CTSI Support Services for Research & Scholarship and Outcomes:
Office of Biomedical Research & Career Development

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UFHealth
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UF | Clinical and Translational Science Institute
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Office of Biomedical Research & Career Development

- Support for Predoc & Postdoc Training
- Training Grant Support
- Alumni Tracking

LEGEND

- UF CTSI Training Programs
- Affiliated Training Programs
- Program Work Groups
- Administration
- Governance

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Director

MD-PhD Program
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W. McCormack, K. Fredenburgh, A. Zarinpar, Associate Directors

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Training Acad for Clin & Trans Sci (TRACTS)
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Mentor Academy
R. Fillingim, PhD
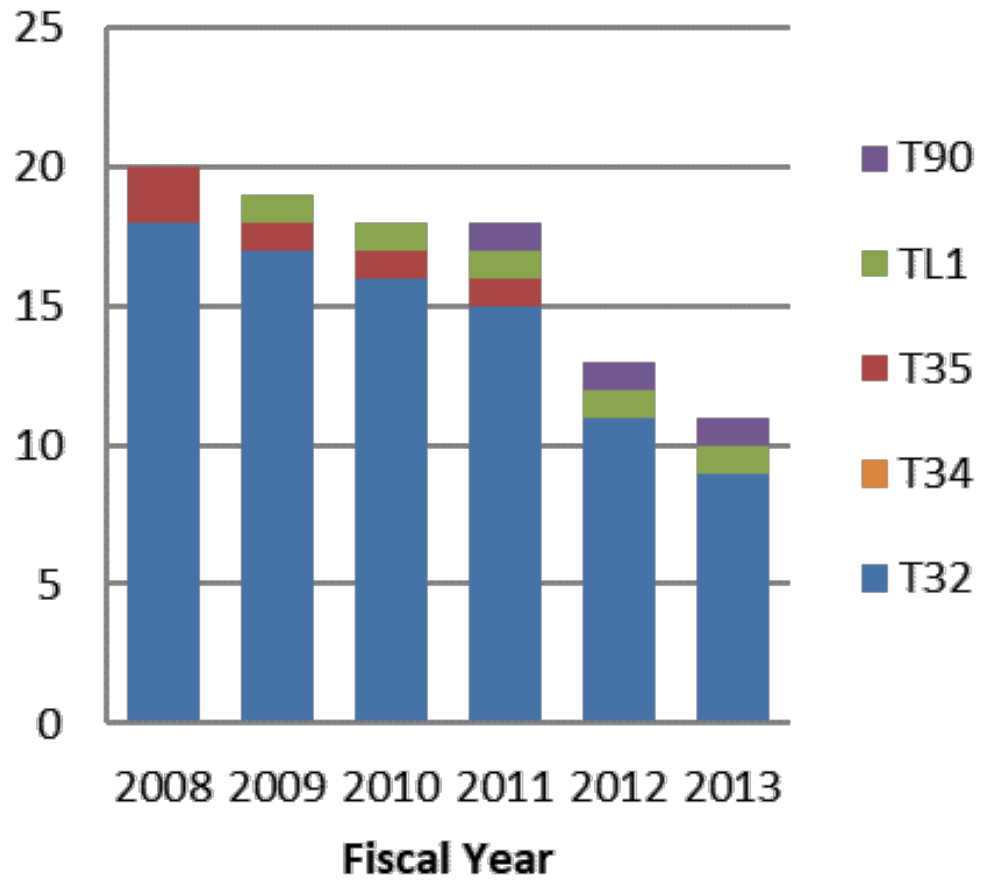Director

NIH Training Grants

2009-2010 ARRA

Data from NIH RePORTER

Table 1. Census of Participating Departments and Interdepartmental Programs

Part I. Predoctorates

Participating Department or Program	Total Faculty	Participating Faculty	Total Pre-doctorates	Total Pre-doctorates Supported by any HHS Training Award	Total Pre-doctorates with Participating Faculty	Eligible Pre-doctorates with Participating Faculty	TGE Pre-doctorates Supported by this Training Grant (Renewals/ Revisions)	Predoctorates Supported by this Training Grant (R90 only Renewals/ Revisions)
Totals								

Part II. Postdoctorates

Participating Department or Program	Total Faculty	Participating Faculty	Total Post-doctorates	Total Post-doctorates Supported by any HHS Training Award	Total Post-doctorates with Participating Faculty	Eligible Post-doctorates with Participating Faculty	TGE Post-doctorates Supported by this Training Grant (Renewals/ Revisions)	Postdoctorates Supported by this Training Grant (R90 Only Renewals/ Revisions Only)

- Insight into the environment in which the proposed training will take place
- Summarize these data in the Background Section of the Research Training Program Plan
- Describe the organization of the proposed training program, the participating departments and interdepartmental programs, and the extent to which faculty, graduate students, and/or postdoctorates from those departments/ interdepartmental programs participate in the programmatic activities to be supported by the training grant

Table 2. Participating Faculty Members

Name	Degree(s)	Rank	Primary Department or Program	Research Interest	Training Role	Pre-doctorates in Training	Pre-doctorates Graduated	Predoctorates Continued in Research or Related Careers	Post-doctorates in Training	Post-doctorates Completed Training	Post-doctorates Continued in Research or Related Careers

- 10-year history
- Distribution of participating faculty by rank (junior vs. senior), by research interests, and by department or interdepartmental program
- Experience of participating faculty in facilitating the progression of predoctorates and postdoctorates in their careers
- Summarize these data in the Research Training Program Plan, within the Background Section and the Program Faculty Section of the Program Plan
- Describe the distribution of participating faculty by academic rank, department or interdepartmental program, areas of research emphasis, and the rationale for the faculty selected to participate in the training grant
- Analyze the data in terms of the overall experience of the faculty in training predoctorates and/or postdoctorates
- Comment on the inclusion of faculty whose mentoring records may suggest limited, recent training experience at either training level (predoctoral or postdoctoral)

Table 3. Federal Institutional Research Training Grants and Related Support Available to Participating Faculty Members

