

# Exploring and Enhancing Diversity Within Our Compliance Committees

T Jackson, D Jarrell, N Mays, J Stemwedel

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4:30 – 5:45 PM

PRIMER's  
2017 IACUC Conference

March 19 - 21 • New Orleans, LA



# Today's Facilitators

***Disclaimer: We have a relevant personal/professional/financial relationship(s) with respect to this educational activity***

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# Session Overview – Two-Fold

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1. As one of PRIM&R's core values, their commitment to diversity is supported in this session where facilitators and attendees will brainstorm and strategize on how to champion the important benefits of diversity in all aspects of regulatory affairs/regulatory compliance career pathways. This will span from animal care personnel to IACUC office & membership to our researcher community partners.
2. Utilization of active learning tools, similar to those utilized in the new ICARE workshops, will be applied.

# Learning Objectives

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Today we will offer attendees an interactive experience where we will:

- Discuss the benefits and challenges around diversity in IACUC committees and workplaces
- Examine mechanisms/reflections to help increase diversity competencies
- Expand on “Why Diversity Matters” in the biomedical community
- Provide and practice using a “toolbox of skills” for communication and problem-solving amongst diverse IACUC administrative, committee and research personnel.

# Introduction to Active Learning

## How People Learn

J. Bransford, National Research Council 1999

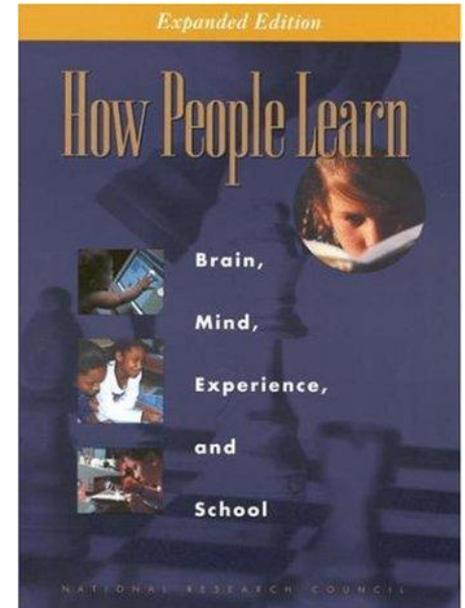
Interagency Collaborative Animal  
Research Education (ICARE)

