Faculty Diversity Supplement Workshop

Facilitator: Natasha Ludwig-Barron, MPH
PhD Student UW Department of Epidemiology
NIDA Diversity Supplement Recipient
DEVELOPING SUCCESSFUL NIH DIVERSITY SUPPLEMENTS WORKSHOP SERIES

FACULTY WORKSHOPS
February 27 & 28

STUDENT WORKSHOP
Spring Quarter 2020
PLANNING COMMITTEE

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PhD Student, UW School of Public Health, Department of Epidemiology
NIDA Diversity Supplement Recipient

Victoria Gardner, EdD, MEd
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Nora Coronado, MSW
Director, Community Partnerships and Development
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
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
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:
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);
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

- 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