NIH Training Grants
- Best Practices in Preparing the Data Tables -

November 19, 2013

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Dept. of Medicine
College of Physicians and Surgeons
Columbia University
Institutional National Research Service Award (T32)

- One of the most important funding programs at the Medical Center
- Currently, 49 NIH T awards at CUMC
- Addresses all of the Medical Center’s missions
  - Education
    - e.g. Support for entering Ph.D. basic science students
  - Research
    - e.g. Support for Ph.D.-trained post-docs in laboratories
  - Clinical Care
    - e.g. Support for “best and brightest” M.D.’s in clinical fellowships
Timeline of Funding for Junior Investigators

Graduate School
- Individual Fellowship
- T32 Training Grant
- Mentor’s Research Grant

Post-doctoral Years
- Individual Post-doc Fellowship (F32) or Institutional T32 Post-doc Training Grant slot

Instructor/Assistant Professor
- Pathway to Independence (PI) Award (K99/R00)
Timeline of NIH Funding for Junior Investigators

- **Medical School**: T35 Training Grant
  - Summer Research between 1st and 2nd Years

- **Internship/Residency**: Instructor/Assistant Professor
  - Research Year

- **Fellowship – Research Years**: Individual F32 Post-doc Fellowship or Institutional T32 Post-doc Training Grant slot
  - Career Transition Awards

- **Instructor/Assistant Professor**: Institutional K12 Career Development Slot
  - Individual Mentored K Career Development Award
Institutional National Research Service Award (T32)

- Institutions support selected trainees for research training in specified areas
- Defined number of slots
  - Pre-docs, post-docs, or both
- Provides, stipend, health fees, tuition, travel
Research

- Thematic
- Multidisciplinary/Interdisciplinary
- Collaborative
- State-of-the-art
Mentors - 1

- Quality
  - Accomplished investigators and mentors
  - Leadership position in research and research training programs

- NIH-funded
- History of successfully mentoring pre-docs and post-docs
  - Past mentees currently hold academic positions with NIH funding

- Publications in research areas
- History of collaborations
Mentors - 2

- **Quantity**
  - "Critical mass" in research areas
- **Age distribution**
  - Junior faculty w/o NIH funding: Possible co-mentors w/ more senior faculty
- **Gender distribution**
  - Coincides with requested number of slots
Applicant Pool

- **Quantity**
  - Training Grant Eligible [TGE]
  - Coincides with requested number of slots

- **Quality**
  - Past research experiences
  - Academic record
Training Program

- **Formal organizational structure**
- **Director(s)**
  - Expertise and experience as leader and administrator
- **Associate Program Directors**
- **Programmatic Committees**
- **Advisory Committees**
  - Internal and External
Multidisciplinary Training in Translational XXX Research

Dr. X
Program Director/ Principal Investigator

Dr. Y
Associate Program Director

External Advisory Comm
Dr. A
Dr. B
Dr. C

Recruitment and Admissions Committee
Dr. M
Dr. N
Dr. O

Research and Mentorship Committee
Dr. R
Dr. S
Dr. T

Career Development Committee
Dr. I
Dr. J
Dr. K

Internal Advisory Comm
Dr. D
Dr. E
Dr. F
NIH Review of Training Grant Applications

- NIH Review Processes
- Scoring Scale
- Review Criteria
Pink Sheet: Reviewers’ Comments
Tables - Reviewers

- Are not going to read every detail
- Will look for “outliers”
- Will look for problem areas; e.g.
  - Mentors that are not NIH funded
  - Mentors whose previous mentees have not succeeded in academic research
  - Unfilled trainee slots
  - Trainees who did not complete the program
  - Trainees who did not have successful training (e.g. no publications or presentations)
  - Trainees who did not continue in academic research
OVERALL IMPACT

Reviewers are asked to provide an overall impact/priority score to reflect their assessment of the likelihood for the project to promote the training of pre- and postdoctoral fellows in biomedical, behavioral and clinical research, in consideration of the following five core review criteria, and the additional review criteria (as applicable for the project proposed).

