Introducing the New NIH Biosketch

R^2 Session

March 10, 2015

What we will cover today

- NIH publication compliance
  - Because it is needed for your biosketch
- The new biosketch
  - Basics
  - SciENcv: an automated biosketch tool on myncbi

Compliance

- Strict rules for reporting publications from NIH funded research

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Congratulations, you have received NIH funding!

Congratulations, you have received NIH funding!

There are just a few things to take care of…..

The NIH Public Access Policy

The NIH Public Access Policy Is Mandatory

- The Policy implements Division G, Title II, Section 218 of PL 110-161 (Consolidated Appropriations Act, 2008) which states:

  The Director of the National Institutes of Health shall require that all investigators funded by the NIH submit or have submitted for them to the National Library of Medicine's PubMed Central an electronic version of their final, peer-reviewed manuscripts upon acceptance for publication, to be made publicly available no later than 12 months after the official date of publication: Provided, That the NIH shall implement the public access policy in a manner consistent with copyright law.

NIH Public Access Policy

- Mandatory as of April 7, 2008
- Submit final, peer-reviewed manuscripts accepted for publication
- Supported, in whole or in part, with direct costs from NIH
- Not covered: book chapters, editorials, or conference proceedings

COMPLIANCE with Public Access policy means that NIH funded articles appear on the NCBI website through PubMed Central (that is, publications have a PMCID)

PubMed

Indexed citations and abstracts

PubMed Central

Full-text journal articles with figures, PDFs, and supplemental files

Or, another way to think about it:

PubMed.gov

VS

PMC

is analogous to

TV GUIDE®

VS

PBS

Public Access:

Copyright enforced

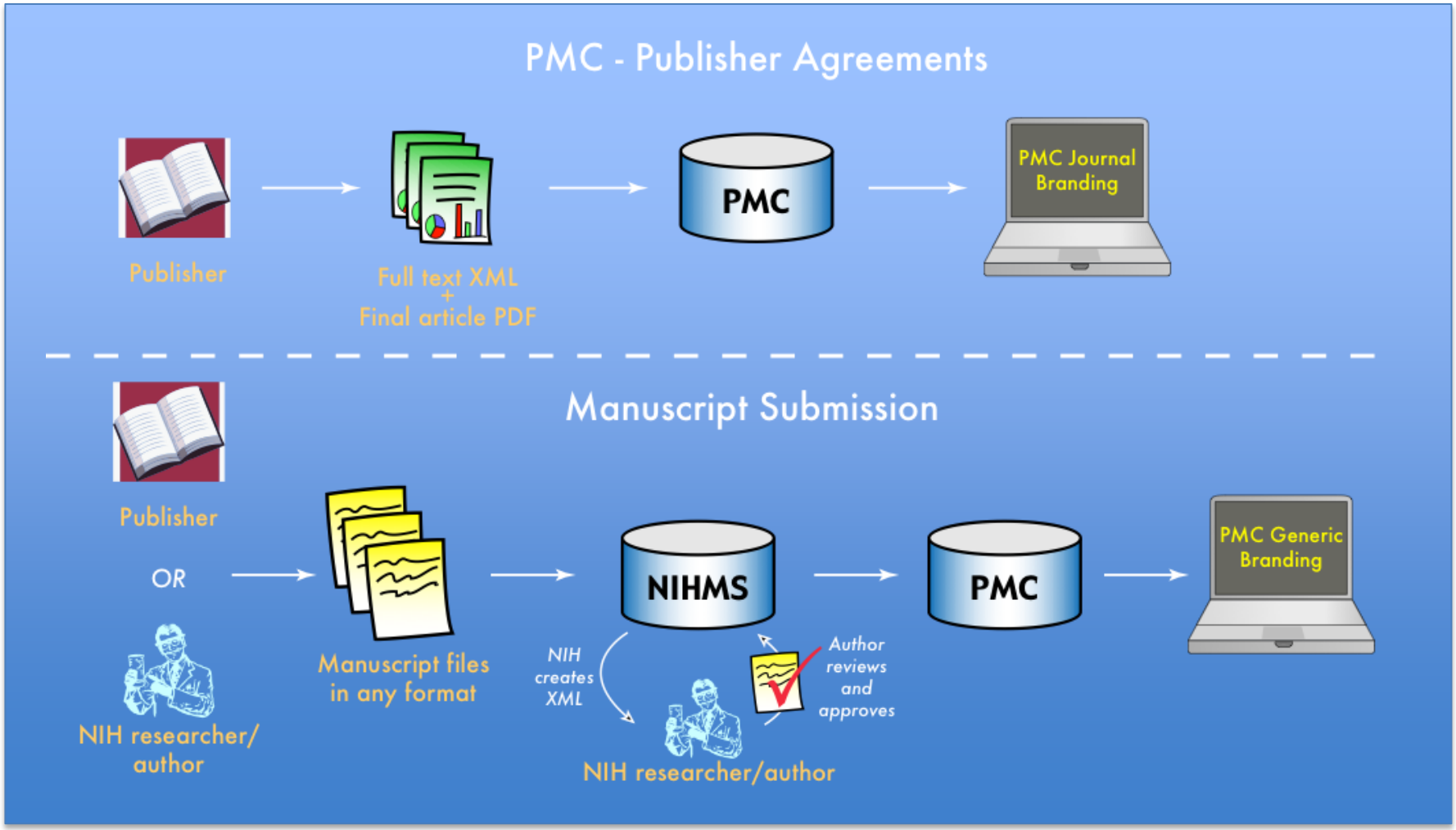
Accessed under fair use principles

Embargoed for up to 1 year

Submissions: PMC vs NIHMS

Which Method should I use?

See http://publicaccess.nih.gov/submit_process.htm



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NIHMS: What to submit

- Journal name
- Manuscript title
- NIH funding source(s)
- Manuscript files (including supplemental materials)

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Overview of the NIHMS process

*Steps 2 and 4 (in blue) require Reviewer action
Note: The Reviewer may also serve as the Submitter.

Blog Post on NIHMS:
http://ncbiinsights.ncbi.nlm.nih.gov/2015/02/03/nihmss-new-look-streamlines-the-manuscript-submission-process/

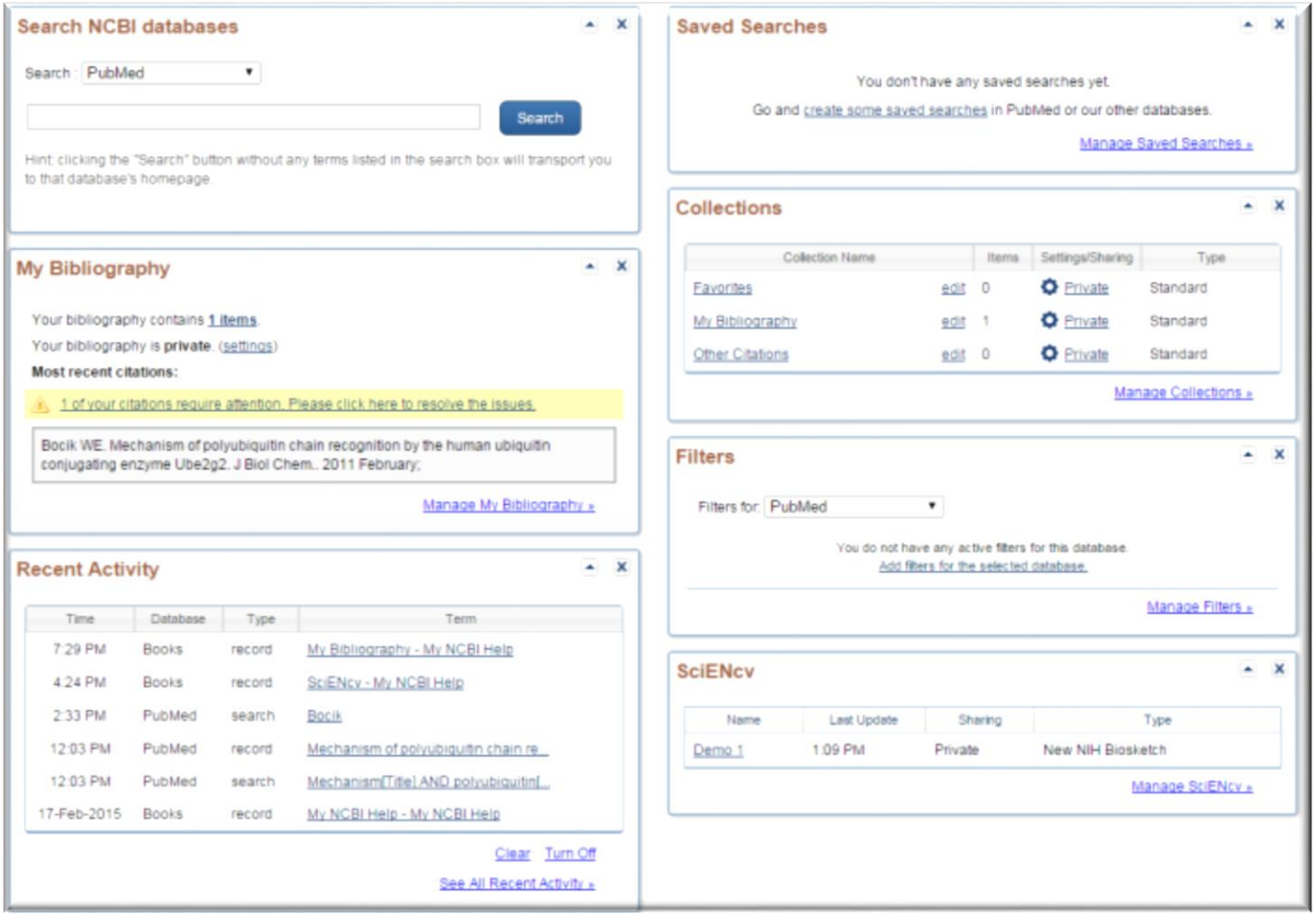
My NCBI: a free toolbox for scientists

NCBI Webinars

My NCBI Login

NCBI Webinars

My NCBI Dashboard



NCBI Webinars

My NCBI Dashboard

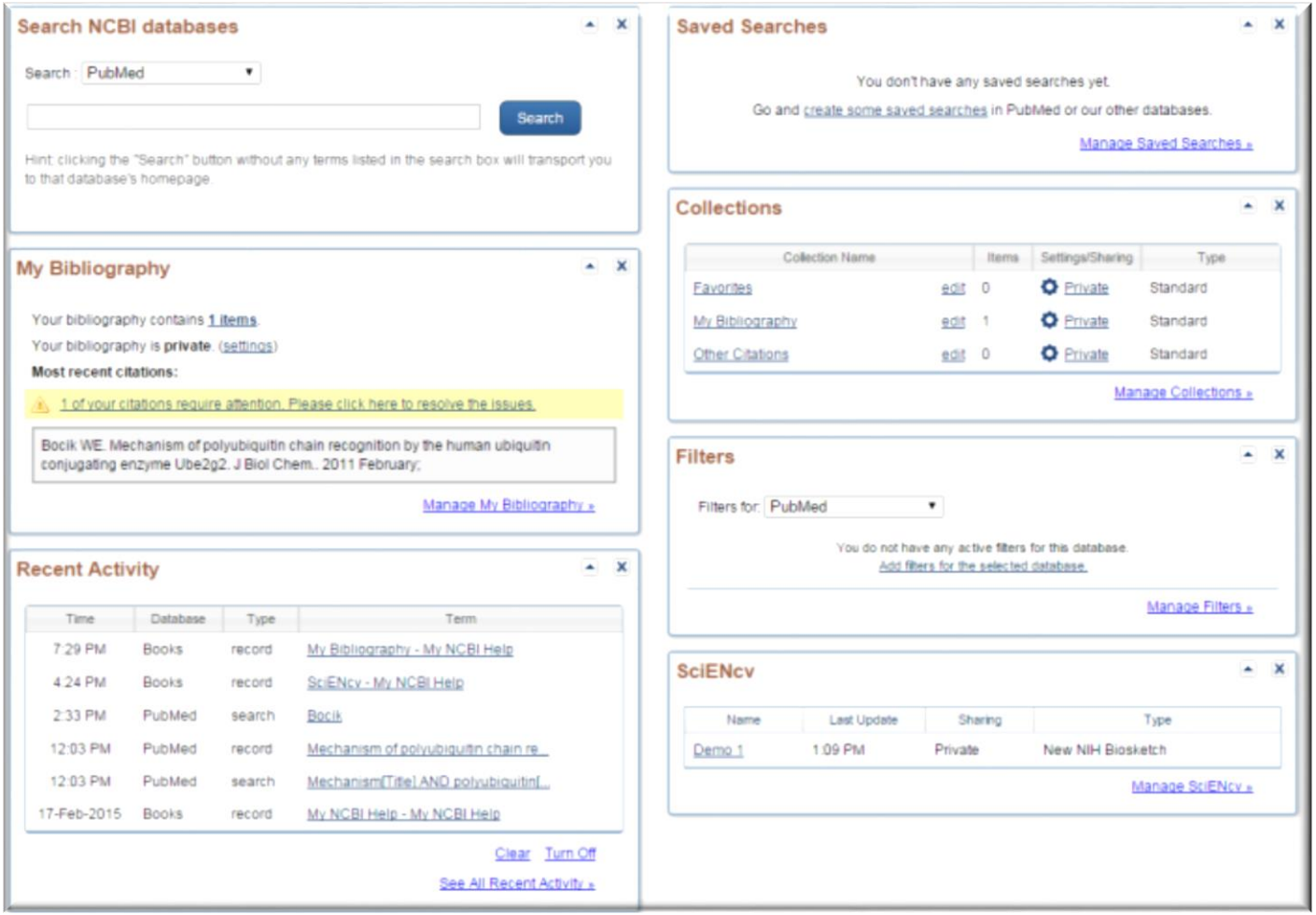
Saved Searches

My Bibliography

Collections

NCBI Webinars

SciENcv



Adding Publications My Bibliography Walkthrough

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Managing NIH Public Access Compliance in My Bibliography

