

ICARE



Interagency Collaborative Animal Research Education

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ICARE Dialogues: Impact of Diversity, Inclusivity, and Race Relations on Animal Care and Use Programs and Personnel

Presenters: Interagency Collaborative Animal Research Education (ICARE) Project faculty members: Tanise Jackson, Lynn Anderson, George Babcock, Steven Butler, Donna Jarrell, Jennifer Klahn, and Susan Silk.

A record of this meeting will be posted on the OLAW website (<https://olaw.nih.gov/home.htm>) on the ICARE Project webpage (<https://olaw.nih.gov/education/icare-interagency>).

Silk: It is my pleasure to introduce Tanise Jackson and her team who will talk with us about the Impact of Diversity, Inclusivity, and Race Relations on Animal Care and Use Programs and Personnel.

Technical problems that prevented the team from starting with a video. A link to the video is provided on the Impact of Diversity, Inclusivity, and Race Relations on ACUPs and Personnel Reference Sheet and below. The video is about discrimination in the field of veterinary medicine and how veterinary medicine is one of the least diverse fields in the United States. [https://www.youtube.com/watch?v=j7PI4YX_QNc&fbclid=IwAR24BOPFSxcB7Dy0eYqHoYb44Pabwi2op3wU22P-a8fVmgVkuXHd-IOrhdU].

Jackson: I welcome you to this conversation on diversity, inclusivity. I am Dr. Tanise Jackson. I am joined by an amazing group of ICARE faculty: Dr. Lynn Anderson, Ms. Jennifer Klahn, Mr. Steven Butler, Dr. George Babcock, and Dr. Donna Jarrell. The ICARE community from its very inception has always promoted inclusivity as one of its many strengths in the IACUC as we strive for better animal welfare. Back in 1985 when IACUCs were developed, diversity was required.

What did that mean? It meant a veterinarian, a nonscientist, a nonaffiliated, and a scientist. Society's definition of diversity today challenges us to incorporate its definition into our programs, thereby creating a more vibrant program built on a vast array of knowledge and experiences.

One of **ICARE Dialogue's** goals is to take care of the people who take care of the animals. Considering the recent events in our country, we, now more than ever, felt that we needed to add race relations so this conversation. We, now more than ever, feel the difficult conversations that have been avoided before need to be engaged, especially in our IACUCs. I want you to remember that this today is a conversation, not a presentation, because we want you to be able to voice your experiences and concerns, without any judgment, on the following topics:

- systemic racism versus individual racism;
- bias;
- self-awareness and its impact; and
- race relations and cultural community.

Now, I want everybody to just take a moment to reflect and to open your minds to this conversation today. I want you to take a look at this picture. And I want you to either put in the chat, or you can speak to what forms of diversity does this picture reveal to you?



Silk: [Silk is reading participant responses entered into the chat box] "Tanise, one of our participants says race, age, gender." And another one says, "maybe gender."

Jackson: Ah.

Silk: "Race, ethnicity, age, gender, perhaps socioeconomic status."

Jackson: Ah, very good. Anything else that you think you may see?

Silk: "Lifestyle. Emotion."

Jackson: Hmmm, very good. Now, let's talk a little bit about what forms of diversity do you not see in this particular picture. Ah. So what do you not see here?

Silk: "Religion. Skin color, although one could guess. Political beliefs. Sexual orientation. Mental disability. Religion. Education."

Jackson: Really good.

Silk: Another one, "gender diversity and sexual orientation."

Jackson: Absolutely: Absolutely. Okay. Anything else?

Silk: "Native language, politics."

Babcock: Physical disability.

Jackson: Physical disability. Oh, that's a great one.

Silk: "Nationality."

Jackson: Uh-huh. Absolutely.

Silk: "Intelligence."

Jackson: Hmmm.

Silk: "Socioeconomic status."

Jackson: Hmmm. Wow. These are really great comments.

Silk: "Class."

Jackson: These are really good. Uh-huh. Okay. So now I'm going to move the talk on to Dr. Lynn Anderson, let's listen to Lynn.

Anderson: Thank you. I just want to repeat what's already been said. This is a really safe place. This is an opportunity to have some very frank conversations. You will not be identified unless you care to be identified. I think it's important at this time to have this kind of conversation.

[shows slide]

Systemic Racism vs Individual Racism



Systemic Racism – as defined by the Derrick Johnson of the NAACP

“systems and structures that have procedures or processes that disadvantage African Americans.”

Glenn Harris, president of Race Forward and publisher of Colorlines

"the complex interaction of culture, policy and institutions that holds in place the outcomes we see in our lives."

Individual Racism- beliefs, attitudes, and actions of individuals that support or [perpetuate](#) racism. It can occur at both an unconscious and [conscious](#) level and can be both active and passive.

There are two things I want to point out about this slide. One is that there is systemic racism which is really those systems and structures that have procedures or processes that disadvantage African-Americans. I might add, although this remark came from the head of the NAACP, I think the same thing can be said for other people of color and minorities.

What we need to think about is what is going on in our own institutions, our own departments, that lead to people feeling discriminated against or disadvantaged? Can anybody give me an example of how that's happened in your own institution? Can you think of any procedures or processes that actually disadvantage your African-Americans?

Jackson: Not necessarily just African-Americans, but any individuals of color.

Anderson: [after a pause] What about unemployment discrimination? Somebody on chat said, “the faculty appointment processes.” There's lots and lots of data that shows that people of color do not advance in the same way that white people do. You look at the leadership of perhaps one of the articles we sent you. Notice the paucity of leaders in our corporations, as well as in academic institutions, of people of color at senior levels.

Silk: A participant writes, "hiring eligibility requirements." And another individual says, "requiring a college degree for positions. Also institutions are not promoting based on performance whether or not you have a degree."

Anderson: Okay.

Silk: We're getting a lot of agreement with that on chat. Others are writing in and agreeing about requiring a college degree.

Anderson: Sometimes that does seem like sort of a lazy screening device. You just make a cutoff somewhere.

Silk: "The actual review committees for policies that are not ethnically diverse - the actual review committees."

Jackson: Are you saying the committee itself is not diverse?

Silk: I don't think the participant means an IACUC. She means the committees that hire and promote, I believe.

Jackson: Can she clarify?

Participant: Institutional committees in general. What I've come to realize in the last couple of months, because our institution has been working very hard to review policies and diversity and fairness, and what we have had in our department and in our research technology group meetings - who has appointed these people, and you look at the makeup of these committees who are trying, they're honestly making an endeavor, but they don't include the people that are impacted by the decision.

Anderson: Yes.

Silk: Thanks for that really thoughtful opinion, and also for taking the step forward and talking. I hope that will encourage your colleagues to speak up and share their opinions and ideas.

Participant: The university, one way I see systemic and individual racism, is the lack of development of people that aren't on the faculty track. If you're not on that track, then there isn't a career ladder for you, and you just basically are stagnant.

Anderson: So there's a disparity between the faculty track and the nontenure track individuals. I think that's common - from my experience.

There are other ways people of color have been discriminated against through systemic bias. For example, health. We have a higher rate of infant mortality in black women as opposed to white women. We have issues with segregated neighborhoods and feelings of people, when a

black family moves into "their" neighborhood. We have concerns about police – hyper-policing people of color, profiling people of color. There are many examples of systemic racism. My colleagues later on in this **ICARE Dialogue** are going to talk a bit about how we can address those, but really it needs to come down to us as individuals.

Individual racism as you might guess from the simple words *individual racism*, are those beliefs, attitudes, and actions of individuals that support or perpetuate racism. [She is referring to the slide, shown earlier.] Individual racism occurs both at a conscious and unconscious level and can be both active and passive.

