DALHOUSIE UNIVERSITY
FACULTY OF MEDICINE

Diversity in Leadership in the Faculty of Medicine

Report with Recommendations

July 2017

Submitted by the Faculty of Medicine Diversity in Medicine Task Force:
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Background

The extent to which the Faculty of Medicine reflects and engages the diversity of the communities that it serves will influence its ability to achieve its mission: to teach scientific excellence and humanity in medicine, facilitate leading health research, influence social and health policy and help drive the regional economy.

Diversity is a driver of innovation, and our intellectual and training environment is greatly enriched by the equitable inclusion of individuals who have diverse social identities across ethnicity, gender identity, sexual orientation, ability/disability, geographic location, language, income and health status, for example.

Diversity, equity and inclusion are essential to our social accountability goals and for us to thrive as a Faculty. Performance of companies in similar industries in the same country has demonstrated that greater diversity is linked with better financial performance[1].

All policy and program development and delivery decisions must carefully consider diversity, equity and inclusion, and the performance of Department Heads and senior leadership will be assessed against diversity, equity and inclusion competencies and metrics.

At the same time, the Faculty of Medicine will work to foster ongoing discussion about the recognition of different leadership paradigms, including how a diverse range of leadership styles and approaches may contribute to both creating interest in and amidst a broader range of persons to move into leadership roles, as well as contribute to creating a more welcoming and supportive environment.

Task Force

The Diversity in Leadership Task Force was established by the Dean of Medicine in January 2017 with broad representation from across the Faculty of Medicine and the university. Regular meetings were held to finalize the Terms of Reference, clarify a plan to move forward and discuss findings throughout the following six months. The mandate of the Task Force is to address diversity in leadership across the Faculty. The knowledge gained from this work will be used to inform strategies to support diversity, equity and inclusion in academic medicine leadership and to inform research and educational programs across disciplines.

The Diversity in Leadership Task Force for the Faculty of Medicine has specifically addressed the issues surrounding diverse representation as well as equitable and inclusive career development within Faculty leadership roles such as Department Heads and Assistant and Associate Deans. The committee, with the assistance of data from Human Resources, completed an environmental scan of the diversity of employees within leadership roles and the available opportunities for leadership development, across equity-seeking groups designated by the Employment Equity Act and the Federal Contractors Program: Indigenous peoples, racially visible minority groups, women and persons with disabilities.

The Task Force examined recruitment, retention and academic promotion of designated group members in Faculty roles, where data was available. However, there was often only sufficient data to compare

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[1] http://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters

groups based on gender. A paucity of diversity amongst leaders, especially within the group of Department Heads, was confirmed by the data available. Additionally, the data suggested a potential area of concern regarding the time taken for promotion from either assistant to associate professor or associate to full professor for some designated groups.

An initial, ongoing research study is seeking to examine some of the experiences of Faculty members with a goal to identify strategies to overcome barriers to career development and enhance leadership development among designated group members. A full report of our findings will await completion of this research study. This work, reviewed by the Dalhousie Research Ethics Board, will produce a document for publication and dissemination. However, the Task Force identified some areas in which immediate action could be taken and provide these as a series of recommendations.

The Task Force recognizes the multiple and intersecting dimensions of diversity and began with a focus through a gender lens. Women have been historically underrepresented in leadership positions in academic medicine. The number of women graduating from the medical sciences has increased rapidly over the past 25 years. However, women have remained largely underrepresented in academic medicine leadership in Canada, specifically at the senior level. For example, only two of 17 current medical school deans across Canada identify as female, and neither identify as a member of any other equity-seeking group. In the Faculty of Medicine at Dalhousie University, there is only one female department head out of 23 clinical and basic science units.

Research

To our knowledge, there has only been one qualitative study of Canadian women's challenges to academic medicine leadership[2]. We will expand on this study to capture the local context and provide a broader representation of perspectives including basic and clinical science faculty, post-doctoral fellows, senior residents and professional/management staff as these individuals possess unique perspectives on women's barriers to leadership in academic medicine. This qualitative study interviewed approximately 20 academic medicine professionals, women and men across the career trajectory.

