

The Bridges Programs Webinar

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DISCLAIMER

This webinar and accompanying slides are for informational purposes only. They serve as an overview of the Bridges Programs and are not meant to be comprehensive in coverage of all required components of an application.

For any submission, applicants are responsible for following the instructions detailed in the FOA and any Related Notices included in the FOA's Overview Information section.



Application Overview

Programmatic Perspective

- Goal and Objectives
- Awards Overview
- Eligibility & Number of Applications
- PHS 398 Research Plan Component
 - Research Strategy
 - Required Tables
 - MPI Plan
 - Human Subjects

Peer Review Perspective

Grants Management Perspective

Questions? Answers!

The Bridges Programs

[PAR-17-210](#) Bridges to the
Baccalaureate (B2B)

CC  4-year

[PAR-17-209](#) Bridges to the
Doctorate (B2D)

Master's  PhD

Please read and refer to the Funding Opportunity Announcement when planning submission

Additional Resources:

- Application Guide: <http://grants.nih.gov/grants/how-to-apply-application-guide.htm>
- Bridges Programs' Websites:
<https://www.nigms.nih.gov/Research/Mechanisms/Pages/BridgesBaccalaureate.aspx>
<https://www.nigms.nih.gov/Research/Mechanisms/Pages/BridgesDoctoral.aspx>



Goal of the Bridges Programs

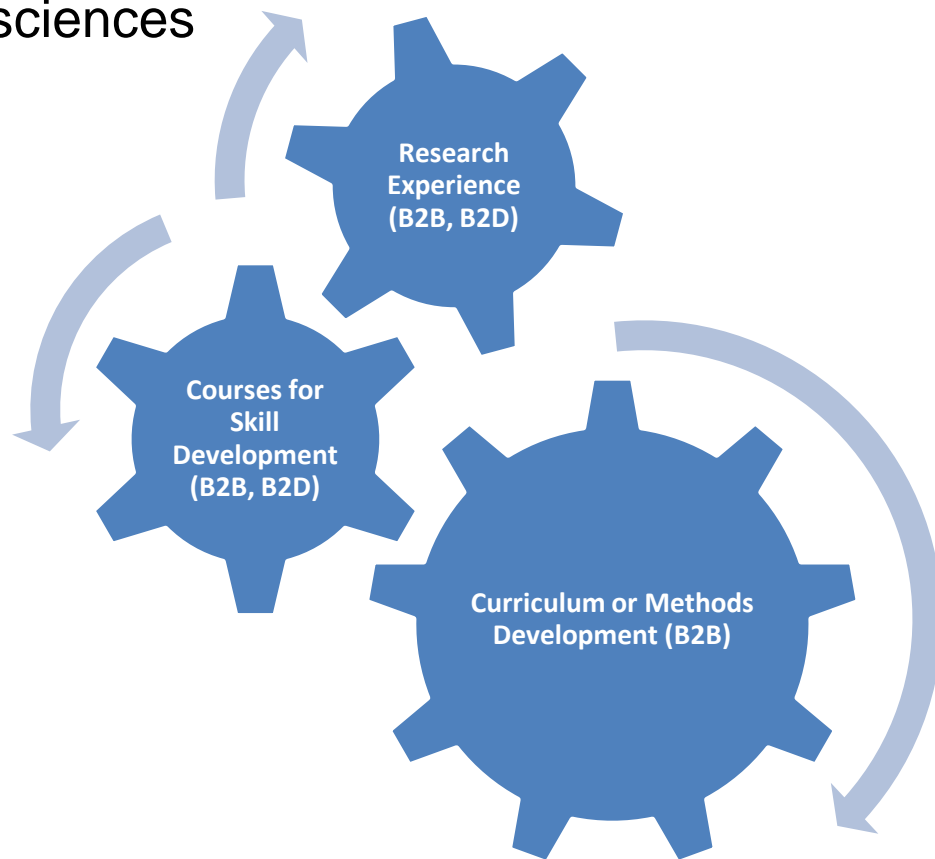
To enhance the pool of students from underrepresented groups* pursuing advanced training in the biomedical sciences.

