NIH’s Building Infrastructure Leading to Diversity (BUILD) and National Research Mentoring Network Initiatives: Opportunities for Health Equity Researchers

Research on Care Community, Health Equity Subgroup (ROCChe)

Philip M. Alberti, PhD
September 13, 2016
Supporting the Full Spectrum of Research to Improve the Health of All
AAMC Health Equity Research & Policy Goals

1. Help make the case for policies and practices that will explicitly incentivize health equity as a valued outcome for research, quality improvement, and health outcome-related initiatives.

2. Assure that academic medical centers and teaching hospitals are at the forefront of creating the evidence-base of solutions to health and healthcare inequities.
Health Equity Research and Policy

AAMC Webinar Highlights Efforts to Diversify Biomedical Research Workforce

The AAMC's Research on Care Community Health Equity subgroup invites you to a webinar highlighting efforts by the National Institutes of Health (NIH) to increase diversity among the biomedical research workforce. Jamboor Vishwanatha, PhD, University of North Texas Health Science Center, and Keith Norris, MD, PhD, University of California Los Angeles, will discuss the work of the BUILD (Building Infrastructure Leading to Diversity) initiative and the National Research Mentoring Network. Medical students, faculty, and researchers are encouraged to participate and learn about becoming involved in these efforts as mentors or mentees. Registration is required.

Click here to register.

Health Equity Programming at AAMC's 2016 Learn Serve Lead Meeting

This year, Learn Serve Lead will feature nearly two dozen sessions of interest to health equity and community health scholars and practitioners. From the involvement of Native Americans in the Precision Medicine Initiative, to deploying Telehealth to meet the needs of underserved populations, attendees from across the country will have an opportunity to engage in a conversation vital to our field, our teams, and the patients and communities we serve.
ROCChE: Moving EHRs Upstream Meeting – June 18, 2015

AAMC Health Equity Research and Policy

Introduction

The Health Information Technology for Economic and Clinical Health (HITECH) Act was signed into law in 2009 to promote the adoption and meaningful use of health information technology. The Centers for Medicare and Medicaid Services (CMS) along with the Office of the National Coordinator for Health IT (ONC) define meaningful use criteria and provide incentives for their adoption.

Meaningful use involves three stages of specific requirements that hospitals and eligible professionals must meet in the use of electronic health record technology before they are eligible for CMS Incentive Programs. Requirements include, improving quality, safety, efficiency, and reducing health disparities, engaging patients and family, improving care coordination, and population and public health, and maintaining the privacy and security of patient health information.

At the request of organizations such as the National Institutes of Health (NIH), the Office of Behavioral and Social Science Research and CMS, the Institute of Medicine (IOM) convened a multidisciplinary committee in 2014 to investigate domains and measures that should be considered by ONC for inclusion in electronic health records (EHR) certified for the meaningful use program. The resulting pair of reports detailed social, behavioral, and psychological (SBP) domains and their respective measures recommended for inclusion in EHRs for Meaningful Use Stage 3 (Institute of Medicine, 2014).

In 2015, ONC released the 2015 Edition Health IT Certification Criteria. The draft rule builds on the IOM reports’ proposed inclusion of SBP data in EHR certification requirements for meaningful use Stage 3. While there is currently no timeline for the final rule, the collection, integration, and utilization of SBP data could present many opportunities and obstacles.

On June 18th, 2015 members of the health equity subgroup of the Association of American Medical College’s Research on Care Community (ROCChE) convened to discuss these potential rule changes. The meeting aimed to address the following question:

"Before a social, behavioral, and psychological (SBP) panel “goes live,” are there research questions ROCChE can address that would lay the foundation for valid collection and optimal utilization of SBP data?"

In order to prime ROCChE’s afternoon discussion and action planning, morning presentations included:

- Patricia Flattery Brennan, RN, PhD, who provided an overview of the IOM reports on capturing SBP domains in EHR data and implementation considerations of the incorporation of such data.
- Earl Chambers, PhD and Samantha Morton, JD who discussed how their respective institutions were able to incorporate select SBP data in their EHRs for community health improvement programs.

