

FASEB SRC Conference Proposal Instructions

FASEB SRC OVERVIEW: FASEB's SRCs are meant to be **cutting-edge workshop-style meetings**, similar in mission and purpose to Gordon or Keystone conferences. FASEB SRCs should address topics of interest to the scientific community in general and FASEB society members in particular, and ideally the organizers will address this in the narrative portion of the meeting proposal. It is a plus if the narrative points to collaborations emerging from the meeting.

Conference organizers should have a track record in the field. While they need not be senior, it is useful for there to be multiple organizers with a succession plan (i.e. organizer of this meeting was co-organizer of previous meeting or some similar system). Session chairs should be confirmed. Some speakers should be confirmed. Chairs and speakers should be diverse. **We wish to have high representation of junior investigators (assistant professor or below), women, international participants, participants from underrepresented groups, participants who have not had featured roles in recent iterations of the same series.** There should be allowance for talks from contributed abstracts.

The program should include a "biomedical research workforce development" workshop and/or a "career-oriented" workshop for trainees (graduate students, postdoctoral fellows) and early-career investigators. Ideally, these workshops should be designed to help prepare trainees and early-career investigators for a variety of career options in the modern biomedical research workforce through broadening their career and skill development outside traditional training. The workshop should be scheduled early in the meeting to allow opportunities to promote career/skill development, mentoring, networking and interaction among the SRC participants.

The program must include a "meet the professor" or "meet the expert" elements for the junior investigators. Junior investigators' work should ideally be presented early in the meeting so as to allow opportunities for the presentations to promote their interaction with more senior participants. For this reason, poster sessions should be scheduled in the first half of the meeting. Junior investigators' talks should be distributed to multiple sessions, rather than grouped in a single session.

For meetings that have been held previously, three additional elements are also relevant: reviews of the last meeting, attendance, and fundraising. FASEB would ideally like participants to be enthusiastic about the past meeting, but if there were criticisms, they would like to see that organizers have addressed them. FASEB would like the age distribution of participants to span the entire range, with a generous representation of trainees (graduate students and postdocs).

FASEB would like participation in the conference to be at a minimum of 100. FASEB would like fundraising to be as high as possible, and above \$25,000 (not counting the FASEB support).

FASEB SRC GUIDANCE AND INSTRUCTIONS: Included within each sub-heading are the instructions and requirements for submitting a FASEB SRC proposal. Please complete sections 1-6 before submitting your information. Proposals should be received in the FASEB SRC Office by **September 26, 2016**, to be considered for the 2018 SRC Series.

Proposals are reviewed by the FASEB Science Research Conferences Advisory Committee in late fall. Shortly thereafter, you will receive a letter with the committee's decision on your submitted proposal. Approved conferences will receive a schedule via email which will indicate the location and date of your conference in January of 2017. Once the sites become final in the spring, the FASEB Grants Proposal Manager will be in contact with you to begin fundraising efforts, and an organizer manual will be published online. A Conference Manager will be assigned to your conference in the spring of 2017.

Section 1: Conference Title and Organizer Information

Sec. 1 Instructions: Please insert the title of the conference as you would like to see it advertised. List the organizing committee and contact information for each person. Attach an NIH biosketch (**new NIH biosketch format is required**) for each member of the organizing committee. (See **NIH Compliance** section in the Appendix 3 of this document for more information on the NIH announcement about the new biosketch use. **NIH NOT-OD-15-032**)

Title of the Conference: _____

Previous Title of the Conference: _____

Expected Number of Attendees: _____

Primary Point of Contact for Questions about the Proposal:

Name: _____

Telephone #: _____ Email Address: _____

Organizing Committee:

Primary Organizer: _____ Title: _____

Affiliation: _____

Full Address: _____

Phone: _____ Email: _____

Primary Responsibility: Sponsorships/Fundraising Program Development Attendee Recruitment/Marketing

Co-Organizer: _____ Title: _____

Affiliation: _____

Full Address: _____

Phone: _____ Email: _____

Primary Responsibility: Sponsorships/Fundraising Program Development Attendee Recruitment/Marketing

Co-Organizer: _____ Title: _____

Affiliation: _____

Full Address: _____

Phone: _____ Email: _____

Primary Responsibility: Sponsorships/Fundraising Program Development Attendee Recruitment/Marketing

