

OMB #0925-0747

EXP. 11/2019

# Attachment 6: Hallmarks of Success

## DPC HALLMARKS - ORIGINAL & NEW

STUDENT/TRAINEE HALLMARKS			
ORIGINAL HALLMARKS (YR 1-5)		NEW HALLMARKS (BEGINNING - YR 6-10)	
<b>PSY-I6</b>	Academic and scientific self-efficacy	<b>STU-1</b>	High academic self-efficacy
		<b>STU-2</b>	High self-efficacy as a researcher
<b>PSY-I1</b>	Science Identity/Researcher Identity	<b>STU-3</b>	High science identity
<b>PSY-SN4</b>	Satisfaction with faculty mentorship	<b>STU-4</b>	Satisfaction with quality of mentorship
<b>PSY-SN6</b>	Social integration/Perceived fit with university setting	<b>STU-5</b>	Perceived sense of belonging within the university
		<b>STU-6</b>	Perceived sense of belonging within the research community
<b>PSY-I4</b>	Intent to pursue career in Biomedical Research	<b>STU-7</b>	Intent to pursue a career in biomedical research
<b>IND-B2</b>	Pursuit of Biomedical Science Undergraduate degree	<b>STU-8</b>	Entry into an undergraduate biomedical degree program
<b>IND-B3</b>	Retention and Persistence in Biomedical Science Discipline	<b>STU-9</b>	Persistence in biomedical degree or other formal research training program
		<b>STU-10</b>	Frequent receipt of mentoring to enhance success in the biomedical pathway
<b>IND-B4</b>	Participation in Undergraduate/Summer Biomedical Research Training in Labs or Similar Research Environment	<b>STU-11</b>	Participation in mentored or supervised biomedical research
<b>IND-B7</b>	Evidence of Biomedical Research Career Preparedness (grades, GRE; std. exams)	<b>STU-12</b>	Evidence of competitiveness for transitioning into the next phase in the biomedical career pathway
<b>PSY-SN1</b>	Participation in academic and professional student organizations	<b>STU-13</b>	Participation in academic or professional organizations related to biomedical disciplines
<b>IND-B6</b>	Submitted Applications & Receipt of Awards including Research Fellowships and Scholarships*	<b>STU-14</b>	Evidence of excelling in biomedical research and scholarship
<b>IND-B5 &amp; B8</b>	(B5) Poster or Paper Presentation at Scientific Conferences; (B8) Authorship/Co-Authorship of Peer-Reviewed Publication(s)		
		<b>STU-15</b>	Strong academic and professional networks
<b>IND-B9</b>	Completion of Undergraduate Degree in Biomedical Science Discipline	<b>STU-16</b>	Completion of biomedical degree or other formal training program
<b>IND-B10</b>	Application & Acceptance to Attend Graduate Program in Biomedical Science Discipline*	<b>STU-17</b>	Application and acceptance to a subsequent research training program in a biomedical discipline
<b>IND-B11</b>	Entrance to Graduate Program in Biomedical Science Discipline	<b>STU-18</b>	Entrance into a subsequent research training program in a biomedical discipline