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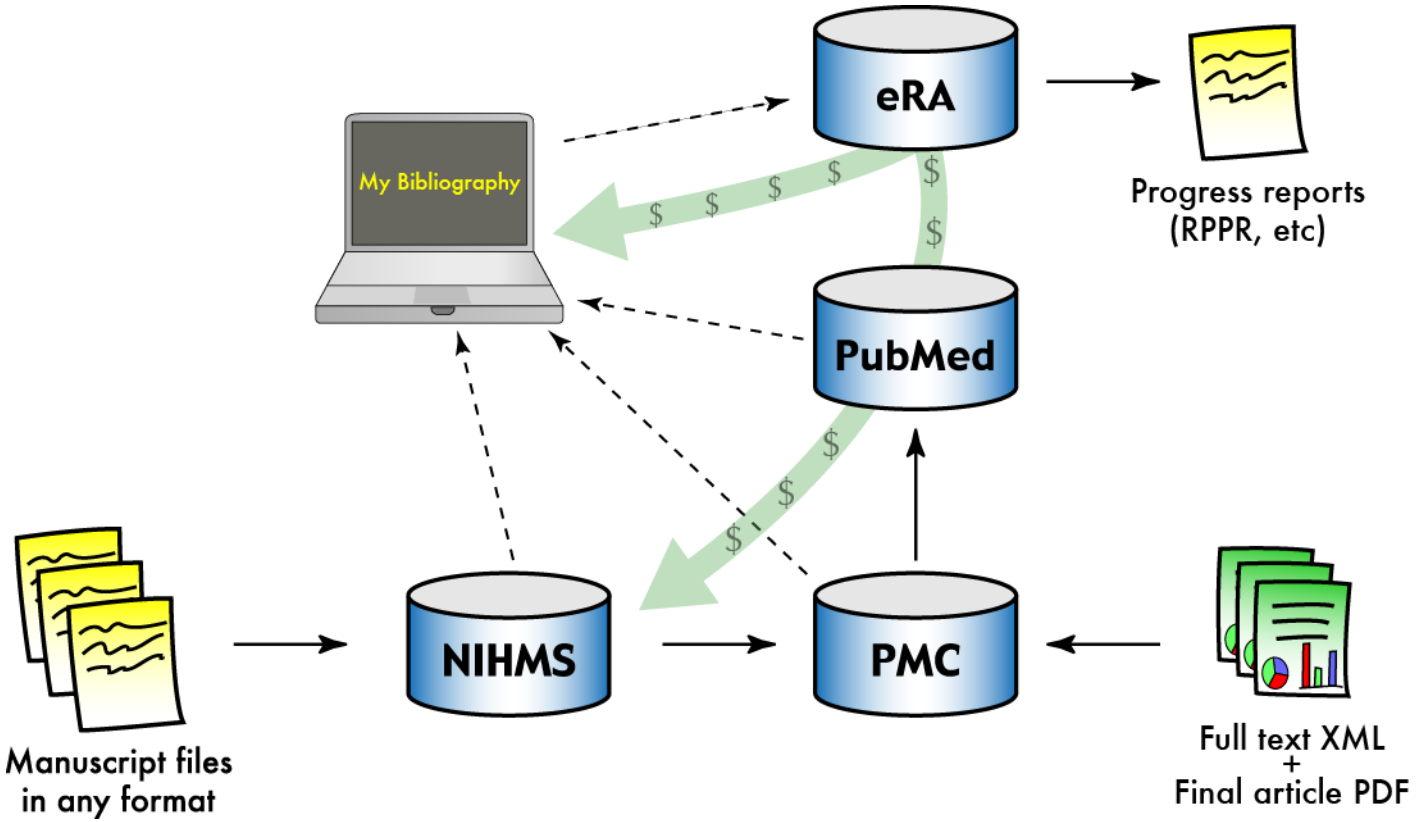
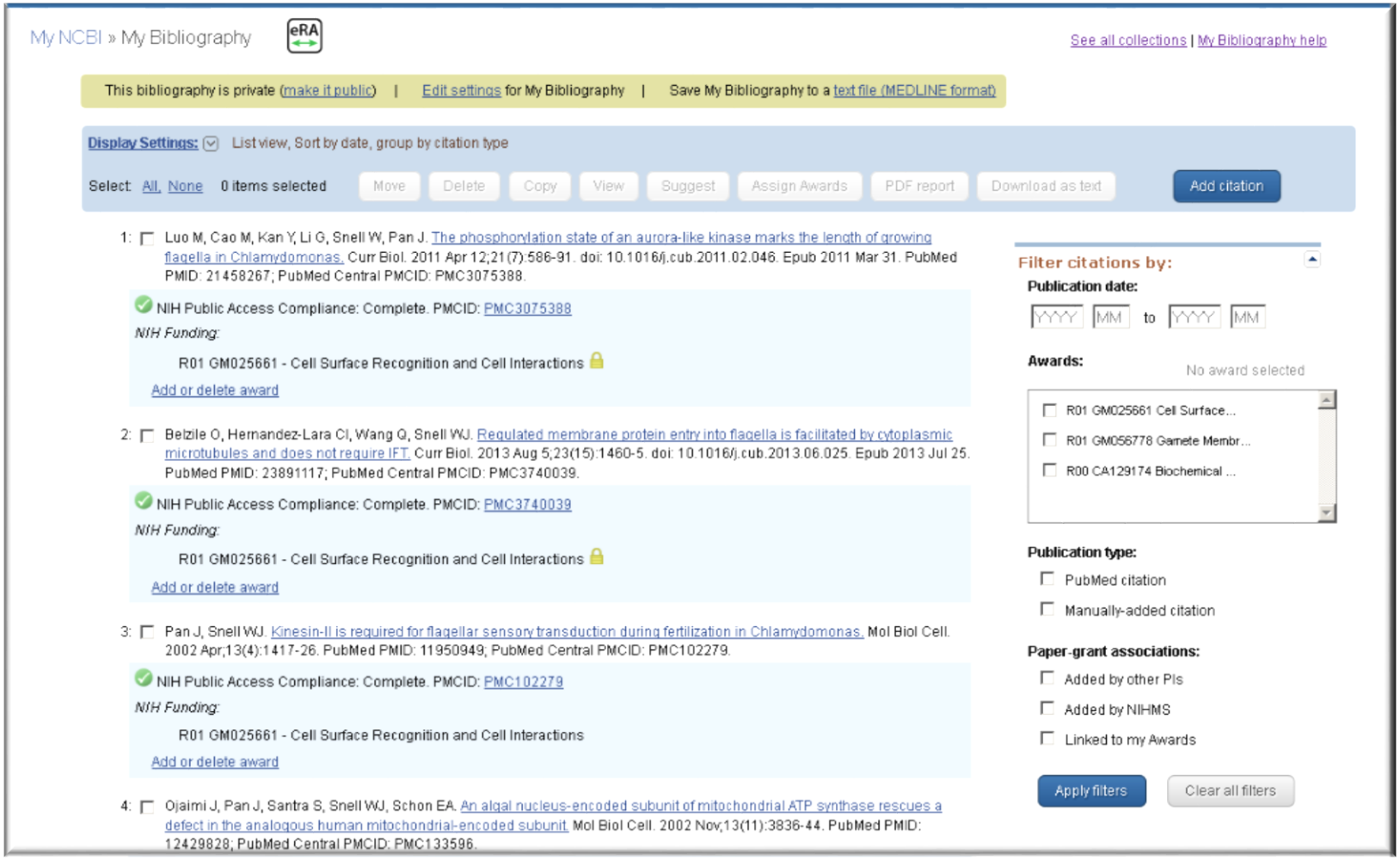
NIHPA compliance management with My Bibliography



NCBI Webinars

My Bibliography, Award View



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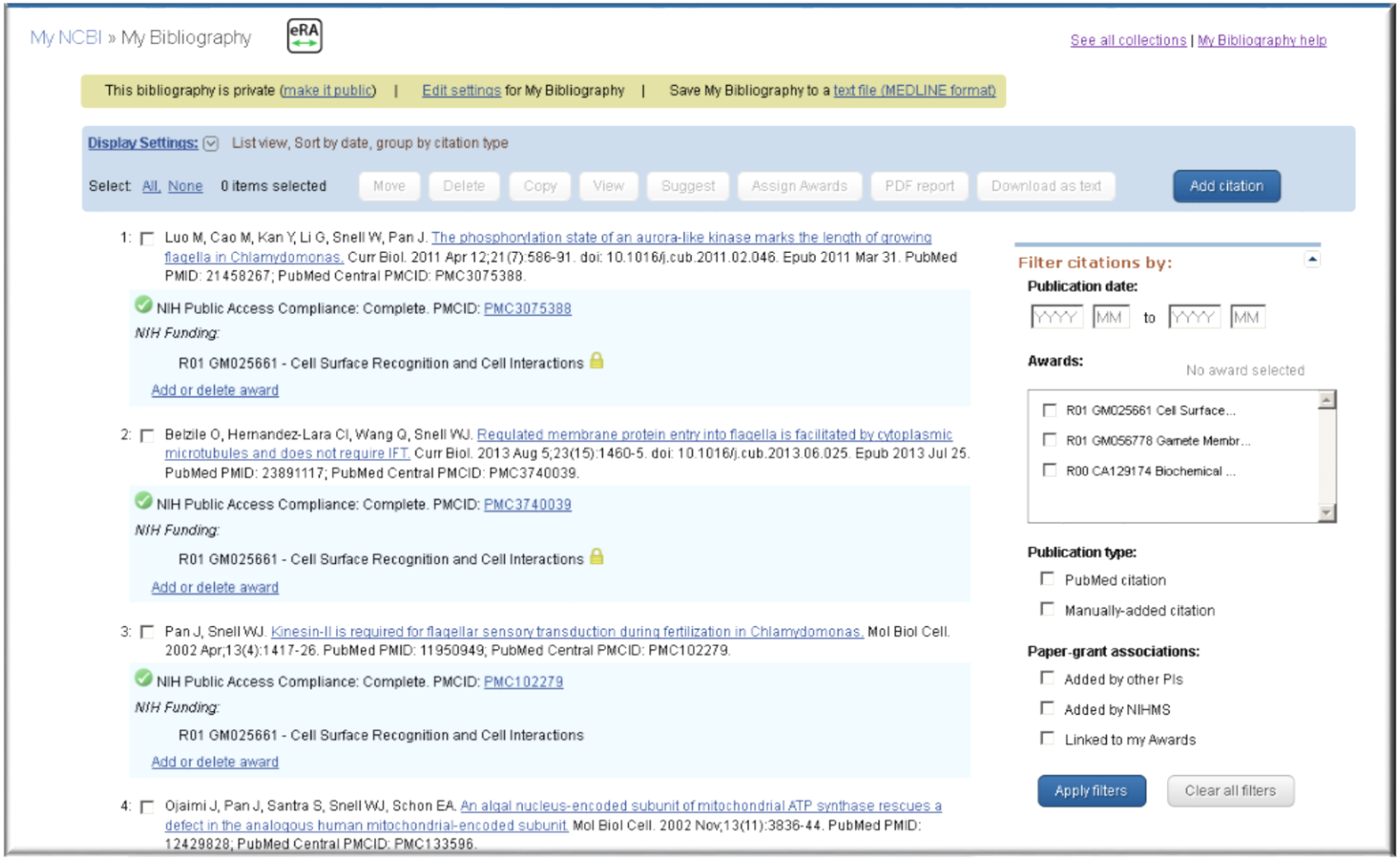
Account Linking Demo

NCBI Webinars

Blog Post on Delegates:
http://ncbiinsights.ncbi.nlm.nih.gov/2015/02/19/my-bibliography-and-sciencv-how-to-delegate-authority-to-others-to-editcreate-your-profile-and-collections/

My Bibliography, Award View



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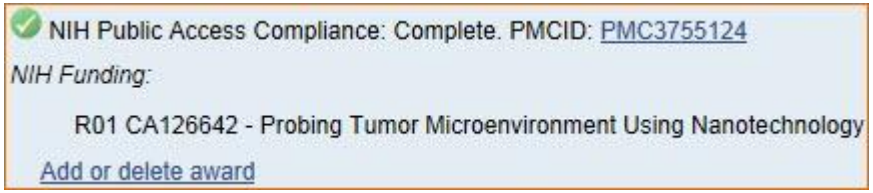
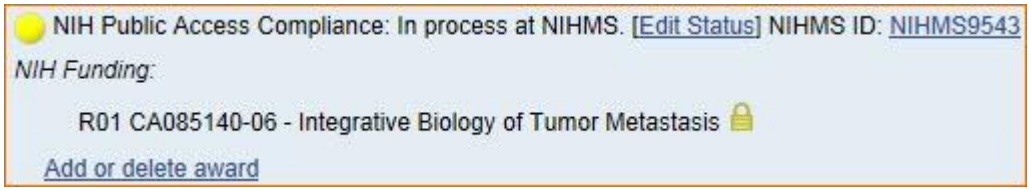
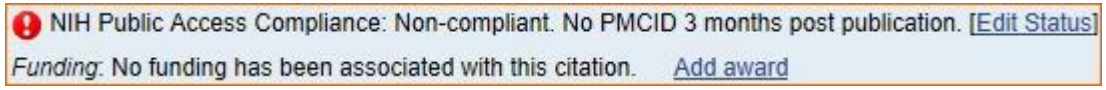
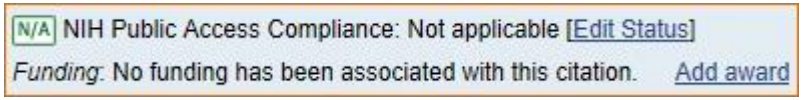
Compliance Status Types



