

Yale SCHOOL OF MEDICINE

Diversity Strategic Plan 2021

Faculty Section

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Recruitment

High-level Goal: To establish YSM as a destination academic home for women faculty and faculty from underrepresented groups and an institution where diversity and excellence are inextricably linked.

Overarching Outcome: Yale is ranked in the top 10% of institutions for diversity and inclusion.

Strategy 1: Nurture the “Immediate” Pipeline (Residents, Fellows, Postdoctoral Fellows and Associates)

1.1 Action: Residents and Fellows

1. Ask clinical departments to enhance plans to attract, recruit, and successfully retain diverse residents and fellows. Plans *could* include but need not be limited to these suggestions.
 - a. Ask each department to sponsor up to two fourth-year visiting elective spots supported by a robust recruitment effort aimed at increasing applications from potential URiM candidates. Departments where women are underrepresented should also include promising female applicants in this program. Course directors are encouraged to collaborate with the GME diversity director and the Office of Diversity, Equity & Inclusion (DEI) to ensure that participants have a rich, well-informed experience. (*Near term*)
 - b. Require that search committee members and supporting staff for the recruitment process undergo annual unconscious/implicit bias training prior to the start of the recruitment cycle. (*Priority*)
 - c. Ask department chairs/section leaders/program directors annually to identify promising trainees, including those that are URiM, as potential faculty candidates and promote them. It is recommended they:
 - i. Meet with promising trainees to assess career goals and assess needs. Identify additional professional development opportunities to better prepare the identified trainees to be successful in academic medicine. (*Long term*)
 - ii. Provide names to GME diversity office and Office of DEI annually to enhance “soft recruitment.” (*Long term*)
 - iii. Encourage department chairs/section leaders/program directors, in collaboration with GME diversity director and/or Office of DEI, to reach out to promising individuals that completed their programs (residency, fellowship, postdocs) within the past three to five years and were not retained as faculty to maintain relationship and facilitate re-recruiting. (*This outreach would be directed by departmental and YSM strategic workforce needs.*) (*Long term*)
2. Increase collaboration between GME director of diversity and Office of DEI to maximize recruitment efforts across all residency and fellowship programs.

- a. Develop stronger relationships between GME and DEI offices and Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI) and Tribal Colleges with medical schools that could become pipelines into our residency and fellowship programs. *(Priority)*
- b. Increase the number of clinical departments that participate in Residency Second Look. *(Near term)*
- c. Develop a robust Fellowship Second Look offered by the GME director and Office of DEI, modeled after Residency Second Look. *(Near term)*
3. Develop a virtual “Residency to Junior Faculty” seminar series, as a collaboration of the Offices of DEI and GME, that will include modules that address topics unique to URiM and women faculty. The goal of this program is to encourage participants to consider remaining at Yale as faculty and to provide skills needed to ease the transition from trainee to faculty member. *(Long term)*
4. Ask department program directors to share data with GME director of diversity and Office of DEI for compilation in a GME DEI annual report for submission to the associate dean of GME, deputy dean of education, hospital leadership, and YSM dean. *(Long term)*

1.1 Metric: Residents and Fellows

Each department will record and track the metrics that align with the actions they prioritized, enabling us to monitor:

1. Number of departments that sponsored fourth-year visiting electives.
2. Number of departments that sponsored unconscious bias training for their search committees.
3. Number of URiM and women who applied to each residency/fellowship program.
4. Key outcomes of exit interviews of promising URiM and female house staff whom we attempt to retain as faculty and who decline a written offer.
5. Completion of a comprehensive annual report for appropriate hospital and YSM leadership.
6. Number of URiM and women house staff who remain as faculty.

