

RFA-OD-22-015

**Galvanizing Health Equity through Novel and
Diverse Educational Resources (GENDER) R25
Technical Assistance Webinar**

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Social and Behavioral Scientist Administrator
Office of Research on Women's Health

September 21, 2022



Today's agenda

- Introductions
- Webinar logistics
- Background
- Overview of funding opportunity
 - Purpose and scope of R25
 - Application information and key dates
- IC interests
- Scientific Review Process and Review Criteria
- Q&A session

Introductions of NIH staff

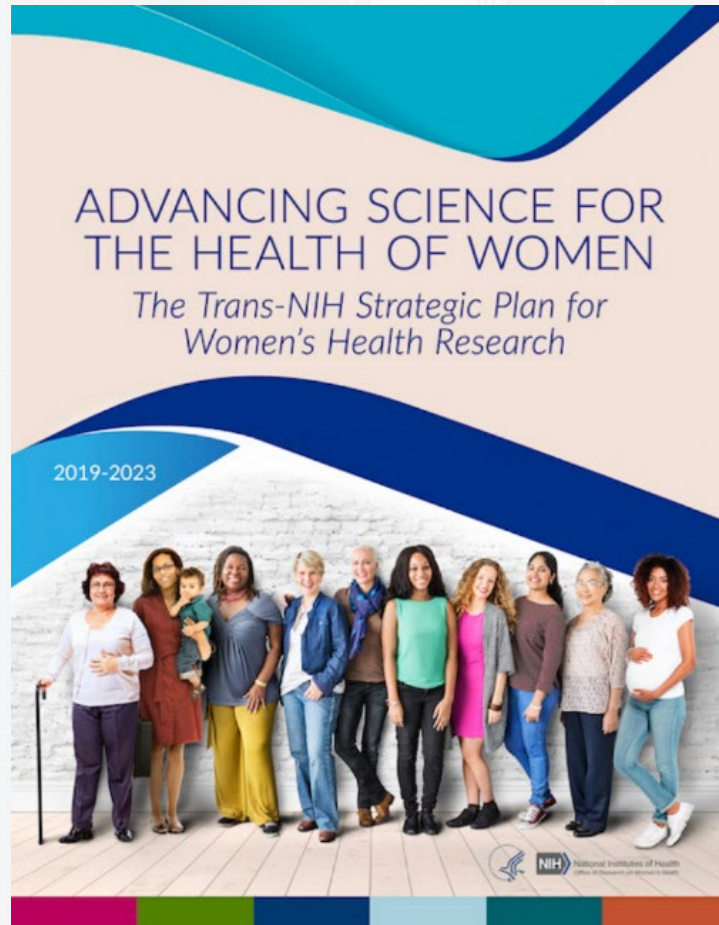
Office of Research on Women's Health (<u>ORWH</u>)	Elizabeth Barr
National Institute on Aging (<u>NIA</u>)	
National Institute of Arthritis and Musculoskeletal and Skin Diseases (<u>NIAMS</u>)	Xincheng (Ted) Zheng
National Institute on Drug Abuse (<u>NIDA</u>)	Sunila Nair
National Institute on Minority Health and Health Disparities (<u>NIMHD</u>)	Deborah Duran
National Library of Medicine (<u>NLM</u>)	Samantha Tempchin
National Institute of Dental and Craniofacial Research (<u>NIDCR</u>)	Anissa Brown
Office of Behavioral and Social Sciences Research (<u>OBSSR</u>)	
Office of AIDS Research (<u>OAR</u>)	Leslie Marshall
Sexual & Gender Minority Research Office (<u>SGMRO</u>)	Christopher Barnhart
Center for Scientific Review (<u>CSR</u>)	Elaine Sierra-Rivera

Webinar logistics

- Webinar attendees are muted and cannot unmute themselves.
- Submit questions using the chat box feature in Zoom
- During the upcoming Q&A session, priority will be given to questions that were submitted in advance.
- Registered participants will receive an email with a link to the webinar recording, slides, and frequently asked questions (FAQs) when they are available.
- All webinar materials will be posted on the ORWH website listed below:
<https://orwh.od.nih.gov/about/newsroom/events/orwh-gender-r25-technical-assistance-webinar>

Background:

2019-2023 Trans-NIH Strategic Plan for Women's Health Research



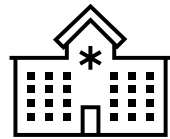
Strategic Goals

Advance rigorous research that is relevant to the health of women

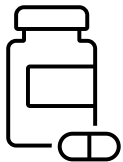
Objective 4.1: knowledge of sex and gender influences should be integrated with the skills that nurture effective researchers...development and implementation of educational training programs will be needed to update the knowledge and skills of current biomedical researchers as well as those returning to or entering the workforce

Background: Gaps in Health-Related Training on Sex and Gender

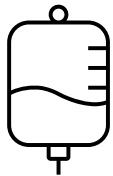
Existing data on sex and gender-based medicine in medical schools' curricula suggests that concepts of sex and gender in health are underexplored across health-related fields, including but not limited to:



Medical education^{1,2}



Pharmacy curricula³

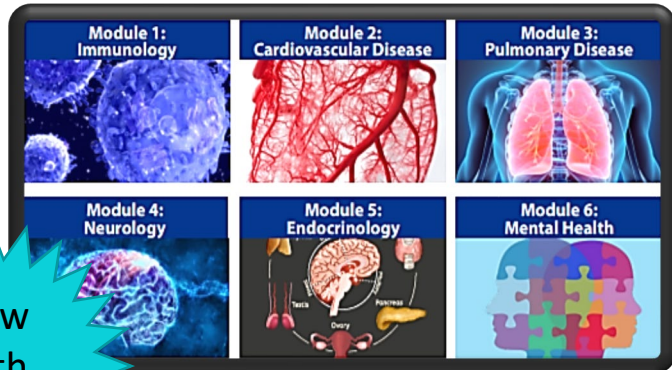


Emergency medicine residency programs⁴

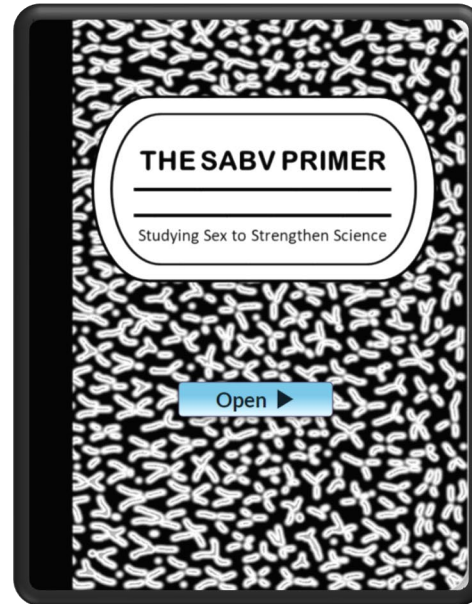
1. Kling JM. *Biol Sex Differ*. 2016;7(Suppl 1):38. Epub 2016/10/30. doi: 10.1186/s13293-016-0097-3.
2. Rydberg A. *Biol Sex Differ*. 2021;12(1):53. Epub 2021/10/11. doi: 10.1186/s13293-021-00397-w.
3. Heraty E. 2019 Nov;11(11):1167-1171. doi: 10.1016/j.cptl.2019.07.008.
4. McGregor AJ. *AEM Educ Train*. 2019 Oct 6;4(Suppl 1):S82-S87. doi: 10.1002/aet2.10390.

Background: ORWH Interprofessional Education Program

Bench to Bedside: Integrating Sex and Gender to Improve Human Health



Now with CMEs!



New course!

SABV TRAIN THE TRAINER COURSE MODULES

You can navigate through the course slides at a pace most comfortable for you. The main menu will indicate which slides have been accessed, not which have been completed.

Module 01 Introduction to SABV Train the Trainer Course	Module 02 Training Planning and Preparation	Module 03 In-person Instructor-Led Training
Module 04 Virtual Instructor-Led Training	Module 05 One-on-One and Group Training	Module 06 SABV Best Practices

Click on each module above to navigate through the course

Educational Resources

ORWH Resources

- Bench to Bedside: Integrating Sex and Gender to Improve Human Health Course
- Sex as a Biological Variable: A Primer
- Introduction: Sex- and Gender-Related Differences in Health
- Methods & Techniques for Integrating Sex into Research

Trans-NIH Resources

- Office of Clinical Research Clinical Research Training
- Trans-NIH Strategic Plan for Women's Health Research
- Pearls of Wisdom from Women in Biomedical Careers
- Introduction to the Principles and Practice of Clinical Research (IPPCR)
 - "Considering Inclusion in Research: An Introduction to Scientific and Policy Perspectives" lecture by Janine A. Clayton, M.D., FARVO, ORWH Director
 - "Women and Minorities as Participants in NIH Clinical Research" lecture by Samia Noursi, Ph.D., ORWH Associate Director for Science Policy, Planning, and Analysis
- Centers of Excellence in Pain Education
 - Online interactive pain management curriculum resources
- Transgender Training Resources (NIAID Division of AIDS Cross-Network Transgender Working Group)
 - In-person and online educational resources. Free registration required

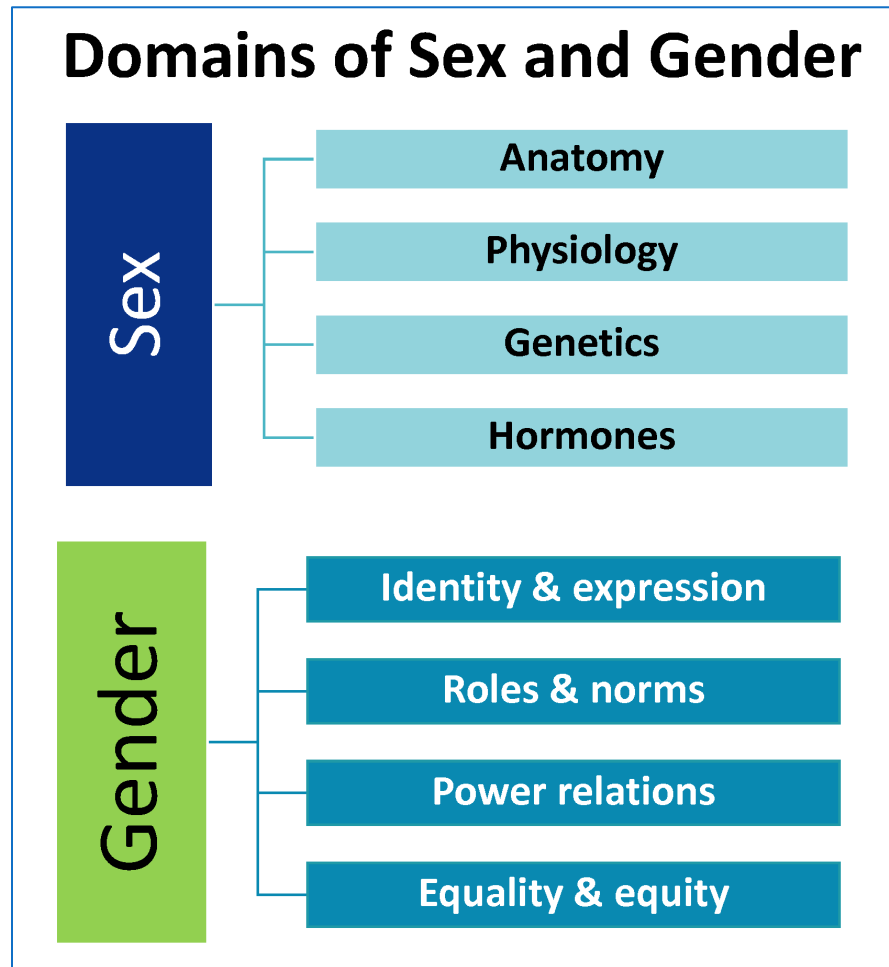
Introduction: Sex- and Gender-Related Differences in Health

Update in progress

30 Years OFFICE OF RESEARCH ON WOMEN'S HEALTH Advancing the Health of Women Through Science

#NIHORWH @NIH_ORWH nih.gov/women #ResearchForWomen

RFA-OD-22-015: Galvanizing Health Equity through Novel and Diverse Educational Resources (GENDER) 25



Purpose:

The overarching goal of this R25 program is to support **sex and/or gender-related** educational activities that complement and/or enhance the training of a diverse workforce to meet the nation's health research needs.

