

At the Intersection of DEI & Well-Being: Considerations for a New Direction for DEI

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Disclosures

- Karla J. Aghedo has no relevant financial relationship(s) with ineligible companies to disclose.

Learning Objectives

At the completion of this activity, participants will be able to:

1. Appraise institutional relevant policies for necessary amendments that reflect the SCOTUS affirmative action ruling and other related areas.
2. Apply self-care practices which support the DEI practitioner from the lens of the individual (self-development), team and organization leadership and allies.
3. Compare and contrast recruitment and retention strategies to advocate for diverse learner and faculty needs.
4. Design DEI professional development offerings that align best with learners' experiences.
5. Develop policies and strategies that promote DEI to take back to your home institution.

Learning Objective 1:
Appraise institutional relevant policies for
necessary amendments that reflect the
SCOTUS affirmative action ruling and other
related areas.

Compliant DEI Programming: Focus on Personal Well-Being

- Race as a factor versus diversity of experiences in the admissions process
- Programming should prioritize
 - Efficacy
 - Sustainability
 - Legality

Learning Objective 2:

Apply self-care practices which support the DEI practitioner from the lens of the individual (self-development), team and organization leadership and allies.

A Framework for Self-Care: The Individual

SELF
R-E-S-P-E-C-T



R

REST

E

EXERCISE

S

SELF-CARE

P

PRIMARY CARE

E

ENERGY

C

COMMUNITY

T

TIME AWAY

A Framework for Self-Care: The Individual

1. BODY

2. SPIRIT

3. MIND

BODY

Rest

Exercise

Self-Care

Primary Care

Daily **Maintenance:**

Quality Sleep, Movement



A Framework for Self-Care: The Individual

1. BODY

2. SPIRIT

3. MIND

SPIRIT
Energy

Daily Maintenance:
Prayer, Meditation,
Journaling



A Framework for Self-Care: The Individual

1. BODY

2. SPIRIT

3. MIND

MIND

**Community
Time Away**

**Daily Maintenance:
Gratitude, Visualization**



A Framework for Self-Care: The Team

TAP

A Framework for Self-Care: The Team

- **Timeout Sessions**
 - Schedule times throughout the week where team members are encouraged to engage in self-care practices, like walking or reflecting

A Framework for Self-Care: The Team

- **Appreciation & Gratitude**
 - Start meetings by providing an opportunity for team members to express appreciation and/or gratitude for someone or something (work-related or personal)

A Framework for Self-Care: The Team

- **Partnerships & Peer Pairings**
 - Formally create or informally foster the creation of accountability partnerships between team members regarding self-care practices with items like conversation cards or short session prompts

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A Framework for Self-Care: The Team

AIM

A Framework for Self-Care: The Organization

- **Audit**
 - Conduct an audit to evaluate the quality of self-care and wellness outcomes under current organizational policies, such as gender and racial gaps in usage of parental leave

A Framework for Self-Care: The Organization

- **Implement**
 - Articulate and implement organizational goals related to self-care and wellness, such as aiming to “zero out” annual vacation days or professional sabbatical options

A Framework for Self-Care: The Organization

- **Mmeasure**
 - Develop and track clear metrics designed to measure organizational goals related to self-care and wellness, such as incorporating Evaluation Metrics that reward evidence of team leadership regarding self-care

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Learning Objective 3:
Compare and contrast recruitment and retention strategies to advocate for diverse learner and faculty needs.

The Hypothesis

“The central hypothesis of this proposal is that well-being is a critical prerequisite to achieve faculty retention, self-advocacy, leadership development, and professional advancement.”

