WRITING THE NIH BIOSKETCH
Office of the Vice President for Research
University of Oklahoma Health Sciences Center
LEARNING OBJECTIVES

- Writing a Personal Statement
- Choosing Research Products
- Address Past Productivity
- Contributions to Science Guidance
- Guidelines and Format
- May 25, 2021 Changes
THE NEUROBIOLOGY OF WRITING

HOW IT’S SUPPOSED TO WORK:

- PROCESS LANGUAGE
  - Temporal Lobes

- EXECUTE COMMAND
  - Prefrontal cortex

- CONTROL HANDS
  - Motor cortex

- TRANSMIT COMMAND
  - Brain stem

- ACTIVATE MUSCLES
  - Motor neuron

- SUCCESS!
  - Words

- TYPE
  - Flexor digitorum

HOW IT USUALLY WORKS:

- CONFUSION
  - Prefrontal cortex

- INSECURITY
  - Limbic System

- FEAR
  - Amygdala

- PANIC
  - Sympathetic System

- NO MOTIVATION
  - Anterior cingulate cortex

- HESITATION
  - Inferior frontal gyrus
### SUMMARY OF CHANGES

<table>
<thead>
<tr>
<th>Format Page</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biographical Sketch Format Page</td>
<td>Section B 'Positions and Honors' has been renamed 'Positions, Scientific Appointments, and Honors'.</td>
</tr>
<tr>
<td></td>
<td>For the non-Fellowship Biosketch, Section D. has been removed. For the Fellowship Biosketch, Section D has been updated to remove 'Research Support.' As applicable, all applicants may include details on ongoing and completed research projects from the past three years that they want to draw attention to within the personal statement, Section A.</td>
</tr>
</tbody>
</table>

Effective for all due dates on or after May 25, 2021

TEMPLATES & SAMPLES

https://grants.nih.gov/grants/forms/biosketch.htm
HOW DOES NIH USE THE BIOSKETCH?

To answer this question:

4. *Investigators.* Are the investigators appropriately trained and well suited to carry out this work? Is the work proposed appropriate to the experience level of the principal investigator and other researchers? Does the investigative team bring complementary and integrated expertise to the project (if applicable)?

In other words, they use it to **score the INVESTIGATOR(S) core-review criterion** for your application.
**TRAINING TABLE**

Education/Training Table should begin with your baccalaureate (or equivalent) and end with postdoctoral training. Include both month and year in the completion date column (MM/YYYY).

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>Completion Date MM/YYYY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California, Berkeley</td>
<td>B.S</td>
<td>05/1990</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of Vermont</td>
<td>Ph.D.</td>
<td>05/1996</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>Postdoctoral</td>
<td>08/1998</td>
<td>Public Health and Epidemiology</td>
</tr>
</tbody>
</table>
SECTION A. PERSONAL STATEMENT

• We will address this section in detail later in this presentation.

• The most substantial change is that with the removal of Section D. from all but fellowship biosketches, your personal statements should now include information about ongoing and completed research support within the past three years.
SECTION B. POSITIONS AND HONORS

• List in chronological order (old to newest) to the positions you've held that are relevant to this application, concluding with your present position. (Until May 25, 2021 – see next slide for upcoming changes.)

• List any relevant academic and professional achievements and honors. In particular, students, postdocs, and junior faculty should include scholarships, traineeships, fellowships, and development awards, as applicable.

• Clinicians should include information on any clinical licensures and specialty board certifications that they have achieved.
NEW AS OF MAY 25, 2021

• Positions, Scientific Appointments, and Honors updated to read:

• List in reverse chronological order all positions and scientific appointments both domestic and foreign, including affiliations with foreign entities or governments. This includes titled academic, professional, or institutional appointments whether or not remuneration is received, and whether full-time, part-time, or voluntary (including adjunct, visiting, or honorary). High school students and undergraduates may include any previous positions. For individuals who are not currently located at the applicant organization, include the expected position at the applicant organization and the expected start date.
Accurate until May 25, 2021

