Faculty Diversity Supplement Workshop

Facilitator: Natasha Ludwig-Barron, MPH
PhD Student UW Department of Epidemiology
NIDA Diversity Supplement Recipient

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**DEVELOPING SUCCESSFUL
NIH DIVERSITY SUPPLEMENTS
WORKSHOP SERIES**

**FACULTY WORKSHOPS
February 27 & 28**

**STUDENT WORKSHOP
Spring Quarter 2020**

SPONSORS

PLANNING COMMITTEE

Natasha T. Ludwig-Barron, MPH

PhD Student, UW School of Public Health, Department of Epidemiology

NIDA Diversity Supplement Recipient

Victoria Gardner, EdD, MEd

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UW School of Medicine, Center for Health Equity,

Diversity and Inclusion (CEDI)

Karen Sanchez

BA/BS Student, UW School of Public Health & Psychology

AGENDA

> **Opening Remarks**

> **Presentation with Q&A**

   Lynn Morin, NIH Representative

> **Student Testimonials**

> **GO-MAP**

> **Panel Discussion**

> **Closing Remarks**

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OPENING REMARKS

Hilary Godwin, PhD

Dean, UW School of Public Health

Professor, Environmental and Occupational Health Sciences

Victoria Gardner, EdD, MEd

Assistant Dean of Diversity, Equity Inclusion, UW School of Public Health

Gino Aisenberg, PhD, MSW

Associate Dean, UW Graduate School Diversity & Student Affairs

Co-Director, UW Latino Center for Health

Associate Professor, UW School of Social Work

NIH Diversity and Other Supplement Programs

Lynn Morin
Program Director
National Institutes of Health
Office of Research on Women's Health

NIH Diversity and Other Supplement Programs

Lynn Morin

Program Director

OFFICE OF RESEARCH ON WOMEN'S HEALTH

30 Years

Advancing the Health of Women Through Science

PA-18-906: NIH Research Supplements to Promote diversity in health-related research

❑ Goal to improve the diversity of the research workforce by recruiting and supporting students, post-doctorates, and eligible investigators from groups that have been shown to be underrepresented in health-related research.

❑ NIH Wide Program:

https://grants.nih.gov/grants/guide/pa-files/PA-18-906.html

Diversity

Notice of NIH's Interest in Diversity (NOT-OD-20-031)

- ❑ Racial and ethnic groups
- ❑ Disability – ADA defined
- ❑ Disadvantaged – defined as those who meet *two or more* of the following criteria
- ❑ Women from above backgrounds and at senior levels and other faculty levels

Disadvantaged

1. Were or currently are homeless, as defined by the McKinney-Vento Homeless Assistance Act (Definition: https://nche.ed.gov/mckinney-vento/);

2. Were or currently are in the foster care system, as defined by the Administration for Children and Families (Definition: https://www.acf.hhs.gov/cb/focus-areas/foster-care);

3. Were eligible for the Federal Free and Reduced Lunch Program for two or more years (Definition: https://www.fns.usda.gov/school-meals/income-eligibility-guidelines);

4. Have/had no parents or legal guardians who completed a bachelor's degree (see https://nces.ed.gov/pubs2018/2018009.pdf);

Disadvantaged

5. Were or currently are eligible for Federal Pell grants (Definition: https://www2.ed.gov/programs/fpg/eligibility.html);

6. Received support from the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) as a parent or child (Definition: https://www.fns.usda.gov/wic/wic-eligibility-requirements).

7. Grew up in one of the following areas: a) a U.S. rural area, as designated by the Health Resources and Services Administration (HRSA) Rural Health Grants Eligibility Analyzer (https://data.hrsa.gov/tools/rural-health), or b) a Centers for Medicare and Medicaid Services-designated Low-Income and Health Professional Shortage Areas (qualifying zipcodes are included in the file). Only one of the two possibilities in #7 can be used as a criterion for the disadvantaged background definition.

