

The Curriculum in Genetics and Molecular Biology (GMB) is generously supported by a National Research Service Award T32 grant from the National Institute of General Medical Sciences (NIGMS) of the National Institutes of Health (NIH). Appointment to this T32 award is competitive. Support for seven applicants is provided for year 2, with reappointment to a second year of funding pending appropriate progress. Per NIH policy, students must be a US citizen or permanent resident to be eligible for training grant appointment.

Purpose of the T32 mechanism, from the [NIGMS website on Training Grants](#):

“The **overarching objective** of the NIGMS Institutional Predoctoral Training in [Basic Biomedical Sciences](#) is to develop a diverse pool of well-trained scientists with the technical, operational, and professional skills necessary to conduct rigorous and reproducible research, and transition into careers in the biomedical research workforce.”

Priority is given to students finishing their first year of graduate school that have just joined GMB from BBSP or from the MSTP program. If additional slots are available, applications will be opened to 2<sup>nd</sup> year GMB students for a single year of appointment. Please send completed applications as a single PDF file to John Cornett ([jcornett@email.unc.edu](mailto:jcornett@email.unc.edu)) before **Friday, May 24<sup>th</sup>, 2024**. Application components include:

1. Research statement. (1 page; 10 points) Describe the relevant background and significance of your proposed/potential research project, including a description of the gap in knowledge to be addressed or hypothesis to be tested, and a description of the experimental or analytical approach to be employed. A list of specific aims is not necessary.
2. Personal statement. (1 page; 15 points) The personal statement should cover the following areas:
  - a. Previous experiences: describe your path to graduate school and your motivations for pursuing a PhD. If desired, include discussion of any challenges you have faced along the way.
  - b. Training objectives: describe your PhD training goals, career goals, and a description of how being part of GMB will help achieve these goals. Include any other information contributing to your decision to join the GMB PhD program.
  - c. Community contributions: describe how you plan to contribute to the GMB community. ( a primary goal of the training grant is to support the broader GMB community; T32 appointees play a key role in achieving this goal. Topics may include professional service to GMB (e.g. committees), service to UNC graduate education (e.g. BBSP FYG peer mentorship), service to the broader STEM field (community outreach). Descriptions of prior efforts in any of these areas will serve as evidence of commitment to community building.
3. Biosketch or Curriculum Vitae. (10 points) Including prior education with dates, degree, major, prior research experiences, awards, honors, publications, and other relevant information. Also provide separate list of coursework completed while in graduate school at UNC, including grades.
4. Advisor survey. (15 points) Your advisor will complete a survey providing their assessment of your current research competency, future research potential, strengths, and areas of improvement. The survey also asks your advisor to describe their track record of successful mentoring (including mentor training), and their history of contributions to GMB. If the advisor is new to GMB, they can discuss future aspirations.
5. First Year Group faculty leader survey. (10 points) This survey asks the FYG leader to rank applicants relative to other students in the FYG, describe how frequently the student participated in group discussions, describe the student's abilities to communicate orally and in writing, list a key strength, and list an area of further improvement.

Criteria	Exceptional	Great	Proficient
<b>Research Statement (10 points)</b>	The student does an excellent job describing a well thought out project in a topic relevant to Genetics and Molecular Biology. The background is appropriate and clearly written. The gap in knowledge is clearly articulated. The experimental systems to be used are clear and appropriate. Note that it is not necessary for there to be preliminary data. (8-10 pts)	The student does a good job describing the potential project. The background is relevant and reasonably well written. The gap in knowledge is described. Experimental systems to be used are described. (5-7 pts)	The student describes the potential project. The background is described but not necessarily relevant to the proposed project. The gap in knowledge is less clear. Experimental systems to be used are described, but not well. Relevance to Genetics and Molecular Biology research is low. (1-4 pts)
<b>Personal Statement (15 points)</b>	Previous experiences (5 pts). The student does an outstanding job describing their personal trajectory; evidence of traits such as perseverance.  Training objectives (5 pts). The student does an outstanding job describing their goals for graduate school and beyond, and the role for GMB training in reaching these goals is clearly articulated.  Community contributions (5 pts). Evidence of prior leadership roles. Clear indication of planned engagement with GMB and graduate training service.	Previous experiences (3-4 pts). The student does a good job describing their personal trajectory; evidence of traits predictive of graduate school success are less demonstrated.  Training objectives (3-4 pts). The student does a good job describing their goals for graduate school and beyond. The role for GMB training in reaching these goals is evident but less well thought-out.  Community contributions (3-4 pts). Evidence of prior contributions to community building, but no leadership roles. Aspirational, but more vague plans to engage with GMB and graduate training service.	Previous experiences (1-2 pts). Less compelling description of their personal trajectory; evidence of traits predictive of graduate school success are missing.  Training objectives (1-2 pts). Goals for graduate school and beyond are vague or missing. Goals are poorly connected to GMB.  Community contributions (1-2 pts). Scant evidence of prior contributions to community building or future engagement.
<b>Biosketch or CV (10 points)</b>	The biosketch/cv is extremely well organized and written in a clear and compelling manner. Exceptional track record in multiple areas (research experiences, awards, honors, publications). Excellent grades at UNC-CH. (8-10 pts)	The biosketch/cv is organized and written in a somewhat clear and compelling manner. Exceptional track record in one or two areas (research experiences, awards, honors, publications). Strong grades at UNC-CH (5-7 pts)	The biosketch/cv is less well organized and written in a somewhat unclear manner. Weak evidence of a track record in multiple areas (research experiences, awards, honors, publications). Weak grades at UNC-CH. (1-4 pts)
<b>Advisor Survey (15 points)</b>	(5 pts) The faculty member sees exceptional training potential for the student, even if the student already exhibits research competence (although present competency is not necessary to score highly). Strengths are exceptional. Weaknesses will be met with training.  (5 pts) The faculty member has a strong record of mentoring trainees (adjusted for career stage). They have embraced mentor training and current modes of communicating expectations and supporting student wellbeing.  (5 pts) The faculty member has a strong record of service to GMB in the form of teaching, serving on committees, BBSP admissions, FYG mentorship. Faculty new to GMB can describe contributions to other PhD programs (if senior faculty) or at other career stages (if junior faculty).	(3-4 pts) The faculty member sees high training potential for the student, even if the student already exhibits research competence (although present competency is not necessary to score highly). Strengths are evident. Weaknesses will largely be met with training.  (3-4 pts) The faculty member has mentored trainees (adjusted for career stage). They have engaged in mentor training at lower frequency. Less evidence of an advanced mentoring mindset.  (3-4 pts) The faculty member has performed some service to GMB, to other programs, or at prior career stages.	(1-2 pts) The faculty member sees modest training potential for the student. Strengths are less well described. Weaknesses are extensive and difficult to overcome with training.  (1-2 pts) The faculty member has few prior trainees (adjusted for career stage). They have not engaged in mentor training.  (1-2 pts) The faculty member has performed little service despite opportunities.  (1-2 pts) The faculty member has had multiple students appointed to the GMB T32 in recent years.

## GMB T32 Application

## Selection Criteria and Rubric

<b>FYG Leader Survey (10 points)</b>	The FYG Leader ranks this student at the top of their cohort. Student exhibits frequent participation in group discussions. Student is an excellent oral and written communicator. (8-10 pts)	The FYG Leader ranks this student near the top of their cohort. Student participates in group discussions. Student is a great oral and written communicator, with some caveats. (5-7 pts)	The FYG Leader ranks this student in the middle to bottom of their cohort. Student did not participate frequently in group discussions. Student is a good oral and written communicator, with some deficits. (1-4 pts)
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