**Instructions:** The F31 fellowship supports a program of mentored research training from outstanding faculty sponsors. The sponsor(s) should describe their current research support and how this support relates to the applicant’s proposed research project. A contingency plan should be provided that describes how the applicant’s research training will be supported should there be a gap in the sponsor’s funding during the proposed award period. The role of the sponsor in the integrated research and training plan should be described. If a team of sponsors is proposed, this plan should describe the role of each sponsor and how they will communicate and coordinate their efforts to mentor the applicant effectively.
The training plan should be individualized for the applicant, keeping in mind the applicant’s strengths and any gaps in needed skills, and should be designed to enhance research training. The training plan should be coordinated with the applicant’s Research Strategy. The training plan should outline and justify new training opportunities, any relevant coursework, and professional development activities. Training in professional development skills, e.g. grant-writing and presentation skills, is strongly encouraged. The training plan should have the potential to facilitate the applicant’s transition to the next stage of his/her career.
The research environment and the availability and quality of needed research facilities and research resources (e.g., equipment, laboratory space, computing resources, subject populations) should be described.
The sponsor and any co-sponsors are expected to provide an assessment of the applicant’s qualifications and potential for a career as a productive, independent researcher.

**This is a template for the Sponsor and Co-Sponsor Information (Sponsor Plan/Training Plan) section of the F31 Research Training Plan. It provides sample text and examples. It is the obligation of the faculty member submitting this plan, on behalf of a student, to review all of the material in this template, as it may not all apply or need additional information, and amend as necessary. DO NOT submit this template without editing!**

**Section II – Sponsor and Co-Sponsor Information**

1. **Research Support Available:**

***Current Research Support***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Funding Source and Number**  | **Title**  | **PI**  | **Dates** | **Total Costs**  |
| [Insert Funding Source, ex.National Institute of Health, NIGMS1234567] | [Insert Title, ex. Immunology Training Program] | [Insert Name] | [Dates, ex.6/1/08-4/30/16] | [Insert Cost, ex. $1,000,000] |
| [Insert Funding Source 2, ex.National Institute of Health, NIGMS89101112] | [Insert Title, ex. Immunology Training Program 2]  | [Insert Name] | [Dates, ex.6/1/08-4/30/16]  | [Insert Cost, ex. $500,000] |

***Pending Research Support (If Applicable)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Funding Source**  | **Title**  | **PI**  | **Dates** | **Total Costs**  |
| [Insert Funding Source, ex.National Institute of Health] | [Insert Title, ex. Immunology Training Program 3] | [Insert Name] | [Dates, ex.12/16/15-4/30/22] | [Insert Cost, ex. $1,000,000] |

1. **[Sponsor’s name] Previous Fellows/Trainees:**
2. Total Number of predoctoral individuals previously sponsored. [Insert # here]
3. Total Number of postdoctoral individuals previously sponsored. [Insert # here]
4. ***Representative Individuals***

|  |  |  |
| --- | --- | --- |
| **Name**  | **Employing Organization** | **Present Title**  |
| [Student 1] | [Ex., Department of Genetics, North Carolina State University, Raleigh, NC 27295 USA]  | [Ex., Associate Professor] |
| [Student 2] | [Employment Organization] | [Title]  |
| [Student 3] | [Employment Organization] | [Title]  |
| [Student 4] | [Employment Organization] | [Title]  |
| [Student 5] | [Employment Organization] | [Title]  |

1. **[Co-Sponsor’s name if applicable] Previous Fellows/Trainees:**
2. Total Number of predoctoral individuals previously sponsored. [Insert # here]
3. Total Number of postdoctoral individuals previously sponsored. [Insert # here]
4. ***Representative Individuals***

|  |  |  |
| --- | --- | --- |
| **Name**  | **Employing Organization** | **Present Title**  |
| [Student 1] | [Ex., Department of Genetics, North Carolina State University, Raleigh, NC 27295 USA]  | [Ex., Associate Professor] |
| [Student 2] | [Employment Organization] | [Title]  |
| [Student 3] | [Employment Organization] | [Title]  |

1. **Training Plan, Environment, and Research Facilities:**
2. ***PhD. Candidacy Requirements: EXAMPLE.*** Doctoral programs at the Boston University School of Medicine are managed by the Division of Graduate Medical Sciences (GMS). Each degree granting program has its own specific requirements but all include foundational course work, specialized classes in the discipline of study, a qualifying exam and a formal written and oral qualifying exam, usually taken at the end of the second year. After completion of these program elements, [trainee’s name] was admitted into candidacy. [trainee’s name] may opt to enroll in classes that enhance [his/her] training in specific areas to support research interests but there are no additional requirements after admittance into candidacy with the exception of training in the responsible conduct of research (usually completed by the end of the second year). Informal training continues by participation in regularly scheduled dissertation committee meetings (2X/year) and program- specific journal clubs and research talks/retreats.
3. ***Meetings and Interactions: [Write about how often you meet with students and what they glean from these interactions] THIS IS JUST AN EXAMPLE, PLEASE WRITE ON YOUR OWN****.* Joint group meetings between the Walsh (Organometallic Chemistry) and Kozlowski (Organic and Bioorganic Chemistry) groups are held weekly. After analyzing problems from the literature, one group member provides a formal presentation of their research from the last 6-9 months. Group discussion following the presentation provides a critique into the approaches taken and suggestions for further study. In conjunction, a written report is required, detailing the research from this time period. The reports are written in thesis format at a level of writing that would be appropriate for publication. Reports of this nature allow improvement of writing skills, self-evaluation of progress in the lab, and maintenance of satisfactory experimental records. In addition, weekly Kozlowski group meetings will take place to review progress in the laboratory, troubleshoot problems, and identify new directions. As the total synthesis work draws to close, more time will be devoted to identifying the biological target(s) by meeting with collaborators in the Penn Medical School to develop further experiments. As the work on the chiral bisnaphthoquinones ramps up, opportunities for their use in materials chemistry will be explored via meetings with collaborators in Chemistry and the Laboratory for Research on the Structure of Matter (So-Jung Park, Andrew Feiring, Cheri Kagan).
4. ***Seminars and Conferences: EXAMPLE.*** The Boston University School of Medicine is at the hub of a vibrant region for science and research presenting an excellent environment for scientific discourse and numerous opportunities for continuing professional development. The Division of Graduate Medical Sciences, for example, maintains weekly seminar programs in the areas of Microbial Pathogenesis, Inflammation, and Immunology. In addition to these seminars, other scientific speakers are drawn from local companies providing attendees with an appreciation of current biomedical topics of interest. Named and interdisciplinary lectureships from leaders in the field are held several times during the year. Students are also encouraged to attended seminars in a field inside or outside of their own held at the Medical School, NEIDL institute, Boston Medical Center, Harvard, MIT, etc.
5. ***Research Environment and Facilities: EXAMPLE.*** The research community at the Boston University School of Medicine is vibrant. Approximately ~27 Ph.D. students graduate each year. These students go on to high-profile postdoctoral, industrial, and academic positions.

