PROGRAM TO SUPPORT DIVERSITY AND INCLUSION IN THIS T32 TRAINING PROGRAM

**Background of Institutional efforts:** T32 recruitment of URM and disabled candidates is coordinated with the UCSD master plan for affirmative action, and programs for predoctoral and postdoctoral trainees (at UCSD Office of Graduate Studies (OGS), and Office of Postdoctoral & Visiting Scholar Affairs, respectively). Staff in each office, and Medicine and RAI Division faculty, staff, and doctoral students, participate in regional and national events to encourage URM recruitment (eg, Annual Biomedical Research Conference for Minority Students). UCSD, with Departments in our T32, operates multiple programs to attract URM, including NSF SURF aligned with our MSTP. Mentoring, scientific symposia and workshops, networking opportunities, internships, housing, and financial support are provided.

**Background and History of RAI Division and T32 Efforts:** The RAI Division, Rheumatology fellowship, and T32 training program maintain robust records in recruitment of URM and disabled fellows. The number of URM MDs who have applied to the Rheumatology Fellowship has been steadily increasing. We have initiated partnership with the UCSD School of Medicine Hispanic Center of Excellence (HCOE), which provides training opportunities to undergraduates, medical students, and medical house staff, regionally and nationally. For Hispanic students accepted in UCSD medical school, there is a curriculum to enhance critical thinking skills and competitiveness for academia, focusing on: (i) Special research methodology training, (ii) Research in medical school, (iii) Library courses and literature search training, (iv) Training in research writing and Biomedical Ethics, (v) Research presentations at professional meetings, (vi) Teaching experience. We offer HCOE research electives in Rheumatology for house staff and medical students, and a summer internship program for undergrads and medical students, in which 2 of our URM T32 trainees participated as mentors.

**Institutional Research and Academic Career Development Award (IRACDA):** NIH-sponsored program gives 3 years of mentored, postdoctoral support in biomedical research for URM and a mentored experience in teaching, including Introduction to Biology course.

**Trainees with Disabilities:** We welcome trainees with disabilities. We encourage self-disclosure to home departments and Office for Students with Disabilities (OSD). Referral information and resources to promote retention through managed care are publicized via campus publications/ websites. UCSD trainees with disabilities are represented by organizations including Accommodation Counseling and Consulting Services, and their listserv, and targeted online job boards. Practical support is provided by OSD and other campus offices (eg, wheelchair-accessible labs, emergency evacuation plans).

**PROGRAM IN RESPONSIBLE CONDUCT OF RESEARCH**

UCSD has long recognized the importance of providing young scientists with training in the complex ethical issues that surround scientific research. UCSD’s longstanding commitment to the responsible conduct and ethics of research was accelerated by
establishment of the **Research Ethics Program (REP)** in 1997 by Dr. Michael Kalichman, with the aim of maximizing the effectiveness of training in this important area. Dr. Kalichman, a neuroscientist based in the Department of Pathology, has taught research ethics for over 25 years. He is founding director of the San Diego Research Ethics Consortium since 2006, and the Ethics Service for the NIH CTSA/CTRI since 2010. In addition, Dr. Kalichman is co-founding director for the Center for Ethics in Science and Technology since 2004. Now, with his career focus shifted to the field of research ethics, his NIH-funded research interests and publications now center on questions of how best to protect and promote research integrity. He conducts studies to better understand the goals, approaches, and effectiveness of research ethics education. Dr. Kalichman has been a consultant or speaker on the topic of research ethics for both national and international workshops and advisory groups, including panels and conferences for the American Association for the Advancement of Science, National Academy of Sciences, NIH, and the Office of Research Integrity. With Francis Macrina of Virginia Commonwealth University, he has taught numerous courses for instructors of research ethics courses. He is project director for a Web-based resource for instructors of courses in the responsible conduct of research (http://research-ethics.net) and directs NIH-funded projects to assess the effectiveness of teaching research ethics and the standards of conduct in research. Dr. Kalichman is also the founding leader for the Responsible Conduct of Research Education Committee (RCREC, http://rcrec.org) of the Association for Practical and Professional Ethics. He is the founding director of the San Diego Research Ethics Consortium.

LJI is a member of the UCSD San Diego Research Ethics Consortium directed by Dr. Kalichman from UCSD. Christina Chambers, Ph.D., has formally trained junior faculty visiting scholars, and foreign collaborators in ethics in the UCSD Department of Family and Preventative Medicine, and she has established a foreign ethics committee in Ukraine with US federal wide assurance. Moreover, she has served on the health sciences Conflict of Interest Management Committee for the last 2 years and Chairs the committee in 2017-18. Artur Kavanaugh, M.D., has formally trained Rheumatology faculty and Fellows in ethics for the RAI Division.

Dr. Mary Devereaux, Ph.D. is an Ethicist who is the Director of Biomedical Ethics of the REP and leads many of the courses and activities of the REP. The goal of the REP is to ensure that researchers (1) are aware of rules and policies that might have an impact on their research; (2) understand their roles and responsibilities in ethical decision-making, asking questions, and raising concerns; and (3) are empowered to be proactive in addressing the ethical dimensions of their work and the work of their colleagues.

Trainees benefit from material exchange, information sharing, and faculty collaboration, along with web-based resources, an e-mail list for the UCSD research community, and periodic meetings. We require that trainees attend two courses of formal training with face-to-face class time with peer researchers, postdocs and faculty. This includes attending all 7 class meetings (2 hours each), completing assigned readings, participating in class discussions, and contributing to group assignments.