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COMMERCE SECRETARY EXPLAINS TO HOUSE SPENDING PANEL THE NEED FOR MORE DOLLARS FOR CENSUS 2010

Keeping his promise made on March 11 to the House Commerce, Justice, Science Appropriations Subcommittee, Secretary of Commerce Carlos Gutierrez returned on April 3 "to update you on the progress we have made toward addressing some of the challenges currently facing the 2010 Census."

As noted during his previous appearance (see Update, March 24, 2008), the Secretary had to decide on a number of proposed options to deal with the serious problems affecting the Field Data Collection Automation Program (FCDA). These problems, according to the Secretary, are "significant schedule, performance, and cost issues," as well as a "lack of effective communications with one of our key contractors," the Harris corporation.

To address these issues, the Secretary sought advice from a number of sources including an independent panel of experts that included former House Speaker Dennis Hastert, two former Census directors, Ken Prewitt and Vince Barraba, and a former Associate director of the 2000 Census, John Thompson.

Based on this advice, the Secretary told the Committee he has decided to abandon plans to use hand-held computers and return to a paper-based non-response follow-up (NFRU) to record the data of those people who do not return their mail questionnaires. Harris will still utilize hand-held GPS devices for Address Canvassing, which validates and updates the location of every household in the country.

The major problem with the Secretary's decision for the appropriators is the additional costs necessary to go back to paper. Gutierrez told the Subcommittee that the effect of moving forward with this alternative will require an increase of $2.2 to $3 billion dollars through FY 2013, bringing the total lifecycle cost of the 2010 Census to between $13.7 and $14.5 billion.

Of immediate concern, is the need for an increase of approximately $160 to $238 million for FY 2008 and possible additional funding for FY 2009 of $600 to $700 million. The increased costs, according to Gutierrez, are driven in large part "by increases in the numbers of people who will be needed to carry out the 2010 Census; these include enumerators and personnel to service the help desk, data centers, and the control system for the paper-based NRFU. There are also additional costs that result from more recent increases in gas prices, postage, and printing."

'Census on the Precipice of a Fiscal Disaster'

Subcommittee Chairman Rep. Alan Mollohan (D-WV), Ranking Member Rep. Rodney Frelinghuysen (R-NJ) and other members of the panel were dismayed and quite angry about these developments. Mollohan pronounced that the "Census is on the precipice of fiscal disaster." He called the move back to paper for the NRFU "a major risk." Questioning Gutierrez' proposal to reprogram FY 2008 appropriations that would significantly reduce funding for NOAA, the Economic Development Administration, NIST's Technology Innovation Program, and a number of other Commerce agencies, Mollohan told Gutierrez: "Instead of asking for emergency supplemental funding for a grossly mismanaged constitutionally-mandated program, you are proposing a reallocation of Commerce Department funding." He went on: "It is ironic to me that this Administration requests emergency funding for a war in its sixth year at the same time it refuses to request funding for an emergency requirement for the Census."

Panel member Rep. 'Dutch' Ruppersberger (D-MD) also expressed disappointment that the emergency funding solution was not on Commerce's radar. According to Gutierrez, the Office of Management and Budget (OMB) insisted on offsets for the increased spending necessary to conduct the Census.

The news, according to the Secretary, is not all bad. Other aspects of the 2010 planning are going well, he reported. The Master Address File/Topologically Integrated Geographic Encoding and Referencing (MAF/TIGER) Accuracy Improvement Project is on schedule for completion this month. The American Community Survey (ACS) is fully implemented allowing for a short-form only decennial. In 2010, a bilingual form will be sent to neighborhoods identified by the ACS as having large Spanish speaking populations. This led Rep. Mike Honda (D-CA) to ask why just Spanish and not Asian languages as well. There are other plans for those groups, the Secretary suggested, including message and outreach coordination and partnerships with important community based groups.

Yet, the challenges of counting the U.S. population remain enormous. Gutierrez noted that "population growth means more people to count, more housing units to visit." Two income families, increasing transience, the changing shape and diversity of the American family all combine to make "an accurate count increasingly difficult" he admitted. Another problem is that survey non-response rates are increasing as people grow wary of government surveys because of increased distrust and growing concerns about privacy, particularly in immigrant communities. These challenges and the other current difficulties have led Prewitt to recommend that the Secretary explore the option of sampling in the NRFU to "further reduce the risk of a poor census in 2010."

With all of these problems, how this gets solved in the coming months, with the dress rehearsal on the horizon, and the outreach and partnership programs gearing up, remains to be seen. The 2010 Census Advisory Committee, on which COSSA sits, will meet on May 15-16 and presumably we will get more explanations from the Bureau on how they expect to get the Census done.

SCIENCE OF BEHAVIOR CHANGE INCLUDED IN THE THIRD COHORT OF THE NIH COMMON FUND/ROADMAP

On February 29, the National Institutes of Health (NIH) selected the Science of Behavior Change as a pilot program among the new programs that make up the NIH Roadmap for Medical Research. The purpose of the pilot is to establish the groundwork for "a unified science of behavior change that capitalizes on both the emerging basic science and the progress already made in the design of behavioral interventions in specific disease areas." Focusing basic research on the initiation, personalization, and maintenance of behavior change, and by integrating work across disciplines, the initiative is designed to enhance this effort and subsequent trans-NIH activity leading to an improved understanding of the underlying principles of behavior change.

In its overview of the Science of Behavior Change initiative, the NIH observes that it has long supported research addressing specific problems that are relevant to the missions of various institutes. It notes that researchers in the field of behavior change, however, often work on disease- or condition-specific problems in relative isolation. In addition, the applications of emerging and basic science to problems in behavior change have sometimes been slow. "Further, some fundamental work on behavior change may have broad relevance to NIH but there is no close match with the interest of any one institute or center. NIH is uniquely poised to facilitate a unified science of behavior change, with the goals of decreasing isolation, increasing the adoption of exciting new science, and linking basic and applied behavioral science, in order to produce potent behavior change interventions to improve the public health."