Co-Organizer: _____ Title: _____

Affiliation: _____

Full Address: _____

Phone: _____ Email: _____

Primary Responsibility: Sponsorships/Fundraising Program Development Attendee Recruitment/Marketing

Committee Member: _____ Title: _____

Affiliation: _____

Full Address: _____

Phone: _____ Email: _____

Committee Member: _____ Title: _____
Affiliation: _____
Full Address: _____
Phone: _____ Email: _____

Section 2: Conference Focus

Sec. 2 Instructions: Provide up to three scientific categories that best describe the focus of your conference that can be used for marketing and audience generation. (See **Biology Categories** included in the Appendix 1 of this document)

- 1) _____
- 2) _____
- 3) _____

Section 3: Scheduling and Location Preferences

Sec. 3a Instructions: Provide three (3) choices of weeks that you wish to hold the conference. List the start and end date of your conference. **Please note that conferences begin on Sunday and end on Friday.**

Week 1: _____ **Week 2:** _____ **Week 3:** _____

Sec. 3b Instructions: Select three (3) cities/venues for consideration. Venue #1 should be the most preferred. Every effort will be given to the Organizer’s choice of venue and conference dates. Due to limited availability, location and date preferences are not guaranteed.

For each conference year, a minimum of four (4) conference proposals should have interest in a potential venue in order for that venue to be used as a conference location.

Cities/venues in order of preference

- 1. _____
- 2. _____
- 3. _____

TRADITIONAL VENUES:

- Big Sky, MT
- Keystone, CO
- Leesburg, VA
- Palm Beach, FL
- Saxtons River, VT (University setting)
- Scottsdale, AZ
- Snowmass, CO
- Steamboat Springs, CO

INTERNATIONAL:

- Cambridge, United Kingdom (passport required, U.S. government funding will be limited)
- Florence, Italy (passport required, U.S. government funding will be limited)
- Lisbon, Portugal (passport required, U.S. government funding will be limited)
- Venues outside of the United States require a past history of success in attendance and fundraising in order to be considered as an option for a conference. **Conferences placed on probation will be limited to the United States.***

OTHER PROPOSED VENUE: _____

Section 4: Conference Justification

Sec. 4 Instructions: The SRC Advisory Committee requires all proposals to include responses to the following fourteen (14) questions. If you need additional space to provide answers to the questions below, please create an additional Microsoft Word document.

1. Why is this topic of high interest to the scientific community?

2. Is this an active field of science? Please explain.

3. Have there been previous conferences on this topic? If so, where and when were the conferences held? How many participants attended?

4. Which areas of science and scientific societies will be targeted to recruit attendees? (Provide specifics).

5. How will you select and recruit **NEW speakers**, including international researchers, women and those from under-represented groups?

6. How will women be recruited to attend and participate in the conference? If this conference was held in the past, what was the percentage of women that participated?

7. How will individuals from underrepresented groups be recruited to attend and participate in the conference? If this conference was held in the past, what was the percentage of individuals from underrepresented groups that participated?

8. How will trainees (graduate students, postdocs) and early-career scientists/young investigators be recruited to attend and participate in the conference?

9. How many poster sessions will be held, when will they be held, and how will they be organized?

10. Organizers are required to schedule at least one Meet-the-Expert/Speaker Session. This should be organized to promote networking between young scientists and very accomplished investigators. How will your Meet-the-Expert session be organized, and when will it be scheduled? How will the session promote networking between junior scientists and experts?

11. Organizers are required to schedule at least one Biomedical Research Workforce Development workshop and/or a Career-Oriented workshop for trainees (graduate students, postdoctoral fellows) and early-career investigators. Workshops should be designed to help prepare trainees and early-career investigators for a variety of career options in the modern biomedical research workforce through broadening their career and skill development outside traditional training. How will your Biomedical Research Workforce Development workshop and/or a Career-Oriented workshop be organized, and when will it be scheduled? How will the workshop(s) promote career/skill development, mentoring, networking and interaction among the SRC participants?

12. Where will the conference be advertised? What types of media will be used? (Provide specifics).

13. Which companies/organizations/government agencies are likely to show interest and provide financial support for this conference?

14. Please indicate any and all potential conflicts with other FASEB SRCs or other related conferences in your field. (As conference proposals are submitted to FASEB, the titles will be posted on the FASEB website for any reference to conflicts within the same conference year.)

