NIH Training Table 8A Program Outcomes, Predoctoral

National Institute of General Medical Sciences

Division of Training and Workforce Development

Program Officials

Disclaimer

- This informational video is not in lieu of the guidance and instructions provided by NIH.

- Before completing the NIH tables, please read the following documents carefully:

    1) The appropriate Notice of Funding Opportunity for the grant to which you are applying;

    2) The SF424 (R&R) Application Guidelines, paying particular attention to the PHS 398 Research Training Program Plan Form; and

    3) The individual table instructions, that tend to include rationale statements and sample tables, where available.

Table 8A. Program Outcomes:

Rationale

- **Part I. Those appointed to the grant.** For <u>renewal</u> applications, this table provides information about the outcomes of predoctoral training positions (e.g., faculty mentor, year(s) in program, area of research, and subsequent career related outcomes). The data also permit an evaluation of the effectiveness of the supported training program in achieving the training objectives of the prior award period(s) for **up to 15 years**.

- **Part II. Recent Graduates.** For <u>new</u> applications, this table provides information on outcomes for trainees who would have been eligible for the proposed training program. These data can provide a baseline to evaluate the effectiveness of any subsequently funded training program in achieving the training objectives.

Table 8A. Part I. Those Appointed to the Grant

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded

In Part I, list sequentially, by year of entry into the graduate program, all trainees who have been supported by this grant at any time during the last 15 years, including those who did not complete the training program for any reason. If the grant has been active for less than 15 years, list all trainees to date.

Table 8A. Part I, Trainee

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded
Pennix, Olufemi C.								
Bar, Daniel								
Thompson, Patricia P.								
Samuels, Janine A.								
Wand, Dennis								

For each trainee provide **Trainee name** in the format: Last Name, First Name and Middle Initial.

National Institute of General Medical Sciences

Table 8A. Part I. Faculty Member

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded
Pennix, Olufemi C.	Chu, Jeremy K. Jordan, Angel C.							
Bar, Daniel	Collins, Francis S.							
Thompson, Patricia P.	Berg, Lawrence P.							
Samuels, Janine A.	Peters, Mark Q.							
Wand, Dennis	Layback, Sally G.							

For each trainee provide the name of the **Faculty Member(s)**: Last Name, First Name, and Middle Initial. Provide up to two primary research training faculty acting as mentors (these are training grant faculty). If not yet selected, indicate "TBD" (to be determined).

Table 8A. Part I. Start Date

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded
Pennix, Olufemi C.	Chu, Jeremy K. Jordan, Angel C.	09/2008						
Bar, Daniel	Collins, Francis S.	09/2015						
Thompson, Patricia P.	Berg, Lawrence P.	09/2016						
Samuels, Janine A.	Peters, Mark Q.	09/2020						
Wand, Dennis	Layback, Sally G.	09/2022						

Provide the calendar month and year of entry into the **current degree-granting program** in the format MM/YYYY. This date may precede the appointment to the training grant.

National Institute of General Medical Sciences

Table 8A. Part I. Summary of Support

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded
Pennix, Olufemi C.	Chu, Jeremy K. Jordan, Angel C.	09/2008	TY 1: **HL T32** TY 2: **HL T32** TY 3: HL F30 TY 4: HL F30 TY 5: HL F30 TY 6: Fdn RA					
Bar, Daniel	Collins, Francis S.	09/2015	TY 1: **HL T32** TY 2: **HL T32** TY 3: Univ TY 4: Univ TY 5: GM R01					
Thompson, Patricia P.	Berg, Lawrence P.	09/2016	TY1: Univ **TY2: HL T32** **TY 3: HL T32** TY4: DK R01 TY5: DK R01 TY6: DK R01					
Samuels, Janine A.	Peters, Mark Q.	09/2020	TY 1: **HL T32** TY 2: **HL T32**					
Wand, Dennis	Layback, Sally G.	09/2022	TY 1: **HL T32** TY 2: **HL T32** **TY 3: HL F31**					

For NIH & other HHS support, list the awarding component & activity (GM T32). **Bold** the grant being reported in this application.

