NIH ACD WGD: 2018 Recommendations for ACD Review

Presentation Outline

- 2017 ACD WGD recommendations:
  - Institutional focus to promote inclusive excellence
  - Diversity Program Consortium: ACD WGD sub-committee
  - NIH data: Targeting the career-independence transition

- Moving forward to implementation
  - Actionable steps for ACD review and approval
NIH Scientific Workforce Diversity

Interventions at *Individual* Level

*Necessary but not sufficient*

Interventions needed at *Institutional* Level
NIH Scientific Workforce Diversity

Institutional Interventions as a Model

**Intramural**
- Transparency: NIH Equity Committee
- Distinguished Scholars Program (cohort model)
- Sexual harassment prevention plan and survey
- NIH SWD Interactive Toolkit

**Extramural**
- BUILD, NRMN, CEC
- Diversity supplements
- Causal Factors, Understanding Interventions research
- Eliminate R01-funding disparities
  - NGRI
- Anonymized peer review bias study
- Re-entry into Biomedical and Behavioral Research Careers
June 2017 New ACD Recommendations
Shifting Focus to Institutional Change

Promote Transparency and Accountability

• Systematic review and transparency of hiring and promotion procedures, policies
• Transparency: collect and publicize aggregate diversity metrics
• Provide tools to Divisions, Departments to promote inclusive excellence
• Evaluation of impact
NIH IRP Institutional Approaches: Modeling Successful Strategies

- NIH Equity Committee
- Distinguished Scholars Program (cohort model)
- Trans-NIH searches
- Sexual harassment prevention plan and survey
- NIH SWD Interactive Toolkit and other IC diversity/inclusion practices that have been successful
NIH IRP Institutional Approaches: Modeling Successful Strategies

- NIH Equity Committee
- Distinguished Scholars Program (cohort model)
- Academic leadership role in adopting and implementing these strategies
- NIH SWD Interactive Toolkit and other IC diversity/inclusion practices that have been successful
December 2017 ACD Meeting

- Short-term outcomes: Research published December 2017 in *BMC Proceedings Special Issue* Vol. 11, Supplement 12
- Phase II funding announcements
  - BUILD, CEC, NRMN
  - DPC Dissemination and Translation Awards
June 2017 ACD WGD Recommendations

<table>
<thead>
<tr>
<th>Career-Independence Transition</th>
<th>Promote Inclusive Excellence</th>
<th>Grant Funding</th>
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<tbody>
<tr>
<td>Collect data* to identify institutional barriers</td>
<td>Systematic review* and transparency of hiring and promotion procedures</td>
<td>Transparency: Retrospective reporting of NIH applicant and grantee diversity</td>
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<tr>
<td>Institutional partnerships on trainee-independence transition</td>
<td>Institutional partnerships to identify, disseminate successful models</td>
<td>Review, track AA/B funding outcomes beyond R01s</td>
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<td>Recognize value of teaching</td>
<td>Disseminate SWD Toolkit</td>
<td>Analyze impact of institutional prestige on research funding</td>
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New Programming

- Pilot public-private partnership model
- Funding announcement: science of scientific workforce diversity

* in compliance with applicable law (including the Privacy Act and the Paperwork Reduction Act)
Moving Forward: Toward Implementation

• Scientific workforce diversity system is dynamic
  – Trainees (push) vs. institutions (pull)
  – Enhanced communication and outreach needed
  – Tools to promote inclusive excellence
  – Diversity supplements: Effective but underused

• Convene NIH and partners: Models for transition to independence
  – Expand successful models, include those involving teaching
  – Recent NIGMS RFI (Strategies for Enhancing Postdoctoral Career Transitions to Promote Faculty Diversity)

• Diversity metrics: Transparency and accountability reporting template
  – More resources for SWD
  – Collect additional demographic data: socioeconomic status, sexual and gender minorities, military veterans, non-traditional students
Moving Forward: Toward Implementation

- Scientific workforce diversity system is dynamic
  - Trainees (push) vs. institutions (pull)
  - Enhanced communication and outreach needed
  - Tools to promote inclusive excellence
  - Diversity supplements: Effective but underused

