



National Institute of  
General Medical Sciences



TWD Program  
Officials

# NIH Training Table 8A

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

# Table 8A. Program Outcomes: Predoctoral

- Rationale:
  - For new applications (only complete Part III), this table provides information on the effectiveness of the proposed training program.
  - For renewal applications (complete Parts I, II and IV), this table provides information about the use of the predoctoral training positions (that is, distribution by faculty member, year in program, years of support per trainee). The data also permit an evaluation of the effectiveness and accomplishments of the supported training program in achieving the training objectives of the prior award period(s) for up to 15 years.
- Where and how should this information be referenced in the body of the application?
  - Summarize the data from Parts I, II and III, as applicable, in the Research Training Plan, either in the Program Plan Section or the Research Performance Progress Report (RPPR), as appropriate.
  - Summarize Part IV in the RPPR Accomplishments Section.



# Table 8A. Program Outcomes: Predoctoral

## Part I. Those Appointed to the Training 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. Program Outcomes: Predoctoral

## Part I. Those Appointed to the Training 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
Cox, Charles C.								
Johnson, Gina R.								
Phelps, Ryan								

For each trainee provide **Trainee:**

Provide the Trainee name in the format: Last Name, First Name and Middle Initial.

# Table 8A. Program Outcomes: Predoctoral

## Part I. Those Appointed to the Training 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
Cox, Charles C.	Doe, John Smith, Jerry							
Johnson, Gina R.	Doe, John							
Phelps, Ryan	Vasquez, Richard							

For each trainee provide the name of the **Faculty Member(s)**:

In the format of 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. Program Outcomes: Predoctoral

## Part I. Those Appointed to the Training 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
Cox, Charles C.	Doe, John Smith, Jerry	09/1998						
Johnson, Gina R.	Doe, John	09/1998						
Phelps, Ryan	Vasquez, Richard	09/1999						

For each trainee provide **Start Date**:

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.

# Table 8A. Program Outcomes: Predoctoral

## Part I. Those Appointed to the Training Grant

Trainee	Faculty Member	Start Date	Summary of Support During Training
Cox, Charles C.	Doe, John Smith, Jerry	09/1998	TY 1: <b>HL T32</b> TY 2: <b>HL T32</b> TY 3: HL F30 TY 4: HL F30 TY 5: HL F30 TY 6: Fdn RA
Johnson, Gina R.	Doe, John	09/1998	TY 1: NSF F TY 2: NSF F TY 3: NSF F TY 4: <b>HL T32</b> TY 5: <b>HL T32</b> TY 6: GM R01
Phelps, Ryan	Vasquez, Richard	09/1999	TY 1: <b>HL T32</b> TY 2: <b>HL T32</b>

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

For each trainee provide a **Summary of Support During Training:**

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.



# Table 8A. Program Outcomes: Predoctoral

## Part I. Those Appointed to the Training 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
Cox, Charles C.	Doe, John Smith, Jerry	09/1998	TY 1: <b>HL T32</b> TY 2: <b>HL T32</b> TY 3: HL F30 TY 4: HL F30 TY 5: HL F30 TY 6: Fdn RA	M.D./Ph.D., 2003				
Johnson, Gina R.	Doe, John	09/1998	TY 1: NSF F TY 2: NSF F TY 3: NSF F TY 4: <b>HL T32</b> TY 5: <b>HL T32</b> TY 6: GM R01	Ph.D. 2003				
Phelps, Ryan	Vasquez, Richard	09/1999	TY 1: <b>HL T32</b> TY 2: <b>HL T32</b>	M.S. 2001				

For each trainee provide **Terminal Degree(s) received and Year(s):**

If applicable, list the terminal degree(s) received and year(s) awarded. Trainees currently in the program should be designated “in training”. For trainees who left without a degree, report “none.”

