FACULTY WORKSHOP

DEVELOPING SUCCESSFUL NIH DIVERSITY SUPPLEMENTS

HOSTED BY AN NIH PROJECT OFFICER

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LATINO CENTER FOR HEALTH

50 YEARS GO-MAP

TWO WORKSHOPS TO CHOOSE FROM:

WORKSHOP 1
Thursday, February 27
Harborview Medical Center,
Room 1309
Lunch: 1:00 pm
Workshop: 1:30 - 3:45 pm

WORKSHOP 2
Friday, February 28
Health Sciences Building,
K-069 (Near Rotunda)
Breakfast: 8:00 am
Workshop: 8:30 - 10:45 am

TOPICS COVERED:

- Purpose and benefits of applying for NIH Diversity Supplements (aka Administrative or Minority Supplements)
- NEW eligibility criteria, application process and components of a successful application
- Panel discussion highlighting the experiences of current UW faculty who have been awarded Diversity Supplements

RSVP here: https://forms.gle/mEwnPJHz1QLWAJiYA

GRAD STUDENT & POST-DOC VIRTUAL WORKSHOP

RESEARCH FUNDING THROUGH NIH DIVERSITY SUPPLEMENTS

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Seattle Children's

FRED HUTCH
CURES START HERE

LATINO CENTER FOR HEALTH

50 YEARS GO-MAP

SACNAS
Advancing Chicanos/Hispanics & Native Americans in Science

THURSDAY, MAY 28, 2020
3:00 - 5:00 PM

TOPICS COVERED:

- New Eligibility Criteria
- Funding for tuition, stipend, benefits & more
- Finding a Faculty Mentor and Project
- Application Components
- Process/Timeline

BREAKOUT SESSIONS:

- Perspectives from faculty and students who have been awarded at various career levels
- Tips and lessons learned for successful applications

FOR MORE INFORMATION AND TO REGISTER, PLEASE VISIT:
HTTPS://TINYURL.COM/YAN7S5DA

THANK YOU to our sponsors:

PLANNING COMMITTEE

Natasha T. Ludwig-Barron, PhD(c), MPH
PhD Student, UW School of Public Health, Dept of Epidemiology
NIDA Diversity Supplement Recipient

Victoria Gardner, EdD, MEd
Assistant Dean of Diversity, Equity Inclusion, UW School of Public Health

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Susan P. Mello, EMPA
Associate Director, Center for AIDS Research
Co-Chair, Diversity, Equity & Inclusion Committee
UW Dept of Global Health

Daisy Parra-Padilla, MPP(c)
MPH Student, UW School of Public Health, Dept Health Services
National Liaison, Society for Advancement of
Chicanos/Latinos and Native Americans in Science (SACNAS)

Agenda

3:00-3:05 pm:	Welcome
3:05-3:20 pm:	Presentation (Part I)
	Topic: Diversity Supplement Overview – Dr. Lisa Manhart (UW)
3:20-3:25 pm:	Q&A/Stretch-break
3:25-3:50 pm	Presentation (Part II)
	Topic: Getting started & finding mentors – Dr. Tumaini Coker (Seattle Children's)
3:50-3:55 pm:	Q&A/Stretch-break
3:55-4:20 pm:	Presentation (Part III)
	Topic: Components of the application – Dr. Christopher Li (Fred Hutch)
4:20-4:25 pm:	Q&A/Stretch-break
4:25-4:55 pm:	Virtual Panel
	Topic: Mentors/Awardee experiences
4:55-5:00 pm:	Close Workshop/Evaluations

