Best Practices to Promote Institutional Diversity, Equity & Inclusion

Organized by Deva Chan, PhD, (Purdue University) & Spencer Szczesny, PhD, (Pennsylvania State University) with support of the ORS DEI Committee

Workshop Objectives

1. Present best practices to promote DEI at the home institutions of ORS participants
2. Educate participants on funding, resources, and other forms of support for DEI efforts in the biomedical workforce
3. Share DEI efforts and experiences that have been successful
4. Discuss what DEI efforts may look like at different levels of institutional hierarchy
5. Support an ongoing conversation within the ORS community about institutional change

Workshop Speakers and Panelists

Grace O’Connell, PhD
Associate Professor of Mechanical Engineering, Mechanical Engineering Department
Associate Dean for Inclusive Excellence, College of Engineering
University of California at Berkeley

Daphney Chery, PhD
AAAS Science and Technology Policy Fellow, hosted at the Department of Defense

Marjolein van der Meulen, PhD
James M. and Marsha McCormick Director of Biomedical Engineering, Meinig School of Biomedical Engineering
Swanson Professor of Biomedical Engineering, Sibley School of Mechanical and Aerospace Engineering
Cornell University

Laurel Kuxhaus, PhD
Program Director, Biomechanics and Mechanobiology
Division of Civil, Mechanical and Manufacturing Innovation, Directorate of Engineering
National Science Foundation

Anthony Kirilusha, PhD
Program Director, Cartilage and Connective Tissue Program
National Institute of Arthritis and Musculoskeletal and Skin Diseases
National Institutes of Health

This handout, access to the shared slides from the virtual session, and other documents related to this workshop series, are available at bit.ly/ORS2020_DEI (or scan this QR code).
Recap of Webinar: Best Practices for *Initiating* Institutional Change to Promote Diversity, Equity, and Inclusion

**NIGMS’ Extramural Initiatives to Address Structural Barriers to Representation**
Alison Gammie, PhD  
*Director of Training, Workforce Development, and Diversity, NIGMS*  
*National Institutes of Health*

**Funding Opportunities for Systemic Change in DEI: NSF ADVANCE Program & Racial Equity in STEM PD**
E. Tatiana Camacho, PhD  
*Program Director, Organizational Change for Gender Equity in STEM Academic Professions (ADVANCE)*  
*Co-Lead, Hispanic-Serving Institutions Program*  
*National Science Foundation*

**Do Faculty Diversity Programs Work?**
**Evidence from 600 U.S. Universities Across 20 Years**
Frank Dobbin, PhD  
*Henry Ford II Professor of the Social Sciences and Chair, Sociology Department*  
*Harvard University*

*NOTE: Dr. Dobbin and team are currently preparing the research presented in the webinar for publication. In considering public sharing of this work, please be respectful of their rights as authors as they work towards peer review and publication of their own findings, analyses, and interpretation.*

**Best Practices for Initiating Institutional Change to Promote Diversity, Equity, and Inclusion: Case Study**
Marjolein van der Meulen, PhD  
*James M. and Marsha McCormick Director of Biomedical Engineering, Meinig School of Biomedical Engineering*  
*Swanson Professor of Biomedical Engineering, Sibley School of Mechanical and Aerospace Engineering*  
*Cornell University*

If you were unable to attend Part 1 of our series, the webinar is available for viewing online at [https://www.youtube.com/watch?v=EBDGu65_SwM](https://www.youtube.com/watch?v=EBDGu65_SwM) (or scan this QR code)

Summaries of the opportunities for funding institutional change presented during the webinar and a recap of sociology research related to diversity programs are included in the rest of this workshop handout for your reference.
Funding Opportunities at NIH
NIGMS’ Extramural Initiatives to Address Structural Barriers to Representation
Presented by Alison Gammie, PhD

Broad Overview: [https://www.nigms.nih.gov/training/Pages/Home.aspx](https://www.nigms.nih.gov/training/Pages/Home.aspx)

Institutional Grants to Support Undergraduate Students:
Maximizing Access to Research Careers (MARC) (T-34) PAR-21-147
The goal of the program is to develop a diverse pool of undergraduates who complete their baccalaureate degree, and transition into and complete biomedical, research-focused higher degree programs (e.g., Ph.D. or M.D./Ph.D.). MARC is an undergraduate student training program for institutions with research-intensive environments. Eligible institutions must have a 3-year average of NIH research project grant funding greater than or equal to $7.5 million in total costs per year.

