

Appl id	NIH Spending Categorization	Project Abstract
8070198	Basic Behavioral and Social Science; Behavioral and Social Science; Bioengineering; Clinical Research	<p>DESCRIPTION (provided by applicant): Dr. Mary (Molly) Carnes at the University of Wisconsin-Madison is an ideal candidate for the Pathfinder Award. Her innovative research has already led to changes in practices that promote workforce diversity in science, technology, engineering, mathematics and medicine (STEMM). Implicit stereotype-based biases habitually - even if unintentionally - influence decision-making in ways that disadvantage individuals from groups underrepresented in STEMM. As a Pathfinder, Dr. Carnes will develop an interactive, experiential, case-based computer game that will teach faculty to recognize and self-correct implicit stereotype-based biases. This approach is based on the proven impact of game-based learning on attitudes, behaviors, and social interactions in several fields including medical education and counseling. This approach is also informed by research showing that organizational change depends on attitudinal and behavioral changes in members of the organization - in this case STEMM faculty. The potential for groundbreaking impact is supported by reports stating that the aggregate impact of implicit biases may constitute the greatest impediment to the full participation and advancement in STEMM of ethnic and racial minorities, people with disabilities, and women. While game-based learning is a clear departure from Dr. Carnes's past research, the proposed work shares the hallmarks of her previous endeavors: integrating multiple streams of research; involving multi-disciplinary collaborators; designing theoretically-informed, evidence-based interventions that can be rapidly translated into practice; and incorporating evaluation and modification in iterative, problem-solving cycles. The proposed research is highly innovative in that it approaches implicit stereotype-based bias in decision-making as a remediable habit, targets faculty who are the drivers of institutional change, and uses game-based learning strategies to design authentic experiences that can help faculty break the bias habit. With Dr. Carnes's past history of successful, high-impact research, she is ideally suited to utilize the Pathfinder Award to achieve new and important breakthroughs to increase STEMM workforce diversity.</p>

Appl id	NIH Spending Categorization	Project Abstract
8070273	Patient Safety; Rehabilitation	<p>DESCRIPTION (provided by applicant): Increasing the means for individuals with physical limitations to study - and ultimately enjoy a career in - biomedical science requires creating a setting and lab assistive technology (AT) that build not only their experience but also their confidence in performing typical biomedical science activities. We propose to establish the Institute for Accessible Science (IAS), which will target and break down physical and attitudinal impediments to the inclusion of persons with disabilities (PWDs) in biomedical research. Central to the IAS mission will be the creation of the IAS-HUB - a unique cyberinfrastructure for sharing information, model simulations, and resources - that will serve as a platform to drive institutional transformation. This powerful web-based interactive community will assist PWDs with solving problems encountered in the education pipeline toward a career in biomedical science. The IAS-HUB will collect information on and track PWDs and other resources as well as provide an interactive forum for PWDs, researchers, and educators to exchange information, offer webinars, online workshops, and interactive laboratory training simulations. Through the IAS-HUB, we will communicate with and assist individual PWDs on educational institution and curriculum choices, careers, and disability-related concerns. IAS- HUB will also serve as a resource for PWDs facing educational and institutional difficulties regarding architectural accessibility of classrooms, laboratories, and housing; transportation; financial support; healthcare needs; and current attitudes toward them in biomedical science departments. In addition, we will create an immersive laboratory training environment (ABIL) for PWDs to practice with AT, enabling them to perform as independently as possible lab techniques commonly used during biomedical research. These interventions are expected not only to increase the know-how and confidence of PWDs to enter biomedical science research but also will play a critical role in empowering PWDs to request greater accommodations in science curricula and research laboratories. PUBLIC HEALTH RELEVANCE: Diversification of our nation's biomedical research community is an essential step toward the identification of innovative solutions to promote the improved human health of the U.S. population. We propose to promote the diversification of the biomedical workforce by accelerating the entry and success of persons with disabilities in science careers.</p>