NIH Diversity Supplement Program

❑ Consult Table of IC-Specific Information, Requirements and Staff Contacts

❑ Support for *most* NIH-funded grant mechanism.

❑ Administrative supplements must support work within the scope of the original project but not overlap.

Application Components (in general)

- ❑ Eligibility Letter
- ❑ Research Plan
- ❑ Mentoring Plan
- ❑ PIs previous mentoring experience
- ❑ Biosketch/Candidate Statement
- ❑ Transcripts (if applicable)
- ❑ Budget w/justification

Application submitted by PI

- ❑ Meant to convey a level of commitment of the mentor

- ❑ Demonstrate how the plan provides a unique opportunity

- ❑ Candidates don't have to be perfect!

Eligibility Letter

- ❑ Candidates Eligibility
- ❑ Describe how address diversity (see Section I: Recruitment and Retention to Enhance Diversity).
- ❑ Current Funding
- ❑ Not supported on current grant
- ❑ Letter must be cosigned by the office of sponsored research and the Principal Investigator

Research Plan (Stage Dependent)

- ❑ Within scope of parent grant; but not overlapping.

- ❑ Must both advance the objectives of the parent grant and support the research training and career advancement of the candidate.

Research Plan Includes

1. The actual work proposed for the candidate including a timeline for the work proposed;

2. A discussion of how the proposed research will enhance and foster the candidate's research capabilities and what mentoring the candidate will receive;

3. How the research plan is appropriate for the stage of the individuals' research development and that it will enhance the individuals' research potential; and

4. The relationship of the proposed research experience to the overall goals of the parent grant.

Mentoring Plan

- ❑ Above and beyond what is currently getting as part of regular training (augments)

- ❑ Encourage use of individual development plan (IDP)

- ❑ Include timeline

- ❑ 2 publications/year typical, depending on stage of career

- ❑ End product = grant submission or other product linked to career advancement

Biosketch w/Candidate Statement

❑ Use new NIH Biosketch format (http://grants.nih.gov/grants/guide/notice-files/NOT-OD-15-032.html)

❑ Details education, training and work experience, science and research experiences, and publications.

❑ Publications, including manuscripts in preparation

❑ Commitment to alcohol research

❑ Explain anomalies in transcripts if applicable

❑ Must include biosketches for all named mentors

Budget

- Submitted using the R&R Detailed Budget Form.

- If the initial budget period requested is less than 12 months, the budget must be **prorated accordingly**.

- No equipment, including computers, will be considered allowable expenses.

- NIAAA follows NRSA and K award salary caps (see NOT-OD-14-046 for NRSA information and NIAAA website for K award limitations).

- No requests for additional personnel allowed

- Reasonable Accommodations costs allowable

Advice from a Program Officer

- ❑ Begin with a brief narrative describing career goals and then tie activities to how they help achieve these goals.

- ❑ E.g. for a graduate student there are a number of program milestones that they'll need to meet during the training period, such as those required to advance to candidacy (e.g. qualifying exams, coursework, thesis requirements etc.).

- ❑ Include these as activities as part of the training.

- ❑ Overall, each activity should be described to help clarify how they will expand/foster success.

- ❑ Describe what milestones expected to accomplish

Advice from a Program Officer

❑ What role will each mentors play in helping accomplish these goals. How will you help the candidate prepare for these?

    ❑ Will s/he be completing additional course work? If so describe.

    ❑ Is a master's thesis or second year writing project required? If so, describe.

❑ Laboratory and individual meetings – describe regular meetings and how they are structured

    ❑ Will there be presentations of data to a larger lab group?

    ❑ Will your individual meetings revolve around specific topics (i.e. not just "checking in" but have a specific structure)? If so, describe.

    ❑ How do you expect these experiences to help him achieve his career goals?

❑ Research Training and workshops – describe formal training/workshops.

