

2016 UCEDD TA Institute Enriching Cultural Efforts: What's in Your Toolbox? March 3 - 4, 2016

Session Notes

Theme: Infrastructure

Objective: Develop infrastructure that supports diversity, inclusion, and cultural & linguistic competence; and builds capacity to address and reduce inequities and disparities.

Facilitator: Suzanne Bronheim

Part 1 of Session

General Notes/ Big Takeaways:

Intentionality. Rethink success with the PDSA cycle of change: Plan Do Study Act. Study something, try it out, maybe it works and maybe it doesn't, continue the cycle. If something doesn't work, you haven't failed – you've learned something.

Infrastructure – what is it? Policies, procedures, committees, how you make things run.

Strategies Shared:

How do we know what's a high priority? What needs assessment works well for a UCEDD?

We all bring bias and culture to the table. Be aware of our own culture, what molded each of us.

Access university efforts to cluster hires to increase diversity.

Tap into resources at university's diversity office – make connections there to access resources and initiatives. Is there diversity action plan or strategic plan? Who was engaged in developing it? Work with that unit to develop processes that help meet that action/strategic plan of university.

Tap into university diversity committees – not just to access their resources but also to bring disability to the university's diversity initiative.

Ask diverse populations about what they need from the UCEDD. ND started a cultural competence advisory committee of 9 ppl (including a liaison to the CAC) that includes representation from the multiple language, cultural, racial groups. Got feedback about what UCEDD staff need, what

resources are needed, etc. The group has decided on actions/processes/etc. that the UCEDD, University, and partners should work on. Supporting just like supporting the CAC with stipends, travel reimbursement, etc.

Have readings on histories of different socio-economic groups available for academics in the network to further understand historical context. Ex: psychological effects of being a minority in the USA, implicit biases.

Risk in addressing cultural competence out of context within university. Struggle in that faculty don't represent the diversity existing in most communities, difficulty recruiting underrepresented students into training and faculty roles. Need institutional commitment to support efforts – UCEDD may even lead/be collaborative partner in university's efforts in this area.

UCEDD should be on faculty, staff, and student committees in order to influence university culture re: accommodations, pipelines, welcoming new students. How do we enable resources/have the bandwidth to allow personnel to engage in these committees?

Be aware of multiple conversations that take place around this topic – open conversations in the workplace, and the side conversation that is happening on social media that carries a different tone.

At each faculty meeting, each take turn to bring an article that talks about some aspect of this topic, opens discussions that may be uncomfortable – have created safe space to discuss.

Diversity Fellow is working with staff & faculty to identify current status and priorities for moving forward. Working together as a whole group. Recognize that in university infrastructure, may not get credit for this work in promotion lines.

Set up group to talk about diversity – make sure that people within division in medical center are part of the group. How to ensure that multiple levels within organization are represented? Direct ask. Don't want folks who don't want to be there, as is self-defeating.

Include university service in faculty review criteria – challenge the university to clarify what service means for faculty who go for academic advancement. AUCD network can talk about examples – effective community engagement, effective teaching, and such.

IOD (NH UCEDD) is developing policies, checklists, templates for appointment, evaluation, promotion to carry out faculty review within UCEDD rather than within larger academic department.

Infiltrate committees and task forces that don't have primary disability focus, to bring that focus.

Takes personnel time. Donate staff/faculty time to serve community organizations, regional health equity council to bring UCEDD expertise to support organizations' efforts and priorities.

In our culture, time is money – not the same for many other cultures.

IOD (NH UCEDD) has strategic plan, includes diversity. Management team makes decisions based on strategic plan, monitoring implementation of strategic plan. These mechanisms help drive decision-making. When gaps are identified, go out to look for new resources – private funding sources to help meet needs of programs.

Look at cultural roots and aspects of how services were delivered before western approaches to therapy and services were delivered. Engage community members in these efforts.

MCHB learning collaborative was a successful model. Helped build LEND recruitment, but also faculty exchange with MSI, research opportunities. Continuous partnership without dedicated \$.

