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ICARE Dialogues: The 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, 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's good to see you. We're fortunate today to have a discussion on the **Impact of Diversity, Inclusivity, and Race Relations on Animal Care and Use Programs and Personnel**. Our talk will be led by Tanise Jackson who will introduce her team.

Jackson: So, good afternoon, everybody. And I am going to share my screen, because I want to start off with getting ourselves in the mindset with a video. It's called *A Profession in Crisis: Discrimination in Veterinary Medicine*

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

*There are people who try to make me feel inferior to them.
I've had White coworkers use the N word around me.
When I reported several comments --I spoke up
A woman who I work with was referred to as the woman in the scarf.
Three black women. They refused to --
I laughed it off at the time.
I didn't think it was 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 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, a prominent 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'm saddened by the relative lack of ethnic diversity in the teaching faculty in my DVM program, and especially I have never had a Black professor.

My workplace brags about having employees of color but fails to note that the vast majority of those employees are working at the lowest pay level.

As a White woman, I've noticed my Black associates have to work ten times harder to be taken seriously by management.

A White professor showed a picture of himself dressed as a Mexican and in black face to our entire class. It was reported to the 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.

The supervisor -- she was disappointed I would take an innocent conversation and blow it out of proportion.

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 whom.

The two girls with the same name in our class, one Black and one White. One professor consistently referred to them as Tracy and Black Tracy.

I have an "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 "see your name and think you are Black."

Video at a company I work for refers to Mexicans as being instinctively good at animal-raising, and that is why they fill so many agriculture jobs.

My college advisor told us we should switch our goals, while our White counterparts were offered resources to assist with academics.

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

A professor poked fun at my Asian heritage. I laughed it off 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, at what school, as he stood in the anatomy lab.

Someone had to stop wearing his turban because people called him a sand [bleep] and other racist names.

I have a very common Latinx last name. When I was an intern at a university, a resident in charge of assessing my performance felt the need to call me by a different Latinx last 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 -- guilty about getting these popular people fired. Upper management wasn't able to address the culture that made these events possible. I left. The institution I work for has known problems with racism against students and faculty, which I have been subjected to multiple times. They've done little to change the climate. The average faculty member of color stays just three years on average. I've worked for four. We need less talk and more action.

We are no strangers to hard discussions. There is no reason we can't have this discussion, too.

Jackson: We want to welcome you to race relations in animal care and use programs and personnel. I am Tanise Jackson, joined by an amazing group of ICARE faculty, Ms. Jennifer Klahn, Mr. Steven Butler, Dr. George Babcock, and Dr. Donna Jarrell.

The ICARE community, from its very inception, has always promoted the importance of inclusivity as one of the many strengths within our IACUCs. Back in 1985, when the IACUCs were developed, diversity was required. But what did that diversity really mean back then? Well, it was a veterinarian, a nonscientist, a nonaffiliated, etc. So, today society's definition of diversity challenges us to incorporate the definition into our programs, thereby creating a more vibrant program built on a vast array of knowledge and experience. The **ICARE Dialogue** goal is to take care of the people who take care of the animals. Considering all the recent events in our country, we felt that we needed to add race relations to that one conversation. So, you know, this is a difficult conversation to be engaged with, and it has been avoided for so long.

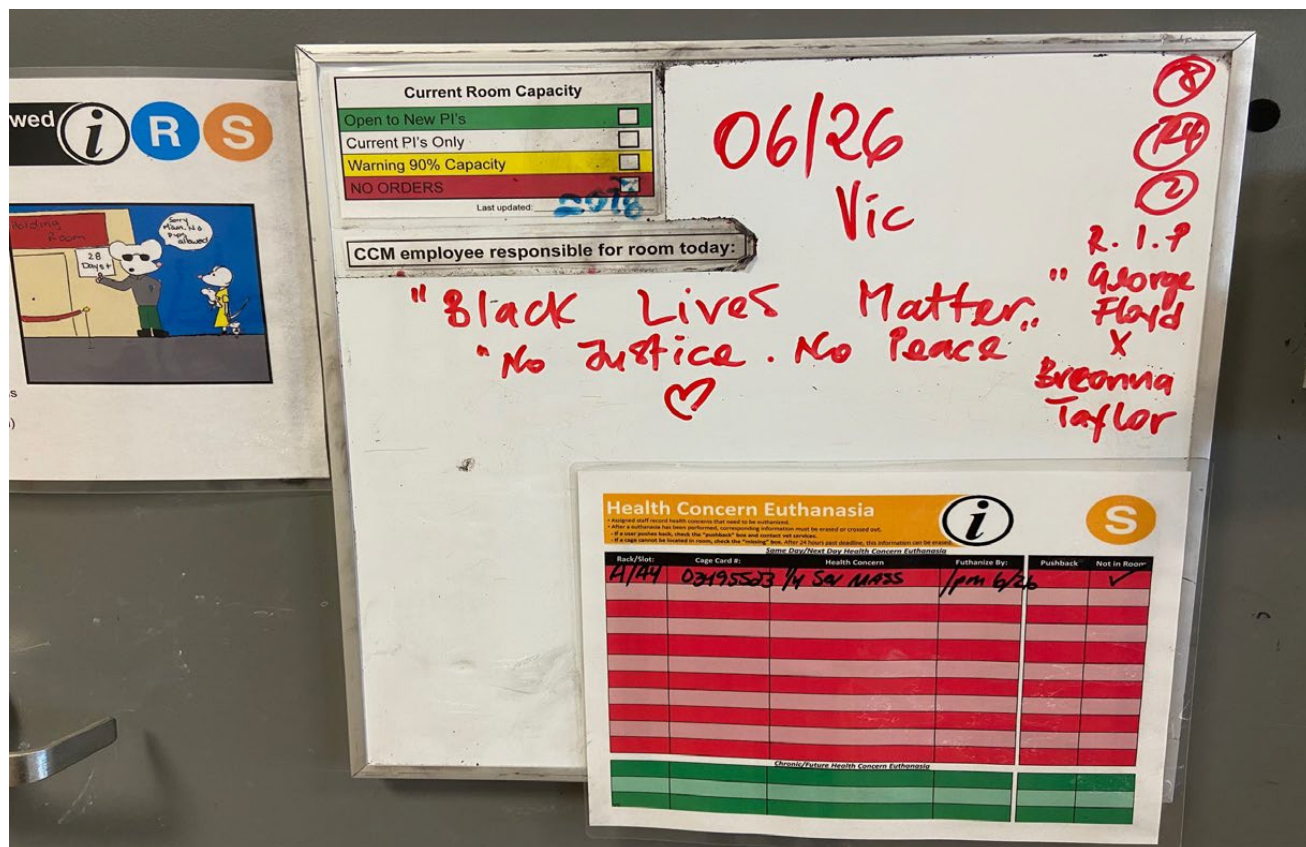
But now we feel more than ever that we really need to be engaged in this conversation, especially in our IACUCs. Therefore, we would really like to encourage you to be aware of the challenges, emotions, and sensitivities that the coworkers who are around you may be experiencing right now during the division in our country. As I said at the very beginning, this is a conversation, not a presentation, because we really want you to be able to voice your experiences and concerns without any judgment on the following topics -- defining racism, self-awareness and impact, and race relations and cultural communities.

I really, really want to emphasize to you, this is a very safe place where you are right now. We want you to feel free to express your thoughts, either through the chat -- and answer our poll questions that are going to be asked today. So, know that there's no judgment. We really want to hear from you, to know what's going on at your institutions, and how you feel about these topics. So, let's just prepare ourselves in this conversation. Let's just take a moment of silence to reflect and open our minds.

Okay. Thank you.

Silk: Tanise, there are a couple things that might be useful to mention. And one is that everyone will remain anonymous. The polls are anonymous. There is no recording of the webinar, but we will type a written record and your names will be removed from that record. You'll just be referred to as participant. I'm so sorry for interrupting.

Jackson: Okay. So, just kind of a quick little question. Has anybody seen some type of whiteboard in their facilities that may look a little like this? You can raise your hand, you can unmute, you can talk to me. You can put it in the chat. I can't see the chat.



Participant: Hi, Tanise. We've seen a lot of our whiteboards, yeah.

Jackson: Okay, awesome. So, I want you to take the time and look at this picture. So, tell me, what forms of diversity does this picture actually reveal to you? And you can put those in the chat. Or you can just speak up.



Source: ICARE Train the Trainer workshop

Participant: I see ethnic diversity and also age diversity.

Participant: I noticed that you can't tell if they are in a wheelchair or if they use crutches, so the ableism part of it. You can't tell that. Not that -- it's just a comment. But you wouldn't want to make that assumption just looking at these pictures.

Silk: And we're getting some nice comments in the chat box, too. You can see age, race, ethnicity, but not what people are thinking. Potentially, financial diversity, nationality, race, economic level. Gender was mentioned a couple times.

Jackson: So I think we said a few things of what you don't see. We were talking about what do you see. And then now tell me what you don't see.

Silk: Well, we'll go back to the chat line. Education, religion, attitudes, differences in learning or thinking. And someone here, Maria says no colors. Yeah, it's a black and white screen, isn't it?

Jackson: Wow, that's really good. You're not able -- political affiliation, awesome.

Participant: Gender identity and social status.

Silk: Attitude towards animal experiments.

Jackson: That's a really good one.

Silk: There's William. Where they live. Sexual orientation. Thanks, participant.

Jackson: So, you know, just by looking at this picture, there's so much -- yeah, parental -- very good. There's so much you can actually see, and what you can't see.

Silk: Heritage.

Jackson: So, heritage, yeah.

Jackson: Let's move on and talk a little bit about animal care and use programs. As your animal care and use staff are monitoring your PIs, you don't know how they're feeling about the animal experiments that are going on. So that's a whole other level that we really need to put in our minds when we think about the people that we work with.

Let's look at a little bit about how we define racism. Systemic racism, systems and structures that have procedures or processes that disadvantage African Americans. And this definition was put out by Mr. Derek Johnson, director of the NAACP. And then we have another one, the complex interactions of cultural, policy, and institutions that hold in place the outcomes we see in our lives. And this is by the President of the Race Board.

