



RESEARCH BRIEF

Fellowships and Training Grants

Management, Structure, and Programming at High
Research Universities

University Research Forum

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1) Executive Overview

Key Observations

Profiled institutions offer internal fellowships to recruit high-performing students, enable returning students to dedicate more time to research, and increase student diversity. All profiled institutions offer the following two types of internally-funded fellowships: recruitment fellowships for high-performing students and retention fellowships to enable continuing students to dedicate time to research rather than employment. Contacts at **Institution D** select internal fellows based on relevant research experience and accomplishments. Although incoming students are eligible for internal fellowships, returning students typically fulfill the criteria better than incoming students. All profiled institutions also designate recruitment and retention fellowships for students from underrepresented ethnicities and/or with high financial need.

Recruitment fellowships yield top students who are likely to later win external fellowships. Contacts at **Institution A**, **Institution C**, and **Institution D** report that recruitment fellowships prove critical to enrolling top students, who will increase the prestige and profile of the institution, and underrepresented students, who will increase diversity at the institution. Contacts at **Institution A**, **Institution B**, and **Institution C** report that fellowships can increase the research expenditure of an institution by attracting the students who are most likely to pursue projects that will secure external fellowships.

Profiled institutions distribute external fellowship oversight responsibilities among the graduate school and academic departments. Fellowship coordinators at **Institution B** and **Institution C** support students in identifying external funding opportunities, preparing applications for external fellowships, and managing awarded fellowship funds. Contacts report that academic departments may know of additional funding opportunities available to students based on their discipline. As a result, the **Institution C** fellowship coordinator also directs students to consult with their academic department for further information.

Profiled institutions provide in-person and online support services (e.g., workshops, online resources, summer programming) to assist students in identifying and applying for external fellowships. To prepare incoming students to meet first-semester funding proposal deadlines, **Institution B** offers a summer boot camp for incoming recipients of its diversity fellowship. This eight-week boot camp allows students to begin their first year of graduate studies already prepared to write a successful proposal.

Only Institution B's graduate school maintains central oversight over training grant proposal development and grant administration. **Institution B's** graduate school employs a training grant coordinator who organizes the details and components of proposal submissions. The graduate school also provides resources such as a letter of support, resource templates, and financial support to principal investigators who apply for training grants. Academic departments then oversee active training grants.

2) Internal Fellowships

Types

Internal Fellowships Help Shape the Student Body and Enable Returning Students to Dedicate Time to Research

All profiled institutions offer the following two types of internally funded fellowships:

- Recruitment fellowships for incoming students
- Retention fellowships to enable continuing students to dedicate time to research rather than employment

All profiled institutions designate recruitment and retention fellowships for students from underrepresented ethnicities and/or with high financial need.

Institution D administrators leverage assistantships to recruit incoming students when returning students, who previously received the assistantship, win a fellowship.

Contacts report that the number of available fellowships and the budget for fellowships depend on institutional priorities (e.g., increasing graduate student diversity, improving student profile). For example, graduate school administrators at **Institution B** prioritize recruitment over retention fellowships to yield top applicants. Contacts at the University report that a recent state budget cut decreased the graduate school fellowship budget, at which time administrators chose to cut the quantity of mid-year retention fellowships in lieu of recruitment fellowships. Contacts at **Institution D** select internal fellows based on relevant research experience and accomplishments. Although incoming students are eligible for internal fellowships, returning students typically fulfill the criteria better than incoming students.

Contacts at **Institution C** suggest that \$5M would be the ideal expenditure for internal fellowships because it would allow optimal tuition assistance for students.

