

Union Calendar No. 142

116TH CONGRESS
1ST SESSION

H. R. 2528

[Report No. 116–184]

To direct the Director of the Office of Science and Technology Policy to carry out programs and activities to ensure that Federal science agencies and institutions of higher education receiving Federal research and development funding are fully engaging their entire talent pool, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

MAY 7, 2019

Ms. JOHNSON of Texas (for herself and Mr. LUCAS) introduced the following bill; which was referred to the Committee on Science, Space, and Technology

JULY 30, 2019

Additional sponsors: Mr. BEYER, Mr. COHEN, Mr. PERLMUTTER, Ms. HILL of California, Mr. FITZPATRICK, Mr. LAMB, Mr. KENNEDY, Ms. CLARKE of New York, Mr. HASTINGS, Ms. JACKSON LEE, Ms. STEVENS, Mr. FOSTER, Ms. ESHOO, Mr. SIRES, Ms. CRAIG, Mr. GRIJALVA, Mr. MCGOVERN, Mr. CÁRDENAS, Mrs. KIRKPATRICK, Miss GONZÁLEZ-COLÓN of Puerto Rico, Mr. CASTEN of Illinois, Mr. TONKO, Mr. LIPINSKI, Mrs. FLETCHER, Ms. BONAMICI, Ms. KENDRA S. HORN of Oklahoma, Mr. WALTZ, and Ms. MUCARSEL-POWELL

JULY 30, 2019

Reported with an amendment, committed to the Committee of the Whole House on the State of the Union, and ordered to be printed

[Strike out all after the enacting clause and insert the part printed in *italic*]

[For text of introduced bill, see copy of bill as introduced on May 7, 2019]

A BILL

To direct the Director of the Office of Science and Technology Policy to carry out programs and activities to ensure that Federal science agencies and institutions of higher education receiving Federal research and development funding are fully engaging their entire talent pool, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
 2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE; TABLE OF CONTENTS; FINDINGS.**

4 (a) *SHORT TITLE.*—*This Act may be cited as the*
 5 *“STEM Opportunities Act of 2019”.*

6 (b) *TABLE OF CONTENTS.*—*The table of contents for*
 7 *this Act is as follows:*

Sec. 1. Short title; table of contents; findings.

Sec. 2. Purposes.

Sec. 3. Federal science agency policies for caregivers.

Sec. 4. Collection and reporting of data on Federal research grants.

Sec. 5. Policies for review of Federal research grants.

Sec. 6. Collection of data on demographics of faculty.

Sec. 7. Cultural and institutional barriers to expanding the academic and Fed-
eral STEM workforce.

Sec. 8. Research and dissemination at the National Science Foundation.

Sec. 9. Research and related activities to expand STEM opportunities.

Sec. 10. Tribal Colleges and Universities Program.

Sec. 11. Report to Congress.

Sec. 12. Merit review.

Sec. 13. Definitions.

8 (c) *FINDINGS.*—*The Congress finds the following:*

9 (1) *Many reports over the past decade have*
 10 *found that it is critical to our Nation’s economic*
 11 *leadership and global competitiveness that the United*
 12 *States educates and trains more scientists and engi-*
 13 *neers.*

14 (2) *Research shows that women and minorities*
 15 *who are interested in STEM careers are dispropor-*
 16 *tionately lost at nearly every educational transition*
 17 *and at every career milestone.*

18 (3) *The National Center for Science and Engi-*
 19 *neering Statistics at the National Science Foundation*

1 *collects, compiles, analyzes, and publishes data on the*
2 *demographics of STEM degrees and STEM jobs in the*
3 *United States.*

4 *(4) Women now earn nearly 37 percent of all*
5 *STEM bachelor's degrees, but major variations persist*
6 *among fields. In 2017, women earned only 20 percent*
7 *of all bachelor's degrees awarded in engineering and*
8 *19 percent of bachelor's degrees awarded in computer*
9 *sciences. Based on Bureau of Labor Statistics data,*
10 *jobs in computing occupations are expected to account*
11 *for nearly 60 percent of the projected annual growth*
12 *of newly created STEM job openings from 2016 to*
13 *2026.*

14 *(5) In 2017, underrepresented minority groups*
15 *comprised 39 percent of the college-age population of*
16 *the United States, but only 18 percent of students who*
17 *earned bachelor's degrees in STEM fields. The Higher*
18 *Education Research Institute at the University of*
19 *California, Los Angeles, found that, while freshmen*
20 *from underrepresented minority groups express an in-*
21 *terest in pursuing a STEM undergraduate degree at*
22 *the same rate as all other freshmen, only 22.1 percent*
23 *of Latino students, 18.4 percent of African-American*
24 *students, and 18.8 percent of Native American stu-*
25 *dents studying in STEM fields complete their degree*

1 *within 5 years, compared to approximately 33 per-*
2 *cent of White students and 42 percent of Asian stu-*
3 *dents who complete their degree within 5 years.*

4 (6) *In some STEM fields, including the com-*
5 *puter sciences, women persist at about the same rate*
6 *through doctorate degrees. In other STEM fields,*
7 *women persist through doctorate degrees at a lower*
8 *rate. In mathematics, women earn just 26 percent of*
9 *doctorate degrees compared with 42 percent of under-*
10 *graduate degrees. Overall, women earned 38 percent*
11 *of STEM doctorate degrees in 2016. The rate of mi-*
12 *nority students earning STEM doctorate degrees in*
13 *physics is 9 percent, compared with 15 percent for*
14 *bachelor's degree. Students from underrepresented mi-*
15 *nority groups accounted for only 11.5 percent of*
16 *STEM doctorate degrees awarded in 2016.*

17 (7) *The representation of women in STEM drops*
18 *significantly from the doctorate degree level to the fac-*
19 *ulty level. Overall, women hold only 26 percent of all*
20 *tenured and tenure-track positions and 27 percent of*
21 *full professor positions in STEM fields in our Na-*
22 *tion's universities and 4-year colleges. Black and His-*
23 *panic faculty together hold about 6.8 percent of all*
24 *tenured and tenure-track positions and 7.5 percent of*
25 *full professor positions. Many of the numbers in the*

1 *American Indian or Alaskan Native and Native Ha-*
2 *waiian or Other Pacific Islander categories for dif-*
3 *ferent faculty ranks were too small for the National*
4 *Science Foundation to report publicly without poten-*
5 *tially compromising confidential information about*
6 *the individuals being surveyed.*

