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ESSENTIAL SCIENCE CONVERSATIONS: EXPERT TIPS AND INFO TO GET A NIH DIVERSITY SUPPLEMENT (NOVEMBER 3, 2023)

TRANSCRIPT

Shandol Hoover: Hello, everyone, and welcome. Thank you for joining us today. I'm Shandol Hoover, APA Science Program Officer. This program is part of an APA series called Essential Science Conversations where panelists and audience members can engage in an open dialogue about emerging topics and psychological science. Before we get started with today's session, I want to share a few quick announcements.

First, we hope you'll visit apa.org/science to learn about how APA helps psych scientists to join over 50,000 other subscribers by subscribing to a free science spotlight newsletter to gain firsthand insight into funding, news, events, resources, and more. To subscribe also to our free Editor's Choice newsletter for free articles and see how APA is helping psych scientists.

Second, many thanks to those of you who submitted questions for today's program when you registered. You can also ask a question as a program is taking place in real time. There's a Q&A feature on the dashboard. Please enter your questions there. We'll be monitoring those questions throughout the program. Finally, this program is being recorded, so once it ends, everyone who registered will receive an email with a link to the recording in about two weeks. I'll now turn things over to Dr. Mitch Prinstein, Chief of Science.

Dr. Mitch Prinstein: Hello, everybody. Thank you so much for joining. I want to thank you for coming to hear about today's essential science conversation. I want to thank our panelists for being here to talk about this important topic. I want to thank Shandol and so many APA staff for helping to make these panels possible. NIH diversity supplements are just incredible opportunity and wonderful way that NIH uses to help support the development of folks from underrepresented communities to get involved in the process of writing grants and get essential research experience necessary to become a scientist.

I'm so excited that we have an amazing panel today to talk about NIH diversity supplements and to give some expert tips on how to get one. Let me introduce our panelists for today's discussion. Dr. Brittany Haynes, who serves as the Program Director for the Workforce Diversity and Equity Office for Disparities Research and Workforce Diversity at the National Institute of Mental Health.

Dr. Jermaine Jones is an associate professor of clinical neurobiology at Columbia University and also serves as chair of APA's Board of Scientific Affairs. Dr. Trace Kershaw is the department chair and the Susan Dwight Bliss Professor of Public Health and an affiliated faculty member at the Yale Institute for Global Health. Andrea Wigglesworth is a doctoral student at the University of Minnesota who previously held a diversity supplements.

Thank you for being here. It's so good to talk to you. I wanted to start, if I may, Brittany by talking a little bit about what the NIH Diversity Supplement is meant to do, and which folks are eligible to apply for a supplement.

Dr. Brittany Haynes: Yes, absolutely. Thank you so much for having me here today. I greatly appreciate it. As you mentioned early on in your introduction, the diversity supplement is an opportunity for individuals to really get some research experience while not being the principal investigator of that particular grant. The individuals who are eligible for this, it actually ranges from high school students all the way up to early career investigators.

I do want to make a plug, and I will say this over and over again. The diversity supplement program is going to have a different flavor depending on which institute and center you are pursuing the supplement through. In general, these go from high school students all the way up to early faculty, but there may be some particular caveats for each institute and center.

Of course, as always, I'm sure you've heard this before, make sure you reach out to your program officer to really make sure that the candidate of interest is eligible for the award. The other important thing to note about eligibility is that this is a diversity supplement. The candidates that we are looking for should align with the NIH Notice of Diversity. That really focuses on individuals from underrepresented, ethnic, and racial backgrounds, individuals with disabilities, individuals who are from disadvantaged backgrounds as well as women.

Dr. Mitch Prinstein: Great, thank you so much. Jermaine, turning to you, how does this process get started? Is someone approaching you typically to ask to be a candidate for a diverse supplement? Or is the PI getting a grant and then thinking, "Hey, maybe I should apply for the supplement?" Can you walk through that process a little bit?

Dr. Jermaine Jones: For me, identifying the candidate was, we had a candidate already determined for the supplement. From there, the candidate was already working on a grant that I had who was eligible for a supplement. We thought that this would be a great way to continue funding for him. Now that the process is more known to our division, we are looking at being more proactive about finding candidates and utilizing the mechanism more.