We're going to talk a little later on about bias and things that we may not even be aware of. My hope with this presentation is to simply raise some awareness. Raise awareness and help people identify actions that they can take that will diminish, if not eliminate, racism.

Jackson: One of the participants shared that they had the opposite at a prior institution. They state one of their minority coworkers told them that he was getting overwhelmed with service commitments because he kept being invited to serve because of being one of the few faculty members of color.

Butler: I experience that myself. I serve in various community service organizations and it's really unfortunate that a lot of times my counterparts only know so many black people, people of color, so they continuously call upon the same people and it's just so important for us to realize that there are so many more people that are out there, people of color who have the experience and the knowledge and the background to be able to provide information to support whatever program that we're working on. At the same time, I think it's also important for us, who are people of color, to make sure that we have our network of people that we could tap into and say, "I know someone who might be interested in helping move this as well." So we're really making sure that we're expanding that pool. Thank you so much, participant.

Jackson: And just on another note there, just as an African-American female, I always end up serving two roles for a lot of people on a lot of different committees. Just like Steven was saying, I need to try to identify somebody else to help fill those roles for these people. It's a very daunting task.

Silk: That diminishes the very real contributions that you could make because of your skill and your expertise.

Jarrell: I think the conversation that we're having actually feeds one into the other. We're in kind of a chicken and an egg situation here. It's the pressure that an individual might feel to be called to diversify a committee. But you can reflect on the systemic challenges of that organization to have that pressure on that person. I think that that example in itself has both an institutional opportunity to support the individuals who are diversifying your committees. Are they being rewarded for that service? Are they being given additional resources while they do

that service? Or is it something that in the end is not recognized as a contribution to the organization?

But equally, I think those who are, who see that they do not have that pool of people, can all contribute finding others. Institutions should also build a bench that's much deeper than what they have today, if they have that problem. So I think that when you go back, you - we - have those interesting hats that we wear in our organization both as a leader, but also as a contributing member of the community.

Jackson: Really great comment.

Anderson: Yes, the importance of diversity, as we understand - it's important to have different perspective, whether it's on a committee or in some other decision-making body. It's really important to consider all of those different perspectives that represent the institution as a whole or that represents society.

One of the things that there is a Forbes article that we provided a link to in your advance information Reference Sheet [<https://www-forbes-com.cdn.ampproject.org/c/s/www.forbes.com/sites/yolarobert1/2020/06/11/4-ways-to-actually-create-diversity-and-inclusion-in-the-workplace/amp/>] that clearly states that if you have a diverse institution, different perspectives that reflect society, that those institutions perform better. It really can be looked at as business-driven or success-driven philosophy. The more diversity you have the better you're going to do.

Any comments on that? Okay. Let me ask you this: Why or how does diversity inclusion - understanding race relationships impact animal welfare?

Participant: I think the way that it affects animal welfare is that - if everyone looks the same, is from the same background - then their ideas on how animals should be treated or what is humane may be reflected in their choices as a committee. So if you've got diversity within your committee, then you have different norms that guide the choices and the decisions that your committee makes.

Anderson: I think that's exactly what we're driving at.

Jackson: It's a great comment, and I like the comment that's in the chat. Getting a bad rep, just like African-Americans do not know how to take care of animals. That's a really good comment. That's something that we see all the time - is that each group is all lumped together. Absolutely. Yeah, and every African-American has pit bulls, and we have a fighting ring and that's what we do with dogs.

And it says here, "if race relations are poor, and people feel bad, it may be translated to performance of care" [human animal care in our biomedical research facilities and laboratories]. Absolutely.

Anderson: I think if a person feels they're not being treated as well as next guy, or not as proficient, they kind of prove that with their performance. Like if you're told you're stupid all day, you're probably going to start acting like you're stupid. So I think that's really hard. I can speak from my personal experience where I was a supervisor for a largely African-American workforce there were a lot of times where I felt very awkward because I didn't get the way they were talking or sharing, and it wasn't because they were stupid or that I was stupid; it was just that our cultures were so different, and I tried a lot to try to get a better understanding and had some people just be very open with me and that was just tremendous. You know, Dr. Anderson, you've got to look at it this way. So just something to think about. But I do like the recognition that more perspective on your animal care committee can help overall with animal care or animal welfare, and we're going to talk about that a little bit further in this session.

Somebody asked what about the divisions of roles among people who perform animal-related responsibilities. If people of color don't have same opportunity to be involved in conversations about animal welfare, then that could have a big effect.

Jackson: So I think this is the thing, and this is why we're here, it's all about education. If you see that there is a way to ask that particular person, maybe a caretaker or whoever it happens to be, "What do they think?" If they're the person looking at the animals every day, there may be a set protocol, there may be something they're seeing as they're watching that animal all day, or seeing that animal day in and day out, that could provide better animal welfare than maybe what's originally in the protocol. So that is something to think about, - giving everybody a voice, and making sure that everybody knows that the role that they are in - the work they're doing and how important it really is. I think sometimes that's missed on the IACUC. That people who are watching the animals, their job is really important, because that's how the IACUC gets the information back, and knows how to make sure the rules and the policies and SOPs are inclusive, all that which needs to happen to have better animal welfare.

Silk: Well, here is a comment from one of our faculty members. William Singleton says overt racism can decrease a person's engagement and subsequently performance, i.e., animal welfare.

And that is most certainly true about everyone, that constantly being ignored and overridden and left out certainly does diminish engagement. How can we possibly afford, in these stressful times, to diminish and discourage the contributions of a whole group of people?

Jackson: It's just moving the idea forward that everyone is valuable. Everyone is valued and how does the hierarchy at the institution promote that value of everybody's particular job. Yes, Steven?

Butler: I totally agree with what you're saying. I've had experiences where there will be my white counterparts on a committee or on a program, they think that just by having people of color within the program, just for a photo op, is all they need. "Oh, look, we have diversity", but

at the same time, they're not listening to those individuals. They're not honoring what experiences and background that they have to bring to the table. And so once again, just like William is saying, that decreases a person's engagement and subsequently their performance as well.

So, you know, that it's not about just bringing folks to the table and saying, "Hey, we have diversity, because we have all of these different backgrounds." It's a matter of making the programs inclusive. That's where inclusivity is very important with what we do within our programs. Thank you.

Jackson: Uh-huh. Okay. Any other comments?

Silk: Here is another faculty member, Wayne Barbee, with a comment. He says we need to reward what's being done well rather than just focus on what goes wrong.

Faculty member, Ivonne Chand O'Neal, came across a metaphor that she shared with me. It was an answer to those who say, in response to the statement that black lives matter - they say, "All lives matter." If you had a house on fire in a neighborhood, you would not ask the fire trucks to go out and spray every house with water. What we're seeing here is that the black house is on fire right now. They're the ones that need the fire truck. And not only will spraying with fire hoses save the black house, but it will also save the neighborhood.

Jackson: And another comment is ensuring that inclusivity is at all levels (including our upper management and leadership positions) and it has to start at the top. You've got to get the top to buy in to that way of thinking.

Silk: I think, the whole nation, but also those of us who live close to Washington, D.C., were so moved by the ceremonies around the death of John Lewis, Representative Lewis, and also his last days. He lived his life so fully, and at the very end of his life, when he was weak and not feeling well, he went down to the center of town in front of the White House, because he wanted to see the BLACK LIVES MATTER painted on 16th Street, and then that dear old man went to the hospital and soon after that, he died. But that was the last public thing that he did in his life of public service. And here is a man that showed us how to make all lives matter. I respect and honor him, and I also think he made artists lives matter, and gay people, and people that care about animals. What this man told us and showed us, is that love is the more excellent way, and I think he's right about that.