NIGMS strives to ensure that the future generation of researchers draws from the entire pool of talented individuals, bringing different aptitudes, perspectives, creativity, and experiences to address complex scientific problems.

*** Please read NOT-OD-15-053**

Objective of Programs

Develop and implement an **integrated plan** of individual and institutional **activities** that will **increase student preparation** and **skills** as they advance academically in the pursuit of baccalaureate/doctoral degrees in biomedical sciences



Your institutional assessment is key to identifying what is “right” for your Bridges to prepare the participants’ for successful bridging and degree completion.

A Bridges application must include each applicable activity, and describe how they will be synergized to make a comprehensive program.

Award Overview

Allowable Costs	B2B	B2D
Total Direct Costs	Limited to \$300,000 /year	
Indirect Costs	8% of modified total direct costs*	
Salary Support (administration)	Limited to 30% of total direct costs annually [#]	
Research Supplies	Not to exceed \$2,000**	Not to exceed \$3,500**
Evaluation Costs, limited to	\$3,000 for entire project period	
Student Salary Support	20 hours/week (Academic Year)	
	40 hours/week (Summer)	

* - exclusive of tuition and fees, consortium costs in excess of \$25,000, and expenditures for equipment.

[#]- salary support for faculty mentors is *not* allowed (if it is a regular part of their duties). The 30% administrative cap includes subawards.

** - per student per year

Eligibility

- Institutions

- Type: Domestic, Higher Education (Public/Private) Institutions
- Partnership/Consortium: CC → 4-yr (B2B) Master's* → Ph.D. (B2D)
- Large pool of students from UR groups

* Terminal MS degree

- Program Directors/Principal Investigators (PD/PI)

- PD/PI from each participating institution—the PIs must have full-time appointment
- PD/PI should have a eRA commons account—required for grant submission
- Multi-PD/PI plan required (Lead/Contact PD/PI and Partner PD/PI)

- Participants

- U.S. citizens, non-citizen nationals, or permanent residents
- Nationally underrepresented individuals in the biomedical sciences (**NOT-OD-15-053**)
- Enrolled **full-time** in Associate's or Master's program

Participants Eligibility

A. Individuals from racial and ethnic groups

B. Individuals with disabilities

C. Individuals from disadvantaged backgrounds, defined as:

1. Individuals who come from a family with an annual income below established low-income thresholds. These thresholds are based on family size, published by the U.S. Bureau of the Census; adjusted annually for changes in the Consumer Price Index; and adjusted by the Secretary for use in all health professions programs. The Secretary periodically publishes these income levels at

<http://aspe.hhs.gov/poverty/index.shtml>.

2. Individuals who come from an educational environment such as that found in certain rural or inner-city environments that has demonstrably and directly inhibited the individual from obtaining the knowledge, skills, and abilities necessary to develop and participate in a research career.

The disadvantaged background category (C1 and C2) is applicable to programs focused on high school and undergraduate candidates.

Research Strategy (25-page limit)

The **Research Strategy** section must be used to upload the **Research Education Program Plan**, which must include the following components:

- Proposed Research Education Program
- Program Director/Principal Investigator
- Program Faculty
- Program Participants
- Institutional Environment and Commitment
- Recruitment Plan to Enhance Diversity
- Plan for Instruction in the Responsible Conduct of Research
- Evaluation Plan/Program Assessment

Upload under Research Plan
as ResearchStrategy.pdf



Research Strategy

- Proposed Research Education Program

Institutional Self-Assessment: establish **baseline data** for UR students in the majors of your Bridges for all partnering institutions- average last 5 years

- # students enrolled
- # students transferred
- # transferred completing degree
- % UR and non-UR

State concisely the **Goals** and **Objectives** of the proposed plan based on **self-assessment** in terms of measurable outcomes and Institutional impact.

Common Pitfalls: lack of baseline data make it hard to evaluate the significance of the program; small pool of full-time eligible students; unclear why students aren't transferring.