1.2 Action: YSM Basic Science Fellows

1. Develop a fellowship-to-faculty program for basic scientists modeled after the Whitehead Fellows Program or the Miller Fellowship at Berkeley. *(Priority)*
2. Pair this cohort with mentor advocates and provide a career development program that will provide guidance on scientific path and career skills that will facilitate production of deliverables (publications, invited talks). *(Near-term)*
3. Support sustainable success via successful application to career development awards (e.g., K99, American Heart or LLS Special Fellowships.) *(Near-term)*
4. Develop a robust outreach program to ensure candidates from underrepresented groups are aware of and apply to the program. *(Long-long term)*

1.2 Metric: YSM Basic Science Fellows

1. Proportion of fellows who take faculty positions at Yale or at comparable institutions.
2. Number and impact of manuscripts submitted and published.

3. Number of posters presented and invited talks given.
4. Number of career development and independent grants funded.

1.3 Action: Postdoctoral Fellows and Associates

1. Develop a “Seminar by Postdoc Series,” in which promising non-Yale postdocs are invited to give “Chalk Talks” about their science and desired scientific trajectory as a faculty member. All are welcome to participate, and additional outreach will focus on underrepresented groups and women postdocs. Participants will also be offered one-on-one mentorship by Yale faculty whose science is in a similar field. (*Priority*)
 - a. Pilot with two-three basic science departments.
 - b. Develop relationships with the 13 School Consortium’s Basic Science departments to advertise the seminars.
 - c. Include HBCU and HSI that are strong in basic science areas of interest.

1.3 Metric: Postdoctoral Fellows and Associates

1. Number of seminars held.
2. Number of postdocs invited relative to the number that attended.
3. Percentage of participants in the program who are women and/or from underrepresented groups.
4. YSM community attendance at seminars.
5. Percentage of those invited for interviews and recruited as faculty.
6. Program evaluation by YSM basic scientists.

Strategy 2: Prioritize Diversifying our Faculty and Senior Leadership through Proactive Engagement and Recruitment of Talented Women Faculty and Faculty from Underrepresented Groups

2.1 Action:

1. Ask each department to develop a plan to attract, recruit, and successfully retain diverse faculty. Plans *could* include the following but need not be limited to these suggestions.
 - a. Ask each department to adopt a standardized search process modeled after the search process for leaders and to collaborate with the Office of DEI to offer unconscious bias training for search committee members and staff that will support the search. (*Priority*)
 - b. For basic science and physician-scientist searches, query NIH database and similar databases for candidates, including those from underrepresented groups, who have grants in the desired field of interest. (*Long term*)
 - c. Encourage search committees to reach out to the deputy dean for DEI if they are having difficulty recruiting a diverse pool of applicants. Chairs may engage the deputy dean for DEI or their designee as a consultant to assist with identifying search committee members who are broadly representative. (*Priority*)

2.1 Metric:

1. Diversity of departmental applicant pools.
2. Number of candidates from underrepresented groups and women who are interviewed for faculty positions.
3. Number of women and candidates from underrepresented groups who are hired at each rank and into leadership positions.

2.2 Action:

1. Develop a strategy to increase the visibility of YSM open faculty positions to prospective applicants from underrepresented groups (Office of DEI).
2. Develop a presence at national scientific conference recruitment fairs, as well as at the National Hispanic Medical Association (NHMA,) the National Medical Association (NMA), and the Association of American Medical Colleges (AAMC) (Office of DEI). *(Near term)*
3. Advertise YSM faculty positions in online media sources including those that have significant readership by underrepresented groups and/or women. *(Near term)*

2.2 Metric:

1. Number/location of views of online/social media content.
2. Number of applicants and the number interviewed who are women or from underrepresented groups.

2.3 Action:

1. Hire a DEI Communications Specialist within the Office of Communications to create and disseminate communications (social media, web-based platforms, news feeds, messages, etc.) that highlight YSM values and promote and celebrate diversity. *(Priority)*
 - a. Promote the scientific and scholarly success of women students, trainees, and faculty and those from underrepresented groups.
 - b. Promote Office of DEI programs and initiatives.
 - c. Distribute a quarterly DEI newsletter (for electronic distribution).
 - d. Draft and post an annual DEI report.