Total Internal Fellowship Funding

\$1.2M

Internal fellowships awarded at **Institution C**

\$8-900K

Total internal fellowships awarded at **Institution D**

\$6M

Internal fellowships awarded at **Institution A**

Types of Internal Fellowships Offered at *Institution B*

3 Types of recruitment fellowships

5 Types of fellowships for underrepresented students

15 Types of returning student fellowships

Profiled Institutions Offer Recruitment Fellowships to Encourage the Top Accepted Students to Enroll

Although profiled institutions prioritize recruitment and retention fellowships differently, all offer recruitment fellowships to increase the yield of top graduate students admitted to the institution. Contacts at all profiled institutions emphasize that administrators leverage recruitment fellowships to encourage the best admitted students to enroll at the institution, and not to motivate high-performing prospective students to apply. In fact, contacts at **Institution A** report that the graduate school

intentionally does not advertise fellowship opportunities to prospective students to avoid an influx of self-nominations. Instead, Institution A fellowship nomination committee members identify and nominate promising applicants for each fellowship. At Institution A, graduate school departments may increase available fellowship packages through their own funds to attract the best students. For example, contacts note that the average fellowship in the business school is \$32,000 per year, but that fellowships to attract top students can be as high as \$45,000 per year for four years.

Fellowships for Returning Students Increase Students' Capacity for Research by Removing Work Requirements

Profiled institutions offer fellowships for returning students to provide funding for students without requiring a work component (e.g., teaching assistantship). Contacts report that the lack of a work component provides students more time to dedicate to academic and research activities, including the pursuit of external funding. While profiled institutions offer a variety of internal fellowships for returning students, many of these fellowships share common goals to support students' PhD completion, develop students to become appointed faculty, or support exemplary students' research.

Placing per-year academic credit limits on fellowships may also allow fellowships to contribute to retention and completion. The **Institution A** graduate school only funds 12 credits per year for its fellows, which reduces students' ability to take unnecessary electives. Contacts report that this policy reduced fellows' average time to degree by approximately half a year.

Example Continuing Student Fellowships at *Institution D* and *Institution B*^{1,2,3}



Support PhD Completion

Internal fellowships can encourage doctoral students to continue past a non-terminal master's to earn a PhD. **Institution D** offers a fellowship for current PhD students who plan to complete and defend their dissertation and graduate from their PhD program the following academic year.



Develop Future Faculty

Institution B offers a fellowship to increase the number of students who complete their PhD and become an appointed faculty member.



Advance Research Likely to Attract External Funding

Internal fellowships can support exemplary students' research and facilitate further contributions to their field of study. **Institution B** offers a fellowship for returning students conducting research in topics that directly improve the lives of state residents, US communities, and/or global communities.

1) Institution A website, 2017. Accessed November 30, 2017.
2) Institution B website, 2017. Accessed November 30, 2017.
3) Ibid.

Dedicated Fellowships for Underrepresented Students Increase Ethnic and Socioeconomic Diversity

Profiled institutions also offer fellowships to recruit and retain graduate students from underrepresented ethnicities and/or who demonstrate high financial need. For example, **Institution D** receives a state grant to provide fellowships to high-performing and diverse graduate students. The state allocates funding among all of the branches of the state flagship university system based on the total number of students who meet the diversity requirements of the fellowship. Contacts at Institution D report that their institution typically receives the highest portion of state funding for this fellowship, which is typically approximately two million dollars per year.

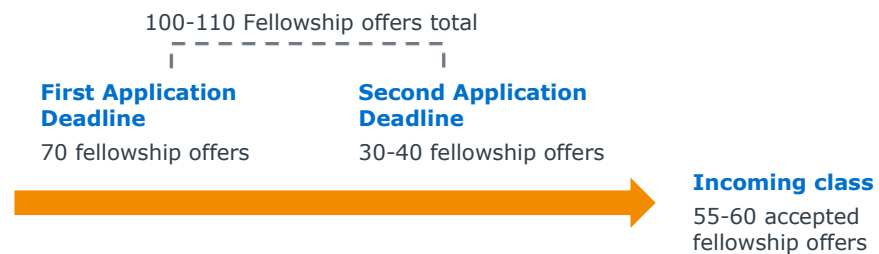
Funding

***Institution A* Administrators Proactively Set Target Number of Fellowships Offered**

Only **Institution A** graduate school administrators report that they proactively establish a target number of fellowships to offer annually. At **Institution C** and **Institution D**, the number and dollar value of fellowships depend on graduate school and individual academic department budgets. Institution D contacts report that administrators base the fellowship budgets on historic trends and typically do not increase them unless the graduate school's revenue increases. Contacts at **Institution B** and Institution D each note that state budget cuts have decreased internal fellowship availability.

