NIH Advisory Committee to the Director Working Group on Diversity Update

Hannah A. Valantine, MD | NIH Chief Officer for Scientific Workforce Diversity

M. Roy Wilson, MD | President, Wayne State University

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National Institutes of Health
Office of the Director
Scientific Workforce Diversity

M. Roy Wilson, MD
Wayne State University

Hannah Valantine, MD
NIH

Stanley Andrisse, PhD
Howard University

Edwin Barea-Rodriguez, PhD, The University of Texas, San Antonio

Steven Barnett, MD
University of Rochester Medical Center

Sherilynn Black, PhD
Duke University

Markus Brauer, PhD
University of Wisconsin – Madison

Noni Byrnes, PhD
NIH

Healani Chang, DrPh
Pacific Biosciences Research Center

Jon Freeman, PhD
New York University

Alison Gammie, PhD
NIH

George Hill, PhD
Vanderbilt University

Hilda Hutcherson, MD
Columbia University

Calvin Lai, PhD
Washington University in St. Louis

Kay Lund, PhD
NIH

Rae Nishi, PhD
Marine Biological Laboratory

Florastina Payton-Stewart, PhD
Xavier University of Louisiana

Vijay Pendakur, EdD
Cornell University

William Riley, PhD
NIH

Iris Romero, MD
University of Chicago

Nelson Sanchez, MD
Weill Cornell School of Medicine

Robert Sellers, PhD
University of Michigan

Siobhan Wescott, MD
University of North Dakota

Talithia Williams, PhD
Harvey Mudd College

Presentation Outline

1. Reflections on Impact of Social Injustice on SWD

2. 2020 ACD WGD Objectives & Priorities

3. Updates on SWD Activities to Address Recommendations

   – Faculty Institutional Recruitment for Sustainable Transformation (FIRST)

   – Implicit Bias Modules

4. COVID-19 Action Plan

Time to look in the mirror

H. Holden Thorp

Editor-in-Chief, *Science* journals. hthorp@aaas.org; @hholdenthorp

This is a grave time in American history. Both the public health and economic problems of coronavirus disease 2019 (COVID-19) were foreseeable. But even more predictable is the racial tension gripping the United States in the wake of the brutal killing of George Floyd. It is easy to think that the problem is isolated to individual racists in the community and in the government, and that the scientific enterprise is immune to racism. Scientific inquiry produces knowledge, and that ultimately leads to justice, right?

Not so fast. The U.S. scientific enterprise is predominantly white, as are the U.S. institutions that *Science*'s authors are affiliated with. The evidence of systemic racism in science permeates this nation. Why are so few *Science* authors from historically black colleges and universities? Why are the scientific areas studied more frequently by people of color continuously underfunded by the government? Why do students who are people of color have to remind society that they are almost never taught by someone who looks like them? Why has the United States failed to update its ways of teaching science when data show that people of color learn better with more inclusive methods? If there had been more diversity in science, would we have the painful legacy of the Tuskegee syphilis study and the shameful nonrecognition of Henrietta Lacks's contribution to science?

man's freedom; who lives by a r who constantly advises the Negr ient season.'"

The reckoning Dr. King calls intervening 57 years. The failur heed the call of the Birminghan day's systemic racism as the ra forcement. It's not just abusi reminded that Black Lives Matt

It is time for the scientific es reality and to admit its role in p is for science and scientists to benefited from, and failed to ack And then science and scientists make space for, people of color t lish great science and produce i stitutions and their scientific u other journals to promote struct and areas of science.

Someone I turn to for wisdon is Dr. Valerie Sheares Ashby, th of Arts and Sciences at Duke Un ican female, she claims that she a few people decided to let her in

Science

I AM SO TIRED

OFFICE OF DIVERSITY, EQUITY & INCLUSION — UNIVERSITY OF MICHIGAN

May 29, 2020

By Robert M. Sellers

Growing up the son of a minister and two civil rights activists, one of my favorite gospel songs is "I don't feels no ways tired." That song, like so many other songs from my African American culture, evokes an everlasting optimism about tomorrow that is built on "the faith that our dark past has taught us" as well as "the hope that the present has brought us."

I have always said that Black folks are the most optimistic subscribers of the American dream, despite our long history of dehumanization and degradation in this country. This other-worldly optimism is perhaps most famously exemplified in Dr. King's "I have a dream" speech (that America ironically likes to co-opt by trotting it out every year on his birthday as a self-congratulatory sign of how much progress we have made as a society since his death).

This morning, I woke up very tired. Not your normal tired. I woke up with a kind of tired that can only be found on the other side of loss, anger, frustration, sadness, and despair. This morning, I woke up in a state in which African Americans make up roughly 13% of the population, but comprise 31% of the people with COVID-19 and 40% of the people dying from COVID-19. I woke up in a country where a White woman can not only accuse an African American man of threatening her because he is simply asking her to obey the law in a public space, but she can actually weaponize the police for her own aims simply by repeatedly referring to him as being African American.

