Advancing Diversity, Equity, and Inclusion in Academic Health Centers

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Goal

The goal of this intermediate level webinar is to provide participants with the knowledge to affect whole-system change around diversity, equity, and inclusion (DEI) in their academic health centers.
Learning Objectives

• identify key concepts in whole-system change around diversity, equity, and inclusion;

• identify strategies to bring about whole-system change around diversity, equity, and inclusion in academic health centers; and

• apply the content to the development of contextually-relevant whole-system change around diversity, equity, and inclusion in their settings.
Agenda

- Introduction
- Importance of understanding context and developing a coordinated DEI plan
- What is whole-system change?
- DEI whole-system change strategies
- Discuss applications
About Me
Ecological Theory
Programs for Women

- Search Committee Diversity Practices
- Mentoring System
- Committee Selection Processes

- Childcare
- Tracking
- Spousal Hiring
- Mentoring
- Communication
- Networking

- Search and Promotion Committee Constitution and Process

- Policy

- Academic Community
  - National Professional Development Programs

- Institutional
  - Training in Skills and Career Development Support
  - Training in Unconscious Bias

- Interpersonal

- Individual

(Carr, Gunn, Raj, Kaplan, Freund, 2017)
Diversity

Includes the broad range of cultural attributes, experiences, and characteristics that makes us uniquely who we are:

- race, gender, cultural heritage, sexual orientation, physical/mental ability, age, gender identity, national origin, social class, religion, political affiliation, etc.
Inclusion

At Yale, inclusion means creating a work environment where each person has the opportunity to participate fully to achieve the mission of the University and is valued for their distinctive skills and capabilities.

https://your.yale.edu/community/diversity-inclusion
DIVERSITY IS BEING INVITED TO THE PARTY. INCLUSION IS BEING ASKED TO DANCE.
Equity

The creation of opportunities for historically underrepresented groups (staff, faculty, and trainees) to have equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership roles in all spheres.
Equity
Dr. Paid Less: An Old Title Still Fits Female Physicians

file:///C:/Users/cac72/Downloads/ioi160052.pdf
Yale School of Medicine
Active Learners
Yale Medical Residents And Fellows Draft 'Bill of Rights' To Improve Training Programs

Highlights

- Representation: Series Event Review Committees, System Quality Committee
- Resident/Fellow Senate Q&A Council
- Trainee-focused lecture series
- Quality “Boot Camp” – tonight!
- Newsletter
- Department of Surgery Quality Curriculum
- GME Quality and Safety Conference, 2nd Annual

DOCTORS ARE HUMANS TOO. #DO NO
<table>
<thead>
<tr>
<th>Gender</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
<th>Total</th>
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<td>66 (28%)</td>
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### Department of Psychiatry Full Professors: Gender by Race/Ethnicity (2019-20)

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<tr>
<th>Gender</th>
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<td></td>
<td>White</td>
<td>30 (67%)</td>
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<td>1 (2%)</td>
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<tr>
<td></td>
<td>Native American</td>
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<td>Total</td>
<td>32 (64%)</td>
<td>18 (36%)</td>
<td>50</td>
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## Department of Psychiatry Ladder-track Faculty: Race/Ethnicity by Rank (2019-20)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
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</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>79 (66%)</td>
<td>46 (70%)</td>
<td>45 (90%)</td>
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<tr>
<td>Asian</td>
<td>17 (14%)</td>
<td>9 (14%)</td>
<td>4 (8%)</td>
<td>30 (13%)</td>
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<tr>
<td>Black or African American</td>
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<td>7 (11%)</td>
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<td>Hispanic</td>
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<td>2 (3%)</td>
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<td>1 (2%)</td>
<td>0 (0%)</td>
<td>1 (.4%)</td>
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<tr>
<td>missing</td>
<td>12 (10%)</td>
<td>1 (2%)</td>
<td>0 (0%)</td>
<td>13 (6%)</td>
</tr>
<tr>
<td>Total</td>
<td>119 (51%)</td>
<td>66 (28%)</td>
<td>50 (21%)</td>
<td>235</td>
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Psychology Section Ladder-track Faculty: Gender by Rank (2019-20)

<table>
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<tr>
<th>Gender</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7 (32%)</td>
<td>16 (46%)</td>
<td>10 (56%)</td>
<td>33 (44%)</td>
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<tr>
<td>Female</td>
<td>15 (68%)</td>
<td>19 (54%)</td>
<td>8 (44%)</td>
<td>42 (56%)</td>
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<tr>
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<td>22 (29%)</td>
<td>35 (47%)</td>
<td>18 (24%)</td>
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Chairman’s Ad Hoc Diversity Task Force

– To characterize the state of the department (Do we work against and respond forcefully to harassment? Do we welcome and promote diversity? Are we a mutually supportive culture?)

– To make recommendations about how we could improve our culture of support and diversity, and...

– To consider what metrics we might use and what data we might collect to inform our understanding of our Departmental culture and to shape recommendations for the future.
Webform Findings

- **Themes identified:**
  - reactions to the diversity task force and its charge;
  - lack of women in leadership roles or senior roles in the department;
  - experiences of sexual harassment/gender discrimination/microaggressions;
  - concern about gender pay disparity;
  - lack of opportunities for leadership/growth for all people in the department;
  - lack of “family friendly’ policies with a gender differential impact; and
  - lack of racial and ethnic diversity at all levels in the department
Gender Microaggressions

“...repeated sexist comments...clearly reinforce the unequal status of women in our department and the perception that women are less capable than men in spite of equal training and experience.”

