While you may write the majority of the application, your mentor will review and submit on your behalf

- This is a great learning opportunity for you!

- Meant to convey a level of commitment of the mentor

- Demonstrate how the plan provides a unique opportunity to get you to the next phase of your career (e.g., grad school, post-doc, etc.)

- You don’t have to be perfect!

- Purpose is to invest in someone committed to the health sciences and research
A. Eligibility Letter

- Discuss your eligibility (based on the NIH definition or institutional need)
- Describe how supporting you will address long-term diversity goals of the institution and of the field
- What is your current funding
  - **WARNING:** You **CANNOT** be supported on a current grant
- Letter must be cosigned by your institution’s Office of Sponsored Research and the Principal Investigator of the parent grant
B. Research Plan (Stage Dependent)

- **Within scope of parent grant**
  - Ideally not overlapping
  - Secondary data-analysis
  - Can conduct a sub-project (if funding allows)

- **Should address how your work:**
  1. Advances the objectives of the parent grant and contribute intellectually to the research – include plan for interactions with others on the parent grant
  2. Supports your research training and long-term career goals – development of new skills and knowledge / career development
B. Research Plan

This should include the following:

1. Actual research, course work and career development opportunities proposed including a timeline
   - May be helpful to outline courses pertinent to each proposed aim
   - Highlight your deliverables (e.g., conference attendance, abstracts, manuscripts, etc.)

2. Discuss how the proposed research will:
   - Enhance and foster your research training
   - What mentoring and career development you will receive (Extremely important!)
B. Research Plan

3. Highlight that your plan:
   - Is at an appropriate-level for your career development
   - Advances science and the goals of the parent grant
   - If you are in a grad program, highlight the milestone (i.e., preliminary/general exams) that help you progress in the program

4. Discuss Deliverables:
   - Dissemination of findings (e.g., abstracts, conferences, manuscripts)
   - Dependent on career-level (e.g., post-docs >2 publications/year)
B. Research Plan - Structure

1. Summary of Parent Award
2. Proposed Supplement Activities - including scientific specific aims
3. Plan for the Candidate to Interact with Other Individuals on the Parent Grant
4. Plan for the Candidate to Contribute Intellectually to the Research
5. Plan for the Candidate to Enhance their Research Skills/Capability and Knowledge Regarding the Selected Scientific Area
6. Opportunities that will be Provided that will Contribute to the Trainee’s Career Development as a Productive Researcher
7. Mentoring Plan – mentor(s) qualifications, mentor(s) support
8. Milestones/Timeline
## Table 5. Timeline of Ms. Ludwig-Barron’s proposed research and career development objectives and milestones by 3-month quarter

<table>
<thead>
<tr>
<th>Activity</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
</tr>
<tr>
<td><strong>Training</strong></td>
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<tr>
<td>Coursework</td>
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<tr>
<td>Seminars (Table 7)</td>
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<tr>
<td>Summer Institute on Addiction&lt;sup&gt;1&lt;/sup&gt;</td>
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<tr>
<td>General Exam</td>
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<tr>
<td><strong>RO1</strong></td>
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<tr>
<td>Study Enrollment</td>
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<tr>
<td>Study Follow-up</td>
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<tr>
<td>Systematic Review</td>
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<tr>
<td><strong>Aim 1</strong></td>
<td></td>
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<tr>
<td>Develop Study Materials</td>
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<tr>
<td>Data Collection - Interviews</td>
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<tr>
<td>Codebook Development</td>
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<tr>
<td>Thematic Analysis</td>
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<tr>
<td><strong>Aim 2</strong></td>
<td></td>
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<tr>
<td>Data Collection</td>
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<tr>
<td>Data Cleaning</td>
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<tr>
<td>Analysis Plan (Aim 2a &amp; 2b)</td>
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<tr>
<td>Data Analysis</td>
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<tr>
<td><strong>Training</strong></td>
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<tr>
<td>Manuscript Preparation</td>
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<tr>
<td>Conference Attendance</td>
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<tr>
<td>Dissertation Defense</td>
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<tr>
<td>Travel to Kenya&lt;sup&gt;2&lt;/sup&gt;</td>
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</tbody>
</table>

<sup>1</sup>Q2 recently accepted to the Summer Institute of Addiction, University of Amsterdam, which is supported by NIDA

<sup>2</sup>Q2 travel provided through Ottenberg-Winans Fellowship, University of Washington, Department of African Studies and GO-Health Fellowship offered through the University of Washington, Department of Global Health
<table>
<thead>
<tr>
<th>Deliverables (Deadline)</th>
<th>Aim 1: Characterize the risk environment among PWID</th>
<th>Aim 2: Evaluate risk environment factors, gender and the stages of the HIV care continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 abstract (Q7)</td>
<td>1 manuscript (Q8)</td>
<td>2 abstracts (Q3, Q11)</td>
</tr>
<tr>
<td>1 manuscript (Q8)</td>
<td>2 manuscripts (Q6, Q10)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Applied Coursework</th>
<th>Q3 Courses</th>
<th>Q4 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4 Courses</td>
<td>3. Qualitative Methods (GH 590)</td>
<td>4. Statistical Methods of Spatial Epidemiology (BIOST 555)</td>
</tr>
<tr>
<td>Q5 Courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completed Coursework</th>
<th>1. Qualitative Data Analysis (JSIS 512)</th>
<th>1. Epidemiology Methods I (EPI 512)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Built Environment (ENVH 538)</td>
<td>2. Epidemiology Methods II (EPI 513)</td>
<td>2. Advanced Epidemiology Methods II (EPI 515)</td>
</tr>
<tr>
<td></td>
<td>3. Advanced Epidemiology Methods I (EPI 515)</td>
<td>3. Advanced Epidemiology Methods I (EPI 515)</td>
</tr>
<tr>
<td></td>
<td>4. Categorical Analysis Epidemiology (EPI 536)</td>
<td>4. Categorical Analysis Epidemiology (EPI 536)</td>
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<tr>
<td></td>
<td>5. Survival Data Analysis in Epidemiology (EPI 357)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional coursework:</th>
<th>Q1 Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparing &amp; Writing Research Proposals (EPI 588)</td>
<td>1. Preparing &amp; Writing Research Proposals (EPI 588)</td>
<td></td>
</tr>
<tr>
<td>Q2 Courses</td>
<td>2. Program Seminar: Current literature in Epidemiology (EPI 592)</td>
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<td></td>
<td>3. Responsible Conduct of Research: Global and Local (EPI 586)</td>
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<tr>
<td></td>
<td>4. Summer Institute on Addiction (University of Amsterdam)</td>
<td></td>
</tr>
<tr>
<td>Q3 Courses</td>
<td>5. Addiction: Mechanisms, Prevention and Treatment (CONJ 556)</td>
<td></td>
</tr>
<tr>
<td>Q5 Courses</td>
<td>6. Drugs and Behavior (PSYCH 420)</td>
<td></td>
</tr>
<tr>
<td>Q5 Courses</td>
<td>7. Drugs and Society (LSJ 376)</td>
<td></td>
</tr>
</tbody>
</table>
D. Mentoring Plan

