

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, Stephen Butler, Donna Jarrell, 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's my great pleasure to introduce Dr. Tanise Jackson, who will introduce her team to present our topic for today; *Impact of Diversity, Inclusivity and Race Relations on Animal Care and Use Programs and Personnel*.

Jackson: Good afternoon, everyone. Before I introduce everybody, I wanted to start off with a quick video. It's called *A Profession in Crisis: Discrimination in Veterinary Medicine*.

[https://www.youtube.com/watch?v=j7PI4YX_QNc&fbclid=IwAR24BOPFSxcB7Dy0eYqHoYb44Pabwi2op3wU22P-a8fVmgVkuXHd-IOrhdU].

[video plays]

There are white people who make me try to feel inferior to them.

I have had white coworkers use the "n-word" around me.

When I reported several comments -- I spoke up.

A woman I work with was referred to as "the woman in the scarf" repeatedly.

I was one of three Black women.

I didn't think it was going to be racist. I was so wrong ¶

I was told I would get into vet school because I was Black. That was it. This comment erased all of the hard work I had done throughout undergrad.

A white coworker asked me how I got over the wall to come to work. I'm Mexican.

In a large AVMA meeting, a speaker said, "Vet school is like slavery. We have the scars on our backs too." The room was full of predominantly white vet students. They all laughed.

When I reported several comments about my race to HR, my employer reprimanded me and

threatened to terminate me for making false claims. I was the only person of color in my workplace.

I decided [inaudible] in my program and within the college leadership echelon.

I have never had a Black professor.

My workplace brag is about having so many employees of color but failed to know most are working at the lowest pay level.

As a white woman, I have noticed my Black associates have to work 10 times harder to be taken seriously by management.

A white professor showed a picture of himself dressed as a Mexican and in blackface to our entire class. It was reported to administration. They did nothing.

A classmate told my friend that she would make a good "inner city" vet. My friend is a person of color.

A coworker once told me that it was her experience that people who weren't white didn't know how to take care of animals correctly. After complaining to a supervisor I was told that she was disappointed that I would take an innocent conversation and blow it out of proportion. Besides, I was told, she didn't say Black people, just anyone not white.

I was one of three Black women in my graduating class. Throughout our vet school career, most of our classmates used our three names interchangeably. They couldn't bother to figure out who was who.

There are two girls of the same name in our class. One was Black and one was white. One of our professors consistently referred to them as Tracy and Black Tracy.

I have a, quote, ethnic sounding name. I am white. When applying for a summer equine job my professor told me to include a picture with my applications. I wouldn't get hired he said if they, quote, see your name and think you are Black. A mandatory instructional video at the company I work for refers to Mexicans as being instinctively good at animal raising and that's why they fill so many animal [inaudible] --

My college adviser continually told other students of color we should switch our career goals when faced with academic struggles and our white counterparts were encouraged and offered assistance with academics.

A vet spoke down to my mother for her broken English. He assumed she was just not going to pay for care, just because she is Latina.

A professor poked fun at my Asian heritage throughout my rotation. I laughed it off at the time because there was nothing I could do. I felt disrespected.

Recently, while a coworker was restraining a difficult animal, they said, "don't make me George Floyd you."

A professor at my school assumed my African American classmate - the only one in the class of 135 - was a janitor. When he said he was a student. The professor asked, by what school? As he stood in the anatomy lab.

My practice had to stop because people called him a sand n and other racist names.

I have a common Latinx last name. When I was an intern a resident in charge of assisting my performance felt the need to call me by a generic Latinx name every time he encountered me.

Everyone kept saying it's just a joke, he doesn't mean anything by it. People who did it were fired but I was made to feel guilty about getting these popular people fired. Upper management wasn't able to address the culture that made these events popping possible. I left.

The institution I worked for has known problems with racism against students and faculty, which I have been subjected to multiple times. They have done little to change the climate. The average faculty member of color stays just three years on average. I have worked for four veterinary colleges over the years. We need less talk and more action. As veterans we are no strangers to hard discussions. There's no reason we can't have this discussion, too.

[video ends]

Jackson: Well, I just really wanted to start with that just to bring us into the mind-set of where we're going to go today. I want to welcome everyone to the conversation here on **Diversity, Equity, Inclusivity and Race Relations on Animal Care and Use Programs and Personnel**. I am Dr. Tanise Jackson and I'm joined by an amazing group of ICARE faculty, Dr. Lynn Anderson, Mr. Stephen Butler, Dr. George Babcock, and Dr. Donna Jarrell.

The ICARE community from its very inception has always promoted the importance of inclusivity and diversity as one of the many strengths within our IACUC -- as we work for high quality animal care. In 1985, diversity was required on the IACUC but what did that mean? It meant a veterinarian, a nonscientist, nonaffiliate, et cetera.

Society's definition of diversity challenges us to incorporate its definition into our programs now; thereby creating a more vibrant program built on a vast array of knowledge and experiences. The **ICARE Dialogues** goal is to take care of the people that take care of the animals. In considering all of the recent events in our country, we, now more than ever, felt that we needed to add race relations to that conversation.

The difficult conversations that may have been avoided before need to be engaged especially in our IACUCs. Therefore we would like to encourage you to be aware of all of the challenges, emotions and sensitivities that your coworkers may have been experiencing due to the division in our country now.

First and foremost, this is a conversation and we have very safe place for our conversation. We want you to experience -- defining race, bias, self awareness impact, race relations, and culture communities. So I want you to take a moment, before we get started here, to prepare ourselves for this conversation, let's take a quick moment of silence to open our minds to the conversation that we're going to have here today.

[moment of silence observed.]

Thank you.



What forms of diversity does this picture reveal?

What forms of diversity does this picture not reveal?

I want you to take a look at this picture. What forms of diversity does this picture reveal to you?

Silk: Let's remind them, they can answer out loud -- unmute and talk -- or write in the chat, and Steven and I will read it for them.

Jackson: However you choose to respond is great.

Butler: Someone says age, sex, race.

Jackson: I agree, yeah.

Silk: Ethnicity. Culture.

Butler: Culture. It can't show religious diversity very well. I see one that I know smokes tobacco. Social status.

Jackson: Good, good.

Silk: Hair styles. Emotional status.

Jackson: Thank you.

Silk: It does not show educational status. Nor profession.

Butler: Sexual orientation.

Jackson: Good, really good. We said at first it shows us age, sex and race; right? Is that what we said? Or are we still on what it doesn't reveal? I want to make sure that we're looking at the distinction between what we see and what we don't see.

Silk: People have started sending in both. Did you specify first - what we do see?

Jackson: Yes, I did.

Silk: So anything else, folks, that you do see? And here comes some we don't. Sexual orientation.

Jackson: I think religious diversity and educational background are things we don't see either.

Silk: There's a comment that said we don't see disabilities or medical conditions.

Jackson: Absolutely. Thank you. Let's move on. I'm going to turn it over to Dr. Lynn Anderson and she's going to talk to us.

Anderson: Thanks, Tanise. I want to reiterate this is a really safe place and I'm really delighted by the response that we just had to that slide on diversity. I encourage you to speak up or chat up, whatever, but you know, this is your program. It's not ours so much.

Two Types of Racism



Systemic: Systems and structures that have procedures or processes that disadvantage African Americans

Derrick Johnson, NAACP

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

Glenn Harris, president of Race Forward and publisher of Colorlines

Individual: 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.



Photo: Psyc Post

It's really important that we have this kind of conversation at this time, especially. So I want to just give you a couple of definitions in the slide, above. There actually are multiple definitions.

In the resource package that we sent to you [<https://olaw.nih.gov/sites/default/files/20200812%20Reference%20Sheet%20for%20Diversity%20Inclusivity%20and%20Race%20Relations.pdf>], there's a glossary by the University of Wisconsin, Milwaukee that has, in my opinion, excellent definitions that help us talk about some of these issues.

In terms of trying to define what is racism, the president of the NAACP talked about systemic racism being the systems and structures that have procedures or processes that disadvantage African-Americans.

And I have to point out. It's not just African-Americans. It's all people of color. It's ethnic groups. It's minorities of all sorts. And it's those policies and procedures that really influence what we see in our lives. So I'd like you to take a minute and think about what kind of systemic racism examples you have seen or dealt with in your own institutions, maybe even at the departmental level, if you're in an academic institution, and share with us some examples that you have seen of systemic racism.

How about differences in hiring practices? Based on cultures and policies? Does anybody have any other examples?

Participant: Recruitment and retention of students of all levels.

Anderson: Recruitment and retention of students at all levels. That's a great example. I think that's really important that he mentioned retention. Sometimes we see situations where there's a great push to admit people and then there's no support for their success. And that is just tragic. So discouraging.

Silk [reading chat]: I see very few minorities hired in our institution despite a high percentage in the city itself.

Anderson: So the student or faculty or workforce doesn't reflect the local population.

Silk: Another one. Symptomatic lack of diverse faculty. And the participant said, "correct." Your understanding is correct, Lynn.

Anderson: Good.

