

Table 2. Participating Faculty Members

Rationale

This information allows reviewers to assess the distribution of participating faculty by rank (junior vs. senior), by research interests, and by department or interdepartmental program. In addition, data on the mentoring records of faculty permit an evaluation of the experience of participating faculty in facilitating the progression of international trainees undergraduates in their careers. The data concisely summarizes information about the training faculty.

Instructions

List participating faculty, in alphabetical order by last name, who will serve as training faculty and have a stated level of effort, even if no salary support is requested, for their level of effort. For each participating faculty member, provide:

- 1) **Name.** Include the full name in the format, -Last Name, First Name and Middle Initial.
- 2) **Degree(s).** Provide the faculty member's terminal degree(s).
- 3) **Rank.** Provide the academic rank held by each faculty (e.g., Asst. Prof. for Assistant Professor, Assoc. Prof. for Associate Professor, Prof. for Professor, Res. Asst. Prof. for Research Assistant Professor, Lecturer, Instructor).
- 4) **Primary Department or Program.** List the primary affiliation (department, interdepartmental program, or other academic unit). Add institution if different from the applicant institution.
- 5) **Research Interest.** Provide the faculty member's research interest relevant to the proposed training program.
- 6) **Training Role.** Provide up to three role(s) for each faculty in the proposed training program, selected from the following options: PD/PI, Preceptor/Mentor, Executive Committee or Training Advisory Committee member (Exec. Comm./TAC), ~~Other Committee member (Other Comm.)~~, Other.

Mentoring Record (Items 7-9). For the last 10 years, provide the record for mentoring international trainees undergraduate students who have been or are currently engaged in research training under the faculty member's primary supervision.

- 7) **International trainees Undergraduates in Training.** Provide the number of international trainees undergraduates who are currently in training under the faculty member's supervision.
- 8) **International trainees Undergraduates Graduated.** Provide the number of international trainees undergraduates who were awarded a their Bachelor's-degree or completed research training experience during the last 10 years.
- 9) **International trainees Undergraduates Continued in Research or Related Careers.** Provide the number of international trainees undergraduates who pursued further research training or a research or research-related career doctoral (biomedical or behavioral PhD and or combined PhD) degree(s) during the last 10 years.

Summarize these data in the Research Training Program Plan, within the Background Section and the Program Faculty Section of the Program Plan. Use the narrative to describe the distribution of participating faculty by academic rank, department or interdepartmental program, institution, 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 undergraduates international trainees. Comment on the inclusion of faculty whose mentoring records may suggest limited recent training experience with international trainees, at the undergraduate level.

Sample Table 2. Participating Faculty Members

Name	Degree(s)	Rank	Primary Department or Program	Research Interest	Training Role	International Trainees Undergraduates-In Training	International Trainees Undergraduates Graduated or Completed Training	International Trainees Undergraduates Continued in Research or Related Careers
Banda, Edith	MBBS, MSc	Asst Prof	Epidemiology	Infectious diseases	Mentor	4	10	9
Brown, James M	MPH, PhD	Prof	Epidemiology USA University	Infectious diseases	MPI/PD	3	8	7
Ngura, Elizabeth	MBBS, PhD	Prof	Epidemiology	HIV	Mentor	5	18	16
Jones, Shirley	Ms, PhD	Prof	Biostatistics USA University	Modeling,	Mentor	1	4	4
Phiri, Moses	MBBS, PhD	Prof	Microbiology	TB and HIV/TB	PI/PD	10	20	18
White, Richard	MD, PhD	Asst Prof	Epidemiology USA University	HIV	Mentor	2	4	4

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

Rationale

This table will permit an evaluation of the current level of support for ~~undergraduate~~ research training and the extent to which the proposed ~~undergraduate~~ program has overlap with other similar programs at the institution and in participating faculty.