Videos and slides of these presentations can be found on the AAMC Health Equity Research and Policy home page, www.aamc.org/healthequity.
Keith C. Norris, M.D., Ph.D.

Jamboor K. Vishwanatha, Ph.D.
AAMC Professional Development

Diversity & the Biomedical/Health Professional Workforce: The NIH Diversity Program Consortium
Introduction and Overview of Presentation

• BUILD/NRMN Overview

• How success will be measured
Does Enhancing the Diversity of the NIH-Funded Workforce Improve the Nation’s Health?

• Does Diversity Matter?

• If so, how to effectively achieve Diversity that will improve the nation’s health
Steps Toward Diversity in U.S. Education

- **1896 - Plessy v. Ferguson** Supreme Court allowed *state-sponsored* segregation
- **1954 - US Supreme Court** case declared state laws establishing separate public schools for black and white students unconstitutional.
  - Argued by Thurgood Marshall; Chief Justice - Earl Warren
- **1978 - Supreme Court** upheld affirmative action, but not quotas, allowing race to be one of several college admission factors.
  - Regents of the University of California v. Bakke
The NIH policy on Diversity

• NIH encourages institutions to diversify their faculty populations to enhance the participation of individuals from **underrepresented racial and ethnic groups**, individuals with **disabilities**, and **women at senior faculty** levels. See NIH Notice: **NOT-OD-15-053**
  • For HS and undergraduates: also includes low income or educationally disadvantaged backgrounds
Minority Medical School Admissions: Beyond Bakke
(Arnold S. Relman, M.D. – NEJM 1977)

• The legal and philosophical subtleties of "quotas," "goals," "reverse discrimination," etc. have been exhaustively explored.
  • The problem is not to be resolved merely by tinkering with admissions policies.
• The social, economic and cultural problems that are responsible for the under-representation of minorities in medical schools cannot be solved by the courts. We need to look beyond the Bakke case to the educational handicaps faced by poor & minority children in this country today.
Biomedical Research Workforce Diversity Timeline

Over 35 years later

**August 2011** - Ginther et al. Science publication highlighted discrepancies in NIH RO1 grant awards

**June 2012** - The Advisory Committee to the Director (ACD) Working Group on Diversity in the Biomedical Research Workforce provided recommendations

**September 2014** - BUILD, NRMN & CEC awards (NIH Biomedical Research Diversity Program Consortium Initiative)

Building Infrastructure Leading to Diversity (BUILD)
National Research Mentoring Network (NRMN)
Coordination and Evaluation Center (CEC)
NIH Biomedical Research Diversity Program Consortium Initiatives

- **Building Infrastructure Leading to Diversity (BUILD):**
  - Experimental training awards: how to attract and retain students from diverse backgrounds into biomedical research workforce.

- **National Research Mentoring Network (NRMN):**
  - Nationwide network of mentors from variety of disciplines:
  - Define best practices for mentoring at all career stages.
  - Training for mentors.
  - Networking and professional development for mentees.

- **Coordination and Evaluation Center (CEC):**
  - Rigorously evaluate BUILD and NRMN programs to determine WHAT WORKS AND FOR WHOM.
  - Dissemination of successful training and mentoring strategies.

Awardees will work together as a consortium in partnership with the NIH.
Sample BUILD Interventions

• Student-centered, Entrepreneurship Development (ASCEND) Model To Increase Diversity In Biomedical Research
  – Autonomy
  – Peer Support
  – Peer role models
  – Peer mentoring
  – Better integration into majority settings
Sample BUILD Interventions

• Critical Race Theory (CRT) – How forms of implicit racism can thwart student retention and advancement.
  – Use CRT to redesign research training and research mentoring for undergraduate URM to diversify the biomedical workforce.
  – Create and test a new, holistic model of researcher development for URM
Funded Projects

BUILD
- California State University Long Beach
- California State University Northridge
- Morgan State University
- Portland State University
- San Francisco State University
- University of Alaska Fairbanks
- University of Detroit Mercy
- University of Maryland Baltimore County
- University of Texas El Paso
- Xavier University of Louisiana