Silk: Systemic lack of diverse faculty.

Anderson: That has to do with retention, too; right? Not having faculty goes back to the video Tanise showed it at the start. If you don't see people that look like you or sound like you, it's

hard to feel like you're a part of something.

Silk: This is in reference to the video. We see a lot of minorities in positions that are lesser paying jobs and a lot of whites are up in administration and higher positions. It's quite visible at all levels.

Anderson: That's the outcome of systemic racism, right, that we have certain people at senior levels and others at the lower-paying levels. So how do you guys feel about that.

Participant: I feel pretty terrible. In hiring situations, I have seen and done this without the insight I have now, where it's between two good candidates and you say something like, that person just seems like they would fit in here, they're our tribe. And I never used that in a situation where it was definitely picking a white person over a person of color but you find these ways where you're picking somebody like you. That doesn't give anybody else any chance and I think that feeds into so many things that we're looking at people listing here.

Anderson: Very much so.

Silk: What a brave and thoughtful statement. Thank you.

Anderson: Absolutely. So part of what we're trying to accomplish here today is not only to have a frank discussion but to raise awareness, and by sharing some of the things that you have ever experienced or observed in your own institutions may be helpful. Although my guess is most of the people in this call are people that are sensitive about this topic and looking maybe for ways to try to influence their own situation, their own environment:

Jarrell: I just wanted to comment on the last comment in the chat, about the fact that, you know, diversity is not monolithic. I think that you definitely have brought up the issue that people who are immigrants of color have a different background experience from African Americans in certain parts of the United States - all of that means that the openness to understanding diversity is not monolithic. I thought that was a great point.

Silk: Would you read the comment?

Jarrell: "I took it that we have a lot of diversity of race in our faculty. But interesting they're immigrants and from other countries and we don't see a lot of people from indigenous races, African Americans - people born here, native to the country. It's a comment that, as we have talked about in our own discussions in my institution, it's something to make sure that you don't kind of put blinders on and be very shallow or short in your definitions of diversity. And you don't assume everyone has the same background."

Silk: Thank you for the comment. The participant agrees with you and you interpreted it correctly, so thank you both.

Anderson: Let's just talk about the individual racism which is really where you have biases or stereotypes. We're going to go into this in a little more detail later on in this discussion, but it's the impact of individual biases that cause oppression or - in fact it can cause illegal discrimination. Does someone want to share examples of individual racism with the group? What specific item are they concerned about? Can someone give me an example of individual racism?

Participant: I was one of those in vet school that was told that I was the token Latino. I was recruited into vet school because they needed to fill in a quota. And one of the upper administration professors - I came with a degree of veterinary medicine from Cuba, and I want to clarify I'm from Puerto Rico. I went to vet school in Cuba, returned to Cuba, came to the States and went to vet school again. This professor said that all of these documents I had produced from my previous vet school were a lie. And you know, to be a student in an environment like that where it seems that racism and bias comes from the top down is really hard. And that influences your ability as a student to perform because now you feel under the gun and I forget what the term for this is, but it's one when you are aware of a bias and now you have to work twice, three times as hard to disprove that bias, and I have to say - yeah, it was hard.

Jarrell: That's the term of stereotype threat, I'm so happy that you spoke up. Thank you. And I think it's important that when someone does make those statements, they do have an impact as you're saying. It's been proven and we have talked about it - I think in some of our previous trainings and discussions - about the impact of having those threats over a certain group of people.

Silk: I resonate with your pain, and I think that's really generous of you to share that with us.

Anderson: It's a tragic example. But I think it's a very real one. For myself, when I was looking at places to go to veterinary school, I was told that I probably wasn't going to get accepted anywhere because I was a woman. That was from an admissions counselor at a university here in the States, which actually made me even more determined to prove them wrong. But, yeah, really tough.

Jackson: And participant, I liked the conversation that you made about -- it's a big emotional impact.

Anderson: Yep. Well, I think the point here is just that we all wanted to be on the same page as to what is systemic and what is individual racism. We all have stories to tell.

Silk: We have one more story that came in through the chat. The participant's story and Lynn's story results in a perpetual state of needing to be perfect, never-ending questions. Then we have another comment that says that the US does not consider going to a Latin American vet school is valid for US standards. When you go to the best vet school in your country and it and it is valid at all here, the AVMA will require you to work for a year for free to get the

certification after you do all of your tests and prove that you have practiced for years in your own country.

Jarrell: That's not the case with Canada. That's one of the realities is that the AVMA recognizes the committee for . . .

Anderson: it's been a very controversial topic within the AVMA how to validate individuals who are trained outside of either the US. or - well, outside of North America. So I appreciate your bringing that up as a great example.

Silk: It's also a question that the participant was questioned as an American, since he's from Puerto Rico and that is part of the United States.

Participant: Even worse - I was born in the Bronx. [laughter]

Jarrell: Can I just make a comment? It's often in my conversations - I often feel that a lot of white colleagues feel that racism is predominantly an individual issue and a lot of my African American or colleagues of color often feel like the systemic component of racism is the predominant challenge. So I would be interested in feedback, if we have a little time. Do you agree? Or is there any insight in that?

Participant: I personally feel that both are problems. Right? There's obviously systemic racism and there's obviously individual racism. I think as white people we don't always see it. Whether that's voluntarily or blindness or whatever it is. And now we are sad about it as if now it's our tragedy. It's a new tragedy to us and we realize it's not fair.

Butler: I'm so glad you brought this up. Because this is the segue - the segment that I'm going to be doing next is right up that alley. And I love that you brought it up. But I would be really interested to hear what others have to share in regard to their understanding of systemic racism and individual racism and how those two play out.

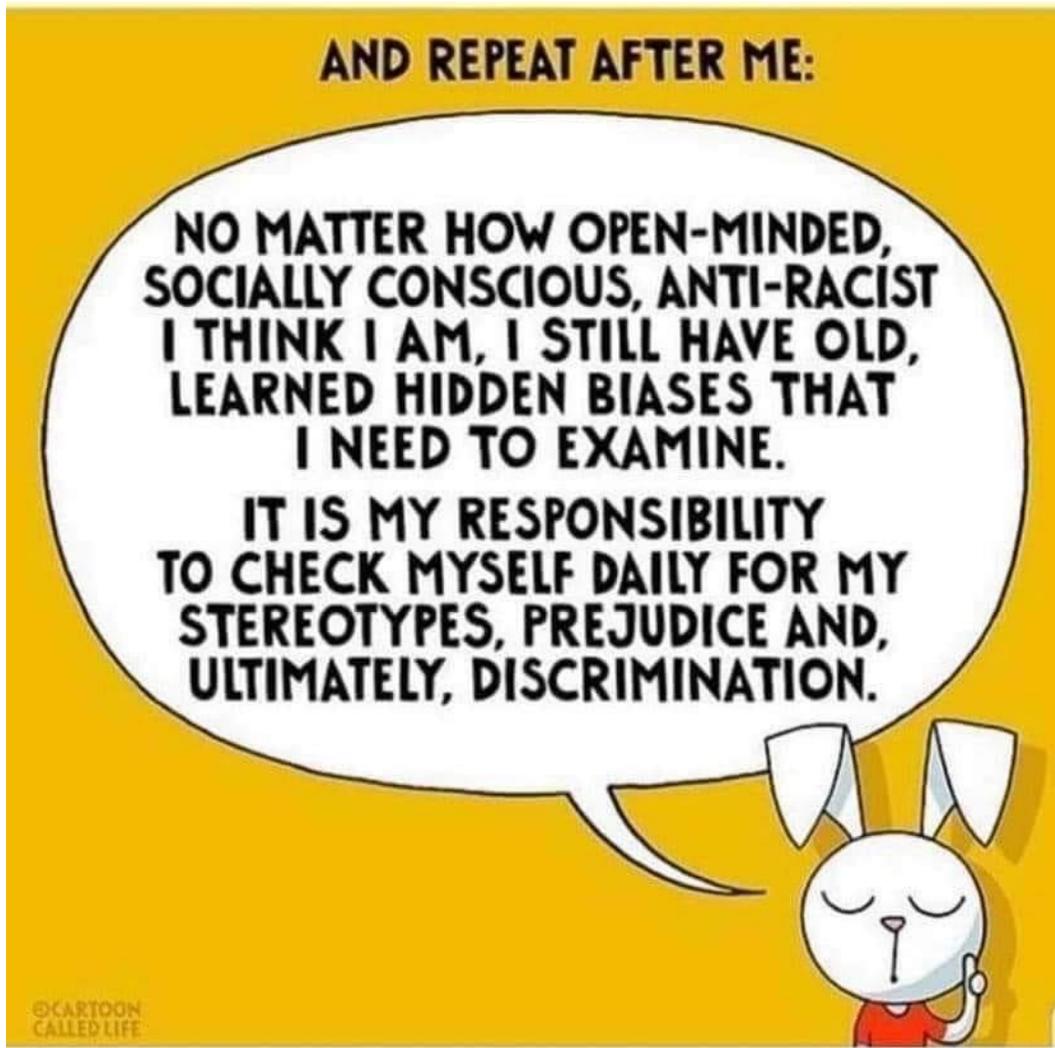
Silk: Here is a comment. "When I was growing up, I saw individual racism and it was only when I got older and was in the workforce that I started to understand the systemic aspect and how insidious it is."