Educational activities:

- Courses for skills development
- Curriculum or methods development

GENDER R25: Target audience

Courses, curricula, and methods can target participants at any career stage, including but not limited to:

Students

- Undergraduate through post-graduate
- All disciplines

Community

- Advocates
- Health educators

Healthcare professionals

- Clinicians
- Nurses
- Midwives
- Pharmacists

Researchers

- All stages
- All disciplines

GENDER R25: Courses

- **Develop, implement, evaluate, and disseminate** education and training to advance health-related research on sex (as a biological variable); gender (as a social determinant of health); and/or the consideration of interactions between sex and gender
- Intersectional approaches strongly encouraged
- Applicants should consider course's relevance to sex and gender research broadly
- Length: flexible (1-16 weeks)
- Format: online; in-person; combination
- Plans to sustain the course beyond the immediate participants and the end of the project period should be clearly described

GENDER R25: Curriculum or Methods Development

- Curricula and methods should advance understanding of sex and/or gender influences on health
 - Example: intersectional methods and approaches for studying sex and/or gender

Key dates

		Letter of Intent	Application Due Date	Scientific Merit Review	Earliest Start Date
Round 1	Non-AIDS Applications	September 27, 2022	October 27, 2022	March 2023	July 2023
	AIDS and AIDS-Related Applications	December 7, 2022	January 7, 2023		
Round 2	Non-AIDS Applications	May 27, 2023	June 27, 2023	November 2023	April 2024
	AIDS and AIDS-Related Applications	August 7, 2023	September 7, 2023		

Potential topics: Multidimensional & intersectional approaches

- Intersectional research methods in health research
- Models of trauma-informed care (generally, or in specific settings)
- Culturally competent OB/GYN health models for transgender men and gender diverse individuals
- Gender- and gender-identity based violence (screening, interventions, prevention)
- Female-specific conditions (e.g., fibroids, cervical cancer, endometriosis, ovarian cancer, PCOS)
- Screening, diagnosis, prevention, and treatment of comorbidities in women
- Multimorbidity in women
- HIV and women, including HIV cure, prevention, and treatment
- Social, environmental, and/or structural factors affecting the health of women
- Multidimensional and intersectional research of sex and/or gender, geography and socioeconomic disparities in screening, prevention, diagnosis, interventions, management and comorbidities of COPD and cardiovascular disease
- Enhancing understanding and uptake of sex and/or gender-specific policies & guidelines (Inclusion across the lifespan policy, NIH Sex as a Biological Variable Policy, SAGER Guidelines)

Potential topics: Life course perspectives

- Women's health in the transition from adolescence to adulthood
- Women's health in midlife
- Aging, frailty, and menopause
- Gender and psychological health
- Cultural and ethical competency in clinical practice, education and research
- Sex and gender-based asthma incidence, diagnosis, intervention and management during transition from childhood to adulthood and menopause
- Sex and gender differences in detection, diagnosis, management, and treatment of Alzheimer's disease and Alzheimer's disease-related dementias (AD/ADRD), as well as outcomes related to AD/ADRD, including the incidence, prevalence, risk factors, health care utilization, caregiving for people living with AD/ADRD

Potential topics: Innovative methodologies

- Data science and informatics to advance the health of women
- Graphic medicine
- Methodologies for studying gender inequity in health-related research
- Transdisciplinary methodologies to advance the health of women
- Factoring sex and/or gender into research design
- Methods to evaluate structural sexism, gender norms, relational power dynamics, and gender inequities in health
- Novel methodologies for studying sex and/or gender differences in rare heart, lung and blood diseases and sleep disorders (e.g., pulmonary artery hypertension)
- Community-focused, culturally-responsive education programs focusing on sex and/or gender differences of heart, lung and blood diseases and sleep disorders
- Gender-transformative public health approaches

Potential topics: Advocacy & community-based education

- Community-based, culturally-responsive women's health education programs
- Curricula for community-based birth workers and/or full spectrum doulas
- Capacity-building for the next generation of women's health advocates
- Community-based participatory research
- Reporting and communicating sex- and/or gender-related science
- Community-focused training curricula on conditions with differential gender effects (e.g., HIV; substance use disorder)
- Community-engaged research

IC interests

National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMS)

Mission: The mission of the NIAMS is to support research into the causes, treatment, and prevention of arthritis and musculoskeletal and skin diseases; the training of basic and clinical scientists to carry out this research; and the dissemination of information on research progress in these diseases.

IC Contact: Xincheng (Ted) Zheng, M.D., Ph.D.

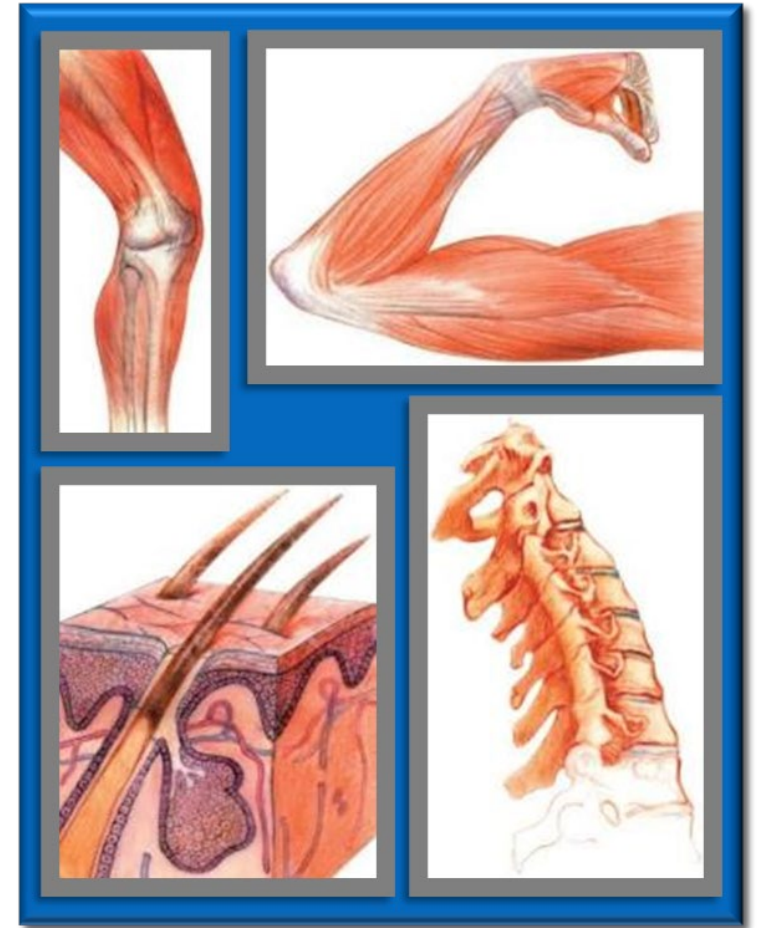
Program Director

Clinical Research and Diagnostic Tools for Osteoarthritis

NIAMS/NIH

Tel: 301-594-4953 (O) Fax: 301-451-5344

Email: xincheng.zheng@nih.gov



National Institute of
Arthritis and Musculoskeletal
and Skin Diseases

National Institute on Drug Abuse (NIDA)

Mission Statement

To advance science on the causes and consequences of drug use and addiction and to apply that knowledge to improve individual and public health.