NRMN
- Boston College, Morehouse SM; U. Min.; North Texas Health Science Center ; U. Wisconsin

Total funding: >$220 M over 5 yrs

CEC
- University of California Los Angeles
Introduction and Overview of Presentation

• BUILD/NRMN Overview

• How success will be measured
  o Site Level Outcomes
  o Consortium Wide Outcomes
Consortium-Wide Evaluation Plan - CWEP

• Longitudinal data to track impacts of BUILD & NRMN interventions on approved “Hallmarks of Success” for predictor & outcome variables

• BUILD Component- Data from students and faculty at each BUILD institution
  • Build intervention group & non-BUILD “comparison” group; & data from matched non Build institutions as comparison
  • Emphasis on biomedical disciplines/majors

• NRMN Component – Data from faculty/mentors and student/mentees
  • Samples to be drawn from each of the various groups targeted for the various NRMN training activities
BUILD Student Logic Model

**Independent variables:**
- Student/Trainee, School/Institution, Geographic Location, Gender, Ethnicity, Disability Status, Socioeconomic Status, High School GPA, Standardized Test Scores

**Activities**
- Purposeful Retention (Awards, Fellowships, Stipends)
- Summer Research Program
- Bio-Medical Science Curriculum (Enhanced & Supplemental)
- Academic Advising & Support
- Mentoring (Mentee)
- Research Training & Support
- Career Advancement Opportunities

**Outputs**
- Engagement in Research & Satisfaction with Faculty Mentorship
- Enhanced Science Identity & Self-Efficacy
- Participation in Academic & Professional Student Organizations
- Social Integration/Perceived Fit with Univ. Setting
- Pursuit, Persistence, Retention, & Success in Biomedical Science Discipline
- Science Conference Presentation, Authorship on Papers
- Intent to Pursue Biomedical Research Career

**Outcomes**
- Completion of Undergraduate Degree in Biomedical Science Discipline
- Application to Attend Graduate Program in Biomedical Science Discipline
- Entrance to Graduate Program in Biomedical Science Discipline

**Hallmarks of Success for Future Career Steps**
# NRMN Logic Model

<table>
<thead>
<tr>
<th>Program Components &amp; Goals</th>
<th>Key Program Outputs</th>
<th>Key Outcomes &amp; Impacts: Short &amp; Long-Term</th>
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<tbody>
<tr>
<td><strong>Match/Link Mentees to Mentors &amp; Coaches</strong></td>
<td># mentors &amp; mentees engaged in mentoring relationships</td>
<td>Increased # &amp; diversity of individuals engaged in mentoring relationships</td>
</tr>
<tr>
<td>- Increase access to mentoring across all career stages</td>
<td># mentors, mentees, coaches matched through NRMN</td>
<td>Increased size of mentoring networks for individuals &amp; groups</td>
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<tr>
<td># mentors and mentees engaged in MyNRMN</td>
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<tr>
<td><strong>Train Mentors, Coaches &amp; Mentees</strong></td>
<td># individuals recruited, trained</td>
<td>Increased # of trained mentors &amp; coaches available to work w/ individuals at all career stages in the biomedical research field</td>
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<tr>
<td>- Train &amp; certify mentors</td>
<td># individuals certified</td>
<td>Increased quality of culturally-sensitive mentoring &amp; coaching of individuals across career stages at an increased # of US colleges &amp; universities</td>
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<td>- Train grant writing coaches</td>
<td># of evidence-based, career-stage-tailored training programs</td>
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<tr>
<td>- Train mentees</td>
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<td>- Improve cultural responsiveness in mentorships</td>
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<tr>
<td><strong>Refer Mentees to Career &amp; Research Resources</strong></td>
<td># of organizations partnering w/ NRMN to provide career &amp; research resources to NRMN trainee and mentee participants</td>
<td>Increased access to career-enhancing resources, offered through &amp; beyond NRMN offerings, by a diverse population of individuals &amp; higher education institutions</td>
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<tr>
<td>- Increase access to research resources &amp; career development opportunities</td>
<td># of resources offered through &amp; in partnerships w/NRMN</td>
<td>Increased size and quality of a network of organizations, associations, &amp; qualified mentors &amp; researchers committed to ensuring long-term diversity in the biomedical workforce</td>
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<tr>
<td># of individuals using resources</td>
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<tr>
<td><strong>Promote the Value of Career Mentoring Across the Nation</strong></td>
<td># of professional societies &amp; organizations partnering w/NRMN to promote career mentoring</td>
<td>Increased recognition at colleges/ universities of the value of mentoring for diverse workforce at all career stages</td>
</tr>
<tr>
<td>- Partner w/professional societies &amp; organizations</td>
<td># of entities promoting mentoring and NRMN</td>
<td>Increased national level recognition of efforts to diversify the U.S. biomedical workforce achieved through NRMN career and grant writing mentoring and coaching</td>
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<tr>
<td>- Increase awareness at all levels: Individual, Institutions, Associations</td>
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NRMN Process Evaluation Questions

