

June 20, 2024

#SWDSS



## NIH Scientific Workforce Diversity Seminar Series

### How Are Institutions Transformed to Foster Cultures of Inclusive Excellence?

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[diversity.nih.gov](https://diversity.nih.gov)



 **National Institutes of Health**  
Office of the Director  
Chief Officer for Scientific Workforce Diversity

# Faculty Institutional Recruitment for Sustainable Transformation (FIRST) Program Goals

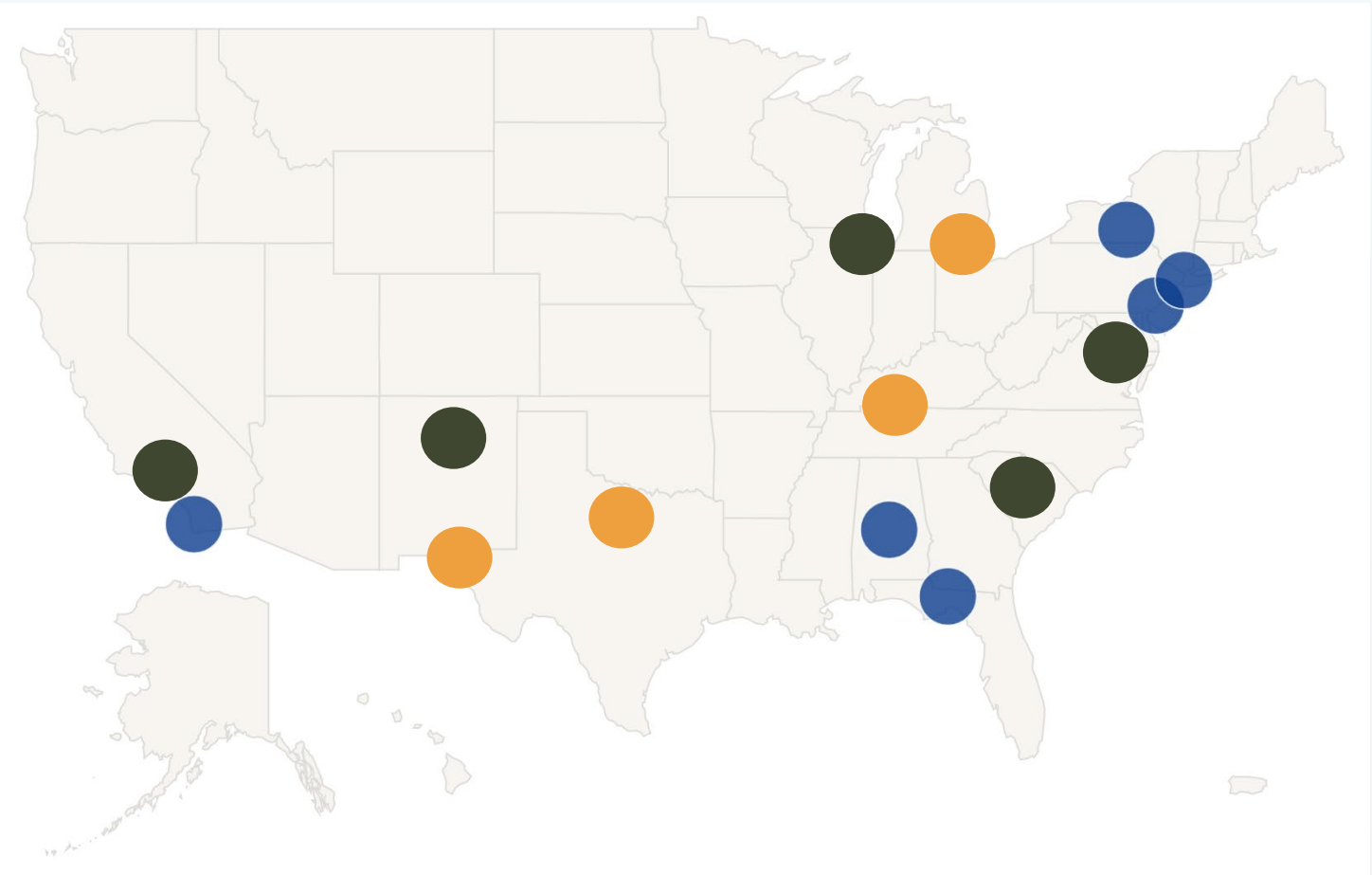
## Cohort Awardees

- Institutional Culture Change for Inclusive Excellence
- Hiring a Diverse Cohort of Faculty
- Faculty Professional Development and Mentoring




