Handbook of Operating Procedures
SABER•IRACDA program policies and guidelines were established by the SABER•IRACDA Program Oversight Committee (POC) and are intended to enhance the transitions and planning by postdoctoral trainees participating in this program. Programmatic matters are regularly reviewed and routinely updated. Questions should be directed a member of the POC.

Support for this program is provided, in part, by a grant from the USPHS grant, K12 GM11726.
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San Antonio Biomedical Education and Research

GOAL/OBJECTIVES

The Goal of the SABER•IRACDA training program is to prepare a diverse and accomplished pool of postdoctoral scholars in the conduct of outstanding research and teaching in culturally diverse settings.

The Objectives of the SABER•IRACDA training program are to:

- Provide Research Training with uncompromised productivity. Develop highly trained biomedical scientists with the necessary knowledge and skills to pursue independent research careers.

- Train exceptional Teaching Scholars who are prepared to serve as role models and guides for life-long learning.

- Formalize Collaboration and Exchange with Partner Institutions. Strengthen science educational offerings at partner institutions. Promote linkages between research intensive and teaching intensive (partnering) institutions.

The objectives of the SABER•IRACDA training program will be achieved via trainee completion of the following:

- Scholarly accomplishments in both research and teaching
- Uncompromised productivity in a robust research project
- Acquisition of knowledge and skills in effective teaching
- Successful completion of required workshops/courses
- Achievement of writing, presentation, grantsmanship, and other career development skills
- Formal, semi-annual evaluation of progress
**SABER•IRACDA Overview**

**Mission.** The mission of the SABER•IRACDA training program is the development of a diverse and accomplished pool of researcher-teacher-scholars. Successful completion of this program will result in well-trained postdoctoral scholars who are sensitive to the needs of underrepresented groups and are prepared to serve as role models for students at the undergraduate level.

**History and Institutional Partnerships.** The SABER•IRACDA training program was established at the UT Health San Antonio (UT Health SA) in 2015. This NIH-sponsored program is supported, in part, by an Institutional Research and Academic Career Development Award (IRACDA) from the National Institute of General Medical Science (NIGMS). UT Health SA is partnered with nearby San Antonio universities for the SABER•IRACDA training program. These include Our Lady of the Lake University (OLLU), St. Mary’s University (StMU), and Trinity University (TU).

**Program.** The SABER•IRACDA is a 4-year postdoctoral training program with varying research and teaching activities throughout each of the years as summarized below. In brief, the first year of training (SABER•IRACDA Year 0) is exclusively devoted to research in the laboratory of the Research Mentor; during this year, support for the Scholar is provided by non-SABER•IRACDA program funds, e.g., the Research Mentor’s funds or other institutional research training programs. In all subsequent years (SABER•IRACDA Years 1-3), Scholars are fully supported by SABER•IRACDA program funds; during this interval, teaching-related activities are progressively increased. Thus, over Years 1-3, the net commitment to teaching activities is 25%. Throughout the duration of the SABER•IRACDA program, Scholars receive individualized oversight by a Teaching / Research Advisory Committee (TRAC) that focuses on trainee career development and success in both research and teaching. Further details of Scholar activities are provided in the sections that follow.
**Organizational Structure.** Leadership of the SABER•IRACDA program includes three Co-Program Directors who are also members of the Program Oversight Committee (Fig. 1). Programmatic review and advice are received from both an Internal Steering Committee (ISC) and an External Advisory Board (EAB). The membership and activities of each of these committees are provided in the sections that follow and in corresponding Appendices.

![Program Oversight Committee (POC)](image)

**Figure 1.** SABER•IRACDA Organizational Components. SABER Scholars receive comprehensive research and teaching training, have an individual oversight committee (Teaching and Research Advisory Committee or TRAC), participate in the SABER Scholar Club, attend the annual SABER•IRACDA retreat, and undergo semi-annual evaluation. The SABER•IRACDA Program Oversight Committee (POC) includes all Program Directors from UT Health SA and Program Coordinators from all partnering institutions, *i.e.*, Our Lady of the Lake University (OLLU), Saint Mary’s University (StMU), and Trinity University.

**Program Directors.** The Program Directors (PD) are the Co-Principal Investigators of the NIH institutional training grant (K12 GM11726) and serve in day-to-day oversight of the SABER•IRACDA Program. They are responsible for all aspects of programmatic operations. The PDs meet weekly to accomplish this task.

**Program Oversight Committee (POC).** The POC includes the PDs, the Program Coordinators (PCs) from each partnering institution, Our Lady of the Lake University (OLLU) and St. Mary’s University (StMU) as well as representative(s) of the Teaching and Learning Collaborative at Trinity University. The POC meets monthly to address routine activities associated with the program. This includes recruitment and selection of Scholars, approval of mentors (both research and teaching), regular review of Scholar progress, and the development and implementation of programmatic activities including workshops.
Program Administration. The Program Administrators manage the day-to-day administrative operations of the SABER•IRACDA program. The administrators maintain the training records of the Scholars including the required coursework and reports of the Teaching and Research Advisory Committee (TRAC). The administrators also help to coordinate the activities of the scholars between UT Health SA, OLLU, StMU and Trinity University.

Internal Steering Committee (ISC). The combined expertise of an accomplished group of leaders aids in steering the scholarly components of the SABER•IRACDA program. The ISC considers all aspects of the SABER•IRACDA program through semi-annual meetings, including routine evaluation of operations and decision-making that impact training including recruitment, mentor assignments, training progress, and required coursework. The Contact PD (to the NIH) chairs the ISC and in his absence, one of the other two PDs serves as Chair.

External Advisory Board (EAB). The EAB provides advice and guidance regarding the overall administration of the SABER•IRACDA training program as well as its scope and direction. Program assessment is conducted via formal reviews twice annually, with at least one occurring on site (San Antonio) during the annual Retreat of all SABER participants (scholars, mentors, ISC, EAB and POC). Members of the EAB are experienced scientists and educators with long-standing interests in undergraduate, graduate and postdoctoral training and are distinguished and highly accomplished members of the national and international scientific communities.

External Program Evaluation. Dr. Anthony DePass, Professor of Biology at Long Island University, and his team from DePass Academic Consulting are responsible for the overall design and implementation of a comprehensive evaluation of all aspects of the SABER•IRACDA training program. Dr. DePass has extensive experience in program administration, review and evaluation and is a member of the American Evaluation Association. The evaluation team develops, adapts, and implements the appropriate instruments, conducts annual site visits, and compiles annual formative reports for submission to the POC. In addition, a summative report is prepared in the last year of the funding cycle.

Eligibility Criteria, Application, and Selection

Application Deadlines. The SABER•IRACDA Program has an open application policy and accepts applications at any time. The program seeks to make rolling acceptances with annual appointments beginning on July 1. All application materials should be submitted electronically to the Program Administrator (iracda@uthscsa.edu).

Eligibility Requirements

1. Applicants must have no more than 2 years of postdoctoral research experience. This 2-year period is calculated from the official date of graduation of the applicant.

2. Applicants must be either a US citizen or US permanent resident.

Application Components

1. An applicant cover letter that includes:
   - A Personal Statement (maximum, 2 pages); a brief description of the applicant’s background, short- and long term research, teaching, and career goals, and an indication of the basis for application to the SABER•IRACDA program including how this program fits into the applicant’s career objectives.
   - Identification of an extramurally-funded investigator at UT Health SA as a Research Mentor and an overview of the focus of the research studies planned by the applicant under the mentor’s supervision (brief background, hypothesis, specific aims). The PDs can assist applicants to identify potential research mentors prior to submitting their final applications.
2. The applicant’s **up-to-date curriculum vitae**. This should be submitted along with the applicant’s cover letter to the Program Administrator as a single PDF.

3. Letter from the Research Mentor indicating a commitment to the goals and objectives of the SABER•IRACDA program and a willingness to serve as a Research Mentor for the applicant as well as a firm commitment to provide salary support for the Scholar during the first year of the SABER•IRACDA program (Year 0). This letter should include a basis for applicant selection by the Research Mentor together with a brief description of a research-training plan for the applicant. If the Research Mentor is new to the SABER•IRACDA program, a current NIH biosketch together with select NRSA training tables must be provided. NIH Training Tables #2, #4, #5B, and #8C, Part III (including all prior postdoctoral trainees); blank tables are available at: [https://grants.nih.gov/grants/forms/data-tables.htm](https://grants.nih.gov/grants/forms/data-tables.htm). The Research Mentor should submit all documents electronically as a single PDF directly to the program ([iracda@uthscsa.edu](mailto:iracda@uthscsa.edu)).

4. Separately, three (3) letters of reference should be provided. Individuals providing references should be instructed to comment on the applicant’s aptitude for teaching, any knowledge they have of the applicant’s prior teaching activities and the likelihood of the applicant having a successful teaching career. Those providing recommendation letters should also submit them directly to the program ([iracda@uthscsa.edu](mailto:iracda@uthscsa.edu)).

All of the **required** information described above **must** be submitted in order for an application to be deemed complete and for the applicant to be considered by the SABER•IRACDA Program Oversight Committee (POC). Requests for an exemption to any of these general application requirements should be addressed to the SABER•IRACDA Program Directors (PDs) and sent directly to the UT Health SA Program Administrator:

**Program Administrator**
**SABER*IRACDA Program**
**Dept. of Cell Systems & Anatomy – MC 7762**
**UT Health San Antonio**
**7703 Floyd Curl Drive**
**San Antonio, Texas 78229-3900**
**iracda@uthscsa.edu**

**Application Review and Selection.** After receipt of all the required application materials outlined above, the POC will review the application. If after this initial review, the application is recommended for further consideration, the Program Administrator will schedule an interview with the applicant. Ideally, this will be face-to-face, however, in some instances where a face-to-face interview may not be feasible, virtual alternatives may be utilized, e.g., Skype or GoToMeeting. At least three members of the POC will be present at the interview, and this will include at least one of the three Program Directors. After the interview, POC members decide to either offer the applicant a position in the program, to reject the application or in some rare cases, to defer an appointment until a later time. An email will be sent to the applicant regarding the outcomes of POC deliberations. In cases where the application is successful, a formal and conditional offer letter will be sent to the applicant and research mentor.

The SABER•IRACDA POC recommends appointment of the most highly qualified applicants regardless of ethnicity, gender, age, sexual orientation or disability.

