**Facilities and Other Resources:**

Directions: Include the following information:

* A profile of the students of the applicant institution/academic component and any information or estimate of the number who have obtained a baccalaureate degree and gone on to obtain an academic or professional doctoral degree in the health-related sciences during the last five years.
* A description of the special characteristics of the institution/academic component that make it appropriate for an AREA grant, where the goals of the AREA program are to: (1) provide support for meritorious research; (2) strengthen the research environment of schools that have not been major recipients of NIH support; and (3) expose available undergraduate and/or graduate students in such environments to research. Include a description of the likely impact of an AREA grant on the PD(s)/PI(s) and the research environment of the institution/academic component.
* Although it is expected that the majority of the research will be directed by the applicant investigator and conducted at the grantee institution, limited use of special facilities or equipment at another institution is permitted.  For any proposed research sites other than the applicant institution, provide a brief description of the resources.
* If relevant, a statement of institutional support for the proposed research project (e.g., equipment, laboratory space, release time, matching funds, etc.).

**Profile of students at UNCG**

A profile of the students of the applicant institution/academic component and any information or estimate of the number who have obtained a baccalaureate degree and gone on to obtain an academic or professional doctoral degree in the health-related sciences during the last five years.

The University of North Carolina at Greensboro (UNCG) is a comprehensive doctoral research institution with approximately $30,000,000 in annual federal research funding support serving 15,783 undergraduates and 3,372 graduate students for Fall 2016. Of these students, 41% of undergraduates (n=6657) and 35% of graduate students (n=1185) are enrolled in Science and Math departments at UNCG.

Of the 17 constituent institutions that comprise the University of NC system, UNCG has the most diverse student population of the majority-serving campuses. UNCG is a Minority Serving Institution with an undergraduate student body in 2016 consisting of approximately 32.1% African Americans and 8.2% Hispanic or Latino Americans. Furthermore, the percentage and count of students from groups underrepresented in science has increased by approximately 60% since 2009. Females now make up ~66% of undergraduate students at UNCG. UNCG also serves a significant proportion of students with financial need, with approximately 45% of UNCG students eligible for need-based Pell Grants in 2015, leading the U.S. Department of Education to officially recognize us as a Title III Part A institution.

UNCG continues to build on a rich history of undergraduate research in biomedical disciplines. A campus survey found that 639 undergraduates were engaged in faculty-mentored research during the 2014 academic year. Of these 639 undergraduates, more than half (n=398) were students in departments that have a track record of NIH funding; 198 Psychology, 107 Chemistry and Biochemistry, 60 Biology, 14 Kinesiology, 10 Human Development and Family Studies, 5 Public Health Education, and 4 Nutrition. Women make up ~67 % of these students engaged in undergraduate research, and ~25% are from under-represented race/ethnicity groups.

Graduation rates at UNCG are in line with four-year public institutions (55% six-year graduation rate) and African-American students graduate at a slightly higher rate than their European-American contemporaries. Freshman retention rate has trended up at UNCG, reaching an average of 77% for the Fall 2013-15 cohorts, compared to an average of 75% for Fall 2010-2012 cohorts. UNCG regularly receives national recognition for successes with underserved populations. UNCG is one of just 13 public four-year institutions nationwide, to be featured in a new report by the U.S. Department of Education highlighting institutions across the country that are making significant strides in increasing graduation rates among Pell Grant-eligible students.

UNCG actively tracks the success of our graduates. The following statistics reflect the number of students that graduated with a bachelor’s degree from UNCG, and then continued their education and earned a doctoral-level biomedical degree that was completed within the past 5 years (academic years ending May 2012, ‘13, ‘14, ‘15, and ‘16). All data are based on a query that we sent to the National Student Clearinghouse in September 2016, and therefore captures all graduates of accredited universities in the U.S.