NIH acknowledges that the "scientific challenges in developing an integrated science of behavior change are daunting." Accordingly, foundational work is needed before more definitive work is likely to be productive. The pilot will include a series of trans-NIH conferences on behavior change that will bring together a broad range of basic and behavioral scientists, economists, quantitative and informatics experts, and others. NIH will design the conferences to allow the sharing of findings, identify common concepts and approaches across conditions, and identify the most feasible, promising, and innovative lines of interdisciplinary research for further developing the science of behavior change. Conference topics will include issues related to the initiation and personalization of behavior change, maintaining behavior change and fostering adherence, and translating behavior change efforts from the laboratory and the clinic to the world at large. The Roadmap initiative also includes holding discussions with the National Academy of Sciences (NAS) and the Institute of Medicine (IOM) about a parallel NAS-IOM study of trends in the efficacy and cost-effectiveness of past and ongoing behavior change interventions. The NIH plans to support exploratory and interdisciplinary research applying new emerging science to the general problems of the initiation, personalization, and maintenance of behavior change based on the conclusions and results of the NAS-IOM efforts.

The results of the pilot "will be used to both assess what larger scale Roadmap activities in the science of behavior change will be most productive and to ensure that an interdisciplinary scientific community is prepared to undertake transformative research on behavior change that will be required." Funding opportunities that are relevant to the Roadmap's third cohort of programs are scheduled for release on a variable timeline. The earliest requests for applications are this fall, with awards made in the summer of 2009.

For more information, contact Richard Suzman or Jonathan King at behavior_change@nih.gov. For more information about the NIH Roadmap see http://nihroadmap.nih.gov.

IES DIRECTOR LOOKS BACK OVER HIS TENURE AND THE LESSONS HE LEARNED

Grover 'Russ' Whitehurst, director of the Institute of Education Sciences (IES) at the U.S. Department of Education, has been trying to improve the state of education research during his seven year tenure in the government. He strongly believes, as he told a large audience at the recent American Educational Research Association meeting in New York that he has succeeded.

Using the theme "Things Have Changed" (an Oscar-winning song by Bob Dylan), Whitehurst rattled off a list of accomplishments that have transformed IES into an effective overseer and funder of scientific educational research. According to Whitehurst, IES now has a predictable schedule of research competitions, it has peer review panels, its funding announcements are clear, it has a well-trained staff, it has published priorities determined with help from the National Board on Education Sciences, it has an external office of standards and review, it has redesigned the ERIC Clearinghouse which has doubled its use, it has helped develop state-wide data systems to track individual student achievement, it has created the What Works Clearinghouse to publish evaluations of educational programs for use by practitioners, and it has developed partnerships with key actors in the education system including the Chief State School Officers and Superintendents of Big City Schools systems. On top of all this, the IES budget is up 40 percent since 2002.

What has Whitehurst learned? He discussed five lessons:

1) There is a disconnect between the research community which seeks understanding and the policy community which wants action. As others before him have discovered, policymakers often display disdain for research. This is particularly true for education, which is viewed as a problem that needs solutions. For research to have an impact it needs to impinge on the consciences of decision makers at the time of the decision making.

2) Researchers often work to disconfirm hypotheses; policy makers want confirmation of their own thinking and decisions. They seek social support for the steps they are about to take. They often act in imperious ways. Researchers are busy testing null-hypotheses and discussing the states of uncertainty of their findings and thus having slight impact.

3) Much research related to policy making is too methodologically weak. The rise of think tanks and the press reporting on their findings that gives them some legitimacy often overlooks how poorly the studies are conducted. The politicization of research from groups with "advocacy agendas" only exacerbates this problem.

4) Telling policymakers that dubious popular programs don't work is risky business (a Tom Cruise film). Interest groups grow up around popular programs and no good evaluation goes unpunished. He described his problems with an Upward

Bound evaluation that suggested the program was not doing its job of preparing at-risk students for college. Congress shut down the evaluation.

5) Education policy is high stakes and has high uncertainty, which often generates unreasonable expectations of education research. It is hard to tell policy makers "we don't know." He related his difficulties in meetings with Department decision makers who would turn to him for the "research" explanation. He noted that the recent failures to develop an AIDS vaccine did not lead to reductions in funding or elimination of the program. However, if education research doesn't tell us how to turn around the schools now, people get upset and budgets are at-risk. There is also always the problem of how much evidence is enough?

As Whitehurst finishes up his tenure at IES, he will leave confident that he has done perhaps the most difficult thing in Washington; to bring about significant changes in an agency that for too long remained moribund on the outskirts of education policy.

Geography of Opportunity

In his presidential address to the AERA, COSSA Board member William Tate of the Washington University at St. Louis discussed what he called the "geography of opportunity" – the relationship of poverty, place, and educational outcomes.

Using Stevie Wonder's "Livin' in the City" as a theme song, Tate described two cases studies: one in Dallas and the other in St. Louis as examples of this phenomenon.

In Dallas, the southern part of town was a typical bleak neighborhood distinguished by its proliferation of liquor stores surrounding its middle school. Despite efforts by the students to demonstrate their knowledge of democracy, key decision makers were pretty non-responsive to their entreaties to close the stores down. By contrast, the neighborhoods in North Dallas, home to a burgeoning telecommunications center anchored by Texas Instruments, working with an "entrepreneurial" political regime, ensured a very different neighborhood environment for its schools. Student achievement scores reflected these very different environments

In St. Louis, it was the development of biotechnology clusters following the destruction of inner-city neighborhoods for urban renewal that influenced neighborhood environments and school performance. These biotechnology clusters were not located in areas of inner-city neighborhoods and the dislocation and environment situation seen in South Dallas appeared to be replicated in St. Louis with corresponding results.

Another AERA talk by Columbia Teachers College Professor Jeanne Brooks Gunn also raised the issue of persistent achievement gaps among white, black, and Hispanic students. She examined school readiness data and wondered how to overcome these gaps. Looking at a whole host of possible interventions Brooks-Gunn found no effects of public health insurance coverage, reducing low birth weights and home visiting parent programs (these appeared to have some impact on parental behavior). Those interventions having a slight impact were income support programs, such as the Earned Income Tax Credit. Having a moderate impact were enrollment in health programs such as SCHIP, the quality of health care, the WIC nutrition programs, literacy and reading programs for low-income mothers, parenting classes for mothers of kids with moderate behavior problems, and pre-kindergarten programs, which many states have adopted or are considering adopting.

Closing these achievement gaps becomes important, as Marta Tienda of Princeton pointed out, because the children of immigrants, most of them Hispanic, are the fastest growing part of our school age population and will be the key to the future workforce of this country. It is important, Tienda contended, that these children learn English quickly (and most of them do) so that they can succeed in a work environment that is English dominated world-wide. At the same time, we should hope, according to Tienda, that they retain their native language (which many of them do not) as bi- and multi-lingualism will also be an important part of our globalized world in the 21st Century.

