Table 1. Census of Participating Departments or Interdepartmental Programs

Rationale

This table provides insight into the environment in which the proposed training program will take place. It allows reviewers to assess the pool of trainees and faculty and, in the case of interdepartmental programs, the representation and distribution of scientific disciplines to support the proposed program. (Detailed data on training program candidates, entrants, and appointees for participating departments and interdepartmental programs are collected in a parallel fashion on Table 6).

Instructions

Applicants are expected to provide data only for the training stage(s) reflected in the proposed program.

- Programs that are focused solely on predoctoral research training must complete Part I (Predoctorates). Do not include Part II (Postdoctorates).

- Programs that are focused solely on postdoctoral research training must complete Part II (Postdoctorates). Do not include Part I (Predoctorates).

- Programs proposing training that includes both predoctoral and postdoctoral training must complete Parts I and II.

Part I. Predoctorates

For the current academic year, provide the total number of full-time faculty members and predoctorates in each participating department, clinical division, or interdepartmental program. Faculty members should be counted more than once if they participate in a departmental as well as an interdepartmental program(s). Predoctorates should be counted <u>only</u> once and in association with a single department or interdepartmental program. For predoctorates with affiliations in more than one participating department or program, please list them according to their primary affiliation.

For each participating department, division, or interdepartmental program enter the following counts for the current academic year:

1. **Participating Department or Program.** List the name of the Department, Clinical Division, or Interdepartmental Program.
2. **Total Faculty.** Provide the total number of current full-time faculty members. In the Total row, count each faculty member only once and enter, in bold font, the total number of *unique* faculty members across the participating departments and interdepartmental programs. (Where faculty members are included in the counts for both a department and a program, or have appointments in more than one participating department, the total number of *unique* faculty will be less than the sum across participating departments and programs.)
3. **Participating Faculty.** Provide the total number of full-time faculty members who will participate in the proposed training program. In the Total row, count each faculty member only once and enter, in bold font, the total number of *unique* participating faculty members across the participating departments and interdepartmental programs.
4. **Total Predoctorates.** Enter the total number of predoctorates. In the Total row, sum across departments and interdepartmental programs and enter, in bold font, the total number of predoctorates for this column.
5. **Total Predoctorates Supported by any HHS Award.** Provide the total number of predoctorates who are currently supported by **any** HHS training award (e.g., NIH T32, T90/R90, F30, F31, AHRQ T32, CDC T03). In the Total row, sum across departments and interdepartmental programs and enter, in bold font, the total number of predoctorates for this column.
6. **Total Predoctorates with Participating Faculty.** Provide the total number of predoctorates with those faculty who are participating in the proposed training program. In the Total row, sum across departments and interdepartmental programs and enter, in bold font, the total number of predoctorates for this column.
7. **Eligible Predoctorates with Participating Faculty.** Provide the total number of predoctorates who are with participating faculty, and are eligible for support under the proposed award (in most cases, this number will reflect students who are citizens or non-citizen nationals of the U.S. or permanent residents). In the Total row, sum across departments and interdepartmental programs and enter, in bold font, the total number of predoctorates for this column.

8. **For Renewals/Revisions Only: Predoctorates Supported by this Training Grant.** If this is a renewal or revision application, enter the total number of **training-grant eligible** (i.e., U.S. citizens, non-citizen nationals of the U.S. or permanent residents) predoctoral trainees currently supported by **this** training grant. (If this is a resubmission application following a gap in funding, the number entered here may be zero.) In the Total row, sum across departments and interdepartmental programs and enter, in bold font, the total number of predoctorates for this column. If not a renewal or revision application, do not include this column.

9. **For R90 Renewal/Revisions Only: Predoctorates Supported by this R90 Research Education Award Component.** If this is a renewal or revision application of a T90/R90 award, enter the total number of predoctorates currently supported on the R90 award component. **R90 trainees must be non-U.S. citizens.** In the Total row, sum across departments and interdepartmental programs and enter, in bold font, the total number of predoctorates for this column. If not a renewal or revision of a T90/R90 award, do not include this column.

Part II. Postdoctorates

For the current academic year, provide the total number of full-time faculty members and postdoctorates in each participating department, clinical division, or interdepartmental program. Faculty members should be counted more than once if they participate in a departmental as well as an interdepartmental program(s). Postdoctorates should be counted <u>only</u> once and in association with a single department or interdepartmental program.

For each participating department, division or interdepartmental program enter the following counts for the current academic year:

1. **Participating Department or Program.** List the name of Department, Clinical Division or Program.
2. **Total Faculty.** Provide the total number of current full-time faculty members. In the Total row, count each faculty member only once and enter, in bold font, the total number of *unique* faculty members across the participating departments and interdepartmental programs. (Where faculty members are included in the counts for both a department and a program, or have appointments in more than one participating department, the total number of *unique* faculty will be less than the sum across participating departments and programs.)
3. **Participating Faculty.** Provide the total number of full-time faculty members who will participate in the proposed training program. In the Total row, count each faculty member only once and enter, in bold font, the total number of *unique* participating faculty members across the participating departments and interdepartmental programs.
4. **Total Postdoctorates.** Provide the total number of postdoctorates. In the Total row, sum across departments and interdepartmental programs and enter, in bold font, the total number of postdoctorates for this column.
5. **Total Postdoctorates Supported by any HHS Training Award.** Provide the total number of postdoctorates who are currently supported by **any** HHS training award (e.g., T32, T90/R90, F32, AHRQ T32, CDC T03). In the Total row, sum across departments and interdepartmental programs and enter, in bold font, the total number of postdoctorates for this column.
6. **Total Postdoctorates with Participating Faculty.** Provide the total number of postdoctorates with those faculty who are participating in the proposed training program. In the Total row, sum across departments and interdepartmental programs and enter, in bold font, the total number of postdoctorates for this column.
7. **Eligible Postdoctorates with Participating Faculty.** Provide the total number of postdoctorates who are with participating faculty and are eligible for support under the proposed award (in most cases this number will reflect individuals who are citizens or non-citizen nationals of the U.S. or permanent residents). In the Total row, sum across departments and interdepartmental programs and enter, in bold font, the total number of postdoctorates for this column.
8. **For Renewals/Revisions Only: Postdoctorates Supported by this Training Grant.** If this is a renewal or revision application, enter the total number of **training-grant eligible** (i.e., U.S. citizens, non-citizen nationals of the U.S. or permanent residents) postdoctorates currently supported by **this** training grant. (If this is a resubmission application following a gap in funding, the number entered here may be zero.) In the Total row, sum across departments and interdepartmental programs and enter, in bold font, the total number of postdoctorates for this column. If not a renewal or revision application, do not include this column.
9. **For R90 Renewal/Revisions Only: Postdoctorates Supported by this R90 Research Education Award Component.** If this is a renewal or revision application of a T90/R90 award, enter the total number of postdoctorates currently supported on the R90 award component. **R90 trainees must be non-U.S.**

citizens. In the Total row, sum across departments and interdepartmental programs and enter, in bold font, the total number of postdoctorates for this column. If not a renewal or revision of a T90/R90 award, do not include this column.

Summarize these data in the Background Section of the Research Training Program Plan. Use the narrative to 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.

