

The Summer Research R25 Webinar

- Thank you for joining the webinar. We will begin shortly.
- Listen to the webinar via your computer speakers or dial in using the telephone number provided on the screen.
- Type any questions into the Q&A box. Questions will be addressed after the presentation.
- The recording and webinar resource materials will be available in a few weeks.



National Institutes of Health
Turning Discovery Into Health

Summer Research Education Experience Program (R25)

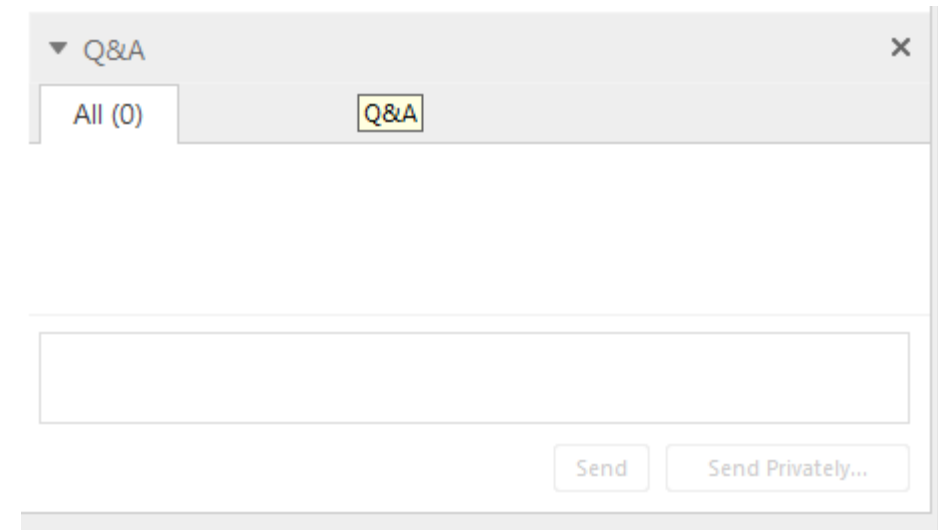
PAR-21-168

July 27, 2021



Questions

- You will be muted during the webinar
- Type your questions into the Q&A box
- Q&A will be at the end of the webinar



The screenshot shows a window titled "Q&A" with a close button (X) in the top right corner. Below the title bar, there are two tabs: "All (0)" and "Q&A". The "Q&A" tab is active. Below the tabs is a large, empty text input field. At the bottom right of the input field, there are two buttons: "Send" and "Send Privately...".

