

Limited Submission Scoring Matrix

NIH Bridges to the Baccalaureate Research Training Program (T34)

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 Bridges to the Baccalaureate Research Training Program (T34)** will be based on a 9-point scoring scale for the 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. Training Program and Environment: Rationale, Mission, Objectives, and Overall Training Plan

- Does the application provide a compelling rationale for the proposed research training program? Specifically, does the application describe a strong partnership among the participating institutions? Does the proposed program demonstrate the presence of a sufficient pool of potential trainees from diverse backgrounds, including those from underrepresented groups, participating faculty with the appropriate scientific expertise, and resources to achieve the training objectives?
- 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 for the trainees to contribute to the biomedical workforce?
- Do the courses, structured training activities and mentoring activities referenced take place across the various institutions involved?
- Does the application describe plans to ensure that trainees complete at least one summer research training experience at the partner four-year institution?
- Are the activities likely to build a strong cohort while enhancing the science identity, self-efficacy, and a sense of belonging among the cohort members?
- Does the application mention how each trainee's progress will be guided and how their performance and skills development will be monitored and evaluated?
- Is there a strong justification for the need for the proposed program? (despite and distinct from other training programs that may already exist 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 there reference to current articulation agreements for the transfer of courses and credits from the two-year institution(s) to the four-year institution(s) and other structures in place to ensure the timely completion of the baccalaureate degree?

Strengths: Click here to enter text.

Weaknesses: Click here to enter text.

2. Training Program and Environment: Career Development

- Will the trainees be provided with support as well as adequate, appropriate, and timely information regarding the steps required to bridge and complete the bachelor's degree in a biomedically-relevant STEM field?
- Are adequate activities referenced to interest students in and equip them for careers in the biomedical research workforce?

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Strengths: [Click here to enter text.](#)

Weaknesses: [Click here to enter text.](#)

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

- Does the application reference a strategy and administrative structure to oversee and monitor the program to ensure appropriate and timely trainee progress at both the two-year and four-year institutions?
- Is there reference to training participating faculty to ensure the use of evidence-based teaching and mentoring practices that promote the development of trainees from all backgrounds?
- Is there reference to ensuring that participating faculty reinforce and augment the curricular material on responsible conduct of research and methods for enhancing rigor and reproducibility?
- Is there reference to a mechanism for matching the trainees with appropriate participating faculty (e.g., interviews, presentations on science conducted in labs)?
- Is there reference to ensuring that faculty engage in activities that promote trainee career development (including but not limited to the utilization of Individual Development Plans) and fulfill the need of the trainees to bridge and obtain their degrees in a timely fashion with the skills, credentials, and experiences to contribute to the biomedical workforce?
- Is there mention of a process for coordination and communication among multiple sites to ensure timely trainee progress?

Strengths: [Click here to enter text.](#)

Weaknesses: [Click here to enter text.](#)

4. Training Program and Environment: Institutional and Departmental Commitment to the Program

- Is there reference to an institutional commitment to develop and promote a culture in which the highest standards of scientific rigor, reproducibility, and responsible conduct of research are advanced?
- Is there evidence that diversity and inclusion are promoted at all levels of the research training environment (trainees, staff, faculty, and leadership)?
- Is there reference to having appropriate practices, policies and procedures in place to ensure the safety of trainees, provide access to those with disabilities, and protect trainees from harassment and other prohibited practices?
- Are there resources and expertise for evaluating the training outcomes of the program?
- Does the application outline how the trainees will continue to be supported when they transition from the two-year institution to the four-year institution?



Knowledge Enterprise

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<p>Strengths: Click here to enter text.</p> <p>Weaknesses: Click here to enter text.</p>
<p>5. Training Program Director(s)/Principal Investigator(s)</p> <ul style="list-style-type: none">• Does the team have the administrative and training experience to provide strong leadership, direction, management, and administration of the proposed research training program?• Is there evidence of a successful past training record of the team?• Does at least one member of the PD/PI team have a demonstrated record of using rigorous and transparent methods in experimental design, data collection, analysis, and reporting in a biomedical field?• Do the various PD(s)/PI(s) demonstrate commitment to training the next generation of the biomedical research workforce, leading recruitment efforts to enhance diversity, and fostering inclusive research environments?
<p>Strengths: Click here to enter text.</p> <p>Weaknesses: Click here to enter text.</p>
<p>6. Preceptors/Mentors (Participating Faculty)</p> <ul style="list-style-type: none">• Do the preceptors/mentors have strong records as researchers in areas directly related to the proposed research training program?• 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)?• Do the participating faculty provide opportunities for trainees to initiate, conduct, interpret, and present rigorous and reproducible biomedical research with increasing self-direction?
<p>Strengths: Click here to enter text.</p> <p>Weaknesses: Click here to enter text.</p>
<p>7. Trainee Positions, Recruitment, and Retention</p> <ul style="list-style-type: none">• Does the application provide a strong justification for the number of positions given the pool of potential trainees?

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<ul style="list-style-type: none">• Is the program likely to attract a diverse pool of candidates?• Is there reference to selection and appointment criteria for trainees in the training program?
<p>Strengths: Click here to enter text.</p>
<p>Weaknesses: Click here to enter text.</p>
<p>8. Training Record</p> <p><i>Trainee Outcomes</i></p> <ul style="list-style-type: none">• Does the application contain data about the current rate of bridging and degree attainment and time-to-degree for training grant eligible students? <p><i>Program Evaluation and Dissemination</i></p> <ul style="list-style-type: none">• Is there reference to an evaluation or assessment process to determine whether the overall program is effective in meeting its training mission and short-, intermediate-, and long-term objectives, and whether the training and scientific research climates are inclusive and supportive of trainee development?• Is there reference to a plan to track trainee outcomes and to share the outcomes of the training or mentoring interventions with the broader community?
<p>Strengths: Click here to enter text.</p>
<p>Weaknesses: Click here to enter text.</p>

ADDITIONAL COMMENTS TO APPLICANT

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

<p>Additional Comments to Applicants (Optional)</p>
<p>Click here to enter text.</p>

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EVALUATION SCORES

Criteria	Your Score
1. Training Program and Environment: Rationale, Mission, Objectives, and Overall Training Plan	
2. Training Program and Environment: Career Development	
3. Training Program and Environment: Program Oversight, Participating Faculty Selection, and Mentor Training	
4. Training Program and Environment: Institutional and Departmental Commitment to the Program	
5. Training Program Director(s)/Principal Investigator(s)	
6. Preceptors/Mentors (Participating Faculty)	
7. Trainee Positions, Recruitment, and Retention	
8. Training Record	
TOTAL SCORE	