UC San Diego

NIH T32 PI Informational Meeting
October 15, 2020 | 2:00 p.m.
Office of Research Affairs + The Graduate Division
AGENDA

• Updates on NIH requirements
• Institutional resources: ORA, Faculty Leadership & Development, and The Graduate Division
• Translational Science Certificate
Professor Mark Lawson, Faculty Director – Postdoctoral Training and Education

**NIH Requirement Highlights**

- Coordination of a single Institutional Letter of Support and shared resources for training grants;
- Mentor training for faculty members to ensure high-quality trainee experiences;
- Support for program assessment and measuring trainee learning outcomes; and
- Publish training program outcomes on public websites.
# Summary of Requirements and Oversight Areas

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<thead>
<tr>
<th>Administrative Support</th>
<th>Support for Mentors</th>
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<tr>
<td>Centralized coordination of single Institutional Letter of Support—OPRSA</td>
<td>Protected time for mentoring, training, research</td>
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<td>Efficient use of central resources between training grants. Coordination of education resources to support training grants—OPRSA/Grad Division/HS RSC</td>
<td>Consideration of teaching &amp; mentoring in tenure &amp; promotion</td>
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<td><strong>GAPS</strong> Data collection and analysis</td>
<td>Start-up funds (support early career mentors)</td>
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<td><strong>GAPS</strong> Coordination of outcomes and data tracking</td>
<td>Bridge funding for faculty (support mentors experiencing a funding hiatus) — Academic Senate</td>
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<td><strong>GAPS</strong> Database for submissions, data table creation, trainee tracking, and outcomes (HS)</td>
<td><strong>Mentor Quality</strong></td>
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<td><strong>Commitment to Culture of Excellence</strong></td>
<td>Diverse cohort of mentors (underrepresented minorities, gender, career stage, etc.)—PIs</td>
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<td>Scientific rigor and reproducibility—PIs &amp; RCI</td>
<td>Remediation or removal of poorly performing faculty mentors—PIs</td>
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<td>Responsible Conduct of Research—RCI</td>
<td>Foster and reward excellence in training and mentoring—Dept. Chairs</td>
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<td>Core facilities and technological resources—varies, ORA</td>
<td><strong>GAPS</strong></td>
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<td>Safety of trainees—EHS</td>
<td>Training for Faculty Mentors of research trainees —Faculty Leadership and Development (Ellen Beck)</td>
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<td>External reviews of training grant programs—PI</td>
<td><strong>Support for Trainees</strong></td>
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<td><strong>Equity, Diversity, and Inclusion</strong></td>
<td>Continued funding for predoctoral trainees moving off grants to ensure timely completion of degree</td>
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<td>Enforce policies, procedures, &amp; oversight to prevent discriminatory harassment</td>
<td>Access to student support services including professional development and job search support</td>
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<td>Measures to support diverse, positive, supportive, and inclusive training environment for trainees, staff, faculty and leadership</td>
<td>Bridge funding for graduate students</td>
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<td>Assure accessibility to trainees with disabilities</td>
<td>Safety net of back-up mentors</td>
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**Academic Affairs/Health Sciences**

- **Support for Mentors**
  - Protected time for mentoring, training, research
  - Consideration of teaching & mentoring in tenure & promotion
  - Start-up funds (support early career mentors)
  - Bridge funding for faculty (support mentors experiencing a funding hiatus) — Academic Senate

- **Mentor Quality**
  - Diverse cohort of mentors (underrepresented minorities, gender, career stage, etc.)—PIs
  - Remediation or removal of poorly performing faculty mentors—PIs
  - Foster and reward excellence in training and mentoring—Dept. Chairs

- **GAPS**
  - Training for Faculty Mentors of research trainees —Faculty Leadership and Development (Ellen Beck)
Cory Davis, Research Scholar Manager Postdoctoral and Research Scholar Affairs, Office of Research Affairs

• Training Grant website: traininggrants.ucsd.edu
• Institutional Support Letter process for new proposals and renewals
Ellen Beck, Faculty Director, Faculty Leadership and Development

• Mentoring Consultations
Tamara Schaps, Assistant Dean of Graduate Strategic Initiatives, The Graduate Division

- Matching graduate student fellowships, usually a 4:1 ratio
- Supporting diversity goals of the institution
MARK YOUR CALENDARS

Better outcomes and greater efficiency: Aligning goals, activities and assessments for training programs and responding to the new NIH requirements

Presenters: Bennett Goldberg & Denise Drane, Northwestern University

Friday, November 6th, 2020 from 12:00 to 2:00 p.m. PT
Spotlight on a UC San Diego Program: Translational Science Certificate

Colin Depp, Ph.D., Director, Research Education and Training, Clinical Translation Research Institute
Regent Laporte, DVM, MSc, Ph.D., Program Director, Specialized Certificate in Translational Science
Maria Paz Rodriguez, DDS, MAS, Course Assistant, Specialized Certificate in Translational Science
Graduate Program in Translational Science

Regent Laporte, DVM, MSc, PhD
Program Director
Altman Clinical and Translational Research Institute
Translational science is the discipline “turning observations in the laboratory, clinic, and community into interventions that improve the health of individuals and populations – from diagnostics and therapeutics, to medical procedures and observational behaviors.”