1. Do NRMN programs create an increasing cadre of culturally responsive & certified mentors?

2. How do NRMN programs enhance the mentorship experiences of increasing numbers of persons from Under-Represented Groups (URG)?

3. How do NRMN programs enhance the career development of increasing numbers from URGs?
   - Focus on both number and quality
NRMN Outcome and Long-Term Evaluation Questions

1. Does the effect of NRMN programs on participants (improved mentoring, grant skills, etc.) persist over time?

2. Are those who are mentored/coached by NRMN participants more satisfied & successful over time (biomedical persistence, etc.) than those not mentored/coached by those NRMN-trained?

3. Are those who use NRMN career development programs more successful over time (in scientific careers, NIH-funding) than those not in those programs?

4. How well do NRMN components collaborate with each other and external partners and how does that impact program success and sustainability?
Leverage the power of diversity to provide the nation with best practices to optimize student/trainee success in biomedical sciences, and to create sustained transformative impact at an institutional level.

NRMN is enhancing an environment of success across an array of Colleges & Universities that stimulates and supports all trainees to reach their potential to become outstanding scientists &/or health professionals.
None of us got where we are solely by pulling ourselves up by our bootstraps. We got here because somebody - a parent, a teacher, an Ivy League crony or a few nuns - bent down and helped us pick up our boots.

Thurgood Marshall
Promoting the Value of Mentorship

NRMNet Portal: Access/Gateway to Resources & Interventions

Providing Training and a Network for Mentorship

More Diverse Biomedical Workforce
What does NRMN offer its members?

- **Virtual mentorship** in your field that directly addresses diversity, inclusivity and culture.
- **Virtual and in-person training programs** such as mentorship training for mentors and mentees, training workshops for mentorship program facilitators, and career coaching.
- **Grantwriting coaching** to develop a competitive grant proposal for a research project and/or research career development award in any biomedical or bio-behavioral discipline.
  - This opportunity is targeted to post-doctoral fellows and early career faculty.
- **Professional and career development webinars, videos, news and links.**
- **Information about nationwide diversity efforts** and **grant funding opportunities.**
- **Opportunities to establish a network of professional support.**
Additional Opportunities for Mentors

• Get certified or participate in training opportunities that leads to a “NRMN Master Mentor” Certification.

• Apply to become an NRMN “Coach-in-Training” for one of the network’s four intensive coaching programs for grant proposal writing and professional development.

  • This opportunity is for more senior researchers who are committed to the career advancement of investigators from diverse backgrounds and desire to implement NRMN coaching models in the near future.
## NRMN Offerings by Career Stage

<table>
<thead>
<tr>
<th>Category</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Postdoc</th>
<th>Junior Faculty</th>
<th>Senior Faculty</th>
<th>Non-faculty Researcher</th>
<th>Administrator</th>
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<td><strong>Matching/Linking</strong></td>
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<td>NRMN Ambassadors</td>
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- Approximate total, controlled for test accounts created by NRMN staff.
- Note growth of network from ~2200 to ~3200, period June 1 to August 4, 2016.
- Note Mentor population remains within ~55 – 65% of Mentee population
NRMNet Participant National Representation (by zip code)
NRMN Mentoring Programs

Welcome Kari Brown!