Outline of the Webinar

- Goal of the Program
- Participating ICs
- Summer Research R25 Components
- Q&A

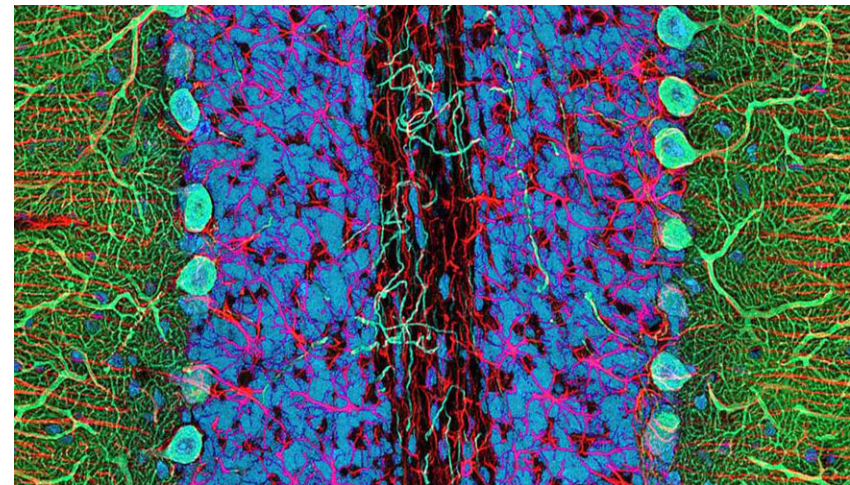
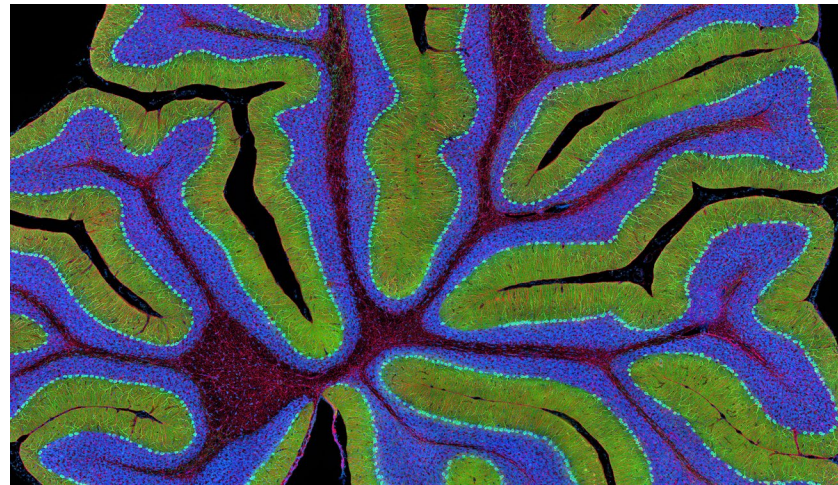
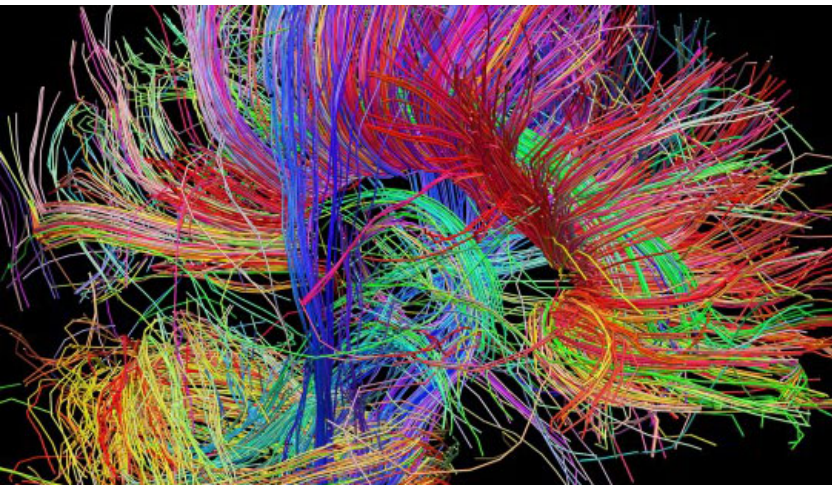


Goal of Program

An award to provide high quality *authentic* research experiences for high school and/or college students or science teachers during the summer academic break.

Applications that demonstrate the potential to impact students and teachers from diverse backgrounds are particularly encouraged. All programs are expected to promote inclusive research environments.

Participating Institutes



Must Fall Within the Mission of One Participating Institute

- NIAAA - Dr. Laura Kwako
- NIBIB – Dr. Joan Greve
- NIDA – Dr. Albert Avila
- NIDCR – Dr. Lynn King
- NIEHS – Dr. Michael Humble
- NINDS – Dr. Lauren Ullrich

NIAAA - Dr. Laura Kwako



- The mission of NIAAA is to generate and disseminate fundamental knowledge about the effects of alcohol on health and well-being, and apply that knowledge to improve diagnosis, prevention, and treatment of alcohol-related problems, including alcohol use disorder, across the lifespan.
- NIAAA's research portfolio is broad, including genetics, neuroscience, epidemiology, prevention, and treatment. Across topics, NIAAA is interested in research to address alcohol-related health disparities.

NIBIB – Dr. Joan Greve



- NIBIB will support applications focusing on summer research experiences broadly in the areas of biomedical imaging, bioengineering, or health informatics.
- *NIBIB will only support programs for high school science teachers and community college faculty from STEM-related departments, and not for students.*

NIDA – Dr. Albert Avila

- NIDA will support applications focusing on identifying the biological environmental, behavioral, and social causes and consequences of drug use and addiction across the lifespan, including research in basic science.
- Applications should seek to develop new and improved strategies to prevent drug use and its consequences; new and improved treatments to help people with substance use disorders achieve and maintain a meaningful and sustained recovery, as well as increase the public health impact of NIDA research and programs.