Academic leadership role in pursuing inclusive excellence

Transitions to Promote Faculty Diversity

- Diversity metrics: Transparency and accountability reporting template
  - More resources for SWD
  - Collect additional demographic data: socioeconomic status, sexual and gender minorities, military veterans, non-traditional students
NIH Data to Support Targeting Career-Independence Transition
Trainees Supported on F and K Awards (2016)

<table>
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<tr>
<th>Award Type</th>
<th>WR Percentage</th>
<th>URM Percentage</th>
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<tbody>
<tr>
<td>F awards</td>
<td>83.5%</td>
<td>16.5%</td>
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<tr>
<td>K awards</td>
<td>89.2%</td>
<td>10.8%</td>
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WR = Well-Represented
URM = Underrepresented Minorities
Trainees Supported on K08, K23, and K99 Awards (2016)

Award Type

<table>
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<tr>
<th>Award Type</th>
<th>WR</th>
<th>URM</th>
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<tbody>
<tr>
<td>K08</td>
<td>93.4%</td>
<td>6.6%</td>
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<tr>
<td>K23</td>
<td>89.1%</td>
<td>10.9%</td>
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<tr>
<td>K99</td>
<td>92.7%</td>
<td>7.3%</td>
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Trainees Supported on T Awards (2016)

- 77.5% WR
- 22.5% URM

Number of Trainees

<table>
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<tr>
<th>WR</th>
<th>URM</th>
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<tbody>
<tr>
<td>10,000</td>
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<tr>
<td>8,000</td>
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URM Assistant Professors: Lags Behind Growth in Ph.D. Recipients

Gibbs, K. D., et al. (2016). Decoupling the minority PhD talent pool and assistant professor hiring in the medical school basic science departments in the US.
NIGMS Diversity Supplement Awardees: Career Outcomes

Source: NIGMS Analysis of Supplements to Enhance Diversity 1989-2006
Actionable Steps for Consideration: Funding

• Standardize and expand use of NIH-funded diversity supplements

• Target the trainee to career-independence transition by creating an institutional funding announcement to advance faculty hiring and development via cohort models
  • Examples: K12, CTSA successful approaches

• Convene research and non-research stakeholders from the public and private sectors with a shared interest in workforce diversity and inclusion

• Expand across NIH an IRACDA*-like funding announcement with broadened focus beyond teaching

*IRACDA: Institutional Research and Academic Career Development Awards
Designate a high-level diversity/inclusion representative in every IC
  • Interfaces with IC leadership, staff, advisory council, and COSWD

Create a diversity-reporting template* for NIH ICs and to serve as a national model for institutions
  • Increase resources for SWD data collection and analysis

Develop and implement a dashboard with IC-level funding data (retrospective and disaggregated by gender and race/ethnicity)

* in compliance with applicable law (including the Privacy Act and the Paperwork Reduction Act)
Actionable Steps for Consideration: Outreach and Engagement

- Host a national meeting on workforce diversity and inclusion approaches and institutional climate; publish the proceedings
  - Academic leadership must be involved in planning and attending

- Increase reach of NIH’s voice on scientific workforce diversity and inclusion (webinars, other communication techniques)

- Enhance dissemination of NIH SWD Toolkit and future products to promote inclusive excellence

- Make more connections with institutions and other organizations with missions to support all types of diverse talent in the health professions pipeline
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<th><strong>Actionable Steps for Consideration:</strong></th>
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<tr>
<td><strong>Summary</strong></td>
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- Increase diversity supplements
- Target the trainee to career-independence transition with faculty-development institutional funding announcement to pursue cohort models
- Convene public and private partners - Career-independence transition
- Trans-NIH version of successful IRACDA-like program
- Senior-level IC diversity/inclusion representatives
- Diversity/inclusion metrics reporting template
- Retrospective IC funding outcomes by race, gender
- National diversity/inclusion conference - involve academic leadership in planning and execution
- Data on other groups potentially underrepresented in biomedical research
Great minds think differently ... 

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