Grant Title	Award Number	Project Period	PD/PI	Number of Predoctoral Positions	Number of Postdoctoral Positions	Number of Short-Term Positions	Number of Participating Faculty (Number Overlapping)	Names of Overlapping Faculty
Totals								

- Current level of support for related research training
- Extent to which the proposed training grant has overlap in participating faculty
- Assess institutional environment and determine number of training positions to be awarded
- Summarize these data in the Background Section of the Research Training Program Plan
- Use the narrative to summarize the level of research training support at the institution
- Comment on instances where the tabular data indicate that there may be substantial overlap of participating faculty

Table 4. Research Support of Participating Faculty Members

Faculty Member	Funding Source	Grant Number	Role On Project	Grant Title	Project Period	Current Year Direct cost
Average Grant Support per Participating Faculty Member						

- Evidence of the strength of the research environment
- Availability of funds to support research conducted by the trainees
- Appropriateness of the participating faculty in terms of their active research support
- Summarize these data in the Program Plan (Program Faculty Section) of the Research Training Program Plan
- Analyze the data in terms of total and average grant support
- Comment on the inclusion of faculty without research grant support in the proposed training program and explain how the research of trainees who may work with these faculty members would be supported

Table 5A. Publications of Those in Training: Predoctoral

Faculty Member	Trainee Name	Past or Current Trainee	Training Period	Publications(Author, Year, Title, Journal, Volume, Inclusive Pages)

Table 5B. Publications of Those in Training: Postdoctoral

Faculty Member	Trainee Name	Past or Current Trainee	Training Period	Publications(Author, Year, Title, Journal, Volume, Inclusive Pages)

- 10-year history & current, abstracts allowed
- We search for trainees & mentor as co-authors, up to 3 years past training period
- Ability of each faculty member to foster trainee productivity through generation of publishable results
- Assessment of the research quality and authorship priority of trainees
- Summarize these data in the body of the application, including, for example, the average number of publications, how many students published as first author, and how many students completed doctoral training without any first-author publication resulting from their graduate research

Table 6A. Applicants, Entrants, and their Characteristics for the Past Five Years: Predoctoral

Part I. Counts

Most Recently Completed Year: 2013-2014	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
Total					

Previous Year: 2012-2013	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
Total					

Total All Years Count	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
Mean Count Across Years					

- Past 5 academic years
- Ability of participating departments/interdepartmental programs to recruit trainees
- Selectivity of admissions process, competitiveness of training program, and the appropriate number of training positions to be awarded
- Summarize these data in the Program Plan (Trainee Candidate Section) of the Research Training Program Plan
- Analyze the data in terms of the overall numbers of potential trainees, their credentials, characteristics, and eligibility for support, and enrollment trends

Part II. Characteristics

Most Recent Program Year: 2013-2014	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
Mean Months of Prior, Full Time Research Experience (range) *					
Prior Institutions					
Percent with a Disability ✗					
Percent from Underrepresented Racial & Ethnic Groups					
Mean GPA (range)					

No more GRE scores!

Previous Program Year: 2012-2013	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
Mean Months of Prior, Full Time Research Experience (range)					
Prior Institutions					
Percent with a Disability					
Percent from Underrepresented Racial & Ethnic Groups					
Mean GPA (range)					

Mean Across All Years	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants for Support	New Entrants Appointed to this Grant (Renewal/Revisions Applications Only)
Mean Months of Prior, Full Time Research Experience (range)					
Percent with a Disability					
Percent from Underrepresented Racial & Ethnic Groups					
Mean GPA (range)					

Table 6B. Applicants, Entrants, and Their Characteristics for the Past Five Years: Postdoctoral

Part I. Counts

Most Recently Completed Year: 2013-2014	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
PhDs					
MDs					
Dual Degree Holders					
Other Degree Holders					
Total					

Previous Year: 2012-2013	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
PhDs					
MDs					
Dual Degree Holders					
Other Degree Holders					
Total					

Means All Years Count	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
PhDs					
MDs					
Dual Degree Holders					
Other Degree Holders					
Total					

Part II. Characteristics

Most Recent Program Year : 2013-2014	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants for Support	New Entrants Appointed to this Grant (Renewal/Revisions Applications Only)
Mean Number of Publications (range)					
Mean Number of First-Author Publications (range)					
Prior Institutions					
Percent with a Disability					
Percent from Underrepresented Racial & Ethnic Groups					

Previous Program Year : 2012-2013	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants for Support	New Entrants Appointed to this Grant (Renewal/Revisions Applications Only)
Mean Number of Publications (range)					
Mean Number of First-Author Publications (range)					
Prior Institutions					
Percent with a Disability					
Percent from Underrepresented Racial & Ethnic Groups					

Mean Across All Years	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants for Support	New Entrants Appointed to this Grant (Renewal/Revisions Applications Only)
Mean Number of Publications (range)					
Mean Number of First-Author Publications (range)					
Percent with a Disability					
Percent from Underrepresented Racial & Ethnic Groups					

Table 7. Appointments to the Training Grant for Each Year of the Current Project Period

Training Positions	Budget year 01	Budget Year 02	Budget Year 03	Budget Year 04	Sum of Budget Years
Predoctoral Awarded					
Predoctoral Appointed					
- Predoctoral: Dual Degree					
- Predoctoral: Diverse Backgrounds					
Postdoctoral Awarded					
Postdoctoral Appointed					
- Postdoctoral: MD or Equivalent					
- Postdoctoral: PhD or Equivalent					
- Postdoctoral: DDS, DVM, Other					
- Postdoctoral: Dual-Degree					
- Postdoctoral: Diverse backgrounds					
Short-term Awarded					
Short-term Appointed					
- Short Term: Diverse Backgrounds					

- Renewal/Revision Applications only - evaluation of the use of awarded training positions
- "Awarded" and "Appointed" counts auto-filled ("Appointed" editable)
- Summarize these data in the Progress Report Section of the Research Training Program Plan
- If any trainee positions were not filled, if any trainees terminated early, or if the distribution of appointed positions differs from the distribution of awarded positions, provide an explanation
- It may also be useful to refer to these data within the Recruitment and Retention Plan to Enhance Diversity Section of the Research Training Program Plan