Jackson: Excellent. Awesome. If there are no more comments, let's move right into our bias, self-awareness and impact.

Butler: Thank you, again, Tanise, and thank you to everyone else, thank you and welcome for being here. Just as a reminder, as we continue to move forward with this topic, I just want to remind everyone that this is a safe space. Please, feel free to share your concerns, your frustrations, your experiences, and it's also a brave space, and when I say a brave space, I know

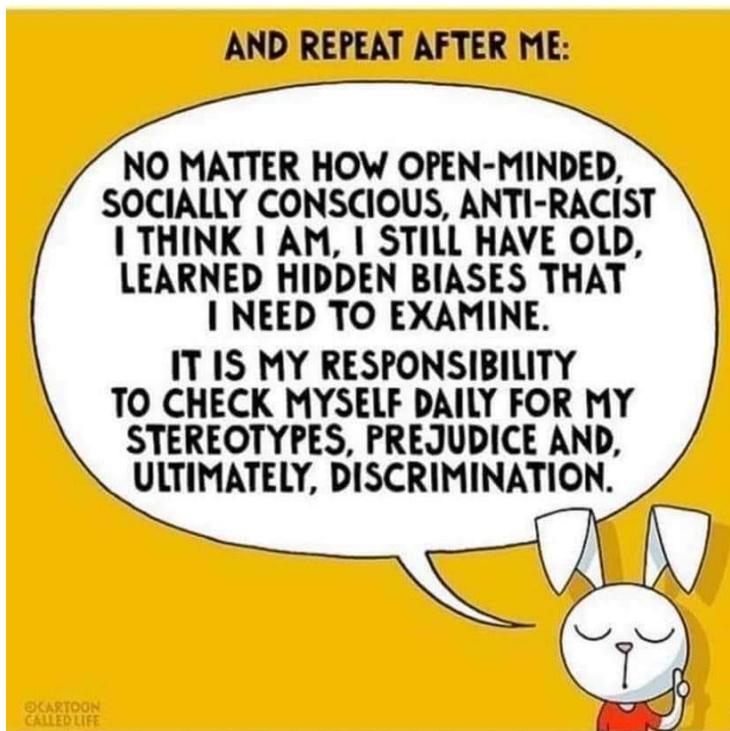
that many of us are choosing to go unseen as far as video is concerned, or you're choosing to just chat, but we'd love to hear your voices as well.

Silk: Steven, you're already getting support from the participants. A participant says, "I agree with Steven's comments. Inclusivity and diversity cannot be just for show. It must be implemented with substance at all levels from technicians' roles and growth to higher level management roles."

Butler: Yes, yes, yes, yes, absolutely. Thank you so much for that affirmation. Thank you. So race and inequities in America, it is a very difficult subject. Now, we can either put our heads in the sand, pretend that it's not there, or we can feel the burn and do it anyway. And the fact that you are here today tells me that you are feeling the burn and you are willing to talk about it.

So today, my presentation partner, Jennifer, and I, will be exploring with you the issues of biases regarding self-awareness, and its impact on others. And now, and at this time, I would like to invite Jennifer to share the take-away messages of our presentation.

Klahn: Thanks, Steven. When we are talking about implicit bias, we're referring to the attitudes or stereotypes that affect our understanding or actions and decisions in an unconscious manner. Here is my first share:



From "A cartoon called life." <https://www.cartooncalledlife.com/>

This is a little bunny saying no matter how open minded, socially conscious, antiracist I think I am, I still have old learned hidden biases that I need to examine. It is my responsibility to check myself daily for my stereotypes, prejudice and ultimately discrimination.

And that takes me to the second take-away. That we all have biases, but this doesn't make us bad people. We just need to be conscientious every day, identify our biases and do the work to ensure that we aren't acting in ways that harm others. Back to you, Steven.

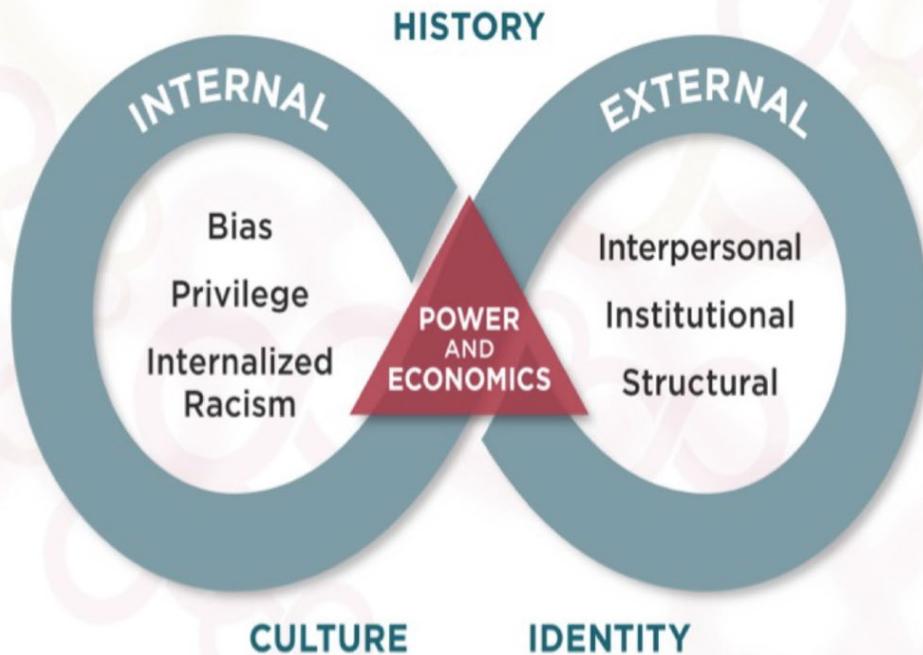
Butler: Thank you, Jennifer. Now, I 'd like to bring to your attention one of the documents that we shared with you prior to today's meeting. This is the document titled System of Inequities.

How Does the System of Inequity Function?

- The system of inequity is embedded in history, culture and identity.
- It is driven by (or it is moved by) power and economics.
- The system has internal and external components and consequences.
- The internal components consist of bias, privilege and internalized racism.
- External components operate through institutions (rules, laws, policies, customs), structures and among groups (interpersonal), and they inform our interpersonal, institutional and structural relationships.
- The structure is the networking of the relationships—such as education, banking, media, healthcare and faith-based institutions. Collectively, along with bias, privilege and all of the elements of the system, they support the churning out of inequities.

Credit: A 21st Century Leadership Capacity. C CAPD, MP Associates, World Trust Educational Services

All right, so, you know, many of us have learned through formal education, or experiences, or both, that systems of inequities are embedded in our history, in our culture, and our identity.



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Butler: So now, as we look at this diagram, we notice that there are internal and external components, and both are driven by power and economics. Power and economics are in the center. Now, I'm going to stay with this driving analogy by saying the power and economics goes into an overdrive by those who set policies that can affect communities on social and economic levels.

You see over there, at the internal section of the diagram, and that middle word, privilege, okay, I need everyone just to take a deep breath. Ah. That's a tough word for some folks. Okay?

Privilege does not mean that a person's life has been easy. I'm going to repeat that. It does not mean that a person's life has been easy. However, it does allow a person to move about with fewer obstacles. It definitely allows folks the opportunity to move about with fewer obstacles. Now, here is something to think about. We all have privilege. What did you say, Steven? Yes, I said we all have privilege, okay? And wherever the majority, whoever the majority, there's always the privilege.