**Overall Impact** Write a paragraph summarizing the factors that informed your Overall Impact score.
1. Training Program and Environment

Strengths

- 

Weaknesses

-
<table>
<thead>
<tr>
<th>2. <strong>Training Program Director/Principal Investigator (PD/PI)</strong></th>
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<tr>
<td><strong>Strengths</strong></td>
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<td>•</td>
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<td><strong>Weaknesses</strong></td>
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Data Tables are Important

<table>
<thead>
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<th>3. Preceptors/Mentors</th>
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<td><strong>Strengths</strong></td>
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<tr>
<td>•</td>
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<tr>
<td><strong>Weaknesses</strong></td>
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4. **Trainees**

**Strengths**
- 

**Weaknesses**
-
Data Tables are Important

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<th>5. Training Record</th>
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</tr>
<tr>
<td><strong>Weaknesses</strong></td>
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</tr>
</tbody>
</table>
Tables

- Very time-intensive
- Very labor-intensive
- Requires accurate record keeping over many previous years
- Requires information from Investigators and Administrators from other Depts/Institutes/Centers in the University
- Cannot start too early
- Perhaps bring in extra help
File Structure

1. Introduction
2. Background
3. Program Plan
4. Diversity
5. RCR
6. Progress Report
7. IRB
8. IACUC
9. Select Agent Research
10. Multiple PI
11. Consortiums
12. Biosketches
13. Tables
14. Letters of Support
15. Appendix

Facilities & Other Resources
Bibliography & References Cited
Project Narrative

Mentor Research Facilities
Project Summary-Abstract

Document Tracking Table (Microsoft Word Document, 102 KB)
Tracking Table (Microsoft Word Document, 101 KB)
.dropbox DROPBOX File (1 KB)
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<tr>
<td>Project Summary/Abstract</td>
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<td>Project Narrative</td>
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Project Narrative

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Microsoft Word Document
101 KB

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DROPBOX File
1 KB
File Structure - Tables

- Table 1 Participating Depts
- Table 2 List of Faculty
- Table 3 Training Grant Support
- Table 4 Other Support
- Table 5 Past Trainees
- Table 6 Publications
- Table 7 Admission and Completion Records
- Table 8 Recent Applicants
- Table 9 Current Trainees
- Table 10 Diversity
- Table 11 TG Appointments
- Table 12 Trainees supported by TG
- 13. Data Tables - Instructions
   (Microsoft Word Document, 25 KB)
- Tables - All Templates
   (Microsoft Word Document, 223 KB)
- Tables - Instructions and Examples
   (Microsoft Word Document)
Tables

- [Link](http://grants.nih.gov/grants/funding/424/index.htm)
- One set of Tables for all NIH Institutes
- Comprehensive instructions
- Examples of completed Tables
- 6 (3 x 2) Different combinations of Tables

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<th>Post-doc only (B)</th>
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<td>Renewal/Revision Application – Mixed Pre- and Postdoctoral Training</td>
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</tbody>
</table>
Tables

- Understand the **purpose** of each Table
- Include all **relevant data** that will accurately demonstrate the strengths of your training program
- **Annotate** the Tables if the added information would be helpful to the reviewers, e.g. explains possible “outliers”
- Repeat Table title, #, and column heading on each page
- Don’t use small font
Tables

- **Data on mentors**
  - Academic appointments
  - Research interests
  - Current funding
  - Current training grants

- **Data on past mentees**
  - Successful research training (e.g. publications)
  - Where are they now?
    - Still in academic research?,
    - Independent investigators?, NIH funded?
Tables

- **Data on potential trainees**
  - Training program
  - Applicants to training program
    - Quantity
    - Quality, e.g. Academic record

- **Data on supported trainees**
  - Quality, e.g. Academic record
  - Diversity
  - Outcomes: Where are they now?
    - Still in academic research?,
    - Independent investigators?, NIH funded?
Tables: Mentors

Tables 1-5 focus on the Mentors

- **Table 1**: Membership of Participating Departments/Programs
- **Table 2**: Participating Faculty Members
- **Table 3**: Institutional Training Grants Available to Participating Faculty
- **Table 4**: Grant and Contract Support of the Participating Faculty
- **Table 5**: Trainees of Participating Faculty Members
  - 5A: Pre-doctoral Trainees
  - 5B: Post-doctoral Trainees
Tables: Trainees

Tables 6-12 focus on the Trainees

- **Table 6**: Publications of Research Completed by:
  - 6A: Pre-doctoral Trainees
  - 6B: Post-doctoral Trainees

- **Table 7**: Admissions and Completion Records for the Participating Departments and Programs During the Past Five Years
  - 7A: Pre-doctoral Trainees
  - 7B: Post-doctoral Trainees
Tables: Trainees