**Post-selection Processes**

**Appointment and Signed Acceptance Letter.** Both the applicant and his/her research mentor are required to sign a formal conditional letter of award signifying acceptance of the offer to join the program as well as acknowledging programmatic requirements detailed in the letter. A copy of the signed letter should be forwarded to the Program
Administrator iracda@uthscsa.edu. It is expected that the signed copy will be returned no later than two weeks after receipt. If for any reason, a delay in returning the signed letter is anticipated, the applicant and/or research mentor must immediately contact the PDs. The offer of a position only becomes valid once the signed copy is received in the program office.

**xTrain Appointment.** xTrain is a Scholar (trainee) database inside of the NIH eRA Commons that enables PDs, university administrators, and trainees to electronically prepare and submit the required PHS 2271 *Statement of Appointment* form. This document is associated with NIH training grants and career development awards in the eRA Commons. The SABER•IRACDA Program is required by NIGMS to use xTrain to document appointment of Scholars to the SABER•IRACDA K12 grant. *Only Years 1-3 Scholars receive salary support from the K12 and must be appointed in xTrain during those years; Year 0 Scholars are not supported by the grant and are not included in the xTrain database.* All Year 0 trainees transition to Year 1 on the first of July and are initially appointed in xTrain at the time of this transition. Each Scholar is then reappointed on an annual basis for as long as they remain in the program. All xTrain appointments will be initiated by one of the PDs and the Program Administrator and are for a 12-month period.

xTrain has a series of time-sensitive requirements at the time of initial and recurring annual appointments and also at the time that the Scholar’s tenure in the program ends. The *Statement of Appointment* form must be signed (electronically) by both the Scholar and the contact PD in xTrain. *Statement of Appointment* forms must be completed and submitted at the time the Scholar starts the appointment (*i.e.*, before the beginning of Year 1) as well as at the time of annual reappointment, or, in case of any amendment (*e.g.*, a change in name, permanent mailing address, appointment period, etc.). In all instances, email reminders are automatically generated by the eRA Commons system and sent to the SABER•IRACDA Scholar with clear instructions as to what the Scholar is required to complete and who the completed forms should be routed to next. **Scholars are responsible for promptly responding to these communications.**

To access xTrain in eRA Commons, all Scholars must have an eRA Commons User name. Newly appointed Scholars who do not already have a user name should notify the Program Administrator immediately, who then requests a user name for the Scholar through the institution’s Office of Sponsored Programs. Scholars must immediately communicate to the Program Administrator any change in name and/or permanent mailing address during a period of appointment for which a *Statement of Appointment* form has already been submitted in order that an amendment be completed and submitted promptly. Scholars should contact the Program Administrator if they are unclear about anything regarding their appointment in the xTrain process.

**Initial meeting of SABER Scholar, Mentors and Program Directors.** Once a trainee is appointed as a Year 0 Scholar, he/she and the research mentor are required to meet with at least one of the PDs. This initial meeting is designed to present to the Scholar and mentor the organizational structure of the SABER•IRACDA program and various programmatic requirements (including eligibility criteria for and identification of a suitable research co-mentor if one has not already been identified) as well as to answer questions of the Scholar or research mentor. Scholars and mentors are encouraged to suggest names of investigators at UT Health SA that could serve as co-mentors based on their expertise and/or existing collaborations with the Scholar’s mentor. However, *the program must approve any research co-mentor and it retains the right to choose a research co-mentor for the Scholar.* This initial meeting must be held no later than 4 weeks from the effective date of the Scholar’s appointment to the program. The Program Administrator is responsible for scheduling the meeting.
Programmatic Components

Overview. The SABER•IRACDA Training Program recruits three postdoctoral trainees, “Scholars”, per year, reaching a steady state of 12 Scholars. An overview of the 4-year training program is presented in Table 1 (Scholar Schedule of Training Activities). A trainee is initially appointed as a Year 0 Scholar, when they are primarily focused on getting their research program up and running. The commitment to teaching training changes from 0% in Year 0, to 10% in Year 1 and progressively increases to approximately 45% in Year 3. The net commitment to teacher training activities over the final three years is 25%.

Year 0 – Prior to acceptance into the SABER•IRACDA Program, Scholars should have chosen a research mentor based on mutual research interests. It is likely that some Scholars will have definite ideas about which mentor/lab they seek to join. In other cases, the program will have assisted in matching Scholars with appropriate research mentors that best fit their research and career goals. A Research Advisory Committee (RAC) is initially established for each Scholar (see below). Importantly, during Year 0, each Scholar is supported entirely by non-SABER program funds, which could include research mentor’s funds, institutional training grants, or a combination of both.

In Year 0, Scholars must attend Spotlight on Research Integrity, a monthly workshop on selected topics in the Responsible Conduct of Research (RCR) led by UT Health SA faculty and invited guests as well as a workshop in grantsmanship (F-troop). Near the end of Year 0 or the beginning of Year 1, Scholars are encouraged to submit an individual NIH NRSA (F32) application or equivalent. (If successful, trainees are invited to remain a member of the SABER•IRACDA program for their entire teacher training.) In Year 0 and in addition to research-related activities, tours of Partner Institutions are arranged for Scholars to meet with teaching mentors and to assess various teaching opportunities.

Within 3 months of joining the program, Scholars must complete an Individual Development Plan (IDP; see section below on Career Development). Year 0 is designed to focus solely on in-depth training in research (100% effort). This affords Scholars ample time to establish their research project.

Year 1 – During this first year of support by the SABER program, heavy emphasis is placed on continued laboratory research by Scholars (90% effort). They continue to learn from and interact with a vigorous, well-funded network of investigators at seminars across campus. Research training may include coursework as appropriate, e.g., Scientific Writing for Research (TSCI 5075). Scholars are expected to submit an abstract and attend at least one national professional conference. The other theme of year 1 is to begin Teacher Training (10%).

Fundamental pedagogic training is provided to Scholars with two mandatory activities: (i) the semester-long ‘UTeach’ course; (ii) a local 3-day workshop, Successful Starts. UTeach is given at UT Health SA whereas the workshop is hosted by Trinity University via their Collaborative for Learning and Teaching (see below). UTeach introduces the fundamentals of pedagogy. These teaching fundamentals are extended at the Trinity University Workshop (Successful Starts), which also emphasizes animal model systems more commonly used for conducting research at undergraduate institutions. Based on visits to the Partner Institutions in the preceding year, each Scholar, in consultation with the Program Coordinators (PCs) identify teaching mentors in areas that align with their interests. Each Scholar is expected to work with the respective PCs at StMU and OLLU to help identify potential teaching mentors. Scholars should then shadow these faculty members during their lectures or lab courses to identify their primary teaching mentor by the end of Year 1, again working closely with the Program Coordinators. Scholars
should also shadow potential teaching mentors in daily activities including course review sessions, meetings with individual students or as a group, grading and possibly even departmental faculty meetings. Once a teaching mentor has been identified, the Program Coordinator from the corresponding Partner Institution will advance a recommendation to the Program Oversight Committee (POC) for final approval. Towards the end of Year 1, the advisory committee expands to include the primary teaching mentor and the Program Coordinator of the corresponding teaching institution. Another member of the teaching faculty may serve as a co-mentor (see TRAC below).

**Year 2** – Research training is reduced to 75%, and continues to include laboratory work, work-in-progress presentations, and attendance at research seminars. While continuing to develop their research projects, in the early part of year 2, Scholars attend a UT Health SA workshop, *Entering Mentoring*, which focuses on the development of one-on-one mentoring skills and emphasizes logistics of mentoring and directing undergraduates conducting laboratory research. Scholars also are encouraged to host an undergraduate in their mentor’s laboratory during the summer of year 2 and continuing into year 3, again in coordination and approval with their research mentor. In addition, there is an option of writing and submitting a career development grant (*e.g.*, a NIH K Grant), depending on whether the Scholar wants to move to a research-intensive university or a primarily teaching university.

Teacher Training activities in year 2 are increased to 25% with an emphasis on mentoring undergraduates, including continued observations of mentor lectures and the preparation and presentation of guest lectures or course modules. The potential to shadow and present guest lectures or direct lab courses at both Partner Institutions can be considered, but only in consultation and approval by the Program Coordinators of the partnering institutions OLLU and StMU. The Scholar is also expected to attend and participate either in the Trinity Workshop again (Successful Starts) or instead of this, one of two national workshops geared towards innovative teaching practices. For example, either *Summer Institutes* or *Project Kaleidoscope*. Under the guidance of the teaching mentor, the Scholar may choose to modify an existing course or, if desired, potentially develop a new course that will subsequently be taught in Year 3 by the Scholar, under the supervision of their teaching mentor. Classroom teaching could take any of several formats, *e.g.*, classroom lecture presentation or supervision of small group discussion or directing a lab course. To assist in course development, the Scholar prepares and delivers a sample lecture to an audience that includes the PC and their respective teaching mentors as well as third year SABER Scholars.

During the end of Year 2, Scholars attend training workshops aimed at the preparation of his/her curriculum vitae and teaching philosophy and assemble a Teaching Portfolio that can be adapted to specific institutional settings, *e.g.*, Minority-Serving/Hispanic-Serving Institutions (MSI/HSI) or non-MSI/HIS either teaching-intensive or research-intensive. Scholars also receive job interview training and are expected to give mock faculty candidate seminars/job talks.