❑ Colloquia – what colloquia or seminars are available? Describe.
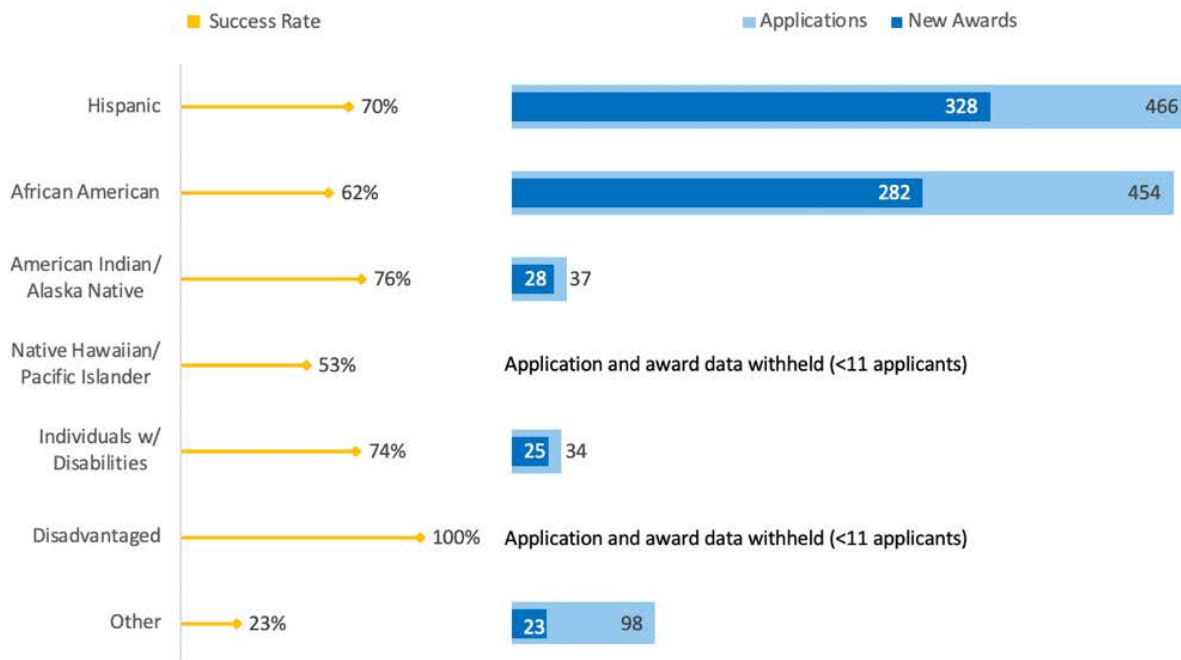
Advice from a Program Officer

❑ Conferences and networking – detail the meetings attending and the role mentors will play in increasing his visibility (e.g. accompanying, introductions, including the candidate in activities, etc.)

❑ Writing – include manuscript and grant application plans and the role of the mentors in these activities. More details are better.

❑ Preparing for the future – what will you do to help position the candidate for the next position? Looking for postdocs, preparing job talks, etc.

❑ Are there other activities that would compliment this structure?

Advice from Lynn

- ❑ Contact the Institute or Center applying to – requirements differ;

- ❑ Talk to a Program Officer AND the POC for the program;

- ❑ Ok to indicate that it's imperative to provide salary opportunity to candidate;

- ❑ Not about stellar candidate(2)

- ❑ Integration of mentoring

Some Statistics

<1% of Diversity Supplement Applicants in FY 2018 Came in under the Disadvantaged Category

	Success Rate	Applications	New Awards
Hispanic	70%	466	328
African American	62%	454	282
American Indian/ Alaska Native	76%	37	28
Native Hawaiian/ Pacific Islander	53%	Application and award data withheld (<11 applicants)	
Individuals w/ Disabilities	74%	34	25
Disadvantaged	100%	Application and award data withheld (<11 applicants)	
Other	23%	98	23

Note: NH/PI – Native Hawaiian and other Pacific Islanders; AI/AN – American Indian and Alaska Native; Other – race unknown

