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The Diversity and Inclusion Forum drafted a plan to implement an organizational assessment of diversity and inclusion. The plan was approved by the Developmental and Behavioral Pediatrics (DBP) Executive Committee in 2018. The assessment will be used to provide analysis on the degree to which DBP is effectively addressing the preferences and needs of culturally and linguistically diverse populations through cultural and linguistic competency (CLC) in addition to better understanding the workplace culture and environment as it relates to diversity and inclusion

THE PLANNING PROCESS

DATA COLLECTION & ANALYSIS

NEXT STEPS

ASSESSMENT QUESTION(S)	MEASURE(S)	DATE COLLECTION TIMEPOINT
1: State of DBP in regards to CLC	CLC Surveys	March DBP Meeting
2: Biased or alienating practices	Interviews/Focus Groups	Spring 2019
	Community Conversations	Spring 2019
	CLC Surveys	March DBP Meeting
3: Strengths of DBP in diversity & inclusion & changes over time	Interviews/Focus Groups	Spring 2019
	Community Conversations	Spring 2019
Table description: assessment questions that were chosen based upon the below assessment goals. Questions were then matched with the best measurement tools, and time points were established for data collection.		
DBP in diversity and inclusion	Community Conversations	Spring 2019

PLANNING GROUP

- Initially the assessment was guided by the Diversity & Inclusion Forum, a volunteer forum for members of the organization to make efforts in addressing Diversity & Inclusion in DBP.
- A subcommittee was formed to guide the assessment, consisting of two members of the Forum, Jennifer Ward and Suzannah Iadarola as well as the division administrator, Mack Kennedy, and clinical manager, Ryan Kay.
- The subcommittee invited the division to participate in the assessment through involvement in an extended team, a volunteer group designed to represent the division as a whole, with members being invited from all aspects of the division, at all levels.

ASSESSMENT GOALS

Within the division of Developmental and Behavioral Pediatrics, the organizational assessment seeks to:

- Identify potential biased or alienating practices that may be occurring
 - Explore instances of exclusion
- Strengths of DBP in regards to supporting diversity and inclusion
 - Look at changes in the landscape over time
- Learn from division faculty and staff, and community partners in regards to their goals for diversity and inclusion
 - Their own ideas about how DBP can support diversity and inclusion
 - Previous or outside positive experiences with inclusive practices and environments



2ND CYCLE CODES	CATEGORIES
navigating interpretation barriers	access to information and resources
navigating language barriers	cultural understanding
poor access for marginalized communities	history of trauma
providing accessible language and information	need for training
training providers	parent voice
including disability conversations	serving diverse communities
including diverse disability perspectives	disability in diversity conversations
increasing diversity of providers	university silos
understanding context	diversity of providers
understanding cultural competency within the medical model	unwelcoming medical environment
understanding cultural perspectives around parenting	
understanding history of trauma with medical system	
understanding rural diversity	
better understanding cultural history	
breaking down silos	
culture shapes perception on disability	
giving parents a voice	
lacking cultural awareness with parent education	
navigating environmental barriers to relationship building	

Table description: Qualitative code book for the community conversations that took place with the Community Advisory Council (CAC), research parent partners, and Parent Engagement Collaborative Action Network (PECAN).

MIXED METHODS

- Survey (QUANT): Cultural and Linguistic Competency Assessment for Disability Organizations (CLCADO)
- Focus Group & Interviews with Staff & Faculty (QUAL)
- Community Conversations (QUAL) with 1) Community Advisory Council (CAC); 2) AIR-B Research Partnership; 3) Parent Engagement Collaborative Action Network (PECAN)
- Anonymous Feedback Survey (QUAL)

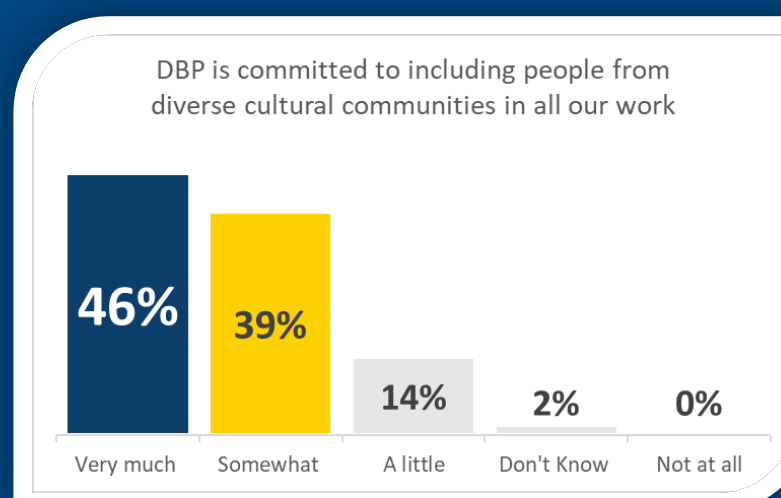


Chart description: Bar chart displaying staff/faculty reported percentages of agreement with the statement.

ANALYSIS

QUANTITATIVE	QUALITATIVE
Percentage values for responses to frequency questions (e.g., DBP is committed to including people from diverse cultural communities in all our work 46% "very much", 39% "somewhat", 14% "a little", 2% "don't know")	Qualitative coding using first and second cycle process coding ("ing" codes), and then axial coding to reveal broader categories and themes that emerged.



Based on the findings of the organizational assessment, the core team will work with the extended team and the diversity and inclusion forum to develop a list of action items.

DRAFT ACTION PLAN

Using the findings collected and analyzed during phase three, we will develop a list of recommendations and action items for the division, in order to implement change in the area of diversity and inclusion over time. The Diversity and Inclusion Forum (DIF) will meet to discuss the findings and create a list of desired goals. Furthermore, the extended team will continue to provide feedback throughout this phase of the assessment process.

ACTION PLAN WILL INCLUDE:

- A list of **ACHIEVABLE** Action Items
- Outline responsible parties for completing each action item
- Measurable **Benchmarks** to assess progress
- Timeline for completing each action item

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