An Introduction to NIGMS Research Training Programs

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Program Director
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National Institute of General Medical Sciences (NIGMS)
National Institutes of Health (NIH)
Oregon Health & Science University
July 20, 2018
National Institute of General Medical Sciences Mission

• Supports basic research that increases our understanding of biological processes and lays the foundation for advances in disease diagnosis, treatment, and prevention.

• Funds scientists to investigate how living systems work at a range of levels, from molecules and cells to tissues and organs, in research organisms, humans, and populations.

• Provides leadership in training the next generation of scientists in enhancing the diversity of the scientific workforce, and in developing research capacities throughout the country.
NIGMS Scientific Components

- Division of Biophysics, Biomedical Technology, and Computational Biosciences
- Division of Genetics and Molecular, Cellular, and Developmental Biology
- Division of Pharmacology, Physiology, and Biological Chemistry
- Division for Research Capacity Building
- **Division of Training, Workforce Development, and Diversity**
Diversity Enhancing Programs Should -

Provide excellence in biomedical research training to individuals from diverse backgrounds, including those from underrepresented groups.

NIH’s Interest in Diversity NOT-OD-18-210

• Nationally underrepresented racial and ethnic minorities
  − African Americans, Hispanic Americans, American Indians, Alaska Natives, and other Pacific Islanders
  − Institutionally defined underrepresented groups
• Persons with disabilities
• Individuals from disadvantaged backgrounds
• Women at the later stages of the pathway (e.g., tenure-track faculty)
Diversity Enhancing Programs Should -

- Focus on technical, operational and professional skills development
- Promote rigor and reproducibility in research
- Teach the responsible and safe conduct of research
- Encourage inclusive, safe, and supportive research environments.
Diversity Enhancing Programs Should -

- Use evidence-based, innovative educational and mentoring practices
- Employ cohort-building activities and interventions that enhance the trainees’ science identity and self-efficacy
- Provide individualized mentoring and oversight throughout the trainees’ undergraduate or graduate career
- Introduce trainees to a variety of scientific research areas and careers
Diversity Enhancing Programs Should -

• Encourage Program Director/Principal Investigator teams to broaden program leadership and provide complementary expertise

• Display coordinated interactions and synergies with other NIGMS-funded training programs at the institution

• Employ long-term tracking of trainee outcomes
Help students make transition from community college to 4 year baccalaureate programs

Goal is to increase the pool of community college students who go onto research careers in biomedical sciences

Support for student, faculty and institutional development activities

https://www.nigms.nih.gov/Research/Mechanisms/Pages/BridgesBaccalaureate.aspx
Bridges to Baccalaureate PAR-17-210


- Deadline: September 25, 2018 (FOA to be reissued)

- Program officers:
  - Mercedes Rubio – rubiome@nih.gov
  - Patrick Brown – Patrick.Brown@nih.gov
RISE R25

- Developmental program that seeks to increase number of students underrepresented in biomedical sciences that complete PhDs
- Provides grants to institutions with a history of developing students from underrepresented backgrounds
- https://www.nigms.nih.gov/Training/RISE/Pages/default.aspx
RISE PAR-16-361


- Deadline: May 25, 2018 (FOA to be reissued)

- Program officers:
  - Anissa Brown – Anissa.Brown@nih.gov
  - Luis Cubano – Luis.Cubano@nih.gov
RISE Program Changes

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- Undergraduate RISE (U-RISE) – T34
- U-RISE support for 1-3 years
- Masters programs encouraged to apply for Bridges to the Doctorate
- Graduate RISE (G-RISE) – T32
- G-RISE support for 2-3 years (typically early years)
- U-RISE and G-RISE will be at Research-Active institutions (<$7.5 M RPG)

Program Directors – Luis Cubano and Anissa Brown
MARC – T34

• Maximizing Access to Research Careers (MARC)
• Goal is to increase the number of students from underrepresented groups who have experience and preparation to matriculate and succeed in biomedical Ph.D. programs
• Supports institutional programs of academic and research education
  https://www.nigms.nih.gov/Training/MARC/Pages/USTA RAwards.aspx
•
MARC PAR-17-068


- Deadline: May 24, 2018 (FOA to be reissued)