I want you to think about a scene from the Wizard of Oz, and Glenda the good witch asks Dorothy, "Are you a good witch or a bad witch?" Now, I want you to replace the word "witch" with "privilege." And imagine Glenda saying, "Are you a good privilege or bad privilege?"
[Laughter]

But seriously, it is about how privilege is used that will determine how we contribute to society and humanity. And I think that it is so important for us to remember that. Whatever privilege we have, we can use that in order to help others move forward and help move those obstacles out of the way. I know that for me on a personal level, I've been in situations where I had a white counterpart provide me an opportunity to be a part of the conversation, not only did it give me more self-confidence, but it also allowed me to have my voice be heard as well, and be a powerful impact to our programs. So it's about the opportunity and using one's privilege.

Anyway, now, back to that System of Inequities. There are, as you can see, the internal and the external components. Jennifer will talk about the biases positioned within the internal component, but what I want to invite you to understand is that the internal influences the external. It is there that the rules, laws, policies, and customs are created. And these become the foundation of the institutions such as education, banking, media, healthcare, et cetera.

So now, at this point, I just want to open it up with some questions, and just open up the floor and give you some questions to think about. I would love to hear from you. So what are some of the systems of inequities you are aware of or may have experienced? And then how do you see it having an impact - not only yourself, but on others as well? So when we talk about those other institutions, such as education, banking, media - what are some of those systems of inequities that you might be aware of?

Participant: Healthcare.

Butler: Healthcare, yes. And in what way? Would you be willing to share?

Participant: I have personal experience. I was very sick for about ten years and had a hard time getting any doctors to listen to me because the answer was always just going to be stress or female problem rather than an actual medical issue.

Butler: Yeah, yeah, yep, that happens. It happens a great deal. And then also, as Lynn mentioned earlier, we have to think that same issue that happens to people of color in healthcare as well. A lot of healthcare professionals have a bias towards people of color, they may just write them off as, "Well, you're just being a hypochondriac. You're being melodramatic."

Participant: I don't think I would have gotten treatment at all if I were a person of color instead of a white woman.

Butler: Right. Very powerful, very much illustrated because of the strong communities where there's ethnic enclaves, the lack of availability and access for people of different races to equal opportunity and healthcare availability. That, I think, is a huge issue.

Silk: Here is a participant who tells us her audio is not working. "She just learned that only 8% of MDs are African-American. It is no wonder that there's a medical disparity if you can't go to a doctor that looks like you." I read that same article. Only 2% of those MDs are female - black and female.

Butler: Right. Right. You know, it's something, I want to add something here to what our last participant mentioned, just talking about the disparities, and it's in regard to COVID, what we're actually doing right now. How interesting it is that African-Americans make up 13% of this country, but yet right now, we're about 22 to 25% of the cases? That's really concerning, you know.

And when we talk about mass incarceration, we're talking about high numbers as well. 13% of the population, but yet numbers are very high when it comes to mass incarceration.

Jackson: We have a couple of comments here, "sickle cell patients in the emergency department are being treated as drug seekers by physicians who don't really understand their disease." And then there's another one, "just imagine working in an animal facility and none of the leadership looks like you." Think about how that would feel to an individual.

Butler: Yeah. Absolutely. Absolutely. Yeah. in the media, oh, my goodness, what about the media? Oh, we could have a field day with the media, guys. I know I can. I don't know about you.

Jackson: Absolutely.

Butler: Okay. Let's see here. What are some of the other things that we can think of how about gender? Where do we see systems of inequity having an impact on gender?

Women still make less - I think 4% less than men who have the same jobs. I'm sorry, this is 2020, what's going on here?

Right. Right, right. Yeah.

Jarrell: I know here in the Northeast, they were talking about the number of women who went on to unemployment to take care of their family during the COVID versus the number of men who had to make that tough decision. And it was double, I think, I can't remember the actual percentages, almost double the number of women left the workforce.

Klahn: There was an article this morning. It was about the impact on women scientists because of the pandemic and how damaging it's already been to publications and the long-term impact on their careers because of the divide with childcare.

Butler: Uh-huh. Exactly. Exactly. And then we also mentioned - since we're on the subject of women, gender and women, the double standards that are out there. The double standards toward women. Just the buzzwords, I'm hearing -- this is in no way trying to be political, but I find it very interesting since yesterday's announcement of Joe Biden's running mate, there are these buzz words that are happening now. And Kamala Harris is being described as ambitious. Now, a male, if you call a male ambitious, it's like, yes, he's going for it, but a female we call ambitious, it's like, no, no, no, no, she's getting too high on the horse.

Klahn: Wayne Barbee had a great comment in the chat. Female scientists have to walk a fine line not being treated seriously versus being treated as arrogant and rude.

Butler: Right. Absolutely. We have a comment here. Female scientists walk a fine line.

Participant: "I'm sure Pennsylvania secretary on health, Rachel Levine, a transgender woman has been mercilessly dragged through the social media by political pundits and political rivals. She's highly professional, intelligent, person. The transphobia has been particularly sad and infuriating to watch, because people can't see past it. It's like that's the only thing that they have in their minds and will define her, and that's a sad situation." That's the only thing that defines you. I think that is something that Susan was saying you don't get to see the individual's merits because all you're seeing is this one thing about that individual.

Silk: That's exactly what I meant. It denies us the contribution that that person can make. Our society is in big trouble. We can't afford to throw away the contributions of anyone.

Jarrell: I just wanted to share - I had a conversation with a colleague once who was in an academic institution and was looking to appoint a department chair. This person was at the dean level. And the question that came up, "What would going into a department chair position do to this woman scientist, her scientific career?" And that just never made sense to me, but it was seen that the dual roles would be too much for her to actually be in that role instead of thinking through what resources do we need to support this person as they become a leader in our organization? And I think that's some of the mindset that it's time to do a deep dive into. Just have that conversation to start to challenge - what do you mean by that? Why would that be the case? You know, just to stop and think about what is seen as standard or traditional.

Jackson: Yeah, we have a great comment there. Many of the important scientific contributions of people of color have been credited to their white coworkers and bosses, and I just kind of remember that scene from "Hidden Figures" if anybody has seen that, she was providing that information, but they were refusing to put her name on that report as it went up. Wow.

Silk: That's the NASA mathematicians?

Jackson: Yeah, yes.

Butler: So there's one more that I want to see if you - our participants - can identify or bring up some instances of systemic inequities. In the banking, financial institutions, where have you - have you experienced anything as such?

Silk: Well, of course, the redlining of mortgage districts.

Butler: There you go. Yeah. Yeah. If you're not familiar with red lining, I invite you to get on the Google, okay? Just type in - it's one word "redlining," and you will find out, it started in the 1930s, and this was a system of creating affluent neighborhoods, literally, it's - this is what created them - if you lived in an affluent neighborhood, nine times out of ten, you don't realize that where you live was basically pushed forward by the U.S. Government beginning in the 1930s, it was all about redlining. It was about saying how much money we're actually going to give to certain groups of people, and then actually literally have been maps and redlining, if you lived on this side of that red line, then therefore you were not considered an affluent neighborhood. This is what kept folks - people of color out of predominately white neighborhoods. And so there's a whole history behind that, but you're right, that is one of the instances of the financial - of banking - where we've got systemic inequities within our financial institutions as well, too.

Silk: Here is something from two of our participants - you guys are good contributors, thank you. One participant mentioned higher interest rates for people of color. The seconds says that there's evidence of USDA distorting data concealing information about black farmers. Kamau Bell highlighted recently on CNN, that USDA loans to African-American ranchers and farms can take ten times as long as loans to their white counterparts.