We have several grants that are eligible for diversity supplements, but we don't have candidates. We're trying to be more proactive in order to utilize the mechanism more. I did want to just follow up on something really important that Brittany said about contacting the PO before because I think that was a really, really good step for me and for the candidates. Once we had the candidate identified, we reached out to the PO of the grant. She was not only great about providing me with information about the prospective study that the candidate was going to do and making sure it aligned with the goals of the parent grant but didn't overlap with the parent grant.

Also, just the timeline for review because I applied through Justice Institute on Drug Abuse and their review panel meets at certain intervals but then takes a break. It's important when you're planning, this is the last year of the grant, so I need to get the supplement application in so that the candidate can start on this period. It was really important to talk with her before.

Dr. Mitch Prinstein: Just to clarify, this is not a process where a supplement goes through the typical study section and peer review. Brittany, can you say something about that? I know it's different for each institute. NIMH for example, what is the process by which an application then can move quickly to potentially funding?

Dr. Brittany Haynes: Yes, absolutely. You are 100% correct. Administrative supplements do not go through the Center for Scientific Review. They are reviewed in-house at the institute where you are seeking the supplement. For NIMH specifically, I will share this link actually. We are asking,

recommending that you submit your application at least four months before your proposed start date.

For summer students, that can go down to 10 weeks, but we're asking for that time because it's a rolling basis where applications can come in. They come in, but we need time to make sure that we can work with the PI on the application, really make sure that we're helping them submit the strongest application as possible before we go to our review committee. Once we get those applications in, they're in a good place.

They go to our review committee which is a number of individuals across the different divisions at NIMH who are committed to increasing diversity in the mental health workforce. They review the applications, all of the different required material that we need, and then they provide us with a score and we move forward from there. I do want to say particularly for NIMH, because we do a lot of work with the PI on the front end, we do not allow for resubmission.

Again, very important to speak with your program officer because you want to make sure that you are giving yourself enough time to put forth the best application, making sure that you have enough time to work with the program officer on your parent grant, as well as the program officers that may be overseeing or having oversight of your supplement. That's how our review process works. It is a bit lengthy, but it really is because we are making sure that we're engaging with the PI and getting them at a really good place before their application goes to review.

Dr. Mitch Prinstein: Thank you. Trace, this is such an amazing experience both for the applicant who gets the opportunity to get a starter NIH funding and to work in a lab, but also for the institution that just got a grant and now gets to get additional money to bring even more talent into the team. How do we build this more structurally into the habit of how it centers, or departments, or PIs think about the opportunities once they have a grant?

Dr. Trace Kershaw: That's a good question. I think mainly, it is really to provide some structures, incentives, and processes that will help people. As was raised by some of the other panelists, I think some PIs struggle the most identifying individuals or even knowing the nuances that potential candidates can be from any level, meaning they could be high school to assistant professor. Some of it is letting them know the nuances of the diversity supplements. Some of the things we do is we have example diversity supplements, and also we help as a department and the center that I'm associated with to match people with potential candidates from our larger networks.

The other thing that's important to note that it, particularly now, but I think even in the past, that they don't geographically need to be at your institution as long as they can contribute to whatever the supplement is, in a way. Often, you can either do it so that you can move somebody to the institutions. Or we can identify, let's say, an undergraduate who might want to do one or two years as a post-grad in preparation for maybe applying for a PhD program, that they could come, they could actually write that supplement as opposed to applying for a job and come to the institution for those one to two years. That would be good in working into their PhD application.

I've had assistant professors on diversity supplements at different institutions that were still contributing to the work because they could do it from the institution that they're at. There's this belief, I think that they have to be at the institutions to which the parent grant is and that's not necessarily the case. Some of it is informing the individuals with grants. Then also providing some resources, whether that's example diversity supplements, whether that is helping matching from existing networks.

Dr. Mitch Prinstein: That's great, thank you so much. Andrea, there are many faculty as well as graduate students and post-grads who find the process of writing a grant intimidating. Can you talk a little bit about what the process is like for this? It's not quite right in our R01, in fact, it's far from it. How one would approach this as a junior member of the field and what could seem daunting?