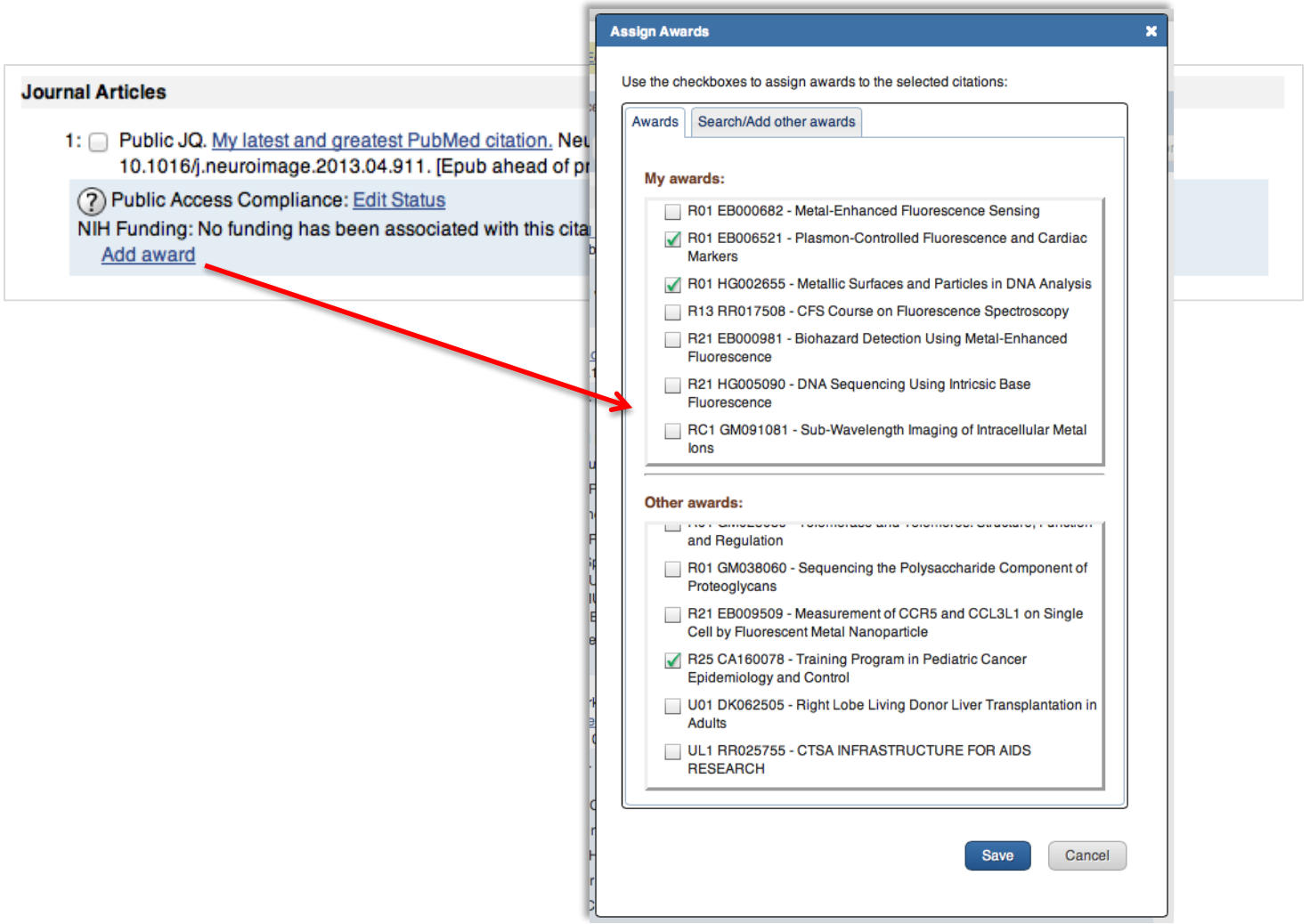




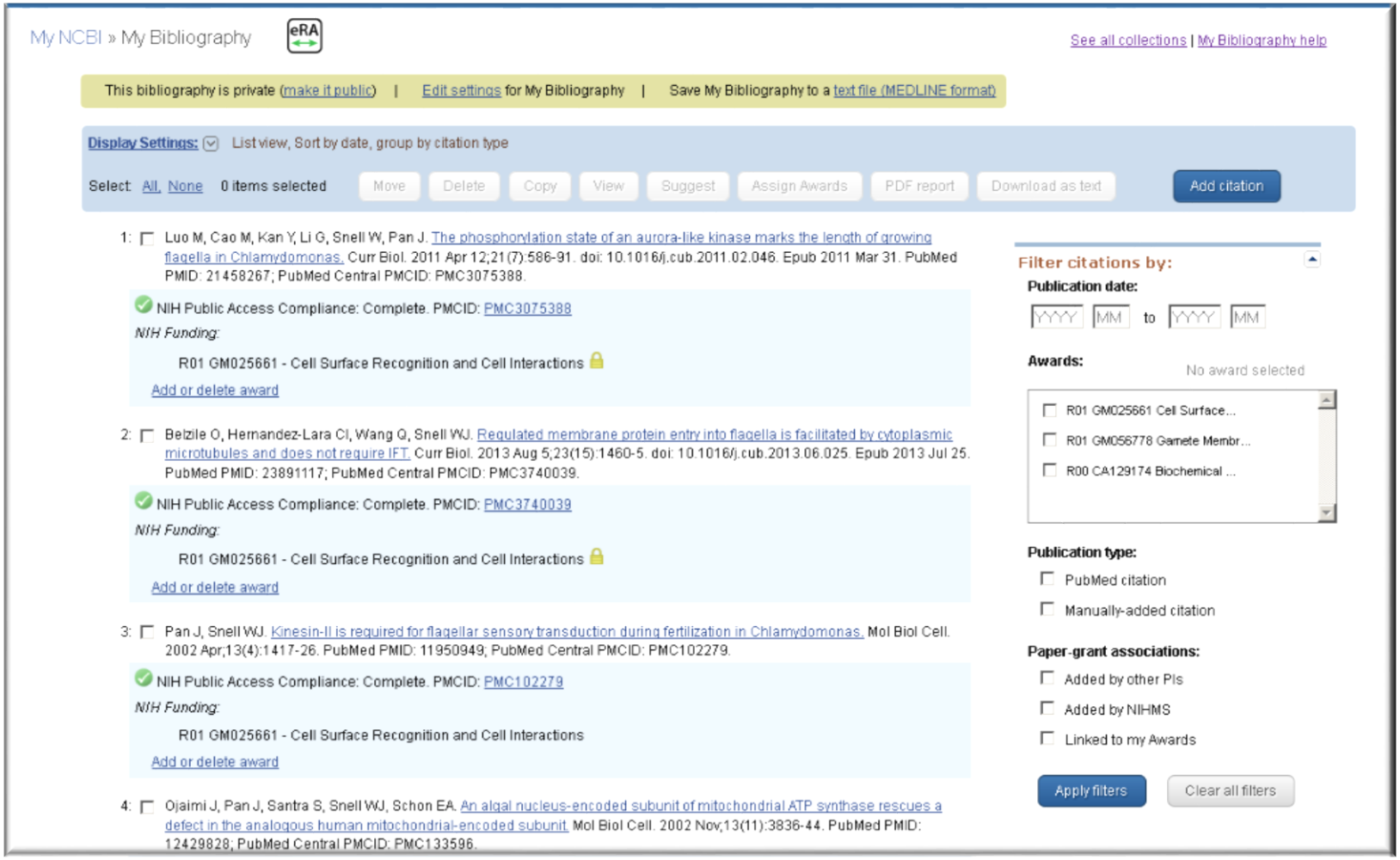


NCBI Webinars

PI adds a new citation to their My Bibliography



My Bibliography, Award View



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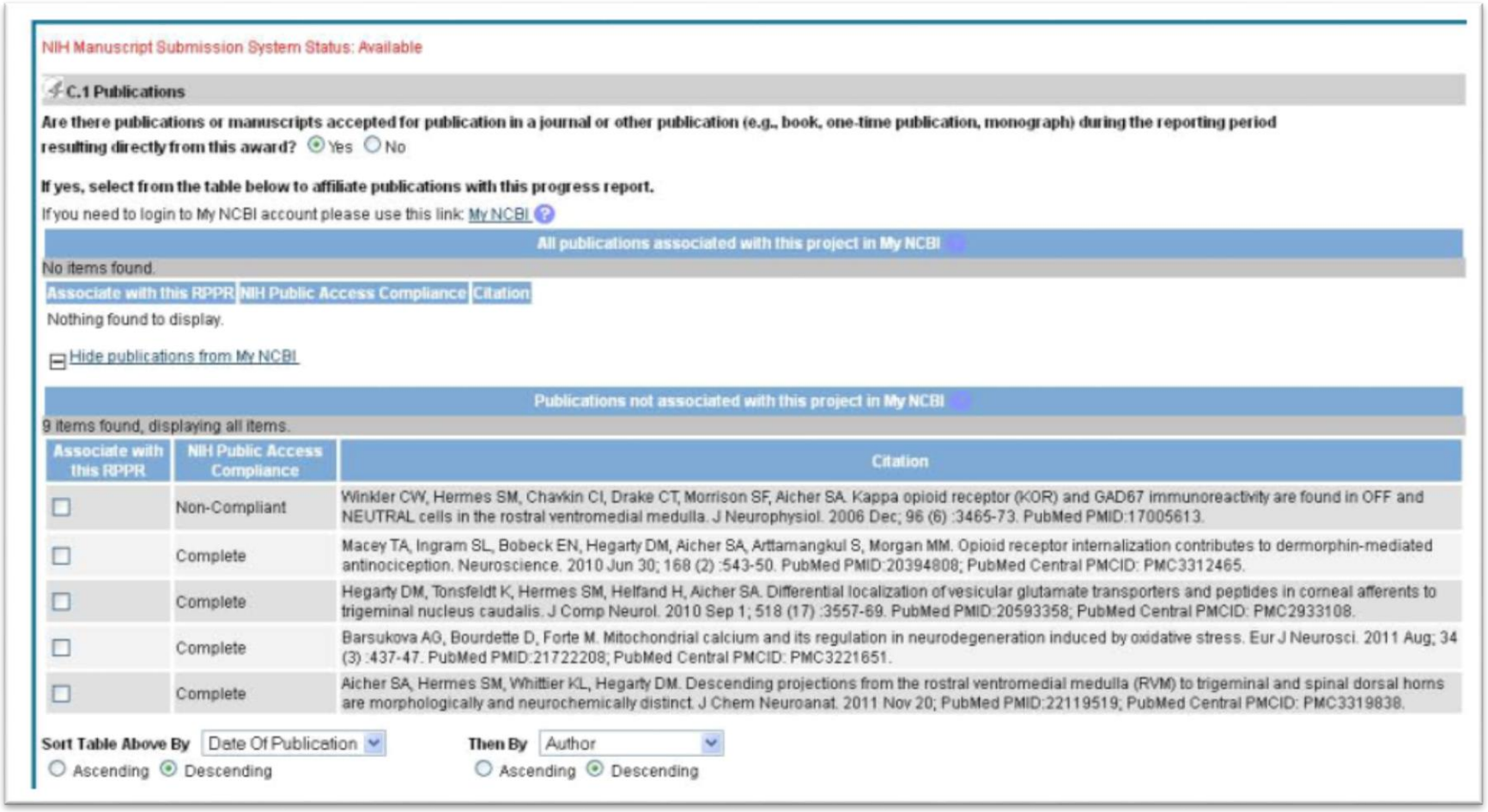
Display on RPPR



NIH Manuscript Submission System Status: Available

C.1 Publications

Are there publications or manuscripts accepted for publication in a journal or other publication (e.g., book, one-time publication, monograph) during the reporting period resulting directly from this award? (•) Yes ( ) No

If yes, select from the table below to affiliate publications with this progress report.

If you need to login to My NCBI account please use this link: My NCBI

All publications associated with this project in My NCBI

No items found.

Associate with this RPPR | **NIH Public Access Compliance** | **Citation**

Nothing found to display.

Hide publications from My NCBI

Publications not associated with this project in My NCBI

9 items found, displaying all items.

Associate with this RPPR	NIH Public Access Compliance	Citation
☐	Non-Compliant	Winkler CW, Hermes SM, Chavkin CI, Drake CT, Morrison SF, Aicher SA. Kappa opioid receptor (KOR) and GAD67 immunoreactivity are found in OFF and NEUTRAL cells in the rostral ventromedial medulla. J Neurophysiol. 2006 Dec; 96 (6) :3465-73. PubMed PMID:17005613.
☐	Complete	Macey TA, Ingram SL, Bobeck EN, Hegarty DM, Aicher SA, Arttamangkul S, Morgan MM. Opioid receptor internalization contributes to dermorphin-mediated antinociception. Neuroscience. 2010 Jun 30; 168 (2) :543-50. PubMed PMID:20394808; PubMed Central PMCID: PMC3312465.
☐	Complete	Hegarty DM, Tonsfeldt K, Hermes SM, Helfand H, Aicher SA. Differential localization of vesicular glutamate transporters and peptides in corneal afferents to trigeminal nucleus caudalis. J Comp Neurol. 2010 Sep 1; 518 (17) :3557-69. PubMed PMID:20593358; PubMed Central PMCID: PMC2933108.
☐	Complete	Barsukova AG, Bourdette D, Forte M. Mitochondrial calcium and its regulation in neurodegeneration induced by oxidative stress. Eur J Neurosci. 2011 Aug; 34 (3) :437-47. PubMed PMID:21722208; PubMed Central PMCID: PMC3221651.
☐	Complete	Aicher SA, Hermes SM, Whittier KL, Hegarty DM. Descending projections from the rostral ventromedial medulla (RVM) to trigeminal and spinal dorsal horns are morphologically and neurochemically distinct. J Chem Neuroanat. 2011 Nov 20; PubMed PMID:22119519; PubMed Central PMCID: PMC3319838.

Sort Table Above By Date Of Publication ( ) Ascending (•) Descending **Then By** Author ( ) Ascending (•) Descending

NCBI Webinars

Get Compliant!

- REGISTER for a My NCBI account
- LINK your My NCBI account to your eRA Commons account
- ADD your NIH funded publications to your My Bibliography
- ENSURE that your NIH funded publications are on track for entry into PMC
- CHECK to ensure that citations appear as compliant in My Bibliography and progress reports

COMPLIANCE with Public Access policy means that NIH funded articles appear on the NCBI website through PubMed Central (that is, publications have a PMCID)

SciENcv: My NCBI's Biosketch tool

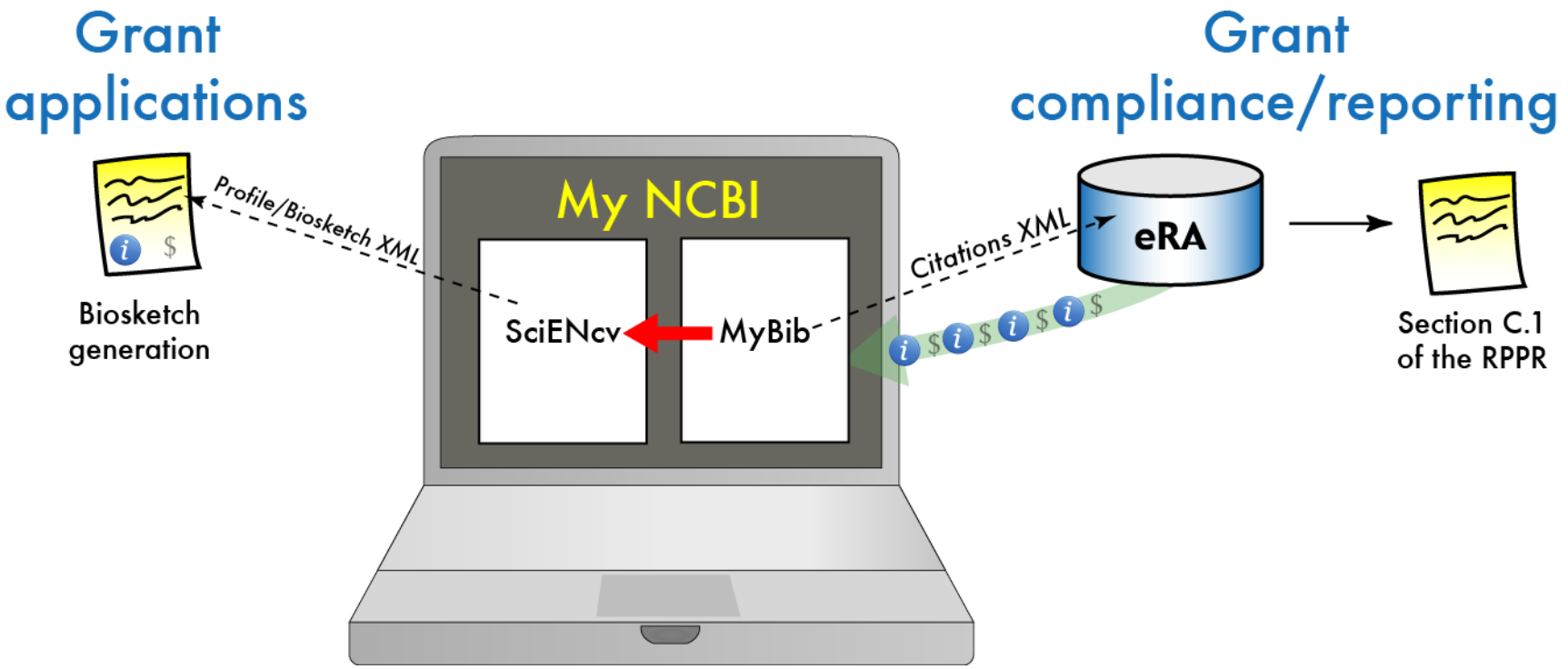
NCBI Webinars

SciENcv Overview

- SciENcv = Science Experts Network Curriculum Vitae
- SciENcv interagency working group:
  DOD, DOE, EPA, NIH, NSF, USDA

Blog Post on SciENcv:
http://ncbiinsights.ncbi.nlm.nih.gov/2014/06/12/new-sciencv-features-allow-users-to-create-and-download-multiple-biosketches/

My Bibliography / SciENcv relationship in My NCBI



NCBI Webinars

SciENcv Demo

Biosketch PDF export

Program Director/Principal Investigator (Last, First, Middle): EVERS, BERNARD MARK

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors in the order listed on Form Page 2.
Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME	POSITION TITLE
EVERS, BERNARD MARK	Director, Vice-Chair Research UNIVERSITY OF KENTUCKY
eRA COMMONS USER NAME (agency login) MEVERS	

EDUCATION/TRAINING

(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

INSTITUTION AND LOCATION	DEGREE (if applicable)	MM/YYYY	FIELD OF STUDY
University of Texas Medical Branch	OTHER -- MMS	1/1991	Science
University of Tennessee, Knoxville	BACHELOR OF ARTS (AB)	1/1979	VET MEDICINE:MICROBIOLOGY, Microbiology
University of Tennessee, Memphis	DOCTOR OF MEDICINE (MD)	1/1983	OTHER AREAS, Medicine
UNIVERSITY OF KENTUCKY	NIH training grant		
UNIVERSITY OF KENTUCKY	NIH training grant		

A. PERSONAL STATEMENT

B. POSITIONS AND HONORS

Positions and Employment

2009 - Director, Vice-Chair Research, 2793601 UNIVERSITY OF KENTUCKY

1988 - 2009 Distinguished Chair and Professor, 578406 UNIVERSITY OF TEXAS MEDICAL BR GALVESTON

Other Experience and Professional Memberships

Honors

C. SELECTED PEER-REVIEWED PUBLICATIONS

- Starr ME, Ueda J, Yamamoto S, Evers BM, Saito H. The effects of aging on pulmonary oxidative damage, protein nitration, and extracellular superoxide dismutase down-regulation during systemic inflammation. Free Radic Biol Med. 2011 Jan 15;50(2):371-80. PubMed PMID: 21092756; PubMed Central PMCID: PMC3340560.
- Wang X, Gulhati P, Li J, Dobner PR, Weiss H, Townsend CM Jr, Evers BM. Characterization of promoter elements regulating the expression of the human neurotensin/neuromedin N gene. J Biol Chem. 2011 Jan 7;286(1):542-54. PubMed PMID: 21030593; PubMed Central PMCID: PMC3013014.
- Wang X, Jackson LN, Johnson SM, Wang Q, Evers BM. Suppression of neurotensin receptor type 1 expression and function by histone deacetylase inhibitors in human colorectal cancers. Mol Cancer Ther. 2010 Aug;9(8):2389-98. PubMed PMID: 20663927; PubMed Central PMCID: PMC2932703.

