

# The Path Forward: Report of the Task Force on Racial Justice

December 1, 2020

UNIVERSITY OF MIAMI  
MILLER SCHOOL  
of MEDICINE



# Agenda

- Welcome and Opening Remarks - Dr. Henri Ford
- Summary of TFRJ Recommendations - Dr. Roderick King
- Hilarie Bass, Chair, UM Board of Trustees
- Dr. Julio Frenk, President, University of Miami
- Joseph Echevarria, Interim CEO, UHealth & Special Advisor to UM President
- Dr. Donald Spivey, Special Advisor to UM President on Racial Justice
- Question and Answer

# Purpose

The purpose of the Task Force on Racial Justice (TFRJ) is to **develop strategies and actions** to address issues of systemic racism within the University of Miami Miller School of Medicine in order to create **a sustainable culture of inclusion and diversity** that supports racial justice.

# Task Force Infrastructure:

The Task Force on Racial Justice (TFRJ) is composed of seven subcommittees that are focused on the key areas of:

- *Admissions*
- *Student Affairs*
- *Curriculum*
- *Residents/Fellows*
- *Faculty Affairs*
- *Research*
- *Community Engagement*

# Scope of Work & Timeline

- Task Force subcommittees initiated work in July 2020
- Subcommittees completed work by October 1, 2020
- A complete report with proposed strategies/actions was presented to the Dean on October 7, 2020
- Summary report created November 2020

## Key Deliverables:

- Brief summary of root cause analysis for each of the problem areas for each subcommittee
- List of best practices that guide the work
- List of UMMSOM strategies and actions that align with each problem area for each subcommittee
- Timelines and suggestions on implementation of strategies and actions
- Cost estimates and financial plan required for implementation

# Admissions Subcommittee

Co-Chairs: Dr. K. Bosire & Dr. R. Weisman

## Charge:

- *To identify and eliminate racial bias in the admissions process. To develop a pipeline of qualified students underrepresented in medicine (URM), especially Blacks, who will not only be competitive for admission but will ultimately matriculate at UMMSOM.*

## Root Causes:

- **Absence** of an established **pipeline** to recruit, mentor, sponsor, and successfully matriculate URM students at UMMSOM
- Inadequate **funding** to offer competitive **scholarships**

# Admissions Recommendations

## Short term (1-2 years):

- **Establish stronger online presence of ODICE on the Admissions Website**
- **Evaluate the Structure/Methodology of the Admission Process:** Assuring diversity and inclusion

## Intermediate term (3-5 years):

- **Improve institutional outreach - untapped talent**
  - Establish an articulation agreement with Historically Black Colleges and Universities (HBCU's) in Florida
  - Establish a relationship with the NIH-funded Post-baccalaureate Research Education Program
  - Establish a post baccalaureate program - Masters in Med Science
  - Increase local outreach by ODICE

# Admissions Recommendations

## Long term (> 5 years):

- **Develop a program that provides the most substantial return on investment and embodies the UMMSOM commitment to URM students**
- **Establishment of the “Forever Miami” program**
  - For select URM applicants who would like to train in medical school, residency, fellowship and spend at least the first 4 years of professional career at UM/Jackson



# Student Affairs Subcommittee

Co-Chairs: Dr. H. Mechaber & Dr. M. Gervais

## Charge:

*To ensure that our diverse students feel welcomed on the medical campus & the topic of racism is included in wellness programming.*

## Root Causes:

- Lack of **understanding** of school resources and support services
- Lack of **mentorship** for URM
- The **role and scope** of support by ODICE and Student Services/Affairs **not clearly identified or communicated**

# Student Affairs Recommendations - *Well Being*

## Short term (1-2 years):

- Appoint an **additional ombudsperson** from an **URM background**
- Establish a **committee to review medical campus financial aid opportunities for URM students** and make recommendations for improving equity.
- **Maintain telehealth options at the counseling center** to ensure that students continue to have access to URM clinicians.