House-keeping

- This is a Zoom Webinar, which is different than a Zoom Meeting
- Attendee's audio feeds are muted by default
- You can write questions at anytime
- Click the Q&A button on the bottom of your screen and type the question into the pop-up box
- *Note: We will not be answering question in the chat box feature*
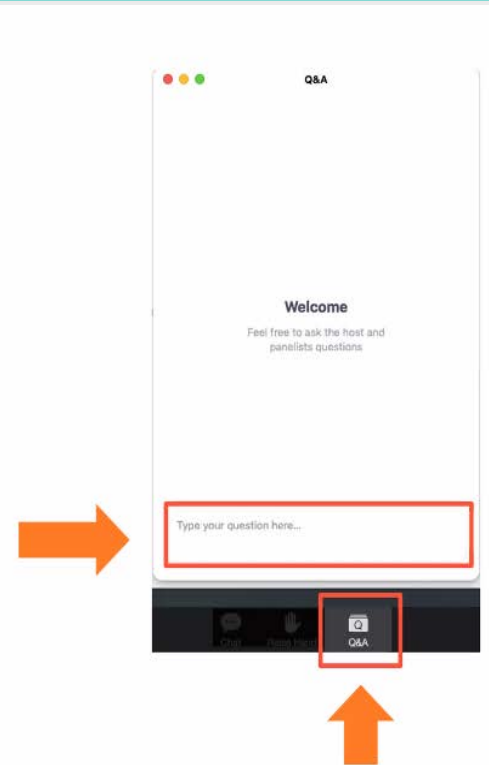
Speakers

Lisa E. Manhart, PhD, MPH
Associate Dean of Research, UW School of Public Health
Professor, Department of Epidemiology & Global Health

Tumaini Rucker Coker, MD, MBA
Associate Professor, UW Dept of Pediatrics
Director of Research, Seattle Children's Center for Diversity & Health Equity

Christopher Li, MD, PhD, MPH
Full Professor, Fred Hutch Division of Public Health Sciences
Faculty Director, Fred Hutch Office of Diversity, Equity and Inclusion
Research Professor, UW School of Public Health, Dept. of Epidemiology

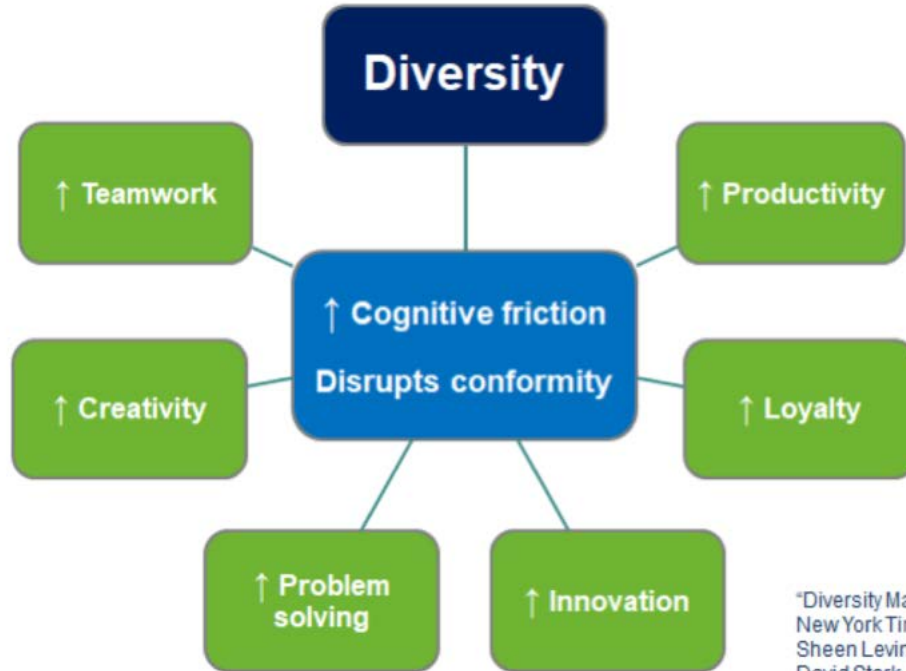# Part I: Overview
NIH Diversity Supplements

Presenter:

Lisa E. Manhart, PhD, MPH
Associate Dean of Research, UW School of Public Health
Professor, Dept of Epidemiology & Global Health

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Why is diversity important?

