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U-54 Building Infrastructure Leading to Diversity (BUILD) National Institutes of Health: Enhancing Cross-disciplinary Infrastructure Training at Oregon

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U-54

**Building Infrastructure Leading to
Diversity (BUILD)**

National Institutes of Health

Enhancing Cross-disciplinary
Infrastructure Training at Oregon
Portland State University

Planning Grant: Sept-March



History

- NIH P20 – Planning Grant (PI: Crespo, Keller):
Sept-March
- Specific Aims:
 1. Establish a consortium of higher education in Oregon, Alaska, and the Pacific Islands to increase underrepresented scientists in biomedical and behavioral research.
 2. Innovation in training, recruitment, and retention of underrepresented scientists at various stages in their career.
 3. Plan an inter-institutional training grant proposal behavioral research.

Part I: Purpose

- **BUILD awards are intended to:**
 - Transform undergraduate research training and mentoring
 - Support the design and implementation of innovative programs, strategies and approaches
 - Support institutional and faculty development to enhance the training environment

Eligibility

- Primary Institution (PSU):
 - <\$7.5M and Pell grant >20%
- Pipeline partner:
 - Area Community Colleges, American Samoa CC, Northern Mariana CC, Universities of Guam, Hawaii, and Alaska
 - 2 or 4 year undergraduate institution
- Research Intensive Institutions (OHSU)
 - Expand training
 - Provide faculty mentors
 - Joint courses, shared laboratory or field experiences, or other activities.

Funding

- Cooperative Agreement
 - \$3 million in Year 1
 - \$5.3 million Years 2-5
 - Total \$24.2 M
- Allowable Expenses:
 - Space renovation, equipment (\$500K in Years 01-02)
 - Personnel
 - Tuition
 - Pilot projects
 - Sabbatical
 - Travel
 - Student wages
 - Workshops
 - Infrastructure development



- Pacific Ocean
- University of Hawaii
- University of Alaska
- American Samoa CC
- Northern Mariana CC
- University of Guam

- Portland State University
- Oregon Health and Science University
- Clackamas Community College
- Portland Community College
- Mt. Hood Community College
- Chemeketa Community College
- Clark College

Adapted from *Greyhounds of the Sea: The Story of the American Clipper Ship*
 Carl C. Cutler (New York: G.P. Putnam's Sons, 1930)

Students of Interest

- Underrepresented minority students
 - Non-Hispanic Blacks
 - Hispanics/Latino
 - American Indian
 - Alaskan Natives
 - Pacific Islanders
- Students with Disability
- Students from Foster Care System
- Economically Disadvantage Students

Disciplines

- Biology, Chemistry, Physics, Engineering, Mathematics,
- Health Studies,
- Environmental Studies
- Psychology
- Sociology
- Social Work
- Community Development, Policy, Gerontology, Criminology
- Speech Pathology, Audiology, Nursing, Medicine

The application must consist of the following components (12 p/each):

- Overall Component
- Administrative Core
- Institutional Development Core
- Student Training Core
- Research Enrichment Core

Part IV: Application Instructions

Refer to RFA-RM-13-016 for detailed requirements of each Core.

| Overall Component | Administrative Core | Institutional Development Core | Student Training Core | Research Enrichment Core |
|--|---|---|--|---|
| What is the overall vision for the project? | What is the organizational structure of the project? | What infrastructure improvements are needed to enhance the research training environment? | What are the proposed activities for student development & how will those activities enhance institutional capacity for research training? | What innovative approaches will be implemented to engage students and sustain their interest in biomedical research careers? |
| <ul style="list-style-type: none"> • Baseline data • Existing resources • Expected impact • Partner contributions • Long-term plans for transformation & sustainability | <ul style="list-style-type: none"> • Management plan • Roles and responsibilities • Fiscal priorities • Communication procedures • Composition of advisory boards • Interaction with Steering Committee | <ul style="list-style-type: none"> • Benefits to faculty mentors, research staff, and students • Strategies to enhance faculty development • Potential research projects appropriate for student participation • Pilot program (optional) | <ul style="list-style-type: none"> • Rationale and timeline for activities • Faculty research mentors • Trainee candidates • Objectives of proposed training • Plan for RCR instruction | <ul style="list-style-type: none"> • Faculty characteristics • Mentoring plan • Outreach plans • Participant selection strategies • Pilot program (optional) • Plan for RCR instruction |

Potential Innovation Approaches

- Novel student engagement in the sciences
- Outreach strategies
- Curricular development
- Faculty development
- Incorporation of lab and field work into the curriculum
 - FRINQ, SINQ, Cluster, Capstone
- Scholarly activity in teaching
- Scholarly activity in research training methodologies
- Mentoring
- Peer networking and support
- Social media campaigns
- Faculty-led research
- Virtual collaboration rooms
- E-portfolios
- Pilot Projects
- Centralized Hub

Student Financial Support

- BUILD awards will afford flexibility to structure and distribute **student financial support for research training**.
- Applicants are encouraged to consider how provision of **tuition and paid research experiences** may be used most effectively to engage students.

EXITO Signature Pilot Projects

- \$200K/yr. for up to 4 projects –
 - \$50K per project set aside
- Research Team
 - Senior, Junior, EXITO Scholars (3-8)
- Scientific Advisory Board – NIH Study Section type
- RFA (e.g., R03/R21 type)
- Review Criteria: NIH + BUILD specific
- Written reviews after first submission
- Mock NIH Review of resubmission
 - Second review
 - Final scores to Executive Committee
 - Informal feedback

Pilot Project Outcomes

- Enhance research training skills
- Enhance opportunities for faculty to engage in research
- Enhance mentoring relationship skills
- Increase research productivity
 - Publications and presentations
 - Grant submissions
- Enhance student advancement into research careers and graduate school
- Develop institutional infrastructure
- Develop inter-institutional collaboration

Timeline

- 4/2: deadline
- 3/31: submission
- 3/16-3/30 final write up, comprehensive editing
- 3/15: latest drafts of all cores
- 3/1: letter of support, biosketches, budget, facilities and resources, inter university agreements
- 2/18: administrative core
- 2/11: mentors and supporters
- 2/1: writing assignment of different cores
- 1/24-31: lunch with mentors
- 1/23: meeting with PSU President
- 1/17: meeting with PSU VP for research