A Vision for Diversity and Inclusion at UAMS

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Who Does the Work?

• CDA Staff
  – Bill Bauknight – Director of Student Diversity Affairs, SNMA Advisor
  – Patricia Johnson – Program Manager
  – Helen Haynes – Administrative Specialist
  – Otis Tyler – Assistant Dean, COP; SNPhA advisors
  – Vivian Flowers – Director of Recruitment for Diversity
  – Pat Edgerson – Program Director, Summer Enrichment Programs
  – Nancy Dockter – Diversity Process Coordinator
  – Nicholas Pettus – Project Coordinator, Summer Enrichment Programs
  – Michael Preston – Minority Faculty Development Caucus
  – Kim Blann – Summer Science Discovery Program
  – Betholyn Gentry – UALR – Audiology/Speech Path
  – Loretta Alexander – COPH – Health Policy/Management
  – Hosea Long – Human Resources
  – Odette Woods – Human Resources
  – Sylvia (Carmelita) Smith – Human Resources
  – The Chancellor’s Diversity Committee
  – The Chancellor’s Minority Recruitment and Retention Committee (CMRRC)
  – Tom Kelly – Chair of the CMRRC
Diversity

The richness of human difference; encompasses socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability, age, and individual aspects such as personality, learning styles, and life experiences.
What is Diversity?

- **Compositional** – numerical and proportional representation of students, faculty and staff from different racial and ethnic backgrounds.

- **Diversity of Interaction** – individuals gain exposure to alternative views and ideas by interacting with people different from themselves.

- **Institutional Diversity** – activities and events that address issues of diversity – ethnic courses, structured dialogue, cultural competence workshops.
“While the law imposes certain restraints on institutional policies and practices, many of the most persistent barriers to faculty and staff diversity are instead matters of institutional tradition, stubborn resistance to any reexamination of notions of merit in the academic context, individual attitudes and assumptions, and lack of exposure to (and experience with) diversity in many forms.”
What is the Overall Institutional Aim?

• Create a culture that takes into account multiple human issues – “the social good”
  – Diversity and Inclusion
  – Access to Equitable Quality Health Care
  – Women's Health Issues
  – LGBTQ Health and Health Care
  – Access to Education
  – Support and Inclusion of Individuals with Disabilities.
Inclusion

The core element for successfully achieving and sustaining diversity.

A sense of belonging, feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work. (Miller and Katz, 2002)
Campus Climate and Communication

A campus environment that values and welcomes diversity and is supported by broad collaboration and a free exchange of ideas and information.
Patient Care

Patient care that is culturally appropriate and of the same high quality for all individuals, regardless of race/ethnicity, age, gender, sexual orientation, income, disability, language, religion, culture, or national origin.
Recruitment & Retention

A diverse student body, staff and faculty that enable UAMS to achieve diversity goals and serve as an institutional role model.
Education & Training

Students, faculty and staff are prepared as professionals to work in an increasingly diverse world.
Research

UAMS researchers representative of general population demographics. UAMS is a leader in research in health and health care disparities.
Human Resources

Leadership, management and talent development that foster inclusion and fully utilize diversity in all aspects of the UAMS mission.
Institutional Data

Patient, student and employee data readily accessible for purposes pertaining to institutional diversity goals, quality assurance in patient care, education and training, and recruitment and retention.
Community Engagement

Community involvement that advances diversity, health equity and cultural competence in all aspects of the UAMS mission.
Diversity and Inclusion: Goals and Progress
Campus Climate & Communications

Vision

A campus environment that values diversity and is supported by collaboration and exchange of ideas and information

5-year goals

- UAMS is recognized national leader and institution where diversity and inclusion are valued
- Implementation of faculty, staff and student surveys on perceptions, beliefs, attitudes and experiences around diversity and inclusion

1-year goals

- Launch of diversity e-newsletter *Diversitas*. Quarterly publication – now celebrating its 1st year.
- Initiation of lecture series on diversity and cultural competency
- First in a series of lectures to start in October. Dr. Harvey Makadon, Fenway Institute. LGBTQ health and health disparities. Second seminar tentatively scheduled for December or January.
- Annual progress reports to the Chancellor and Cabinet. October
Patient Care

Vision

Patient care that is culturally appropriate and of the same high quality for all individuals, regardless of individual or group differences

5-year goals

- Baseline assessment of UAMS’ compliance with mandates for care of diverse populations
- Long-range plan to ensure health care equity and strengthen cultural competence at UAMS
- IT capacity to support quality improvement efforts
  - Efforts are underway so that performance indicator data is reported by race/ethnicity (Press-Ganey, Core Measures)
Patient Care, cont’d.

1-year goals

- Multi-disciplinary team in place to assess current processes to ensure health equity and cultural competence.

  - The CDA is playing an integral role in the development and implementation of the 12th Street Health and Wellness Center. Multidisciplinary approach involving COP, CHP, COM (Student National Medical Association – SNMA). Focus is on Service Learning.

