FY 2014 MD-715 NIH Success Stories

In FY 2014, the National Institutes of Health (NIH) took many positive steps in being a more equitable, diverse, and inclusive organization. Below are examples of accomplishments and success from:

1. NIH corporately,
2. NIH Institutes and Centers (ICs), and
3. NIH’s Office of Equity, Diversity, and Inclusion (EDI).

Note: The information below is a sampling of accomplishments and is not all encompassing. Much of the corporate NIH and IC information was gathered from responses to the FY 2014 MD-715 data call. For more information, please contact edi.strategy@nih.gov.

# NIH Corporate Success Stories

Highlights of NIH corporate success stories include achievements by many offices under the NIH Office of the Director (OD). The OD is the central office at NIH for its 27 Institutes and Centers and is responsible for setting policy for NIH and for planning, managing, and coordinating the programs and activities of all the NIH components. Notable accomplishments from the OD and others NIH entities include:

* Hannah Valantine, M.D., was named NIH’s first **Chief Officer for Scientific Workforce Diversity** (COSWD). Dr. Valantine will lead NIH’s effort to diversify the biomedical research workforce by developing a vision and comprehensive strategy to expand recruitment and retention, and promote inclusiveness and equity throughout the biomedical research enterprise.
* The **NIH Common Fund awarded nearly $31 million** in fiscal year 2014 funds to develop new approaches that engage researchers, including those from backgrounds with lower than expected participation rates in biomedical sciences, and prepare them to thrive in the NIH-funded workforce, as a potential pipeline for NIH positions.
* A new website, **Wellness@NIH**, was launched and is designed to help NIH employees support their individual health while at work by bringing information about key health topics and services that can help employees turn their many hours at work into an active part of a 24/7 healthier life. ([Link to Wellness at NIH](http://wellnessatnih.nih.gov/Pages/default.aspx))
* The NIH Center for Scientific Review (CSR) revealed the winners of its two America COMPETE Act challenges to help identify new methods to detect bias in peer review and identify strategies to **strengthen fairness and impartiality in the peer review process**.
* The National Institute on Deafness and Other Communication Disorders’ (NIDCD) senior leadership funded the installation of **“Hearing Loops”** in the main conference rooms in Building 31, 6th floor, to better enable staff, council members, and visitors with hearing aids or cochlear devices to participate in discussions and presentations.

Additional examples of FY 2014 accomplishments include:

* The Immediate Office of Management (IMOM) sponsored a Deputy Director for Management (DDM) Special Topic Seminar that examined the demographic changes in America and workforce diversity issues educating over 100 participants on improving diversity and inclusion in the workplace. They also sponsored a DDM Seminar that provided over 400 participants with an understanding on how bias can affect thinking and behavior. This included a pragmatic approach for recognizing biases in order to ensure unbiased outcomes in the workplace.
* The Office of Intramural Research (OIR) revised the diversity module of their course for new Principal Investigators to provide an increased focus on cross-cultural communication.
* The Office of Extramural Research (OER) provided administrative and financial support for the Program Leadership Committee-sponsored Diversity Workshop, “Who’s in Your Portfolio: Engaging the Broader Program Community in NIH’s Efforts to Diversify the Biomedical Workforce”. The workshop explored approaches and strategies for engaging the broader extramural program community in NIH’s efforts to promote a diverse biomedical/behavioral workforce and presented perspectives on how diversity promotes stronger research and training programs.
* The Office of Research Services (ORS) organized NIH’s Safety Health & Wellness Day; Take a Hike Day; Take Your Child to Work Day; Car Free Day; and Bike to Work Day. These events address and promote work/life balance and support employee wellness.
* The Office of Acquisition and Logistics Management (OALM) worked with the Office of Human Resources (OHR) and OIR to establish an intern program that utilizes the Department of Veterans Affairs’ Warriors to Workforce program and recruited three interns.
* This year, two initiatives have come out of the OD Voice committee relating to employee engagement. This committee has representation across OD offices with a range of functional areas and grade levels and is chaired by the OD Executive Officer. The first initiative is the OD Professional Development Seminar Series – this series is designed to provide leadership and management topics to OD employees at all grade levels. The second initiative is the Face Time video series, where OD employees get to see the “Top 5” OD Deputy Directors and hear of their background and the journey they took getting to their current position.
* The Office of Intramural Training and Education (OITE) continued to operate the Undergraduate Scholarship Program for persons from disadvantaged backgrounds.
* The Office of Research on Women’s Health (ORWH) continued to administer Keep the Thread, an accommodation and reentry program available to all IRTA postdoctoral fellows. The goal of the Keep the Thread program is to encourage trainees to stay connected to the NIH community during times of intense personal or caregiving needs in order to facilitate eventual reentry into full-time research.
* OHR has enhanced is social media presence and is working to develop analytic tools that capture diversity recruitment efforts.