- Program officers:
  - Sailaja Koduri – Sailaja.Koduri@nih.gov
  - Luis Cubano – Luis.Cubano@nih.gov
• Will remain a T34 activity code
• At research intensive institutions
• For research-oriented trainees (formerly honors)
• Support for 1-3 years (formerly final 2 years)
Timeline MARC, U-RISE, and G-RISE

NIH Guide publication: Fall 2018

Application receipt: May 2019

Initial review: Fall 2019

NAGMS Council review: January 2020

Earliest award date: Spring to Summer 2020
Postbaccalaureate Research Education Program (PREP)

Developmental program that seeks to increase number of students underrepresented in biomedical sciences that go onto Ph.D. programs

Supports institutional programs that provide extensive research training and academic preparation at research-intensive institutions through 1 year apprenticeships

https://www.nigms.nih.gov/Training/PREP/Pages/default.aspx
PREP PAR-17-051

- Deadline: January 24, 2019
- Program officers:
  - Kenneth Gibbs – Kenneth.Gibbs@nih.gov
  - Luis Cubano – Luis.Cubano@nih.gov
Bridges to Doctorate R25

• Help students make transition from master’s degree programs to Ph.D. programs
• Goal is to increase the pool of master’s students who go onto research careers in biomedical sciences
• Partnership between terminal master’s degree institutions and Ph.D. granting institutions
• Support for student, faculty and institutional development activities
• https://www.nigms.nih.gov/Research/Mechanisms/Pages/BridgesDoctoral.aspx
Bridges to Doctorate PAR-17-209


- Deadline: September 25, 2018 (FOA to be reissued)

- Program officer:
  - Patrick Brown – [Patrick.Brown@nih.gov](mailto:Patrick.Brown@nih.gov)
• Initiative for Maximizing Student Development (IMSD) Program
• The goal of IMSD is to increase the number of undergraduate and graduate students from underrepresented groups who complete Ph.D. degrees
• Provide institutional grants for research training and developmental activities at research intensive institutions
• https://www.nigms.nih.gov/Training/IMSD/Pages/default.aspx
IMSD PAR-17-053


- Deadline: January 26, 2018 (FOA to be reissued)

- Program officers:
  - Sailaja Koduri– Sailaja.Koduri@nih.gov
  - Veerasamy Ravichandran– ravichanr@nigms.nih.gov
### IMSD Changes

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- IMSD programs with undergraduates are encouraged to apply for MARC or U-RISE
- IMSD will be at the graduate level – T32
- Support for 2-3 years (typically early years)
- At research intensive institutions (≥$7.5 M RPG)

Program Directors – Ravi Ravichandran and Sailaja Koduri
Timeline IMSD

NIH Guide publication: Fall 2018

Application receipt: February 2019

Initial review: June/July 2019

NAGMS Council review: September 2019

Earliest award date: January 2020
NIGMS Diversity Training Programs

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Research Active  < $7.5 M RPG
Research Intensive ≥ $7.5 M RPG

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The restructuring will involve some programs combining and other splitting into two or more programs

NIGMS has experience with these challenges (e.g., MIRA)
NIGMS will conduct extensive outreach to provide guidance while programs navigate the transition

- Webinars
- Regional meetings
- National meetings – SACNAS, ABRCMS
- Individualized support
Programmatic Distinctions

MARC and U-RISE

Emphasize the development of a diverse pool of undergraduates that complete their **baccalaureate degree in sciences** and **transition into a research-focused higher degree program** (e.g., Ph.D. or M.D./Ph.D).

IMSD and G-RISE

Emphasize the development of a diverse pool of scientists **earning a Ph.D.**, who have the skills to **successfully transition into careers in the biomedical research workforce**.
The reorganization will prevent program overlap

Now

- CC
- Undergraduate
- Postbac
- Graduate MS
- Graduate PhD
- Postdoctoral

RISE

MARC

IMSD

Proposed

- CC
- Undergraduate
- Postbac
- Graduate MS
- Graduate PhD
- Postdoctoral

T34

U-RISE

T32

G-RISE

T34

MARC

T32

IMSD

Research Active

Research Intensive

PA-16-361 R25

PAR-17-086 T34

PAR-17-040 R25

Concept Clearance 2018 30
Moving to T activity codes will bring an alignment of the goals of the program with the funding approach.

**R25 activity code**

The NIH Research Education Program (R25) supports research educational activities that complement other formal training programs in the mission areas of the NIH Institutes and Centers.

