Nice (Alone) Is Not Enough - Thriving, Shining Your Light Strategies to Achieve
Mission Based Inclusive Excellence

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Where Discovery Creates Hope.

MEDICAL SCHOOL
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Intention-
Share Practical Steps To Achieve Mission Based Inclusive Excellences

Goals/Objectives

Goal:

Highlight practical strategies to promote inclusion in day-to-day work

Objectives:

By the end of the session, participants will be able to

- Delineate the limitations of relational harmony.
- Identify their personal relational power/influence and role it has within culture.
- Provide tips and strategies to disrupt the default and be intentional in actions
- Develop action steps that promote inclusion

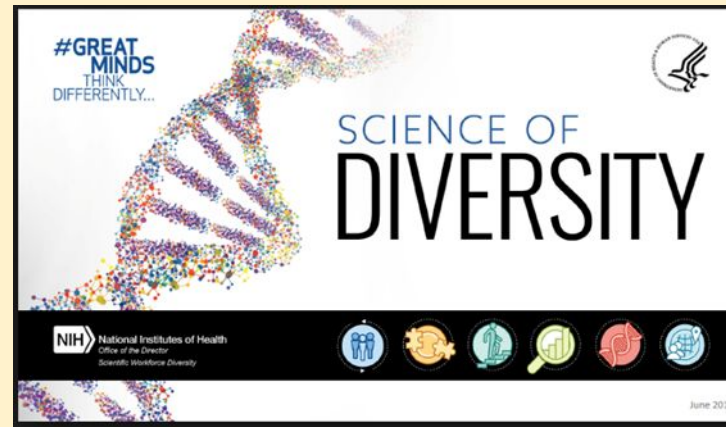I have no faculty conflicts with any aspect of this presentation

Overview

- How 'Getting Under the Hood" of Inclusion is an imperative
- Core Elements – You, Us, Leadership, Relationship, Environment, Communication and Courage
- Why We Need to Do This
- Becoming Intentional and Practicing Examples
- Do Three Things & Take Aways

DIVERSITY

EACH ONE OF YOU!!!!

Optimize your team's impact, learn more effectively and more efficiently and enhance your skills as a scientist and leader in innovation in a diverse society

DIVERSITY INCLUDES ALL OF US!!!

Office of Diversity, Equity & Inclusion

Equal versus Equitable

1. Equality: is giving people the same thing/s.

2. Equity: is fairness in every situation.

Here, it is assumed that everyone will benefit from the same supports. They are being treated EQUALLY

Here, all are given different supports to make it possible for them to have equal access to the game. They are being treated EQUITABLY
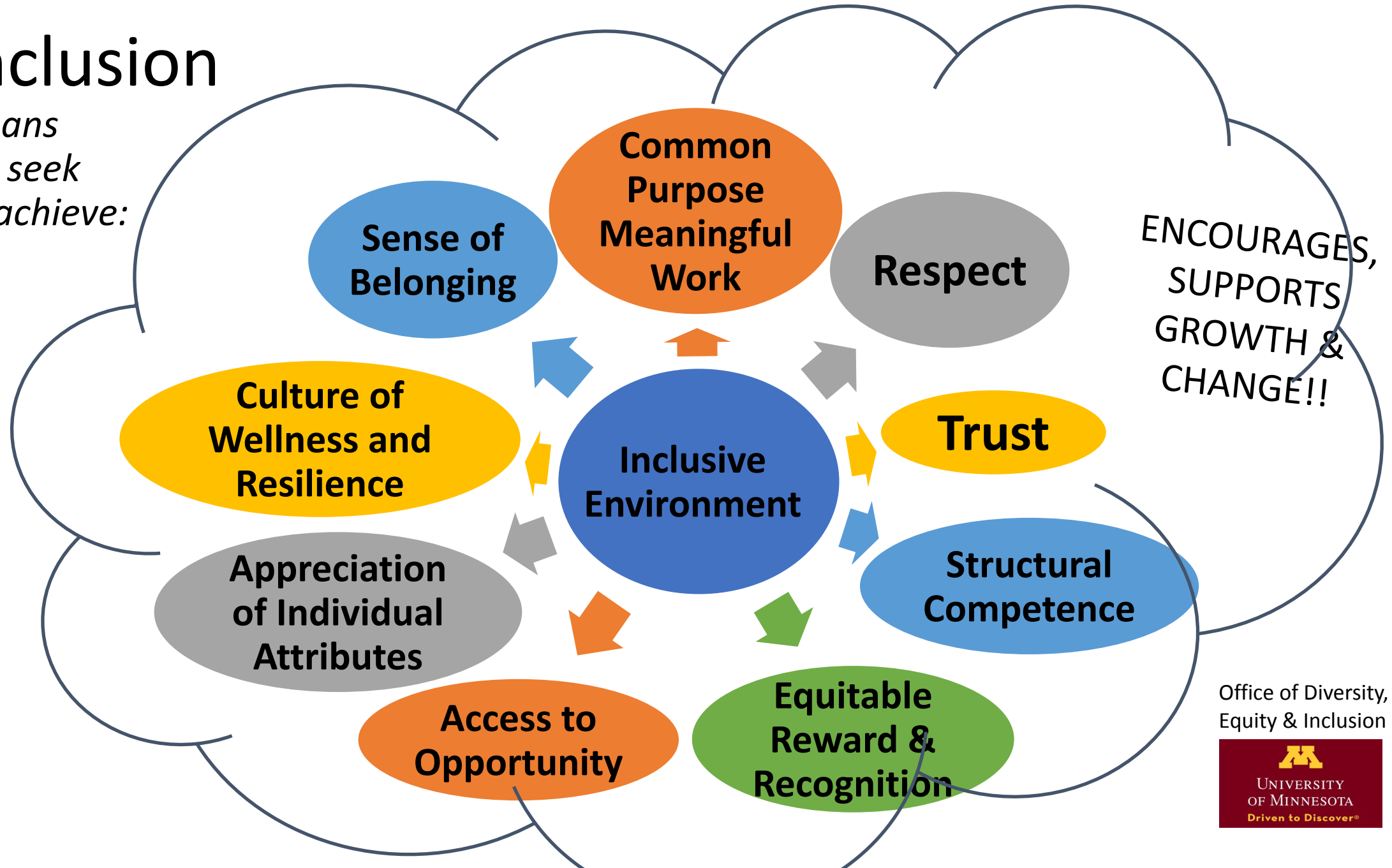
Here, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The SYSTEMIC BARRIER WAS REMOVED.

Success is More than a Jar of JellyBeans…

Inclusion

means we seek to achieve:

ENCOURAGES, SUPPORTS GROWTH & CHANGE!!

Sense of Belonging

Common Purpose Meaningful Work

Respect

Culture of Wellness and Resilience

Inclusive Environment

Trust

Appreciation of Individual Attributes

Structural Competence

Access to Opportunity

Equitable Reward & Recognition

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Why Is This Important?

Unsupportive work environments result in:

- Decreased productivity
- Less time spent at work
- Decreased quality of work done
- Work loss due to avoiding peers who are uncivil
- People noticing a decline in their performance and decline in their organizational commitment
- People taking their frustrations out on (patients, trainees, colleagues)
- Leaving a job

Supportive environments have:

- Greater productivity
- More and better quality of work and work product
- More work since not evading challenging folks
- Increased satisfaction in work performance and organizational commitment
- Fewer episodes of metaphorically 'kicking the dog'
- Retention

Team Composition Diversity Leads to More Ideas and More Productivity

ethnically diverse co-authors produce higher-quality science as measured by journal impact factor and number of citations (Freeman & Huang, 2014).

gender-heterogeneous teams were perceived as higher-quality in the peer-review process, and received 34 percent more citations (Campbell, Mehtani, Dozier, & Rinehart, 2013).

For Whom, The Culture May Not Work
A Minority Experience in the Academic Environment
### *Results of URM faculty R1 institutional survey*

- Academic environment - perceived hostile/unwelcoming work environment

- Mentoring - inadequacy, excessive demands

- Perceived racism and discrimination - interpersonal interactions and devalued research agenda

- Work-family-life integration - service demands; racial/cultural tax *'representing'*

- Physical/ mental health well being - sacrifice of family for work; impacts on health and wellness

Espino, Michelle M., and Ruth E. Zambrana. " How Do You Advance Here? How do You Survive?" An Exploration of Under-Represented Minority Faculty Perceptions of Mentoring Modalities." *The Review of Higher Education* 42.2 (2019): 457-484.