These activities are complimented by numerous efforts by various NIH workgroups and employee resource groups, such as the NIH Sexual and Gender Minority Research Coordinating Committee; the Women of Color Research Network; the Trans-NIH American Indian/Alaska Native/Native Hawaiian Special Interest Group; the NIH Chapter of the Society for the Advancement of Chicanos and Native Americans in Science and many others.

# Institute and Center Success Stories

NIH’s IC accomplishments are highlighted under the two broad categories of (1) Recruitment and Outreach, and (2) Retention and Engagement. Below are summarized activities by ICs in the aforementioned categories and highlights of a few notable programs.

## Recruitment and Outreach

NIH ICs recognize that if they draw on the wisdom of a workforce that reflects the population they serve, they are better able to understand and meet the needs of their customers. In line with this ICs have completed many recruitment and outreach activities to enhance workforce diversity, including the following:

* Utilized the Pathways Programs which are streamlined developmental programs tailored to promote employment opportunities for students and recent graduates in the Federal workforce.
* Advertised vacancies in diverse publications and through numerous diverse email lists.
* Participated in local career fairs and in conferences targeting diverse populations through presentations and employer booths.
* Engaged programs designed to support and employ veterans.

Internship programs and partnerships with external institutions are two, of many, ways the agency enhances its diversity recruitment and outreach. These programs are designed to prepare and develop individuals to pursue careers in their fields of interest and allow NIH to widen its candidate pool. Examples of activities in these two areas are below.

### NIH Internship Programs

### Spotlight: Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) Diversity in Research, Executive and Management (DREAM) Internship Program for Students with Disabilities

The **NICHD DREAM summer intern program** targets postsecondary students and recent graduates with disabilities interested in pursuing research or administrative careers at NIH. The goal of the program is to familiarize these young people with the federal work environment and to provide valuable work experience. The internship is structured as a paid, summer-only internship. NICHD conducted a survey of hiring needs that determined the number of interns needed as well as the positions desired. In partnership, the Office of Human Resources, Client Services Division, Corporate Recruitment Unit (CRU), identified candidates through the Maryland Division of Rehabilitation Services (DORS), Workforce Recruitment Program (WRP), Gallaudet University, and other outreach efforts. Selected candidates were hired in the GS 4-5 levels through a number of hiring authorities, including the Pathways Program and Schedule A.

Other NIH internship programs for diversity include:

* The National Cancer Institute’s (NCI) **Introduction to Cancer Research Careers** program sponsors highly-qualified students on an all-expense paid, 2-day visit to the NIH campus. Any student may apply, including those from diverse groups. Participatns have the opportunity to tour the facilities of the NCI and the NIH, listen to and network with research fellows, and potentially interview for an internship with NCI Investigators. (Link: <http://go.usa.gov/MzNQ>)
* NCI’s **Cancer Research Interns Summer Internship Program** is a strategic effort by the Center for Cancer Research to increase diversity by recruiting and training students from groups under-represented in biomedical science or disadvantaged backgrounds who have a GPA of 3.0 or higher and cancer-related interests. (Link: <http://go.usa.gov/MzNw>)
* The National Eye Institute’s (NEI) **Diversity in Vision Research and Ophthalmology (DIVRO)** summer internship program seeks to increase the number of African-American, Latino, and Native American scientists in vision research by promoting career development opportunities for science students interested in pursuing a career in research. (Link: <http://go.usa.gov/MzRj>)
* The National Institute of Diabetes and Digestive and Kidney Disease’s (NIDD) **Diversity Summer Research Training Program (DSRTP)** for Undergraduate Students is particularly interested in increasing students from backgrounds with lower than expected participation rates in biomedical research, including individuals from disadvantaged backgrounds and individuals from diverse racial and ethnic groups. The overall goal of this program is to build and sustain a biomedical, behavioral, clinical and social science research pipeline focused on NIDDK mission areas. (Link: <http://go.usa.gov/MzNY>)
* The National Institute on Drug Abuse’s (NIDA) **Recruitment and Training for Under-Represented Populations (RTURP)** Program provides training opportunities for students who are interested in the scientific basis of drug abuse. (Link: <http://go.usa.gov/Mzn4>)
* The National Institute of Environmental Health Science’s (NIEHS) **Scholars Connect Program** provides an opportunity for science, technology, engineering, and math (STEM) focused undergraduate students from the surrounding Historically Black Colleges and Universities (HBCU) and other nearby academic institutions with students from diverse groups to solidly connect with NIEHS and engage in many of its educational, informational, training, and career-oriented outlets. (Link: <http://go.usa.gov/Mznk>)
* NIH’s **Project SEARCH,** spearheaded by the Clinical Center (CC), is an unpaid internship that provides young adults with intellectual disabilities the opportunity for an independent future. Through a 30-week program of total workplace immersion, each intern acquires work experience along with competitive, marketable, and transferrable skills. (Link: <http://go.usa.gov/MznG>)
* The National Human Genome Research Institute’s (NHGRI) **Minority Action Plan (MAP) Portal** is designed to serve as an entry portal for students interested in research careers in genome science and the ethical, legal and social implications (ELSI) of genome research. It is also designed to facilitate meaningful exchange between program coordinators and Principal Investigators. The MAP Portal is a valuable clearinghouse for Minority Action Plan and related programs, offers something for everyone and aims to catalyze the growing interest in genomic and related life science research for diverse communities. (Link: <http://go.usa.gov/zuxH>)
* The National Heart, Lung, and Blood Institute’s (NHLBI) **Biomedical Research Training Program for Individuals from Underrepresented Groups (BRTPUG)** offers opportunities for post baccalaureate individuals from diverse groups to receive training in basic, translational, and clinical research. The Program supports individuals that will pursue basic science, clinical, biomedical or behavioral health research careers including clinical and laboratory medicine, epidemiology, and biostatistics as applied to the etiology and treatment of heart, blood vessel, lung, and blood diseases and sleep disorders. (Link: <http://go.usa.gov/MzQR>)

### Partnerships with External Institutions

### Spotlight: National Human Genome Research Institute (NHGRI)/University of the District of Columbia (UDC) Genomics Course

NHGRI partnered with UDC to develop the first **UDC genomics-focused course** beginning in the spring of 2011. The course is designed to foster an understanding of the basics of genomic science and the various genome sequencing projects and their implications for health, research, and society. It is intended to prepare students for the advanced applications of genomics, its interdisciplinary nature, and its role in personalized medicine. It is also intended to provide a collegiate teaching experience for NHGRI staff and trainees. An emphasis has been on recruitment of diverse course instructors (women and individuals from diverse racial and ethnic groups) and providing an opportunity for them to enhance their collegiate teaching skills and experiences. (Link: <http://go.usa.gov/MzpY>).

Spotlight: National Institute on Deafness and Other Communication Disorders’ (NIDCD) Don Bosco Cristo Ray High School Corporate Work Study Program

In FY 2014, NIDCD established a service contract with the **Don Bosco Cristo Rey (DBCR) High School’s Corporate Work Study Program**.  DBCR is a local private school near Takoma Park, MD with a high concentration of Hispanic (57%) and African American (45.2%) students.  DBCR help students who dream of going to college despite having limited financial resources. During FY 2015, NIDCD will have a weekly cohort of students assisting in various administrative tasks. The DBCR program will provide services to the NIDCD while the students gain professional work experience, mentorship, and earn money to pay for a portion of their college education.