Research Strategy

- Proposed Research Education Program

Response to institutional self-assessment

- Identify areas selected for improvement, and rationale for incorporating proposed activities:
 - **Courses for skills development** (B2D, B2B)
 - **Research experiences** (B2D, B2B)
 - **Curriculum or Methods Development** (B2B)
- Discuss perceived impediments and alternative strategies
- Discuss synergy with existing programs (added value)
- Propose anticipated overall impact of program on partnership capacity
- Describe mutual benefits to partnership institutions-keep in mind overall goal

Common Pitfalls: Does it address barriers and obstacles faced by the students? How is the program novel or innovative? How will existing programs be leveraged? How will the proposed activities synergize to achieve program goals?

Research Strategy

- **Multi Program Director/ Principal Investigator (MPI)***

NOTE: Remember to submit multi-PD/PI plan along with the application

Describe arrangements for administration of the program.

Provide evidence that the Program Director/Principal Investigator is actively engaged in research and/or teaching in an area related to the mission of NIH

Demonstrate ability to organize, administer, monitor, and evaluate the research education program.

Describe the complementary and integrated expertise of the PDs/PIs; their leadership approach, and governance appropriate for the planned project.

*- must have full-time appointment at the participating institution

Upload as attachment
Filename: "MPIplan.pdf"

Common Pitfalls: MPI plan is unclear; PD/PI has little administrative experience; PI bandwidth

- **Program Faculty**
- Demonstrate relevant research expertise and mentoring experience
- Delineate roles/expectations of participating faculty (NIH Biosketch)
- Consider number faculty in both institutions needed to support students

Table 2 Participating Faculty Members

Allows reviewers to assess the distribution of participating faculty by rank, research interests, and department or interdepartmental program. Faculty mentoring records permit an evaluation of experience of participating faculty in progression of trainees.

Table 4 Research Support of Participating Faculty Members

Provides evidence of the strength of the research environment, the availability of funds to support research conducted by the trainees, and the appropriateness of the participating faculty in terms of their active research support.

Common Pitfalls: weak external research funding; lack of experience; lack of NIH biosketches



Table 2- Participating Faculty

Table 2. Participating Faculty Members

Name	Degree(s)	Rank	Primary Department or Program	Research Interest	Training Role	Pre-doctorates in Training	Pre-doctorates Graduated	Predoctorates Continued in Research or Related Careers	Post-doctorates in Training	Post-doctorates Completed Training	Post-doctorates Continued in Research or Related Careers

<http://grants.nih.gov/grants/funding/424/datatables.htm>

New Applications

New Predoctoral Training Submit Tables: 1, **2**, 3, 4, 5A, 6A, 8A (B2D)

New Undergraduate Training Submit Tables: **2**, 3, 4, 5C, 8D (B2B)

Table 2-Participating Faculty Members

Required for both Bridges Programs:

Name	Degree(s)	Rank	Primary Department or Program	Research Interest	Training Role	Pre-doctorates in Training	Pre-doctorates Graduated	Predocotorates Continued in Research or Related Careers	Post-doctorates in Training	Post-doctorates Completed Training	Post-doctorates Continued in Research or Related Careers
College A											
Brown, P. H.	Ph.D.	Prof	Chemistry	Organic Synthesis	PD/PI	N/A	N/A	N/A	N/A	N/A	N/A
Smith, A.	M.S.	Asst. Prof.	Biochemistry	Protein Structure, Folding, and Immunogenicity	Preceptor	N/A	N/A	N/A	N/A	N/A	N/A
						Mentoring record (Over last 10 years)					
University B											
Brown, K. J.	Ph.D.	Professor	Biology	Apoptosis	PD/PI	18	16	2	8	8	5
Sandoz, Miguel J.	MD, Ph.D.	Assoc. Prof.	Neuroscience	Developmental Genetics in Drosophila	PD/PI	9	8	upload as: "other attachments" Filename: "Table 2.pdf"			

Summarize and Refer explicitly in Background and Program Faculty Section



Table 4- Research Support (B2D)