NIDCR – Dr. Lynn King



- Research experiences aimed at improving dental, oral, and craniofacial health
- Encourage research experiences that incorporate data science or address oral health disparities
- Strongly encourage participation by individuals from groups underrepresented in biomedical research
- NIDCR supports basic, clinical, translational, behavioral, and social science research

<https://www.nidcr.nih.gov/grants-funding/grant-programs>

NIEHS – Dr. Michael Humble



- NIEHS will support applications focusing on summer research experiences in the environmental health sciences.
- Applications to NIEHS should provide research experiences that address or seek to understand how exposures to toxic environmental insults impact health, alter biologic processes, are linked to disease initiation, progression or morbidity, or activities that lead to the development of prevention and intervention strategies to reduce environmentally induced diseases.

https://www.niehs.nih.gov/research/supported/irt/summer_research/index.cfm

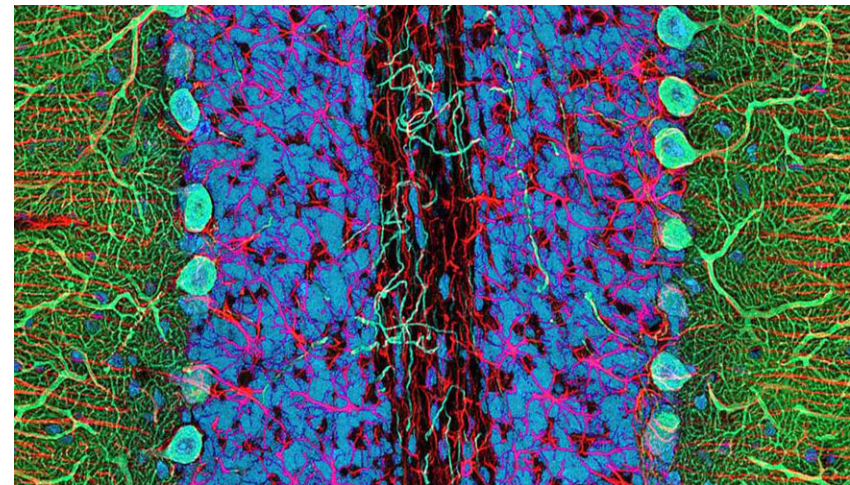
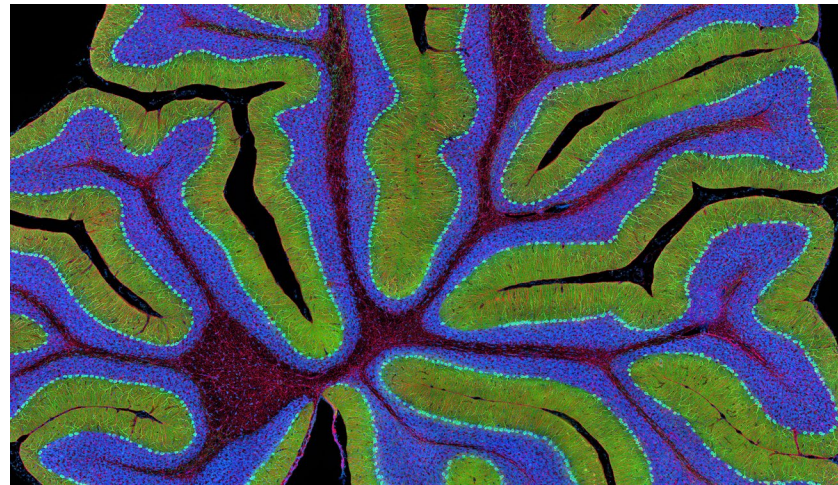
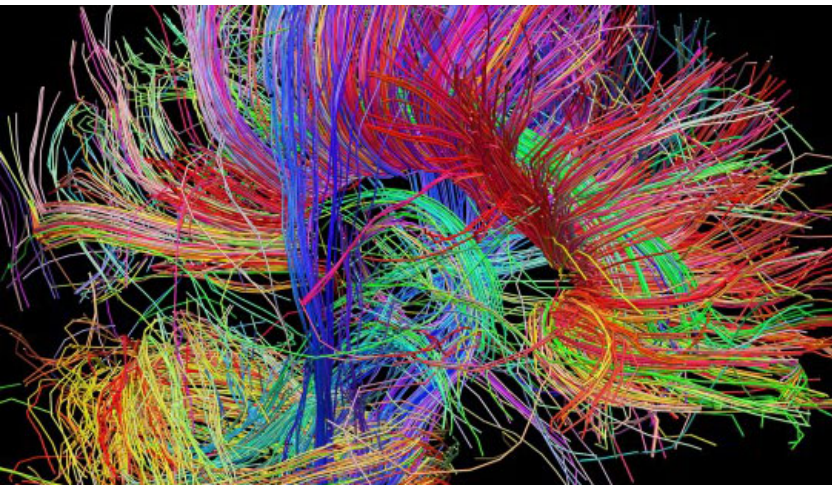
<https://www.niehs.nih.gov/>