Sample Table 1. Census of Participating Departments or Interdepartmental Programs

Part I. Predoctorates (required for programs that include predoctorates; omit Part I for programs that only include postdoctorates)

Participating Department or Program	Total Faculty	Participating Faculty	Total Predoctorates	Total Predoctorates Supported by any HHS Training Award	Total Predoctorates with Participating Faculty	Eligible Predoctorates with Participating Faculty	Predoctorates Supported by this Training Grant (Renewals/ Revisions)	Predoctorates Supported by this R90 Research Education Award Component (R90 Only Renewals/ Revisions)
Department of Biochemistry	45	14	38	15	12	6	2	0
Neuroscience Program	32	20	31	20	14	7	4	1
Department of Pharmacology	25	5	30	10	5	3	3	0
Department of Population Health	20	10	20	15	9	4	1	0
Total	**122**	**49**	**119**	**60**	**40**	**20**	**10**	**1**

Part II. Postdoctorates (required for programs that include postdoctorates; omit part II for programs that only include predoctorates)

Participating Department or Program	Total Faculty	Participating Faculty	Total Postdoctorates	Total Postdoctorates Supported by any HHS Training Award	Total Postdoctorates with Participating Faculty	Eligible Postdoctorates with Participating Faculty	Postdoctorates Supported by this Training Grant (Renewals/ Revisions)	Postdoctorates Supported by this R90 Research Education Award Component (R90 Only Renewals/ Revisions)
Department of Biochemistry	45	14	24	10	9	5	2	0

Participating Department or Program	Total Faculty	Participating Faculty	Total Postdoctorates	Total Postdoctorates Supported by any HHS Training Award	Total Postdoctorates with Participating Faculty	Eligible Postdoctorates with Participating Faculty	Postdoctorates Supported by this Training Grant (Renewals/ Revisions)	Postdoctorates Supported by this R90 Research Education Award Component (R90 Only Renewals/ Revisions)
Neuroscience Program	32	20	27	20	12	5	3	1
Department of Pharmacology	25	5	15	8	5	3	2	0
Department of Population Health	20	10	14	10	9	7	3	0
Total	**122**	**49**	**80**	**48**	**35**	**20**	**10**	**1**

Table 2. Participating Faculty Members

Rationale

This information allows reviewers to assess the distribution of participating faculty by rank, research interests, department or interdepartmental program at the applicant organization (Part I), and as applicable, partner organization(s) (Part II). In addition, data permit an evaluation of the experience of participating faculty in facilitating the progression of trainees at the stage of the proposed program in their careers. The data concisely summarize information about the training faculty.

Instructions

List participating faculty in alphabetical order by last name. Include participating faculty from the applicant organization in Part I, and in the case of partnership programs, participating faculty from other participating organizations in Part II. 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). For training grant faculty holding non-academic positions, such as those in government or in the private sector, report "Other," followed by their title.
4. **Part I, Applicant Organization Primary Department or Program.** List the primary affiliation (department, interdepartmental program, or other academic unit).
   Part II (as applicable), Partner Organization and Primary Department or Program. List the Organization, and, in parenthesis, 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.

Record of Trainee Career Progression (Items 7-12).

Applicants are expected to provide data related to the career progression of trainees supported by the Participating Faculty members. Applicants are required to provide data that are relevant to the training stage(s) in the proposed program:

- Programs that are focused only on predoctoral research training must complete items 7-9 and should omit information on postdoctoral training outcomes.

- Programs that are focused only on postdoctoral research training must complete items 10-12 and should omit information on predoctoral training outcomes.

- Programs proposing training that includes both predoctoral and postdoctoral training must complete items 7-12.

For **the last 10 years**, provide the record for the career progression of predoctorates and postdoctorates, as applicable, who have been or are currently engaged in research training for which the faculty member was the primary supervisor. Exclude predoctorates doing research rotations, and clinical interns and residents unless they have been or are currently engaged in full-time, mentored research training in the faculty member's research group.

7. **Predoctorates in Training.** Provide the number of predoctorates who are currently in training.
8. **Predoctorates Graduated.** Provide the number of predoctorates who were awarded their doctoral degree during the last 10 years.
9. **Predoctorates Continued in Research or Related Careers.** Provide the number of predoctorates who were awarded their doctoral degree during the last 10 years and who currently are engaged in a research-intensive or research-related career. Research-related positions generally require a doctoral degree, and may include activities such as teaching, administering research or higher education programs, science policy, and technology transfer.
10. **Postdoctorates in Training.** Provide the number of postdoctorates who are currently in training in the faculty member's laboratory.

11. **Postdoctorates Completed Training.** Provide the number of postdoctorates who completed postdoctoral training in the faculty member's laboratory during the last 10 years.
12. **Postdoctorates Continued in Research or Related Careers.** Provide the number of postdoctorates who completed postdoctoral training during the last 10 years <u>and</u> who currently are engaged in a research-intensive or research-related career.

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 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).

Sample Table 2. Participating Faculty Members

Part I. Participating Faculty Members at Applicant Organization

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	Postdoctorates Continued in Research or Related Careers
Abrams-Johnson, Jane	PhD, MPH	Asst. Prof.	Pharmacology	Regulation of Synthesis of Biogenic Amines	Preceptor Other Comm	1	2	2	1	0	0
Jones, Lisa S.	PhD	Res. Asst. Prof.	Biochemistry	Protein Structure, Folding, and Immunogenicity	Preceptor Exec Comm	3	3	3	4	2	2
Sandoz, Miguel J.	MD, PhD	Assoc. Prof.	Neuroscience	Developmental Genetics in Drosophila	Preceptor	4	6	5	4	8	6
Thomas, James C.	PhD	Prof.	Biochemistry	Molecular and Genetic Analysis of RNA Viruses	PD/PI	7	10	9	8	15	14
Ibrahim, Parker	DrPH	Prof.	Population Health	Molecular Basis of Health Disparities	Preceptor	5	8	8	4	4	4

Part II. Participating Faculty Members at Partner Organizations (Partnership Programs)

Name	Degree(s)	Rank	Organization (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	Postdoctorates Continued in Research or Related Careers
Smith, Quinn A.	PhD	Asst. Prof.	Partnership University (Bioengineering)	Medical Devices for Disease Detection	Preceptor	2	3	3	2	1	1
Johnson, River J.	PhD	Res. Asst. Prof.	Partnership University (Neuroscience)	Neuro-immunology	Preceptor	2	2	2	5	3	2
Rodriguez, Leticia M.	MD, PhD	Assoc. Prof.	Partnership University (Population Science)	Chronic Disease Prevention and Control	Preceptor	5	7	6	5	9	7
Wilson, Jordan T.	PhD	Prof.	Partnership University (Gerontology)	Aging and Physical Activity	PD/PI	6	9	8	4	7	5

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

Rationale

This table will permit an evaluation of the current level of support for related research training for participating faculty and the extent to which the proposed training grant has overlap in participating faculty. This information is useful in assessing the organizational environment and determining the number of training positions to be awarded.

Instructions

For all currently active, federal organizational training (e.g., NIH T32, T35, TL1, AHRQ T32), career development (e.g., K12/KL2), and research education (e.g., NIH R25, RL5) support available to the participating faculty members for predoctoral and postdoctoral support, list the following:

1. **Grant Title.** Provide the full grant title. Do not list all training and related grants at the participating organization(s); list only those with any overlapping faculty (i.e., including any of the same faculty members participating in the proposed training program).
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 and Middle Initial.
5. **Number of Predoctoral Positions Supported per Year.** Provide the number of full-time predoctoral training positions supported per year. In the Total row, sum the number of predoctoral positions across all awards and enter the total in bold font.
6. **Number of Postdoctoral Positions Supported per Year.** Provide the number of full-time postdoctoral training positions supported per year. In the Total row, sum the number of postdoctoral positions across all awards and enter the total in bold font.
7. **Number of Short-Term Positions.** Provide the number of short-term training positions. In the Total row, sum the number of short-term positions across all awards and enter the total in bold font.
8. **Number of Participating Faculty (Number Overlapping).** Provide the total number of participating faculty members and, parenthetically, the number of participating faculty members who are also named in this application (overlapping faculty).
9. **Names of Overlapping Faculty.** List the last names of all overlapping faculty.

