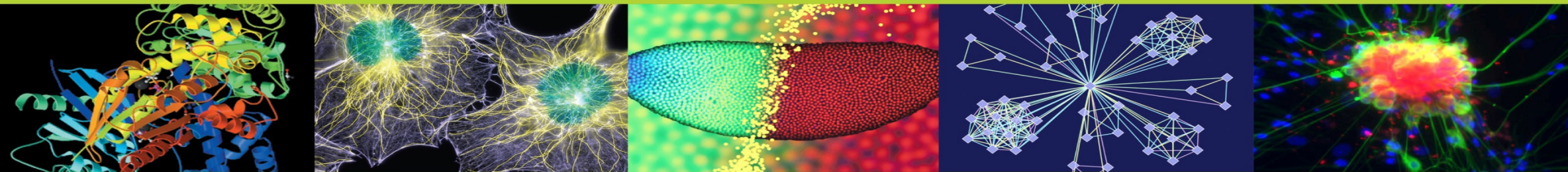# Approaches to Institutional Transformation

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Program Director

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Division of Genetics, and Molecular, Cellular, and Developmental Biology

Overview

- The Division of Training, Workforce Development, and Diversity (TWD) supports programs that foster [research training and the development of a strong and diverse biomedical research workforce](#).

- **Approaches to institutional transformation**
  - Institutional support letter
  - Convening institutional leaders for career development (K) awards
  - "Hallmarks" of Success

Institutional Support Letter

- **Institutional** awards meant to promote positive change

- Some institutions used awards purely for financial support and there was varying degrees of institutional commitment to the success of the program

Letters of Support

Institutional Support Letter. The application must include a signed letter on institutional letterhead from a President, Provost, Dean or key institutional leader that describes the activities and resources provided by the institution that will ensure the success of the planned training program and its trainees (not to exceed 10 pages). Institutional commitment to the following areas should be described in the letter: developing and promoting a culture in which the highest standards of scientific rigor, reproducibility and responsible conduct are advanced; ensuring sufficient start-up funding to permit early stage faculty to participate in training, and bridge funding to ensure that training may continue if a mentor experiences a hiatus in funds; supporting core facilities and technology resources, and describing how they can be used to enhance training; providing adequate staff, facilities, and educational resources to the planned program; supporting the PDs/PIs and other key staff associated with the planned training program; ensuring faculty have protected time available to devote to mentoring, training and research; considering activities integral to excellent graduate training (such as teaching and mentorship) in tenure and promotion decisions; promoting diversity and inclusion at all levels of the research training environment (trainees, staff, faculty, and leadership); ensuring the research facilities and laboratory practices promote the safety of trainees; ensuring the research facilities are accessible to trainees with disabilities; ensuring a positive, supportive and inclusive research and training environment for individuals from all backgrounds; ensuring that trainees will continue to be supported when they transition from the training grant to other sources of support; and providing resources and expertise for evaluating the training outcomes of the program. For institutions that have multiple NIGMS-funded predoctoral training grants, the letter should also explain what distinguishes the proposed program from existing ones at the same training level, how the programs will synergize and share resources when appropriate, and how the training faculty, pool of potential trainees, and resources are sufficiently robust to support the proposed program in addition to existing ones.

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Institutional Support Letter

- First published in NIGMS Predoctoral T32 FOA ([PAR-17-341](#)) – subsequently included in all NIGMS institutional training and research education [FOAs](#)

- *Reviewers carefully consider letter (and institutional support) when assigning scores*

- Model for the NIH Parent T32 ([PA-20-142](#))

Institutional Support Letter. The application must include a signed letter on institutional letterhead from a President, Provost, Dean or key institutional leader that describes the activities and resources provided by the institution that will ensure the success of the planned training program and its trainees (not to exceed 10 pages). Institutional commitment to the following areas should be described in the letter:

- Developing and promoting a culture in which the highest standards of scientific rigor, reproducibility and responsible conduct are advanced.
- Ensuring sufficient resources and support will be available to the training faculty and trainees, for example, to permit early stage faculty to participate in training and trainees to continue in training if their mentors experience a hiatus in research funding.
- Supporting core facilities and technology resources and describing how they can be used to enhance training.
- Providing adequate staff, facilities, and educational resources to the planned program.
- Supporting the PDs/PIs and other key staff associated with the planned training program; ensuring faculty have protected time available to devote to mentoring, training and research; considering activities integral to excellent training (such as teaching and mentorship) in tenure and promotion decisions.
- Promoting diversity and inclusion at all levels of the research training environment (trainees, staff, faculty, and leadership); ensuring the research facilities and laboratory practices promote the safety of trainees; ensuring the research facilities are accessible to trainees with disabilities; ensuring a positive, supportive and inclusive research and training environment for individuals from all backgrounds.
- Ensuring that proper policies, procedures, and oversight are in place to prevent discriminatory harassment and other discriminatory practices and to appropriately respond to allegations of such discriminatory practices, including providing any required notifications to NIH (NOT-OD-19-056) or OCR (e.g., see NOT-OD-15-152).
- Providing the types and levels of support necessary for trainees to successfully complete the research training program.
- Supporting evaluation of the training program and procedures for responding to evaluation findings.