## Coordination and Evaluation Center

- Consortium-Wide Communication and Coordination
- Consortium-Wide Evaluation
- Consortium-Wide Data Collection, Harmonization, and Analyses
- Dissemination of Information

# FIRST Program Cohort Portfolio

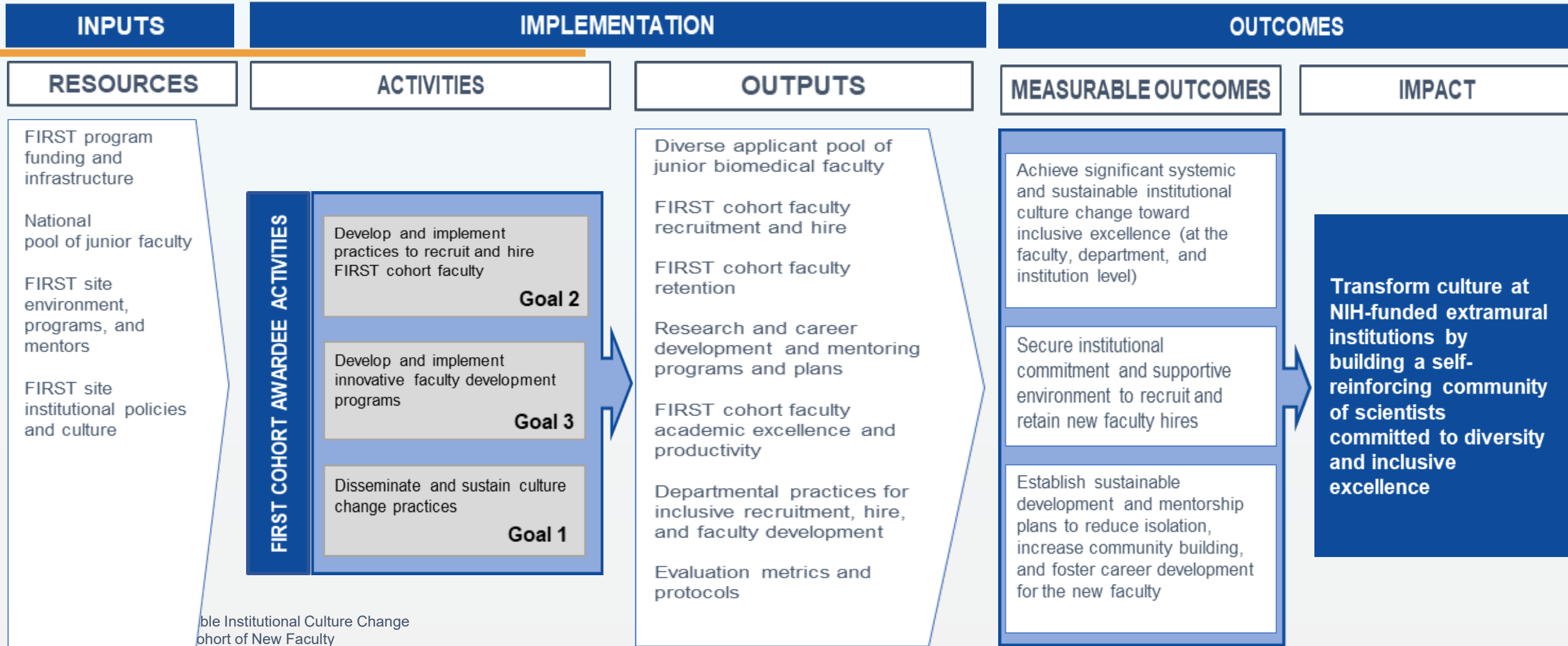


**Key**

-  Cohort 1
-  Cohort 2
-  Cohort 3

# Consortium-Wide Evaluation

## FIRST Program Logic Model



able Institutional Culture Change  
 cohort of New Faculty  
**GOAL 3: Faculty Development, Retention, Progression, and Promotion**