Table 4. Research Support of Participating Faculty Members

Faculty Member	Funding Source	Grant Number	Role On Project	Grant Title	Project Period	Current Year Direct cost
Average Grant Support per Participating Faculty Member						

<http://grants.nih.gov/grants/funding/424/datatables.htm>

New Applications

New Predoctoral Training Submit Tables: 1, 2, 3, **4**, 5A, 6A, 8A (B2D)

Table 4. Research Support

Bridges to the Doctorate Program only:

Faculty Member	Funding Source	Grant Number	Role On Project	Grant Title	Project Period	Current Year Direct cost
University of A						
Jones, Janine L.	NIH	1 R01 GM76259-01	PD/PI	Structure and Function of Acetylcholine Receptors	06/2014--05/2018	\$190,000
Jones, Janine L.	NIH	5 K08 AI00091-03	PD/PI	Purification & Identification of Receptors	11/2012-11/2017	\$140,000
Mack, Thomas R.	NSF	PCM 80-12935	PD/PI	Cell Culture Center	12/2012-11/2015	\$180,000
University of B						
Zachary, Andrew	NIH	1 U01 AI28507-01	PD/PI	Human Monoclonal Antibodies as a Therapy for Staphylococcal Enterotoxin	07/2013-06/2018	\$200,000
Gonzales, Edras	None	← How will trainees be supported here?				
Average Grant Support per Participating Faculty Member						\$177,500

Masters degree and Ph.D-granting Institution(s)

Summarize and Refer explicitly in Program Faculty Section

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Research Strategy

- Program Participants “students”
 - Must be full-time enrolled
 - Refer to the institutional baseline data
 - Describe criteria & procedures for identification, selection, and retention of students in the Bridges programs
 - Discuss rationale for # slots being requested

Only for B2D

NRSA Table 6A. Applicants, Entrants, and their Characteristics for the Past Five Years: Predoctoral

Allows reviewers to evaluate the **ability** of participating departments/interdepartmental programs to **recruit trainees**, assess the **selectivity** of the admission process, the **competitiveness** of the training program, and appropriate **number of positions** to award.

Common Pitfalls: Lack of description of bridges students; How students are identified? Retained?



Table 6A- Applicants, Entrants, and their Characteristics for the Past Five Years: Predoctoral

Table 6A. Applicants, Entrants, and their Characteristics for the Past Five Years: Predoctoral

Part I. Counts

Most Recently Completed Year: 2013-2014	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
Total					

Previous Year: 2012-2013	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
Total					

Previous Year: 2011-2012	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
Total					


<http://grants.nih.gov/grants/funding/424/datatables.htm>

New Applications

New Predoctoral Training Submit Tables: 1, 2, 3, 4, 5A, **6A**, 8A (B2D)

Table 6A (Parts I and II)

Table 6A. Applicants, Entrants, and their Characteristics for the Past Five Years: Predoctoral Part I. Counts

Most Recently Completed Year: 2013-2014	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
College A					
Department of Chemistry & Biochemistry	45	30	12	6	
Department of Molecular & Cell Biology	30	12	10	5	
Department of Computational Biology	12	6	8	3	
College B					
Department of Chemistry	35	26	12	5	
Department of Biology	27	18	14	8	
Total	149	92	56	27	 Renewal/revisions only

Bridges to the Doctorate Program only:
 Masters degree-granting Institution (s) minimally


Upload as “other attachment”
 Filename: “Table6A.pdf”

Summarize and Refer to explicitly in Program Participants section

Table 6A (parts I and II)

Table 6A. Applicants, Entrants, and their Characteristics for the Past Five Years: Predoctoral Part II. Characteristics