# Table 8A. Program Outcomes: Predoctoral

## Part I. Those Appointed to the Training 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
Cox, Charles C.	Doe, John Smith, Jerry	09/1998	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., 2003	The role of Notch in blood vessel maturation			
Johnson, Gina R.	Doe, John	09/1998	TY 1: NSF F TY 2: NSF F TY 3: NSF F TY 4: HL T32 TY 5: HL T32 TY 6: GM R01	Ph.D. 2003	Interactions between circadian rhythms, sleep & metabolism			
Phelps, Ryan	Vasquez, Richard	09/1999	TY 1: HL T32 TY 2: HL T32	M.S. 2001	Viral infections			

For each trainee provide **Topic of Research Project:**  
Enter the topic of the research project.

# Table 8A. Program Outcomes: Predoctoral

## Part I. Those Appointed to the Training Grant

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year(s)	Topic of Research Project	Initial Position
Cox, Charles C.	Doe, John Smith, Jerry	09/1998	TY 1: <b>HL T32</b> TY 2: <b>HL T32</b> TY 3: HL F30 TY 4: HL F30 TY 5: HL F30 TY 6: Fdn RA	M.D./Ph.D., 2003	The role of Notch in blood vessel maturation	Resident Internal Medicine Emory University Academia Further Training
Johnson, Gina R.	Doe, John	09/1998	TY 1: NSF F TY 2: NSF F TY 3: NSF F TY 4: <b>HL T32</b> TY 5: <b>HL T32</b> TY 6: GM R01	Ph.D. 2003	Interactions between circadian rhythms, sleep & metabolism	Postdoctoral Fellow Molecular Biology UC San Francisco Academia Further Training
Phelps, Ryan	Vasquez, Richard	09/1999	TY 1: <b>HL T32</b> TY 2: <b>HL T32</b>	M.S. 2001	Viral infections	Laboratory Technician Parke-Davis For-profit Primarily Research

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 provide **Initial Position**:

For trainees who completed or left the graduate program, provide their initial position, department, and institution, as applicable. If information is not available, report “unknown.”

# Table 8A. Program Outcomes: Predoctoral

## Part I. Those Appointed to the Training 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
Cox, Charles C.	Doe, John Smith, Jerry	09/1998	TY 1: <b>HL T32</b> TY 2: <b>HL T32</b> TY 3: HL F30 TY 4: HL F30 TY 5: HL F30 TY 6: Fdn RA	M.D./Ph.D., 2003	The role of Notch in blood vessel maturation	Resident Internal Medicine Emory University Academia Further Training	Assistant Professor Hematology Rutgers University Academia Research-Related
Johnson, Gina R.	Doe, John	09/1998	TY 1: NSF F TY 2: NSF F TY 3: NSF F TY 4: <b>HL T32</b> TY 5: <b>HL T32</b> TY 6: GM R01	Ph.D. 2003	Interactions between circadian rhythms, sleep & metabolism	Postdoctoral Fellow Molecular Biology UC San Francisco Academia Further Training	Research Associate Molecular Biology UC San Francisco Academia Primarily Research
Phelps, Ryan	Vasquez, Richard	09/1999	TY 1: <b>HL T32</b> TY 2: <b>HL T32</b>	M.S. 2001	Viral infections	Laboratory Technician Parke-Davis For-profit Primarily Research	Laboratory Manager Pfizer For-profit Primarily Research

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 each trainee provide **Current Position**:

For trainees who have moved on from the initial position report on the current position, department, and institution. If information is not available report “unknown.”