# C-Change Dimensions of the Culture

	Cronbach $\alpha$
<b>Vitality (5 items)</b> Being energized by work	.80
<b>Self-Efficacy in Career Advancement (3 items)</b> Self-confidence in ability to advance in career	.80
<b>Institutional Support (4 items)</b> Perceptions of institutional commitment to faculty advancement	.88
<b>Relationships/Inclusion/Trust (5 items)</b> Faculty relationships and feelings of trust and inclusion	.84
<b>Values Alignment (6 items)</b> Alignment of faculty personal values and observed institutional values	.79
<b>Ethical/Moral Distress (8 items)</b> Feel ethical or moral distress and being adversely changed	.79
<b>Respect (8 items)</b> Feel valued, respected, bullying and intimidation	.86
<b>Leadership Aspirations (4 items)</b> Aspiring to be a leader in academic medicine	.72
<b>Mentoring (6 items)</b> Mentoring received, quality, quantity, key components	.92

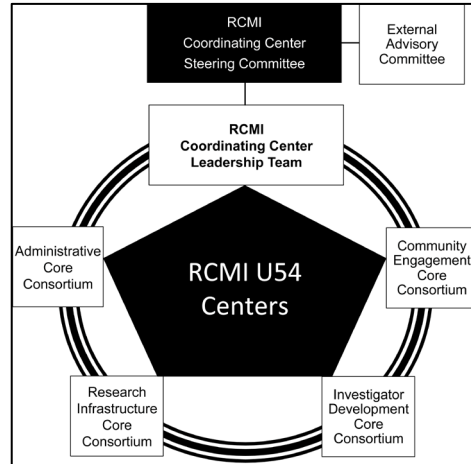
# C-Change Dimensions of the Culture

	Cronbach $\alpha$
<b>Gender Equity (7 items)</b> Perceptions of equity for female faculty	.80
<b>Equity for Underrepresented Faculty in STEM (5 items)</b> Perceptions of equity for faculty underrepresented by race and ethnicity	.84
<b>Work-Life Integration (4 items)</b> Institutional support for managing work and personal responsibilities	.75
<b>Institutional Change Efforts for Diversity (3 items)</b> Good faith effort by their institution to advance female & underrepresented faculty.	.84
<b>Institutional Change Efforts for Faculty Support (5 items)</b> Good faith effort by institution to improve support for faculty	.86
<b>Valuing Diversity: Attitudes and Recruitment (9 items)</b> Extent of valuing diversity in work teams; support the inclusion of race, ethnicity and gender as criteria in recruitment and advancement.	.89
<b>Anti-Sexism and Anti-Racism Skills (4 items)</b> Skills to identify and effectively respond to sexism and racism.	.84
<b>Change Agency for Equity (7 items)</b> Ability to act as a change agent to oppose racism and sexism.	.82

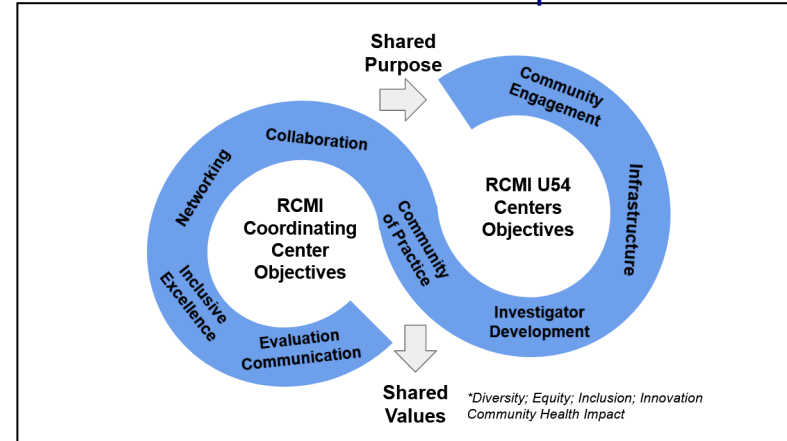
# Disseminating and Sustaining Cultures of Inclusive Excellence at NIH Funded Academic Institutions

