

AREA (R15) Program summary

- Support small research projects in the biomedical and behavioral sciences conducted by students and faculty in health professional schools and other academic components that have not been major recipients of NIH research grant funds
 - Eligibility limited (San Francisco State eligible for Parent AREA program, except for COSE; All components eligible for Stimulus AREA)
- Direct cost limited to \$150,000 over entire project period (Stimulus AREA allows \$300K)
- Project period limited to up to 3 years; can be renewed (Stimulus AREA not renewable)
 - All NIH ICs use except FIC and NCMHD

Details about the **Stimulus** AREA proposals

- Due Sept 24th
- 12 pages
- \$300K direct costs for up to 3 years
- Multiple PDs/PIs) allowed
- No resubmissions, and not renewable
- COSE is eligible (\$6M funding limit, and excludes S mechanism from calculation)
- More than one application ok, provided each is scientifically distinct
- 50 awards will be made

AREA Restrictions for PI Eligibility

- May not be the PD/PI of any active NIH research grant including another AREA grant at the time of award of an AREA grant (although he or she may be one of the project personnel for an active NIH grant held by another PD/PI).
- May not be awarded more than one AREA grant at a time (although he or she may hold successive new or competing renewal AREA grants).
- May not submit an application to NIH for another research grant for essentially the same project proposed in a pending AREA application (in accordance with the general NIH prohibition against the submission in the same review cycle of more than one application for the same work).

ARRA AREA, continued

- However note ! A new Parent AREA R15 Funding Opportunity Announcement will reflect the ARRA changes (i.e., changed eligibility; larger award) **beginning with the October 25, 2009 receipt date.**
- These will be renewable.

Why AREA?

... the National Institutes of Health has made a special effort to stimulate research in educational institutions that provide baccalaureate training for a significant number of our nation's research scientists, but which have not been major recipients of NIH support.

Funds have been added to the NIH budget specifically for the ... AREA program since 1985. **AREA grants are for the support of small-scale health-related research projects conducted by faculty in institutions that are not research intensive.**

These grants create a research opportunity for scientists and institutions, otherwise unlikely to participate extensively in NIH programs, to contribute to the nation's biomedical and behavioral research effort.

Note that the AREA review is slightly different from
R01s

Under *environment*, reviewers for AREA proposals must ask:

- **Will an AREA award strengthen the environment of the applicant school/academic component?**
- Also, in the *overall evaluation*, reviewers must address the strengths and weaknesses of the application in terms of the five core review criteria (later) and the objectives of the AREA grant program.

The three objectives of the AREA program are:

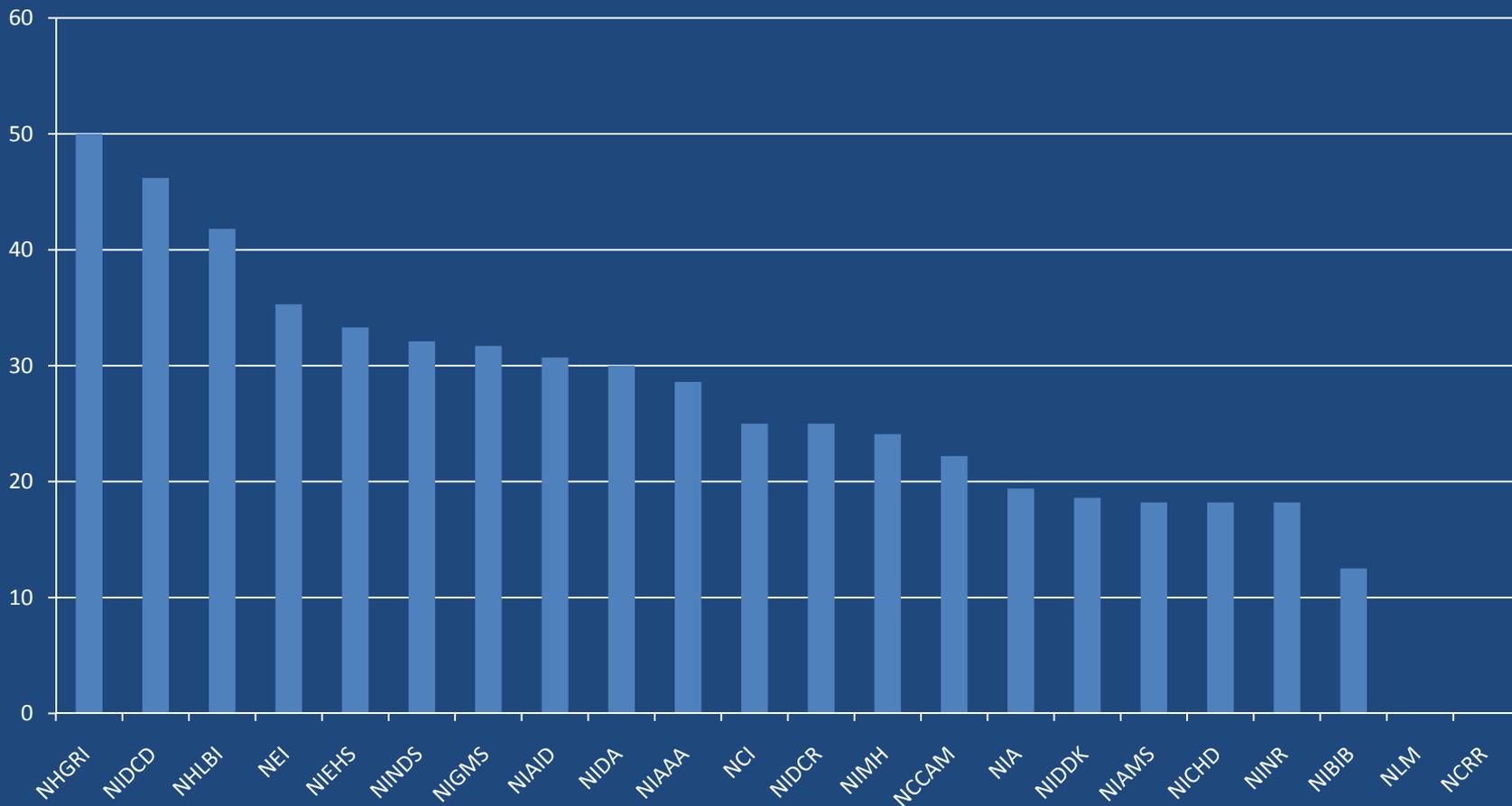
1. to support meritorious research,
2. to strengthen the research
environment of the institution; and,
3. to expose students to research

Primarily Undergraduate Institution-friendly aspects of AREA grants:

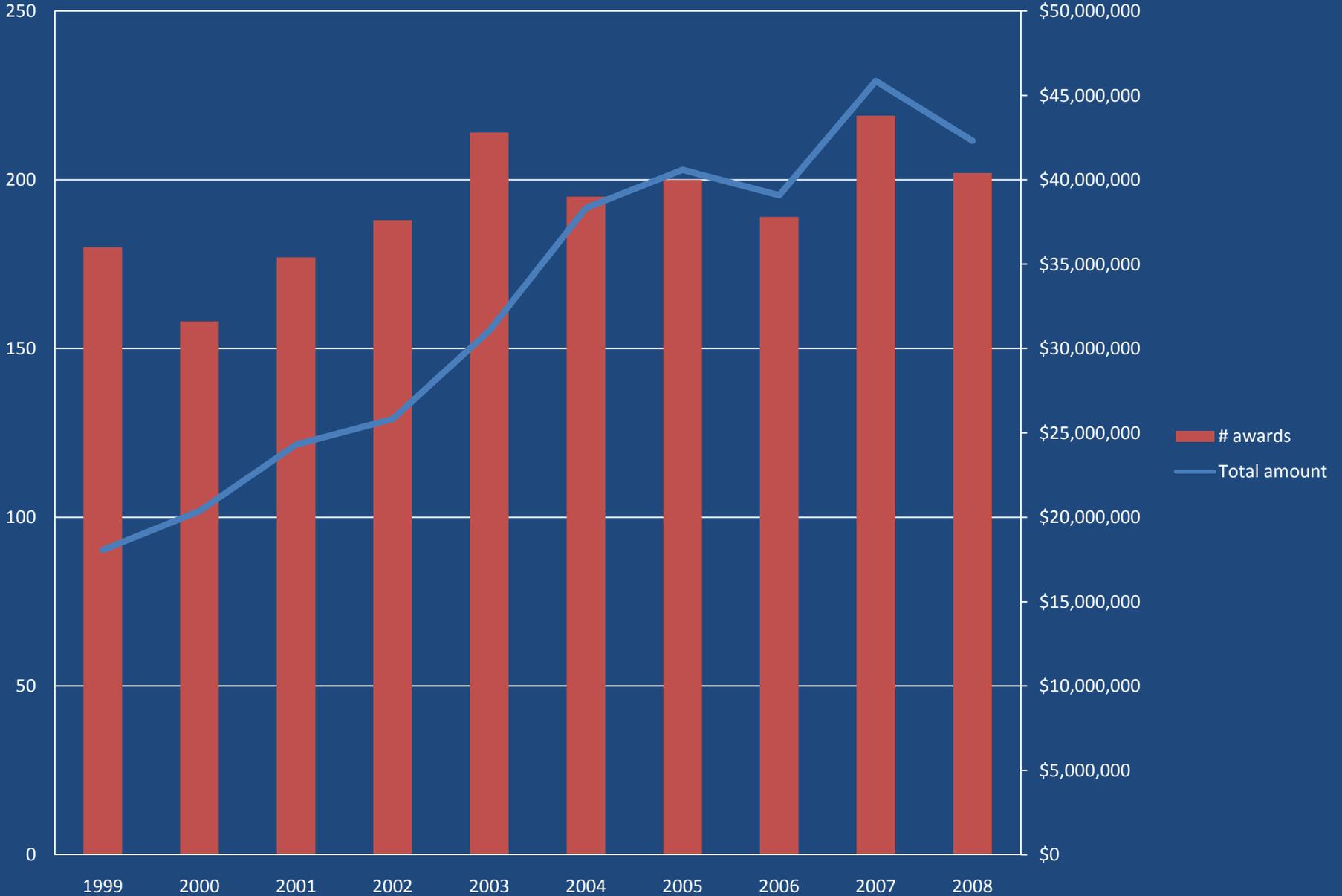
- Competing against each other, not the big guns
- PUIs have the kind of research environment NIH wants to strengthen
- No need for graduate students – the goal is to expose students, undergraduate or graduate
- **Success rates have generally been higher for AREA (R15) grants**

AREA Success Rate x Institute/Center FY08

% (over all submissions)



AREA (R15) awards x FY: includes continuations and supplements



Success rates for new and competing continuations (over all submissions)

Success rates	R15	R01	R03	R21
New	26.3	19	22	16.5
Continuation	46	34.4x	x	

R15=AREA R01=standard research grant R03=small grant R21 =exploratory & developm.

What's different about an AREA proposal?

Facilities and Other Resources section must include:

A profile of students of the applicant school/academic component and any information or estimate of the number who have obtained the baccalaureate degree and gone on to obtain an academic or professional doctoral degree in the health-related sciences during the last five years.

What's different about AREA, cont

Facilities and Other Resources section must include:

A description of the special characteristics of the school/academic component that make it appropriate for an AREA grant, according to the program's three objectives.

Include a description of the likely impact of an AREA grant on the PD/PI and the **research environment of the school/academic component.**

What's different about an AREA proposal?,
cont.

PI's Biosketch must include:

information on his or her

- (a) previous or current experience in supervising students in research, and/or
- (b) other relationships within the institutional framework (e.g., cross-departmental research collaborations).

Facilities and other resources

Other (about 4 pages) – this can be AREA-specific institutional narrative modified for individual proposals

- Description of the university and the PI's department and college
- Graduates entering health-related fields
- Research environment
- Impact of AREA grant on PI and university
- Institutional support
- Institutional Statement Summary (optional)

Description of the University and the PI's department and college

- 2 paragraphs on university – demographics, degree programs, brief history
- 1-2 paragraphs on department – programs, number of declared majors, number of degrees awarded, faculty
- 1-2 paragraphs on college – other departments, enrollment
- 4-5 paragraphs total

Say about graduates entering health-related fields

- 1 paragraph – number of graduates enrolled in graduate, medical, dentistry, pharmacy, nursing, or other health program, or in industry
- Expectations for future growth (if applicable)