NRMN Applications

MyNRMN
Browse profiles of mentors and mentees from around the country and build your network by connecting with users that share interests with you. Use your dashboard to chat in real time with others in your network, send messages seeking advice, share documents, build your CV and set appointments to collaborate with others using your personalized calendar.

Guided Virtual Mentorships
Engage in a one-on-one mentorship involving a weekly discussion over the course of 4 months where you and your partner will receive prompts and suggested discussion topics to guide your interactions each week. Once the 4-month mentorship is over, mentees can select a new mentor and gain the perspectives of multiple mentors over time, or continue to interact with the same mentor by inviting them to engage in another 4-month mentorship.

OUR MISSION
To provide researchers across all career stages in the biomedical, behavioral, clinical and social sciences with evidence-based mentorship and professional development programming that emphasizes the benefits and challenges of diversity, inclusivity and culture.

NRMN IS SPONSORED BY

CONTACT
Phone: 617.552.3501
Email: info@nrmnet.net
National Research Mentoring Network
140 Commonwealth Ave., 9th Fl.
Boston, MA 02215

Privacy Policy
Research Mentor and Mentee Training

Variable length workshops for the mentors of researchers across career stages and disciplines, and separate workshops for cohorts of research mentees.

Sample themes/ competencies:
• Aligning Expectations
• Promoting Professional Development
• Maintaining Effective Communication
• Addressing Equity and Inclusion
• Assessing Understanding
• Fostering Independence
• Cultivating Ethical Behavior

Length: 1-8 hours

Participants:
• Research Mentors of undergrads, grads, postdocs, and junior faculty in STEMM
• Research Mentees across career stages in STEMM (undergrads, grads, postdocs and junior faculty)

Maximum number of participants: 8-12 for full 8-hour training; unlimited for shorter workshops
Facilitator Training

Train-the-trainer workshops to gain knowledge, skills, confidence, and resources needed to implement research mentor or mentee training.

By the end of the workshop, participants will:
• Become familiar with the research mentor and mentee training curricula
• Be able to describe evidence supporting the effectiveness of mentor and mentee training
• Be able to describe the resources available to implement mentor and mentee training
• Develop the knowledge to implement mentor and mentee training
• Be able to articulate practical plans for implementing mentor and mentee training at home institution

Length: 8 hours (1 day) or 12 hours (1.5 days)
Participants: Faculty, researchers, staff, and administrators
Maximum number of participants: 40
Mentor and Mentee Training Curriculum

Development and Testing

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<tr>
<th></th>
<th>Mentors Development</th>
<th>Mentors Beta-Testing</th>
<th>Mentors Complete</th>
<th>Mentees Development</th>
<th>Mentees Beta-Testing</th>
<th>Mentees Complete</th>
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<tbody>
<tr>
<td>Guided Online Mentoring Videos</td>
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<td>Entering Research Mentee Training</td>
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<td>Culturally Aware Mentoring</td>
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Mentors who participated in Culturally Aware Mentoring workshops reported significant gains in:

- Intentionally creating opportunities for mentees to bring up issues of race/ethnicity
- Having strategies to address racial/ethnic diversity in mentoring relationships
Mentoring Academy

Institutional planning workshops assess and build capacity for institutional mentoring programs.

**By the end of the workshop, participants will:**
- Be able to establish an organizational framework for enhancing career development in multidisciplinary biomedical research
- Be equipped with tools to institute a robust research infrastructure and vibrant developmental environment that fosters innovative, multidisciplinary biomedical research
- Know strategies to leverage existing institutional mentorship and training programs

**Length:** 8 hours (1 day) or 12 hours (1.5 days)
**Participants:** Senior faculty and administrators
**Maximum number of participants:** 20
Research Mentorship Training

