Table 2. Participating Faculty Member Information

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 predoctorates and postdoctorates in their careers. The data concisely summarize information about the training faculty.

**Instructions**

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).

Please also provide secondary appointment(s) and/or participating programs (department, interdepartmental program, or other academic unit)

1. **Research Interest.** Provide the faculty member’s research interest relevant to the proposed training program.

**Mentoring Record (Items 6-11).** For the last 10 years, provide the record for mentoring predoctorates and postdoctorates who have been or are currently engaged in research training under the faculty member’s primary supervision. 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.

 6. **Predoctorates in Training.** Provide the number of predoctorates who are currently in training.

1. **Predoctorates Graduated.** Provide the number of predoctorates who were awarded their doctoral degree during the last 10 years.
2. **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.
3. **Postdoctorates in Training.** Provide the number of postdoctorates who are currently in training in the faculty member’s laboratory.
4. **Postdoctorates Completed Training.** Provide the number of postdoctorates who completed postdoctoral training in the faculty member’s laboratory during the last 10 years.
5. **Postdoctorates Continued in Research or Related Careers.** Provide the number of postdoctorates who completed postdoctoral training during the last 10 years and who currently are engaged in a research-intensive or research-related career.

Please complete items 4–11.

| Name | Degree(s) | Rank | Primary and Secondary Department or Program | Research Interest | 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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Primary: Secondary:  |   |   |   |   |   |   |   |

Table 2 Example:

| **Name** | **Degree(s)** | **Rank** | **Primary Department or Program** | **Research Interest** | **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 | Asst. Prof. | Pharmacology | Regulation of Synthesis of Biogenic Amines | 1 | 2 | 2 | 1 | 0 | 0 |

Table 4. Research Support of Participating Faculty Member

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. 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.
2. 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 institutional research training grants (e.g., NIH T32, T35), institutional career development grants, and research education grants (e.g., NIH R25, K12/KL2, TL1).
3. 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."
4. Grant Title. Provide the Grant Title.
5. Project Period. List the inclusive dates of the entire project period (in the format MM/YYYY-MM/YYYY).
6. Current Year 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 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 with the subproject(s) for which the faculty member is responsible.

| Faculty Member | Funding Source | Grant Number | Role on Project | Grant Title | Project Period | Current Year Direct Costs |
| --- | --- | --- | --- | --- | --- | --- |
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**Table 4 Example:**

| **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 | 06/2018-05/2022 | $190,000 |
| NIH  | 5 K08 AI00091-03 | PD/PI | Purification & Identification of Receptors | 11/2017-11/2021 | $140,000 |
| Univ |   | PD/PI | University start-up funds | 08/2017-07/2021 | $350,000 |

Table 5A. Publications of Those in Training: Predoctoral

Rationale

This information provides an indicator of the ability of each faculty member to foster trainee productivity through generation of publishable results and allows assessment of the research quality and authorship priority of trainees.

Instructions

1. Faculty Member. List faculty member in the format Last Name, First Name and Middle Initial.
2. Trainee Name. List each student in the format Last Name, First Name and Middle Initial.
* List all publications of representative, previous predoctorates from the last 10 years and all current predoctorates. Only include individuals who would have been eligible for appointment to this training program. Exclude individuals undertaking short-term (12 week or less) training experiences with a faculty member.
1. Past or Current Trainee. List past students first and then current students. Indicate whether each student is past or current. Sort each group by their year of entry into the graduate program.
2. 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.
3. Publication (Authors, Year, Title, Journal, Volume, Inclusive Pages). List peer-reviewed publications and manuscripts accepted for publication in peer-reviewed journals in chronological order. List all publications of students resulting from their period of training in the participating faculty member’s laboratory, 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. Example: “No Publications: new entrant”

| Faculty Member | Trainee Name | Past or Current Trainee | Training Period | Publications (Authors, Year, Title, Journal, Volume, Inclusive Pages) |
| --- | --- | --- | --- | --- |
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**Table 5A and 5B Example:**

| Faculty Member | Trainee Name  | Past or Current Trainee | Training Period | Publication (Authors, Year, Title, Journal, Volume, Inclusive Pages) |
| --- | --- | --- | --- | --- |
| Chu, Jeremy K. | Greenstein, Michael L. | Past |  2010-2016 | Greenstein, M., and Chu, J., 2010, Sympathetic Noradrenergic Innervation of Drosophila, Genetics185: 1100-1190.  |
| Brown, Bernice B. | Current |  2018-Present | Brown, B. and Chu, J., 2012, Repeated Sequences in Drosophila, J Mol Biol, 242:503-510. |

Table 5B. Publications of Those in Training: Postdoctoral

Rationale

This information provides an indicator of the ability of each faculty member to foster trainee productivity through generation of publishable results and allows assessment of the research quality and authorship priority of trainees.