Based on this research, we anticipate a deeper understanding of the factors affecting women's leadership in academic medicine. The findings will be included in the second phase of the Dalhousie University Faculty of Medicine Diversity in Leadership Task Force. It is anticipated similar research with respect to other designated groups within the Faculty of Medicine would be of additional benefit in understanding enablers and barriers, and gaining a deeper understanding of the 'leadership culture' within the Faculty. This research should be part of the second phase of the Diversity Task Force work.

Principles

Our work reflects the commitment to the following principles as outlined in Dalhousie University's Belong Report:

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[2] Mascarenhas, Alekhya, et al. "Perceptions and experiences of a gender gap at a Canadian research institute and potential strategies to mitigate this gap: a sequential mixed-methods study." *CMAJ open* 5.1 (2017): E144.

1. Everyone in our community is responsible for change;
2. We are committed to an inclusive and respectful university;
3. We build from the insights and lessons learned from within Dalhousie, the Faculty of Medicine and at other universities; and
4. The Faculty of Medicine is situated in a broader social context that makes it impossible for us alone to eradicate misogyny, sexism, racism, ethnocentrism, heterosexism, colonialism, socio-economic disadvantage, ableism, ageism, sexualized violence, harassment, and discrimination. We need to respond to and recognize that broader context.

This report and recommendations concludes "Phase 1" of our work.

Recommendations

The Task Force identified 28 recommendations aligned with Dal Med Forward's strategic priorities, resource implications, timelines and team members responsible to ensure the implementation and monitoring of each specific recommendation. These recommendations are based on short term timelines and will be modified to include longer term recommendations upon the completion and analysis of the focus group discussions and interviews.

These recommendations were also developed recognizing that the literature recommends that organizations avoid adoption of a single program to enhance diversity and instead, tailor programs and target efforts to ensure relevance to the organization and progress on any single dimension of diversity.

No	Recommendation	Timeline	Lead	Approved
Administrative Structures				
1	Establish an Advisory Committee on diversity, equity and inclusion reporting to Faculty Council to proactively identify and address issues and opportunities in the Faculty	Sept 2017	Dean	
2	Collaborate with other faculties (especially Health, Dentistry and Law) on larger events related to diversity and inclusion. Participate in university events that celebrate diversity to enhance the visibility of the Faculty commitment to these activities	Sept 2017 (ongoing)	A/A Deans	
3	Continue to enhance social accountability through broad inclusion and feedback from a diverse group of engaged stakeholders. For example, development of a community engagement toolkit through DalMedForward	Ongoing	Senior Associate Dean	
4	Ensure that mechanisms are developed to enhance engagement and opportunities for designated equity-seeking groups. For example, there should be a regular review of membership on Faculty committees to address any gaps.	Dec 2017 (Ongoing)	Faculty Council	

Human Resource Practices				
5	Monitor the recruitment, retention, promotion and roles in leadership of faculty members from designated groups and provide an annual report on progress in these areas to the Dean and to Faculty Council	June 2018	Human Resources	
6	Design improved recruitment and retention strategies focused on actively seeking, attracting and retaining diverse faculty, staff, students, and administrators	June 2018	Human Resources	
7	Ensure interim appointments for Department Head, Division Head and other leadership development roles (i.e. Assistant Deans, survey/search committee chairs, heads of major Faculty Committees) are actively used as a mechanism to enhance leadership diversity. For example, when these positions are being filled, potential (qualified) candidates from designated groups should be considered first and evidence of this process should be provided to the Dean	Sept 2017	Dept Heads & Dean	
8	Ensure Department Executive Committees and similar bodies always include designated group members, using similar representation rules to those required for survey and search committees. These committees should strive to have maximal representation across all designated equity-seeking groups and reflect the diversity of the community.	Sept 2017	Dept Heads	
9	Ensure that all policy and program development and delivery decisions carefully consider diversity, equity and inclusion	Sept 2017	Dean	
10	Imbed diversity, equity and inclusion competencies and metrics in performance evaluation processes for Department Heads and senior leadership			
11	Establish an oversight process to ensure that highly ranked designated group members are actively pursued and provided similar offers during negotiations for faculty recruitments as other search committee approved candidates.	Sept 2017	Dean & Human Resources	
Accountability				
12	Ensure Annual Faculty Review process includes explanation of delay for any Faculty member who is greater than 5 years in rank of assistant or associate professor (excluding parental leaves) and identification of measures put in place to enhance opportunities for promotion including but not limited to mentorship	Sept 2017	Dean & Dept Heads	
13	Ensure annual reporting of diversity, equity and inclusion goals and progress within the FoM is tracked and communicated across the Faculty in alignment with 2016 FOM guidelines for diversity, equity and inclusion. Designate an individual to	June 2018	Senior Associate Dean	