7 *(8) The representation of women is especially*
8 *low at our Nation's top research universities. Even in*
9 *the biological sciences, in which women now earn*
10 *more than 50 percent of the doctorates and passed the*
11 *25 percent level 37 years ago, women make up only*
12 *25 percent of the full professors at the approximately*
13 *100 most research-intensive universities in the United*
14 *States. In the physical sciences and mathematics,*
15 *women make up only 11 percent of full professors, in*
16 *computer sciences only 10 percent, and across engi-*
17 *neering fields only 7 percent. The data suggest that*
18 *approximately 6 percent of all tenure-track STEM*
19 *faculty members at the most research-intensive uni-*
20 *versities are from underrepresented minority groups,*
21 *but in some fields the numbers are too small to report*
22 *publicly.*

23 *(9) By 2050, underrepresented minorities will*
24 *comprise 52 percent of the college-age population of*
25 *the United States. If the percentage of female students*

1 *and students from underrepresented minority groups*
2 *earning bachelor's degrees in STEM fields does not*
3 *significantly increase, the United States will face an*
4 *acute shortfall in the overall number of students who*
5 *earn degrees in STEM fields just as United States*
6 *companies are increasingly seeking students with*
7 *those skills. With this impending shortfall, the United*
8 *States will almost certainly lose its competitive edge*
9 *in the 21st century global economy.*

10 *(10) According to a 2014 Association for Women*
11 *in Science survey of over 4,000 scientists across the*
12 *globe, 70 percent of whom were men, STEM research-*
13 *ers face significant challenges in work-life integration.*
14 *Researchers in the United States were among the*
15 *most likely to experience a conflict between work and*
16 *their personal life at least weekly. One-third of re-*
17 *searchers surveyed said that ensuring good work-life*
18 *integration has negatively impacted their careers,*
19 *and, of researchers intending to leave their current job*
20 *within the next year, 9 percent indicated it was be-*
21 *cause they were unable to balance work and life de-*
22 *mands.*

23 *(11) Female students and students from under-*
24 *represented minority groups at institutions of higher*
25 *education who see few others "like themselves" among*

1 *faculty and student populations often do not experi-*
2 *ence the social integration that is necessary for suc-*
3 *cess in all disciplines, including STEM.*

4 *(12) One in five children in the United States*
5 *attend school in a rural community. The data shows*
6 *that rural students are at a disadvantage with respect*
7 *to STEM readiness. Among STEM-interested stu-*
8 *dents, 17 percent of students in rural high schools and*
9 *18 percent of students in town-located high schools*
10 *meet the ACT STEM Benchmark, compared with 33*
11 *percent of students in suburban high schools and 27*
12 *percent of students in urban high schools.*

13 *(13) A substantial body of evidence establishes*
14 *that most people hold implicit biases. Decades of cog-*
15 *nitive psychology research reveal that most people*
16 *carry prejudices of which they are unaware but that*
17 *nonetheless play a large role in evaluations of people*
18 *and their work. Unintentional biases and outmoded*
19 *institutional structures are hindering the access and*
20 *advancement of women, minorities, and other groups*
21 *historically underrepresented in STEM.*

22 *(14) Workshops held to educate faculty about un-*
23 *intentional biases have demonstrated success in rais-*
24 *ing awareness of such biases.*

1 *(15) In 2012, the Office of Diversity and Equal*
2 *Opportunity of the National Aeronautics and Space*
3 *Administration (in this Act referred to as “NASA”)*
4 *completed a report that—*

5 *(A) is specifically designed to help NASA*
6 *grant recipients identify why the dearth of*
7 *women in STEM fields continues and to ensure*
8 *that it is not due to discrimination; and*

9 *(B) provides guidance that is usable by all*
10 *institutions of higher education receiving signifi-*
11 *cant Federal research funding on how to conduct*
12 *meaningful self-evaluations of campus culture*
13 *and policies.*

14 *(16) The Federal Government provides 55 per-*
15 *cent of research funding at institutions of higher edu-*
16 *cation and, through its grant-making policies, has*
17 *had significant influence on institution of higher edu-*
18 *cation policies, including policies related to institu-*
19 *tional culture and structure.*

20 **SEC. 2. PURPOSES.**

21 *The purposes of this Act are as follows:*

22 *(1) To ensure that Federal science agencies and*
23 *institutions of higher education receiving Federal re-*
24 *search and development funding are fully engaging*
25 *the entire talent pool of the United States.*

1 (2) *To promote research on, and increase under-*
2 *standing of, the participation and trajectories of*
3 *women, minorities, and other groups historically*
4 *underrepresented in STEM studies and careers, in-*
5 *cluding persons with disabilities, older learners, vet-*
6 *erans, and rural, poor, and tribal populations, at in-*
7 *stitutions of higher education and Federal science*
8 *agencies, including Federal laboratories.*

9 (3) *To raise awareness within Federal science*
10 *agencies, including Federal laboratories, and institu-*
11 *tions of higher education about cultural and institu-*
12 *tional barriers limiting the recruitment, retention,*
13 *promotion, and other indicators of participation and*
14 *achievement of women, minorities, and other groups*
15 *historically underrepresented in academic and Gov-*
16 *ernment STEM research careers at all levels.*

17 (4) *To identify, disseminate, and implement best*
18 *practices at Federal science agencies, including Fed-*
19 *eral laboratories, and at institutions of higher edu-*
20 *cation to remove or reduce cultural and institutional*
21 *barriers limiting the recruitment, retention, and suc-*
22 *cess of women, minorities, and other groups histori-*
23 *cally underrepresented in academic and Government*
24 *STEM research careers.*

1 (5) *To provide grants to institutions of higher*
 2 *education to recruit, retain, and advance STEM fac-*
 3 *ulty members from underrepresented minority groups*
 4 *and to implement or expand reforms in under-*
 5 *graduate STEM education in order to increase the*
 6 *number of students from underrepresented minority*
 7 *groups receiving degrees in these fields.*

8 **SEC. 3. FEDERAL SCIENCE AGENCY POLICIES FOR CARE-**
 9 **GIVERS.**

10 (a) *OSTP GUIDANCE.*—*Not later than 6 months after*
 11 *the date of enactment of this Act, the Director, in consulta-*
 12 *tion with relevant agencies, shall provide guidance to each*
 13 *Federal science agency to establish policies that—*