# B. Positions and Honors

## Positions and Employment

<table>
<thead>
<tr>
<th>Year</th>
<th>Position and Institution</th>
</tr>
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<tbody>
<tr>
<td>1998-2000</td>
<td>Fellow, Division of Intramural Research, National Institute of Drug Abuse, Bethesda, MD</td>
</tr>
<tr>
<td>2000-2002</td>
<td>Lecturer, Department of Psychology, Middlebury College, Middlebury, VT</td>
</tr>
<tr>
<td>2001-</td>
<td>Consultant, Coastal Psychological Services, San Francisco, CA</td>
</tr>
<tr>
<td>2002-2005</td>
<td>Assistant Professor, Department of Psychology, Washington University, St. Louis, MO</td>
</tr>
<tr>
<td>2007-</td>
<td>Associate Professor, Department of Psychology, Washington University, St. Louis, MO</td>
</tr>
</tbody>
</table>

## Other Experience and Professional Memberships

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

## Honors

<table>
<thead>
<tr>
<th>Year</th>
<th>Honor</th>
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</thead>
<tbody>
<tr>
<td>2003</td>
<td>Outstanding Young Faculty Award, Washington University, St. Louis, MO</td>
</tr>
<tr>
<td>2004</td>
<td>Excellence in Teaching, Washington University, St. Louis, MO</td>
</tr>
<tr>
<td>2009</td>
<td>Award for Best in Interdisciplinary Ethnography, International Ethnographic Society</td>
</tr>
</tbody>
</table>
Starting on May 25, 2021

B. Positions, Scientific Appointments, and Honors

Positions and Scientific Appointments

<table>
<thead>
<tr>
<th>Year</th>
<th>Position and Appointment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021–Present</td>
<td>Associate Professor, Department of Psychology, Washington University, St. Louis, MO</td>
</tr>
<tr>
<td>2020–Present</td>
<td>Adjunct Professor, McGill University Department of Psychology, Montreal, Quebec, Canada</td>
</tr>
<tr>
<td>2018–Present</td>
<td>NIH Risk, Adult Addictions Study Section, members</td>
</tr>
<tr>
<td>2015–2017</td>
<td>Consultant, Coastal Psychological Services, San Francisco, CA</td>
</tr>
<tr>
<td>2014–2021</td>
<td>Assistant Professor, Department of Psychology, Washington University, St. Louis, MO</td>
</tr>
<tr>
<td>2014–2015</td>
<td>NIH Peer Review Committee: Psychobiology of Aging, ad hoc reviewer</td>
</tr>
<tr>
<td>2014–Present</td>
<td>Board of Advisors, Senior Services of Eastern Missouri</td>
</tr>
<tr>
<td>2013–2014</td>
<td>Lecturer, Department of Psychology, Middlebury College, Middlebury, VT</td>
</tr>
<tr>
<td>2011–Present</td>
<td>Associate Editor, Psychology and Aging</td>
</tr>
<tr>
<td>2009–Present</td>
<td>Member, American Geriatrics Society</td>
</tr>
<tr>
<td>2009–Present</td>
<td>Member, Gerontological Society of America</td>
</tr>
<tr>
<td>2009–2013</td>
<td>Fellow, Division of Intramural Research, National Institute of Drug Abuse, Bethesda, MD</td>
</tr>
<tr>
<td>2006–Present</td>
<td>Member, American Psychological Association</td>
</tr>
</tbody>
</table>

Honors

<table>
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<tr>
<th>Year</th>
<th>Honors</th>
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<tr>
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<td>2019</td>
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</tr>
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<td>2018</td>
<td>Outstanding Young Faculty Award, Washington University, St. Louis, MO</td>
</tr>
</tbody>
</table>
PERSONAL STATEMENT

Section A. Changes as of May 25, 2021.
APPROACH TO WRITING

• Describe why you are well-suited for your role(s) in this project

• Relevant factors 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/or your past performance in this or related fields

• You may cite up to four publications or research products that highlight your experience and qualifications for this project
• Personal Statement updated to read:

• Briefly describe why you are well-suited for your role(s) in this project. 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/or your past performance in this or related fields, including ongoing and completed research projects from the past three years that you want to draw attention to (previously known as research support).
WHAT TO INCLUDE

• State long-term research career goals.
• Describe prior training, including expertise gained and research creativity.
• Cite awards, fellowships, etc.
• Highlight current research.
• Explain that this award will enable new skills/ experiences needed for next career stage.
NOTES FOR EARLY STAGE INVESTIGATORS

• Early Stage Investigators (ESIs) should call attention to their ESI status in their Personal Statement.