Contacts at Institution A report that administrators offer about 100-110 recruitment fellowships each year to yield approximately 55-60 new students. The first application deadline awards approximately 70 fellowships to incoming students. After the second application deadline, 30-40 additional applicants receive award offers.

Recruitment Fellowship Offers and Yield at *Institution A*

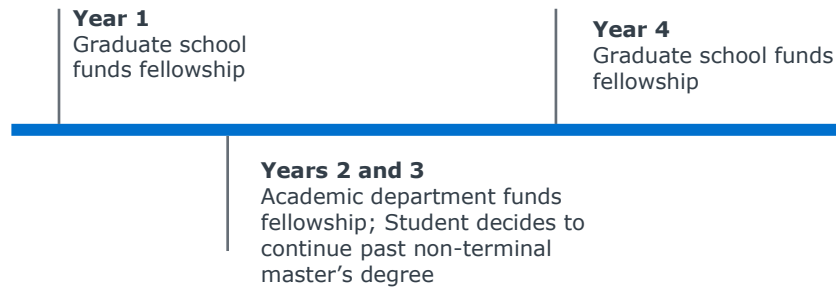


Graduate Schools Cost-Share Fellowships with Academic Departments to Encourage Degree Completion

The graduate schools at **Institution A**, **Institution B**, and **Institution D** share fellowship funding costs with the academic department that hosts the fellow. At Institution A, the graduate school and the fellow's academic department equally share the cost of the fellowship. Contacts report that this cost sharing model serves two purposes. First, the academic department's investment in the fellowship encourages the academic department to provide adequate support to facilitate degree completion (i.e., ensure return on investment). Second, cost-sharing allows the graduate school to adjust the timing of student degree funding between the graduate school and the

academic department to increase the likelihood of degree completion. For example, the Institution A graduate school funds the first and last year of a four-year fellowship for doctoral students, which then incentivizes the academic department to retain the student during the second and third years (i.e., continue past non-terminal master's).

Four-Year Fellowship Funding Distribution at *Institution A*



Graduate Schools Contribute Equally to Internal Fellowships across Departments

Graduate school administrator oversight can ensure fair funding distribution across the graduate school. At **Institution B**, the graduate school funds department fellowships based on a formula that includes the total number of degrees conferred annually. The graduate school dean allocates fellowship blocks to academic department deans, who then give it to programs within the department. Department faculty then allocate fellowships to students. The graduate school at **Institution D** funds internal fellowships equally across academic departments. Even with graduate school contribution, however, under-resourced departments may lack the funds to guarantee fellows two years of funding. For this reason, **Institution C** contacts report that fellowship pools vary by academic department. Academic departments without adequate funds to guarantee students two years of funding may not nominate fellows at all.

Nomination and Selection

Share Fellowship Oversight Responsibilities among Graduate School Dean and Academic Departments

Fellowship oversight responsibilities at profiled institutions consist of fellowship funding and fellow selection. Either the graduate school, individual academic departments, or a combination of the two create and fund fellowships at profiled institutions. No profiled institution employs a single individual or creates a single office to manage all internal fellowships. Instead, graduate committees, academic department leaders, and graduate school leaders share central responsibilities.

Fellowship Oversight Stakeholders at Profiled Institutions



Selection Committee Equally Represents Academic Departments to Ensure Fair Fellowship Allocation

Institution A, Institution C, and Institution D use graduate committees to select internal fellowship awardees. Graduate fellowship selection committees consist of an elected or self-appointed group of faculty representatives from each academic department. The graduate committees at Institution A and Institution C consist of the same number of faculty from each academic department so that the review process equally represents all disciplines and perspectives.