COSSA AND NCOVR PRESENT BRIEFING ON VIOLENT CRIME

In the early 1990s concerned with violent crime in public housing projects then-Rep. Louis Stokes (D-OH) inserted a provision into the funding bill for the National Science Foundation (NSF) to create a National Consortium on Violence Research (NCOVR). Following a merit-reviewed competition, Carnegie Mellon University became the home to this virtual center that eventually included 89 members in 16 disciplines in 49 universities in 22 states and five countries. It also supported 56 fellows, both pre-docs and post-docs, and resulted in over 130 published papers. The data center with key datasets will remain available. Former COSSA President and Carnegie Mellon Professor Alfred Blumstein became NCOVR's director.

Like all NSF Centers and other good things, an end must come. After 11 years, NCOVR's NSF funding will cease on April 30, 2008. To present some of the results of NCOVR-supported research, COSSA and NCOVR held a briefing on Capitol Hill on April 4.

Sonner, Rosenfeld, Nagin, Piquero, Blumstein

Dan Nagin of Carnegie Mellon presented results from his studies with Richard Tremblay of the University of Montreal on "The Developmental Course of Physical Aggression." The researchers collected data on 1,037 males, who were first assessed at age 6 in 1984 and most recently at 24 in 2002. The data included a wide variety of individual, familial, and parental characteristics as well as self-reported violence delinquency in adolescence and teacher ratings of physical aggression in childhood.

In assessing the trajectories of physical aggression over time, Nagin and Tremblay were able to demonstrate how early onset of violent tendencies served as a significant predictor of juvenile delinquency. Yet, they also found that physical aggression is not a learned behavior, but one that we must learn to control. Late onset violence is the exception not the rule, Nagin said. Trajectories of physical aggression generally decline from early childhood onward. And the small group of individuals who do not learn to regulate their physical aggression in childhood have greatly elevated rates of violence as adolescents and young adults. The results of the research have spawned the "Support to Young Parents" program in Quebec to help high-risk mothers understand how to keep their children from the trajectories of physical aggression.

Richard Rosenfeld of the University of Missouri-St. Louis examined: "What We Know and Don't Know About Recent Crime Trends." Rosenfeld focused on what he called "The Great American Crime Decline," which saw U.S. homicide and robbery rates drop significantly, almost 45 percent, in the 1990s, following large increases in the 1980s dues to the crack epidemic. The explanations for the crime drop are many and include: shrinking drug markets, expanding economy, escalating imprisonment, and to a very small extent Stephen Leavitt's claim about the impact of abortion. There is still a lot of uncertainty, mainly Rosenfeld suggested because of the lack of research resources.

In the 21st Century, we have seen crime patterns evidence temporal volatility and local variation, Rosenfeld pointed out. From 2000-06, robbery rates for big cities like New York and Los Angeles held steady, while in smaller cities like Oakland and Milwaukee they increased substantially. Are we, as the Police Executive Research Forum suggested in their report "A Gathering Storm," moving toward another 'crime wave.' Early local data suggest that in the first quarter of 2008, even in big cities like New York, Chicago, and Los Angeles, "there are signs of another increase," Rosenfeld reported. However, nationwide data is unavailable. Rosenfeld postulated that the recent increases in crime inversely track changes in 'consumer sentiment.' With recent steep plunges in consumer confidence data he expects crime to increase.

Rosenfeld concluded by making a case for improving the infrastructure of crime research. He suggested that "meaningful policy evaluation requires *timely* data and argued for transferring the FBI's Uniform Crime Reports program from that agency to the Justice Department's statistical arm, the Bureau of Justice Statistics.

Alex Piquero of the John Jay College of Criminal Justice of the City University of New York looked at: "Incapacitation Effects for Controlling Violence and the Need to Restore Rationality in Sentencing Policy." He traced the large growth in the U.S. incarceration rate since the 1970s to the point that the Nation now has more people behind bars per capita than any country in the world. Piquero argued that the growth is attributable to commitments to sentence length, not to crimes or arrests per crime. Given what we know about the finiteness of criminal careers, Piquero suggested that "longer incarceration involves 'wastage' of prison cells."

Did incapacitation reduce crime? Piquero tentatively concluded that there remain substantial uncertainties, but aggregate analyses suggest some role in reducing homicide in the first five years of the 1990s. In addition, the research has demonstrated that 3-Strike and 10-20 life laws have had no effect on the violent crime rate. The other consideration, Piquero noted was that "expanded incarceration costs are significant."

With tight budgets in the States and prisons draining an ever increasing amount of those budgets, it is, Piquero declared, time to restore rationality to our sentencing laws. He called for a sentencing commission that would "develop a coherent and proportional sentencing structure." These commissions should link sentencing structures to prison capacity and provide a forum for developing sentencing policy outside the direct political process. Piquero also argued that sentencing commissions should have criminologists who understand theory and data.

Former Maryland Special Appeals Court Judge and Montgomery County Maryland State's Attorney, Andrew Sonner served as the practitioner discussant on the panel. He picked up on Piquero's recommendations on sentencing commissions and agreed with the need for more criminologist participation. He also suggested that from his experience in Maryland there exist great differences in sentencing in rural and urban areas, with the rural sentences tending to be more lengthy.

He also reiterated the usual complaint about the disconnect between policy and researchers, suggesting the only book practitioners read is James Q. Wilson's *Thinking About Crime*. He also noted what he called "the competing study" problem toward the use of research by crime practitioners. He suggested that it was difficult to find "a systematic accumulation of knowledge" that practitioners could utilize.

MORE FROM ENHANCING DIVERSITY RETREAT

Led by COSSA, on February 28, nine organizations held a disciplinary-wide retreat of professional associations and scientific societies to discuss the role of these organizations in *Enhancing Diversity in Science.* The organizations responsible for conceptualizing and implementing the groundbreaking meeting included: AAAS Center for Careers in Science and Technology, the American Educational Research Association (AERA), the American Sociological Association (ASA), the American Psychological Association (APA), the Association of American Medical Colleges (AAMC), the Federation of American Societies for Experimental Biology (FASEB), the Institute for the Advancement of Social Work Research (IASWR) and the Society for Research in Child Development (SRCD). The National Institutes of Health (NIH) provided the bulk of the funding with additional resources from the National Science Foundation (NSF).