# Student Affairs Recommendations - *Well Being*

## Intermediate term (3-5 years):

- Restructure and **increase support to expand the Academic Enrichment office**
- Create an **office for Graduate Student Financial Aid on the medical campus** or expand the current office with additional staff to support graduate students.
- Work with current **student leaders to establish liaisons between medical and graduate medical student organizations.**
- Conduct a **survey of URM students on the medical campus** in conjunction with other Task Force for Racial Justice subcommittees.

# Student Affairs Recommendations - *Mentorship*

## Short term (1-2 years):

- Create a formal **mentoring program for URM students**
- Establish **small group mentoring sessions** since we have few URM faculty
- **Schedule regular monthly meetings with URM students and faculty**
- **Improve individualized mentoring** to include not only URM faculty mentors, but also **allies who participate in faculty development** to ensure culturally sensitive mentorship, free of bias

# Student Affairs Recommendations - *Mentorship*

## Short term (1-2 years):

- **Organize monthly or quarterly meetings with URM students and faculty**, in collaboration with ODICE, Diversity Council, Student Services, SNMA and other student groups
- **Build a list of opportunities and career resources** specifically designed for URM students.

# Student Affairs Recommendations - *Mentorship*

## Medium term (3-5 years):

- Develop a robust **Allyship** program
- Build a more **robust pool of URM alumni mentors**
- Task each department to partner with SNMA, ODICE and Student Affairs to specifically increase and designate **URM specialty mentors**
- Recognize the **legacy of URM physicians** on campus by naming spaces in their honor
- **Expand CANEWATCH** to enable anonymous reporting

# Student Affairs Recommendations - *Mentorship*

## Medium term (3-5 years) :

- Help identify **allies** in each department
- Consider **revisions to the Physicianship Incident Report system** to include reporting of unprofessional behavior due to **racism, micro/macroaggressions**.
- **Protect students** who, in good faith, report violations and microaggressions, from retaliation with the University Whistleblower Statement

## Long term (> 5 years):

- **Establishing a pre-matriculation, summer preparatory program** to expand current academic enhancement offerings for targeted students, **including URM**.

# Curriculum Subcommittee

Co-Chairs: Dr. T. Monteith & Dr. B. Issenberg

## Charge:

*To identify and eliminate racial bias, and promote racial justice and equity in the curriculum, while educating our students to effectively serve diverse communities.*

## Root Causes:

- ***Institutional***
- ***Structural***
- ***Programmatic/Content***
- ***Faculty***



# Curriculum Subcommittee

## Root Causes:

### *Institutional*

- Racial justice and equity have **not been proactive goals** for the UMMSOM
- **Lack of assessment and mechanism designed to change institutional culture,** leadership attitudes, and knowledge
- Lack of research/best practices in this area

### *Structural*

- Lack of **integration** of student curricular reform
- Lack of **racial inclusivity** in the representation of patients in curriculum

# Curriculum Subcommittee

## Root Causes:

### *Programmatic/Content*

- Race is misrepresented as a biologic and genetic construct
- **Disconnect** between what is taught and what is demonstrated by faculty in clinical setting

### *Faculty*

- Institutional “**ignorance**” of historical factors leading to current issue
- **Lack of understanding and commitment** to the issues of wellness, burnout, and retention

# Curriculum Recommendations

## Short term:

- Adopt **core competencies** related to anti-racism.
- Establish **Institutional Oversight and Continuous Quality Improvement committees** across all phases of the **NextGenMD curriculum**.
- **Eliminate racism in patient presentations** across all phases of NextGenMD and at all sites.
- **Integrate anti-racism in the basic science curriculum** as well as in the clinical and social sciences curricula.