Table 8A. Program Outcomes: Predoctoral

Part I. Those Appointed to the Training Grant

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/Role/ Year Awarded

Part II. Those Clearly Associated with the Training Grant

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/Role/ Year Awarded

- New applications - effectiveness of the proposed training program
- Renewal applications - use of predoctoral training positions (*e.g.,* distribution by faculty member, year in program, years of support per trainee)
- Effectiveness of the supported training program in achieving the training objectives of the prior award period(s) for up to 15 years
- Summarize the data from Parts I-III (as applicable) in the Research Training Program Plan, either in the Program Plan Section or the Progress Report Section, as appropriate

Part III. Recent Graduates (Only for New Applications and for Postdoctoral Renewal/Revision Applications Requesting an Expansion for Predoctoral Support)

Trainee	Faculty Member	Start Date	Summary of Support During Training	Terminal Degree(s) Received and Year	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/Role/Year Awarded

Part IV. Program Statistics

Percentage of Trainees Entering Graduate School 10 Years Ago Who Completed the PhD	Average Time to PhD for Trainees in the Last 10 years (not including leaves of absence)

Table 8B. Program Outcomes: Short-Term

Trainee	Category of Trainee	Faculty Members	Start Date	Topic of Research Project	Subsequent Training or Related Award/Role/Year

Table 8C: Program Outcomes: Postdoctoral
Part I. Those Appointed to the Training Grant

Trainee	Doctoral Degree(s) and Year(s)	Faculty Member	Start Date	Summary of Support During Training	Degree(s) Resulting from Post-doctoral Training and Year(s)	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/ Role/ Year Awarded

Part II. Those Clearly Associated with the Training Grant

Trainee	Doctoral Degree(s) and Year(s)	Faculty Member	Start Date	Summary of Support during Training	Degree(s) Resulting from Post-doctoral Training and Year(s)	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/ Role/ Year Awarded

Part III. Recent Graduates (Only For New Applications and Predoctoral Renewal/Revision Applications Requesting Postdoctoral Support)

Trainee	Doctoral Degree(s) and Year(s)	Faculty Member	Start Date	Summary of Support during Training	Degree(s) Resulting from Post-doctoral Training and Year(s)	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/ Role/ Year Awarded

https://www.ctsi.ufl.edu/education/grant-workshops/

Training Grant Resources

Facilities and Curricula Descriptions

Facilities and Other Resources

HSC Graduate Certificates List

Sample T32 Institutional Commitment Letter

UF Letter on Prevention of Discriminatory Harassment on NIH Training Grants

Sample T32 Plan for Instruction in the Responsible Conduct of Research

Course Syllabus: GMS 6848 Ensuring Rigor and Reproducibility in Clinical & Translational Research