Instructions

For each trainee, list the following:

1. Faculty Member. List faculty member in the format Last Name, First Name and Middle Initial.
2. Trainee Name. List each trainee in the format Last Name, First Name and Middle Initial.
* List all publications of representative, previous postdoctorates from the last 10 years and all current postdoctorates. Only include individuals who would have been eligible for appointment to this training program.
1. Past or Current Trainee. Group past postdoctorates separately from current postdoctorates. Sort each group by their year of entry into postdoctoral training with the faculty member or in association with the program.
2. Training Period. Indicate the year that postdoctorates entered into training with the current faculty member or 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.
3. Publication (Authors, Year, Title, Journal, Volume, Inclusive Pages). List peer-reviewed publications and manuscripts accepted for publication in peer-reviewed journals in chronological order. List all publications of postdoctorates resulting from their period of training in the faculty member’s laboratory. 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. Example: “No Publications: Other”

| Faculty Member | Trainee Name | Past or Current Trainee | Training Period | Publications (Authors, Year, Title, Journal, Volume, Inclusive Pages) |
| --- | --- | --- | --- | --- |
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**Table 5A and 5B Example:**

| Faculty Member | Trainee Name  | Past or Current Trainee | Training Period | Publication (Authors, Year, Title, Journal, Volume, Inclusive Pages) |
| --- | --- | --- | --- | --- |
| Easygai, Franchesca | Taylor, Doris W. | Past | 2010-2013 | No Publications: Change of Research Supervisor |
| Fall, Winfred | Past | 2012-2014 | No Publications: Leave of Absence |

Table 8A. Program Outcomes: Predoctoral

Rationale

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

**Instructions**

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.
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. 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.”
5. Topic of Research Project. Enter the topic of the research project.
6. Initial Position and Current Position. For trainees who completed or left the graduate program, provide their initial and current positions, departments, and institutions, as applicable. If individuals have held only one position, complete only the initial position column. 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.
7. 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.

In Part III (only for new applications), 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 items 1-7, above.

**Part III. Recent Graduates**

| Trainee | Faculty Member | Start Date | Terminal Degree(s) Received and Year(s) | Topic of Research Project | 6. Initial Position | 6. Current Position  | Subsequent Grant(s)/Role/Year Awarded |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   |  |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |
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**Table 8A Part III Example:**

| **Trainee** | **Faculty Member** | **Start Date** | **Terminal Degree(s) Received and Year(s)** | **Topic of Research Project** | **Initial Position** | **Current Position** | **Subsequent Grant(s)/ Role/Year Awarded** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Rosenthal, Julia R. | Coates, Robert | 09/2009 | Ph.D. 2014 | Modulation of host cellular responses | Medical StudentMedicineNorthwestern UniversityAcademiaFurther Training |   |   |

**Table 8C. Program Outcomes: Postdoctoral**

Rationale

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

**Instructions**

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.
4. Start Date. Provide the calendar month and year of entry into postdoctoral research program 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. 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.”
6. Topic of Research Project. Provide the topic of the research project.
7. Initial Position and Current Position. For trainees who have completed or left the program, their initial and current positions, department, and institution, as applicable. If individuals have held only one position, complete only the initial position column. 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. 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.

In Part III (only for 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 U.S. citizens or permanent residents). For each postdoctorate, provide the information described in items 1-8, above.

**Part III. Recent Graduates**

| Trainee | Doctoral Degree(s) and Year(s) | Faculty Member | Start Date | Degree(s) Resulting from Postdoctoral Training and Year(s) | Topic of Research Project | 7. Initial Position | 7. Current Position  | Subsequent Grant(s)/Role/ Year Awarded |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
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Table 8C Part III Example:

| **Trainee** | **Doctoral Degree(s) and Year(s)** | **Faculty Member** | **Start Date** | **Degree(s) Resulting from Postdoctoral Training and Year(s)** | **Topic of Research Project** | **Initial Position** | **Current Position** | **Subsequent Grant(s)/Role/ Year Awarded** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Taylor, Susanna G. | PhD 2005MD 2007 | Welte, Duncan | 07/2008 | None | New inhibitors for cancer imaging | Staff ScientistRadiologyMassachusetts General HospitalAcademiaPrimarily Research | Staff ScientistRadiologyMassachusetts General HospitalAcademiaPrimarily Research | NSF/PI/2014 |