The Institution A graduate board is composed of 30 faculty members elected by graduate faculty. Each of the 30 members works in one of three sub-committees of 10 faculty:

- Arts and humanities
- Business, education, social sciences, and public health
- Sciences (STEM fields, including Psychology)

Similarly, Institution C fellowship allocation is determined by faculty divided into four internal award committees:

- Arts and humanities
- Behavioral and social sciences
- Living sciences
- Engineering, math, and physical sciences

The Institution D graduate selection committee for the state-funded diversity fellowship has 14 total members. The committee consists of one faculty member per academic department except for the college of arts and sciences, which has three faculty committee representatives due to its large enrollment. Representatives either self-nominate or receive a nomination from peers. Faculty vote once a year to elect the members of each fellowship selection committee.

Fellowship Award Criteria Include GPA, Standardized Test Scores, and Research Experience

Graduate fellowship committees receive fellowship nominations through the below channels:

- Academic departments nominate students
- Students directly apply for fellowship
- Application review committees identify qualified applicants

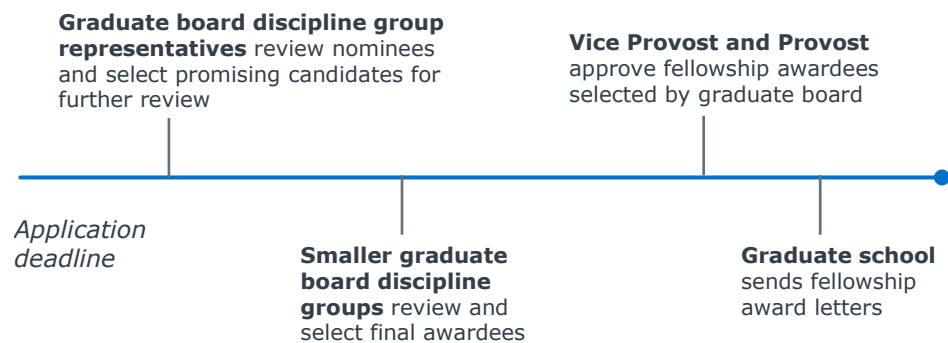
At **Institution B**, academic departments within the graduate school nominate high-performing incoming students for recruitment fellowships. As mentioned, **Institution D** graduate school administrators typically do not award fellowships to incoming students.

Each of the three sub-committees at **Institution A** reviews applications for fellowship students within their respective disciplines. Each sub-committee member assigns an average score to each nominee. To finalize the fellowship award selection, five faculty from each of the three sub-committees review nominee scores, comments, applications, and letters of support. These smaller fellowship selection committees

submit recipient recommendations to the vice provost and provost of the graduate school for approval.

Graduate school recruitment fellowships aim to enroll the highest-achieving applicants. At Institution A, for example, contacts report that fellowship awardees typically score between the 80th and 90th percentiles of standardized graduate school admissions test scores. One fellowship information webpage at Institution B notes that the top five percent of admitted students typically receive the award.⁴ Institutions may also consider applicants' fit at the institution within their fellowship selection process; Institution A graduate school committee members evaluate recruited students for what they can contribute to the University's research and profile, as well as how well the students' research interests align with the University's research priorities.

Recruitment Fellowship Selection Process at *Institution A*



Announce Fellowship Opportunities in Time for Students to Plan Next Year's Research Activities

Recruitment fellowship awards typically align with the incoming student graduate enrollment period. Fellowship nominations for retention fellowships typically occur in the fall for selection the following spring, with funding beginning that summer or the fall of the next academic year. This allows students to plan their research projects and financial aid in advance.