Instructions

For all currently active, ~~sponsor-supported federal~~ institutional training (e.g., NIH ~~D43, U2R, Wellcome Trust T34, TL4~~), and research education (e.g., NIH ~~R25, RL5~~) support available to the participating faculty members for ~~international trainee undergraduate~~ support, list the following:

- 1) **Grant Title.** Provide the full grant title. Do not list all training and related grants at the participating institution(s); list only those ~~undergraduate~~ programs with any overlapping faculty. (i.e., including any of the ~~same~~ faculty members participating in the proposed training programs).
- 2) **Award Number/Sponsor.** Provide the full award number (or Sponsor name and identifier, if not NIH).
- 3) **Project Period.** Provide project period dates inclusive of the entire project period, in the format MM/YYYY-MM/YYYY
- 4) **PD/PI.** Provide the name of the PD/PI(s), in the format Last Name, First Name Middle Initial.
- 5) **Number of ~~International Trainees Supported Undergraduate Positions~~.** Provide the number of ~~full-time undergraduate training positions international trainees supported for at least one person-month by the award~~. In the Total row, sum the number of international trainees supported for at least one person-month undergraduate positions across all awards and enter the total in bold font.
- 6) **Names of Overlapping Faculty.** List the last names of all overlapping faculty who will serve as training faculty and have a stated level of effort, even if no salary support is requested.

Summarize these data in the Background Section of the Research Training or Research Education Program Plan. Use the narrative to summarize the level of research training support at the institution(s). Comment on instances where the tabular data indicate that there may be substantial overlap of participating faculty.

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

Grant Title	Award Number/ Sponsor	Project Period	PD/PI	Number of International Trainees Supported Positions	Names of Overlapping Faculty
HIV Epidemiology Training Grant	NIH , D43TW23692	07/2013-06/2018	Brown, James	6	Brown White Phiri
Lab capacity for HIV/TB coinfection	Wellcome Trust, ABCDE	04/2014-03/2017	Phiri, Moses	4	Phiri Banda
Building an Effective Ethical Review Committee	EDCTP XYZ	03/2015-02/2019	Phiri, Moses	10	Phiri, Ngura
Career Development in Biostatistics	NIH, K01TW88888-03	07/2014-06/2018	Sterman, Patricia	NA	Jones,
Total				20	

Table 4. Research Support of Participating Faculty Members

Rationale

This table provides evidence of the strength of the research environment, the availability of funds to support research conducted by the trainees, and the appropriateness of the participating faculty in terms of their active research support.

Instructions

For each faculty member [with any level of effort on this application \(with or without salary support\)](#), list the following:

- 1) **Faculty Member.** List participating faculty members in alphabetical order by last name, in the format Last Name, First Name and Middle Initial.
- 2) **Funding Source.** List the funding source as NIH, AHRQ, NSF, Other Federal (Other Fed), University (Univ), Foundation (Fdn), None, or Other. If none, state "None." **Exclude applications pending review or award.**
- 3) **Grant Number.** For each participating faculty member, provide the full grant number ([or Sponsor -identifier, -if not NIH](#)) for the currently active research grant support in which the faculty member ~~has a role of~~ [is the](#) PD/PI from all sources that will provide the context for research training experiences. Exclude institutional research training grants, institutional career development grants, and research education grants.
- 4) **Role on Project.** Provide the role of the faculty member on the research project grant (PD/PI or Center Project PI roles **only**).
- 5) **Grant Title.** Provide the Grant Title.
- 6) **Project Period.** List the inclusive dates of the entire project period (in the format MM/YYYY-MM/YYYY).
- 7) **Current Year Direct Costs.** Provide the direct costs for the current budget period. Calculate and provide the average grant support per Participating Faculty Member in the last row.

If the source of support is part of a multiple project grant (e.g., a P01), provide the above information only for that component of the grant on which the faculty member is the Project PI.

Summarize these data in the Program Plan ([Program Faculty Section](#)) of the Research Training Program Plan [or Research Education 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.

Sample Table 4. Research Support of Participating Faculty Members

Faculty Member	Funding Source	Grant Number	Role on Project	Grant Title	Project Period	Current Year Direct Costs (US\$)
Banda, Edith	Gov of Kenya	1234	PI	Lab errors in diagnosis of TB in HIV infected patients	07/2014-06/2017	\$100,000
Brown, James	NIH	P30 AI999997	Center PI	USA University Center for AIDS Research	08/2015-07/2019	\$500,000
Jones, Shirley	Gates Foundation	6789	PI	Modeling Approaches for Infectious Diseases	10/2013-9/20/16	\$300,000
Ngura, Elizabeth	NIH	R01 AI999998	Investigator	The role of factor X in HIV/TB co-infection	03/2014-02/2018	\$200,000
Phiri, Moses	NIH	R01 AI999998	Project PI	The role of factor X in HIV/TB co-infection	03/2014-02/2018	\$200,000
White Richard	NIH	P30 AI999997	Core Dir	USA University Center for AIDS Research	08/2015-07/2019	\$75,000
Average Grant Support per Participating Faculty Member						\$216,000

Table 5CD. Publications of Those in Training: International Trainees Undergraduate

Rationale

This information provides an indicator of the ability of each faculty member to foster international undergraduate trainee productivity through generation of publishable results.

