

FY2018 Diversity Strategic Plan Template



D&I Metrics for AY 2018

1. Designate a Diversity and Inclusion leader (D&I) including defining effort/support and establishing organizational structure to support/enhance efforts (in partnership with SOM Office of Diversity & Inclusion – ODI)
2. Complete a consultation with the Chief Diversity Officer/ODI designees (in collaboration with new D&I leaders) - review feedback on FY17 diversity metric submission and explore best practice strategies to advance inclusive excellence
3. Champion participation in AAMC Diversity Engagement Survey and provide preliminary insights into areas of strength and opportunities for improvement.

Center/Department/Institute	Neurology		
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1. Introduction

Under the leadership of the Chair and with the support of the Neurology School of Medicine Inclusion representatives, the Department of Neurology continues its efforts to improve demographic diversity for traditionally underrepresented groups while also addressing inclusivity concerns elicited by focus groups done in the 2017-2018 academic year.

2. Designate a Departmental Diversity & Inclusion (D&I) Leader

Dr. Kenyon Railey joined the Department of Neurology as Director of Diversity & Inclusion in July of 2016. Dr. Andrew Spector assumed the role of Director of Diversity & Inclusion for the Department effective July 2018. See Appendix A for position description at end of this document.

3. Consultation with CDO/ODI Designees to review feedback on FY17 metric & explore strategies to advance inclusive excellence

Date of Consultation: June 28, 2018

Discussants Present: Richard O'Brien, Kenyon Railey, Judy Seidenstein, Andrew Spector

The Diversity and Engagement Survey results were reviewed. It was noted that while Neurology scored lower than the all-school average, the gap was very small and the meaning of this was unclear. It was established that the all-school average is not necessarily the goal to which the department should aspire. However, there were many themes that came out of the survey in both quantitative and qualitative results that can be used to help establish priorities for the coming year.

Goals for the year were discussed with the Department Chair, Dr. Rich O'Brien. These goals included an investigation of the work culture differences between Neurology's two hospital-based clinics (1L and Morreene Road) leading to a high turnover rate of non-physician employees in 1L but not Morreene Road Clinic. Additionally, the goal of establishing

FY2018 Diversity Strategic Plan Template



policies to improve identification of top candidates for departmental leadership positions and establishing a term of service for each position to improve the possibility for turnover in leadership positions.

We also reviewed gender and race differences in how physicians are addressed and introduced; for example, the importance of using the title “Doctor” when referring to female and minority colleagues. Ms. Seidenstein updated the group on the progress of the toolkit being designed to help departments recruit faculty from groups typically under-represented in medicine.

Finally, we reviewed the impending transition in the Neurology Diversity and Inclusion directorship from Dr. Railey to Dr. Spector.

4. Champion participation in AAMC Diversity Engagement Survey and provide preliminary insights into areas of strength and opportunities for improvement.

Message sent by Chair on 1/31/18 to entire Department with link to survey. 58 members of the Department participated in the survey. Analysis of the DES data reveals that the Department of Neurology scored below the all school average for the majority of all DES inclusion factors and custom themes. Areas where survey participants showed the highest levels of disagreement/dissatisfaction

1. Cultural Competence: diversity being managed well
2. Climate for Identity Groups
3. Voice in Important Matters
4. Having a strong sense of belonging in the SOM
5. Equitable Reward & Recognition
6. Trust in the institution

An area of concern previously identified and supported by the DES findings involved the environment of inclusion for women within the Department. Men had more positive perceptions regarding access to opportunity and encouragement. The experience of respect and civility was significantly lower for women compared to men in Neurology. Women had neutral to low perceptions of equitable recognition, i.e. men felt more positive about their recognition. And women consistently overall had negative perceptions of the climate as well as having a voice in important matters. Finally, the perception that diversity and discrimination are managed well and harassment is not tolerated was lower for women compared to men.

Regarding race and ethnicity, analysis of the DES data revealed that underrepresented minority (URM) respondents felt neutral in the areas of respect, civility, cultural competency, equitable recognition, reward and leaders modeling diversity & inclusion conversations. URM respondents had overall negative perceptions regarding access to opportunities, diversity being managed well, and the overall climate for minorities in the Department.

Another area worth mentioning is that the staff reported somewhat lower perceptions for experiencing respect, culture of civility, and leaders treating people with respect. The items related to having a voice in important matters and access to opportunity and encouragement was lowest for staff compared to other positions within the Department.