D. RESEARCH SUPPORT

Ongoing Research Support

Program Director/Principal Investigator (Last, First, Middle): EVERS, BERNARD MARK

R01DK048498-16 BERNARD MARK EVERS (PI)
3/15/1996-5/31/2014
Surgical Studies of Functional Gene Expression
Role: PI

R25CA153954-01 BERNARD MARK EVERS (PI)
9/3/2010-7/31/2015
The University of Kentucky Cancer Nanotechnology Training Center (UK CNTC)
Role: MPI

P30CA147886-02 BERNARD MARK EVERS (PI)
9/30/2009-8/31/2013
Supporting New Faculty Recruitment Through Biomedical Research Core Center
Role: PI

R37AG010885-21 BERNARD MARK EVERS (PI)
8/1/1992-5/31/2013
Surgical Studies of Ontogeny, Aging and the Gut
Role: PI

R01DK048498-17 BERNARD MARK EVERS (PI)
3/15/1996-5/31/2014
Surgical Studies of Functional Gene Expression
Role: PI

P20CA150343-03 BERNARD MARK EVERS (PI)
9/28/2009-8/31/2013
UK SPORE in Gastrointestinal Cancer
Role: PI

R25CA153954-02 BERNARD MARK EVERS (PI)
9/3/2010-7/31/2015
The University of Kentucky Cancer Nanotechnology Training Center (UK CNTC)
Role: MPI

T32CA160003-01 BERNARD MARK EVERS (PI)
7/1/2011-6/30/2016
Oncology Research Training for Surgeon-Scientists
Role: PI

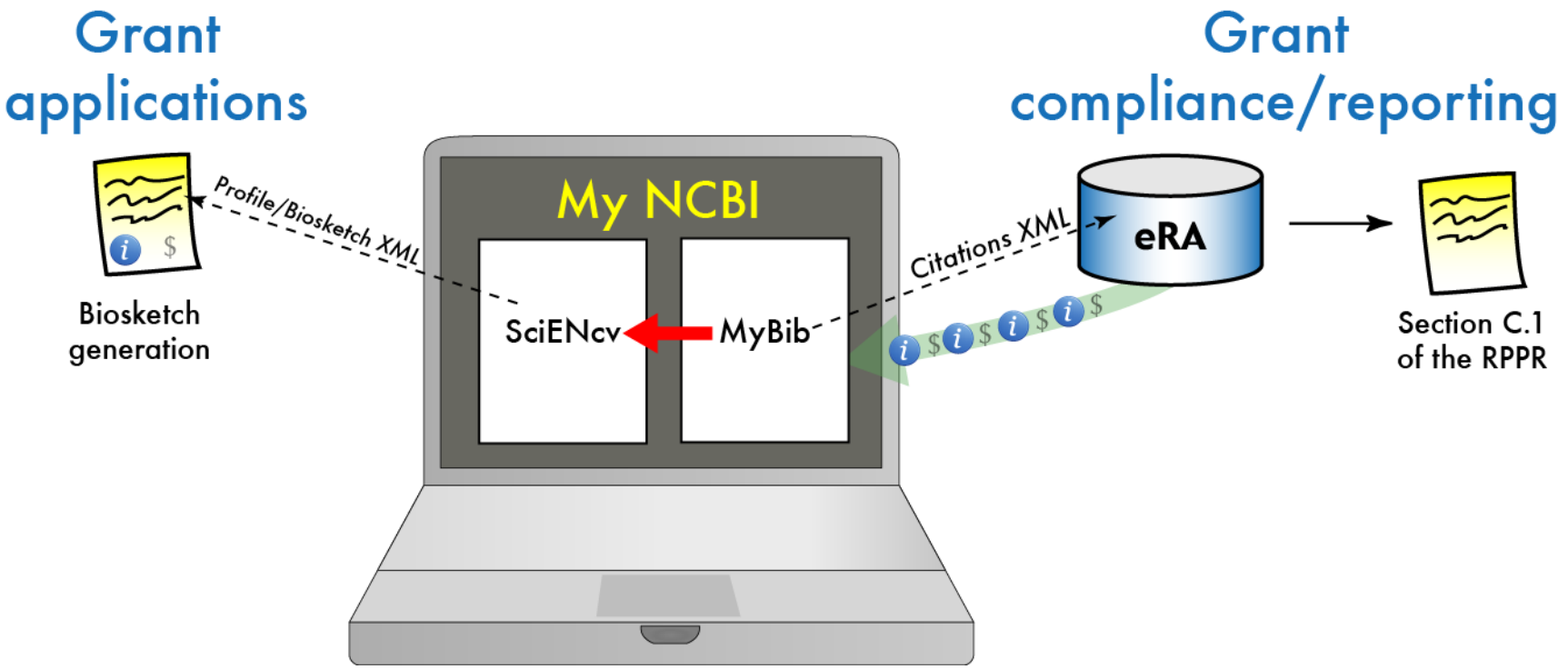
R44GM084552-04 BERNARD MARK EVERS (PI)
7/1/2008-8/31/2013
New Reagents for Synthesis of High Potency siRNA
Role: MPI

R01DK048498-18 BERNARD MARK EVERS (PI)
3/15/1996-5/31/2014
Surgical Studies of Functional Gene Expression
Role: PI

T32CA160003-02 BERNARD MARK EVERS (PI)
7/1/2011-6/30/2016
Oncology Research Training for Surgeon-Scientists

NCBI Webinars

My Bibliography / SciENcv relationship in My NCBI



NCBI Webinars

For Additional Information

For specific questions: info@ncbi.nlm.nih.gov

- My NCBI documentation: http://www.ncbi.nlm.nih.gov/books/NBK3843/
- Movie tutorial on managing compliance: http://youtu.be/JYODIOD_YYE
- NIH Public Access Policy homepage: http://publicaccess.nih.gov/
- SciENcv is available at: http://www.ncbi.nlm.nih.gov/account/
- SciENcv documentation: http://www.ncbi.nlm.nih.gov/sciencv
- SciENcv video released: http://youtu.be/PRWy-3GXhtU

Full List of helpful links can be downloaded here: http://1.usa.gov/1CBUHfE

Handout_3.10.15_Research Resources' Information Session_Learning The New NIH Biosketch

New NIH Biosketch Format Effective May 25

New Biosketch Form

General Biosketch Sample

Fellow Biosketch Sample

Predoctoral Biosketch Sample

Postdoctoral Biosketch Sample

NCBI Curriculum Vitae Web Application: SciENcv

Please Join Research Resources' for

Learning The New NIH Biosketch Format

Rosa Rivera
Director, Sponsored Projects Administration and Associate Dean for Grants and Contracts

and

Pam Factor-Litvak
Associate Dean for Research Resources and Associate Professor of Epidemiology

Tuesday, March 10, 2015
2:00 PM – 3:30 PM

Hess Student Commons
Allan Rosenfield Building
722 W. 168th Street

To RSVP Please email Craig Kandell at ckk7@columbia.edu if you would like to participate.

COLUMBIA UNIVERSITY | MAILMAN SCHOOL of PUBLIC HEALTH

Hess Reservations System

Display

Printer-friendly version Send by email

Event Information:

Date(s): **Tuesday, March 10, 2015**
Time(s): **2:00 pm - 3:30 pm**

Location: Map

Event Title: **Learning the New NIH Biosketch Format**

Event Type: Lecture

Sponsor: Office of the Dean

Co-sponsor: Research Resources Office

Speakers: Rosa Rivera and Pam Factor-Litvak
Director, Sponsored Projects Administration and Associate Dean for Grants and Contracts (RR) and Associate Professor of Epidemiology and Associate Dean for Research Resources (PF-L)

Invite Limited To: Mailman School Students, Faculty, Staff, Alumni

RSVP: Yes, Contact Craig Kandell, 212-305-3615

Description: Please join us on Tuesday, March 10, 2015, in Hess Student Commons from 2:00 PM – 3:30 PM for a talk with Ms. Rosa Rivera, Director, Sponsored Projects Administration and Associate Dean for Grants and Contracts and Dr. Pam Factor Litvak, Associate Professor of Epidemiology and Associate Dean for Research Resources at the Mailman School. Ms. Rivera and Dr. Factor-Litvak will discuss "Learning the New Biosketch Format". Time will be allocated for questions and answers. This event is sponsored by the Mailman School Research Resources (R2) Office. To RSVP, please email Craig Kandell at ckk7@columbia.edu.

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NEW BIOSKETCH FROMAT EFFECTIVE MAY 25

New NIH & AHRQ Bioscketch Format

Summary:
The National Institutes of Health (NIH) and the Agency for Healthcare Research and Quality (AHRQ) will require use of a new biosketch format in applications for research grants submitted for due dates on or after May 25, 2015. The new format extends the page limit from four to five pages, and allows researchers to describe up to five of their most significant contributions to science, along with the historical background that framed their research. Each description can be accompanied by a listing of up to four relevant peer-reviewed publications or other non-publication research products, including audio or video products; patents; data and research materials; databases; educational aids or curricula; instruments or equipment; models; protocols; and software or netware that are relevant to the described contribution. In addition to the descriptions of specific contributions and documentation, researchers will be allowed to include a link to a full list of their published work as found in a publicly available digital database such as MyBibliography or SciENcv.
Individual fellowships, R36 dissertation grants, and diversity supplements should use the Fellowship Application Biographical Sketch Format Page and related pre-doc and post-doc instructions and samples, while research grant applications, career development, training grant, and all other application types should use the general Biographical Sketch Format Page and instructions and sample.
The revised forms and instructions are now available on the SF 424 (R&R) Forms and Applications page and adjustments have been made to improve their usability. Applicants should review the new biosketch instructions, forms and samples.

Tool to Help Build the New Biosketch:
The Science Experts Network (SciENcv) is an online system designed to create biosketches for multiple federal agencies. It will pull data from the NIH eRA Commons Profile and My Bibliography of MyNCBI in order to pre-populate information into the biosketch. SciENcv develops a repository of information that can be readily updated and modified to prepare future biosketches. The system was developed to reduce the administrative burden of maintaining multiple biosketches. You can also assign delegates to manage your SciENcv.

How Can I Cerate a SciENcv Profile?
SciENcv is part of the My NCBI suite of tools. Anyone may create a My NCBI account using the instructions at http://www.ncbi.nlm.nih.gov/books/NBK154494/. Users have the option to sign in using third-party accounts (for example, an eRA Commons account, a local institutional account through InCommon, or a Google account).

A YouTube video provides instructions for using SciENcv. - See more at:
http://grants.nih.gov/grants/guide/notice-files/NOT-OD-15-032.html#sthash.rSEpAIn9.dpuf

Relevant Resources:

- See full NIH & AHRQ Announcement NOT-OD-15-032
- New Biosketch Forms, Instructions and Samples
- Use the Science Experts Network (SciENcv), an online system to help build the 3-minute video tutorial on how to use SciENcv

- Article from Dr. Sally Rockey, NIH, "Implementing the Modified Biosketch Format."

NEW BIOSKETCH FORM

OMB No. 0925-0001/0002 (Rev. 08/12 Approved Through 8/31/2015)

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME:

eRA COMMONS USER NAME (credential, e.g., agency login):

POSITION TITLE:

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	Completion Date MM/YYYY	FIELD OF STUDY

Please refer to the Biographical Sketch sample in order to complete sections A, B, C, and D of the Biographical Sketch.

GENERAL BIOSKETCH SAMPLE

OMB No. 0925-0001/0002 (Rev. 08/12 Approved Through 8/31/2015)

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. DO NOT EXCEED FIVE PAGES.

NAME:

eRA COMMONS USER NAME (credential, e.g., agency login):

POSITION TITLE:

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	Completion Date MM/YYYY	FIELD OF STUDY

SAMPLE

NOTE: The Biographical Sketch may not exceed five pages. Follow the formats and instructions below.

A. Personal Statement

Briefly describe why you are well-suited for your role in the project described in this application. The relevant factors may include aspects of your training; your previous experimental work on this specific topic or related topics; your technical expertise; your collaborators or scientific environment; and your past performance in this or related fields (you may mention specific contributions to science that are not included in Section C). Also, you may identify up to four peer reviewed publications that specifically highlight your experience and qualifications for this project. If you wish to explain impediments to your past productivity, you may include a description of factors such as family care responsibilities, illness, disability, and active duty military service.

B. Positions and Honors

List in chronological order previous positions, concluding with the present position. List any honors. Include present membership on any Federal Government public advisory committee.

C. Contribution to Science

Briefly describe up to five of your most significant contributions to science. For each contribution, indicate the historical background that frames the scientific problem; the central finding(s); the influence of the finding(s) on the progress of science or the application of those finding(s) to health or technology; and your specific role in the described work. For each of these contributions, reference up to four peer-reviewed publications or other non-publication research products (can include audio or video products; patents; data and research materials; databases; educational aids or curricula; instruments or equipment; models; protocols; and software or netware) that are relevant to the described contribution. The description of each contribution should be no longer than one half page including figures and citations. Also provide a URL to a full list of your published work as found in a publicly available digital database such as SciENcv or My Bibliography, which are maintained by the US National Library of Medicine.

D. Research Support

List both selected ongoing and completed research projects for the past three years (Federal or non-Federally-supported). *Begin with the projects that are most relevant to the research proposed in the application.* Briefly indicate the overall goals of the projects and responsibilities of the key person identified on the Biographical Sketch. Do not include number of person months or direct costs.