Course Syllabus: GMS 7877 Responsible Conduct of Biomedical Research

T32 Career and Professional Development Plan

Diversity and Inclusion Efforts

Diversity and Inclusion Recruitment and Retention Presentation

Recruitment and Retention Plan

How the NIH Evaluates the Recruitment Plan to Enhance Diversity

Training Grant Resources

Evaluation and Education Resources

Guidance for Writing T32 Curriculum and Evaluation Components

Mentoring Resources

Mentor Academy

Mentor/Trainee Compact

AAMC Compact Between Biomedical Graduate Students and Their Research Advisors

AAMC Compact Between Postdoctoral Appointees

Further Resources

Tips on Writing NIH Biosketches for Training Grants

Effectively Using an External Advisory Board

UF Health Directory

Training Grant Library

Updates from the NIH

NIH Training Grants

2009-2010 ARRA   Data from NIH RePORTER
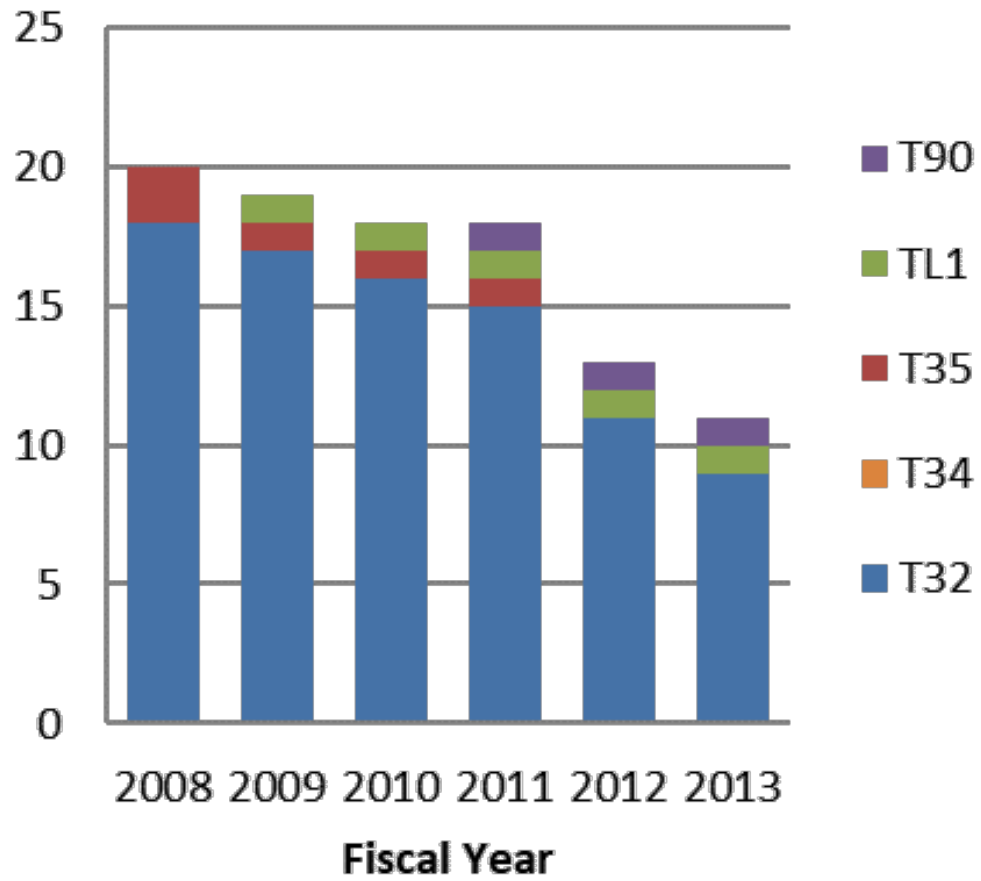
NIH Training Grants
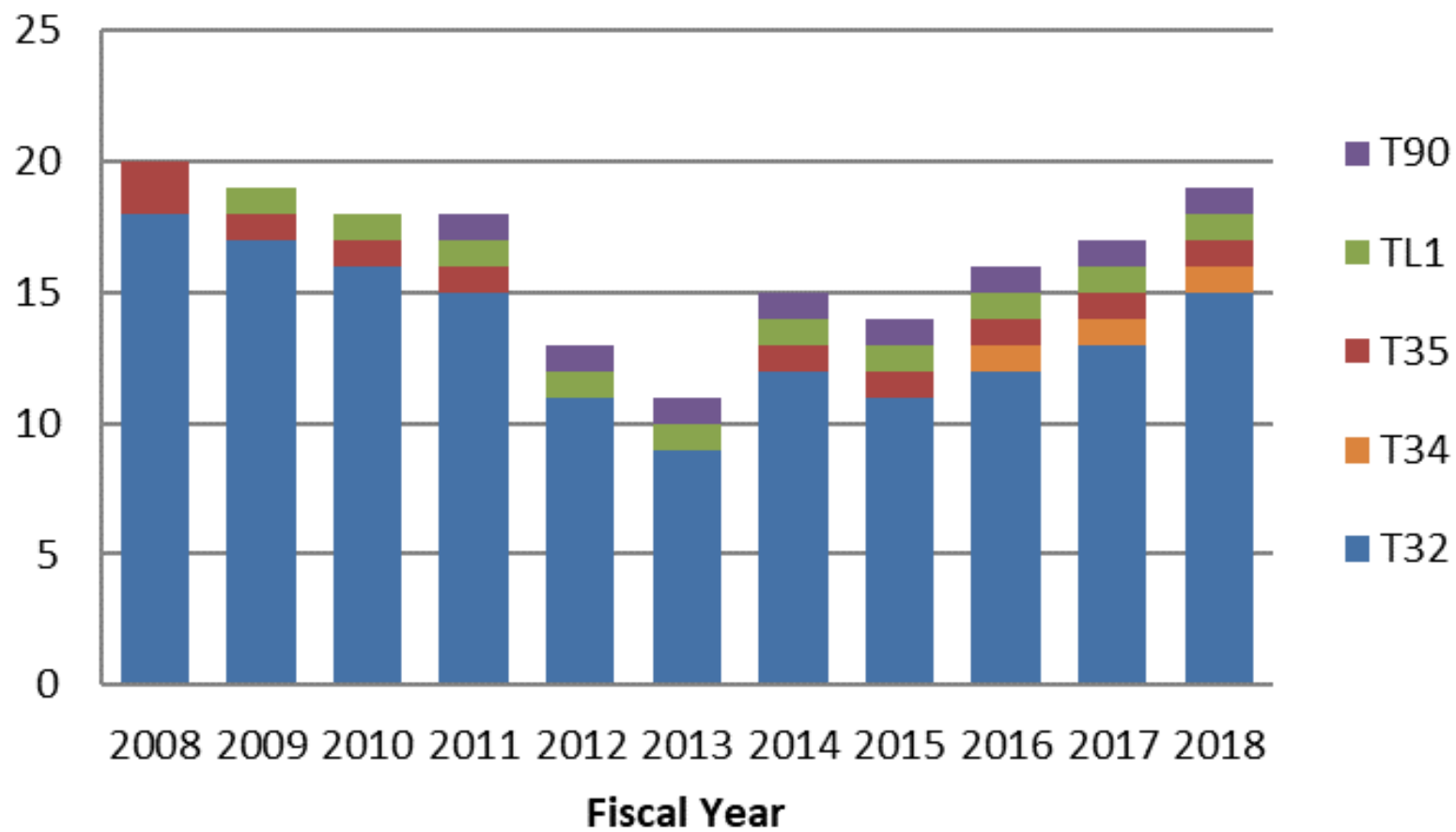
NIH Training Grants
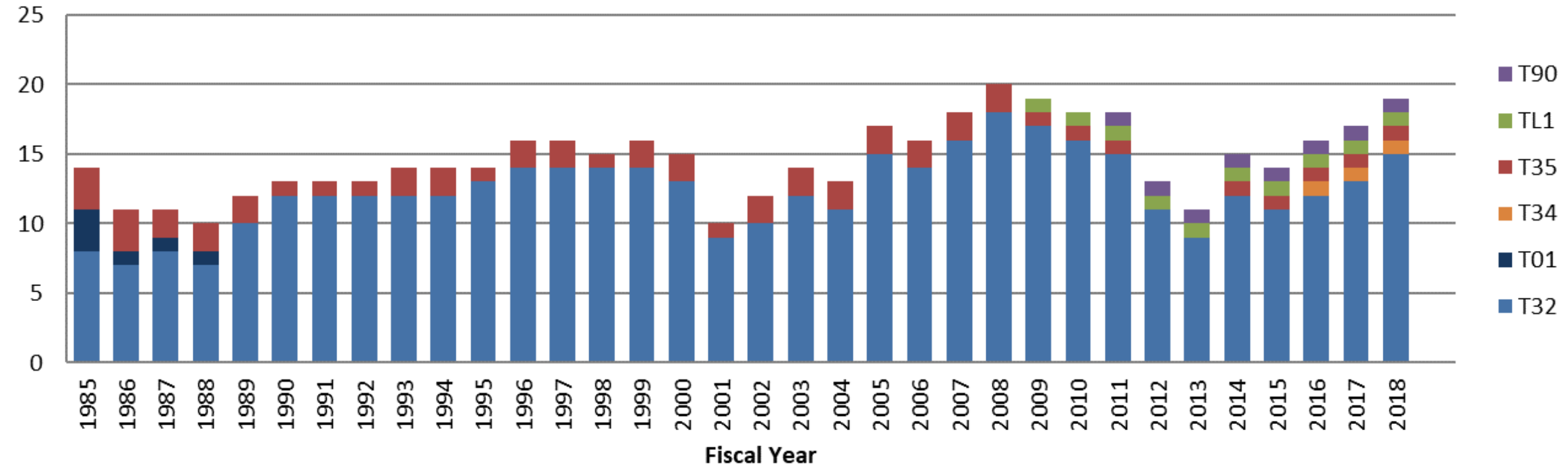
1994-2003 NIH Doubling
2009-2010 ARRA