Anderson: Great comment.

Silk: "We grow in our understanding." Another participant encourages that one and says, "well said."

Jackson: Any other comments anybody wants to share? I think this has been so good. We have brought up so many points that we could have a whole session on right here. So as Steven said let's just move right into his conversation.

Butler: Once again everyone welcome and thank you very much being here. And as a reminder, as Tanise, Susan, and Lynn said: this is a safe space. And it's also a brave space. So for those of you who do feel comfortable enough to speak out, feel the need to speak or share, or just allow yourself to be seen on video, we encourage you to do so we can put a face to the name and I can have a deeper connection and interaction with you.



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

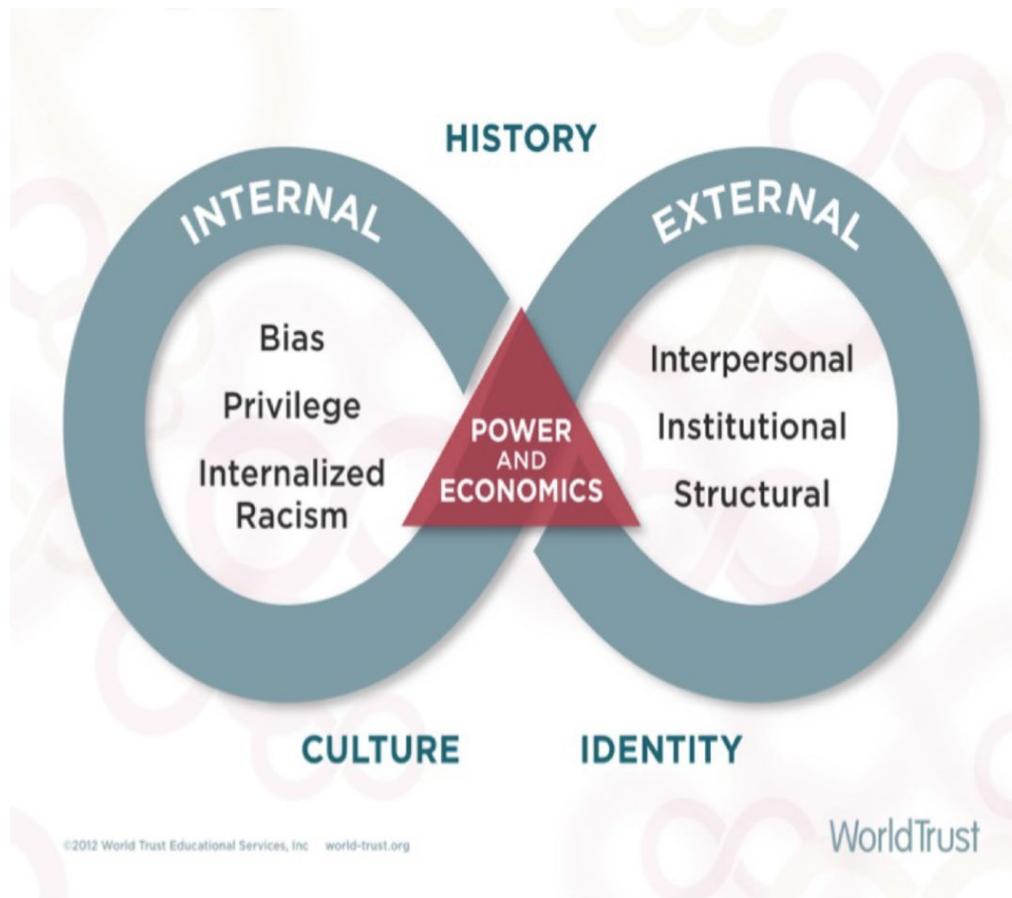
So, I really love this, this meme, it says, "No matter how open minded, socially conscious, anti-racist I think I am, I still have old, hidden, hidden biases that I need to examine. It is my responsibility to check myself daily for my stereotypes, prejudice and ultimately discrimination." If we could make that our own personal mantras, we would change the world. That's my diabolical scheme is to change the world with this mantra right here. So race and inequity in America are difficult subjects. We can put our heads in the sand or we can feel the burn and talk about it anyway. The fact that you are all here today tells me that you are willing to feel the burn and are willing to talk about it.

Now, today I will be exploring with you the issues of bias regarding self awareness, and its impact on others. Now, I would like to share with you some take away ideas for this presentation and what we're going to be doing here. One of the things we're going to be talking about is implicit biases. Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. And I think this is so important - we have to remember that everyone has biases.

Jackson: So very true.

Butler: Let me say that again. Everyone has biases. Okay? This thought alone doesn't make us bad people. Trust me it does not make us bad people. With that said, we need to be conscientious every day to identify our biases and do the work to ensure that we are aren't acting in ways that harm others. Once again going back to this wonderful meme that you see on the screen.

Then another thing that we will be exploring will be the internal components versus the external components of systemic racism.



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

Now, I'd like to bring to your attention one of the documents that we shared with you prior to today's meeting.

[<https://olaw.nih.gov/sites/default/files/20200812%20Reference%20Sheet%20for%20Diversity%20Inclusivity%20and%20Race%20Relations.pdf>] This one is entitled *A System of Inequities*.

Now, many of us have learned through formal education, life experiences, or both, a system of inequities are embedded in our history, culture, and even our identity. As we look at the diagram in this slide, we notice there are internal and external components. And both are driven by power and economics. Now, I'm going to stay with this driving analogy by saying the power and economics goes into overdrive by those who set policies that can affect communities on social and economic levels. Once we understand that, it's like everything else will make sense in the world.

Silk: Stephen, what is this? Is this racism or bias? What is the overall chart?

Butler: it's dealing with biases and how our internal biases can have an effect on the external as well. Which could result in racist decisions and practices within our system. Which basically creates systemic inequities within our society.

Silk: So this links back to Lynn's slide where she talked about individual racism and systemic racism?

Butler: Absolutely. Thank you for saying that, Susan. Think about the internal as that's the individual racism or the individual biases, okay? We have biases, privilege, and internalized racism within that. For the external, we have the interpersonal, institutional and the structural. Okay. Then I want you to know the second thing I mentioned here in the internal portion of it, we said privilege. Let's take a deep breath when we say that word privilege, I know for a while that was a hot button for a lot of people. That word, privilege.

Now, privilege does not mean a person's life has been easy. However, it does allow a person to move about with fewer obstacles. I'm going to repeat that. Privilege does not mean a person's life has been easy; however, it does allow a person to move around with fewer obstacles.

That's definitely something to think about. We all have privilege. Yeah, we do. We really do all have privilege to some degree. Now, remember, wherever the majority is, there lies the privilege. And I think that's the key. Wherever you have the majority that are in control, there lies the privilege.

Okay. Now, I want you to think about the scene from the Wizard of Oz. Glenda, the good witch asks Dorothy, "Are you a good witch? Or a bad witch?" Now I want you to substitute the word witch with privilege. And the phrase would go, "Are you a good privilege or a bad privilege?"

But seriously, it is about how privilege is used that will determine how we continue to contribute to society and humanity. Now, back to this system of inequities, there are the internal and external components.

Jackson: Steven, before you go on, you just said something and I want to be sure that everybody understands, when you say good privilege and how privilege is used, is it used for good or is it used for bad. So does anybody have any examples of what that could look like in our IACUC worlds? Any comments?

Jarrell: I have had a quick one to stimulate the conversation. I will say that many of the opportunities that I have had to sit on an IACUC or participate really happened because someone of privilege invested in making sure that they opened the door for me. And in that invitation to join, they set the stage for recognizing me for the attributes that I brought to the table. And it wasn't just because I was the diversity in the room, but I actually was a person who had a lot to contribute. And I knew if I had not come into that situation with that advocacy, it could have been a very different situation. So I felt like my mentor, my colleague used privilege for good.

Silk: You have a couple of comments here. One of the participants says, "Yes, we all do have all kinds of biases" and William said "That!" underlining what the participant said. That is a good point, how we can use our privilege as a helping hand for another.

But I have a question for you: A moment ago you said we all have privilege. And I believe that you included yourself in that. And then you also said wherever the majority is there is privilege. So can you reconcile those statements? I mean one of the things that occurred to me that we all have privilege, mostly everyone here has a good education and has a job. Are those the kinds of things you are seeing as privileged when you say we all have privilege?

Butler: That can be one component of it. But then also the privilege being able to move about through various cultural backgrounds and communicating with people. So you can have that privilege as well, too. Take -- I'm going to use something off-the-cuff here, a group of women in the room, all women; right. I'm the only male. I don't have the privilege that these women have established. They have established a community, they have established a process, a culture, amongst themselves, and me being the male outsider, I come in and it's like I don't have that privilege. I cannot break through that, whatever they have established. And I'm not saying it's a good thing or bad thing but that's just how it is when we come together as a group, we establish our systems. And so it's just a matter of allowing someone to come into that community and for that voice to be heard. So just like Donna said earlier, we have afforded the opportunity to share of her expertise and her knowledge, she was given an opportunity. So someone used their privilege to allow her to be able to have a voice, and as we say now, have a seat at the table.