Andrea Wiglesworth: Yes, that's such a great question because I do think it feels daunting, and maybe differently, so at the different stages like we have been talking about. First is being aware that this is an option. That actually speaks a little bit more toward faculty and PIs on grants to outreach and let people know that it's an option because there could be a number of really excited training trainees who would love to have this opportunity if they know that it exists. Those are the things that folks from marginalized or historically underrepresented backgrounds don't always have access to.

I will say that plug first. My second piece for trainees would be to really allow yourself to be curious and open in conversations with the PI who may be interested in working with you about the grant. Again, there's this pressure to know everything or come to the table with this complete idea that we perhaps put on ourselves as trainees, especially when we've had to work so hard to get where we are and to be seen, to be taken seriously. That pressure can hold us back from asking questions, having collaborative conversations if we're not willing to come to the table with incomplete thoughts or ideas.

I think being really open in that way and being open to receiving feedback and shaping and reshaping what this could look like throughout the process of writing the supplement.

Dr. Mitch Prinstein: Thank you. Brittany, there's some questions coming in about which grants are eligible to apply for diversity supplement. Where in the project period do you have to be to still be able to apply for a diversity supplement?

Dr. Brittany Haynes: Yes, absolutely. When you are looking at the NOFO, and I will put this in the chat just for reference, there is a very long list of activity codes that are eligible. Again, I would reach out to the program officer, not every institute or center uses each of these activity codes. You want to make sure that you're reaching out but it is fairly broad. I hope that you will find your activity code on this list and that the institute that you're interested in will honor that. As far as when to submit your diversity supplement, in general, particularly for NIMH, we recommend, or our requirement is that you must have at least two years remaining on the parent grant.

There are exceptions that may be made if there's a compelling reason, but for the most part, you would need that two years. In general, for supplements, the proposed project dates, the proposed budget must be in line with that of the parent grant. Your supplement cannot ask for more money than you're getting in the parent grant and the project periods cannot go outside of the active period of your parent grant. A lot of these days, if you're talking to particular institutes or centers, may really depend on their requirements. Generally, for any supplement, it must be within the project period of the parent grant.

Dr. Mitch Prinstein: Can you remind me, how far in your career can you be and still be eligible to be the recipient of a diversity supplement? Is it just for assistant professor level or can you go all the way to associate professor?

Dr. Brittany Haynes: That I think would also be fairly specific depending on the IC. In the NOFO that I shared, they say that it can go up to a faculty member and they have it there. Each institute and center will interpret that in the way that fits best for their funding strategies and things of that

nature. I would again recommend that you reach out to the program officer for that particular institute of interest. For NIMH, particularly, I actually have not seen a diversity supplement come through for a faculty member. I am unclear about that. What I would recommend is reaching out to me offline, I can find that answer for you and let you know for NIMH specifically.

Dr. Mitch Prinstein: Thank you so much. Jermain, a lot of --[crosstalk] Please, yes.

Dr. Trace Kershaw: I've gotten a diversity supplement for assistant professor, a faculty member from NIMH. I know that that's at least theoretically possible because we've done one, but I don't know how far it goes up.

Dr. Brittany Haynes: I'm glad you're here, Trace, thank you.

Dr. Jermaine Jones: I'd also just like to jump in and say a huge kudos to NIH for expanding the types of awards that are eligible for diversity supplement, because I know years ago, it used to just be for the R01 mechanisms. That's a huge bar for a lot of scientists, so expanding it to where you can apply for diversity supplement for an R21 or an R34 made it so much easier for-- I think just made access so much more better. I actually applied on my R34 Award which, as someone who still doesn't have an R01, to be able to have access to this mechanism or for an administrative supplement has been really great.

Dr. Mitch Prinstein: Jermaine, let me ask you-- and by the way, I echo those kudos and appreciations to NIH. Jermaine, talking to a program officer also is something that some folks find intimidating, and a lot of people submit grants without ever contacting their program officers. I'm so glad that we're talking about that piece, that step in this so explicitly. Okay, so you get a grant, and then you become aware of a talented trainee or more junior faculty member who would qualify for an NIH diversity supplement. You call the program officer, and what happens? What do you say, and what's the next step of the process?

