (in Years) for Students in Column B	D Number of Students in Programs in Column A who Participated in BEST and Received a Ph.D. in the Past Academic Year
<i>Ex. Biology</i>	<i>Ex. 100</i>	<i>Ex. 6.25 years</i>	<i>Ex. 25</i>
Total:			

Data Source(s):

Additional Comments:

Graduate Programs absence or other enrollment lapses counting toward the ETD.		
E Elapsed Median Time to Doctorate (in Years) for Students in Column D	F Number of Students in Programs in Column A who <u>Did Not Participate in BEST</u> and Received a Ph.D. in the Past Academic Year	G Elapsed Median Time to Doctorate (in Years) for Students in Column F
<i>Ex. 5.5 years</i>	<i>Ex. 75</i>	<i>Ex. 6.5 years</i>

SUBSEQUENT POSTDOCTORAL TRAINING FOR PH.D. RECIPIENTS

The information in this section addresses the following RFA Item: Subsequent immediate job placement or p
(Note: This information addresses Desired Impact #2, Reduce time to desired, non-training, non-terminal co
positions.)

Table 10. Postdoctoral Training for Ph.D. Recipients from the Awardee Institution

Categories	Ph.D. Recipients from Participating Departments/Graduate Programs		
	A Total	B Number of BEST Participants	C Number of Non- Participants in BEST
Obtained a postdoctoral position at the Awardee institution	<i>Ex. 60</i>	<i>Ex. 18</i>	<i>Ex. 42</i>
Obtained a postdoctoral position at another institution	<i>Ex. 30</i>	<i>Ex. 2</i>	<i>Ex. 28</i>
Did not go into a postdoctoral position	<i>Ex. 10</i>	<i>Ex. 5</i>	<i>Ex. 5</i>
Total	<i>Ex. 100</i>	<i>Ex. 25</i>	<i>Ex. 75</i>

Data Source(s):

Additional Comments:

Table 11. Length of Time in Postdoctoral Training

A Departments Participating in BEST	B Total Number of Scientists from Column A Currently in Postdoctoral Training Positions at the Awardee Institution	C Average Length of Time in Postdoctoral Training for Scientists in Column B
<i>Ex. Life Science</i>	<i>Ex. 50</i>	<i>Ex. 2.5 years</i>

Data Source(s):

Additional Comments:



post-doctoral activity.
career opportunities and reduce time in postdoctoral

D Number of Scientists from Column B who are Participating in BEST	E Average Length of Time in Postdoctoral Training for Scientists in Column D
<i>Ex. 35</i>	<i>Ex. 2 years</i>

GRADUATE STUDENTS EXITING BEFORE OBTAINING PH.D. DEG

The information in this section addresses the following RFA Item: Information on guidance, including when - during the training period - this change of track took place

Table 12. Students in Participating Departments/Graduate Programs not

A Departments/Graduate Programs Participating in BEST	B Number of Students in Participating Departments/Graduate Programs from Column A who Left their Department/Graduate Program Before Completing their Ph.D.
<i>Ex. Biology</i>	<i>Ex. 5</i>
Total:	

Data Source(s) [e.g., institution exit survey, alumni survey, interview]:

Additional Comments:

REE

*graduate students who pursued other degree programs as a result of this program's
1ce.*

completing a Ph.D., and their Subsequent Career Path

<p style="text-align: center;">C What Students in Column B have Done since Exit</p>
<p><i>Ex. Student 1: Left department to attend law school.</i> <i>Student 2: Plans to pursue a Master's degree in public policy</i> <i>Student 3: Left program for a job in sales at a pharmaceutical company</i> <i>Student 4: Unknown</i> <i>Student 5: Left due to illness and is currently unemployed.</i></p>

PARTICIPATION OF FACULTY AND EXTERNAL PARTNERS

The information in this section addresses the following RFA Items:

-Number of faculty from applicant and partner institutions who participate as mentors, instructors, preceptor participation in activities contributing to the goals of the program.

-Number of faculty from applicant institutions who participate by virtue of having student and/or postdocs f

-Faculty attitudes toward program training goals and time of students spent outside the laboratory; how atti

13a. Please explain how your institution defines faculty participation in the BEST program. Consiste instructors, or preceptors for BEST training:

Example: Our institution defines faculty participation as when faculty members serve as mentors in i

13b. What strategies do you use to engage the faculty in BEST activities?