14 (1) *apply to all—*

15 (A) *research awards granted by such agen-*
 16 *cy; and*

17 (B) *principal investigators of such research*
 18 *who have caregiving responsibilities, including*
 19 *care for a newborn or newly adopted child and*
 20 *care for an immediate family member who is*
 21 *sick or disabled; and*

22 (2) *provide—*

23 (A) *flexibility in timing for the initiation of*
 24 *approved research awards granted by such agen-*
 25 *cy;*

1 (B) *no-cost extensions of such research*
2 *awards;*

3 (C) *grant supplements, as appropriate, to*
4 *research awards for research technicians or*
5 *equivalent positions to sustain research activities*
6 *conducted under such awards; and*

7 (D) *any other appropriate accommodations*
8 *at the discretion of the director of each such*
9 *agency.*

10 (b) *UNIFORMITY OF GUIDANCE.—In providing guid-*
11 *ance under subsection (a), the Director shall encourage uni-*
12 *formity and consistency in the policies established pursuant*
13 *to such guidance across all Federal science agencies.*

14 (c) *ESTABLISHMENT OF POLICIES.—Consistent with*
15 *the guidance under subsection (a), Federal science agencies*
16 *shall—*

17 (1) *maintain or develop and implement policies*
18 *for individuals described in paragraph (1)(B) of such*
19 *subsection; and*

20 (2) *broadly disseminate such policies to current*
21 *and potential grantees.*

22 (d) *DATA ON USAGE.—Federal science agencies shall—*

23 (1) *collect data on the usage of the policies under*
24 *subsection (c), by gender, at both institutions of high-*
25 *er education and Federal laboratories; and*

1 (2) *report such data on an annual basis to the*
 2 *Director in such form as required by the Director.*

3 **SEC. 4. COLLECTION AND REPORTING OF DATA ON FED-**
 4 **ERAL RESEARCH GRANTS.**

5 (a) *COLLECTION OF DATA.*—

6 (1) *IN GENERAL.*—*Each Federal science agency*
 7 *shall collect, as practicable, with respect to all appli-*
 8 *cations for merit-reviewed research and development*
 9 *grants to institutions of higher education and Federal*
 10 *laboratories supported by that agency, the standard-*
 11 *ized record-level annual information on demo-*
 12 *graphics, primary field, award type, institution type,*
 13 *review rating, budget request, funding outcome, and*
 14 *awarded budget.*

15 (2) *UNIFORMITY AND STANDARDIZATION.*—*The*
 16 *Director, in consultation with the Director of the Na-*
 17 *tional Science Foundation, shall establish a policy to*
 18 *ensure uniformity and standardization of the data*
 19 *collection required under paragraph (1).*

20 (3) *RECORD-LEVEL DATA.*—

21 (A) *REQUIREMENT.*—*Beginning not later*
 22 *than 2 years after the date of the enactment of*
 23 *this Act, and on an annual basis thereafter, each*
 24 *Federal science agency shall submit to the Direc-*
 25 *tor of the National Science Foundation record-*

level data collected under paragraph (1) in the form required by such Director.

(B) *PREVIOUS DATA.*—As part of the first submission under subparagraph (A), each Federal science agency, to the extent practicable, shall also submit comparable record-level data for the 5 years preceding the date of such submission.

(b) *REPORTING OF DATA.*—The Director of the Na-
tional Science Foundation shall publish statistical sum-
mary data, as practicable, collected under this section,
disaggregated and cross-tabulated by race, ethnicity, gender,
and years since completion of doctoral degree, including in
conjunction with the National Science Foundation's report
required by section 37 of the Science and Technology Equal
Opportunities Act (42 U.S.C. 1885d; Public Law 96–516).

17 *SEC. 5. POLICIES FOR REVIEW OF FEDERAL RESEARCH*
18 *GRANTS.*

19 (a) *IN GENERAL.*—Each Federal science agency shall
20 implement the policy recommendations with respect to re-
21 ducing the impact of implicit bias at Federal science agen-
22 cies and grantee institutions as developed by the Office of
23 Science and Technology Policy in the 2016 report entitled
24 “Reducing the Impact of Bias in the STEM Workforce” and
25 any subsequent updates.

1 (b) *PILOT ACTIVITY.*—*In consultation with the Na-*
 2 *tional Science Foundation and consistent with policy rec-*
 3 *ommendations referenced in subsection (a), each Federal*
 4 *science agency shall implement a 2-year pilot orientation*
 5 *activity for program officers and members of standing re-*
 6 *view committees to educate reviewers on research related to,*
 7 *and minimize the effects of, implicit bias in the review of*
 8 *extramural and intramural Federal research grants.*

9 (c) *ESTABLISHMENT OF POLICIES.*—*Drawing upon*
 10 *lessons learned from the pilot activity under subsection (b),*
 11 *each Federal science agency shall maintain or develop and*
 12 *implement evidence-based policies and practices to mini-*
 13 *mize the effects of implicit bias in the review of extramural*
 14 *and intramural Federal research grants.*

15 (d) *ASSESSMENT OF POLICIES.*—*Federal science agen-*
 16 *cies shall regularly assess, and amend as necessary, the poli-*
 17 *cies and practices implemented pursuant to subsection (c)*
 18 *to ensure effective measures are in place to minimize the*
 19 *effects of implicit bias in the review of extramural and in-*
 20 *tramural Federal research grants.*

21 **SEC. 6. COLLECTION OF DATA ON DEMOGRAPHICS OF FAC-**
 22 **ULTY.**

23 (a) *COLLECTION OF DATA.*—

24 (1) *IN GENERAL.*—*Not later than 3 years after*
 25 *the date of enactment of this Act, and at least every*

1 5 years thereafter, the Director of the National
 2 Science Foundation shall carry out a survey to collect
 3 data from grantees on the demographics of STEM fac-
 4 ulty, by broad fields of STEM, at different types of
 5 institutions of higher education.

6 (2) CONSIDERATIONS.—To the extent practicable,
 7 the Director of the National Science Foundation shall
 8 consider, by gender, race, ethnicity, citizenship status,
 9 and years since completion of doctoral degree—

10 (A) the number and percentage of faculty;

11 (B) the number and percentage of faculty at
 12 each rank;

13 (C) the number and percentage of faculty
 14 who are in nontenure-track positions, including
 15 teaching and research;

16 (D) the number and percentage of faculty
 17 who are reviewed for promotion, including ten-
 18 ure, and the percentage of that number who are
 19 promoted, including being awarded tenure;

20 (E) faculty years in rank;

21 (F) the number and percentage of faculty to
 22 leave tenure-track positions;

23 (G) the number and percentage of faculty
 24 hired, by rank; and

1 (H) the number and percentage of faculty
2 in leadership positions.

