

Understanding the DEI Chair/Lead Experience at UMN Medical College:

**A Mixed-Methods Approach to Identifying
Barriers to and Facilitators of DEI
Leadership Work**

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Project Overview:

DEI Lead/Chair Focus Groups [N=23]



Determine strengths of UMMS department DEI efforts



Identify opportunities to strengthen existing DEI framework at the UMMS



Discover themes that may further promote and support DEI at the UMMS



Presentation of results and recommendations to institutional leadership
CWIMS, ODEI and DEI Council

Structure

- Eligible Participants:
 - UMMS DEI Faculty Leads/Chairs
- Mixed-Methods
 - Survey (Pre-Focus Groups)
 - Focus Groups
 - June-July 2023
 - 3 Focus Groups
 - 23 participants



Key Stakeholder Engagement

UMMC Faculty

CWIMS

ODEI

DEI COUNCIL

The Survey

Survey Content: Strengths and Challenges



Identify domains you feel most knowledgeable with DEI work



Identify domains that you feel empowered/energized to make changes within your department



Identify domains that you feel resourced/supported to make impactful changes in your department

Focus Group Demographics [N=23]: Sociodemographic

67% Women

71% BIPOC

29% LGBTQ+

61% Academic

17% Clinician

22% Tenure

Assistant Professor - 63%

Associate Professor - 25%

Full Professor - 8%

Early Career - 42%

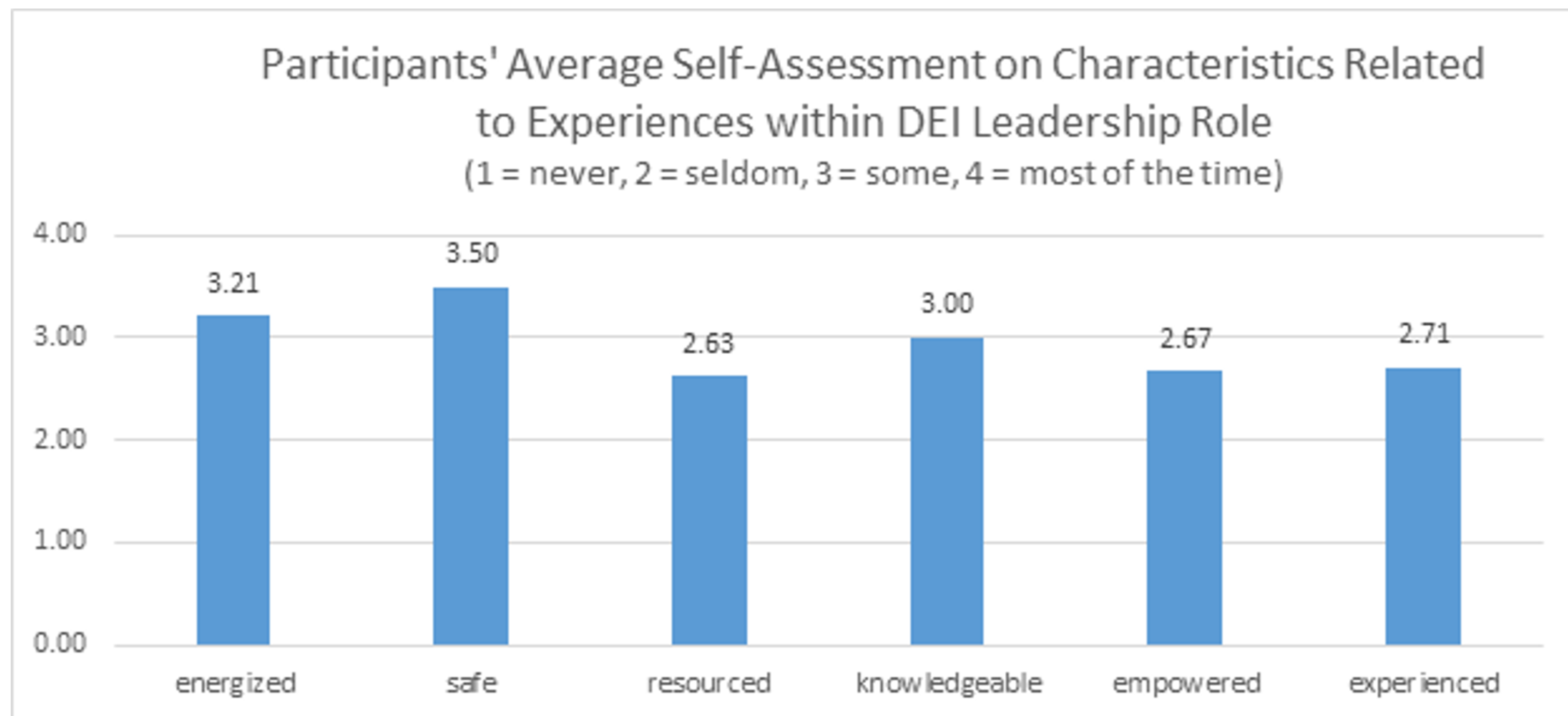
Mid Career - 29%

Late Career - 29%



Maslow posited that human needs are arranged in a hierarchy:

Assessment of Needs



Pearson Correlation Matrix

- **Empowered Enough** is correlated to:

- **Knowledgeable** (+0.50;p=0.014)
- **Safe** (+ 0.58, p0.0035)
- **Resourced** (+0.53; p=0.009)

- **Resourced Enough** is correlated to:

- **Empowered** (+0.53; p=0.009)
- **Knowledgeable** (+ 0.50; p =0.016)
- **Energized** (+0.62;p=0.0016)
- **Experienced** (+0.42; p =0.047)

High Correlation: ± 0.50 and ± 1
Medium: ± 0.30 and ± 0.49

The Focus Groups

Role & Expectations:

80% report unclear or non-existent expectations for their roles, most had to create their own expectation, many reported DEI metrics and goals were absent or unclear.