Jackson: Yeah. We currently have a program here in Florida, at A&M University, we just acquired some land down in south Florida called Brooksville, Florida, and we lease that land to black farmers so that they can have an opportunity to make it. There are other people that won't lease land to them for them to put their cattle on. It's a big program that started here at the University [Florida A&M], and I had no idea, personally, about that, until listening to the struggles of these farmers as I went down to talk to them.

Jarrell: "The modern version of redlining is gentrification; people are being pushed and priced out of their neighborhoods."

Butler: Yeah, it truly is. And it has happened. Happened in DC. Capitol Hill in DC, oh, my goodness, used to be predominately African-American, if you turn around now, it's just like, wow, you know, it's amazing. You know, even here in Florida, and in our community, actually some of our community leaders and grassroots organizers are moving forward right now, pushing that we need a moratorium on this whole gentrification. We've got the University [University of Florida] that is expanding. It is just like, for all of you Star Trek fans, "You must assimilate, resistance is futile." It keeps getting bigger and bigger and ever expanding. What is

really troubling is that even our city is allowing University to expand, and move into the African-American communities and just price out these African-Americans. They have no place to go, so now we're at a huge, huge situation of trying to find affordable housing, because now it's like all student housing in these formerly predominately black neighborhoods. So those are some challenges as well.

Klahn: In the chat, a participant mentions in Winston-Salem, North Carolina, a highway was created in the '40s or '50s, through a prosperous middleclass black neighborhood destroying the thriving community and it still has not recovered.

Jackson: We have history in Florida, in Miami, after the riots in the 70s, they took I-95 and put it right through the middle of a thriving black community, which disbursed black community members throughout. Didn't they recently discover that part of Central Park [NYC] had been built over a small community, maybe 120 homes, but a very thriving community, black community.

Butler: Yeah, absolutely, yeah, yeah. It's - I think it's really important for us to know our history, but at the same time, if we really want to make some changes, we've got to be able to, challenge our public officials. And also, just challenge ourselves, so we should all be challenged every day.

Silk: "Many people of color do not benefit from generational transfer of wealth due to not being allowed to own property, have certain assets, earning significantly less than white people, having assets seized."

One of the things that struck me about every issue that our participants and faculty have brought up is that economics and power is the underlying root of it, and so not only do we need to make changes ourselves in our personal ways of interacting with our colleagues and our friends, but somehow we have to enforce justice, the economic structure and the power structure to change because that's what's underneath all these things.

Butler: Absolutely, absolutely. But just to let you know, going back to that diagram we were talking about with the internal and the external components, people tend to get stuck in the personal components and they feel they can't make any type of change to this.

However, people can change internally. It's going to be a struggle. I'm not going to lie to you folks. It's definitely going to be a struggle in order to break down these structures that are embedded in system inequities. However, what is going to be so important for us as individuals is to do our own internal process. That's the change really needs to happen. It needs to happen from within, and then it's going to move out, go from there, go outward, and this is where we're going to need to be really, really brave. And it's also going to require us to hold others accountable as well.

That's going to be the key. Change is going to have to happen within, but we also need to hold our counterparts accountable, and when our counterparts realize wherever it is, it's educational institutions, banking, the media, wherever, once they realize how we're responding, how we're acting, what policies we're enacting, that will affect minority groups, this cannot be, and they're going to want to change as well. So like I said, it is definitely a ripple effect.

So with that being said, I want to go ahead and pass this along to Jennifer we're going to talk about implicit bias, because when we start talking about making change, we've got to be aware of the change that we need to make within ourselves, so Jennifer, go ahead, please.

Klahn: When we talk about implicit bias, attitudes or stereotypes that - in an unconscious manner, we're just really not aware of these thoughts and feelings. So in advance of the session today, there was an e-mail that included some readings, and a link to Project Implicit [<http://implicit.harvard.edu/implicit/takeatest>]. Project Implicit is a nonprofit organization, and an international collaboration between researchers who are interested in implicit social cognition. Those thoughts and feelings outside of your conscious awareness and control.

The goal of the organization is to educate the public about their hidden biases and to provide something of a virtual laboratory for collecting data online. The idea behind Project Implicit is that people don't always say what's on their mind. One reason is that they're unwilling, for example, somebody might report smoking a pack of cigarettes a day because they're embarrassed to admit they smoke two. But another reason is that they're unable to say that. A smoker might truly believe that she smokes a pack a day or might not keep track at all. The difference between being unwilling and unable is the difference between purposely hiding something from someone and unknowingly hiding something from yourself.

The implicit association test that's used by Project Implicit measures attitudes and beliefs that people may be unwilling or unable to report. The test may be especially interesting if it shows that you have an implicit attitude that you did not know about already. People may not like their results. They can be confusing. And seemingly contradict our own sense of self, and how we operate in the world. But the test has the potential to offer us information that we were otherwise unaware of, and then to take action or not as we so choose.

So that's a little bit about Project Implicit. I'm wondering if anybody had an opportunity to visit the website and to take any of the tests, and if so, if they were interested in sharing their experiences about that?

I can share - I did a couple of the tests, and going into the very first one, I will admit that I was very nervous. I was concerned what it would say about me. I didn't think that I had a bias in one direction or the other, particularly. I thought, gosh, what if I do this test and it tells me something that I don't want to know. And after I took it and I got the results, I thought, what a great opportunity. If I had learned something that I didn't want to know, now I have knowledge. Now I have information, and I can do something with that. If it had reinforced what I already thought, that's also information. And so it was very interesting experience.

I took a second survey where I felt much less invested in the outcome. I was pretty certain I had a bias for that particular thing and let me just share that some of the tests are your preference of presidential -- presidents, so I'll leave the rest unsaid there. I felt pretty confident about what that survey would tell me.

But when we look at things, when we examine those things that help us make up our identity or speak to values that we hold true, the idea that something could tell us that we actually have some bias that we're not aware of, the stakes are a lot higher, and it gets scary.

Silk: A participant made a comment, and she took these. They were interesting. Do you want to say anything about them?

Participant: I'm not sure how much of what to make of the interpretation, because it's a little contradictory. But definitely very interesting. Although my brain had trouble with the task.

Silk: Thanks for sharing your experience.

Klahn: Anyone else?

Silk: No. But you guys are brave to learn more about yourselves. Good for you.

Klahn: There's a whole series of them.

Butler: Yeah, I pride myself on being a person who is very open and receptive to cultures and backgrounds and nationalities, because at one point I lived, for 16 years, South Florida, in Miami, and that is just like the hub of Latin America and the Caribbean. You've got European countries, African countries, people coming together, if you don't know the demographics of Miami, yes, you do have these worldwide demographics that live in that area.

But when I took the survey, and it told me something about myself, and I was kind taken aback. I was like, huh, really? I was like seriously? So I think I had to take a look at myself and really think to myself, why is it that I think this way? How is it that I feel this way? What are the messages? What is my programming? I really had to do that. I really had to look at myself and say, "What is my programming?" What have I been programmed to, indoctrinated to, especially when it comes to what I watch on television. Like I said our media plays a huge role in this system of inequities, and so it sends us a message. One of the messages that I'm getting from government officials that helps shape the way that I think about certain people.

Silk: So we really enticed a participant. She says that she hasn't had a chance, but she wants to take the test now. Good for you. [Laughter]

Jackson: And here is another comment. "As an immigrant, I wonder how programming has changed after 20 years of living in the US." That is so very true.

