

RESEARCH ON INTERVENTIONS THAT PROMOTE RESEARCH CAREERS (R01) Program Overview

**Shiva P. Singh, Ph.D.
Program Director**

**Division of Minority Opportunities in Research
National Institute of General Medical Sciences
National Institutes of Health**

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Background

- **MORE mission: to increase the number of persons from underrepresented groups engaged in biomedical and behavioral research**
- **A variety of interventions programs have been developed & implemented over the past 35 years. However, URMs continue to be underrepresented:**
 - **Science PhDs: 8.8%**
 - **RPGs: 3.2%**
 - **Training grants: 5.5%**
 - **Fellowships: 10.7%**
- **The underpinnings of these interventions not well understood**

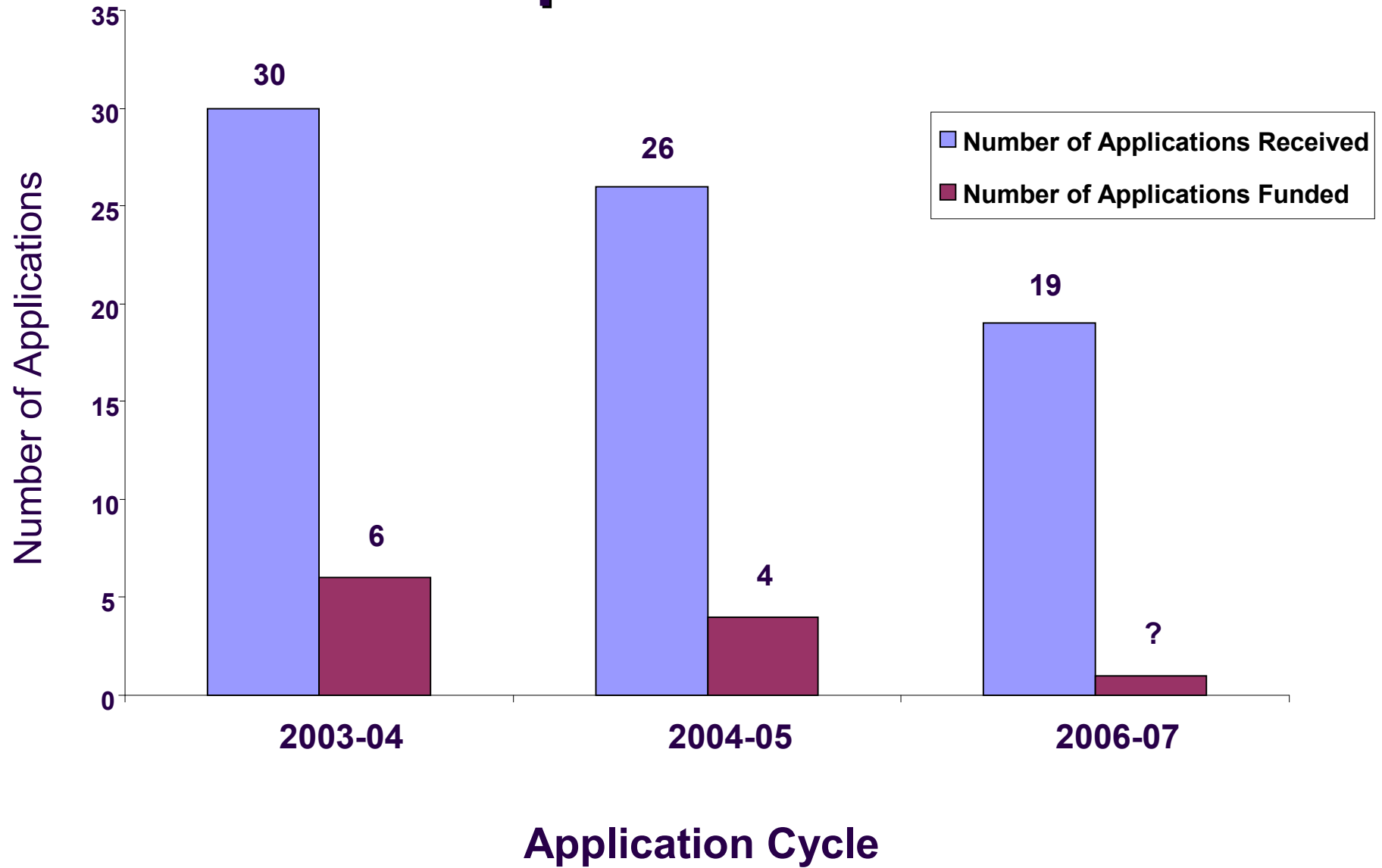
Sample Questions

- Can specific forms of teaching, styles of pedagogy and mentoring be identified that lead to the pattern of student engagement that leads to a biomedical/behavioral research career?
- Are some characteristics of a student more determinative in career choice? Are some characteristics more subject to intervention?
- Can an optimum window for intervention be identified either by student age or level of maturity?
- Can behavior patterns critical for a successful biomedical/behavioral research career be taught effectively?

Sample Questions

- Can the influence of mentors or other role models be measured, linked to outcome and modified?
- Do research experiences (including collaborations at majority institutions) positively affect career choice; and what are the principal components?
- With respect to the decision to enter (or remain) in a research career, can the influence of peers, family, community and economics be distinguished, measured, linked to outcome and modified?

Response to the RFA



Currently Funded Projects

- **Gender and Race in Biomedical Research Self-efficacy**, Lori Bakken, University of Wisconsin, Madison
- **Assessing Scientific Inquiry and Leadership Skills**, Martin Chemers, University of California, Santa Cruz
- **Promoting Diversity: Access and Engagement in Biomedical Sciences**, Sylvia Hurtado, University of California, Los Angeles
- **MORE R.E.S.U.L.T.S.**, Simeon Slovacek, California State University-Los Angeles
- **UC Davis MORE Program Evaluation Project**, Merna Villarejo, University of California, Davis
- **MARC-U*STAR In Action In Contrasting University Settings**, Reba Page, University of California, Riverside

Currently Funded Projects

- **Analyzing the Impact of the Meyerhoff Scholars Program**, Lynn Zimmerman, University of Maryland Baltimore County
- **Understanding Pathways to Biomedical Careers**, Fran O'Reilly, ABT Associates Inc, Cambridge, MA
- **Effectiveness of TEACH Research**, David Meltzer, University of Chicago
- **A National Evaluation of the RISE Program**, Wesley Schultz, California State University-San Marcos

Issues and Recommendations

- **Clear Expectations: empirical (rather than evaluative) research that produces generalizable lessons that may be useful in promoting greater participation of URM students in biomedical/behavioral research**
- **Team Science: a collaborative effort among researchers, program administrators, educators, psychologists, sociologists, biostatisticians, and/or economists, etc., as appropriate**
- **Appropriate comparison or control group(s)**
- **Sound and explicit theoretical basis for the hypothesis to be tested**
- **Sound statistical methods and analyses**

Future Outlook

- **NIGMS plans to revise and reissue the RFA in the summer of 2007**
- **Expected Application Receipt Date: October, 2007**
- **Application Review: February- March, 2008**
- **NIGMS Council Review: May 2008**
- **Earliest Funding: July 2008**

Contact Information

Shiva P. Singh, Ph.D.

301-594-3900

singhs@nigms.nih.gov