Electronic Fellowship Application and Review Systems Streamline Fellowship Selection Process

Profiled institutions use spreadsheets and homegrown systems to track fellowships. Specifically, contacts at **Institution A** and **Institution C** use spreadsheets to track internal fellowship nominees and acceptances. **Institution D** created a homegrown system that manages the nomination and allocation process (i.e., online application submission, nomination, review, scoring, and letter of award processing). Contacts at Institution D note that the creation of this homegrown system reduced the administrative burden (e.g., maintaining Excel spreadsheets, sending emails to track nominations and awards) on staff. Contacts at Institution C report plans to create a homegrown online system to manage fellowship nominations and awards.

4) Institution B website, 2017. Accessed November 30, 2017.

Recruitment Fellowships Yield Top Students Who Are More Likely to Win External Fellowships

Contacts at **Institution A**, **Institution B**, and **Institution C** report that recruitment fellowships prove critical to enrolling top students, who will increase the prestige and profile of the institution, and underrepresented students, who will increase diversity at the institution. To promote fellowships to prospective and returning students, all graduate schools list available internal fellowships on their graduate school websites. Administrators include detailed descriptions of the nomination timeline, award criteria, application materials, and allocation timeline.

Contacts at **Institution A** report other factors, such as an increase in interdisciplinary research and an increase in research-focused faculty, as drivers of research expenditure increases at their institution.

Contacts at Institution A, Institution B, and Institution C report that fellowships can increase the research expenditure of an institution by attracting the students who are most likely to pursue projects that secure external fellowships. Contacts at Institution C observe that many of the students who receive internal fellowships proceed to earn external fellowships. Similarly, contacts at Institution A share that about half of students who receive internal fellowships proceed to win external funding. Contacts suggest that this is because these students become aware of their competitiveness for funding, which then leads them to attempt to secure additional funding.

Fellowship Awards Show Institutions' Research Priorities and May Inspire Students to Increase Research Activity

Finally, research fellowships can improve research activity of graduate students by signaling the value of research activity to other students. For example, contacts at **Institution D** report that some academic departments announce fellowship nominees to signal to students the types of research that the departments value, inspiring other students to pursue similar projects.

3) External Fellowships

Management and Oversight

Fellowship Coordinators, Academic Departments, and Research Office Contribute to External Fellowship Efforts

Fellowship coordinators at **Institution B** and **Institution C** support students in identifying external funding opportunities, preparing applications for external fellowships, and managing awarded fellowships.

Institution C's fellowship coordinator initially refers interested students to their academic departments, because academic departments may know of additional funding opportunities available to the students based on their discipline. Contacts explain that individual departments also typically possess more expertise in their specific subject area, and can therefore better support the students to determine which projects or components meet the criteria of each grant.

Once an Institution B student works with their faculty mentor or graduate school leader to develop a proposal, the student can then bring his/her proposal to the graduate school grant writing support team for further editing.

Although the graduate school provides more resources tailored to individual student needs, research offices also contribute to fellowship application support. Research offices provide broader support on topics such as securing agency funding or funding for a larger grant, with support designed for both faculty and students.

External Fellowship Application Support at Profiled Institutions



Staff

Two **Institution B** staff members support students with proposal development and review. These staff members read students' draft proposals, help them to prepare a strong application, and ensure that they meet the criteria of the grant submission.



Fellowship coordinator

The **Institution C** fellowship coordinator supports students to apply for external funding opportunities such as the Boren Fellowship and the Fulbright. The coordinator also coordinates the internal competition for submissions.