Data from NIH RePORTER

Trainee Tracking

- Training Grant Database
- Predoctoral & Postdoctoral Trainees
  - All HSC colleges & selected other departments/programs
  - All current trainees
  - 15-year history of past trainees
  - Data:
    - Qualifications, publications, support, *etc*.
- Tracking of employment history

Biomedical Science PhD Career Outcomes Beyond Postdoc

(N=465)

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What are career options for PhDs?

Keith Yamamoto, UCSF
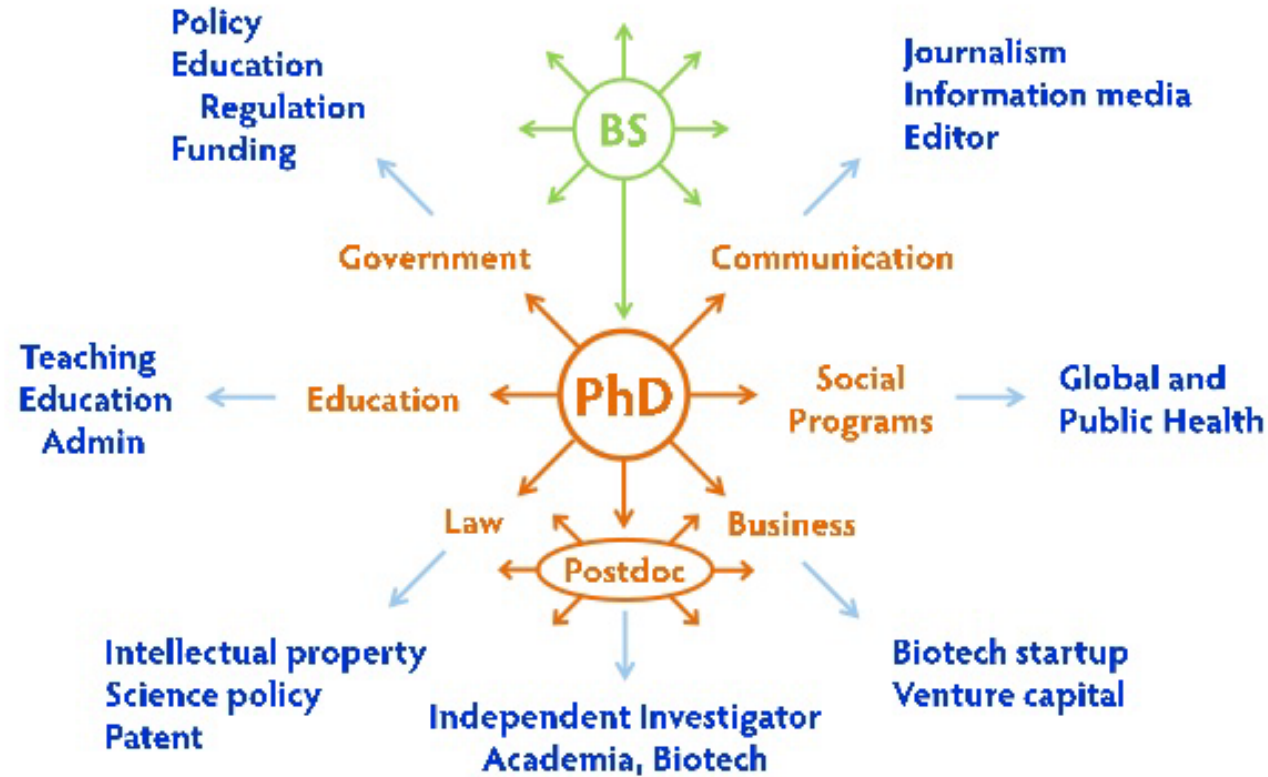
NIH Biomedical Research Workforce Working Group Report, 2012
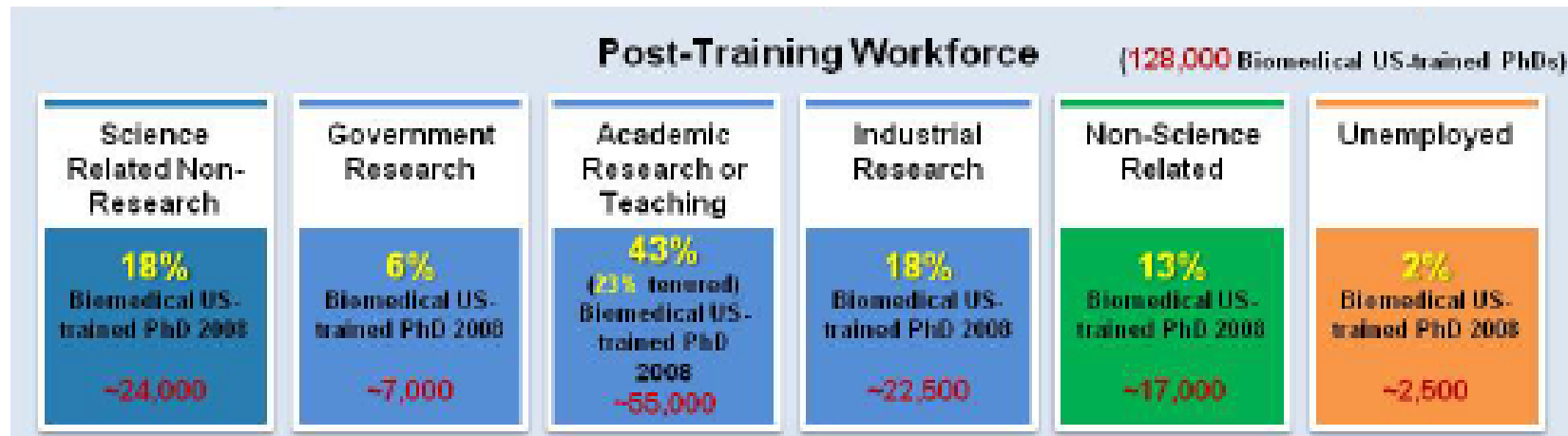
Post-Training Workforce (128,000 Biomedical US-trained PhDs)