# Table 8A. Program Outcomes: Predoctoral

## Part I. Those Appointed to the Training 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
Cox, Charles C.	Doe, John Smith, Jerry	09/1998	TY 1: <b>HL T32</b> TY 2: <b>HL T32</b> TY 3: HL F30 TY 4: HL F30 TY 5: HL F30 TY 6: Fdn RA	M.D./Ph.D., 2003	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 K23/PI/2011 HL P01/Co-I/2014
Johnson, Gina R.	Doe, John	09/1998	TY 1: NSF F TY 2: NSF F TY 3: NSF F TY 4: <b>HL T32</b> TY 5: <b>HL T32</b> TY 6: GM R01	Ph.D. 2003	Interactions between circadian rhythms, sleep & metabolism	Postdoctoral Fellow Molecular Biology UC San Francisco Academia Further Training	Research Associate Molecular Biology UC San Francisco Academia Primarily Research	HL F32/PI/2005 GM R01/Staff Scientist/2011
Phelps, Ryan	Vasquez, Richard	09/1999	TY 1: <b>HL T32</b> TY 2: <b>HL T32</b>	M.S. 2001	Viral infections	Laboratory Technician Parke-Davis For-profit Primarily Research	Laboratory Manager Pfizer For-profit Primarily Research	

For each trainee provide **Subsequent Grant(s)/Role/Year Awarded:**

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-- GMR01/PI/2011. Up to five grants may be listed.

# Table 8A. Program Outcomes: Predoctoral

For **Part II**, the initial time this section is completed is for a Research Performance Progress Report (RPPR). List any **current** graduate student clearly associated with this grant who have been supported by NIH and other HHS funds but not from this grant.

“Clearly associated” students are those with a training experience similar to those appointed to this grant, but who are supported by other NIH or HHS awards.

For subsequent RPPRs and renewal applications, provide updated information on clearly associated students, reflecting new entrants and other changes over the reporting period. In each subsequent year, continue to add new entrants and provide updated information about current and past clearly associated students until 15 years of data have been completed; do not include data older than 15 years.

# Table 8A. Program Outcomes: Predoctoral

## Part II. Those Clearly Associated with the Training 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

For Part II: Provide the information described in Part I, columns 1-8, for each student that is clearly associated with the training grant.

# Table 8A. Program Outcomes: Predoctoral

## Part II. Those Clearly Associated with the Training 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
Robinson, Brian	Smith, Jerry	09/2010	TY 1: Univ S TY 2: CA R01 TY 3: CA R01 TY 4: Fdn F	In Training	Reconstitution of Tumor suppressor function			
O'Leary, Ann L.	Coates, Robert	09/2008	TY 1: GM T32 TY 2: GM T32 TY 3: CA T32 TY 4: CA F31 TY 5: CA F31	Ph.D. 2013	Genetic Cancer Biomarkers	Postdoctoral Fellow Molecular Biology UCLA Academia Further Training		



# Table 8A. Program Outcomes: Predoctoral

## Part III. Recent Graduates (Only for New Applications and for Postdoctoral Renewal/Revision Applications Requesting an Expansion for Predoctoral 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

In Part III, (**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 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. Program Outcomes: Predoctoral

## Part III. Recent Graduates (Only for New Applications and for Postdoctoral Renewal/Revision Applications Requesting an Expansion for Predoctoral 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
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		

# Table 8A. Program Outcomes: Predoctoral

## Part IV. Program Statistics

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 IV**, 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.

# Table 8A. Program Outcomes: Predoctoral

## Part IV. Program Statistics

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

## Part IV. Program Statistics

Percentage of Trainees Entering Graduate School 10 Years Ago Who Completed the PhD
50.2%

In calculating these program statistics, 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.



# Table 8A. Program Outcomes: Predoctoral

## Part IV. Program Statistics

Percentage of Trainees Entering Graduate School 10 Years Ago Who Completed the PhD	Average Time to PhD for Trainees in the Last 10 Years
50.2%	

## Part IV. Program Statistics

Average Time to PhD for Trainees in the Last 10 Years
6.5 years

Time to degree should be calculated as the period from enrollment in a doctoral degree program at the reporting institution 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 institution 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 (such as, M.D./Ph.D., D.D.S./Ph.D.), time to degree should be calculated from entry into the first-degree program.

# 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.