

The Bridges Programs Webinar

Patrick H. Brown, Mercedes Rubio, Rebecca Johnson, Justin Rosenzweig,
Alison Gammie, Shiva Singh, Brian Pike

18 August, 2016





Webinar Overview

- Program Overview
- Goal and Objectives
- Awards Overview
- Eligibility & Number of Applications
- PHS 398 Research Plan Component
 - Specific Aims
 - Research Strategy
 - Human Subjects
 - Tables Needed
- Peer Review
- Grants Management
- Questions?

The Bridges Programs

[PAR-16-110](#) Bridges to the
Baccalaureate (B2B)

CC → 4year

[PAR-16-109](#) Bridges to the
Doctorate (B2D)

Master's → Ph.D.

Additional Resources:

- Guide Notices: [GM-16-113](#), [GM-16-114](#)
- 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

The over-arching goal of these NIGMS R25 programs is to support creative **educational activities** that **enhance** the **diversity** of the biomedical research workforce.

- **Courses for Skills Development** (B2B, B2D)
- **Research Experiences** (B2B, B2D)
- **Curriculum or Methods Development** (B2B)



Objectives of Bridges Programs

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

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



What makes an ideal program?

- **Baseline Data and Measurable Outcomes**
 - previous 5 years
 - 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 Institutional Commitment**
- **Evidence of Partnership (articulation agreement B2B)**
- **Evidence that effective Bridges-supported activities have been institutionalized – evidence in Renewal Applications**



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 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. The 30% administrative cap includes subawards.

** - per student per year



Eligibility & Number of Applications

- Institutions
 - Type: Domestic, Higher Education (Public/Private) Institutions
 - Commitment: adequate staff, facilities, and educational resources
 - Partnership/Consortium: CC → 4yr (B2B) Master's → Ph.D. (B2D)
- Program Directors/Principal Investigators (PD/PI)
 - PD/PI from each participating institution-full-time appointment
 - 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
 - Enrolled full-time in Associate's or Master's program



Research Plan Component

Specific Aims- (1 page limit)

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

National Program Goal:

70% transfer to BA/BS, 50% complete BA/BS (B2B)

60% transfer to Ph.D. program, 60% complete Ph.D. (B2D)



Make these specific to your program
Based on baseline data, self-assessment

Example: 25% transfer → 38% transfer (avg.: 5 students)
50% graduate → 75% graduate (avg.: 2 students)

upload as an attachment
Filename: "SpecificAims.pdf"

Common Pitfalls: Lack of clear and well-defined measurable objectives



Research Strategy (25-page limit)

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



Research Strategy

Proposed Research Education Program

Is there a real need for this program?

Establish **Baseline Data** for UR students in biomedical sciences- all partnering institutions- average last 5 years

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



Expected Outcome?, Impact?

Common Pitfalls: lack of baseline data make it hard to evaluate the significance of the program; small pool of 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:
 - **Courses for skills development** (B2D, B2B)
 - **Research experiences** (B2D, B2B)
 - **Curriculum or Methods Development** (B2B)
 - Describe proposed developmental activities-specific details
 - Discuss synergy with existing programs
 - Propose anticipated overall impact of program
 - 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)**

Multi PD/PI plan is required (applicant is Lead or Contact PD/PI*)

Describe Governance and Organizational structure of leadership team

- Define roles and administrative, technical, and scientific responsibilities
- Include communication plans
- Process for making decisions on scientific direction
- Describe procedures for conflict resolution

Upload as attachment
Filename: "MPIplan.pdf"

*- must have full-time appointment

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

Research Strategy

- **Program Faculty**
 - Demonstrate relevant research expertise and mentoring experience
 - Delineate roles and expectations of participating faculty-include NIH Biosketch
 - Consider number faculty in both institutions needed to support students
- **NRSA 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.
- **NRSA 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	Predoctorates 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
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	1	4	4	3

Summarize and Refer explicitly in Background and Program Faculty Section



Table 4- Research Support

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)

Upload as "other attachment"
 Filename: "Table4.pdf"

Summarize and Refer explicitly in Program Faculty Section



Research Strategy

Program Participants

- Provide the institutional baseline data
- Describe criteria & procedures for identification, selection, and retention of students in the Bridges programs
- **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)

Bridges to the Doctorate Program only:

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

Masters degree-granting Institution (s)


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)



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 Other Support for Bridged students
 - Letters of Support

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

Part of 25-page research strategy

Table is downloadable from Bridges websites.

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

Provide data on student outcomes:

- Update CareerTrac System
- Include NRSA Table 8A or 8D

Upload table as attachment
Section G1

Filename: "Table8.pdf"

* - for applications with more than one previous funding cycle

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

(B2D) Table 8A
New: Part III
Renewals: Part I & IV

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

<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:

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	Not Applicable for new and B2B applications	BA, 2010 MA, 2012 PhD, 2016	Breast Cancer	Postdoc Fellow Univ of Michigan	Postdoc Fellow Univ of Michigan	
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, Catherine	09/2013		BA, 2015	Breast Cancer	Medical School		
Sledjeski, Darren	Gammie, Alison	09/2015		In progress	Breast Cancer			

Columns 6-9 are not necessary

Table 8A (part III). Program Outcomes: Predoctoral (B2D)
Table 8D (part II). Program Outcomes: Undergraduate (B2B)

These data should be in [CareerTrack](#)

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

Summarize and Refer explicitly in Research Training Program Plan



Research Strategy

- **Recruitment Plan to Enhance Diversity**

- **New Applications**

- Describe plans/strategies to enhance recruitment of UR trainees
- How will they be recruited, 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.

Part of 25-page
Research Strategy

Applications lacking a diversity recruitment plan will not be reviewed



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

Part of 25-page
Research Strategy

Research Strategy

- **Evaluation Plan (Program Assessment)**
 - Describe system for monitoring Bridges students progress
 - Provide outcome metrics*
 - Identify strengths/ weaknesses, make improvements
 - Use the 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.,

Part of 25-page
Research Strategy

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 page limits
- Do not use appendices to get around the limits

Appendices

- Follow all instructions for the Appendices as described in the SF424 (R&R) applications guide
- Maximum of 10 attachments
- Relevant material only, such as large tables, survey instruments, publications that are NOT available online
- NO catalogs, lengthy reports, or material that should be in the body of the application
- Encouraged to include summary list of items as 1st attachment.

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.

DISCLAIMER

Please read and follow the content of the Funding Announcement

The webinar slides represent a general summary of the announcement

Thank you!

Questions?

NIGMS: Investing in Discovery

B2B

Program Officer:
Mercedes Rubio, Ph.D.
rubiome@nigms.nih.gov

B2D

Program Officer:
Patrick H. Brown, Ph.D.
patrick.brown@nih.gov



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, IV)	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