Science Related Non-Research	Government Research	Academic Research or Teaching	Industrial Research	Non-Science Related	Unemployed
18%	6%	43% (23% tenured)	18%	13%	2%
Biomedical US-trained PhD 2008	Biomedical US-trained PhD 2008	Biomedical US-trained PhD 2008	Biomedical US-trained PhD 2008	Biomedical US-trained PhD 2008	Biomedical US-trained PhD 2008
~24,000	~7,000	~55,000	~22,500	~17,000	~2,500

610 PhD graduates (matriculated since Fall 1996)

590 PhD graduates tracked (97%)

Does not include MD-PhD students

Demographics: 332 female (54%), 278 male (46%), 57 URM (9.3%)

Biomedical Sciences PhD Alumni – Current Career Status (as of February 2018)

What They Do: Where They Work	Postdoc	Research & Teaching	Teaching	Research	Research-Related	Res Admin, Regulatory	Science Writing	Clinical	Business	Patent Law, IP	Non-Science	Family Care	Unempl	Deceased		
Academic HSC	110	65	5	27	2	5	1	13	0	1	0	0	0	0	229	39%
Univ/College	6	29	15	4	0	1	1	1	0	1	0	0	0	0	58	10%
K-12	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0%
Government	15	0	0	10	5	12	0	1	2	3	1	0	0	0	49	8%
Biotech	1	0	0	37	3	20	3	0	19	3	0	0	0	0	86	15%
Pharma	3	0	0	24	1	11	2	0	6	0	0	0	0	0	47	8%
Healthcare	0	0	0	5	1	4	0	23	1	0	0	0	0	0	34	6%
Other Bus	0	0	2	2	0	4	4	2	2	0	6	0	0	0	22	4%
Law Practice	0	0	0	0	0	0	0	0	0	8	0	0	0	0	8	1%
Non-Profit	11	5	1	9	1	4	2	0	1	0	0	0	0	0	34	6%
Media Org	0	0	0	0	0	0	8	0	0	0	0	0	0	0	8	1%
Other	0	0	0	0	0	0	0	0	0	0	0	10	1	2	13	2%
	146	99	25	118	13	61	21	40	31	16	7	10	1	2	590	
	24%	16%	4%	19%	2%	10%	3%	7%	5%	3%	1%	2%	0%	0%		

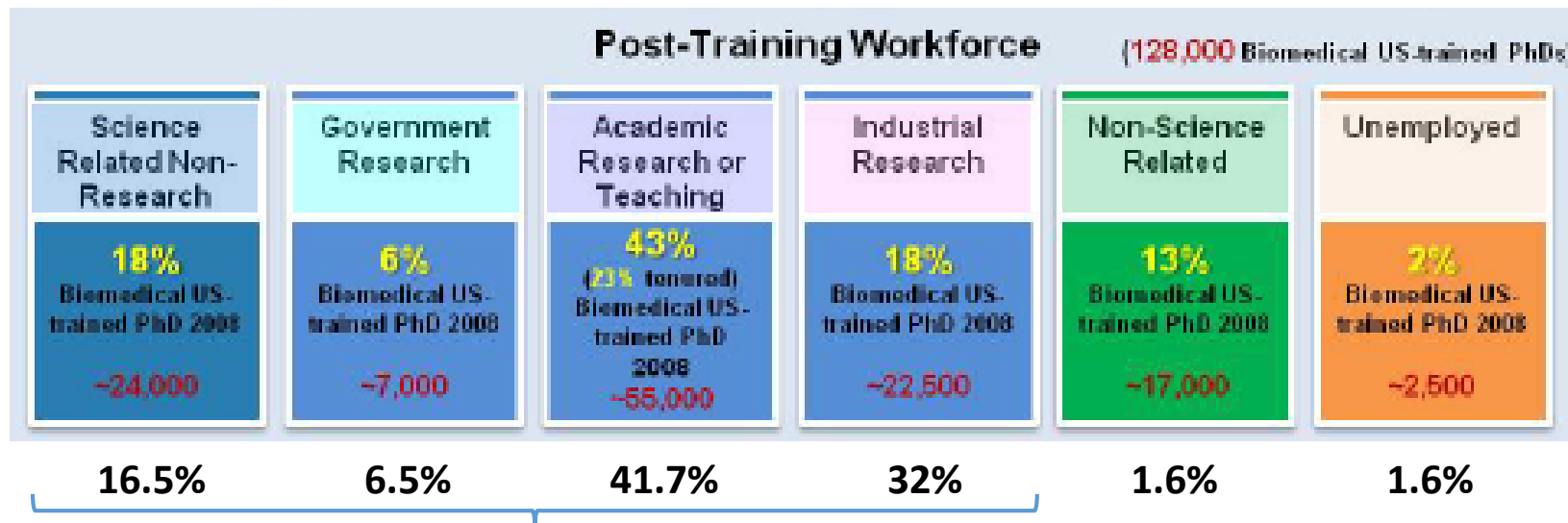# Biomedical Science PhD Career Outcomes Beyond Postdoc

- Career outcomes are diverse!
- 97% of all tracked PhD alumni are in science or science-related positions
  - ✓ 49% work in academia
- The top 5 career outcomes after postdoc (39%) are:
  - ✓ HSC faculty member
  - ✓ Biotech researcher
  - ✓ Other faculty member
  - ✓ HSC researcher
  - ✓ Pharma researcher

(N=464)