3 (b) *EXISTING SURVEYS.*—The Director of the National
4 Science Foundation, may, in modifying or expanding exist-
5 ing Federal surveys of higher education (as necessary)—

6 (1) take into account the considerations under
7 subsection (a)(2) by collaborating with statistical cen-
8 ters at other Federal agencies; or

9 (2) award a grant or contract to an institution
10 of higher education or other nonprofit organization to
11 take such considerations into account.

12 (c) *REPORTING DATA.*—The Director of the National
13 Science Foundation shall publish statistical summary data
14 collected under this section, including as part of the Na-
15 tional Science Foundation's report required by section 37
16 of the Science and Technology Equal Opportunities Act (42
17 U.S.C. 1885d; Public Law 96–516).

18 (d) *AUTHORIZATION OF APPROPRIATIONS.*—There are
19 authorized to be appropriated to the Director of the Na-
20 tional Science Foundation \$3,000,000 in each of fiscal
21 years 2020 through 2022 to develop and carry out the ini-
22 tial survey required under subsection (a).

1 **SEC. 7. CULTURAL AND INSTITUTIONAL BARRIERS TO EX-**
2 **PANDING THE ACADEMIC AND FEDERAL STEM**
3 **WORKFORCE.**

4 *(a) BEST PRACTICES AT INSTITUTIONS OF HIGHER*
5 *EDUCATION AND FEDERAL LABORATORIES.—*

6 *(1) DEVELOPMENT OF GUIDANCE.—Not later*
7 *than 12 months after the date of enactment of this*
8 *Act, the Director, in consultation with the interagency*
9 *working group on inclusion in STEM, shall develop*
10 *written guidance for institutions of higher education*
11 *and Federal laboratories on the best practices for—*

12 *(A) conducting periodic climate surveys of*
13 *STEM departments and divisions, with a par-*
14 *ticular focus on identifying any cultural or in-*
15 *stitutional barriers to the recruitment, retention,*
16 *or advancement of women, racial and ethnic mi-*
17 *norities, and other groups historically underrep-*
18 *resented in STEM studies and careers; and*

19 *(B) providing educational opportunities, in-*
20 *cluding workshops as described in subsection (b),*
21 *for STEM faculty, research personnel, and ad-*
22 *ministrators to learn about current research on*
23 *implicit bias in recruitment, evaluation, and*
24 *promotion of undergraduate and graduate stu-*
25 *dents and research personnel.*

1 (2) *EXISTING GUIDANCE.*—*In developing the*
2 *guidance under paragraph (1), the Director shall uti-*
3 *lize guidance already developed by Federal science*
4 *agencies.*

5 (3) *DISSEMINATION OF GUIDANCE.*—*Federal*
6 *science agencies shall broadly disseminate the guid-*
7 *ance developed under paragraph (1) to institutions of*
8 *higher education that receive Federal research funding*
9 *and Federal laboratories.*

10 (4) *ESTABLISHMENT OF POLICIES.*—*Consistent*
11 *with the guidance developed under paragraph (1)—*

12 (A) *the Director of the National Science*
13 *Foundation shall develop a policy that—*

14 (i) *applies to, at a minimum, doctoral*
15 *degree granting institutions that receive*
16 *Federal research funding; and*

17 (ii) *requires each such institution, not*
18 *later than 3 years after the date of enact-*
19 *ment of this Act, to report to the Director*
20 *of the National Science Foundation on ac-*
21 *tivities and policies developed and imple-*
22 *mented based on the guidance developed*
23 *under paragraph (1); and*

24 (B) *each Federal science agency with a Fed-*
25 *eral laboratory shall maintain or develop and*

1 *implement practices and policies for the purposes*
2 *described in paragraph (1) for such laboratory.*

3 **(b) WORKSHOPS TO ADDRESS CULTURAL BARRIERS**
4 **TO EXPANDING THE ACADEMIC AND FEDERAL STEM**
5 **WORKFORCE.—**

6 **(1) IN GENERAL.**—*Not later than 6 months after*
7 *the date of enactment of this Act, the Director, in con-*
8 *sultation with the interagency working group on in-*
9 *clusion in STEM, shall recommend a uniform policy*
10 *for Federal science agencies to carry out a program*
11 *of workshops that educate STEM department chairs*
12 *at institutions of higher education, senior managers*
13 *at Federal laboratories, and other federally funded re-*
14 *searchers about methods that minimize the effects of*
15 *implicit bias in the career advancement, including*
16 *hiring, tenure, promotion, and selection for any honor*
17 *based in part on the recipient’s research record, of*
18 *academic and Federal STEM researchers.*

19 **(2) INTERAGENCY COORDINATION.**—*The Director*
20 *shall, to the extent practicable, ensure that workshops*
21 *supported under this subsection are coordinated*
22 *across Federal science agencies and jointly supported*
23 *as appropriate.*

24 **(3) MINIMIZING COSTS.**—*To the extent prac-*
25 *ticable, workshops shall be held in conjunction with*

1 *national or regional STEM disciplinary meetings to*
2 *minimize costs associated with participant travel.*

3 (4) *PRIORITY FIELDS FOR ACADEMIC PARTICI-*
4 *PANTS.—In considering the participation of STEM*
5 *department chairs and other academic researchers, the*
6 *Director shall prioritize workshops for the broad fields*
7 *of STEM in which the national rate of representation*
8 *of women among tenured or tenure-track faculty or*
9 *nonfaculty researchers at doctorate-granting institu-*
10 *tions of higher education is less than 25 percent, ac-*
11 *cording to the most recent data available from the*
12 *National Center for Science and Engineering Statis-*
13 *tics.*

14 (5) *ORGANIZATIONS ELIGIBLE TO CARRY OUT*
15 *WORKSHOPS.—A Federal science agency may carry*
16 *out the program of workshops under this subsection*
17 *by making grants to organizations made eligible by*
18 *the Federal science agency and any of the following*
19 *organizations:*

20 (A) *Nonprofit scientific and professional so-*
21 *cieties and organizations that represent one or*
22 *more STEM disciplines.*

23 (B) *Nonprofit organizations that have the*
24 *primary mission of advancing the participation*

1 *of women, minorities, or other groups histori-*
2 *cally underrepresented in STEM.*