# Curriculum Recommendations

## Medium term:

- **Multiculturalism and racial equity** must be the standard in every course taught at UM.
- **Eliminate race as a biologic predictor/risk factor** in curricular materials.
- Translate **Racial Justice curriculum to clerkships and hidden curriculum.**
- Grow and expand our institutional values with regard to **scholarly effort around racism.**
- **Equip our students to effectively serve diverse communities.**

# Resident and Fellows Subcommittee (GME)

Co-Chairs: Dr. Y. Diaz & Dr. S. McLeod Bryant

## Charge:

*To increase the number of underrepresented minority (especially Black) residents and fellows and create an inclusive, welcoming environment on the medical campus.*

## Root Causes:

- Lack of **diversity**
- Lack of inclusion and welcoming environment

# Resident and Fellows Subcommittee (GME)

## Root Cause: *Lack of diversity*

- ***Pre-interview*** - No structured approach to expose URM medical students within/outside Miami to our residency programs (SNMA, LMSA, outreach to HBCUs, residency fairs)
- ***Interview*** - Lack of exposure to URM resident and faculty during interview day
- ***Post-Interview*** - Financial support for socioeconomically disadvantaged groups for moving
- ***Pipeline*** - Lack of focused recruitment efforts and outreach
- ***Perception & Communication*** - Lack of structured support to navigate microaggressions experienced

# Resident and Fellows Subcommittee (GME)

## Root Cause: *Lack of Inclusive and Welcoming Environment*

### ➤ ***Societal Factors***

- Not accepted by the general population at large, unlike others (e.g. VA)

### ➤ ***Environmental Factors***

- Predominantly white male/elitist culture in Miami
- Environment at UM is sexist, white male-dominated, and elitist, and not part of the URM pipeline
- Discomfort with the ethnic mix of attendings and residents in the institution

# Resident and Fellows Recommendations

## Short term:

- Develop a **structured approach to expose URM medical students within/outside Miami to our residency programs.**
- Work with **program directors to diversify selection committee** and **ensure that qualified URM candidates** are recruited and ranked within the top tier.
- Educate faculty about how interns feel when they begin residency: “we have to be on point,” “we have to perform,” “we have no room for error.”
- Ensure **residents have their voices heard** early in training.



# Resident and Fellows Recommendations

## Short term:

- Increase numbers of **Black chief residents and fellows**.
- Ensure **curriculum in residency** includes talks on **inclusivity, cultural sensitivity**.
- **Community outreach to Black/brown areas** of Palm Beach County- health fairs. Develop **pipeline programs with high-school students** using Black residents as mentors.
- **Hospitals** should make it clear where they stand on issues, including **police brutality**.
- **Assigning Black faculty to see Black patients** should not be the default practice.

# Resident and Fellows Recommendations

## Long term:

- Increase number of Black faculty.
- Increase numbers of Black mentors in fields of potential interest (subspecialties).
- Provide ongoing education of faculty regarding differences among Black residents: “we are not all from the same backgrounds.”
- Address the culture at the VA: microaggressions from patients, for example, staring at the name tags.

# Faculty Affairs Subcommittee

Co-Chairs: Dr. G. Thomas & Dr. J. St. Onge

## Charge:

- *To create a diverse medical faculty and medical school leadership by improving recruitment, mentoring, promotion, and retention.*
- *To eliminate racism and micro-aggressions between faculty and learners.*

## Root Causes:

- Recruitment
- Mentoring
- Career Development
- Promotion
- Retention

# Faculty Affairs Root Causes

## Recruitment:

- Efforts to **recruit Black faculty** are not viewed as a **priority** at the chair, center, and institute director levels.
- **Search committees** have not included participation of Black faculty, fellows, and residents.
- **Starting salaries and start up packages** are not competitive to attract excellent candidates.
- There is **no cohesive plan or assistance** regarding **best practices** for **recruitment of Black faculty**.