Partner with clinic who serves largely Hispanic population, started small with parent group to get their input on what services were needed, what materials are created to be culturally appropriate, opens new doors.

Meet regularly with key partners

Service agreements used to bring people in to support needs of UCEDDs. Figure out how to pay without risking person losing benefits.

Advocate in larger university environment to impact policies that UCEDD works under, if policies don't support diversity efforts.

When partnering, identify what is in it for partner (not just what UCEDD gains). Outreach & engagement of universities is often exploitative process for research, faculty, etc.

Difficult to weave durable threads in partnerships across soft-money projects. Need to find ways to sit together so can stand together. How do we create something in place so when knowledgeable elders retire, others have knowledge & resources to continue the effort.

How to create infrastructure that continues efforts through and across the project-of-the-moment? Build into budget. Encourage staff/faculty to go to events in community, partner with community, be part of job description. Include it as objective in core grant. Build into performance evaluations. How to evaluate this? Sociograms – who do you know, who are you working with, are new partnerships being developed and what are you doing with them. Can develop collaboratively with staff. Prospective – what are we going to do going forward, based on what we have learned? What has to happen to make something work better?

Use Jim Collins' big fat hairy goal and make it other-directed (not just self-knowledge). Address both personal and professional goals. Ensure performance measurement has goal in this area.

Ask questions, follow leads to identify what resources and initiatives are in place at university; tap into and build off of them.

Be empowered to push back on university policies and structures to redefine community service, personnel evaluation.

AIDD – ensure diverse perspectives are reflected in peer review of UCEDD and other grant applications

Resources or Contact Persons:

Training from Tawara Goode @ National Center for Cultural Competence

Charles Drum has templates, policies to share – when they are approved by provost.

Follow-up?:

Samples of how service & policy impact is addressed in faculty review

criteria: https://depts.washington.edu/ccph/pdf_files/Developing%20Criteria%20for%20Review%20of%20CES.pdf

Re: cultural competence council

- Brent Askvig (ND) shared: “This committee is comprised of 8 individuals from around ND who represent a wide diversity, including several ND Indian tribes, new immigrants from Africa and Mexico, individuals from the Middle East, and the LGBT community. The committee is supported by Core funds, which include travel/lodging/per diem for the meetings (held quarterly) along with a meeting stipend (\$100 per meeting). Thus far the committee has examined our diversity in the center and has suggested ways to increase our diversity. The committee has also set up a month by month series of staff trainings and events to increase knowledge and awareness of diversity. For example, in April we will have a speaker who will guide staff through self-assessment of their perspectives on diversity. One neat thing about these events, is that we have been able to partner with the university Diversity Committee on fees, attendees, marketing, etc. We are also getting many community members attending too. Finally, we will have the CCAC work with our staff on our five year plan, especially as we identify unserved/underserved populations, and disparity populations. A key decision for us in the future months is whether this serves as a stand-alone group that is in addition to our CAC OR if we somehow incorporate members from both groups into one group.
 - See doc: Mission and vision statement-CC Committee[1].docx

Re: Performance evaluations

- Marty Blair (MT) shared: “I meet with our PIs and project directors individually 2-3 times/year to talk about project progress, program focus, upcoming initiatives, etc. These aren’t formal performance evaluations, but lay the groundwork for them. This past year (for the last two meetings) I’ve asked, “**Describe what your projects are doing to address needs of Native American and/or Hispanic/Latino populations.**” Often, the responses are general (“yeah, we include everybody”). So, we talk about specific things they and their staff can do to reach out (e.g., research participant recruitment, etc.). I also ask, “**What are you doing to recruit**

Native American (not gotten to the Hispanic issues yet) staff and/or students? I've put them on "notice" that this is important and that I'll keep asking, prodding, and helping where needed. My goal is for leadership and staff to be more purposeful in their efforts—we all have a long way to go. I don't want to set quotas or specific goals at this point, but I am clear with them that we can do better. 7-9% of Montana's population is Native American—our staff/student representation is close, but not close enough. We currently have NO Hispanic representation in our employee ranks, though it's a growing population. We have a few materials in Spanish, but not much. I expect that these issues will become actual performance evaluation metrics in 2016-2017. But, that is not currently the case."