Most Recent Program Year: 2013-2014	Total Applicant Pool	Applicants Eligible for Support	New Entrants to the Program	New Entrants Eligible for Support	New Entrants Appointed to this Grant (Renewal/Revision Applications Only)
College A					
Mean Months of Prior, Full Time Research Experience (range)	108 (3-156)	54 (9-85)	48 (9-54)	18.0 (9-24)	
Prior Institutions	Cornell (3) Fisk (3) Utah (3) Ohio St. (5) Towson (4)	Cornell (1) Fisk (3) Utah (1) Towson (4)	Cornell (2) Fisk (2) Ohio St. (2) Towson (2)	Fisk (2) Towson (1)	
Percent with a Disability	11	11	12.5	33	
Percent from Underrepresented Racial & Ethnic Groups	44	89	50	67	
Mean GPA (range)	3.4 (2.9- 4.0)	3.1 (2.9-3.5)	3.6 (3.0-4.0)	3.1 (3.0 -3.5)	
College B					
Mean Months of Prior, Full Time Research Experience (range)					
Prior Institutions					
Percent with a Disability					
Percent from Underrepresented Racial & Ethnic Groups					
Mean GPA (range)					



Renewal/revisions
only

Bridges to the Doctorate Program only:
Masters degree-granting Institution (s) minimally



Research Strategy

- **Institutional Environment and Commitment**
 - Location and Proximity of partner institutions and **rationale for selection**
 - Biomedical sciences-related disciplines offered, curriculum
 - Counseling and mentoring services available
 - Current student development and research training programs ([Sample Format Table A](#))
 - Senior Leadership commitment
 - Plans for Institutionalizing Bridges-supported activities
 - Support of Department Chair, Dean, College...
 - Financial and/or Other **Support for Bridged participants**
 - Letters of Support

Appropriate institutional commitment to the program includes the provision of adequate staff, facilities, and educational resources that can contribute to the planned activities

Sample Format Table A

Required for both Bridges Programs:

Sample Format Table A*. Bridges to Doctorate Active Biomedical Science-Related Academic Programs

College or University A	PREP	RISE	MARC USTAR
Start and End Project Dates	2014-2019	2012-2016	2013-2018
Funding Source	NIH	NIH	NIH
Number of Participants	10	12	6
Target Participant Eligibility	BS	BS, MS, PHD	BS
Program Disciplines Included	Biology, Chemistry	Biochemistry	Biology
College or University B	IMSD	BUILD	
Start and End Project Dates			
Funding Source			
Number of Participants			
Target Participant Eligibility			
Program Disciplines Included			

Research educational programs may complement ongoing research training & education occurring at the applicant institution, but they **must be distinct**.

Table is downloadable from Bridges websites.

Part of 25-page research strategy

Table 8. Program Outcomes

Trainee	Faculty Member	Start Date	Summary of Support During Training	Degree(s) Received and Year(s)	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/ Role/Year Awarded
				<u>(B2D) Table 8A</u> New: Part III Renewals: Part I				

Undergraduate Student Participant	Faculty Member	Start Date	Summary of Support During Training	Degree(s) Received and Year(s)	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/ Role/Year Awarded
				<u>(B2B) Table 8D</u> New: Part II Renewals: Part I				

<http://grants.nih.gov/grants/funding/424/datatables.htm>

New Applications

New Predoctoral Training Submit Tables: 1, 2, 3, 4, 5A, 6A, **8A** (B2D)

New Undergraduate Training Submit Tables: 2, 3, 4, 5C, **8D** (B2B)

Table 8. Program Outcomes:

up to last 15 years

Required for both Bridges Programs:

Trainee/ Participant	Faculty Member	Start Date	Summary of Support During Training	Degree(s) Received and Year(s)	Topic of Research Project	Initial Position Department Institution Activity	Current Position Department Institution Activity	Subsequent Grant(s)/ Role/Year Awarded
Rubio, Mercedes	Williams, David	09/2009	This column Not Applicable for new and B2B applications	BA, 2010 MA, 2012 PhD, 2016	Breast Cancer	Postdoc Fellow Univ of Michigan	Postdoc Fellow Univ of Mich	
Brown, Patrick H.	Saunders, Nicholas	09/2001		BA, 2008 MA, 2010 PhD, 2014	Breast Cancer	Postdoc Fellow Univ of Michigan		CA K01/ K trainee/2016
Reynolds, Kristy	Fenselau, Kristin	09/2013		BA, 2015	Breast Cancer	Postdoc Fellow Univ of Michigan		
Smith, Darren	Gummie, Allie	09/2015		In progress	Breast Cancer			