Dr. Jermaine Jones: What we first did was, we wanted to go to the project officer with something in hand. Oh, we had the candidate. We wanted to introduce the candidate to the program officer, but we also wanted to show that we'd already thought this process through, and we had some ideas to bounce off the project officer concerning what he would be doing on the project. For this candidate, he was transitioning from postdoc to assistant to junior faculty. There was a certain amount of money, not only for funding him but also for research projects. We bundled them as a package of this is the candidate and also this is the research project that we had in mind.

We wanted her to have some experience with him and to give us some feedback on the project and how it relates to the parent grant. That was our first step, was, one, the candidate, myself, and the co-PI came up with what will we do and why. We had an idea in our head of how he would contribute to the project, and then we took that to the project officer.

Dr. Mitch Prinstein: Fantastic. Trace, I know that one of the aspects for the diversity supplement is that you're also providing a training experience of professional development for the person receiving the supplement to make sure that they're successful at moving along throughout their career as being part of a training program. Can you talk about some of the ways in which those professional development and training experiences are built right into the application?

Dr. Trace Kershaw: Yes. In some ways, you can consider these almost mini-Ks in the sense that you really need to have some training elements and components, which would include you have a

small amount of money. I think that was implied. Really not enough to do any research with, but it's really meant to be for some of the training elements. There could be some aspects.

Usually, you would build in some workshops or class-based stuff, potentially with the training elements, and then integration within the larger research team, regular meetings with mentors. You spell out a small training plan and what those one or two years, depending on how long you're doing the diversity supplement, what the end goal is in terms of skill and training acquisition, and how that would set you up for the potential next stage. It's usually going to be much like you would do in an F31 or a K where you would have the small plan of what are the things that you're working on that these two years will help you achieve.

Dr. Mitch Prinstein: Great. Thank you. Andrea, what about the parts that you are writing as the applicant? It might be the first time someone is doing a bio sketch or having to adapt a personal statement. Anything you can say about that process?

Andrea Wigglesworth: Yes. Yes, it probably is the first time. I think that thinking about doing a bio sketch as an undergraduate student looking to train in a postbac will look very different than doing a bio sketch as someone who is a postdoc. I think something that is important here is to try and find examples and as close to developmentally relevant examples as you can, particularly for folks who are maybe in high school or are undergraduate students or post-graduation.

I also would highly recommend bringing the experiences that you have and all of your learning experiences thus far and the things that you're most interested in to the PI and maybe even if you have a graduate student mentor, to have a conversation with them about how to extract from these experiences particular skills that you have and the particular skills that you want to build. You'll then be able to figure out how to highlight those across this bio sketch and personal statement.

Again, as folks have already mentioned, part of the goal in this is that this is a training experience. We're focused on career development. We want people to be successful in moving along the pipeline. I think that applies to the actual process of producing these materials. Hopefully, the folks that you'd be working with, like a PI, share that lens and that framework. Being able to ask for examples and receive some feedback on how to represent your experiences across those materials I think is great.

Dr. Mitch Prinstein: Question for everybody but maybe starting with Jermaine. How big does this proposed project have to be? My understanding is that the diversity supplement provides funding for the candidate, but not a lot of money to do more research. Can you give some examples about what is the scope of this extra research project?

Dr. Jermaine Jones: Like Trace mentioned, it is a very small amount of funding for the research project itself. I think it's important to find something that compliments the parent grant and can possibly utilize the parent grant. A lot of the funding goes towards the candidate themselves for research projects particularly focusing on a research project where the effort of the individual themselves may be the primary expense. The time of the candidate makes it that much more easier so that you're not paying participants an exorbitant amount or a study where you have to buy all of this medication.

I think it's a small amount. Finding something where the effort of the candidate is the primary expense for the project makes a lot of sense. Things like qualitative interviews or doing a qualitative component of a clinical laboratory study would be something very feasible.

Dr. Trace Kershaw: Another example could be you could add a measure or measures that might not be in the thing. I think those are the most common qualitative, as Jermaine is saying, where you're using the existing infrastructure and just adding a small component. You can really do some interesting cool things that we haven't included in the parent grant that really extend both the parent grant and the participant.