3 (6) *CHARACTERISTICS OF WORKSHOPS.—The*
4 *workshops shall have the following characteristics:*

5 (A) *Invitees to workshops shall include at*
6 *least—*

7 (i) *the chairs of departments in the rel-*
8 *evant STEM discipline or disciplines from*
9 *doctoral degree granting institutions that*
10 *receive Federal research funding; and*

11 (ii) *in the case of Federal laboratories,*
12 *individuals with personnel management re-*
13 *sponsibilities comparable to those of an in-*
14 *stitution of higher education department*
15 *chair.*

16 (B) *Activities at the workshops shall include*
17 *research presentations and interactive discus-*
18 *sions or other activities that increase the aware-*
19 *ness of the existence of implicit bias in recruit-*
20 *ment, hiring, tenure review, promotion, and*
21 *other forms of formal recognition of individual*
22 *achievement for faculty and other federally fund-*
23 *ed STEM researchers and shall provide strategies*
24 *to overcome such bias.*

1 (C) *Research presentations and other work-*
2 *shop programs, as appropriate, shall include a*
3 *discussion of the unique challenges faced by dif-*
4 *ferent underrepresented groups, including minor-*
5 *ity women, minority men, persons from rural*
6 *and underserved areas, persons with disabilities,*
7 *gender and sexual minority individuals, and*
8 *first generation graduates in research.*

9 (D) *Workshop programs shall include infor-*
10 *mation on best practices for mentoring under-*
11 *graduate, graduate, and postdoctoral women, mi-*
12 *norities, and other students from groups histori-*
13 *cally underrepresented in STEM.*

14 (7) *DATA ON WORKSHOPS.—Any proposal for*
15 *funding by an organization seeking to carry out a*
16 *workshop under this subsection shall include a de-*
17 *scription of how such organization will—*

18 (A) *collect data on the rates of attendance*
19 *by invitees in workshops, including information*
20 *on the home institution and department of*
21 *attendees, and the rank of faculty attendees;*

22 (B) *conduct attitudinal surveys on work-*
23 *shop attendees before and after the workshops;*
24 *and*

1 (C) collect follow-up data on any relevant
2 institutional policy or practice changes reported
3 by attendees not later than one year after attend-
4 ance in such a workshop.

5 (8) *REPORT TO NSF.*—Organizations receiving
6 funding to carry out workshops under this subsection
7 shall report the data required in paragraph (7) to the
8 Director of the National Science Foundation in such
9 form as required by such Director.

10 (c) *REPORT TO CONGRESS.*—Not later than 4 years
11 after the date of enactment of this Act, the Director of the
12 National Science Foundation shall submit a report to Con-
13 gress that includes—

14 (1) a summary and analysis of the types and
15 frequency of activities and policies developed and car-
16 ried out under subsection (a) based on the reports
17 submitted under paragraph (4) of such subsection;
18 and

19 (2) a description and evaluation of the status
20 and effectiveness of the program of workshops required
21 under subsection (b), including a summary of any
22 data reported under paragraph (8) of such subsection.

23 (d) *AUTHORIZATION OF APPROPRIATIONS.*—There are
24 authorized to be appropriated to the Director of the Na-

1 tional Science Foundation \$1,000,000 in each of fiscal
2 years 2020 through 2024 to carry out this section.

3 **SEC. 8. RESEARCH AND DISSEMINATION AT THE NATIONAL**
4 **SCIENCE FOUNDATION.**

5 (a) *IN GENERAL.*—The Director of the National
6 Science Foundation shall award research grants and carry
7 out dissemination activities consistent with the purposes of
8 this Act, including—

9 (1) research grants to analyze the record-level
10 data collected under section 4 and section 6, con-
11 sistent with policies to ensure the privacy of individ-
12 uals identifiable by such data;

13 (2) research grants to study best practices for
14 work-life accommodation;

15 (3) research grants to study the impact of poli-
16 cies and practices that are implemented under this
17 Act or that are otherwise consistent with the purposes
18 of this Act;

19 (4) collaboration with other Federal science
20 agencies and professional associations to exchange
21 best practices, harmonize work-life accommodation
22 policies and practices, and overcome common barriers
23 to work-life accommodation; and

24 (5) collaboration with institutions of higher edu-
25 cation in order to clarify and catalyze the adoption

1 *of a coherent and consistent set of work-life accommo-*
 2 *dation policies and practices.*

3 *(b) AUTHORIZATION OF APPROPRIATIONS.—There are*
 4 *authorized to be appropriated to the Director of the Na-*
 5 *tional Science Foundation \$5,000,000 in each of fiscal*
 6 *years 2020 through 2024 to carry out this section.*

7 **SEC. 9. RESEARCH AND RELATED ACTIVITIES TO EXPAND**
 8 **STEM OPPORTUNITIES.**

9 *(a) NATIONAL SCIENCE FOUNDATION SUPPORT FOR*
 10 *INCREASING DIVERSITY AMONG STEM FACULTY AT INSTI-*
 11 *TUTIONS OF HIGHER EDUCATION.—Section 305 of the*
 12 *American Innovation and Competitiveness Act (42 U.S.C.*
 13 *1862s–5) is amended—*

14 *(1) by redesignating subsections (e) and (f) as*
 15 *subsections (g) and (h), respectively; and*

16 *(2) by inserting after subsection (d) the fol-*
 17 *lowing:*

18 *“(e) SUPPORT FOR INCREASING DIVERSITY AMONG*
 19 *STEM FACULTY AT INSTITUTIONS OF HIGHER EDU-*
 20 *CATION.—*

21 *“(1) IN GENERAL.—The Director of the Founda-*
 22 *tion shall award grants to institutions of higher edu-*
 23 *cation (or consortia thereof) for the development and*
 24 *assessment of innovative reform efforts designed to in-*
 25 *crease the recruitment, retention, and advancement of*

1 *individuals from underrepresented minority groups*
2 *in academic STEM careers.*

3 “(2) *MERIT REVIEW; COMPETITION.*—*Grants*
4 *shall be awarded under this subsection on a merit-re-*
5 *viewed, competitive basis.*

6 “(3) *USE OF FUNDS.*—*Activities supported by*
7 *grants under this subsection may include—*

8 “(A) *institutional assessment activities,*
9 *such as data analyses and policy review, in*
10 *order to identify and address specific issues in*
11 *the recruitment, retention, and advancement of*
12 *faculty members from underrepresented minority*
13 *groups;*