**Year 3** – In the final year of the program, Scholars are expected to continue their lab-based research but will also incorporate a Transitional Research component. The goal here is to develop appropriate animal model systems that are more amenable for research at undergraduate institutions. In Year 3, emphasis on teaching and career development activities increases. The Scholar teaches a full science course under the guidance of their teaching mentors at StMU or OLLU. Scholars are evaluated by students attending the course along with their teaching mentors. The Scholar is responsible for the entire course including curriculum design, grading of papers, design and grading of the examination and student counseling.
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<td><strong>Teaching</strong></td>
<td>No Activities – 100% support by Research Mentor</td>
<td>Observe lectures &amp; lab courses at StMU &amp; OLLU</td>
<td>Deliver guest lectures and/or course modules at StMU &amp; OLLU</td>
<td>Teach full course or laboratory with mentor at StMU or OLLU</td>
</tr>
<tr>
<td><strong>Courses and Workshops</strong></td>
<td>Course: Responsible Conduct of Research (TSCI 5070)</td>
<td>Workshops: University Teaching Excellence Course (UTeach) UT Health SA Successful Starts Trinity University Entering Mentoring UT Health SA RCR Spotlight on Research Integrity</td>
<td>Workshops: National: Summer Institutes (HHMI sponsored) or Project Kaleidoscope (AAC&amp;U sponsored) (optional) Successful Starts (optional) Trinity University RCR Spotlight on Research Integrity</td>
<td>Workshops: How a faculty search committee works UT Health SA How to talk the talk and negotiate for what you want UT Health SA</td>
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<td>Workshops: Grantsmanship (F-troop) Rigor &amp; Reproducibility RCR Spotlight on Research Integrity</td>
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<td>Table 2. SABER•IRACDA Program Responsibilities</td>
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<tr>
<td><strong>SCHOLAR</strong></td>
<td><strong>MENTOR</strong></td>
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<td><strong>Required</strong></td>
<td><strong>Recommended</strong></td>
<td><strong>Required</strong></td>
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<tr>
<td><strong>Research</strong></td>
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<tr>
<td>Presentations (local and national)*</td>
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<tr>
<td>1st Author Publication(s)*</td>
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<tr>
<td>Grant Application</td>
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<tr>
<td>Undergraduate Research Mentoring</td>
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<tr>
<td>Research Advisory Committee (RAC)</td>
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<tr>
<td><strong>Teaching</strong></td>
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<tr>
<td>Research presentation at PUI</td>
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<tr>
<td>Shadow teaching faculty</td>
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<tr>
<td>Guest lectures</td>
<td>X</td>
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<td>Develop full course</td>
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<td>Teach full course</td>
<td>X</td>
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<td>Teaching/Research Advisory Cmte (TRAC)</td>
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<td><strong>Courses/Workshops</strong></td>
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<tr>
<td>University Teaching Excellence Course (UTeach)</td>
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<tr>
<td>Successful Starts</td>
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<tr>
<td>Spotlight on Research Integrity</td>
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<tr>
<td>F-Troop</td>
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<tr>
<td>Rigor &amp; Reproducibility</td>
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<tr>
<td>Entering Mentoring</td>
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<td><strong>Enrichment Activities</strong></td>
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<tr>
<td>SABER Retreat (annual)</td>
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<td>SABER Meet (quarterly)</td>
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<td>SABER Scholar Club (quarterly)</td>
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<tr>
<td>IRACDA National Meeting (annually for 1,2,3 Scholars)</td>
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<td>San Antonio Postdoctoral Research Forum (SAPRF)</td>
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<td>Pathways to Careers in Science (UT Health SA)</td>
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<tr>
<td>Summer Teaching Institute:</td>
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<tr>
<td>Project Kaleidoscope (AAC&amp;I)</td>
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<td>HHMI</td>
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<tr>
<td><strong>Programmatic Activities</strong></td>
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<tr>
<td>Individual Development Plan (IDP) (annual)</td>
<td>X</td>
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<tr>
<td>Face-to-face meeting and evaluation by (Teaching) Research Advisory Committee (T)RAC (semi-annual)</td>
<td>X</td>
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<td></td>
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<tr>
<td>Acknowledge Grant Support*</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Obtain PMCID for each publication</td>
<td>X</td>
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<td>X</td>
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*Acknowledgement should indicate support provided by USPHS Grant K12 GM111726
RESEARCH

Selection of a Research Mentor. The Research Mentor is established prior to the Scholars’ initial appointment to the SABER•IRACDA program. If uncertain, applicants are encouraged to discuss the research-mentoring plan with a PD who can aid the applicant in selecting a mentor, prior to submission of an application.

UT Health SA Faculty who are not already among the SABER•IRACDA Research Faculty will be considered on a case-by-case basis as detailed below.

Research Advisory Committee (RAC). All Scholars must establish a Research Advisory Committee (RAC) immediately after appointment to the SABER•IRACDA program. The composition of the RAC includes the primary Research Mentor, a SABER•IRACDA Program Director, and another member of the Health Science Center research faculty who will serve as co-mentor. The role of the co-mentor is to provide independent oversight of the Scholar’s career development.

The purpose of the RAC is to assess Scholar progress in research and career development activities. The latter includes, but is not limited to, consideration of research progress, publications, presentations, and professional meetings, training in the responsible conduct of research, the individual development plan, and workshops or conferences to enhance career skills, e.g., San Antonio Postdoc Research Forum, Entering Mentoring, F-Troop, or Pathways to Careers in Science.

The Research Mentor is established prior to applying to the program, if necessary, in consultation with the PDs. The Co-Mentor is identified in collaboration with the Research Mentor and must be approved by the POC.

The RAC is responsible for Scholar evaluation during research training in year 0 and until a teaching mentor is identified (in year 1). At that time, the expanded committee, the Teaching Research Advisory Committee (TRAC), continues semi-annual Scholar evaluation (see below).

SABER•IRACDA Research Faculty. The SABER•IRACDA Program Oversight Committee (POC) assesses the qualifications of each proposed research mentor prior to approval of their appointment to the SABER•IRACDA Research Faculty. Each Research Faculty will be reviewed again prior to placement of a SABER•IRACDA Scholar into the research-training program. The following must be submitted via e-mail to the SABER•IRACDA Program Administrator for POC assessment:

- NIH Biosketch (PDF)
- NIH Training Tables #2, #4, #5B, #8C Part III (include all prior postdoctoral trainees, blank tables available at the NIH [https://grants.nih.gov/grants/forms/data-tables.htm])

In consideration of individuals for appointment to the SABER•IRACDA Research Faculty, emphasis will be placed upon the following:

- Experience and accomplishments in the provision of mentored postdoctoral research training
- Availability of research funding to support a SABER•IRACDA Scholar’s mentored research project
- Research productivity (publications)
- Other scholarly activities

A list of current SABER•IRACDA Research Faculty is included in the Appendix.

Change in Research Mentor or Co-Mentor. If it is necessary to change a research mentor or co-mentor, Scholars should work closely with the Program Directors. New research mentors/co-mentors must be approved by the POC.
TEACHING

Selection of a Teaching Mentor. In Year 1, Scholars will begin to explore teaching opportunities at both OLLU and StMU. Generally, during the first 6 months of Year 1, a Scholar will be invited to each institution to participate in a campus visit during which they give a seminar on their research activities and meet with various faculty of interest. Prior to the visits, a Scholar will meet with the Program Coordinator at both institutions to discuss with them areas of interest with respect to teaching and/or potential courses the Scholar would feel comfortable teaching. The Program Coordinator will then identify potential teaching mentors and set a schedule for the Scholar’s visit to the campus. On the day of the visit, the Scholar will meet with potential teaching mentors to discuss teaching philosophies and common interests. The Scholar will also have the opportunity to attend classes taught by those potential mentors as schedules allow. The Scholar will also meet with students at each institution to gain insights into their level of knowledge as well as the types of student activities and opportunities available. If feasible, the Scholar will also meet with administrators on each campus. Following lunch with faculty members and/or students, the Scholar will present a seminar on his/her research to the students and faculty. Other activities such as participation in journal clubs or career discussions with students may be included in the Scholar agenda at these initial visits.

Following the initial campus visits, the Scholar is encouraged to make arrangements with faculty at the two institutions, in consultation with the campus PC, to “shadow” faculty during lecture and laboratory classes to learn more about prospective teaching mentors. After shadowing at both campuses, the Scholar then meets with the Program Coordinator to discuss a short-list of potential teaching mentors (primary and secondary mentors) that best fit their goals and expectations. The PC then meets with prospective faculty to discuss the possibility of them serving as a teaching mentor and to ensure that the objectives and expectations for participation in the SABER•IRACDA Program are fully understood. If the faculty member agrees and the Program Coordinator believes that there is high likelihood of recommends to the POC that the faculty member become the teaching mentor for that Scholar.

Teaching-Research Advisory Committee (TRAC). By the end year of Year 1, the advisory committee expands to include a primary teaching mentor as well as the Program Coordinator of the corresponding teaching institution. As appropriate, another member of the SABER•IRACDA teaching faculty may serve as a co-mentor. Once composed, the combined Teaching & Research Advisory Committee (TRAC) requires approval by the POC. The Scholar must meet with their TRAC at least twice each year for assessment of career progress in both research and teaching. TRAC replaces the RAC as soon as a teaching mentor is assigned and approved by the Program Oversight Committee (POC).

SABER•IRACDA Teaching Faculty. The POC assesses the qualifications of each proposed teaching mentor prior to approval of their appointment to the SABER•IRACDA Teaching Faculty.

In consideration of individuals for appointment to the SABER•IRACDA Teaching Faculty, emphasis will be placed upon the following:

- Experience in teaching at the undergraduate level
- Track record of conducting research with undergraduates
- Evidence of other scholarly activities

A list of current SABER•IRACDA Teaching Faculty is provided in the Appendix.

Change in Teaching Mentors/Co-Mentors. If it is necessary to change a teaching mentor or co-mentor, Scholars should work closely with the Program Coordinators in their assigned Partner Institutions. New teaching mentors/co-mentors must be approved by the POC.
Non-IRACDA Teaching Activities. The SABER Program realizes that Scholars may seek other teaching experiences while engaged as an IRACDA Scholar, e.g., as an Adjunct or Visiting Faculty. If this activity occurs after a primary teaching mentor has been approved by the POC (by the end of Year 2), any teaching activities at the Partner Institution where the primary teaching mentor is based are considered a component of SABER IRACDA training. If teaching commitments are established at institutions other than that of their designated teaching mentor, these activities are considered to be ‘non-IRACDA’ and beyond the purview of the program. In order to avoid misunderstandings, SABER IRACDA Scholars, irrespective of the stage in the program, are strongly encouraged to communicate all proposed teaching activities to their Research Mentors and Co-Mentors and discuss it with their respective TRAC prior to accepting any adjunct teaching positions.