But one thing to point out here is it's not just African Americans that experience systemic racism. It's really all people of color and other ethnic groups. And when you look at it collectively, it's really minorities of any sort. So, when you go back and you start thinking about the policies and procedures that are at your institution, what kind of systemic racism -- do you have any examples of what may be going on at your institution, or at other institutions that you've seen that you've had interactions with? It would be really great if you took off your mute and talked to me.

Participant: Tanise, you know what I've noticed is when it starts out as English as a second language issue. And then it starts to get into an uncomfortable place of just a microaggression about using the last name for the first name, and then basically making off-hand comments about

the quality of the language used. And then it's kind of not looking at your process that you've established to see if there is an unfair bias that you have inherently put in there. There's also something I noticed with men versus women submitting, women being more explanatory of the things and men being more terse. You can interpret that better. Those are the two things that I noticed and started making me think about what do my SOPs and my policy statement, and am I part of this issue that is being exacerbated.

Jackson: Oh, that's really good, participant. Thank you.

Babcock: The participant mentioned something we'll cover later, but, yeah, that's important.

Silk: I'm curious, participant, about the idea about women perhaps being more expressive and men being more terse. Are you thinking that that is a systemic situation, or an individual situation? And are you thinking your policies eliminate that or contribute to it? I'm so intrigued by it. And I'd like more information about how it fits in.

Participant: So, what I'm thinking specifically is -- we have studies and when we're trying to figure out if a protocol needs to be in place, and when they are trying to be so transparent and they give so much information, but they have a way of describing their work. And they describe it in a way that makes it sound like it needs a protocol. But then if a man submits the same thing and the description is half as long with less trigger words, and then suddenly it looks like it doesn't need a protocol.

I'm not saying that happens often. I would say that's less than 3 to 5% of the time. But it just made me notice, our SOP - it wasn't the process, it was more some of the people that I was working with and the way that they were perceiving that information. And when I tried to broach the idea of compare it to this other project, to me it sounds like it's the same thing, but you're saying one needs a protocol and one doesn't? I disagree.

Because we always try to use the regulatory basis as the foundation of this. So that was the framework I was thinking of for that comment. And then you have a department or a college that encourages the White male perspective and denigrates the female perspective. And then the way that the interactions and the communications happen, it just kind of increases from there. And then it made me think how can I use my process to try to equalize or provide a little bit of equity there. That's kind of what I was thinking about there.

Silk: So interesting. And people in the chat are bringing up ideas that support what you're saying. Course content only includes pictures representing one group of people. Policies only apply to people of color. Women not being addressed as "Doctor."

Jackson: That happens a lot.

Participant: I wanted to add also something that's more systemic - as we are hiring people. Hiring practices and the way that you do hiring decisions, I think can really affect the diversity that you

end up with on your staff. And a subset of our animal care staff are looking at ways we can improve our hiring processes. And we realize that using culture fit - like thinking about hiring someone based on how well they would fit on the team - was causing an unconscious bias. Because if the team happened to be primarily White women, we are biasing ourselves to hire more White women, because we want to have a team that works easily together. But then maybe losing the opportunity for diversity. Unconsciously.

Jackson: Oh, wow. That's a really good point. Is that something that y'all are challenged to take that part out?

Participant: We're currently working on making some hiring guidelines for practices throughout our institution, not just the animal care staff, but also researchers and faculty to help hiring managers understand how hiring for fit in a group can actually reduce diversity, reduce inclusivity, and how you should be more objective in assessing people -- like more objective ways to assess people.

Participant: You know, that just reminded me, participant. I don't know about you all, but we have different categories of employees. And a lot of things that I learned about that are systemic in our institution relate to that. I was shocked at some of the hiring practices that are allowed in our state classified system that aren't allowed in our administrative professionals, because there's a lot of measures that try to provide equity in the admin pro. But in the state classified, to get directly to the animal care employees that are hired, one person can hire them. There's no equal opportunity oversight during the interview. It's one-on-one. It's that person's decision only. Everything you said is exactly what I could see happening, whereas for us in admin pro, we can't do that. It's a very layered process with a committee. And so that to me was an eye-opening experience to know what really happens, and that the institution is using that. And I see how it's doing all of this systemic racism and classism and all of that.

Jackson: Really good point.

Babcock: Participant, are you required by the state to use that system? Do you have flexibility?

Participant: That's a really good point, George. And that's what I was looking into next. And luckily a couple of the staff in my office are part of our councils. There are three councils. They meet periodically. But one of the things I think we're trying to influence the councils on - is to make sure there's equity in everything the council does and to point out those inequities. And so when you have an audience with the leadership, like the president of the institution, to point out how come we're here but state classified isn't here? Or you included us and you talked to us this way, but I noticed in the email it's different with state classified. That matters. And to do it at a time that works for different people, it was just kind of thinking about the first steps to take to -- because we know that this will take a long time and it's not just me that notices this, of course. I just realized it recently.

Jarrell: What percentage of your hiring managers are diverse, people of color?

Participant: Very few. We don't measure it. We've talked about if we're going to have a goal to increase diversity, let's talk about where are we now and make goals so that we can say things we're going to change. But even gender diversity at the higher levels of management is mostly White men. It's changing to include more women, but it's still mostly White men and women are at the top and doing most of the hiring.

Participant: I would say if you think about the town where we live, it's about 80% White, but then everyone else. The institution might have more "diversity," but they're international students. Right now it might have decreased because of COVID and remote learning. And then add to that the idea like the participant said of women and people of color not being able to break the glass ceiling and move upward into leadership positions.

I would say it's pretty few and far between. And so that's why it's so important when we see these huge hires that happen at the executive level, when they choose a woman or a person of color. I understand part of it is optics, but my hope is that they can really start making headway, because it has to be that mix of leadership going top-down and then people like me going bottom-up. But I would say the 80% White idea, and predominantly White male, I would say that's pretty accurate, it feels like.

Jarrell: Great. Thank you. I'm Donna Jarrell, and I'm up in Boston at Mass General Hospital. As you can imagine, living in the northeast, it's a different type of demographic challenge with people of color. But we actually stopped and measured our diversity at our different levels, and we found that we're about 40% people of color at our front lines, what we call our research animal specialists or our animal technicians, and we're 12% diverse at our leadership team. So, having those numbers and being able to actually present that information objectively backs some of the assumptions that you're seeing. We all see it. But to have it quantified was very helpful.

Participant: That's a really good idea, Donna, because the numbers can be very helpful.

Jarrell: It may not be easy to get that data but keep asking for it. You would think it would be easy, but it isn't. [Laughter] But keep asking for it.

Jackson: Thank you. Yeah, participant, referring to a comment in the chat. I kind of want you to explain what happened. How did you feel about being called a racist, as you went through making changes in your front office?

Participant: It was quite devastating to hear that I was being called a racist. All the other offices on campus, front office, with the exception of maybe 1 to 2%, are all White. And I just was shocked that this was even a topic. I brought it up to the diversity office and I got zero response from them. So, I'm in the midst of this right now.

Participant: The definition of being racist, that needs to be understood and also the idea that what I encounter with our diversity division as well. There is diversity and inclusion, and then there's the racism discussion. And to me, it seems like there sometimes gets to be a churn when

you're trying to reconcile both of those and this topic of - you're being racist, when what the participant is doing is providing equity. And she's doing what she's supposed to do. That's really unfortunate. I'm sorry to hear this.

Babcock: The idea of top-down is really important. Our institution struggles with this, like most of them. We made huge gains once the top changed. We started with a female president. They never had one. Then we got an African American president. Then - Asian president - and now we have an Indian president. It's made a big difference. They've really pushed hard.

Participant: At my institution, they actually had me step down as chair because of -- who knows. I don't even know to this day what the issues are.

Silk: How painful.

Jackson: Wow.

Jarrell: And just so I can understand, you said your front office, but that's only a small portion of your department, correct?

Participant: Absolutely. And I actually didn't hire everybody in the front office. I hired two of those individuals and there's only four people in the front office. The other two I did not hire.

Jackson: We hadn't talked about retention of staff. Does anybody have any comments about retention of your staff? What levels and are you keeping them?

Participant: During the COVID crisis -- we're still in it -- I had zero people quit. 100% were coming to work. 100% were not tardy. I mean, everybody was pitching in and doing what they needed to do. I've been stepped down for a month. Three people quit and one person was fired.

Participant: It sounds like maybe the team has recognized that the actions towards you indicate that diversity and equity are not a value that they want to uphold. That would make me want to leave a company, if leadership was saying don't do anything to increase diversity, and don't do anything to create equity.

Participant: That may be true at the top, as far as top-down. But honestly, within our group, it really wasn't an active "we're going to increase diversity and equity in the department," with the exception of pay. I made sure that we did a pay review of people to ensure that people with the same degrees, same titles, were getting the same pay. And that was the biggest difference that was done within my department. But as far as hiring practices, we just had a standard set of questions where individuals had to answer them and we also revised the training for the individuals within whatever position they got hired into.

Jackson: When you say revised the training, what do you mean? How did it need to be different?

Participant: If you were hired in as a supervisor, you now had to train in cage wash. Then you had to train in animal care, changing cages, etc. Then you moved to the next level of animal care, which is a little bit of supervision, that would be the team lead. Then you'd move to the supervisor level. You don't skip over and say I'm a supervisor, whoo hoo.

Jackson: Oh, good. And that's just a way of making everybody understand -- how do you supervise positions that you have never worked in, or don't understand what they're doing? That's really interesting.

Participant: So that was another thing. Historically, individuals who became supervisors were promoted from within. And that decision was based on seniority, not skill set.

Jackson: Ah. Wow. One other thing that you talk about, how you came in and you just hired a couple of people. But if you don't see people in an organization that look like you, it's really hard for you to get into that organization and feel like you're a part of the big picture, or you're a part of making the big change that they claim that they hired you for. Does anybody have any comments on that?

Participant: To me, you just reminded me that I had a new alternate member of my committee comment that she didn't see a lot of women on the committee. And I looked around and I was really defensive at first. And then I looked at my roster and I'm like, oh, my gosh, she's right. And that's when we started to look at why is that. We had a gender salary equity study done at the institution. So I looked at that.