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 organization and describe any relevant restrictions on that support (e.g., whether it is targeted to specific groups of trainees, such as early- or late-stage graduate students, medical students, etc.). Provide an explanation for instances where the tabular data indicate that there may be substantial overlap of participating faculty.

Sample Table 3. Federal Organizational Research Training Grants and Related Support Available to Participating Faculty to Support Predoctoral and Postdoctoral Research Training Members

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
Bioimmunotherapy Training Grant	T32 CA05964-11	07/2020-06/2025	Thomas, Emery C.	12	0	0	25 (6)	Abelson Brown Fields Johnson Sung Watson
Genetic Basis of Mental Illness	T32 MH02708-07	09/2017-08/2022	Johnson, Dylan P.	4	4	2	7 (2)	Johnson Watson
Research Education Program for Residents in Psychiatry	R25 MH09876-06	02/2022-01/2027	Mendez, V. Tracy	0	6	0	33 (3)	Mendez Rivers Truesdale
Career Development in Pediatric Mental Health	K12 HD01234-09	05/2019-04/2024	Sterman, Kerry S.	0	4	0	19 (1)	Rubin
Center for Clinical and Translational Science NRSA Core	TL1 TR121987-06	06/2022-05/2027	Emmanuel, August A.	7	5	0	15 (1)	Rivers
Total				**23**	**19**	**2**		

Table 4. Active Research Support of Participating Faculty Members

Rationale

This table provides information about the research training environment, and the availability of active research funds to support research conducted by the trainees.

Instructions

Part I. Applicant Organization. For each faculty member at the applicant organization, 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, administrative or competitive supplements, and awards in no-cost extension status.** (xTRACT users should note that the system will autopopulate grants that fit these criteria.)
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 or, in the case of a multi-project grant or cooperative agreement, Project or Core Lead. If the source of the research support is part of a multi-project grant or cooperative agreement (e.g., P01, P50, U10, U19, U54), provide the relevant information only for that component for which the faculty member is responsible. Include research grants from all sources that will provide the context for the planned research training experiences. Exclude organizational research training grants, organizational career development grants, and research education grants.
4. **Role on Project.** Provide the role of the faculty member on the research project grant (i.e., PD/PI). In the case of a multi-project grant or cooperative agreement, where faculty members may be leading projects or cores, enter the role, "Project Lead."
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 Budget Period Direct Costs.** Provide the direct costs for **the current budget period**. For grants in the following categories, report direct costs according to the instructions, below:

   - Multi-PD/PI awards – Divide the direct costs for the current budget period by the number of PD/PIs and report the result.
   - Multi-year awards (e.g., DP3) – Divide the direct costs by the number of years of the award and report the result.
   - Multi-component awards (those with subprojects) – Report the costs associated for the current budget period with the subproject(s) for which the faculty member is responsible.

In the last row, calculate and provide the average grant support per participating faculty member. xTRACT users should note that the system will automatically calculate and report the correct costs for multi-PD/PI and multi-year awards and determine the average grant support per participating faculty member.

Part II (as applicable), Partner Organization(s). For training programs that propose to include mentors from multiple organizations, list the following for each faculty member at the partner organization(s) (i.e., faculty members at organizations other than the applicant organization):

8. **Faculty Member.** List participating faculty members in alphabetical order by last name, in the format Last Name, First Name and Middle Initial.
9. **Organization**. List the organization of the participating faculty member.
10. **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, administrative or competitive supplements, and awards in no-cost extension status.** (xTRACT users should note that the system will autopopulate grants that fit these criteria.)
11. **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 or, in the case of a multi-project grant or cooperative agreement, Project or Core Lead. If the source of the research support is part of a multi-project grant or cooperative agreement (e.g., P01, P50, U10, U19, U54), provide the relevant information only for that component for which the faculty member is responsible. Include research grants from all sources that will provide the context for the planned research training experiences. Exclude organizational research training grants, organizational career development grants, and research education grants.

12. **Role on Project.** Provide the role of the faculty member on the research project grant (i.e., PD/PI). In the case of a multi-project grant or cooperative agreement, where faculty members may be leading projects or cores, enter the role, "Project Lead."
13. **Grant Title.** Provide the Grant Title.
14. **Project Period.** List the inclusive dates of the entire project period (in the format MM/YYYY-MM/YYYY).
15. **Current Budget Period Direct Costs.** Provide the direct costs for **the current budget period**. For grants in the following categories, report direct costs according to the instructions, below:

- Multi-PD/PI awards – Divide the direct costs for the current budget period by the number of PD/PIs and report the result.
- Multi-year awards (e.g., DP3) – Divide the direct costs by the number of years of the award and report the result.
- Multi-component awards (those with subprojects) – Report the costs associated for the current budget period with the subproject(s) for which the faculty member is responsible.

In the last row, calculate and provide the average grant support per participating faculty member. xTRACT users should note that the system will automatically calculate and report the correct costs for multi-PD/PI and multi-year awards and determine the average grant support per participating faculty member.

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. Active Research Support of Participating Faculty Members

Part I, Applicant Organization

Faculty Member	Funding Source	Grant Number	Role on Project	Grant Title	Project Period	Current Budget Period Direct Costs
Jones, Janine L.	NIH	1 R35 GM76259-01	PD/PI	Structure and Function of Acetylcholine Receptors	06/2021-05/2026	$250,000
Chow, Xavier L.	NIH	5 K08 AI00091-03	PD/PI	Purification & Identification of Receptors	11/2019-11/2024	$140,000
Ehlers, Roger G.	Univ		PD/PI	University start-up funds	08/2021-07/2024	$350,000
Mack, Jessie R.	Fdn		PD/PI	Control of Angiogenesis	03/2018-02/2023	$185,000
Mack, Jessie R.	NSF	PCM 80-12935	PD/PI	Cell Culture Center	12/2019-11/2024	$180,000
Mack, Jessie R.	NIH	1 P01 HL71802-05	Project PI	Subproject 4: Oncogenic Kit Receptor Signaling in vivo	10/2019-09/2024	$165,000
Smith, James P.	None					
Zachary, Andrew	NIH	1 U01 AI28507-02	PD/PI	Human Monoclonal Antibodies as a Therapy for Staphylococcal Enterotoxin	07/2022-06/2027	$200,000
Average Grant Support per Participating Faculty Member						**$210,000**

Part II (As applicable), Partner Organization

Faculty Member	Organization	Funding Source	Grant Number	Role on Project	Grant Title	Project Period	Current Budget Period Direct Costs
Davis, Drew P.	Partnership University	NIH	1 R01 AG76259-01	PD/PI	Impact on Blood-Based Biomarker Detection of Alzheimers in Primary Care Patients	06/2024-05/2029	$230,000

Faculty Member	Organization	Funding Source	Grant Number	Role on Project	Grant Title	Project Period	Current Budget Period Direct Costs
Jenkins, Shaina J.	Partnership University	NIH	5 R00 MD00091-03	PD/PI	Neuroscientific Exploration of Cultural Protective Factors	12/2023-11/2026	$160,000
Jenkins, Shaina J.	Partnership University	NIH	1 DP1 DA17092-01	PD/PI	Mitigating substance abuse in health disparity populations: intersections of neuroscience and cultural practices	07/2023-06/2028	$700,000
Davis, Taylor P.	Partnership University	NSF	7922642	PD/PI	Integrative response to environmental stress from genomic and physiological perspectives	12/2022-11/2025	$150,000
Average Grant Support per Participating Faculty Member							$310,000

Table 5A. Publications of Trainees Supported by this Program: Predoctoral

Rationale

This information provides data about the potential of the training program to foster trainees' ability to conduct rigorous research that advanced scientific knowledge and technologies with increasing self-direction (i.e., publishable results).