Section 5: Future Program

Sec. 5 Instructions: Please insert program details in day order as requested below. Session titles should be listed with session chairs and affiliations. Indicate the tentative talk titles within each session and list up to 4 speakers per session (not including short talks selected from submitted abstracts).

The FASEB SRC Advisory Committee requires all session chairs to be confirmed before the submission of the application. **Please identify each session chair/speaker using the criteria listed below:**

C	Session chair is confirmed
CS	Speaker is confirmed
W	Session chairs and/or speakers identify as women
D	Session chairs and/or speakers are international researchers
UG	Session chairs and/or speakers are individuals from underrepresented groups
E	Speakers are in their early stages and have not yet received their first R01 or equivalent funding
NEW	Session chairs and/or speakers are NEW to the program

Note: The committee defines NEW speakers as one that has NOT spoken at the last two (2) conferences.

SUNDAY

To include: Conference Registration 4 p.m. – 9 p.m., FASEB SRC Welcome Reception 5 p.m. – 6 p.m., Dinner 6 p.m. – 7 p.m.

Title of Keynote Address: _____

Speaker: _____

Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____

Affiliation: _____

Additional Session Titles (if applicable): _____

Title of Session: _____

Session Chair: _____

Chair Identification: C, W, D, UG, E, NEW, or not applicable: _____

Affiliation: _____

Speaker 1: _____

Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____

Tentative Title of Talk: _____

Affiliation: _____

Speaker 2: _____

Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____

Tentative Title of Talk: _____

Affiliation: _____

Speaker 3: _____

Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____

Tentative Title of Talk: _____

Affiliation: _____

Speaker 4: _____

Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____

Tentative Title of Talk: _____

Affiliation: _____

MONDAY

To include Group Photo during morning break, please allow 30 minutes for the group photo break, 15 minutes for other coffee breaks.

Title of Morning Session: _____

Session Chair: _____

Chair Identification: C, W, D, UG, E, NEW, or not applicable: _____

Affiliation: _____

Speaker 1: _____

Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____

Tentative Title of Talk: _____

Affiliation: _____

Speaker 2: _____

Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____

Tentative Title of Talk: _____

Affiliation: _____

Speaker 3: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 4: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Title of Evening Session: _____
Session Chair: _____
Chair Identification: C, W, D, UG, E, NEW, or not applicable: _____
Affiliation: _____

Speaker 1: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 2: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 3: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 4: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Number of short talks selected from abstracts: _____

TUESDAY

Title of Morning Session: _____
Session Chair: _____
Chair Identification: C, W, D, UG, E, NEW, or not applicable: _____
Affiliation: _____

Speaker 1: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 2: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 3: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 4: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Title of Evening Session: _____
Session Chair: _____
Chair Identification: C, W, D, UG, E, NEW, or not applicable: _____
Affiliation: _____

Speaker 1: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 2: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 3: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 4: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Number of short talks selected from abstracts: _____

WEDNESDAY

Title of Morning Session: _____
Session Chair: _____
Chair Identification: C, W, D, UG, E, NEW, or not applicable: _____
Affiliation: _____

Speaker 1: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 2: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 3: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 4: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Title of Evening Session: _____
Session Chair: _____
Chair Identification: C, W, D, UG, E, NEW, or not applicable: _____
Affiliation: _____

Speaker 1: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 2: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 3: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 4: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Number of short talks selected from abstracts: _____

THURSDAY
To include Group Activity 1pm – 5 pm (optional)

Title of Morning Session: _____

Session Chair: _____
Chair Identification: C, W, D, UG, E, NEW, or not applicable: _____
Affiliation: _____

Speaker 1: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 2: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 3: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 4: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Title of Evening Session: _____
Session Chair: _____
Chair Identification: C, W, D, UG, E, NEW, or not applicable: _____
Affiliation: _____

Speaker 1: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 2: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 3: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Speaker 4: _____
Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____
Tentative Title of Talk: _____
Affiliation: _____