RPG Awardees by Race

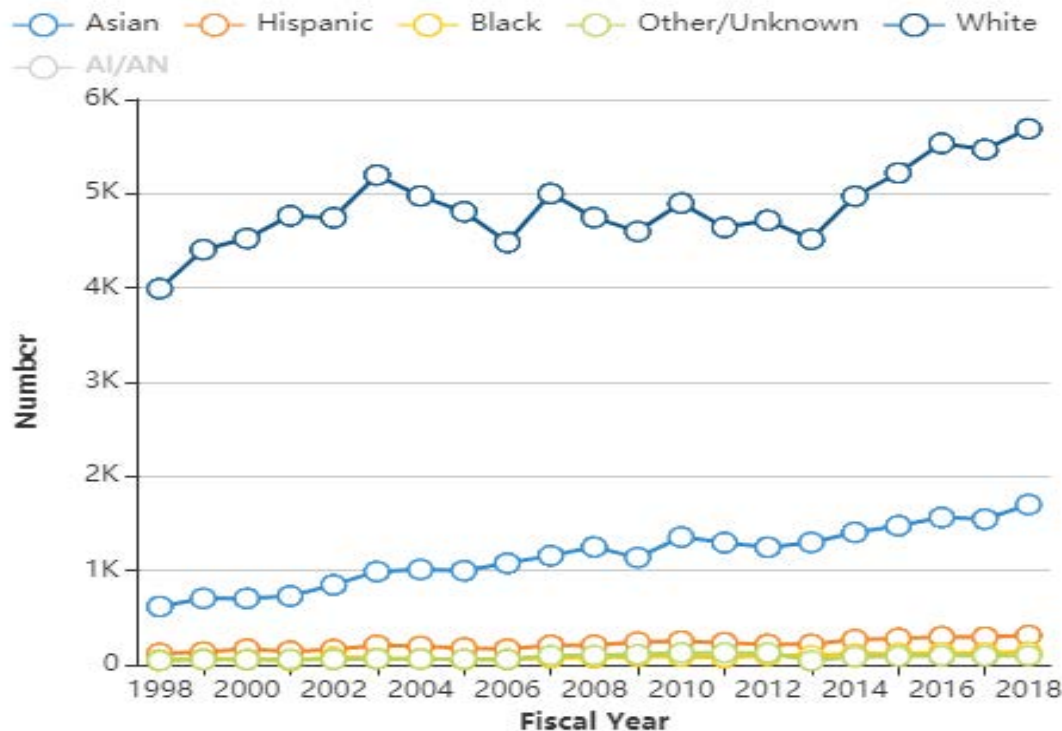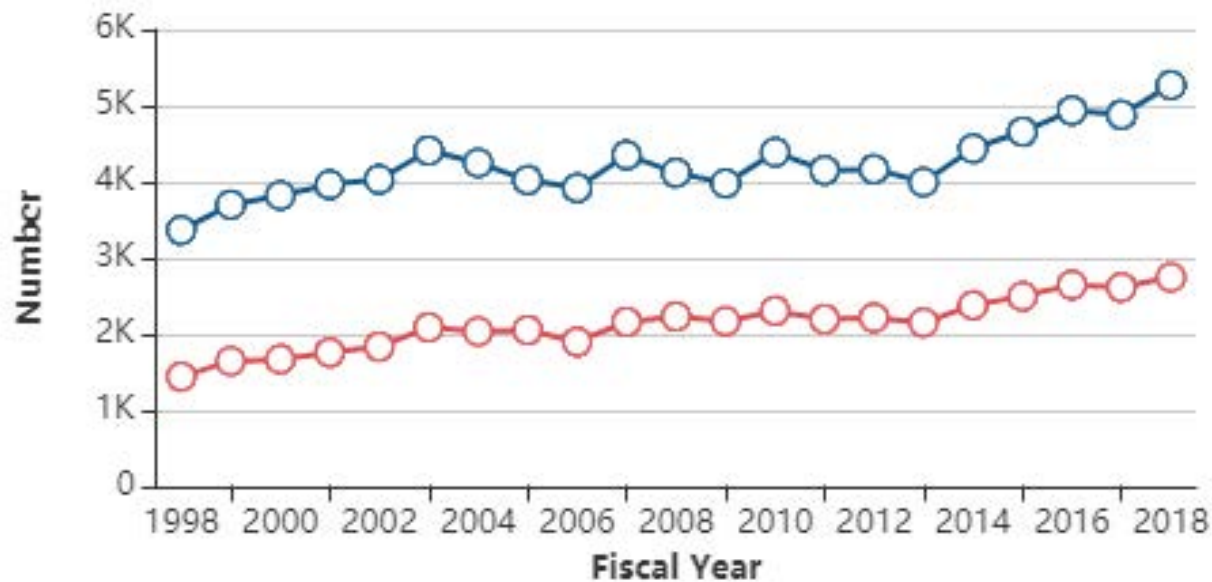# RPG Awardees by Gender