For new applications, this table provides information on trainees who would have been eligible for the proposed training program.

For renewal applications, this table provides information about the outcomes of predoctoral trainees supported by the award.

Instructions

For each trainee, list the following:

1. **Trainee Name.** List each student in the format Last Name, First Name and Middle Initial.

   - **New applications.** List sequentially, by year of entry, all predoctoral trainees graduating in a field or from a program similar to the proposed program in **the last five years** who would have been eligible for the proposed program, if an NIH or other HHS training or related award were available (in most cases, these will be citizens or non-citizen nationals of the U.S. or permanent residents). These individuals should match the individuals listed in Table 8.

   - **Renewal/revision applications.** List sequentially, by year of entry into the graduate program, all trainees who have been supported by this grant at any time during the **last 10 grant years**, including those who did not complete the training program for any reason. If the grant has been active for less than 10 years, list all trainees to date. These individuals should match the individuals listed in Table 8 for the last 10 years.

2. **Faculty Member.** List each participating faculty member in the format Last Name, First Name and Middle Initial. In instances where the trainee had multiple mentors, include up to two faculty mentors. Indicate previous participating faculty who are no longer part of the program with an asterisk (*).
3. **Past or Current Trainee.** Indicate whether each student is past or current.
4. **Training Period.** For past students, indicate the year that each 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 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 peer-reviewed publications and manuscripts accepted for publication in peer-reviewed journals. Applicants may also include interim research products which the trainee contributed to (such as preprints), but should exclude these if related work has been published or accepted for publication as a peer reviewed manuscript (in such cases, include only the final, peer-reviewed publication). List all publications of students resulting from their association with the current or proposed training program, through completion of their degree. **Do not list publications resulting from work done prior to entering the training program or arising from research initiated after the completion of the program. Boldface** the student's name in the author list.

   - For 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, how many students published as first author, and how many students completed doctoral training without any first-author publication resulting from their graduate research.

Sample Table 5A. Publications of Trainees Supported by this Program: Predoctoral

Trainee Name	Faculty Member	Past or Current Trainee	Training Period	Publication (Authors, Year, Title, Journal, Volume, Inclusive Pages)
Pennix, Olufemi C.	Chu, Jeremy* K. Jordan, Angel C.	Past	2008-2016	**Pennix, O.C.**, Jordan A., and Chu, J., 2015 Sympathetic Noradrenergic Innervation of Drosophila, Genetics185: 1100-1190. Howard, C.G., **Pennix, O.C.**, Jordan A., and Chu, J., .2017, Repeated Sequences in Drosophila, J. Mol Biol, 242:503-510
Bar, Daniel	Collins, Francis S.	Past	2015-2020	**Bar DZ**, Atkatsh K, Tavarez U, Erdos MR, Gruenbaum Y, Collins FS., 2016, Biotinylation by antibody recognition- A novel method for proximity labeling. BioRxiv 069187 [**Preprint**].
Thompson, Patricia P.	Berg, Lawrence P.	Past	2016-2021	Miter, M.H., Owens, R., **Thompson, P.**, and Berg, L., 2021, Insulin Treatment of Diabetic Rats, J Comp Neurol, 373:350-378.
Samuels, Janine A.	Peters, Mark Q.	Current	2020-2022	No Publications: Left Program
Wand, Dennis R.	Layback, Sally G.	Current	2022-Present	No Publications: New Entrant

Table 5B. Publications of Trainees Supported by this Program: Postdoctoral

Rationale

This information provides data about the potential of the training program to foster trainees' ability to conduct rigorous research that advanced scientific knowledge and technologies with increasing self-direction (i.e., publishable results).

For new applications, this table provides information on trainees who would have been eligible for the proposed training program.

For renewal applications, this table provides information about the outcomes of predoctoral trainees supported by the award.

Instructions

For each trainee, list the following:

1. **Trainee Name.** List each trainee in the format Last Name, First Name and Middle Initial.

    - **New applications.** List sequentially all postdoctorates completing a training experience in a field or program similar to the proposed program in the **last five years** who would have been eligible for the proposed program, if an NIH training or related award were available (in most cases, these will be citizens or non-citizen nationals of the U.S. or permanent residents). These individuals should match the individuals listed in Table 8.

    - **Renewal/revision applications.** List sequentially, by year of entry into the program, all trainees who have been supported by this grant at any time during the **last 10 grant years**, including those who did not complete the training program for any reason. If the grant has been active for less than 10 years, list all trainees to date. These individuals should match the individuals listed in Table 8 for the last 10 years. Exclude individuals appointed to short-term (12 week or less) training experiences with a faculty member.

2. **Participating Faculty Member.** List each participating faculty member in the format Last Name, First Name and Middle Initial. In instances where the trainee had multiple mentors, include up to two faculty mentors. Mark previous participating faculty who are no longer part of the program with an asterisk(*).
3. **Past or Current Trainee.** Indicate whether each postdoctorate is past or current.
4. **Training Period.** Indicate the year that postdoctorates entered into training in association with the program and the year they completed or left the training program, in the format YYYY-YYYY. For current postdoctorates, report the year they started the program or began working with the current faculty member and indicate that training is still underway by using the format YYYY-Present.
5. **Publication (Authors, Year, Title, Journal, Volume, Inclusive Pages).** List peer-reviewed publications and manuscripts accepted for publication in peer-reviewed journals in chronological order. Applicants may also include interim research products which the trainee contributed to (such as preprints), but should exclude these if the same work has been published or accepted for publication as a peer reviewed manuscript (include only the final, peer-reviewed publication). List all publications of postdoctorates resulting from their period of training in association with the current or proposed training program. **Do not list publications resulting from work done prior to joining the training program or arising from research initiated after the completion of the program. Boldface** the postdoctorate's name in the author list.

    - For postdoctorates 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 Program Plan section of the Research Training Program Plan including, for example, the average number of papers published by postdoctorates, the number as first author, and the number of postdoctorates who completed training without any peer-reviewed publications.

Sample Table 5B. Publications of Trainees Supported by this Program: Postdoctoral

Trainee Name	Faculty Member	Past or Current Trainee	Training Period	Publication (Authors, Year, Title, Journal, Volume, Inclusive Pages)
Thomas, Patrick D.	Berg, Lawrence P.	Past	2015-2020	Miter, M.H., Owens, R., **Thomas, P.**, and Berg, L., 2019, Insulin Deficiency in Diabetic Rats, J. Nutrition, 373:350-378.
Taylor, Doris W.	Easygai, Franchesca	Past	2019-2022	No Publications: Change of Research Supervisor
Fall, Winfred	Newpeeye, Pamela W.	Past	2021-2023	No Publications: Leave of Absence
Greenstuff, Marisa P.	Chew, Jason B.	Current	2022- Present	**Greenstuff, M.**, and Chew, J., 2024, Non-digestible fibre influences bioavailability of vitamins, J. Pharm Sci. (In press).