Number of short talks selected from abstracts: _____

FRIDAY

Option 1: Half-day session, departures at 12 p.m. with box lunch

Option 2: Breakfast, departures at 9am

Title of Morning Session: _____

Session Chair: _____

Chair Identification: C, W, D, UG, E, NEW, or not applicable: _____

Affiliation: _____

Speaker 1: _____

Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____

Tentative Title of Talk: _____

Affiliation: _____

Speaker 2: _____

Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____

Tentative Title of Talk: _____

Affiliation: _____

Speaker 3: _____

Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____

Tentative Title of Talk: _____

Affiliation: _____

Speaker 4: _____

Speaker Identification: CS, W, D, UG, E, NEW, or not applicable _____

Tentative Title of Talk: _____

Affiliation: _____

Number of short talks selected from abstracts: _____

End of Conference

Section 6: Content Assessment

Sec. 6 Instructions: Please complete the following to assist the FASEB SRC Advisory Committee in reviewing the proposal application.

SESSION CHAIRS

Indicate the number of session chairs who have confirmed their participation: _____

Indicate the number of session chairs who identify as women speakers: _____

Indicate the number of session chairs who are international researchers: _____

Indicate the number of session chairs who are individuals from underrepresented groups: _____

SPEAKERS

Indicate the number of speakers who identify as women: _____

Indicate the number of speakers who are international researchers: _____

Indicate the number of speakers who are individuals from underrepresented groups: _____

Indicate the number of NEW speakers to the conference: _____

Indicate the number of speakers who have confirmed their participation in the conference: _____

SPECIAL/TARGETED PROGRAMMING

Indicate the number of talks set aside for junior-level investigators to present their work: _____

Indicate the number of poster sessions that will be organized: _____

Indicate the number of "Meet-the-Expert" sessions that will be organized: _____

Indicate the number of "Biomedical Research Workforce Development" workshops that will be organized: _____

Indicate the number of "Career-oriented" workshops that will be organized: _____

Section 7: Submitting Your Proposal

Sec. 7 Instructions:

1. Print or save a copy of this form for your own records.
2. Email your proposal application to FASEB SRC at SRCProposals@faseb.org
3. Enter the **title and year of your conference** in the subject line.
4. Attach the following items to your e-mail message:
 - NIH biosketch for all members of the organizing committee (new NIH format/maximum of 5 pages per person)
 - A Microsoft Word document with the responses to the fourteen (14) questions from **Section 4: Conference Justification** (*only if applicable*)

Thank you for your proposal submission!
We look forward to helping you plan a successful conference.

For questions or additional information, please contact our office at 301.634.7010 or via email at SRCProposals@faseb.org.

APPENDIX 1: Biology/Biomedical Related Categories

Agriculture	Anatomy
Biochemistry	Bioengineering
Bioethics/Ethics in Biotechnology	Biogeography
Bioinformatics/Computational Biology	Biomathematics
Biomechanics	Biophysics
Biotechnology	Botany/Plant Biology/Plant Pathology
Cell Biology	Conservation Biology
Developmental Biology	Ecology
Emerging Diseases	Environmental Biology/Protection/Sustainability
Epidemiology	Epigenetics
Evolutionary Biology	Genetics/Genomics/Genome Engineering
Health Disparities	Hematology
Histology	Immunology
Integrative Biology	Marine Biology
Microbiology	Molecular Biology
Mycology	Neurobiology/Neuroscience
Oncology	Population - Biology/Ecology/Genetics.
Paleontology	Pathobiology/Pathology
Parasitology	Pharmacology
Physiology	Psychobiology
Sociobiology	Stem Cell/Cell Therapy
Structural Biology	Synthetic Biology
Virology	Vision
Zoology	

This listing was reviewed and updated by Sherri-Gae Scott, Ph.D., Grants Proposal Manager, FASEB Office of Sponsored Programs, Diversity and Grants Administration (08.14.15); sgscott@faseb.org; 301.634.7033

APPENDIX 2: FASEB SRC DIVERSITY RESOURCES

DIVERSITY IN FASEB SPONSORED PROGRAMS

FASEB, as a longtime recipient organization of federal funding support from the National Institutes of Health/National Institute of General Medical Sciences (NIH/NIGMS) and other federal agencies, has a strong and well-documented commitment to helping to inspire and develop a diverse and inclusive biomedical research workforce and community. For more than 30 years, the FASEB Maximizing Access to Research Careers (MARC) Program has promoted diversity in the biomedical and behavioral sciences, as well as the training and advancement of underrepresented students, postdoctoral fellows, faculty and scientists. FASEB's policies and interests in enhancing the participation of individuals from groups identified as nationally underrepresented in the biomedical, clinical, behavioral and social sciences are consistent with the NIH/NIGMS and other federal agencies which support FASEB's sponsored programs and activities.

