

NEW DPC HALLMARKS - YR. 6-10

STUDENT/TRAINEE HALLMARKS	
<p>Preamble – Hallmarks assume there is baseline data on program participants and a similar group not in the program. Progress towards hallmarks means that those in the program do better over time than comparisons. The hallmarks are “goals” to achieve or move towards over the course of the program. If the hallmark is already at a high level, then maintenance is the goal.</p> <p>Note: In all Hallmarks the term "Biomedical" is defined as "Behavioral and biomedical health-related"</p>	
Hallmark ID	STUDENT/TRAINEE HALLMARKS (BEGINNING - YR. 6-10)
STU-1	High academic self-efficacy
STU-2	High self-efficacy as a researcher
STU-3	High science identity
STU-4	Satisfaction with quality of mentorship
STU-5	Perceived sense of belonging within the university
STU-6	Perceived sense of belonging within the research community
STU-7	Intent to pursue a career in biomedical research
STU-8	Entry into an undergraduate biomedical degree program
STU-9	Persistence in biomedical degree or other formal research training program
STU-10	Frequent receipt of mentoring to enhance success in the biomedical pathway
STU-11	Participation in mentored or supervised biomedical research
STU-12	Evidence of competitiveness for transitioning into the next phase in the biomedical career pathway
STU-13	Participation in academic or professional organizations related to biomedical disciplines
STU-14	Evidence of excelling in biomedical research and scholarship
STU-15	Strong academic and professional networks
STU-16	Completion of biomedical degree or other formal training program
STU-17	Application and acceptance to a subsequent research training program in a biomedical discipline
STU-18	Entrance into a subsequent research training program in a biomedical discipline

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FACULTY HALLMARKS	
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Hallmark ID	FACULTY/MENTOR HALLMARKS (BEGINNING - YR. 6-10)
FAC-1	High self-efficacy as an instructor in a biomedical field
FAC-2	High self-efficacy as an instructor to a diverse group of biomedical students
FAC-3	High self-efficacy as a mentor to biomedical research trainees
FAC-4	High self-efficacy as a mentor to a diverse group of biomedical research trainees
FAC-5	Frequently mentors students, post-docs, and/or more junior faculty on biomedical related issues
FAC-6	High self-efficacy as an independent biomedical researcher
FAC-7	High self-efficacy in the ability to secure external funding
FAC-8	Engaged in activities to secure research or research training funding
FAC-9	Securing research or research training funding
FAC-10	Evidence of scholarly productivity
FAC-11	Evidence of professional recognition and service
FAC-12	Strong academic and professional networks
FAC-13	Advancement to next career stage
FAC-14	Advancement to leadership positions in biomedical research and research training
FAC-15	Evidence of receiving training in areas to foster inclusive research training environments
FAC-16	Strong self-efficacy to act as a change agent to enhance diversity in biomedical research and research training environments
FAC-17	Uses evidence-based practices in teaching and mentoring

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INSTITUTIONAL HALLMARKS	
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Hallmark ID	INSTITUTIONAL HALLMARKS (BEGINNING - YR. 6-10)
INST-1	Commitment to efforts that create, enhance, and/or maintain diversity and inclusion at all levels of the institution
INST-2	Evidence of creating, enhancing, and/or maintaining diverse, inclusive, and culturally appropriate research and research training environments
INST-3	Demonstrated institutional commitment to creating, enhancing, and/or maintaining the diversity of the biomedical faculty on campus by recruiting a diverse pool of potential applicants
INST-4	Implementation of sustainable institutionally supported intra-institutional activities to achieve positive outcomes related to biomedical research capacity building and faculty development
INST-5	Enhanced inter-institutional collaborations to achieve positive outcomes related to biomedical research, research training, and faculty development
INST-6	Implementation of sustainable institutionally supported activities to achieve positive outcomes related to biomedical research training
INST-7	Enhancing or maintaining the diversity of students, e.g. those from nationally underrepresented groups, who pursue degrees in biomedical fields
INST-8	Demonstrated institutional commitment to efforts that sustain the interest of trainees from all backgrounds pursuing degrees in biomedical fields that increase persistence
INST-9	Employs evidence-based approaches to establish and attain goals for graduation rates, time-to-degree, and the ability to transition to biomedical graduate and professional degree programs for students from all backgrounds
INST-10	Demonstrated institutional commitment to implementing and sustaining mentoring practices that promote the development of research-oriented students from all backgrounds
INST-11	Institutional infrastructure to track regular reporting of student demographics and outcomes with respect to biomedical fields