**T activity codes - Institutional Training Grants**

- To prepare trainees for careers that have a significant impact on the health-related research needs of the Nation.
- National Research Service Awards (NRSA) – Congressional oversight
Moving to T activity codes will ensure equity of trainee support

T activity codes - Institutional Training Grants

Will provide full and equitable support for trainees
  • Standardized stipend and tuition remission
  • Uniformity of support across NIGMS programs (e.g., no longer a disparity for RISE and MARC trainees)
The restructuring will allow NIGMS to tailor the expectation of outcomes, support mechanisms, and review considerations according to the institution’s level of research activity.

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Research Active
Research Intensive
The restructuring will allow for an enhanced capacity for evaluations

• Breaking up programs by training phase will give more accurate counts of the trainees NIGMS supports at each stage of the pathway

• T’s require Trainee Appointment Forms
  o Without appointment forms, it has been difficult to capture trainee information required for outcomes analyses
  o Captures self-reported demographic data – this will enhance the ability to monitor the diversity of the trainees
IPERT R25

• Innovative Programs to Enhance Research Training
• Research educational activities to complement or enhance training of the workforce
• 3 core elements:
  ○ Short courses/workshops for skills development
  ○ Mentoring
  ○ Outreach
• https://www.nigms.nih.gov/Research/mechanisms/Pages/IPERT.aspx
IPERT PA-17-070


- Deadline: January 23, 2019

- Program officers:
  - Michael Sesma – msesma@nigms.nih.gov
  - Mercedes Rubio – rubiome@nigms.nih.gov
  - Desirée Salazar – Desiree.Salazar@nih.gov
Diversity Supplements

- Support trainees from underrepresented groups from high school to postdoc level
- Support up to 24 months of training, depending on level
- Requires a strong individualized training plan tailored to the candidates goals, strengths and weaknesses
- [https://www.nigms.nih.gov/Research/Mechanisms/Pages/PromoteDiversity.aspx](https://www.nigms.nih.gov/Research/Mechanisms/Pages/PromoteDiversity.aspx)
Diversity supplements PA-18-586


- Deadline: Rolling, 12 week turn around

- Program officer:
  - Desirée Salazar – [Desiree.Salazar@nih.gov](mailto:Desiree.Salazar@nih.gov)
Goal: Develop a diverse pool of well-trained scientists available to address the Nation’s Biomedical research agenda

Supports domestic institutions to develop and implement effective, evidence-based approaches to biomedical graduate training and mentoring

Research training programs incorporate didactic, research, and career development elements

FOA: PA-17-341
While preserving the best elements, NIGMS would like to catalyze changes in biomedical graduate training to keep pace with the rapid evolution of biomedical research
Pilot NIGMS-specific funding announcement PAR-17-341

- Emphasize trainee development – providing the skills needed to transition into careers in the biomedical research workforce
- Focus on rigor & transparency, responsible & safe conduct of research, as well as diversity & inclusion throughout the training experience.
- Address conflicts in the incentive structure of the research enterprise (treating trainees as workforce).
- Require mentor training and oversight of trainee/mentor matches.
- Require obtainable and measurable training objectives.
- Require the collection and dissemination of data on the success/failure of educational interventions and post career outcomes on publicly available sites.
Pilot NIGMS-specific funding announcement PAR-17-341

- Emphasize trainee development – providing the skills needed to transition into careers in the biomedical research workforce
- Focus on rigor & transparency, responsible & safe conduct of research, as well as diversity & inclusion throughout the training experience.
- Address conflicts in the incentive structure of the research enterprise (treating trainees as workforce).
- Require mentor training and oversight of trainee/mentor matches.
- Require obtainable and measurable training objectives.
- Require the collection and dissemination of data on the success/failure of educational interventions and post career outcomes on publicly available sites.
The Objective of the Institutional Research Training Grant Program is to:

- **Parent**: develop and/or enhance research training opportunities for individuals interested in careers in biomedical, behavioral and clinical research that are relevant to the NIH mission. The training program should provide…. (a set of experiences)

- **Pilot**: to develop a diverse pool of well-trained scientists who have the following (a set of skills, described in the next slides)
Proposed *Trainee* Focused Objectives: Technical/Operational Skills

- Broad understanding across biomedical disciplines, and the skills to independently acquire the knowledge needed to advance their chosen field
- The ability to think critically, independently and to identify important biomedical research questions and approaches that push forward the boundaries of their area of study
Proposed *Trainee* Focused Objectives: Technical/Operational Skills

