

Proposal Mechanics

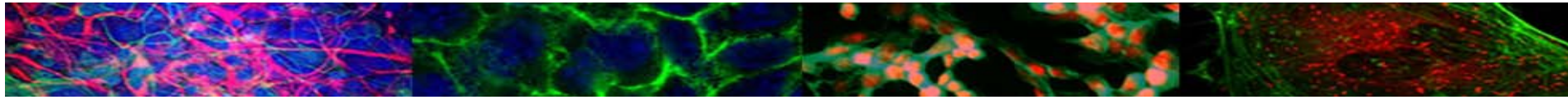
INBRE PUI Workshop
Friday, October 31, 2008
The Inn at USC

T. Scott Little, PhD



Purpose of INBRE

1. Enhance biomedical research capacity through collaborative partnerships, development of potential research areas and faculty, and increase access to research resources
2. Provide research support to undergraduate faculty and students, who will serve as “pipeline” to health research careers and provide hands-on research experience to students at undergraduate institutions, community colleges, and technical colleges



Mechanisms of Research Network Expansion

**Human Resource
Development**

Hire necessary biomedical expertise

**Physical
Infrastructure
Improvement**

Purchase shared equipment to train
students or conduct research

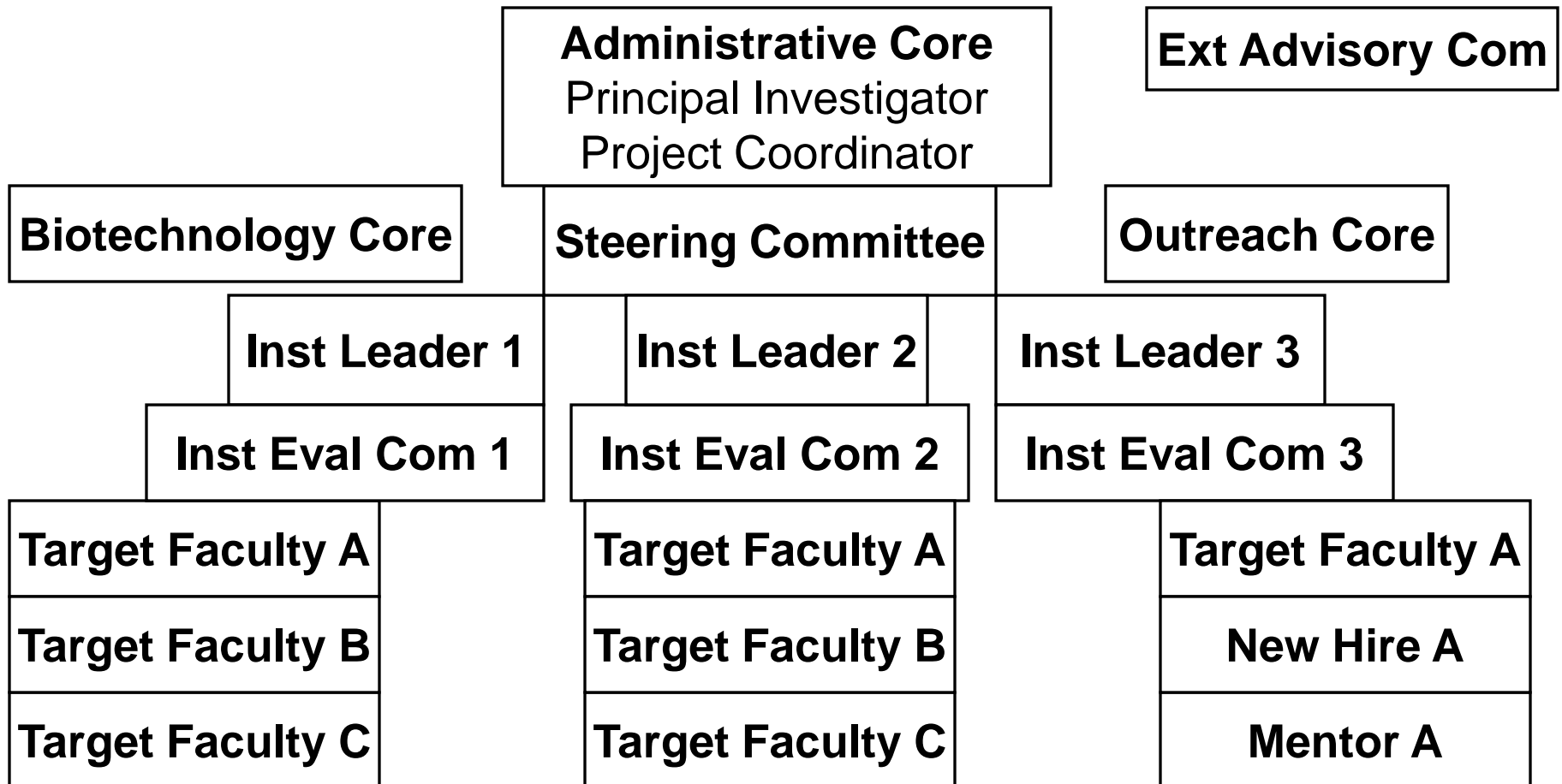
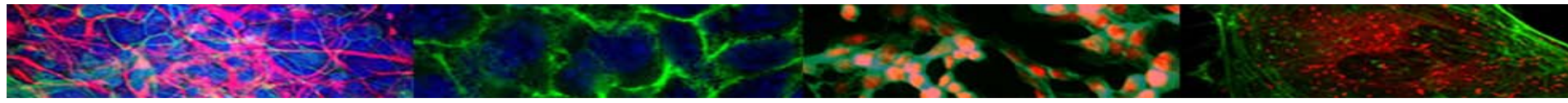
Collaborate