2.3 Metric:

1. Number of publications and communications across various platforms.
2. Audience engagement with quarterly DEI newsletter (e.g., unique opens, pageviews, etc.)

Strategy 3: Maximize The Faculty Excellence and Diversity Fund to Help Drive Diverse Hires in Strategic Science and Clinical Areas

3.1 Action:

1. Ask that every clinical department submit Faculty Excellence and Diversity (FEDI) nominations for appropriate candidates. *(Near term)*
2. Ask basic science departments to submit a FEDI nomination for appropriate candidates when there is an open position. *(Near term)*
3. Encourage departments, especially basic science departments, to identify candidates for the [Presidential Visiting Fellowship](#) as a soft recruitment tool. *(Near term)*
4. Develop strategies to facilitate off-cycle opportunistic hiring of faculty, including those from underrepresented groups. *(Long term)*

3.1 Metric:

1. Number of FEDI and President Visiting Fellowships that are submitted each year.
2. Number of FEDI and President Visiting Fellowships that are awarded across YSM each year.

Strategy 4: Utilize Grand Rounds, Invited Lectureships, and Departmental Seminar Series as a Recruitment Tool

4.1 Action:

1. Encourage departments to include faculty from underrepresented groups and/or women faculty among faculty invited to give Grand Rounds, named lectureships, and Departmental Seminars as a possible gateway to the soft recruitment process. *(Near term)*
2. Develop an optional standardized form on which invited speakers are asked to self-identify gender, race/ethnicity, and other demographics. *(Near term)*

4.1 Metric:

1. Number/proportion of invited speakers who are women and from underrepresented groups.

Retention of Talent

High-level Goal: To create an inclusive environment that proactively provides the sponsorship and resources needed for our diverse community to thrive.

Overarching Outcome: Three-year rolling average attrition rate of women faculty and faculty from underrepresented groups will have decreased by 25% over five years.

Strategy 1: Develop a Comprehensive Program Designed to Advance Women in Science and Medicine

1.1 Action:

1. Design a program of strategic sponsorship to ensure that all faculty, including women, have equitable access to professional development. (*Priority*)
 - a. Encourage deputy deans, chairs, section chiefs, and/or center directors to include women faculty members as nominees for national awards.
 - b. Encourage deputy deans, chairs, section chiefs, center directors, and mentor/advocates to include women among those they nominate for induction into appropriate academic societies.
 - c. Encourage deputy deans, chairs, section chiefs, center directors, and mentor/advocates to include women faculty among those they promote to serve on key national committees.
 - d. Encourage deputy deans, chairs, section chiefs, center directors, and mentor/advocates to include women faculty among those they promote for national speaking engagements.

1.1 Metric:

1. Number of women and men nominated year-over-year.

1.2 Action:

1. Develop a coaching program for junior faculty that integrates cohort style mentoring with one-on-one coaching. Pilot began fall 2020.

1.2 Metric:

1. Track the number of participants who develop a three- to five-year career/professional development program.
2. Track which chairs nominate appropriate candidates.
3. Conduct pre- and post-evaluations of the coaching experience.
4. Track success rate of initiating the career development plan.

1.3 Action:

1. Create a monthly seminar series that illuminates specific challenges women in science and medicine face, along with strategies to overcome them, to be open to all. Include seminars by mentors with track records of successful mentorship of scientists including women or those from underrepresented groups to highlight experiences and best practices. Pilot series began fall 2020.

1.3 Metric:

1. Post-evaluation of each seminar.
2. Total number of participants who attend each seminar and the number of recurrent participants. When appropriate, demographic data should be collected.