So, yeah, I think -- if we really think about it to some degree, in small pockets, like I said, wherever there's the majority -- and we can think about this some more, but wherever there's a majority, we create a system and therein lies the privilege, the privilege comes from these people that have established the majority. So does that help you.

Silk: I have to think about that some more but thank you for explaining.

Butler: I'm definitely open -- I'm definitely open to, you know, thinking about it.

Silk: For example -- I would like to challenge you then, since you made that challenge welcome. If a group of our Black friends and colleagues formed a group that embarked on, say social interactions after a day of teaching. Would they then have privilege because they were a group working together? Or would they still be in the context of the larger society denied some of the majority privilege?

For example, in high school, often all the kids of one minority group or another -- maybe it's the cheerleaders or maybe it's the Black kids or maybe it's the hippies, maybe they all eat lunch at their table. Have they become a majority by closing a group? I don't think -- I guess I don't understand.

Jarrell: I think it's not so much by numbers and things like that that we're talking about. What we're talking about, I think, if you look at the triangle in the middle is who owns the power, who owns the influence, the decision-making, the direction, the strategy, and how engaged are the people in these and in that process. Is it inclusive or exclusive.

Silk: I agree. And a participant says to us - I think there are different levels of privilege or levels of influence in socially circles and she's agreeing with you, Donna. Okay. Interesting. I don't want to derail the conversation so go on, Steven.

Butler: Thank you. I'm glad you asked. Because this is what we need. We need to have dialogue about this topic, these things that want come up.

Silk: I think we do. To have understanding, we need to have dialogue.

Butler: Absolutely. Right. So as I was mentioning earlier, and I'm going to talk a little bit more about the biases portion of this internal component. But I want to invite you to understand that, as we mentioned earlier, the internal influences the external. And it is there that the rules, laws, policies, and customs are created and these become the foundation of the institution, such as education, banking, media, health care, et cetera. And I'm going to pose two questions to you. What are some of the systems, inequities, you are aware of or may have experienced? That's the first one. Then, the second part is, how do you see it having an impact on others in regard to race, gender, sexual orientation, so forth. Can we open that up?

Silk: I will start us off by saying redlining.

Butler: Ah, yes, thank you, thank you. If you don't know what redlining is - redlining, this actually dates back to the 1930s. This was a nationwide. The government basically determined which groups of people would be given loans when it came to homeownership. Basically because you were within a certain group or you made only so much money -- you have economic disparities within certain groups people aren't going to make certain amounts of

money because the cards are stacked against them. So of course they're not going to make as much money. Therefore you were denied loans based upon your racial group as well as your economic income and that determined where you actually lived.

So this is how affluent neighborhoods were established. And it was all due to the fact that this was something that was backed by the government, by our US government, and our banking institutions. If you go online and just type in the word -- it's one word, redlining, you will be quite surprised how this was, and probably continues to be, an issue of systemic inequities within our country. Because even to this day in the 21st century we have had issues with one of the big banks as far as how they lend money to certain groups of people. It was very evident. Is there anything else, any other organizations, health care, I see someone wrote in there something about health care?

Silk: Before you get off of redlining, it seems to me that was a great contributor to segregated schools.

Butler: Yes, it was. Absolutely.

Silk: Now, I will read a comment from Lynn. She says, "Pay inequities. Makes me feel less of a contributor." Another participant says, "Health care, there's significant inequities in how women and people of color are treated." And a participant is commenting on redlining. To go along with redlining, there is steering. And another participant mentions gerrymandering.

Butler: There we go. Thank you.

Participant: Gerrymandering and redlining, segregated schools, all of these are issues from the external component of institutional racism that leads back into individual consequences.

Butler: There you go. Absolutely.

Participant: Well, I wanted to go back to something that was said at the beginning of the conversation talking about culture and how a lack of diversity sometimes arises because there's a pre-existing culture of lack of diversity. And how this become a systemic external force even though it's internally driven and it's kind of an insidious force. You think about if you are the odd man out and you're trying to break into that tightly knit social circle, whether it's a work circle or school circle or political circle. You understand what I'm talking about and you understand the emotions and the struggle. And I think that can be really insidious. This isn't a racial example but it's highly applicable. For example, if an office always gets during together on Thursday afternoons for drinks, what about the religious members of the office who really don't feel comfortable in that situation? You know? Or they all get together and do something that isn't quite comfortable for someone who is not of their same racial background or ethnic group. You can apply whatever example to fit but I wanted to bring up that insidious level of culture as an external source as well.

Butler: Thank you very much for saying that and you're absolutely correct. When you have a situation like that where not everyone feels comfortable to be included in those activities, then that paints a picture about that person that is like - oh, they're not a team player. And it also speaks to inclusivity or not being inclusive. We're not being inclusive and thinking about everybody.

Jarrell: I note that one of the things that you will often hear at the leadership level about the lack of women is the fact that a lot of men will mentor and support people that look like them so there are more men. And then they have practices, like golf, or activities that decision making becomes part of the norm that, as the participant was saying was very insidious and however it's very obvious the impact. I think that's what you were talking about the system and the impact is that all of a sudden, you're only playing golf with people who look like yourself.

Silk: A participant supports your opinion, Donna. She said, "I hate to bring being a woman into this but as a woman I know my career is vastly different than if I was a man. I don't get invited to the old boy social activities, golf, country club, et cetera." Then Lynn mentions, "I think the insidious nature of bias is an excellent point."

Participant: Can I share an experience living here in Kentucky where horse races are multimillion dollar activities? Without the Latino community that takes care of these horses, day in and day out, no matter what the conditions are, being underpaid, with very harsh conditions, these horses wouldn't make it. But when was the last time any of us saw a horse in the winning circle and one or any other representative of these groups was acknowledged? Just acknowledged? That would be a zero. So that is a very dear situation for me because I live here and I know quite a few of them.

Jarrell: I had to have a reality check with myself. That that was the case in my own department, and I think someone was talking about it. That the distribution of diversity across the different levels in the department slowly got thinner and thinner and thinner in a place where we talked about diversity. So you know, it is something that we see in a lot of our own programs.

Participant: And don't take wrong what I'm going to say. I love animals. That's why I'm a veterinarian and why I went through vet school twice so I could work with animals. But you know, not only the whole discrimination situation but then we adore these animals that perform and won the race, and there's absolutely no acknowledgment of what happened behind the scenes. And that is a double whammy in my view, you know. It's painful and embarrassing.

Silk: Lynn says, "good point, participant."

Well, I want to bring up a happy example. At NIH and other places where I have done science, Johns Hopkins, University of Maryland, we have an international community. And we had so many glorious meals where everybody contributed things from their own culture. A lab member unaware of dietary restrictions brought ham to a home of a Muslim. She said, "Well,

we don't get to have pork in our home, but you can have it on the deck." So all who wanted to eat a ham sandwich went outside -- it was a Holiday party and cold and they went out on the deck and had their ham. We had a great party with everyone's food included and no feelings were hurt, no one was offended.

And here is another participant: she would be interested in ways to address this insidious bias as a group because it seems to me like it is the collective effect of everyone's individual bias -- when not really any harm is meant.

Participant, I felt like I just told a story that addressed that, because our dear friend whose religion didn't permit pork just smiled and directed the Christians to go eat their pork out on the deck. It was a very inclusive and lovely understanding of the fact that no insult was meant, no harm was intended.

Here is an ICARE faculty member saying: "Yes, the insidious nature is so important. When I began my career as a woman veterinarian, I know my male colleagues really liked me, but they didn't know what to do with me. I became pregnant during my residency and several came to me privately and told me that I needed to step out for the baby's sake because they were concerned for me. There were few, if any, women in primate medicine, let alone pregnant women, and they just didn't know what to do."

Jackson: I think that is so well said, Beth, because it seems like your pregnancy just made them uncomfortable and they didn't know what to say or do. They had no understanding of where you were in your pregnancy and how it could or could not be harmful to you or the baby. The fact that you were there, first, made them uncomfortable, second that you were pregnant made them uncomfortable.

Jarrell: Can I ask a question? Did you have to ask for accommodations and was that difficult being a pregnant woman in the workplace?