Diagram showing Diversity leading to ↑ Cognitive friction / Disrupts conformity, with connected benefits: ↑ Teamwork, ↑ Productivity, ↑ Creativity, ↑ Loyalty, ↑ Problem solving, ↑ Innovation.
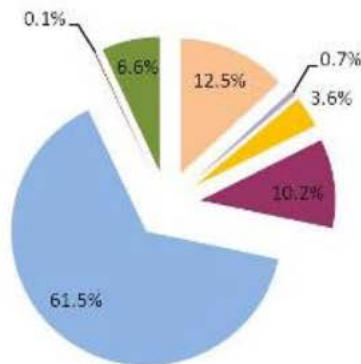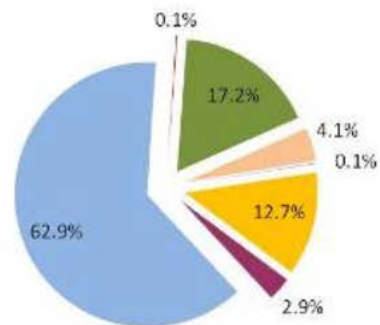
"Diversity Makes You Brighter"
New York Times, 12/9/2015 by:
Sheen Levine, University of Texas
David Stark, Columbia University
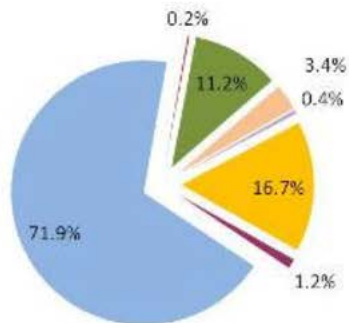
Diversity of the NIH-Funded Workforce

NIH has had a less than impressive impact on the diversity of the NIH-funded scientific workforce over the past 30+ years

Legend:
- Hispanic or Latino (of any race)
- American Indian and Alaska Native
- Asian
- Black or African American
- White
- Native Hawaiian and Other Pacific Islander
- Other, unknown, not reported and more than one race

2008 US Census Bureau Report
- 0.1%
- 6.6%
- 12.5%
- 0.7%
- 3.6%
- 10.2%
- 61.5%

2010 US Full-Time Medical School Faculty
- 0.1%
- 17.2%
- 4.1%
- 0.1%
- 12.7%
- 2.9%
- 62.9%

2009 NIH Principal Investigators on RPGs
- 0.2%
- 11.2%
- 3.4%
- 0.4%
- 16.7%
- 1.2%
- 71.9%

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Source: https://nexus.od.nih.gov/all/2011/08/18/new-nih-study-on-diversity/

Beyond Bias and Barriers: National Academy of Sciences, 2006

"The United States can no longer afford the underperformance of our academic institutions in attracting the best and brightest minds to the science and engineering enterprise ... **It is essential that our academic institutions promote the educational and professional success of all people without regard for sex, race, or ethnicity** ... Institutional policies and practices must move from the traditional model to an inclusive model with provisions for equitable and unbiased evaluation of accomplishment and equitable allocations of support and resources."

UW School of Public Health

Equity, Diversity & Inclusion Road Map 2019:

Action 4.7: Promote the use of grants such as the **National Institutes of Health (NIH) supplements** to promote diversity in health-related research among SPH principal investigators to support research opportunities for underrepresented undergraduate and graduate students and faculty.

- SPH Office of the Dean will serve as a conduit between departments, centers and programs that administer grants supporting underrepresented groups
- Committed to creating a list of eligible grants
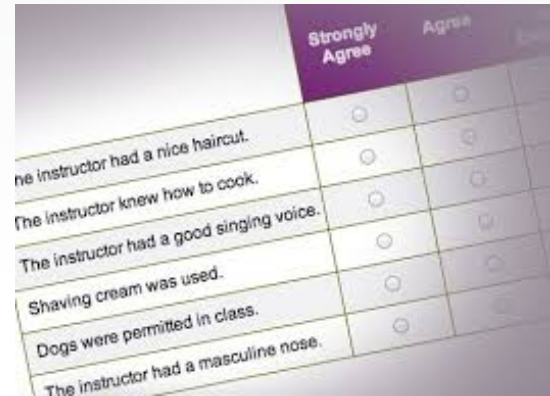- Students with NIH diversity supplements can serve as a resource

National Institutes of Health

- The goal of NIH Diversity Supplements is 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.

- For more information:

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

What's to come . . .