Tables 6-12 focus on the Trainees

- **Table 8:** Qualifications of Recent Applicants
  - 8A: Pre-doctoral Trainees
  - 8B: Post-doctoral Trainees

- **Table 9:** Qualifications of the Current Trainees Clearly Associated with the Training Program
  - 9A: Pre-doctoral Trainees
  - 9B: Post-doctoral Trainees
## Tables: Trainees

Tables 6-12 focus on the Trainees

- **Table 10**: Admissions and Completion Records for:
  - Underrepresented Minority (URM)
  - Trainees with Disabilities
  - Trainees from Disadvantaged Backgrounds

- **Table 11**: Appointments to the Training Grant For Each Year of the Past Award (Renewal Applications)

- **Table 12**: Trainees Supported by this Training Grant (Renewal Applications)
  - 12A: Pre-doctoral Trainees
  - 12B: Postdoctoral Trainees
Table 1: Membership of Participating Departments/Programs

- Demonstrates “Breadth and Depth” of Faculty academic appointment distribution
- Based on “academic home” of Faculty (Mentors), not applicant pool
- Is there a “Critical Mass” of Faculty and Trainees in the different academic units?
Table 1: Membership of Participating Departments/Programs

- Problems:
  - Many Faculty have appointments in >1 academic unit
  - Many clinical depts have limited no. of faculty involved in research
  - Multi-disciplinary/interdisciplinary T.G. grants may have only 1 or 2 faculty from a specific dept
  - Graduate students not appointed in clinical depts.
<table>
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<th>Participating Department or Program</th>
<th>Faculty Members in Department or Program</th>
<th>Faculty Members Participating in This Application</th>
<th>Predoctoral Trainees in Department or Program [Supported by Any NIH Training Grant]</th>
<th>Predoctoral Trainees With Participating Faculty Total (TGE) A/B/C</th>
<th>Predoctoral Trainees Supported by This Training Grant Total (TGE) A/B/C</th>
<th>Postdoctoral Trainees in Department or Program [Supported by Any NIH Training Grant]</th>
<th>Postdoctoral Trainees With Participating Faculty Total (TGE) A/B/C</th>
<th>Postdoctoral Trainees Supported by This Training Grant Total (TGE) A/B/C</th>
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<td>14</td>
<td>38 [15]</td>
<td>12 (6) 1/1/0</td>
<td>2 (2) 1/0/0</td>
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<td>15 (7) 1/0/0</td>
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<td>30 [10]</td>
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<td>3 (3) 0/0/0</td>
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<td>50 (23) 1/0/2</td>
<td>4 (4) 1/0/0</td>
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</table>

Table 1 Instructions: Provide the total number of current faculty members, predoctoral trainees, and postdoctoral trainees in each participating department/program. Faculty members may be counted more than once if they participate in a department as well as an interdepartmental program(s). Predoctoral and postdoctoral trainees are counted only once and should be associated with a single department or program. In brackets, indicate the number of predoctoral trainees and postdoctoral trainees who are supported by any NIH training grant. Include the number of faculty members participating in this training grant application, and the numbers of predoctoral and postdoctoral trainees with the participating faculty. Include the number of trainees currently supported by this training grant. In parentheses, put the number of trainees with the participating faculty who are Kirschstein-NRSA training grant eligible (TGE). Include the number of TGE predoctoral and postdoctoral trainees who are from underrepresented groups that fulfill the diversity requirement: TGE predoctoral and postdoctoral trainees who are underrepresented minorities (Group A), who are individuals with disabilities (Group B), or who are individuals from disadvantaged backgrounds (Group C). Individuals may be counted in more than one of these groups if applicable. Data on Group C may not be required by the specific instructions in the FOA to which you are responding.

Summarize these data in the Background Section 2.2 of the Research Training Program Plan. Use the narrative to comment on the organization of the training program, the participating departments/programs, the extent to which faculty and students from those departments/programs participate in the program of activities to be supported by the training grant.

