

Applying for T32 Funding

Demystifying “THE NEW FOA”

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What's new?

- Mentor Training
- Career Development
- Holistic Review
- Preceptor Demographics
- Rigor and Reproducibility Training
- Evaluation and Assessment
- Institutional Letter (10 pages)

Mentor Training

- PI/PD must have demonstrated mentor training
- Mentors **must have** mentor training
 - Different from career training for new mentors
 - Master trainers/facilitators to run training sessions
 - Combination of on-line and in-person training
 - Phase it in if faculty pool is large
 - Opportunity to show synergy with other programs
 - Engage institutional leadership and get them on board

Approaches to Mentor Training

- National Research Mentoring Network (NRMN)
 - Master Trainers, “Train the Trainers” workshops
- Entering Mentoring curriculum (Pfund, Univ. Wisconsin)
- Univ. Minnesota CTSI online course, “Optimizing the Practice of Mentoring”
- Other CTSI developed programs
- Professional societies (& ABRCMS) offer mentoring workshops at national meetings
- Consultants (NRMN has a form)

Evidence-based Assessment

- Define training mission and learning objectives for each component of the training program
- Standard data collection (short, medium and long-term)
- Surveys of trainees, faculty, others that relate back to mission and objectives (ensuring anonymity for at least some evaluations is critical)
- External evaluations
- Ongoing mechanism to improve training program based on information obtained
- Adoption of a formal educational program evaluation model; e.g. Kirkpatrick's, Logic, or CIPP
 - Work with evaluators in medical school or school of education
 - Consultants

Holistic Review

- Don't use score cut-offs (GPA can show range)
- Move away from standardized testing
- Train admissions faculty (anti-bias, holistic review)
- Narrative: focus on overall preparation, grades in relevant coursework, challenging courses, upward trajectory, grade inflation/deflation, use of resources/seek out research opportunities
- Use a rubric for interview reporting
- Personal statement/essay
- Letters of reference (follow up if necessary)

Preceptors

- Biosketches should describe commitment to mentoring, diversity/inclusion efforts, R&R
- Criteria for inclusion in program
- Plan for removal, renewal
- Participation
- Evidence of collaboration
- Specify demographics (numbers and %)
 - Rank: Asst, Assoc, Full professors
 - Gender: Women faculty
 - Minorities
 - **PLAN to address imbalance in demographics**

Rigor and Reproducibility

- Introduce basic training early (year 1 or 2)
 - Workshop, online course
- Reinforce R&R concepts through all years
 - Poster, research talks, journal clubs
 - Thesis meetings, thesis writing
- Require a data management policy
 - Posted for each lab
 - Notebooks (paper or electronic), backups, etc

Reporting Outcomes

- Time to degree (average, trend)
- Completion rate (% leaving w Masters, no degree)
- Careers (distribution, tracking)
- Awards and Fellowships
- Publications
 - Average number of papers/trainee
 - First author and Co-author (or total)
 - % graduating w/o paper or no first author
 - Publication requirement/expectation for graduation
- **Outcomes must be posted on program website**

Institutional Letter

- If multiple T32s, tailor generic letter to your program
- Should be comprehensive (10 pages!)
- Guarantee graduate support in case of mentor loss of funding, describe financial support for program
- Mentoring/training considered for faculty promotion
- Address Title IX/sexual harassment