1.4 Action:

1. Enhance collaboration between the Office of Women in Medicine and the Committee on the Status of Women in Medicine on such projects as the Annual Women in Medicine Conference and other initiatives designed to enhance the experience of women at YSM. All members of the YSM community are welcome to attend the conference and other initiatives. *(Near term)*

Strategy 2: Adopt Strategies to Promote Gender Equity

2.1 Action:

1. Ask chairs to evaluate annually the resources provided to faculty across all genders in their department. If inequity is found, develop an action plan with appropriate deputy deans. *(Long term)*
 - a. Define effort and reimbursement for effort for key educational and leadership positions valued by YSM.
 - b. Evaluate resources available to all genders that may promote success, such as number of students, postdocs, and other staff.
 - c. Evaluate number of publications and grants at time of promotion by gender and track.
2. Conduct a central evaluation by the deputy deans for scientific affairs of resource allocation, including space. If inequity is found, work with appropriate chairs to develop an action plan. *(Long term)*
3. Monitor YSM-sponsored leadership programs for equitable access across all genders. *(Long term)*

2.1 Metric:

1. Representation of genders among academic ranks year over year.
2. Representation of genders in leadership positions year over year.

Strategy 3: Maximize Participation in National Conferences Designed to Advance the Retention and Promotion of Women in Biomedical Science and Academic Medicine

3.1 Action:

1. Invite departments to sponsor a minimum of one to two women over the next five years to attend either [AAMC Early Career Women Faculty Professional Development Seminar](#) and/or [AAMC Mid-Career Women Faculty Professional Development Seminar](#), or other appropriate equivalent professional and/or leadership development seminars. *(Near term)*

2. Ask each department chair to sponsor women each year for high profile national lectures, national awards for scientific achievement (Women in Cell Biology Achievement), and/or pivotal national committees. *(Near term)*
3. Provide central support (Office of DEI) for three to five women each year to attend the above AAMC conferences. *(Priority)*

3.1 Metric:

1. Number of departments that sponsor women faculty to attend AAMC meetings.
2. Number of women serving on select national committees
3. Retention and promotion of faculty who participate in the above activities and conferences.

Strategy 4: Develop a Comprehensive Program for Equitable Advancement of Faculty from Underrepresented Groups in Science and Medicine

4.1 Action

1. Create modules addressing unique challenges for faculty from underrepresented groups and women faculty that can be incorporated into professional development programs such as the Physician-Scientist Development program and Faculty Mentorship program. *(Long term)*

4.1 Metric:

1. Evaluations of each session and overall post-program evaluations.
2. Number of grants submitted, presentations, and manuscripts submitted by participants in these programs.
3. Evaluations of mentor/mentee interaction and effectiveness of the mentorship relationship.
4. Promotion and retention of faculty underrepresented in Science and Medicine.
5. Track which chairs nominate faculty for the program.

4.2 Action

1. Promote strategic sponsorship to equitably advance the professional development of all faculty, including faculty from underrepresented groups. *(Priority)*
 - a. Encourage deputy deans, chairs, section chiefs, and/or center directors to include faculty from underrepresented groups among those they nominate for national awards.
 - b. Encourage deputy deans, chairs, section chiefs, and center directors to include faculty from underrepresented groups among those they nominate for induction into appropriate academic societies.
 - c. Encourage deputy deans, chairs, section chiefs, and center directors to include faculty from underrepresented groups among those they promote to serve on key national committees.

- d. Encourage deputy deans, chairs, section chiefs, and center directors to include faculty from underrepresented groups among those they promote for national speaking engagements.

4.2 Metric:

1. Proportion of faculty from underrepresented groups and majority faculty in their department who are recommended or promoted for these activities.

4.3 Action:

1. Offer Minority Organization for Retention and Expansion (MORE) coaching program: Six sessions of individualized coaching with the goal of developing a three- to five-year professional development plan.
 - a. Ask chairs, with input from the deputy dean of DEI, to identify faculty members that would benefit from such a coaching program.

4.3 Metric:

1. Number of faculty with three- to five-year professional development plans.
2. Measures of engagement (e.g., do participants feel valued and supported by their department) based on AAMC engagement survey or another tool.
3. Retention of participants in individual coaching (long-term outcome.)