Access expertise and equipment or
outreach to recruit students

SC EPSCoR/IDeA



South Carolina Experimental Program to Stimulate Competitive Research and Institutional Development Awards





Proposal Assembly Overview

- **Face Page**
- **Project Summary**
 - Relevance
 - Performance Site
- **Scientific/Key Personnel**
 - Leadership
 - Target faculty
 - Mentor faculty
- **Table of Contents**
- **Budget**
 - Detailed Budget
 - Budget for Entire Project
 - Budget Justification
- **Biosketches**
- **Resources**
- **Project Description**
- **Summary of Results from Prior BRIN or INBRE Support**
- **Building Upon Prior BRIN and INBRE support**
- **Letter(s) of Support**
- **Checklist**



Budget

- Minimum of 2 person months/calendar year budgeted for Institutional leader(s)
- Target faculty and new hires must devote at least 6 person months/calendar year
- Institutional commitment must show 6 person months/calendar year in release time for target faculty and new hires (in budget justification)
- Individual Investigator projects may not exceed \$125K/year in direct costs
- INBRE-supported faculty may not be receiving support from non-INBRE NIH programs such as R01, R15, and/or R21
- IEC and other administrative costs cannot be greater than 15% of total direct costs
- Subcontracts not allowed to institutions external to South Carolina

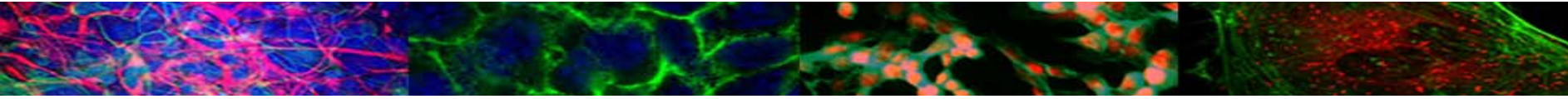
Budget Example

DETAILED BUDGET FOR INITIAL BUDGET PERIOD DIRECT COSTS ONLY

FROM

THROUGH

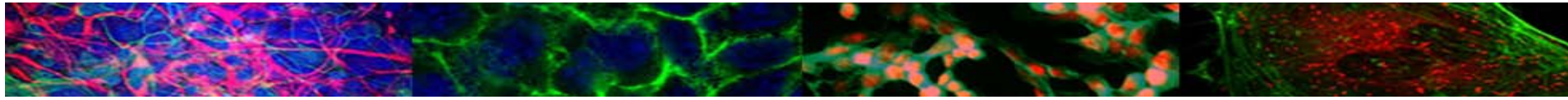
| PERSONNEL <i>(Applicant organization only)</i> | | Months Devoted to Project | | | INST.BASE SALARY | DOLLAR AMOUNT REQUESTED <i>(omit cents)</i> | | |
|--|--------------------|---------------------------|----------------|-----------------|---------------------|---|--------------------|-------|
| NAME | ROLE ON PROJECT | Cal. Mnths | Acad. Mnths | Summer Mnths | | SALARY REQUESTED | FRINGE BENEFITS | TOTAL |
| John Doe | PD/PI | 2 | 0 | 0 | 90,000 | 0 | 0 | 0 |
| Target Faculty 1 | Target Faculty | 6 | 0 | 0 | 60,000 | 10,000 | | |
| Target Faculty 2 | Target Faculty | 0 | 4.5 | 1.5 | 45,000 | 30,000 | | |
| Target Faculty 3 | Target Faculty | 0 | 9 | 0 | 45,000 | 10,000 | | |
| Senior New Hire | Senior New Hire | 0 | 9 | 0 | 125,000 | 125,000 | | |
| Mentor Faculty | Mentor Faculty | 2.4 | 0 | 0 | 120,000 | 24,000 | | |
| Secretary | Admin | 12 | | | 30,000 | 30,000 | | |