I looked at what some of the comments were from the surveys about administrative burden that's hidden, and how the women tend to take on more of that, and it's unrecognized and not documented. And so it took like one rotation or one term period, but we're finally at a place that we're at 50/50. And that's the first step in the process that I was looking at in terms of our committee, but that was very eye-opening for me, and I feel like I learned a lot from that, because if the women don't see themselves there and all these men are making these decisions, it just upholds all of these systems already in the place at the institution, department, and college level. So I wanted to address that in any way I could.

Jackson: Oh, absolutely. Thanks, participant. Let's move on -- we've talked a little bit about systemic racism. Let's talk a little bit about individual racism. It's that prejudice, bias, stereotypes, or generalizations about an individual or group based on their race and the impact of racism on individuals - White people and people of color, internalized privilege and oppression. We're going to talk more about privilege in the next section. Individual racism can result in illegal discrimination. And this comes from the Race and Social Justice Initiative.

So, where have you seen - not necessarily the systemic racism, but some individual racism in your organization? And you can open up and put it in the chat, or you can talk.

Participant: I just wanted to mention on this one, what we've had some struggles with recently is - I don't know how best to term it, but some failed attempts at conversations where people tried to open a conversation but they didn't really have the skill sets to navigate the conversation tactfully, so it ended up really creating some tension and offending some people. So that's where we've seen it, particularly recently.

Jarrell: Participant, can you explain a little?

Participant: Well, it's interesting that you brought up the whiteboards, because it was around using the whiteboard in the workplace and how that's new to people, to use work to express things like that. And people were trying to figure out - they wanted to talk about it and it ended up that particularly one person was just really offended by it. And so we had to talk to a lot of different people who then tried to use that as an opportunity to open the door to have a conversation about race, but the way they did it ended up offending the person rather than feeling like they were trying to get information. And in addition, because of the structure right now, we have this disproportionate burden on people of color who are suddenly supposed to be answering all the questions and being open to all these conversations. So I think those are some of the things that we've really been struggling with. I don't know if that makes any sense.

Butler: It makes perfect sense, participant. Yes. It is very unfortunate that your institution had that incident, that problem. But it is nothing new. There are a lot of organizations that are struggling with this. The intention is good. But it's just a matter of the individuals not being equipped with the tools they need to navigate through this discussion. And I think what is so important is for those who are in power, who are looking for answers, in order to bring about more inclusion and diversity within their programs, one of the things that they have to realize is that Black people don't have all the answers. You can't look to Black people and say you need to educate us on this.

Honestly. I'm just going to put this out there to everyone. It is not my job as a Black man to educate you as a White person on what my life is about, what my culture is about. I as a Black person in America need to learn - without discussion - if I want to be able to navigate through what I refer to as "White spaces." I need to learn this on my own. I need to learn our history. I need to learn what is called "American culture," which is predominantly White. I need to learn this and accept this. But how often can we say that we put the responsibility on other cultures to understand about other cultures? We don't put the responsibility on Whites to say let's learn about African American culture, let's learn about Latin American culture, let's learn about Asian culture. We don't. It's like we're all supposed to learn about what it means to be "American," which is predominantly White. So, when we are faced with these situations of now it's time to open up and be more inclusive, it's not fair. It really isn't fair when we start doing that.

So it's like the same way I had to learn what I did not learn in school and high school, or in college when it came to history about my culture, my history as Black history in America, or throughout the diaspora, the same way I had to learn. I believe it's your responsibility as a citizen of the world to learn that, too. Learn on your own, but don't expect Black people to just say oh, okay well, this

is how we need to be treated. No. We're not a monolith. We're not all the same. And I think that is so important.

Jackson: Absolutely. What I'm saying is, we don't always just embrace that conversation right then and right there. They may have started that conversation with that individual and they weren't prepared for it. They weren't ready to have that conversation, depending on what was going on. And like you said, they didn't have the skill set. But maybe they did not want to engage in that. Maybe by looking at everything that had been happening around -- sometimes it's just like, now you want to talk about this to me, when this has been my life and how it's been happening to me, and now all of a sudden you want to be engaged and now I'm supposed to be engaged because you are? That's a difficult place to be. That's really a difficult place to be.

Jarrell: Can I just ask the participant, you said you failed once, it was a failed attempt. Do you all have any plans to revisit or have you said that just didn't go well, we're not going to do it? What is the response to that failed attempt?

Participant: That's a really good question. When I talk about people having the skills to navigate it, it is the White people who are trying to figure this out. I guess it's everybody. I don't want to say that. I really appreciate everyone's comments, because this is something that we are trying to identify opportunities to get people more education. I think that we're lucky we have a really great president of our university, and she just gave a talk this week saying we need to give each other grace. We need to understand that none of us are perfect. We can't all approach these things perfectly. We need to be open and listening, but we have to have a little bit of forgiveness - not for blatant things, but for failed attempts. If I say something I don't know is going to offend something, if they can tell me, then I can do better. And without knowing, I can't always know what I can do better. So that's the way we're trying to approach it. And it starts at the top, so we're really lucky that our university has an amazing president who is going to make sure that we're a different place for the future. But I don't know that every place has that.

And it takes a while to trickle down, also. And we have to make a conscious effort. I hear we have people making this conscious effort, giving people opportunities, and then it didn't work out. And that's just heartbreaking when I see the note put in the chat. We have to be sure that we're getting more representation at all levels. We can say we have a diverse workforce, but it can't just be diverse with the people who have to come to work every day with COVID are the people of color, and the people working at home happen to be the White people. By the nature of it, how are we going to fix it, it isn't okay. So I don't have an answer. I have so many questions for you guys, for everybody. But I think the more that we can have venues where we share this important information -- we're moving forward, definitely. But it's going to take some time. And I think appreciate what was said about asking for grace, and know that if people aren't on board, we're trying to move things forward and make this attempt, and that's a whole different conversation.

Babcock: I'll be quick. I thought Steven brought up an excellent point, that we need to remember. I mean, yes, it's very important to learn about the Black culture, the Asian culture, etc. But we're all individuals, and we're not a single culture or group of people. And we have a tendency to

stereotype. In our area, we have a large Appalachian population; they're discriminated against because they have a different culture than many of us who grew up in other areas. So we have to be aware of that and careful.

Klahn: I wanted to thank Steven for what he said and to highlight a couple of the comments that were in the chat. A participant shared that we're individuals, not a monolith, for all people of color. And another participant noted that especially now, there's so much burden on people of color. It seems like they need more space to take care of themselves and not White America. This is something I've tried to express in the past and never quite gotten right because race is hard to talk about. But it's so important to talk about.

And the burden cannot be on people of color to educate me on what they are going through. I need to take concrete steps to learn, to educate, to be an ally. And I read a fantastic book twice, because I think it's so important. And it's by Robin D. Angelou, called *White Fragility*, a very charged title that talks about why it's so hard for White people to talk about racism. And maybe the title sounds scary or intimidating, but I really encourage folks to check it out. Listen to the audio book, because there's such important messages in that. But I just wanted to share that, and now I'll turn it back.

Jarrell: I was just going to add to Jennifer's comment. First of all, seconding recommending *White Fragility*. As the director of a program, regardless of my own ethnic identification, I have a responsibility to the organization. And so I had to take responsibility for providing the instruction, the education, the awareness, the responsibility, the accountability to a team that was all White about diversity and where we needed to educate ourselves.

And so that has created an opportunity to engage with your boss, who is a person of color, on racism. And the one thing that I have said over, and over, and over again at every single meeting -- and we have a pretty extensive program we put in place -- is I expect you to be uncomfortable with this topic. I understand that this is a topic that will make you uncomfortable, and having it with me may complicate it, but that's okay. Be okay with being uncomfortable, and let's proceed.

And so I think that we've talked about failed attempts. Don't let that stop you. Learn from that. I have a little notice that says anything that's troubling you, anything that's irritating you, that is your teacher. So, I would just encourage you to not give up.

Silk: We also have a recommendation for another book, Kendi's book *How to Be an Antiracist*. I noted both of these books down. I'm going to read them.

Participant: There's another book that is more prose, poetry, and a little bit shorter in length, our institution is doing a read together. And Ibram's book was recommended for supervisors, but to have a transition into it we're doing Rankin's *Citizen*. And she's coming to do a speaker engagement for our diversity symposium online. And she's hopefully going to talk about her new book, *Just Us*.

As an office we're doing that, and our director is trying to be that top-down model of having these conversations and being uncomfortable. Since I'm the only person of color in my office, my job in those conversations, my discomfort is the silence, because I want my White colleagues to fill the silence and it doesn't always happen. I'm grappling with that and trying to share my story, but don't put the burden of all these different ethnic groups on my shoulders. And even though they know it up here, you know, how it feels when the conversation happens. So sometimes I don't go to those conversations and my boss understands why.

So that has been really helpful to know that it's a safe space and I let my colleagues know, I really hope you engage in this. I know it's uncomfortable, but that's a sign that it's the right thing to do. And I just wanted to add that there are lots of great Black authors out there, and to support their work by reading it so you get their perspective, because my struggle is so different than Steven's, and so I'm learning on my own path, and so are my colleagues.

Jackson: Absolutely. So, I kind of want to move into the next segment. Jennifer and Steven.