# Faculty Affairs Root Causes

## Mentoring:

- Lack of mentoring of Black faculty
- Environment: Black faculty report perceptions of
  - Invisibility
  - Marginalization
  - Hypervisibility related to issues of diversity
  - Lack of respect from colleagues, staff members, or students

# Faculty Affairs Root Causes (cont'd)

## Career Development:

- Black faculty are assigned service-oriented roles with low-perceived value by administrators or other faculty colleagues.
- It is difficult to determine whether subtle discrimination was race- or gender-based.
  - Black faculty forced to focus on choice of clothing, hairstyle, manner of speech as well as strategies to address racial micro-aggressions.

# Faculty Affairs Root Causes (cont'd)

## Promotion:

- Lack of competitive salaries and career guidance for Black faculty.
- Lack of support for promotion and leadership opportunities, which contribute to low morale amongst Black faculty.

# Faculty Affairs Root Causes (cont'd)

## Retention:

- **Black faculty experience overt racism and discrimination** as well as macro and micro-aggressions, and there is a **lack of processes to report, and commitment to address** these experiences.
- **During the last 5 years, 18 Black faculty have left the Miller School.** Of the **current faculty, at least 15 have considered leaving the University within the last two years.** These numbers are reflective of the root causes stated above.



# Faculty Affairs Recommendations

## Short term:

- The Office of Diversity, Inclusion and Community Engagement and the Office of Faculty Affairs should **develop a package to assist department chairs, center and institute directors, and Search Committees in the recruitment of Black faculty.**
- **Offer start up packages that have competitive salaries and other components** (e.g. AAMC Median Salary guaranteed for three years with an appropriate research/support package).
- **Hire 10 Black clinician investigators and 2 Black basic science faculty researchers in the next 12 months.**

# Faculty Affairs Recommendations

## Short term:

- **Establish a Vice Chair for Diversity (VCD) in each department** responsible for education of all faculty on implicit bias and microaggressions, identifying opportunities for development of existing Black faculty and monitoring and reporting metrics for the proposed chair's Diversity Score Card
- **Create a Society of Black Faculty at the Miller School**
- **Improve dissemination of information** regarding opportunities for career development
- **Improve the working and learning environment**

# Faculty Affairs Recommendations

## Medium term:

- Hire 50 Black clinician investigators and 10 Black basic science faculty researchers in the next 5 years
- Increase Black faculty on the Appointment, Promotion and Tenure (APT) Committee and the Academic Personnel Board
- Develop a **Diversity Score Card** for department chairs, center and institute directors assess success in recruitment, mentoring, promotion, retention and leadership development of Black faculty. These results should be tied to their annual performance evaluation.

# Faculty Affairs Recommendations

## Long term:

- Ensure appropriate representation of Black clinicians and researchers on the Miller School faculty in 10 years (at least 13% of the faculty).

# Research Subcommittee

Co-Chairs: Dr. C. Schulman & Dr. G. Zhai

## Charge:

*To create a diverse research workforce that provides mentoring and support for the next generation of researchers while creating an inclusive environment for underrepresented minority (URM) researchers. And enhance opportunities for research to address health inequalities and racial justice.*

# Research Subcommittee: Root Causes

## *Faculty*

### ➤ Recruitment challenges:

- Underrepresentation of Black candidates in applicant pool (extramural)
- Lack of recruitment and retention efforts from within UMMSOM
- Paucity of identifiable mentors and limited number of Blacks on the faculty
- Lack of incentives for retention of minority and female faculty

# Research Subcommittee: Root Causes

## *Faculty*

### ➤ Recruitment challenges:

- Perception that URM trainees (particularly Black graduate students and post-docs) are being held back to serve as part of the workforce rather than being considered for promotion to faculty (i.e., lack of recruitment from within)
- Lack of support for faculty identified as potential role models for recruitment
- Lack of infrastructure to support recruitment

# Research Subcommittee: Root Causes

## *Faculty*

- Challenges to advancement, promotion and retention of existing Black faculty and non-faculty scientists:
  - Contracts are vague; lack of standardization, resulting in great inconsistency across departments/institutes.
  - Faculty are unaware of the central role of the office of Faculty Affairs in rectifying issues.
  - Fear of retribution should the faculty seek such assistance.
  - No clear process to address inconsistencies.