Ford: Donna, good question. As soon as I became pregnant, I assumed that my residency was cancelled. My mother was in medical school and became pregnant. She had to leave medical school. But my boss was a wonderful man, many of you know him, Dr. Roy Hendrickson. He looked at me and said, "Beth, I haven't a clue. Go over to health unit." I went over there and Dr. McHenry who was older than the ages, just looked at me and he said, "You're okay." I went back to the primate center and I said, "Dr. McKinney cleared me." That was the end of it and that was the beginning of breaking a barrier. I was not planning to break any barriers. I just wanted to keep my job and keep doing things. I really want to stress that my people loved me. They were genuinely concerned for me. The technicians said - you should not be back here with the monkeys. And they would help me, if I was lifting a transfer cage, they would race over and take it out of my hands. They were genuinely trying to help but it was based on their mind set of what a woman could and couldn't do in those days. And I'm happy to say there probably have been a hundred babies born at the center since that time and that's just how things change and that's why, talking about the insidious nature, bringing it to the forefront is

something that I think is going to get a lot of men thinking. And even at that time, I never thought of it as any kind of a prejudice against a woman. I honestly thought these guys were genuinely trying to do the best for me. I they didn't have a clue of what I could and couldn't do.

Babcock: Beth, I think your point is well taken. But I think these things happen slowly unfortunately. There was a comment you have to have the top buy in. Well, the top 2 percent has bought in and we're solving problems slowly. I have been at my university a long time and we have had a white male president, a white female president, an African-American president, a Japanese president and now we have an Indian president. And things are progressing. But they didn't change overnight when the top changed.

Ford: I agree with you. They don't change overnight. Remember the history - my mother was relieved of her medical school studies. That was in about 1953. And I'm old, you know. When I'm talking about my son – he was born in 1983. So this was happening in 1982, 38 years ago? So there has been progress, but I think the important part of the process is everybody holding their ground and talking.

Silk: Last time we had this discussion, Donna, you said something that I have thought about so many times. You talked about a woman scientist who was considered for promotion to a dean. Do you want to tell the rest of that story?

Jarrell: Sure. And first of all, Beth I was the first pregnant woman in my primate facility and they didn't know what to do with me as well. And it was at least 10 plus years after you. So you're opening the door, like George said, it takes a while for us to move through.

I shared at a previous conversation the difference between how we approach career support and career development. I had a very good friend who was serving as a dean and was senior level in an academic institution and was very concerned about appointing a woman as a department chair. She was concerned about how that would negatively impact the person's career as a researcher because it would take away from her ability to keep the lab running. And you see it all the time where men will ask - if I'm going to take on this role, I need some support, I need additional funding, I need extra people. And none of that was considered thinking about this woman candidate, only that it could ruin her career by offering her department chair.

Silk: I just love that because it taught me to ask questions that would change the situation, to think - what can we do to support this person so they can advance.

Jarrell: And I will add to that, going back to people of color, and I think we have talked about this often, when we're asked to serve on committees and provide diverse opinions in the room, we do need support to keep our programs and our responsibilities because everyone is assuming that we're busy serving on diversity committees and oftentimes they're not seen as positives for promotion. One step after another, but oftentimes people of color will serve on committees because it's important for our voices to be heard. That is a double-edged sword.

Just like this woman candidate - do I advance in leadership and set an example for women in leadership or do I risk my career?

Silk: One participant agrees with another participant, who I will remind you talked about men do see women as uncomfortable, you don't get included in the social circles. And the social circles are what protect you in the workforce, the friendships.

And here is a third participant that agrees. Another says, I feel that bias still persists at all levels. A year or two ago I had an undergraduate student tell me one of the other professors told her, in a group of young women, that they needed to decide between medical school and a family. I heard that myself about 40 years ago. I do think discussing racial inequity in our lab animal community is really important. What can we do to increase the diversity and inclusion as we progress up the org charts?

Before you comment, I want to comment back to a participant that I was told as a 12-year-old that I couldn't become a vet, but I could marry one.

William says - discussing racial inequity in our lab animal community is important.

Butler: How do we change those studies? As George was saying, we need to start from the top down. People will look at the org chart and get stuck on the external components and feel they can't change these systems. However, people can change the internal. Remember, it is the internal that influences the external. We bring our biases, we bring our up-bringing, we bring all of that stuff with us, and we put it in these institutions and policies and procedures and so forth and that's where the problem lies when it comes to having systemic inequities. So really, we need to start with self. This is a segue into another portion of this particular module.

Silk: Lynn says, "Let's talk about William's question, what can we do to increase diversity and inclusion?" And then Beth says, "Discussion of racial iniquity allows us to recognize our insidious bias in situations that we create without thinking about the impact on others. This is the beginning. One has to resolve to put this into action."

Butler: That's two things right there. What can we do to make the changes? We will talk about that. Beth's comment would be a nice segue into our discussion of biases. I know that we all have our own ideas how we can help change the world, heal the world and make it a better place. What are some of the ideas that you think can be effective? Helping us make change, as far as the systems are concerned?

Singleton: I think people have to recognize there is a problem and that actually your organization would be better if it was more diverse. I think that's like a habit. Like things are the way they have been and if nothing shakes that up, then why should I want women in here, why should I want people of color, why should I want that? And I think it's hard. Because if I don't think it's broken, I'm not going to take it to a mechanism to get it fixed. I think talking about it is important because people will slowly and eventually hear, maybe I should consider

some diversity in my upper level because it will make us a better organization.

And you think in the community, the Hispanic or others and not white, as you move up the organization, you notice that you don't see them represented. And you see this creates a blockage where people don't see an opportunity for them to grow, they don't see an opportunity for them to develop. I think it's impacting their performance. They will stop achieving because they don't see this as an opportunity for me to advance. But what happens when you look at the org chart and see, oh, there are people up there that look just like me? Maybe I might have an opportunity to do better and maybe I will lean in more because there's an opportunity for me.

But I think when people don't look at it like that and don't see that there's a problem, I think it will just stay the way it is. So I think this conversation globally is really important and it helps people to see - I'm probably packing a lot of bias. I never thought about and I might need to explore it.

Butler: William, you have said something so important - representation. Because, like you said, that's another way that we're going to be able to create diversity within our programs. And within our various systems. You hit the nail right on the head, William, with two points. If leadership understands the importance of diversity, they can make their program more dynamic and by bringing in various backgrounds, cultures, experiences, education, so forth, bring all of those elements together to make a dynamic program.

And number two is the representation, like you said. Because as soon as you start putting it out there - here, this is our team, then to a person of color, they see that and they're like oh, do you mean I could do that? And let's talk more in particular, a child of color. They see that person that they can identify with and they say oh, you mean I can do veterinary medicine? Okay. I love animals. Let's do it.

So that opens a whole new pathway, and you would be surprised just seeing a face that you can identify with can open your imagination. If you guys haven't figured it out yet I'm a theatrical person. I have a theatrical background. By the time I was 10 or 11 years old, my mother started taking me to see performances at a performing arts center. And I remember my birthday treat. She took me see a touring company, a professional touring company. I sat there and I remember seeing a production -- don't get me wrong -- I had seen Black men on television -- there weren't many at the time, because back when I was growing up we didn't have that exposure -- but I can tell you this. My thing was, I loved to be on stage, but I didn't know how I could be on stage. But it wasn't until I saw a production of a musical review entitled *Hubie*, which was about the American composer Hubie Blake, and I saw a stage full of Black men and women singing and dancing and acting. I was enamored. I was like, you mean to tell me I can do that? People like me can do that? It was one thing to see it on television, because that's such a disconnect. But then to actually be up close and personal and see someone on stage that meant so much. Think of a child of color who or may not have certain advantages and background, and they can -- if they see someone that they can connect with,

then that just opens so much more them. So I think that is important for us to remember, too. So it's going to be understanding, and the management understanding the diversity, the importance of diversity in order to grow one's program. And then, number two, understanding that representation is very important and that's how we continue to develop young minds and get people to be about that program.

Silk: Tracy certainly agrees with you and says, "I think we need to start with the youth. Getting them engaged in lab animal opportunities, or in my case wildlife science and veterinary medicine, which is incredibly white and mostly male, although it is changing. Bringing programs into schools, summer camps, job fairs et cetera that show kids diverse group of people in these professions.

Jarrell: I love, Tracy, what you said about engaging the youth. At Mass General, for 10 plus years, we had a local high school partnership where we brought in students at the high school level in the summer for internships and they came back in the summers of their college. And we actually hired five or six people through that program. It was highly, highly successful. It was part of a high school program that was predominantly white. So in our department, as we took on this initial thing, which was directed by our hospital, by our leadership to look into our issues of equity and inclusion, we immediately recognized that we could serve as a unique conduit to bringing students going into high schools with the exact same program, where the students are more diverse and duplicate the exact same program in a different population. And then the group got excited and said let's bring them together. Because now we not only build the experience but build the experience in a diverse environment. So little things like that acknowledging that we can do better -- our program is called *Be Better*. It was something people could get committed to and not feel the weight of you know, I work within a systemically racist environment and this gave them something to get excited about and feeling empowered. I love the idea and I think we could build more scientists as you can imagine with so many people not understanding science. And this is a perfect place to bring a diverse group of people into our profession. So I say bravo to that.

