

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 undergraduates in their careers. The data concisely summarize information about the training faculty.

Instructions

List participating faculty in alphabetical order by last name. 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, Instructor).
- 4) **Primary Department or Program.** List the primary affiliation (department, interdepartmental program, or other academic unit).
- 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, Executive Committee member (Exec. Comm.), Other Committee member (Other Comm.), Other.

Mentoring Record (Items 7-12). For the last 10 years, provide the record for mentoring undergraduate students who have been or are currently engaged in research training under the faculty member's primary supervision.

- 7) **Undergraduates in Training.** Provide the number of undergraduates who are currently in training under the faculty member's supervision.
- 8) **Undergraduates Graduated.** Provide the number of undergraduates who were awarded their Bachelor's degree during the last 10 years.
- 9) **Undergraduates Continued in Research or Related Careers.** Provide the number of undergraduates who pursued doctoral (biomedical or behavioral Ph.D. and or combined-Ph.D.) 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, 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. Comment on the inclusion of faculty whose mentoring records may suggest limited recent training experience at the undergraduate level.

Sample Table 2. Participating Faculty Members

| Name | Degree(s) | Rank | Primary Department or Program | Research Interest | Training Role | Undergraduates In Training | Undergraduates Graduated | Undergraduates Continued in Research or Related Careers |
|----------------------|-----------|------------------|-------------------------------|--|-------------------------|----------------------------|--------------------------|---|
| Abrams-Johnson, Jane | PhD | Asst. Prof. | Pharmacology | Regulation of Synthesis of Biogenic Amines | Preceptor Other Comm | 1 | 2 | 2 |
| Jones, Lisa S. | PhD | Res. Asst. Prof. | Biochemistry | Protein Structure, Folding, and Immunogenicity | Preceptor Exec Comm | 3 | 3 | 3 |
| Sandoz, J. Miguel | MD, PhD | Assoc. Prof. | Neuroscience | Developmental Genetics in Drosophila | Preceptor | 4 | 6 | 5 |
| Thomas, James C. | PhD | Prof. | Biochemistry | Molecular and Genetic Analysis of RNA Viruses | PD/PI | 7 | 10 | 9 |

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, federal institutional training (e.g., NIH T34, T35), career development, and research education (e.g., NIH R25, K12/KL2, TL1) support available to the participating faculty members for 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.
- 2) **Award Number.** Provide the full award number.
- 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 Undergraduate Positions.** Provide the number of full-time undergraduate training positions. In the Total row, sum the number of undergraduate positions across all awards and enter the total in bold font.
- 6) **Name of Overlapping Faculty.** List the last names of all overlapping faculty.

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. 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 | Project Period | PD/PI | Number of Undergraduate Positions | Names of Overlapping Faculty |
|--|----------------|-----------------|----------------------|-----------------------------------|---|
| Bioimmunotherapy Training Grant | T32 CA05964-11 | 07/2011-06/2016 | Thomas, James C. | 12 | Abelson Brown Fields Johnson Sung Watson |
| Genetic Basis of Mental Illness | T32 MH02708-07 | 07/2010-06/2015 | Johnson, Albert P. | 4 | Johnson Watson |
| Research Education Program for Residents in Psychiatry | R25 MH09876-06 | 07/2013-06/2018 | Mendez, V. Roberto | 0 | Mendez Rivers Truesdale |
| Career Development in Pediatric Mental Health | K12 HD01234-09 | 07/2012-06/2017 | Sterman, Patricia S. | 0 | Rubin |
| Total | | | | 16 | |

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, 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 for the currently active research grant support in which the faculty member has a role of 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. 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 |
|---|-----------------------|---------------------|------------------------|---|-----------------------|----------------------------------|
| Jones, Janine L. | NIH | 1 R01 GM76259-01 | PD/PI | Structure and Function of Acetylcholine Receptors | 06/2014--05/2018 | \$190,000 |
| Jones, Janine L. | NIH | 5 K08 AI00091-03 | PD/PI | Purification & Identification of Receptors | 11/2012-11/2017 | \$140,000 |
| Ehlers, Roger G.- | Univ | | PD/PI | University start-up funds | 08/2014-07/2017 | \$350,000 |
| Mack, Thomas R. | Fdn | | PD/PI | Control of Angiogenesis | 03/2011-02/2015 | \$185,000 |
| Mack, Thomas R. | NSF | PCM 80-12935 | PD/PI | Cell Culture Center | 12/2012-11/2015 | \$180,000 |
| Mack, Thomas R. | NIH | 1 P01 HL71802-05 | Project PI | Subproject 4: Oncogenic Kit Receptor Signaling in vivo | 10/2011-09/2015 | \$165,000 |
| Smith, James P. | None | | | | | |
| Zachary, Andrew | NIH | 1 U01 AI28507-01 | PD/PI | Human Monoclonal Antibodies as a Therapy for Staphylococcal Enterotoxin | 07/2013-06/2018 | \$200,000 |
| Average Grant Support per Participating Faculty Member | | | | | | \$282,000 |

Table 5C. Publications of Those in Training: Undergraduate

Rationale

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

Instructions

For trainee, list the following:

- 1) **Faculty Member.** Sort undergraduate students by faculty member. List each faculty member in the format Last Name, First Name and Middle Initial.
- 2) **Trainee Name.** List each 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 undergraduate students from the last 10 years and **all** current undergraduate students. Only include individuals who would have been eligible for appointment to this training program whose training in the research mentor's lab resulted in a research publication or abstract from a poster. Exclude individuals undertaking short-term (12 week 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 appointed to the grant for up to the past 10 years, with the exception of those appointed to short-term training positions.
- 3) **Past or Current Trainee.** For each faculty member, list past undergraduate students first and then current undergraduate students. Indicate whether each undergraduate student is past or current. Sort each group by their year of entry into the undergraduate program.
- 4) For past undergraduate students, indicate the year that each undergraduate student enrolled in the degree-granting program and the year they completed or left the degree-granting program, in the format YYYY-YYYY. For current 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 undergraduate students resulting from their period of training in the participating faculty member's laboratory or in association with the current undergraduate program, through completion of their undergraduate degree. **Do not list publications resulting from work done prior to entering the 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 undergraduate student's name in the author list.
 - For 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 undergraduate students published their work.