NINDS – Dr. Lauren Ullrich



- Address or seek fundamental knowledge about the brain and nervous system and/or use that knowledge to reduce the burden of neurological disease.
- Encourages activities focused on understanding and addressing disparities in neurologic health, healthcare, and health outcomes in disparate populations.
- NINDS supports basic, translational, and clinical research
 - <https://www.ninds.nih.gov/Current-Research/Research-Funded-NINDS>

Summer Research R25 Components



Not One-Size-Fits-All

- Addresses a **key audience** and an important aspect/need in research education.
- Has **clear program goals** and milestones and a plan that will achieve those goals.
- Holistic approach – taking advantage of institutional strengths and community attributes.
- Innovation is a bonus—effectiveness is most important.

Principal Investigator

- The PI should be an established investigator and capable of providing both administrative and scientific leadership to the proposed program.
- MPIs should have complementary and integrated expertise and must have leadership plan.
- Effort must be appropriate.
- Funding from the IC is not required.

Program Faculty

- Mentors should have research expertise and experience relevant to the proposed program.
- Mentors must be committed to continue their involvement throughout the total period of the mentee's participation in this award.
- Should demonstrate a history of, or the potential for, their intended roles as mentors.
- Should be good role models by nature of their scientific accomplishments.
- Researchers from diverse backgrounds, including racial and ethnic minorities, persons with disabilities, and women are encouraged to participate as program faculty.
- Biosketches for participating mentors are allowable, but not required.

Advisory Committee

- Not required, but recommended.
- The composition, roles, responsibilities, and desired expertise of committee members, frequency of committee meetings, and other relevant information should be included.
- Describe how the Advisory Committee will evaluate the overall effectiveness of the program.

Participants

- High school students, college students, high school science teachers/STEM community college faculty
- Must describe the intended participants, and the eligibility criteria and/or specific educational background, and how participants will be selected.
- Intention to go to graduate school not required.
- Programs for science teachers must have a clear plan for how teachers will utilize their summer experience in their teaching during the school year.
- Unless strongly justified, R25s should be used primarily for the education of U.S. citizens and permanent residents.

Program

- Minimum of 8 weeks of full-time summer research
- Maximum of 15 weeks in a calendar year
- May request part-time support for the participants to work on their research projects during the school year
 - E.g. 10 weeks in the summer, up to 10 weeks half-time during the academic year

Program

- Authentic, meaningful summer research experience.
- Complementary activities that support the participants' scientific development, such as scientific writing and presentation skills and training in rigor and reproducibility.
- The majority of the students' research experiences must fall within the mission of the IC you are submitting to.
- Must define goals and outcomes.

Program

- May take advantage of economies of scale and other funded programs at the institution, as long as the programs are distinct
- Institutional funds may supplement the program benefits or provide additional slots
- Consider including preliminary data on pilot programs or related efforts at the institution to make the case for need or effectiveness

Budget

\$125,000 DC/year for 5 years

Personnel Costs

- Up to \$50,000 for administering the program
- Salaries and support for the program faculty mentors is not allowed; compensation for the person (grad student, postdoc, lab assistant) directly training the intern is allowed

Salary

- For high school and undergraduate students, NIH will provide salary and fringe benefits consistent with institutional salary policies.
- Up to \$21,000 per science teacher for a full-time experience for 15 weeks. Programs shorter than 15 weeks will be prorated.