Butler: There is one more thing I think we need to focus on when talked about biases. In advance of this session today, you received an email with some readings and a link to *Project Implicit*. [<https://implicit.harvard.edu/implicit/>] I can't see everyone's video but I'm going to assume that everyone is nodding in the affirmative that they read the articles and they took at least 81 of those surveys on implicit bias. [laughter]

Project Implicit is a nonprofit organization and international collaboration between scientists who are interested in implicit social cognition. Now, the goal of the organization is to educate the public about hidden biases and to provide a virtual laboratory for collecting data on the internet? The idea behind Project Implicit is that people don't always say what is on their mind. One reason is they are unwilling. For example, someone might report smoking a pack of cigarettes a day because they're embarrassed to report that they smoked two packs of cigarettes per day. But another reason is they are unable to report it. A smoker might truly believe that she smokes a pack a day or maybe not keep track at all. The difference between

being unwilling and unable is the difference between purposefully hiding something from someone and unknowingly hiding something from yourself. And we talk about biases whether they're conscious or subconscious biases. So the implicit association test, the IAT, that is used by Project Implicit measures attitudes and beliefs that people may be unwilling or unable to report. The test may be especially interesting because it shows you that you have an implicit attitude that you didn't know about.

Some of them can be kind of confusing. Let me tell you, I was taken aback myself, after I took the survey. Because I considered myself to be a citizen of the world. For many years I lived in a vibrant South Florida community of various cultures and backgrounds and ethnicities and religions and so forth. I felt as though I could fluidly move throughout each and every one of those groups that I associated with. But then I took this test - only to find out that I had a subconscious bias. It was very sobering and shocking for me. So I want to open that up for you guys. If you're willing to share, and you don't have to get into the details of where your biases lie, but if anyone feels comfortable enough sharing, how was it for you taking one of these surveys. What was it like? What were the feelings that came up for you.

Silk: While they're thinking about that, may I read some more comments? A participant says, "I think one of the biggest contributors to bias is the rumor mill and side conversations. When people have a culture of complaining against each other, then they are prime to find fault with anything that is difficult. It starts with the differences between the workplace cultures that are very cliquish and certainly not inclusive. And the inclusive and team-oriented places is obvious. It starts with helping people feel comfortable in their own skin wherever they are."

What I love about her comment is we can all do this at any level in an organization. I think Michelle Obama would say when they go low, we go high, and I think this participant is talking about a way we can all *go high*.

Another participant says: Here is something I have heard in the past in reference conferences. African-Americans and perhaps other races will boycott national conferences held in certain states or cities in the US, in other words, some locations will be well attended by more diverse participants than other locations. Why? Perhaps our organizations should be more cognizant of where they hold their conferences.

Jarrell: I am moving into presidency of an organization in October, so I find that very interesting that that rumor was out there, and that took me right back to an earlier comment, the one about the rumor mill. A lot of my colleagues talk about working in programs where they are supported to attend continuing education, to be the top person on the list to go to a meeting. And a lot of times if the meetings are far away or at a location that is expensive or hard to reach, that might be a reason why people can't get there because their institutions are often tight on money or they're not the first in line to get to go. I would say that's probably a rumor, about avoiding a location. I have never heard that. I have never had that situation. If I couldn't go, it was because I wasn't the one that was picked. It was often that I had to actually present to be able to go. That was my reason to go. And as a director now, anyone who gets an abstract

accepted at national meeting, our department will pay regardless. Having experienced that and wanting to change and not have others experience that - I will call it discrimination, or - just whatever you want to call it, bias, I didn't want other people to experience it. So my team, we took 10 people to a national meeting and we budget for that. And that's just some of the things that come out of that. So participant, I hope we can fix that rumor for you. I don't think that's true at all.

Silk: A participant says, to Donna's point, "During my time in vet school I was privileged to help develop an outreach program called *Vet Camp* which went to various places throughout the state and engaged the youth. It was self-fulfilling and there's definitely more room for things like that."

Participant: Another participant said we need to engage youth, definitely, and also have ways for them to get work opportunities when they come out of education for this work. They also need to have diversity, work models. When I left my position, that was the topic on our minds. The program was great, but it needed more partnerships to overcome barriers to growth. And here is a new voice. In other words, Donna used her privilege to make a lasting change. Bravo, Donna!

Silk: Stephen we're back to you. Do you want ideas and feedback on the implicit bias program.

Butler: Yes, ma'am. I would love to hear what were some of your feelings about that? What did you learn about yourself? Because this is a part of it. We're talking about this is what needs to change and people need to check their biases. But if you really want to be honest, we need to start with the self. That's why I'm encouraging you to share if you feel comfortable, please do so. But if you don't that's alright. But please know that the change needs to happen within.

Silk: Maybe you have helped people come into your brave space. Maybe they're going to take this test now. Because remember that is your information. You can do whatever you want with it. You can say, hmm. You can make changes. You can do whatever you want with your information.

Jarrell: I took the test. And, of course, as you can imagine I have a bias towards African-American women - surprise, surprise. Right? I don't work with any. I don't have any in my group. So I have a bias, but my environment does not support that bias. If I were in an environment where I worked with a lot of African-American women, I would think that's where that concept of bias and privilege come and I want to or need to rethink - do I want to keep this very singular group, nondiverse group or is it important for me to have a male voice? Is it important for me to have a white person on my team? We all know science is changing, the culture is changing. We know we won't look like we do today, and so it begins the openness I would say to think outside of your box.

Jackson: thank you very much Donna and Stephen. Stephen, I think that's great. And I think this is a great segue into George, talking to us about cultural community.

Babcock: I'm going to expand on the topics that we have touched on and expand a little bit more to IACUC and maybe on to PIs. We have been talking in a broad sense, so going to take it to our little community because most of us here are in this community. As mentioned, we all have unconscious biases and stereotypes. And these things can really shape the culture of your animal care and use program (ACUP), IACUC program or even how you interact with your PIs.

So I'm going to focus on stereotype. That is the fixed generalization of belief about a particular group or class of people. By stereotyping a person, we assign characteristics and abilities to a person without knowing whether they have them or don't have them. A lot of us do this and don't even realize it. I'll use an example I think we all encounter. You're told about a new colleague coming in and you're going to be working with them in your group. Your boss comes to you and says, we just hired person x in our group, and you're going to be working closely with person x. And so that's all you know is person x's name at this point. Most of us automatically start prejudging that person based on their name. Rather than saying, I'm going to wait until we meet person x, we start thinking, is their name male or female? Is it foreign sounding? You think maybe what ethnic group, racial group or stereotypes you have. And these perceptions pop into your head without really knowing. So the first time you met them you often trigger on their appearance or their voice or language and your perceptions are formed without any data. And you have already formed an opinion of this person, rather than giving them the benefit of the doubt to really know them because they're going to be your colleague. So this is something that we need to work on - not jumping to conclusions without having any data about someone.

If we address these issues - discrimination, et cetera, so that your IACUC members can grow and thrive in a safe environment like we have here, you will be able to interface with your groups better and interface with your customers, because I think sometimes even if we get a group that functions well, we don't interface with our customers very well. And in this case, I'm thinking about PIs and other faculty members. So I'm going to mention a little bit about how to tackle some unconscious biases.

This has been sort of touched on, but I will get a little bit more specific. The first thing that you need to do is a campaign, or some questioning, to see what bias this group has. You can do it with various scales then get into a discussion. For example, do you feel comfortable expressing your true opinions in your meetings, whether ACUP, IACUC, or with your colleagues.

Jackson: Can I tell you in my IACUC, we have a scientific member and as we're discussing the protocol, the chair will say, does anybody have any other comments? And he always has a comment, no matter what the protocol is about, he always has a comment. You can kind of see in the room, and even now on Zoom, everybody is like "Oh, here he goes again." We shouldn't do that because actually the comments he has are very rich and they're very beneficial to the discussion of the protocol. But it's just like oh, we know he has something to say, and sometimes I know if I had a long day and I'm exhausted and I'm like here he goes and he is longwinded. So we all have to watch that.

George: Time versus openness. That's something that we have to watch. Someone must have an opinion on their own groups. Do you know whether they feel comfortable expressing their own opinions?

Jackson: He is always open to expressing himself, so we make it a very open inclusive meeting so that we know we're going to listen to him.

Babcock: Let's try another one. This is specific for IACUC-related people so if you're not on IACUC or deal with them, this question won't be for you. But do you believe biases play a role in the decision your IACUC makes about a particular PI, or do you think you're always open? Yes or no? Even if you feel it doesn't play a role, that's good to know, too.

I think it would be impossible for all decisions made by a group of people to be devoid of any kind of influence from biases. And I can think of a particular case unreasonable. I kept thinking that the Wright brothers were ridiculed when they talked about flying. And we fly. So if it was up to me -- if that was a DMR approval, I would have approved it. But it didn't get approved. I wonder to what degree bias played a role because of maybe history with a particular PI.

Silk: A participant says, "I think the IACUC past history with the lab absolutely forms future bias toward how they view things that come in." And we're getting four more people that support and agree with the participant's view, and I see another shaking her head. I hear another agreeing. There's vast agreement with that.

Babcock: I agree. This kind of a tricky one. Sometimes a lab is making a lot of mistakes or problems. So you don't necessarily get new biases but you have to watch the lab a little bit more thoroughly. That happens.