UNCG baccalaureate graduates earned a total of 216 doctoral-level biomedical degrees during 2012-2016. Of these, 2/3 were female (n=144) and 1/3 were male (n=72). White students accounted for 73% (n=157), African-Americans accounted for 10% (n=22), Asians accounted for 4% (n=9), Hispanics/Latinos accounted for 1.4% (n=3) and others accounted for 10% (n=22) of these doctoral-level degrees. The most common doctoral granting institutions attended by this cohort included UNC-Chapel Hill (n=34), UNC-Greensboro (n=15), Elon Univerisity (n=10), East Carolina University (n=9), Virginia Commonwealth University (n=7), Duke University (n=6), and Winston-Salem State University (n=5). The most common doctoral-level biomedical degrees earned were physical therapy (n=44), pharmacy (n=35), medicine (n=21), nursing (n=21), psychology (n=13), dentistry (n=10), audiology (n=8), veterinary medicine (n=8), and chiropractic medicine (n=6).

There is an upward trend in doctoral-level biomedical degrees earned, from n=29 in 2012 to n=48 in 2016. This upward trend applies to nearly every major group defined by gender and race. For example, females earned about 30 doctoral degrees per year (2013-16), up from 18 degrees in 2012. Likewise, African Americans doubled their number of doctoral-level degrees earned per year, from n=3 in 2012 to n=6 in 2016.

**Special characteristics that make the institution** **and academic component appropriate for the AREA program**

A description of the special characteristics of the institution/academic component that make it appropriate for an AREA grant, where the goals of the AREA program are to: (1) provide support for meritorious research; (2) strengthen the research environment of schools that have not been major recipients of NIH support; and (3) expose available undergraduate and/or graduate students in such environments to research. Include a description of the likely impact of an AREA grant on the PD(s)/PI(s) and the research environment of the institution/academic component.

As described above, UNCG has a student body that both benefits from, and contributes to, the success and impact of AREA (R15) projects at UNCG. Here at UNCG, we have a track record of training an array of students from groups that are currently under-represented in biomedical research, as defined by gender, race, ethnicity, and financial status, for the future biomedical workforce.

Furthermore, the overall research profile of UNCG is an excellent fit for the goals of the AREA program. UNCG serves Greensboro, North Carolina, and the Nation, through a variety of programs and research projects aimed at health and disparities. For example, the TRIAD-2 Center for Health Disparities Research is a multidisciplinary effort with training, research and outreach to the community, and has been a funded program project award from National Institutes of Minority Health Disparities since 2012 for a total of $5.3 million. Other significant externally funded service and research efforts for diverse and underserved populations span the university; these include innovative educational enrichment programs for K-12 schools, research and programs to address “food deserts”, initiatives for education opportunities for individuals experiencing homelessness, programs on safe and affordable housing, National Institutes for Child Health and Development funded research on early child development, state contracts for childcare certifications, improved recovery of wounded warriors from traumatic brain injuries, and National Science Foundation funding (S-STEM) for underrepresented minority student support programs at UNCG. Accordingly, UNCG is classified by The Carnegie Foundation as a Research University with “Higher Research Activity-R2” and a “Community-Engaged Institution”, one of only 50 such institutions in the country to have both.

**Impact of the AREA program on PD/PI**

Include a description of the likely impact of an AREA grant on the PD(s)/PI(s).

**Impact of the AREA program on the institution**

Include a description of the likely impact of an AREA grant on the research environment of the institution/academic component.

The AREA (R15) program is a critical source of NIH funding at UNCG. More than a quarter (6 of 23 = 26%, as of June 2017) of our active NIH awards at UNCG were made under the AREA program. Diverse NIH institutes support these active AREA awards, including NICHD, NHLBI, NIDDK, NIMH, and NIGMS. Each of the current and past AREA awards has led to the performance of solid biomedical research by exceptional faculty, while simultaneously exposing numerous undergraduates to this research. Over many years, the AREA program has made a very significant impact on UNCG as an institution, both the faculty and students. Based on this track record, it is likely that future AREA awards will continue to draw upon UNCG’s institutional experience, and will thus have a similarly significant impact on the institution.

**A brief description of the resources for any proposed research sites other than the applicant institution.**

Although it is expected that the majority of the research will be directed by the applicant investigator and conducted at the grantee institution, limited use of special facilities or equipment at another institution is permitted. For any proposed research sites other than the applicant institution, provide a brief description of the resources.

**Institutional Support for the proposed research project**

This is where you might include your standard facilities and resources description of any resources available to the project (e.g., equipment, laboratory space, release time, matching funds, etc.) Most of these facilities and resources will be in your own lab or department, but you might also describe any relevant resources available through core labs, other departments, close collaborators, your college/school, and the university.