SAMPLE

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Hunt, Morgan Casey

eRA COMMONS USER NAME (credential, e.g., agency login): huntmc

POSITION TITLE: Associate Professor of Psychology

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	Completion Date MM/YYYY	FIELD OF STUDY
University of California, Berkeley	B.S.	05/1990	Psychology
University of Vermont	Ph.D.	05/1996	Experimental Psychology
University of California, Berkeley	Postdoctoral	08/1998	Public Health and Epidemiology

A. Personal Statement

I have the expertise, leadership, training, expertise and motivation necessary to successfully carry out the proposed research project. I have a broad background in psychology, with specific training and expertise in ethnographic and survey research and secondary data analysis on psychological aspects of drug addiction. My research includes neuropsychological changes associated with addiction. As PI or co-Investigator on several university- and NIH-funded grants, I laid the groundwork for the proposed research by developing effective measures of disability, depression, and other psychosocial factors relevant to the aging substance abuser, and by establishing strong ties with community providers that will make it possible to recruit and track participants over time as documented in the following publications. In addition, I successfully administered the projects (e.g. staffing, research protections, budget), collaborated with other researchers, and produced several peer-reviewed publications from each project. As a result of these previous experiences, I am aware of the importance of frequent communication among project members and of constructing a realistic research plan, timeline, and budget. The current application builds logically on my prior work. During 2005-2006 my career was disrupted due to family obligations. However, upon returning to the field I immediately resumed my research projects and collaborations and successfully competed for NIH support.

1. Merryle, R.J. & Hunt, M.C. (2004). Independent living, physical disability and substance abuse among the elderly. Psychology and Aging, 23(4), 10-22.
2. Hunt, M.C., Jensen, J.L. & Crenshaw, W. (2007). Substance abuse and mental health among community-dwelling elderly. International Journal of Geriatric Psychiatry, 24(9), 1124-1135.
3. Hunt, M.C., Wiechelt, S.A. & Merryle, R. (2008). Predicting the substance-abuse treatment needs of an aging population. American Journal of Public Health, 45(2), 236-245. PMCID: PMC9162292 Hunt, M.C., Newlin, D.B. & Fishbein, D. (2009). Brain imaging in methamphetamine abusers across the life-span. Gerontology, 46(3), 122-145.

B. Positions and Honors

Positions and Employment

1998-2000 Fellow, Division of Intramural Research, National Institute of Drug Abuse, Bethesda, MD
2000-2002 Lecturer, Department of Psychology, Middlebury College, Middlebury, VT

2001- Consultant, Coastal Psychological Services, San Francisco, CA
2002-2005 Assistant Professor, Department of Psychology, Washington University, St. Louis, MO
2007- Associate Professor, Department of Psychology, Washington University, St. Louis, MO

Other Experience and Professional Memberships

1995- Member, American Psychological Association
1998- Member, Gerontological Society of America
1998- Member, American Geriatrics Society
2000- Associate Editor, Psychology and Aging
2003- Board of Advisors, Senior Services of Eastern Missouri
2003-05 NIH Peer Review Committee: Psychobiology of Aging, ad hoc reviewer
2007-11 NIH Risk, Adult Addictions Study Section, members

Honors

2003 Outstanding Young Faculty Award, Washington University, St. Louis, MO
2004 Excellence in Teaching, Washington University, St. Louis, MO
2009 Award for Best in Interdisciplinary Ethnography, International Ethnographic Society

C. Contribution to Science

1. My early publications directly addressed the fact that substance abuse is often overlooked in older adults. However, because many older adults were raised during an era of increased drug and alcohol use, there are reasons to believe that this will become an increasing issue as the population ages. These publications found that older adults appear in a variety of primary care settings or seek mental health providers to deal with emerging addiction problems. These publications document this emerging problem but guide primary care providers and geriatric mental health providers to recognize symptoms, assess the nature of the problem and apply the necessary interventions. By providing evidence and simple clinical approaches, this body of work has changed the standards of care for addicted older adults and will continue to provide assistance in relevant medical settings well into the future. I served as the primary investigator or co-investigator in all of these studies.
    a. Gryczynski, J., Shaft, B.M., Merryle, R., & Hunt, M.C. (2002). Community based participatory research with late-life addicts. American Journal of Alcohol and Drug Abuse, 15(3), 222-238.
    b. Shaft, B.M., Hunt, M.C., Merryle, R., & Venturi, R. (2003). Policy implications of genetic transmission of alcohol and drug abuse in female nonusers. International Journal of Drug Policy, 30(5), 46-58.
    c. Hunt, M.C., Marks, A.E., Shaft, B.M., Merryle, R., & Jensen, J.L. (2004). Early-life family and community characteristics and late-life substance abuse. Journal of Applied Gerontology, 28(2),26-37.
    d. Hunt, M.C., Marks, A.E., Venturi, R., Crenshaw, W. & Ratonian, A. (2007). Community-based intervention strategies for reducing alcohol and drug abuse in the elderly. Addiction, 104(9), 1436-1606. PMCID: PMC9000292

2. In addition to the contributions described above, with a team of collaborators, I directly documented the effectiveness of various intervention models for older substance abusers and demonstrated the importance of social support networks. These studies emphasized contextual factors in the etiology and maintenance of addictive disorders and the disruptive potential of networks in substance abuse treatment. This body of work also discusses the prevalence of alcohol, amphetamine, and opioid abuse in older adults and how networking approaches can be used to mitigate the effects of these disorders.
    a. Hunt, M.C., Merryle, R. & Jensen, J.L. (2005). The effect of social support networks on morbidity among elderly substance abusers. Journal of the American Geriatrics Society, 57(4), 15-23.
    b. Hunt, M.C., Pour, B., Marks, A.E., Merryle, R. & Jensen, J.L. (2005). Aging out of methadone treatment. American Journal of Alcohol and Drug Abuse, 15(6), 134-149.
    c. Merryle, R. & Hunt, M.C. (2007). Randomized clinical trial of cotinine in older nicotine addicts. Age and Ageing, 38(2), 9-23. PMCID: PMC9002364

3. Methadone maintenance has been used to treat narcotics addicts for many years but I led research that has shown that over the long-term, those in methadone treatment view themselves negatively and they

gradually begin to view treatment as an intrusion into normal life. Elderly narcotics users were shown in carefully constructed ethnographic studies to be especially responsive to tailored social support networks that allow them to eventually reduce their maintenance doses and move into other forms of therapy. These studies also demonstrate the policy and commercial implications associated with these findings.

a. Hunt, M.C. & Jensen, J.L. (2003). Morbidity among elderly substance abusers. Journal of the Geriatrics, 60(4), 45-61.
b. Hunt, M.C. & Pour, B. (2004). Methadone treatment and personal assessment. Journal Drug Abuse, 45(5), 15-26.
c. Merryle, R. & Hunt, M.C. (2005). The use of various nicotine delivery systems by older nicotine addicts. Journal of Ageing, 54(1), 24-41. PMCID: PMC9112304
d. Hunt, M.C., Jensen, J.L. & Merryle, R. (2008). The aging addict: ethnographic profiles of the elderly drug user. NY, NY: W. W. Norton & Company.

Complete List of Published Work in MyBibliography:
http://www.ncbi.nlm.nih.gov/sites/myncbi/collections/public/1PgT7IEFIAJBtGMRDdWFmjWAO/?sort=date&direction=ascending

D. Research Support

Ongoing Research Support

R01 DA942367 Hunt (PI) 09/01/08-08/31/16
Health trajectories and behavioral interventions among older substance abusers
The goal of this study is to compare the effects of two substance abuse interventions on health outcomes in an urban population of older opiate addicts.
Role: PI

R01 MH922731 Merryle (PI) 12/15/07-11/30/15
Physical disability, depression and substance abuse in the elderly
The goal of this study is to identify disability and depression trajectories and demographic factors associated with substance abuse in an independently-living elderly population.
Role: Co-Investigator

Faculty Resources Grant, Washington University 08/15/09-08/14/15
Opiate Addiction Database
The goal of this project is to create an integrated database of demographic, social and biomedical information for homeless opiate abusers in two urban Missouri locations, using a number of state and local data sources.
Role: PI

Completed Research Support

R21 AA998075 Hunt (PI) 01/01/11-12/31/13
Community-based intervention for alcohol abuse
The goal of this project was to assess a community-based strategy for reducing alcohol abuse among older individuals.
Role: PI

FELLOW BIOSKETCH SAMPLE

OMB No. 0925-0001 (Rev. 08/12 Approved Through 8/31/2015)

APPLICANT BIOGRAPHICAL SKETCH

Use only for individual predoctoral and postdoctoral fellowships, dissertation research grants (R36),and Research Supplements to Promote Diversity in Health-Related Research (Admin Suppl). DO NOT EXCEED FIVE PAGES.

NAME OF APPLICANT:

eRA COMMONS USER NAME (credential, e.g., agency login):

POSITION TITLE:

EDUCATION/TRAINING *(Most applicants will begin with baccalaureate or other initial professional education, such as nursing. Include postdoctoral training and residency training if applicable. High school students should list their current institution and associated information. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	START DATE MM/YYYY	END DATE *(or expected end date)* MM/YYYY	FIELD OF STUDY

NOTE: The Biographical Sketch may not exceed five pages. Follow the formats and instructions below.

A. Personal Statement

Briefly describe why you are well-suited to receive the award for which you are applying. The relevant factors may include aspects of your training; your previous experimental work on this specific topic or related topics; your technical expertise; your collaborators or scientific environment; and your past performance in this or related fields (you may mention specific contributions to science that are not included in Section C). Also, you may identify up to four peer-reviewed publications that specifically highlight your experience and qualifications for this project. If you wish to explain impediments to your past productivity, you may include a description of factors such as family care responsibilities, illness, disability, and active duty military service.

- ***R36 Applicants (PD/PI) Only:***
  In addition to the information outlined above, include a description of your career goals and intended career trajectory, as well as your interest in the specific areas of research designated in the FOA.

- ***Diversity Supplement Candidates Only:***
  In addition to the information outlined above, include a description of your general scientific achievements and/or interests, as well as your specific research objectives and career goals. Indicate any source(s) of current funding.

B. Positions and Honors

List in chronological order all non-degree training, including postdoctoral research training, all employment after college, and any military service. High school students and undergraduates may include any previous positions. Clinicians should include information on internship, residency and specialty board certification (actual and anticipated with dates) in addition to other information requested. This information is used in the reviewing the application and in determining the stipend level for Postdoctoral Fellowships. State the Activity/Occupation and include start/end dates, field, name of institution/company, and the name of your supervisor/employer. If

you are not currently located at the applicant organization, include your projected position at the applicant organization as well.

ACTIVITY/ OCCUPATION	START DATE (mm/yy)	ENDING DATE (mm/yy)	FIELD	INSTITUTION/ COMPANY	SUPERVISOR/ EMPLOYER

Academic and Professional Honors

List any academic and professional honors that would reflect upon your potential for a research career and qualifications. Include all scholarships, traineeships, fellowships, and development awards. Indicate sources of awards, dates, and grant or award numbers. List current memberships in professional societies, if applicable.

C. Contributions to Science (for predoctoral students and more advanced candidates only; high school students, undergraduates, and postbaccalaureates should skip this section)

Considering your level of experience, briefly describe your most significant contributions to science. While all applicants may describe up to five contributions, graduate students and postdoctorates are encouraged to consider highlighting two or three they consider most significant. These may include research papers, abstracts, book chapters, reviews, as well as non-publication research products, such as materials, methods, models, or protocols. For each contribution, indicate the historical background that frames the scientific problem; the central finding(s); the relevance of the finding(s) to science, technology, or public health; and your specific role in the described work. For each contribution, you may reference up to four peer-reviewed publications or other non-publication research products (can list audio or video products; patents; data and research materials; databases; educational aids or curricula; instruments or equipment; models; protocols; and software or netware) that are relevant to the described contribution. The description of each contribution should be no longer than one half page including figures and citations. Please also provide a URL to a full list of your published work as found in a publicly available digital database such as SciENcv or My Bibliography, which are maintained by the US National Library of Medicine. Manuscripts listed as "pending publication" or "in preparation" should be included and identified. Indicate if you previously used another name that is reflected in any of the citations.

D. Scholastic Performance

Predoctoral applicants: Using the chart provided, list by institution and year all undergraduate and graduate courses with grades. In addition, in the space following the chart, explain any marking system if other than 1-100, A, B, C, D, F, or 0-4.0 if applicable. Show levels required for a passing grade.

Postdoctoral applicants: Using the chart provided, list by institution and year all undergraduate courses and graduate scientific and/or professional courses germane to the training sought under this award with grades. In the space following the chart, explain any marking system if other than 1-100, A, B, C, D, F, or 0-4.0 if applicable. Show levels required for a passing grade.

YEAR	SCIENCE COURSE TITLE	GRADE	YEAR	OTHER COURSE TITLE	GRADE

PREDOCTORAL BIOSKETCH SAMPLE

OMB No. 0925-0001 (Rev. 08/12 Approved Through 8/31/2015)

APPLICANT BIOGRAPHICAL SKETCH—Instructions
(see below for Actual Predoctoral Sample)

Use only for individual predoctoral and postdoctoral fellowships, dissertation research grants (R36),and Research Supplements to Promote Diversity in Health-Related Research (Admin Suppl). DO NOT EXCEED FIVE PAGES.

NAME OF APPLICANT:

eRA COMMONS USER NAME (credential, e.g., agency login):

POSITION TITLE:

EDUCATION/TRAINING *(Most applicants will begin with baccalaureate or other initial professional education, such as nursing. Include postdoctoral training and residency training if applicable. High school students should list their current institution and associated information. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	START DATE MM/YYYY	END DATE *(or expected end date)* MM/YYYY	FIELD OF STUDY

SAMPLE

NOTE: The Biographical Sketch may not exceed five pages. Follow the formats and instructions below.

A. Personal Statement

Briefly describe why you are well-suited to receive the award for which you are applying. The relevant factors may include aspects of your training; your previous experimental work on this specific topic or related topics; your technical expertise; your collaborators or scientific environment; and your past performance in this or related fields (you may mention specific contributions to science that are not included in Section C). Also, you may identify up to four peer-reviewed publications that specifically highlight your experience and qualifications for this project. If you wish to explain impediments to your past productivity, you may include a description of factors such as family care responsibilities, illness, disability, and active duty military service.

- ***R36 Applicants (PD/PI) Only:***
  In addition to the information outlined above, include a description of your career goals and intended career trajectory, as well as your interest in the specific areas of research designated in the FOA.

- ***Diversity Supplement Candidates Only:***
  In addition to the information outlined above, include a description of your general scientific achievements and/or interests, as well as your specific research objectives and career goals. Indicate any source(s) of current funding.

B. Positions and Honors

List in chronological order all non-degree training, including postdoctoral research training, all employment after college, and any military service. High school students and undergraduates may include any previous positions. Clinicians should include information on internship, residency and specialty board certification (actual and anticipated with dates) in addition to other information requested. This information is used in the reviewing the application and in determining the stipend level for Postdoctoral Fellowships. State the Activity/Occupation and include start/end dates, field, name of institution/company, and the name of your supervisor/employer. If

you are not currently located at the applicant organization, include your projected position at the applicant organization as well.

ACTIVITY/ OCCUPATION	START DATE (mm/yy)	ENDING DATE (mm/yy)	FIELD	INSTITUTION/ COMPANY	SUPERVISOR/ EMPLOYER

Academic and Professional Honors

List any academic and professional honors that would reflect upon your potential for a research career and qualifications. Include all scholarships, traineeships, fellowships, and development awards. Indicate sources of awards, dates, and grant or award numbers. List current memberships in professional societies, if applicable.