- National Center for Advancing Translational Sciences, NIH

**Goals:** Accelerate and improve efficiency and effectiveness of the discovery/design & development process

All biomedical products: From drugs and cell & gene therapy to medical technologies, including devices, wearables, diagnostics, and digital health
Objective: Learn about the application of translational science principles and tools to the discovery/design and development of biomedical products

- Tuesdays from 6 to 8 PM
- Offered twice a year: Winter and Summer quarters
## CLRE-236 Translational Research Fundamentals

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<tr>
<th>Week</th>
<th>Lesson</th>
<th>Faculty</th>
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| 1    | Overview of Translational Medicine & Biomarkers | **Regent Laporte**, DVM, MSc, PhD - Senior Director, Translational Pharmacology, Peptide Logic  
**Kanthi Kollengode**, MD, MAS - Associate Medical Director, Clinical Development, Bristol-Myers Squibb |
| 2    | Omics Tools | **Timothy R. Geiger**, PhD - Field Applications Manager - North America West, ProteinSimple/Bio-techne |
| 3    | Functional Omics Analysis | **Elizabeth Brunk**, PhD - T32 Cancer Therapeutics Training Fellow, Moores Cancer Center, University of California San Diego |
| 4    | Translational Imaging | **Patrick McConville**, PhD - Vice President, Non-Clinical Research Services, inviCRO |
| 5    | Diagnostics | **Roberta V. Alexander**, PharmD, PhD - Senior Director, Clinical Research & Medical Affairs, Exagen Diagnostics  
**Kanthi Kollengode**, MD, MAS - Associate Medical Director, Clinical Development, Bristol-Myers Squibb |
| 6    | Drug Discovery | **Pierre Riviere**, PhD - Founder & Chief Executive Officer, Peptide Logic |
| 7    | Non-Clinical Development | **Marina Seme Nelson**, PhD - Drug Development Leader, Early Phase Development Solutions, Covance Laboratories |
| 8    | Clinical Development | **Mark S. Hixon**, PhD - Principal, Mark S. Hixon Consulting |
| 9    | Cell & Gene Therapy | **Amit Kumar**, PhD - Chief Executive Officer, Anixa Biosciences |
| 10   | Medical Technologies | **Andrew Baker**, BEng - Managing Director, Business Management, Industrial & Healthcare Business Unit, Maxim Integrated |
Certificate Program

Specialized Certificate in Translational Science

10-unit

Learning Objectives

• Apply acquired knowledge and skills in a mentored individual- or team-based project (e.g., practice-based work, simulation, field-based work, internship) in an academic or industrial setting

Quarter 4

• Emulating the biomedical industry R&D modus operandi, mentored student teams determine the translational and iterative chain of events from ideation to commercialization for an existing or a potential new biomedical product by analyzing publicly disclosed information, building a business case, and defending it in front of a jury of biomedical R&D leaders
• Learn and apply teamwork, brainstorming, and oral presentation methods

Quarter 3

• Through a case study, learn how to use publicly disclosed information to reconstruct the entire translational and iterative chain of events for an existing biomedical product from ideation to commercialization
• Develop critical thinking and slide design skills

Quarter 2

• Learn about the application of translational science principles and tools to the discovery/design and development of biomedical products—from drugs and cell & gene therapy to medical technologies, including devices, wearables, diagnostics, and digital health

Quarter 1

*: Learning objective is to acquire the skills needed to translate stem-cell-based therapies from bench to bedside

*: Learning objective is to acquire the skills needed to translate stem-cell-based therapies from bench to bedside

CLRE-236: Translational Research Fundamentals
CLRE-237: Translational Regenerative Medicine
CLRE-238: Applied Translational Research
CLRE-239: Applied Translational Research II
Certificate Program

• Maximal flexibility:
  • Weekday evenings 6 to 8 pm
  • Once a week, one course per quarter
  • Four courses total, each offered twice a year

• Flexibility to complete the certificate within 1 to 5 years
  • No need to commit to the whole certificate at once, only one course at a time

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<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<td>Capstone</td>
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FUTURE PD/PI MEETING TOPICS

Possible Topics:

• NIH requirements and priorities
• Assessment: Program Evaluation & Trainee Outcomes
• Mentor Training
• Retention (grad division, postdoc office)
• How to talk about reproducibility in your T32 grant
• Resources/classes for Data Table support, templates, etc.
• Tips from Successful PIs—What I’ve learned submitting my grant.

Other ideas?
QUESTIONS?
UC San Diego