The retreat's agenda focused on: (1) Obstacles and Challenges to the Recruitment and Retention of Underrepresented Minorities in Science, and (2) Successful Models and Future Initiatives. **Shirley M. Malcom** (AAAS) kicked off the morning by framing the issue. The morning panel of experts): **Arthur L. Coleman** (Holland & Knight), **Erich D. Jarvis** (Duke University), and **Andres E Jimenez** (University of California) focused on understanding the various obstacles, challenges and opportunities in this area, including those identified in research, in recent court decisions, in the careers of individual scientists, and by university and association leaders. During lunch, NIH Deputy Director **Raynard S. Kington** provided remarks about the NIH's efforts in this area and introduced the retreat's keynote speaker, **Freeman A. Hrabowski, III**, President of the University of Maryland, Baltimore County. The afternoon panel of experts: **Wanda E. Ward** (NSF), **Jeremy M. Berg** (National Institute of General Medical Sciences), **Ted Greenwood** (Alfred P. Sloan Foundation), and **Joan Y. Reede** (Harvard Medical School) focused on successful models for overcoming obstacles, drawing upon the perspectives of both federal and private funders and program leaders. **Mary Ann McCabe** (SRCD) shared the key findings of a recent survey of professional associations and scientific societies that indicate what associations are doing now, what goals are being sought, and whether/how outcomes are being measured.

This is a continuation of a summary of the meeting. The first installment is available in the March 24, 2008 edition of the COSSA Washington Update at http://www.cossa.org.

'Singularly Among the Challenges Colleges, Universities and Professional Schools Face Today Is Leadership on This Issue'

Arthur Coleman of Holland & Knight offered his perspective with respect to access and diversity issues with an institution-specific focus, designed to give the representatives of national organizations and foundations insight into the challenges institutions face. He also shared opportunities that have presented themselves. A former Deputy Assistant Secretary for Civil Rights in the Department of Education where he was responsible for policy and enforcement on this issue, since 2000 Coleman has been a consultant to colleges and universities and national organizations.

Coleman suggested that organizations and institutions "remain too much in our own worlds" with stovepipe decision-making that leads to isolation. He emphasized that his overarching concern is that "if we don't have a truly authentically mission-aligned, integrated, and holistic system of policy development by which the institution comes to terms with what does diversity mean for me, how important is access, including, but not limited to, access for underrepresented minorities. How important is that to me? Then within different strands – medical schools, engineering programs and the like – what uniquely do we need to be doing to tap these goals? We are missing the proverbial foundation that will get us to yes, both educationally and legally."

Having learned from his experience working on these issues, Coleman explained that the single hardest question and the one that is critical over the long haul is to be attuned educationally and legally to what is success and how do you know it when you see it. According to Coleman, "singularly among the challenges colleges, universities and professional schools face today is leadership on this issue." Diversity is always number six on the list and we've got time to do the top five. We've got to find avenues and tools and points of leverage that will ensure that the issue gets the attention it merits.

Coleman argued that we have "a window of opportunity to get it right." In the wake of the four court cases decided in the last five years, we know more than we did previously. He observed that there is a growing consensus regarding the need to address the achievement gap and pipeline issues with a focus on science. If we are not taking advantage of the potential linkage we can make with that recognition from an international competitiveness standpoint, he argued that we are missing the beat. From a policy development standpoint, Coleman lamented the inability to connect research with practice. The research needs to be framed with an eye toward what's working, what's not, and where the challenges are. We need to highlight what's replicable, what's scalable, and the context in which the research is generated, so that institution-wide we can look at the data and know whether they are a likely fit, he concluded.

Diversity Breeds Success

Erich Jarvis, a recipient of the newly created NIH Director's Pioneer Award among numerous other awards, shared a personal perspective of his transition to becoming an independent investigator. Born in Harlem and raised in New York City, Jarvis explained that he comes from a low-to-middle class family. He noted that one thing he realized that helped him become a scientist or whatever he decided to do was a lot of "psychological support" in his family to challenge yourself, to "do something that has a positive impact on the world, and be ambitious at it if need be." That psychology has remained with him until this day, he insisted. According to Jarvis, "most underrepresented minorities coming through the sciences today or any kind of high-profile career need some kind of support like that."

Trained as a dancer, Jarvis described how he made the transition to science at the end of his high school years because he wanted to do something that would have a positive impact on the world. He thought he could do more as a scientist than as a dancer. He noted that people often ask him how he made the switch, given that the two are not thought of "as comparable careers." Jarvis explained that he discovered that the discipline he learned as a dancer, the kind of training and hard work and the practice until you get it right, because you fail a lot of times, was actually very useful, and in some ways almost essential for his path to becoming a scientist. In the context of the panel, he noted, the point "is that for many underrepresented minorities it doesn't mean that you have to be pursuing the fields in science in your early years in order to actually then end up having a successful career."

For Jarvis, it was as an undergraduate at Hunter College that he began pursuing a science career. He shared that he majored in both math and biology because he was indecisive as to which he liked more. He added that at the time he thought that being a mathematician would help him think logically. Another element Jarvis noted was that his instructors were nurturing and he did well as an undergraduate -- producing six papers from his undergraduate research. He described applying to graduate school as "the strangest experience" of his life. Having "pretty decent" GRE scores, the six papers and his skin color, he was highly recruited. He related that he had people suggesting that if he did not attend their university they would not have any African American students. He pointed out that he was not talking about the 1960s, but that he was the recipient of these "unintended racial remarks," as recently as 1989 and 1990. Jarvis explained that he began to internalize these negative opinions until he realized that yes, he had talent, ambition, but at the same time he would have not been able to realize his accomplishments without the programs. He acknowledged his amazement when he realized that some of his classmates actually received new cars as graduation gifts. So, thereafter, even going into his faculty position, he realized that the color of his skin would rarely be neutral. It would be a disadvantage or an advantage.

To deal with this realization, Jarvis explained that he now has two jobs: 1) being a scientist and 2) trying to cure society's disease, the issue the retreat was addressing. Because of the color of his skin, he related that he gives the second job even more of a priority than the first job. He acknowledged that he has received some negative feedback from representative students who feel that he should lead by example, rather than being an activist. He agreed with the other speakers that we have to convince people that the reason to have diversity is that "it actually breeds success."