Babcock: Because Steven touched on our biases formed by the social media, I want to comment on that. We used to always think this is true, this is the way it is. No, it's not true. But pounded with it constantly, unconsciously, we incorporate some of these things and form biases. And it's hard not to, unless we cave somewhere so -

Butler: Absolutely. Absolutely.

Silk: George, I think that's a complicated idea. In the past, we didn't have the ability to isolate ourselves inside a bubble of beliefs. When I was young, everybody listened to the same news at night, and it was Walter Cronkite. But now everybody selects their own news, and so they reinforce their biases. It's not just social media, it's our ability to tailor and customize who and what ideas we interact with. So we're not growing broader and wiser; we're growing deeper and more narrow.

Babcock: I agree, Susan. Okay. We've all heard a lot about concepts of racism, bias, et cetera. So I'm going to expand on these a little bit and focus a little more on IACUCs' animal care programs and maybe a little bit on our research. Because these things that we talked about, unknowingly shape the character of our IACUCs, et cetera. So we really need to address these. And also provide some tools that we can use to address these problems with our group, whether it's animal care group, the IACUC group, whatever. One thing I haven't addressed is stereotypes, because it plays into what we've been talking about.

By stereotyping, we infer that a person has a whole range of characteristics and abilities that we assume all members of that group have. And a subgroup of stereotype is stereotypic threat, and I see this occasionally in what I do. It's a situational predicament in which people are, or feel themselves to be, at risk of conforming to a stereotype about their social group. And it's purportedly a contributing factor to a long-standing racial and gender gaps in performance. And I see it more with young people coming into these groups, sometimes it's hard to get them to open up and they fall into the stereotype that they think their group may have.

We need to address all these things - discrimination, harassment, retaliation - so animal care programs and IACUC members can work, learn to grow, thrive, in a safe and supportive environment. So what we talked about individuals and larger groups, we need to also propose in our IACUCs, and our animal care groups, so that the interface not only with themselves but with their customers, the researchers, okay?

So some of the tools, how to tackle unconscious bias. It's something that came across, it's got four simple steps. Set expectations and gather feedback. The first step is your internal PR campaign, and you can do this with surveys, or you can have Likert scales where you agree or disagree, you can have yes/no questions, you can have open-ended questions.

As an example, I feel comfortable expressing my true opinions with my IACUC or animal care program. Do you people feel comfortable expressing your care or are you suppressed? You can say yes or no or comment on that.

Silk: Oh, look, it's all coming in "yes, yes, yes, yes..."

Babcock: That's good. Do you believe bias play as role in decisions of your committees or IACUC.

Silk: I'm having to note where the last yes came in, so I can tell the difference, since these are both yes or no questions. We don't know what they're saying yes to. Those are all yes to your previous question. We're not seeing - here they come. Sometimes.

Could I ask if anyone would want to share an example of their yes? Anybody? Or sometimes. Participant, would you?

Participant: I was just thinking that typically, you know, people know what the past history is for an investigator or for a project, and then they approve it, maybe because it's a lot of the same thing they've already done without looking at it very closely. So kind of an unequitable review process?

Multiple Voices: Also for new stuff, like new investigators that are unknown, they get a much more scrutiny of their projects.

Babcock: Participant says if a particular group has had issues in the past, they're not given grace. They are scrutinized more than others. That certainly is a good example of bias on a committee.

Silk: Well, I want to say something about that, in our safe space, where all kinds of ideas are welcome. You know, the world is full of input to us, and we do have to make some selection about what we interpret and use, and so when an IACUC has had repeated trouble with an investigator, I can see legitimate reason to scrutinize that person more thoroughly. Is that a bad kind of bias, George?

Jarrell: Well, I don't think that is bias, you're functioning off of data, the question is if the person doesn't have a history and they still get scrutinized because we would have no history of them or we question whether they know what they're doing, those things I think become much more common, and I would add the definition of a PI is a bias. Let me just say can be a bias depending on your organization as to where do you find the authority, really, versus what you've defined it as.

Silk: So you're saying it's not bias if it's based on performance. It is biased if it's based on something extraneous to performance.

Jarrell: Oftentimes I would say that, yes.

Babcock: Her point on data is the key point here, because I've seen some biases based on reputation, rather than actual data.

Participant: I have a comment, just in relation to that, where PIs are concerned versus maybe different role. So like for example, when compliance issues arise, what I've seen is more punitive recommendations for example. If the same exact compliance issue arises from an animal care technician, versus a PI or researcher, research staff, post doc, and then the punitive sort of recommendations from the compliance subcommittee may be stronger if it's from an animal care technician, and that always bothers me obviously, at my institution. At my institution at least, there's definitely race involved there, but, you know, education level, things like this, but what really bothers me is that the animal care technician, they're the least paid, they have the highest sort of risk of if they lose their job, they're going to be more damaged than a PI for example. We're talking about the same exact compliance issue, so I've seen that at our institution, and it's always very bothersome to me.

Babcock: I've seen something similar at our institution. It's not *per se* necessarily compliance issues. I don't see this with my IACUC. With our animal care people, I think that the writeups, when they're written up for doing something considered improper, is often racially based, because I just look at the percentages, and we have slightly more white than African-American animal care staff, but writeups are almost double for the black animal care. We don't do that as a committee. That's handled by our laboratory animal medicine group, but we see the data on that.

Participant: I was just going to say that, you know, there's lots of sources of bias, and I think one of the has to do with communication and how well you know the other person, and if we knew people better, if we interacted with people more, we would have more of a trusting relationship with them. I think that limitation speaks to the bias that, George, you just brought up. Maybe people don't know somebody as well because they're a different race, and so there's less of a natural trust. But also maybe it's not based on race, it's actually caused by people not really interacting and knowing one another.

Babcock: Participant, you stole a little of my thunder. I'm going to cover that in a little bit.

Jackson: George, somebody put in the chat, it's about in New York. Our animal care people in the facilities tend to be union members. Is that the case everywhere else? How many of your animal care technicians are unionized?

Babcock: 100% at University of Cincinnati. They have to be to be hired, have to join the union. We're a state that allows forced unions - if you're unionized, you have to become a member.

Silk: And there's lots of comments coming about that. Unionized animal care techs have been blocked at my institution. Another person says not in North Carolina. And then somebody else says not here. So it's all over the map.

Babcock: The one thing I can say, the unions do defend these people who get written up, and they do a pretty good job of it.

Jarrell: So I'll just add that I have the same thing and I don't have union members, so I think the problem is not defined by that necessarily.

Babcock: No, I wasn't saying was defined by it. They defend - that's their goal. Not all unions do it. Ours does it.

Klahn: Before you move on, this was added to the chat. She provided some clarification about a comment that had been in the chat about some groups getting scrutinized more than others and the idea that once you're a bad player, always a bad player, and possibly some vet staff seeking out problems and the impact of that. I just wanted to make sure that was part of the discussion.

Babcock: I think by using PAM [Post Approval Monitoring], sometimes we do seek out problems. [Laughter]

Silk: That is a chicken and the egg situation.

Babcock: Yes, it is.

Jarrell: I will add to that speaking as a DVM, and maybe that was the point is that we have a lot of influence in a department even if we're not a person's direct supervisor. I think it was William Singleton who said it a little while back, imagine working in a place where nobody above you looks like you. And they're constantly evaluating your performance. They're not even in your direct report chain, but they can influence your day and how you move around. And all that becomes a very subjective process at some point.

Babcock: Going back a little bit to the steps to help with what we're talking about, (1) is to have mandatory bias and diversity training. Now, there was a study by Frank Dobbins, a sociologist at Harvard, I don't know if Donna Jarrell knows him or not, but it was a rather large study, and his study indicated this does not work very well at all. If you have voluntary training in bias and diversity, it has a tendency to work very well. But mandatory training often gives a subtle message to people, take this training or else, and it can create animosity. So we should all work toward having a voluntary training and encourage people to participate in it, saying how they will be enriched.