Office of research

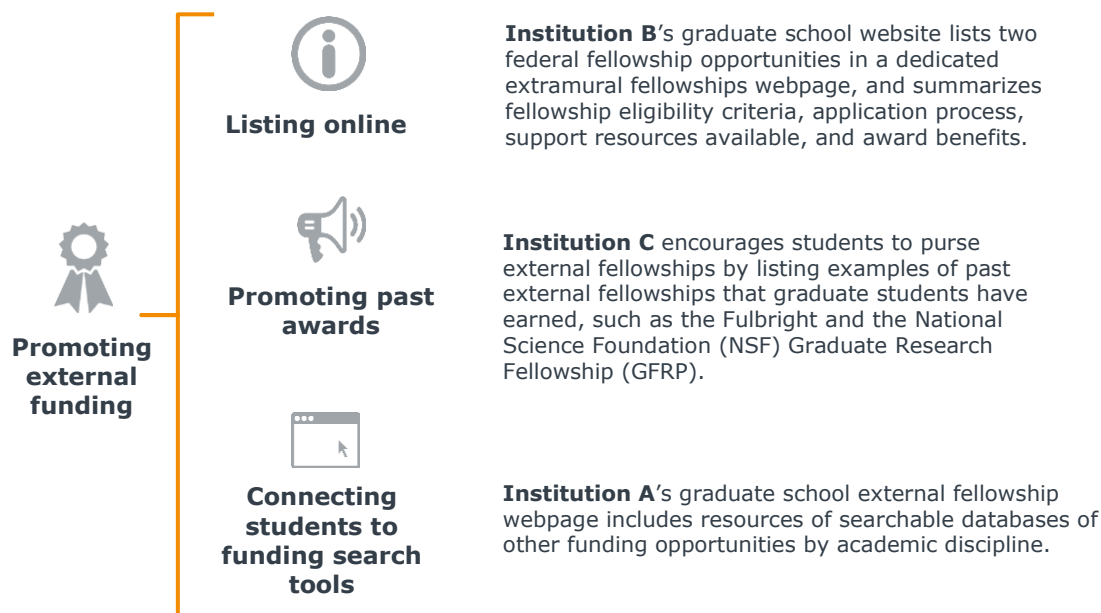
Institution A, **Institution B**, and **Institution D** contacts report that the office of research offers grant writing services for students to improve proposal development, as well as other external funding support resources.

Online Resources Enable Students to Independently Identify Funding Opportunities

Institution A, **Institution B**, and **Institution C** list and describe external fellowship opportunities within the funding section of their respective graduate school websites. Fellowship opportunity descriptions direct students to consult with their academic department for further information.

Profiled institutions also offer online resources to allow students to self-serve and further determine the fellowships available to them. For example, the graduate school websites at Institution B, Institution C, and **Institution D** each include online database lists of recommended sources to search for available and relevant funding opportunities. Specifically, the office of research at Institution D hosts a centralized funding web page that includes online grant search databases, a listing of external federal and non-federal funding alert services, and state university system grants.⁵ Additionally, Institution D provides grant proposal training materials on their website and student learning portal. Institution B's graduate student services website advertises services to support funding applications, such as proposal review sessions and writing support.⁶

Marketing Channels for Promoting External Funding at Profiled Institutions^{7,8,9}



5) Institution D website, 2017. Accessed November 30, 2017.

6) Institution B website, 2017. Accessed November 30, 2017.

7) Ibid.

8) Institution C website, 2016. Accessed November 30, 2017.

9) Institution A website, 2017. Accessed November 30, 2017.

Offer Tailored Workshops for Graduate Students to Support Applications for Specific Grants

\$5M

Institution B contacts report that students attract five million dollars in external fellowships per year.

Profiled institutions provide grant search and proposal development workshops to assist students in identifying and applying for external fellowships. For example, **Institution C**'s Fulbright week focuses on the criteria that students need to be a strong applicant for the Fulbright. **Institution D** previously offered grant writing support groups; the office of research now manages most grant proposal development training programming.

Contacts at **Institution B** report that the institution's NSF grant proposal workshops helped the institution secure 30-40 annual grants, an increase from about two to four prior to the program.