Dr. Mitch Prinstein: Great.

Andrea Wigglesworth: I think that the scope of the project, again, I probably will say this a million times, they commensurate to a career stage. I think that you're striking a balance of what is scientifically interesting, exciting, valuable, and makes a contribution and what will advance this person's career. That probably will look different for a postdoc versus an undergraduate student. It still needs to be in the scope of the parent grant and scientific contribution. That might mean different things across these different stages.

Dr. Brittany Haynes: Absolutely. I smile. Thank you so much because it does. Administratively it has to be-- that's my dog. Administratively it has to be within the scope of the parent grant. Again, making sure that you're speaking with the program officer of your parent grant to make sure that the project you're proposing is within scope. You're unable to add a new aim or anything like that to the parent grant. Really making sure that you're having that conversation. Then, just as far as the grandiosity of the project, making sure that it can be done within the proposed project time, which, again, has to align with the proposed project timeline for the parent grant.

Dr. Mitch Prinstein: Y'all are selling this really well because now we're getting odds to questions that people saying, "I want one. How do I get those?" A few questions about that. How competitive, folks are asking, how many are submitted, how many are funded? It's not like a typical study section review with a score, of course, but do you have a sense of whether there are many well-crafted proposals that are being denied?

Dr. Brittany Haynes: Sure. Absolutely. One, I want to say if you are in this room, you are most likely competitive. How competitive something is, do not let that stop you from applying. You should be applying either way. Two, if you are talking with your program officer early on and frequently, you will most likely put forth a highly competitive application. I would definitely recommend that as well. As far as how many of these are getting funded and things like that nature, it really is going to depend because there's supplement. It will really depend on what each institute and center has available to fund these applications. There's no good answer for that.

I will say that for NIMH, we have a fairly high rate of success for our diversity supplements and it really is because the applicants come in, they speak with the program officer, they engage with me, we talk about what needs to be in the application and really how to prepare for the review session. My biggest takeaways, you are competitive, you're in the room. If you have selected a diverse candidate, chances are you've selected a good one. Apply, apply, apply. Nothing will hurt you, it's just more work on our end. Then thirdly, just speak with your program officers often and early.

Dr. Mitch Prinstein: Now, can one parent grant have more than one diversity supplement attached to it?

Dr. Brittany Haynes: One parent grant can have more than one diversity supplement attached to it. However, you do have to submit individual applications for each of the candidates. You can't submit just a batch for three or four people, you would have to submit three or four different applications. I will also note that having more than one candidate on a diversity supplement is

generally something that we see for our high school and undergraduate students. At the graduate and postdoc level, if you wanted more than one candidate on the supplement or on the grant, you would really have to provide strong evidence for that need.

Dr. Mitch Prinstein: Two other eligibility questions that have come in, can you apply for the diversity supplement and simultaneously be preparing or submitting your own F or your own K, depending on career stage, or do those cancel each other out?

Dr. Brittany Haynes: That's a really great question. You can apply for the diversity supplement and be preparing your application for the F31. That's actually something that we want to see. During the supplement period, PIs are encouraged to encourage their diversity candidates to submit applications and be applying for their independent career, so yes.

On the other side of that, because the diversity supplement program is not meant to basically free up space on your parent grant or provide additional funding for the candidate, the individual cannot have PHS funding when they are applying for the diversity supplement. You can apply for additional awards after you've been added to the supplement. But if you are on the front end and you already have PHS funding, you are not eligible for the diversity supplement. There are caveats here and there, so reach out to your program officer, but in general, that is the lay of the land.

Dr. Mitch Prinstein: Great, thank you. One other quick question about eligibility. A number of folks are asking how does one prove that they qualify under the categories of let's say, socio-economic disadvantage or first gen or something like that?

Dr. Brittany Haynes: Absolutely.

Dr. Mitch Prinstein: Is there proof required?

Dr. Brittany Haynes: You do have to submit a eligibility statement from your institution. It should be on letterhead, and it should be signed. The letter does not need to go into your specific circumstances. It does not need to say, "I am a Black woman with this particular disability." What it should convey is that this individual would really promote the aims of this diversity supplement because they are category A, category B, category C.