NIDA addresses the most fundamental and essential questions about drug abuse — from detecting and responding to emerging drug abuse trends and understanding how drugs work in the brain and body, to developing and testing new approaches to treatment and prevention. NIDA also supports research training, career development, public education, public-private partnerships, and research dissemination efforts.

Contact: Sunila Nair Ph.D.

Tel: 301-827-6832

Email: Sunila.Nair@nih.gov



National Institute of Dental and Craniofacial Research

Advancing the nation's oral health through research and innovation

Mission

To advance fundamental knowledge about dental, oral, and craniofacial (DOC) health and disease and translate these findings into prevention, early detection, and treatment strategies that improve overall health for all individuals and communities across the lifespan.

NIDCR Strategic Priorities

Strategic Priority #1:
Integrate Oral and General Health

Advance discoveries across the translational research spectrum and drive innovations that improve the early diagnosis, prevention, and treatment of DOC diseases across the life span.

Strategic Priority #2:
Precision Dental Medicine

Develop more precise and individualized treatments for the management and prevention of DOC diseases.

Strategic Priority #3:
Translate and Implement

Accelerate the translation of research and the implementation of new discoveries into oral and general healthcare practices that reduce health inequities and disparities and improve oral health outcomes for individuals and communities worldwide.

Strategic Priority #4:
Diverse Research Pipeline

Nurture future generations of DOC researchers and oral health professional scholars who can address public health needs within a continually evolving landscape of science and technology advances

Strategic Priority #5:
Partner and Collaborate

Expand existing partnerships and create new ones to advance the NIDCR research enterprise and increase its reach and impact.

[National Institute of Dental and Craniofacial Research Strategic Plan 2021 – 2026—Science: Advancing Oral Health for All \(nih.gov\)](https://www.nih.gov/od/strategic-plan/2021-2026-science-advancing-oral-health-for-all)





National Institute of Dental
and Craniofacial Research

NIDCR Point of Contact:

Anissa J. Brown

anissa.brown@nih.gov



NIH Office of AIDS Research (OAR)

Vision

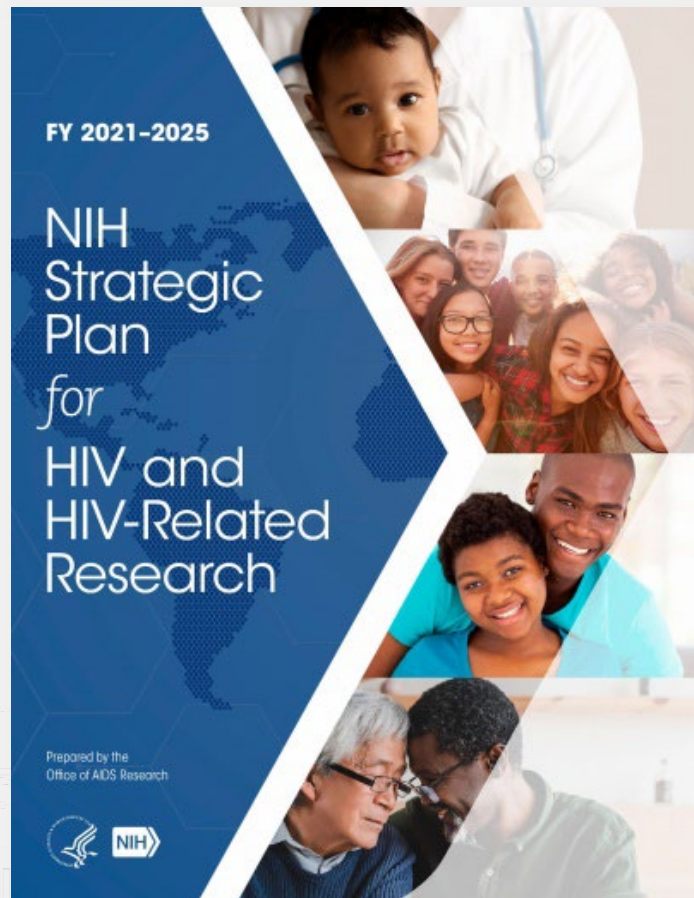
To advance research to end the HIV pandemic and improve health outcomes for people with HIV

Mission

To ensure that NIH HIV/AIDS research funding is directed at the highest priority research areas and to facilitate maximal return on the investment



NIH Strategic Plan for HIV and HIV-Related Research FY 2021–2025



Advance rigorous and innovative research



Ensure flexibility and responsiveness



Promote dissemination & implementation of discoveries



Build human resource and infrastructure capacity

<https://oar.nih.gov/hiv-policy-and-research/strategic-plan>

Stay Connected

NIH OAR Point of Contact:

Leslie J. Marshall

leslie.marshall@nih.gov

 oar.nih.gov



[@NIH_OAR](https://twitter.com/NIH_OAR)