**ICARE Train-the-Trainers Institute**

July 14-17, 2016 and August 11-14, 2016 • Potomac, MD

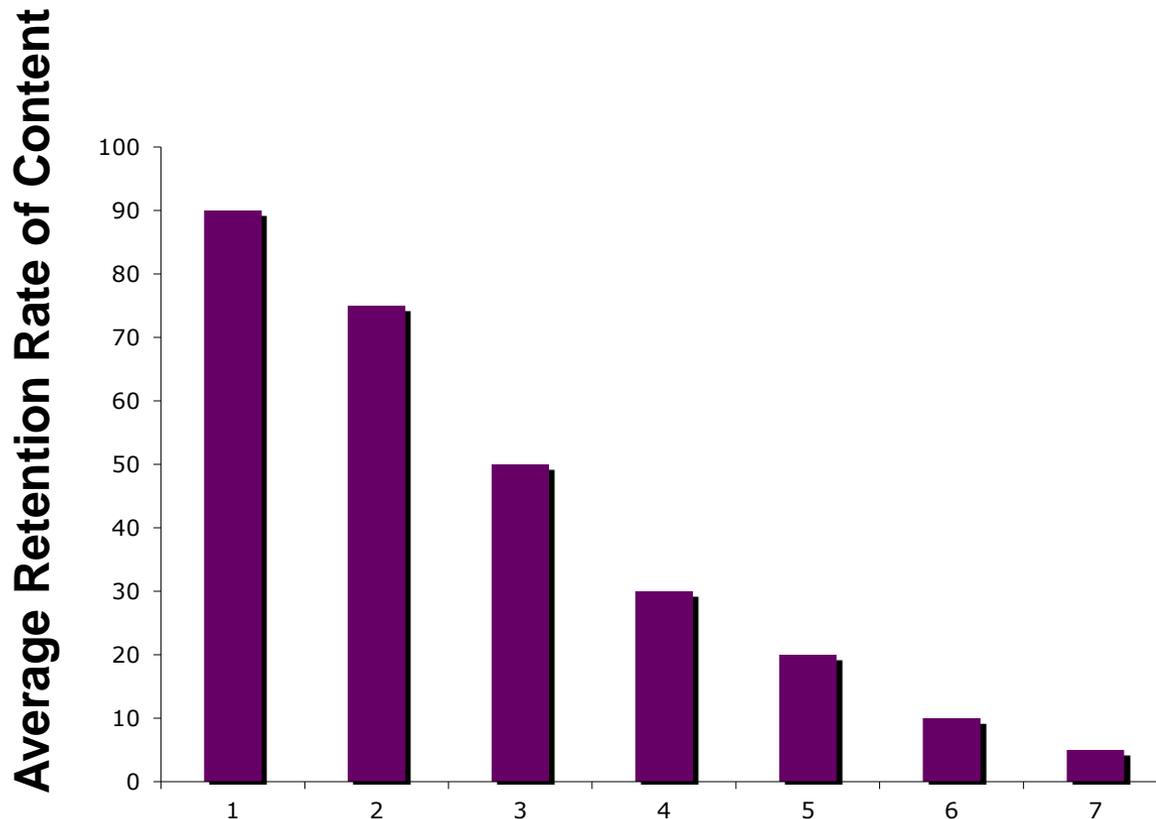


U.S. Department  
of Veterans Affairs



*Systematic Approach to Improving IACUC Training and Function in the USA*

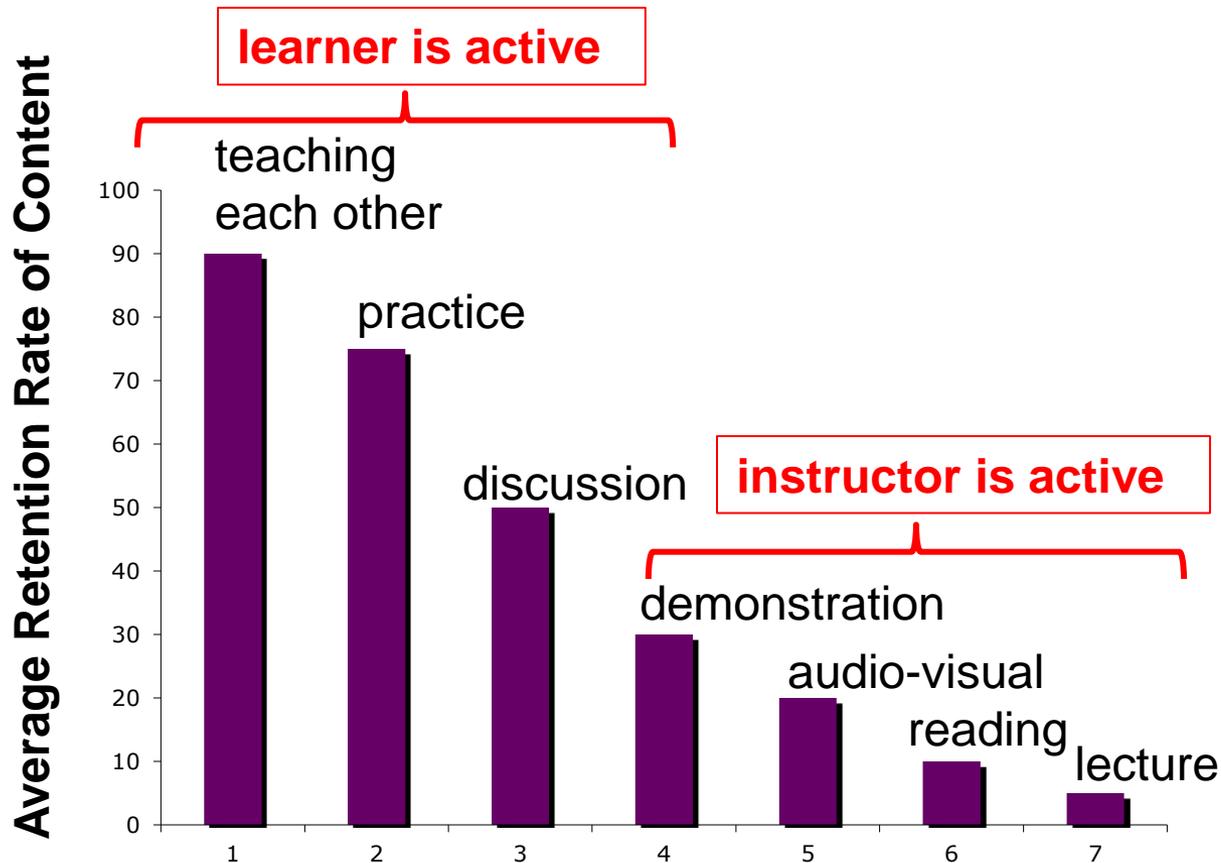
# Science of Learning



- Audio-visual
- Demonstration
- Discussion
- Lecture
- Practice
- Reading
- Teaching each other

Source: Tokuhamo-Espinosa, T. 2009. *The New Science of Teaching and Learning: Using the Best of Mind, Brain, and Education Science in the Classroom*. Teachers College Press

# “Science” of Learning



- Audio-visual
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# *IACUC Diversity – What Are The Benefits?*

## **Think-Pair-Share Exercise :**

**THINK:** How diverse is your IACUC membership? (2 minutes)

**PAIR (3/group):** Discuss with the neighbor to your left the diversity of your IACUC and the benefits that you see due to that diversity; summarize/prioritize those benefits (5 minutes)

**SHARE:** Select a spokesman to share 1-3 benefits that you have identified (5 minutes/group)

# *How Do I Develop “Diversity Competency”?*

## *Recognition & Reflection*

### **Unconscious bias:**

Unconscious bias refers to a bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences.

### **Examples**

- Recruitment of staff
- Workload allocation
- Meeting schedules

# *How Do I Develop “Diversity Competency”?*

## *Recognition & Reflection*

### **Stereotypical bias**

Stereotypical bias are beliefs about attributes that are thought to be characteristic of members of particular groups