14 “(B) *implementation of institution-wide*
15 *improvements in workload distribution, such*
16 *that faculty members from underrepresented mi-*
17 *nority groups are not disadvantaged in the*
18 *amount of time available to focus on research,*
19 *publishing papers, and engaging in other activi-*
20 *ties required to achieve tenure status and run a*
21 *productive research program;*

22 “(C) *development and implementation of*
23 *training courses for administrators and search*
24 *committee members to ensure that candidates*
25 *from underrepresented minority groups are not*

1 *subject to implicit biases in the search and hir-*
 2 *ing process;*

3 “(D) *development and hosting of intra- or*
 4 *inter-institutional workshops to propagate best*
 5 *practices in recruiting, retaining, and advancing*
 6 *faculty members from underrepresented minority*
 7 *groups;*

8 “(E) *professional development opportunities*
 9 *for faculty members from underrepresented mi-*
 10 *nority groups;*

11 “(F) *activities aimed at making under-*
 12 *graduate STEM students from underrepresented*
 13 *minority groups aware of opportunities for aca-*
 14 *demic careers in STEM fields;*

15 “(G) *activities to identify and engage excep-*
 16 *tional graduate students and postdoctoral re-*
 17 *searchers from underrepresented minority groups*
 18 *at various stages of their studies and to encour-*
 19 *age them to enter academic careers; and*

20 “(H) *other activities consistent with para-*
 21 *graph (1), as determined by the Director of the*
 22 *Foundation.*

23 “(4) *SELECTION PROCESS.—*

24 “(A) *APPLICATION.—An institution of high-*
 25 *er education (or a consortium of such institu-*

1 *tions) seeking funding under this subsection shall*
2 *submit an application to the Director of the*
3 *Foundation at such time, in such manner, and*
4 *containing such information and assurances as*
5 *such Director may require. The application shall*
6 *include, at a minimum, a description of—*

7 *“(i) the reform effort that is being pro-*
8 *posed for implementation by the institution*
9 *of higher education;*

10 *“(ii) any available evidence of specific*
11 *difficulties in the recruitment, retention,*
12 *and advancement of faculty members from*
13 *underrepresented minority groups in STEM*
14 *academic careers within the institution of*
15 *higher education submitting an application,*
16 *and how the proposed reform effort would*
17 *address such issues;*

18 *“(iii) how the institution of higher*
19 *education submitting an application plans*
20 *to sustain the proposed reform effort beyond*
21 *the duration of the grant; and*

22 *“(iv) how the success and effectiveness*
23 *of the proposed reform effort will be evalu-*
24 *ated and assessed in order to contribute to*

1 *the national knowledge base about models*
2 *for catalyzing institutional change.*

3 “(B) *REVIEW OF APPLICATIONS.*—*In select-*
4 *ing grant recipients under this subsection, the*
5 *Director of the Foundation shall consider, at a*
6 *minimum—*

7 “(i) *the likelihood of success in under-*
8 *taking the proposed reform effort at the in-*
9 *stitution of higher education submitting the*
10 *application, including the extent to which*
11 *the administrators of the institution are*
12 *committed to making the proposed reform*
13 *effort a priority;*

14 “(ii) *the degree to which the proposed*
15 *reform effort will contribute to change in*
16 *institutional culture and policy such that*
17 *greater value is placed on the recruitment,*
18 *retention, and advancement of faculty mem-*
19 *bers from underrepresented minority*
20 *groups;*

21 “(iii) *the likelihood that the institution*
22 *of higher education will sustain or expand*
23 *the proposed reform effort beyond the period*
24 *of the grant; and*

1 “(iv) the degree to which evaluation
2 and assessment plans are included in the
3 design of the proposed reform effort.

4 “(C) GRANT DISTRIBUTION.—The Director
5 of the Foundation shall ensure, to the extent
6 practicable, that grants awarded under this sec-
7 tion are made to a variety of types of institu-
8 tions of higher education.

9 “(5) AUTHORIZATION OF APPROPRIATIONS.—
10 There are authorized to be appropriated to carry out
11 this subsection \$8,000,000 for each of fiscal years
12 2020 through 2024.”.

13 (b) NATIONAL SCIENCE FOUNDATION SUPPORT FOR
14 BROADENING PARTICIPATION IN UNDERGRADUATE STEM
15 EDUCATION.—Section 305 of the American Innovation and
16 Competitiveness Act (42 U.S.C. 1862s–5), as amended by
17 subsection (b), is further amended by inserting after sub-
18 section (e) the following:

19 “(f) SUPPORT FOR BROADENING PARTICIPATION IN
20 UNDERGRADUATE STEM EDUCATION.—

21 “(1) IN GENERAL.—The Director of the Founda-
22 tion shall award grants to institutions of higher edu-
23 cation (or a consortium of such institutions) to imple-
24 ment or expand research-based reforms in under-
25 graduate STEM education for the purpose of recruit-

1 *ing and retaining students from minority groups who*
2 *are underrepresented in STEM fields.*

3 “(2) *MERIT REVIEW; COMPETITION.—Grants*
4 *shall be awarded under this subsection on a merit-re-*
5 *viewed, competitive basis.*

6 “(3) *USE OF FUNDS.—Activities supported by*
7 *grants under this subsection may include—*

8 “(A) *implementation or expansion of inno-*
9 *vative, research-based approaches to broaden*
10 *participation of underrepresented minority*
11 *groups in STEM fields;*

12 “(B) *implementation or expansion of*
13 *bridge, cohort, tutoring, or mentoring programs,*
14 *including those involving community colleges*
15 *and technical schools, designed to enhance the re-*
16 *ruitment and retention of students from under-*
17 *represented minority groups in STEM fields;*

18 “(C) *implementation or expansion of out-*
19 *reach programs linking institutions of higher*
20 *education and K–12 school systems in order to*
21 *heighten awareness among pre-college students*
22 *from underrepresented minority groups of oppor-*
23 *tunities in college-level STEM fields and STEM*
24 *careers;*

1 “(D) implementation or expansion of fac-
2 ulty development programs focused on improving
3 retention of undergraduate STEM students from
4 underrepresented minority groups;

5 “(E) implementation or expansion of mech-
6 anisms designed to recognize and reward faculty
7 members who demonstrate a commitment to in-
8 creasing the participation of students from
9 underrepresented minority groups in STEM
10 fields;