By having them on this supplement, they will move forward into mental health or cancer research and continue to promote diversity. That is really what you're putting in that letter and the strength of that letter from the institution is being considered when we're reviewing applications. You want that particular letter to be strong, but you do not have to go into the specifics of your situation.

Dr. Mitch Prinstein: Thank you. Andrea, folks would like to know more about how stressful and time-consuming it was to write those student parts or any tips about how to make those strong and successful.

Andrea Wiglesworth: This was a while ago. Someone messaged and asked about how I approached this as a graduate student. I want to clarify that I received the supplement right after undergrad to fund two years of post-undergrad research. I think because of that stage, it actually was not that burdensome on me as a student because there was the expectation that I would need more shaping developmentally appropriate mentorship.

I do think that it took a fair few hours of writing, thinking, rewriting. I think that having as many eyes on a document as possible is a great idea. This applies probably to most training grants or fellowships to really ensure that your story is coming through.

In this case, it's less like the grant per research itself where we care the most about the exact research project and more balance to really care about the individual and the potential impact that they can have on science. I think you want to be able to get a lot of feedback on whether your positionality and what you're contributing to science and how these experiences are going to help you.

You really want those to come through and be really clear. How will this change the potential trajectory for you in your career? Something that I see a lot in fellowships and other applications is folks will write about, like, "I'll do these training things anyway." That's not a great argument for funding because even though you are a really competitive or excellent brilliant person who is really motivated to this work, you're still going to do it so the supplement isn't going to actually increase access to this field. We really want to know how does this build upon what you would be able to do otherwise.

How is this giving you a new opportunity to learn and to be mentored? I think really working with others and getting some feedback to make sure that those pieces are coming through as you're writing these different statements.

Dr. Mitch Prinstein: Thank you. Trace, Jermaine, I wonder if you can address a little bit from the PI and the program perspectives. You write a grant, you get your score, you wait for council, you finally get the notice of award, hooray. Some people are like, "Great. If I don't talk to NIH for another year, that's fine. It's been a very cumbersome process." Writing a diversity supplement in fact means diving right back in with a PO and starting to work on that. People might feel a little bit hesitant to do that, but why is this so important?

Why is it, in fact, at least I think a little bit easier than people might think it is, and so worth it for our field, for your experiences as lab PIs and train program directors, et cetera? Jermaine, let me start with you.

Dr. Jermaine Jones: Sure. I would say the importance is that there are, as someone who's been in academia from postdoc assistant to now associate professor, there are certain transition points where it's really difficult to know where you're going to get paid from. If you're coming off of a T32 or if you're going from AK to junior faculty, there are these key points where you're like, "Where am I going to get funding from?"

I think it's a great mechanism for those periods, for those key transition points. I think it's critical not only for increasing diversity but for keeping people within academia and within research. If we do want to retain people in academic research, we need to provide a certain level of security to having funds. I think it's a great way to do that during these times.

Dr. Mitch Prinstein: Thank you. Trace, anything to add about the importance of doing these, even if you're tired from grant writing already?

Dr. Trace Kershaw: I think one is I think they've made the process of this particular grant fairly easy comparatively. I think not only to Jermaine's point, it also extends often the scope of the parent research project in ways that is often leading to whole new areas and really expands the importance and impact of the work that you're doing and also grows your team and grows

differential perspective. I think it's always value additive in my experience and something that we should be doing more of.

Dr. Jermaine Jones: I'd also just like to add, like Trace mentioned, it's a much less cumbersome process than for probably any other NIH grant that I've ever applied for. I think part of the hesitation initially for me was just not knowing what the process was, but I don't think there's any way to demystify the process other than to do it.

I think once you've done it, you realize, oh-- it can be intimidating to think, "Oh, am I going to put in another application now?" I think once you do it, and once you go through the process, then you realize what you get out of it is so much more than the effort that you have to put into the application.

Dr. Mitch Prinstein: Thank you.

Andrea Wiglesworth: I will say for trainees-

Dr. Mitch Prinstein: Oh, please.