(2) Another thing is to build bias awareness, and Tanise started with this. A good way of doing this is to use picture associations with your groups and let them see just from the pictures if they have biases by what they can pick out. And that's a good way to do it.

And lastly (3), formalized mentorship could be very important in getting people into the group and addressing some of their biases.

Now, I'd like to go over something a participant brought up a little bit, but the importance of culture and communication. And we know that culture is a knowledge of a particular group of people encompassing their language, religion, cuisine, habits, music, arts, everything, but how do they get culture?

They get culture through the learning process of socialization and communication. If you can't communicate - you can't have culture. So communication becomes a key fact in understanding culture. We need to appreciate the culture is not only within an organization, but within our customers, because they're going to be different. We should value all our employees and our animal care program, or our IACUC members, our researchers, and they are going to have unique backgrounds, experiences and perspectives. We should communicate positively in the workplace, and be transparent, which is often - I think - institutions as a whole sometimes aren't very transparent.

But one thing I would like to bring up, and we can discuss a little bit, is I've seen this happen with certain cultures, and it's usually people who came - who are immigrants, not first gen, second gen, they come into the US and their culture has different expectations or concepts of animal welfare than we do in the US. So how do we address this? Has anybody had experience with this they would like to discuss how they address that problem? I actually would go so far as to say you've seen it.

Silk: I've seen it.

Participant: I've had a lot of experience with people from certain parts of the world who have said why do we have to euthanize the animal? In my home country, we take it and whack it on the bench because it's a rodent. And you have to explain to them, it's a living thing and if that does not work, then I always fall back on - it's a regulatory animal welfare requirement. Do you want to maintain funding? You need to learn the rules and understand. Even if it's not something that you believe, this is how we do things here. If you need help navigating the system, I'm here for you, ask questions, please just don't do what you used to do without asking about it.

Silk: Participant, we call that management by OLAW.

Participant: Yeah, basically. [Laughter] I actually had a situation where people had rodents stacked and they were basically asphyxiating, and I said to the person, how would you feel if

you were in that cage and you could not breathe? And I actually saw a light of understanding click where the person looked over, gasped, and immediately started moving the cages around.

Silk: And Wayne is supporting the participant. He really likes that you are offering education without judgment.

Babcock: It's very important. And I think sometimes - if we know the culture of our researchers, we can nip some of this in the bud by trying to educate them before we get in a problem, particularly with euthanasia which is often where it occurs. We got caught in an inspection with some investigators doing something they shouldn't have, when they were questioned by AAALAC, we very calmly looked at them and they said this is what we always did in our country. This is okay. AAALAC didn't appreciate that comment.

Jackson: There was one other comment that we didn't address, and I think it's a good and important point. The participant says education is always a big issue. I had to add Ph.D. to my signature when I first started my career before faculty would treat me equally and respond to e-mails, and that is a big deal about people - I always try to tell people, I have some more letters behind my name than you do, and it's just that I went to school a little bit longer, so you don't define me by that, because I'm still Tanise at the base of it, I'm still Tanise, and I still have my own views and thoughts. So don't try to define me by those letters.

Babcock: That is bias which occurs.

Jackson: Yes.

Jarrell: Can I ask a participant if he would be willing to just share what was the reaction? Did people see that as you being arrogant potentially by putting your PhD there to be recognized as a peer?

Participant: So it wasn't recognized as arrogant, but it definitely did change the conversation. They saw me as an equal and were willing to have that conversation. I've seen it where my technicians have tried to reach out to a PI to have a conversation with them, and it's essentially a nonstarter. They won't respond to the technician until I or someone else in our office who has that same educational level will get involved. And it's definitely something that we struggle with at our university. So we're trying to change that culture, but it's been an uphill process.

Participant: It's not that particular institution. I never used to put my degrees after my name, I have degree, but, you know, it's not a science, biology-based degree. I felt like it was misleading, so I would just sign my name, and quite often people would reply Dr. Participant without the degrees identified in my signature block.

Jackson: Hmmm, that's interesting.

Jarrell: If I could ask one more question? How long did you go, participant, before you made the decision to make that change, to put PhD in your signature? Did you struggle with that for a little while or was it, look, I'm gonna' do this?

Participant: I did struggle with it, because I came from the faculty side, where everybody wanted you to have that, and that just wasn't who I was, because I felt like people were seeing the title, and it was actually at the recommendation of my director and she's like, you need to put that title there, because they're not going to see you as an equal until you do.

Jarrell: There you go.

Participant: That's why I did it.

Jarrell: That was great sponsorship from your boss to recognize the gap in being recognized - right?

Silk: "As a compliance officer, I often had to tell PIs that did not know me that I had 25 years of research experience before I took this position so they would listen to me." And I'm going to read a couple more. "I was seen as arrogant in a previous position for indicating that I have a PhD, but my current supervisor encouraged me to put it in my signature in this position." And Wayne points out, "animal care and use programs need to guard against scientific elitism at all levels."

Jarrell: Does anyone have an idea about how many PhDs are African-American, what percentage?

Silk: Of where, in the US?

Jarrell: In the USA I think that's a good one to Google. Recognizing that, since we consider these esteemed positions- It is a part of the culture that we are trying to function within, so who is dealing with this disparity? That is kind of the question I was asking, where are the people going to be dealing with the need for more African American PhDs and principle investigators?

Babcock: I know African Americans are more unrepresented in STEM than they are in other fields. That's who we deal with, the people in STEM.

Jackson: And one of the things that our institution [Florida A&M] is known for is one of the leading institutions for producing of PhDs in the STEM fields.

Babcock: Somebody is doing it. That's good.

Silk: Steven's advice, go to the Google, he said.

Jarrell: That's what I said. 6%. It was under 10 for sure. If you think about that, spread out across the United States...

Babcock: The last thing I want to cover is a little bit on diversity and inclusivity. And the question is, in our groups, not just necessarily in society, why is diversity important? There have been several studies that suggest that those that are educated in a diverse setting are more likely to be intellectually nimble and creative, make meaningful contributions, be effective team players, do the right thing, which are all aspects of a well-functioning animal care program and a well-functioning IACUC. So you want people who have been in diverse setting. So what can we do about it? How can we measure it?

Measuring the number of diversities in your program is pretty easy. You just look and count, so that's not very difficult. But you got to remember diversity is far more than just race. It's much broader than that. It's religious backgrounds, genders, ages, nationalities, sexual orientations, physical abilities, and other things. So diversity then becomes much more complicated than just looking at the skin color of the people in your group.

Something we need to do in a diverse group is we need to stress retention. Because people are diverse, doesn't mean they want to be in that group, and you're going to lose them. And that relates to inclusivity. It is creating a culture where people from all backgrounds feel like they're part of it. And you must try to maintain that, because if you lose that, you're going to potentially lose members of your group. That's very important. A question I'd like to throw out is do the participants feel that members of your IACUC or animal care employees feel included on your groups or committees? And if you feel they're not, would you expand on that a little bit as to why you don't think they are?

Klahn: Well, I'll just share something that happened a few years ago where some of our technicians did not feel included, did not feel that their concerns were being heard or elevated or addressed. And they made their voices heard elsewhere. And that was a very important message back to our committee that you need to have a channel for communication, and you need to really encourage people to use it, and you need to take action when you hear those concerns are being shared.

Babcock: Does anybody else want to comment?