WHY IS THIS IMPORTANT – BECAUSE OF YOU!
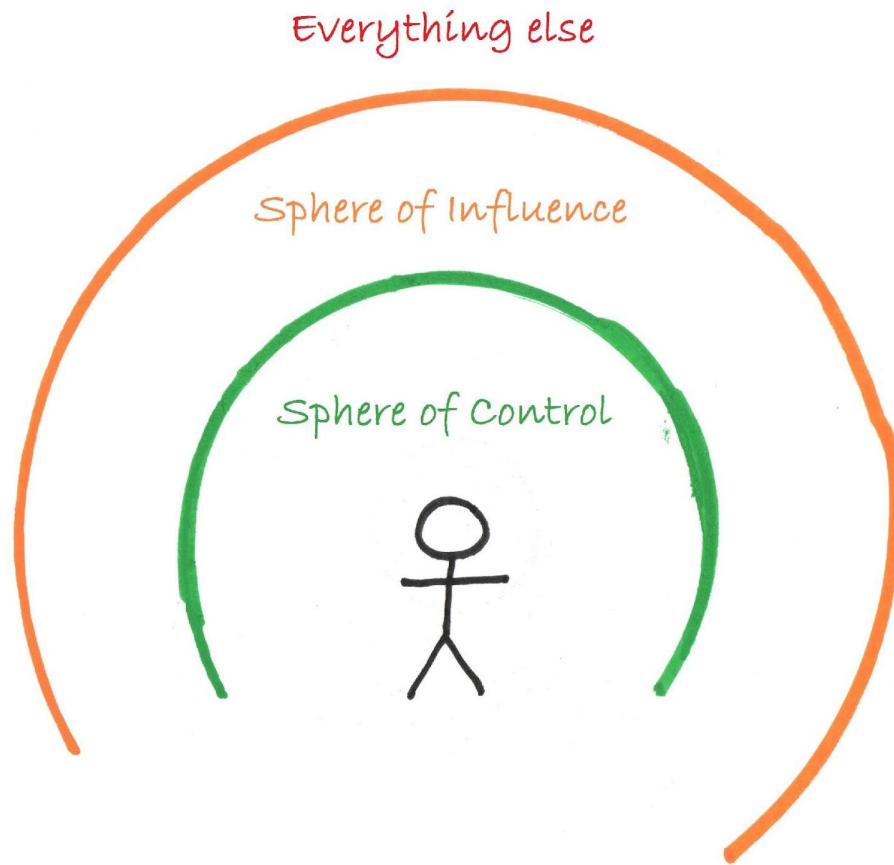
Culture, Climate and Environment are Learned Behaviors
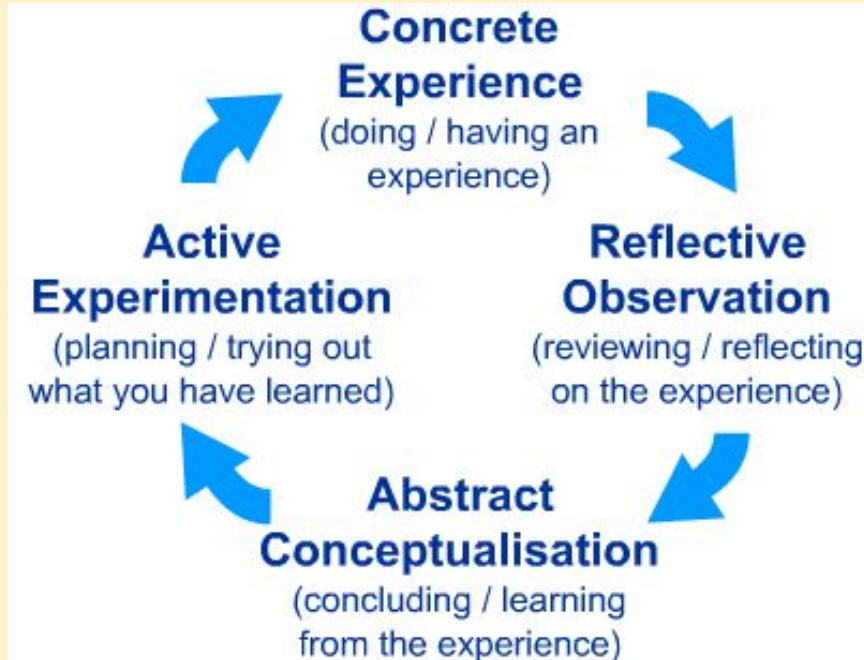
Totality of ideals, beliefs
All things learned to do, believe, value and enjoy

Figure 1. The simply irresistible organization®

What we have learned: Five elements drive engagement

Meaningful work	Hands-on management	Positive work environment	Growth opportunity	Trust in leadership
Autonomy	Clear, transparent goals	Flexible work environment	Training and support on the job	Mission and purpose
Select to fit	Coaching	Humanistic workplace	Facilitated talent mobility	Continuous investment in people
Small, empowered teams	Invest in management development	Culture of recognition	Self-directed, dynamic learning	Transparency and honesty
Time for slack	Modern performance management	Inclusive, diverse work environment	High-impact learning culture	Inspiration
A focus on simplicity				

Graphic: Deloitte University Press | DUPress.com

Ingredients And Process
To Inclusive Excellence
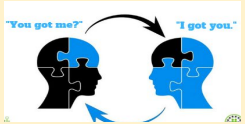
- **PEOPLE -** their talent, awareness, commitment to purpose and individual relational leadership.

- **INTERPERSONAL CONNECTIONS AND RELATIONSHIPS** that focus on positive change and support

- **SKILLS** - to practice and do things as you aspire them to be (vs how they are), communicate about them in open and positive ways

- **SAFETY AND COMFORT** - to practice, build relationships and impact

- **WORK CULTURE AND CLIMATE** - that reinforces open, direct conversations to support improvement, lauds wins (small and big), engages all, encourages growth, learning and change, makes room for others by changing status quo (not just adding a chair).

Efforts To Inclusive Excellence Similar to Educational Spaces and Practices

Gamechangers – Uncloaking the Invisible

The Gaps of "Nice"

Nice is / can be:

Relational Harmony neither promotes inclusion nor is generally equitable

- Polite
- Pleasant
- Helpful
- Emotionally reserved
- Avoidant of confrontation (promises no discomforts…)

- **Relational Harmony**-demands cultural conformity (not necessarily to 'your' culture, is not welcoming or appreciative of differences and expects others to 'go along to get along' – conform to dominant expectations and norms (even when not articulated in an forthright way).

A Sidebar About Privilege

Invisibility of privilege
Take the quiz (7+ high to 3 or less low)

❏ English is my first language
❏ One or both of my parents graduated from college
❏ I've never had to skip a meal for lack of food in the house
❏ I have no disabilities
❏ I grew up in a family with health insurance
❏ I've never been bullied on account of my gender, ethnicity, or sexual orientation
❏ I am a citizen of the United States
❏ I come from a supportive family environment
❏ I've never been questioned by the policy just because I looked suspicious
❏ I grew up with more than 50 books in my house

From The Power One: Leading with Civility, Candor and Courage, Natasha Bowman 2022

Factors That Impede Inclusion:
Dominant Culture Themes

- Myth of Meritocracy

- Promise of Never Being Uncomfortable

- Either/or

- Scarcity Headset

- Perfectionism
- Sense of Urgency
- Defensiveness
- Quantity Over Quality
- Worship of the Written Word
- Paternalism

- Either/Or Thinking
- Power Hoarding
- Fear of Open Conflict
- Individualism
- Progress is Bigger, More
- Objectivity
- Right to Comfort