- Problem Statement, *Well-Being Initiative for Woman Faculty of Color to Promote Professional Advancement in Pharmacy and Pharmaceutical Sciences Research*

Current Efforts

- Recruitment: Expand the Pipeline
- Retention: Provide Mentorship Programs
- Results: Persistence of the significant gap in the representation, retention and advancement of BIPOC faculty in biomedical research
 - Study indicated that “interest in assistant professor careers at research-intensive universities such as medical schools declines as training progresses” with more significant declines in interest for underrepresented minority PhD graduates, despite controlling for “first author publication rate, advisor relationships, PhD training institution, research self-efficacy, and training experiences” – Gibbs et al. (2016)

Learning Objective 4:
Design DEI professional development offerings
that align best with learners' experiences.

Key Objectives for Future Programming

- Address concerns about “fundamental aspects of the environment, or nature of faculty work in research-intensive universities that cause otherwise equally qualified” candidates from underrepresented minority groups to choose other career paths – Gibbs et al. (2016)
- Investigate the significance of reports about personal challenges, experience with implicit and explicit biases, and incongruence between the values motivating these scientists and those reflected most prominently in research-intensive universities – Gibbs et al. (2016)

Learning Objective 5:
Develop policies and strategies that promote
DEI to take back to your home institution

Key Focus: Strategies at the Intersection of DEI & Well-Being

- Programs emphasizing wellness and well-being are currently socially, politically, and financially favored

Key Focus: Strategies at the Intersection of DEI & Well-Being

- **“Enhancing Well-being and Resilience Among the Pharmacist Workforce: A National Consensus Conference”** was developed through a collaboration between
 - American Association of Colleges of Pharmacy,
 - Accreditation Council for Pharmacist Education,
 - American Pharmacists Association,
 - National Association of Boards of Pharmacy, and
 - National Alliance of State Pharmacy Associations.

Key Focus: Strategies at the Intersection of DEI & Well-Being

- This conference resulted in numerous consensus recommendations, including the following four recommendations:
 - 1) “Employers and schools and colleges of pharmacy should establish strategic plan priorities that facilitate the development of a culture of well-being and resilience.”

Key Focus: Strategies at the Intersection of DEI & Well-Being

- This conference resulted in numerous consensus recommendations, including the following four recommendations:
 - 2) “The Accreditation Council for Pharmacy Education should require the inclusion of annual well-being assessments for students, faculty, and staff to facilitate regular dialogue, destigmatize behavioral health, and guide organizational initiatives within schools and colleges of pharmacy.”

Key Focus: Strategies at the Intersection of DEI & Well-Being

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 - 3) “The Accreditation Council for Pharmacy Education should integrate concepts related to well-being and resilience into accreditation standards and guidance.”

Key Focus: Strategies at the Intersection of DEI & Well-Being

- This conference resulted in numerous consensus recommendations, including the following four recommendations:
 - 4) "Schools and colleges of pharmacy should incorporate ongoing education, self-evaluation, and reflection for student pharmacists, faculty, staff, preceptors, and graduate students on topics of well-being, resilience and behavioral health."

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 - 2) “The Accreditation Council for Pharmacy Education should require the inclusion of annual well-being assessments for students, faculty, and staff to facilitate regular dialogue, destigmatize behavioral health, and guide organizational initiatives within schools and colleges of pharmacy.”
 - 3) “The Accreditation Council for Pharmacy Education should integrate concepts related to well-being and resilience into accreditation standards and guidance.”
 - 4) “Schools and colleges of pharmacy should incorporate ongoing education, self-evaluation, and reflection for student pharmacists, faculty, staff, preceptors, and graduate students on topics of well-being, resilience and behavioral health.”

References within the Presentation

1. White C, Jackson K, Harris S, and Aghedo K (2020) *Well-Being Initiative for Woman Faculty of Color to Promote Professional Advancement in Pharmacy and Pharmaceutical Sciences Research*, Grant Application to Genentech
2. Gibbs KD, Basson J, Xierali IM, and Broniatowski DA (2016) *Decoupling of the minority PhD talent pool and assistant professor hiring in medical school basic science departments in the US*. ELife 5:e21393. doi: 10.7554/eLife.21393.

Thank you! Let's stay in touch

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