• ESIs who have recently completed postdoctoral-research training should briefly describe that research, what is produced, and why that contribution is relevant to the current application. Include the name of the postdoctoral mentor.
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.
Starting on May 25, 2021

A. Personal Statement

I am an Associate Professor of Psychology, and my research is focused on neuropsychological changes associated with addiction. 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. 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 2015-2016, 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. In summary, I have the expertise, leadership, training, expertise and motivation necessary to successfully carry out the proposed research project.

Ongoing and recently completed projects that I would like to highlight include:

R01 DA942367
Hunt (PI)
09/01/16-08/31/21
Health trajectories and behavioral interventions among older substance abusers

R01 MH922731
Merry (PI), Role: co-investigator
12/15/17-11/30/22
Physical disability, depression and substance abuse in the elderly
PRODUCTIVITY

Addressing breaks in productivity in your personal statement.
BREAKS IN PRODUCTIVITY

• Examples: a leave of absence while attending to family issues, health problems, military service, or a position in industry that was incompatible with publishing.

• Without being defensive, briefly describe the circumstances that caused the interruption in your Personal Statement. (Without such a description, the reviewers might wonder what caused the break in productivity.)
A. Personal Statement

I am an Associate Professor of Psychology, and my research is focused on neuropsychological changes associated with addiction. 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. 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 2015-2016, 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. In summary, I have the expertise, leadership, training, expertise and motivation necessary to successfully carry out the proposed research project.
RESEARCH PRODUCTS

What can be included in your lists of research products
WHAT COUNTS?

• Interim research products (e.g., preprints, preregistered protocols)
  • [https://grants.nih.gov/grants/interim_product_faqs.htm](https://grants.nih.gov/grants/interim_product_faqs.htm)
• Audio or video products
• Conference proceedings (meeting abstracts, posters, or other presentations)
• Patents
• Data and research materials
• Databases
• Educational aids or curricula
• Instruments or equipment
• Models
• Protocols
• Software or netware
WAITING ON PUBLICATION?

Please note: you may mention manuscripts that have not yet been accepted for publication as part of your contribution (in the narrative section), but you may cite only published papers to support each contribution.
CONTRIBUTIONS TO SCIENCE

Section C. No Changes to this Section.
INSTRUCTIONS

• Describe up to five of your most significant contributions to science.

• Each contribution should be no longer than one half page, including citations.

• Provide a URL to a full list of your published work.
  • Must be to a Federal Government website (a .gov suffix)
  • NIH recommends using My Bibliography to create a complete digital list of your publications.
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 CONTRIBUTION:

• Reference **up to four** peer-reviewed publications that are relevant to that contribution.

• The description of each contribution should be no longer than one half page **including figures and citations**.
APPROACH TO WRITING

• What is the topic?
• What motivated the research?
• What did you do?
• Why was it significant?
• How has the research transformed your field?

Research Instructions for NIH and Other PHS Agencies, Section R. 240, Instructions for a Biographical Sketch, Section C. “For each contribution, Indicate the following (i) the historical background that frames the scientific problem, (II) the central finding(s), (iii) the influence of the finding(s) on the progress of science of the application of those findings to health or technology, and (iv) your specific role in the described work.
AN APPROACH

The Story Arc

What did you do?

What motivated the research?

Why was it significant?

What is the topic?

How has the research transformed your field?

Diagram source: Botham, 2019
USING THIS APPROACH

• What is the topic?
• What motivated the research?
• What did you do?
• Why was it significant?
• How has the research transformed your field?

