

Table 1. Logic Model to Enhance Diversity, Equity, and Inclusion (DEI) in an Academic Department of Psychiatry (Custo & Tebes, 2020)

| Problem & Objective | Inputs/Resources | Activities | Outputs | Outcomes |
|---|--|--|---|--|
| <p><u>Problem:</u> Racial and ethnic minorities, women, and other social identity groups are under-represented in medicine (URiM) are underrepresented in the department of psychiatry.</p> <p><u>Objective:</u> To enhance opportunities, resources, and outcomes in the department URiM groups and women.</p> | <p><u>Inputs/Resources</u></p> <ul style="list-style-type: none"> • DEI policies & procedures • Leadership • Faculty • Staff • Trainees • Alumni • Education, research programs, and clinical care programs • Affiliated Institutions • School of Medicine • Local, regional, & international partners | <p><u>Self-study/Self-Assessment/Surveillance</u></p> <ul style="list-style-type: none"> • Develop policies for reporting, monitoring non-Title IX harmful behavior • Conduct DEI climate assessment(s) <p><u>DEI Professional Development/Training/Education</u></p> <ul style="list-style-type: none"> • Train/educate all on DEI topics • Coordinate, conduct bystander training • Support Chief Residents for DEI (CRDEIs) <p><u>Diversity Committee</u></p> <ul style="list-style-type: none"> • Oversee departmental DEI strategic planning process • Undertake strategic activities • Representation from all affiliated institutions <p><u>Management of DEI-related Complaints and Harmful Behaviors</u></p> <ul style="list-style-type: none"> • Train/educate on complaint processes • Monitor DEI-related incidents (non-Title IX) • Develop policies to manage harmful behavior • Develop/implement continuum of evidence-based interventions for management of DEI incidents <p><u>Recruitment/Retention of URiM and Women Trainees, Faculty</u></p> <ul style="list-style-type: none"> • Develop DEI recruitment protocol • Provide academic/career support (e.g., mentoring, career development plans) | <p><u>Self-study/Self-Assessment/Surveillance</u></p> <ul style="list-style-type: none"> • Policies developed • Climate survey conducted every 2-3 years <p><u>DEI Professional Development/Training/Education</u></p> <ul style="list-style-type: none"> • #, type, # hours • # supervision sessions with CRDEIs • Training programs DEI plans <p><u>Diversity Committee</u></p> <ul style="list-style-type: none"> • # meetings held • Diverse representation across department <p><u>Management of DEI-related Complaints and Harmful Behaviors</u></p> <ul style="list-style-type: none"> • #, type, hours, provided • # complaints/incidents • # type of interventions developed <p><u>Recruitment/Retention of URiM and Women Trainees, Faculty</u></p> <ul style="list-style-type: none"> • #, type, amount recruitment resources • # of URiM and women faculty with support plans | <p><u>Self-study/Self-Assessment/Surveillance</u></p> <ul style="list-style-type: none"> • Decreased harmful behaviors reported • Increased sense of belonging, identity-affirming environment, community of safety and acceptance within 2-3 years <p><u>DEI Professional Development/Training/Education</u></p> <ul style="list-style-type: none"> • Increased DEI educational opportunities • Increased capacity of CRDEIs work • Increased # URiM trainees • DEI integrated into training programs <p><u>Diversity Committee</u></p> <ul style="list-style-type: none"> • Increased opportunity for faculty, staff, trainee engagement <p><u>Management of DEI-related Complaints and Harmful Behaviors</u></p> <ul style="list-style-type: none"> • Increased knowledge of reporting process • Enhanced satisfaction with reporting process • Increased # interventions available to address harmful behavior • Increased sense of community and trust • Decreased organizational tolerance for organizational harassment <p><u>Recruitment/Retention of URiM and Women Trainees, Faculty</u></p> <ul style="list-style-type: none"> • Increased # URiM and women applicants and hires • Increased URiM, gender compensation equity |

Table 1. Logic Model to Enhance Diversity, Equity, and Inclusion (DEI) in an Academic Department of Psychiatry (Crusto & Tebes, 2020)

| Problem & Objective | Inputs/Resources | Activities | Outputs | Outcomes |
|---------------------|------------------|--|--|--|
| | | <ul style="list-style-type: none"> • Ensure parity in URiM, gender compensation <p><u>Appointments and Promotions (A&P) Process</u></p> <ul style="list-style-type: none"> • Develop DEI criteria for faculty A&P process <p><u>Address DEI-Related Community-level Tragedies & Events</u></p> <ul style="list-style-type: none"> • Develop management & response policies • Train leaders to address tragedies <p><u>DEI Communications</u></p> <ul style="list-style-type: none"> • Develop/revise DEI website, newsletter, social media [presence] <p><u>Representations in Departmental Public Spaces</u></p> <ul style="list-style-type: none"> • Develop policy for representations in public spaces, aligned with University, YSM • Curate thematic exhibitions in public spaces | <ul style="list-style-type: none"> • Track URiM, gender parity in compensation <p><u>Appointments and Promotions Process</u></p> <ul style="list-style-type: none"> • DEI criteria for A&P developed <p><u>Address DEI-Related Community-level Tragedies</u></p> <ul style="list-style-type: none"> • Policy developed • #, type, focus of support provided • # trainings on addressing tragedies <p><u>DEI Communications</u></p> <ul style="list-style-type: none"> • DEI website updated, # hits • Newsletter developed, disseminated <p><u>Representations in Departmental Public Spaces</u></p> <ul style="list-style-type: none"> • Policy developed, aligned, disseminated • Public spaces exhibitions curated | <ul style="list-style-type: none"> • Increased retention of URiM and women • Decreased URiM, gender disparity among faculty <p><u>Appointments and Promotions Process</u></p> <ul style="list-style-type: none"> • Increased buy-in for inclusion of DEI criteria <p><u>Address DEI-Related Community-level Tragedies</u></p> <ul style="list-style-type: none"> • Increased faculty, staff, trainee satisfaction with departmental response • Increased ability of leaders to address tragedies <p>¹<u>DEI Communications</u></p> <ul style="list-style-type: none"> • Increased community-wide awareness of DEI activities • Increased website hits, social media presence <p><u>Representations in Departmental Public Spaces</u></p> <ul style="list-style-type: none"> • Increased funding for installations • Increased positive responses to representations in public spaces • Increased sense of belonging |

Caption

The logic model shown in Table 1 seeks to enhance diversity, equity, and inclusion in an academic department of psychiatry; it includes an overall Problem statement and Objective, followed by descriptions of key logic model components: Inputs (resources), Activities (strategies and actions to bring about the desired changes), Outputs (deliverables), and Outcomes (desired changes as a result of the Activities).

¹ A more detailed version of the logic model that includes specific tasks and associated outputs and outcomes is available by contacting the corresponding author