## DPC HALLMARKS - ORIGINAL & NEW

FACULTY HALLMARKS			
ORIGINAL HALLMARKS (YR 1-5)		NEW HALLMARKS (BEGINNING - YR 6-10)	
<b>FAC-B1</b>	Change/Increase in self-efficacy as instructor, mentor and/or researcher focused only on instructor	<b>FAC-1</b>	High self-efficacy as an instructor in a biomedical field
		<b>FAC-2</b>	High self-efficacy as an instructor to a diverse group of biomedical students
		<b>FAC-3</b>	High self-efficacy as a mentor to biomedical research trainees
<b>FAC-B16</b>	Increased quality of mentoring (Student and mentor perceptions)	<b>FAC-4</b>	High self-efficacy as a mentor to a diverse group of biomedical research trainees
<b>FAC-B15</b>	Increase in the number of trainees mentored in Programs Relevant to BUILD	<b>FAC-5</b>	Frequently mentors students, post-docs, and/or more junior faculty on biomedical related issues
		<b>FAC-6</b>	High self-efficacy as an independent biomedical researcher
		<b>FAC-7</b>	High self-efficacy in the ability to secure external funding
<b>FAC-B8</b>	Increased Research Productivity in Grant Submissions and Awards as PI, multi-PI and/or collaborator for faculty in Programs Relevant to BUILD	<b>FAC-8</b>	Engaged in activities to secure research or research training funding
		<b>FAC-9</b>	Securing research or research training funding
		<b>FAC-10</b>	Evidence of scholarly productivity
		<b>FAC-11</b>	Evidence of professional recognition and service
		<b>FAC-12</b>	Strong academic and professional networks
		<b>FAC-13</b>	Advancement to next career stage
		<b>FAC-14</b>	Advancement to leadership positions in biomedical research and research training
		<b>FAC-15</b>	Evidence of receiving training in areas to foster inclusive research training environments
		<b>FAC-16</b>	Strong self-efficacy to act as a change agent to enhance diversity in biomedical research and research training environments
		<b>FAC-17</b>	Uses evidence-based practices in teaching and mentoring

## DPC HALLMARKS - ORIGINAL & NEW

INSTITUTIONAL HALLMARKS			
ORIGINAL HALLMARKS (YR 1-5)		NEW HALLMARKS (BEGINNING - YR 6-10)	
<b>INST-B14</b>	Increase, enhance, and/or develop Inter-Institutional Collaborations to achieve BUILD outcomes related to research, mentorship, and faculty development (e.g., linkages with Community Colleges or other partner institutions, collaborations and postdocs at Research-Intensive partner institutions, engagement with NRMN)	<b>INST-1</b>	Commitment to efforts that create, enhance, and/or maintain diversity and inclusion at all levels of the institution
<b>INST-B18</b>	Increased institutional commitment to sustaining activities of BUILD (i.e. research infrastructure, FTE, scholarships, space), changing the academic culture, culture of faculty promotion, tenure, research development (release time), stronger emphasis on student mentoring and advising to increase institutional outcomes, curriculum improvements**	<b>INST-2</b>	Evidence of creating, enhancing, and/or maintaining diverse, inclusive, and culturally appropriate research and research training environments
		<b>INST-3</b>	Demonstrated institutional commitment to creating, enhancing, and/or maintaining the diversity of the biomedical faculty on campus by recruiting a diverse pool of potential applicants
		<b>INST-4</b>	Implementation of sustainable institutionally supported intra- institutional activities to achieve positive outcomes related to biomedical research capacity building and faculty development
		<b>INST-5</b>	Enhanced inter-institutional collaborations to achieve positive outcomes related to biomedical research, research training, and faculty development
<b>INST-B17</b>	Institutional commitment to BUILD sustainability evidenced by site maintenance of key elements of program interventions after grant period**	<b>INST-6</b>	Implementation of sustainable institutionally supported activities to achieve positive outcomes related to biomedical research training
<b>INST-B1</b>	Improved Undergraduate Retention Rates of Students in Programs Relevant to BUILD (biomedical/ behavioral sciences)	<b>INST-7</b>	Enhancing or maintaining the diversity of students, e.g. those from nationally underrepresented groups, who pursue degrees in biomedical fields
		<b>INST-8</b>	Demonstrated institutional commitment to efforts that sustain the interest of trainees from all backgrounds pursuing degrees in biomedical fields that increase persistence

## DPC HALLMARKS - ORIGINAL & NEW

INSTITUTIONAL HALLMARKS (Continued)			
ORIGINAL HALLMARKS (YR 1-5)		NEW HALLMARKS (BEGINNING - YR 6-10)	
		<b>INST-9</b>	Employs evidence-based approaches to establish and attain goals for graduation rates, time-to-degree, and the ability to transition to biomedical graduate and professional degree programs for students from all backgrounds
<b>INST-B2</b>	Increased Participation in Mentoring Activities (Students and Faculty) in Programs Relevant to BUILD	<b>INST-10</b>	Demonstrated institutional commitment to implementing and sustaining mentoring practices that promote the development of research-oriented students from all backgrounds
		<b>INST-11</b>	Institutional infrastructure to track regular reporting of student demographics and outcomes with respect to biomedical fields