[Include a paragraph about research and facilities resources on your lab].

In addition, opportunities for interaction in the fields of biomedicine abound with the School of Medicine, the NEIDL Institute, the Boston Medical Center all located within a few blocks of our department. The research facilities at the Boston University School of Medicine for this work include the standard facilities in the medical campus as well significant additional resources as conditions warrant from the institutes and centers listed above. The facilities undergo constant renewal with recent instrumentation grants having updated our facilities.

1. ***Additional Resources for Students:*** The Division also supports a large number of professional development activities that range from workshops, seminars and panel discussions to one-on-one career coaching. The topics include basic professional skills (e.g. oral and written presentations, enhancing mentoring relationships, using myIDP), career building skills (e.g. grant writing, leadership, team science) and lifestyle issues (e.g. work life balance, conflict resolution, building your personal brand). We strongly encourage all trainees to use an individual development plan to help map career trajectories and ensure appropriate skills are developed towards that goal.

BUSM is also one of 17 institutions that has been awarded the competitive NIH Biomedical Experiences in Scientific Training (BEST) grant. This award, called “BU’s BEST” is designed to implement innovative approaches to prepare our trainees for the current and changing biomedical workforce. Our program provides resources to analyze current workforce data with input from key stakeholders both on and off campus to provide insight and guidance for career path development for both PhD students and post-doctoral fellows. In addition a wide array of workshops and seminars are designed to allow trainees to consider, explore and gain experience in achieving their individual goals in a variety of sectors. Short-term “shadowing experiences” and longer-term internships are an integral component of the program to provide hands-on experiences. Additionally, we will be participating in the development of a new software tool that will 1) identify skill sets required to pursue a career path of choice, and 2) provide an analysis of job opportunities and future job trends in biomedical-related fields. This software tool is complementary to, and will be used in conjunction with, a traditional Individual Development Plan. Taken together, our strong and supportive training environment at Boston University School of Medicine is furthered transformed by BU’s BEST into one that is readily responsive to an ever-changing biomedical landscape. Trainees in this (name program) are highly encouraged to participate in the BU’s BEST program so as to take advantage of the wealth of unique resources available to them.
2. ***Applicant’s Career Goals: EXAMPLE.*** With strong interests in [trainee’s research interest] and a desire to pursue a career in research, an individual development plan will be devised and examined periodically with [trainee’s name]. The current version combines strong training in the core scientific areas combined with interdisciplinary training in [trainee’s research area]. Regardless of the precise direction the research develops, [trainee’s name] will emerge with the skills to solve complex research problems in a team environment.
3. **Number of Fellows/Trainees to be Supervised During the Fellowship:**

In addition to [Insert Trainee’s name], the Sponsor (Insert Name) and Co-Sponsor (Insert Name) each supervise (Sponsor’s number of trainees and Co-Sponsor’s number) predoctoral students and (Sponsor’s number of trainees and Co-Sponsor’s number) postdoctoral students respectively.

1. **Applicant’s Qualifications and Potential for a Research Career:**

***EXAMPLE.*** [Trainee’s name] has been a graduate student in [PI’s name] laboratory for [insert time] years. His/Her main research interest is to understand [insert research interest, ex., how gene imprinting is regulated by DME-mediated DNA demethylation]. [Trainee’s name] is an important and contributing member of [PI’s name] lab. He/She is thriving in this collaborative research environment. He/She spends long hours thinking about his research, and extensively consults with [PI’s/Sponsor’s or Co-Sponsor’s name], as well as graduate students and postdoctoral fellows in lab. [Trainee’s name] has an excellent understanding of the principles of [insert academic discipline]. He/She is very intelligent and enjoys reading the current scientific literature. He/She asks many pungent questions and is highly motivated to advance his research project. He/She works long hours in the lab and studies diligently for his classes. [Trainee’s name] develops, expresses, and tests his own hypotheses about his research. He is well organized and carefully plans his research and study time. [Trainee’s name] is also highly motivated to teach. He/She gives well-organized and interesting seminars at our journal club meetings. In summary, I give [Trainee’s name] my highest recommendation for an NIH predoctoral fellowship. He/She is comparable to the best graduate students who have worked in my lab. I am sure [Trainee’s name] will develop an exciting research program, be an inspirational teacher, will graduate with distinction, and will go on to generate his own successful career in research.