Appl id	NIH Spending Categorization	Project Abstract
8070267	Behavioral and Social Science; Clinical Research	<p>DESCRIPTION (provided by applicant): Our goal is to conduct a randomized trial investigating the role of two different types of trainee and faculty mentoring in the promotion of resilience among underrepresented minorities including differently abled/disabled persons in biomedical research careers. Lack of quality mentorship, a sense of isolation and a 'hostile' environment are common barriers to success for women and underrepresented minorities at all career levels. However, good mentorship, a strong social network and clarity of internal goals have been associated with resilience among minority researchers. Therefore, we hypothesize that an educational intervention, aimed at the research mentors, and the formation of virtual peer mentoring groups will advance the careers of minority and women faculty members by mediating the barriers and impediments in the workplace environment at three Upstate New York Medical Centers: University of Rochester Medical Center, State University of New York (SUNY) - Buffalo and SUNY-Upstate Medical Center-Syracuse. We believe that these combined interventions will improve the likelihood of success of minorities and women in biomedical research through positive perceptions of self and acquired attitudes and behaviors needed to secure success within medical research institutions. Subjects will be randomly assigned to: 1) Mentor education (Social Determination Theory), 2) Virtual peer mentoring, or 3) Both mentor education (SDT) and virtual peer mentoring, or 4) Usual practice/control. The primary endpoints for this funding period across all four study groups will be comparisons of: 1) pre and post-tests of trainees' psychological needs assessment on a standardized test adapted for the workplace 2) productivity (thesis completion, publications, grants submitted) and 3) career trajectories. PUBLIC HEALTH RELEVANCE: Our goal is to conduct a randomized trial to study the role of two different types of trainee and faculty mentoring in the promotion of resilience among underrepresented minorities (including disabled persons) in biomedical research careers at three Upstate New York Medical Centers: University of Rochester Medical Center, State University of New York (SUNY) - Buffalo and SUNY-Upstate Medical Center-Syracuse. We will compare a mentoring educational intervention alone and in combination with a virtual peer mentoring group to a control group. The main outcomes will be comparisons of: 1) pre and post-tests of trainees' psychological needs assessment on a standardized test adapted for the workplace and 2) productivity (thesis completion, publications, grants submitted).</p>

Appl id	NIH Spending Categorization	Project Abstract
8070158	Basic Behavioral and Social Science; Behavioral and Social Science; Clinical Research	<p>DESCRIPTION (provided by applicant): The historical approaches to training biomedical scientists have been very successful at creating a talented, creative, community of scientists, but have failed to produce meaningful improvement in the participation of individuals from underrepresented racial and ethnic minority (URM) groups in this community. The thesis of this proposal is that the absence of change is an unintended consequence of the fundamental culture and practices of biomedical research and research training. The culture and practices can be well modeled and interpreted drawing on several well-established social science theories, including: 1) Communities of Practice, which describes how individuals with common interests and goals engage to achieve those goals, especially the processes by which new individuals enter the group, gradually acquire (or fail to acquire) the informal knowledge and practices of the group, and become full participants; 2) Social Cognitive Career Theory, through which its variables of self-efficacy, outcome expectations, personal goals, and contextual supports/barriers provide insights into forces guiding individual development and career choices; 3) a comparison of the strengths and inherent limitations of mentoring (as practiced in biomedical research training) versus coaching (as practiced in the development of athletic talents). From these theoretical frameworks, an experiment is proposed to test the hypothesis that: a hybrid model employing sophisticated coaches to complement what scientific mentors typically provide can mitigate the unconscious processes that significantly impair professional advancement of young URM scientists. The experiment would be a randomized controlled trial of a coaching-based model for a diverse cohort of 160 PhD students who have a strong desire to pursue academic careers. A community of these individuals would be created from around the U.S. and sustained through an annual professional development sequence, periodic electronic meetings throughout the years, and a mediated social network to sustain professional development and progress toward an academic career. PUBLIC HEALTH RELEVANCE: To continue and enhance the prominence of the U.S. in biomedical research, we must find ways to identify, develop and employ the talents of a broader spectrum of our population. The proposed model represents a substantial shift in thinking and approach, and challenges conventional assumptions and practices, but if successful could finally achieve a breakthrough in the efforts to diversifying the biomedical workforce. It also could be applied to many disciplines and talent pools because it is a generalized model that more systematically approaches development of human talents starting from well-developed social science principles.</p>