Kenneth Jones and Tema Okun,
Dismantling Racism Workbook, 2001

THE 5 Dysfunctions OF A TEAM

INATTENTION TO Results

AVOIDANCE OF Accountability

LACK OF Commitment

FEAR OF Conflict

ABSENCE OF Trust
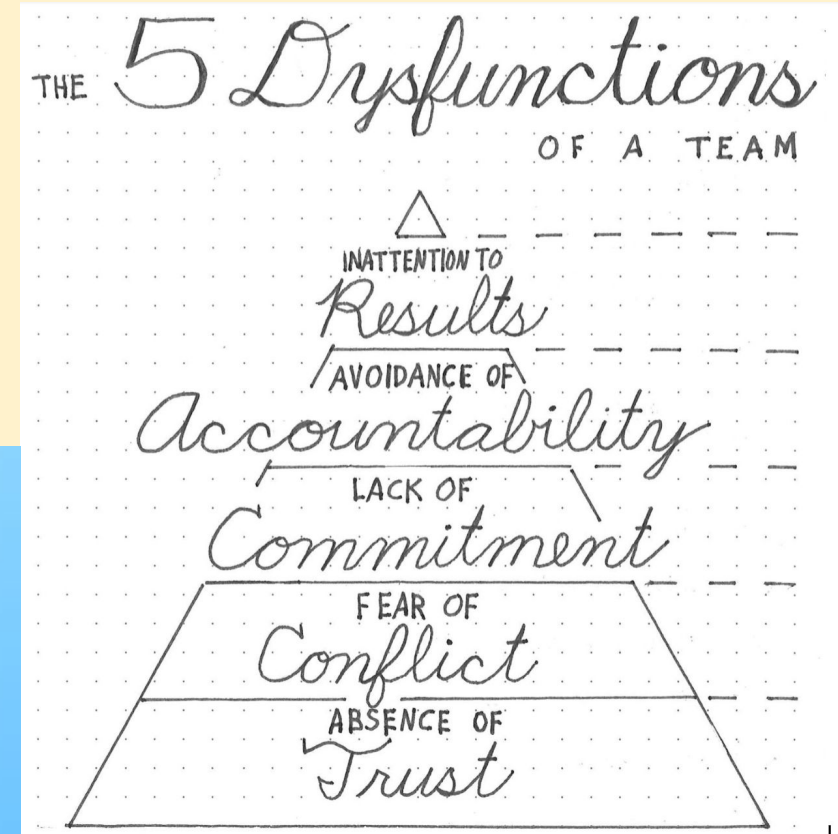
The Hidden Implicit Biases
That Feeds The Singular False Narratives
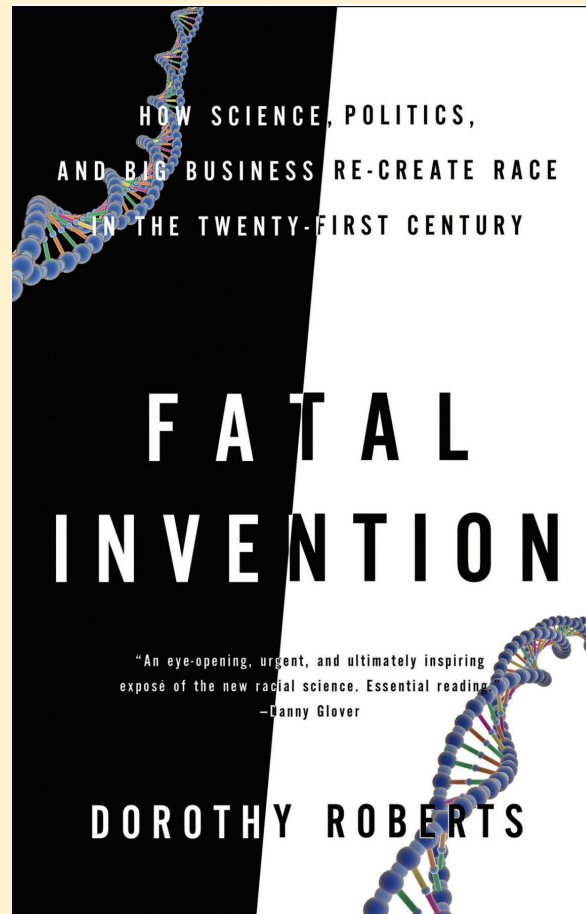
Dislodging from our Keystones
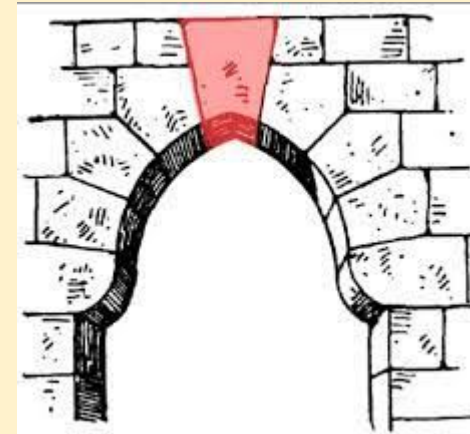
IF YOU ARE UNCOMFORTABLE WORKING THROUGH THIS YOU ARE PROBABLY APPROACHING IN THE MOST RESULTS-ORIENTED WAY!

Factors That Impede Inclusion:
Misattributions - Individual vs Context

- Success requires:
    1. PEOPLE - Talented people, their dedication & determination
    2. SPACE - An environment/context that supports their efforts.

- Often when things go sideways, what we often see as the default is a 'blame the victim' (PERSON)– when it is a system flaw (SYSTEM) that is happening
    - Examples: imposter syndrome; burnout

- *IF A PERSON IDENTIFIES A PROBLEM – ARE THEY AT RISK OF 'BECOMING THE PROBLEM'? OR ARE THEY SUPPORTED IN PROBLEM-SOLVING?*
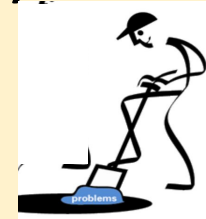
How Are Our Environments/Contexts?
In My Space Is There:

- Open invitations to be forthright, put forth different, divergent viewpoints?

- Transparent and regular Feedback Loops sharing information and supporting progress.

- Psychological Safety–support for taking risks, being forthright on losses (and wins). Knowing you have support to be creative and human!

OR

- A Groupthink that tacitly discourages forthright conversation and deflates creativity and success?

- A lack of transparency, "Who's in the know?" – ineffective Feedback Loops precluding progress?

- A lack of Safety - folks unlikely to take risks, ask for help or admit lack of knowledge and performance hindered.

Feedback loop – open transparent, provides needs and suggestions to improve, shares, supports and re-evaluates.

Khoo S. Academic mobbing: hidden health hazard at workplace. Malays Fam Physician. 2010 Aug 31;5(2):61-7. PMID: 25606190; PMCID: PMC4170397. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4170397/

Factors That Impede Inclusion:
Unsafe Spaces

Academic Mobbing –

- Physically nonviolent, sophisticated 'ganging up' behavior adopted by academicians

- Goal is to 'wear and tear' down a colleague down emotionally through unjustified accusations, humiliation, general harassment and emotional abuse.

- At risk – high achievers with good integrity and principles (often women, those underrepresented in medicine and science and 'disruptors').

- Literature shows that the best antidote to Academic Mobbing are Strong Positive Leaders.

Factors That Impede Inclusion:

The Trauma Triangle

RESCUER

PERPETRATOR ⟷ **VICTIM**
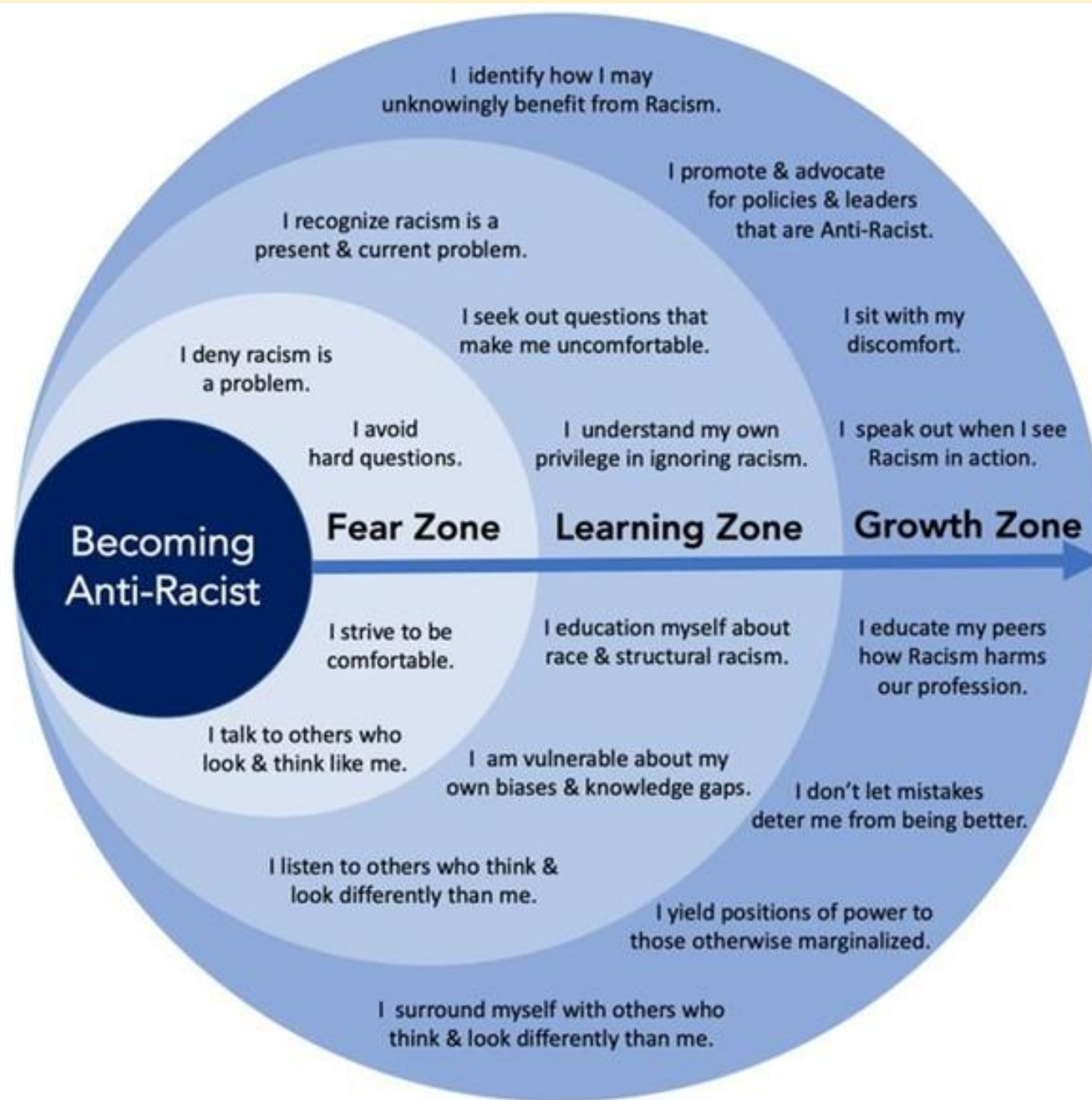
STAY OFF!!