Examples of other external programs ICs have partnered with to host interns and faculty from biomedical research groups with lower than expected participation include:

* American Evaluation Association **Graduate Education Diversity Internship** program: a program that works to engage and support students from groups traditionally under-represented in the field of evaluation. (Link: [http://www.eval.org/p/cm/ld/fid=183](http://www.eval.org/p/cm/ld/fid%3D183))
* Foundation for the Advanced Education in the Sciences (FAES), Inc. **Minority Faculty Student Partnership** program: a program that provides biotechnology training to minority students and faculty members, from Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs) and Indian Tribal Colleges or Universities (ITCUs), in the nature and application of the latest principles and techniques of biotechnology. (Link: <http://www.biotrac.com/MFSP/MFSPhome.html>)
* **Hispanic Association of Colleges and Universities** **(HACU) National Internship Program**: a program that places college students for paid summer and semester long internships at federal agencies and private corporations in Washington, D.C. and throughout the country. (Link: <http://www.hacu.net/hacu/HNIP.asp>)
* **STEMPREP Project**: a vehicle for producing the next generation of minority researchers in Science, Technology, Engineering, Math, and Medicine. (Link: <http://www.thedistancelearningcenter.org/>)
* University of Maryland, Baltimore County **Meyerhoff Scholar Program**: the forefront of efforts to increase diversity among future leaders in science, engineering, and related fields. (Link: <http://meyerhoff.umbc.edu/>)

## Retention and Engagement

NIH ICs recognize that to gain the maximum benefit from its increasingly diverse workforce, they must make every employee feel welcome and motivated to work their hardest and rise through the ranks. In line with this, they have implemented many retention and employee engagement activities:

#### Communication

Many ICs are making strides in increasing communication and transparency throughout their organizations. They are doing this by holding retreats and town hall meetings; having open sessions with leadership; circulating newsletters; and utilizing intranets.

* Example: In FY 2014, the National Institute on Aging (NIA) hosted six Marie & Patrick (M&P) sessions. M&P Sessions are a roundtable discussion series designed to help facilitate informal, open-dialogue discussions on various NIA topics. These sessions are aimed to assist leadership in opening the lines of communication with staff to discuss NIA topics in an informal forum to express new ideas, issues, and/or concerns. The facilitators of these sessions are Dr. Marie Bernard, Deputy Director and Patrick Shirdon, Director for Management. Topics in FY 2014 included: Performance Management Appraisal Program (PMAP); Diversity and Inclusion; Space; and Budget.
* Example: The Center for Information Technology (CIT) invited members of other NIH communities, such as the OER, NIDDK, NHLBI and OIR, to describe their mission and priorities in order to expand staff awareness and knowledge of NIH-wide priorities and CIT’s relationship to them.
* Example: NHLBI rolled out a new Intranet. One of the goals of the new Intranet is to enable the NHLBI community to connect with our ‘in-house’ expertise and tap into our diverse staff and varied talents to derive creative solutions to the challenges facing the Institute.

#### Leadership and Career Development

ICs had employees participate in NIH’s Leadership Development Programs – the Management Seminar Series; Mid-level Leadership Program; Senior Leadership Program; and Executive Leadership Program. Additionally, some ICs have customized internal leadership development programs. ICs are also supporting mentoring and sponsoring trainings related to general career development.

* Example: NICHD’s Deputy Director for the Division of Extramural Research created a group entitled “Support 4 Support” whose mission is to provide support staff with a venue to discuss such important topics as training, career development, interpersonal skills, and other related workplace concerns. “Support 4 Support” has empowered the support staff to become more involved with aspects of the Institute that directly affect them.
* Example: The National Center for Advancing Translational Science’s (NCATS) Executive Office hosted a 15-week critical thinking course that included a focus on building competencies critical in a diverse workplace such as professional behavior, professional practice, self-awareness, and open-mindedness.
* Example: The Fogarty International Center (FIC) planned and developed a diverse online language training program and opened it to all staff. Twenty-five staff members participated.

#### Education on Diversity Topics

ICs hosted training activities in relation to diversity topics. These activities range from sponsoring training on topics such as cultural intelligence; having a diversity and inclusion module in IC-specific new employee orientation; hosting brown bag conversations; and organizing presentations for IC managers and senior leaders.