- Currently in the process of leveraging UW database to identify funded grants potentially eligible for Diversity Supplements
- Currently N~35 grants in SPH with ≥2 years remaining
- No systematic way to identify eligible students
  - Students must self-identify
- Developing an online resource for students and faculty
  - Conducted faculty and student workshops
  - List of (potentially) eligible grants
  - Sample applications (various career levels)
- What would be helpful in your process?
  - Connecting with former awardees?
  - *PLEASE complete your online evaluations!!*

Part II:
Getting started & mentorship
Recommended Steps Prior to Developing a Diversity Supplement Application

Presenter:

Tumaini Rucker Coker, MD, MBA
Associate Professor, UW Dept of Pediatrics
Director of Research, Seattle Children's Center for Diversity & Health Equity

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Step 1: Is a DS the right option for you?

Things to Consider:

1. Do you want to go into research? What type of research?
2. Talk to previous DS awardees
3. Read NIH General DS Page: https://grants.nih.gov/grants/guide/pa-files/PA-16-288.html

    Also a great resource from NIDA:

    https://www.drugabuse.gov/about-nida/organization/offices/office-nida-director-od/odhd/instructions-to-principal-investigator

    Seattle Children's Diversity Supplement Connections Program:

    tiny.cc/SCH-DS

4. Be prepared! Look through application samples, know the components needed for an application

Step 2: Determine Your Eligibility

- Eligible candidates defined as a

- Racial/ethnic groups that are US Citizens, non-citizen nationals of the US, and individuals who have been lawfully admitted for permanent residence (i.e., in possession of Permanent Resident Card, Form I-551)

- Individuals with a disability – ADA defined

- Disadvantaged groups –those who meet *two or more* of the following

Note: Detailed info in the Notice of NIH's Interest in Diversity (NOT-OD-20-031)
https://grants.nih.gov/grants/guide/notice-files/NOT-OD-20-031.html

Disadvantaged Category

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

   Definition: https://nces.ed.gov/pubs2018/2018009.pdf)

Disadvantaged Category (cont'd)

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) 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

    b) Centers for Medicare and Medicaid Services-designated Low-Income and Health Professional Shortage Areas (qualifying zipcodes are included in the file)

    Note: Only one of the two possibilities in #7 can be used as a criterion for the disadvantaged background definition.

Step 3: Researching a Mentor/Project

- Processes are different at each organization
  - University of Washington
    - CFAR
    - Global WACh
    - School of Public Health
    - School of Medicine
  - Fred Hutch
  - Seattle Children's

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Health Equity Research Program
NIH Research Supplements to Promote Diversity in Research

In collaboration with Seattle Children's Research Institute's Office for Teaching, Education and Research, the Center for Diversity and Health Equity at Seattle Children's aims to increase the use of National Institutes of Health (NIH) Diversity Supplements, to diversify research faculty, trainees and staff at the research institute. Our goal is to increase the diversity of research participants across Seattle Children's, and at our Institute for Translational Health Sciences institutional partners.

Program Information

+ What is a diversity supplement?

+ Why should you apply for a diversity supplement?

+ Determine your eligibility

+ How can the PI get started with applying for a diversity supplement?

+ How can a trainee get started with applying for a diversity supplement?

Useful Links and Resources

- Diversity Supplement Application Example (PDF)
- NIH Contacts, Submission Dates, and Special Interests/Instructions
- NIH Diversity Supplement Presentation by Lynn Morin, Program Director, NIH
  - Slides from Lynn Morin's presentation and UW Faculty Panel (PDF)

Upcoming Events

There are currently no events scheduled. Please check back soon.

More Events

https://www.seattlechildrens.org/research/centers-programs/health-equity-research-program/nih-research-supplements-promote-diversity-research/

What to look for

- Most NIH grants are eligible to have a Diversity Supplement (there are a few exceptions)

  - We have generated a list for you (emailed after workshop)

  - Can also be found on most PI's online profiles

  - Consider searching NIH RePORT: https://projectreporter.nih.gov/reporter.cfm

    - Additional resource for NIH RePORT: https://obssr.od.nih.gov/research-support/nihreporter/

  - Can also ask grant managers at institutions if they have a list

- Grants with **>1 year of funding** (the more time the better)

- You **cannot be paid on the grant** you are submitting the application (i.e., you cannot have an RA-ship)

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Step 4: Communicate w/ potential mentor

- Set-up informational meetings with the PI (potential mentor)
  - Very similar to how you find a thesis/dissertation mentor
  - **Tell them you are eligible** to apply for the DS
  - Every PI has a different "vetting" process
    - Attend research team meetings
    - Look at study protocols, grant apps, codebooks, etc.
    - Read previous published work
- Find a mentor that supports you and your next steps
  - Has to be mutually beneficial