- **Openly acknowledge the problem of blackness in science**
  - Do not conflate or devalue black individuals' pain – specific issues for black scientists due to U.S. history

- **Promote community-based research focused on external validity**
  - Change the nature of research questions to address the systemic racism that spans many institutional systems

- **Support our black peers during this time of emotional turmoil and feelings of hopelessness**
  - Exacerbated by COVID-19, especially for junior faculty and faculty at HBCUs
  - Diversity tax

- **Adjust the factors that admissions and other selection committees value**
  - Identify the pool of qualified individuals instead of selecting the "top X"

- **Monitor and report acts of racial bias; hold perpetrators accountable**
  - Focus on implicit bias sends the narrative that explicit bias is a thing of the past
  - There is explicit endorsement of procedures that perpetuate systemic racism
  - Stop diminishing acts of aggression and racism as "micro-aggressions" or "*perceived* racism"

- **Empower allies to be actively anti-racist**

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2020 ACD WGD Objectives & Priorities

1	Develop a plan to communicate NIH's progress on enhancing diversity to the larger community, for ACD's consideration
2	Assist with updating NIH's 5-year SWD Strategic Plan (2021–2025), encompassing actionable steps for implementing 2019 recommendations, for ACD's consideration
3	Prepare a whitepaper on individuals with disabilities in the scientific workforce, for ACD's consideration

- <u>February 26 Meeting</u>: ACD WGD input focused on Diversity, Equity, & Inclusion (DEI) communications needs, target audiences, effective platforms, and strategies for behavior change

- Follow-up discussions will focus on the following target audiences & goals

Target Audience	Goal
Congress	Educate about diversity science and NIH programs
Deans, Chief Diversity Officers, & VPs for Research	Promote institutional systems that foster inclusive excellence
Program Directors	Increase awareness of NIH resources and tools
Individuals from URG	Increase awareness of NIH programs, tools, and successes
Former Members of the Inaugural ACD WGDBRW & the ACD WGD	Inform on progress and activities; share SWD products and tools for dissemination

2020 ACD WGD Objectives & Priorities
Status of Remaining Objectives

Objective	Status
Emergency Priority: Monitoring & Mitigating the Impact of COVID-19 on DEI	Held special meeting on April 24 to discuss COVID-19 challenges.
Objective #2: SWD Strategic Plan (2021–2025): Actionable Steps for 2019 Recommendations & Input from 2019 Advancing Diversity Programs Conference (ADPC)	SWD assessing progress on current Strategic Plan (e.g. SWOT Analysis) to inform ACD WGD.
Objective #3: Whitepaper on Individuals with Disabilities	Proposing a subcommittee devoted to this topic.

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Faculty Institutional Recruitment for Sustainable Transformation (FIRST)

Overarching Goal:

- Create cultures of inclusive excellence (establishing and maintaining scientific environments that can cultivate and benefit from a full range of talent) at NIH-funded institutions.

Program Objectives:

- Faculty cohort model for hiring, multi-level mentoring, professional development

- Integrated, institution-wide systems to address bias, faculty equity, mentoring, and work/life issues

- Coordination and Evaluation Center (CEC): Independent program evaluation - faculty and institutional level

Estimated Funds Available: $241 M over 9 years

2018 Recommendation: Target trainee to career-independence transition with faculty-development institutional funding announcement to pursue cohort models

ADPC Action: Employ cohort models for building a critical mass of diverse talent and to nucleate mentoring and career-development programming

ADPC Action: Be specific about changing institutional culture by defining and measuring it

Faculty Institutional Recruitment for Sustainable Transformation (FIRST)

Activity	Goal
Concept Clearance by Council of Councils	January 2020
FOAs Published	Summer 2020
FOA Receipt Date	Fall/Winter 2020
CSR Review	Winter/Spring 2021
Awards	Summer 2021

Implicit Bias e-Learning Training

- A science-based approach designed to aid in addressing, and ultimately eliminating bias in the NIH work environment

- Foundational course:
  - Define implicit bias, diversity, and inclusion at NIH
  - Illustrate the impacts of implicit bias
  - Provide practical guidance and tools for recognizing and mitigating implicit bias

- Course being finalized for distribution at NIH through HHS' Learning Portal (LMS)
  - Under consideration as a mandatory training

2012 Recommendation: Administer implicit bias/diversity awareness training for scientific review and program officers

ADPC Action: Confront sociocultural impediments (bias, microaggressions) - proven strategies to systematize hiring and promotion practices

WHY
Diversity Matters

GREAT MINDS THINK...DIFFERENTLY

NIH National Institutes of Health
Office of the Director
Scientific Workforce Diversity

diversity.nih.gov

START ➜

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COVID-19 Substantially Affects our Workforce

**Cognitive bias ('System 1')
Tolerance of racism, Misinformation**

Organizational culture shift away from inclusivity and diversity

**Hiring decisions
Academic committees
Collaboration
Attitudes towards harassment/incivility**

- Underrepresented groups (URGs) and the economically disadvantaged experience disproportionate stress and trauma

- Women: burden of caregiving*
  - Children home from school
  - Decreased publications

- School closures perpetuate gaps in educational disparities; inequitable burdens on disadvantaged students/groups

* Myers et al. (2020) Quantifying the Immediate Effects of the COVID-19 Pandemic on Scientists. Retrieved from: tps://arxiv.org/pdf/2005.11358.pdf.