Workshops/Courses

Training in Contemporary Pedagogy. One of the objectives of the SABER IRACDA program is “To create Teaching Scholars who are conversant in contemporary biomedical research, committed to high-quality undergraduate education and who serve as role models and guides for life-long learning.” The cornerstone of the SABER IRACDA didactic teaching curriculum is required educational components (see Tables 1 and 2, SABER IRACDA Scholar Schedule of Training Activities and SABER IRACDA Program Responsibilities). These educational components highlight different contemporary pedagogic strategies: (i) a formal semester long course, University Teaching Excellence Course (UTeach), that is taught on the Long Campus at UT Health SA, and (ii) a more advanced interactive pedagogic workshop, Successful Starts, held annually at Trinity University’s Collaborative for Learning and Teaching. The SABER IRACDA didactic curriculum is rounded up by two national teaching and learning workshops, Project Kaleidoscope and the HHMI-sponsored, Summer Institutes. SABER IRACDA Scholars are encouraged to attend one of the two national workshops in Year 2 and/or year 3.

At the end of training, all SABER IRACDA Scholars are expected to be able to: (i) develop a teaching philosophy and prepare a one-page, My Teaching Philosophy document; (ii) write learning goals/objectives for a science education course suitable for undergraduates; (iii) develop activities that align with the learning goals/objectives of the course; and (iv) develop appropriate outcomes and assessment tools for the course.

University Teaching Excellence Course (UTeach). UTeach provides the fundamentals of evidence-based teaching and course design appropriate for 2- and 4-year primarily undergraduate institutions (PUI) using contemporary pedagogic methods, microteaching exercises and small group discussion format. This formal, multi-instructor course emphasizes fundamental educational theories and includes lectures on active learning strategies (and related practices of Collaborative Learning, Cooperative Learning, and Problem-Based Learning). All SABER IRACDA Scholars are required to participate in UTeach, no later than the second year in the program (Year 1).
2016 UTeach Class

*UTeach* is a 12-week course (September – November; 2hrs/week). SABER Scholars may also enroll as a non-degree seeking student in the Graduate School of Biomedical Science at UT Health SA and receive formal credit for this course, *i.e.*, UTeach is a 2-semester credit hour (SCH) graduate level course (INTD 5035; Course Director: Dr. Oyajobi). The SABER•IRACDA program will cover the applicable tuition and fees for completing *UTeach*. To register to take courses in the Graduate School, SABER•IRACDA Scholars must apply to become a non-degree-seeking student no later than March of the preceding semester in which he/she plans to complete *UTeach*.

A copy of the most recent *UTeach* syllabus is presented in the appendix. Bill Hendricson directs *UTeach*, which incorporates instructors with distinguished teaching experience from the Partner Institutions, StMU and OLLU.

**Successful Starts Workshop.** As part of their pedagogic training, an advanced workshop familiarizes Scholars with the skills they need to be proficient at effectively designing a science education curriculum suitable for college students. A novel aspect of our SABER•IRACDA program is that it takes advantage of exceptional teacher training resources available at our collaborating local, award-winning undergraduate institution, Trinity University. Trinity University’s Collaborative for Learning and Teaching seeks to promote ‘excellence in teaching’, emphasizes incorporation of practices such as ‘peer-to-peer tutoring’, and focuses on how the institution should respond to students needs based on their experiences.

The Collaborative at Trinity University supports effective teaching and learning through faculty learning groups, presentations, workshops, and scholarly communications. It provides instructional and curricular support and the SABER•IRACDA program has engaged the Collaborative to provide additional support to our scholars. Our workshop, *Successful Starts*, is organized by Trinity University and co-sponsored by the partnering institutions, OLLU and StMU.

This advanced 3-day workshop is held at the Trinity University campus with the goal of formally instructing Scholars in the effective use of contemporary pedagogical techniques in teaching undergraduate coursework in the biomedical sciences. The workshop utilizes a combination of formats including lectures that overview relevant material as well as classroom examples with Scholar participation in teaching using different methods such as Peer-Led Team Learning (PLTL), flipped-classroom, and Process-Oriented Guided Inquiry Learning (POGIL). Lecturers and presenters include teaching mentors from OLLU and StMU and faculty drawn from Trinity University.

This workshop provides unique guidance on how to establish a viable research program in an undergraduate setting considering resources, varying level of student experience, variable student schedules, and available model organisms for labs (Translational Research). Workshop content is
2015 Successful STARTS
tailed to meet the needs of the particular class in any given year. SABER•IRACDA Scholars are required to attend the local workshop in year 1 and are encouraged to participate as Instructors in Years 2 and 3.

2016 Successful STARTS

National Workshops. SABER•IRACDA Scholars may elect to attend and participate in one of two national workshops either in Year 2 or Year 3. These are:

- Project Kaleidoscope (PKAL) is one of several Summer Institutes sponsored by the Association of American Colleges & Universities (AAC&U). These higher education and STEM-focused residential workshops are provided annually. The overall goals of these workshops are to: “(i) Reverse the dramatic US loss of talent in STEM disciplines, using evidence-based practices that increase persistence and achievement for all students, with particular attention to students from underrepresented groups; and (ii) Ensure that all STEM graduates build, from the outset of their studies, the multi-disciplinary knowledge, research skills, and mindsets needed to address complex societal challenges.” PKAL focuses on content delivery as well as content-based learning. See PKAL Summer Institutes for a list of workshops available in the current calendar year.

- The Howard Hughes Medical Institute (HHMI) and the Helmsley Charitable Fund sponsor a series of 5-day residential Summer Institutes on Scientific Teaching annually. The overall goal is to facilitate development of teaching skills by college and university faculty in order to transform the undergraduate classroom experience using innovative and evidence-based teaching practices. These Summer Institutes emphasize student and instructor-based learning with a focus on instructor development. See Regional Summer Institutes for a list of workshops with teaching-intensive institution focus.

Other SABER•IRACDA Program Requirements

Individual Development Plan (IDP). All NIH-supported trainees are required to develop a plan for their individual career development, i.e., an individual development plan (IDP). To aid in the development of an IDP, the American Association for the Advance of Science (AAAD) hosts a free, online tool for trainees as they set goals towards their career path; this online program is available at: http://myidp.sciencecareers.org/. The IDP should be developed and shared with the primary research and teaching mentors.

A completed IDP must be submitted to the program within 3 months of the initial appointment as a SABER•IRACDA Scholar. Thereafter, a copy of an updated IDP must be submitted to the program on an annual basis, after consultation with the research and teaching mentors.

<table>
<thead>
<tr>
<th>Initial Appointment IDP</th>
<th>IDP Eval</th>
<th>IDP Eval</th>
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<tr>
<td>July 1  ➙ Oct 1  ➙ Dec 31 ➙ Jun 30 3 mos 3 mos 6 mos</td>
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</table>

Evaluation of Scholar Progress (RAC/TRAC).
SABER•IRACDA Scholars will be regularly evaluated by their Research and Teaching Mentor(s) and their
trainee oversight committee (TRAC or RAC) at least every six months throughout their participation in the SABER•IRACDA Program.

Semi-annual progress/evaluation documents serve multiple important purposes. First and foremost, Advisory Committee meetings associated with Scholar evaluations are designed to comprehensively assess the training of an individual Scholar and to provide valuable feedback regarding progress towards programmatic goals. Equally important, Advisory Committee meetings serve to identify concerns and the deployment of constructive actions to improve any noted problems. Second, vital Scholar information in these reports is collected by the SABER•IRACDA program and utilized to complete annual progress reports to the NIH. Thus, the value of these evaluative efforts cannot be overstated!

Within the first three months of being appointed to the SABER•IRACDA program, an initial progress report/evaluation must be prepared and a committee meeting held; fully signed documents are submitted to the SABER•IRACDA Program Administrator for further consideration by the POC. After the first evaluation, future Scholar evaluations and committee meetings must be prepared/submitted on a semi-annual basis, i.e., by December 31 and June 30 of each year irrespective of the date of appointment. The latter date corresponds to one month prior to annual reappointment to the SABER•IRACDA program.

Requests to extend the deadline for submission of documents associated with the semi-annual evaluations will be considered on a case-by-case basis. A written request for an extension should be directed to the SABER•IRACDA PDs through the Program Administrator and should describe the reason for the request; this letter must include the signature of the Research Mentor. Requests must be received by the final Friday of the month prior to the due date of the evaluation. Failure to submit completed, signed forms on time and/or failure to provide a letter requesting an extension of the deadline may result in probationary periods and ultimately may be considered grounds for dismissal from the Program.

To complete this evaluation, the Scholar submits to the appropriate committee (RAC or TRAC) a written report of progress using the Scholar Evaluation form (see Appendices). This form evaluates research and teaching as appropriate for the Scholar’s stage within the SABER•IRACDA program. Research progress can include statements of objectives of the research, methods used, major results obtained, conclusions drawn, pre- or reprints of papers submitted for publication, and proposed direction of future work. Similarly, teaching should include details of teaching goals and/or teaching-related activities.

To insure uniformity in this evaluative process, a SABER•IRACDA Semi-Annual Scholar Evaluation form must be used. Completion of the evaluation form by the Scholar and mentor(s) will precede a formal meeting of the Scholar’s RAC or TRAC.

The Research Mentor serves as the Chair of this meeting. The Scholar is expected to arrange the time and place of the meeting and to notify all participants. At this formal meeting, the Scholar is expected to provide a brief overview of his/her research, teaching, and training accomplishments, any problems encountered since the previous meeting with the Committee, as well as plans for the future towards completion of the requirements in fulfillment of the SABER•IRACDA Program. If requested, the Scholar may be asked to leave the meeting during the Committee’s deliberations. The Committee should evaluate the research and teaching progress made by the Scholar and, if satisfactory, endorse both the progress and the direction of future work to be undertaken. This semi-annual evaluation should include consideration of Scholar participation in and satisfactory completion of required SABER•IRACDA programmatic activities.

If progress is unsatisfactory, the Committee shall discuss the reasons for this decision with the Scholar. The Research Mentor and Scholar should develop a plan for remediation. In this case, the
Scholar is expected to present an updated Evaluation Form to the Committee within three months.

Failure of a Scholar to show satisfactory progress toward his/her program activities may be grounds for dismissal from the Program. The Program Oversight Committee, in consultation with the Research and/or Teaching Mentor(s), will make the final decision regarding a recommendation for Scholar dismissal from the Program.

**Out-of-Cycle Review (RAC/TRAC).** Upon the request of a designated Research or Teaching Mentor or Co-Mentor, a non-scheduled evaluation may be requested. Upon approval of this request by the POC, an out-of-cycle evaluation (including completion of an updated Evaluation Form and a face-to-face meeting of the RAC or TRAC) will proceed as outlined above. Completed and signed documents must be submitted to the Program Oversight Committee for further review and approval.