Undergraduate Research Training Initiative for Student Enhancement (U-RISE) (T34) PAR-21-146
The goal of the program is to develop a diverse pool of undergraduates who complete their baccalaureate degree, and transition into and complete biomedical, research-focused higher degree programs (e.g., Ph.D. or M.D./Ph.D.). U-RISE is an undergraduate student training
program for institutions with research-active environments. Eligible institutions must have a 3-year average of NIH research project grant funding less than $7.5 million in total costs per year.

Post baccalaureate Research Education Program (PREP) (R25)  
PAR-20-066
The goals of PREP are to increase the number of baccalaureates from underrepresented groups who go on to Ph.D. degree programs, and also to enhance the diversity of students in awardee institutions' Ph.D. programs. The strategy is to support institutional programs that provide extensive research training and academic preparation at research-intensive institutions through 1- to 2-year research apprenticeships.

Bridges to the Baccalaureate (T34)  
PAR-19-299
The goal of the program is to provide structured activities to prepare a diverse cohort of community college students to transfer to and complete a bachelor's degree in biomedical research fields. The program supports institutions that develop and implement effective, evidence-informed approaches to biomedical training and mentoring. This program requires partnerships between two-year post-secondary educational institutions granting the associate degree with four-year colleges or universities that offer the baccalaureate degree.

Institutional Grants to Support Graduate Students:
Graduate Research Training Initiative for Student Enhancement (G-RISE) (T32)  
PAR-21-026
The goal of the program is to develop a diverse pool of scientists earning a Ph.D., who have the skills to successfully transition into careers in the biomedical research workforce. G-RISE is a predoctoral training program for institutions with research-active environments. Eligible institutions must have an average of NIH research project grant (RPG) funding less than $7.5 million in total costs per year.

Initiative for Maximizing Student Development (IMSD) (T32)  
PAR-21-025
The goal of the program is to develop a diverse pool of scientists earning a Ph.D., who have the skills to successfully transition into careers in the biomedical research workforce. IMSD is a predoctoral training program for institutions with research-intensive environments. Eligible institutions must have an average of NIH research project grant (RPG) funding greater than or equal to $7.5 million in total costs per year.
The goal of the program is to develop a diverse pool of scientists earning a Ph.D., who have the skills to successfully transition into careers in the biomedical research workforce. The funding supports institutions that develop and implement effective, evidence-informed approaches to biomedical training and mentoring. Each program must consist of a partnership/consortium composed of at least two institutions: an institution that offers the master’s degree as the only graduate degree in the biomedical sciences, and a research-intensive college or university granting Ph.D. degrees in the biomedical sciences. The program supports predoctoral trainees enrolled full-time at institutions with terminal master’s degrees in the biomedical sciences with the goal of transitioning into and completing biomedically relevant Ph.D. programs at partnering research-intensive institutions.

**Institutional Grants to Support Postdoctorates:**

**Maximizing Opportunities for Scientific and Academic Independent Careers (MOSAIC)**

**Institutionally-Focused Research Education Award to Promote Diversity (UE5)**

The goal of the MOSAIC institutionally-focused research education cooperative agreement (UE5) is to equip MOSAIC K99/R00 scholars with professional skills and provide them with the appropriate mentoring and professional networks to facilitate their transition into, advancement, and success in independent academic research careers at research-intensive institutions.

**Institutional Research and Academic Career Development Award (IRACDA) (K12)**

The IRACDA program provides support for a mentored postdoctoral research experience at a research-intensive institution combined with an opportunity to develop critical teaching and mentoring skills at a teaching-intensive partner institution with a diverse student population. Accordingly, the IRACDA program requires effective partnerships between a research-intensive institution and a teaching-intensive partner institution that has a historical mission or a demonstrated commitment to educating students from groups underrepresented in the biomedical research workforce.

**Institutional Grants to Support Individuals at All Levels:**

**Building Infrastructure Leading to Diversity (BUILD) (U54)**

RFA-RM-13-016
BUILD awards are designed to implement and study innovative approaches to engaging and retaining students from diverse backgrounds in biomedical research, potentially helping them on the pathway to become future contributors to the NIH-funded research enterprise. BUILD awards differ from other NIH-funded training grants in that they aim to achieve simultaneous impact at the student, faculty, and institutional levels.

**National Research Mentoring Network (NRMN) (U24)**  
**RFA-RM-18-002**  
The National Research Mentoring Network (NRMN) resource center provides mentoring and networking opportunities for biomedical researchers from diverse backgrounds, including those from underrepresented groups, from the undergraduate level through early career faculty. The NRMN coordination center brings together the NRMN awardees, including the resource center and the research on mentoring, networking and navigating critical transition points.