Project Description Content

Questions to be answered in any good project description:

- What is the problem to be solved? (clearly defined problem statement aligned with college/university priority.)
- Why is it important and to whom?
- What are the consequences for not doing it?
- Who else can do it?
- How can it be done cheaper?
- Who will be harmed or advantaged?



Project Description: Activities

- Hiring of new faculty
- Enhancement of research productivity of targeted faculty
- Acquisition and utilization of new and major shared instrumentation
- Development and implementation of biological and biomedical science curriculum (courses and programs)
- Development of undergraduate and graduate educational opportunities in research, particularly for underrepresented groups
- Establishment of partnerships with other entities, such as the K-12 system, national laboratories, and other South Carolina technical schools, colleges and universities

Project Description: Structure

- **Institutional Commitment to Biomedical Research**
- **Statement of Strategy and Rationale**
 - Brief Description of Faculty Participants
 - Faculty and Mentor Table (Table 1 in Sample Proposal)
- **Essential Program Features**
 - Description of Individual Activities
 - Student Pipeline to the Biomedical Workforce
 - Collaborations with other institutions and programs (COBRE, CTSA)
 - Explanation of how activities will complement but not overlap current research
- **Management Plan**
- **Evaluation Plan**
 - Quantitative and qualitative metrics to assess progress toward defined goals
 - Identification of an Institutional Evaluation Committee, including qualifications
- **Sustainability Plan**



Project Description: Structure (continued)

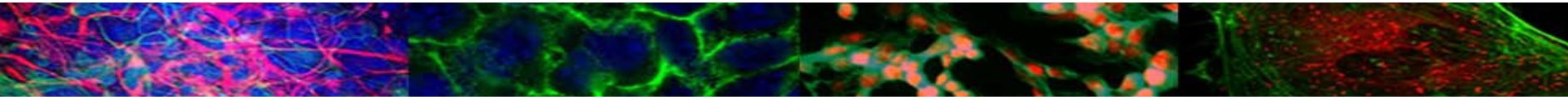
■ Research Plan

- Scientific qualifications of the proposed institutional investigator
- Research Plan for each Target Faculty
 - Specific Aims
 - Background and Significance
 - Preliminary Findings
 - Research Design and Methods
 - Consideration of Alternatives
 - Data Analysis
 - Scope and Timetable
 - Oversight (Mentor)



Results from Prior BRIN or INBRE Support

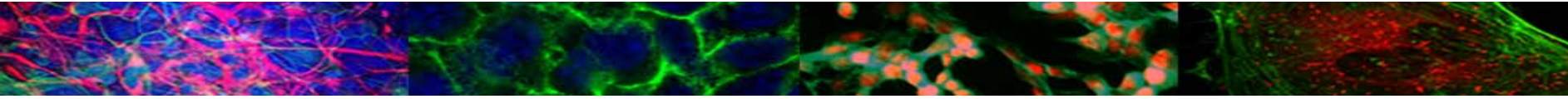
- Acquisition and utilization of new and major shared instrumentation
- Recruitment of new science faculty
- Increased collaboration
- Development of science curricula (courses and programs)
- Number of students majoring in science and health-related fields
- Students and faculty participating in research activities
- Research Productivity (pubs, presentations, grants applications/awards)
- Impact on the state's workforce and economy