11 “(F) expansion of successful reforms aimed
12 at increasing the number of STEM students from
13 underrepresented minority groups beyond a sin-
14 gle course or group of courses to achieve reform
15 within an entire academic unit, or expansion of
16 successful reform efforts beyond a single aca-
17 demic unit or field to other STEM academic
18 units or fields within an institution of higher
19 education;

20 “(G) expansion of opportunities for students
21 from underrepresented minority groups to con-
22 duct STEM research in industry, at Federal
23 labs, and at international research institutions
24 or research sites;

1 “(H) provision of stipends for students from
2 underrepresented minority groups participating
3 in research;

4 “(I) development of research collaborations
5 between research-intensive universities and pri-
6 marily undergraduate minority-serving institu-
7 tions;

8 “(J) support for graduate students and
9 postdoctoral fellows from underrepresented mi-
10 nority groups to participate in instructional or
11 assessment activities at primarily undergraduate
12 institutions, including primarily undergraduate
13 minority-serving institutions and two-year insti-
14 tutions of higher education; and

15 “(K) other activities consistent with para-
16 graph (1), as determined by the Director of the
17 Foundation.

18 “(4) SELECTION PROCESS.—

19 “(A) APPLICATION.—An institution of high-
20 er education (or a consortia thereof) seeking a
21 grant under this subsection shall submit an ap-
22 plication to the Director of the Foundation at
23 such time, in such manner, and containing such
24 information and assurances as such Director

1 *may require. The application shall include, at a*
2 *minimum—*

3 “(i) *a description of the proposed re-*
4 *form effort;*

5 “(ii) *a description of the research find-*
6 *ings that will serve as the basis for the pro-*
7 *posed reform effort or, in the case of appli-*
8 *cations that propose an expansion of a pre-*
9 *viously implemented reform, a description*
10 *of the previously implemented reform effort,*
11 *including data about the recruitment, reten-*
12 *tion, and academic achievement of students*
13 *from underrepresented minority groups;*

14 “(iii) *evidence of an institutional com-*
15 *mitment to, and support for, the proposed*
16 *reform effort, including a long-term com-*
17 *mitment to implement successful strategies*
18 *from the current reform beyond the aca-*
19 *demic unit or units included in the grant*
20 *proposal;*

21 “(iv) *a description of existing or*
22 *planned institutional policies and practices*
23 *regarding faculty hiring, promotion, tenure,*
24 *and teaching assignment that reward fac-*
25 *ulty contributions to improving the edu-*

1 *cation of students from underrepresented*
2 *minority groups in STEM; and*

3 “(v) *how the success and effectiveness of*
4 *the proposed reform effort will be evaluated*
5 *and assessed in order to contribute to the*
6 *national knowledge base about models for*
7 *catalyzing institutional change.*

8 “(B) *REVIEW OF APPLICATIONS.—In select-*
9 *ing grant recipients under this subsection, the*
10 *Director of the Foundation shall consider, at a*
11 *minimum—*

12 “(i) *the likelihood of success of the pro-*
13 *posed reform effort at the institution sub-*
14 *mitting the application, including the ex-*
15 *tent to which the faculty, staff, and admin-*
16 *istrators of the institution are committed to*
17 *making the proposed institutional reform a*
18 *priority of the participating academic unit*
19 *or units;*

20 “(ii) *the degree to which the proposed*
21 *reform effort will contribute to change in*
22 *institutional culture and policy such that*
23 *greater value is placed on faculty engage-*
24 *ment in the retention of students from*
25 *underrepresented minority groups;*

1 “(iii) the likelihood that the institution
2 will sustain or expand the proposed reform
3 effort beyond the period of the grant; and

4 “(iv) the degree to which evaluation
5 and assessment plans are included in the
6 design of the proposed reform effort.

7 “(C) *GRANT DISTRIBUTION.*—The Director
8 of the Foundation shall ensure, to the extent
9 practicable, that grants awarded under this sub-
10 section are made to a variety of types of institu-
11 tions of higher education, including two-year
12 and minority-serving institutions of higher edu-
13 cation.

14 “(5) *EDUCATION RESEARCH.*—

15 “(A) *IN GENERAL.*—All grants made under
16 this subsection shall include an education re-
17 search component that will support the design
18 and implementation of a system for data collec-
19 tion and evaluation of proposed reform efforts in
20 order to build the knowledge base on promising
21 models for increasing recruitment and retention
22 of students from underrepresented minority
23 groups in *STEM* education at the undergraduate
24 level across a diverse set of institutions.

1 “(B) *DISSEMINATION.*—*The Director of the*
 2 *Foundation shall coordinate with relevant Fed-*
 3 *eral agencies in disseminating the results of the*
 4 *research under this paragraph to ensure that best*
 5 *practices in broadening participation in STEM*
 6 *education at the undergraduate level are made*
 7 *readily available to all institutions of higher*
 8 *education, other Federal agencies that support*
 9 *STEM programs, non-Federal funders of STEM*
 10 *education, and the general public.*

11 “(6) *AUTHORIZATION OF APPROPRIATIONS.*—
 12 *There are authorized to be appropriated to carry out*
 13 *this subsection \$15,000,000 for each of fiscal years*
 14 *2020 through 2024.”.*

15 **SEC. 10. TRIBAL COLLEGES AND UNIVERSITIES PROGRAM.**

16 (a) *GRANTS TO BROADEN TRIBAL COLLEGE AND UNI-*
 17 *VERSITY STUDENT PARTICIPATION IN COMPUTER*
 18 *SCIENCE.*—*Section 525 of the America COMPETES Reau-*
 19 *thorization Act of 2010 (42 U.S.C. 1862p–13) is amended*
 20 *by inserting after subsection (c) the following:*

21 “(d) *GRANTS TO BROADEN TRIBAL COLLEGE AND*
 22 *UNIVERSITY STUDENT PARTICIPATION IN COMPUTER*
 23 *SCIENCE.*—

24 “(1) *IN GENERAL.*—*The Director, as part of the*
 25 *program authorized under this section, shall award*

1 *grants on a competitive, merit-reviewed basis to eligi-*
2 *ble entities to increase the participation of tribal pop-*
3 *ulations in computer science and computational*
4 *thinking education programs to enable students to de-*
5 *velop skills and competencies in coding, problem-solv-*
6 *ing, critical thinking, creativity and collaboration.*

7 “(2) *PURPOSE.*—*Grants awarded under this sub-*
8 *section shall support—*

9 “(A) *research and development needed to*
10 *bring computer science and computational think-*
11 *ing courses and degrees to tribal colleges and*
12 *universities;*

13 “(B) *research and development of instruc-*
14 *tional materials needed to integrate computer*
15 *science and computational thinking into pro-*
16 *grams that are culturally relevant to students at-*
17 *tending tribal colleges and universities;*

18 “(C) *research, development and evaluation*
19 *of distance education for computer science and*
20 *computational thinking courses and degree pro-*
21 *grams for students attending tribal colleges and*
22 *universities; and*

23 “(D) *other activities consistent with the ac-*
24 *tivities described in paragraphs (1) through (4)*
25 *of subsection (b), as determined by the Director.*

1 “(3) *PARTNERSHIPS*.—A tribal college or univer-
 2 sity seeking a grant under this subsection, or a con-
 3 sortia thereof, may partner with an institution of
 4 higher education or nonprofit organization with dem-
 5 onstrated expertise in academic program development.