Jarvis observed that the people that have come through his lab have been more diverse than the people who come through other labs at Duke. While it happens naturally, he explained, it is also indicative of the way he thinks. He shared that he believes that diversity is not only about your ethnicity and your cultural background, it is also in the way you approach science. Highlighting his genealogical makeup, Jarvis noted that his views about science are likewise diverse. His lab combines molecular biology with anatomy, with physiology and biomathematics and so forth.

Individuals of Latin American and Mexican Origins
Are Severely Underrepresented in Ph.D.s and Professional Degrees

Sharing his own background, Jimenez explained that his heritage is both Mexican and Native American. He noted that what is particularly unusual in his case is that his Native American background is from the place he was born, which is Los Angeles. The other part of his background is of Mexican origin on his mother side. Often there is the assumption that people of Mexican origin in this country were here only for the last 20 years. It is important to understand that diversity. He added that another dimension to this when we look demographically at the United States, Jimenez noted, is the fact that people of both Latin American origin and Mexican origin represent a very significant population within the United States. But they are very severely underrepresented when it comes to people with Ph.D.s and with professional degrees.

Jimenez also emphasized that the important area of faculty pathways also deserves reflections. We need to train people to obtain Ph.D.s and we need to have those Ph.D.s get successful post-docs and be co-authors with senior people so that they can advance their careers, he added.

Successful Models and Future Initiatives

Joan Reede, Harvard Medical School, served as the moderator of the second expert panel highlighting successful models and future initiatives being considered by the federal agencies, foundations and higher education institutions. Reede oversees many of the diversity and community outreach efforts for Harvard Medical School and its affiliated institutions. Many of the people who work in institutions around diversity efforts, Reede related, have a "charge that far exceeds" their capacity to meet that charge, including responsibility for "diversity for faculty, staff, students, fellows, residents across the board." Noting that she was talking about 20,000 people, Reede conveyed that "one of the interesting things is how can you actually work with institutions to effect change when there are very few of us in those institutions charged with effecting change." She stressed that "collaborations end up being the way that we have to work forward."

According to Reede, Harvard has more than 20 programs in her office, ranging from K-12 programs through faculty development programs. The minority faculty program has been in place since 1990 and Harvard's number of underrepresented minority faculty has gone from 185 to 467. "So programs can work," Reede maintained.

Adhering to the theme of the meeting, Reede briefly discussed Harvard's biomedical science careers program. The program, which is not a Harvard Medical School program, but is a separate 501(c)(3) that was formed with the medical school, the New England Board of Higher Education, and the Massachusetts Medical Society. She related that the program has grown into an entity that served more than 6,000 students and involves biotech, farmer, device industry, law firms, colleges, universities, medical, dental schools, and nursing schools. "Through collaboration and looking at the continuum, the spectrum from high school through post-doctoral levels," Reede explained that they have been able to design programs that address students' awareness of career options that allows them to begin to understand that there are multiple points of entry and exit into the system, including nontraditional pathways where students can be successful, where they meet and get to know role models, make connections and build networks across organizations.

Reede strongly emphasized "that this is not something where one entity works alone, but recognizes that if we are going to be successful in bringing students into the sciences, retaining them and moving them forward, we actually have to begin to collaborate and communicate across our different disciplines, across our different organizations. We have to start to think about success in different ways."

**'The Scientific and Engineering Enterprise
Is Strengthened By the Intellectual Diversity of Thought'**

Wanda Ward, Deputy Assistant Director for Education and Human Resources directorate at the National Science Foundation (NSF), commended the assembled organizations "for taking it upon themselves" to come together and "see how to move forward in the production of underrepresented minorities in the STEM fields." Ward noted that for many at NSF this issue is their "passion" and is founded upon two assumptions: 1) NSF "genuinely believes that the scientific and engineering enterprise is strengthened by the intellectual diversity of thought, as well as the diversity and composition of the participants," and 2) "the belief that excellence exists everywhere." She added, that "we know the reality of the top 25, the top 10, and the top 100, but we do believe that excellence exists everywhere and are redoubling our efforts to try to support it as best we can."

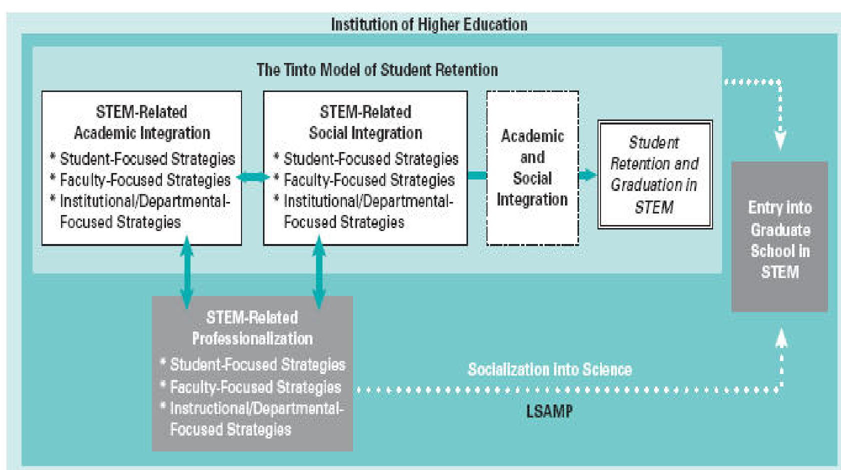
Ward related that most of her comments rested on the assumptions of the interaction between the individual and the institution. From the NSF's perspective, the institutional approach is one that is comprehensive and systemic, from pre-K to career. Ward discussed the Math and Science Partnership Program (MSP) as NSF's premier K-12 activity with the awards made to institutions of higher education to link with pre-K-12 systems to improve student performance in these subjects. According to Ward, the most recent data released by NSF show that there is an increase in the 2003–2004 year of students who participated in 52 projects funded under the MSP. She noted that new solicitation issued this year includes a new component called MSP-Start, which is expressly designed for including more minority-serving institutions.

She also explained that with regard to the agency's efforts at two-year colleges, technical education is a major emphasis. The NSF's Advanced Technological Education (ATE) programs are tailored to industry and company requirements. ATE-trained technicians are highly qualified and need little additional training other than company specific training provided to all employees.