- A strong foundation in rigorous research design, experimental methods, quantitative literacy & reasoning skills, data analysis & interpretation
- Experience initiating, conducting, interpreting, and presenting rigorous and reproducible biomedical research with increasing self-direction
Proposed *Trainee* Focused Objectives: Professional Skills

- The ability to work effectively in teams with colleagues from diverse cultural and disciplinary backgrounds, and to promote an inclusive and supportive scientific research environment
- The skills and opportunities to communicate scientific research methodology and findings to a wide variety of audiences (e.g., discipline-specific, across disciplines, and the public)
- The knowledge, professional skills and experiences required to identify and transition into productive careers in the biomedical research workforce
General Tips

• Read the FOA; read it carefully

• NEW applications only:


• Review the instructions (Forms Version E, Rev. December 29, 2017) on how to fill the application forms at:


• Develop the application in conjunction with the review criteria

• Make sure information in tables and narrative are consistent

• Strictly adhere to Page Limits (overall & individual sections)
NIGMS T32 Program Areas

- Behavioral-Biomedical Sciences Interface
- Bioinformatics and Computational Biology
- Biostatistics
- Biotechnology
- Cellular, Biochemical, and Molecular Sciences
- Chemistry-Biology Interface
- Genetics
- Molecular Biophysics
- Molecular Medicine
- Pharmacological Sciences
- Systems and Integrative Biology
- Transdisciplinary Basic Biomedical Sciences
Recruitment Plan to Enhance Diversity (3 pages)

- Describe outreach strategies and activities to recruit trainees from underrepresented groups (see NOT-OD-18-129).
- Include recruitment plans for URMs, and students with disabilities.
- Describe specific efforts to be undertaken by the training program, including the involvement of training program faculty.
- Centralized institutional recruitment efforts alone is not enough.
- Accommodation is not the same as outreach and recruitment of students with disabilities.
NEW NIGMS-specific funding announcement

- Emphasize trainee development.
- Focus on skills development, rigor and reproducibility, diversity and inclusion, and responsible conduct.
- Address conflicts in the incentive structure of the research enterprise.
- Encourage the use of evidence-based, innovative educational practices.
- Require the collection and dissemination of data on the success/failure of educational interventions.
- Emphasize improvements in career preparation (broadly defined) and dissemination of career outcomes on publicly available sites.
- Align the review criteria with the training objectives and program plan.
Program Objective Change

The Objective of the Institutional Research Training Grant Program is to:

• **OLD**: develop and/or enhance research training opportunities for individuals interested in careers in biomedical, behavioral and clinical research that are relevant to the NIH mission. The training program should provide…. (a set of experiences)

• **NEW**: develop a diverse pool of responsible, well-trained, rigorous scientists who have ….. (a set of skills, described in the next slides)
Proposed *Trainee* Focused Objectives: Technical/Operational Skills

- Broad understanding across biomedical disciplines, and the skills to independently acquire the knowledge needed to advance their chosen field
- The ability to think critically, independently and to identify important biomedical research questions and approaches that push forward the boundaries of their area of study

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Proposed *Trainee* Focused Objectives: Technical/Operational Skills

- A strong foundation in rigorous research design, experimental methods, quantitative literacy & reasoning skills, data analysis & interpretation
- Experience initiating, conducting, interpreting, and presenting rigorous and reproducible biomedical research with increasing self-direction
Proposed Trainee Focused Objectives: Professional Skills

- The ability to work effectively in teams with colleagues from diverse cultural and disciplinary backgrounds, and to promote an inclusive and supportive scientific research environment.
- The skills and opportunities to communicate scientific research methodology and findings to a wide variety of audiences (e.g., discipline-specific, across disciplines, and the public).
- The knowledge, professional skills and experiences required to identify and transition into productive careers in the biomedical research workforce.
Review Criteria: Overall Impact

**Overall Impact**: Reviewers will provide an overall impact score to reflect their assessment of the likelihood that the proposed training program…

**OLD**

…will prepare individuals for successful, productive scientific research careers and thereby exert a sustained influence on the research field(s) involved.