OARinfo@nih.gov

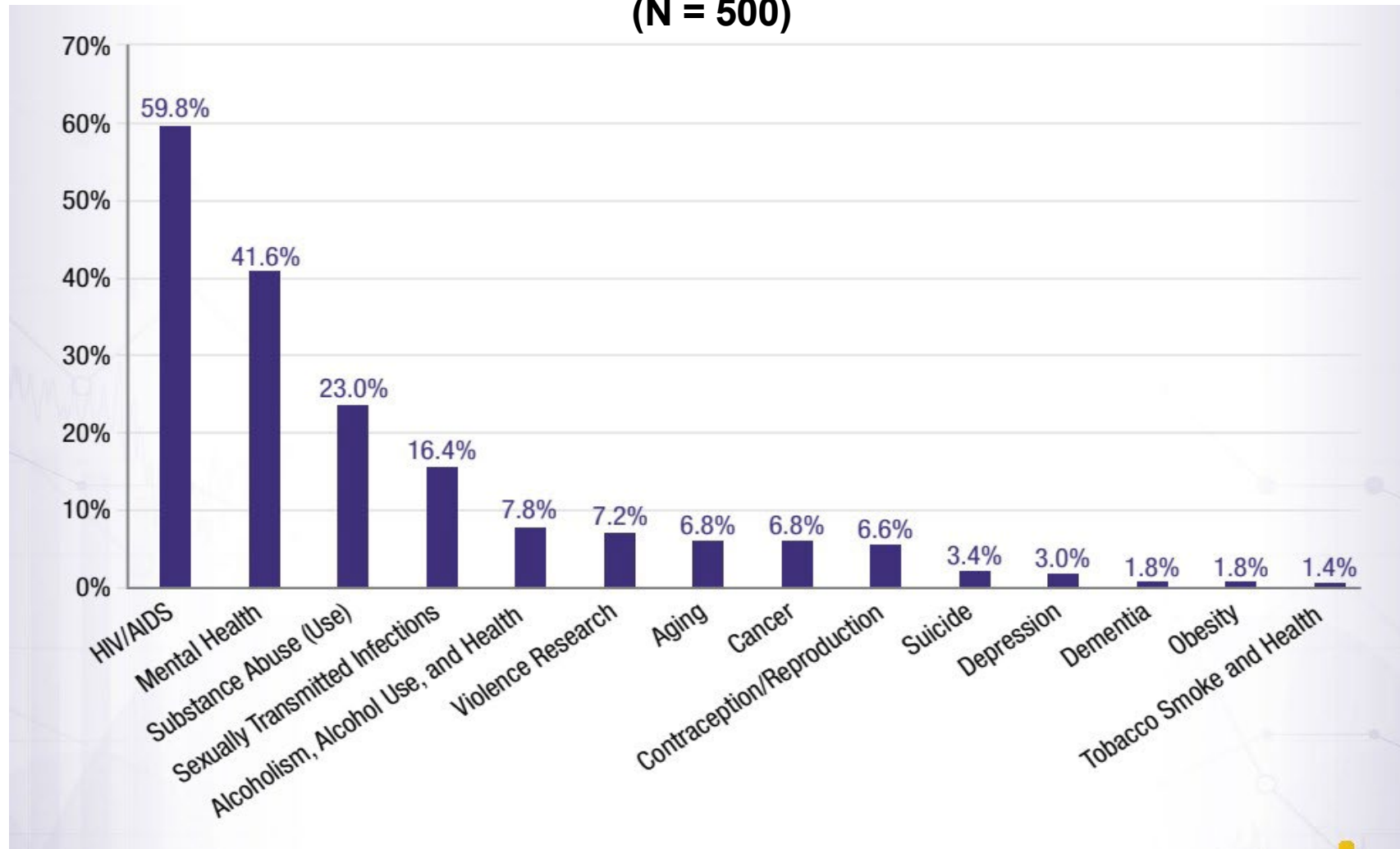
The Sexual & Gender Minority Research Office (SGMRO)

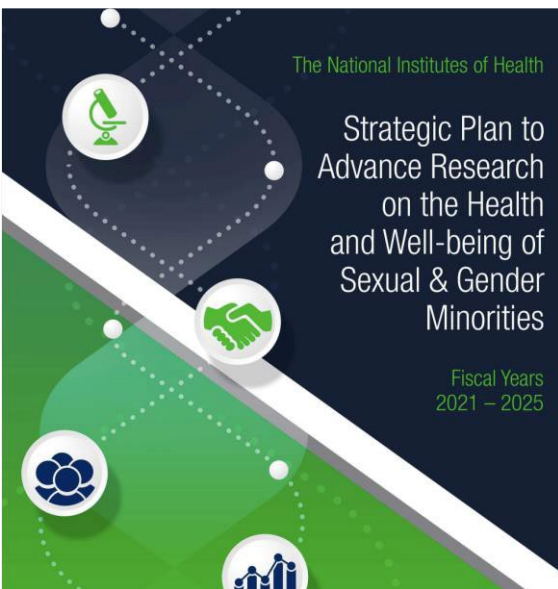
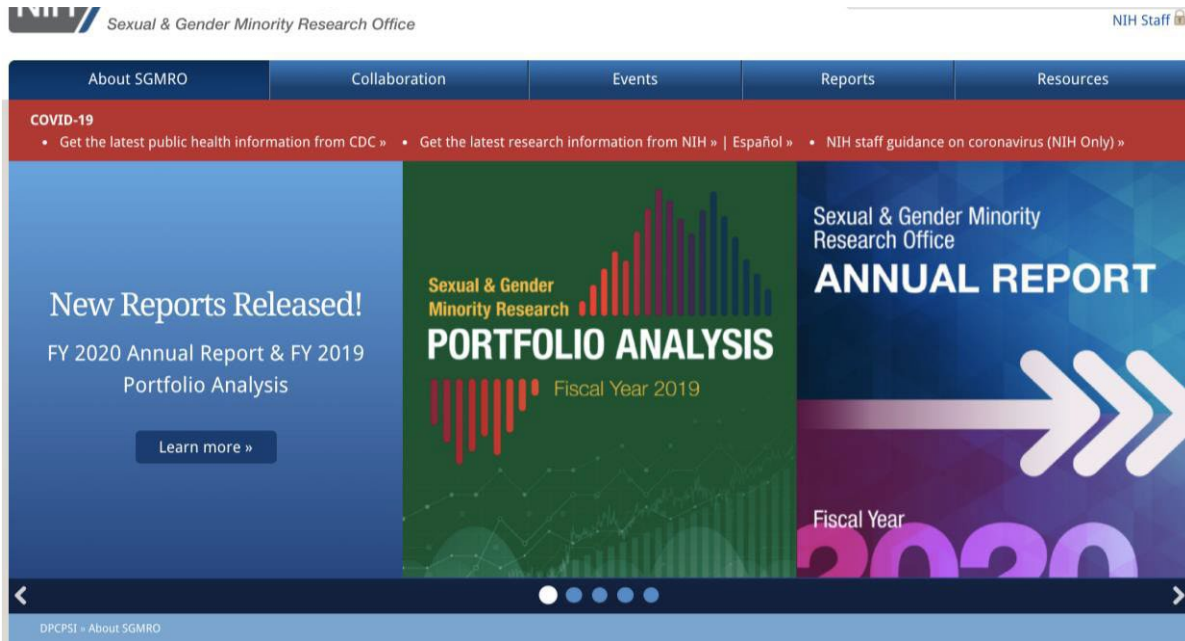
- **MISSION:** To advance the health and well-being of all members of the sexual and gender minority (SGM) community through research and related activities
- SGMRO executes this mission through:
 - Coordination
 - Collaboration
 - Representation
 - Convening workshops
 - Serving as a resource
 - Technical assistance
 - Leading implementation of the NIH SGM Research Strategic Plan
 - Reporting