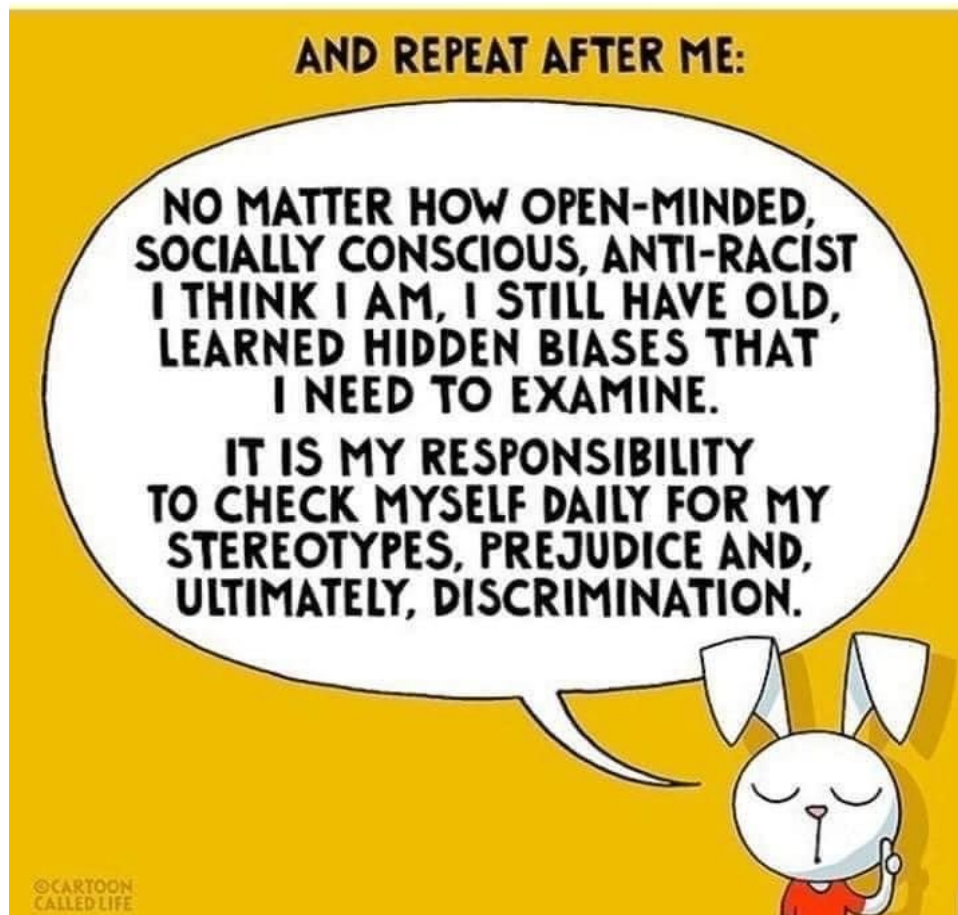
Klahn: I think Steven's going to kick us off, and we'll just kind of go back and forth a little bit.

Butler: First of all, I just want to say thank you so much, Tanise. Guys, I'm really energized for this conversation that we've got going on right here. You guys came out of the gate -wow, running, on this. We haven't had to do much to engage you at all, and we really appreciate the energy and the input, and the insight that you're bringing into this space.

Once again, I just want to remind everyone what Donna said at the top of the session is that this is a safe space. So what is said here stays here and this is a discussion, not for us to teach you anything, but for discussion and hopefully it will bring some enlightenment. So we're not here to help you solve the world's problems, it's just a matter of safe space, a brave space as well, so that we can connect, share, and grow as individuals.

I just want to say thank you so much, once again, for being here. As we mentioned earlier, race and inequities in America, it's nothing new. And it is a difficult subject. We have either put our head in the sand, or you can feel the burn and talk about it anyway. And the fact that each and every one of you are here today really tells us that you are feeling this burn and you are willing to talk about it.

Now, today, Jennifer and I will be exploring with you the issues of biases regarding self-awareness and its impact on others. And at this time, I would like to invite Jennifer to share the takeaways for this presentation. And she can probably talk about our little mantra that we've got here on the screen as well.



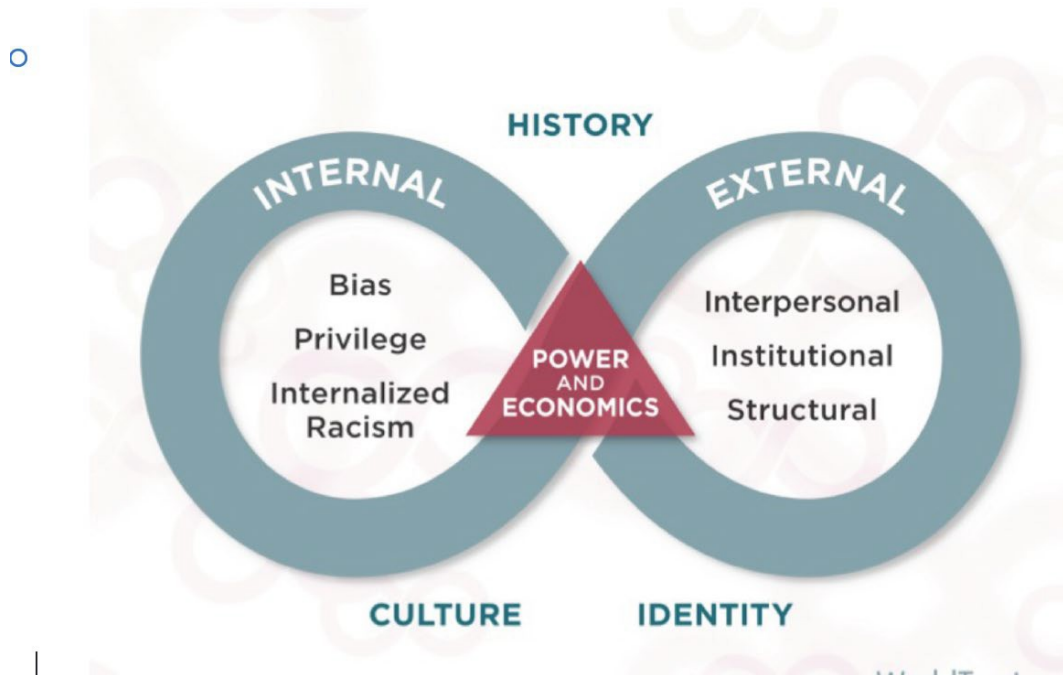
Source: A Cartoon Called Life <https://www.cartooncalledlife.com/>

Klahn: We're going to be talking about implicit bias. And when we talk about implicit bias, we're referring to attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. And so I saw this little meme on Facebook a month or two ago, and it really resonated with me. The bunny is 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.

That's really powerful. It's driving home that nobody wants to think of themselves as having racist beliefs or as benefiting from a racist society. But it's there. And we need to do the work every day to check ourselves and to see where we can do better. We all have biases. And this doesn't make us bad people. But we need to be conscientious to identify those biases and do the work to ensure that we're not acting in ways that harm others. Steven, I think you're going to talk about the system of inequity. And I think that's our next slide.

Butler: Yes. Thank you so much, Jennifer. Now, we'd like to bring to your attention one of the documents that we shared with you prior to today's meeting. [Resource document: <https://olaw.nih.gov/sites/default/files/20200812%20Reference%20Sheet%20for%20Diversity%20Inclusivity%20and%20Race%20Relations.pdf>]

Butler: We were talking about this wonderful diagram. It shows us some really interesting points. We're talking about biases, the internal and the external. And so within the internal we're seeing that there are biases -- there's privilege, there's internalized racism. And then whatever is showing up in the internal, it can find its way showing up in the external when it comes to interpersonal relationships, institutional, and structural.



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

And if you look in the middle of this, when it comes to bias and inequities, all of this is driven by power and economics. And so the system, as I mentioned earlier, of inequities, is embedded in our history. If we really know our American history, we find we can see that system of inequities is embedded in it. And it's not just against African Americans. Those inequities have been inflicted upon other racial, religious, and ethnic groups that have entered into America. But what is one of the interesting things - let's use the Irish for an example. The Irish were brought over, or they came over as immigrants. And there was a lot of inequities that were inflicted upon them, too. As a cultural and a religious group of people. But there was always this idea of moving up, obtaining the American dream and moving up into this thing called Whiteness, to be White America. But guess what? Unfortunately, it's not as easy for people of color to move up into this realm of what we refer to as Americans, or White America.

So I say that the inequities not only affect, you know, African Americans, but people of color, and also it has issues of gender as well, too, and gender equality, inequality could show up into this as well, too. So, one of the things I know that Tanise mentioned earlier was, she said something about privilege. That word privilege, I know that can be a very touchy subject. Let's take a deep breath about the word privilege. And I'm going to throw something out there to you. We all have

privilege to some degree or another, okay? So, at this point, I, Steven, have been to a group where there are cisgender White females, or just females in general. They have the privilege. They have created a community. They have created a culture. But then I, as being a cisgender male coming into this world of theirs, I'm not the one that has the privilege. They're the ones who have the privilege.

Let's break it down even more. When it comes to able-bodiedness, before the ADA act, the Americans with Disabilities Act, we enjoyed the privilege, as able-bodied beings, of being able to go wherever we wanted to -- climb stairs, get into an elevator with no problems and hit that top button, restrooms. We had the privilege, as able-bodied beings. So we were the majority in that case. So I guess what I'm really trying to say is wherever there is the majority, there lies the privilege. But then I want to also add to this, it's so important what we do with our privilege. How can we use our privilege in order to benefit others that may not necessarily have that privilege?

Now, just because you have privilege does not mean that your life hasn't been difficult. But what it does mean is that you have had fewer obstacles to get over. You are able to navigate your way through certain spaces. So that's so important, too. But we want to bring it back to this diagram. And I want to talk about the external components that operate through. If you look at the external components, the components that operate through laws, rules, policies, and customs, and structures and among groups. And they inform the internal - the interpersonal, institutional, and structural relationships.

So if you really look at it at this diagram, remembering that the internal biases that we have, and the stereotypes, and racism that - whether it be intentional or unintentional - we take these on the internal component, and then we move into the realm of interpersonal, institutional, and structural organizations and relationships. And we take that bias with us. And then that's where the biases begin to show up. And that will affect policies and procedures that can have very serious effects on people of color in this country, or just gender, people of a certain gender or sexual orientation.

Those are some of the things I wanted to bring out. Now, the structure is networking in the relationship, such as education, banking, media, healthcare, and faith-based institutions. And so I just want to bring our attention here. We talk about systemic racism. How do we see this systemic racism showing up in our own institutions, in our programs? Perhaps we can share what are some of the ways that you see institutional biases and systemic racism showing up in our society and in general. I'm just going to open it up there. What are some of the things that you've seen?

Jarrell: I'll start. COVID deaths and hospitalization. If you are a person, a Brown or Black person, you're five times more likely to die from COVID than if you are a White person.

Butler: Right. And could you expound upon that, Donna, if you wouldn't mind? Why do you think these numbers are what they are?