C. Contributions to Science (for predoctoral students and more advanced candidates only; high school students, undergraduates, and postbaccalaureates should skip this section)

Considering your level of experience, briefly describe your most significant contributions to science. While all applicants may describe up to five contributions, graduate students and postdoctorates are encouraged to consider highlighting two or three they consider most significant. These may include research papers, abstracts, book chapters, reviews, as well as non-publication research products, such as materials, methods, models, or protocols. For each contribution, indicate the historical background that frames the scientific problem; the central finding(s); the relevance of the finding(s) to science, technology, or public health; and your specific role in the described work. For each contribution, you may reference up to four peer-reviewed publications or other non-publication research products (can list audio or video products; patents; data and research materials; databases; educational aids or curricula; instruments or equipment; models; protocols; and software or netware) that are relevant to the described contribution. The description of each contribution should be no longer than one half page including figures and citations. Please also provide a URL to a full list of your published work as found in a publicly available digital database such as SciENcv or My Bibliography, which are maintained by the US National Library of Medicine. Manuscripts listed as "pending publication" or "in preparation" should be included and identified. Indicate if you previously used another name that is reflected in any of the citations.

D. Scholastic Performance

Predoctoral applicants: Using the chart provided, list by institution and year all undergraduate and graduate courses with grades. In addition, in the space following the chart, explain any marking system if other than 1-100, A, B, C, D, F, or 0-4.0 if applicable. Show levels required for a passing grade.

Postdoctoral applicants: Using the chart provided, list by institution and year all undergraduate courses and graduate scientific and/or professional courses germane to the training sought under this award with grades. In the space following the chart, explain any marking system if other than 1-100, A, B, C, D, F, or 0-4.0 if applicable. Show levels required for a passing grade.

YEAR	SCIENCE COURSE TITLE	GRADE	YEAR	OTHER COURSE TITLE	GRADE

OMB No. 0925-0001 (Rev. 08/12 Approved Through 8/31/2015)

APPLICANT BIOGRAPHICAL SKETCH SAMPLE—PREDOCTORAL FELLOWS

(Note this Sample is for a Predoctoral Fellowship Applicant only and does not include information specific to R36 or Diversity Supplements. For a Postdoctoral Fellowship Sample, see: http://grants.nih.gov/grants/funding/424/postdocfellowshipbiosample.docx)

Use only for individual predoctoral and postdoctoral fellowships, dissertation research grants (R36), and Research Supplements to Promote Diversity in Health-Related Research (Admin Suppl). DO NOT EXCEED FIVE PAGES.

NAME OF APPLICANT: Leilani Robertson-Chang

eRA COMMONS USER NAME (credential, e.g., agency login): RobertsonL

POSITION TITLE: Graduate Student Research Assistant

EDUCATION/TRAINING *(Most applicants will begin with baccalaureate or other initial professional education, such as nursing. Include postdoctoral training and residency training if applicable. High school students should list their current institution and associated information. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	START DATE MM/YYYY	END DATE *(or expected end date)* MM/YYYY	FIELD OF STUDY
Swarthmore College	B.A.	08/2008	05/2012	Biology
UC San Diego	Ph.D.	08/2012	05/2018	Molecular Biology

A. Personal Statement

My long term research interests involve the development of a comprehensive understanding of key developmental pathways and how alterations in gene expression contribute to human disease. My academic training and research experience to date have provided me with an excellent background in molecular biology and microbiology. While in high school I was awarded an NIH Diversity Supplement award to work as a research technician for two summers in Dr. Indira Creative's lab at the University of Hawaii. As an undergraduate at Swarthmore College, I conducted research with Dr. Xavier Factor on the mechanisms of action of a new class of antibiotics. This resulted in a co-authorship publication, as well as an invitation to present a poster at the annual Antibiotica meeting in Denver, Colorado. For my graduate training at UC San Diego, I have moved into the fields of genetics and biochemistry by studying the regulation of transcription in yeast, under Dr. Tanti Auguri. Dr. Auguri is an internationally recognized leader in the field of yeast genetics and has an extensive record for training predoctoral and postdoctoral fellows. Along with giving me new conceptual and technical training, the proposed training plan outlines a set of career development activities and workshops – e.g. public speaking, literature analysis, biomedical ethics, and career options. For my initial project I am currently developing a novel protocol for the purification for components of large transcription complexes which I hope to submit as a first author publication in the next few months. As a native Hawaiian, I am the first in my family to graduate from college so I am excited to keep pushing forward with my education. Overall, I feel that my choice of sponsor, research project, and the training I will get from this fellowship will give me a solid foundation for my long-term goal to become an academic researcher.

B. Positions and Honors

ACTIVITY/ OCCUPATION	START DATE (mm/yy)	END DATE (mm/yy)	FIELD	INSTITUTION/ COMPANY	SUPERVISOR/ EMPLOYER
Lab Technician (Summers)	06/07	08/08	Biology	University of Hawaii	I.M Creative

ACTIVITY/ OCCUPATION	START DATE (mm/yy)	END DATE (mm/yy)	FIELD	INSTITUTION/ COMPANY	SUPERVISOR/ EMPLOYER
Predoc	08/12	Present	Molecular biology	UC San Diego	Xavier Factor

Academic and Professional Honors

Daughters of Hawaii Scholarship, 2008

National Merit Scholarship, 2008-2012

Paula F. Laufenberg award for best senior project in the Biology Department, Swarthmore College, 2012

B.S. awarded with high honors, Swarthmore College, 2012

NIH Diversity Supplement 2007-2008 (Summers)

Memberships in Professional Societies

Sigma Xi

Association for Women in Science

C. Contributions to Science

My contributions to science are organized to reflect the different research projects I have worked on to date, in high school, college, and now in graduate school.

I. High School Research: I spent two summers doing research in the laboratory of Dr. Indira M. Creative at University of Hawaii, funded by a NIH Diversity Supplement award. Dr. Creative has developed several new anti-fungal drugs that might protect against skin infections. Over the course of two summers I set up in vitro cultures of skin cell lines and conducted a wide range of toxicity assays. We were excited to find that one of the new agents showed almost no toxicity, even at fairly high doses. Dr. Creative is now testing the drug in animals exposed to different types of fungal infections, including *Candida albicans*.

Abstracts

Footman, B., Eisser, J.K., Robertson-Chang, L. and Creative, I.M. 1998. Testing XXH for toxicity in vitro. Abstract for poster presentation, University of Hawaii Research Symposium, Manoa, HI.

II. Undergraduate Research: I was part of a project in the laboratory of Dr. Xavier Factor at Swarthmore College. Dr. Factor's laboratory studies the mechanisms of action of antibiotics. During my time in his lab I was looking at how a new antibiotic, Gen Y, is able to unravel bacterial DNA. The work was particularly exciting because it looks like the mechanism used by Factor Y might be completely novel, making it a potential candidate for treating patients infected with antibiotic resistant organisms. Dr. Factor was recently awarded a patent for this new drug.

Research papers

Nieman, P.Y., Robertson-Chang, L., Pearson, K. and Factor, X. 2003. Gen Y: a novel antibiotic with DNA unwinding abilities. Cell. Mol. Biol. 30: 25-30.

Abstracts

Robertson-Chang, L. and Factor, X. Testing the ability of antibiotic Gen Y to kill Gram-negative bacteria. Abstract for poster presentation. 2002. Antibiotica annual meeting, Denver, Colorado, September 2002.

III. Graduate Research: My ongoing predoc research is focused on transcriptional gene regulation in *Saccharomyces cerevisiae*. I believe the results from my research will likely be highly relevant to human health as they will provide new details into the workings of complex biological systems, which will allow for further extrapolations into the development of certain diseases and their progression. I am currently

developing a novel protocol for the purification for components of large transcription complexes which I hope to submit as a first author publication in the next few months.

Research papers

Robertson-Chang L and Auguri, T. 2005. A tandem affinity purification tag approach allows for isolation of interacting proteins in *Saccharomyces cerevisiae*. In preparation.

Abstracts

Robertson-Chang L and Auguri, T. A tandem affinity purification tag approach allows for isolation of interacting proteins in *Saccharomyces cerevisiae*. Abstract for poster presentation, 2004 Yeast Genetics and Molecular Biology Meeting, Seattle, Washington, September 2004.

D. Scholastic Performance

YEAR	SCIENCE COURSE TITLE	GRADE
	SWARTHMORE COLLEGE	
2008	Cellular and Molecular Biology	A
2008	Foundations of Chemical Principles	A
2009	Organismal and Population Biology	B
2009	Omics	B
2009	General Physics I	B
2009	Introductory Chemistry	A
2009	Organic Chemistry I	B
2010	General Physics II	B
2010	Organic Chemistry II	B
2010	Microbial Pathogenesis and the Immune Response	A
2010	Introduction to Cognitive Science	A
2010	Biological Chemistry	B
2011	Human Genetics	A
2011	Senior Project	A
2011	Bioinformatics	B
2012	Cell Biology	A
2012	Physics in Modern Medicine	A
2012	Genomics and Systems Biology	A
2012	Senior Project	A
	UC SAN DIEGO	
2012	Seminar in Genetics	P
2013	Statistics for the Life Sciences	P
2013	Ethics in Biological Research	CRE

YEAR	OTHER COURSE TITLE	GRADE
	SWARTHMORE COLLEGE	
2008	First Year Seminar: Nation and Migration	A
2009	Statistics, Probability, and Reliability	A
2009	Calculus I	B
2010	American Literature	B
2011	Anthropology of Childhood and the Family	A
2011	Disease, Culture and Society in the Modern World	A

SAMPLE

YEAR	SCIENCE COURSE TITLE	GRADE	YEAR	OTHER COURSE TITLE	GRADE
2014	Seminar in Physiology & Behavior	P			

Except for the scientific ethics course, UC San Diego graduate courses are graded P (pass) or F (fail). Passing is C plus or better. The scientific ethics course is graded CRE (credit) or NC (no credit). Students must attend at least seven of the eight presentation/discussion sessions for credit.

SAMPLE

POSTDOCTORAL BIOSKETCH

OMB No. 0925-0001 (Rev. 08/12 Approved Through 8/31/2015)

APPLICANT BIOGRAPHICAL SKETCH—Instructions
(see below for Actual Postdoctoral Sample)

Use only for individual predoctoral and postdoctoral fellowships, dissertation research grants (R36),and Research Supplements to Promote Diversity in Health-Related Research (Admin Suppl). DO NOT EXCEED FIVE PAGES.

NAME OF APPLICANT:

eRA COMMONS USER NAME (credential, e.g., agency login):

POSITION TITLE:

EDUCATION/TRAINING *(Most applicants will begin with baccalaureate or other initial professional education, such as nursing. Include postdoctoral training and residency training if applicable. High school students should list their current institution and associated information. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	START DATE MM/YYYY	END DATE *(or expected end date)* MM/YYYY	FIELD OF STUDY

SAMPLE

NOTE: The Biographical Sketch may not exceed five pages. Follow the formats and instructions below.

A. Personal Statement

Briefly describe why you are well-suited to receive the award for which you are applying. The relevant factors may include aspects of your training; your previous experimental work on this specific topic or related topics; your technical expertise; your collaborators or scientific environment; and your past performance in this or related fields (you may mention specific contributions to science that are not included in Section C). Also, you may identify up to four peer-reviewed publications that specifically highlight your experience and qualifications for this project. If you wish to explain impediments to your past productivity, you may include a description of factors such as family care responsibilities, illness, disability, and active duty military service.

- ***R36 Applicants (PD/PI) Only:***
  In addition to the information outlined above, include a description of your career goals and intended career trajectory, as well as your interest in the specific areas of research designated in the FOA.

- ***Diversity Supplement Candidates Only:***
  In addition to the information outlined above, include a description of your general scientific achievements and/or interests, as well as your specific research objectives and career goals. Indicate any source(s) of current funding.

B. Positions and Honors

List in chronological order all non-degree training, including postdoctoral research training, all employment after college, and any military service. High school students and undergraduates may include any previous positions. Clinicians should include information on internship, residency and specialty board certification (actual and anticipated with dates) in addition to other information requested. This information is used in the reviewing the application and in determining the stipend level for Postdoctoral Fellowships. State the Activity/Occupation and include start/end dates, field, name of institution/company, and the name of your supervisor/employer. If

you are not currently located at the applicant organization, include your projected position at the applicant organization as well.

ACTIVITY/ OCCUPATION	START DATE (mm/yy)	ENDING DATE (mm/yy)	FIELD	INSTITUTION/ COMPANY	SUPERVISOR/ EMPLOYER

Academic and Professional Honors

List any academic and professional honors that would reflect upon your potential for a research career and qualifications. Include all scholarships, traineeships, fellowships, and development awards. Indicate sources of awards, dates, and grant or award numbers. List current memberships in professional societies, if applicable.

C. Contributions to Science (for predoctoral students and more advanced candidates only; high school students, undergraduates, and postbaccalaureates should skip this section)

Considering your level of experience, briefly describe your most significant contributions to science. While all applicants may describe up to five contributions, graduate students and postdoctorates are encouraged to consider highlighting two or three they consider most significant. These may include research papers, abstracts, book chapters, reviews, as well as non-publication research products, such as materials, methods, models, or protocols. For each contribution, indicate the historical background that frames the scientific problem; the central finding(s); the relevance of the finding(s) to science, technology, or public health; and your specific role in the described work. For each contribution, you may reference up to four peer-reviewed publications or other non-publication research products (can list audio or video products; patents; data and research materials; databases; educational aids or curricula; instruments or equipment; models; protocols; and software or netware) that are relevant to the described contribution. The description of each contribution should be no longer than one half page including figures and citations. Please also provide a URL to a full list of your published work as found in a publicly available digital database such as SciENcv or My Bibliography, which are maintained by the US National Library of Medicine. Manuscripts listed as "pending publication" or "in preparation" should be included and identified. Indicate if you previously used another name that is reflected in any of the citations.

D. Scholastic Performance

Predoctoral applicants: Using the chart provided, list by institution and year all undergraduate and graduate courses with grades. In addition, in the space following the chart, explain any marking system if other than 1-100, A, B, C, D, F, or 0-4.0 if applicable. Show levels required for a passing grade.

Postdoctoral applicants: Using the chart provided, list by institution and year all undergraduate courses and graduate scientific and/or professional courses germane to the training sought under this award with grades. In the space following the chart, explain any marking system if other than 1-100, A, B, C, D, F, or 0-4.0 if applicable. Show levels required for a passing grade.

YEAR	SCIENCE COURSE TITLE	GRADE	YEAR	OTHER COURSE TITLE	GRADE

APPLICANT BIOGRAPHICAL SKETCH SAMPLE—POSTDOCTORAL FELLOWS

(Note this Sample is for a Postdoctoral Fellowship Applicant only and does not include information specific to R36 or Diversity Supplements. For a Predoctoral Fellowship Sample, See: http://grants.nih.gov/grants/funding/424/predocfellowshipbiosample.docx)

Use only for individual predoctoral and postdoctoral fellowships, dissertation research grants (R36), and Research Supplements to Promote Diversity in Health-Related Research (Admin Suppl). DO NOT EXCEED FIVE PAGES.