According to Ward, NSF's "flagship program at the undergraduate Bachelor of Science production level is the Louis Stokes Alliances for Minority Participation (LSAMP)." She noted that the Tinto Model of Student retention describes many of the components that have led to the success of the LSAMP program. The model incorporates STEM-related academic integration plus STEM-related social integration.

Ward also referenced a study by the Urban Institute where underrepresented minorities who participated in LSAMP programs were compared to students who were in graduate school, particularly whites and Asians, and to underrepresented minorities who were not in LSAMP. The study found at every level, in terms of the courses that were taken in graduate school, those who pursued scientific graduate degrees as well as those who completed graduate degrees, the LSAMP students outperformed the white and Asian students and the underrepresented minorities not in the cohort.

The IGERT (Integrated Graduate Education and Research Traineeship) Program is another one of NSF's flagship programs that is directed toward the graduate level. The emphasis in IGERT, Ward explained, is interdisciplinary as well as international experiences for global competitiveness. An independent evaluation revealed that "those who participated in the IGERT program fostered much greater disciplinary linkages, in terms of participating in interdisciplinary labs, taking interdisciplinary courses, and publications."



Ward also cited the Alliances for Graduate Education to the Professoriate (AGEP) and that of the 1,450 Ph.D. underrepresented minorities produced in the U.S.; 640 of those participated in the program.

She concluded her presentation with a discussion of where the NSF is headed in 2008 and 2009. This includes a program that NSF calls I^3 -- innovation though institutional integration. The assumption, Ward explained, is that innovation is known to be a driver of the scientific enterprise as well as economic competitiveness. The agency is charging itself with taking a look at every state in the U.S. and at every award that it makes in a state or particularly on a campus. Through I^3 NSF plans to provide funding of up to a million dollars over five years for an institution, an alliance, a region, or a consortium of institutions to come together to make sense of the various awards. The awards, she explained, can revolve around broadening participation, or critical junctures - integration of research and education or research and evaluation. This will allow NSF to know where its awards are and who's doing the research. The interesting possibility for the participants at the *Enhancing Diversity in Science* meeting is for "various associations to take a look at where can we leverage this, what value-added can we bring to bear collectively that none of us individually is able to accomplish in the production of talent."

'Workforce Development Is Fundamentally a Systems Problem… '

In addition to bringing the participants up to date on the activities at NIGMS, Director Jeremy Berg, also highlighted "the changes in [NIGMS'] thinking about how to really think about these problems." Berg began by emphasizing that the "question of workforce development is fundamentally a systems problem, a network problem, not just a pathway, or sort of pipeline problem." Observing that there are a lot of different inputs and outcomes, He stressed that the one issue that NIH is most concerned about from the point of its mission is "developing a workforce for university and college faculty." At the same time, he noted, we know that students go on to successful careers in industry, in the case of M.D.s and other doctor degrees in practice, even some people go into government, other policy positions, and that "these are all successful outcomes."

Berg shared that the Institute has been encouraged by its advisory boards and working groups to focus more intensively on examining university and college faculty. How are we doing in diversifying university and college faculty? Are we producing individuals who are really interested in, prepared for, competitive for, university and college faculty positions? Those questions, from an NIH perspective, have two impacts. First, it's those individuals who are going to most likely participate in biomedical research funded by NIH. There is a strong sense that since university and college faculty are key to the training of the next generation that by diversifying university and college faculty, there is a real potential for having a catalytic effect in terms of making science careers and biomedical research careers more welcoming to groups that have been traditionally underrepresented in NIH-funded research. The second is an issue that the NIH is concerned about, the changing career path for biomedical research through the years. There is particular concern regarding the increase in the amount of time that people spend in post-doctoral fellowships.

Pointing out that a lot had been said about the K-12 programs, Berg maintained that this is really sort of "a K through 34 program of getting to the point that you are funded by NIH to do research." That has a number of implications, he added, both in terms of where the possibilities are for programs to help support individuals or support institutions through these various stages, support the transitions, but also the whole attractiveness of these careers. An issue that the NIH has to come to grips with, according to Berg, is that the average age for first time independent awards for NIH is now substantially over 40. He added that it is little less than that in basic science as opposed to clinical areas.
NIGMS supports a number of institutional programs, MARC [Minority Access to Research Careers], MBRS [Minority Biomedical Research Support], U-STAR [MARC Undergraduate Student Training in Academic Research], and RISE [Research Initiative for Scientific Enhancement]. The Institute's T-32 programs are the institutional training programs directed to underrepresented minorities. One of the steps that is getting underway with increasing energy, Berg pointed out, is the integration of the special programs with the T-32 programs, and the mainstream training programs that NIGMS has supported.

Noting that there had been repeated comments on the importance of building evidence, Berg emphasized that this is important both from the point of view of understanding programs, determining how to modify programs, knowing what works and why, and from a legal perspective having an evidence base that will allow clarity and presentation of what programs are supposed to do, what they have accomplished, and why they are needed. To that end, he highlighted the Institute's research program on the efficacy of interventions to promote research being led by Cliff Poodry, including the workshop, *Understanding Interventions that Encourage Minorities to Pursue Research Careers: Major Questions and Appropriate Methods*, held last year and the accompanying report. He also announced the second workshop, *2nd Annual Conference on Understanding Interventions that Encourage Minorities to Pursue Research Careers* being held in Atlanta, May 2 – 4, 2008.

He explained that another important area is to connect the components. According to Berg, NIGMS has discovered is that undergraduate students who were supported through the MARC program (an honors, junior, senior program at minority-serving institutions) are not as well connected with the T-32 programs as they might like. This could result from a lack of awareness, information transfer, or the fact that the programs are not really preparing the students in the ways the T-32 programs are seeking. To address this issue, since September 2007 NIGMS has instituted the community for advanced graduate training, a web-based tool that allows program directors and students to register and then look for information about the various programs that are supported between the MARC program and the T-32 programs, post their resumes and start conversations, Berg explained. This allows for the building of relationships earlier on, rather than just at the point that a student has completed their undergraduate training and is now applying to the graduate programs and finding out that they don't know about the program or that they have not taken the courses they need to be competitive and go on to the programs, he concluded.