Jarrell: Oh, gosh. How much time do we have? I work at Mass General Hospital. This is a deep dive.

Butler: Give us the *Reader's Digest*.

Jarrell: [Laughter] Well, I think we can start with appreciating that at least for many people in the Black community, trust of healthcare is something that is not readily demonstrated or exhibited. Historically, healthcare has not always treated people of color equal. And then also, the culture of coming into the hospital and feeling comfortable with how you're treated -- all of those things.

Butler: Yes, absolutely. I'll agree with you on that, definitely. If I could just talk about a very personal experience I had recently. I was having some joint issues in my body. And my primary referred me to an orthopedic physician. So I went to that orthopedic physician with my X-rays. And as he began to ask me to explain what I was feeling in my body, and as I'm trying to explain to him this is what I'm feeling, this is what I think it might be, I'm not sure what the problem is, what does it say on my X-rays, let's just say that our interaction was not the best from the get-go. He immediately admonished me because where I was pointing to on a section of my body saying that my hip hurts, but when I pointed to that area, he quickly gave me an anatomy lesson to let me know that is not your hip, very curt, very rude. I was like right away, I'm feeling some kind of way already.

But I didn't challenge it. I said let's just move on. We moved on. We finished the consult. I had to go back a week later for a consult because of something else. So a few weeks later I went back for a follow-up. And let's just say that even in the second consult I was still feeling some kind of way about him because once again, he had a very disengaged, curt attitude towards me.

And so I went back for my follow-up appointment. By this time -- I want to bring something else up. I said here's what's happening with my body. When I'm sleeping at night, if my head is elevated, I can wake up in the middle of the night and my left arm will be numb. I said, Do you think it could be a nerve issue in my spine somewhere?" And he didn't want to talk about it. It was the oddest thing. He just found ways to avoid the subject.

I said, once again, I have modified my sleeping habits. What do you think I should do? What are some other suggestions? His response to me was, I guess you should modify your sleeping habits. And then he just moved on. Very dismissive. I can't believe I just experienced this. So I found a way to bring the subject back to the topic, my issue of my arm going numb. And so when I explained it again, then he says to me, I have to be honest, that sounds like a nerve issue and that's not my specialty. So you probably will have to see another physician. That's all you had to say from the very beginning. From the very beginning. I'm thinking to myself, how someone else in my position would feel, in a similar position, someone of color who doesn't have the resources to be able to go to this physician and that physician and bounce around.

And so be subjected to such dismissive attitudes in a physician, someone you are going to saying hey, I need help, because you have the knowledge, you have the training, I'm coming to you, but

yet you're being blown off. Yes. I can see how you could have disproportionate numbers of people being affected by pandemics because they don't have the access to proper healthcare. They don't feel comfortable going to physicians. It's just so many factors. So that's my little personal story. But I think it kind of ties into what Donna was saying in regard to individuals not having really good relationships with medical professionals. That's always an issue.

Participant: Steven, there were so many moments where another person who would have said, this just isn't worth it. And just would have left. The fact that you persisted at multiple points in that experience on two visits, was it? I mean, the fact that you persisted --

Butler: Three visits.

Participant: To me, it just reminded me of how some people are raised culturally to take the doctor's word as-is and not question it, and not advocate for themselves. And that's what I noticed. You are a good advocate for yourself, because when I come up against that churn, as well, I'm like don't tell me how my body feels. And don't talk down to me, answer my question. But I know just as many people or more that will say, "Give me a break. I don't need this. I'm paying for this?"

And so they just move on and live with the pain. And so that's what struck me the most, and why when I read about news articles and research, when the person sees the doctor and sees themselves, the treatment is better. That to me was the puzzle piece of yes, because you feel what they're feeling and you're understanding some of what this person might be experiencing. So that really resonated for me and helped me, honestly, strengthen my resolve in the doctor's office for myself and for my daughter, and for anyone else who's like another participant, I don't know what to do here. Kudos to you, because that's hard.

Butler: It is very hard. Thank you. But you know what, moving forward, I went to my primary and told him about my experience and where I'm going to be finding another orthopedic physician to go to. So I don't have to deal with situations like that again. But at the same time, I think it's also important for me to communicate with that physician and let him know this is how I felt. This is how I felt coming into your office. And I hope that you won't do this again.

Participant: Think about the fact that you are taking that burden on to inform this person. I think that's what some people don't understand - that you're making that choice to do that. And others will not because why should they have to do that? No, it's your own choice to do that. And really, you're doing them a favor. That's how I see it. But of course that's my perspective.

Participant: I've been reading a little bit about health inequities and where they're coming from. It's a really good example of that picture you showed about personal unconscious bias leading to systemic racism, because we're showing that doctors don't believe people of color in terms of their description of their symptoms. So they will downplay pain and they will downplay the severity of symptoms to the point of missing some very severe diagnoses and then having really poor health outcomes for people of color.

Hopefully most of them don't go into the room thinking I'm going to give this person a lower quality of care. But it's those unconscious biases and stereotypes, and -- everything they're hearing and seeing from that patient is changed by their internal biases and stereotypes. And so it's translated to something that's not the reality.

Butler: Absolutely. Thank you so much for sharing that, participant. You're absolutely correct.

Klahn: Steven, there was a really interesting comment that spurred some conversation in the chat, when you were asking about examples of inequities that people may have experienced or been aware of. One of the comments had to do with the history of IRB reviews and the necessity thereof, and the fact that so much research, diagnoses, documents, they're all based on Whites.

Participant: And our history in terms of IRB review, the reason why these boards were put together was because people were engaging in clearly unethical and racist-based practices. For our IRB, one of my big goals is to refocus us back on that rather than on process and procedures and checking off boxes, is why are we doing this so that we can start to address hopefully some of those root causes or at least identify them to people so they understand.

Butler: Exactly. The Tuskegee Experiment. That was a big one, a huge one. This was sanctioned by the government -- African American men with syphilis were told they were being treated for their disease in a clinical study, but they were only being followed, not treated, although treatment, penicillin, was available.

Silk: I can share some history about that, Steven. The person who started the office that OLAW is derived from -- human subject and the animal subject protections were together in the Office of Protection from Research Risks (OPRR). The first head of that office was Charlie McCarthy who had been a priest and a professor at Georgetown University. And he came to a point in his personal life where he left the priesthood and came to NIH to work. The first project he worked on was stopping the Tuskegee syphilis experiment. That situation came across his desk. In those days, the Department of Health and Human Services was the Health, Education, and Welfare Department. Charlie, in one of my most treasured memories, told me this story himself. He said he found this project. And usually when you have a project in the government it is hard to move it up through the layers of bureaucracy, everybody has to sign off on it. But this situation was horrifying. And it went flying up through the system. And within a week he was on the news explaining what was wrong and how to stop this. And then treatment was offered to these experimental subjects. I think that Pat Brown, our current director of OLAW, is in the tradition of this great director of OPRR. And, you know, we're still doing that work, trying to protect animals. We call it *the divorce* when the OPRR split into OHRP and OLAW. It was a friendly divorce. And each of the offices are still looking after the humans and the animals.

Butler: Thank you, Susan.

Silk: It's a horrible story, but I think that all of us that work in this business should know the great tradition that we came from of justice and truth and doing things the right way.

Klahn: Folks are mentioning the life of Henrietta Lacks, and that's a very important story to know of, very interesting and sad, and just the impact of what happened to her was felt generation after generation.

Jarrell: If I can just add to that, is bringing those stories to the forefront is really important for our young people to appreciate the contributions of people of color in STEM. And we talk about the fact that we don't have representation at the table. So I think even taking -- if you are aware of these stories, talk about them, share them. Definitely share them with groups that are made up of people of color so that they can appreciate the contributions in STEM already.

Butler: Yeah, absolutely. So, another thing - a system of inequities within our society that was sanctioned by the U.S. government. Redlining. You guys familiar with redlining? Yep. I see some folks are nodding their heads, they are familiar with redlining. So, redlining basically is refusal of a loan or insurance to someone because they live in an area deemed to be poor -- a poor financial risk.

Wow. Just that. So, it was interesting because in the 1960s there was a sociologist by the name of John McKay. He coined the term redlining to describe the discriminatory practice of fencing off areas where banks would avoid investment based on community demographics. Based on just where you live within a ZIP code, you were denied a loan. And if people are being systematically denied loans, then how can they make the proper construction, repairs to their buildings and their infrastructure, and so forth.

And then it becomes what we refer to as deplorable living conditions, or the ghetto, and so forth. So, those are some of the names. And this began with the National Housing Act in 1934, which established the FHA. So, basically, it was the FHA loans, the Federal Housing Administration loans. And these loans were -- it was instrumental. These loans were not given to people of color.

If you live in an affluent neighborhood, nine times out of ten it has a history of being given FHA loans in the past. You have individuals who have benefitted because of their privilege to be granted these loans in order to fix up their homes and thereby fixing up their communities. So it's just a little bit of history. That's something else that shows up as a system of inequity that shows up in our society.

Participant: There was a story on Good Morning America this morning about a bi-racial couple that wanted to refinance their home in Jacksonville. Did you guys see this story? They came in to inspect the home and determine the value of the home. And they had all their family pictures out, so his family was White and hers was Black. They came back with a horribly low value for the home. The woman, an attorney, decided to try an experiment. She called somebody else to come in and do an evaluation of the home. And she took out all of the pictures of her Black family. And the home came in like 40% higher for its value.

Butler: Wow.

Participant: Yeah, it was significant, statistical -- it was very eye-opening. 40% difference.

Silk: I saw that, too.

Butler: That's just amazing. Wow.

Participant: That's still going on with Black and Brown business owners, especially Black and Brown women who go in with tons of documentation to get a business loan and they're denied, even though a White person goes in with the same documentation and there's no problem getting the loan. I mean, the stories that I've heard about that -- and it's like people not understanding. It's like this cognitive dissonance. And they just can't conceive of it for some reason that there must be something insidious going on.

And that's just the bias there, the racism there. It's rooted in that redlining. It's something new to me, but I know it's not new. And to constantly be reminded of it and imagine experiencing it, and how invalidating that would feel, it made me think about schools -- you know, how that money in your community gets spent and why people are driven to go and run for city council, and to advocate for their community. So it really helped me connect the dots when I started really looking into this topic.

