**SUPPLEMENTAL TABLE S1. Survey Items.**

**Clinical Research Appraisal Inventory (CRAI)** [10]

10-point Likert scale (No confidence to Total confidence)

1. Select a suitable topic area for study

2. Identify faculty collaborators from within and outside the discipline who can offer guidance to the project

3. Design the best data analysis strategy for your study

4. Determine an adequate number of subjects for your research project

5. Describe the proposal review and award process for a major funding agency, such as the National Institute of Health, National Science Foundation, or other foundation

6. Locate appropriate forms for a grant application

7. Describe ethical concerns with the use of placebos in clinical research

8. Apply the appropriate process for obtaining informed consent from research subjects

9. Set expectations and communicate them to project staff

10. Ask staff to leave the project team when necessary

11. Write the results section of a research paper that clearly summarizes and describes the results, free of interpretative comments

12. Write a discussion section for a research paper that articulates the importance of your findings relative to other studies in the field

**Cross-Disciplinary Collaborative Activities (CDCA)** [11]

7-point Likert scale (Never to Weekly)

1. Read journals or publications outside of your primary field

2. Attend meetings or conferences outside of your primary field

3. Participate in working groups or committees with the intent to integrate ideas with other participants

4. Obtain new insights into your own work through discussion with colleagues who come from different fields or disciplinary orientations

5. Modify your own work or research agenda as a result of discussions with colleagues who come from different fields or disciplinary orientations

6. Establish links with colleagues from different fields or disciplinary orientations that have led to or may lead to future collaborative work

**Research Orientation Scale (ROS)** [11]

5-point Likert scale (Strongly agree to Strongly disagree)

1. I tend to be more productive working on my own research projects than working as a member of a collaborative research team.

2. There is so much work to be done within my field that it is important to focus my research efforts with others in my own discipline.

3. The research questions I am often interested in generally do not warrant collaboration from other disciplines.

4. While working on a research project within my discipline, I sometimes feel it is important to seek the perspective of other disciplines when trying to answer particular parts of my research question.

5. Although I rely primarily on knowledge from my primary field of interest, I usually work interactively with colleagues from other disciplines to address a research problem.

6. The benefits of collaboration among scientists from different disciplines usually outweigh the inconveniences and costs of such work.

7. In my collaborations with others I integrate research methods from different disciplines.

8. In my own work, I typically incorporate perspectives from disciplinary orientations that are different from my own.

9. Although I was trained in a particular discipline, I devote much of my time to understanding other disciplines in order to inform my research.

10. In my collaborations with others I integrate theories and models from different disciplines.

**Grit Scale** [12]

5-point scale (Very much like me to Not like me at all)

1. New ideas and new projects sometimes distract me from previous ones.

2. Setbacks don’t discourage me.

3. I have been obsessed with a certain idea or project for a short time but later lost interest.

4. I am a hard worker.

5. I often set a goal but later choose to pursue a different one.

6. I have difficulty maintaining my focus on projects that take more than a few months to complete.

7. I finish whatever I begin.

8. I am diligent.

**Satisfaction with Life Scale** [13]

7-point Likert scale (Strongly disagree to Strongly agree)

1. In most ways my life is close to my ideal.

2. The conditions of my life are excellent.

3. I am satisfied with my life.

4. So far I have gotten the important things I want in life.

5. If I could live my life over, I would change almost nothing.

**Overall Job Satisfaction** [14]

5-point Likert scale (Not at all satisfied to Very satisfied)

1. Compared to what you think it should be, what is your overall level of job satisfaction?

**Work Preference Inventory** [15]

4-point scale (Never or almost never true of me to Always or almost always true of me)

1. I am strongly motivated by the recognition I can earn from other people.

2. I want other people to find out how good I really can be at my work.

3. To me, success means doing better than other people.

4. I am keenly aware of the promotion goals I have for myself.

5. I am keenly aware of the income goals I have for myself.

6. I enjoy tackling problems that are completely new to me.

7. I enjoy trying to solve complex problems.

8. The more difficult the problem, the more I enjoy trying to solve it.

9. What matters most to me is enjoying what I do.

10. It is important for me to be able to do what I most enjoy.

**Career Satisfaction** [Rubio, personal communication]

5-point Likert scale (Not satisfied to Very satisfied)

1. How satisfied are you with the direction in which your career is progressing?

**SUPPLEMENTAL TABLE S2. CTS Team PhD Program Affiliations and Research Topics**

|  |  |  |
| --- | --- | --- |
| **Cohorta** | **PhD Majors (Home College)b** | **Team Research Topic** |
| 2016 | Pharmaceutical Sciences (PHM)Public Health (PHHP) | Evaluating Novel Antimicrobial Compounds Against Mycoplasmas and their Interaction with Drug-Metabolizing Enzymes |
| 2017 | Mechanical Engineering (ENG)BMS Cancer Biology (MED) | Detection of Metastases in Osteosarcoma Patients Using Microfluidic Devices |
| Genetics & Genomics (PHM)Biological Anthropology (LAS) | Associations Between Genetics, Discrimination, and Blunted Nocturnal Blood Pressure Dipping in African Americans |
| BMS Neuroscience (MED)Clinical & Health Psychology (PHHP) | Translations Reward into Action: Mechanisms Underlying Motivational Disturbances in Parkinson’s Disease |
| Mechanical Engineering (ENG)BMS Molecular Cell Biology (MED) | Transdifferentiation Therapy of 3D Glioblastoma Tumor Models |
| 2018 | Mass Communication (JC)Health Education & Behavior (HHP) | Rural Tobacco Users’ Barriers to Participating in Research |
| Clinical & Health Psychology (PHHP)Biological Anthropology (LAS) | Clinician Perspectives in Hoarding Disorder |
| Nursing Sciences (NUR)Microbiology & Cell Science (LAS) | Personalizing Donor Human Milk for the Preterm Infant |
| Biomedical Engineering (ENG)Clinical & Health Psychology (PHHP) | Central Nervous System-Localized Delivery of Neurotrophic Factors for Treatment of Parkinson’s Disease |
| 2019 | Biomedical Engineering (ENG)Clinical & Health Psychology (PHHP) | Multimodal Investigation of Attention and Implicit Learning: Network Level Mechanisms and Cognitive Rehabilitation in Traumatic Brain Injury |
| Mechanical Engineering (ENG)Biomedical Sciences (MED) | Investigation of host-microbe interactions in cancer using a 3D LLS perfusion culture system |
| Biobehavioral Science (HHP)Biomedical Engineering (ENG) | Predicting Short-term and Long-term Effects of Spinal Cord Stimulation: Implications for Clinical Practice |
| 2020 | BMS Neuroscience (MED)Cognitive & Behavioral  Neuroscience (LAS) | Peripheral Monocyte Changes as a Readout of Central Nervous System Disease |
| Clinical & Health Psychology (PHHP)Youth Development & Family  Sciences (LAS) | The Role of Parents in Physical Activity Engagement Among Adolescents with Comorbid Asthma and Obesity |
| Mathematics (LAS)BMS Cancer Biology (MED) | Integrating Mathematical and Biological Models to Target Myeloid-Derived Immune Cells in Glioblastoma Multiforme |
| Sociology (LAS)Rehabilitation Sciences (PHHP) | Relationships Between Companion Animals and Older Adults Aging-In-Place: Facilitators and/or Barriers to Health and Well-being |

aCohorts identified by the calendar year that TL1 funding began (see Table 2).

bHome colleges as defined in Figure 1.