Bloom, S.L. SELF: SAFETY; EMOTIONS; LOSS; FUTURE

Bloom, S. L. (1997) *Creating Sanctuary: Toward the Evolution of Sane Societies.* (1997). New York: Routledge.

Factors That Impede Inclusion:
Other Cultural Exclusionary Phenoma

- The Soft Bigotry of Low Expectations
- The (Withholding) of the Benefit of the Doubt
- The Withholding Of Information To Navigate New Spaces.

Becoming Anti-Racist

Fear Zone
- I deny racism is a problem.
- I avoid hard questions.
- I strive to be comfortable.
- I talk to others who look & think like me.

Learning Zone
- I recognize racism is a present & current problem.
- I seek out questions that make me uncomfortable.
- I understand my own privilege in ignoring racism.
- I education myself about race & structural racism.
- I am vulnerable about my own biases & knowledge gaps.
- I listen to others who think & look differently than me.

Growth Zone
- I identify how I may unknowingly benefit from Racism.
- I promote & advocate for policies & leaders that are Anti-Racist.
- I sit with my discomfort.
- I speak out when I see Racism in action.
- I educate my peers how Racism harms our profession.
- I don't let mistakes deter me from being better.
- I yield positions of power to those otherwise marginalized.
- I surround myself with others who think & look differently than me.

Continuum on Becoming an Anti-Racist, Multicultural Institution

MONOCULTURAL		MULTICULTURAL		ANTI-RACIST		ANTI-RACIST MULTICULTURAL

Racial and Cultural Differences Seen as Defects		Tolerant of Racial and Cultural Differences		Racial and Cultural Differences Seen as Assets	

1. Exclusive A Segregated Institution	2. Passive A "Club" Institution	3. Symbolic Change A Multicultural Institution	4. Identity Change An Anti-Racist Institution	5. Structural Change A Transforming Institution	6. Fully Inclusive A Transformed Institution in a Transformed Society
• Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos and Asian Americans • Intentionally and publicly enforces the racist status quo throughout institution • Institutionalization of racism includes formal policies and practices, teachings and decision-making on all levels • Usually has similar intentional policies and practices toward other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc.	• Tolerant of a limited number of People of Color with "proper" perspective and credentials • May still secretly limit or exclude People of Color in contradiction to public policies • Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings and decision-making on all levels of institutional life • Often declares, "We don't have a problem."	• Makes official policy pronouncements regarding multicultural diversity • Sees itself as "non-racist" institution with open doors to People of Color • Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff • Expanding view of diversity includes other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc. But . . . • "Not those who make waves" • Little or no contextual change in culture, policies and decision-making • Is still relatively unaware of continuing patterns of privilege, paternalism and control	• Growing understanding of racism as barrier to effective diversity • Develops analysis of systemic racism • Sponsors programs of anti-racism training • New consciousness of institutionalized white power and privilege • Develops intentional identity as an "anti-racist" institution • Begins to develop accountability to racially oppressed communities • Increasing commitment to dismantle racism and eliminate inherent white advantage But . . . • Institutional structures and culture that maintain white power and privilege still intact and relatively untouched	• Commits to process of intentional institutional restructuring, based on anti-racist analysis and identity • Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their worldview, culture and lifestyles • Implements structures, policies and practices with inclusive decision-making and other forms of power sharing on all levels of the institution's life and work • Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities • Anti-racist multicultural diversity becomes an institutionalized asset • Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments	• Future vision of an institution and wider community that has overcome systemic racism • Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices • Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles and interests • A sense of restored community and mutual caring • Allies with others in combating all forms of social oppression © By Crossroads Ministry. Adapted from original concept by Baily Jackson and Rita Hardiman, and further developed by Andrea Avazian and Ronice Branding.

What's the DO For Change ?

ACTIONS: *UNDERSTAND*ANALYZE*AUDIT*IMPLEMENTS*COMMITS*REDEFINES*REBUILDS

Learning and Growing Environment
Founding Principles

- GROUND RULES - Transparent, Mutually Acknowledged and Accepted

- RESPECT- as shown by speech, behavior and actions

- GRATITUDE AND GRACIOUSNESS - thanks & please, appreciation

- POSITIVITY - choose positivity over negativity

- TEAM-FIRST APPROACH - members look for opportunity to help in helpful ways

- EFFORT GIVEN TO OTHERS - Empathy (how is it walking in their shoes?); Sympathy (genuine compassion to those struggling)

- OWNERSHIP - own good AND bad; acknowledge ownership of losses and apologizes for mistakes

Modified from The Power One: Leading with Civility, Candor and Courage, Natasha Bowman 2022

Team Ground Rules

- Opening gatherings, this practice or tradition broadcasts 'how we work here together'
- It sets the tone and reminds
- It can be modified based upon group wishes
- Sample provided (later)

What Are Actions That Signal
We Have A Learning & Growth Environment?

- Engagement

- No-Gossip Zone

- Zero Tolerance for Misconduct

- Refutes Relational Harmony and Makes Room for Inclusivity and Change

- Has (or Creates) Safe Spaces for Mutually Constructive Disagreements and Debates on How to Improve and move Forward

Modified from The Power One: Leading with Civility, Candor and Courage, Natasha Bowman 2022

Shut Down or Reframe Gossip

"Did you hear about…?"

- **Interrupt before the 'news' -** "you know, I was worried that x might be having a hard time - is there something we can do to help them'

- **Unable to interrupt -** "Sorry to hear that they are having troubles. Do you think we should ask them if they need some help?"

- **Unable to interrupt -** "Well that's a shame. It rots when we have difficult patches/ challenges that derails us – right?"

Push Against Micro Aggressions

- Decredentialing (a Rochester story) – Dr Joe Smith and (female physician) "Julia".*

- Push against rationalizations of micro aggressions ("probably didn't mean it' 'did that really happen?" "it was probably a joke").

- (Said about a woman) "Well, she certainly just says what she thinks!"

- When has a man been described as "too emotional"?

- Your advocacy, credibility and ___ huge difference in our culture!

*Julia A. Files, Anita P. Mayer, Marcia G. Ko, Patricia Friedrich, Marjorie Jenkins, Michael J. Bryan, Suneela Vegunta, Christopher M. Wittich, Melissa A. Lyle, Ryan Melikian, Trevor Duston, Yu-Hui H. Chang, and Sharonne N. Hayes.Speaker Introductions at Internal Medicine Grand Rounds: Forms of Address Reveal Gender Bias.Journal of Women's Health.May 2017.413-419.http://doi.org/10.1089/jwh.2016.6044

Practical Activities in Learning and Growth Space

- RELATIONAL HARMONY AND INCLUSIVITY -
  - Refuses cultural conformity & advocates for space for difference and divergence.
  - Welcomes and invites learning about differences.
  - Strives to contribute to the feeling that each team member feels as if someone there 'has their back', belongs, is valued and included.
  - Invites stretching the norms/expectations from 'how we do it here' or 'how you should be to be here' to 'how all can we be here?'.

- A SAFE SPACE FOR DISAGREEMENT- honest discussions about safety and support for constructive dissent; consensus that our mission and purpose trumps 'winning the argument'; create spaces for honest, positive debates to together get better and move forward.

Modified from The Power One: Leading with Civility, Candor and Courage, Natasha Bowman 2022

Feedback

Specific, Modifiable Behavior Presented In A Way That Shares Your Confidence That They Can Achieve It.

Reinforcing feedback
- "something I really appreciate about you is your problem-solving"
- "I think you did a great job with x, it highlighted how good you are at y."