Instructions

For each trainee, list the following:

- 1) **Faculty Member.** Sort international trainees undergraduate students by faculty member. List each faculty member in the format Last Name, First Name and Middle Initial.
- 2) **Trainee Name.** List each international trainee undergraduate student in the format Last Name, First Name and Middle Initial.
 - **New applications.** For each participating faculty member in a **new application**, list all publications of representative, previous international trainees undergraduate students from the last 10 years and **all** current international trainees undergraduate students. Only include individuals who would have been eligible for appointment support under to this or a similar training program whose training in the research mentor's lab resulted in a research publication or abstract from a poster. Exclude individuals undertaking in short-term (12 weeks or less) training experiences with a faculty member.
 - **Renewal/Revision applications.** For each participating faculty member in a renewal/revision application, list the publications of all current trainees and those supported by appointed to the grant for up to the past 10 years, with the exception of those appointed to in short-term (< 12 weeks) training positions.
- 3) **Past or Current Trainee.** For each faculty member, list past international trainees undergraduate students first and then current international trainees undergraduate students. Indicate whether each international trainee undergraduate student is past or current. Sort each group by their year of entry into the training undergraduate program.
- 4) **Training Period.** For past international trainees undergraduate students, indicate the year that each international trainee undergraduate student enrolled in the research training degree granting program and the year they completed or left the research training degree granting program, in the format YYYY-YYYY. For current international trainees undergraduate students, report the year of enrollment and indicate that training is underway by using the format YYYY-Present.
- 5) **Publication (Authors, Year, Title, Journal, Volume, Inclusive Pages).** List publications in chronological order, followed by abstract-only publications. List all publications of international trainees undergraduate students resulting from their period of training in the participating faculty member's laboratory or in association with the current research training undergraduate program, through completion of their research training undergraduate degree. **Do not list publications resulting from work done prior to entering the research training undergraduate program or arising from research initiated after the completion of the program.** List abstract-only publications **only** if a peer-reviewed publication has not appeared and label these clearly as abstracts. Boldface the international undergraduate trainee's student's name in the author list.
 - For international trainees undergraduate students without a publication, indicate "No Publications." Provide one of the following explanatory phrases: new entrant, leave of absence, change of research supervisor, left program, other.

Summarize these data in the body of the application, including, for example, the average number of publications and how many international trainees undergraduate students published their work.

Sample Table 5GD. Publications of Those in Training: **International Trainees Undergraduate**

Faculty Member	Trainee Name	Past or Current Trainee	Training Period	Publication (Authors, Year, Title, Journal, Volume, Inclusive Pages)
Phiri, Moses	Oye, John	Past	2010-2014	Oye J. Phiri, M. 2014. Factor Z in HIV/TB co-infection. J of Infectious Diseases in Kenya., 21:1138-1142.
Phiri, Moses	Mwanda, Jane	Current	2014-Present	Mwanda J. Phiri, M. Banda, E. 2015. Identifying HIV, TB and Hepatitis B co-infection. J of HIV/TB. 12:10-13
Brown, James.	Kidha, Rose	Current	2013-Present	White R., Kidha R., Phiri, M. 2014. Epidemiology of Neglected Tropical Diseases in HIV-infected patients in Kenya. J of NDT. 22:35-41.

Table 8DE. Program Outcomes: International Trainees Undergraduate

Rationale

~~For new applications, this table provides information on the effectiveness of the proposed training program.~~

For renewal applications, this table provides information about the use of ~~research undergraduate training support positions~~ (e.g., distribution by faculty member, year in program, years of support per ~~international trainee undergraduate student~~). The data also permits an evaluation of the effectiveness of the supported training program in achieving the training objectives of the prior award period(s) for up to 15 years.