	monitor and account for diversity, equity and inclusion goals of the FoM and submit annual reports provided to the Dean, Faculty Council and the Committee of Diversity and Inclusion			
14	Ensure diversity, equity and inclusion are included in the annual risk assessments completed by each unit and align with the 2016 FOM guidelines for diversity, equity and inclusion	June 2018	AA Deans & Dept Heads	
15	Ensure diversity, equity and inclusion details are included as part of the departmental survey reports and are provided to the survey committee by the department head in line with 2016 FOM guidelines for diversity, equity and inclusion	Sept 2017	Dept Heads & Survey Cmtes	
Training				
16	Develop a diversity, equity and inclusion training program that is provided on an annual basis and is mandatory for department and division heads. This training must be completed prior to taking on a senior leadership role in the FoM	June 2018	HR/ Div & Inclusion Cmte	
17	Ensure all members of survey and search committees complete diversity, equity and inclusion training or an alternate and equivalent on-line training module (including unconscious bias training) prior to serving in this capacity	June 2018	HR/ Div & Inclusion Cmte	
18	Ensure leadership training be made available to members of designated equity-seeking groups on an annual competitive basis	June 2018	HR/ Div & Inclusion Cmte	
19	Develop an evaluation strategy to assess the effectiveness of training interventions and include results in the annual report to the Dean and Faculty Council	June 2018	HR/ Div & Inclusion Cmte	
Supportive Environments				
20	Improve access to established mentors from designated groups who are external to the departments of new faculty members and develop an additional peer mentorship program focused on designated group members within their first five years a) Recognize that as individuals move into leadership roles with increasing levels of responsibility and scope that additional opportunities for leadership development may require different forms of support (e.g., access to different mentors or resources). b) Encourage proactive discussions with faculty and staff about their interest in leadership, upcoming leadership opportunities, and supports for leadership roles within Faculty units and departments	June 2018	Diversity & Inclusion Cmte AA Deans Dept Heads	

21	Develop mechanisms to ensure diversity of viewpoints and inclusion of designated group members on Academic Tenure and Promotion and similar committees within Departments and the Faculty	Sept 2017	Dept Heads & ATP Cmtes	
22	Encourage inclusion of visiting speakers from designated groups in seminar series and as guest speakers. Through Dean's Office, a speaker support fund and advertising assistance provided to Departments (and units)	Sept 2017 (ongoing)	Dept Heads/AA Deans	
23	In preparing for FoM's 150th Anniversary events ensure planning incorporates diversity, equity and inclusion	Sept 2017		
Communications				
24	Develop a set of guidelines to support the Faculty in planning and promoting events that are consistent with diversity, equity and inclusion goals. Distribute these guidelines to all unit and department heads	Dec 2017	Communication D&I Cmte	
25	Develop an engaged communication plan to enhance awareness, recognition and commitment in relation to diversity, equity and inclusion across the Faculty	Dec 2017	Communication D&I Cmte	
26	Identify champions for diversity, equity and inclusion and publicize examples of success to acknowledge and celebrate advances	Dec 2017	Communication D&I Cmte	
27	Develop and support already existing campaigns around observances recognizing diversity, equity and inclusion matters with high-impact communications and education pieces	Sept 2017	Communication D&I Cmte	
Future Research				
28	Continue research in Faculty of Medicine with designated groups, building on the Task Force's first phase which focused on women in leadership	June 2018	D&I Cmte	