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

Rationale

These data permit the evaluation of the ability of participating departments, divisions, or interdepartmental programs to recruit trainees. These data are useful in assessing the appropriate number of training positions to be awarded. These data also provide information about the characteristics of program entrants and, for renewal or revision applications, training grant appointees.

Instructions

Counts and Characteristics

List the following counts for each participating department, division, or interdepartmental program for each of the past 5 academic years, beginning with the most recently completed year:

1. **Most Recently Completed Year.** Enter the most recently completed year in the format "Most Recently Completed Year: 2022-2023".
2. **Total Training Program Candidates – Applied.** Number of individuals who formally applied for training.
3. **Total Training Program Candidates – Eligible for Support.** Number of individuals who formally applied for training and were eligible for support from this grant. (In most cases, eligible individuals will be those who are citizens or non-citizen nationals of the U.S. or permanent residents; see the Notice of Funding Opportunity for specific guidance.)
4. **New Entrants to the Program.** Number of new entrants to the department/division/interdepartmental program.
5. **New Entrants Eligible for Support.** Number of new entrants to the department/division/interdepartmental program who were eligible for support from this grant.
6. **New Appointees to this Grant (Renewal/Revision Applications Only).** Number of new appointees to this grant. (If this is not a Renewal/Revision application, do not include this column).

For each category of entrants items 4-6, enter the percent of individuals from groups that are underrepresented in the biomedical, clinical, behavioral or social sciences, such as individuals from underrepresented racial or ethnic groups, individuals with disabilities, or individuals from disadvantaged backgrounds as described in NIH's Notice of Interest in Diversity. (If the participating departments, divisions, or programs do not collect information on all the groups identified in NIH's Notice of Interest in Diversity, enter data on the groups for which information is available.)

Do not include students admitted solely to obtain master's degrees. If only one department or interdepartmental program is participating in the proposed training program, enter the overall total only for each year.

For each additional year, enter the prior year in the format "Previous Year: 2021-2022" until all five academic years are completed, and complete the sections as described above.

In the final section, provide the mean count for each column.

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 characteristics, and eligibility for support, and enrollment trends.

Sample Table 6A. Training Program Candidates, Entrants, and Their Characteristics for the Past Five Years: Predoctoral

Counts and Characteristics

Most Recently Completed Year: 2022-2023	Total Training Program Candidates - Applied	Total Training Program Candidates – Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Appointees to this Grant (Renewal/Revision Applications Only)
Department of Biochemistry	45	30	6	3	2
Department of Molecular & Cell Biology	30	19	5	4	3
Program in Systems Biology	12	9	5	5	4
Total	**87**	**58**	**16**	**12**	**9**
Percent from Underrepresented Groups			**19%**	**25%**	**22%**

Previous Year: 2021-2022	Total Training Program Candidates - Applied	Total Training Program Candidates – Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Appointees to this Grant (Renewal/Revision Applications Only)
Department of Biochemistry	50	35	8	4	3
Department of Molecular & Cell Biology	30	20	8	5	3
Program in Systems Biology	15	10	5	5	4
Total	**95**	**65**	**21**	**14**	**10**
Percent from Underrepresented Groups			**15%**	**20%**	**18%**

Previous Year: 2020-2021	Total Training Program Candidates - Applied	Total Training Program Candidates – Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Appointees to this Grant (Renewal/Revision Applications Only)
Department of Biochemistry	65	40	10	5	6
Department of Molecular & Cell Biology	35	20	7	4	4
Program in Systems Biology	10	8	6	5	2
Total	**110**	**68**	**23**	**14**	**12**
Percent from Underrepresented Groups			**20%**	**26%**	**24%**

Previous Year: 2019-2020	Total Training Program Candidates - Applied	Total Training Program Candidates – Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Appointees to this Grant (Renewal/Revision Applications Only)
Department of Biochemistry	52	30	7	7	5
Department of Molecular & Cell Biology	35	21	9	4	3
Program in Systems Biology	12	10	5	5	3
Total	**99**	**61**	**21**	**16**	**11**
Percent from Underrepresented Groups			**18%**	**22%**	**20%**

Previous Year: 2018-2019	Total Training Program Candidates - Applied	Total Training Program Candidates – Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Appointees to this Grant (Renewal/Revision Applications Only)
Department of Biochemistry	40	23	4	3	2
Department of Molecular & Cell Biology	30	18	6	4	3
Program in Systems Biology	12	10	5	4	3
Total	**82**	**51**	**15**	**11**	**8**
Percent from Underrepresented groups			**15%**	**20%**	**19%**

Total All Years	Total Training Program Candidates - Applied	Total Training Program Candidates – Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Appointees to this Grant (Renewal/Revision Applications Only)
Mean Count Across Years	**95**	**61**	**19**	**13**	**10**
Percent from Underrepresented Groups			**17%**	**23%**	**21%**

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

Rationale

These data permit the evaluation of the ability of participating departments, divisions, or interdepartmental programs to recruit trainees. These data are useful in assessing the appropriate number of training positions to be awarded. These data also provide information about the characteristics of program entrants and, for renewal or revision applications, training grant appointees.

Instructions

Counts and Characteristics

In **Part I** of this table, list the following counts for each major degree type (i.e., PhDs, MDs, Dual Degree Holders, including individuals holding the MD/PhD, DDS/PhD, DVM/PhD, or other dual degrees, and Other Degree Holders) for each of the past 5 years. Depending on the grant cycle, users may choose to report by academic or grant year but should always begin with the most recently completed year.

1. **Most Recently Completed Year.** Enter the most recently completed year in the format "Most Recently Completed Year: 2022-2023."
2. **Total Training Program Candidates – Applied.** Number of individuals who formally applied for training.
3. **Total Training Program Candidates – Eligible for Support.** Number of individuals who formally applied for training and were eligible for support from this grant. (In most cases, eligible individuals will be those who are citizens or non-citizen nationals of the US or permanent residents; see the Notice of Funding Opportunity for specific guidance.)
4. **New Entrants to the Program.** Number of new entrants to the department/interdepartmental program.
5. **New Entrants Eligible for Support.** Number of new entrants to the department/interdepartmental program who were eligible for support from this grant.
6. **New Appointees to this Grant (Renewal/Revision Applications Only).** Number of new appointees to this grant. (If this is not a Renewal/Revision application, do not include this column.)

For each category of entrants items 4-6, enter the percent of individuals from groups that are underrepresented in the biomedical, clinical, behavioral or social sciences, such as individuals from underrepresented racial or ethnic groups, individuals with disabilities, or individuals from disadvantaged backgrounds as described in NIH's Notice of Interest in Diversity. (If the participating departments, divisions, or programs do not collect information on all the groups identified in NIH's Notice of Interest in Diversity, enter data on the groups for which information is available.)

Include only those postdoctoral applicants who could be considered candidates for the proposed training program.

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 sources, their eligibility for support, and enrollment trends. The narrative should clearly describe the recruitment process for postdoctoral trainees (e.g., whether candidates are selected from individuals in the laboratories of proposed faculty members or whether there is a formal application process to the training program).