1. Leverage Existing NIH Extramural Programs

2. Other Trans-NIH Approaches

3. Data Collection and Intervention: NIH Internal Workforce Focus

4. Data Collection: Extramural Focus

Leveraging Existing NIH Extramural Programs & Other Trans-NIH Approaches

- Expand existing programs that support the scientific workforce, including URGs (e.g., DSP, FIRST, MOSAIC)

- Promote and expand existing trainings (e.g., implicit bias modules, OITE trainings)

- Improve accessibility of information on resources

- Provide additional grant support through parent awards and supplements (e.g., F, T, & K awards; Diversity Supplements)

- Implement other administrative interventions

- Enhance trans-NIH collaboration

- Collaborate with external partners to reduce redundancy of national efforts

Data Collection

Goal: Differential effects of COVID-19 on women and other underrepresented groups

Topic Areas: Questions related to demographics and barriers to research and career trajectory (including but not limited to):
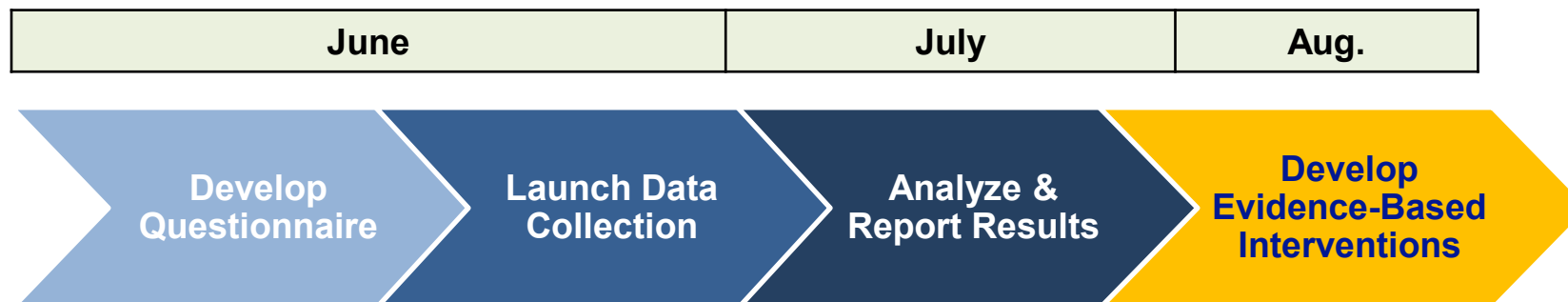
- Career Milestones/Delays

- Research Productivity (e.g. publication submissions)

- Illness-related Metrics (e.g. infection rates, mental health)

- Transportation Issues

- Digital Divide Concerns

- Experiences of Incivility or Harassment

- Family or Childcare Disparities

Data Collection

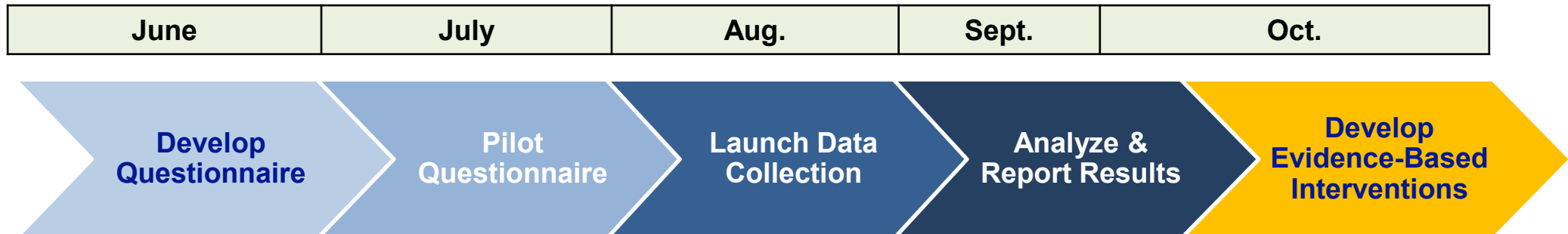## NIH Internal Workforce Focus

- Individual: Impact on career, productivity, stress, bias, & workplace climate

- Issues of return to physical workspace

- Design interventions tailored to the results of the survey

- Implement targeted interventions mitigating the effects of COVID-19 on the NIH internal workforce

June	July	Aug.

Develop Questionnaire → Launch Data Collection → Analyze & Report Results → Develop Evidence-Based Interventions

Data Collection

Extramural Focus

- Assess institution-level impact; research infrastructure; faculty and postdoc hiring; core facilities
  - Links to other datasets – research productivity, employment, etc.

- Evaluate individual-level impact across career stages (trainees, faculty)

- Engage external partners (e.g., AAMC, NSF, AAU) – survey alignment

June	July	Aug.	Sept.	Oct.

Develop Questionnaire → Pilot Questionnaire → Launch Data Collection → Analyze & Report Results → Develop Evidence-Based Interventions