# Research Subcommittee: Root Causes

## *Research and Support Staff*

- Lack of accessible data regarding the ethnic and racial make-up of the research staff
- Recruitment resources are targeted through national websites such as CareerBuilder/Broadbean
- Retention of qualified URM staff is a challenge

# Research Subcommittee: Root Causes

## *Students and Trainees*

- Socioeconomic and cultural factors, and the lack of diversity create barriers to recruitment
- Lack of oversight of the admissions process
- Lack of a recruitment plan or strategy
- Racial discrimination, microaggressions, and implicit bias affect retention
- Lack of a training or mentorship plan

# Research Recommendations

## Faculty:

- Conduct detailed **survey of existing non-tenure track scientists**
- Conduct **formal review of all existing faculty for possible advancement**
- Consider some form of **restitution process for those who have been held “in limbo”**
- **URM faculty**, especially Black faculty, **must be represented equally on the APT, Faculty Council leadership**, and in other key research leadership positions
- **Formal training must be required for all leadership positions**, and all future candidates for leadership positions (e.g. Division/Section Chief or above, and ALL administrative leaders)

# Research Recommendations

## Faculty (cont'd):

- Convene a **Microaggressions Committee** through the Dean's Office and Faculty Affairs
- **Collect baseline data for institutional faculty and internal faculty applicant pool** (including physician scientist, basic science graduate students, and post-docs)
  - Detailed survey of existing tenure-track URM faculty (Black and non-Black) to identify and create a robust pool of candidates
- Survey basic science trainees (year 2 and above) for perceived obstacles to retention at UM as junior faculty
- Faculty Council: institute formal criteria for retention and promotion of relevant and qualified trainees to ensure objectivity in the process

# Research Recommendations

## Research and Support Staff:

- **Target the recruitment of URM and Black research staff & provide resources for hiring managers to assess diversity within the specific department.**
- **Improve UM and interdepartmental exit interviews to assess reasons for departure,**
- **Build a sense of community** through staff networking events.

# Research Recommendations

## Research and Support Staff (cont'd):

- **Implement University “self-checks” for URM and Black research staff;** survey to assess employee perception regarding diversity, inclusion, and racial justice.
- **Develop and implement career development and growth opportunities, mentoring programs for new and current research staff and managers** and develop and a certificate program and/or Master’s program in research.

# Research Recommendations

## Students and Trainees:

- **Recruitment** - Establish a formal, multi-year recruitment, admittance, hiring and diversification strategic plan
- **Financial Assistance program** - Invest in financial assistance programs for URM, especially Black, students and trainees (seed money)
- **Racial Bias and Sensitivity Training** – Create a mandatory, annual university-wide diversity, social justice, and cultural sensitivity training program

# Research Recommendations

## Students and Trainees:

- **Racial Bias/Discrimination Reporting** - Define/refine policies regarding how to report and handle racial/discriminatory behaviors.
- **Re-evaluate demographics and racial climate on an annual basis to assess trends**
- **Utilize annual racial climate survey** as well as exit survey data to perform comparative analysis in order to determine if there is a downward trend in racial discrimination and non-inclusive behavior
  - **Goal:** Percentage of URM, particularly Black, students/trainees to reflect or exceed the demographics of Miami.