NAME OF APPLICANT: Leilani Robertson-Chang

eRA COMMONS USER NAME (credential, e.g., agency login): RobertsonL

POSITION TITLE: Postdoctoral Researcher

EDUCATION/TRAINING *(Most applicants will begin with baccalaureate or other initial professional education, such as nursing. Include postdoctoral training and residency training if applicable. High school students should list their current institution and associated information. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	START DATE MM/YYYY	END DATE *(or expected end date)* MM/YYYY	FIELD OF STUDY
Swarthmore College	B.S.	08/1995	05/1999	Engineering
UC San Diego	Ph.D.	08/2001	09/2007	Molecular Biology
Michigan State University (postdoc)	n/a	09/2007	Present	Bioinformatics/Immunology

A. Personal Statement

My long term research interests involve the development of a comprehensive understanding of key developmental pathways and how alterations in gene expression contribute to human disease. My academic training and research experience have provided me with an excellent background in multiple biological disciplines including molecular biology, microbiology, biochemistry, and genetics. As an undergraduate, I was able to conduct research with Dr. Xavier Factor on the mechanisms of action of a new class of antibiotics. As a predoctoral student with Dr. Tanti Auguri, my research focused on the regulation of transcription in yeast, and I gained expertise in the isolation and biochemical characterization of transcription complexes. I developed a novel protocol for the purification for components of large transcription complexes. I was first author of the initial description of the Most Novel Complex. A subsequent first author publication challenged a key paradigm of transcription elongation and was a featured article in a major journal. During my undergraduate and graduate careers, I received several academic and teaching awards. For my postdoctoral training, I will continue to build on my previous training in transcriptional controls by moving into a mammalian system that will allow me to address additional questions regarding the regulation of differentiation and development. My sponsor Dr. I.M. Creative is an internationally recognized leader in the transcription/chromatin field and has an extensive record for training postdoctoral fellows. The proposed research will provide me with new conceptual and technical training in developmental biology and whole genome analysis. In addition, the proposed training plan outlines a set of career development activities and workshops – e.g. grant writing, public speaking, lab management, and mentoring students – designed to enhance my ability to be an independent investigator. My choice of sponsor, research project, and training will give me a solid foundation to reach my goal of studying developmental diseases in man. During my second postdoctoral year in Dr. Creative's lab my father had a severe stroke that eventually ended his life. I was out of the lab for six months dealing with my father's incapacitating illness and end-of-life issues. This hiatus in training reduced my scientific productivity.

B. Positions and Honors

ACTIVITY/ OCCUPATION	START DATE (mm/yy)	END DATE (mm/yy)	FIELD	INSTITUTION/ COMPANY	SUPERVISOR/ EMPLOYER
Engineer	08/99	06/01	Structural engineering	The IBeam Group	Sandip Mehta
Postdoc	10/07	12/07	Molecular biology	UC San Diego	G. Chadwick Murray
Postdoc	01/08	present	Bioinformatics/Immunology	Michigan State University	I.M. Creative

Academic and Professional Honors

Daughters of Hawaii Scholarship, 1995-1997

National Merit Scholarship, 1995-1999

Paula F. Laufenberg award for best senior project in the Department of Engineering, Swarthmore College, 1999

B.S. awarded with high honors, Swarthmore College, 1999

STAR award for public service in engineering, The IBeam Group, 2001

Ford Foundation Predoctoral Fellowship for Minorities, 2002-2005

Memberships in Professional Societies

Sigma Xi

Association for Women in Science

National Society for Bioinformatics and Biotechnology

C. Contributions to Science

My Contributions to Science are organized into three time periods: I. Early Career; II. Graduate Career; and III. Postdoctoral Career.

I. Early Career: My early career contributions were focused on applying my knowledge of structural engineering to improving the design and integrity of tensile structures. More specifically, I worked with a team of engineers at the IBeam Group to develop concrete with a higher tensile strength that could be utilized in large structures such as suspension bridges. My particular role in the project was to identify candidate polymers, determine the ultimate tensile strength of these polymers, and make recommendations as to which polymer would afford concrete the most structural integrity under various stresses.

Research papers

Lorentson, C., Robertson-Chang, L., Sauer, N., and Mehta, S. 2000. Use of high-tensile concrete in cantilevered structures. J. Applied Engineering 63, 413-424.

Abstracts

Robertson-Chang, L. and Janessa, A.J. 1998. Redesigning the Golden Gate bridge. Abstract for poster presentation, National Undergraduate Symposium on Science and Engineering, Baltimore, MD.

II. Graduate Career: My graduate research contributions focused on transcriptional gene regulation in *Saccharomyces cerevisiae.* Results from my research were highly relevant as they provided new details into the workings of complex biological systems, and allowed for further extrapolations into the development of certain diseases and their progression. I originally developed a novel protocol for the purification for components of large protein complexes. A subsequent publication, in which I isolated and characterized a long sought after transcription complex, challenged a key paradigm of transcription elongation and was a featured article in a major journal.

SAMPLE

Research papers

Robertson-Chang L and Auguri, T. 2004. A tandem affinity purification tag approach allows for isolation of interacting proteins in *Saccharomyces cerevisiae*. Proc Natl Acad Sci U S A. 98, 151-60.

Robertson-Chang L, Schneider K, Chen M, Auguri T. 2006. Rapid Isolation and Characterization of the Most Novel Transcription Complex in *Saccharomyces cerevisiae* and its role in transcription elongation. Cell. 128, 770-9.

Abstracts

Robertson-Chang L and Auguri, T. A tandem affinity purification tag approach allows for isolation of interacting proteins in *Saccharomyces cerevisiae*. Abstract for poster presentation, 2004 Yeast Genetics and Molecular Biology Meeting, Seattle, Washington, September 2004.

Roberson-Chang L, Schneider K, Chen M, Auguri T. Rapid Isolation and Characterization of the Most Novel Transcription Complex in Saccharomyces cerevisiae and its role in transcription elongation. Oral presentation, 2006 CSHL Meeting on Mechanisms of Eukaryotic Transcription. Cold Spring Harbor, NY, August 2006.

III. Postdoctoral Career: As a postdoctoral fellow, my research has provided a compelling link between mutations arising in stress response proteins and the development of various autoimmune diseases in humans. Previous studies have shown dysregulation in the innate immune response lead to autoimmune diseases in humans. A few Rtc homologues have now been identified in humans and appear to play a role in the regulation of genes in the innate immune response. My research is focused on the transcriptional regulator Rtc from *Drosophila melanogastor*. I have shown that specific mutations affecting Rtc lead to disruptions in downstream gene regulation involved in the innate immune response.

Research papers

Robertson-Chang, L., Yager, L.N., and Murray, G.C. 2007. Rtc is an essential component of the Drosophila innate immune response. Genetics 145, 884-891.

Yao, M., Dionne, C.-F., Robertson-Chang, L., and Murray, G.C. 2007. Up-regulation of Drosophila innate immunity genes in response to stress. Science 304, 1754-1756.

Robertson-Chang, L., Cescaloo, Q., and Murray, G.C. 2008. Structural analysis of Drosophila Rtc. In preparation.

Reviews

Robertson-Chang, L. and Murray, G.C. 2006. Stress, flies, and videotape: the Drosophila stress response. Ann. Rev. Physiol. 346, 223-245.

Complete List of Published Work in MyBibliography:

http://www.ncbi.nlm.nih.gov/sites/myncbi/collections/public/1tay8xsxteXIw5R2StTcjhq5X/?sort=date&direction=ascending

D. Scholastic Performance

YEAR	SCIENCE COURSE TITLE	GRADE	YEAR	OTHER COURSE TITLE	GRADE
	SWARTHMORE COLLEGE			SWARTHMORE COLLEGE	
1996	Introduction to Molecular Biology	A	1995	Introduction to Engineering	A
1996	Introductory Chemistry I	B	1995	Calculus I	A
1996	Physics for Engineers	A	1996	Calculus II	B
1997	Introductory Chemistry II	C	1996	Structures and Design	A
1997	Organic Chemistry I	A	1996	Linear Algebra	B
1998	Organic Chemistry II	A	1997	Structural Materials	B
1998	Biochemistry	A	1997	Structural Materials Laboratory	A

SAMPLE

YEAR	SCIENCE COURSE TITLE	GRADE
1999	Cell Biology	A
	UC SAN DIEGO	
2001	Seminar in Genetics	P
2002	Statistics for the Life Sciences	P
2003	Ethics in Biological Research	CRE
2004	Seminar in Physiology & Behavior	P

YEAR	OTHER COURSE TITLE	GRADE
1997	Numerical Computation & Graphics Tools	A
1997	Engineering Graphics and Computer-Assisted Design	A
1997	Principles of Structural Design I	B
1997	Statistics, Probability, and Reliability	A
1998	Principles of Structural Design II	A
1999	Senior Project	A

Except for the scientific ethics course, UC San Diego graduate courses are graded P (pass) or F (fail). Passing is C plus or better. The scientific ethics course is graded CRE (credit) or NC (no credit). Students must attend at least seven of the eight presentation/discussion sessions for credit.

SAMPLE

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NCBI CV Web Application: SciENcv

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My NCBI Curriculum Vitae Web Application: SciENcv

Hutcherson L. My NCBI Curriculum Vitae Web Application: SciENcv. NLM Tech Bull. 2013 Sep-Oct;(394):e3.

2013 September 17 [posted]

SciENcv is a new feature in My NCBI that helps users create an online professional profile that can be made public to share with others. In SciENcv users can document their education, employment, research activities, publications, honors, research grants, and other professional contributions. In addition, the SciENcv profile may include an ORCID® iD, when registered with ORCID.

eRA Commons account holders who have linked their eRA account to My NCBI will find their SciENcv profile automatically populated with the information stored in their eRA Commons profile. The information transferred from eRA Commons to SciENcv profiles can be changed, hidden, augmented, or deleted.

The SciENcv Web application is the end product of a request made by the Federal Demonstration Partnership (FDP) to reduce the administrative burden associated with federal grant submissions. It is being developed under the aegis of an interagency workgroup composed of members from the Department of Defense, the Department of Energy, the Environmental Protection Agency, the National Institutes of Health, the National Science Foundation, The Smithsonian, and the United States Department of Agriculture. For additional details on the mission and guiding principles of the Science Experts Network Curriculum Vitae project, please see the project page.

Creating a SciENcv Profile

There are two ways to create a professional profile in SciENcv:

1. through an automated data feed from eRA Commons (**A** in Figure 1) or
2. through manually entering personal information into the SciENcv template (**B** in Figure 1)

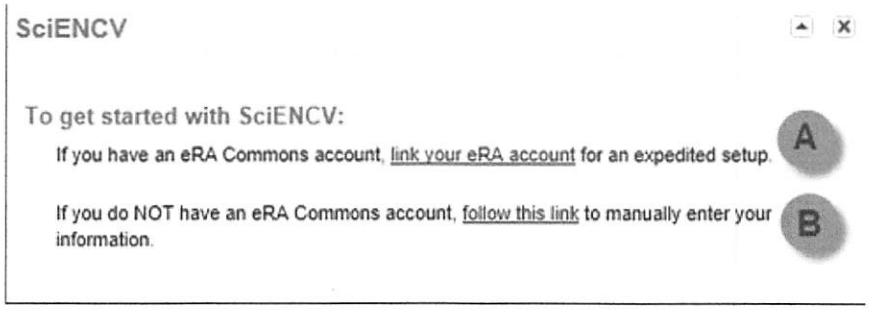
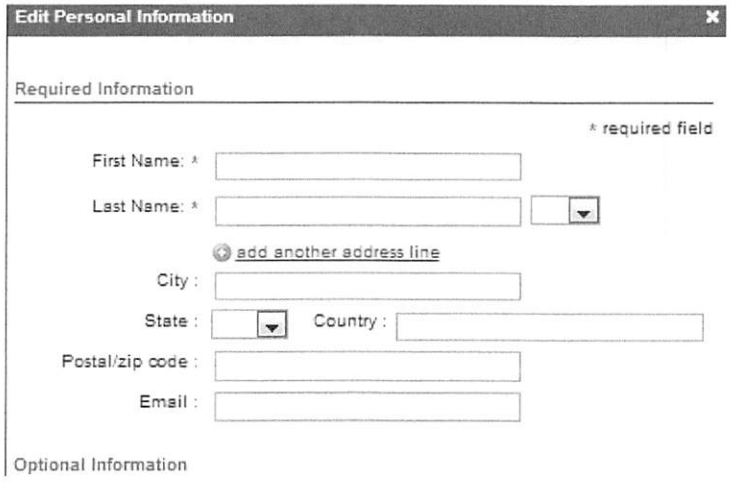


Figure 1: SciENcv portlet in the My NCBI homepage.

Users who do not have SciENcv populated with information from another data source will be prompted to add personal information (see Figure 2). The Personal Information window has an option to connect to ORCID to link to an ORCID iD or to register for an ORCID iD.



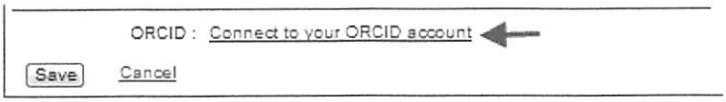


Figure 2: SciENcv Personal Information window.

Only Name and ORCID iD are displayed on the profile, no other personal information will appear (see Figure 3).

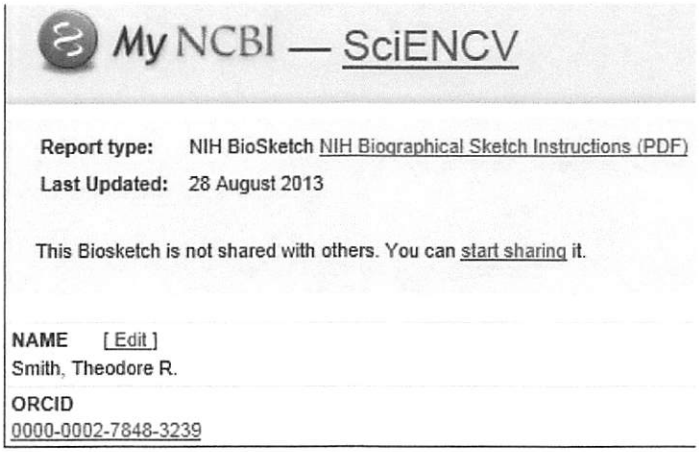


Figure 3: Name and ORCID iD in SciENcv.

Adding Education and Training

Users add their academic background and training using the SciENcv input windows. Each selection provides a different set of choices (see Figure 4).

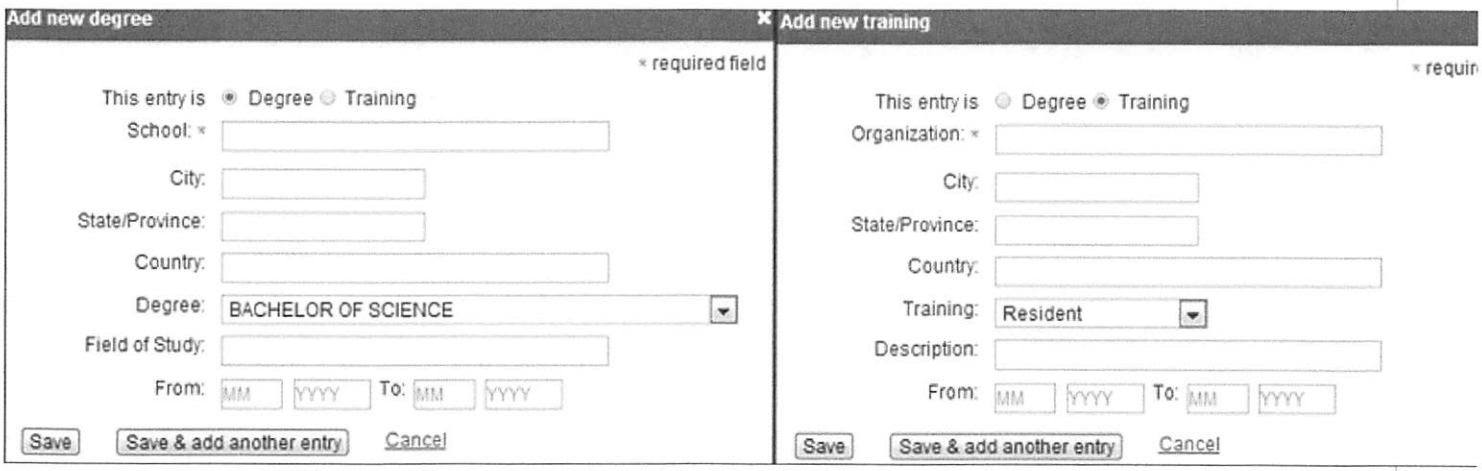


Figure 4: SciENcv Education and Training windows.