Other Allowable Costs

- Housing
- Registration Fees or Tuition
- Up to \$1,200 per participant may be requested for program-related expenses and travel to relevant scientific meetings.
- Consultant costs, equipment, supplies, travel for key persons, and other program-related expenses may be included in the proposed budget, if justified.

Unallowable Costs

- Items that may NOT be supported with R25 funds include:
 - Salaries and support for the program faculty mentors
 - Salary and support for central institutional administrative personnel (e.g., budget officers, grant assistants, and building maintenance personnel)
 - Salary and support for administrative activities such as institutional public relations.
 - Funds may not be expended to cover the costs of travel between the place of residence and the training institution except in cases of disability or extreme hardship
 - Because the R25 program is not intended as a substitute for an NRSA institutional training program (e.g., T32), costs to support full-time participants (supported for 40 hours/week for a continuous, 12-month period) are not allowable

Institutional Environment

- Letter of institutional commitment is required.
- Appropriate institutional commitment should include the provision of adequate staff, facilities, and educational resources.
- May complement, but must be distinct from, other federally-funded programs at the institution.
- Takes advantage of the educational environment.
- Collaboration and buy-in from all programs, departments, and institutions involved.

Enhancing Educational Inclusivity Statement

- Programs are expected to implement robust plans to enhance diversity and to promote inclusive, safe, and supportive research environments, including:
 - Efforts to sustain the scientific interests of participants from all backgrounds within a program (i.e., retention).
 - Efforts to enhance diversity and promote inclusion;
 - Efforts to cultivate an environment free from harassment and intimidation.

Recruitment Plan to Enhance Diversity

- New applications must include explicit plans to enhance diversity in recruitment, may include data in support of past accomplishments.
- Renewal applications must include detailed account of experiences in recruiting individuals from underrepresented groups during the previous funding period, including successful and unsuccessful recruitment strategies and how the proposed plan reflects the program's past experiences.

Evaluation Plan

- Must include an evaluation plan.
- Must specify baseline metrics (e.g., numbers, educational levels, and demographic characteristics of participants), and measures of short or long-term success.
- Applicants are encouraged to obtain feedback from participants.

Dissemination Plan

- A specific plan must be provided to disseminate nationally any findings resulting from or materials developed under the auspices of the research education program.

Renewal

- For Renewals, the committee will consider the progress made in the last funding period, including the Enhancing Education Inclusivity Plan, and the Diversity Recruitment Plan.
 - Did the program successfully implement the proposed programmatic elements?
 - Is the program achieving its stated objectives?
 - Is there evidence that the educational environment is inclusive, safe, and supportive?
 - Has the program evaluated the quality and effectiveness of the educational experience, and is there evidence that the evaluation outcomes and feedback from participants have been acted upon?
 - Are changes proposed that are likely to improve or strengthen the research education experience during the next project period?
 - Does the program continue to evolve to reflect changes in the research area in which the education occurs and current evidence-informed training and mentoring approaches?
 - Is the program having a broader impact (e.g., are students beyond the participants directly supported by the program being positively impacted by the program's presence, are training practices and outcomes being shared with the broader biomedical training community)?

Letter of Intent

- Indicate intent to submit an application, via email, to Lauren.Ullrich@nih.gov (or your IC contact)
- Include the following information:
 - Descriptive title of proposed activity
 - Name(s), address(es), and telephone number(s) of the PD(s)/PI(s)
 - Names of other key personnel
 - Participating institution(s)
 - Number and title of this funding opportunity

Tips

- Pay attention to allowable appendix materials
- Submit early—there is only one receipt date per year (March)
- Funding will likely start in December/January

Questions?

- **Laura E. Kwako, Ph.D.**
National Institute on Alcohol Abuse and Alcoholism (NIAAA)
laura.kwako@nih.gov
- **Joan Marie Greve, Ph.D.**
National Institute of Biomedical Imaging and Bioengineering (NIBIB)
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- **Albert Avila, Ph.D.**
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