Rationale: This table provides insight into the environment in which training will take place. It allows reviewers to assess whether the program has the "critical mass" (trainees, faculty and other research personnel) and representation/distribution of scientific disciplines to be successful.
Table 2: Participating Faculty Members

- Include everybody
  - Mentors (# must = # in Table 1 or Table 1 + Notes)
  - External Advisory Committee members
  - Internal Advisory Committee members
  - Other Advisors

- Rank: Include endowed titles
- Appointments: Include academic/research/training leadership positions
- Research Interest: Focus on areas that coincide with research themes of training grant, completed by PI
<table>
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<tr>
<th>Name/Degree(s)</th>
<th>Rank</th>
<th>Primary (&amp; Secondary) Appointment(s)</th>
<th>Role in Program</th>
<th>Research Interest</th>
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<td>Abrams-Johnson, Jane, PhD</td>
<td>Asst. Prof.</td>
<td>Pharmacology; (Biochemistry-Medical School)</td>
<td>Mentor</td>
<td>Regulation of Synthesis of Biogenic Amines</td>
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<td>Res. Asst. Prof.</td>
<td>Microbiology and Immunology (Neuroscience Program)</td>
<td>Mentor Exec Com</td>
<td>Protein Structure, Folding, and Immunogenicity</td>
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**Table 2 Instructions:** List each training faculty member with his/her degree(s), academic rank, primary departmental affiliation and secondary appointments, role in the proposed training grant program, and research interests that are relevant to the proposed program.

Summarize these data in the Background Section 2.2 of the Research [Training Program](#) Plan. Use the narrative to comment on the distribution of mentors by academic rank and department, to discuss areas of research emphasis, and the rationale for the selection of participating faculty.

**Rationale:** This information allows reviewers to assess the distribution of junior versus senior faculty and clinical versus basic scientists participating in the training program, as well as their distribution by department. The data concisely summarize the scientific areas of the training faculty.
Table 3: Institutional Training Grants Available to Participating Faculty

- Obtain data from Sponsored Projects Administration
- Include Pending New or Competing Renewal applications
  - Do not include if PI does not think it will be funded
- Provides information on institution’s research training environment
- Provides information on potential overlap with other training programs
Table 3. Institutional Training Grant Support Available to Participating Faculty Members, Department(s), or Program(s)

<table>
<thead>
<tr>
<th>Title of Training Grant</th>
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<th>Program Director (Department)</th>
<th>Predoctoral Trainees Supported This Year</th>
<th>Postdoctoral Trainees Supported This Year</th>
<th>Short-Term Trainees Supported This Year</th>
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<td>T32 GM04823-01</td>
<td>Pending</td>
<td>James, C. (Pharmacology)</td>
<td>10</td>
<td></td>
<td></td>
<td>19 (3)</td>
<td>Jones Jenson Watson</td>
</tr>
<tr>
<td>Genetic Basis of Mental Illness</td>
<td>T32 MH02708-07</td>
<td>06/07-07/12</td>
<td>Johnson, A. (Psychiatry)</td>
<td>4</td>
<td>4</td>
<td></td>
<td>7 (2)</td>
<td>Johnson Watson</td>
</tr>
<tr>
<td>Interdisciplinary Training in Nanotechnology</td>
<td>Dept of Ed</td>
<td>Pending</td>
<td>Small, V. (Engineering)</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>12 (2)</td>
<td>Small Wee</td>
</tr>
<tr>
<td>Med into Grad</td>
<td>HHMI</td>
<td>Pending</td>
<td>Brown (Cell Biology)</td>
<td>4</td>
<td>0</td>
<td></td>
<td>10 (2)</td>
<td>Brown Jones</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>N/A</strong></td>
<td><strong>N/A</strong></td>
<td><strong>N/A</strong></td>
<td><strong>36</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>N/A</strong></td>
<td><strong>N/A</strong></td>
</tr>
</tbody>
</table>

Table 3 Instructions: List all sources of current and pending training support available to the participating faculty members. It is not necessary to list every training grant at the institution, only those with overlapping faculty mentors or student pools. For each grant, include the title of the training grant; funding source and complete identifying number; status (active or pending) and dates of the active or pending project period; name of the program director and department; number(s) of training positions (predoctoral, postdoctoral, and short term), number of participating faculty members; and list overlapping participating faculty members who are also named in this application.

