Limited Submission Scoring Matrix
NIH Initiative for Maximizing Student Development (IMSD) (T32)

Principal Investigator(s):

BACKGROUND & INSTRUCTIONS

A “limited submission” refers to a grant program that places a limitation on the number of proposal applications a single eligible entity can submit each cycle. The University of Texas at San Antonio (UTSA) has a process in place to allow for an internal competition among interested PIs to determine which application(s) will move forward. Once a limited submission opportunity is identified, an internal call for pre-proposals is sent out to potential PIs. Those interested in being considered for full submission are required to submit a pre-proposal (ranging from one to five pages, depending on the type of program and sponsor) by a specified date. If more applications are received than the institution is allowed to submit to the sponsor, the applications are moved forward to a peer review process in order to make final selection(s).

That peer review process is what you are taking part in now. While we do want you to be aware that **the proposals you review here are *not* finalized and will be expanded before they are submitted to the sponsor**, we ask that you be as critical in your review as you would be if these applications were moving forward to a sponsor now. We are **especially interested in your feedback on weaknesses of the applications and where improvements can be made** either before they move forward through submission to this program or others.

If you are reviewing more than one application for this same program, we ask that you use the applications as a reference for one another in your scoring, knowing that the pool will be ranked based on scores received to determine which move(s) forward to the sponsor.

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SCORING

Selection of applications to be submitted to the **NIH Initiative for Maximizing Student Development (IMSD) (T32)** will be based on a 9-point scoring scale for criteria given below.

No. of applications allowed per institution this cycle: 1

- Ratings should be given in whole numbers (no decimals).
- Reviewers should consider not only the relative number of strengths and weaknesses, but also the importance of these strengths and weaknesses to the criteria or to the overall impact when determining a score.
    - For example, a major strength may outweigh many minor and correctable weaknesses

      Minor weakness: easily addressable weakness, does not substantially lessen impact
      Moderate weakness: lessens impact
      Major weakness: severely limits impact

SCORING RUBRIC

Impact	Score	Descriptor	Additional Guidance
High	1	Exceptional	Exceptionally strong with essentially no weaknesses
	2	Outstanding	Extremely strong with negligible weaknesses
	3	Excellent	Very strong with only some minor weaknesses
Medium	4	Very Good	Strong but with numerous minor weaknesses
	5	Good	Strong but with at least one moderate weakness
	6	Satisfactory	Some strengths but also some moderate weaknesses
Low	7	Fair	Some strengths but with at least one major weakness
	8	Marginal	A few strengths and a few major weaknesses
	9	Poor	Very few strengths and numerous major weaknesses

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SCORED REVIEW CRITERIA

Reviewers will consider each of the review criteria below in the determination of scientific and technical merit, and give a separate score for each.

Below, please summarize the factors that informed your individual criteria scores:

1. Rationale, Mission, Objectives, and Overall Training Plan Does the application provide a compelling rationale for the proposed research training program? Are the mission and objectives for the training program specific and measurable and in alignment with the goal of producing a diverse pool of well-trained scientists with the technical, operational, and professional skills necessary to transition into careers in the biomedical research workforce? Does the training program plan provide a compelling explanation of how the courses, structured training activities, mentoring, and research experiences are likely to enhance the success of the trainees? Does the program employ modern, evidence-based approaches to training, mentorship, inclusion, and professional development? Are the activities likely to build a strong cohort of research-oriented individuals while enhancing the science identity, self-efficacy, and a sense of belonging among the cohort members? Is there a strong justification for the need for the proposed IMSD program? Does the application describe how the IMSD program is distinct from, but planning to share resources and synergize with other NIGMS-funded predoctoral training programs at the institution? Is it clear how the proposed program will enhance the research training environment and not simply provide financial assistance for the trainees? Is it clear how the training activities will be available to other students in the program(s), department(s) or institution(s) from which the trainees are drawn? For multi-disciplinary and/or multi-departmental programs, is it clear how the individual disciplinary and/or departmental components of the program are integrated and coordinated and how each will relate to an individual trainee's experience?
Strengths: Click here to enter text. Weaknesses: Click here to enter text.

2. Career Development Will the applicants and trainees be provided with information about the career outcomes of graduates of the program and about the overall biomedical research workforce employment landscape? Will the trainees be provided with adequate and appropriate information regarding the wide variety of careers in the biomedical research workforce for which their training may be useful? Will the trainees learn the skills, knowledge, and steps needed to attain positions in the sectors of the biomedical research workforce that are of interest to them? Will the training program or institution provide experiential learning opportunities (e.g., internships, shadowing, informational interviews) that allow trainees to develop the professional skills and networks necessary to transition into careers in the biomedical research workforce?
Strengths: Click here to enter text.

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Weaknesses: Click here to enter text.

3. Program Oversight, Participating Faculty Selection, and Mentor Training

Does the application describe an effective strategy and administrative structure to oversee and monitor the program to ensure appropriate and timely trainee progress for the duration of the trainees' graduate careers? Is selection of the participating faculty based on a commitment to training and mentoring, and not simply research productivity? Is there a mechanism to monitor mentoring, including oversight of the effectiveness of the trainee/participating faculty match?

Strengths: Click here to enter text.

Weaknesses: Click here to enter text.

4. Institutional and Departmental Commitment

Is there clear institutional commitment to develop and promote a culture in which the highest standards of scientific rigor, reproducibility, and responsible conduct of research are advanced? Does the institution provide opportunities for early stage faculty and those with a hiatus in research support to participate in training? Do faculty have sufficient protected time available to devote to training and mentoring activities?

Strengths: Click here to enter text.

Weaknesses: Click here to enter text.

5. Preceptors/Mentors (Participating Faculty)

Do the participating faculty have a record of rigorous and unbiased experimental design, methodology, analysis, interpretation, and reporting of results? Do the participating faculty have adequate funding and the appropriate scientific expertise? Do the selected participating faculty come from diverse backgrounds, for example, individuals from groups underrepresented in the biomedical sciences, women, as well as faculty at different career stages (i.e., junior and senior faculty)? If not, are there plans to recruit faculty to enhance the diversity? Is there evidence that the participating faculty cooperate, interact, and collaborate (which can include joint sponsorship of trainee research)?

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Strengths: Click here to enter text.

Weaknesses: Click here to enter text.

6. Trainee Positions, Recruitment, and Retention

Does the application provide a strong justification for the number of positions given the pool of potential trainees? Are there well-defined and justified selection and re-appointment criteria for trainees in the training program? Is there a retention plan to ensure the well-being and success of all trainees throughout their graduate training?

Strengths: Click here to enter text.

Weaknesses: Click here to enter text.

7. Program Evaluation and Dissemination

Is there mention of an evaluation or assessment process to determine whether the overall program is effective in meeting its training mission and objectives? Does the training program have a plan to track trainee outcomes and ensure the preservation of and access to/dissemination of program data?

Strengths: Click here to enter text.

Weaknesses: Click here to enter text.

ADDITIONAL COMMENTS TO APPLICANT

Reviewers may provide guidance to the applicant or recommend against resubmission without fundamental revision.

Additional Comments to Applicants (Optional)

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Click here to enter text.

EVALUATION SCORES

Criteria	Your Score
1. Rationale, Mission, Objectives, and Overall Training Plan	
2. Career Development	
3. Program Oversight, Participating Faculty Selection, and Mentor Training	
4. Institutional and Departmental Commitment	
5. Preceptors/Mentors (Participating Faculty)	
6. Trainee Positions, Recruitment, and Retention	
7. Program Evaluation and Dissemination	
TOTAL SCORE	