“Expectations are **not clearly outlined**”

“I think because **nobody has told us**, like these are the competencies you need to have, we are creating it as time goes on.”

“I feel like I’ve **been building the plane while flying it.**”

Challenges & Concerns

80% - Lack of time for work

60% - Concerns about succession, high turnover, burn out

55% - Report monetary compensation for leadership role



Minority Tax



Succession Planning & Burnout



Need for recognition & compensation



Resource limitations and pushback from those opposed to DEI efforts

Challenges & Concerns



“There’s **no protected time** for this.”

“Build measurable DEI goals **into annual reviews, promotion, and tenure.**”

“**The minority tax.** I’m asked to do more and more in that space and it takes away from my clinical practice”

“Due to **being a minority** I got chosen.”

Knowledge and Training

70% - support by non-leadership relationships and resources at the university.

50% - lack of knowledge, training, and/or empowerment.

45% - self-education (books, talks, social media, and podcasts)

“Finding out **what’s worked at other institutions** has been really helpful.”

"There is **no formal mentoring or guidance.**"

“Relationships with medical schools **across the country** have been really helpful.”

"I **do not feel well trained.**"

Strengths:

45% - health equity grand rounds to be helpful

35% - cited speakers/facilitators on DEI topics as a successful strategy

30% - student engagement in DEI work is positive

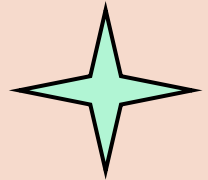
“...initiatives that have been most successful, ...have been the ones that have been **student led.**”

“**Justice talking circles.**”

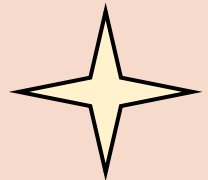
“**A quarterly seminar that is multidisciplinary...** led to some very interesting discussions and really some learning..”

“**AAMC** course offerings.”

Summary & Takeaways



The majority of DEI Leads identify with multiple sociodemographic intersections from historically disenfranchised groups.



DEI work is complex, necessary, personal, and demanding yet under resourced.