Andrea Wiglesworth: I was just wanting to say that for trainees too, regardless of stage, we have a lot of demands on our time and energy. I will say, I think that putting in the effort to write these materials is really excellent and is an investment because you can reuse and rework and expand on this writing that you do now in the future. It can help inspire future fellowships and grants. I think that it is a really useful and rewarding training experience regardless of whether or not you do get the supplement.

I just want to encourage that it is worth the time, and it can be this work that you're doing now, the thinking that you're doing now will continue to be useful as you advance in your training.

Dr. Brittany Haynes: I just wanted to add, maybe this will be encouraging from hearing it from someone on the inside. With the supplements, again, it is not going through as extensive of a review process. It's not that the stakes are lower, but I think the activation energy is a little bit lower with writing these.

Again, particularly at NIMH, we work with the PIs so much before they submit their application that it almost feels like a collaborative effort. There really is a lot of support. We want to increase the diversity of the mental health workforce, and so we are also putting in a lot of our energy and time to help you be successful. It's going to feel like it's insurmountable. It feels like it's so much extra work. I just submitted this other application. We are here to support you, so please don't let that stop you from moving this application forward. Again, the activation energy is a lot lower, we are here for you.

Dr. Mitch Prinstein: I can absolutely attest as well that it's way easy compared to a grant and the collaboration makes it not at all mysterious, whether you're likely to get it or not. It seems like you really have been talking about it collaboratively with the PO the whole time. I really appreciate that.

Dr. Trace Kershaw: One other thing to add there, Mitch, sorry, is from a very cynical PI perspective, we all know that almost all of our grants are underfunded in a sense and under-resourced in terms of what we are trying to do. This is giving you, another person, a very smart, capable person that's essentially almost a full-time person working on your work. They're also

doing their own training, which is also good, but it is really expanding the ability to execute both the work that you're doing and then the expanded work. These opportunities are very rare to have that additional resource for a grant.

Dr. Mitch Prinstein: I'll offer just two observations that I've had. One is that I've always had the impression that NIH likes to put their money where they've put it before. If they are investing in somebody as a diversity supplement candidate, and that's a nice thing to be able to say when you apply for your F or your new investigator, R01 because it really shows the success story of becoming a scientist. Also, for folks that are thinking, "I would love to have the opportunity to do this. I'm not sure how to get started."

NIH Reporter, if you Google NIH Reporter, it's a wonderful website of a database of all federal grants that have been given from NIH. You can type in keywords, you can type in states, you can type in universities or PI names, and it will tell you their grants. If at the end of the grant number it says -01, -02, that means it's in year one of the grant, year two of the grant. So, you can have a really great idea of who has a grant that might be in an area that you're interested in and how far along they are so you can have a sense of whether that's a good timing for you.

In reference to one of the questions coming in, at all levels, whether it's a postbac or graduate student postdoc, or assistant professor, it's paying for the entire salary for the candidate for as long as the diversity supplement. Do you want to confirm?

Dr. Brittany Haynes: It covers their-- let me triple-double check, but I'm pretty sure here. It does as well as some fringe benefits as well. When you're looking at the-- and I want to be clear, it's different for each level. You have to look at each individual level. The range is somewhere, I believe from 5,000 to 100,000 depending on the level. It obviously increases as you go from high school to faculty. I'll also say this will be something that is IC-specific. As an example, NIMH for our investigators who get the diversity supplement, the cap is at \$90,000 with fringe.

You would have to look at each institute and center and see what their caps are. Just very quickly, I want to share this IC-specific table. This table has the contact information for all of the diversity supplement, program officers across the NIH. It also includes specific information from each of those ICs, about the different requirements that they have. This is not the end-all-be-all place for you to get this information, but it's a good place to start before you reach out to the program officer.

Dr. Mitch Prinstein: Terrific. A couple of folks are responding to comments that folks have made today about being at a different institution or not yet being enrolled at an institution or hired by the institution before beginning this process. Can you talk a little bit about doing this remotely and or at what stage in your official enrollment or employment at a university you're allowed to apply?