Instructions

Part I. Those Appointed to Supported by the Grant

In **Part I**, list sequentially, by year of entry into the program, all ~~international trainees undergraduate students~~ who have been supported by this grant for at least one person month at any time during the last 15 grant years, including those who did not complete the training program for any reason. If the grant has been active for less than 15 years, list all ~~international trainees undergraduate students~~ to date.

For each trainee, provide:

- 1) **International Trainee/Country.** Provide the student's name in the format Last Name, First Name and Middle Initial. Indicate their country of citizenship or residence (whichever is applicable).
- 2) **Faculty Member.** In the format of Last Name, First Name and Middle Initial, provide up to two primary research training faculty that acted ed as mentors (for trainees, these will be training grant faculty). If not yet selected, indicate "TBD" (to be determined).
- 3) **Start Date.** Provide the calendar month and year of entry into the current program in the format MM/YYYY.
- 4) **Summary of Support During Training.** Provide the primary source and type of support during each twelve-month period of training, using TY1 for Training Year 1, TY2 for Training Year 2, etc. For NIH and other HHS support, list the awarding component and the activity (e.g., CA R01). Bold the grant being reported in this application. For other sources and types of support, use the categories below, and report only the primary source and type of support for each twelve-month period of training.

Sources of Support:

- NSF
- Other Federal (Other Fed)
- University (Univ)
- Foundation (Fdn)
- Non-US (Non-US)
- Other (Other)

Types of Support

- Research assistantship (RA)
- Teaching assistantship (TA)
- Fellowship (F)
- Training Grant (TG)
- Scholarship (S)
- Other

- 5) **Degree(s) received and Year(s).** If applicable, list the any advanced bachelor's degree(s) received and year(s) awarded, and any terminal degree(s) (such as PhD or MD) received or indicate "non-degree" research training if relevant. ~~International trainees Undergraduate students~~ currently in the

program should be designated “in training;” for those who left the research training undergraduate program without completing a bachelor’s degree, report “none.”

- 6) **Topic of Research Project.** Enter the topic of the research project.
- 7) **Initial Position, Department, Institution, Activity; and Current Position, Department, Institution, Activity.** For international trainees students who completed or left the research training undergraduate program, provide their initial and current positions, departments, and institutions. If individuals hold joint appointments/positions, list only the primary position. If information is not available, report “unknown.” Classify each position as predominantly Research-intensive, Research-related, Further Training, or Other. Research-related positions generally require a doctoral degree, and may include activities such as teaching, administering research or higher education programs, science policy, or technology transfer.
- 8) **Subsequent Grant(s)/Role/Year Awarded.** If applicable, list subsequent fellowship, career development, or research grant support obtained from any source, whether as PD/PI or in another senior role (i.e., co-investigator, faculty collaborator, or staff scientist) after the individual completed training. For NIH and other HHS support, list the awarding component, activity, role, and year (e.g., GM R01/Staff Scientist/2011). Up to five grants may be listed.

Part II. Recent Graduates

In **Part II (only for new applications)**, list sequentially all students graduating from the proposed undergraduate program in the last five years who would have been eligible for appointment, if an NIH or other HHS training or related award were available (in most cases, these will be U.S. citizens or permanent residents).

For each student, provide:

- 1) **Trainee.** Provide the student’s name in the format Last Name, First Name and Middle Initial.
- 2) **Faculty Member.** In the format of Last Name, First Name and Middle Initial., provide up to two primary research training faculty acting as mentors (for trainees, these will be training grant faculty). If not yet selected, indicate “TBD” (to be determined).
- 3) **Start Date.** Provide the calendar month and year of entry into the current program in the format MM/YYYY.
- 4) **Summary of Support During Training.** Leave blank.
- 5) **Degree(s) received and Year(s).** If applicable, list the bachelor’s degree(s) received and year(s) awarded, and any terminal degree(s) (such as PhD or MD) received. Students currently in the program should be designated “in training;” for those who left the undergraduate program without a degree, report “none.”
- 6) **Topic of Research Project.** Enter the topic of the research project.
- 7) **Initial Position, Department, Institution, Activity; and Current Position, Department, Institution, Activity.** For students who completed or left the undergraduate program, provide their initial and current positions, departments, and institutions. If individuals hold joint appointments/positions, list only the primary position. If information is not available, report “unknown.” Classify each position as predominantly Research-intensive, Research-related, Further Training, or Other. Research-related positions generally require a doctoral degree, and may include activities such as teaching, administering research or higher education programs, science policy, or technology transfer.
- 8) **Subsequent Grant(s)/Role/Year Awarded.** If applicable, list subsequent fellowship, career development, or research grant support obtained from any source, whether as PD/PI or in another senior role (i.e., co-investigator, faculty collaborator, or staff scientist) after the individual completed training. For NIH and other HHS support, list the awarding component, activity, role, and year (e.g., GM R01/Staff Scientist/2011). Up to five grants may be listed.