Delete and edit entries by hovering over the selected academic degree/training and clicking "Delete" or "Edit" (**A** in Figure 5).

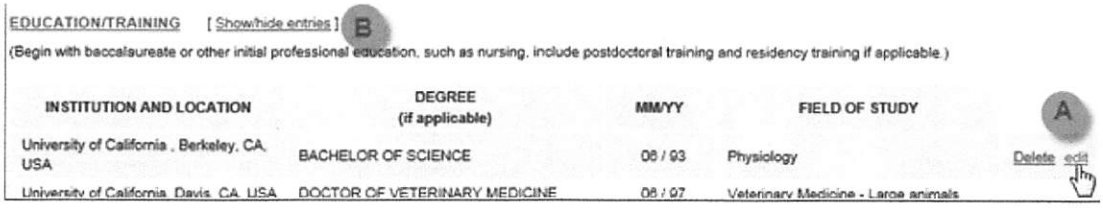
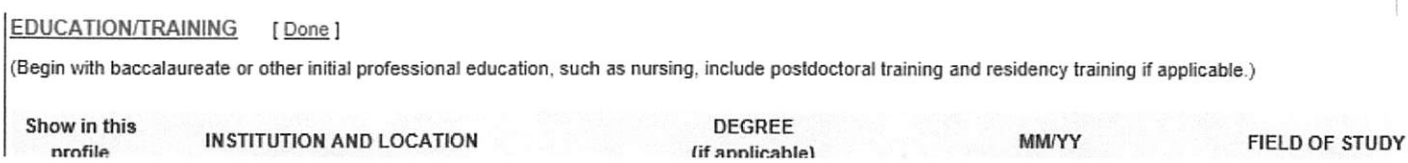


Figure 5: Delete/edit entries in Education section of SciENcv.

The "Show/hide entries" function (see **B** in Figure 5) allows users to select the content they want to display to viewers of their SciENcv profile. Unchecking or checking the checkbox next to an entry hides or displays the entry (see Figure 6).



☑	University of California , Berkeley, CA, USA	BACHELOR OF SCIENCE	06 / 93	Physiology
☑	University of California, Davis, CA, USA	DOCTOR OF VETERINARY MEDICINE	06 / 97	Veterinary Medicine - Large animals
☑	University of California, Davis, CA, USA	Resident	12 / 00	Equine surgery emphasis

Figure 6: Show/hide entries in Education and Training section of SciENcv.

Including a Personal Statement

In the Personal Statement section of SciENcv users can enter a brief personal statement using a simple text window (see Figure 7). SciENcv uses markdown syntax, which allows for simple formatting to be added to the text. Formatting guidelines are provided by clicking the ⓘ icon.

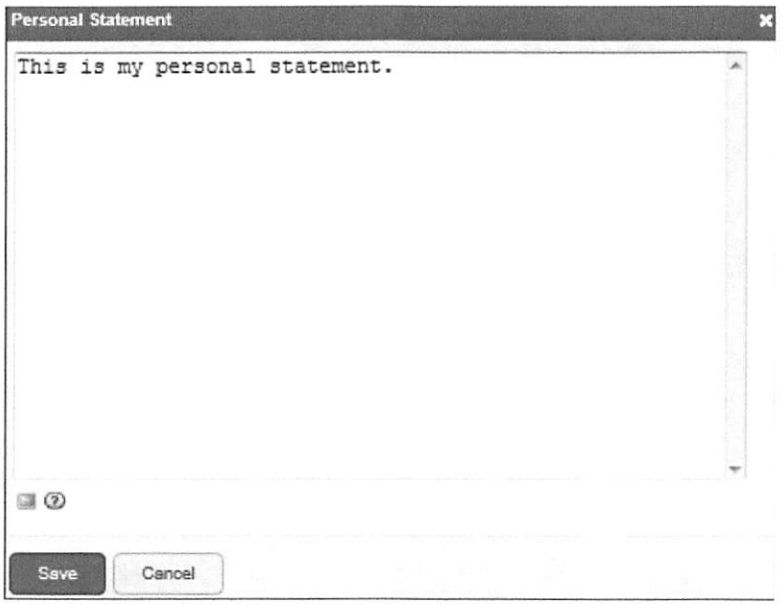


Figure 7: Personal Statement simple text window in SciENcv.

Listing Work Experience, Professional Memberships, and Honors

This section of SciENcvconsists of three parts: Employment, Other Experience and Professional Memberships, and Honors. Each part has a separate input window. For employment history, see Figure 8.

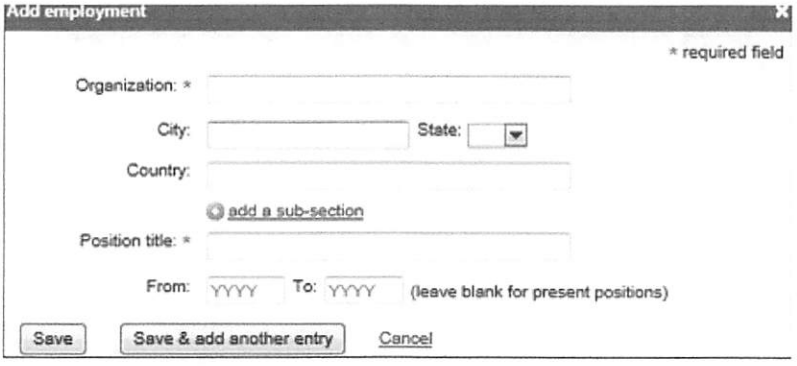


Figure 8: Employment window of SciENcv.

For other experience and professional memberships, see Figure 9.

Figure 9: Other Experience and Professional Membership window in SciENcv.

For honor society memberships, honorary titles and other honorary awards, see Figure 10.

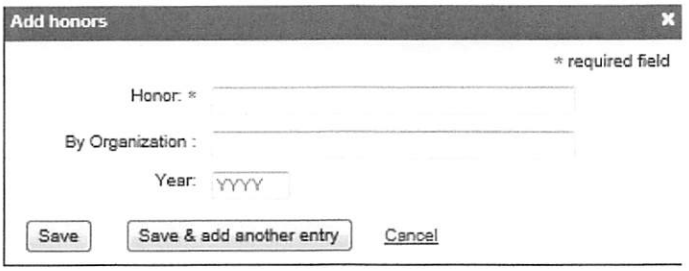


Figure 10: Honors window in SciENcv.

Delete and edit entries in this section also by hovering over the selected work experience, professional membership, or honor and clicking "Delete" or "Edit" (see **A** in Figure 11).

Figure 11: Delete/edit entries in Employment section of SciENcv.

The "Show/hide entries" function is also available in this section (see **B** in Figure 11).

Adding Publications

The Selected Peer-reviewed Publications section uses My Bibliography to manage citation data in SciENcv. SciENcv profiles are automatically populated with citations stored in My Bibliography. New citations are also added to SciENcv through My Bibliography.

Users who find that their My Bibliography collection is too extensive for their SciENcv profile have the option to selectively hide citations using the "Show/hide entries" function. By being unchecked, the citation shown in gray below is hidden and consequently it will not be displayed when a SciENcv profile is shared or printed (see Figure 12).

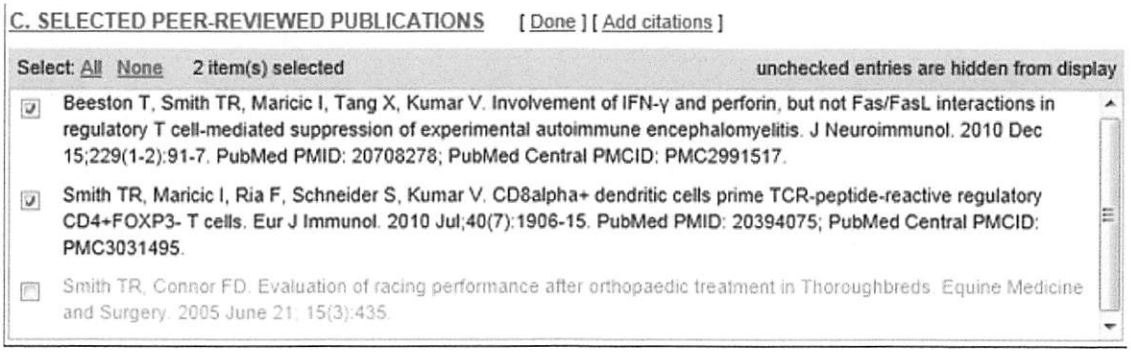
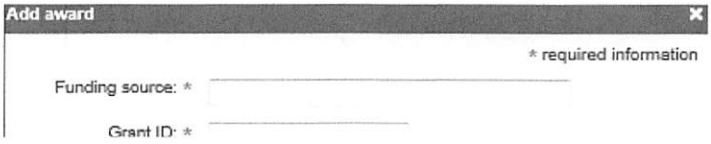


Figure 12: Show/hide entries in Selected Peer-reviewed Publications section of SciENcv.

Adding Research Support

The Research Support section displays a collection of ongoing and completed research awards.

NIH and HRA grantees who have linked their eRA/HRA accounts to My NCBI will have their SciENcv profile automatically populated with their NIH/HRA research awards. Users who have research awards issued by other agencies or institutions can add their research awards using the add award input window (see Figure 13).



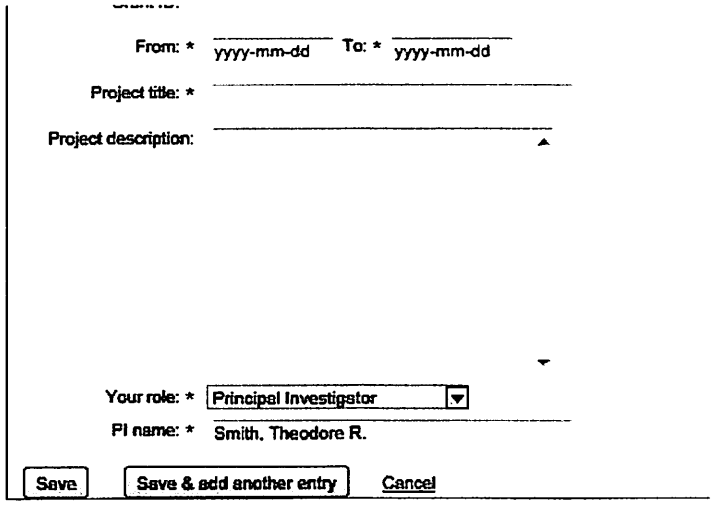


Figure 13: Add award window in SciENcv.

In Research Support, as in other SciENcv sections, users can also selectively hide entries they wish to omit from displaying in their profile. "Edit Awards" allows users to uncheck/check the awards they want to hide or display. Awards are displayed in three tabs: NIH, HRA, and User. The first two tabs appear only when award data are transferred from eRA and HRA. The User tab stores manually added research awards (see Figure 14).

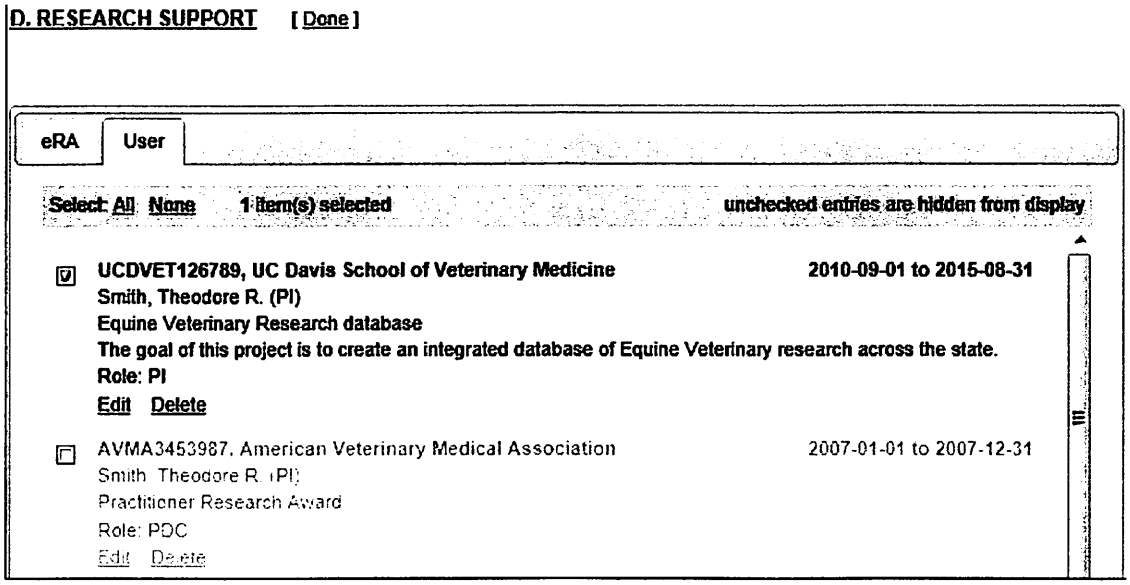


Figure 14: Edit Awards displays awards from two sources eRA and User.

The research award shown in gray above is hidden and consequently it will not be displayed when a SciENcv profile is shared or printed.

Sharing and Printing SciENcv

SciENcv profiles are set as private by default. However, a profile can be shared with others through a public URL (see **A** in Figure 15).

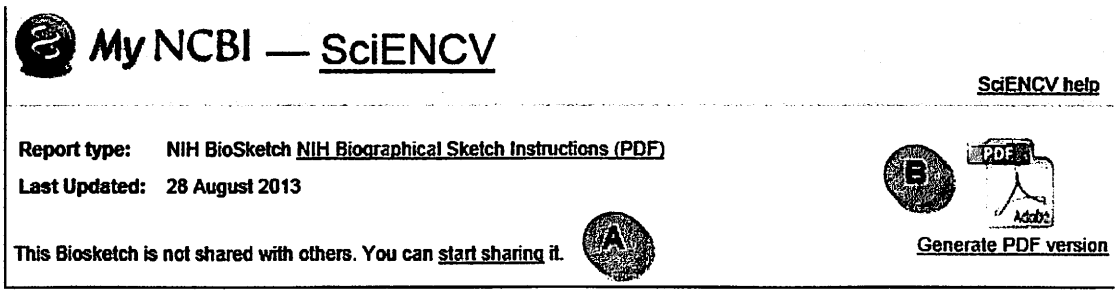


Figure 15: Activate public URL and printing in SciENcv.

SciENcv profiles can be printed in PDF format (see **B** in Figure 15). The SciENcv PDF follows the NIH Biographical Sketch format. Only the items checked for display in a SciENcv profile will be shown through the public URL or printed in the PDF.

A link to Help is located in the top right corner of the NCBI SciENcv profile page.

By Lidia Hutcherson
National Center for Biotechnology Information

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