FY2018 Diversity Strategic Plan Template



5. Moving Forward

For the 2017-2018 Academic Year, The diversity Strategic Plan Report suggested a framework for the Department of Neurology utilizing 4 key concepts:

- A. Learning: Work to identify and institute educational initiatives for faculty, staff, and learners regarding diversity, cultural competency, bias, and inclusion while also studying the current environment in the Department based upon quantitative and qualitative data.
- B. Leverage: Find and utilize the most effective actions and opportunities to enhance diversity & inclusion in the Department, hospital, and School of Medicine community.
- C. Linkage: Connect and collate initiatives from the multiple divisions and institutes within the Department and the broader School of Medicine community.
- D. Leadership: Equip formal and informal leaders with the skills needed to live and model an organizational culture that celebrates diversity and builds inclusion

For the 2018-2019 Academic Year, we will continue to include these previously mentioned frameworks as a foundation for success and have created focused goals within three specific areas:

1. Improving and fostering transparency
2. Enhancing equity and awareness
3. Augmenting communication

1. Short Term Goals (1-6 months)

- ✓ Identify professional development opportunities in structural competency, cultural competency, bias, or healthcare disparities and provide financial support for interested faculty and staff who desire to attend trainings in these areas.
- ✓ Collect Departmental committee information to analyze Departmental organizational structure, inclusivity and equity of opportunity while simultaneously looking for opportunities to provide recognition/reward for service to the Department and School of Medicine
- ✓ Create an exit interview process to identify challenges related to climate as well as highlight opportunities for Departmental or Divisional level growth
- ✓ Pursue creative communications strategies to enhance awareness of Diversity & Inclusion committee work as well as share opportunities for personal and professional growth within and without the Department of Neurology
- ✓ Evaluate current communications and list serves within the Department to ensure accuracy of Department member data

2. Mid Term Goals (6-12 months)

- ✓ Increase number of grand rounds or educational topics that address disparities in care as well as diversity & inclusion related topics.
- ✓ Institute implicit bias training for faculty and staff involved in search processes

3. Long Term Goals (12 months & beyond)

FY2018 Diversity Strategic Plan Template



- ✓ Improve awareness at National Meetings of the importance of diversity and inclusion through a presentation or poster at a National Academy Meeting.
- ✓ Look for opportunities to increase disparities research profile among investigators in the Department.
- ✓ Improve recognition and reward notification process
- ✓ Create D & I website specific to Department of Neurology
- ✓ Analyze salary data regarding gender, race/ethnicity and rank
- ✓ Engage advanced practice provider (APP) group and faculty in discussions and plans to modify appointments for APPs and work towards faculty appointments

6. Conclusion/References

This section is optional, but feel free to include any concluding remarks or questions regarding your Department/Center/Institute's diversity & inclusion efforts.

The Department of Neurology has been collecting data from surveys and focus groups to identify areas of strength and weakness in the department. As noted above, many goals were selected for the upcoming year. We are fortunate to have the support of departmental leadership in pursuing these goals. Our current focus is on improving the inclusive environment of the department by improving transparency and communication between leadership and faculty/staff. Over time, we expect that an inclusive environment will also lead to a more diverse one as we create a work culture that supports all faculty, staff, and learners.

APPENDIX A

Department of Neurology Director of Diversity & Inclusion Position Description

Qualifications: Duke School of Medicine Faculty Member and appointed by chair

Position Description:

The Director of Diversity & Inclusion will serve at the discretion of the Departmental Chair to address issues of diversity, climate, and inclusion within the Department of Neurology for faculty, staff, and learners. Working with the Associate Director, this individual will serve as a liaison to the Duke Office of Diversity & Inclusion and the School of Medicine Inclusion Council in order to foster an environment of inclusive excellence that supports Departmental mission and values.

The Director of Diversity & Inclusion will work with Associate Director of Diversity & Inclusion, which will either be a faculty or staff member appointed by the Director of the Diversity & Inclusion with the direction of the Chair of the Department. This Associate Director will work collaboratively with the Director to advance an agenda that promotes diversity and inclusion.

Administration

- ✓ Attend Executive leadership meetings.
- ✓ Meet with the Associate Director of Diversity and Inclusion.

FY2018 Diversity Strategic Plan Template



- ✓ Interface with Chair of the Equity, Culture, and Career Development Committee meetings.
- ✓ Serve as a liaison to School of Medicine Inclusion Council.
- ✓ Establish interactions with other departments that have dedicated diversity roles to share best practices and collaborate.
- ✓ Disseminate information regarding broader School of Medicine initiatives in the diversity and inclusion sphere.
- ✓ Participate in creation of annual School of Medicine diversity metric report.
- ✓ Lead a Department Committee made up of multiple stakeholders.

Education

- ✓ Provide developmental and educational opportunities when appropriate in areas related to diversity and inclusion (including but not limited to cultural/structural competency, bias, racism, sexism, gender inequality, LGBTQ)

Data Collection

- ✓ Utilize relevant sources to conduct analyses of key Departmental demographics related to “race,” ethnicity, gender, rank and tenure status for faculty, trainees, and staff.
- ✓ Utilize relevant sources to provide national comparative demographic information related to “race,” ethnicity, gender, rank and tenure status in order to inform Department’s strategies.

Pipeline/Recruitment

- ✓ Engage leadership when appropriate regarding best practices for recruitment and retention as well as assist in creation of search committees and search committee processes.
- ✓ Liaise with residency program director and relevant GME personnel to assess residency recruitment and application process and identify/share best practices for inclusive application and ranking procedures.
- ✓ At the discretion of the Chair, perform exit interviews of faculty, staff, or trainees to identify workplace factors that may have contributed to attrition/turnover.

Retention/Climate

- ✓ When appropriate, evaluate salary equity related to certain demographic characteristics.
- ✓ When appropriate, conduct focus groups to capture perceptions of inclusion across different identity demographics gender/race/ethnicity/LGBTQ+/role/function etc.).