Sources of Support:
- NSF
- Other Federal (Other Fed)
- University (Univ)
- Foundation (Fdn)
- Non-US (Non-US)
- Other (Other)
- None: Leave of Absence (LOA)

Types of Support:
- Research assistantship (RA)
- Teaching assistantship (TA)
- Fellowship (F)
- Training Grant (TG)
- Scholarship (S)
- Other

Provide the primary source and type of support during each twelve-month period of training, using TY1 for Training Year 1, TY2 for Training Year 2, and so forth. For doctoral programs, TY1 is the year the trainee entered doctoral training and the final TY will be the year the degree was granted. For dual-degree programs that do not award both degrees simultaneously, the final TY will be the year the last degree was granted.

National Institute of General Medical Sciences

Table 8A. Part I. Terminal Degree(s)

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded
Pennix, Olufemi C.	Chu, Jeremy K. Jordan, Angel C.	09/2008	TY 1: **HL T32** TY 2: **HL T32** TY 3: HL F30 TY 4: HL F30 TY 5: HL F30 TY 6: Fdn RA	M.D./Ph.D., 2016				
Bar, Daniel	Collins, Francis S.	09/2015	TY 1: **HL T32** TY 2: **HL T32** TY 3: Univ TY 4: Univ TY 5: GM R01	Ph.D. 2020				
Thompson, Patricia P.	Berg, Lawrence P.	09/2016	TY1: Univ **TY2: HL T32** **TY 3: HL T32** TY4: DK R01 TY5: DK R01 TY6: DK R01	Ph.D., 2021				
Samuels, Janine A.	Peters, Mark Q.	09/2020	TY 1: **HL T32** TY 2: **HL T32**	M.S. 2021				
Wand, Dennis	Layback, Sally G.	09/2022	TY 1: **HL T32** TY 2: **HL T32** **TY 3: HL F31**	In Training				

For each trainee provide **Terminal Degree(s) received and Year(s)** for all terminal degree(s) received and year(s) awarded. Trainees currently in the program should be designated "in training". Trainees who left without a degree, report "none."

Table 8A. Part I. Topic Of Research

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded
Pennix, Olufemi C.	Chu, Jeremy K. Jordan, Angel C.	09/2008	TY 1: **HL T32** TY 2: **HL T32** TY 3: HL F30 TY 4: HL F30 TY 5: HL F30 TY 6: Fdn RA	M.D./Ph.D., 2016	The role of Notch in blood vessel maturation			
Bar, Daniel	Collins, Francis S.	09/2015	TY 1: **HL T32** TY 2: **HL T32** TY 3: Univ TY 4: Univ TY 5: GM R01	Ph.D. 2020	Methods development for proximity labeling			
Thompson, Patricia P.	Berg, Lawrence P.	09/2016	TY1: Univ **TY2: HL T32** **TY 3: HL T32** TY4: DK R01 TY5: DK R01 TY6: DK R01	Ph.D., 2021	Insulin Treatment of Diabetic Rats			
Samuels, Janine A.	Peters, Mark Q.	09/2020	TY 1: **HL T32** TY 2: **HL T32**	M.S. 2021	Viral infections			
Wand, Dennis	Layback, Sally G.	09/2022	TY 1: **HL T32** TY 2: **HL T32** **TY 3: HL F31**	In training	Interactions between circadian rhythms, sleep & metabolism			

For each trainee enter their **Topic of Research Project**:

Table 8A. Part I. Initial Position

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded
Pennix, Olufemi C.	Chu, Jeremy K. Jordan, Angel C.	09/2008	TY 1: **HL T32** TY 2: **HL T32** TY 3: HL F30 TY 4: HL F30 TY 5: HL F30 TY 6: Fdn RA	M.D./Ph.D., 2016	The role of Notch in blood vessel maturation	Resident Internal Medicine Emory University Academia Further Training		
Bar, Daniel	Collins, Francis S.	09/2015	TY 1: **HL T32** TY 2: **HL T32** TY 3: Univ TY 4: Univ TY 5: GM R01	Ph.D. 2020	Methods development for proximity labeling	Scientist I Genentech For-profit Primarily Research		
Thompson, Patricia P.	Berg, Lawrence P.	09/2016	TY1: Univ **TY2: HL T32** **TY 3: HL T32** TY4: DK R01 TY5: DK R01 TY6: DK R01	Ph.D., 2021	Insulin Treatment of Diabetic Rats	Postdoctoral Fellow Molecular Biology UC San Francisco Academia Further Training		
Samuels, Janine A.	Peters, Mark Q.	09/2020	TY 1: **HL T32** TY 2: **HL T32**	M.S. 2021	Viral infections	Laboratory Technician Pfizer For-profit Primarily Research		
Wand, Dennis	Layback, Sally G.	09/2022	TY 1: **HL T32** TY 2: **HL T32** **TY 3: HL F31**		Interactions between circadian rhythms, sleep & metabolism			

For each position indicate:
- workforce sector (i.e., academia, government, for-profit, nonprofit, other).
- principal activity (i.e., primarily research, primarily teaching, primarily clinical, research-related, further training, unrelated to research).

