

## NIH Minority Serving Programs

### Research Initiative for Scientific Enhancement (RISE)

- RISE is a student development program for minority-serving institutions. The goal of the program is to increase the number of students from groups underrepresented in biomedical and behavioral research who complete Ph.D. degree programs in these fields. The program supports institutional grants with well integrated developmental activities that may include, but are not limited to, research experiences at on- or off-campus laboratories, specialty courses with a focus on critical thinking and development of research skills, collaborative learning experiences, research careers seminars, scientific reading comprehension and writing skills, tutoring for excellence, and travel to scientific meetings. Support is also available for evaluation activities.
- Applications may be submitted by domestic post-secondary minority-serving institutions that have more than 50 percent student enrollment from groups underrepresented in biomedical or behavioral research. The applicant institution must award the baccalaureate, master's, or doctoral degree in biomedical or behavioral science fields.

### Initiative for Maximizing Student Diversity (IMSD) Program

- IMSD is a student development program for research-intensive institutions. The goal of the program is to increase the number of students from underrepresented groups in biomedical and behavioral research who complete Ph.D. degrees in these fields. The program offers an opportunity to develop new or expand existing effective academic developmental programs, including student research internships, in order to prepare students from underrepresented groups for competitive research careers and leadership positions in the biomedical or behavioral sciences.
- IMSD grants are institutional awards. Applications may be submitted by domestic public/state institutions of higher education, and private institutions of higher education that have a significant number of mentors with NIH or other extramural research support. The institution must award the baccalaureate and/or doctoral degree in the biomedical or behavioral sciences with a significant number of full-time matriculated students from groups underrepresented in these fields.

### Support of Competitive Research (SCORE)

- SCORE is a developmental program that seeks to increase the research competitiveness of investigators at minority-serving institutions with 50 percent or more enrollments of students from groups underrepresented in biomedical and behavioral research, and to increase the research capabilities of these institutions. To better achieve these objectives, the SCORE Program has separate funding opportunities for individual investigator-initiated research awards and for a stand-alone institutional award. The mechanisms used for these funding opportunities are:
  - *Research Advancement Award* – For investigators who seek to enhance their research productivity to be able to compete for non-SCORE support.
  - *Pilot Project Award* – For faculty members who are in their early stages of development and are interested in testing a new idea or generating preliminary data, or for more advanced investigators interested in switching to a different research field.

- *Research Continuance Award* – For investigators who have been engaged in scholarly research and published and who seek to continue to conduct competitive research of limited scope and publish.

**Minority Access to Research Centers (MARC) Undergraduate Student Training in Academic Research (U-STAR) Awards**

- ARC U-STAR awards provide support for students underrepresented in the biomedical and behavioral sciences to improve their preparation for high-caliber graduate training at the Ph.D. level. The program also supports efforts to strengthen the science course curricula, pedagogical skills of faculty, and biomedical research training at institutions with significant enrollments of students from underrepresented groups.
- Awards are made to colleges and universities that offer the baccalaureate degree. Only one grant per eligible institution will be awarded. MARC institutions select the trainees to be supported. Trainees must be honors students majoring in the biomedical or behavioral sciences who have expressed interest in pursuing postgraduate education leading to the Ph.D., M.D.-Ph.D., or other combined professional degree-Ph.D. in these fields upon completing their baccalaureate degree. The period of appointment to the MARC U-STAR Program is a consecutive 24 month period at the final 2 years of undergraduate training. To enhance the MARC trainee pool, MARC institutions should provide various training opportunities (academically or through skills development) to motivate and interest pre-trainees to build the entire science student capacity.
- Although variation among programs is expected, all programs must provide trainees with a summer research experience at a research-intensive institution outside the home institution with which the MARC U-STAR program has established either formal or informal linkages. In addition, during the academic year the home institution may either offer research training opportunities such as appropriate infrastructure, research active faculty, etc., or provide research training courses in the classroom setting. In addition to annual student stipends, funds may be requested for tuition, fees, health insurance, research supplies for MARC trainees, limited travel for MARC trainees and faculty, faculty pedagogical development, and program evaluation.

**Bridges to the Baccalaureate (or Doctorate)**

- The program is aimed at helping students make the transition from 2-year junior or community colleges to full 4-year baccalaureate programs and targets students from groups underrepresented in the biomedical and behavioral research enterprise of the nation. The Program promotes institutional partnerships between community colleges or other 2-year post-secondary educational institutions granting the associate degree and institutions that offer a baccalaureate degree.
- The partnership/consortium must involve at least two colleges or universities but no more than four institutions. The bachelor's degree-granting institution(s) in the consortium must have a strong science curricula and a track record of enrolling, retaining, and graduating students who pursue advanced degrees in biomedical and behavioral research fields. Community colleges and other 2-year post-secondary educational institutions in the consortium must offer associate degree programs with an emphasis on the biomedical and behavioral sciences and must have a high enrollment, as determined by the applicant institution, of students from targeted groups.

- Bridges to the Baccalaureate provides support for student, faculty, and institutional development activities.

#### **Postbaccalaureate Research Education Program (PREP)**

- PREP awards encourage underrepresented minorities who hold a recent baccalaureate degree in a biomedically relevant science to pursue a research doctorate. PREP participants work as apprentice scientists in a preceptor's laboratory and participate in student development and education activities.
- Grants are made to domestic, private and public universities or research institutions with strong Ph.D. degree programs in the biomedical or behavioral sciences. An institution may submit only one application for this program. PREP participants must have graduated with a baccalaureate degree in a biomedically related science no more than 36 months prior to their selection for participation in the program. Individuals selected as PREP scholars must intend to apply, immediately after completion of their internship, for graduate education that will eventually lead to the research doctorate.

#### **Institutional Research and Academic Career Development Awards (IRACDA)**

- The program is expected to facilitate the progress of postdoctoral candidates toward research and teaching careers in academia by providing an opportunity to develop teaching skills through mentored assignments at a minority-serving institution. Other goals are to provide a resource to motivate the next generation of scientists at minority-serving institutions, and to promote linkages between research-intensive institutions and minority-serving institutions that can lead to further collaborations in research and teaching.
- Applicants may request salary and fringe benefits to support the full-time effort of the candidates, as well as funds for tuition, fees, and books related to career development; supplies and other research expenses; travel to one training or scientific meeting per year; and statistical services, including personnel and computer time. Funds may also be requested to support mentoring activities at the minority-serving institution and program administration.

#### **NCMHD Centers of Excellence Program (previously EXPORT grants)**

- Designed to build research capacity to make significant advances and contributions to easing the health burden in underserved populations. The primary method to build research capacity is to have research intensive institutions partner with an HBCU. There is one of these in South Carolina between Clemson University and Voorhees College.

#### **NCMHD Research Infrastructure in Minority Institutions (RIMI) Program**

- Designed to establish and improve the scientific infrastructure of predominately minority serving academic institutions by providing resources to strengthen faculty initiated programs and improve the capacity for training future research scientists.
- The RIMI program grant provides a means to: strengthen its capacity to improve the institution's science programs; institute a comprehensive research faculty development training program; establish an academic research enrichment training program for students interested in a science career; and support individual faculty research projects that may lead to development of independent researchers in minority health and health disparities.