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- FIRST Consortium Dissemination Products
- Common Metrics and data elements for standardized evaluation of cultures of inclusive excellence
- Leverage NIH Programs funded to diversify the scientific workforce
- Share Evaluation Common Metrics and Data Elements with Academic institutions implementing Cohort hiring



## RCMI Consortium Conceptual Model



International Journal of Environmental Research and Public Health MDPI

Article

### The Research Centers in Minority Institutions (RCMI) Consortium: A Blueprint for Inclusive Excellence

Elizabeth O. Ofili <sup>1,\*</sup>, Daniel Sarpong <sup>2</sup>, Richard Yanagihara <sup>3</sup>, Paul B. Tchounwou <sup>4</sup>, Emma Fernández-Repollet <sup>5</sup>, Mohamad Malouhi <sup>4</sup>, Muhammed Y. Idris <sup>1</sup>, Kimberly Lawson <sup>1</sup>, Nadine H. Spring <sup>1</sup> and Brian M. Rivers <sup>1</sup>

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**Abstract:** The Research Centers in Minority Institutions, (RCMI) Program was established by Congress to address the health research and training needs of minority populations, by preparing future generations of scientists at these institutions, with a track record of producing minority scholars in medicine, science, and technology. The RCMI Consortium consists of the RCMI Specialized Centers and a Coordinating Center (CC). The RCMI-CC leverages the scientific expertise, technologies, and innovations of RCMI Centers to accelerate the delivery of solutions to address

check for updates

Citation: Ofili, E.O.; Sarpong, D.; Yanagihara, R.; Tchounwou, P.B.; Fernández-Repollet, E.; Malouhi, M.; Idris, M.Y.; Lawson, K.; Spring, N.H.; Rivers, B.M. The Research Centers in

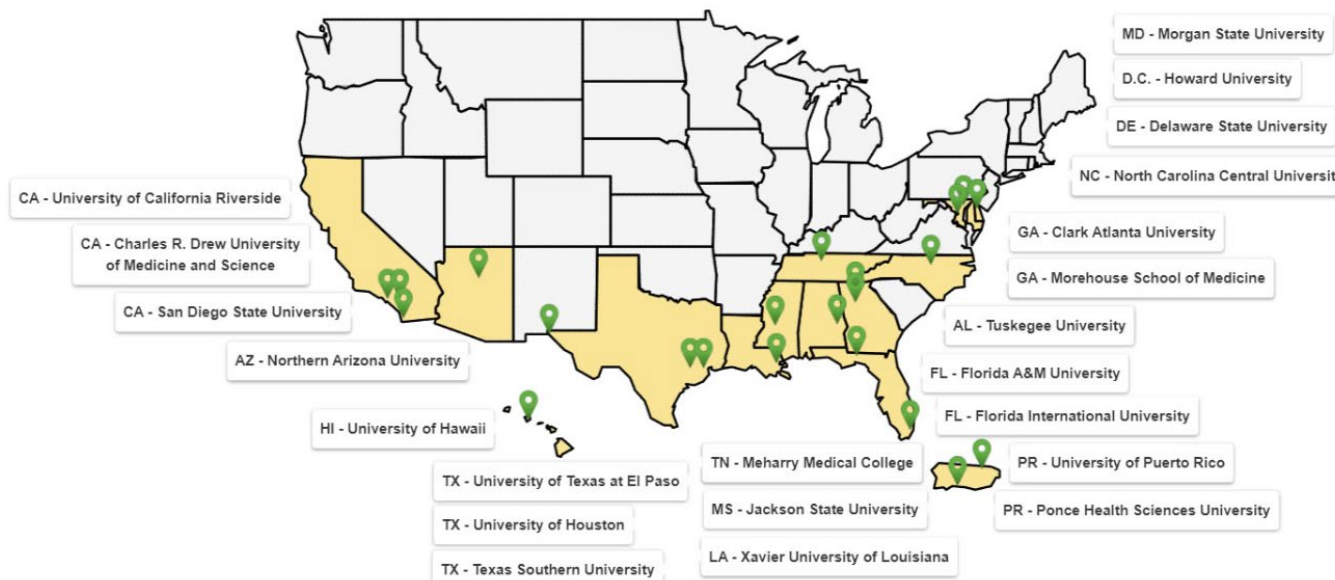
Ofili EO et al. *The Research Centers in Minority Institutions (RCMI) Consortium: A Blueprint for Inclusive Excellence.* *Int. J. Environ. Res. Public Health* 2021, 18, 6848. <https://doi.org/10.3390/ijerph18136848>