**Responsible Conduct of Research (RCR).** All NIH-supported trainees are required to engage in continuous training in the responsible conduct of research (RCR). In addition to one-on-one meetings with mentors and advisory committees as well as participation in journal clubs and seminars, Scholars must attend **Spotlight on Research Integrity**; a monthly workshop on selected RCR topics led by UT Health SA faculty and invited guests. Other formal coursework is available at UT Health SA and may be recommended depending upon a Scholar’s prior didactic training in RCR. Trainees who have completed a RCR course that meets current NIH guidelines within the 48 months prior to appointment as a Scholar should provide details to the Program Administrator so that the program can maintain adequate records.

**Rigor and Reproducibility (R&R).** All NIH-supported trainees are required to receive training in rigor and reproducibility in science. To achieve this goal, UT Health SA provides a one-day workshop *(Rigor & Reproducibility in Biomedical Research)* that is available twice per year. This R&R workshop focuses on rigor in the design and performance of scientific research and the ability to reproduce biomedical research findings. The goal of the workshop is for trainees to be able to apply rigor in designing, performing, and reporting scientific research. All SABER Scholars are required to attend this workshop at least once during the first year of training.

**Program-related Required Meetings**

**SABER Meet.** Scholars are expected to attend quarterly meetings of all participants in the SABER•IRACDA program, including the POC, teaching and research mentors when possible. This meeting will be an important vehicle for interactions between Scholars and program leadership. The SABER Meet also provides opportunities for acquisition of scientific presentation skills for trainees. Further, this process provides additional opportunity, albeit informal, to assess development and progress of each Scholar.

**SABER•IRACDA Scholar Club.** To build community and collegiality, trainees are expected to organize and meet quarterly for a “Scholar ‘only’ Club”. Here, Scholars can interact informally to share victories and challenges, discuss teaching strategies, prepare and practice elevator speeches, job talks, as well as critique or review each other’s CVs and teaching philosophies over lunch, dinner, or happy hour. The topics discussed at the Scholar Club will be driven by the trainees themselves and will provide leadership-training opportunities for them. Annually, the Scholars are expected to elect a president to the Scholar’s club to oversee these meetings and activities.

**SABER•IRACDA Annual Retreat.** The SABER•IRACDA Program organizes an annual retreat that includes SABER Scholars, research and teaching mentors, as well as members of the Internal Steering Committee (ISC), External Advisory Board (EAB), POC, and the external evaluator. The annual retreat has two goals. The first is to provide an in-
depth description of the training program to all participants. The second is to obtain critical feedback about the training program. Presentations are given by all Scholars, as appropriate for their time in the program, and the Program Oversight Committee. Initial year Scholars present their research plans.

Discussion and robust interactions are encouraged. At the meeting, suggestions and concerns from all participants are collected for further consideration. After the retreat, the EAB will provide a formal evaluation of the program.

**IRACDA National Conference.** During SABER•IRACDA Years 1-3, Scholars are required to attend the annual meeting of IRACDA programs (IRACDA National Conference). It is also expected that Scholars will submit an abstract and present a poster at this meeting. The IRACDA National Conference is usually held in June and is attended by Scholars, Program Directors, Administrators, and Faculty from all IRACDA programs in the US.

2016 SABER•IRACDA Annual Retreat
Menger Hotel, San Antonio, Texas

2018 IRACDA National Conference
Atlanta, GA

2016 IRACDA National Conference
Tucson, AZ
Chris Peña, a SABER•IRACDA Scholar, was among the top three IRACDA postdoctoral attendees recognized for excellence in poster presentation.
**Recommended Activities**

**Undergraduate Research Mentoring.** Undergraduate students, including many from the SABER•IRACDA partnering institutions, conduct research at UT Health SA during the summer; there are numerous programs that recruit and provide support for these individuals. Scholars are encouraged to gain experience in mentoring these undergraduate students. This effort will complement the formal teaching of undergraduate students in the SABER•IRACDA program. It is likely that undergraduate students with an interest in research will be identified through SABER Scholar interactions on the undergraduate campuses of our partnering institutions. SABER Scholars are encouraged to cultivate these interests and to engage in formal research mentoring in the laboratory of their primary mentor.

**Fellowship Grant Application & F-Troop.** Scholars are strongly encouraged to gain experience in the preparation and submission of a grant application. Understanding the peer review process and the acquisition of grant writing skills are invaluable career assets. An institutional grant-writing workshop, F-Troop, is provided for trainees who are actively preparing individual fellowship grant applications. Weekly 2-hour sessions address the fundamentals of NIH (and similar) fellowship grant applications. Near-peer mentoring facilitates review of trainee writing. Details are available at [http://iims.uthscsa.edu/f_grants.html](http://iims.uthscsa.edu/f_grants.html).

**Entering Mentoring.** Scholars are also encouraged to attend an institutional workshop on mentoring, Entering Mentoring, to learn strategies for successful mentoring. Four sessions explore proven approaches to the development and enhancement of effective mentoring relationships [http://opa.uthscsa.edu/entering-mentoring](http://opa.uthscsa.edu/entering-mentoring). The workshop series targets postdoctoral trainees, advanced graduate student, and faculty. A certificate is provided on completion.

**Other SABER•IRACDA Policies**

**Publications.** A basic tenet of the SABER•IRACDA Program is the expectation that Scholars should make a significant contribution to the peer-reviewed literature. Thus, assessment of progress towards this goal is a routine task of the RAC/TRAC and POC.

In keeping with the responsible conduct of research, all manuscripts must comply with the specific requirements of the journal as outlined in the manuscript submission process (e.g., responsibilities of the corresponding author). There are no exceptions to this requirement.

**Grant Acknowledgement.** SABER•IRACDA Scholars should acknowledge the IRACDA Grant (K12 GM111726) on all applicable scientific presentations and publications (original peer-reviewed manuscripts, reviews, book chapters, abstracts, posters, etc.) to which the trainee makes a contribution, however minor, while supported by this training grant, regardless of when the publication appears.

For all manuscripts, a PubMedCentral ID (PMCID) must be obtained at the time of publication; this PMCID must be provided to the program in annual reports of progress.

**SABER•IRACDA Salary.** As a K12 award from the NIH, SABER•IRACDA Scholar support is provided as a salary (not as a stipend). Salary during Year 0 training is provided by the Research Mentor. Effective at the beginning of Year 1, the SABER•IRACDA program provides full support based on the number of years of experience as a
postdoctoral researcher. The amount of this salary is anticipated to be 5% above the corresponding NIH stipend levels at the time of the annual appointments for Years 1 - 3. Fringe benefits, e.g., health insurance and retirement, are also provided in accordance with UT Health SA policies.

Once a Scholar begins to receive salary from the SABER•IRACDA program, salaries for an individual Scholar will be adjusted during a given year of appointment based on the number of years of completed postdoctoral experience.

**Travel.** Professional travel is an essential component and expectation of Scholars in the SABER•IRACDA Program. Scholars in Years 1-3 are expected to submit an abstract for presentation and are required to attend the annual IRACDA National Conference. Funds up to a total of $3,000 per year are available to support attendance at the IRACDA meeting as well as for travel to another professional meeting relevant to the Scholar’s area of research interest or another national conference on teaching training. Submission of abstracts and/or planned presentations are encouraged and expected for all meetings. To be supported by IRACDA funds, plans for travel to meetings/conferences must be approved in advance by a SABER•IRACDA Program Director.

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**Ethics and Professionalism**

The SABER•IRACDA Program expects the highest standards of conduct, honesty, and professionalism. Misconduct includes activities that undermine the integrity of the institutions. The University may discipline for misconduct as outlined in the UT Health SA [Handbook of Operating Procedures](#). Policies of misconduct apply to all course-, department-, school-, and university-related activities including conferences and off-campus performances as well as research work (including lab experiments, data collection, and analyses). Misconduct includes, but is not limited to, the following:

**Cheating:** Any attempt to use or provide unauthorized assistance, materials, information, or access in any form and in any academic exercise or environment is considered cheating and is expressly forbidden.

**Fabrication:** Individuals must not falsify or invent any information or data including, but not limited to, records or reports, laboratory results, data analyses, and citation to the sources of information.

**Plagiarism:** Plagiarism is defined as presenting someone else’s work as one’s own. Ideas or materials taken from another source for either written or oral use must be fully acknowledged. The adoption or reproduction of ideas, opinions, theories, formulas, graphics, or research results of another person without acknowledgment is expressly forbidden. Credit must be given to the originality of others whenever:

- Quoting the works of another
- Using another person’s ideas, opinions, or theories
- Paraphrasing the words, ideas, opinions, results, or theories of others
- Borrowing facts, statistics, or illustrative material
- Offering materials assembled or collected by others
Facilitating Academic Dishonesty: A trainee must not intentionally or knowingly help anyone commit an act of academic or research misconduct, nor allow anyone to use his/her work or resources to commit an act of misconduct.

SABER•IRACDA External Evaluation

On an annual basis, there is a comprehensive external evaluation of the overall design and implementation of the SABER•IRACDA Training program. The evaluation plan utilizes a mixed methods approach and is structured according to the following broad categories:

1) The administration of the program and accomplishment of relevant goals. Assessments includes recruitment, management and coordination of activities related to research and teacher training of Scholars, interaction with the university administration, and follow-through with institutional commitments.

2) The postdoctoral training experience and outcomes including:
   (a) participation in training activities consistent with the Individual Development Plan (IDP)
   (b) achievement of the goals of the training activities based on consultations with workshop/course instructors/facilitators and mentors (short and long-term measures)
   (c) satisfaction of Scholars with the working environment and relationships with their research and teaching mentors as well as with peers
   (d) mentor satisfaction with progress of Scholars towards the targets outlined in their IDP
   (e) objective outcomes for research (published peer reviewed articles, invited talks, presentations at professional meetings etc.)
   (f) measures of teaching effectiveness (student and mentor teaching/course evaluations, learning outcomes assessments)
   (g) professional outcomes related to short- and mid-term transition into appropriate academic/professional positions
   (h) longer term follow-up on professional progress (research output, self-reported job and professional satisfaction, tenure/promotion timelines etc.) and impact of the blended training experience on research productivity and employment outcomes

3) Institutional impact and transformation at the research-intensive institution (UT Health SA), including institutional climate. Data is gathered relating to the level of acceptance of the SABER•IRACDA training model, including impressions from research mentors and postdoctoral trainees (IRACDA and non-IRACDA) regarding its utility and more universal adoption at UT Health SA

4) Institutional impact and transformation at the Partner Institutions (OLLU and StMU). This includes data on the levels of participation and impact of the program at StMU and OLLU. The roles of the Partner Institutions and their activities are assessed with respect to the postdoctoral training experience detailed above. Any other ‘needs’ of the Partner Institutions that have not been clearly integrated into this program and where appropriate, those are measured as incidental ‘benefits’ from participation in the SABER•IRACDA Program are assessed. Additionally, participation of Partner Institution faculty in teacher training, research collaborations as well as participation in inter-institutional exchanges in the form of visits, joint research seminars and student participation in multi-site research projects are measured.