Butler: Thank you, participant. Wow. So, there is a saying that you can't fight City Hall, and people get stuck on that - back in that diagram, they get stuck on the external components that they feel that they can't change these systems. However, people can change the internal, because remember, the internal shows up in the external. So if we can make changes in the internal, within us, that's where we can start making changes and differences within our society. So, doing so takes awareness of what these biases are. And with that being said, I wanted to turn this over to Jennifer.

Klahn: Thanks, Steven. Just a couple more comments that I want to share from the chat. Tanise shared that when she was showing her home, the first thing the realtor shared was that they should remove all family pictures. And a participant wanted to share that in the pandemic, there is a discrepancy in understanding that not everyone has privacy and resources to telework, may not even have internet, and folks with privilege don't see that reality. They don't see that it doesn't equate to intelligence or the value of the individuals. So, some really good points there.

Butler: Very good points. Thank you, guys.

Jarrell: Can I just add to Tanise's comment? Also, any ethnic art, I was told to remove.

Klahn: Wow.

Butler: Ooh. Wow.

Klahn: Yeah. I don't even know what to say about that. [Laughter]

Jarrell: We hope we get the value of our home, that's what you say. [Laughter]

Klahn: Yeah. Thank you, everyone, for sharing. There's been such a rich discussion. I want to talk a little bit about implicit bias. The resources for this discussion are on the ICARE website at <https://olaw.nih.gov/sites/default/files/20200812%20Reference%20Sheet%20for%20Diversity%20Inclusivity%20and%20Race%20Relations.pdf>.

Klahn: Great. After the session today when everybody really wants more and you're looking for opportunities to continue your education, in the resources there's a link to Project Implicit, a nonprofit organization, an international collaboration between researchers who are interested in implicit social cognition. Again, those are those thoughts and feelings outside of conscious awareness and control. The goal of the organization is to educate the public about hidden biases, and then to provide this virtual laboratory for collecting data on the internet. The idea behind Project Implicit is that people don't always say what's on their minds -- imagine that, right? One reason is that they are unwilling. For example, someone might report smoking one pack of cigarettes a day because they're embarrassed to admit that they actually smoke two. Another reason for their alteration of the truth is that they are simply unable to admit it.

That same smoker might truly believe she smokes a pack a day and may not keep track. The difference between being unwilling and unable is the difference between purposely hiding something from someone and unknowingly hiding something from yourself. So, the implicit association test used by Project Implicit measures attitudes and beliefs that people may be unwilling or unable to report, and the test may be especially interesting if it shows that you have an implicit attitude that you didn't know about. People may not like their results. They can be confusing and they may contradict our sense of self or how we operate in the world. But the test has the potential to offer us information that we were otherwise unaware of and to use that information to take action or just to educate ourselves further. Has anyone ever taken any sort of implicit attitude test? Anybody who's taken one want to share some of their thoughts about it?

Silk: I will. I took some of those implicit bias tests from Project Implicit. It's a very large family of tests and it addresses all kinds of issues. I found it to be extremely interesting. And it's your information, right? You can do with it what you want. And so there's one about fat shaming that was really interesting. There's some about religion. There's politics. And it's your information. You can use it the way you want.

There's a story I want to tell that happened when my children were small. That was some years ago. The teacher would send home a list for making Valentines for everybody. You would buy a box of valentines at the grocery store. Some of them were for boys, some were for girls. We're in an international area. There were names I wasn't familiar with. I would say to the kids, is this a boy or girl? "I don't know." "Where are they from?" "I don't know." "What color are they?" "I don't know." It was great -- all that stuff didn't matter to them. I was comparing my grown-up biases to

my kids when they were six, and they didn't even know what gender people were. They just never thought about it. Who cares? They were their friend. [Laughter]

I think those tests are fun, and I think you should all give them a try. They're very interesting. It's a citizen science project, Harvard is the residence of this, and they're collecting data. Your data is anonymous. And it's so interesting to learn about.

Butler: A participant in the chat section shared, "I took quite a few of them and was surprised and disappointed in myself. Interesting to have implicit bias against my own identities. Like, wow."

Butler: It is so true. I tell you, I was surprised, too. I shocked myself. For many years, lived in a very culturally diverse community. I lived in Miami for many years, culturally diverse, let me tell you. It's like a mini New York City down there, okay? And it's like when I took some of these -- I consider myself a citizen of the world. And being able to just move throughout and get along with everyone. But I didn't realize that I did possess biases towards certain people. I'm like, wow.

It was shocking. But just like Jennifer was saying, it's really about figuring out -- using this for yourself and saying, okay, now that I'm aware of these biases that I possess, what can I do as a human being, as a humanitarian in this world, to change that and to help make the world a better place, really. So, yeah. You'd be surprised.

Participant: One of the things that our diversity group has started trying to do is -- I don't know that everyone else quite understands in our division that we're trying to watch videos, one video a month that is either starring or directed by (or both) non-White non-cisgender, non-able bodied actors and people, because one of the things that always surprises me about the implicit bias training is how much it feels like it's impacted by media. If media always portrays African American or Black men in the same way, no matter how much I want to overcome that I need to do some work to retrain that and to make sure that I'm seeing people in all of the different ways that people live, not just the ways the media is choosing to present them to me in the news or other mainstream media.

Butler: Absolutely. Thank you, participant.

Klahn: Yeah, thank you.

Jackson: You know, I had some poll questions that I wanted to ask, but the conversation was so rich when we were talking about systemic racism and individual racism. And then the comment that the participant made about her own identities. So, Susan, could you launch the first couple of poll questions? When you're responding to demographic questions on surveys about ethnicity and race, how important is it for you to see a category that corresponds with the way that you actually identify with yourself?

Poll questions:

1. When responding to demographic questions about ethnicity/race, how important is it for you to see a category that corresponds with the way you identify?
 - a. Very important;
 - b. Important;
 - c. Moderately important;
 - d. Slightly important;
 - e. Not important.
2. When the ethnicity question does not include the category you use to identify yourself, what is your typical response?
 - a. Find the closest category and check the box;
 - b. Choose the "Other" category;
 - c. Leave the question blank;
 - d. Choose the "Decline to answer" option;
3. My race impacts how others engage with me at work.
 - a. Strongly disagree
 - b. Disagree
 - c. Neither Agree or disagree
 - d. Agree
 - e. Strongly agree

Silk: This is anonymous. We only know the percentage of how people who voted, but we don't know how each individual person voted.

Jackson: The last one, my race impacts how others engage me at work. Do you agree, strongly agree or disagree with that statement? Most of you really think that is important. That was a conversation that the faculty had. That some government survey questions may not identify with how diverse our society is now and how you identify. You may not see something that looks like you there, or how you identify with yourself. So it is important. I'm impressed that you just choose other, because a lot of times people may just leave it blank. And I thought that was really interesting and I think -- for a long time you got demographic questions, you never got the question Hispanic or non-Hispanic. And now every demographic question that I see has that category added to it now. So I see we're going to have to continue to expand that. And then you have to look at some entities that don't expand that. And that could be a way of not wanting to know that information or not knowledgeable enough to know that they should.

And I think it's important that we agree that your race impacts how others engage you at work. And I think that's something that Donna spoke to when she talked about being the supervisor and those underneath her were all from a different race, and them having these conversations with

her now. And if she didn't know it before, I'm sure -- when that came up, race impacted how other people engaged her in her job. So, that's just something to think about.

I want to not dwell too long on this, I want to move on into the next session with Donna and George.

Babcock: I want to start with something that I hadn't planned on talking about. We got a list of good books from people. I want to mention another one, because almost all those books were written in one direction. And there's a book called *Life on the Color Line*, written by Greg Williams, our former president. And he was from a bi-racial couple. The family lived in Virginia, and they ran their own business. They were middle class. His father was African American, but light-skinned and passed himself off as an Italian-American. Greg grew up White, okay? The business failed. The family divorced. So Greg went with his father to Muncie, Indiana. And it came out when he was interviewing for jobs that he was African American. So they were told they could only live in certain areas, he was given a low-paying job and the family became poor. He wrote a book from both sides.

I want to talk about some of the topics that have already been covered, but I want to relate them them more to the IACUC and give you some tips. We all have unconscious biases and unconscious stereotypes. And these things actually will shape the culture of our animal care program, our IACUC, and maybe the way we interact with our PIs. I'll start with a couple of definitions.

A stereotype is a fixed generalized belief about a particular group or class of people. And by stereotyping we infer that that person has a whole range of characteristics and abilities that we assume all members of the group have. So, let me give you an example. I think most of you encounter it regularly. There's a new hire in your department. And they're going to work with you closely. So you're told this by somebody above you. And all you know is that person's name.

Automatically, you probably started judging that person. Is their name male or female, familiar-sounding or foreign? So, perceptions start to pop in your head without even realizing you're stereotyping the individual. Soon you'll meet the individual for the very first time. And the person's appearance and voice will trigger more ingrained suppositions about that person, without even getting to really know them. Will you look beyond the surface impression, or be a prisoner of long-held biases that you unconsciously have? And it will take you a lot longer to really get to appreciate that person.

Another problem that we sometimes see is stereotype threat. And that sort of depends on the culture of your institution. And this is a situational predicament in which people are, or feel themselves to be, at risk of conforming to stereotypes about the social group. So the group forces you to fit their stereotypes. And it's a really big contributing factor to long-term standing racial and gender gaps in performance.

We all need to address issues of this of discrimination, harassment, retaliation so we can thrive in a safe, supportive environment. It has to be safe. Sometimes when we discuss things like this,

word leaks out to groups that condemn this sort of behavior, even though they should be encouraging this sort of behavior. So, it's not just for IACUC or ACUP members, but it also is about how we treat all people, which needs to be with respect and dignity. I'm going to give a few examples of how to tackle unconscious bias. We'll do some polling. When the poll comes up, there will be multiple questions, but I'll take them one at a time, and explain some things in between each question.

How to tackle unconscious bias? Set expectations and gather feedback. This is your first step in an internal campaign about your group, how to tackle these biases. You can do this with survey questions where you can ask open-ended statements like to give their thoughts, and they can say like, dislike, or they can give a range of things. So we're going to try this, but we're going to try some simple questions.