Sample Table 5C. Publications of Those in Training: Undergraduate

| Faculty Member | Trainee Name | Past or Current Trainee | Training Period | Publication (Authors, Year, Title, Journal, Volume, Inclusive Pages) |
|---------------------|------------------------|-------------------------|-----------------|--|
| Berg, Lawrence P. | Thompson, Patricia P. | Past | 1998-2004 | Miter, M.H., Owens, R., Thompson, P. , and Berg, L., 2004, Insulin Treatment of Diabetic Rats, J Comp Neurol, 373:350-378. |
| Chu, Jeremy K. | Greenstein, Michael L. | Current | 2008Present | Greenstein, M. , and Chu, J., 2010, Sympathetic Noradrenergic Innervation of Drosophila, Genetics185: 1100-1190. |
| Jones, Janice R. | Brown, Bernice B. | Past | 2000-2006 | Brown, B. and Jones J., 2005, Repeated Sequences in Drosophila, J Mol Biol, 242:503-510. Corman, T., Walker, J.D., and Brown, B. , 2006, Ontogeny of Tolerance to Alloantigens, Am J Anat, 146:156-159. |
| Layback, Sally G. | Wand, Dennis R. | Past | 2000-2001 | No Publications: Left program |
| Neustaff, Lorena B. | Smith, Benjamin L. | Current | 2011-Present | Smith, B. and Neustaff, 2014, Preliminary x-ray crystal structure of beta-adrenergic receptor. Biophysical J., Abstract. |
| Peters, Mark Q. | Samuels, Janine A. | Current | 2010-Present | Samuels, J. and Peters M., 2012, Molecular Analysis of RNA Viruses, Molec Biol Cell, 11:12-18. |

Table 8D. Program Outcomes: 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 undergraduate training positions (e.g., distribution by faculty member, year in program, years of support per undergraduate student). The data also permit 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 the Grant

In **Part I**, list sequentially, by year of entry into the program, all undergraduate students who have been supported by this grant 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 undergraduate students to date.

For each trainee, 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 that 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.** 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 bachelor's degree(s) received and year(s) awarded, and any terminal degree(s) (such as Ph.D. or M.D.) received. Undergraduate students currently in the program should be designated "in training;" for those who left the undergraduate program without 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 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.

Part III. Recent Graduates

In **Part III (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 any bachelor's degree(s) received and year(s) awarded, and any terminal degree(s) (such as Ph.D. or M.D.) 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 these data in the Research Training Program Plan, either in the [Program Plan Section](#).

For Research Performance Progress Reports (RPPRs), provide updated trainee information in Part I, reflecting new 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?”.

Sample Table 8D. Program Outcomes: Undergraduate

Part I. Those Appointed to the Training Grant

| Undergraduate Student Participant | 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 |
|-----------------------------------|------------------------|------------|--|--------------------------------|--|---|--|---|
| Cox, Charles C. | Doe, John Smith, Jerry | 09/1998 | TY 1: HL T32 TY 2: HL T32 TY 3: HL F30 TY 4: HL F30 TY 5: HL F30 TY 6: Fdn RA | MD 2003 PhD 2003 | The role of Notch in blood vessel maturation | Resident Internal Medicine Emory University Further Training | Assistant Professor Hematology Rutgers University Research-Related | HL K23/PI/2011 HL P01/Co-I/2014 |
| Johnson, Gina R. | Doe, John | 09/1998 | TY 1: NSF F TY 2: NSF F TY 3: NSF F TY 4: HL T32 TY 5: HL T32 TY 6: GM R01 | PhD 2003 | Interactions between circadian rhythms, sleep & metabolism | Postdoctoral Fellow Molecular Biology UC San Francisco Further Training | Research Associate Molecular Biology UC San Francisco Research-Intensive | HL F32/PI/2005 GM R01/Staff Scientist/2011 |
| Phelps, Ryan | Vasquez, Richard | 09/1999 | TY 1: HL T32 TY 2: HL T32 | MS 2001 | Viral infections | Laboratory Technician Parke-Davis Research-Intensive | Laboratory Manager Pfizer Research-Related | |

Part III. Recent Graduates (Only for New Applications)

| Trainee | 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 |
|---------------------|-----------------------|-------------------|---|---------------------------------------|---------------------------------------|--|--|---|
| Moore, Thomas P. | Trimmer, Sean R. | 09/2007 | | PhD 2013 | Src Kinase and Breast Cancer | Postdoctoral Fellow Medicine Boston University Further Training | Postdoctoral Fellow Medicine Boston University Further Training | |
| Rosenthal, Julia R. | Coates, Robert | 09/2009 | | PhD 2014 | Modulation of host cellular responses | Medical Student Medicine Northwestern University Further Training | Medical Student Medicine Northwestern University Further Training | |

