

NH-INBRE Investigator Evaluation Guidance

The purpose of this document is to communicate the criteria that are used to determine progress in NH-INBRE funded projects. Progress is assessed in three areas—research, training, and progression of the research project towards sustainability. These criteria are used by the NH-INBRE External Advisory Committee when it reviews NH-INBRE programs and can also serve as a basis for discussion between PIs and their mentors.

NH-INBRE seeks to enhance the research culture at the Partner institutions in a way that is sustainable. This includes support of research projects and research training activities that engage students in original research. NH-INBRE research projects have both scientific and training goals, and NH-INBRE Investigators are evaluated with a balanced view toward how those goals are being advanced.

Evaluation Criteria:

The following criteria will be used to evaluate progress. It is not assumed that Investigators will be strong in ALL criteria. It is important that investigators demonstrate progress toward achieving both research and research training goals.

1. Assessing Research Progress

- a. Completion of original specific aims or modified aims developed in consultation with the mentor and the External Advisory Committee.
- b. Scientific impact and biomedical relevance of the scientific accomplishments.
- c. Publications, especially those in peer-reviewed journals.
- d. Presentations.
- e. Investigator participation in NH-INBRE activities, including the NH-INBRE annual meeting and research training activities at the Investigator's institution and other NH-INBRE Partner schools. This includes providing periodic research reports and other information requested by NH-INBRE.
- f. For collaborative projects, demonstration of the success of the interaction between the Investigator and the co-Investigator at the lead institution. This is best demonstrated by publications that include research from both the PI and Collaborator.
- g. For all projects, the confidential recommendation of the Investigator's mentor regarding scientific progress and ability to manage a research project.
- h. Additional evidence of progress provided by the Investigators will also be considered.

2. Assessing Research Training Progress

- a. Student participation in research projects and subsequent demonstration of the effects of that participation (i.e., items listed below and academic/professional pursuits following graduation, such as graduate school/research employment).
- b. Student attendance at conferences.
- c. Student participation at conferences (talks and posters).
- d. Facilitating opportunities for students to visit other NH-INBRE institutions and/or appropriate research institutions to conduct experiments, observe procedures, use instrumentation, or deliver a presentation/poster.
- e. Student participation in NH-INBRE activities including the annual meeting and research training activities at the institution.
- f. Student authorship on publications, especially those in peer-reviewed journals.
- g. Involvement of the Investigator in improving the broader student research culture at their institution. This includes inviting seminar speakers, organizing research presentations and poster sessions, advising students about career paths in biomedical science, and spearheading new facilities/equipment requests that enhance research and teaching

- activities beyond those directly benefiting the Investigator. This also includes the integration of biomedical research topics into the curriculum, including developing laboratory activities that advance the Investigator's research.
- h. For collaborative projects, students at the Partner institution interacting with students, postdocs, and the collaborating Investigator at the lead institution.
 - i. Additional evidence of progress provided by the Investigator will also be considered.

3. Assessing Sustainability

NH-INBRE must produce Investigators that pursue externally funded research. However, many NH-INBRE research projects are not yet ready for this important step. Investigators will also be evaluated on grant preparation activities (e.g., attendance at grant writing workshops). Attention will be given towards assessing whether Investigators have taken strategic steps (e.g., Investigator articulates a realistic plan towards seeking specific grants) but also includes basic steps (e.g., the Investigator submits an NIH-formatted biosketch with the renewal application).