**Institutional Grants to Support Broad Workforce Development:**  
**Research on Interventions (R01/R35)**  
**PAR-21-269**  
The purpose of this program is to support research that will enhance the evidence base for effective, high-impact, scalable interventions, and to improve our understanding of the factors contributing to success, including the social and behavioral factors, involved in the advancement of individuals pursuing independent academic biomedical research careers.

**Science of Science Policy Approach to Analyzing and Innovating the Biomedical Research Enterprise (SCISIPBIO)**  
**NSF-19-547**  
A joint initiative between NIGMS and the Science of Science and Innovation Policy (SciSIP) program in the Directorate for Social, Behavioral and Economic Sciences at the National Science Foundation (NSF). The program will support research that advances the scientific basis of science and innovation policy, with a focus on the biomedical sciences, including the development of models, analytical tools, data, and metrics that can inform science policy and the optimization of the scientific enterprise.

**Innovative Programs to Enhance Research Training (IPERT) (R25)**  
**PAR-21-196**  
The goal of this program is to support educational activities that complement and/or enhance the training of a workforce to meet the nation's biomedical research needs. The strategy is to
fund activities with a primary focus on courses for skills development, structured mentoring activities and outreach programs.

**Training Modules for Enhancing Biomedical Research Workforce Training (R25)**

PAR-20-296

This program is intended to encourage and enable the scientific community to create and disseminate training modules that will effectively contribute to the development of the biomedical research workforce. NIGMS intends to fund the development of these training modules in distinct subject areas that are relevant to the current biomedical research workforce. The areas are described through “Notices of Special Interest” found in the “Related Notices” section in the funding announcement. The modules should be targeted to impact individuals from a broad range of scientific disciplines and career stages.

**Training and Workforce Development Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) (R41, R42, R43, R44)**

The goal of NIGMS is to support innovative projects that could benefit the research communities related to its mission. The Division of Training, Workforce Development and Diversity supports the development technologies and tools to enhance the research skills of post-high school individuals in the biomedical research workforce pathway, or to increase the efficiencies of NIGMS research training programs. The technologies may be new products or adaptation of existing products designed to be more efficient, cost-effective, culturally appropriate, and/or user-friendly in promoting the development of the biomedical research workforce. Examples for skills development projects include but are not limited to web-based resources, instructional software, interactive media, research-focused curriculum materials, and active learning toolkits. Projects aimed at enhancing NIGMS training programs include but are not limited to technologies to track career outcomes of students and trainees and/or assist in the evaluation of workforce development programs (e.g., survey instruments and/or training activity tracking systems). Projects that will develop skills of individuals from underrepresented groups (see the NIH’s interest in Diversity) or increase the efficiencies of diversity enhancing research training programs are encouraged.
Funding Opportunities at NSF
Funding Opportunities for Systemic Change in DEI: NSF ADVANCE Program & Racial Equity in STEM PD
Presented by E. Tatiana Camacho, PhD

ADVANCE: Organizational Change for Gender Equity in STEM Academic Professions
https://www.nsf.gov/crssprgm/advance/

Overview: The goal of the National Science Foundation's (NSF) ADVANCE program is to increase the representation and advancement of women in academic science and engineering careers, thereby contributing to the development of a more diverse science and engineering workforce. ADVANCE encourages institutions of higher education and the broader science, technology, engineering and mathematics (STEM) community, including professional societies and other STEM-related not-for-profit organizations, to address various aspects of STEM academic culture and institutional structure that may differentially affect women faculty and academic administrators.

ADVANCE Grant Tracks for Institutes of Higher Education (IHE)
Catalyst Track: ($300k over 2 years) Designed to broaden the types of IHEs that are able to undertake data collection and institutional self-assessment work to identify systemic gender inequities impacting their STEM faculty so that these can be addressed by the institution. Expectations that IHE will implement institutional self-assessment, investigate and pilot potential organizational change strategies, and develop five-year STEM faculty equity plan. Must involve all STEM disciplines at IHE.

Adaptation Track: ($1M over 3 years) Designed to support the work to adapt, implement, and evaluate evidence-based systemic change strategies that have been shown to promote gender equity for STEM faculty in academic workplaces and the academic profession. Must involve all STEM disciplines at IHE.

Institutional Transformation Track: ($3M over 5 years) Designed to support the development, implementation, and evaluation of innovative systemic change strategies that promote gender equity for STEM faculty within an institution of higher education. Must involve original research on the effectiveness of these strategies and must involve all STEM disciplines at IHE.

