Applying for T32 Funding

Demystifying “THE NEW FOA”

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What’s new?

- Mentor Training
- Career Development
- Holistic Review
- Preceptor Demographics
- Vigor 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