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# RCMI Investigators (# 2,227) Research Networking Profiles



Last updated: March 2024

Profiles <b>2,277</b>	Publications (Journal Articles) <b>53,065</b>	Projects <b>1,096</b>
Profile Updates <b>4,830</b>	Proceedings of Meetings <b>73</b>	Unique Search Operations by Users <b>19,259</b>





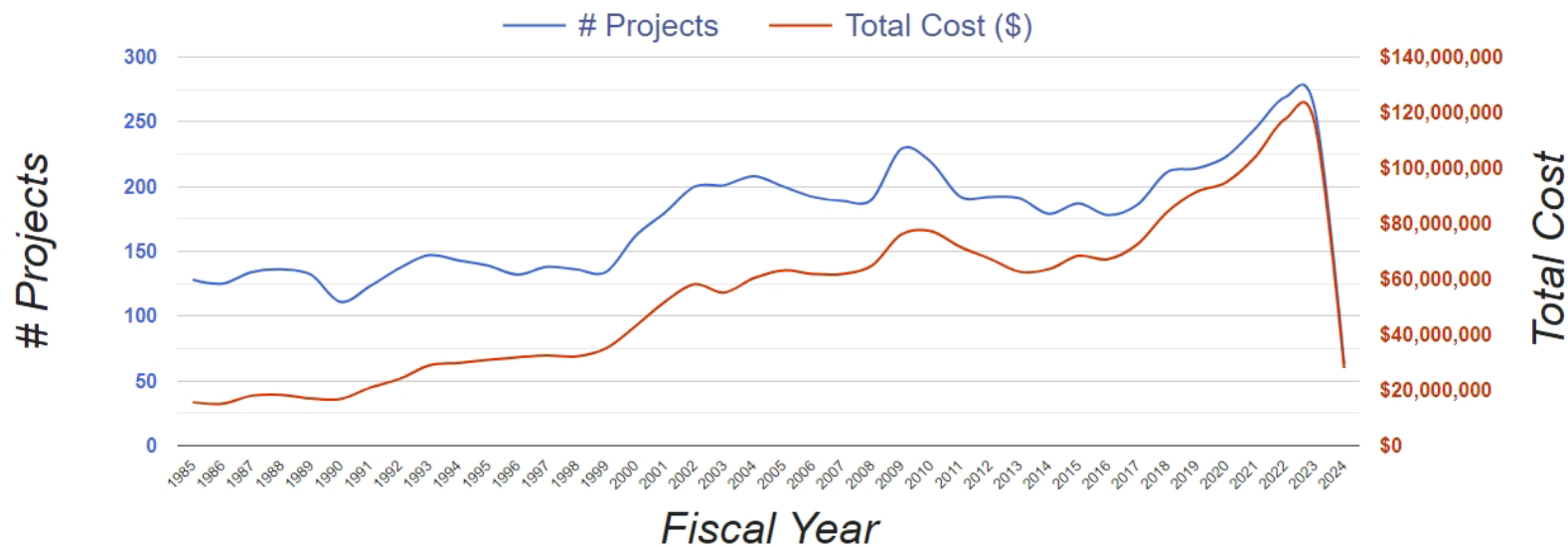
# R01 Funding

(NIH RePORTER)

Fiscal Year	# Projects	Total Cost
Active	<b>315</b>	<b>\$141,219,851</b>
All	<b>6,655</b>	<b>\$2,150,109,512</b>

Last updated: March 2024

R01 Funding by Fiscal Year



# Acknowledgements

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- FIRST Coordination and Evaluation Center at Morehouse School of Medicine
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- FIRST NIH Program Officers and Project Scientists
- RCMI Consortium Institutions and RCMI Coordinating Center at Morehouse School of Medicine

[www.first-cec.net](http://www.first-cec.net)

[www.rcmi-cc.org](http://www.rcmi-cc.org)

**THANK YOU!!!**