* Example: A recently hired deaf employee at NIDCD is allotted time during every staff meeting to educate staff about deafness, interacting with deaf individuals, and to teach sign language. He plans to expand this education beyond his branch.
* Example: Senior National Institute of Nursing Research (NINR) staff and staff from the Office of the Director participated in multiple discussions related to unconscious bias, including how to mitigate unintended consequences. NINR worked with the Office of the Ombudsman to facilitate formal meetings on this topic.

#### Wellness Initiatives

ICs were engaged in enhancing wellness at work. Activities supporting this include holding healthy lifestyle challenges; promoting the new Wellness@NIH website; encouraging employee breaks, and participating in overall NIH wellness programs such as Take a Hike Day.

* Example: NIA’s Human Relations Committee-Baltimore Component sponsored the following activities to promote health in July in recognition of Healthier Feds Month: a Pilates instructor was invited to give 2 sessions to employees; there was a “Stair Challenge” for employees to use the stairs for one week; and “Green” Happy Hour where drinks made from fruits and vegetables were served.
* Example: CSR offers a “Take 10” break/exercise room, a resource that promotes physical fitness and healthy stress management

#### Recognition

ICs have their own awards ceremonies to recognize employees for their contributions to the workplace. Of these, some also have a category that honors individuals for efforts in the diversity and inclusion arena. In addition to annual ceremonies, ICs are working to recognize employee efforts informally throughout the year with highlights in employee newsletters and small amount giftcards.

* Example: The National Institute of Biomedical Imaging and Bioengineering (NIBIB) held focus groups throughout the IC to learn which types of recognition employees wanted. The focus groups also discussed the NIBIB Director’s Awards and ceremony specific desires, aiming to improve the ceremony. The focus groups resulted in a change of format of the NIBIB Awards Ceremony. NIBIB previously held a large potluck, had a slide show, contests, and a theme for the Awards Ceremony. Findings showed that staff did not want all of the “extras” and were happy with a general awards ceremony. The idea of staff having to contribute money or food just to get an award was off-putting. This year, NIBIB did a ceremony reflective of the NIH Director’s Awards Ceremony.

The focus groups taught management that even simple types of recognition are critical- a thank you card from one’s boss, leaving 59 minutes early etc. There was not a huge theme as to what the most important type of recognition was, simply that we needed to do more of it. This reaffirmed the need to restart the Going the Extra Mile (GEM) gift card award program as soon as NIH procurement regulations allowed. The GEM budget was increased by 30% to ensure extra efforts would be acknowledged.

While not the result of focus groups, in FY 2014, a new “Spirit of NIBIB” award developed and given to deserving employee. Additionally, the Promotions and Awards Review (PAR) committee was redesigned to better represent the needs of the IC. New membership and guidelines have been welcomed by employees.

#### Employee Driven Efforts

Some ICs have committees dedicated towards enhancing employee experiences in the workplace. The roles and functions of these committees vary, and overall, they aim to improve employee morale; promote IC camaraderie; and increase communication between employees and leadership. Activities of the committees range from hosting social, employee health, and cultural events to advising and making recommendations to leadership on employee satisfaction.

* Example: The National Institute on Minority Health and Health Disparities (NIMHD) staff initiated, organized, and facilitated three lunch and learn discussions, based on the book “Gung Ho!” by Blanchard and Bowles. Through these discussions, NIMHD staff were exposed to new ideas and management philosophies related to organizational success. Staff shared different ways to manage an organization, plan performance, create a flourishing environment for people to work together and provide quality services.
* Example: The National Institute of General Medical Science’s (NIGMS) Workforce Diversity Initiative Book Club held two discussions; topics were *My Beloved World* by Sonia Sotomayor and *Lean In* by Sheryl Sandberg.

#### Leadership Involvement

IC leaders have demonstrated their commitment to diversity and inclusion through various efforts. These include engaging with EDI leadership and the Chief Officer for Scientific Diversity; participating in diversity programs/events; and being committee members for diversity related work groups. Some IC leaders also support diversity and employee development by funds through their own budgets; encouraging participation in diversity-related training; initiating efforts to address diversity in their workforces.