What They Do / **Where They Work**
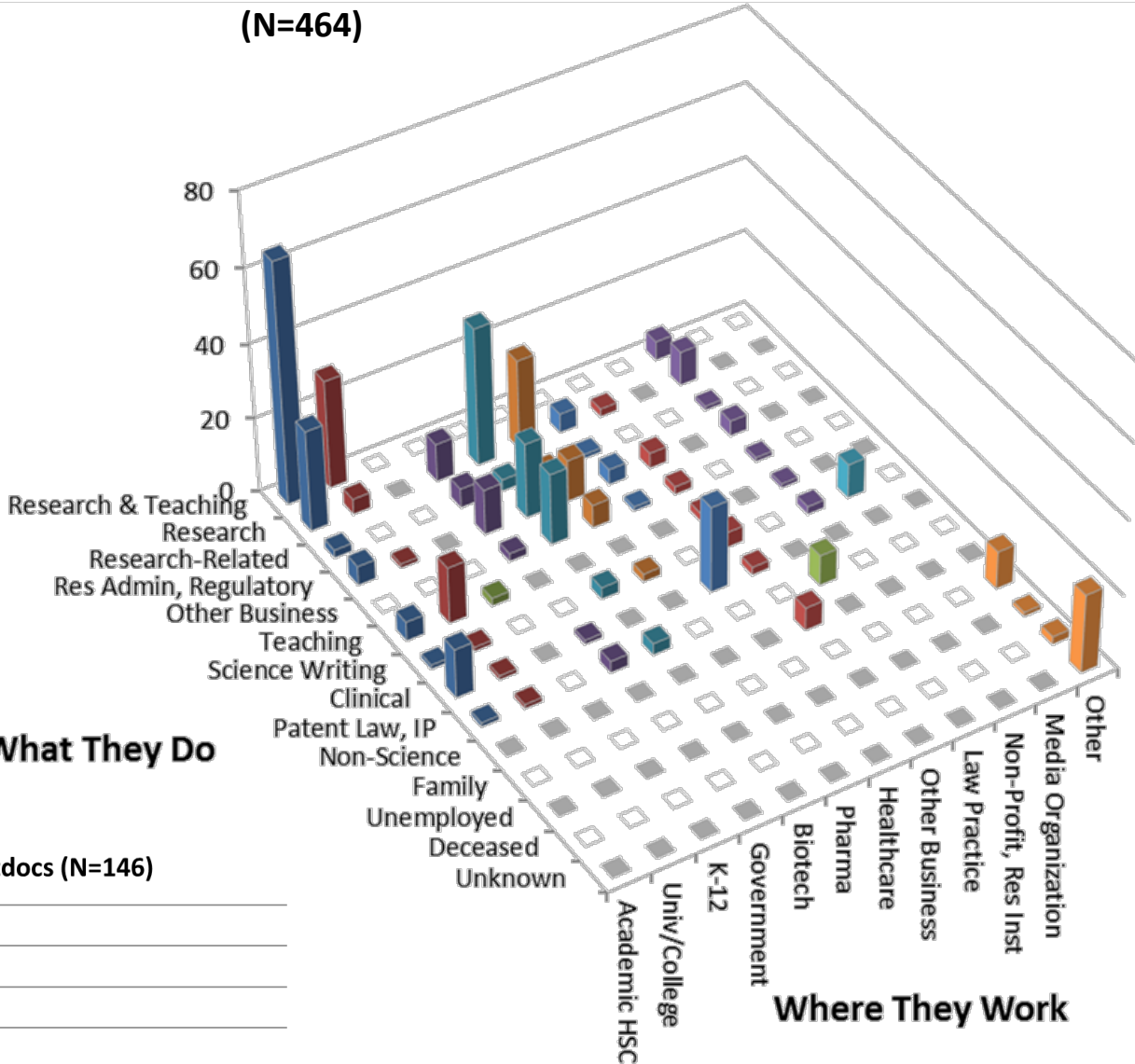
Current Biomedical Science PhD Postdocs (N=146)

Category	Value
Academic HSC	122, 73%
Univ/College	6, 4%
Government	21, 13%
Biotech Company	1, 1%
Pharma Company	4, 2%
Non-Profit	12, 7%

Post-Training Workforce (128,000 Biomedical US-trained PhDs)

Science Related Non-Research	Government Research	Academic Research or Teaching	Industrial Research	Non-Science Related	Unemployed
18% Biomedical US-trained PhD 2008 ~24,000	**6%** Biomedical US-trained PhD 2008 ~7,000	**43%** (23% tenured) Biomedical US-trained PhD 2008 ~55,000	**18%** Biomedical US-trained PhD 2008 ~22,500	**13%** Biomedical US-trained PhD 2008 ~17,000	**2%** Biomedical US-trained PhD 2008 ~2,500
16.5%	6.5%	41.7%	32%	1.6%	1.6%

Desired outcomes 97% at UF COM *vs.* 85% nationally

What They Do: / Where They Work	Postdoc	Research & Teaching	Teaching	Research	Research-Related	Res Admin, Regulatory	Science Writing	Clinical	Business	Patent Law, IP	Non-Science	Family Care		
Academic HSC	122	53	3	31	0	2	1	15	0	1	0	0	228	43%
University/College	6	26	14	4	0	0	1	0	0	1	0	0	52	10%
K-12	0	0	1	0	0	0	0	0	0	0	0	0	1	0.3%
Government	21	0	1	7	3	9	0	1	0	3	0	0	45	8%
Biotech Company	1	1	1	43	11	14	2	0	6	3	0	0	82	15%
Pharma Company	4	1	0	20	4	8	3	0	1	0	0	0	41	8%
Healthcare	0	0	0	5	1	1	0	13	0	0	0	0	20	4%
Other Business	0	0	0	0	0	3	4	1	0	0	6	0	14	3%
Law Practice	0	0	0	0	0	0	0	0	0	5	0	0	5	1%
Non-Profit	12	2	0	12	2	4	1	0	1	0	0	0	34	6%
Media Organization	0	0	0	0	0	0	7	0	0	0	0	0	7	1%
At Home	0	0	0	0	0	0	0	0	0	0	0	6	6	1%
	166	83	20	122	21	41	19	30	8	13	6	6	535	
	31%	16%	4%	23%	4%	8%	4%	6%	1%	2%	1%	1%		