LRP Mean Awardee Debt by Degree Type

https://dashboard.lrp.nih.gov/app/#/
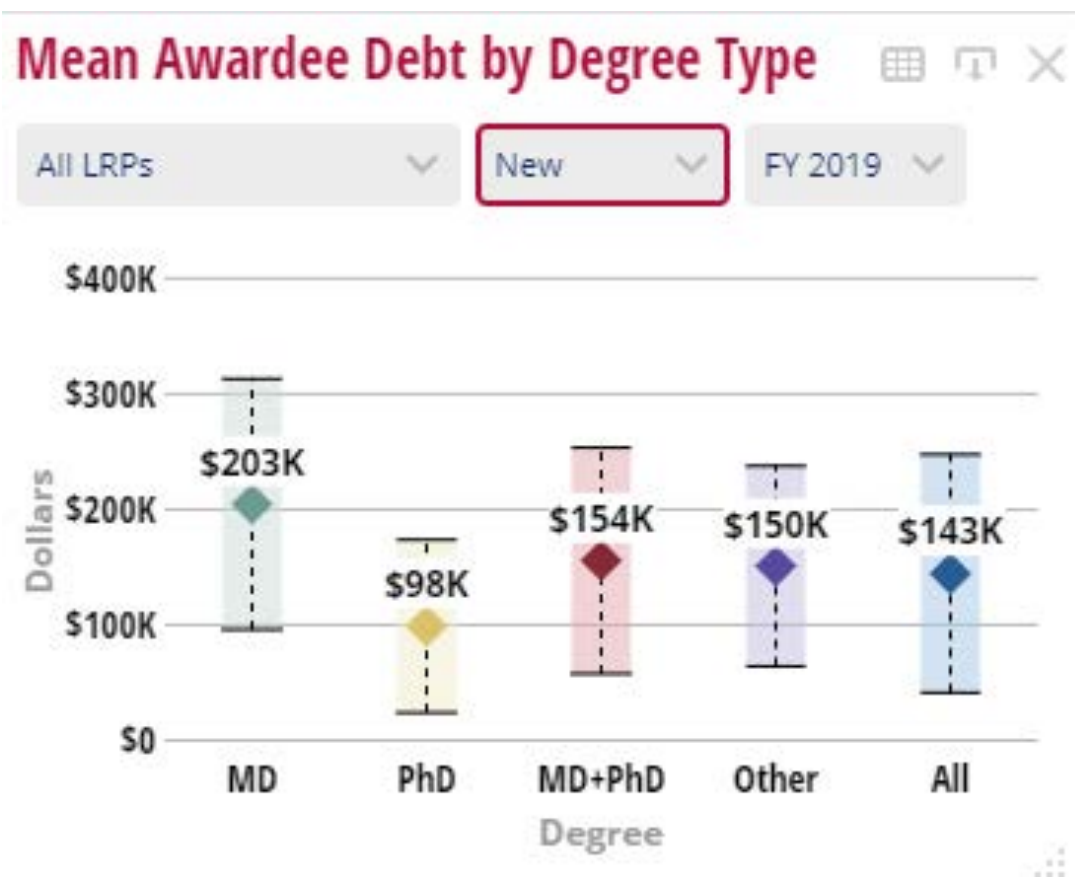
Other Supplement Programs to Consider