“I also have noticed that as a female I have been interrupted more in casual conversation by males in the department. I have also experienced micro-aggressions from well-meaning colleagues regarding my ethnic background.”

"I feel like the atmosphere for women here is not particularly supportive. A concrete example: the all white male portraits in the conference room at 300 George. Representing accurately our history - but are we still valorizing our lack of diversity through time? Without reflection on the impact that those representations have on people of color and women who are trainees in that conference room, the message inadvertently is - these are the kinds of people who succeeded here, and who we value. Does that convey the message of inclusivity and welcoming of diversity? And how does that impact our retention rate of trainees to new faculty?”
Whole-System Change

- Creating an environment capable of producing and sustaining change

- Organizational transformation
  - Target the entire system
  - Concentrate on the deeply ingrained patterns and norms that allow such events to occur rather than specific incidents

- Focus on the patterns and structures that link and cause harmful behavior (incivilities to harassment/discrimination)

https://www.aacu.org/diversitydemocracy/2018/winter/golom
Whole-System Change

- Yale Doctoral Internship in Clinical & Community Psychology
- Department of Psychiatry
- Yale School of Medicine
Doctoral Internship in Clinical & Community Psychology

- **Diversity, Equity, and Inclusion Plan**
  - Purpose
  - Guiding Philosophy
  - Administrative structure of the program
  - Fellow recruitment
  - Faculty recruitment and retention
  - Faculty development
  - Concentration on Culture and Diversity
  - Parental leave
  - University, medical school, and department wide activities
Department of Psychiatry
Diversity, Equity, and Inclusion Logic Model

- Diversity Committee
- Addressing and managing harmful behavior
- Representations in public spaces
Diversity Committee

• Priorities 2019-20
  – Develop mission, goals, and objectives
  – Refine the departmental DEI logic model
  – Analyze diversity climate survey
  – Curate art installation project
  – Include DEI in A & P guidelines
  – Develop guidelines for respectful behavior toward trainees
Bystander Intervention: Addressing Harassment and Bias @ Work
Restorative Practices in Academic Medicine

- Tier III: Support and reentry
- Tier II: Respond to conflict and harm
- Tier I: Build and strengthen relationships
- Circles of support and accountability
- Restorative conferences
- Community-building circles
Representations in Public Spaces
Representations in Public Spaces
Representations in Public Spaces
Representations in Public Spaces
Representations in Public Spaces

Roadmap
- Basic process: Cue reactivity and CRAVING
- Craving predicts eating and drug use
  - Meta analyses of outcome data
- Neural mechanisms of craving
  - Meta analysis of neuroimaging data
- Regulation of Craving - ROC task
  - Cigarettes, food, cocaine, methamphetamine,
School of Medicine

- Representations in public spaces
- Chief diversity officer position
- Increased commitment for and establishment of new advisory groups
- Curriculum re-design
Representations in Public Spaces: The Impact of Portraits
Aperture: Portraits of Women Faculty in Medicine
Minority Organization for Retention and Expansion (MORE)
Committee on the Status of Women in Medicine (SWIM)

Raises awareness of issues relevant to women faculty at YSM, and advocates for women faculty with respect to these issues.

- Critical issues include:
  - “Climate" - building a supportive environment, both professional and social - for women at Yale
  - Increasing women in leadership roles
  - Recruitment and retention of female faculty members
  - Compensation equity
Committee on the Status of Women in Medicine (SWIM)

- Established Dean of Diversity and Inclusion (CDO) office - concept, job description, and candidate interviews.
- Established FAC (we wanted a Senate with power to impact important decisions).
- Increased Childcare options in collaboration w/ YSM.
- Improved online access to information on sexual harassment specific to YSM and YU.
- Increased women’s/URM representation on Governing board for Yale Medicine from 11% to 60%.
- Increased representation of women on search committees for department chairs from 10-15% to 50%. SWIM stopped the practice of the same individual members serving on these search committees.
- Held a Celebration and Reflection Symposium for 100 year anniversary of the first women accepted at YSM.
- Established quarterly meetings between SWIM and the Dean.
- Increased transparency around senior A&P committee.
- Four current or previous members of SWIM on search advisory committee for the new YSM dean.
- Changed YU policy: those convicted of sexual misconduct by the University Wide Committee may lose their Endowed Chair.
- SWIM has a new website and Facebook page as well as other social media.
Faculty Advisory Council (FAC)

- The purpose of the FAC is to provide a forum for a diverse group of representatives to bring new ideas and concerns from a broad range of faculty to the Dean’s office.

Subcommittees

- ARS Development and Promotion
- Clinical Educator Track
- Diversity and Inclusion
- Faculty Compensation
- Membership Committee
- Off-Site (VA, YNHH affiliates)
- Parental Leave
Child Rearing Leave Policy
Offices and Climate Committees

- **Offices**
  - Chief Diversity Officer
  - Office of Professional Standards

- **Climate committees (ad hoc)**
  - Academic Leadership
  - Faculty Engagement Committee
  - Clinician Well-being Committee
Housestaff Organizations

- Minority Housestaff Organization (MHO) works to create a supportive and fecund environment for minorities (medical residents, fellows, and other health care trainees) throughout the Yale New Haven Health System.

- Women’s Housestaff Organization (WHO) works to improve the well-being and advancement of women residents and fellows.
Curriculum Re-design

- Health Equity Content Thread
  - Develop a 4-year thread that covers content related to a critical understanding of the impact of social differences on the doctor-patient relationship and the impact of social structures on health and healthcare.
  - Identify and implement opportunities for educator development.
Applications
Questions?

Contact me: cindy.crusto@yale.edu