Appl id	NIH Spending Categorization	Project Abstract
8070244	Clinical Researc	<p>DESCRIPTION (provided by applicant): Many factors influence the careers of individuals underrepresented in medicine and science (under- represented minorities, URM), but only a few of these factors are tracked in current diversity research. We hypothesize that this lack of comprehensive data and its analysis impedes the ability of institutional leaders to identify and implement successful policies and interventions that increase the diversity and inclusiveness of the workforce. New advances in data collection and analysis at Harvard Medical School promise to make it possible to test this hypothesis. Using a newly-developed tool, Profiles, we will assemble a range of data about individuals (demographics, research, teaching and service-related information) and about the environment and policies and practices of the institutions in which the individuals work. Expanding Profiles, we will collect new data at the departmental and institutional levels, including diversity, mentoring and faculty development programs, fellowships and trainings, awards and honors, individual information pertaining to users of these offerings, and information on grant applications, teaching activities and leadership roles of individual faculty. This groundbreaking data collection, conceptual framework and analysis approach will allow us to address, for the first time, how multiple factors interact in hindering or supporting the careers of URM faculty, allowing us to form hypotheses about how environmental factors affect the success of junior faculty, and to identify potential differences between URM faculty and other faculty. We will analyze these data using approaches drawn from epidemiology, social network theory and sociology, extending our understanding of URM career pathways in real time. These comprehensive data will inform us about the effects of general policies, as well as diversity policies, on the career success of URM faculty and trainees and will offer institutional decision-makers new tools with which to assess and modify institutional policies relevant to URMs, including policies not originally intended to affect diversity. PUBLIC HEALTH RELEVANCE: Diversity research in the biomedical, health and behavioral sciences has been limited by a lack of comprehensive, integrated information pertaining to factors - including factors not addressed by diversity programs - that impede or facilitate career entry, persistence and success. Harnessing data that has been fragmented and/or not readily accessible combined with a robust conceptual framework will make possible analyses that enable institutions to develop policies, practices and programs that lead to increased diversity and inclusion in the sciences. As a portable approach and platform, the proposed work, is potentially of value to all institutions.</p>