How can we make DEI leads feel empowered and resourced? -> this will help enhance safety, knowledge, experience, and energy

What else to add?



Ideas



Additions



Questions

THE END

6 Variables: Knowledge, Power, Safe, Energy, Experience_C, Resourced

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
Knowledge	23	2.95652	0.47465	68.00000	2.00000	4.00000
Power	23	2.69565	0.70290	62.00000	1.00000	4.00000
Safe	23	3.47826	0.59311	80.00000	2.00000	4.00000
Energy	23	3.21739	0.73587	74.00000	2.00000	4.00000
Experience_C	23	2.69565	0.76484	62.00000	1.00000	4.00000
Resourced	23	2.60870	0.89133	60.00000	1.00000	4.00000

Pearson Correlation Coefficients, N = 23 Prob > r under H0: Rho=0						
	Knowledge	Power	Safe	Energy	Experience_C	Resourced
Knowledge	1.00000	0.50350 0.0143	0.23868 0.2727	0.54884 0.0067	0.58793 0.0032	0.49515 0.0163
Power	0.50350 0.0143	1.00000	0.58308 0.0035	0.39736 0.0604	0.41172 0.0509	0.52679 0.0098
Safe	0.23868 0.2727	0.58308 0.0035	1.00000	0.16754 0.4448	0.33546 0.1176	0.28411 0.1889
Energy	0.54884 0.0067	0.39736 0.0604	0.16754 0.4448	1.00000	0.44595 0.0329	0.62070 0.0016
Experience_C	0.58793 0.0032	0.41172 0.0509	0.33546 0.1176	0.44595 0.0329	1.00000	0.41745 0.0475
Resourced	0.49515 0.0163	0.52679 0.0098	0.28411 0.1889	0.62070 0.0016	0.41745 0.0475	1.00000

Green = P value < 0.05

Yellow = P value near 0.05

High Correlation: ± 0.50 and ± 1

Medium: ± 0.30 and ± 0.49

Lived Experience

Many participants shared negative mental health experiences like loneliness and feeling like they didn't belong. This spurred them to help others and fight for equitable opportunities.



Mentoring students and using their lived experiences gave them energy in their work.

Challenges and Concerns: Suggestions

- more emphasis on retention & development,
- incentivizing pay & promotion,
- addressing DEI issues in clinical settings,
- interactions with external entities were also noted



DICE survey is
focused on
Institution

DEI CHAIR
Survey can focus
on Department
experience

Expand and Integration of DICE Survey



Participants sourced knowledge and training from internal and external sources, as well as self-education.



Participants noted a lack of formal training but highlighted successful DEI initiatives like health equity grand rounds, guest speakers, student involvement, and external resources.

Resources & Training



Reveal Opportunities

What does your department do well with DEI initiatives and what domains are you interested in



Elevate Equity and Activate Diversity

What are areas that your department would LIKE to focus for DEI initiatives? Faculty, leadership, trainee recruitment, awards?



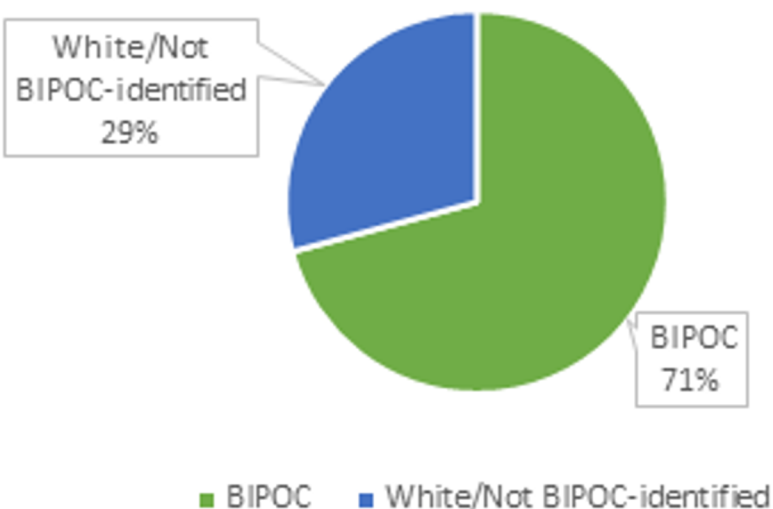
Lead

Lead Inclusively – what would this look like?