Silk: I know that when I served on an IACUC, we had some frequent fliers. It is said that 90 percent of the issues come from 10 percent of the units. That was true on our IACUC, we had people that played fast and loose and we also had laboratories that were sticklers for following their protocol. And one of the unique and beautiful things about the way our system is designed is that the IACUC does know the science and the investigators and the laboratories that they work with. We are different from other places in that in the US we review every proposed experiment that involves species that we oversee; we review for the science and for how the animals are treated. So it seems unreasonable to me that we wouldn't know something about the issues, methods, ideas of those people we manage, so using that knowledge could be bias or it could be experience and efficiency.

Babcock: I think they both come in to play. Because I have seen the other side. That side is very common, that we know what the PI is like and we have also seen comments like, well, that department doesn't do very good research. Well, it's not the department you're reviewing. It's an individual in the department. And they read it and without delving in enough, they just say, no, this is not a good idea. Is it bad science? Or do you not like the idea. And that's entirely different thing. One I think is biased and the other I think is valid, those are the things we have

to watch for.

Silk: More comments, George. Wayne says, "You need to distinguish between bias versus real data on noncompliance and welfare concerns." And Mindy says, "Yes, Wayne, but one mistake shouldn't doom a PI forever." Wayne agrees, "Absolutely, we need to be fair." That makes Mindy smile. A participant says, "In a previous institution I have heard IACUC say - some PIs will never comply because their culture views animals differently. I think IACUC and vet staff are reluctant to support these groups or don't support them well." Another participant says, "I have seen that too."

Babcock: Absolutely. Cultural bias play's big role in certain decisions like that. I see a participant said yes, we have departmental requirement for DEI (diversity, equity, and inclusiveness) training each year. Well, we have that too. Why I brought it up, research suggests this does not work. If it's voluntary, it works. But if it's required, it does not work or does not work well. People have a tendency to think of it in a way that I'm required to do this and I don't want to do it and they might actually get some animosity. Where if it's a voluntary and sold as something to help you and your group, the research suggests it works a lot better. In our place it's mandatory.

Silk: Another participant says, "Yes, we do. A departmental requirement for DEI each year. But we do get to choose which program we go to."

Babcock: Well, that may be a way around it. And you have input, it's voluntary then. Ours isn't that way. It's an online program and we're required to do it. And I do it willingly. Now that I read the research on this, is just not a good idea.

Another thing that you should do for your program is build some bias awareness within the group. A good way is the way that we started this in our office. Discuss a picture and see what comes out - if people are open about the various things in the picture or if they have biases towards what they see. And this is a good point to start on to work on your group to get rid of some of these biases.

Another thing is a mentorship program. I think this is something we don't utilize nearly enough to get mentors connected with people. This is not actually in IACUC or animal care but the faculty at my institution started a program. It was Black woman's faculty group that started it. There are 15 faculty members and they chose 15 white female faculty members and they meet regularly and they go over each other's biases. Since I'm not a white woman, I can't participate but they said it's worked wonderfully to get them to know each other and to know what is important and not important and how they feel about the institution we're all working for. They call it *Bridge*.

Participant: In our office there is someone that helps us look for different DEI opportunities and events and they come up with some great ideas.

Silk: There's a lot of required training at my former employer, a federal agency, Most of it is awful but one was so memorable that I mentioned it to my husband. He had seen it, too, and he liked it. He doesn't like any of that kind of stuff. This was a film about sexual harassment. Their message was - if this would be inappropriate behavior toward your grandmother, you shouldn't practice it in the workplace. They would show someone getting ready to do something inappropriate and then, boom, a stereotype of grandmother would pop into the picture with a big handbag and grandmother hair and - it was ridiculous. The reason I told that story is to remind people that if you can bring laughter into training and ramp down on preaching it becomes more effective.

Babcock: Unfortunately many trainers aren't good at that. I think in ICARE we have done a good job in person-to-person and making the training good.

Silk: I think we try to be entertaining, George, but always back that up with content and sincerity.

Babcock: Somebody brought up culture in the question section. And culture is characteristics and knowledge of a particular group of people encompassing their language, religion, cuisine, social habits, arts - essentially everything about them. And we learn this through socialization and through communication. And that's a key point, communication. We need to appreciate other cultures. I have seen, in my time, a big change in this - the fastest growing group in the stem area which encompasses animal care et cetera, are the Asian group. And this actually represents over 30 distinct groups and many subgroups. That's another problem as we have a tendency not to realize they're that broad.

But an immigrant comes in as opposed to a minority which is born in America, they bring their culture with them. As an immigrant, they have a culture and it's very strong. And we need to develop effective communications so that we can work effectively with that culture. I heard this from a member on my IACUC committee. I have a pretty diverse IAUC, as diverse as it can be with 13 people. And he says, "I really get upset with everybody calling me Chinese." He said, "I'm Korean." And another one spoke up and said, "I'm from Sri Lanka. I'm not Indian."

These are things that we need to know because their cultures are different, even if they may look the same. So cultures encompass much more than just looks. And we need to take this into our committees, and we need to communicate in the workplace. We need to be free to ask people what they're thinking. And this ties into something - two major points in dealing with people with different cultures. One is language and the other is what the culture has encompassed in their thoughts of animal care. This was brought up in one of the questions. Sometimes certain cultures have a different concept of how we treat research animals. And we really need to be in tune with this to work with these people. Obviously, we have standards and regulations, so we need to make them feel comfortable in learning our way of doing this. If language is a problem - I have a couple of people on my committee who are immigrants, but they speak very good English as well as the language of their native country. They will work with people who come in and don't speak very good English to explain things to them.

Silk: You have a comment from Lynn. She says, "Even within a country, the cultures can be quite different. For example, India is a huge country and it has regions of culture."

Babcock: And language.

Silk: I noticed you said speaking English. A lot of scientists come in and their ability to read and write English is better than their spoken and heard English. So some forms of communication like phone calls are really hard for them.

Babcock: Certainly most of them read and write, at least if they're educated and came to the US for their job, they proved themselves in some way so, yes, they can read and write. And the language will come. That's why we have people to help them that speak both languages. We don't call it teaching them English or anything like that, but it happens. They will sit down and go over it.

We talked a little bit about diversity, but why is diversity on our committees so important? Those educated in the diverse setting, whatever it be is, we're talking more about ACUPs and IACUCs, tend to be more nimble and creative and we certainly want to have creative people on our teams. And they make meaningful contributions because they understand from different points of view, because it's a diverse group. They can be effective team players. You want your team to be diverse and all of these things are very important in a highly functioning ACUP or IACUC. But how do you improve diversity on your committee? Well, that can be actively - depending on the size and your population. You can recruit, which is what we have to do, and you have to remember at the same time diversity covers all of the things we discussed. It covers religious background, gender, age, nationality, sexual orientations, physical abilities, et cetera.

And it may be impossible to get all of these in your group. Maybe in a large ACUP you could but certainly in not in most IACUCs. They're not big enough. So you do the best you can. And once you get it as diverse as it can be or should be, then you must focus on something mentioned before - retention. It's no good to recruit a committee and a year later half the members quit because they feel like they don't fit, they're not appreciated, their opinion isn't being listened to. So you must focus on retention of your diverse community and that's very important. Creating a culture where all backgrounds feel included. They feel like they're a key part of your committee or your organization. And if you don't have this, if they don't feel included, you're going to lose them. You're not going to have retention.

Silk: You have a few more comments coming in because your discussion is so interesting and provocative. A participant tells us, "Like India, the same for Brazil, a big country, a lot of cultures." Another says, "George, you have given me had a very interesting idea. We have opportunities for free Rosetta Stone software at our university, but this is never mentioned in the context of diversity. I will certainly bring this back to our own diversity and inclusion committee. We certainly have an opportunity to provide more language learning in terms of our team."

Babcock: That's a great idea. I wish we had that available. The best we have done is that we have a *Guide* in every language that one is available in. But you know, the *Guide* is not an interesting publication but it is necessary to read. It's does help.

Hollander: George, I wanted to share one thing we did at my university. We went to a group on campus for international students to find college kids to get translation between ACUP members and PIs so communication was understood both ways. I have to tell you our PIs really, really enjoyed it and thought it was a great idea and felt happy that we were putting in an effort to make sure that PIs were understanding where they were coming from.

Babcock: That's a good. We have the same committee. And many years ago, I went to them for that. They sort of blew me off but maybe now they have gotten a little bit more diverse in their own thinking.

I will leave you with the last thing. I think that the key pointed is to foster a culture in your ACUP or IACUC where every voice is welcome, heard and respected. Respect is really important. Thank you. Donna? Close it out, girl!

Jarrell: Thank you very much. First of all, I just want to thank everybody for participating, joining us today for this very important conversation. And timely and needed conversation.

Silk: it was a rich conversation, wasn't it? We had great participants.

