# A SEAT AT THE TABLE: STRATEGIES FOR INCLUSION

## Break out session #1: Barriers Vs Strategies

Generate a list of barriers that you have witnessed at your program/institution

| Residency Level | Faculty Level |
|---|---|
|  |  |

Generate a list of strategies that your institution has currently implemented to hire, retain, and support URM:

| Residency Level | Faculty Level |
|---|---|
|  |  |

What concrete ways can we brainstorm to make changes to help overcome these taxes?

## Break out session #2: Create A Blueprint

| STRUCTURE/BARRIER | INTERVENTION/STRATEGY |
|---|---|
| "The Taxes" | |
| Change at the institutional level | |
| Change at program/residency/GME  level | |
| What support can co-faculty provide? | |
| What support can co-residents provide | |
| What can be done differently at a recruitment level? | |
| What can be done differently at a retention level? | |

# STRATEGIES FOR SUPPORT

**Value diversity effort fairly:**

- Recognize that the URMM responsibility disparity exists and adjust assignment of responsibilities accordingly
- Work to ensure that clinical and community endeavors are counted toward promotion
- Assign promotion value to work in the area of diversity

**Employ rules that are in harmony with the institution's stated service goals and mission:**

- Increase awareness and avoidance of mission drift, i.e. institutional departure from the service mission
- Fund stated institutional diversity commitments.
- Eliminate all forms of discrimination
- Facilitate and support relationship formation among faculty, administrators, and learners
- Encourage positive curiosity when encountering "otherness" and recognize differences in faculty as benefitting our institutions
- Seek training in unconscious bias for all faculty to help recognize its role in discrimination.
- Establish a D.E.I Committee with an officer in each department

**Develop an employee retention strategy:**

- Institutional culture
    - Use of equitable language during introductions, blinded grant applications, standardized letters of recommendation, and conscious editing to remove negative or stereotypic language from letters of recommendation
    - Increased exposure to diversity in educational and workplace settings
    - Frame cultural competency training in terms of developing understanding of both the patient's and the physician's own cultural backgrounds and unconscious biases
    - Offer political guidance: offer information, strategies, and skills that can allow URM faculty to succeed without demanding assimilation. Political guidance helps URM understand the informal "rules of the game" and unwritten policies-those "ways of being" that are not transparent-without demanding that they erase their sense of self in the process.
- Networking & Mentoring
- Professional skill development/Faculty Development
    - Understanding the prevalence and acceptance of unconscious bias. Implementing implicit and unconscious bias training at an institutional level. Education regarding how explicit (conscious) or implicit (unconscious) bias as well as the continuum from microinequities to macroinequities or aggressions can impact both professional interactions and patient care
    - Teaching acceptable institution specific behaviors to address silent racism

- ○ Dealing with micro-aggressions and stereotype threat
- ○ Avoiding isolation and marginalization

**Burn out Mitigation**

- Well-being programs
- Create and appoint chief wellness officers who implement strategies aimed at the practice environment, teamwork and community building, leadership engagement, compassion for self and colleagues, and support for physicians experiencing distress

**Debt Reduction/Compensation Equity**

- Free or reduced medical school tuition
- Loan repayment, repayment delays, or loan forgiveness
- School-sponsored financial planning courses and/or access to personal finance experts
- State-sponsored financial incentive programs to attract qualified professionals
- Transparency in and public reporting of administrative salary information
- Transparency in defining criteria for compensation
- Base pay structures on objective criteria
- Mitigate implicit bias in compensation decisions, including those regarding salary and bonuses

**Instrumental support**
- Increasing structural support via time, funding, and expectations
- Provide mentorship and training for new faculty members to navigate isolation, hypervisibility, stereotype threat, and institutional racism.
- Provide protected time to access resources as part of their career responsibilities
- Have a conversation with your mentee about where she/he sees their instrumental needs – writing articles, networking, presenting, interviewing – and help them to get resources to meet these needs. How to write a grant, get published in the top journals, and give an effective conference presentation. Have a conversation with your mentee about where she/he sees their instrumental needs – writing articles, networking, presenting, interviewing – and help them to get resources to meet these needs.

**Recruitment**
- Utilize social media as recruitment tool
- Revising recruitment process
- Revising interview process