If individuals:
- held only one position, complete only the initial position column.
- hold joint appointments/positions, list only the primary position.

For each trainee who completed or left the graduate program, provide their **Initial Position**, including department, and institution, as applicable. If information is not available, report "unknown." Leave Blank for students still in training.

Table 8A. Part I. Current Position

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded
Pennix, Olufemi C.	Chu, Jeremy K. Jordan, Angel C.	09/2008	TY 1: **HL T32** TY 2: **HL T32** TY 3: HL F30 TY 4: HL F30 TY 5: HL F30 TY 6: Fdn RA	M.D./Ph.D., 2016	The role blood ves maturation		Assistant Professor Hematology Rutgers University Academia Research-Related	
Bar, Daniel	Collins, Francis S.	09/2015	TY 1: **HL T32** TY 2: **HL T32** TY 3: Univ TY 4: Univ TY 5: GM R01	Ph.D. 2020	Methods developm proximity			
Thompson, Patricia P.	Berg, Lawrence P.	09/2016	TY1: Univ **TY2: HL T32** **TY 3: HL T32** TY4: DK R01 TY5: DK R01 TY6: DK R01	Ph.D., 2021	Insulin Tre Diabetic F		Research Associate Molecular Biology UC San Francisco Academia Primarily Research	
Samuels, Janine A.	Peters, Mark Q.	09/2020	TY 1: **HL T32** TY 2: **HL T32**	M.S. 2021	Viral infec			
Wand, Dennis	Layback, Sally G.	09/2022	TY 1: **HL T32** TY 2: **HL T32** **TY 3: HL F31**		Interactions between circadian rhythms, sleep & metabolism			

For each position indicate:
- the workforce sector (i.e., academia, government, for-profit, nonprofit, other).
- principal activity (i.e., primarily research, primarily teaching, primarily clinical, research-related, further training, unrelated to research).

If individuals hold joint appointments/positions, list only the primary position.

For trainees who completed or left the graduate program and have moved on from their initial position, provide their current positions, departments, and organizations, as applicable **(leave blank for students who are still in the training program or are still in their initial position)**.

Table 8A. Part I. Subsequent Grant(s)

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded
Pennix, Olufemi C.	Chu, Jeremy K. Jordan, Angel C.	09/2008	TY 1: **HL T32** TY 2: **HL T32** TY 3: HL F30 TY 4: HL F30 TY 5: HL F30 TY 6: Fdn RA	M.D./Ph.D., 2016	The role of Notch in blood vessel maturation	Resident Internal Medicine Emory University Academia Further Training	Assistant Professor Hematology Rutgers University Academia Research-Related	HL F30/PI/2010 HL K23/PI/2018 HL P01/Co-I/2022
Bar, Daniel	Collins, Francis S.	09/2015	TY 1: **HL T32** TY 2: **HL T32** TY 3: Univ TY 4: Univ TY 5: GM R01	Ph.D. 2020	Methods development for proximity labeling	Scientist I Genentech For-profit Primarily Research		
Thompson, Patricia P.	Berg, Lawrence P.	09/2016	TY1: Univ **TY2: HL T32** **TY 3: HL T32** TY4: DK R01 TY5: DK R01 TY6: DK R01	Ph.D., 2021	Insulin Treatment of Diabetic Rats	Postdoctoral Fellow Molecular Biology UC San Francisco Academia Further Training	Research Associate Molecular Biology UC San Francisco Academia Primarily Research	HL F32/PI/2020 GM R35/Staff Scientist/2023
Samuels, Janine A.	Peters, Mark Q.	09/2020	TY 1: **HL T32** TY 2: **HL T32**	M.S. 2021	Viral infections	Laboratory Technician Pfizer For-profit Primarily Research		
Wand, Dennis	Layback, Sally G.	09/2022	TY 1: **HL T32** TY 2: **HL T32** **TY 3: HL F31**		Interactions between circadian rhythms, sleep & metabolism			HL F31/PI/2024

If applicable, list subsequent fellowships, career development, or research grant support obtained from any source, whether as PD/PI or any other senior role after the individual completed training. For NIH and other HHS support, list the component, activity, role and year. Up to five grants may be listed.