SGM Research Across the NIH in FY20

Proportion of Projects by Research, Condition, and Disease category

(N = 500)





Connect with Us



Office E-mail:
SGMRO@nih.gov

Christopher Barnhart, PhD
Christopher.barnhart@nih.gov

Website:
<https://dpcpsi.nih.gov/sgmro>

Sign-up for NIH SGM Listserv:
<https://tinyurl.com/NIHSGMLIST>



Center for
Scientific Review

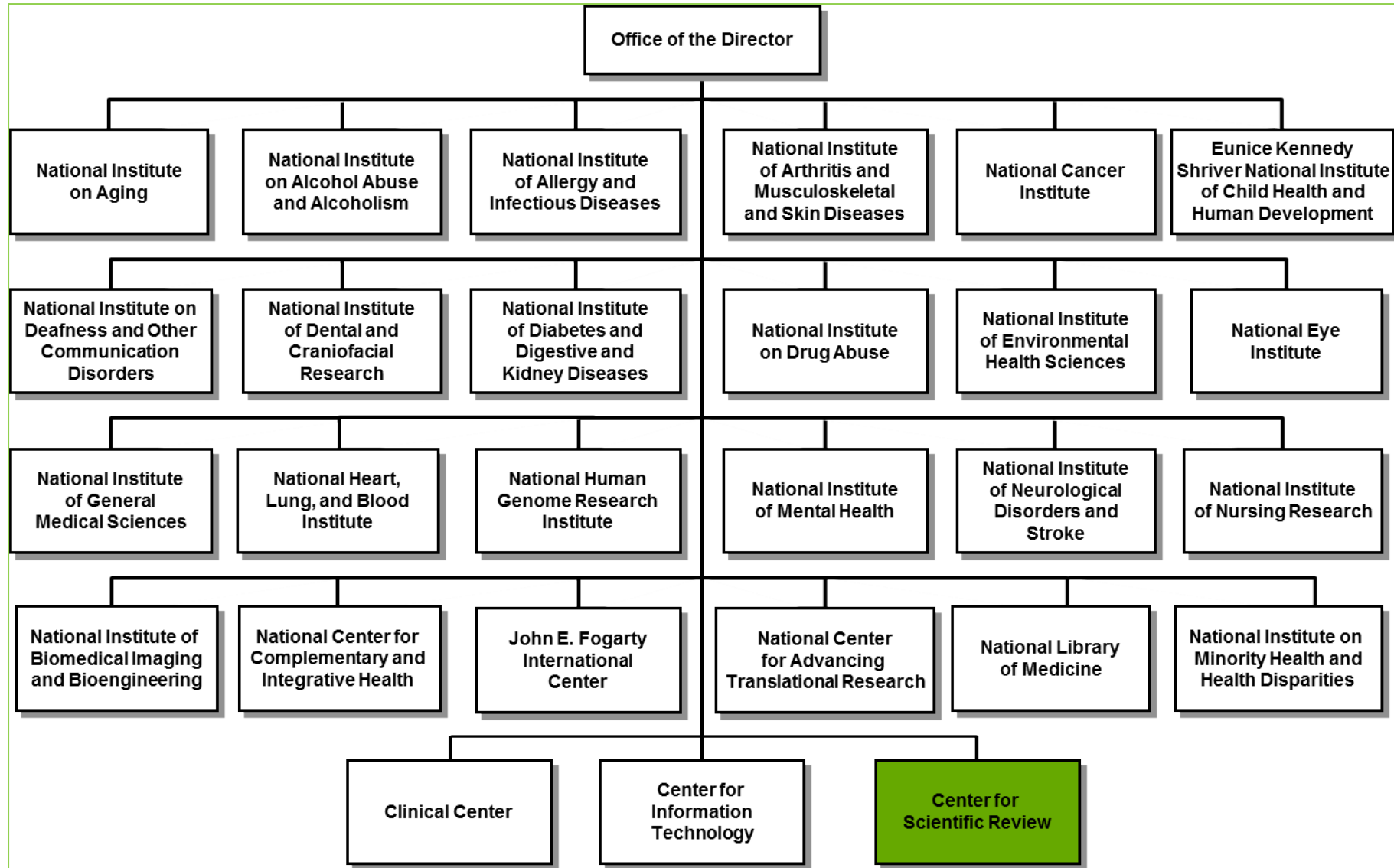
Peer Review of Your Upcoming Application

Elaine Sierra-Rivera, SRO and Chief
Endocrine and Metabolic Sciences Review Branch

RFA-OD-22-015 - Galvanizing Health Equity Through Novel and Diverse Educational Resources (GENDER) Research Education R25 (R25 Clinical Trial Not Allowed)