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Step 5: Discuss Research & Mentorship Plan

- With your mentor, outline research questions
  - Must be within the scope of the research grant
  - Can propose new project (e.g., qualitative study)
  - Depending on academic-level, can use one of the grant aims
- Discuss who will be on your mentorship team
  - Should tie to your research plan
  - Should be able to see how they will support you

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Step 6: Discuss with Project Officers (POs)

- Two PO's: Institute-specific PO & Grant-assigned PO

  - For institute-specific PO: https://grants.nih.gov/grants/guide/contacts/Diversity-Supp_contacts.html

  - For grant-assigned PO – your mentor will have this contact info

- Talk to both of them if possible

- Coordinate the meetings with one of your mentors, so that the PO's know you are being supported

What to ask the . . .

Institute-specific PO	Grant-assigned PO
Verify the eligibility of a) parent grant and b) eligibility of student's career-level Discuss research questions: - Do the questions seem to align with the institute's funding priorities? - Are the aims too ambitions? - What mentors, trainings or conferences you would you suggest attending? Ask for any recommendations or components of a strong application Discuss the requested DS length of time Verify deadline Ask if there are additional funds that can be requested	Discuss research questions: - Do the questions seem to align with the institute's funding priorities? - Do the questions align with the parent grant? - Should the questions be part of the the parent grant aims? - Able to propose additional data/specimen collection? - Are the aims too ambitions? Ask for any recommendations or components of a strong application Verify deadlines and when you should hear back let them know when you will be submitting! Ask if there are additional funds that can be requested

NOTE: BEST advice is to get to know your PO's!!

Summary

Step 1: Is a Diversity Supplement the right option for you?

Step 2: Determine your eligibility

Step 3: Researching a mentor and project

Step 4: Communicate with potential mentor

Step 5: Discuss research and mentoring plan

Step 6: Discuss planned proposal with Project Officers

Q&A – Stretch break
Please use the Q&A Box to submit questions

Facilitator:

Nora Coronado, MSW
Director, Community Partnerships and Development
UW School of Medicine, Center for Health Equity,
Diversity and Inclusion (CEDI)

Part III:
Components the Application
General Guidelines for Preparing your Application

Presenter:

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

General Application Components

A. Eligibility Letter

B. Research Plan

C. Mentoring Plan

D. Timeline

E. Biosketch & Transcripts

F. Budget with Justification

Application submitted by PI

- While you may write the majority of the application, your mentor will review and submit on your behalf
  - This is a great learning opportunity for you!
- Meant to convey a level of commitment of the mentor
- Demonstrate how the plan provides a unique opportunity to get you to the next phase of your career (e.g., grad school, post-doc, etc.)
- You don't have to be perfect!
  - Purpose is to invest in someone committed to the health sciences and research

A. Eligibility Letter

- Discuss your eligibility (based on the NIH definition or institutional need)

- Describe how supporting you will address long-term diversity goals of the institution and of the field

- What is your current funding

  - **WARNING:** You **CANNOT** be supported on a current grant

- Letter must be cosigned by your institution's Office of Sponsored Research and the Principal Investigator of the parent grant

B. Research Plan (Stage Dependent)

- Within scope of parent grant

  - Ideally not overlapping

  - Secondary data-analysis

  - Can conduct a sub-project (if funding allows)

- Should address how your work:

  1. Advances the objectives of the parent grant and contribute intellectually to the research – include plan for interactions with others on the parent grant

  2. Supports your research training and long-term career goals – development of new skills and knowledge / career development

B. Research Plan

This should include the following:

1. Actual research, course work and career development opportunities proposed including a timeline

   - May be helpful to outline courses pertinent to each proposed aim

   - Highlight your deliverables (e.g., conference attendance, abstracts, manuscripts, etc.)