Redirecting feedback
- "I'd like to give you some feedback. Is now a good time?"
- "Can we talk about x – what do you think is going well and what, not so well? I'm really interested in your perspectives."

https://www.cultureamp.com/blog/employee-feedback-examples

NOT FEEDBACK

FEEDBACK

10 Principles for Effective Feedback

1 - Be specific

2 - Focus on observed behavior

3 - Keep it impersonal

4 - Link it to goals

5 - Prioritize

6 - Make it well-timed

7 - Ensure understanding

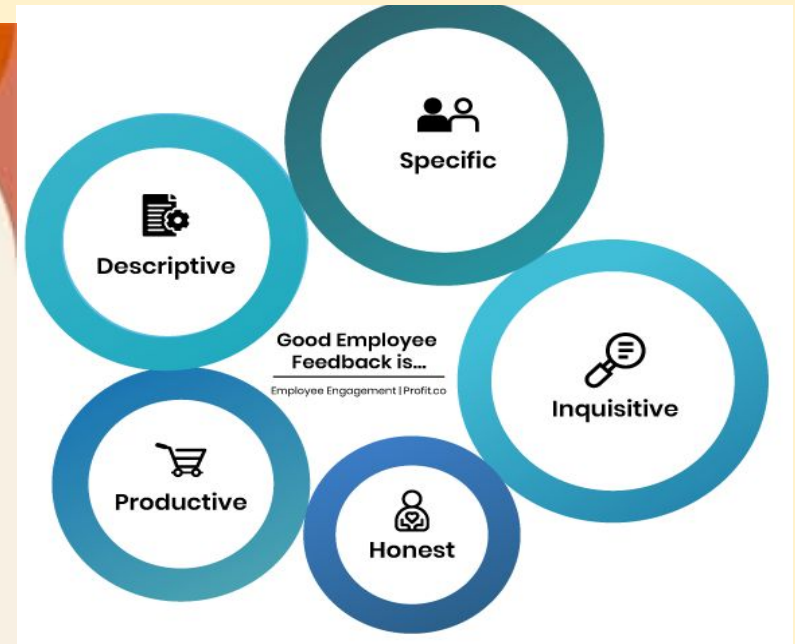8 - Make sure it is controllable
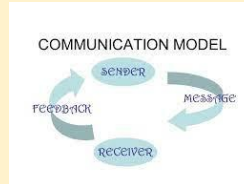
9 - Make it constructive

10 - Tailor it to the employee

Good Employee Feedback is...
Employee Engagement | Profit.co

- Specific
- Descriptive
- Inquisitive
- Productive
- Honest

We Set the Stage – What's Next?

Gamechanger - Forthright Communication and Processes

- TRUTH – are truthful; not buried by silence nor hidden by 'niceties' and euphemism.

- CLARITY – *Lack of clarity is actually unkind*. Clarity brings people together.

- OWNERSHIP OF THE WHOLE TRANSACTION – communication ownership is both what is literally said and how it lands on the recipient. Sender owns it all.

COMMUNICATION MODEL

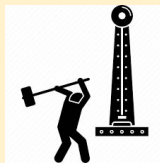- CORRECTION / PERFORMANCE/ACCOUNTABILITY – we collectively can't improve without transparent, constructive feedback. Knowing how to modify the behavior, and/or performance to improve is essential. Knowing where we all stand helps diagnose problems, tune up the organization and showcase the exemplars. Open and forthright conversations create avenues so people can 'be real', hold each other accountable and focus on collective success.

Is There Such A Thing As Too Much Forthrightness?
You Betcha – If It Not Skillfully, Supportive And Safely

- INSENSITIVITY - your way to share is *only one way*
  - How *else* might you say this? How might this feel if you received it (the way sent)? Did you focus on using 'you' or 'I'? Did you ask first rather than tell?

- HARASSMENT- forthright is not brutal, nor a message coming from anger. Repetitive angry messages usually land as harassment.

- MISUNDERSTANDING- straight shooting is not the same as good aim

- AMOUNT - Too much pressure and/or withdrawal- delivered poorly or too much can result in burden.A straightforward approach may be new to some - and requires orientation, framing and parsing to avoid withdrawal

Example of Reframing
You versus I messages

Quick Reframing Method
Sometimes, we need to reframe conversations, to allow others to see things from a different angle. The **Listen** – **Acknowledge** – **Reword** approach is a simple and effective way of doing this.

1. Listen   2. Acknowledge   3. Reword
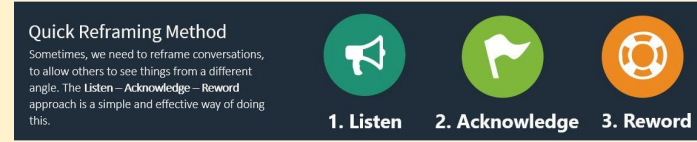
Your head is yours. Others are not. You can say how you feel and interpret things from your perspective. You don't really have a standing to say how others experience things – (remember, not your head..)

- Example
  - "You are upset" – I am equally likely to be wrong as right (not in your head)
  - "It feels to me that what I've said something that upset you, did I?" (I'm sharing how it lands on me and checking in)
- Example
  - "You don't know what you are doing!"
  - "I am frustrated that this problem keeps happening"

Same Message, Different Ways To Send

(Error Uncovered)

"What the ..? Who did this?	• Accusatory, potentially angry / reactive
"Did *you* mess up? This is not acceptable – get out of my sight"	•Single out someone – accusatory and jumping to conclusions
"This is not good. We have a problem. Can someone tell me what happened here"	•Identified and broadcast it is problem. Asked about what happened (tone delivery might make this less safe)

If first two choices are usual, it is likely there are SAFETY challenges in this space.

Forthright, Positive, Uplifting Communication (Candor)

- **Step I: Look Within**
  - Can't be honest with others until we are honest with ourselves
    - Am I 'ticked off today and in a bad mood (and kind of want to dump this on someone else?)" Am I really in need of validation and without it, will 'check out'? Am I annoyed that a teammate is getting all the goodies (praise) and I'm not?
  - It is ok to be human – we just need to practice checking in on our selves and avoid practicing self-delusion.

- **Step II: Evaluate My Skills**
  - Has someone role modeled open, positive feedback for me?
  - Can I: use "I" sentences?; send a message more than one way?
  - Am I comfortable 'putting it out there'?
  - How do I know if it lands the way I meant (or didn't)?
  - Am I comfortable checking in on that?
  - Am I as good at receiving as I am sending?

Step III: Evaluate the Integrity and Robustness of My Relationships

- Giving and getting constructive feedback is a way to care about each other -optimizes our skills and contributions – even if we'd just like to get praise.

- It is IMPOSSIBLE to
  - have a strong, resilient relationship that effectively problem solves and provides support – if you are walking on eggshells and relying on niceties. Genuine, real/authentic is needed.
  - get results you hope for, if information and/or instructions are unclear.

- Being constructive, clear and forthright –usually takes practice and time to get where you'd like to be!

- Gratitude, support and coaching of each others are always a good look!

In The Weeds Of Forthright Communication

- INTENTIONALITY
  - Start (and end) with positives.
  - Invite forthright communication "hey, let's get down to the real issues here – I'm interested in what you think about …"
  - Speak to **build up not tear down**, wound or vent frustrations.
  - Walk toward difficult conversations as opportunities for growth, for relationship development and for insight on how we can get things done together

- ACTIVELY SEEK CLARITY
  - Drop euphemisms and things that obsfucate – be clear in what you are saying. If you aren't sure you are clear – ASK!
    - "Hmm, I'm not sure I'm being as effective in telling you about this. Could you share with me what you heard? I'd like to make sure we are on the same page."
    - PS acronyms obsfucate…
  - Practice in advance and be succinct (but examples are important).

And More

- Surveil Emotional Impact (Theirs And Yours)
  - Keep calm and be forthright

  - If hairs get on fire – notice and analyze "Am I coming across unkind or unfair? Is how I am sharing this 'too hard' to hear for them?"
  - If my hair gets on fire – notice and analyze "what about this is pushing my buttons?"

- Be Bidirectional – be good at receiving feedback as you are sending.

examples
shutterstock.com · 1920727619

Forthright Communication Wins

- Noticing a curt tone in an email (which varies from usual) and sending a 'check in message' "Hi, how are you doing? We haven't connected in a while. Hope all is well. I'm here if it would be helpful to chat!"
- Clinical team
  - after a traumatic intervention, sets up a huddle to talk about how they felt and how they are doing.
  - at the end of a clinic/ procedure has a practice of a whole interdisciplinary team debrief (what went well, what didn't, things to do better next time) culminating with the leader thanking all for their contributions.
- Research team
  - sets aside post grant submission time to celebration getting the grant out and ideas to make it smoother the next time, Individuals contributing how others helped get it done and deserve credit. (culminating with leader thanking them and their hard work).

Misses but with Rebound?

Message sent to

- diverse appearing person - "Your English is great."
  - Response "I was born in Mankato"
  - Take Two: "sheesh, silly me – I regret my assumptions. So sorry. Clearly I need to take you out for a coffee and get to know you better!"

- person with an accent foreign to you -"Where are you from?"
  - Response: "Seattle, you?"
  - Take two: "OK, I'm originally from Duluth. My family (ancestrally) are from x. How about your family roots?"