September 21, 2022

Your Application Could Be Funded by One of 24 NIH Institutes or Centers



Center for Scientific Review

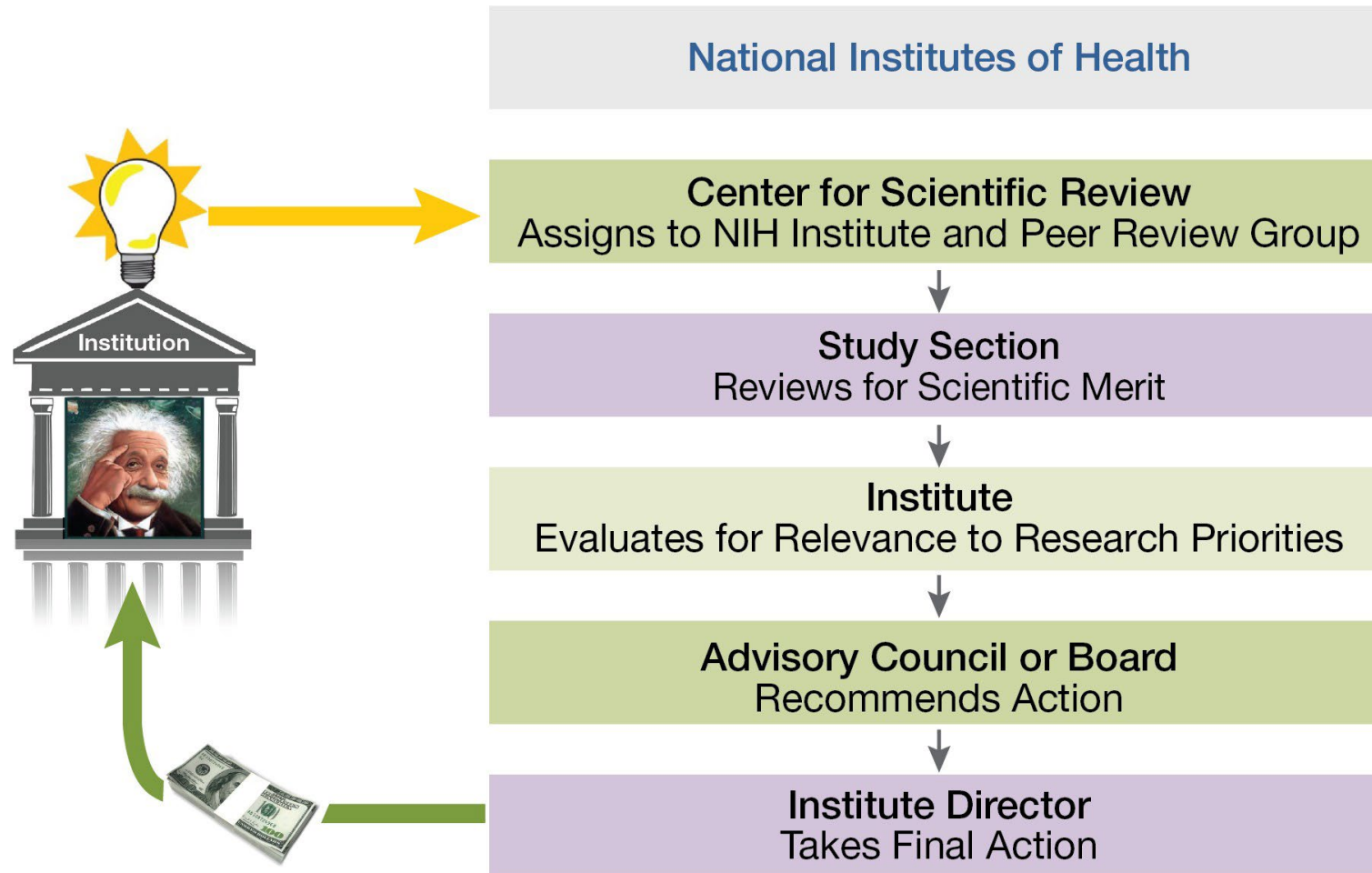
- **Serves as central receipt point for grant applications** submitted to NIH and some other DHHS agencies
- **Assigns applications to CSR review groups/study sections** or Institute scientific review groups
- **Assigns applications to NIH Institute(s)/Center(s)** as potential funding component(s)
- **Conducts initial scientific merit review of most** research applications submitted to the NIH in about 240 Study Sections and regularly recurring Special Emphasis Panels

Overall Peer Review Process

Preparing Your Application

- **Application Receipt and Assignment**

Peer Review and Funding of NIH Grant Applications



How Did It Get so Late so Soon?

How did it get so late so soon? It's night before it's afternoon.

December is here before it's June. My goodness how the time has flown.

How did it get so late so soon?

Dr. Seuss

Key Dates for RFA-OD-22-015

Letter of Intent Due Date(s)

- 30 days prior to the application due date

Application Due Date(s)

- October 27, 2022 and June 27, 2023

AIDS Application Due Date(s)

- January 7, 2023 and September 7, 2023

Scientific Merit Review

- Spring (March/April) 2023 and Fall (October/November) 2023

Advisory Council Review

- May 2023 and January 2024

A Window to Your Application: eRA Commons

eRA Commons is an online interface where a grant applicant can:

- Check submitted grant application for errors and warnings and view final image
- Track review assignment, view review outcomes (score, summary statements), find contact info
- Submit pre-award information (just in time)
- View Notice of Award and other key documents

<https://commons.era.nih.gov/commons/>

Remember

**It is your career and your livelihood on the line
Do not make any assumptions!**

How NOT to Submit a Late Application

Start Early!

- Application must be accepted **TWICE**: Grants.gov and NIH

Check eRA Commons for your submitted application

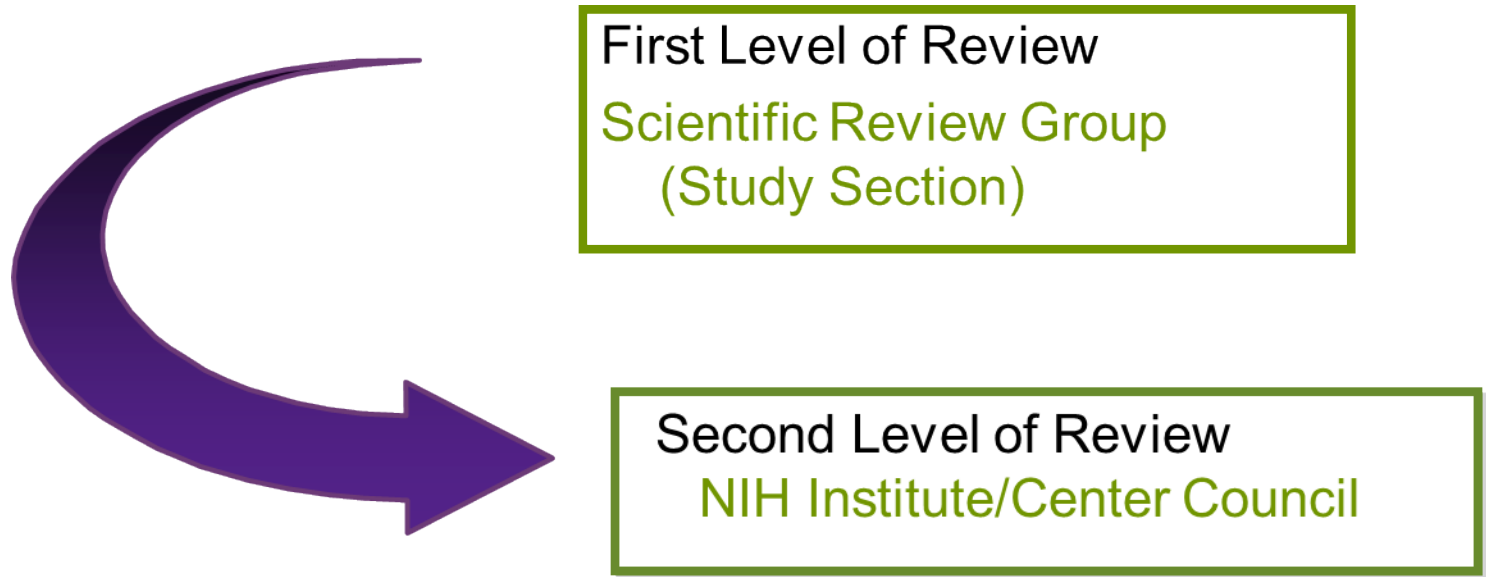
(e-mails are sent but can be caught in SPAM filters)

- High volume at deadlines slows processing/validation time
- On time application = submitted error-free by 5 PM local time on due date
- **Errors** cause rejection – **Warnings** are error-free and accepted
- **No error correction window that extends deadline**

The Study Section for Review

Institute for Funding

NIH Peer Review System for Grant Applications



Assignment to Institutes

Applications are referred to an Institute or Center as the potential funding component.

