Galvanizing Health Equity Through Novel and Diverse Educational Resources (GENDER) R25
RFA-OD-22-015

1. Are efforts aimed at eliminating sex and gender disparities responsive to this FOA?

   Applications for courses, curricula, or methods that relate to sex and gender disparities in health are responsive to this FOA.

2. Are trainings on implementation science and community research related to sex or gender eligible for this FOA?

   Yes, trainings on implementation science and community research related to sex or gender are 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?

   A plan to disseminate user-friendly course materials must be included in the application. Reviewers will evaluate the dissemination plan while determining scientific and technical merit, and in providing an overall impact score, but will not give separate scores for these items.

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?

   Graduate students are not precluded from serving as Co-I or Co-PD in this FOA.

5. Is there a required or preferred sample size for this FOA?

   No, there is neither a required nor 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?

   It is allowable to compensate advisory board members for their time. They should be compensated at a rate set according to the applicant organization's policies

7. May more than one application for the GENDER R25 be submitted by an institution or PI?

   Applicant organizations may submit more than one application, provided that each application is scientifically distinct.

8. Is in-person format the only delivery method for the courses or is it preferred?

   In person is not the only delivery method for courses. The development and implementation of fully or predominantly remote training programs is encouraged.

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?

   Yes, a shorter course would still include multiple lessons on a specific topic.

10. Could we combine one or more evaluation theories within the development of our courses?

    Yes, multiple evaluation theories can be used in the development of a course. For the evaluation plan, the application must specify baseline metrics (e.g., numbers, educational levels, and demographic characteristics of participants), as well as measures to gauge the short or long-term success of the research education award in achieving its objectives. Wherever appropriate, applicants are encouraged to obtain feedback from participants to help identify weaknesses and to provide suggestions for improvements.

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?

    This RFA is to support courses for skills development and the development of courses, curricula, or methods related to how health is influenced by sex, as a biological variable, and/or gender, as an identity, social, cultural, or structural variable. We are grateful to our partner Institutes, Centers, and Offices: NIA, NIAMS, NIDA, NIMHD, NLM, NIDCR, OBSSR, OAR, and SGMRO. We are very excited to partner with NLM to administer the awards. This arrangement will allow ORWH to support projects of relevance to sex and/or gender and health, even if a particular IC is not participating in this FOA.