- How to choose your mentor “team”:
  - Can they contribute to the analysis, subject matter, etc.
  - Consider their career level and accessibility
  - How will they contribute to your long-term career goals

- What to highlight:
  - Your mentorship team’s previous mentoring experience
  - How each mentor will provide support to get you to your next career phase
  - How your mentors will go above and beyond your “regular training”
  - End product = grant submission or other product linked to career advancement
  - Incorporate mentorship activities into timeline (e.g., meeting schedule)
  - Example (next slide)
<table>
<thead>
<tr>
<th>Planned Meetings</th>
<th>Weekly</th>
<th>Bi-weekly</th>
<th>Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with MPI (Dr. A)</td>
<td></td>
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<td>x</td>
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<tr>
<td>Meetings with Co-I and Academic Advisor (Dr. B)</td>
<td>x</td>
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</tr>
<tr>
<td>Research Study Team Meetings</td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td>Consultant Meetings (Drs. X and Y)</td>
<td></td>
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<td>x</td>
</tr>
<tr>
<td>Training Seminars (Research Area)</td>
<td></td>
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<tr>
<td>UW CFAR Seminars (HIV/AIDS)</td>
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<td>x</td>
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<tr>
<td>UW Alcohol and Drug Abuse Institute Seminars (Substance use)</td>
<td></td>
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<td>x</td>
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<tr>
<td>Journal Club Meetings (Epidemiology Methods)</td>
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<td>x</td>
<td></td>
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<tr>
<td>Workgroup on Social Determinants of Health (Epidemiology Methods)</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Kenya Research and Training Center Seminar (HIV/AIDS)</td>
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<td></td>
<td>x</td>
</tr>
</tbody>
</table>
E. Biosketch & Transcript

- Details education, training and work experience, science and research experiences, and publications
  - Include “candidate statement” – short summary about YOU!
  - You DO NOT have to be perfect!
  - Explain anomalies in transcripts (if applicable)
- Publications, including manuscripts in preparation
- Commitment to institute’s research topic (e.g., infectious disease, drug abuse, etc.)
- **Must include** biosketches of all mentors
Work with mentor and grant managers on this:

- Submit using the R&R Detailed Budget Form
- If the initial budget period requested is less than 12 months, the budget must be **prorated accordingly**.
- There are salary caps, but should cover your tuition, stipend and benefits (Note: Sometimes summer quarter is not covered)

Some institutes will not cover certain expenses:

- Check on equipment, including computers
- International travel
- Travel for data collection
- Additional personnel costs
NCI CURE Program

IF THIS IS YOU...

High School/Undergraduate
Predoctoral
Postdoctoral
Investigator

...HERE’S WHAT CURE OFFERS

- Diversity Research Supplements
- Supplements to the CURE (P30S)
- National Research Service Awards (NRSA) (F31)
- Supplements to the CURE (R25S, T32S)

- Diversity Research Supplements
- Mentored Career Development Awards (K01, K08, K23)
- Non-Mentored Career Development Award (K22)
- Supplements to the CURE (R25S, T32S, K12S)

- Diversity Research Supplements
- Mentored Career Development Awards (K01, K08, K23)
- Non-Mentored Career Development Award (K22)
- Supplements to the CURE (K12S)
- Exploratory Grant (Diversity) (K21)

BENEFITS

CURE scholars focus on different types of research.

- 59% Basic
- 13% Clinical
- 21% Population
- 7% Translational

1,700+ publications in peer-reviewed scientific journals written by CURE scholars
Q&A – Stretch break
Please use the Q&A Box to submit questions

Facilitator:

Nora Coronado, MSW
Director, Community Partnerships and Development
UW School of Medicine, Center for Health Equity, Diversity and Inclusion (CEDI)
Awardee Experiences & Virtual Panel Discussion

Facilitator

Susan P. Mello, EMPA
Associate Director, Center for AIDS Research (CFAR)
Co-Chair, Diversity, Equity & Inclusion Committee
UW Dept of Global Health
Virtual Panel Discussion

Please use the Q&A Box feature
Evaluations are SUPER valuable for us to continue supporting similar workshops!!

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Faculty Director, Fred Hutch Diversity, Equity and Inclusion Research Professor, UW School of Public Health

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Director of Research, Seattle Children's Center for Diversity & Health Equity

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NIDA Diversity Supplement Recipient

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