For each additional year, enter the prior year in the format "Previous Year: 2021-2022" until all five years are completed, and complete the sections as described above. In the final section provide the mean count for each column.

For each additional year, enter the prior year in the format "Previous Year: 2012-2013" until all five years are completed, and complete the sections as described above. In the final section of **Part II**, provide the mean values for all years of support.

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.

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

Counts and Characteristics

Most Recently Completed Year: 2022-2023	Total Training Program Candidates - Applied	Training Program Candidates – Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Appointees to this Grant (Renewal/Revision Applications Only)
PhDs	25	15	6	5	4
MDs	4	1	0	0	0
Dual-Degree Holders	3	3	2	2	2
Other Degree Holders	0	0	0	0	0
Total	**32**	**19**	**8**	**7**	**6**
Percent from Underrepresented Groups			**33%**	**50%**	**50%**

Previous Year: 2021-2022	Total Training Program Candidates - Applied	Training Program Candidates – Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Appointees to this Grant (Renewal/Revision Applications Only)
PhDs	23	10	5	4	3
MDs	5	2	1	1	1
Dual-Degree Holders	3	3	3	3	3
Other Degree Holders	0	0	0	0	0
Total	31	15	9	8	7
Percent from Unrepresented Groups			20%	33%	33%

Previous Year: 2020-2021	Total Training Program Candidates - Applied	Training Program Candidates – Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Appointees to this Grant (Renewal/Revision Applications Only)
PhDs	28	18	8	6	4
MDs	4	2	1	1	1
Dual-Degree Holders	2	2	2	2	2
Other Degree Holders	0	0	0	0	0
Total	34	22	11	9	7
Percent from Underrepresented Groups			25%	25%	25%

Previous Year: 2019-2020	Total Training Program Candidates - Applied	Training Program Candidates – Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Appointees to this Grant (Renewal/Revision Applications Only)
PhDs	20	12	7	7	6
MDs	4	1	0	0	0
Dual-Degree Holders	3	3	2	2	2
Other Degree Holders	0	0	0	0	0
Total	**27**	**16**	**9**	**9**	**8**
Percent from Underrepresented Groups			**33%**	**33%**	**33%**

Previous Year: 2018-2019	Total Training Program Candidates - Applied	Training Program Candidates – Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Appointees to this Grant (Renewal/Revision Applications Only)
PhDs	25	16	8	6	5
MDs	3	1	0	0	0
Dual-Degree Holders	1	1	1	1	1
Other Degree Holders	0	0	0	0	0
Total	**29**	**18**	**9**	**7**	**6**
Percent from Underrepresented Groups			**20%**	**33%**	**33%**

Means Across All Years	Total Training Program Candidates - Applied	Training Program Candidates – Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Appointees to this Grant (Renewal/Revision Applications Only)
PhDs	24	14	7	6	4
MDs	4	1	0	0	0
Dual-Degree Holders	2	2	2	2	2
Other Degree Holders	0	0	0	0	0
Total	**30**	**17**	**9**	**8**	**6**
Percent from Underrepresented Groups			**25%**	**35%**	**35%**

Table 7. Appointments to the Training Grant for Each Year of the Current Project Period (Renewal/Revision Applications only)

Rationale

For renewal or revision applications, these data permit evaluation of the use of awarded training positions. Note that for xTRACT users, counts for "Awarded" trainees will be auto-filled, as will trainees appointed in the first three budget years. xTRACT users should insert counts of trainees appointed in Budget Year 04, as well as counts of trainees in the remaining categories.

Instructions

Provide the following counts for each complete budget year (i.e., Budget Year 01, Budget Year 02, Budget Year 03, Budget Year 04, and Sum of Budget Years) since the last competing grant application. Exclude any section (i.e., predoctoral, postdoctoral, or short-term) that does not apply.
1. **Predoctoral Positions Awarded.** Enter, in bold, the number of predoctoral training positions awarded (i.e., slots).
2. **Predoctorates Appointed.** Enter, in bold, the number of individual predoctorates appointed.
3. **Predoctorates: Dual Degree.** Enter, in plain text, the number of individual predoctorates appointed who are in a dual-degree program.
4. **Predoctorates: Underrepresented Groups.** Enter, in plain text, the number of predoctorates appointed who are from groups that are underrepresented in the biomedical, clinical, behavioral or social sciences, such as individuals from underrepresented racial or ethnic groups, individuals with disabilities, or individuals from disadvantaged backgrounds as described in NIH's Notice of Interest in Diversity. (If the training program does not collect information on all the groups identified in NIH's Notice of Interest in Diversity, enter data on the groups for which information is available.)
5. **Postdoctoral Positions Awarded.** Enter, in bold, the number of postdoctoral training positions awarded (i.e., slots).
6. **Postdoctorates Appointed.** Enter, in bold the number of individual postdoctorates appointed.
7. **Postdoctorates: M.D. or Equivalent.** Enter, in plain text, the number of individual postdoctorates appointed with an M.D. or equivalent degree.
8. **Postdoctorates: Ph.D. or Equivalent.** Enter, in plain text, the number of individual postdoctorates appointed with a Ph.D. or equivalent degree.
9. **Postdoctorates: D.D.S., D.V.M., Other.** Enter, in plain text, the number of individual postdoctorates appointed with a D.D.S., D.V.M., or other terminal doctoral degree.
10. **Postdoctorates: Dual Degree.** Enter, in plain text, the number of individual postdoctorates appointed with a dual degree.
11. **Postdoctorates: Underrepresented Groups.** Enter, in plain text, the number of postdoctorates appointed who are from groups that are underrepresented in the biomedical, clinical, behavioral or social sciences, such as individuals from underrepresented racial or ethnic groups, individuals with disabilities, or individuals from disadvantaged backgrounds as described in NIH's Notice of Interest in Diversity. (If the training program does not collect information on all the groups identified in NIH's Notice of Interest in Diversity, enter data on the groups for which information is available.)
12. **Short-Term Positions Awarded.** Enter, in bold, the number of short-term training positions awarded (i.e., slots).
13. **Short-Term Appointed.** Enter, in bold, the number of individuals appointed.
14. **Short-Term: Underrepresented Groups.** Enter, in plain text, the number of individuals appointed who are from groups that are underrepresented in the biomedical, clinical, behavioral or social sciences, such as individuals from underrepresented racial or ethnic groups, individuals with disabilities, or individuals from disadvantaged backgrounds as described in NIH's Notice of Interest in Diversity. (If the training program does not collect information on all the groups identified in NIH's Notice of Interest in Diversity, enter data on the groups for which information is available.)

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 Plan to Enhance Diversity Attachment of the Training Program Section.

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

Training Positions	Budget Year 01	Budget Year 02	Budget Year 03	Budget Year 04	Sum of Budget Years
Predoctoral Awarded	8	8	8	8	**32**
Predoctoral Appointed	8	8	8	8	**32**
Predoc: Dual-Degree	0	0	1	1	2
Predoc: Underrepresented Groups	0	5	2	2	9
Postdoctoral Awarded	4	4	4	4	**16**
Postdoctoral Appointed	4	4	4	4	**16**
Postdoc: M.D. or Equivalent	0	1	0	1	2
Postdoc: Ph.D. or Equivalent	3	1	3	3	10
Postdoc: D.D.S., D.V.M., Other	1	1	0	0	2
Postdoc: Dual Degree	0	1	1	0	2
Postdoc: Underrepresented Groups	0	0	0	0	0
Short-Term Awarded	8	8	6	7	**29**
Short-Term Appointed	7	6	6	7	**26**
Short-Term: Underrepresented Groups	2	2	1	2	7

Table 8A. Program Outcomes: Predoctoral

Rationale

For new applications, this table provides information on outcomes for trainees who would have been eligible for the proposed training program. These data can provide a baseline to evaluate the effectiveness of any subsequently funded training program in achieving the training objectives.