**NEW**

…through courses, structured training activities, and mentored research experiences will produce well-trained, responsible, rigorous and diverse scientists with the technical, operational, and professional skills necessary to transition into productive biomedical research careers.
Review Criteria - Training Program and Environment

Questions focused on:

OLD

• Research Environment
• Training Program Plan
• Institutional Commitment Sufficient
• Distinct from other funded programs

NEW – additional questions concerning

• Mission, Objectives, and Overall Training Plan
  o Should state measurable, obtainable objectives
• Institutional and Departmental Commitment
• Enhancements to the Training Environment
  o Evidence-based approaches to teaching, mentoring and inclusion
• Mentor Selection Process and Mentor Training
• Career Development
• Program Evaluation Plan Aligned with Objectives
Review Criteria: Principal Investigator

• OLD
  ○ Expertise, leadership and time commitment
  ○ Somewhat discouraging of multiple PI’s

• NEW
  ○ Expertise, leadership, *record of rigorous research*, time commitment, *trained in mentoring, diversity and inclusion*
  ○ Encourage multiple PI’s with complementary expertise in training
Review Criteria: Preceptors/Mentors

OLD

• Focused on numbers, funding, and scientific expertise

NEW

• Numbers, funding and expertise
• Bandwidth and commitment to training
• Must provide research opportunities and teach: experimental design, rigor & reproducibility
• Trained mentors
• Commitment to diversity and a supportive research environment
• Actively promote career development
Review Criteria: Trainees

OLD

- Mostly whether there are sufficient numbers of “well-qualified” students
- Must have an appointment plan

NEW

- Encourages recruiting and appointing trainees from diverse backgrounds (broadly defined) with the potential to become outstanding scientists (e.g., a holistic review process when accepting and appointing students)
- Emphasizes a retention plan with oversight throughout the entire time in graduate training
Review Criteria: Training Record

OLD
- Completion
- Research accomplishments: (e.g., “high-impact” publications, awards, careers in research, leadership positions)
- Evaluations

NEW
- Completion and time to degree (well- vs under-represented similar)
- Demonstrate rigorous research activity that advanced scientific knowledge and/or technologies (e.g., peer-reviewed papers, presentations at scientific meetings, etc.)
- Career development and tracking
- Recruitment of students from underrepresented groups
- Evaluation, outcomes, and dissemination; responsive improvements
- Recruitment plans for diversifying the faculty
NIGMS Institutional Research and Academic Career Development Award (IRACDA)/K12 Goals

- Develop a group of highly trained biomedical and behavioral scientists who have the necessary knowledge and skills to pursue independent research and teaching careers in academia.

- Strengthen and modernize science educational offerings at partner institutions, and promote links between research intensive institutions and the partner institution(s).
IRACDA Program Features

• Structured, institutional postdoctoral training programs developing research and teaching skills; scholars are supported for three years

• Scholars commitment – 75% research effort; 25% professional development including emphasis on developing teaching skills

• Use of a multiple mentor model (i.e. research mentor, teaching mentor, IRACDA program director, and others)
IRACDA Program PAR-16-103

- Deadline: September 19, 2018 (FOA to be reissued)
- Program officers:
  - Mercedes Rubio – rubiome@nih.gov
  - Desirée Salazar – Desiree.Salazar@nih.gov
Stay Connected With NIGMS

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• Follow us on Twitter
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  General Public
  @NIGMSgenes
  Program & Grants Management
  @NIGMStraining
  Training & Capacity Building
Thank you!

Questions?
SCORE Program

• Developmental program that seeks to increase the research competitiveness of early career faculty

• Institutional Eligibility:
  – Award science degrees to undergraduate and/or graduate students;
  – Have a historical mission statement that explicitly states that it was founded to educate students from nationally underrepresented backgrounds in biomedical research and/or a documented historical track record of recruiting, retaining, training, and graduating these groups of underrepresented students;
  – Have received less than $6 million dollars per year from R01 support (total costs) in each of the last two fiscal years
  – Maximum of 20 awards submitted/awarded per institution
Support of Competitive Research (SCORE) Program

SC2 - Pilot Project Award
SC3 - Research Continuance Award
SC1 - Research Advancement Award
SCORE Program

• Investigator Eligibility:
  – Must be full-time faculty member on regular professorial appointments
  – Must be eligible to apply for NIH R01 grant (defined by institution)
  – Must not have a track record of or current external research support
  – Only one SCORE award at a time

• FOAs:
  – SC1: PAR-16-439
  – SC2: PAR-16-438
  – SC3: PAR-16-437