Stereotypical threat - situational predicament in which people are or feel themselves to be at risk of conforming to stereotypes about their social group

### **Examples:**

- Asians are smarter in math
- African Americans are better athletes
- Men are smarter in STEM areas than women

# Diversity Challenges - Why Diversity Matters?

## Exercise:

### 3 Scenarios

- *Those Difficult Women*
- *Am I one of Them?*
- *Recruiting a new IACUC member*

1. Take 10 minutes and discuss your group's scenarios?

2. Take 3 minutes/group to report out on:

- \* key challenges that your group identified;
- \* what can the IACUC do to minimize those challenges

# *Diversity Challenges - Why Diversity Matters?*

## *Scenario 1*

### **“Those difficult women”**

Bob Burns, a man of about 30 with a Ph.D. from an elite research university, is a new professor in the Biology Department. As he tries to get his research lab established, he has submitted a large number of protocols to the IACUC. All of his submissions that have been approved so far have required major revisions; about half of the protocols he has submitted still await the IACUC’s approval.

This week Bob’s patience has run out. In a meeting with his department chair, he vents his anger about the “obstructionist” IACUC. Even through the closed office door, people in the corridor can hear him yell about “those difficult women” on the committee who “just don’t understand cutting-edge research.” As it happens, the IACUC’s membership is currently five women and two men.