Mentor and Mentee Training

35 NRMN Master Facilitators from 11 institutions

Train-the-Trainer Efforts

- 18 Trainers
- >400 Participants
- >250 Subsequent implementations at 48 institutions including BUILDs
- >1200 Mentors Trained
- >1000 Mentees Trained

- Face to Face (≥4 Hours) Mentee
- Face to Face (≥4 Hours) Mentor
- Face to Face (≤3 Hours) Mentee
- Face to Face (≤3 Hours) Mentor
- Online Mentor Training Asynchronous
- Online Mentor Training Synchronous
NRMN OFFERS FOUR CAREER STAGE-FOCUSED INTENSIVE GRANT WRITING AND PROFESSIONAL DEVELOPMENT CORE PROGRAMS

- **NRMN STAR**
- **NRMN GUMSHOE**
- **NRMN NU**
- **NRMN P3**

Approx. % Time Spent on Grant Writing
Approx. % Time Spent on Professional Development

Program Length (in # of months)
Demographics

- **Gender**
  - Female: Cohort 1: 5, Cohort 2: 8
  - Male: Cohort 1: 6, Cohort 2: 9

- **Cohort Breakdown**
  - Non URM: Cohort 1: 2, Cohort 2: 4
  - URM: Cohort 1: 7, Cohort 2: 8

Research Interests

- **Health Disparities**
  - Cohort 1: 6, Cohort 2: 8
- **Biomedicine**
  - Cohort 1: 4, Cohort 2: 8
- **Behavioral and Social Science**
  - Cohort 1: 2, Cohort 2: 6

Career Stage

- **Early Stage Faculty**
  - Cohort 1: 0, Cohort 2: 5
  - Cohort 1: 0, Cohort 2: 10
- **Post Doc**
  - Cohort 1: 6, Cohort 2: 4
Grantsmanship Coaching Groups - as of August 2016

225 Mentees Trained to Date!

**Follow-up Data on Grant Proposal Submissions**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still Writing</td>
<td>7</td>
</tr>
<tr>
<td>Abandoned</td>
<td>1</td>
</tr>
<tr>
<td>Submitted <em>initial</em> proposal</td>
<td>7</td>
</tr>
<tr>
<td>Submitted <em>revised</em> proposal</td>
<td>5</td>
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</tbody>
</table>

*Data collected from mentees at 6-month follow-up for 2 programs (n=20)*
### Promoting Mentoring Value through Professional Societies: Selected Examples

<table>
<thead>
<tr>
<th>NRMNet Registrants’ by Scientific/ Professional Societies (Self-Reported Data)</th>
<th>Data as of 8/4/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Society for the Advancement of Chicano/Hispanic and Native American Scientists (SACNAS)</strong></td>
<td><strong>258</strong></td>
</tr>
<tr>
<td><strong>Annual Biomedical Research Conference for Minority Scientists (ABRCMS) [produced by ASM]</strong></td>
<td><strong>203</strong></td>
</tr>
<tr>
<td><strong>Association of American Medical Colleges (AAMC)</strong></td>
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<tr>
<td><strong>American Association for the Advancement of Science (AAAS)</strong></td>
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<tr>
<td><strong>American Society for Cell Biology (ASCB)</strong></td>
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<tr>
<td><strong>Association for Psychological Science (APS)</strong></td>
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<td><strong>American Association for Cancer Research (AACR)</strong></td>
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<td><strong>Center for Institutional Cooperation (CIC)</strong></td>
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<tr>
<td><strong>Association for Academic Minority Physicians (AAMP)</strong></td>
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<td><strong>American Society for Microbiology (ASM)</strong></td>
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<td><strong>American Indian Science and Engineering Society (AISES)</strong></td>
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<td><strong>National Postdoctoral Association (NPA)</strong></td>
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<td><strong>American Psychological Association (APA)</strong></td>
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</table>
Ready to join NRMN?

1. Go to
NRMNet.net/AAMCWebinar

1. Read the brief introduction then select “I’m ready to register, take me there!”

2. Complete NRMN Registration

3. Start taking advantage of NRMN’s offerings!

Once you register, you will be able to take advantage of the many NRMN offerings. It’s that simple!!!!
Thank you!