Rationale: This table will permit an evaluation of the level of support for training available to each of the participating departments/programs and the extent to which the proposed training grant overlaps with or duplicates available training grant support. It is useful in determining the number of training positions to be awarded.
Table 4: Grant and Contract Support of the Participating Faculty

- One of the most critical Tables
- Demonstrates that the Mentors have on-going external peer-reviewed research funding support, that they are successful academic biomedical investigators
- Demonstrates that Mentors can support the research costs of the Trainees
<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Faculty Member Role on Project and Grant Title</th>
<th>Source of Support Grant Number and Status</th>
<th>Project Period</th>
<th>Current Year Direct Costs Awarded (Total Direct Costs for Awards With Substantial Future Changes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jones, J.</td>
<td>PI - Structure and Function of Acetylcholine Receptors</td>
<td>NIH 1 R01 CA76259-01*</td>
<td>05/09-05/014</td>
<td>$190,000</td>
</tr>
<tr>
<td>Jones, J.</td>
<td>PI - Purification &amp; Identification of Receptors</td>
<td>NIH 5 K08 AI00091-03</td>
<td>11/10-11/13</td>
<td>$140,000</td>
</tr>
<tr>
<td>Mack, T.</td>
<td>PI - Control of Angiogenesis</td>
<td>American Heart Assoc.</td>
<td>03/8-03/11</td>
<td>$185,000</td>
</tr>
<tr>
<td>Mack, T.</td>
<td>Co-PI - Cell Culture Center</td>
<td>NSF PCM 80-12935 (D. Stockton, PD/PI)</td>
<td>12/10-12/13</td>
<td>$180,000</td>
</tr>
<tr>
<td>Mack, T.</td>
<td>Project Leader of Subproject 4: &quot;Genetic Control of Cell Division&quot;</td>
<td>NIH 1 P01 CA71802-02 (D. Stockton, PD/PI)</td>
<td>10/07-10/12</td>
<td>$165,000</td>
</tr>
<tr>
<td>Smith, J.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zachary, A.</td>
<td>PI – Human Monoclonal Antibodies as a Therapy for Staphyloccal Enterotoxin</td>
<td>NIH 1 U01 AI-28507-01 *</td>
<td>07/09-07/14</td>
<td>$200,000 ($3 million)</td>
</tr>
</tbody>
</table>

**Table 4 Instructions:** For each participating faculty member, list active and pending research grant and contract support from all sources (including Federal, non-Federal, and institutional research grant and contract support) that will provide the context for research training experiences. Exclude research training grants. If none, state "None." Include the role of the participating faculty member (PD/PI, co-PD/PI, etc.) in the grant and grant title; source of support, grant number, and status (use an asterisk (*) to indicate pending sources of support); dates of the entire project period; and the current year annual direct costs. If the source of support is part of a multiple project grant (for example, a P01), additionally identify the PD/PI of the overall project, and provide the above information for that component of the grant with which the faculty member is associated. For grants with major budget changes in future years such as clinical trials, include the total direct costs of the award in parentheses. Do not list grants that have expired unless a pending continuation application has been submitted.

**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 members in terms of their active research support.
Table 5: Trainees of Participating Faculty Members

- Demonstrates that the Mentors:
  - “Attract” pre-doc and post-doc trainees
    - “Quality and Quantity”
  - Have successfully “launched” previous mentees to the next stage of their academic research careers
    - Previous Mentees currently at good research institutions
    - Previous Mentees supported by peer-reviewed external funding
**Table 5**

Table 5A. Predoctoral Trainees of Participating Faculty Members (Alphabetically by Faculty Member for the Past Ten Years)