Botham, 2019
1. Improved cardiac donor evaluation and management. My early work in the field of heart transplantation focused on the evaluation of suitable donor hearts for transplantation. Currently, there are no standardized national guidelines for donor heart suitability for transplant, which has caused great variability in donor heart acceptance across the United States. The lack of guidelines on donor heart acceptance directly results from a paucity of high-quality evidence-based data on donor heart selection. This unmet need motivated me to collaborate with local organ procurement organizations to establish an organ donor research database that I used to systematically study the tools currently used for cardiac donor evaluation (electrocardiograms, echocardiograms, serum troponin levels), and to define the relationship between donor beta-receptor polymorphisms and cardiac function. The data and recommendations resulting from this work, funded by an NIH/NHLBI K23 Career Development Award, are now being used by organ procurement organizations across the United States to improve cardiac donor evaluation and management.
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.


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.

NEW AS OF MAY 25, 2021

• **D. Scholastic Performance updated to remove ‘Research Support’**.

• Section D is *solely present* on the *fellowship* version of the Biosketch, and no longer includes research support, only Scholastic Performance.
D. RESEARCH SUPPORT

• Two sections:
  • Ongoing Research Support
  • Research Support Completed During the Past Three Years
  • Will only be part of biosketches until May 25, 2021, when Section D will be removed from all except fellowship biosketches and renamed “Scholastic Performance.”

For each source of support, briefly describe the overall goal(s) of the project and the role that the person who is the subject of the biographical sketch had in the project. Do NOT include information on number of person months or direct costs.
Accurate until May 25, 2021

D. Additional Information: Research Support and/or Scholastic Performance

**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

After May 25, 2021, Section D will only appear in fellowship biosketches as D. Scholastic Performance.
Starting on May 25, 2021
Fellowship Biosketches Only

D. Scholastic Performance

<table>
<thead>
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<th>YEAR</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>2013</td>
<td>Seminar in Molecular Biology</td>
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</tr>
<tr>
<td>2013</td>
<td>Basic Biomedical &amp; Biological Sciences</td>
<td>P</td>
</tr>
<tr>
<td>2014</td>
<td>Model Systems</td>
<td>P</td>
</tr>
<tr>
<td>2014</td>
<td>Statistics for the Life Sciences</td>
<td>P</td>
</tr>
<tr>
<td>2014</td>
<td>Current Topics in Molecular Genetics</td>
<td>P</td>
</tr>
<tr>
<td>2015</td>
<td>Ethics in Biological Research</td>
<td>CRE</td>
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<td>Biochemistry</td>
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<td>2015</td>
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<tr>
<td>2016</td>
<td>Seminar in Systems Biology</td>
<td>P</td>
</tr>
<tr>
<td>2016</td>
<td>Protein Chemistry</td>
<td>P</td>
</tr>
</tbody>
</table>

GEORGETOWN UNIVERSITY

Except for the scientific ethics course, Georgetown University 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.
GUIDELINES AND FORMAT

Additional guidelines and formatting requirements.
IMPORTANT!

• Your NIH Biosketch may not exceed 5 pages.
• You must adhere to the NIH-mandated typeface and font-size requirements.
• Figures, graphics, and tables (other than those already in the NIH-provided template) are not permitted. Do not embed or attach files.

The NIH biosketch format, instructions, and a completed sample, can be found here: https://grants.nih.gov/grants/forms/biosketch.htm
PUBLICLY AVAILABLE WORK

• Please also provide a URL to a full list of your published work as found in a publicly available digital database such as PubMed or My Bibliography, which are maintained by the US National Library of Medicine.
SCIENCV

- Try SciENcv to help you develop your biosketch and automatically format it according to NIH requirements.
- The updated biosketch format will be available in SciENcv March 2021.
SCIENCV INFORMATION

• SciENcv Website
  • http://library.ouhsc.edu/sciencv

• SciENcv Overview
  • http://library.ouhsc.edu/ld.php?content_id=12893172

• Creating a Biosketch in SciENcv
  • http://library.ouhsc.edu/ld.php?content_id=12893179
RESOURCES

• Questions about using SciENcv? Please feel free to contact Shari Clifton, Professor and Associate Director of BHSL.
  • shari-clifton@ouhsc.edu
  • 405-271-2285

• Would you like someone to proofread/edit your biosketch? Please send a Word version to Kathy Kyler, OUHSC Staff Editor.
  • kathy-kyler@ouhsc.edu
  • 405-271-2090