- This assignment is based on a match between the research proposed and the overall mission of the Institute or Center.
- Dual assignments are made where applications are appropriate for more than one Institute or Center.

Strongly encourage you to talk with a Program Officer to ensure the scope of the proposed project meets the Institute's Mission before preparation/submission

NIA; NIAMS; NIDA; NIMHD; NLM; NIDCR

Assignment to CSR Study Sections

Applications for the FOA will be assigned to:

Special Emphasis Panel (SEP)

Rationale:

- A subject matter that does not fit into any standing study section
- Specific Review Criteria
- **No need to request assignment to specific study section**

Before the Study Section Meeting

- Each application is assigned to 3 or more reviewers 5-6 weeks in advance
- Reviewers assess each application by providing:
 - A preliminary Overall Impact score
 - Criterion Scores for each of the 5 Core Review Criteria
 - A written critique

At the Meeting

Order of Review

- Applications to be discussed are reviewed in random order.

Clustering of Review

-  New Investigator R01 applications are clustered
- Established Investigators

Not Discussed Applications

- About half the applications will be discussed
- Applications unanimously judged by the review committee to be in the lower half are not discussed
- The panel will discuss any application a reviewer wants to discuss

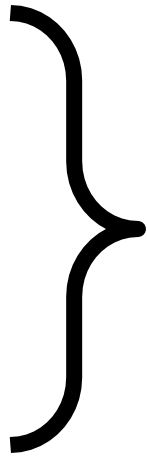
At the Meeting: Application Discussion

- Any member in conflict with an application leaves the room
- Reviewer 1 introduces the application and presents critique
- Reviewers 2 and 3 highlight new issues and areas that significantly impact scores
- All members without a conflict are invited to join the discussion and then vote on the final overall impact score

Review Criteria

5 Scored Review Criteria

- **Significance**
- **Investigator(s)**
- **Innovation**
- **Approach**
- **Environment**



Each scored from 1-9

Overall Impact

Assessment of the likelihood for the project to *exert a sustained, powerful influence on the research field(s) involved*

Scored from 1-9

This FOA has Specific Review Criteria – Reviewers will be asked to evaluate the application based on those criteria

Scoring Overall Impact

Overall Impact	Scores	Examples
High	1 2 3	Applications address a problem of high importance/interest in the field. May have some or no technical weaknesses.
Medium	4 5 6	Applications may address a problem of high importance in the field, but weaknesses in the criteria bring down the overall impact to medium. Applications may address a problem of moderate importance in the field, with some or no technical weaknesses.
Low	7 8 9	Applications may address a problem of moderate/high importance in the field, but weaknesses in the criteria bring down the overall impact to low. Applications may address a problem of low or no importance in the field, with some or no technical weaknesses.

Your Summary Statement

- Scores for each review criterion
- Critiques from assigned reviewers
- Administrative notes if any



If your application is discussed, you also will receive:

- An overall impact/priority score
- A summary of review discussion
- Budget recommendations

When Preparing an Application

- Read instructions
- Clearly state rationale and design of proposed investigation
- Provide sufficient detail so reviewers will know what you mean
- Refer to pertinent literature
- Include well-designed tables and figures
- Present an organized, lucid write-up
- Obtain pre-review from faculty at your institution

Insider's Guide to Peer Review for Applicants:

<http://www.csr.nih.gov/applicantresources/insider>

Who Can Answer Your Questions?

Before You Submit Your Application

- A Program Officer at an NIH Institute or Center
- Scientific Review Officer

After You Submit

- Your Scientific Review Officer

After Your Review

- Your Assigned Program Officer

GrantsInfo: GrantsInfo@od.nih.gov – 301 945-7573

NIH Peer Review Information on the Web

National Institutes of Health: <http://www.nih.gov>

- **Office of Extramural Research**
<http://www.nih.gov/grants/oer.htm>
- **Grants Policy**
<http://www.nih.gov/grants/policy/policy.htm>
- **Electronic Submission**
<http://era.nih.gov/ElectronicReceipt>

Center for Scientific Review: <http://www.csr.nih.gov>

- **Resources for Applicants**
<http://www.csr.nih.gov/ResourcesforApplicants>
- **CSR Study Section Descriptions**
<http://public.csr.nih.gov/StudySections>
- **CSR Rosters and Meeting Dates**
<http://public.csr.nih.gov/RosterAndMeetings>

Questions and Answers

Questions submitted in advance

1. Are efforts aimed at eliminating sex and gender disparities responsive to this FOA?
2. Are trainings on implementation science and community research related to sex or gender eligible for this FOA?
3. My understanding is that the PI is required to include dissemination plans in their applications. Will the dissemination plan be included as a scoring criteria in review?
4. I am a doctoral candidate and my advisor and faculty mentor will be the PI on this proposal. As a graduate student, can I be listed as a Co-I or Co-PD in this FOA, or are those positions limited to people who have already earned a PhD?
5. Is there a required or preferred sample size for this FOA?
6. Is it allowable for community/participant advisory board members to be compensated for their expertise during the development of a curriculum?
7. May more than one application for the GENDER R25 be submitted by an institution or PI?

Questions submitted in advance, continued

8. Is in-person format the only delivery method for the courses or is it preferred?
9. Since courses can be from 1-16 weeks, is it safe to assume that a 1-week course will include multiple lessons under a specific topic?
10. Could we combine one or more evaluation theories within the development of our courses?
11. I am interested in submitting a project on a specific topic (e.g., neurology, GI-related disorders) but the IC that generally supports that work is not participating in this FOA (e.g., NINDS, NIDDK). Should I still apply?

Thank you!

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Twitter: @NIH_ORWH

www.nih.gov/women

#ResearchForWomen



National Institutes of Health
Office of Research on Women's Health