Columns 6-9 are not necessary for NEW B2B

Table 8A (part III). Program Outcomes: Predoctoral (B2D)

Table 8D (part II). Program Outcomes: Undergraduate (B2B)

Upload as "other attachment"
 Filename: "Table 8A.pdf"
 Filename: "Table 8D.pdf"

These data can be archived in [CareerTrack](#)

Summarize and Refer explicitly in Research Training Program Plan

Research Strategy

- **Progress Report (for Renewals)**
 - Provide information on past funding cycle(s)*
 - Summarize specific **accomplishments** of the program in the context of the stated goals and objectives of the program.
 - Describe the **impact** of the Bridges program (e.g. increases in student retention rate, student academic achievement, number of students transferring to and successfully completing degree in biomedical sciences)
 - See the FOA for additional requirements

Pitfalls: Programs not filling slots; programs not meeting their measurable objectives; lack of description of lessons learned; lack of using data to inform their programming; lack of mentors

Upload table as attachment
Section G1
Filename: "Table8.pdf"

* - for applications with more than one previous funding cycle



Research Strategy

- Recruitment Plan to Enhance Diversity
 - **New Applications**
 - Describe plans/strategies to enhance recruitment of UR trainees
 - How will they be recruited? How will they be paired with mentors?
 - **Renewals**
 - Detailed account of successful/unsuccessful strategies employed
 - Account for individuals who:
 - Number of students that applied to the program,
 - Number of students admitted and retained
 - Number of students that participated in research.

Check out these websites for ideas:

<https://extramural-diversity.nih.gov/>

<https://www.nigms.nih.gov/training/diversity/Pages/Approaches.aspx>



Research Strategy

- Plan for Instruction in the Responsible Conduct of Research
 - Format of Instruction
 - Subject Matter-content
 - Faculty Participation
 - Duration of Instruction
 - Frequency of Instruction

Renewal (type 2) Applications: describe changes in formal instruction, address weaknesses

See [NOT-OD-10-019](#) Requirement for Instruction in the Responsible Conduct of Research

Applications lacking a plan for instruction in responsible conduct of research will not be reviewed

Pitfall: Lack of detail of RCR faculty, lack of description about curriculum, format & frequency



Research Strategy

- Evaluation Plan (Program Assessment)
 - Describe system for monitoring Bridges students progress
 - Provide outcome metrics*
 - Identify strengths/ weaknesses, make improvements
 - Encouraged use of NIGMS [CareerTrac](#) system to track student progress and outcomes for up to 15 years, if applicable.

*Metrics (for example):

- Number of applications
- Number students accepted to program
- Number students bridged
- Number of students graduating with type of degree(s)
- etc.,



Human Subject Section

Is this R25 considered Human Subjects Research?

Approach hierarchically:

- Does it meet the definition of human subjects research?
 - Data through intervention or interaction with individuals
 - Identifiable private information
- } **OR** Living Subjects
- If *No*, **NOT Human subjects research**
 - If *Yes*, do any of the Exemptions apply?
 - **Yes: Exemption #**
 - **No: Non-exempt human subjects research**

For further information visit: <http://www.hhs.gov/ohrp/>

Program assessments  Human Subjects Research

Peer Review

All from PAR Section V under Application Review Information

Scored Criteria:

- Significance
- Investigator(s)
- Innovation
- Approach
- Environment

Additional Review Criteria:

- Resubmissions (responses to previous reviews/changes)
- Renewals (progress from last funding period)

Additional Review Considerations: Acceptable/Unacceptable

- Recruitment Plan to Enhance Diversity
- Training in the Responsible Conduct of Research

Peer Review

Tips about Format

Page Limits

- Supply all requested materials within **allowed** page limits
- Do not use appendices **or any other section** to get around the limits

Appendices

- Follow all instructions for the Appendices as described in the SF424 (R&R) applications guide
- **Appendix section is now VERY restricted - see [NOT-OD-16-129](#)**
- **For Bridges applications – only BLANK surveys, questionnaires, data collection instruments are allowed**
- **NO catalogs, curricula, publications (including lists), biosketches, examples of completed surveys, etc.**
- **If unallowed materials are included, application will be WITHDRAWN!**