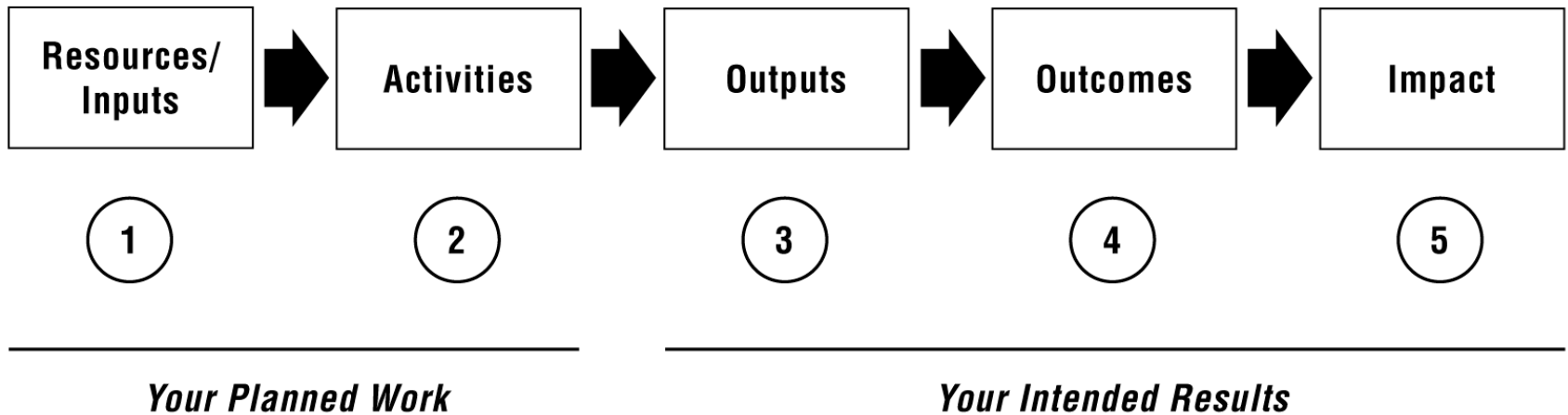
Importance of Diversity

Diversity Should Be Woven Throughout Entire Proposal

- Collaborations provide diversity among institutions
- Multi-disciplinary science provides diversity among colleges and/or departments
- Individuals from various racial and ethnic backgrounds provides diversity among personnel



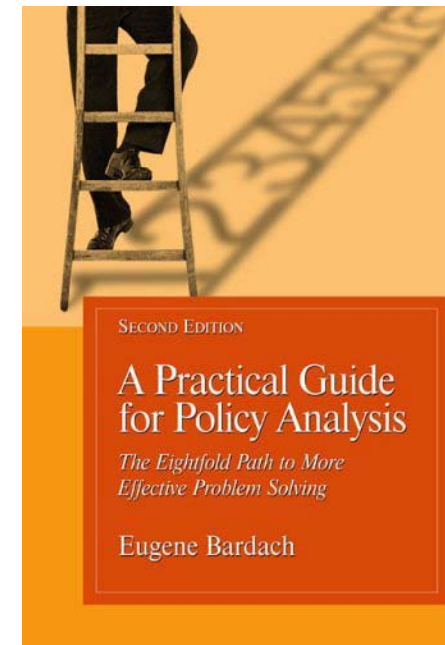
Creating a Logic Model



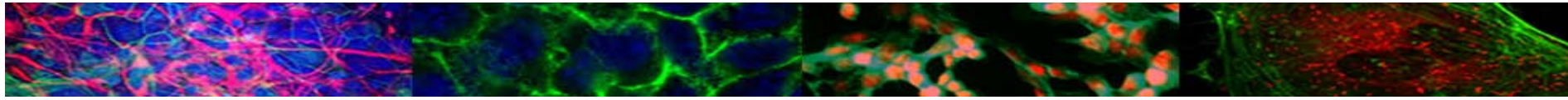
From: *The W.K. Kellogg Foundation Logic Model Development Guide*

Evaluation: The Eightfold Path

- 1) Define the Problem
- 2) Assemble Some Evidence
- 3) Construct the Alternatives
- 4) Select the Criteria
 - *Efficiency*
 - *Justice*
- 5) Project the Outcomes
- 6) Confront the Trade-Offs
- 7) Decide!
- 8) Tell Your Story



From: *A Practical Guide for Policy Analysis*, Eugene Bardach, 2005



Pre-proposals are due in the SC EPSCoR/IDeA State Office by 5:00pm on Friday, January 30, 2009

Pre-proposals must be submitted as:

- 1) A single MS Word or PDF file;
- 2) One printed and signed original; and
- 3) Five printed copies

The electronic copies may be saved on a CD-ROM and mailed, along with the printed copies, to:

South Carolina EPSCoR/IDeA Program
1330 Lady Street, Suite 504
Columbia, SC 29201