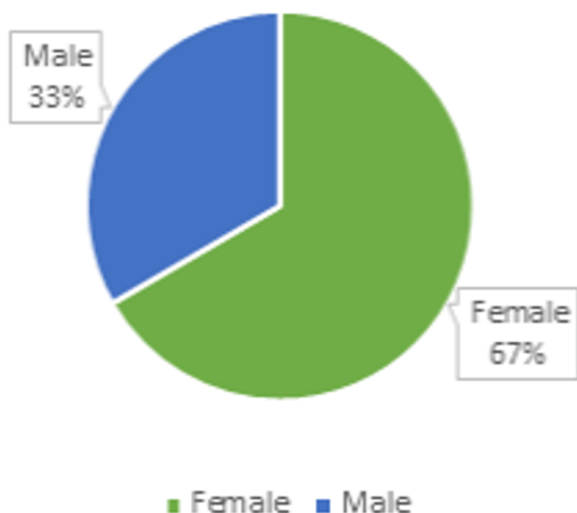
Defined Themes
from Focus
group
departments
strengths and
opportunities
for growth

Focus Group Demographics (N=23): Sociodemographic

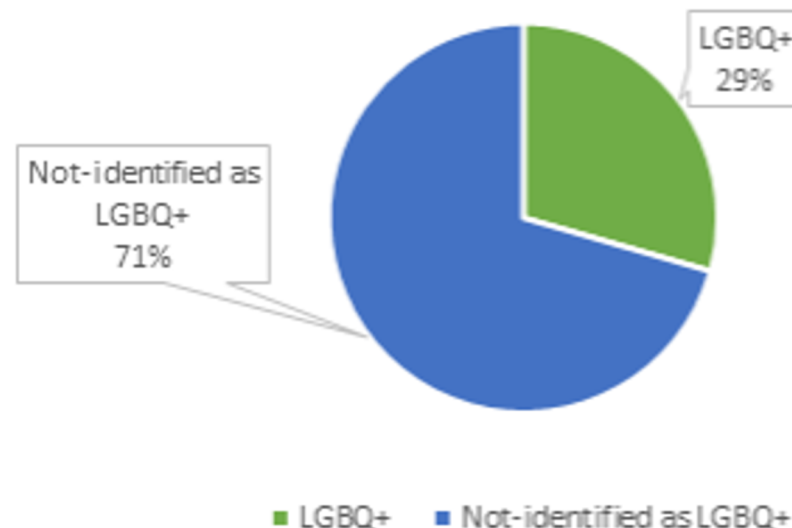
Race/ethnicity



Gender

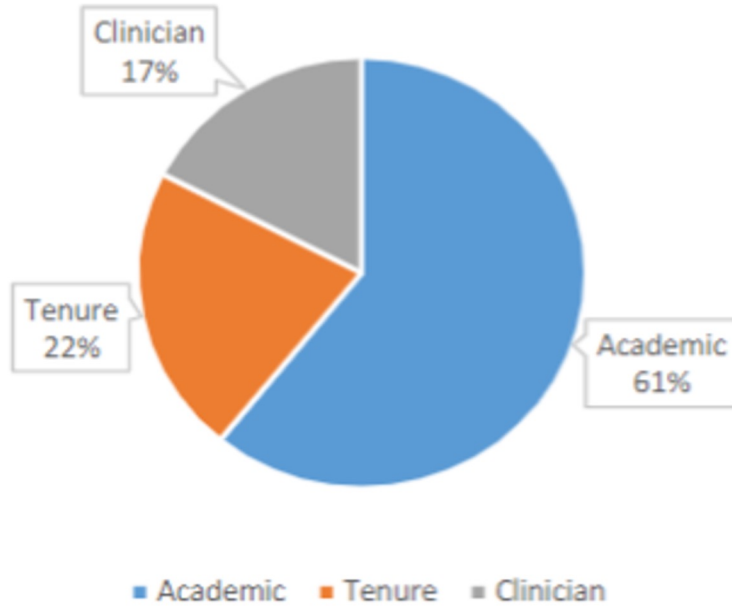


Sexual orientation

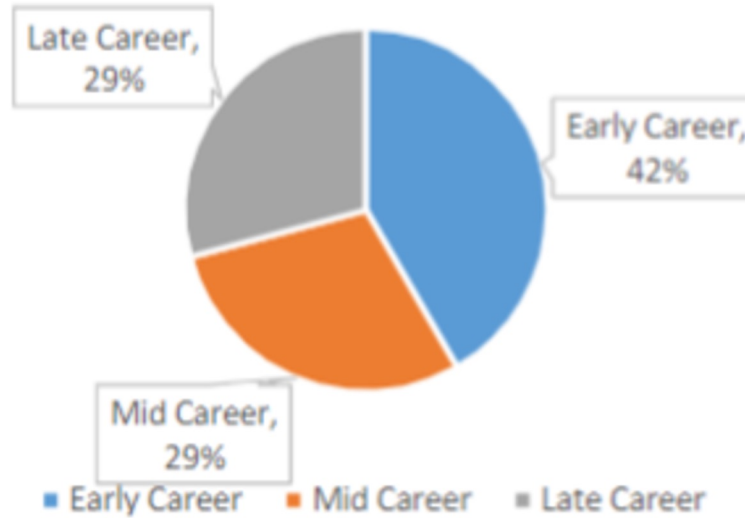


Focus Group Demographics: Academic