ADVANCE Grant Tracks for Organizations or Partnerships
Expected to result in national or regional impact in STEM academic workplaces and the academic profession and demonstrate significant reach.
Adaptation Track: ($1M over 3 years) Facilitate national or regional STEM disciplinary transformation by adapting evidence-based systemic change strategies to **non-profit, non-academic organizations.** Focus can be one or more STEM disciplines.

Partnership Track: ($1M over 3-5 years) Designed to support the work to facilitate and scale-up the broader adaptation of gender equity and systemic change strategies. Requires two or more partner organizations, which can include IHEs. Focus can be one or more STEM disciplines.

Examples of National or Regional Impact:
- State-wide impact on public IHEs
- Regional alliances of IHEs
- STEM discipline national/international organization
- Higher-ed and STEM accrediting or certification organizations
- Higher ed institutional membership organizations
- STEM research and policy organizations
- State and Tribal governments
- Alliance of alliances

Examples of Significant Reach:
- Narrow and deep
  - Chemistry chairs in all the public four-year IHEs in a three-state region in the northwest
  - All department chairs will agree to implement a suite of changes to enhance equity within their departments
- Broad and shallow
  - 100% of Chemistry chairs from the top 50 funded IHEs
  - Training on equity strategies and creation of community of practice to support change for 5 years
  - Recognition of the top 5 departments

Resources: Strategies for Effecting Gender Equity and Institutional Change
http://www.colorado.edu/eer/research/strategic.html

Racial Equity in STEM Education (EHR Racial Equity)
https://beta.nsf.gov/funding/opportunities/racial-equity-stem-education-ehr-racial-equity
Overview: The National Science Foundation Directorate for Education and Human Resources (EHR) seeks to support bold, ground-breaking, and potentially transformative projects addressing systemic racism in STEM. Proposals should advance racial equity in science, technology, engineering, and mathematics (STEM) education and workforce development through research (both fundamental and applied) and practice through (not limited to) building theory; developing methods; testing approaches and interventions; assessing the potential, efficacy, effectiveness, and scalability of approaches and interventions; establishing, cultivating and assessing authentic partnerships; changing institutional, organizational, and structural practices and policies; and/or focusing on affective, behavioral, cultural, social components, and implications.

Proposals should be led by, or developed and led in authentic partnership with, individuals and communities most impacted by the inequities caused by systemic racism. The voices, knowledge, and experiences of those who have been impacted by enduring racial inequities should be at the center of these proposals, including in, for example: project leadership and research positions, conceptualization of the proposal, decision-making processes, and the interpretation and dissemination of evidence and research results. Proposals need to consider systemic barriers to opportunities and benefits, and how these barriers impact access to, retention in, and success in STEM education, research, and workforce development. In addition, proposals should include a dissemination plan to proactively share what is learned with individuals and communities most impacted, as well as relevant leaders, policy makers, and other stakeholders.
Do Faculty Diversity Programs Work?
Evidence from 600 U.S. Universities Across 20 Years
Presented by Frank Dobbin, PhD

Organizational sociology theories underlie many practices to promote diversity

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<thead>
<tr>
<th>Theory</th>
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<td>Job-Autonomy Theory (thought control)</td>
<td>Diversity Training, Harassment Training</td>
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<td>Deterrence Theory (punishment)</td>
<td>Harassment Grievance Procedure, Civil Rights Grievance Procedure</td>
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<td>Cognitive Dissonance Theory (engagement)</td>
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<td>Accountability Theory</td>
<td>Diversity Staff, Equity Reviews</td>
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<td>Ideal Worker Theory (work-life flexibility)</td>
<td>Partner Assistance, Teaching Relief, Tenure Clock Delays, Childcare Access</td>
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Approximate lay terms for these theories are included in parentheses

Characteristics of Analyzed Data
Faculty composition data from the Integrated Postsecondary Education Data System (IPEDS)
- U.S. Colleges and Universities
- Faculty race, ethnicity, gender
- 1993 to 2015

Retrospective Survey of 605 Colleges and Universities
- Representative of medium and large, private and public schools
- Institutions with history of diversity, work-life, and related employment practices

Approach to Evaluating How New Programs Affected Tenured Faculty
- Measured average change in group share over life of program for white, Black, Hispanic, and Asian women and men (underlines indicate abbreviations used below)
- Used panel model with fixed effects for school and year
- Controls included junior faculty diversity, national faculty diversity, and school practices in human resources, diversity, work-life, and harassment
### Changes in Share of Faculty under Different Organizational Practices

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Trends include no substantial change (-), increase (↑), or decrease (↓). Dark gray cells indicate no data.

See Dr. Dobbin’s slides (available at bit.ly/ORS2020_DEI) for the full visualization of datasets. See NOTE on pg. 2.