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Past / Current Trainee</th>
<th>Trainee Name (Where Training Occurred)</th>
<th>Training Period (Degree)</th>
<th>Prior Academic Degree Institution(s)</th>
<th>Prior Academic Degree(s)</th>
<th>Prior Academic Degree Year(s)</th>
<th>Title of Research Project</th>
<th>Current Position of Past Trainees / Source of Support of Current Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbott-Miller, Jane</td>
<td>Past</td>
<td>Schwartz, A. (Cornell)</td>
<td>94-95 (PhD)</td>
<td>U. of WI</td>
<td>BA</td>
<td>94</td>
<td>Role of Transcription Factor X in Synaptic Plasticity</td>
<td>Asst. Scientist, Scripps Research Foundation</td>
</tr>
<tr>
<td>Abbott-Miller, Jane</td>
<td>Past</td>
<td>**Jones, J.</td>
<td>95-00 (PhD)</td>
<td>Grinnell</td>
<td>AB</td>
<td>93</td>
<td>Protein kinase signaling cascades in C elegans</td>
<td>Res. Assoc. Prof. Microbiol., U CA, Berkeley</td>
</tr>
<tr>
<td>Abbott-Miller, Jane</td>
<td>Current</td>
<td>**Baker, A.</td>
<td>04-</td>
<td>Cornell</td>
<td>BS</td>
<td>04</td>
<td>Gene Expression in Drosophila</td>
<td>NIH 2 R01 GM05964-06</td>
</tr>
<tr>
<td>Zyskind, J. Quincy</td>
<td>Past</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zyskind J. Quincy</td>
<td>Current</td>
<td>**Bunting, C.</td>
<td>05-</td>
<td>Vanderbilt</td>
<td>BA</td>
<td>05</td>
<td>Title not yet determined</td>
<td>NIH 1 T32 GM05066-05</td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Past / Current Trainee</td>
<td>Trainee Name (Where Training Occurred)</td>
<td>Postdoc Research Training Period</td>
<td>Prior Academic Degree(s)</td>
<td>Prior Academic Degree Year(s)</td>
<td>Prior Academic Degree Institution(s)</td>
<td>Title of Research Project</td>
<td>Current Position of Past Trainees / Source of Support of Current Trainees</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------</td>
<td>---------------------------------------</td>
<td>----------------------------------</td>
<td>--------------------------</td>
<td>------------------------------</td>
<td>--------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Abbott-Miller, Jane</td>
<td>Past</td>
<td>Schwartz, A. (Cornell)</td>
<td>97-02</td>
<td>MD/PhD</td>
<td>97</td>
<td>U. of WI</td>
<td>Role of Transcription Factor X in Synaptic Plasticity</td>
<td>Asst. Scientist, Scripps Research Foundation</td>
</tr>
<tr>
<td>Abbott-Miller, Jane</td>
<td>Past</td>
<td>Howard, R.</td>
<td>01-04</td>
<td>PhD</td>
<td>01</td>
<td>Purdue</td>
<td>Excision Repair in Multiple Myeloma Cells</td>
<td>Postdoc, Pathology, Yale, lab of I.M. Sickly</td>
</tr>
<tr>
<td>Abbott-Miller, Jane</td>
<td>Current</td>
<td>**Baker, A.</td>
<td>07-</td>
<td>MD</td>
<td>07</td>
<td>Cornell</td>
<td>Gene Expression in Drosophila</td>
<td>NIH 2 T32 GM05964-06</td>
</tr>
<tr>
<td>Abbott-Miller, Jane</td>
<td>Current</td>
<td>Smith, D.</td>
<td>08-</td>
<td>PhD</td>
<td>08</td>
<td>U. of CT</td>
<td>DNA Repair and Chemical Carcinogenesis</td>
<td>NIH 1 F32 ES06942-01</td>
</tr>
<tr>
<td>Abbott-Miller, Jane</td>
<td>Current</td>
<td>Haggerty, D.</td>
<td>09-</td>
<td>PhD</td>
<td>08</td>
<td>U. of MI</td>
<td>Cell Cycle Control in Yeast</td>
<td>NIH 1 R01 CA76259-01</td>
</tr>
<tr>
<td>Zyskind, J. Quincy</td>
<td>Past</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Title not yet determined</td>
<td>NIH 1 T32 GM05066-05</td>
</tr>
</tbody>
</table>
Table 5

Table 5A Instructions: For each participating faculty member, list in groups all past and current predoctoral trainees for whom the faculty member was/is the thesis advisor (past 10 years only). Indicate in parentheses under the trainee name where the predoctoral training with the faculty member occurred, if at a different institution. Exclude medical interns and residents, unless they are heavily engaged in laboratory research. For each trainee indicate period of predoctoral training and degree received; previous institution, degree, and year awarded prior to entry into training; title of the research project; and for past students, their current positions or for current students, their source of support. Designate Kirschstein-NSRA training grant eligible trainees (TGE) by an asterisk (*). In renewal applications, denote trainees who were or are supported by this training grant with a double asterisk (**).

Summarize these data the Program Plan Section 2.3.b Program Faculty. Analyze the data in terms of the overall experience of the faculty in training predoctoral students. Comment on the inclusion of faculty whose training records may not indicate much recent predoctoral training experience.

Rationale: The data in this table permit an evaluation of the success of the proposed faculty in facilitating the progression of students in their research careers, the ability of the faculty to commit appropriate time to mentoring additional trainees, and the institutions from which their trainees are selected.
NIH Resources for Training Grant Applications

- NRSA Institutional Training Grant Kiosk
  [http://grants.nih.gov/training/T_Table.htm](http://grants.nih.gov/training/T_Table.htm)

- Institute-Specific Information, Requirements and Staff Contacts

- Guidelines for Reviewers

- Funded Training Grants – NIH Reporter

- Application and Award Information-Funding Facts
Good Luck!