NIH > National Institute of General Medical Sciences

Table 8A. Part II. Predoctoral, Recent Graduates

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded

In Part II, (**only for new applications and postdoctoral renewal/revision applications requesting an expansion to predoctoral training**), list sequentially all students **graduating** in a field or from a program similar to the proposed program in the last five (5) 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).

Table 8A. Part II.

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year(s)	Topic of Research Project	Initial Position	Current Position	Subsequent Grant(s)/ Role/Year Awarded
Moore, Thomas P.	Trimmer, Sean R.	09/2007		Ph.D. 2013	Src Kinase and Breast Cancer	Postdoctoral Fellow Medicine Boston University Academia Further Training		
Rosenthal, Julia R.	Coates, Robert	09/2009		Ph.D. 2014	Modulation of host cellular responses	Medical Student Medicine Northwestern University Academia Further Training		

For each student, provide all the information described in Part I above, except "**Summary of Support During Training.**"

National Institute of General Medical Sciences

Table 8A. Part III. Program Statistics. Predoctoral

Percentage of Trainees Entering Graduate School 10 Years Ago Who Completed the PhD	Average Time to PhD for Trainees in the Last 10 Years

In **Part III**, report:

1) the percentage of trainees entering 10 years ago and receiving support from this training grant at some point during graduate school who received Ph.D.s or equivalent research doctoral degrees.

2) the average time to degree for all trainees appointed to this training grant completing Ph.D.s in the last ten years, calculated to one decimal place (e.g., 5.5 years).

Programs that have not received support for at least 10 years should not enter information about "the percentage of trainees completing their degrees within 10 years" box.

New programs that have not yet had any trainees complete the Ph.D. should not include this table at all.

National Institute of General Medical Sciences

Table 8A. Part III. Percentage who completed their PHD

Percentage of Trainees Entering Graduate School 10 Years Ago Who Completed the PhD	Average Time to PhD for Trainees in the Last 10 Years
75%	

Students leaving graduate school to transfer to medical school or other doctoral-level professional programs should be counted as part of the entering pool, **but not** as having earned a Ph.D.-equivalent degree.

Individuals transferring to or from Ph.D. programs in similar fields at other institutions **should be excluded** from both the entering and graduating cohorts in calculating completion and time to degree.

National Institute of
General Medical Sciences

Table 8A. Part III. Average time to PhD

Percentage of Trainees Entering Graduate School 10 Years Ago Who Completed the PhD	Average Time to PhD for Trainees in the Last 10 Years
	5.5yr

Time to degree should be calculated as the period from enrollment in a doctoral degree program at the reporting organization to the conferral of a Ph.D. or, in the case of dual-degree programs, both degrees. If a student earns a master's degree from the reporting organization prior to and in conjunction with fulfilling the requirements for the research doctoral degree, or an additional doctoral degree as part of a dual-degree program (e.g., M.D./Ph.D., D.D.S./Ph.D.), time to degree should be calculated from entry into the first degree program.

Table 8A. Where and how this information should be referenced in the body of the application

- Summarize the data from Parts I, or II, as applicable, in the Research Training Plan, in the Program Plan Section of new or renewal applications.

- For the Research Performance Progress Report (RPPR), summarize Part I and Part III in the Accomplishments Section responding to the question "What opportunities for training and professional development has the project provided?"
  - Continue to add new entrants and provide updated information about current and past students until 15 years of data have been completed; do not include data older than 15 years.

National Institute of General Medical Sciences

Thank You

Resources:
1) Contact a Program Officer before submitting.
2) Study the funding opportunity for the grant to which you are applying.
3) Follow the SF424 (R&R) Application Guidelines, paying particular attention to the PHS 398 Research Training Program Plan Form.
4) Read carefully the individual table instructions.

If you have questions about this table, please reach out to the Program Officer listed on the funding opportunity.

The Program Officer should be able to assist you.