'We Have Made Preparation For Scientific and Increasingly For Engineering Careers . . . So Unpalatable'

Discussing the programs of the Sloan Foundation, Ted Greenwood provided a different perspective from that of the other presenters and focused on the labor market for science and engineering professions. The Foundation "does not work in the areas of social science or humanities." "Generally, when reasonable salaries are offered, which is not always the case, and when reasonable work conditions are offered, which is not always the case, there are ample qualified people available for science and engineering positions in the United States," Greenwood insisted. What we need, he argued, is a different mix of Americans, particularly more underrepresented minorities.

According to Greenwood, in the United States, we have made preparation for scientific and engineering careers and in some respects, these careers themselves, particularly in academia, "so unpalatable that it is difficult to attract Americans to those fields and retain Americans in them." On the on the other hand, he explained, non-Americans, who have different incentive structures "flock to the U.S. and to these fields here." "We need to make science and engineering careers and the preparation for these careers more attractive to Americans," he declared.

Despite the problems with our public K–12 education, "there are more high school graduates qualified for and interested in science and engineering careers than there are jobs in these fields," Greenwood continued. They either do not enter the pathways to these careers or they leave these pathways as undergraduates or graduate students. Our biggest problem is attracting American students, especially underrepresented minority students, into science and engineering education at the undergraduate and graduate level and retaining those who enter, he insisted.

The Sloan Foundation's goal is to increase by 100 per year the number of minority students earning Ph.D.s in mathematics, natural science, and engineering. Sloan's objective is not to transform institutions; there is not the money to do that, Greenwood noted. Instead, Sloan starts by finding faculty with a record of success with underrepresented minority students or faculty in whom the Foundation has confidence that such faculty can successfully recruit, mentor, and graduate minority students with Ph.D.s. The reasoning is that the Foundation wants to make sure there are real recruitment efforts underway. Most departments don't recruit. "And the higher ranked you are as a department, the less you recruit, generally," Greenwood explained.

Once faculty is brought into the program, Sloan provides financial resources to enable them to increase their numbers of new minority Ph.D. students above the historical baseline number. The Foundation also offers a scholarship to the students. Currently, the amount is $38,500. The money goes directly to the student, which allows the Foundation to do this from a legal perspective. "We do not entangle the universities in nefarious things like making judgments about financial aid based on race and ethnicity." The institutions can use the money for any purpose they want except that they may not provide a tangible benefit to a minority student not provided to non-minority students, Greenwood noted. On the other hand, Sloan expects the faculty and the departments to support these students just like they support any other student. Faculty is also held accountable for increasing the numbers above the baseline and for the success of their students. If they are not succeeding in both respects, they do not remain in the Foundation's programs very long, said Greenwood. Currently, the Foundation has 81 particular programs on 43 campuses around the country.

On the feeder component of the program, the Foundation works with departments. The money goes to the university, and the grants are open to all students as a practical matter. This part of their program, he shared, has not been as successful and they are shifting their emphasis.

Next Steps

The ultimate aim of the retreat is to arrive at new recommendations for action on the part of associations and societies. It was designed to generate a shared commitment to the problem, new opportunities for collaboration across diverse organizations and areas of science, and specific action steps that the associations and societies can carry out to achieve progress.

A report will be generated from the retreat and posted on COSSA's website. In addition, recommendations from the working groups as well as a transcript of the speakers' presentations will also be posted. The committee members are currently deliberating how it plans to move forward. Individuals interested in being notified when the report is available can send an email message to the Enhancing Diversity in Science Coalition.

LAW SCHOOLS GROUP NAMES SUSAN PRAGER AS NEW EXECUTIVE DIRECTOR

The Association of American Law Schools (AALS) has announced that Susan Westerberg Prager, former Dean of the UCLA School of Law, will become its next Executive Director. Her tenure becomes effective September 1, 2008.

Prager replaces Carl Monk, who served in the position for the past sixteen years. Monk, who announced his resignation last year, served as Chairman of the COSSA Executive Committee from 2000-2004. He has spent the past few years working on the development of the International Association of Law Schools.

Prager is currently Professor of History at Occidental College and the Arjay and Frances Fearing Miller Professor of Law Emeritus at UCLA. Recently, she had a brief tenure as President of Occidental College. She moved to that position after seven years as Provost at Dartmouth College.

Her service as Dean of the UCLA School of Law from 1982-98, the longest tenure for a Dean in the school's history, helped prepare Prager for her new position. She had joined the UCLA faculty in 1972, and at the time of her elevation to Dean, she became one of two female law Deans in the country. As Dean, she spearheaded the expansion of the UCLA Law Clinical Program, and the enhancement of the curriculum in international, environmental, public interest, entertainment, and corporate law.

Prager, who received her B.A. in history from Stanford, served on that school's Board of Trustees for fourteen years. She chaired its Academic Policy Committee and was a Vice President of the Board. Her law degree is from UCLA, where she served as editor-in-chief of the law review. In 1986 she served as President of the AALS. Prager also worked for three legislators in the U.S. Congress and the California Legislature and practiced law at Powe, Porter & Alphin in Durham, N.C. Her research has focused on marital property law, and on California legal history.

NIH ISSUES A REQUEST FOR INFORMATON ON ITS PUBLIC ACCESS POLICY

The National Institutes of Health (NIH) has issued a request for information from the community regarding the NIH Policy on Enhancing Public Access to Archived Publications Resulting From NIH-Funded Research also known as the NIH Public Access Policy http://grants.nih.gov/grants/guide/notice-files/NOT-OD-05-022.html). Prior to the Consolidated Appropriations Act of 2008, NIH's voluntary Public Access Policy encouraged, but did not require, those receiving NIH funding to deposit their peer reviewed manuscripts in PubMed Central. The new Act made the request mandatory:

> **SEC. 218. The Director of the National Institutes of Health shall require that all investigators funded by the NIH submit or have submitted for them to the National Library of Medicine's PubMed Central an electronic version of their final, peer-reviewed manuscripts upon acceptance for publication, to be made publicly available no later than 12 months after the official date of publication: Provided, That the NIH shall implement the public access policy in a manner consistent with copyright law.**

On January 11, 2008, the NIH issued a revised policy to implement this provision, see: http://grants.nih.gov/grants/guide/notice-files/NOT-OD-08-033.html). As of April 7, 2008, applicable manuscripts must be submitted to PubMed Central upon acceptance for publication. As of May 25, 2008, NIH applications, proposals, and progress reports must include the PMC reference number when citing a manuscript that falls under the policy.