External Funding Workshop Topics at *Institution B* and *Institution C*^{10,11}

Workshops

Target audience: Graduate students

- ✓ NSF GRFP selection from reviewers' perspective
- ✓ How to write the NSF GRFP statements
- ✓ Fulbright overview
- ✓ How to submit a successful fellowship application

Prepare Incoming Students to Submit First-Semester Proposals through Pre-Orientation Summer Boot Camps

As mentioned by contacts at **Institution D**, the early federal agency grant deadlines can be a barrier to proposal submission for first-year students. To prepare incoming students to meet these submission deadlines, **Institution B**'s summer program for incoming diversity fellowship participants provides summer grant writing support. This eight-week boot camp allows students to begin their first year of graduate studies already prepared to write a successful proposal. Contacts report that 30 percent of students who participate in the camp earn a fellowship later on in their career.

Boot Camp Attendees who Later Secure External Funding

30% Contacts at **Institution B** report that approximately 30 percent of students who attend the incoming student boot camp proceed to win external funding.

10) Institution B website, 2017. Accessed November 30, 2017.

11) Ibid.

Components of Summer Incoming Student Boot Camp at *Institution B*¹²



Graduate school
success skill training



Grant-writing exercise



Faculty-mentored
research opportunity



Proposal development
workshops

Promotion

Academic Departments and Faculty Drive External Fellowship Application Efforts

Contacts at **Institution A** and **Institution C** do not report the need for additional initiatives to encourage students to apply for fellowships, because the need for funding is integral to being a graduate student. For example, contacts at Institution A report that fellowships reduce the burden of faculty's need to support a graduate student through their own budget, which encourages faculty to help their students win external funding.

However, contacts at Institution A and Institution C report that different disciplines more easily lend themselves to federal funding opportunities. For example, contacts at **Institution D** noted that its lack of a medical school reduces eligibility for many NIH-sponsored opportunities.

Design Internal Fellowship Award Criteria to Incentivize External Fellowship Proposals and Candidacy

Award criteria designed to increase external funding proposals may create a relationship between internal fellowship opportunities and external funding. For example, **Institution C** offers a fellowship to incentivize multidisciplinary research external funding applications. The fellowship helps students who are in their early years of their program of study through \$5,000 one-year pilot grants to support preliminary research. The program is designed to fund students' research that will likely go on to receive external funding, thus creating a larger return on investment for the division. The award application requires students to report their plan for securing external funding and the agencies to which they intend to apply for funding. Further, the program encourages multidisciplinary research, which contacts suggest is more likely to receive external funding.

12) Institution B website, 2017. Accessed November 30, 2017.

4) Training Grants

Overview

Academic Departments at Three of Four Profiled Institutions Manage Training Grant Proposals and Awards

Although profiled institutions use central administrative structures such as graduate committees to select and allocate internal fellowships, only **Institution B**'s graduate school maintains central oversight over training grant proposal development and grant administration.

At **Institution A**, individual academic departments oversee the application and administrative processes surrounding training grants. Contacts at Institution A report that there is no singular target for the number of training grant proposals per year, because of the difficulty and length of time required to win awards. Contacts report that they do not encourage divisions to pursue training grants because faculty already understand why it is important to do so.

Contacts at **Institution D** seek training grants to provide a sustainable funding source to replace state-funded fellowships, such as the fellowship for diverse students. Contacts at the University expect reduced funding for the current state-funded diversity fellowship, and hope to attract a training grant that will support diverse graduate students.

To attract diversity-focused training grants, contacts at Institution D plan to hire a coordinator for diversity and inclusion-focused training grants. If the training grant position for diversity proves successful, contacts might replicate it across other programs. However, contacts observe that the institution struggles to secure training grants, because it does not have a medical school and thus is ineligible for many NIH-sponsored training grants.

Institution B Employs a Dedicated Coordinator to Facilitate and Increase Training Grant Submissions

Although **Institution B** does not maintain a central office for training grants, its graduate school employs a training grant coordinator who organizes the details and components of proposal submissions. Academic departments then oversee active training grants.

The training grant coordinator serves as the point of contact for training grant applicants after the dean of the graduate school approves Principal Investigators' request for training grant support.¹³ The coordinator is responsible for the grant-related tasks below.