MOSAIC Program Goal

- The Maximizing Opportunities for Scientific and Academic Independent Careers (MOSAIC) program is part of NIH's efforts to enhance diversity within the academic biomedical research workforce, and is designed to facilitate the transition of promising postdoctoral researchers from diverse backgrounds, for example individuals from groups [underrepresented in the biomedical research workforce at the faculty level](), into independent faculty careers in research-intensive institutions.

https://www.nigms.nih.gov/training/careerdev/Pages/MOSAIC.aspx

Maximizing Opportunities for Scientific and Academic Independent Careers (MOSAIC)

Postdoctoral Career Transition Award to Promote Diversity (K99/R00)
Institutionally Focused Research Education Cooperative Agreement to Promote Diversity (UE5)

- Step 1: NIH Award UE5's to neutral organization such as scientific societies (**Summer 2020**)

- Step 2: NIH Administers Competition for K99/R00 to Promote Diversity (**Feb, June, October – Annually**)

- Step 3: Cohorts of MOSAIC scholars organized by scientific areas within the mission of participating ICs

Cohort 1
Cohort 5
Cohort 2
Cohort 4
Cohort 3
K99/R00
UE5 Professional Org (PO) A

Dr. Kenneth Gibbs
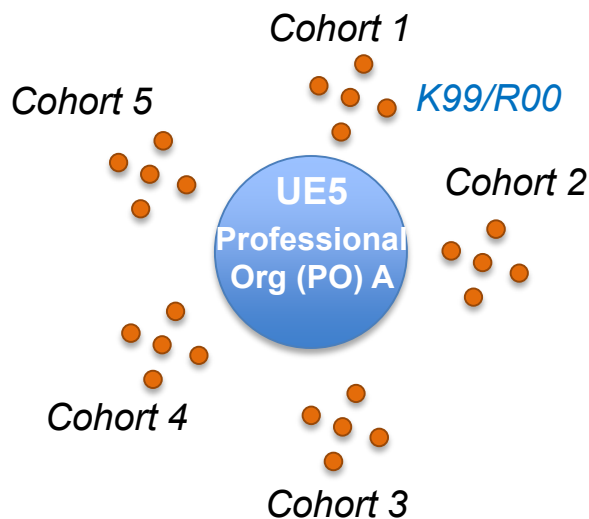
- **K99**
  - NIGMS intends to fund 15 MOSAIC K99/R00 scholars per year (~75 scholars by year five, steady state)
  - Other Participating ICs: NIBIB, NINR, NIMHD, NHGRI, NIA, NLM, NIMH, NIDA, NHLBI, NIAAA, NIEHS, NIDCD, NIDCR
  - *Must be a US Citizen or Permanent Resident*

- **UE5**
  - NIGMS intends to fund three UE5s (MH, HL, LM also participating)
  - UE5s provide MOSAIC K99/R00 scholars additional mentorship, networking, career development, and institutional responsibility

https://www.nigms.nih.gov/training/careerdev/Pages/MOSAIC.aspx

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MOSAIC UE5 - Goal

- *Courses for Skills Development (not described here)*

- *Mentoring Activities*

  ○ Formation of **cohesive and mutually supportive cohorts** of MOSAIC K99/R00 scholars that span the K99 to R00 award phases.

  ○ Activities to **enhance the mentoring networks of MOSAIC scholars** that prepare them to successfully navigate the challenges and opportunities the challenges and opportunities associated with a faculty career in academic research-intensive institutions.

  ○ Activities to **enhance the caliber of mentoring and institutional support of MOSAIC K99/R00 scholars**, including **convening regular meetings with appropriate leaders at the institutions where MOSAIC scholars conduct research to exchange ideas, and employ evidence-based approaches to enhance diversity and improve mentoring relationships**.

https://grants.nih.gov/grants/guide/pa-files/PAR-19-342.html

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"Hallmarks of Success"

Hallmark ID	Institutional Hallmarks of Success for DPC Phase II
INST-1	Commitment to efforts that create, enhance, and/or maintain diversity and inclusion at all levels of the institution
INST-2	Evidence of creating, enhancing, and/or maintaining diverse, inclusive, and culturally appropriate research and research training environments
INST-3	Demonstrated institutional commitment to creating, enhancing, and/or maintaining the diversity of the biomedical faculty on campus by recruiting a diverse pool of potential applicants
INST-9	Employs evidence-based approaches to establish and attain goals for graduation rates, time-to-degree, and the ability to transition to biomedical graduate and professional degree programs for students from all backgrounds
INST-10	Demonstrated institutional commitment to implementing and sustaining mentoring practices that promote the development of research-oriented students from all backgrounds
INST-11	Institutional infrastructure to track regular reporting of student demographics and outcomes with respect to biomedical fields

https://www.nigms.nih.gov/training/dpc/Pages/success.aspx

Thank You for Listening

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