Gamechanger Impact; Influence, Power and Relationships
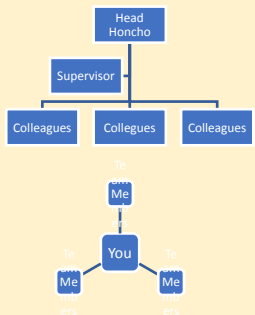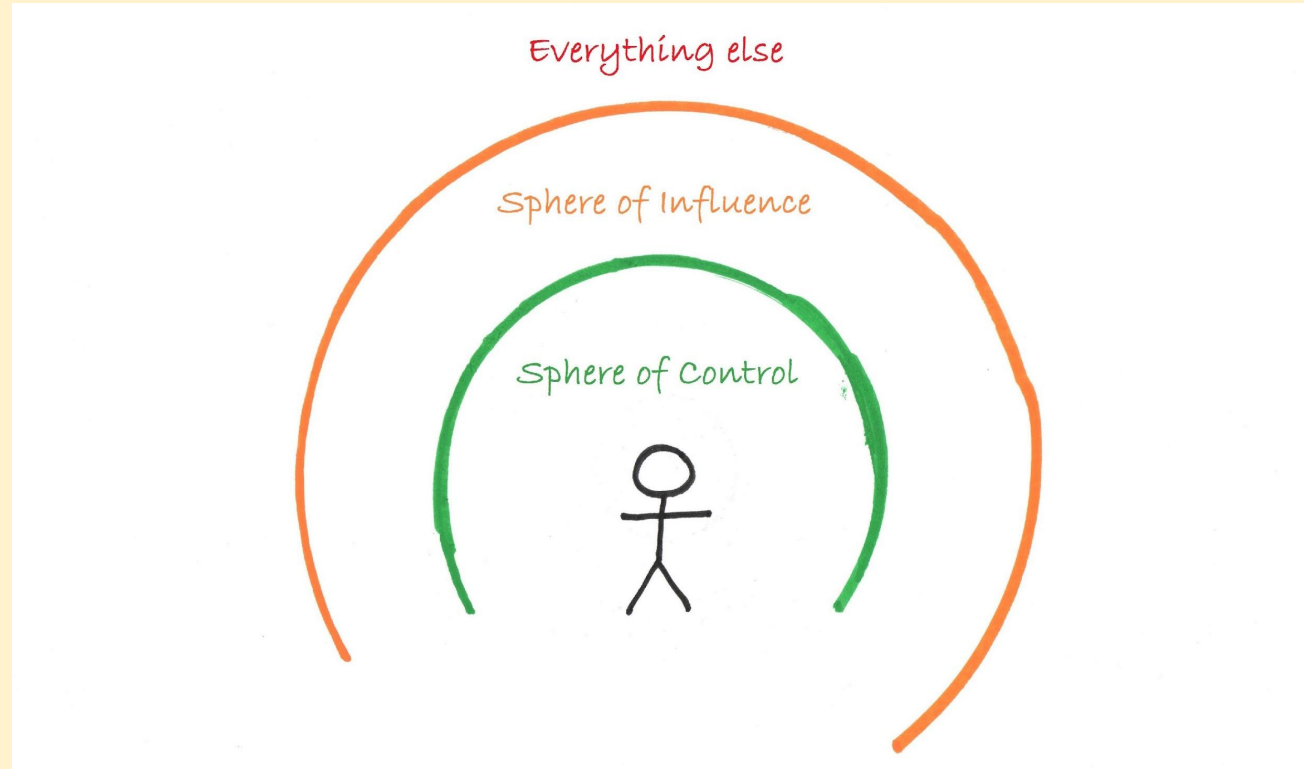
Positional power – associated with a role – boss, supervisor

Relational power – connectedness with others in the work

YOUR INFLUENCE IS INCREDIBLY IMPORTANT & ESSENTIAL FOR OUR COLLECTIVE SUCCESS!!

The Role of Awe & Hope in Our Mission(s)

From pDpD (try, fail, try, fail) to PDCA cycle

Adjust and Standardize — Act
Hypothesis — Plan
Grasp the Situation
Study/Reflect — Check
Try — Do
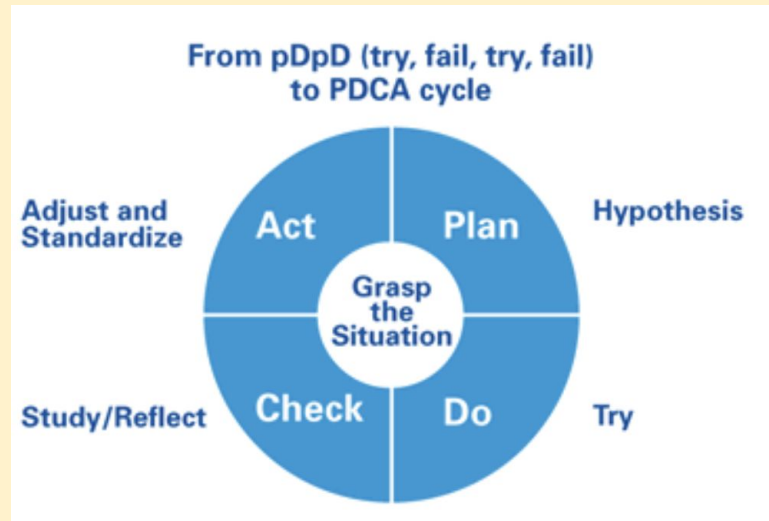
What is YOUR *Do*?

CONSIDER DOING SOMETHING DAILY.
PICK THREE THINGS - ANY AREA: CULTURE, CONNECTION, COMMUNICATION, COURAGE

Intentionality and (Disruptive?) Practice

Good intentions

Good but...informed, intentional actions matter more!!!

Continuum on Becoming an Anti-Racist, Multicultural Institution

What's the DO For Change ?