Summarize the data from **Parts I-II (as applicable)** in the Research Training Program Plan, either in the Program Plan Section or the Progress Report Section, as appropriate.

For Research Performance Progress Reports (RPPRs), provide updated trainee information in Part I reflecting new trainees appointments and other changes over the reporting period. Do not include data older than 15 years. Summarize these data in the Accomplishments Section, in responding to the question, “What opportunities for training and professional development has the project provided?”

Part IV. Program Statistics

Part IV. Program Statistics

In **Part IV**, report: 1) the percentage of ~~international trainees~~ ~~trainees entering 10 years ago and~~ receiving support from this training grant for a research doctoral degree at some point ~~in the last ten years during graduate school~~ who received ~~PhDs or equivalent~~ research doctoral degrees, and 2) the average time to research doctoral degree for all international trainees ~~supported by~~ ~~appointed to~~ this training grant ~~completing PhDs~~ in the last ten years, calculated to one decimal place (e.g., 5.5 years), excluding any officially-approved leaves of absence. Programs that have not received support for at least 10 years should not include the first section of the table the (i.e., the percentage of trainees completing their degrees within 10 years). New programs that have not yet had any trainees complete the PhD should not include this table at all.

In calculating these program statistics, students leaving graduate school to transfer to medical school or other doctoral-level professional programs should be counted as part of the entering pool, but not as having earned a PhD-equivalent degree. Individuals transferring to or from PhD programs in similar fields at other institutions and not supported by this award should be excluded from both the entering and graduating cohorts in calculating completion and time to degree.

Time to degree should be calculated as the period from enrollment in a doctoral degree program at the ~~reporting~~ institution to the conferral of a doctoral degree ~~PhD~~ or, in the case of dual-degree programs, both degrees, less any officially-approved leaves of absence. If a student earns a master's degree from the reporting institution prior to and in conjunction with fulfilling the requirements for the research doctoral degree, or an additional doctoral degree as part of a dual-degree program (e.g., MD/PhD, DDS/PhD), time to degree should be calculated from entry into the first degree program.

For RPPRs, summarize these data in the Accomplishments Section, in responding to the question, "What opportunities for training and professional development has the project provided?"

Sample Table 8DE. Program Outcomes: International Trainees Undergraduate

Part I. Those Appointed-to-Supported by the Training Grant

<u>Undergraduate-Student-Participant International Trainee/Country</u>	Faculty Member	Start Date	Summary of Support During Training	Degree(s) Received and Year(s)	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/ Role/Year Awarded
Oye, John Kenya	Phiri, Moses	09/2010	TY 1: TW D43 TY 2: TW D43 TY 3: TW D43 TY 4: TW D43 TY 5: TW D43	MS 2012 PhD 2014	Factor Z in HIV/TB co- infection	Lecturer Dept of Medicine, University of Eden	Assistant Professor, Dept of Medicine, University of Eden Research Intensive	K43 TW998765 PI/2015
Mwanda, Jane. Kenya	Phiri, Moses	09/2014	TY 5: TW D43	In Training	HIV, TB and Hep B			
Kidha, Rose Kenya	Brown, James	09/2013	TY 4: TW D43 TY 5: TW D43	In Training	Neglected trop Diseases/HIV co-infection			

Part IV. Program Statistics

Percentage of <u>International Trainees Supported by this Award for a Research Doctoral Degree Entering Graduate School 10 Years Ago Who Completed the Research Doctoral Degree PhD</u>	Average Time to <u>Research Doctoral Degree PhD</u> for <u>International Trainees Supported by this Award</u> in the Last 10 years (not including leaves of absence)
<u>90%</u>	<u>4.6 yr</u>