NIH's INTEREST IN DIVERSITY (NOT-OD-15-053)

Diversity Statement

Every facet of the United States scientific research enterprise—from basic laboratory research to clinical and translational research to policy formation—requires superior intellect, creativity and a wide range of skill sets and viewpoints. NIH's ability to help ensure that the nation remains a global leader in scientific discovery and innovation is dependent upon a pool of highly talented scientists from diverse backgrounds who will help to further NIH's mission.

Research shows that diverse teams working together and capitalizing on innovative ideas and distinct perspectives outperform homogenous teams. Scientists and trainees from diverse backgrounds and life experiences bring different perspectives, creativity, and individual enterprise to address complex scientific problems. There are many benefits that flow from a diverse NIH-supported scientific workforce, including: fostering scientific innovation, enhancing global competitiveness, contributing to robust learning environments, improving the quality of the researchers, advancing the likelihood that underserved or health disparity populations participate in, and benefit from health research, and enhancing public trust.

Underrepresented Populations in the U.S. Biomedical, Clinical, Behavioral and Social Sciences Research Enterprise

In spite of tremendous advancements in scientific research, information, educational and research opportunities are not equally available to all. NIH encourages institutions to diversify their student and faculty populations to enhance the participation of individuals from groups identified as underrepresented in the biomedical, clinical, behavioral and social sciences, such as:

- A. Individuals from racial and ethnic groups that have been shown by the National Science Foundation to be underrepresented in health-related sciences on a national basis (see data at <http://www.nsf.gov/statistics/showpub.cfm?TopID=2&SubID=27>, and the report [Women, Minorities, and Persons with Disabilities in Science and Engineering](#)). The following racial and ethnic groups have been shown to be underrepresented in biomedical research: Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders.
- B. Individuals with disabilities, who are defined as those with a physical or mental impairment that substantially limits one or more major life activities, as described in the [Americans with Disabilities Act of 1990, as amended](#). See NSF data at, http://www.nsf.gov/statistics/wmpd/2013/pdf/tab7-5_updated_2014_10.pdf.
- 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.

Literature shows that women from the above backgrounds (categories A, B, and C) face particular challenges at the graduate level and beyond in scientific fields. (See, e.g., Inside the Double Bind, A Synthesis of Empirical Research on Undergraduate and Graduate Women of Color in Science, Technology, Engineering, and Mathematics <http://her.hepg.org/content/t022245n7x4752v2/fulltext.pdf>).

Women have been shown to be underrepresented in doctorate-granting research institutions at senior faculty levels in most biomedical-relevant disciplines, and may also be underrepresented at other faculty levels in some scientific disciplines. (See data from the National Science Foundation National Center for Science and Engineering Statistics: Women, Minorities, and Persons with Disabilities in Science and Engineering, special report available at <http://www.nsf.gov/statistics/wmpd/2013/sex.cfm>, especially the table describing science, engineering, and health doctorate holders employed in universities and 4-year colleges, by broad occupation, sex, years since doctorate, and faculty rank (Table 9-23 of Special Report NSF 13-304 from 2013).)

Upon review of NSF data, and scientific discipline or field related data, NIH institutes, centers, and offices may include women as eligible candidates in faculty-level, diversity-targeted programs to address faculty recruitment, appointment, retention or advancement. This option is not available for funding opportunities that do not directly provide structured opportunities for advancement (i.e., Diversity Supplement).

Source: <http://grants.nih.gov/grants/guide/notice-files/NOT-OD-15-053.html#sthash.cP3DZ68k.dpuf>

Diversity in NIH Programs (NOT-OD-15-089)

NIH encourages institutions to diversify their student and faculty populations to enhance the participation of individuals from groups identified as nationally underrepresented in the biomedical, clinical, behavioral and social sciences. These groups include: individuals from underrepresented racial and ethnic groups, individuals with disabilities, individuals from disadvantaged backgrounds and women at senior faculty levels in biomedical-relevant disciplines. See more at: <http://grants.nih.gov/grants/guide/notice-files/NOT-OD-15-053.html>. This Notice clarifies the definitions for each racial and ethnic group as reflected in Office of Management and Budget (OMB) Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity.