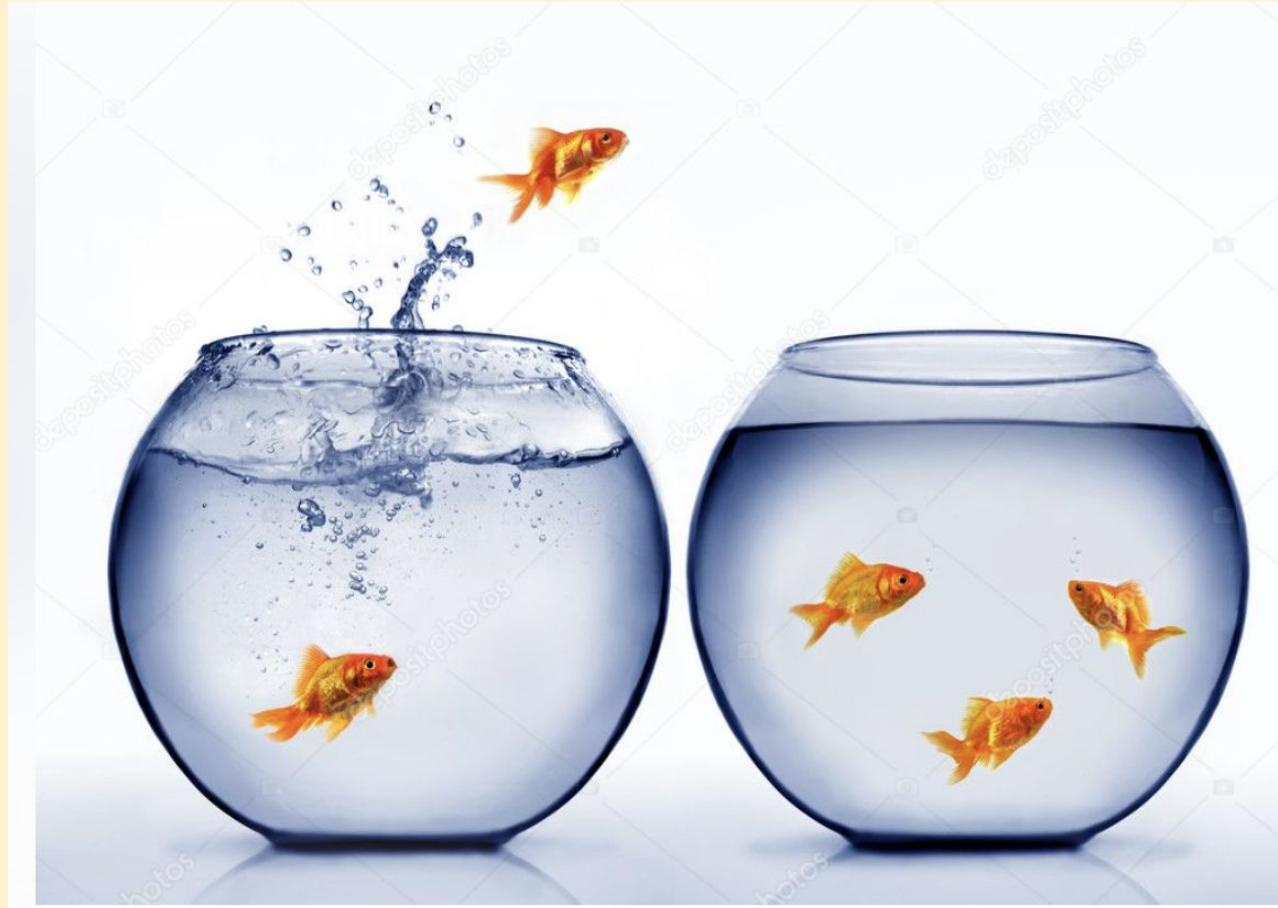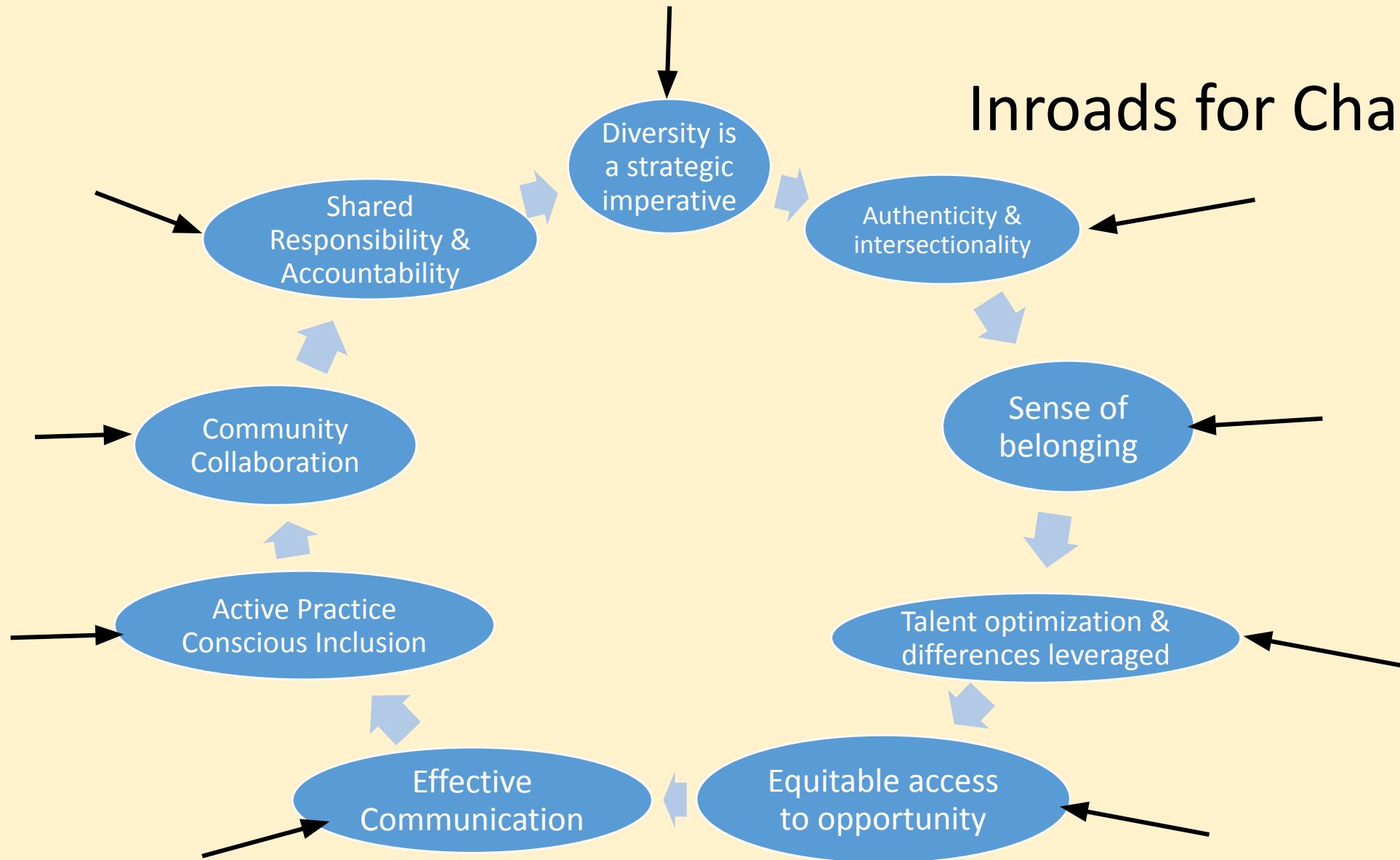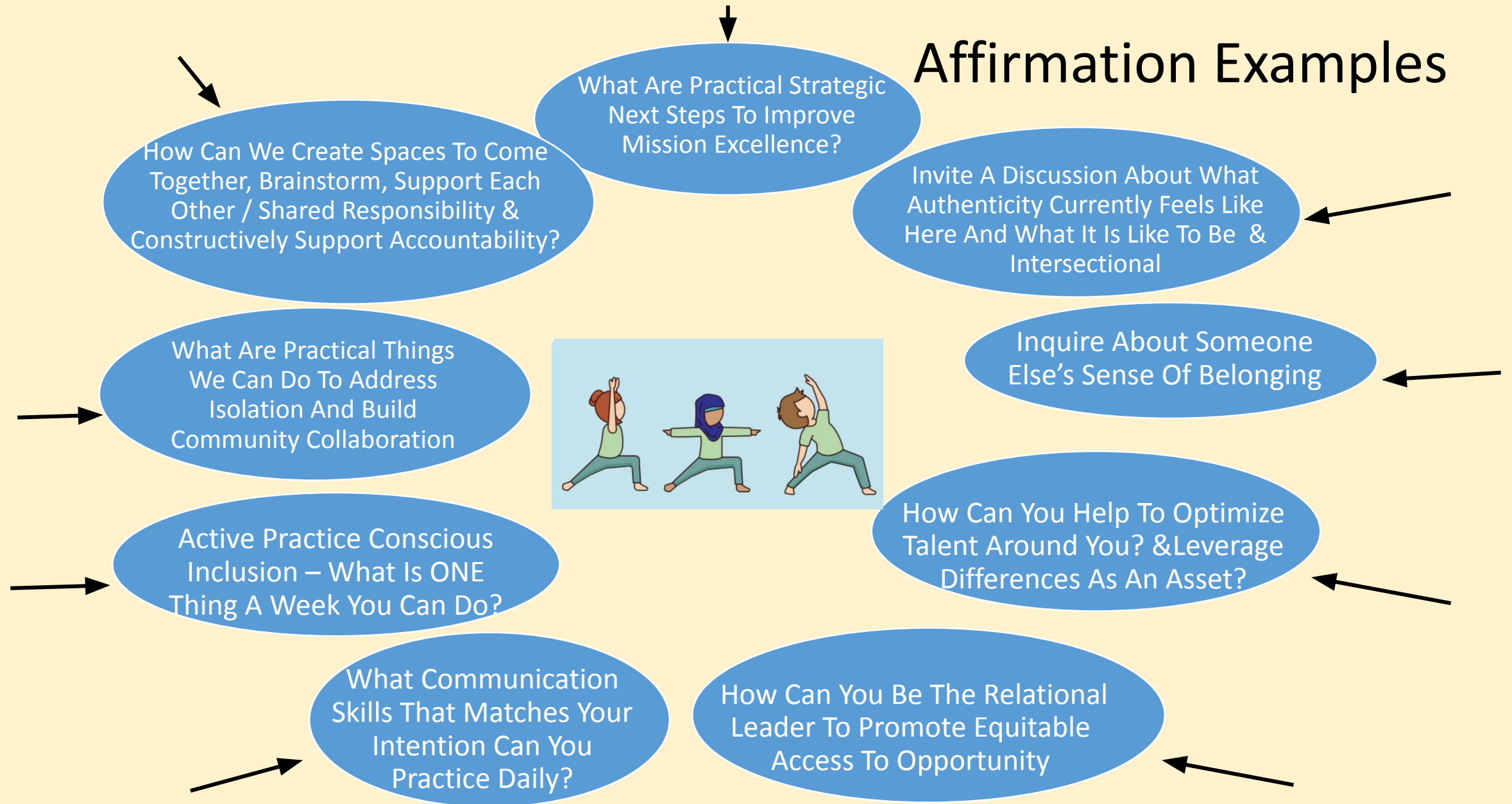| MONOCULTURAL →		MULTICULTURAL →		ANTI-RACIST →		ANTI-RACIST MULTICULTURAL
Racial and Cultural Differences Seen as Defects		**Tolerant of Racial and Cultural Differences**		**Racial and Cultural Differences Seen as Assets**		
1. Exclusive A Segregated Institution	**2. Passive** A "Club" Institution	**3. Symbolic Change** A Multicultural Institution	**4. Identity Change** An Anti-Racist Institution	**5. Structural Change** A Transforming Institution	**6. Fully Inclusive** A Transformed Institution in a Transformed Society	
• Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos and Asian Americans • Intentionally and publicly enforces the racist status quo throughout institution • Institutionalization of racism includes formal policies and practices, teachings and decision-making on all levels • Usually has similar intentional policies and practices toward other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc.	• Tolerant of a limited number of People of Color with "proper" perspective and credentials • May still secretly limit or exclude People of Color in contradiction to public policies • Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings and decision-making on all levels of institutional life • Often declares, "We don't have a problem."	• Makes official policy pronouncements regarding multicultural diversity • Sees itself as "non-racist" institution with open doors to People of Color • Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff • Expanding view of diversity includes other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc. But . . . • "Not those who make waves" • Little or no contextual change in culture, policies and decision-making • Is still relatively unaware of continuing patterns of privilege, paternalism and control	• Growing understanding of racism as barrier to effective diversity • Develops analysis of systemic racism • Sponsors programs of anti-racism training • New consciousness of institutionalized white power and privilege • Develops intentional identity as an "anti-racist" institution • Begins to develop accountability to racially oppressed communities • Increasing commitment to dismantle racism and eliminate inherent white advantage But . . . • Institutional structures and culture that maintain white power and privilege still intact and relatively untouched	• Commits to process of intentional institutional restructuring, based on anti-racist analysis and identity • Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their worldview, culture and lifestyles • Implements structures, policies and practices with inclusive decision-making and other forms of power sharing on all levels of the institution's life and work • Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities • Anti-racist multicultural diversity becomes an institutionalized asset • Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments	• Future vision of an institution and wider community that has overcome systemic racism • Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices • Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles and interests • A sense of restored community and mutual caring • Allies with others in combating all forms of social oppression © By Crossroads Ministry. Adapted from original concept by Baily Jackson and Rita Hardiman, and further developed by Andrea Avazian and Ronice Branding.	