Research Environment

Example Intro paragraph for Kenneshaw State U for 2006-07:

Though primarily a teaching institution, the university is highly supportive of faculty research initiatives. The attainment of university status in 1996 and the increased focus on research within the last few years have brought about a higher expectation for faculty scholarship. To build research capability while upholding the teaching mission, KSU has taken a strategic approach to encouraging and supporting a faculty research/teaching model with a focus on involving undergraduates. Since the early 1980s, the university has awarded internal Faculty Incentive Grants of up to \$8,000 each to enable faculty to develop pilot programs and gather preliminary data. The intent is that faculty will produce results to be used in securing external funding as well as for publication. Faculty Incentive Grants have supported successful applications for NIH R01 (*this was the one researcher who left in 2004*), NSF RUI, and private foundation grants, as well as a number of peer-reviewed publications. In 2004, despite significant state budget cuts, the university's administration made a strong commitment to assist faculty in building active research programs to provide meaningful research opportunities for students. In addition, the administration recognizes that new faculty hires will need reduced course loads and start-up funds if they are to have time to conduct research and apply for external support. In 2005, the university allocated \$200,000 to provide new hires with start-up funds. First semester course loads were also reduced.

Research Environment, cont

- Description of university-level program for faculty-undergraduate research recognized by CSU Chancellor's office (Undergrad Research Initiative)
- Example of new university-wide internal grants program to encourage interdisciplinary research by faculty who have primarily engaged in teaching
- Departmental environment: student researchers, active student chapters, scholarships and grants for students, student presentations, available equipment, opportunities for inter-departmental/university collaboration

Impact of AREA Grant on PI and University

- Explanation of how this grant will affect the PI's research at the institution
- Explanation of how the grant will impact undergraduate scientists with training in several aspects of biomedical and behavioral research, including dedicated time in the summer to do research
- Description of the PI's experience in mentoring undergraduate researchers
- Description of how the grant will enable the PI to provide leadership to other faculty in combining teaching and research

Institutional Support

Description of departmental resources available to the project – equipment, laboratory facilities, operating funds, course releases

Institutional statement summary

As XYZ has grown into a comprehensive university, the ABC College has recognized the importance of research to an outstanding undergraduate science education and has sought to enhance faculty research and research opportunities for undergraduates by making significant investments to improve the research environment. The need for extramural support has grown commensurately. An AREA award would be a primary support for Dr. P&Q's research, strengthen the research environment, expose more undergraduates to research and enhance their prospects for health-related careers.

What is the role of the student researchers?

Research Plan – include information in this section where appropriate about the student researchers – who will be recruited, what they will be doing and the training they will receive, how the PI will ensure their safety (if applicable), how the research is suitable for student researchers – this could be a separate section or the information could be woven into the fabric of the research plan

Additional Reading

“Most Common Questions about NIH-AREA Grant Applications” (by NIH program director) Taken from the *Council on Undergraduate Research Quarterly*, 2004.

Article is posted [here](#) (at ORSP website)

From the article: AREA and Budget requests

Depends on whether PIs at AREA-eligible institutions are on 9 or 12-month salary contracts.

Faculty on 9-mo. contracts may request 3 mo. of summer salary for themselves and for students.

Those on 12-month contracts may request salary for students and/or partial salary for other laboratory personnel. However, since exposing undergraduates to meritorious research is one of the 3 goals of the AREA program, if possible, applications should include summer salary and sometimes part-time, AY salary for at least one undergraduate student.

To most reviewers, the inclusion of students and their salary, although not required, may indicate the investigator's commitment to undergraduate research.

Five core review criteria for all NIH research grants – each scored from 1-9

Significance

Does the project address an important problem or a critical barrier to progress in the field?

Investigator(s)

Are the program directors/principal investigators (PD/PIs), collaborators, and other researchers well suited to the project? If [Early Stage Investigators or New Investigators](#), do they have appropriate experience and training?

Innovation

Does the application challenge and seek to shift current research or clinical practice paradigms by utilizing novel theoretical concepts, approaches or methodologies, instrumentation, or interventions?

Approach

Are the overall strategy, methodology, and analyses well-reasoned and appropriate to accomplish the specific aims of the project? Are potential problems, alternative strategies, and benchmarks for success presented?