Appl id	NIH Spending Categorization	Project Abstract
8070266	Behavioral and Social Science; Clinical Research; Clinical Trial	<p>DESCRIPTION (provided by applicant): Disproportionate loss of women faculty from top universities greatly compromises our nation's academic talent pool. Under my leadership, Stanford School of Medicine has enacted important structural interventions (tenure clock flexibility, childcare, mentoring) that have proved necessary but not sufficient to fully support and retain women faculty. Social psychology demonstrates that stereotype threat (ST) diminishes women's performance in situations where women sense they will be judged by, or treated by negative stereotypes. Interventions that create positive social psychological environments can ameliorate ST, but have not been studied in faculty. Hypothesis: ST interventions improve women assistant professors' ability to capitalize on career advancement opportunities, and enhance academic success and retention. Building on past literature, I will conduct 10 focus groups of assistant professors (7 for women/3 for men) to identify triggers of ST and create video scenarios to sequentially test these triggers in laboratory settings. Physiological (heart rate, neural), behavioral (cognitive performance, thought suppression, memory), and psychological (feelings of belonging and motivation) manifestations of ST will be assessed. I will then assess, in real-life settings, the effect of a known ST intervention (STI) in which subjects read/discuss situations depicting how all junior faculty struggle with (and overcome) feelings of belonging. The one-year intervention will be compared to Mentoring and Academic Skills (MAS) enhancement and control, using a 2- Phase adaptive trial design. Phase 1: randomly assign 60 women and 60 men to STI or control (no intervention). Phase 2: three-group comparison, STI, STI+MAS, control - 30 per group. Primary outcomes are measures of women's perceptions of belonging, motivation, and reactions to adverse events. Secondary outcomes are laboratory assessments of ST, objective predictors of career advancement (grants and manuscripts submitted/published, 2-year retention rates). This first-ever research examining a ST intervention amongst women faculty will develop effective and replicable interventions to retain women faculty. PUBLIC HEALTH RELEVANCE: Disproportionate loss of women faculty from top universities greatly compromises our nation's academic talent pool, and despite our attention to factors such as tenure clock flexibility, childcare, and mentoring, we continue to lose women faculty. One potential reason for this is stereotype threat (ST), which diminishes women's performance in situations where women sense they will be judged by, or treated by negative stereotypes, ultimately leading them to disengaging from this negative environment. I will design and test interventions known to decrease this phenomenon in students, but which have never been tested in faculty. This first-ever research examining a ST intervention amongst women faculty will develop effective and replicable interventions to retain women faculty that might be applicable to other stereotyped groups such as racial and ethnic minorities in academic medicine.</p>

Appl id	NIH Spending Categorization	Project Terms	Project Title	Public Health Relevance
8070198	Basic Behavioral and Social Science; Behavioral and Social Science; Bioengineering; Clinical Research	Attitude; Award; Behavior; Behavioral; Computers; Counseling; Decision Making; Disabled Persons; Disabled Population; Disadvantaged; Economics; Educational process of instructing; Engineering; Engineerings; Ethnic and Racial Minorities; Evaluation; Evidence based intervention; Faculty; Future; Habits; Handicapped; History; Individual; Learning; Mathematics; Medical Education; Medicine; Minority Groups; Modification; Mollies; Organizational Change; People with Disabilities; Persons with Disabilities; Plague; Population; Problem Solving; Recording of previous events; Reporting; Research; Science; Science of Medicine; Social Interaction; Stereotyping; Stream; Students; Teaching; Technology; Translating; Translatings; Universities; Wisconsin; Woman; Work; Yersinia pestis disease; base; case-based; design; designing; disabled; disabled people; experience; health disparities; health disparity; innovate; innovation; innovative; knowledge base; language translation; member; public health relevance; virtual;	VIRTUAL GAMES FOR STEM FACULTY TO BREAK THE BIAS HABIT	PUBLIC HEALTH RELEVANCE: If the U.S. is to maintain its economic edge in a global economy that is increasingly knowledge-based, we must increase the participation and advancement of individuals from populations that are underrepresented in science, technology, engineering, mathematics, and medicine (STEMM). This research focuses on increasing the diversity of STEMM faculty which is an effective strategy for increasing the diversity of students and future STEMM leaders as well as reducing the persistent health disparities that plague our nation.

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8070273	Patient Safety; Rehabilitation	Architectural Accessibility; Assistive Technology; Attitude;Biomedical Research; Care, Health; Career Choice; Communities; Curriculum; Disabled Persons; Disabled Population; Education; Educational Curriculum; Educational aspects; Educational workshop; Environment; Financial Support ;Handicapped; Health; Healthcare; Housing; Human;Human, General; Individual; Institutes; Institution; Intervention; Intervention Strategies; Investigators; Laboratories; Laboratory Research; Man (Taxonomy); Man, Modern; Methods and Techniques; Methods, Other;Mission; On-Line Systems; Online Systems; People with Disabilities; Persons; Persons with Disabilities; Play; Population; Problem Solving; Research; Research Personnel; Research Resources; Researchers; Resources; Role; Science; Self-Help Devices; Solutions; Techniques; Training; Transportation; Workshop; abstracting; assistive device;career; disability; disabled; disabled people; empowered; experience; improved; innovate; innovation; innovative; interventional strategy; models and simulation; online computer; simulation; social role; success; web based;	INSTITUTE FOR ACCESSIBLE SCIENCE (IAS): ADVANCING INCLUSION OF PERSONS WITH DISAB	PROJECT NARRATIVE Diversification of our nation's biomedical research community is an essential step toward the identification of innovative solutions to promote the improved human health of the U.S. population. We propose to promote the diversification of the biomedical workforce by accelerating the entry and success of persons with disabilities in science careers.