ACTIONS: *UNDERSTANDING*ANALYSIS*AUDITS*IMPLEMENTS*COMMITS*REDEFINING*REBUILDING

Inroads for Change

Modified from AAMC Foundational Principles of Inclusive Excellence Acosta 2017

Affirmation Examples

What Are Practical Strategic Next Steps To Improve Mission Excellence?

How Can We Create Spaces To Come Together, Brainstorm, Support Each Other / Shared Responsibility & Constructively Support Accountability?

Invite A Discussion About What Authenticity Currently Feels Like Here And What It Is Like To Be & Intersectional

What Are Practical Things We Can Do To Address Isolation And Build Community Collaboration

Inquire About Someone Else's Sense Of Belonging

Active Practice Conscious Inclusion – What Is ONE Thing A Week You Can Do?

How Can You Help To Optimize Talent Around You? &Leverage Differences As An Asset?

What Communication Skills That Matches Your Intention Can You Practice Daily?

How Can You Be The Relational Leader To Promote Equitable Access To Opportunity

Modified from AAMC Foundational Principles of Inclusive Excellence Acosta 2017

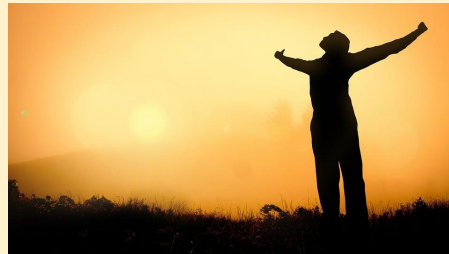# A Word about Courage (this takes practice!!!)

- Stand up and speak up. See something (a wrong done), say something

- Challenge the status quo.

- Share a struggle

- Accept uncertainty

- Ask others how they'd like support – and do it.

- Your commitment to have the courage to engage, spread your light, have an impact and unleash others is how we will achieve collective excellence.

Inclusive Role-Modeling

Enable and empower people to do what they are passionate about.

Diversity needs to be surveyed to understand what is important to your employees.

Leadership requires courage and courage requires challenging conversations.

Add value to your customers and organisation by leveraging the diversity of your teams thoughts, backgrounds, attributes and skills.

Start with simple things. Create empathy through celebration.

When people can be themselves at work you become a more attractive workforce and become a place that no-one else can replicate.

Diversity and inclusion requires board & senior executive commitment.

Diversity and inclusion is never over – it's a journey.

Action Steps for A Safe and Supporting Environment Checklist:
(Rate 5 if always to 0 as never and add up your score)

I:

❑ **Express Gratitude**
- Regularly (and in an unsolicited way) say please and thank you

❑ Focus on positive dialogue with my peers and frame feedback in positive, constructive ways

❑ Go out of my way to be helpful to others (even if it isn't easy to do that – requires extra effort)

❑ Don't participate in gossip and discourages /reframe it / shut it down

I:

❑ Work to treat others with respect by speaking well / enthusiastic of them in a forthright way

❑ Include coworkers in both work projects and social conversations even if I am uncomfortable with differences.

❑ Go out of my way to spend time (engage with, learn more, develop appreciation of) with people outside of my demographic.

❑ Own my mistakes and don't shift blame

34-40 Doing great, keep it up; 27-33 mostly there with some sliding; 20-26 occasionally ok but need to work on it; 13-19 you might qualify as an anti-safe person?; 0-12 oh boy please reach out for help!!

Modified from The Power One: Leading with Civility, Candor and Courage, Natasha Bowman 2022

Take Homes

- Kind and nice are great when done in the spirit of helpfulness, inclusion and togetherness.
- Daily Practice of Awe – Get 'Outside of Your Head' to Fill You Up.
  - Listen – even when difficult and/or uncomfortable and stay connected
  - Learn
    - unconscious bias,counter stereotyping, interrogating gender norms in interactions, micro affirming, addressing with social normed language microaggressions
- We are all human and do the best we can. We are not perfect and we do the best we can.
- Move from thinking about/aspiring do - in small daily acts of daily practice.
- Be the courageous leader you are and unleash your super hero self!!
- We co-create our environment - you're already creating a learning space, ask team-mates to highlight the 'good stuff' and ways to make it even better.

OFFICE OF DEI ORG CHART

Who's Here and What Is Available?

VICE DEAN

CTSI EQUITY OFFICER

EXEC ASSISTANT

SENIOR ADMIN

DEANS

- RESEARCH AND GENDER EQUITY
- PATHWAYS & PIPELINES
- EQUITY STRATEGY CHIEF
- NATIVE AMERICAN HEALTH

UNITS

- CAIMH
  - SALARY EQUITY REVIEW COMMITTEE
- CWIMS
  - POWELLS SCHOLAR
- CMAE/ OMAD
- COMMUNITY ENGAGEMENT
  - COVID CE & ADHERENCE
- PIPELINES & PATHWAYS
- RESEARCH
  - DIVERSITY & INCLUSION
  - MEMORY KEEPERS MDT
  - HE - PHDR/ HELM
- TECHNICAL SUPPORT AND CONSULTATION & ADVOCACY
- LEARNING & DEVELOPMENT DEI TRAINERS

PROGRAMS

- ECRA
- BA/MD & PIPELINES
- BGREAT
- STUDENT DIVERSITY AMBASSADORS
- DEI FACULTY RESEARCH SCHOLAR
- AIMS; BIPOC: ECRA FACULTY SCHOLAR GROUPS

METRICS /DASHBOARD

- DES
  IDI
  DICE
  MPACT
  2025

ENGAGEMENT

- FACULTY DEI COMMITTEE
- COMMUNITY

SADI

LIAISON SHIPS –
UMP FACULTY GROUP,
JOINT CLINICAL
ENTERPRISE, HOSPITAL
COMMUNITY HEALTH
ENGAGEMENT COUNCIL
DEPT DEI OFFICERS,
UNIT/INSTITUTE LEADS
STAKEHOLDER DEI
GROUP LEADS,
UNIVERSITY OED

DEI Diversity, Equity, Inclusion

AIMS – American Indians in Medicine and Science

CAIMH – Center for America Indians and Minority Health

OMAD – Medical Student Diversity

CWIMS – Center for Women in Medicine and Science

COVID CE – COVID Community Engagement Initiatives

ECRA – Early Career Research Award Scholars Program

BIPOC – Black, Indigenous and People of Color faculty scholar affinity groups (AAMS, LGBTQ coming soon)

BGREAT – Biomedical Graduate Research, Education & Training

Comments, Questions, Thoughts?

THANK YOU!

"Appreciation is a wonderful thing. It makes what is excellent in others belong to us as well."

-Voltaire

More Resources

Team Ground Rules

- We are all dedicated to excellence.
- We are clear about what here is safe, acceptable behavior and what is not.
- We own our wins and our losses, can speak of losses without fear of punishment, learns (from both) to identify ways to address in the future.
- We can speak freely without fear of reprisal or retribution.
- We all deserve to be heard.
- We work to listen first to understand, then speak
- We all deserve recognition of our hard work in mission (research, education, clinical care)
- We are allowed to be human, so our goal is to try, to be aware – not perfect. We strive to do the best we can.
- A safe and inclusive environment can be challenging and hard work – but we are up for it!
- We are all burdened by the legacy of inequities

What Are Actions That Signal We Have A Learning & Growth Environment?

- ENGAGEMENT –
  - Engaged spaces, people have fun – learn, grow, and contribute to impact (and are recognized doing so).
  - In uncivil spaces, people are automatons and phone it in, working in a 'default mode' that minimizes themselves and their contributions.

- NO-GOSSIP ZONE –
  - Respect for others and refrain from gossip.
  - "In a positive environment, gossip is more a betrayal than a hobby" (and civil folks don't want to hear it)

- ZERO TOLERANCE FOR MISCONDUCT – honor all members and refuse to give cover to bad acts (actors) because this is the right thing to do AND it promotes organizational health

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