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February 2019

month | week | day

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28 **3p**Career Conversations: Networking for Introverts	29 **5p**Accessibility Basics	30 **10a**Project Resume:Day 1 **11a**Make it Global: Curriculum Internationalization **3:30p**Transitioning From Academia to Industry	31 **10a**Project Resume:Day 2 **3p**Discovering Alternative Breaks **4p**Liver Cancer Risk in Vulneralbe South Texas Puplation **6p**Women in Innovation: An Evening of Storytelling, Networking, Reception and More!	1 **10a**Project Resume:Day 3 **12p**Seminar: Clinical Trials.gov at UF	2
3	4 **9:30a**TIME-SAVING TIPS FOR YOUR UF+QM OR EXEMPLARY ONLINE AWARD SELF-REVIEW **1p**Antigen-Glycopolymer Conjugates: Engineering Immunity and Tolerance **4p**"Intergenomic Mechanism Underlying Aging and Cancer"	5 **12p**K College **5p**Outcomes and e-learning Data to Improve Learning	6 **10:40a**Getting Published: Navigating the Peer Review Process **12p**Ron Bose, MD, PhD **3:30p**Pathways to Teaching Excellence	7 **9a**Core Concepts in Bimanufacturing and Quality Systems: Applications of cGMPs	8 **9a**Discovery Platform for Precision Medicine **12p**How to Give Effective Lectures	9
10	11 **12p**Single-cell RNA-seq data analysis: Disign to Discovery	12 **9a**Now Hear This **5p**Power of Rubrics & Peer Review in Canvas	13 **10:40a**Getting Hired: Navigating the Academic Job Market **12p**UF Postdoc Seminar Series **3p**The Impact of Mindfulness on Leadership Effectiveness and Organizational Citizenship Behavior **3:30p**How to Become an Expert in Your Field	14 **9a**Revisiting Roles for Neuroinflammation in Alzheimer's Disease Neuroathogenesis	15 **2p**Flipping Your Classroom with Team-Based Learning (TBL)	16
17	18	19 **5p**Best Practices for Group Work in e-learning	20 **9a**Researchers: Tap into a New Source of Funding **3p**Getting Known: Developing a Web Presence	21 **3p**CITT Flipped Classroom Training **4p**Career Explorations in Intellectual Property Law	22 **12p**Seminar: Fundamentals of Good Clinical Practice (GCP) **3p**TEAM-TEACHING 101: A NUTS AND BOLTS WORKSHOP TO PLANNING A TEAM-TAUGHT COURSE	23

https://graddev.ufhealth.org/career-interest-teams/

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Career Interest Teams

Career Interest Teams are designed to provide introductory experiences for graduate students and postdocs to become familiar with the various career options available for health sciences research. Participation is voluntary. Please feel free to attend any sessions you may be interested in.

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Career Interest Teams
… explore … network … pursue …

New Fall 2018 course: GMS5905 Career Pathways for Research Professionals (PDF) 📄

(1 credit) This is a career development course focusing on what it means to be a "research professional", in particular what it means to support the conduct of research in a variety of career pathways other than as a faculty member. Thursdays, Period 6 (12:50 – 1:40 PM), Health Science Center Room N1-07 (in Department of Community Health and Family Medicine office suite, near the Sun Terrace)

- **Active students:** register by using the section number

- **Postdoc or those who are not active students:** You will need to submit a non-degree application to begin the process of being entered in the system https://registrar.ufl.edu/currents/nondegree.html. Once you have submitted the application, you need to email Susan Gardner at sgard@ufl.edu so she can admit you into the system. Once the Admissions Office has reviewed your application they will notify you of any necessary documents. (immunization, prior transcripts)

- **EEP:** http://hr.ufl.edu/learnandgrow/education-programs/employee-education-program/
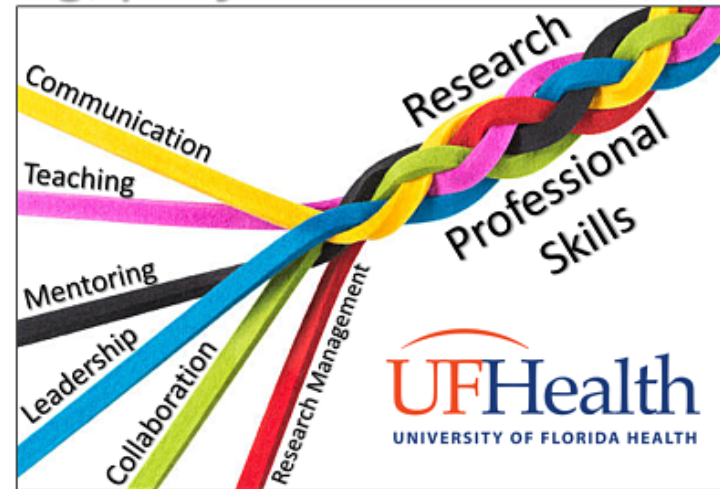
Follow the instructions at this website.

Online resources for career exploration:

Exploring Alternative Academic Careers: Utilizing informational interviews to get to know other career paths

GradDev Calendar

SEP 26 Loan Repayment Workshop
From 10:00am until 12:00pm

SEP 26 Effective Oral Presentations
From 4:00pm until 5:00pm

OCT 2 K College - Overview of promotion and tenure at UF It's never too early to plan for promotion
From 10:00am until 11:00am

OCT Writing Personal Statements

Professional Skills: 2-Year Curriculum

Sample Topics:

- Mentoring and Being Mentored
- University Structure & Planning for Tenure
- Staffing Your Laboratory
- Laboratory Leadership in Science
- Obtaining and Negotiating a Faculty Position
- Getting Funded
- Understanding Technology Transfer
- Getting Published & Increasing Your Visibility
- Time and Project Management
- Introduction to the Science of Team Science
- Effective Science Communication in the Internet Age
- Communication Competence
- Intellectual Property – Where Science Meets Business

https://graddev.ufhealth.org/professional-skills/