The training grant coordinator does not solely focus on training grant activities. The coordinator also serves as the director of diversity, extramural funding, and postdoctoral affairs.

¹³Institution B website, 2017. Accessed November 30, 2017.

***Institution B* Training Grant Coordinator Responsibilities¹⁴**



- Holds appointments to review students' external funding applications
- Oversees program for postdoctoral scholars
- Coordinates graduate school faculty training grant support
- Organizes external and internal fellowship funding workshops

***Institution B* Provides Templates and Resources for Training Grant Applicants to Encourage Proposals**

The graduate school provides the following resources to support principal investigators who apply for training grants. Training grant principal investigators become eligible for these resources by first sending the graduate school dean a mentoring and development plan for trainees.¹⁵

Resources Provided by the *Institution B* Graduate School for Principal Investigators on Training Grants¹⁶



Institutional Letter of Support for principal investigators



Diversity Recruitment and Retention Plan Templates: The graduate school creates an online, downloadable PDF of all institutional recruitment and retention resources for diverse students to help applicants easily meet corresponding requirements of the training grant proposal.



Pre-doctoral Student Data: The graduate school provides Principal Investigators access to institutional data such as the number of doctoral students per discipline



25% Match of Student Grant Expenditures Support (stipends and tuition/fees only)



Campus Professional/Personal Development Resource Templates for Trainees: Similar to providing recruitment and retention plan templates, the graduate school also creates two online, downloadable PDFs of all institutional support resources.

¹⁴Institution B website, 2017. Accessed November 30, 2017.

¹⁵Ibid.

¹⁶Ibid.

Academic Departments Administer Training Grants and Update Graduate School Administrators Annually

\$19.3M

Institution B attracted over 19 million dollars in training grants in FY17.¹⁸

Once **Institution B** faculty secure training grants, individual academic departments administer them. Faculty training grant recipients provide the training grant coordinator with a copy of the award letter, as well as a copy of the annual funding report submitted to the funding agency for each year of the training grant. The copy of the award letter enables the graduate school to track cost-share.¹⁷ Institution B publicizes total dollar value of training grants in its office of research annual report, and the graduate schools lists all training grants won in its online training grant information page.^{18,19} In addition to two interdisciplinary training grants and one campus-wide training grant, Institution B's academic departments currently manage the following training grants.

Active Training Grants by Academic Department at *Institution B*²⁰

Academic Department	Number of Active Training Grants
Biology	8
Engineering	7
Medicine	7
Physical sciences	3
Computer science	1
Humanities	2
Social science	1

17) Institution B website, 2017. Accessed November 30, 2017.

18) Ibid.

19) Ibid.

20) Ibid.

4) Research Methodology

Project Challenge

Leadership at a member institution approached the Forum with the following questions:

- What organizational structures do institutions establish to manage traineeships and fellowships?
- What administrative investments do contacts consider most effective to manage traineeships and fellowships?
- How many traineeships do administrators seek to attract per year? How many fellowships do administrators seek to offer per year?
- How do university administrators determine target numbers of awarded traineeships and offered fellowships?
- What relationship do administrators observe between the presence of traineeships and fellowships and research expenditure?
- How do administrators track participation in fellowships and traineeships across the university?
- What strategies do contacts consider most effective to encourage faculty to submit proposals for traineeships?
- What strategies do contacts consider most effective to advertise the presence of fellowships and traineeships to prospective graduate students?

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries (<http://eab.com>)
- The Chronicle of Higher Education (<http://chronicle.com>)
- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)
- Institutional websites

The Forum interviewed graduate school leaders at public and private high research universities.

A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
Institution A	Northeast	21,000/26,000	Doctoral Universities: Highest Research Activity
Institution B	Pacific West	27,000 /33,000	Doctoral Universities: Highest Research Activity
Institution C	Midwest	18,000/29,000	Doctoral Universities: Highest Research Activity
Institution D	Midwest	21,000/26,000	Doctoral Universities: Highest Research Activity