For renewal applications, this table provides information about the outcomes of predoctoral training positions (e.g., faculty mentor, year(s) in program, area of research, and subsequent career related outcomes). 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 Training Grant

In **Part I**, list sequentially, by year of entry into the graduate program, all trainees 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 trainees to date. If there were any individuals appointed to the training grant as both students and postdoctorates, they should be reported on Table 8A only. For training grants with awarded short-term training positions, do not include short-term trainees in this table.

For each trainee, provide:

1. **Trainee.** Provide the Trainee 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 degree-granting program in the format MM/YYYY (for trainees, this date may precede the appointment to the training grant).
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 doctoral programs, TY1 will be the year the trainee entered doctoral training and the final Training Year will be the year the degree was granted (for dual-degree programs that do not award both degrees simultaneously, the final Training Year will be the year the last degree was granted). 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)
   - None: Leave of Absence (LOA)

   Types of Support:

   - Training Grant (TG)

- Research assistantship (RA)
- Teaching assistantship (TA)
- Fellowship (F)
- R25 Research Education Award (R25)
- Scholarship (S)
- Other

5. **Terminal Degree(s) received and Year(s).** If applicable, list the terminal degree(s) received and year(s) awarded. Trainees currently in the program should be designated "in training;" for those who left the graduate program without a degree, report "none."
6. **Topic of Research Project.** Enter the topic of the research project.
7. **Initial Position.** For all trainees supported by the grant, including those who completed or left the graduate program, provide their initial positions, departments, and organizations, as applicable after leaving the program (leave blank for students still in the degree-granting program). If individuals hold joint appointments/positions, list only the primary position. If information is not available, report "unknown." For each position, indicate the workforce sector (i.e., academia, government, for-profit, nonprofit, other) and principal activity (i.e., primarily research, primarily teaching, primarily clinical, research-related, further training, unrelated to research). Research-related positions generally require a doctoral degree and may include activities such as administering research or higher education programs, science policy, or technology transfer.
8. **Current Position.** For trainees who completed or left the graduate program and have moved on from their initial position, provide their current positions, departments, and organizations, as applicable (leave blank for students who are still in the training program or are still in their initial position). If individuals hold joint appointments/positions, list only the primary position. If information is not available, report "unknown." For each position, indicate the workforce sector (i.e., academia, government, for-profit, nonprofit, other) and principal activity (i.e., primarily research, primarily teaching, primarily clinical, research-related, further training, unrelated to research). Research-related positions generally require a doctoral degree and may include activities such as administering research or higher education programs, science policy, or technology transfer.
9. **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 entered the training program. For NIH and other HHS support, list the awarding component, activity, role, and year (e.g., GM R35/Staff Scientist/2021). Up to five grants may be listed.

Part II. Recent Graduates

In **Part II (only for new applications and postdoctoral renewal/revision applications requesting an expansion to predoctoral support)**, list sequentially all students **graduating** in a field or from a program similar to the proposed program in the last five years who would have been eligible for the proposed program, 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 the information described in Part I above, except "**Summary of Support During Training."**

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) and renewal applications, provide updated trainee information in Part I, reflecting new appointments and other changes over the reporting period. D not include data older than 15 years. In each subsequent year, continue to add new entrants and provide updated information about current and past clearly associated students until 15 years of data have been completed; do not include data older than 15 years. For the RPPR, summarize these data, along with updated program statistics in Part IV, in the Accomplishments Section, in responding to the question, "What opportunities for training and professional development has the project provided?".

Part III. Program Statistics

In **Part III**, report: 1) the percentage of trainees entering 10 years ago and receiving support from this training grant at some point during graduate school who received Ph.Ds. or equivalent research doctoral degrees, and 2) the average time to degree for all trainees appointed to this training grant completing Ph.Ds. in the last ten years, calculated to one decimal place (e.g., 5.5 years). 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 Ph.D. 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 Ph.D.-equivalent degree. Individuals transferring to or from Ph.D. programs in similar fields at other organizations 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 organization to the conferral of a Ph.D. or, in the case of dual-degree programs, both degrees. If a student earns a master's degree from the reporting organization 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., M.D./Ph.D., D.D.S./Ph.D.), time to degree should be calculated from entry into the first degree program.

Sample Table 8A. Program Outcomes: Predoctoral

Part I. Those Appointed to the Training Grant

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded
Pennix, Olufemi C.	Chu, Jeremy K. Jordan, Angel C.	09/2008	TY 1: **HL T32** TY 2: **HL T32** TY 3: HL F30 TY 4: HL F30 TY 5: HL F30 TY 6: Fdn RA	M.D./Ph.D., 2016	The role of Notch in blood vessel maturation	Resident Internal Medicine Emory University Academia Further Training	Assistant Professor Hematology Rutgers University Academia Research-Related	HL/F30/PI/2010 HL K23/PI/2018 HL P01/Co-I/2022
Bar, Daniel	Collins, Francis S.	09/2015	TY 1: **HL T32** TY 2: **HL T32** TY 3: Univ TY 4: Univ TY 5: GM R01	Ph.D. 2020	Methods development for proximity labeling	Scientist I Genentech For-profit Primarily Research		
Thompson, Patricia P.	Berg, Lawrence P.	09/2016	TY1: Univ **TY2: HL T32** **TY 3: HL T32** TY4: DK R01 TY5: DK R01 TY6: DK R01	Ph.D., 2021	Insulin Treatment of Diabetic Rats	Postdoctoral Fellow Molecular Biology UC San Francisco Academia Further Training	Research Associate Molecular Biology UC San Francisco Academia Primarily Research	HL F32/PI/2020 GM R35/Staff Scientist/2023
Samuels, Janine A.	Peters, Mark Q.	09/2020	TY 1: **HL T32** TY 2: **HL T32**	M.S. 2021	Viral infections	Laboratory Technician Pfizer For-profit Primarily Research		
Wand, Dennis	Layback, Sally G.	09/2022	TY 1: **HL T32** TY 2: **HL T32** TY 3: **HL F31**		Interactions between circadian rhythms, sleep & metabolism			HL F31/PI/2024

Part II. 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(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded
Harris, Thomas P.	Trimmer, Blake R.	09/2017		Ph.D. 2023	Src Kinase and Breast Cancer	Postdoctoral Fellow Medicine Boston University Academia Further Training		
Rosenthal, Julia R.	Coates, Roberta	09/2018		Ph.D. 2023	Modulation of host cellular responses	Medical Student Medicine Northwestern University Academia Further Training		

Part III. 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
50.2%	5.2 years

Table 8B. Program Outcomes: Postdoctoral

Rationale

For new applications, this table provides information on outcomes for trainees who would have been eligible for the proposed training program. These data can provide a baseline to evaluate the effectiveness of any subsequently funded training program in achieving the training objectives.

For renewal applications, this table provides information about the outcomes of <mark>postdoctoral</mark> training positions (e.g., faculty mentor, year(s) in program, area of research, and subsequent career related outcomes).