A mixed methods approach is utilized that involves annual site visits to each institution for interviews and focus groups. Annual surveys are administered to the SABER•IRACDA Program administrative team as well as the Scholars and mentors. These surveys, in addition to the
application and recruitment data, enable the evaluation team to determine the efficiency of the recruitment strategies (website, institutional solicitations, partnerships with professional organizations, outreach to colleagues etc.), professional satisfaction and outlook (based on the participation in training activities), perceptions of the relative value of various activities, and achievement of short- and longer term goals for the program. Surveys are also administered to the broader research training community to determine how the SABER•IRACDA Program is perceived and how the IRACDA model is viewed as a potential vehicle for transforming postdoctoral training at UT Health SA. Administrative surveys and interviews provide institutional data and objective training outcomes (employment, research productivity etc.) for Scholars. Longer-term annual online surveys and short interviews enable the evaluation team and program administration follow up with Scholars beyond their tenure in the training program.

At the Partner Institutions, existing instruments are used to determine the effectiveness of teacher training for Scholars and of the effectiveness of training for the faculty that participated in training workshops. Student learning outcomes are determined and compared as part of a more disciplined study for faculty who agree to participate in training activities. Changes in their existing courses as well as outcomes related to student engagement and content using published, validated scales (e.g., CLASS, BCI etc.) are quantified. Student participation in research is also to be examined; specifically, student involvement in research as a direct outcome of the SABER•IRACDA program and faculty collaborations that result from enhanced inter-institutional partnerships (as a consequence of SABER•IRACDA participation).

The evaluation of the SABER•IRACDA Program is conducted by Anthony DePass, PhD, and his team from DePass Academic Consulting. As needed, the evaluation team will develop, adopt, and implement appropriate instruments as well as conduct annual site visits, and compose annual formative reports for submission to the Program Directors; in addition, a summative report is to be prepared in the last year of the funding cycle.
# Helpful Online Connections

<table>
<thead>
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<td>SABER•IRACDA Program</td>
<td><a href="https://opa.uthscsa.edu/home-saber">https://opa.uthscsa.edu/home-saber</a></td>
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<tr>
<td>Office of Postdoctoral Affairs</td>
<td><a href="https://opa.uthscsa.edu/">https://opa.uthscsa.edu/</a></td>
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<tr>
<td>University of Texas Health San Antonio</td>
<td><a href="https://uthscsa.edu">https://uthscsa.edu</a></td>
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<tr>
<td>Our Lady of the Lake University</td>
<td><a href="http://www.ollusa.edu">http://www.ollusa.edu</a></td>
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<tr>
<td>St. Mary’s University</td>
<td><a href="https://www.stmarytx.edu/">https://www.stmarytx.edu/</a></td>
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<tr>
<td>Trinity University</td>
<td><a href="https://new.trinity.edu/">https://new.trinity.edu/</a></td>
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<td>National IRACDA Programs</td>
<td><a href="https://www.nigms.nih.gov/Training/CareerDev/Pages/TWDInstRes.aspx">https://www.nigms.nih.gov/Training/CareerDev/Pages/TWDInstRes.aspx</a></td>
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<td>Summer Institutes on Scientific Teaching</td>
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<td>Individual Development Plan (IDP)</td>
<td><a href="http://myidp.sciencecareers.org/">http://myidp.sciencecareers.org/</a></td>
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<tr>
<td>UT Health SA Handbook of Operating Procedures (HOP)</td>
<td><a href="http://www.uthscsa.edu/hop2000/">http://www.uthscsa.edu/hop2000/</a></td>
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SABER•IRACDA Alumni

Megan Borror, Ph.D.
Class of 2015
As of Fall 2017
Assistant Professor
Department of Biology
Our Lady of the Lake University
San Antonio, Texas

Rhea Fraser-Spears, Ph.D.
Class of 2015
As of Fall 2017
Assistant Professor
School of Pharmacy
University of the Incarnate Word
San Antonio, Texas

Briana Salas, Ph.D.
Class of 2015
As of Fall 2017
Assistant Professor
Department of Biology
Our Lady of the Lake University
San Antonio, Texas

Chris Peña, Ph.D.
Class of 2015
As of Spring 2017
Education Outreach and Communications Manager
MyChoice (NIH BEST) Program
University of Chicago
Chicago, Illinois
Jesus Segovia, Ph.D.
Class of 2015
As of Fall 2018
Visiting Assistant Professor
Department of Biology
St. Mary’s University
San Antonio, Texas
Class of 2015

Megan Borror, Ph.D.
PhD, Microbiology, 2014
Indiana University
Bloomington, IN

Jesus Segovia, Ph.D.
PhD, Microbiology, 2015
U TX Health San Antonio
San Antonio, TX

Rhea Fraser-Spears, Ph.D.
PhD, Pharmacology, 2014
University of Michigan
Ann Arbor, MI
Class of 2015+

Jonathan Berman, Ph.D.
PhD, Physiology, 2015
State University of New York
Buffalo, NY

Valerie Cortez, Ph.D.
PhD, Cancer Biology, 2013
U TX Health San Antonio
San Antonio, TX

Rebekah Mahoney, Ph.D.
PhD, Cancer Biology, 2016
U TX Health San Antonio
San Antonio, TX

Chris Peña, Ph.D.
PhD, Cancer Biology, 2015
U TX Southwestern
Dallas, TX

Briana Salas, Ph.D.
PhD, Integrative Biology and Ecology, 2015
Michigan State University
East Lansing, MI
Class of 2016

Brian Quang Bui, Ph.D.
PhD, Physics, 2016
U TX at Arlington
Arlington, TX

Courtney Carroll, Ph.D.
PhD, Neuroscience, 2017
Weill Cornell School of Medical Sci
New York, NY

Alison Doyungan Clark, Ph.D.
PhD, Cancer Biology, 2016
U TX Health San Antonio
San Antonio, TX

Pamella Tijerina, Ph.D.
PhD, Systemic Toxicology, 2017
New York University
New York, NY
Class of 2017

Keith Ashcraft, Ph.D.
PhD, Molecular Medicine, 2017
U TX Health San Antonio
San Antonio, TX

Jeremy Stubblefield, Ph.D.
PhD, Neuroscience, 2017
U TX Southwestern
Dallas, TX

Lindsey Barron, Ph.D.
PhD, Cancer Biology, 2017
U TX Health San Antonio
San Antonio, TX

Class of 2018

Charles Lemaintt, Ph.D.
PhD, Cancer Biology, 2018
U TX Southwestern
Dallas, TX

Amanda Munoz, Ph.D.
PhD, Cancer Biology, 2017
U TX Health San Antonio
San Antonio, TX
SABER•IRACDA Program Directors
University of Texas Health San Antonio

James D. Lechleiter, Ph.D.
Cell Systems & Anatomy

Linda M. McManus, Ph.D.
Pathology

Babatunde (Kay) Oyajobi, MBBS, Ph.D.
Cell Systems & Anatomy
SABER•IRACDA Program Coordinators
Our Lady of the Lake University (OLLU)
St. Mary’s University (StMU)
Trinity University

Timothy Raabe, Ph.D.
Program Coordinator
St. Mary’s University

James Hall, Ph.D.
Program Coordinator
Our Lady of the Lake University

James Roberts, Ph.D.
Collaborative
Trinity University

Jonathan King, PhD.
Chair, Biology
Trinity University
SABER•IRACDA Program Administrators
University of Texas Health San Antonio

Donna Navarro, MS
UT Health San Antonio

Stephanie Radassao, MBA
UT Health San Antonio
Internal Steering Committee
University of Texas Health San Antonio
Our Lady of the Lake University
St. Mary’s University

Robert Clark, M.D.
UT Health San Antonio

Charles France, Ph.D.
UT Health San Antonio

Andrea Giuffrida, Ph.D.
UT Health San Antonio

Philip LoVerde, Ph.D.
UT Health San Antonio

Winston Erevelles, Ph.D.
St. Mary’s University

Marcheta Evans, Ph.D.
Our Lady of the Lake University
SABER•IRACDA Program
External Advisory Board (EAB)

Judit Moschkovich, Ph.D.
Univ S California Santa Cruz

Joel Oppenheim, Ph.D.
New York Univ Langone

Angela Wandinger-Ness, Ph.D.
Univ New Mexico
SABER•IRACDA Program
External Evaluators
DePass Academic Consulting

Anthony DePass, Ph.D.
DePass Academic Consulting

Elisabeth Russell McKenzie, Ph.D.
DePass Academic Consulting
SABER•IRACDA Teaching Faculty
Our Lady of the Lake University (OLLU)

Jim Hall, PhD
SABER•IRACDA Program Coordinator
Biology

Megan Borror, PhD
Biology

John Gomez, PhD
Psychology

James Hall, PhD
Biology

Teresita Mungia, PhD
Chemistry

Susan Murphy, PhD
Biology

Briana Salas, PhD
Biology

Charles Smith, PhD
Chemistry
SABER•IRACDA Teaching Faculty
St. Mary’s University (StMU)