  - Engagement with the Harmony Health Clinic. Focus is on social determinants of health in support of COM student led initiative to link patients with social services.
Recruitment & Retention

Vision

Diverse student body, staff and faculty that enable UAMS to achieve diversity goals and serve as an institutional role model.

5-year goals

• 20 percent increase in underrepresented minority (URM) faculty
• 20 percent increase in URM students
• Reduced faculty attrition by strengthening mentoring program
• Analysis of faculty salaries, promotion, tenure and attrition by race/ethnicity, gender
  – Chancellor’s Minority Recruitment & Retention Committee (CMRRC) recommendations to improve URM student and faculty recruitment and retention.
  – Minority Faculty Development Caucus.
Recruitment & Retention

1-year goals

- Launch of data base for all student recruitment activities (ALL colleges).
  - Tracking system using the AHEC Statewide Database System. 2013.
  - Student Information System (SIS).
- Report on barriers and recommendations to minority recruitment and retention.
  - Strengthen Academic Enrichment Programs
  - Targeted recruitment efforts to regional historically black colleges and universities (HBCU) and minority serving institutions (MSI).
  - Re-establish pre-matriculation programs.
  - Increase student support services (tutoring, wellness, mentoring, reading and writing skills).
- Formalize partnerships with AHECs.
  - MASH programs. 5 sites. Student tracking system.
- Quarterly and annual reporting —
  - October.
Education and training that prepares faculty, staff, students and employees as professionals in an increasingly diverse world

5-year goals

• Evidence-based curricular improvements in place that address cultural competence, health/health care disparities and social determinants of health, as well as mechanisms for monitoring effectiveness
  ✓ LGBT Health Alliance
  ✓ Collaboration to develop training resources, improve work climate
  ✓ Diversity and cultural competency training for faculty, fellows, residents, students.

• Service learning and other approaches that provide a “holistic” approach to patient care
1-year goals

• Service learning and other approaches that provide a “holistic” approach to patient care. Part of the 12th Street Health and Wellness Center and the Harmony Health Clinic.

• Multi-disciplinary team to develop strategies for improvement. Part of the 12th Street Health and Wellness Center and the Harmony Health Clinic.

• Establishment of a multi-disciplinary Social Determinants of Health Working Group – to explore role of academic health center in addressing macro-level factors affecting health.
Research

UAMS researchers are representative of state population demographics. UAMS is a leader in research into health and health care inequities.

Vision

• 20 percent increase in underrepresented minority (URM) PhD, MD/PhD’s, post doc and faculty

5-year goals

• Strengthened partnerships with local colleges (targeting HBCUs) through bridging grants and minority supplemental grants to junior faculty
1-year goals

- 20 percent increase in underrepresented minority (URM) PhD, MD/PhD’s, post doc and faculty. (Although this is a five year goal through an NIH grant we have been able to double - 6.1% to 12.2% - the number of URM’s enrolled in the Graduate School).

- Strengthened partnerships with local colleges (targeting HBCUs) through bridging grants and minority supplemental grants to junior faculty. UAPB, Philander Smith and Jackson State are all part of NIH funded Programs.

- Increased institutional and external funding (through T, R, K and U awards) to support URMs in biomedical research. In the process of submitting a U54 – targeting URM Graduate and Post Docs. Will submit in October.
Human Resources

Leadership, talent development, and management that foster inclusion and utilize diversity in all aspects of the UAMS mission. Diversity and inclusion is not just an academic endeavor but a campus wide initiative that will include the entire campus community.

Vision

5-year goals

• Education/training series for UAMS leadership on inclusion and diversity as it relates to success of an academic health center.
  – Expand diversity training to include faculty in ALL colleges. Currently targets new employees. Will also add a cultural competence training component.

• Education/training for UAMS managers on how to be leaders that maximize the utilization of diversity of employees.
• Strategic plan to address HR issues pertaining to diversity, inclusion and talent development at an academic health center.

  – CMRRC is addressing faculty hiring practices – now departmentalized. Identify barriers to minority faculty recruitment and retention. Diversity in advertising, on search committees, and targeted hiring. “Grow Your Own” – students, residents, fellow, post docs, and faculty.
Institutional Data

Vision

Patient, student and employee data readily accessible for purposes pertaining to institutional diversity goals and quality assurance in patient care, education and training, and recruitment and retention.

5-year goals

• Development of consolidated patient data and IT infrastructure that continues to protect the privacy of our patients while providing analytics for population-based activities relating to improving health and healthcare

1-year goals

• Through the statewide database system and in conjunction with AHEC develop a student data base and tracking system for ALL colleges.

– Due to be functional January 2013.
Community Engagement

Vision

*Community involvement that advances diversity, health equity and cultural competency in all aspects of the UAMS mission*

1-year goals

• Development of community advisory board and partnerships with communities, universities, community-based organizations for purposes of education, service, and research. *Initially part of the Promise Neighborhood and 12th Street Research Corridor Initiative. Both now on hold.*

• Develop “community homes” through a multidisciplinary approach – experiential education through community generated service learning projects. *Taking place at the 12th Street Health and Wellness Center.*