* Example: NIAID’s Office of Workforce Effectiveness and Resources established a Cultural Survey Action Planning Team to transform cultural survey data into action plans for improving employee engagement, workplace satisfaction, and retention at NIAID. The data comes from the Federal Employee Viewpoint Survey; the NIAID Pulse Survey; and the NIH Exit Survey.
* Example: NIDCR’s Director established the Committee on Diversity and Inclusion (NDCI) to increase representation of scientists from diverse groups constituted five subcommittees to address extramural opportunities, demographics, intramural trainee education, communication, and staff education to develop and implement program plans. FY 2014 activities included: completion of an analysis of 20 years of demographic data on staff receiving NIDCR extramural funding and beginning an analysis on a dataset from NIDCR employees; development of a proposal to support intramural and extramural program diverse groups interested in oral health; beginning development of an electronic communication platform to provide information on NIDCR programs to support diversity and inclusion; and development of plans for printed brochures to support in-person recruiting efforts.

# OFFICE OF EQUITY, DIVERSITY, AND INCLUSION SUCCESS STORIES

In FY 2014, EDI took many positive steps towards being a more proactive and customer-oriented office; these accomplishments are highlighted below.

## Overall Office Developments

### Rebranding

After synthesizing NIH customer feedback, the Office of Equal Opportunity and Diversity Management relaunched as the Office of Equity, Diversity, and Inclusion (EDI) with a structure that is better aligned with its new portfolio of services. The new organization was unveiled in March 2014 with “EDI Week” – a week of events that introduced the NIH community to EDI staff and engaged them in the work the office does. Events included: a plenary session with the NIH leadership; breakout sessions on different facets of EDI’s work; Employee Resource Group Fair; training day; Women’s Symposium; and open houses for both EDI office locations.

In addition, the office thought deeply about ways to further its relationship with the NIH community and how to market these new services and unveiled a new website (link: [www.edi.nih.gov](http://www.edi.nih.gov)) in September 2014. The new website reflects a direct intention to simplify, streamline, and improve the overall customer experience with EDI staff and the office’s services. The new website is complemented by EDI’s online presence through social media pages on Twitter, Instagram, and YouTube.

### The EDI Experiment

Within EDI, the office has been conducting its own “experiment.” EDI appreciates that in order to be successful in implementing solid strategies it has to stay laser-focused on helping its own employees develop their skills, leverage their strengths, accelerate their expertise, and advance their careers. By doing so, the result is an improved customer experience for the people EDI serves. The core belief is that abetter-trained EDI employee makes a better consultant to NIH. Investments in employee engagement support the office’s efforts to deliver optimal customer service, achieve better outcomes, and set an example for utilizing effective inclusion strategies.

The office has implemented a variety of equity, diversity, and inclusion strategies aimed at providing all of the staff with a dynamic work experience and a place to thrive. Examples of this year’s efforts include:

* Holding group mentoring with NIH leaders through brown bag lunch sessions.
* Hosting in-house training on topics such as: mediation; EEO Counselor certification; and diversity and inclusion facilitation skills, Crucial Conversations for Managers; Microsoft Project; and critical writing.
* Supporting internal cross-training by having the Data Analysis team train Diversity and Inclusion Strategists on analyzing workforce data. Also, both the Data Analysis team and the Customer Outreach team cross-trained on iComplaints, a complaints processing system, to build capacity to begin trend analysis and assist with the submission of the Annual Federal Equal Employment Statistical Report of Discrimination Complaints, Equal Employment Opportunity Commission (EEOC) Form 462.
* Obtaining executive coaching for managers.
* Sponsoring EDI employee participation in NIH mid-level leadership development programs.
* Hosting a staff retreat and internal recognition awards ceremony.
* Having an 8-week health and wellness challenge.
* Starting an American Sign Language Club.

### Infrastructure

In FY 2014, EDI officially stood up its Language Access Portfolio. This function serves to consult with ICs in establishing policy and implementing strategies to provide meaningful access to NIH programs and activities to people with Limited English Proficiency. In terms of staffing, an informal complaints branch chief, data analyst, language access consultant, and access/accommodations consultant joined the EDI team this year.