Peer Review

Application Preparation Tips

Content

- Read the program announcement and ensure that your application contains the necessary elements
- Successful submission through Grants.gov and eRA Commons does not mean appropriate responsiveness to the program announcement

Context

- Present the institutional framework and environment of your program
- Be realistic in your program's goals

Peer Review

Application Preparation Tips

Comprehensive

- Address all of the requirements of the program announcement
 - For example:
 - If you don't have institutional baseline data, explain how you plan to obtain it
 - If you haven't fully formed your evaluation plan, at least acknowledge that you are working on it
- Describe how your program “works”
 - For example:
 - How are students recruited and selected? By whom?
 - What does the advisory committee do? How often do they meet?
 - How have you used evaluation information in designing/improving your program?

Peer Review

Application Preparation Tips

Clear

- Don't bury important information in appendices or expansive prose
- Don't expect reviewers to “read between the lines” to figure out what you are proposing
- Present outcomes data in a straightforward manner:
 - Don't exaggerate
 - Don't hide data (reviewers will “do the math”)
 - It is far better to present results as they are and address how the program aims to improve

Peer Review

Application Preparation Tips

Current

- Make sure faculty biosketches are up-to-date
- Provide data on current and prior students
- Use the most recent institutional data

Consistent

- Data in tables and text should match
- Data should be consistent across tables
- Match justification to budget items
- Refer to the correct program in text and tables

Peer Review

Review Process: Usual Timeline

Timeframe

Activity

(From submission date)

1 - 2 months

Referral

2 - 6 months

Review Panel

6 - 7 months

Summary Statement Available

7 - 8 months

Advisory Council

8 - 9 months

Funding Decisions

9 - 10 months

Award Start Date

Budget Reminders

- Read Section II, especially the Other Award Budget Information section, Carefully!
- Be aware of the specific award Caps/Restrictions:
 - Total Direct Cost limited to \$300,000 per year
 - Indirect Costs are reimbursed at 8% of modified total direct costs (exclusive of tuition and fees, consortium costs in excess of \$25,000, and expenditures for equipment)
 - Salary support for program administration, is limited to 30% of the total direct costs annually
 - Salary support for faculty mentors is **not** allowed
 - Research Supplies for students not to exceed \$2,000 (B2B); \$3,500 (B2D)
 - \$3,000 for evaluation costs for the entire project period, including the costs for evaluation consultants.

Participant Costs

- Participant costs must be itemized in the proposed budget.
- Applicants may request Bridges student participant support for up to:
 - 20 hours/week the academic year
 - 40 hours/week during the summer

at a pay rate that is consistent with the institutional pay scale.

Participant Costs

- Active Bridges student participants in good standing may receive up to two years of compensation:
 - Salary and fringe benefits for their participation in academic year/summer research internships. The salary and fringe benefits must reflect an employee-employer relationship between the student and the institution, and be consistent with the institutional salary policies for employees in similar positions. They are paid salary plus fringe benefits, only when such benefits are provided to other employees in similar positions.
 - Mandatory preparation for research, e.g., research design workshops, research reporting workshops, etc. However, students may not earn academic credit and salary simultaneously for participating in these activities.
 - The two years of student support need not be consecutive, but prior approval from NIGMS program staff is required, and if approved, the returning student must be enrolled full-time at the time of re-enrollment.

Common Issues

- **No stipends! Bridges participants receive a salary.**
- Participant/Trainee Support Costs:
 - Participant/Trainee Support Costs are not applicable to the Bridges programs. The Bridges student salaries and fringe benefits are included under section B (Other Personnel).
- Provide details and explanation of items of cost in the Budget Justification. If there isn't a justification for the item, it will be deleted from the awarded budget.