Example: Flyers about the BEST program activities are placed in the faculty's mailboxes, presentati Investigators have regular one-on-one meetings with faculty

Table 14. Faculty with Graduate Students Participating in the BEST Program

Note: Faculty participation is based on the definition provided in Question 13a.

A Departments/Graduate Programs Participating in BEST	B Total Number of Faculty in Participating Departments/Graduate Programs	C Number of Faculty in Column B Participating in the BEST Program
<i>Ex. Biology</i>	<i>Ex. 30</i>	<i>Ex. 10</i>
Total:		

Data Source(s):

Additional Comments:

Table 15. Faculty with Postdoctoral Scientists Participating in the BEST Program

Note: Faculty participation is based on the definition provided in Question 13a.

A Departments Participating in BEST	B Total Number of Faculty in Participating Departments	C Number of Faculty in Column B Participating in the BEST Program
<i>Ex. Biology</i>	<i>Ex. 30</i>	<i>Ex. 10</i>
Total:		

Data Source(s):

Additional Comments:

Table 16. Activities Offered to Faculty as Part of BEST Program

Activity Description
<i>Ex. Workshop on Mentoring</i>

Data Source(s):

Additional Comments:

Table 17. Faculty Attitudes Regarding Career Development, Career Paths, and Careers in Aca

17a. What faculty attitudes are you measuring? (select Yes/No)	
a. Attitudes towards graduate students participation in career development activities	
b. Attitudes towards postdoctoral scientists participation in career development activities	
c. Attitudes towards graduate students considering a broad range of career paths	
d. Attitudes towards postdoctoral scientists considering a broad range of career paths	
e. Attitudes towards encouraging graduate students to pursue careers in academia	
f. Attitudes towards encouraging postdoctoral scientists to pursue careers in academia	
g. Other (please specify):	
17b. Please report the method(s) used to assess faculty attitudes, the total number of faculty invited to	
Data Collection Method	Used? (Yes/No)
a. Surveys	
b. Focus groups	
c. Interviews	
d. Other (please specify):	
17c. Please provide a brief summary of the results below:	

Table 18. Lists and Roles of External Partners

External Partner Organization	Role in BEST Program
<i>Ex. Merck</i>	<i>Ex. Hosted internships</i>
<i>Ex. Science Writers Inc.</i>	<i>Ex. Gave seminar on science writing</i>

Data Source(s):

Additional Comments:

Table 19. Non-NIH Sources of Funding for BEST Activities

(Note: Examples include funds for internships, travel to scientific meetings, and co-funding of courses)

A Purpose	B Sources of Funding	C Nature of Funding
<i>Ex. Consultant for career coaching</i>	<i>Ex. Graduate School</i>	<i>Ex. Salary for career coaching consultant</i>
<i>Ex. Internships</i>	<i>Ex. Merck</i>	<i>Ex. Stipends for five interns</i>

Data Source(s):

Additional Comments:



ers for the training activities developed through program; Degree of faculty

rom their laboratories engaged in training activities of the program

tudes change as a result of the program

ent with the RFA, participation by faculty includes acting as mentors,
[the mentorship component of BEST](#)

[ions about BEST activities are given at faculty meetings, and BEST Principal](#)

D Number of Faculty in Column B NOT Participating in the BEST Program	E Number of Faculty in Column D who have Graduate Students from their Labs Participating in BEST Training Activities
<i>Ex. 20</i>	<i>Ex. 5</i>

D Number of Faculty in Column B NOT Participating in the BEST Program	E Number of Faculty in Column D who have Postdoctoral Scientists from their Labs Participating in BEST Training Activities
<i>Ex. 20</i>	<i>Ex. 2</i>

Number of Hours	Frequency
<i>Ex. 1 hour</i>	<i>Ex. Monthly</i>

demia

Yes/No

o participate, and the number of faculty participating.

Total Number of Faculty Invited	Number of Faculty Respondents

es.)

D Approximate Amount	E Period of Time
<i>Ex. \$75,000</i>	<i>Ex. 2 years</i>
<i>Ex. \$30,000</i>	<i>Ex. Once in 2016</i>