## EDI Services to NIH

### New Customer Service Model

EDI believes that the cornerstone of customer service is the customer’s experience. Based on stakeholder input, EDI has therefore formulated and launched a new Customer Service Model in FY 2014 to promote positive customer experiences. This Model was designed to assist each NIH Institute and Center (IC) in its efforts to develop and execute comprehensive diversity and inclusion strategies. The four tenets of the model are as follows:

1. **Quarterly IC Meetings:** The EDI Director and Deputy Director meet quarterly with each ICs Executive Officer and relevant staff
2. **Active Communication**: All EDI employees commit to actively engaging with customers
3. **Standard Reporting:** EDI provides ICs with demographic workforce reports; EEO complaints data; and training reports depicting the percentage of employees trained on EDI topics
4. **Technical Team:** Each IC has a ‘technical team’ of EDI staff assigned to work with them. This team of experts is comprised of an EDI Manager, IC Liaison, Formal Complaints Specialist, Data Analyst, and Diversity and Inclusion Strategist

Feedback on all four tenets reveal the NIH community embraces this new model and is satisfied with EDI’s shift to this approach. This integrative service model provides ICs with continuous access to EDI resources and subject matter experts; facilitates proactive management of EEO compliance; and builds collaborative relationships by creating a space for the ICs to discuss EEO and diversity related topics, provide feedback based on their experiences, and make suggestions for future EDI programs and services. In an effort to continuously improve the customer experience, the office has also started using a customer service survey as an evaluation measure.

### Guidance

EDI provided many successful consultative services throughout the past year. The Guidance team rolled out toolkits for managers and employees on: workplace disability discrimination prevention; workplace harassment prevention; workplace religious accommodation; workplace religious discrimination prevention; and workplace sexual harassment prevention. In addition, the Guidance team has developed and delivered customized guidance to ICs about EEO rights and responsibilities on multiple occasions.

### Special Emphasis Portfolios

In FY 2014, EDI rebranded its special emphasis programs, renaming them Special Emphasis Portfolios. This new name better describes the vast collection of resources, projects, and strategies employed in support of special emphasis areas. The NIH Special Emphasis Portfolios are: Asians, Asian Americans, and Pacific Islanders; Africans, Black Americans, and persons of the African diaspora; Hispanics and Latinos; Lesbians, Gays, Bisexuals, Transgender, and Intersex individuals; American Indians and Alaska Natives; People with Disabilities; and Women.

Each Portfolio is led by a principal strategist who engages in a wide-range of activities and efforts. In FY 2014, the strategists accomplishments span from organizing and hosting awareness, mentoring, and career advancement programs; interfacing with professional organizations in the community; supporting employee resource groups; engaging advisory committees; and analyzing data to identify and address barriers. A few examples of these successes are:

* Orchestrating a memorandum of understanding between NIH and the Federal Asian Pacific American Council (FAPAC)
* Hosting “Think BIG or Stay Where You Are!” - a career development seminar, focusing on moving forward in one’s career, information on shadowing assignments and the importance of an effective career plan
* Launching Conéctate (Get Connected!), an activity designed to promote employee engagement and communication in an environment of common career interests, with focuses on networking, mentoring, and sharing of information and knowledge with others
* Hosting “On Being Human: Reflections on Trans\* Health and Wellness” - a panel discussion featuring trans\* men and women across a variety of professions and perspectives
* Hosting “Healing Our Community through Narrative: The Power of Storytelling” – a event focusing on the power of personal narratives and storytelling in promoting the health and well-being of Native communities
* Coordinating Disability Mentoring Day, a one-day event designed for participants to learn first-hand about the NIH mission, network with mentors, shadow staff in a field of interest, and learn how to navigate USA Jobs and Schedule A hiring
* Organizing “Looking Back, Moving Forward Women’s Symposium.” The day composed of a plenary session featuring the history of women’s contributions at NIH and a panel discussion about the challenges federal women employees face in the workplace. This was followed by breakout sessions “Women in Leadership at NIH”, “Achieving Work/Life Balance”, and “Role Models Matter: Engaging Girls to Explore STEM Careers,” and an NIH-wide Flash Mentoring session.