Poll questions:

1. Do you feel comfortable expressing your true opinions in IACUC meetings?
 - a. Yes
 - b. No
2. If no...I do not feel comfortable expressing my true opinion in my IACUC meeting because...
 - a. There is a hierarchy and those at the top do not listen to those below
 - b. I feel uncomfortable because of my race
 - c. I feel uncomfortable because of my gender
 - d. Other
3. Do you believe bias plays a role in your IACUC decisions?
 - a. Yes
 - b. No
4. Does your institution have a program designed to reduce bias?
 - a. Yes
 - b. No
5. If yes, what type of program does your institution have to reduce bias?
 - a. Mandatory
 - b. Elective
 - c. My institution does not have a program to reduce bias.
6. Does your institution have an IACUC mentorship program?
 - a. Yes
 - b. No

7. IACUCs often encounter problems when a person's culture encompasses a different concept of animal welfare than we expect in the United States. Have you experienced this at your institution?
 - a. Yes
 - b. No
8. Is your IACUC diverse?
 - a. Yes
 - b. No
9. Rewritten Do you think your IACUC members feel included?
 - a. Yes
 - b. No

Okay. Do you feel comfortable expressing your true opinion in your IACUC meetings, if you go to IACUC meetings? This won't apply to everybody. And the word *true* is very important. And if you do, either way, it relates to the next question. It is about - is there a hierarchy, and those at the top don't listen? I feel uncomfortable because of my race. I feel uncomfortable because of my gender. I feel uncomfortable for another reason, or other. So, this is a little mini group of your IACUC.

I'll briefly say on the first, it's almost split. Almost half of you don't feel comfortable expressing your true opinions at the IACUC.

That's sad. I feel bad for you, because obviously there's a reason for that. Maybe we'll get to that in the second question.

Silk: That really denies the animals the strength of a diverse committee hammering out a decision together, doesn't it?

Babcock: Yes, it surely does. The second part of that - is there is a hierarchy and those at the top don't listen to those below. About a third feel that way. And I'm not surprised at that, because I think that institutions say they don't have a hierarchy, but they do.

I feel uncomfortable because of my race. 17%. And of course that's going to be, depending on what race you are. And it's going to depend on what race the people here are, how they feel.

I feel uncomfortable because of my gender. 13%. I guess it depends on how the IACUC -- mine is close to 50/50, so that would be a good thing that it's only 13%. But maybe lower.

I feel uncomfortable for another reason, 30%. That's pretty high that you feel uncomfortable. 42% feel uncomfortable for another reason. Almost half feel uncomfortable about something, which I also think is too bad.

Do you believe bias plays a role in the IACUC decision? 63% do. If there is some group that should not have bias, it's this group, the IACUC. I mean, you're hurting animal research. That's too bad. I'm sure it occurs. I've worked very hard not to have it in my IACUC. I'm sure it occurs, but I know it's not at 63%. So that's too bad.

Participant: George, I wanted to ask. I'm assuming you wrote this poll. What was your thought about what kind of bias? Because I think bias is an incredibly generalized word. And if we're talking about bias in terms of roles within the IACUC -- so vets versus compliance, versus PIs as opposed to the point of this dialogue -- I think maybe we all answered that with a different thought of the definition of bias.

Babcock: That was bias plays a role in your IACUC decisions. So in other words, if you're making a decision about protocol, is there some inherent bias there. It could be against the PI. It could be against the research. In other words, it's a nonobjective decision. That's what I was getting at.

Participant: I can add when I answered that, I thought of a number of different types of biases, including who the PI is, the type of research and the "societal value" of the research, and then also, of course, if there were any previous noncompliances in the history with the IACUC. Those were some of the things I thought of when I answered that.

Babcock: And that's sort of what I was getting at. IACUCs can have biases against PIs. And sometimes they're for good reasons. If a PI is getting one noncompliance after another, there's going to be a bias against them because we're going to be protective of the animals and that's a bias, but I think it's very justified. But if you're biased against it for some other reason, whatever that reason is, that's not justified, usually. So we have to guard against that.

Now, the next question I'm going to go in a little more depth about why I mentioned this. Does your institution have a designated program to reduce bias? And there are two things, mandatory and optional. The reason I said that -- we have a mandatory program. But the research clearly shows that mandatory programs don't work well. They don't work well at all. Voluntary programs work pretty well -- not perfect, but they work pretty well.

So we were forced into it. And you get into this thing with people thinking- well, I don't like this because I'm being forced into it and it can create animosity against the training group. So if you can, you should push towards an optional program. And it looks here like it's about 40% mandatory and 32% optional. And about 28% don't have any program, which also is not good. I'm not sure that mandatory is better than nothing, but maybe it is. But clearly, optional is the best.

Do you believe bias plays a role in decisions, that's about two-thirds say yes. And I think that Susan mentioned that really impacts the animals. Does your institution have a program to reduce bias. That's good. Most of them do. Is it mandatory, unfortunately, most of them are. But at least there's probably a third that have it optional, so that's good.

Let me discuss this. Does your IACUC have a mentorship program? This is very important, and it's a good way to reduce bias, assuming it's a good program, but we'll start with does your institution have one. And it looks like most of them don't. It needs to be formalized. We have a mentorship program but you have to go hunt it out. But I think you really need a formalized mentorship program.

Does your IACUC have a mentorship program, the vast majority, three-quarters do not. That's too bad. I mean, you can actually start that within your program without having a formal one at your institution. It can be one of your members or several of your members can do that, or the IACUC chair can do that, the attending vet can do that. I know Donna is an excellent mentor, so look around in your program. She was my mentor into this ICARE program.

The last one, IACUCs encounter problems when a person's culture encompasses a different idea of animal welfare. I'm going to discuss that. It looks like it's about 50/50. I'm going to discuss that in a little more detail. For the first one, the majority was no, you don't feel comfortable expressing your true opinions. For the second one, you're uncomfortable for other reasons. And I'm sure there's a ton of them other than the four above. But I think the important point is there's a lot of uncomfortable opinions here. So that's what's important, I think.

The last thing I'd like to cover is the importance of culture and communication. A lot of our problems can be solved if we understand the culture and communicate. Communication is so key. Going to Steven's point about it's not his role to teach about being a Black man. That's so true, but a lot of that could be solved if we communicated with each other. You could ask Steven what it's like and he could ask you how you view things like that. So, communication is so important. And we learn about culture and socialization through communication.

That's the way our ingrained culture comes about, through socialization. It's true of all cultures. You're not born and all of a sudden, bingo, you have a culture. It's the socialization with the group that you're in. So we need to develop an appreciation for cultures in our animal care program, and in our IACUC. We should value the members for their culture because they add something to the program, by their experiences, by their backgrounds, and by their perspectives. And one key point is that some cultures view animal care differently than we do. And I think yes, we should understand that, but we should also work to change that a little bit, because we do have standards for animal care. I think they're very good. We've hit a happy balance between some countries which maybe are over the top and some which have none at all. So, that's something we need to work on.

Another thing is many of us have experience that's been touched on a little bit here. The fastest-growing group in STEM are Asians. But Asians really represent 30 distinct groups and many subgroups. So we've got to realize that. We don't treat Asians as Asians, because there is no such thing other than geographically - they come from a huge group. There are as I said, many cultures. We have a tendency, unfortunately, to think of Asians as being Indians or Chinese. And that's really not true.

We have a person on my IACUC from Sri Lanka and he gets very upset when you assume that he is Indian because he's not, he's Sri Lankan. And this can cause a lot of friction. So we have to understand where people come from and understand their culture. And it starts through communication. So, the importance of diversity in this way, those who are educated in a diverse setting are more likely to be intellectually nimble. That's been shown by research. So, educate yourself in diversity.

Silk: George, you have some comments coming in. Jerry says the strong personalities seem to overpower the scientist's viewpoint, who choose not to debate.

Babcock: Yes. This can be a problem. And it can be in many directions, but I see it often as a cultural problem. There are certain people who culturally are taught not to be so aggressive. And that's something that I think the leaders have to be careful as not to let certain people dominate.

Participant: I wanted to add to that, that's something that I've seen a lot of. And I try to, at the beginning of meetings when I first started in this position, let them know periodically I'm going to reflect back to them what I hear because I have to record this. And so by doing that, you can show the bias in the conversation. And then I'll mention does anyone else want to provide, you know, material for this discussion before you make a decision. Because I try to provide short-term goals of those discussions and to make it clear, did you really provide the full spectrum of opinions here based on the material presented? And I feel like consistently -- this is over six years of doing this -- it's not overnight. And so it's very much they know what I'm going to say and do. And if I'm not there, they know this muscle memory of no, remember, our IACUC administrator said we've got to do this because that's in the policy. So that's that equity piece and also trying to prevent that overpowering of one person. That's what I've felt that has helped our committee start to engage those members who feel like it's just not worth it, not worth the fight when I try to encourage them and support them.

Babcock: That's also mentorship. You're mentoring your whole committee. There's been several comments related to that. One from a participant, I assign IACUC members to a specific member to review types of protocol. Letting the newbies work with experienced members. And there's a comment about how things have changed in COVID. Thank God, my IACUC has had no new members. I would hate to bring a new member in strictly remotely. [laughter] Because there's a lot of body language that goes on during IACUC meetings.

Klahn: We just started three new members during COVID. It's been fun. [laughter]

Participant: Same here. And it's because of the COVID research that I'm grateful for them, because I need reviewers on protocols with immediate results. And I agree, having this video chat ability has been really helpful. I let them know, I try to stress so much if you don't know, please let me know, because your questions are important. And it is a struggle, but also I try to tell them in many ways how grateful we are for their service, that we could not do this without them, so that they feel some measure of gratitude and that what they're doing is important, especially for the women on our committee that are juggling a lot of different things.

Silk: A participant wonders, is there a best way to assign mentors, by request, by role? George, do you have thoughts? How do you do it?

Babcock: We assign them by role because we think -- we may not -- that we know who's a good mentor. We try to assign someone in a similar role who we know is good.

Silk: Scientist to scientist?

Babcock: Right.