Recent Questions

- Can Former Bridge participants receive compensation for mentoring current Bridge participants?
 - B2B: Support for peer mentors or peer supplemental course instructors who are full time third or fourth year undergraduate students at the 4-year institution or former Bridges students who have transferred to the 4-year institution, is allowed.
 - B2D: Support for peer mentors who are upper year graduate students or former Bridges students who have transitioned to a PhD program is allowed.

Recent Questions

- Are travel costs for faculty research mentors/advisors allowed?
 - Costs for faculty research mentors (B2B)/advisors (B2D) to attend national scientific meetings if the faculty member is accompanying Bridges students who are presenting at the meeting, are allowed.
 - B2B: costs for the participating faculty at the community college(s) to attend scientific conferences and workshops that are directly relevant to research development, are allowed.
 - B2D: costs for the participating faculty at the master's institution to attend scientific conferences and workshops that are directly relevant to research development, are allowed.



What makes an ideal program?

- **Baseline Data and Measurable Outcomes**
 - Full-time students over past 5 years (establishes the pool)
 - Institutional assessment is critical to sound evaluation
- **Strong Pool of Program-Eligible Students**
 - Recruitment and Retention Plans is required
- **Well-integrated Student Development Activities**
- **Evidence of Partnership (articulation agreement B2B)**
- **Evidence of Institutional Commitment**
- **Evidence that effective Bridges-supported activities have been institutionalized – evidence in Renewal Applications**

Things to know: Grant Process

Timeframe

Activity

Deadline

September 25, 2017

CSR--Referral

Oct-Nov 2017

Review Panel

March/April 2018

Scores available 36-48 hours after review

Summary Statement

April/May 2018

Advisory Council

May 2018

Funding Decisions

June-July, 2018

Award Start Date

August/September 2018

Thank you!

Questions?

NIGMS: Investing in Discovery



Summary of Tables

* - modified in FOA by guide notice: NOT-GM-16-113
 - Add rows for multiple schools

Table	Title of Table	New Application (type 1)	Renewal Application (type 2)	Comments
A	Active Biomedical Science-Related Academic Programs B2B and B2D	Yes*	Yes	Include as part of the Research Plan
2	Participating Faculty Members B2B and B2D (minimally, columns 1-6)	Yes	Yes	Include as “other attachments” R&R Other Project Information
4	Research Support of Participating Faculty Members B2D	Yes*	Yes	Include as “other attachments” R&R Other Project Information
6A	Applicants, Entrants, and their Characteristics for the past Five years: Predoctoral B2D	Yes* (parts I & II)	Yes (parts I & II)	Include as “other attachments” R&R Other Project Information
8A	Table 8A Program Outcomes: Predoctoral B2D	Yes (Part III)	Yes (Parts I)	Include as “other attachments” R&R Other Project Information
8D	Table 8D: Program Outcomes: Undergraduates B2B	Yes (Part I)	Yes (Part II)	Include as “other attachments” R&R Other Project Information

Questions

1. Define establish investigator? Years of experience? Publication requirements?
Can the PI hold an educational doctorate (Ed.D.)?
2. Can an academic administrator such as a Dean be eligible?
3. Can a university administrator such as a pipeline director be eligible?
4. What are biomedical sciences-related disciplines?
5. Are MA institutions that offer a PhD program (perhaps not in the discipline of the B2D grant) eligible for the Bridges to the Doctorate?
6. Is a Mutli-PI(PD) plan required?
7. Can we upload a course syllabus in the appendix?
8. Can you recommend ways in which we can demonstrate curriculum or method development?
9. Could you provide any clarification to the instructions for Data Table 8D Part II?

Questions

1. Per the FOA under the Other Award Budget Information section, we understand that the total salary support for program admin (PIs, coordinators, admin) must not be more than 30% of the total annual direct costs. Then underneath that paragraph the FOA states that support for faculty for course development is allowed. Are the development efforts by faculty for course development part of the 30% cap or outside the cap?
2. Also in the FOA it is clear that faculty support for research mentors is not allowed, however is support for faculty or consultants to serve as teachers for the research methodology courses being developed an allowable expense? (These will not be credit or income generating courses). If so, would those fall under that 30% cap as well?