### Training and Education

On a rolling basis, EDI offers EEO Compliance Training for Managers and Supervisors and EEO Compliance Training for Employees. These courses have supported NIH’s efforts to meet its goal of 100% compliance with the biennial requirement for NoFEAR and Sexual Harassment training. This year, EDI has worked to expand its training portfolio and has added Anti-Bullying and Interpersonal Skills offerings and has updated its core online training modules for NoFEAR Act and Prevention of Sexual Harassment. Additionally, SafeZone training, an initiative to promote NIH community awareness and education about the needs and concerns of people who identify as gender and sexual minorities, and Transgender 101 training are in the development stages. Further, in the formative stages of development are educational modules for: Reasonable Accommodations; Diversity 101; Disability and Inclusion; and Anti-Harassment.

### Data

In FY 2014, the Data Analytics team has had many successes in translating workforce data into meaningful information the NIH can use to make decisions on equity, diversity, and inclusion strategies. As a baseline, the team provided NIH-wide and IC specific demographic workforce reports stratified by race, ethnicity, sex and disability status. To aid in the barrier analysis process, the team developed a six-year workforce trend analysis by race/ethnicity, sex and disability status as well as developed a five-year trend analysis on the status of employees with disabilities in the NIH workforce.

In an effort to offer a more nuanced understanding of NIH workforce data, this year, the team secured the 2010 National Science Foundation tenured and tenure track data and used it as a benchmark for the NIH tenured and tenure track workforce. In addition, the team organized a technical assistance visit with the EEOC to clarify the guidance issued for using the 2010 Civilian Labor Force (CLF) overall and occupation specific data. The 2010 CLF benchmark data was incorporated in the fourth quarter reports for the overall workforce and selected occupations.

An ongoing project for Data Analytics has been examining applicant flow data. FY 2014 accomplishments in this area include leading the Gap Analysis Workgroup which identified the lack of applicant flow data for Title 42 applicants as a systemic gap and developed recommendations. Furthermore, the team collected and analyzed applicant flow data from the Earl Stadtman tenure track applicants and from FY 2013 USAJOBS applicants.

The team continuously works to ensure NIH workforce data is as accurate and as useful as possible. This year they have implemented the use of SPSS syntax to streamline data processing and reduce opportunities for error. Further, they have led efforts to categorize the NIH workforce into scientific and non-scientific occupations. The team has also developed a process for identifying scientific leaders in the extramural program and has assessed the diversity of the extramural scientific leadership.

### Complaints and Resolutions

The Resolution and Equity team works to provide unbiased counsel to individuals who seek to resolve workplace conflict. In addition to processing complaints of discrimination, this team has been successful in encouraging the NIH to take a more proactive approach in managing workplace issues by offering the Alternative Dispute Resolution Process during the formal stage of the EEO complaints process. The team introduced eFile which is an electronic complaint filing database where individuals can now file a pre-complaint of discrimination through this secured database electronically. The team has also finalized standard operating procedures and templates for the pre-complaints processing branch and has introduced Survey Monkey to gather feedback from our customers on the services we provide. Another notable project for FY 2014 included completing data entry of all historical EEO complaints cases into iComplaints, a web-based tracking system for complaints. This created a centralized location for approximately 540 past cases and sets the stage to analyze trends in complaints data.

## EDI Partnerships

In spring 2014, EDI launched Thought Leaders, a short-term trans-NIH workgroup, to bring together partners throughout the NIH who are working on diversity and inclusion initiatives. The goal of the group was to develop recommendations for continuous improvement of NIH’s MD-715 and diversity and inclusion strategies. Further, it was an opportunity to connect with leadership, collaborate across ICs, and reduce duplication of efforts. The group had three subcommittees and goals: (1) Examine and update MD-715 Focus Areas (2) Re-engineer and align the diversity and inclusion reports processes, and (3) Develop and sustain collaborative partnerships between stakeholders on diversity and inclusion strategies. The first phase of Thought Leaders is complete and EDI is exploring next steps in reconvening the group in 2015.

In addition to launching Thought Leaders and engaging with IC customers, EDI has strengthened its partnerships with the Office of Human Resources, the Office of the Ombudsman, and the Chief Officer for Scientific Workforce Diversity.