Because of concerns expressed by the public regarding copyright issues and the length of time before manuscripts are made publicly available, and the suggestions that have been offered on NIH's Public Access training materials and compliance strategies that have been developed by some organizations that may benefit others, the NIH is seeking to "engage formally with the broader community on the Public Access Policy in a transparent and participatory manner." An open meeting was held on March 20, 2008 as a first step in this effort. According to the NIH Office of Extramural Research, the "NIH received comments from representatives of universities and other NIH grantee organizations, publishers from commercial organizations and professional societies, journal editors, patients, public health advocates and the general public. The NIH received 451 comments in advance of the meeting. Preliminary analysis indicates more than 60 percent of these pre-meeting comments expressed support of the policy as implemented; approximately 15 percent said the 12-month delay period was too long; and 15 percent had concerns that a mandatory policy would be detrimental to scientific publishers." A VideoCast and pre-meeting comments are available to the public. Additionally, NIH has posted responses to frequently asked questions that provide authors, their institutions, and their publishers with preliminary guidance on the implementation of this policy, including guidance on the transfer of copyright. This document can be viewed at http://publicaccess.nih.gov/FAQ.htm#content.

NIH notes that it plans to consider all comments and suggestions. Among other issues, the NIH is particularly interested in information about the following:

- Do you have recommendations for alternative implementation approaches to those already reflected in the NIH Public Access Policy?
- In light of the change in law that makes NIH's public access policy mandatory, do you have recommendations for monitoring and ensuring compliance with the NIH Public Access Policy?
- In addition to the information already posted at http://publicaccess.nih.gov/communications.htm, what additional information, training or communications related to the NIH Public Access Policy would be helpful to you?

Comments may be submitted via the NIH Web site: http://publicaccess.nih.gov/comments.htm. The NIH plans to analyze submissions collected through this RFI, along with comments collected before and during the March 20th meeting and report its analysis by September 30, 2008. The report will be made available at http://publicaccess.nih.gov. Questions should be addressed to: Neil M. Thakur, Ph.D., Special Assistant to the NIH Deputy Director for Extramural Research, Building 1, Room 134, Bethesda, MD 20892, Telephone 301-496-1096, Fax 301-402-3469, PublicAccessComments@NIH.gov.

NHLBI SEEKS INPUT ON TRANSLATING DISCOVERIES IN THE BASIC BEHAVORAL AND SOCIAL SCIENCES

Recognizing that behaviors such as smoking, sedentary lifestyles, adverse diets, and non-adherence to medical and behavioral treatments are major contributions to morbidity and mortality, the National Heart, Lung, and Blood Institute (NHLBI) is seeking input from the scientific community regarding topic areas and research findings in the basic behavioral and social sciences that have potential for aiding the development of innovative interventions to reduce obesity and improve obesity-related behaviors.

The Institute notes that "the most sophisticated advances in disease prevention and treatment are dependent on individual behaviors; for example, individuals must recognize, correctly interpret and act on symptoms of a disease in order to receive treatment; and patients must participate in all aspects of care in order to derive its benefits." With the development of more effective drugs, surgical techniques and medical devices, the development of behavioral interventions can be aided by the application of basic research aimed at improving our understanding of the fundamental principles and processes underlying human behavior, and the translation of that knowledge into more effective prevention and treatment strategies. Recent discoveries in the basic biological, behavioral and social sciences, in fields as diverse as cognitive and affective neuroscience, communication science and social marketing, the psychophysiology of stress and eating behavior, and the nature and impact of social networks, are likely to yield new and important insights that can be used to develop more effective obesity-reducing interventions.

The information obtained from responses to this request for information (RFI) will assist the development of an upcoming Funding Opportunity Announcement (FOA) that seeks applications to translate basic behavioral and social science research findings into obesity-reducing interventions and will inform the development of future programmatic activities in the area of health behavior change. In order to stimulate the translation of basic behavioral sciences findings to guide behavioral intervention development, the NHLBI intends to issue an FOA in the fall of 2008 to fund six to eight Research Centers of Excellence for Behavioral Intervention Development. The Centers will be funded in collaboration with existing interdisciplinary, translational research programs such as CTSAs. They are also intended to support interdisciplinary project teams that include that include basic and applied biological, clinical, behavioral, and social scientists.

The RFI invites the scientific community to respond to the following questions:

1. Which basic behavioral and social science research topic areas, findings, tools and methodologies should be targeted as having potential for translation into new interventions aimed at reducing obesity and promoting obesity-related behaviors?

2. Which findings from the basic behavioral and social sciences can best aid behavioral intervention development efforts in the areas of obesity and related lifestyle behaviors?

3. Which emergent areas of basic behavioral and social science research are likely to significantly advance the development of behavioral interventions to reduce obesity and promote related lifestyle behaviors?

4. What additional considerations, stipulations, or criteria ought to be included in the anticipated FOA in order to support the objectives described in the Background section (above)?

The Institute indicates that with regard to the above questions, it welcomes the identification of topic areas and research discoveries that can be used to develop obesity and related behavioral interventions that cut across the missions of the 27 NIH Institutes and Centers (ICs), as well as those that are relevant to a specific disease, disorder or population that falls within the scope of a particular IC's mission (*e.g.*, obesity prevention and/or treatment in particular population subgroups, such as children and adolescents, women who quit smoking, or patients at risk for or diagnosed with cardiovascular disease, diabetes, cancer or mental illness).

In order to aid the development of future programmatic activities in the area of health behavior change, the RFI also invites the scientific community to respond to the following question:

5. Are there topic areas and findings from basic behavioral and social science research that can be used to aid behavioral intervention development more broadly, *i.e.*, for other, non-obesity-related behavioral risk factors (*e.g.*, smoking, drug or alcohol abuse)? Would it be desirable to broaden the development of behavioral interventions based on basic behavioral and social science findings beyond a focus on obesity and related health behaviors? If so, what are some examples of basic behavioral science findings and the health behaviors to which they might be applied?

Responses will be accepted through April 28, 2008, and can be entered at the following web site: http://apps.nhlbi.nih.gov/survey/BBSS. For more information contact: Susan M. Czajkowski, Program Director Clinical Applications and Prevention Branch, Division of Prevention and Population Sciences, NHLBI, 6701 Rockledge Drive, Room 10224, Bethesda, MD 20892, telephone: 301-435-0406.

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The Consortium of Social Science Associations (COSSA) is an advocacy organization promoting attention to and federal support for the social and behavioral sciences.

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