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 Training Grant

In **Part I**, list sequentially, by year of entry into the postdoctoral research training program, all trainees who have been supported by this grant at any time during the last 15 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 trainees to date. If there were any individuals appointed to the training grant as both students and postdoctorates, they should be reported on Table 8A only.

For each trainee, provide:

1. **Trainee.** Provide the trainee name in the format Last Name, First Name and Middle Initial.
2. **Doctoral Degree(s) and Year(s).** Provide the trainee's doctoral degree(s) and the year(s) awarded.
3. **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).
4. **Start Date.** Provide the calendar month and year of entry into postdoctoral research training in the format MM/YYYY. The entering year is the first year of postdoctoral research experience, excluding non-research clinical training (for trainees, this date may precede the appointment to the training grant).
5. **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. Do not list individual mentored career development awards here; they will be captured under grant support obtained as a PD/PI. For NIH 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 training year.

   Sources of Support

   - NSF
   - Other Federal (Other Fed)
   - University (Univ)
   - Foundation (Fdn)
   - Non-US
   - Other
   - None: Leave of Absence (LOA)

   Types of Support

   - Training Grant (TG)

- Research grant (RG)
- Fellowship (F)
- R25 Research Education Award (R25)

- Other

6. **Degree(s) resulting from Postdoctoral training and Year(s).** If applicable, provide any degrees resulting from the postdoctoral training and the year awarded. If the training program does not offer degrees, indicate "none." Trainees currently in the program should be designated "in training."
7. **Topic of Research Project.** Provide the topic of the research project.
8. **Initial Position.** For all trainees supported by the grant, including those who completed or left the program, provide their initial positions, departments, and organizations, as applicable after leaving the program **(leave blank for postdoctorates still in training).** If individuals hold joint appointments/positions, list only the primary position. If information is not available, report "unknown." For each position, indicate the workforce sector (i.e., academia, government, for-profit, nonprofit, other) and principal activity (i.e., primarily research, primarily teaching, primarily clinical, research-related, further training, unrelated to research). Research-related positions generally require a doctoral degree and may include activities such as administering research or higher education programs, science policy, or technology transfer.
9. **Current Position.** For trainees who completed or left the program and have moved on from their initial position, provide their current positions, departments, and organizations, as applicable (**leave blank for postdoctorates who are still in training or are still in their initial position**). If individuals hold joint appointments/positions, list only the primary position. If information is not available, report "unknown." For each position, indicate the workforce sector (i.e., academia, government, for-profit, nonprofit, other) and principal activity (i.e., primarily research, primarily teaching, primarily clinical, research-related, further training, unrelated to research). Research-related positions generally require a doctoral degree and may include activities such as administering research or higher education programs, science policy, or technology transfer.
10. **Subsequent Grant(s)/Role/Year Awarded.** If applicable, 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). 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 and predoctoral renewal/revision applications requesting an expansion to postdoctoral support)**, list sequentially all postdoctorates **completing** a training experience in a field or program similar to the proposed program in the last five years who would have been eligible for the proposed program, if an NIH training or related award were available (in most cases, these will be U.S. citizens or permanent residents). For each postdoctorate, provide the information described in Part I above, except "**Summary of Support During Training.**"

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) and renewal applications, provide updated trainee information in Part I, reflecting new appointments and other changes over the reporting period. D not include data that are older than 15 years . In each subsequent year, continue to add new entrants and provide updated information about current and past postdoctorates until 15 years of data have been completed; do not include data older than 15 years. For the RPPR, 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 8B. Program Outcomes: Postdoctoral

Part I. Those Appointed to the Training Grant

Trainee	Doctoral Degree(s) and Year(s)	Faculty Member	Start Date	Summary of Support During Training	Degree(s) Resulting from Postdoctoral Training and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/Role/ Year Awarded
Thomas, Patrick D.	PhD 2014	Berg, Lawrence P.	07/2015	TY 1: **HL T32** TY 2: **HL T32** TY 3: CA R01 TY 4: CA K99 TY5: CA K99	None	Uterine cancer and developmental biology	Staff Scientist Radiology MGH Academia Primarily Research	Assistant Professor Radiology University of Arizona Academia Primarily Research	CA K99/PI/2020 CA R00/PI/2021
Taylor, Doris W.	MD 2019 PhD 2019	Easygai, Franchesca	07/2019	TY 1: **HL T32** TY 2: **HL T32** TY 3: HL R01	MPH 2021	Disparities in cardiovascular disease	Instructor Internal Medicine Columbia Academia Primarily Research	Associate Professor Hematology Rutgers Academia Primarily Research	DK K08/PI/2023 DK R01/ Faculty Collaborator/2024
Fall, Winfred	Ph.D., 2020	Newpeeye, Pamela W.	07/2021	TY 1: **HL T32** TY 2: **HL T32**	None	Molecular and functional dissection of hematopoietic stem cell niche	Data Scientist Novartis For-profit Primarily Research		
Greenstuff, Marisa P.	Ph.D., 2021	Chew, Jason B.	01/2022	TY 1: **HL T32** TY 2: **HL T32**	None	Physiology of Vitamin Absorption	Health Science Policy Analyst National Institutes of Health Government Research Related		

Part II. 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 Postdoctoral Training and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/Role/ Year Awarded
Roosevelt, Albert S.	PhD, 2017	McIver, Rosalie	01/2018		None	Estrogen receptors and ovarian cancer	Assistant Professor Biology University of Colorado Academia Primarily Research	Assistant Professor Biology University of Colorado Academia Primarily Research	CA R21/PI/2023
Taylor, Susanna G.	PhD 2015 MD 2017	Welte, Duncan	07/2018		None	New inhibitors for cancer imaging	Staff Scientist Radiology Massachusetts General Hospital Academia Primarily Research	Staff Scientist Radiology Massachusetts General Hospital Academia Primarily Research	NSF/PI/2023

Table 8C. Program Outcomes: Short-Term

Rationale

For renewal applications, this table provides information about the use of short-term training positions (e.g., distribution by faculty member, year in program, years of support per short-term trainee). 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

If applicable, list sequentially, by year of appointment, all students who have been supported by the grant for short-term research training experiences in the last 15 years. If the grant has been active for less than 15 years, list all trainees to date.

For each trainee, provide:

1. **Trainee.** Provide the trainee name in the format Last Name, First Name and Middle Initial.
2. **Category of Trainee.** Provide the trainee category (e.g., Medical Student, Dental Student, Veterinary Student, Other Health Professional Student, or Quantitative Sciences Student)
3. **Faculty Member.** In the format of Last Name, First Name and Middle Initial., provide up to two primary research training faculty acting as mentors (these will be training grant faculty).
4. **Start Date.** Provide the calendar month and year of appointment as a short-term trainee on this grant, in the format MM/YYYY.
5. **Topic of Research Project.** Provide the topic of the research project.
6. **Subsequent Training or Related Award/Role/Year.** If applicable, provide any subsequent NIH and other HHS training, fellowship, research education, or career development support. List the awarding component, activity, role, and year (e.g., HD K23/PI/2013).

Sample Table 8C. Program Outcomes: Short-Term

Trainee	Category of Trainee	Faculty Members	Start Date	Topic of Research Project	Subsequent Training or Related Award/Role/Year
Lin, Mari G.	Medical Student	Doe, John; Smith, Jerry	07/2019	PAI 1 and cardiac fibrosis	NS R25/Participant/2020 HL K23/PI/2022
Holmes, Will M.	Medical Student	Doe, John	07/2021	Study of Nonaccidental Brain Trauma	HD K12/Scholar/2023