- Sandy Root-Elledge (WY) shared: "Here are some questions that are currently included in 2015 planning/performance evaluations; they are short here because I have edited them to be non-descript for purposes of sharing."
 - In 2015, include members from all tribes of Indian reservation as advisors for XXX project.
 - In 2015, increase Indian participation in XXX project by 5%.
 - Year 1: Identify needs of state rural communities as they relate to XXX (project, research, teaching). Specify plan for meeting the identified needs. Year 2: Implement plan, measure and report outcomes.
 - (not measurable but used for an initial year for someone who has good community linkages) Provide outreach to diverse communities that connect members of the communities to additional UCEDD programs and services."
- Valerie Williams (OK) shared: "we have a standardized required university form (which is a checklist that gets brief (75 words or so) narrative written in from supervisor's evaluation (me). The form itself isn't explicit about diversity but the narratives I include about UCEDD staff are explicit regarding our UCEDD goals and their contributions. At least once every 5 year grant cycle we also request community (280 vs 360) feedback on our core staff so they get to hear, see and share with me what's happening in their community relationships from the community members' point of view. Each year core staff also complete a "what's working/what's not working" form in advance of their evaluations. Vyonda and I have used that approach to be sure that staff have opportunity to tell us where they need our support or guidance or coaching—not just supervision."
 - See pdf: UCEDD 360 Feedback Profile_2013-14_vw.pdf

Part 2 of Session

Challenges:

- Sequencing, prioritizing, goals (what does it look like when we are finished)
- Study professors who bring up white privilege had worse student ratings, which are used to evaluate staff in various ways
- Bias – we all bring a culture, a perspective, we need to increase self-awareness of what we each bring to the table – bigger than color and language (military, parent status, etc.)
- How do you reward? Give credit for contributions and progress?
- How to evaluate, what are the concrete measures to look at? Number of staff? Number of visits? Number of patients served? Number of trainees? New partners? How to quantify relationships?
- How to frame it to engage higher level staff, staff with power?
- How to institutionalize ad hoc opportunities?
- How to create systems that are not tied to the project of the moment but that influence the projects of the moment in positive ways
- How engaged with communities of color?
- Policies of intuitions can be barriers/tension between university and center goals and plans
 - Plug into university activities;
 - Work around barriers and take advantage of university barriers and resources
 - Push back and advocate for yourself within the system, redefine the faculty evaluation plan for unit
- Include in existing structures or start new (e.g. CAC's)?

Discussion topics:

What do we mean by infrastructure?

Committees, procedures, policies – how you make things run. To be successful, we need to adapt infrastructure to support the process of diversity and inclusion; a single staff member cannot fix the problem without involvement of others. It means leaving things in place so when individuals leave the knowledge remains.

Infrastructure within UCEDD and University vs. Infrastructure of bridges to community

Intentionality – give a place to focus on this issue.

Leverage external resources.

Need comprehensive approach, not piecemeal on each strategy.

UCEDDs can take on the role as a leader in diversity, taking these issues to broader University.

UCEDD staff may not be embedded in University Structure – hiring committees, admissions, etc. – need to create bandwidth for UCEDD staff to embed in the university structures and navigate the system

Safe conversations need to extend beyond the physical space, but look also at digital spaces (social media).

Two ways to learn (articles vs. community/experiential) - both require infrastructure

Change the paradigm- collaboration with network partners and involve them in decision making requires treating them as partners and equals. For example, one medical school described has listed diversity as priority but that turned into an administrative game of trying to have a “diverse” person in every meeting, but that doesn’t give the individuals or the communities they represent anything of value. It was not reciprocal; it did not go beyond the data. It is important that we don’t allow efforts to become an exploitative process, but rather seek a partnership that is mutually beneficial.

Move from contracts with agencies to professional service agreements with people, involving people in a way that is flexible and sensitive to their needs – e.g. learning about limits of people’s pay in order to protect benefits eligibility.

Weave threads of connection to partners in to something that will be durable. Remember it is not about accomplishing a thing but rather it’s about finding or creating a place for conversation.