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8070267	Behavioral and Social Science; Clinical Research	Academic Medical Centers; Attitude;Awareness of self; Behavior;Biomedical Research; Buffaloes; Control Groups; Disabled Persons; Disabled Population;E ducation; Education for Intervention; Educational Intervention; Educational aspects; Environment; Faculty; Funding; Goals; Grant; Handicapped; Institution; Instruction Intervention; Intervention; Intervention Strategies; Investigators; Job Environment; Job Location; Job Place; Job Setting; Job Site; Mediating; Medical Research; Medical center; Mentors; Mentorship; Minority; Needs Assessment; New York; Outcome; People with Disabilities; Personal awareness; Persons with Disabilities; Pre-Post Tests; Productivity; Publications; Randomized; Research; Research Personnel; Researchers; Role; Scientific Publication; Secure; Self Perception; Self image; Self view; Social Network; Testing; Training Intervention; Underrepresented Minority; Universities; University Medical Centers; Woman; Work Location; Work Place; Work-Site; Workplace; Worksite; abstracting; career; disabled; disabled people; improved; instructional intervention; interventional strategy; member; peer; psychologic; psychological; randomisation; randomization; randomized trial; randomly assigned; resilience; self awareness; self knowledge;s ocial; social role; success; theories; under-represented minority; underserved minority; virtual; work environment; work setting;	RESEARCHER RESILIENCE THROUGH MULTIDIMENSIONAL MENTORING	Project Narrative Our goal is to conduct a randomized trial to study the role of two different types of trainee and faculty mentoring in the promotion of resilience among underrepresented minorities (including disabled persons) in biomedical research careers at three Upstate New York Medical Centers: University of Rochester Medical Center, State University of New York (SUNY) - Buffalo and SUNY-Upstate Medical Center-Syracuse. We will compare a mentoring educational intervention alone and in combination with a virtual peer mentoring group to a control group. The main outcomes will be comparisons of: 1) pre and post-tests of trainees' psychological needs assessment on a standardized test adapted for the workplace and 2) productivity (thesis completion, publications, grants submitted).

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8070158	Basic Behavioral and Social Science; Behavioral and Social Science; Clinical Research	Athletic; Biomedical Research; Career Choice; Cognitive; Communities; Community Practice; Complement; Complement Proteins; Consciousness, Loss of; Development; Discipline; Doctor of Philosophy; Electronics; Ethnic and Racial Minorities; Goals; Group Practice; Human Development; Hybrids; Individual; Knowledge; Mediating; Mentors; Minority Groups; Modeling; Outcome; Participant; Ph.D.; PhD Population; Process; Randomized Controlled Trials; Research Training; Scientist; Self Efficacy; Social Network; Social Sciences; Students;Talents; Testing; Thinking; Thinking, function; Training; Translating; Translatings; Unconscious; Unconscious State; Unconsciousness; base; biomedical scientist; career; cohort; expectation; experiment; experimental research; experimental study; insight; interest; language translation; meetings; randomized controlled study; research study; social; theories;	TRANSLATING THEORY TO PRACTICE TO DIVERSIFY THE BIOMEDICAL RESEARCH COMMUNITY	To continue and enhance the prominence of the U.S. in biomedical research, we must find ways to identify, develop and employ the talents of a broader spectrum of our population. The proposed model represents a substantial shift in thinking and approach, and challenges conventional assumptions and practices, but if successful could finally achieve a breakthrough in the efforts to diversifying the biomedical workforce. It also could be applied to many disciplines and talent pools because it is a generalized model that more systematically approaches development of human talents starting from well-developed social science principles.