Strategy 5: Enhance Collaboration with Minority Organization for Retention and Expansion (MORE)

5.1 Action:

1. Include deputy deans of scientific affairs, faculty affairs and professionalism, and leadership as active participants at the MORE Annual Retreat. (*Near term*)
2. Engage MORE to give input into resources offered through the Office of Academic and Professional Development so that faculty from underrepresented groups have equitable access to all new services and programs. (*Near term*)

5.1 Metric:

1. Surveys of MORE membership satisfaction with the above workshops.
2. Number of faculty from underrepresented groups who consult individually about A&P process.
3. Promotion rate for faculty from underrepresented groups relative to other faculty.

Strategy 6: Enhance Engagement of Junior Faculty from Underrepresented Groups

6.1 Action:

1. Provide support for chairs and section chiefs in the review of progression of faculty from underrepresented groups. (*Long term*)

2. Conduct outreach to allow each new faculty member from an underrepresented group to be made aware of available resources within one to two years of hire and again one to two years before expected time to be considered for promotion.
(Priority)

6.1 Metric:

1. Number of new faculty from underrepresented groups that deputy dean of DEI meets within one to two years.
2. Annual report on any themes that come out of the meetings that should be presented to the dean and chairs.

Strategy 7: Adopt Strategies to Promote Equity Among Faculty

7.1 Action:

1. Conduct periodic evaluation of the progress of all faculty in a department to provide for equitable progression of members from underrepresented groups *(Priority)*. If inequity is found, develop an action plan with appropriate deputy deans to:
 - a. Evaluate the number of manuscripts submitted and/or accepted by faculty from underrepresented groups compared to their counterparts.
 - b. Evaluate the number of grants submitted and/or awarded by faculty from underrepresented groups compared to their counterparts.
 - c. Assess the level of engagement of faculty from underrepresented groups with their mentoring teams relative to their counterparts.
 - d. Evaluate the time to promotion for faculty from underrepresented groups compared to their counterparts.
2. Conduct periodic evaluation of resource allocation by the deputy deans for scientific affairs, including space. If inequity is found, work with the appropriate chairs to develop an action plan. *(Long term)*
3. Conduct periodic time-to-promotion evaluations (Office of Faculty Affairs). If systemic inequities are found, develop an action plan.
4. Conduct periodic attrition rate evaluations (Office of Faculty Affairs in collaboration with Office of DEI). If inequities are found, develop an action plan. *(Long term)*

7.1 Metric:

1. Salary and resource equity reports that include race/ethnicity as an independent variable.
2. Overall time to promotion by groups.
3. Department remediation plans if any inequities are found.

Strategy 8: Maximize Participation in National Conferences that are Designed to Advance the Careers of Academic Faculty from Underrepresented Groups

8.1 Action:

1. Encourage departments to sponsor a minimum of one to two faculty from underrepresented groups to attend the [Minority Junior Faculty Leadership Development Seminar](#) and/or [Mid-Career Minority Faculty Leadership Seminar](#) over the next five years. *(Near term)*
2. Provide support for three to five faculty from underrepresented groups to attend these seminars each year over the next five years. *(Already in progress)*
3. Ask departmental VCs for Diversity or the Deputy Dean of DEI to follow-up with seminar attendees to determine what new strategies, skills, and/or procedures faculty members have garnered. *(Long term)*

8.1 Metric:

1. Number of departments sponsoring faculty from underrepresented groups for above seminars.
2. Retention and promotion of faculty—including into leadership positions—who participate. *(Long-term outcome)*

Strategy 9: Develop Meaningful Appointments and Promotion Policies and Procedures that Reward DEI Work

9.1 Action:

1. Modify the CV supplement to ask explicitly about DEI research and/or service activities and contributions. *(Priority)*
2. Develop rubric for the consideration of DEI activities and contributions in the promotions process. *(Priority)*
3. Incorporate training on preparing and evaluating a portfolio related to DEI citizenship activities into career development workshops and into briefings of A&P committees.