Tim Raabe, PhD
SABER*IRACDA Program Coordinator
Biological Sciences

Lori Boies, PhD
Biological Sciences

Richard Cardenas, PhD
Physics

Veronica Contreras-Shannon, PhD
Biological Sciences

Colette Daubner, PhD
Biological Sciences

Ahmad Galaleldeen, PhD
Biological Sciences

Christine Gray, PhD
Biological Sciences

Heather Hill, PhD
Psychology

Lori Boies, PhD
Biological Sciences

Richard Lombardini, PhD
Physics

Michael Losiewicz, PhD
Chemistry

Thomas Macrini, PhD
Biological Sciences

Susan Oxley, PhD
Chemistry

Jillian Pierucci, PhD
Psychology

Tim Raabe, PhD
Biological Sciences

Jesus Segovia, PhD
Biological Sciences

Terry Shackleford, PhD
Biological Sciences

Richard Sperling, PhD
Psychology

Jose Tormos Menendez, PhD
Chemistry

David Turner, PhD
Environmental Sciences
# SABER•IRACDA Research Faculty
## UT Health San Antonio (UT Health SA)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department/Field</th>
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<tbody>
<tr>
<td><strong>James D. Lechleiter</strong>, PhD</td>
<td>SABER•IRACDA Co-Director</td>
<td>Cell Systems &amp; Anatomy</td>
</tr>
<tr>
<td><strong>Linda M. McManus</strong>, PhD</td>
<td>SABER•IRACDA Co-Director</td>
<td>Pathology</td>
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<tr>
<td><strong>Kay Oyajobi</strong>, MBBS, PhD</td>
<td>SABER•IRACDA Co-Director</td>
<td>Cell Systems &amp; Anatomy</td>
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<tr>
<td><strong>Sunil K. Ahuja</strong>, MD</td>
<td>Pharmacology</td>
<td>Medicine / Infectious Disease</td>
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<td><strong>Edward G. Brooks</strong>, MD</td>
<td>Cell Systems &amp; Anatomy</td>
<td>Pediatrics / Immunology &amp; Infectious Disease</td>
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<td><strong>Robert A. Clark</strong>, MD</td>
<td>Cellular &amp; Integrative Physiology</td>
<td>Medicine/Infectious Disease</td>
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<td><strong>William P. Clarke</strong>, PhD</td>
<td>Endodontics</td>
<td>Pharmacology</td>
</tr>
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<td><strong>Tyler J. Curiel</strong>, MD</td>
<td>Medical Oncology</td>
<td>Medicine / Hematology-Oncology</td>
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<td><strong>Lynn Daws</strong>, PhD</td>
<td>Radiation Oncology</td>
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<td><strong>Ralph A. DeFronzo</strong>, MD</td>
<td>Psychiatry</td>
<td>Medicine/Diabetes</td>
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<td><strong>Peter H. Dube</strong>, PhD</td>
<td>Cell Systems &amp; Anatomy</td>
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<td><strong>Paul F. Fitzpatrick</strong>, PhD</td>
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<td>Biochemistry &amp; Structural Biology</td>
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<td><strong>James D. Lechleiter</strong>, PhD</td>
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<td><strong>LuZhe Sun</strong>, PhD</td>
<td>Pharmacology</td>
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<td><strong>Glenn M. Toney</strong>, PhD</td>
<td>Pharmacology</td>
<td>Cellular &amp; Integrative Physiology</td>
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</table>
Teacher Research Advisory Committee (TRAC) Evaluation Form

Date of Review: (mm/dd/yyyy)

SCHOLAR NAME: 

SCHOLAR’S DEPARTMENT/DIVISION: 

SCHOLAR’S RESEARCH MENTOR: 

SCHOLAR’S RESEARCH CO-MENTOR: 

SCHOLAR’S TEACHING MENTOR: 

SCHOLAR’S TEACHING CO-MENTOR: 

Years/months in SABER Program: 

PhD awarded (mm/dd/yyyy): 

Evaluation Process:

• Scholar completes or updates information every 6 months. Sections Highlighted in Blue

• Scholar forwards Evaluation Form (electronic copy) to TRAC members.

• Teaching / Research mentors review and complete initial assessments prior to TRAC meeting. Sections Highlighted in Purple

• Scholar schedules bi-annual TRAC meeting

• Scholar meets with TRAC members to discuss progress and plans

• As necessary, Evaluation Form is revised until agreed upon, then signed by TRAC and the scholar

• Scholar forwards signed Evaluation Form to TRAC members, Program Coordinator and Directors.
Research Activities:

Overview of Research Project Goals and Progress since Last SABER Evaluation

List new areas of research or technical expertise acquired:

Publications (abstracts, papers and patents: authors, year, title, journal, volume, pages, PMID; PMCID):

Grant applications (title, date submitted, program/agency, funded or not):

Professional Meetings Attended/Planned (poster/oral: author’s title, dates, meeting name, location):

Seminar Presentations (dates, location, title):

Other relevant activity (dates, location, title):

Research Mentor’s Assessment of Scholar’s Research Performance

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<th>Expectations Not Achieved</th>
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(Project, Literature, Lab techniques)

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<td>(Lab records, analysis, interpretation)</td>
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**Research Co-Mentor’s Assessment of Scholar’s Research Performance**

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**Overall Mentor / Co-Mentor Evaluation of Research Progress** *(separate entries for each evaluation date):*
Research Training Plans for next year, Complete with Scholar (goals, anticipated publications):

Teaching Activities:

Coursework:

Workshops and Seminars Attended / Planned (dates, meeting/seminar name, location):

Supervisor/Mentoring Activities (oversight of staff or students - graduate, undergraduate, high school - name/project title/academic level; duration of supervision/mentoring):

Teaching (shadowing, lectures, lab sessions, contact hours; include dates, course names / numbers):

Teaching Mentor’s Assessment of Scholar’s Teaching Performance

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Not</th>
<th>Meets</th>
<th>Exceeds</th>
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48 | Page
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<thead>
<tr>
<th></th>
<th>Achieved</th>
<th>Expectations</th>
<th>Expectations</th>
<th>Distinguished</th>
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<tbody>
<tr>
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<td>(Techniques, Subject Matter)</td>
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<td>Quality of Instruction</td>
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<td>Interaction with Students</td>
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<td>Effectiveness with Students of</td>
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<td>different abilities and levels of</td>
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<td>effort</td>
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<tr>
<td>Course management</td>
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<td>(Grading, scheduling)</td>
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<td>Professionalism/Educational Ethics</td>
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<td>Laboratory Instruction</td>
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<tr>
<td>Independence</td>
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<tr>
<td>Oral Communication</td>
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<td>Written Communication</td>
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</tbody>
</table>

**Teaching Co-Mentor’s Assessment of Scholar’s Teaching Performance**

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<tr>
<th></th>
<th>Expectations Not Achieved</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Distinguished</th>
<th>Cannot Assess</th>
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</thead>
<tbody>
<tr>
<td>Overall Teaching Knowledge</td>
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<td>(Techniques, Subject Matter)</td>
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<td>Quality of Instruction</td>
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<td>(Delivery, Content, Class Engagement)</td>
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<td>Interaction with Students</td>
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<td>Course management</td>
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<td>Professionalism/Educational Ethics</td>
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</tbody>
</table>
### Laboratory Instruction

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### Independence

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### Oral Communication

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### Written Communication

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### Overall Mentor / Co-Mentor Evaluation of Teaching Progress (separate entries for each evaluation date):

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### Teaching Training Plans for next year, Complete with Scholar (goals, anticipated publications):

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### Committee or other service:

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### Honors/Awards:

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### Professional development:

#### Long-term Career Goals:

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</table>

### Individual development plan (IDP) using the online tool, myIDP ([http://myidp.sciencecareers.org/](http://myidp.sciencecareers.org/))

Attach updated IDP to this evaluation

### Training needed before beginning job search (Research and Teaching):

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</thead>
</table>
Anticipated date job search will be initiated:

Signatures (acknowledge review of this evaluation document)

Scholar:                                      Date:

(typed name)

Research Mentor:                                    Date:

(typed name)

Research Co-Mentor:                                Date:

(typed name)

Teaching Mentor:                                   Date:

(typed name)

Teaching Co-Mentor:                                Date:

(typed name)
To be completed by trainee for primary and secondary mentor(s).

Circle One:  1 = Disagree strongly    2 = Disagree    3 = Agree    4 = Agree strongly

<table>
<thead>
<tr>
<th>Topics</th>
<th>Rating:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intellectual Growth and Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages my inventiveness including</td>
<td></td>
<td></td>
</tr>
<tr>
<td>identification of new research topics and</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>discovery of new methodologies</td>
<td></td>
<td></td>
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<tr>
<td>Helps me develop my capacity for</td>
<td></td>
<td></td>
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<tr>
<td>theoretical reasoning and data interpretation</td>
<td>1 2 3 4</td>
<td></td>
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<tr>
<td>Helps me to be critical and objective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>concerning my own results and ideas</td>
<td>1 2 3 4</td>
<td></td>
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<tr>
<td>Helps me become increasingly independent</td>
<td></td>
<td></td>
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<tr>
<td>in identifying research questions and</td>
<td></td>
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<tr>
<td>conducting and publishing my research</td>
<td>1 2 3 4</td>
<td></td>
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<tr>
<td>Provides constructive feedback on my</td>
<td></td>
<td></td>
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<tr>
<td>experimental designs</td>
<td>1 2 3 4</td>
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<tr>
<td>Provides thoughtful advice on my research</td>
<td></td>
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<tr>
<td>progress and results</td>
<td>1 2 3 4</td>
<td></td>
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<tr>
<td><strong>Professional Career Development</strong></td>
<td></td>
<td></td>
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<tr>
<td>Provides counsel for important professional decisions</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Provides opportunities for me to meet with visiting scientists, faculty and peers</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Maintains balance between supporting his/her own research and developing my own career</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Helps me to envision a career plan</td>
<td>1 2 3 4</td>
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<tr>
<td>Provides guidance in development and</td>
<td></td>
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<tr>
<td>presentation of research projects for outside review groups</td>
<td>1 2 3 4</td>
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<td>1</td>
<td>2</td>
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<tr>
<td>Provides training in the skills needed to mentor others</td>
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<tr>
<td><strong>Academic Guidance</strong></td>
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<tr>
<td>Provides advice on my coursework and academic goals</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ensures that I am firmly grounded in rules regarding ethical behavior and scientific responsibility</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Skill Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps me to work effectively with other individuals</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Helps me to develop good negotiating skills</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Provides constructive feedback on my presentation and writing skills</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Encourages me to present my work at scientific meetings</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Involves me in peer review of abstracts and manuscripts</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Personal Communication</strong></td>
<td></td>
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</tr>
<tr>
<td>Listens carefully to my concerns</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Routinely monitors my progress and reviews proposed timelines and milestones with me</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Takes into account gender, ethnic, and cultural issues in interacting with me</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Does not take advantage of my time and abilities</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Provides timely feedback</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Helps me to clarify my responsibilities such as contributing to team effort, working diligently and responding to criticism</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Is appropriately accessible to me</td>
<td>1</td>
<td>2</td>
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<tr>
<td><strong>Serves as Role Model</strong></td>
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<tr>
<td>Conveys high ethical standards and concern for research subjects</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Illustrates active teamwork and collaboration</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Illustrates good mentoring skills</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Illustrates good work habits</td>
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<td>2</td>
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</tbody>
</table>
Course number and title:

Date course was observed:

Instructor’s name:

Observer’s name:

Section I: General Evaluation

Indicated below is the extent to which I agree or disagree with each statement:
1=strongly agree  2=agree  3=disagree  4= strongly disagree  5=non-applicable

1. Your class presentation seemed to be carefully planned and organized.
2. The various elements of your class period (for example, lecture, blackboard material, transparencies, handouts, etc.) were effectively integrated and managed.
3. You answered questions in a straightforward, understandable manner.
4. You encouraged students with positive comments, a smile, eye contact, etc.
5. You conveyed enthusiasm about your course and subject matter.
6. Interaction by students required critical thinking.
7. Students were generally attentive throughout the class period.
8. You established a good learning atmosphere at the beginning of class.
9. You ended class with a good summary or conclusion or in an effective manner.
10. The classroom atmosphere (temperature, noise level, arrangement, etc.) allowed for a positive learning experience.

Below is an explanation for any rating of 3 or 4:

Section II: Instructional Procedures

11. I observed the use of the following media in this class.
12. Comments or suggestions concerning your use of media:

13. I observed the following examples of active learning in this class:

   — Teacher-led Discussion  — Group Work/Collaborative Learning
   — Pair Work  — Elicited Individual Responses (either oral or written)
   — Other:

14. Comments or suggestions concerning your use of active learning:

    —

15. I observed the following activities involving critical thinking in this class period:

16. Comments or suggestions regarding critical thinking:
Section III:  Strengths and Suggestions for Improvement

Strengths:

Suggestions for improvement:

Comments on the integration of critical thinking and active learning:
Travel funds are available ($3,000/Scholar/year during SABER Years 1-3). In order to request approval for use of these funds, the following instructions must be followed. If you have any questions regarding this process, please contact Stephanie Radassao (radassao@uthscsa.edu) or one of the Program Directors (Drs. Lechleiter, McManus, or Oyajobi).

**REQUEST FOR TRAVEL INSTRUCTIONS**

**Prior to Travel**

1. Review this Info Sheet and complete the Worksheet with estimated expenses.
2. Email the completed worksheet and all corresponding documents to Donna Navarro. Include preferred flight information.
3. One of the Program Directors will approve the request or seek additional information.
4. After approval, Donna will complete the institutional Request for Travel Authorization (RTA).
   a. You will need to sign the RTA, which will be delivered to you via email. This is time sensitive; flights cannot be booked until the RTA is approved.
   
   **If requesting prepayment for meeting registrations, the request must be made at least 30 days in advance of the registration deadline.**

   b. If the RTA is not completed PRIOR to booking travel, you WILL NOT be reimbursed for your travel expenses.

**Upon Return from Travel (within 30 days)**

1. Complete Travel Reimbursement Form with actual expenses (must be submitted within 30 days after completion of travel or will not be reimbursed.
2. Deliver form to Donna (MED 2.224D) with all original receipts. (See below)
3. Donna will process your reimbursement voucher within 3-7 days of receiving all required information.

**Rules Regarding Receipts**

- Each trainee traveling must submit separate receipts.
- All original receipts must be submitted.
- **Taxi/Shuttle/Bus/Subway:** Date and total must be present on receipt.
- **Meals:** Date and total must be present on the itemized receipt.
  - ONLY ONE meal per receipt will be reimbursed, even if the traveler paid for multiple people. (If the receipts shows 2 or more dinners, the amount claimed should be highlighted).
  - Alcohol and tips cannot be reimbursed per UT Systems Rules (HOP 6.2.14)
- **Registration Fees:** Receipt of payment must be submitted (late registration fees are not reimbursable unless prior approval is obtained from a Program Director).
- **Hotel:** Must have a zero balance on the receipt. If sharing a room your name must be on the bill. If possible, have hotel split out your expenses on to a separate receipt in your name.
Prior to Travel:

- Travel expenses are reimbursed after the travel is completed. If this presents an undue hardship, please discuss this with a Program Director.

- A travel justification is required by the NIH for all travel paid by the training grant. The justification must state the purpose of the travel and how the travel is necessary to and benefits the research training activities associated with the trainee supported by the training grant.

- To receive travel support (funding) from the K12 Training Grant, the request must be submitted prior to travel and approved by a Program Director. No unapproved travel will be supported by the K12 SABER•IRACDA Training Grant Program.

- **It is possible your hotel will cost more than allowed for reimbursement.** This link will help your determine the reimbursement for the city/state of your travel:
  

- For travel in state, you will need a tax exemption form to present to the hotel to avoid paying a state tax, as this state tax is not reimbursable. The form can be found here:
  
  [http://www.uthscsa.edu/business/forms/TaxExemptForm.pdf](http://www.uthscsa.edu/business/forms/TaxExemptForm.pdf)

- If you are flying: You can contact Corporate Travel Planners in advance to learn of available flights/costs for use on the worksheet; this will expedite preparation of the RTA.

- Before you sign the Request for Travel Authorization, please ensure that your flight itinerary information (i.e., name you are traveling under) is correct and coincides with your state/country identification as per TSA requirements.

- The cost of one checked bag is reimbursable. Accounting will make the final decision about whether the cost of an additional checked bag will be reimbursed, and this decision will largely be based on your explanation.

As you travel:

- Please keep ALL of your receipts, as you will not be reimbursed without them.
  - All transportation (taxi, car rental, gas, mileage, parking)
  - All meals (snacks may be included)
  - Hotel bill (must clearly include your name and have a zero balance)
  - Proof of paid registration (if pre-paid by traveler)

- All receipts must be ITEMIZED. If you pay by credit card and only receive the credit card receipt, please obtain an itemized receipt for your charges. If you go out with a group or another person and you share a bill, please circle which food and drink were yours on the receipt.

- Please keep in mind that alcoholic beverages, tips, and personal purchases are NOT reimbursable.

When you return:

- Upon your return, please hand-deliver your original receipts as soon as you can. We discourage campus mail to avoid loss. The sooner we receive the receipts, the sooner we can complete your voucher and you get your reimbursement.

- If you incur a charge that you are unsure if it will be reimbursable, please include the itemized receipt and we will verify if it is reimbursable or not.
Travel Request Worksheet

<table>
<thead>
<tr>
<th>Full Name of Traveler:</th>
<th>Date of Request:</th>
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<tbody>
<tr>
<td>Disposition of work, while away:</td>
<td>Date of Birth:</td>
</tr>
<tr>
<td>Amount of Travel Award/Honorarium:</td>
<td>Cell Phone Number:</td>
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</tbody>
</table>

Meeting Information

<table>
<thead>
<tr>
<th>Travel Dates:</th>
<th>Departing:</th>
<th>Returning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destination (city, state):</td>
<td></td>
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<tr>
<td>Name of Meeting/Conference:</td>
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<tr>
<td>Attach a copy of meeting invitation or registration information</td>
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<td></td>
</tr>
<tr>
<td>Name of Hotel:</td>
<td>Is this the conference hotel?</td>
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</tr>
<tr>
<td>Abstract Title:</td>
<td>If already submitted, a copy of the abstract must be attached</td>
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</table>

Travel Justification:

*Required by the NIH to reimburse travel expenses through the grant.*

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Per Diem for Lodging and Meals

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<tr>
<th>Lodging # of Days</th>
<th>Total</th>
<th>Meals # of Days</th>
<th>Total</th>
<th>Total for trip</th>
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</thead>
<tbody>
<tr>
<td>Per Diem Rate</td>
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<td></td>
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<tr>
<td>Projected Actual</td>
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</tbody>
</table>

Rates can be found here: [https://fmx.cpa.state.tx.us/fm/travel/travelrates.php](https://fmx.cpa.state.tx.us/fm/travel/travelrates.php)

Registration and Travel

<table>
<thead>
<tr>
<th>Registration Fee:</th>
<th>Due Date:</th>
<th>Pre-Paid by Traveler:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disposition of work, while away:</td>
<td></td>
<td>Date of Birth:</td>
</tr>
<tr>
<td>Amount of Travel Award/Honorarium:</td>
<td></td>
<td>Cell Phone Number:</td>
</tr>
</tbody>
</table>

Airfare

- [ ] Airfare not requested
- [ ] Pre-Paid by Traveler
- [ ] Requesting Prepayment
- [ ] To be paid at Meeting Site

Contact Donna immediately if you plan to book and pay for your own flights.

Parking at San Antonio International Airport
Number of Days: [ ]

Destination Costs and Fees

<table>
<thead>
<tr>
<th>Local Transportation (taxi, shuttle, metro, etc.)</th>
<th>Estimated Amount</th>
</tr>
</thead>
</table>
| Car Rental
  | Daily Rate |
  | Taxes/Feels |

Estimated Total for Travel


Travel Reimbursement Form

**Receipt Checklist:** All receipts for hotel, meals, and transportation must be original (not a copy).

- All transportation receipts (taxi, shuttle, metro etc.)
- All meal and snack receipts (must be itemized and show date)
- Hotel bill (must show your name, include itemized costs, total and zero balance) Receipt/proof of paid registration
- Any other receipts (i.e., checked bag fees)

### Summary of ACTUAL Daily Expenses Related to Travel

<table>
<thead>
<tr>
<th>Date</th>
<th>Hotel Room Charge</th>
<th>Hotel Room Tax</th>
<th>Meals and Snacks</th>
<th>Daily Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Total for Trip**

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
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</thead>
<tbody>
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</tbody>
</table>

### Other Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Antonio Airport Parking Fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration Fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baggage Fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car rental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas for car rental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taxi and other transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Car Mileage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Phone Calls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet Access Fee (hotel room)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Expenses (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:**
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