Racial and Ethnic Categories

In 1997, the Office of Management and Budget (OMB) issued the Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity. See, https://www.whitehouse.gov/omb/fedreg_1997standards. These standards are commonly used for federal data collection purposes, not only in the decennial census, but also in household surveys, on administrative forms (e.g., school registration and mortgage lending applications), and in medical and clinical research. The revised standards contain five minimum categories for race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. There are two categories for ethnicity: "Hispanic or Latino" and "Not Hispanic or Latino."

Definitions for Racial and Ethnic Categories

The Revisions to OMB Directive 15 defines each racial and ethnic category as follows:

- **American Indian or Alaska Native.** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- **Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American.** A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
- **Hispanic or Latino.** A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."
- **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White.** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

The categories and definitions provide a common language to promote uniformity and comparability of data on race and ethnicity. Moreover, federal agencies have a continuing commitment to monitor the operation of its review and award processes to detect, and deal appropriately with, any instances of real or apparent inequities. All analyses conducted on race and ethnicity report aggregate statistical findings and do not identify individuals.

NIH collects racial and ethnic data on appointment forms, and using other formats (certification letters, training tables, etc.). See, e.g., Section 1.7.1 of the SF 424 Application Guide, at http://grants.nih.gov/grants/funding/424/SF424_RR_Guide_General_VerC.pdf. Declining to provide racial and ethnic information does not affect consideration of an application; however, NIH programs designed to enhance the participation of individuals who have been determined to be underrepresented in health-related sciences on a national basis (see data at <http://www.nsf.gov/statistics/showpub.cfm?TopID=2&SubID=27>, and the report [Women, Minorities, and Persons with Disabilities in Science and Engineering](#)) require such information.

Source: <http://grants.nih.gov/grants/guide/notice-files/NOT-OD-15-089.html>

GUIDELINES FOR INCLUSION OF WOMEN, MINORITIES, AND PERSONS WITH DISABILITIES IN NIH-SUPPORTED (R13/U13) CONFERENCE GRANTS (NOT-OD-03-066)

NIH's POLICY

It is NIH policy that organizers of scientific meetings should make a concerted effort to achieve appropriate representation of women, racial/ethnic minorities, and persons with disabilities, and other individuals who have been traditionally underrepresented in science, in all NIH sponsored and/or supported scientific meetings. The plans to seek appropriate representation should be specified during selection of organizing committees, speakers, and other invited participants, such as session chairs and panel discussants. In addition, efforts should be made to encourage attendance by women, minorities, and persons with disabilities at all NIH sponsored and/or supported scientific meetings as a means of increasing their participation in the particular scientific field. The quality of the proposed plans to seek appropriate representation will be an evaluation criterion used during the scientific and technical merit review of requests for funding to support scientific meetings. A "scientific meeting" is defined as a gathering, symposium, seminar, workshop, or any other organized, formal conference where persons assemble to coordinate, exchange, and disseminate information or to explore or clarify a defined subject, problem, or area of knowledge. "Appropriate representation" means representation based on the availability of scientists from these groups known to be working in a particular field of biomedical or behavioral research.

This policy shall apply to all domestic or international scientific meetings sponsored by and/or receiving support from the NIH. The policy includes meetings initiated by the NIH's extramural and intramural programs, as well as those funded through contracts, or investigator-initiated grants or cooperative agreements. Reasonable efforts must be made, as well, to fulfill the goals of this policy for single seminars sponsored by NIH laboratories or

extramural programs.

NIH staff will work with applicants as necessary to assist them in complying with this policy. It is the responsibility of the IC Directors to assure compliance with this policy. The NIH Director will assure that all extramural and intramural programs comply with this policy.

All NIH sponsored and/or supported conferences must be held at accessible sites, as outlined by section 504 of the Rehabilitation Act of 1973 and, as applicable, the Americans with Disabilities Act of 1990. Conference registration materials should provide a questionnaire that will allow participants with disabilities to voluntarily identify any special needs, so that conference organizers can make plans to accommodate these needs.

