

“general purpose” and, therefore, not allowable, use titles for their positions that will not raise a “red flag,” such as “secretary” or “clerk.”

Members of the “Other Personnel” set will not have biographical sketches accompanying the application. If someone has particularly attractive credentials that you want to highlight, e.g., a technician with an extraordinary and difficult-to-find skill or a post-doctoral scholar with background and training that are especially relevant to the project that is being proposed, use the justifications of such individuals to highlight those features. Do not do this for members of the research team who have a Biographical Sketch in the proposal.

#### **EXAMPLE**

Post-Doctoral Associate #1: Mallaby, Curtis R., 12 person months. Dr. Mallaby will be working closely with the PI to undertake the field sampling and laboratory analysis of all specimens required for Specific Objectives #1 and #2. These are expected to total 250-300 cows per year, both in our own research herds and those of collaborating producers who have agreed to participate (see letters of support). Dr. Mallaby has the formal training and practical experience needed for the work proposed in this application. He completed his post-graduate training with one of the leading figures in cattle reproduction, Dr. Seymour Cantrell. One of Dr. Mallaby's publications with Cantrell (Reproduction 2019: 74, 296-312) is considered a landmark in the field. Dr. Mallaby also has over 20 years of experience working on active dairy farms.

Graduate and undergraduate students must be justified on the basis of the research that they will do, not on the basis of giving them training. The “education” portion of an integrated project explicitly does not include the routine training of students. Thus, for most USDA grants, if you have a graduate student who will be involved 50% in class work and 50% in research, you should only request support for the 50% that is devoted to research, and you should make clear in your justification that only that part of the graduate student's effort will be supported. Where the non-research support will come from should also be described.

#### **EXAMPLE**

Graduate Student #2: Wong, Carol Lee, 8 person months. Ms. Wong's dissertation research focuses on the hypothesis that is the centerpiece of Specific Objective #2. She has reached the stage where 75% of her time is spent in active research, which is the level of support requested in Budget Period 1. The remainder of her support during the first year will come from departmental funds. She already has two first-author peer-reviewed publications (see Dr. Sheldon's Biographical Sketch). She will work directly with Dr. Sheldon in the design and execution of molecular biological experiments, including those requiring gel-shift and nuclear run-on assays, as well as cloning of relevant genes.

If you request less support for an individual than would be expected on the basis of their effort and base salary, you should justify that discrepancy. In such cases, provide a description of the other source of support and its duration (e.g., Dr. Gonzales will be supported throughout the first two years by an Andrew W. Mellon Post-Doctoral Fellowship in Sustainable Agriculture). Providing objective detail, such grant numbers or the title of programs that can be easily checked, increases credibility. You should also justify differences in effort (if any) during