2. Discuss how the proposed research will:

   - Enhance and foster your research training

   - What mentoring and career development you will receive **(Extremely important!)**

B. Research Plan

3. Highlight that your plan:

   - Is at an appropriate-level for your career development

   - Advances science and the goals of the parent grant

   - If you are in a grad program, highlight the milestone (i.e., preliminary/general exams) that help you progress in the program

4. Discuss Deliverables:

   - Dissemination of findings (e.g., abstracts, conferences, manuscripts)

   - Dependent on career-level (e.g., post-docs >2 publications/year)

B. Research Plan - Structure

1. Summary of Parent Award

2. Proposed Supplement Activities - including scientific specific aims

3. Plan for the Candidate to Interact with Other Individuals on the Parent Grant

4. Plan for the Candidate to Contribute Intellectually to the Research

5. Plan for the Candidate to Enhance their Research Skills/Capability and Knowledge Regarding the Selected Scientific Area

6. Opportunities that will be Provided that will Contribute to the Trainee's Career Development as a Productive Researcher

7. Mentoring Plan – mentor(s) qualifications, mentor(s) support

8. Milestones/Timeline

C. Timeline

	Activity	2018			2019				2020			2021
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12

Table 5. Timeline of Ms. Ludwig-Barron's proposed research and career development objectives and milestones by 3-month quarter

	Activity	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Training	Coursework	▓		▓	▓	▓							
	Seminars (Table 7)	▓		▓	▓				▓	▓		▓	▓
	Summer Institute on Addiction[1]		▓										
	General Exam					▓							
R01	Study Enrollment	▓	▓	▓	▓	▓	▓	▓					
	Study Follow-up			▓	▓	▓	▓	▓	▓	▓			
	Systematic Review	▓	▓	▓									
Aim 1	Develop Study Materials	▓											
	Data Collection - Interviews		▓	▓									
	Codebook Development		▓	▓									
	Thematic Analysis			▓									
Aim 2	Data Collection			▓									
	Data Cleaning				▓	▓	▓	▓	▓	▓			
	Analysis Plan (Aim 2a & 2b)		▓		▓								
	Data Analysis					▓	▓	▓	▓				
Training	Manuscript Preparation			▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
	Conference Attendance			▓				▓				▓	
	Dissertation Defense												▓
	Travel to Kenya[2]		🟩				🟩				🟩		

[1]Q2 recently accepted to the Summer Institute of Addiction, University of Amsterdam, which is supported by NIDA
[2]Q2 travel provided through Ottenberg-Winans Fellowship, University of Washington, Department of African Studies and GO-Health Fellowship offered through the University of Washington, Department of Global Health

	Aim 1: Characterize the risk environment among PWID	Aim 2: Evaluate risk environment factors, gender and the stages of the HIV care continuum
Deliverables (Deadline)	1 abstract (Q7) 1 manuscript (Q8)	2 abstracts (Q3, Q11) 2 manuscripts (Q6, Q10)
Applied Coursework	Q3 Courses 1. International Bioethics, Social Justice and Health Seminar (GH 590/LAW 506) Q4 Courses 2. Research Methods for Social and Contextual Determinants of Health (EPI 548) Q5 Courses 3. Qualitative Methods (GH 590)	Q1 Courses 1. Advanced Epidemiology Methods II (EPI 516) 2. Psychiatric Epidemiology (EPI 546) Q3 Courses 3. Current Literature in Epidemiology (EPI 591) Q4 Courses 4. Statistical Methods of Spatial Epidemiology (BIOST 555)
Completed Coursework	1. Qualitative Data Analysis (JSIS 512) 2. Built Environment (ENVH 538)	1. Epidemiology Methods I (EPI 512) 2. Epidemiology Methods II (EPI 513) 3. Advanced Epidemiology Methods I (EPI 515) 4. Categorical Analysis Epidemiology (EPI 536) 5. Survival Data Analysis in Epidemiology (EPI 357)
Additional coursework:	Q1 Courses 1. Preparing & Writing Research Proposals (EPI 588) 2. Program Seminar: Current literature in Epidemiology (EPI 592) Q2 Courses 3. Responsible Conduct of Research: Global and Local (EPI 586) 4. Summer Institute on Addiction (University of Amsterdam) Q3 Courses 5. Addiction: Mechanisms, Prevention and Treatment (CONJ 556) Q5 Courses 6. Drugs and Behavior (PSYCH 420) 7. Drugs and Society (LSJ 376)	

