

NIBIB Guidance for T32/T35 Applicants

Application Organization

Describe the objectives of the training program, including the program theme and objectives; Training Program Directors and administrative structure; faculty mentors; program coursework, community-building, and professional development activities; applicant pool; and institutional environment and commitment.

Describe the institutional impact of the training program, detailing the need for a new training program, explaining any overlaps with other training programs, and, if relevant, describing how the program will synergize with other training programs.

Describe the institutional added value of the training program, distinguishing it from its participating departments and, if relevant, umbrella degree-granting programs. **For predoctoral programs**, explain what additional benefits, if any, program trainees will receive compared to students in the participating departments or degree-granting programs. **For postdoctoral and residency programs**, explain what additional benefits, if any, program trainees will receive compared to research-supported fellows.

Identify the career stage at which the training program selects and the period of time the program supports trainees. **For predoctoral programs**, NIBIB expects students to be selected in either their first and second or their second and third year of graduate study. **For predoctoral and postdoctoral programs**, NIBIB expects training programs to support trainees for two years, after which they should transition to research funding. **For residency programs**, NIBIB allows programs to support trainees for one or two years.

Describe the expected and actual outcomes of the training program. NIBIB expects most trainees to enter the biomedical research workforce, **in either the academic or non-academic sector**, but recognizes that some trainees will select other research-related careers. The program should provide structured career advising and learning opportunities to insure that trainees are prepared for both research-intensive and research-related careers.

Fill out **ALL** required training tables completely and accurately - in the body of your application, use summary statistics to highlight the main points from these tables. If the training program has multiple participating departments or operates under one or more umbrella degree-granting programs, be careful to distinguish training program data from departmental or degree-

granting program data. For resubmission applications, be sure to respond to **ALL** reviewer-identified concerns from the previous summary statement. ***For renewal applications***, keep in mind that the review panel will have access to the previous summary statement.

Training Program Directors and Administrative Organization

Describe the Training Program Director(s), administrative support staff, and organizational structure of the training program.

Indicate the percentage effort for the Training Program Director(s) – NIBIB expects Training Program Director(s) to spend at least 10% of their time on the training program.

If the Training Program Director(s) have extensive administrative, clinical, or research responsibilities outside of the training program, indicate how they will manage these responsibilities and effectively run the training program.

Program Faculty

Include biosketches for the Training Program Director(s) and all program faculty mentors. In the personal statement section, each faculty mentor should, in addition to their research experience and current external support, highlight their mentoring and training history.

Describe the mentoring model (i.e., single, dual, or team mentoring) used by the program, indicating the program's expectations and the scientific and training role of all faculty mentors.

Indicate the existing research collaborations among faculty mentors and identify if you expect the training program and program trainees to initiate new research collaborations among program faculty mentors.

Indicate the inclusion and participation of women and underrepresented minority faculty in your program and use summary statistics to describe the diversity of your mentoring faculty.

Program Coursework and Other Activities

Describe all program coursework, community-building activities (e.g., rotations, journal clubs, seminars), and professional development activities (e.g., grant writing, oral and written presentation, leadership, laboratory and project management), indicating which activities are ***required*** and which are ***optional***, along with their duration and frequency. If your program will admit trainees from diverse scientific backgrounds, explain how you will provide, as needed, remedial training to ensure that all trainees are able to take full advantage of the program coursework and other activities.

If your program includes non-academic enrichment activities (e.g., government or industry externships), indicate whether these activities are **required** or **optional**, when and how they are implemented and, for predoctoral programs, how they relate to a trainee's dissertation research.

Program and Trainee Evaluation

Describe a plan to review and determine the quality and effectiveness of the training program. Include input from all stakeholders, including faculty mentors and program trainees. **For renewal applications**, indicate how the training program and program activities have been altered based upon the most recent program evaluation.

If an Advisory Committee is proposed, describe the composition, roles, responsibilities, and expertise of committee members; the frequency of committee meetings; and how the committee will evaluate the training program. **For renewal applications**, include the names of all committee members during the past project period.

Describe how you monitor and evaluate the performance of all trainees in your training program and, if necessary, what steps are taken to address unsatisfactory performance.

Program Trainees

Describe how your training program recruits and selects trainees from its participating departments and degree-granting programs.

Describe how your training program matches trainees with faculty mentors and how, if necessary, changes are made to these assignments.

Program trainees should be broadly distributed among faculty mentors – too many trainees in one laboratory, particularly the laboratories of the Training Program Director(s), may be viewed as a significant weakness.

NIH encourages training programs to assist graduate students and postdoctoral researchers to achieve their career goals through the use of Individual Development Plans (IDPs) ([NIH Guide Notice NOT-OD-13-093](#)).

For renewal applications, describe the productivity of **ALL** program-supported trainees relative to their career stage. If there are large differences in trainee productivity, explain the reasons for this variability and describe how it will be addressed going forward.

Institutional Commitment

Define the nature of **ALL** institutional or departmental commitments to the training program and explain the form that this support takes (e.g., additional trainee support, dedicated or shared space, access to core facilities, equipment, faculty mentor release time)

Diversity Recruitment and Retention Plan

In addition to any institutional or departmental diversity recruitment and retention policies, emphasize the training program's plan to recruit and retain individuals from underrepresented groups. **For renewal applications**, describe the training program's performance in recruiting and retaining diverse individuals during the previous project period.

Training in the Responsible Conduct of Research Plan (RCR)

Describe the format, subject matter, duration, and frequency of RCR instruction. RCR instruction must include the active participation of a broad subset of program faculty and must take place at least once per career stage and be repeated at least once every four years. A RCR plan involving only on-line instruction is no longer acceptable. **For renewal applications**, provide a list of all RCR-participating faculty and describe any changes in RCR instruction over the past project period.

Letters of Support

Include supporting letters from **ALL** stakeholders, including senior administrators, participating department chairs or directors of umbrella degree-granting programs, and any non-academic participants in your application. Letters of support are not needed from faculty mentors.

For resubmission and renewal applications, submit new or updated letters of support – never resubmit the letters from the original application.