The Chair of the Biology Department turns up at the office of the IACUC Coordinator (also a woman) and conveys Bob’s complaint. She tries to explain the main issues the IACUC has had with Bob’s protocols (including overly technical narratives copied and pasted from his grant applications, plus an apparent lack of understanding of how much space and support staff the animal care program can provide for the animals Bob wants), but the chair cuts her off. “Fix this,” he says.

# *Diversity Challenges - Why Diversity Matters?*

## *Scenario 2*

### **Am I one of them?**

At a weekly meeting, the supervisor of the animal care staff discusses upcoming teaching laboratory activities for which the animal care staff will be providing support. The supervisor reminds the staff that these activities present special challenges “because you’re not just handling the animals, you’re also handling the students.” When describing a blood draw the groups of students will need to perform with rats, the supervisor comments, “Be on the lookout for students getting queasy. Those South Asian girls drop like flies in this lab.”

One of the newer members of the animal care staff, a young woman of Bangladeshi descent, shifts uncomfortably in her seat but is silent.

# *Diversity Challenges - Why Diversity Matters?*

## *Scenario 3*

### **Recruiting a new IACUC member**

The IACUC's field scientist member is retiring after many years, and the IACUC Chair is eager to line up a replacement for him. He reaches out to Carl Cleveland, an assistant professor in the Environmental Studies Department, a young ecologist who has three active protocols for field studies of waterfowl. Since Carl's submissions to the IACUC have been models of clarity, the Chair believes he would be a good addition to the committee. As a bonus, Carl would be the first IACUC member from the Environmental Studies Department in about a decade.

When the IACUC Chair visits Carl's office to extend the invitation, however, Carl's response is somewhat curt. "I'm trying to stay on top of my research and grant-writing so I can get tenured, and I just can't take on more," he says. "Frankly, I'm pretty burned out from being the token black member of so many committees at this university." Despite a very diverse student population at the university, IACUC's current membership is entirely white.

# *Communication and Problem-Solving*

## *“Toolbox of Skills”*

### **Trainwreck**

Lisa is a student employee of the animal care staff who is in the last year of her Biology B.S. She is also applying to vet schools.

Lisa has a tense relationship with the university’s Attending Veterinarian. In their first encounter, the AV came into the vivarium... mistook Lisa for a member of the janitorial staff and demanded to know how she gained access to the room. Lisa was wearing the same blue scrubs worn by other members of the animal care staff, and wondered if the AV assumed she was a janitor because she is Latina.

Today, Lisa had another encounter with her as the AV swept into the vivarium to get mice for a training protocol. Lisa noticed... that the AV was actually taking mice needed for a research protocol rather than taking the mice designated for the training activity, but when she conveyed this to the AV, the AV snapped and called her stupid.

Before she could stop herself, Lisa snapped back. “I am **not** stupid! I’m smart enough to read a cage-card, and I’m smart enough to be applying to vet school!”

The AV retorted, “Well, I’m sure you’ll get in to vet school, but that doesn’t mean you’re smart, just that you’re an affirmative action admit.”

# Communication and Problem-Solving “Toolbox of Skills”

## “Trainwrecks”

- \* Communication and Problem-Solving Challenges
  - how not to respond
  - trick is to learn from them

## Activity

Group 1: How could this *trainwreck* be avoided?

Group 2: What can be done as the *trainwreck* is occurring ?

Group 3: What can be done after the fact/ *trainwreck*?

# Hopefully Now You Can

- Realize some of the benefits and challenges around diversity in IACUC committees and workplaces
- Appreciate unconscious/stereotypic biases which will help increase diversity competencies
- Value “Why Diversity Matters” in the biomedical community
- Utilize some of the “toolbox of skills” for communication and problem-solving amongst diverse IACUC administrative, committee and research personnel.





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