D. Mentoring Plan

- How to choose your mentor "team":
  - Can they contribute to the analysis, subject matter, etc.
  - Consider their career level and accessibility
  - How will they contribute to your long-term career goals
- What to highlight :
  - Your mentorship team's previous mentoring experience
  - How each mentor will provide support to get you to your next career phase
  - How your mentors will go above and beyond your "regular training"
  - End product = grant submission or other product linked to career advancement
  - Incorporate mentorship activities into timeline (e.g., meeting schedule)
  - Example (next slide)

Table 7. Frequency of Ms. Ludwig-Barron's proposed research and career development meetings			
Planned Meetings	**Weekly**	**Bi-weekly**	**Monthly**
Meeting with MPI (Dr. A)		x	
Meetings with Co-I and Academic Advisor (Dr. B)	x		
Research Study Team Meetings	x		
Consultant Meetings (Drs. X and Y)			x
Training Seminars (Research Area)			
UW CFAR Seminars (HIV/AIDS)			x
UW Alcohol and Drug Abuse Institute Seminars (Substance use)			x
Journal Club Meetings (Epidemiology Methods)		x	
Workgroup on Social Determinants of Health (Epidemiology Methods)		x	
Kenya Research and Training Center Seminar (HIV/AIDS)	x		

E. Biosketch & Transcript

- Use 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
    - Include "candidate statement" – short summary about YOU!
    - You DO NOT have to be perfect!
    - Explain anomalies in transcripts (if applicable)
- Publications, including manuscripts in preparation
- Commitment to institute's research topic (e.g., infectious disease, drug abuse, etc.)
- **Must include** biosketches of all mentors

F. Budget

Work with mentor and grant managers on this:
- Submit using the R&R Detailed Budget Form
- If the initial budget period requested is less than 12 months, the budget must be **prorated accordingly**.
- There are salary caps, but should cover your tuition, stipend and benefits (Note: Sometimes summer quarter is not covered)

Some institutes will not cover certain expenses:
- Check on equipment, including computers
- International travel
- Travel for data collection
- Additional personnel costs

NCI CURE Program

CURE

CONTINUING UMBRELLA OF RESEARCH EXPERIENCES

A program of the National Institutes of Health

IF THIS IS YOU...

Investigator

Postdoctoral

Predoctoral

High School/ Undergraduate

1,700+ publications in peer-reviewed scientific journals written by CURE scholars

...HERE'S WHAT CURE OFFERS

High School/Undergraduate
- Diversity Research Supplements
- Supplements to the CURE (P30S)

Predoctoral
- Diversity Research Supplements
- National Research Service Awards (NRSA) (F31)
- Supplements to the CURE (R25TS, T32S)

Postdoctoral
- Diversity Research Supplements
- Mentored Career Development Awards (K01, K08, K23)
- Non-Mentored Career Development Award (K22)
- Supplements to the CURE (R25Ts, T32S, K12S)

Investigator
- Diversity Research Supplements
- Mentored Career Development Awards (K01, K08, K23)
- Non-Mentored Career Development Award (K22)
- Supplements to the CURE (K12S)
- Exploratory Grant (Diversity) (R21)

BENEFITS

CURE scholars focus on different types of research.

59% Basic

13% Clinical

21% Population

7% Translational

Awardee Experiences & Virtual Panel Discussion

Facilitator

Susan P. Mello, EMPA
Associate Director, Center for AIDS Research (CFAR)
Co-Chair, Diversity, Equity & Inclusion Committee
UW Dept of Global Health

Virtual Panel Discussion

Please use the Q&A Box feature
<u>Evaluations are SUPER valuable</u> for us to continue supporting similar workshops!!

Kendra Liljenquist, PhD, MPH
Assistant Professor, UW School of Medicine Dept of Pediatrics
Adjunct Assistant Professor, UW School of Public Health

Natasha T. Ludwig-Barron, PhD(c), MPH
PhD Student, UW School of Public Health
NIDA Diversity Supplement Recipient

Nicole Loroña, MS
PhD Student, UW School of Public Health,
NCI Diversity Supplement Recipient

Tumaini Rucker Coker, MD, MBA
Associate Professor, UW Dept of Pediatrics
Director of Research, Seattle Children's Center for
Diversity & Health Equity

Victoria Gardner, EdD, MEd
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Thank you!