6 “(4) *COORDINATION*.—In carrying out this sub-
 7 section, the Director shall consult and cooperate with
 8 the programs and policies of other relevant Federal
 9 agencies to avoid duplication with and enhance the
 10 effectiveness of the program under this subsection.

11 “(5) *AUTHORIZATION OF APPROPRIATIONS*.—
 12 There are authorized to be appropriated to the Direc-
 13 tor of the Foundation \$2,000,000 in each of fiscal
 14 years 2020 through 2024 to carry out this sub-
 15 section.”.

16 (b) *EVALUATION*.—

17 (1) *IN GENERAL*.—Not later than 2 years after
 18 the date of enactment of this Act, the Director of the
 19 National Science Foundation shall evaluate the grant
 20 program authorized under section 525 of the America
 21 *COMPETES* Reauthorization Act of 2010 (42 U.S.C.
 22 1862p–13), as amended.

23 (2) *REQUIREMENTS*.—In conducting the evalua-
 24 tion under paragraph (1), the Director of the Na-
 25 tional Science Foundation shall, as practicable—

1 (A) use a common set of benchmarks and
2 assessment tools to identify best practices and
3 materials developed or demonstrated by the re-
4 search conducted pursuant to grants programs
5 under section 525 of the America COMPETES
6 Reauthorization Act of 2010 (42 U.S.C. 1862p-
7 13);

8 (B) include an assessment of the effective-
9 ness of such grant programs in expanding access
10 to high quality STEM education, research, and
11 outreach at tribal colleges and universities, as
12 applicable;

13 (C) assess the number of students who par-
14 ticipated in such grant programs; and

15 (D) assess the percentage of students par-
16 ticipating in such grant programs who success-
17 fully complete their education programs.

18 (3) *REPORT.*—Not later than 180 days after the
19 date on which the evaluation under paragraph (1) is
20 completed, the Director of the National Science Foun-
21 dation shall submit to Congress and make available
22 to the public, a report on the results of the evaluation,
23 including any recommendations for legislative action
24 that could optimize the effectiveness of the grant pro-
25 gram authorized under section 525 of the America

1 *COMPETES Reauthorization Act of 2010, as amend-*
2 *ed by subsection (a).*

3 **SEC. 11. REPORT TO CONGRESS.**

4 *Not later than 4 years after the date of enactment of*
5 *this Act, the Director shall submit a report to Congress that*
6 *includes—*

7 *(1) a description and evaluation of the status*
8 *and usage of policies implemented pursuant to section*
9 *3 at all Federal science agencies, including any rec-*
10 *ommendations for revising or expanding such poli-*
11 *cies;*

12 *(2) with respect to efforts to minimize the effects*
13 *of implicit bias in the review of extramural and in-*
14 *tramural Federal research grants under section 5—*

15 *(A) what steps all Federal science agencies*
16 *have taken to implement policies and practices*
17 *to minimize such effects;*

18 *(B) a description of any significant updates*
19 *to the policies for review of Federal research*
20 *grants required under such section; and*

21 *(C) any evidence of the impact of such poli-*
22 *cies on the review or awarding of Federal re-*
23 *search grants; and*

24 *(3) a description and evaluation of the status of*
25 *institution of higher education and Federal labora-*

1 *tory policies and practices required under section*
 2 *7(a), including any recommendations for revising or*
 3 *expanding such policies.*

4 **SEC. 12. MERIT REVIEW.**

5 *Nothing in this Act shall be construed as altering any*
 6 *intellectual or broader impacts criteria at Federal science*
 7 *agencies for evaluating grant applications.*

8 **SEC. 13. DEFINITIONS.**

9 *In this Act:*

10 (1) *DIRECTOR.*—*The term “Director” means the*
 11 *Director of the Office of Science and Technology Pol-*
 12 *icy.*

13 (2) *FEDERAL LABORATORY.*—*The term “Federal*
 14 *laboratory” has the meaning given such term in sec-*
 15 *tion 4 of the Stevenson-Wydler Technology Innovation*
 16 *Act of 1980 (15 U.S.C. 3703).*

17 (3) *FEDERAL SCIENCE AGENCY.*—*The term “Fed-*
 18 *eral science agency” means any Federal agency with*
 19 *at least \$100,000,000 in research and development ex-*
 20 *penditures in fiscal year 2018.*

21 (4) *INSTITUTION OF HIGHER EDUCATION.*—*The*
 22 *term “institution of higher education” has the mean-*
 23 *ing given such term in section 101(a) of the Higher*
 24 *Education Act of 1965 (20 U.S.C. 1001(a)).*

1 (5) *INTERAGENCY WORKING GROUP ON INCLU-*
2 *SION IN STEM.*—*The term “interagency working*
3 *group on inclusion in STEM” means the interagency*
4 *working group established by section 308 of the Amer-*
5 *ican Innovation and Competitiveness Act (42 U.S.C.*
6 *6626).*

7 (6) *STEM.*—*The term “STEM” means science,*
8 *technology, engineering, and mathematics, including*
9 *computer science.*

Union Calendar No. 142

116TH CONGRESS
1ST Session

H. R. 2528

[Report No. 116-184]

A BILL

To direct the Director of the Office of Science and Technology Policy to carry out programs and activities to ensure that Federal science agencies and institutions of higher education receiving Federal research and development funding are fully engaging their entire talent pool, and for other purposes.

JULY 30, 2019

Reported with an amendment, committed to the Committee of the Whole House on the State of the Union, and ordered to be printed