Dr. Brittany Haynes: Sure. Some of this again will be IC-specific. I know you're probably sick of hearing me say that, but I have to caveat out everything. You are able to be at a different institution than you the grantee institution. That is an option in the NOFO. It does state that you would need approval from your home institution in order to do that. If you are interested in doing postbac or something at Institution A, the mentor is at Institution B, there needs to be a letter from Institution A saying it is okay for you to do this at Institution B.

As far as needing to already be in your position in order to apply, IC-specific. The thing that I would say to focus on, you don't have to already be in that position, but the institution does need to write that letter of eligibility. It helps if they know who you are, they can write you a strong letter

saying that you will be promoting workforce diversity through this supplement. There is a bit of help that comes if you are already in that position, if you are already in that institution.

As Andrea mentioned, she was coming in, she wanted to do what sounds like a two-year postbac. She may not have been at that institution just yet, but the plan was for her to come to the institution. That is an option as well. Hopefully, that cleared things up. Just the biggest thing, if you are going to be at Institution A, but you're working with PI Institution B, making sure that you have that home institution approval letter.

Dr. Mitch Prinstein: Thank you so much. For those of you who are listening live, the links that have been discussed are all in the chat. For those of you who are not listening live, I wanted to mention that if you go to NIH's website at nih.gov, in particular grants.nih.gov, you can find information about the diversity supplement at Program Announcement or PA20-222. You can also find some information about diversity supplement contacts by going to grants.nih.gov, and you can look for diversity supplement contacts. For those of you looking for NIH Reporter, you can go reporter.nih.gov. I want to give an opportunity for any final words of encouragement or advice or insight that you've had based on your experience with NIH diversity supplements. Let's start with Jermaine.

Dr. Jermaine Jones: Well, I'll just reiterate a point and say that these are I think it's a win-win scenario. It's been mentioned before that not only does the candidate gain so much, but you as an investigator gain so much from these awards. Yes.

Dr. Mitch Prinstein: Terrific. Trace, any final thoughts?

Dr. Trace Kershaw: Yes, I would use it as strategically as possible and that could be things like if you have a feeling that you want to go to a place you're not there yet, that could be an impetus of a cold call to a faculty that you might want to work with that you know has a potential RO1. This could be a good way where you have a concrete ask that can help propel your professional development further.

Dr. Mitch Prinstein: Andrea.

Andrea Wigglesworth: I completely agree. I wrote this in the chat to someone, but I think on the trainee side, you may also need to be the one that advocates for and does some education about what these supplements are because not all PIs are going to be aware of them. Being able to reach out to a PI that you're interested in working with, whether that's someone you are already working with or someone that you have not worked with but is doing work that is in the area that you would like to be training to present this idea. Ask if they have any diversity supplements running already, or if they think that they would be able to support one.

Really advocate for yourself and why this would be helpful at your career stage and what you could bring to that project. Sometimes we have to manage upwards and really advocate for ourselves. I want people to feel empowered to do that.

Dr. Mitch Prinstein: Well said. Brittany.

Dr. Brittany Haynes: Absolutely. I cannot say this enough, so I'm going to say it again. Reach out to your program officer. I saw that there was a question about how to do that. If you are interested specifically in the diversity supplements, the table that I shared through the link in the chat is going to be a really great place for you to start. If it's any other program that you're interested in or just

generally want to talk to a program officer at the bottom of the NOFO, there's that contact information. Reaching out to that program officer, generally, a lot of us like email, it is just easier. You won't catch us in the middle of a meeting.

Sending an email with your specific aims or just a few bullet points about your ideas and what you're interested in would be a really great way to start that conversation. Start it early, talk often, ask as many questions as you need to. We are public servants, so we are working for you all.

Dr. Mitch Prinstein: Thank you all so much. Panelists, thank you all for answering these questions and taking your time. Everyone who's attended, thank you so much for coming. If you check out the APA website, particularly apa.org/science, you'll find a link to all of these Essential Science Conversations, including this with the links that were referred to right next to a copy of this video. I want to thank the APA staff that worked so hard to make this possible.

Thanks so much to the Board of Scientific Affairs at APA for your unending commitment to make sure that we are diversifying the field of psychological scientists by elevating information about programs like these. Thank you all so much and have a great day.