Environment

Will the scientific environment in which the work will be done contribute to the probability of success?

From AREA FAQs

http://grants1.nih.gov/grants/funding/area_faq.htm

How important are the AREA-specific programmatic features in an application?

They are extremely important. The experience of the investigator in working with students, the suitability of the institution for an award, and the impact of an AREA grant on the institution are part of the review criteria on investigator and environment. Failure to discuss these criteria will lower the enthusiasm of the reviewers.

From AREA FAQs:

How important is education of students?

One of the 3 goals of the AREA program is to expose students to research.

Students will benefit from participating in meritorious research and will be encouraged to continue studies in the biomedical sciences.

The AREA or R15 grant is a research award and not a training award, so the focus is not on course work but on hands-on meritorious research.

From AREA FAQs:

Where will my application be reviewed?

AREA applications are reviewed by scientific review groups (SRGs) administered by the NIH Center for Scientific Review (CSR) and are evaluated for scientific and technical merit. NCCAM applications are reviewed by SRGs established for this purpose.

AREA Program Contacts Updated: April 20, 2009

National Institute on Aging

Dr. Robin Barr
301-496-9322 BarrR@mail.nih.gov

National Institute on Alcohol Abuse and Alcoholism

For Recovery Act RFA:
Dr. Bridget Williams-Simmons
301-402-9406 williamssimmonsbr@mail.nih.gov

For Parent PA:
Dr. H. Joe Wang 301-451-0747
Wangh4@mail.nih.gov

National Institute on Allergy and Infectious Diseases

Dr. Milton Hernandez
301-496-3775 mhernandez@mail.nih.gov

National Institute of Arthritis and Musculoskeletal Skin Diseases

Bernadette Tyree, Ph.D.
301-594-5055 tyreeb@mail.nih.gov

National Institute of Biomedical Imaging and Bioengineering

Zeynep Erim, PhD
301-451-4797 erimz@mail.nih.gov

National Cancer Institute

Dr. Christopher L. Hatch
301-594-1403 ch29v@nih.gov

National Institute of Child Health and Human Development

Dr. Eugene Hayunga
301-435-6856 ehayunga@mail.nih.gov

National Institute on Deafness and Other Communication Disorders

Dr. Christopher Platt
301-496-1804 plattc@nidcd.nih.gov

National Institute of Dental and Craniofacial Research

Dr. Alicia Dombroski
301-594-4805 adombroski@mail.nih.gov

National Institute of Diabetes and Digestive and Kidney Diseases

Dr. Brent Stanfield
301-594-8834 stanfibr@niddk.nih.gov

National Institute on Drug Abuse

For Recovery Act RFA:
Dr. Christine Colvis
301-443-6480 ccolvis@nida.nih.gov

For Parent PA:
Dr. Teresa Levitin
301-443-2755 t125u@nih.gov

AREA contacts, continued

- **National Institute of Envir Health Sciences**
- Dr. Michael Humble
919-316-4621 humble@niehs.nih.gov
- **National Eye Institute**
- Dr. Jerome Wujek
301-451-2020
wujekjer@nei.nih.gov
- **National Institute of General Med Sciences**
- Dr. Jean Chin
301-594-2485
chinj@nigms.nih.gov
- **National Heart, Lung, and Blood Institute**
- Dr. Helena Mishoe
301-451-5081
mishoeh@nhlbi.nih.gov
- **National Human Genome Research Institute**
- Dr. Bettie Graham
301-496 7531
Bettie_graham@nih.gov
- **National Institute of Mental Health**
- Dr. Jean Noronha
301-443-3367
jnoronha@mail.nih.gov
- **National Institute of Neurological Diseases and Stroke**
- Dr. Randall Stewart
301-496-1917
stewartr@ninds.nih.gov
- **National Institute of Nursing Research**
- Dr. Paul A. Cotton
301-402-6423
cottonp@mail.nih.gov
- **National Library of Medicine**
- Hua-Chuan Sim, MD
301-594-4882.
simh@mail.nih.gov
- **National Center for Complementary and Alternative Medicine**
- Dr Partap S. Khalsa
301-594-3462
khalsap@mail.nih.gov
- **National Center for Research Resources**
- Ms. Lili Portilla
301-451-1467
lili.portilla@nih.gov