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8070244	Clinical Researc	Address; Affect; Analysis, Data; Applications Grants; Award; Behavioral Sciences; Data; Data Analyses; Data Collection; Educational process of instructing; Environment; Environmental Factor; Environmental Risk Factor; Epidemiology; Faculty; Fellowship Program; Grant Proposals; Grants, Applications; Health; Individual; Institution; Institutional Policy; Intervention; Intervention Strategies; Lead; Leadership; Medicine; Mentors; Pathway interactions; Pb element; Policies; Program Development; Programs (PT); Programs [Publication Type]; Research; Role; Science; Science of Medicine; Services; Social Network; Sociology; System; System, LOINC Axis 4; Teaching; Testing; Time; Training; Underrepresented Minority; Work; abstracting; career; demographics; environmental risk; heavy metal Pb; heavy metal lead; interventional strategy; medical schools; pathway; programs; public health relevance; social role; success; theories;tool; under-represented minority; underserved minority;	A SYSTEMS APPROACH TO ADVANCING WORKFORCE INCLUSION AND DIVERSITY	Public Health Relevance Statement Diversity research in the biomedical, health and behavioral sciences has been limited by a lack of comprehensive, integrated information pertaining to factors - including factors not addressed by diversity programs that impede or facilitate career entry, persistence and success. Harnessing data that has been fragmented and/or not readily accessible combined with a robust conceptual framework will make possible analyses that enable institutions to develop policies, practices and programs that lead to increased diversity and inclusion in the sciences. As a portable approach and platform, the proposed work, is potentially of value to all institutions.

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8070266	Behavioral and Social Science; Clinical Research; Clinical Trial	Adverse Experience; Adverse event; Attention; Behavioral; Chronotropism, Cardiac;Chronotropisms, Cardiac; Clinical Trials Design; Cognitive; Environment; Ethnic and Racial Minorities; Faculty; Feeling; Focus Groups; Grant; Heart Rate; Intervention; Intervention Strategies; Laboratories; Leadership; Life; Literature; Manuscripts; Medicine; Memory; Mentors; Minority Groups; Motivation; Nervous; Outcome Measure; Perception; Performance; Phase; Physiologic; Physiological;Publishing; Randomized; Reaction; Reading; Research; Science of Medicine; Social Psychology; Stereotyping; Students; Talents; Testing; Universities; Woman; career; comparison group; design; designing; feelings; flexibility; improved; interventional strategy; medical schools; men; men's; neural; primary outcome; professor; psychologic; psychological; randomisation; randomization; randomly assigned; relating to nervous system; secondary outcome; skills; social; success;	ERADICATING STEREOTYPE THREAT: INTERVENING TO RETAIN AND ADVANCE WOMEN FACULTY	Disproportionate loss of women faculty from top universities greatly compromises our nation's academic talent pool, and despite our attention to factors such as tenure clock flexibility, childcare, and mentoring, we continue to loose women faculty. One potential reason for this is stereotype threat (ST), which diminishes women's performance in situations where women sense they will be judged by, or treated by negative stereotypes, ultimately leading them to disengaging from this negative environment. I will design and test interventions known to decrease this phenomenon in students, but which have never been tested in faculty. This first-ever research examining a ST intervention amongst women faculty will develop effective and replicable interventions to retain women faculty that might be applicable to other stereotyped groups such as racial and ethnic minorities in academic medicine.