9.1 Metric:

1. Number of CV supplements that include information pertinent to DEI service and activities.

Strategy 10: Develop Infrastructure to Maximize the Number of NIH Diversity Supplements Obtained

10.1 Action:

1. Develop templates and grant repositories to facilitate successful application for NIH Diversity Supplements. *(Long term)*

2. Develop a reminder system (OSP) to enable chairs and mentors to facilitate application for Diversity Supplements by graduate students, postdocs, and faculty from underrepresented groups. *(Long term)*
3. Develop a method to acknowledge mentors who successfully mentor students from underrepresented groups and secure Diversity Supplements. *(Long term)*

10.1 Metric:

1. Number of Diversity Supplements submitted.
2. Number of Diversity Supplements awarded to faculty of YSM.

Inclusion

High-level Goal: To create an environment where diversity thrives and there is a genuine commitment to continuously improve inclusion and a sense of belonging for every member of YSM.

Overarching Outcome: A minimum 10% improvement from baseline over five years in the results of the AAMC Diversity Engagement survey (or a similar instrument) across YSM.

Strategy 1: Enhance YSM’s Ability to Measure Inclusive Excellence and Respond Appropriately

1.1 Action:

1. Hire a program evaluation/metrics analyst within Academic Analytics to build an appropriate database, collect and track the data below, analyze qualitative and quantitative data, and develop high-level reports for YSM leadership. *(Priority)*
 - a. Contract with the AAMC to administer the Diversity Engagement Survey, which is designed to evaluate the inclusiveness of the academic learning environment, and to assess baseline strengths and areas for improvement related to inclusion and diversity issues. Ask YSM faculty members to complete survey every two to three years to track progress. Goal is to utilize a validated instrument to determine how each department and YSM overall are doing in the realm of DEI and to track improvement over time.
 - b. Utilize data to inform future action items at both the department and school level.
2. Interview/survey all faculty who chose to separate from YSM *(model after the pilot project: “Departed Faculty Exit Interviews.”)* *(Short term)*
3. Encourage departments to appoint a diversity and inclusion champion. Small departments may collaborate to share resources. This individual should have allotted time and resources to successfully fulfill the job requirements. Where appropriate, a department level DEI committee may also be formed to inform the department DEI Champion. The department DEI Champions will constitute the advisory council to the deputy dean of DEI to facilitate forward movement of the Diversity Strategic Plan

across all departments, share best practices, and alert the deputy dean of any obstacles to implementation at the local level. *(Priority)*

4. Develop a high-level annual report that outlines the goals of the Diversity Strategic Plan, successes, and areas needing improvement. *(Long term)*

1.1 Metric:

1. Measures of inclusion and belonging using the AAMC's or another tool discussed above.
2. Annual report of metrics related to the Diversity Strategic Plan.

Strategy 2: Provide a Comprehensive Set of Workshops and Trainings to Facilitate an Understanding of the Lived Experiences of YSM's Diverse Community while also Providing the Tools Needed to Maximize Interpersonal Communication/ Interactions between All Members of the YSM Community

2.1 Action:

1. Enhance and/or develop trainings in the following areas. Ask departments to offer a minimum of one DEI and belonging training and listening session each year and encourage departments to offer additional trainings for leadership. *(Near term)*
 - Unconscious bias (one to three hours)
 - Microaggressions (one to three hours)
 - Allyship and bystander training (one to three hours)
 - Crucial conversations/dialogues (one hour)
 - Leading across differences (one hour)
 - Race: A social construct (one to two hours)
 - Anti-racism (three hours to three days)

2.1 Metric:

1. Percent completion of required and elective training.
2. Pre- and post-knowledge surveys/course evaluations.
3. Number of bias and harassment complaints reported each year.