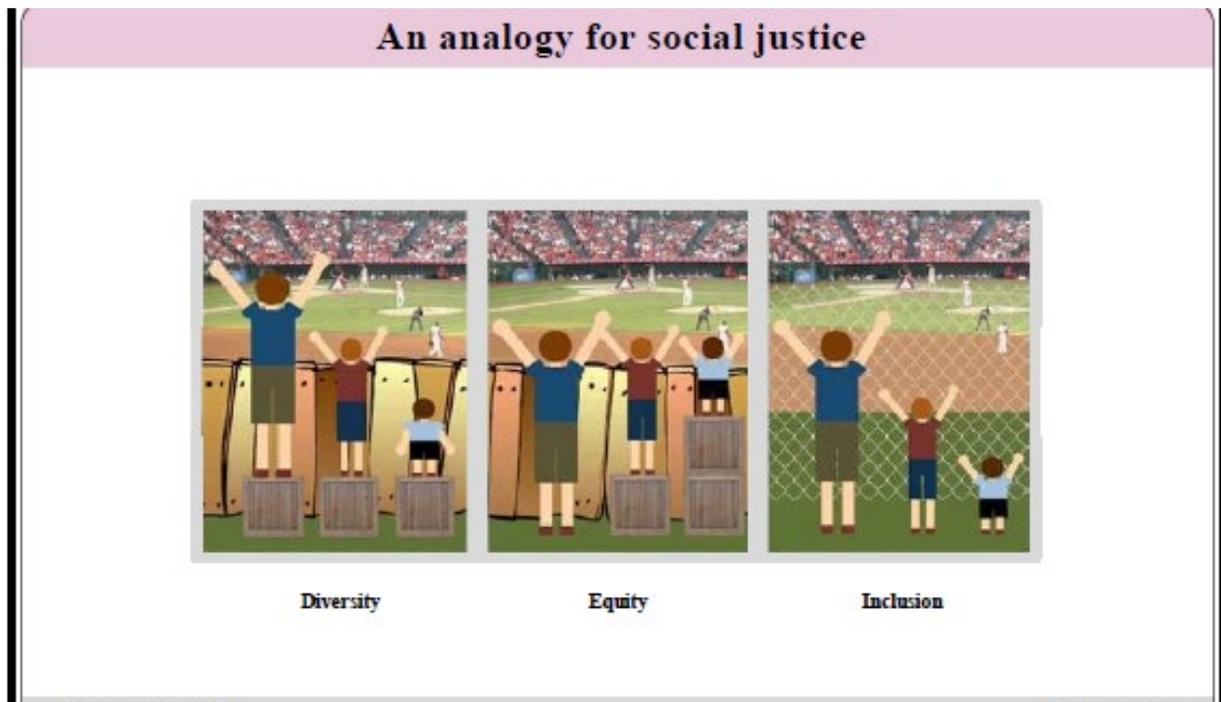
Jarrell: Yes. I have been asked to recap our conversation today. What I wanted to do is just kind of walk us through our conversation. We started out looking at a video that pretty much talked about the parallel lives that exist out in our area in our profession that focused on people of color in the veterinary medicine community, but we know there are similar situations that happened throughout our scientific areas.

I want to thank all of our facilitators today for setting a safe place for us to have this conversation. It is so important that all opinions are put on the table. And that is something that has to be a part of any conversations on such a very, very sensitive and emotional topic. But once you do that, you get the richness of the conversations which we had today. So I just want to thank all of you who spoke up, typed in, agreed, even thought about something that you're going to now act on that you actively came to the table and had this conversation.

We started out and Tanise gave us a picture and we talked about the things we can see, the diversity we can see and then we talked about the diversity we couldn't see. And I think George and Stephen talked about the fact that oftentimes we bring those things that we can't see, we make them up in our head and we label that person long before we ever have a chance to confirm that what we have assumed is accurate. And I think I heard the comment, you got to prove those assumptions. You have to have the data. Don't assume is even better.

From that conversation, Lynn took us into defining the topic of racism, of the term racism, how it can be both an individual situation or condition or syndrome, and how we can also be part of how an institution is run and the systems that people have to function in.

Through understanding that, we can now move into some reality checks. Those reality checks came to us by Stephen telling us and showing us and saying repeat after me -- no matter how open, socially conscious, anti-racist I think I am, I still have hidden biases that I need to examine. It is my responsibility to check myself daily for my stereotypes, prejudice and ultimately discrimination. And if we can do that, if we can repeat after ourselves every day, then I think Tracy gave a resounding amen to that statement. I think there were several other people, that we were well on our way to addressing these issues that we talked about today.



In common circulation, source unknown

We went into a lot of conversation about the system of inequity and how it gets displayed and, in the end, how it's really about power and economics and that can be distributed and readdressed. So when you look at this presentation or this slide, above, that I love that, in my mind defines the differences between diversity, equity and inclusion.

We understand diversity is making sure everyone has been invited to the meeting or been appointed or that you have a variety of opinions in the room. But just having them in the room doesn't give you the impact. And we talked about systems of iniquity and the impact. So I think it was Lynn that talked about, you brought me into the room but you're not paying me the same, so therefore I don't feel like I'm equally a contributor to this program in the way that I want to be. Fixing pay inequities may mean that women have to get more pay for a period of time from men but that then makes us all feel welcome and equal contributors. I appreciate the

comments that demonstrate what we're talking about here. We talked a lot about the word privilege and how it is really about control and how we can use privilege in a positive way. And I think that's really the take home message - is that it has the opportunity - I think Stephen said, do use it for bad or do you use it for good? And we always want to try to use it for good.

The interesting thing that came out of this conversation today that I had not heard, and we will think much more about, is the idea of the insidiousness in a culture of these ideas and to these biases. There were multiple comments supporting that is really where there's some growth and awareness and understanding. When a person feels like the odd man out, there's an emotional drag, along with a lack of being able to speak and feel welcome. That, then, translates into social circles and social circles will give us comfort and protection and support in the workplace, knowing what to do when you are in situations that people haven't had to experience before and you're the only one, well, you have to help people learn how to appreciate what having you at the table means. And I loved Beth talking about educating the men in her career about what it's like to have a woman in the workplace. What I really loved about Beth's story is that she always felt supported by her institution. So when we talk about cultural competency, and George talked a lot about what do we do, I go back to the story Beth shared -- they didn't know what to do with me, but they wanted me there and supported me through the process.

So when we get to inclusivity, we're no longer looking at, okay, we have had to help people be successful and get the diversity, but the reality is we need programs and systems in place that creatively address inequities. Inclusivity is giving people what they need to be a strong contributor to the team. And two favorite words written in one of the chats was inclusive and team-oriented places. And that's our goal. That is our goal – for all of us to appreciate the contributions of every team member and that we learn what our team members are going to bring to our IACUC and animal care use programs and our research communities.

We should not believe the rumor mill. We should not believe side conversations. We should not jump to those implicit biases. Recognize you have them and when people are finding fault and starting to judge without information ask them to stop and let's examine this information. In the end, I think George hit it, we can all do something, we can do something based on the privilege that we have as leaders in our program, or we can do something as a member of our department or programs community. Make people feel welcome. Make sure when you put a team together that you have a diverse team. Don't get comfortable being surrounded with a lot of people like you. Be uncomfortable. Being uncomfortable is okay.

One thing I have learned, and I tell people I mentor, is that you cannot grow if you don't make mistakes. You cannot grow if you're not uncomfortable. So if we're really going to make a cultural shift, have cultural awareness, have good communication, support our members, provide the resources. Mindy went to the undergraduate students and said we need your help, we want to understand our researchers and we have a language barrier. I think saying those things out loud and stating you want to do something about are really the steps that are needed.

So I will end by saying that I actually started a program at my department because for many years I recognize inequities but I didn't feel like the system was going to support me in addressing them. So now I have the opportunity that my hospital is taking a position on systemic racism and addressing the health inequities, and so now I have a platform to go back and have some really tough conversations with a new purpose.

I would say use this opportunity, ask if you have diversity communities, serve on them. If you are white definitely serve on them. Also, you can share some information, start a conversation with within your group, what can we do? What I can tell you is there's low-hanging fruit in every situation. I talked about outreach. We're looking at our pay equity, looking at our career development, looking at our corrective actions, subjective programs like that can always start to have some disparities. So I don't think that there's going to be any lack of opportunity for us to do something. I think, as we said at the beginning, it's the actions after the words.

Today we started the conversation. I encourage you all to continue the conversation. And we will get to that inclusive culture that we all know gives us creativity, gives us scientific nimbleness, gives us agility, is a stronger team environment, and with COVID and all of the things that we're dealing with, I think we could use all of those. So I will end with that. And just say thank you guys, thank you facilitators and participants. I'm excited these conversations are happening. Thank you.

Jackson: Thank you very much, Donna. I'm excited to see how many institutions already have DEI committees. Now I hope that you have been given some fuel to want to take something back to those committees or get on those committees. Thank you very much. Susan?

Silk: Wonderful comments are flying into the chat now. People are letting us know that they appreciated our session. They say thank you, they're excited. I'm excited too. Thank you very much to everyone. It was terrific having you here. Thank you very much for your participation.