NIH uses the Office of Management and Budget definitions provided in Directive Number 15, as revised on October 30, 1997, for racial and ethnic categories for the purposes of this policy, <http://www.whitehouse.gov/omb/fedreg/ombdir15.html>. (For additional information, refer to the NIH link, http://grants.nih.gov/grants/funding/women_min/women_min.htm). The categories in this classification are social-political constructs and should not be interpreted as anthropological in nature. This directive defines the minimum standards for maintaining, collecting, and presenting data on race and ethnicity for all Federal reporting. NIH is required to use these definitions to allow comparisons to other federal databases, especially the census and national health databases. There are two ethnic categories -- Hispanic or Latino and Not Hispanic or Latino – and five racial categories - American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, and White. Whites are defined as the majority group; the remaining categories comprise the racial/ethnic minorities. The classification of an individual is by self-identification.

A person with a disability means any person who (a) has a physical or mental impairment which substantially limits one or more of such person's major life activities; (b) has a record of such an impairment; or (c) is regarded as having such an impairment, as described under section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Source: <http://grants.nih.gov/grants/guide/notice-files/NOT-OD-03-066.html>

APPENDIX 3: NIH COMPLIANCE REMINDERS

NIH Policy on Application Compliance (NOT-OD-15-095)

Be mindful that non-compliance can have serious consequences. NIH may withdraw any application identified during the receipt, referral and review process that is not compliant with the instructions in the SF424 (R&R) Application Guide, the Funding Opportunity Announcement, and relevant NIH Guide Notices.

Some **examples** of how this policy is applied to NIH applications *include but are not limited to*:

- Applications containing one or more biosketches that do not conform to the required format may be withdrawn ([NOT-OD-15-032](#)).
- Applications that do not conform to the page limit requirements because inappropriate materials have been included in other parts of the application may be withdrawn ([NOT-OD-11-080](#)).
- Applications submitted as new but containing elements of a resubmission or renewal application are noncompliant with the resubmission policy and may be withdrawn ([NOT-OD-15-059](#)).
- Applications submitted after 5 PM local (applicant organization) time on the application due date may be withdrawn ([NOT-OD-15-039](#)).

It is important to remember that these are just examples, and that all requirements specified in the SF424 (R&R) Application Guide, the Funding Opportunity Announcement, and relevant NIH Guide Notices are to be followed. When in doubt about compliance policy, contact NIH "Grants Info" or the Division of Receipt and Referral as listed below.

If an application is withdrawn because it does not conform to the application preparation and submission instructions, a letter will be placed in the eRA Commons Status page for that application. The PD/PI and the AOR from the applicant organization will be notified by eRA Commons to access their account and view the explanatory letter.

Source: <http://grants.nih.gov/grants/guide/notice-files/NOT-OD-15-095.html>

Reminder: NIH and AHRQ Biosketch Requirements for Due Dates On or After May 25, 2016 (NOT-OD-15-085)

The National Institutes of Health (NIH) and the Agency for Health Research and Quality (AHRQ) require the new biosketch format ([NOT-OD-15-032](#)) for all competing and non-competing applications submitted for due dates on or after May 25, 2015. Biosketch format pages, instructions, samples and [FAQs](#) are available on the SF 424 (R&R) Forms and Applications page (<http://grants.nih.gov/grants/funding/424/index.htm#format>).

Applicants can use Science Experts Network Curriculum Vitae ([SciENCv](#)) to generate their biosketches faster and in the right format. A [YouTube video](#) provides instructions for using SciENCv.

Source: <http://grants.nih.gov/grants/guide/notice-files/NOT-OD-15-085.html>

APPENDIX 4: Trainee-Development/Biomedical Research Workforce Development/Career-Oriented Workshops
(Suggestions only)

How to Succeed in Science	Career/Professional Development (Academia and/or Industry)
Faculty Peer-Mentoring	Creating and using an Individual Development Plan (myIDP)
Career Basics for Biomedical Researchers	Interviewing Skills
Negotiation/Evaluating Offers	Grantsmanship Training
Intellectual property	Exit Strategies for Leaving the Postdoc
Selecting a postdoctoral position	Networking
Journey to Success: Career Paths for Biomedical Scientists	Science and Technology Policy/Advocacy; Policy Research Talks
What to do with your biomedical PhD	Leadership in Life and Lab
Writing for Biomedical Publications	Presentation Skills/How to Give a Good Research Talk