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

1. Identify domains you feel **most knowledgeable** with DEI work
2. Identify domains that you **feel empowered/energized** to make changes within your department
3. Identify domains that you feel **resourced/supported** to make impactful changes in your department
Focus Group Demographics (N=23):
Sociodemographic

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>67%</td>
</tr>
<tr>
<td>BIPOC</td>
<td>71%</td>
</tr>
<tr>
<td>LGBTQ+</td>
<td>29%</td>
</tr>
<tr>
<td>Academic</td>
<td>61%</td>
</tr>
<tr>
<td>Clinician</td>
<td>17%</td>
</tr>
<tr>
<td>Tenure - Assistant Professor</td>
<td>63%</td>
</tr>
<tr>
<td>- Associate Professor</td>
<td>25%</td>
</tr>
<tr>
<td>- Full Professor</td>
<td>8%</td>
</tr>
<tr>
<td>- Early Career</td>
<td>42%</td>
</tr>
<tr>
<td>- Mid Career</td>
<td>29%</td>
</tr>
<tr>
<td>- Late Career</td>
<td>29%</td>
</tr>
</tbody>
</table>
Maslow posited that human needs are arranged in a hierarchy:
Assessment of Needs

Participants' Average Self-Assessment on Characteristics Related to Experiences within DEI Leadership Role
(1 = never, 2 = seldom, 3 = some, 4 = most of the time)

- Energized: 3.21
- Safe: 3.50
- Resourced: 2.63
- Knowledgeable: 3.00
- Empowered: 2.67
- Experienced: 2.71
**Pearson Correlation Matrix**

- **Empowered Enough** is correlated to:
  - **Knowledgeable** (+0.50; p=0.014)
  - **Safe** (+ 0.58, p=0.0035)
  - **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
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
High Correlation: ± 0.50 and ± 1
Medium: ± 0.30 and ± 0.49
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.
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?
Focus Group Demographics (N=23): Sociodemographic
Focus Group Demographics: Academic
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.