Strategies Shared:

Lessons from the diversity learning collaborative: make best of serendipitous opportunities; start with a small strong thread which requires no new funding (e.g. guest lecturing) then expand (e.g. faculty exchange). Another example is the UT UCEDD’s collaboration with a partner clinic serving Hispanic families. This clinic had group for parents of kids with disabilities; the UCEDD started by providing

resources, then had a guest lecture, and now expand the partnership so that the clinic hosts screening clinics which offers their trainees experience with providing translated services.

North Dakota has formed a cultural competence advisory committee (9 people) involving various segments of community groups – racial, language, sexual orientation – offering the same support as the CAC (mileage, stipends, etc.). The UCEDD asks them to set the priorities and timeline which the group does by involving the broader community. ND thrilled that the committee is leading the process.

Ohio reports that at staff meetings every person must bring an article to share on cultural competency, but wonders how to get it to the next level. They are leveraging the diversity fellow grant to do background research and to create plan that aligns, but recognize that for buy-in they need to plan as a whole group.

Build relationships, give it time. Relationships are durable beyond projects

Regarding offering credit to staff as a way of motivating engagement, be strategic about who to push for regarding UCEDD faculty since it is a legal requirement for university. One director reported advising the tenure review about the need to balance of research, **service** and education, and featuring diversity and inclusion as a service factor.

Involve diversity and inclusion activities and goals in strategic planning and resource allocation/budgeting – time is money (in some cultures).

One center reported, initiating a review of the strategic plan by management with a focus on aligning activities with diversity goals. They then identified new resources when the current resources did not meet the needs of the strategic plan. They wrote foundation grants specific to those needs.

Regarding how to recruit diversity into UCEDD from outside, American Samoa suggested engaging community based agencies. They expanded employment options by leveraging cultural art forms for self-employment. They began new early intervention programs that involved play therapy using Samoan games. They recommend looking at cultural elements that may meet needs and goals.

IL University has diversity cultural centers; disability (with UCEDD advocacy) is one of those centers. Cluster hires come with subsidies for hiring racial/ethnic minorities. They are active participants in the diversity committee at their university which enables them to keep the focus for both the center and the university.

WY and MT both have incorporated these functions into performance evaluations for faculty, staff, and students. If they are being evaluated in these areas, they will prioritize it and we must find ways to fund the associated activities. Prospective vs. Retrospective – set goals (what has to happen to make this work better?) What is your big hairy audacious goal? It must be external: not I want to learn more of this (for myself), but I want to make this impact in that community or patient population (for others). Those goals are then incorporated into performance evaluations and self-evaluations and personal learning objectives.

One center had a complicated interaction with their university around developing a workplan for diversity and learning that one already existed (but wasn't being implemented). This gave them an entrée to work with administration to redesign the workplan in a way that tapped broader investment, tailoring it by department, creating task forces that incorporate the plans at multiple levels, staging the plan for implementation.

We should be seeking appointments to the president's disability commission

Donate staff time to serve on community diversity groups, learn and serve.

State health equity taskforce (bring disability to the table) but also learn.

PDSA process for change – chunking, take steps and see what happens, Plan-do-study-act

Resources or Contact Persons:

Tawara Goode's training

Leadership academy

Most universities have an office of diversity – resources, learn best practices from them

NH templates (once approved by provost)

Regional health equity reports

Follow-up?:

Need needs assessment specific to UCEDDs

Blueprint to help integrate strategies

AUCD resource center offering library of readings on social, political, health, and economic histories, psychologies, sociologies of diverse groups and articles on implicit bias.

Considering the risks of taking cultural competence out of context, there needs to be institutional commitment within the universities and medical centers within which UCEDDs exist. There should be joint (possibly UCEDD led) projects to help address the issue within the broader university systems.

The network can offer opportunities to exhibit the products of cultural inclusion.

NH has authority to offer faculty positions in institute (vs. academic department), is working on establishing guidelines for tenure (with checklists and templates). These products could be useful for the broader network if/when other centers take that approach.