Participant: So this is interesting, because I've never really thought about this and now that we're having this discussion I'm actually really thinking and wondering - are they really represented? We have representatives from the animal care community, from the facility that are very active members of our committee. They speak out. They present policies. But in terms of representing diversity, if you were to look at a picture, I'm not so sure that everybody is being represented, and how people feel. I mean up until this moment, I would have said, yeah, we have a great group where we include everybody and everyone is welcome to speak.

Babcock: Actually, unfortunately, I think that if your group is not diverse, it's easier to get inclusivity, because everybody else is like everybody else, so they feel included, which is not a good thing, but I think that can happen.

Jackson: I just want to ask her a question. So you're saying that your animal care and use program has much more diversity than is pulled in and represented on the IACUC, is that what you're trying to say? I want to make sure we have clarity.

Participant: Yeah. We have representatives from our animal resource center that are voting members of our committee, and while they're mostly women, in terms of race and ethnicity, I have to say they're as white as the snow, and that's it.

Jarrell: I would agree, again, alone, I would say that you mimic my program.

Babcock: Anymore comments? I would like to leave you with one thought. Please foster a culture in your program where every voice is welcomed, heard and respected. Thank you.

Jarrell: My job is to bring us to closure on this conversation, and first and foremost, I just want to thank everybody who participated in this conversation. I have found in my organization that starting - opening your mouth and expressing your thoughts is the first and most important step that you can take. And you've practiced that today, and you've given a lot of input into that conversation, so if that is the outcome of this, then I would say we've done our job.

But let's talk about a little bit of what we wanted to cover here. First and foremost, I want to recognize ICARE for being one of the first organizations that I have worked with to put diversity, inclusion and equity at the forefront of their training program, and it was a module that we talked about and this conversation is a result of starting those conversations, long before we were at this inflection point. So I want to just thank everybody who has been a part of ICARE for helping me to start those conversations.

What we talked about at the beginning is we were looking at how we may jump to a misconceptions or assumptions just like looking at people, when in reality there's a lot there that we don't even see. We may actually make some wrong and biased assumptions around things like socioeconomic status, intelligence, these are things that you guys said. "I can't tell from these pictures," and yet often times we will begin to form assumptions about people based on that anyway.

So again, if we want to do something different, the first thing is think about when you see somebody and you start making assumptions in your head, wait, wait, wait, wait, why am I doing that? Let me back up and make sure that I have data on those assumptions, and then you can proceed forward. If that person really is a repeat offender and you can't get through to them, then they own that - that title that they wear, that you've given them.

So from that conversation, Lynn helped us take it a little further and look at our animal care and use programs and start thinking about both individual racism and systemic racism and what's really happening versus what we think is happening. Where are we starting to create disparities?

Faculty positions where we don't have candidates to help diversify or the indirect influences on our people of color, our employees of color outside of our workspace as well as inside our workspace.

And in the end, the participants made a lot of comments about the impact that these disparities are going to have on those individuals in your organization, and as George and several others have said, then you start squelching your organization's creativity and nimbleness, then you start doing things that aren't going to be beneficial in your long-term.

We acknowledge that when we have diversity, we bring more opinion, more background and all of that is going to lead us to be more creative with more effective solutions. So who should be at the table? Everybody who has a stake in that project. Everybody who has a stake in that program, and we need to make sure we connect and thank our animal care staff often. This is where our people of color in our organizations may be contributing the most. I heard that those are the individuals who suffer the most in these situations. So we have influence. Everybody on this call has influence in their workplace. I think the word was "power." Steven liked that one. But whether you are actually supervising someone, or you have influence, be it through policy making or be it how you interact with people on a semi annual inspection, listening and acknowledging their contributions to the program, and giving recognition is important.

Silk: Donna, you have a question here that you are starting to answer now, so I'd like you to be aware of what the question is. "What happens when we are not in those positions of power or leadership or we do not feel empowered to make these changes that George talked about?" And Wayne wrote back to the participant and said, "reach out to those who you think you can help first advance their position and second ensure diversity so that these positions become the norm." And Steven agrees. But I know you have a lot to say on that topic - personal empowerment and leading from behind.

Jarrell: Definitely - thank you, Susan, and I will just add to that. Join the diversity committee in your organization. I'm sure they're there, and I'm sure that the people of color who sit on it would welcome their colleagues to the table to help in this. You can also participate in your diversity, equity, inclusion, activities in your organization. Show up, shake hands, meet people, form networks, all of that is things you can do at any level. And I would say - I said this to my own team - diversify at the level you can, whether it's just your team, whether it's your facility, whether it's your division or your department. Whatever - you can actively recruit and ask, "what voices do I not have at the table." Okay?

An analogy for social justice



Diversity

Equity

Inclusion

And something simple, get to know your coworkers on a personal level. Ask them, support them, reinforce that workplace that says you're welcome here. And I think this illustration [slide above] it's actually something that I have in my office, and the idea is that we've talked about these words [diversity, equity, inclusion] as if they're all the same, and in reality, there are differences. You can have someone at the table. You can have that representative or that number that gives you a certain targeted representation percentage, but don't conclude that that you can then step away from this issue. There are often challenges that you put in front of these individuals, some of those we talked about, you guys mentioned like I [staff of color] don't want to have to be on every committee, right?

So if you move away from diversity, and you go in toward equity, now you're putting systems in place, not to be unfair to someone, but to recognize that to allow everyone to be successful, that different groups would need accommodations. And give those accommodations and look for the success of everyone at an equal basis. And then lastly, once your organization has started to look at itself with a critical eye, and there are a few out there who are going much, much, much beyond the statements that they've made, and are actively looking to put initiatives into place to do more than temporary measures, something that is sustainable and culturally embedded, so remove those barriers. One that I'm looking at exactly in my facility right now is what is the expectations when it comes to qualifications for promotion?

Another is looking at requirements for AALAC technical certification as a part of career advancement, for example. What could happen if you recognize that there are disparities in education? How do you support your people? Or do you just take that requirement away (inclusion's definition in our social justice slide)? Does it really make your organization successful or unsuccessful by that definition?

I would just end by saying *do something*. Start with a conversation. Start with acknowledging when there is not diversity in the room. And by all means, recognize those people who are doing the work and not getting the recognition. I'll end with a little gift. This, for those who can see it, is called Colors of the World Crayons. They are 24 crayons of skin tones around the world. Give somebody a \$3 box of skin tone crayons. No black and no white crayons in this box and start that conversation. So I'll end with that, and my gift. Thank you.



Silk: I'm going to jump in here and say that I'm going to speak for all of us and say how much we appreciate what you've done here, Tanise, George, Jennifer, Donna, and Lynn. To all of you participants, you made this a conversation, not a lecture. And I know - look at the faculty nodding their heads. They agree. They are thanking you, too. We hope you benefited. We hope you'll stay in touch. And please encourage your friends and your colleagues to get on our wait list.

We are gratified that people are signing up for **ICARE Dialogues**, and we're going to do this series once more in September 2020, and we'll be working from our wait list to admit those people. We're going to take into consideration what you tell us in your surveys. So when Erin sends you the post meeting survey, please fill that out for us, and that will have an influence. It will have an impact on what we offer in our October series. So thanks to everyone. Please stay safe. And look, we're still getting great comments. Participants like the crayons. I like them too. Thank you, thank you, everyone. And now we're going to - you want to buy them?

Jackson: I'm going to go right now.

Jarrell: You can get them online. I had to go to the store.

Participant says stores in my town have them.

Silk: I'm going to invite the faculty to remain and chat with us. We're going to say nice things about you guys, so you sign off and let us do that. Bye.