- ❑ Research Supplements to Promote Re-Entry into Biomedical and Behavioral Research Careers (currently PA-18-592)

- ❑ Notice of Special Interest: Administrative Supplements to Promote Research Continuity and Retention of NIH Mentored Career Development (K) Award Recipients and Scholars (NOT-OD-20-054)

- ❑ Notice of Special Interest (NOSI): Administrative Supplement for Continuity of Biomedical and Behavioral Research Among First-Time Recipients of NIH Research Project Grant Awards (NOT-OD-20-055)

Other Programs to Consider

For Individuals

- [F31 - Individual NRSA for Diverse PhD Students](#). Fellowship support for the research training of predoctoral students from groups that have been shown to be underrepresented in the biomedical research workforce.

- [F99/K00 - NIH Blueprint D-SPAN Award](#). The NIH Blueprint Diversity Specialized Predoctoral to Postdoctoral Advancement in Neuroscience (D-SPAN) Award supports the pre- to post-doctoral transition of diverse graduate students.

For Institutions

- [NIH Research Education Programs (R25)](#). Support education activities that (a) Complement and/or enhance the training of a workforce to meet the nation's biomedical, behavioral and clinical research needs; (b) Enhance the diversity of the biomedical, behavioral and clinical research workforce; (c) Help recruit individuals with specific specialty or disciplinary backgrounds to research careers in biomedical, behavioral and clinical sciences; or (d) Foster a better understanding of biomedical, behavioral and clinical research and its implications.

Thank you

Lynn Morin

lynn.morin@nih.gov

Student Testimonials

STUDENT TESTIMONIALS

Natalie Gasca

PhD Student, UW School of Public Health, Department of Biostatistics

NHLBI Diversity Supplement Recipient

Nicole Loroña, MS

PhD Student, UW School of Public Health, Department of Epidemiology

NCI Diversity Supplement Recipient

UW Resource

Campus Resources: GO-MAP

Willa M. Kurland, MA

Graduate Success & Awards Officer

Graduate Opportunities and Minority Achievement Program (GO-MAP)

Panel Discussion

PANEL DISCUSSION

Tumaini Rucker Coker, MD, MBA

Associate Professor, UW Dept of Pediatrics

Director of Research, Seattle Children's Center for Diversity & Health Equity

Brandon Guthrie, PhD, MPH

Assistant Professor, UW School of Public Health, Depts. Epidemiology & Global Health

Director of Research, Seattle Children's Center for Diversity & Health Equity

Christopher Li, MD, PhD, MPH

Faculty Member, Fred Hutch Public Health Sciences Division

Faculty Director, Fred Hutch Diversity, Equity and Inclusion

Research Professor, UW School of Public Health, Dept Epidemiology

India Ornelas, PhD, MPH

Associate Professor, UW School of Public Health, Dept Health Services

MPH Core Director, UW School of Public Health

Support for Diversity Supplements

- Leverage UW database to identify funded grants potentially eligible for Diversity Supplements

- Currently N~35 grants in SPH with ≥2 years remaining
  - Will share code to identify grants in other UW schools

- No systematic way to identify eligible students
  - Students must self-identify

- Faculty with eligible grants:
  - Can we post your grant title & name for eligible students to review?
  - Do we need an intermediary or can students contact you directly?
  - Would ITHS assistance with grant-writing be useful?
  - Other thoughts?

THANK YOU

WE ASK THAT YOU <u>PLEASE</u> FILL OUT YOUR EVALUATIONS

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