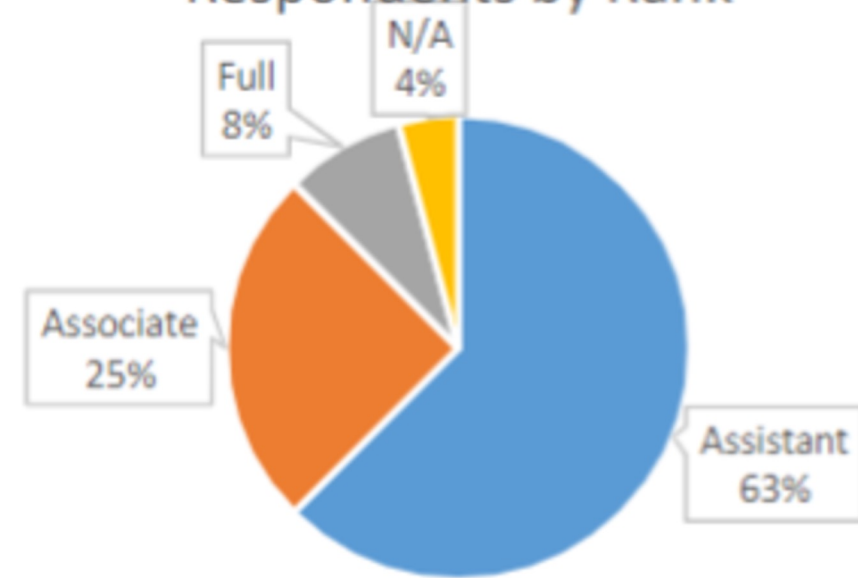
Respondants' Track



Respondents by Career Stage

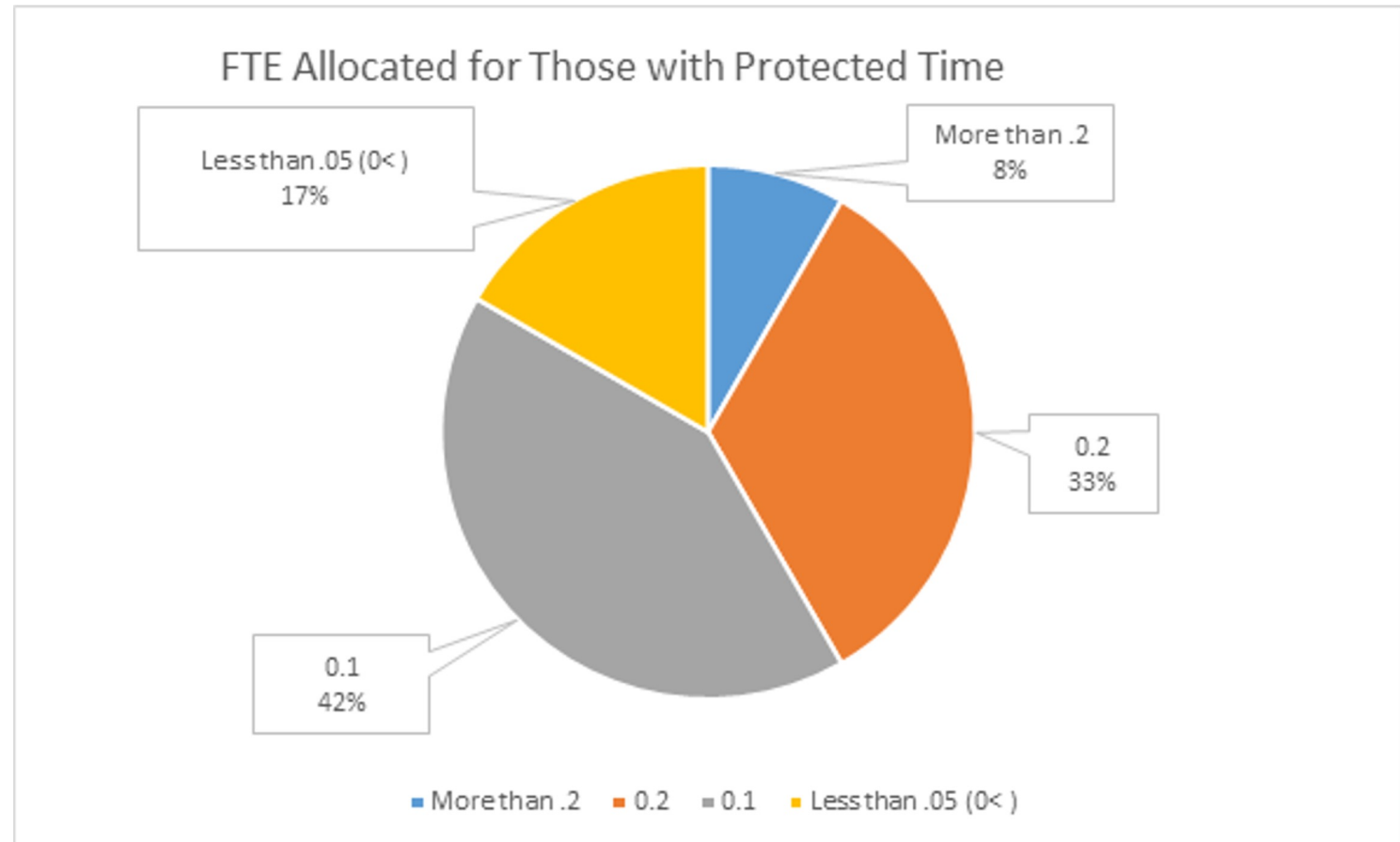


Respondents by Rank



Time

12 out of 23 respondents had protected time for their DEI role



AIMS

Mixed-method, cross-sectional study (survey and interviews focused)

Understand the experience of DEI leaders with emphasis on intersectionality at UMMS.

1) Gain insight into the **role of DEI chairpersons** on how the position functions.

2) Identify **strengths and challenges with intersectionality lens**.

3) Gather information on the **perception among department chairs and administrators** of DEI work limitations and strengths

4) **Evaluate impact of intersectionality on DEI leadership.**