Participant: That's what I meant.

Babcock: I could see if somebody asked for someone, I wouldn't object to it. But I would worry sometimes people want to be mentored by their friends and that's not necessarily the best mentor. They may be a great mentor, but they may not. So that's just the way I do it.

I'll leave you with two quick things. Remember to keep the IACUC's point of view diverse, if you can. Diversity is so important. And please, no matter what your role, try to foster a culture where every voice is welcome, heard, and respected. Donna's going to close it out for us, and she's good at this.

Jarrell: Okay. Thank you all for hanging in there. This has been a very, very rich discussion. I just want to try to summarize the conversation has taken place today and maybe put some perspectives on what you can take with you as you go back into your programs. At the beginning of today we started out with a little bit of a reality check by hearing voices from individuals in the veterinary profession specifically speak about their experiences in the workplace.

I think that was an opportunity to really put the issue directly on the table. And it was always our intention to create a very safe space for everybody to speak. And we clearly provided a space where a lot of people felt comfortable to speak, so I want to thank my colleagues for that. I also want to acknowledge, which was said earlier, is that these conversations around diversity, equity, and inclusion have been going on within ICARE in particular for a couple of years now. So I always want to recognize that as the reason why many of us are at this place of being able to have these conversations is because we did do some work in this area collectively. And so we have gotten through, I think, some of the initial concerns, discomforts, etc.

Silk: It's been more than a couple years, Donna.

Jarrell: Okay. There you go. More. four, I think. Five? We're getting there.

Silk: I feel like we've built a family where everyone is heard and everyone contributes. I hope the rest of the faculty feels that way, too.

Jarrell: Great. Thank you. I also want to acknowledge what we did at the very beginning, which was we stopped and we all just took a moment to breathe. There is a nice little podcast by a gentleman named Ed Maxwell [<https://www.youtube.com/watch?v=OLIKvHsVjgE>], called *Mind Your Bias* and the whole idea is that through mindfulness, you're actually able to be more open in these conversations. And so I would encourage you to continue, whenever you're engaging in these conversations, back at your office, to take a few moments, take a few deep breaths. He talks a lot about published data that shows that through mindfulness, you actually improve inclusivity. So, again, use the tools that we practiced today as you go back. So, the first question that we had was we showed you a picture of a variety of faces and we asked you what do you know about these individuals and what don't you know about them.

And I think the idea here is that we often will jump to our stereotypes, or our implicit biases about people, about things that you cannot really determine by first looking at them. We don't know what their attitudes are. We don't know what their experiences are. We don't know what they're thinking. These are all reasons why it makes sense to not follow through on your initial interpretation or your initial thoughts in a situation. I'll just quickly share with you, I had a conversation with my own admin who I hired a little over a year ago and she worked in the hospital. And she shared with me that one of the first things that people asked her when she joined the new team was where did she live.

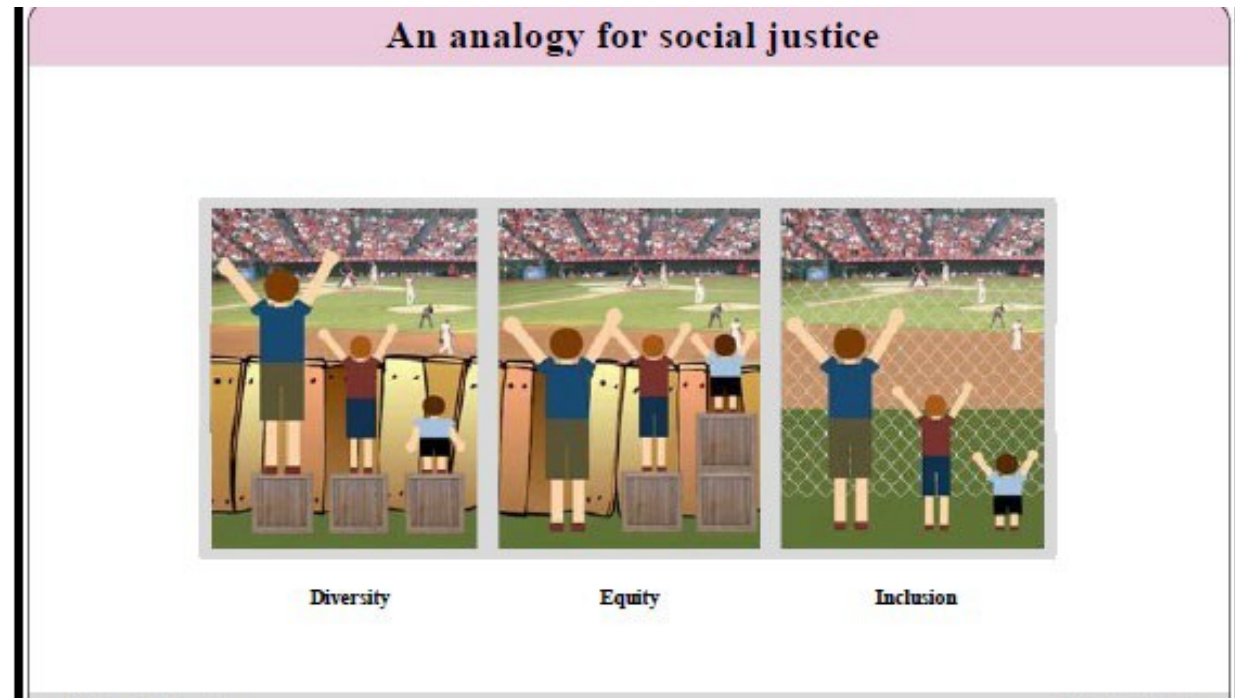
She's a woman of color. She lives in Cambridge. And one of the groups that she worked for said, oh, my gosh, how can you afford Cambridge? And that was an initial, very -- probably that person did not feel that they were being racist, but it was felt that that was a very inappropriate comment, making assumptions about socioeconomic status, shall we say. So, even these little things that are said really can have a profound impact on our colleagues of color.

And so we want to do something about this. We want to address racism. We want to understand institutional racism, systemic racism, how it exists, how to see it. Recognize that not everybody has the same experience and that the racial experiences of people are not monolithic. I think that was shared. Increase our sensitivity around our systemic and our individual racist assumptions so that we can move towards an equitable and inclusive culture, institution.

And so then, Jennifer and Steven called us out and said, okay, we have to be responsible for our stereotypes, our prejudice, and that might be discriminatory. And that we have to keep working on that. And I wrote down here that several participants shared that your first reactions may be defensive, or you may be uncomfortable initially. And what we would say is that through practice, it will get easier. I can guarantee that.

There was one comment that said that when you are looking for a cultural change, or organizational change, having the support or the direction from the top can be significant. And so if you are in a position of leadership in your organization, recognize that it is your voice that sets the path for everybody in your organization. So, I personally have done that. And I encourage any of us who are in leadership roles to step out and let everyone know that you are working towards an inclusive environment where everybody's voices are heard.

We talked about privilege. And as I said, and the leadership role. You can have privilege. What you do with it is what's most important. Be aware that increasing diversity in your groups, as George highlighted, is extremely beneficial in the creativity and success of your organization. Also be aware that people of color have both external pressures that come from your organization, but also from society as a whole, as well as the internal biases and privilege, and internalized racism that has to be addressed. And so you want to look at them from both sides.



source: unknown

Jarrell: Thank you for hanging in there with me. This last slide is what I use in my training. I have created a program internally to actually address inequities in our department that are actually holding any of our staff back. And what we talk about all the time is the definitions of diversity is to make sure that you have offered everyone, a variety of people with experiences, backgrounds, ethnic, gender, etc., that you want to invite them to the table. And that is bringing diversity into the room. If you don't have diversity, that's your first step, okay, is how do you identify people who can bring those different perspectives. Once you feel that you do have diversity, you have become a more diverse group, then you want to see how are people succeeding. And I often tell my staff that my goal is to make sure that you have what you need to be successful in your job. And if that means that certain groups need a little bit more support than other groups, that's equity, okay? Giving everybody what they need to be successful.

That might be a mentor for a certain group of your members. That might be additional education, training, opportunities for growth for your frontline staff to see their careers progress. And it might be, as we said, English as a second language support so that everyone can appreciate the information and the communication that is shared. And when you really get to a truly inclusive culture, then you remove the barriers that create the need for the additional support.

And one of the areas that I talk about with my group is when it comes to career development, why are we not seeing people of color actively engaged in moving up the career ladder? And if it's for a reason like, you know, we require that ALAT and taking tests is something that a lot of people of color in our organization are not really comfortable with, then I would say what is the information that they get from passing that test, and can you validate that they have that information, yes or no? Or is that really important for them to get their job done? And so you realize that sometimes what you thought you were achieving you can achieve in another way that is more inclusive.

So I would say challenge yourself even with your own systems if they seem to create inequities. And I'll end with a little activity that I did with my program at Mass General, called our *Be Better Program*, and our goals are to evaluate and address our processes, practices, and behavior expectations that create inequities. And once we've done that, we want to prove to ourselves through evaluating and measuring our outcomes that we were successful.

And if we are able to demonstrate our success that we have seen numbers change, or the impact on our employees change in a positive direction, that that means that we are living our commitment of inclusion. At the end of the training of my *Be Better* group I remind them that when it comes to race, race is a social -- it's a concept created by society. And I give them all this crayon box of crayons that I bought called colors of the world.



Source: Crayola.com

Crayola made a box of crayons that are all built on skin tones. And in the 24 crayon box there is no Black crayon and no White crayon. And I can honestly tell you that we now start to talk about ourselves based on our crayon color. And so I'll often say I'm a medium deep golden today. Right? And that creates a whole different concept around race. Because in the end, we're all part of a

human race. And that's what we want to move towards in inclusivity. I thank you for your time, and I wish you luck on your journey.

Silk: And I want to say a couple things. Thank you to Tanise and the team for a stellar job. (Clapping) Participants, don't you agree? And faculty, we really appreciate these terrific participants who gave so much. Thank you so much for joining us today.

Jackson: Thank you.

Silk: Thank you, Tanise. You guys, all of you did a wonderful job.

Multiple Participants: Thank you.

Participant: It was a great session.