Appl id	NIH Spending Categorization	Award Notice Date	Department	Educational Institution Type	Project Number	Type	Activity	IC	Serial Number	Support Year	Suffix
8070198	Basic Behavioral and Social Science; Behavioral and Social Science; Bioengineering; Clinical Research	30-Sep-10	MISCELLANEOUS	SCHOOLS OF MEDICINE	1DP4GM096822-01	1	DP4	GM	96822	1	

Appl id	NIH Spending Categorization	Program Official Information	Project Start Date	Project End Date	RFA/PA	Study Section	Subproject Number	Contact Principal Investigator
8070198	Basic Behavioral and Social Science; Behavioral and Social Science; Bioengineering; Clinical Research	RIVERA-RENTAS, ALBERTO riverara@mail.nih.gov	30-Sep-10	31-Aug-13	RFA-OD-10-013	Special Emphasis Panel (ZRG1)		CARNES, MARY LINDSEY

Appl id	NIH Spending Categorization	Program Official Information	Project Start Date	Project End Date	RFA/PA	Study Section	Subproject Number	Contact Principal Investigator
8070273	Patient Safety; Rehabilitation	RIVERA-RENTAS, ALBERTO riverara@mail.nih.gov	30-Sep-10	31-Aug-13	RFA-OD-10-013	Special Emphasis Panel (ZRG1)		DUERSTOCK, BRADLEY S

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8070267	Behavioral and Social Science; Clinical Research	RIVERA-RENTAS, ALBERTO riverara@mail.nih.gov	30-Sep-10	31-Aug-13	RFA-OD-10-013	Special Emphasis Panel (ZRG1)		LEWIS, VIVIAN

Appl id	NIH Spending Categorization	Program Official Information	Project Start Date	Project End Date	RFA/PA	Study Section	Subproject Number	Contact Principal Investigator
8070158	Basic Behavioral and Social Science; Behavioral and Social Science; Clinical Research	RIVERA-RENTAS, ALBERTO riverara@mail.nih.gov	30-Sep-10	31-Aug-13	RFA-OD-10-013	Special Emphasis Panel (ZRG1)		MCGEE, RICHARD

Appl id	NIH Spending Categorization	Program Official Information	Project Start Date	Project End Date	RFA/PA	Study Section	Subproject Number	Contact Principal Investigator
8070244	Clinical Researc	RIVERA-RENTAS, ALBERTO riverara@mail.nih.gov	30-Sep-10	31-Aug-13	RFA-OD-10-013	Special Emphasis Panel (ZRG1)		REEDE, JOAN Y.

Appl id	NIH Spending Categorization	Program Official Information	Project Start Date	Project End Date	RFA/PA	Study Section	Subproject Number	Contact Principal Investigator
8070266	Behavioral and Social Science; Clinical Research; Clinical Trial	RIVERA-RENTAS, ALBERTO riverara@mail.nih.gov	30-Sep-10	31-Aug-13	RFA-OD-10-013	Special Emphasis Panel (ZRG1)		VALANTINE, HANNAH AUGUSTA

Appl id	NIH Spending Categorization	Other PIs	Congressional District	DUNS Number	FIPS	Organization Name	Organization City	Organization State	Organization Zip	Organization Country
8070198	Basic Behavioral and Social Science; Behavioral and Social Science; Bioengineering; Clinical Research	Not Applicable	2	161202122	US	UNIVERSITY OF WISCONSIN MADISON	MADISON	WI	53715-1218	UNITED STATES

Appl id	NIH Spending Categorization	Administering IC	ARRA Indicator	Budget Start Date	Budget End Date	CFDA Code	Funding Mechanism	FY	Total Cost	Funding IC	FY Total Cost by IC	FY Total Cost by IC (Sub Projects)
8070198	Basic Behavioral and Social Science; Behavioral and Social Science; Bioengineering; Clinical Research	NIGMS	YES	30-Sep-10	31-Aug-13	701	Research Projects	2010	1999793	OD	1999793	