# Community Engagement Subcommittee

Co-Chairs: Dr. A. Henderson, Dr. S. Taldone, & Dr. H. Tookes

## Charge:

- 1) To improve security and policing to ensure equitable treatment for URM students, residents and faculty*
- 2) Increase effective/supportive engagement with disenfranchised communities (e.g. Overtown, Liberty City, Allapattah, Coconut Grove, etc.) to promote health equity and wellness.*

# Root Causes

## Community Engagement:

- Lack of acceptance of Medicaid by UHealth
- Poor communication of free healthcare resources to the community
- Lack of participatory engagement with the community (working to improve community health)

## Policing:

- Lack of **accountability** for UM security officers
- High **turnover rate** of UM security officers
- **Role** of UM security and Miami police is **unclear**
- Some UM security officers exhibit **discriminatory behaviors**
- **Reimagine** public safety and increase city/county funding towards it

# Community Engagement Recommendations

## Policing:

- **Increase accountability** for UM security officers
  - “Town Halls” to provide input on proposed UM security policy changes
- Decrease turnover rate of UM security officers by **increasing salary** to living wage
- **Communicate** role of UM security vs. Miami police - formal dialogue to include UM community
- Establish and report **anti-discrimination training** and implementation by UM security
- Research a **new definition of public safety** in neighborhoods that are traditionally over policed. And use it to reimagine city/county budgets.

# Community Engagement Recommendations

## Community Engagement:

### ➤ Increase faculty and staff engagement

- Support 10% faculty effort for community engagement
- Appoint departmental representatives to promote engagement
- Revise promotions process to include community engagement
- Publish list of school community engagement work to promote synergy and collaborations

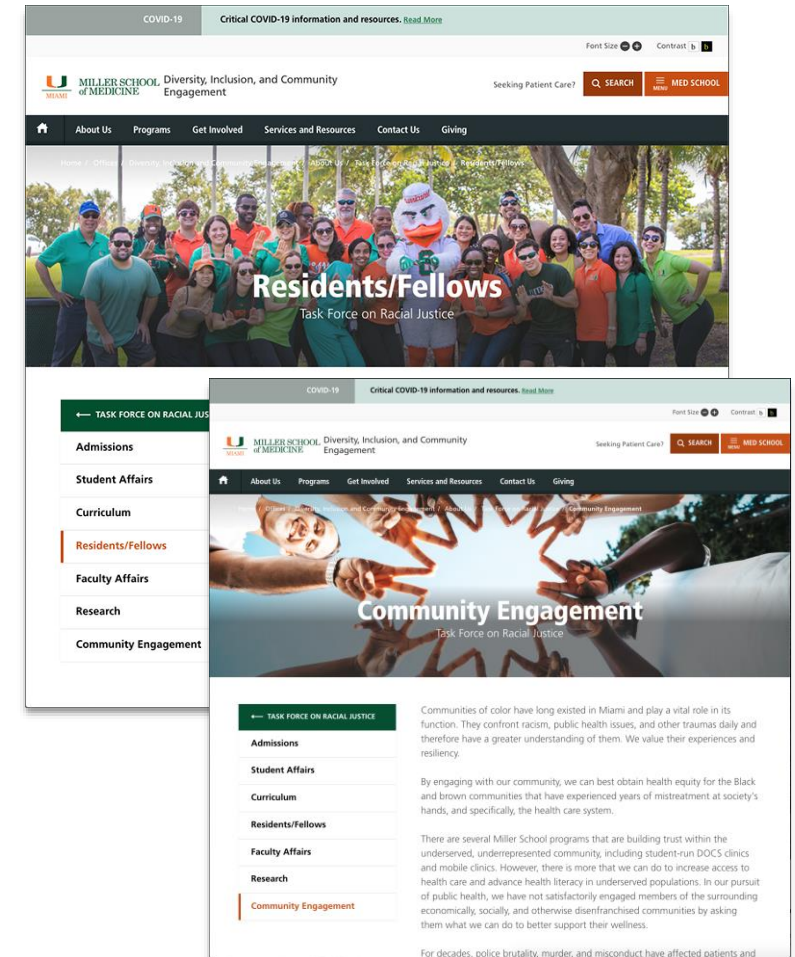
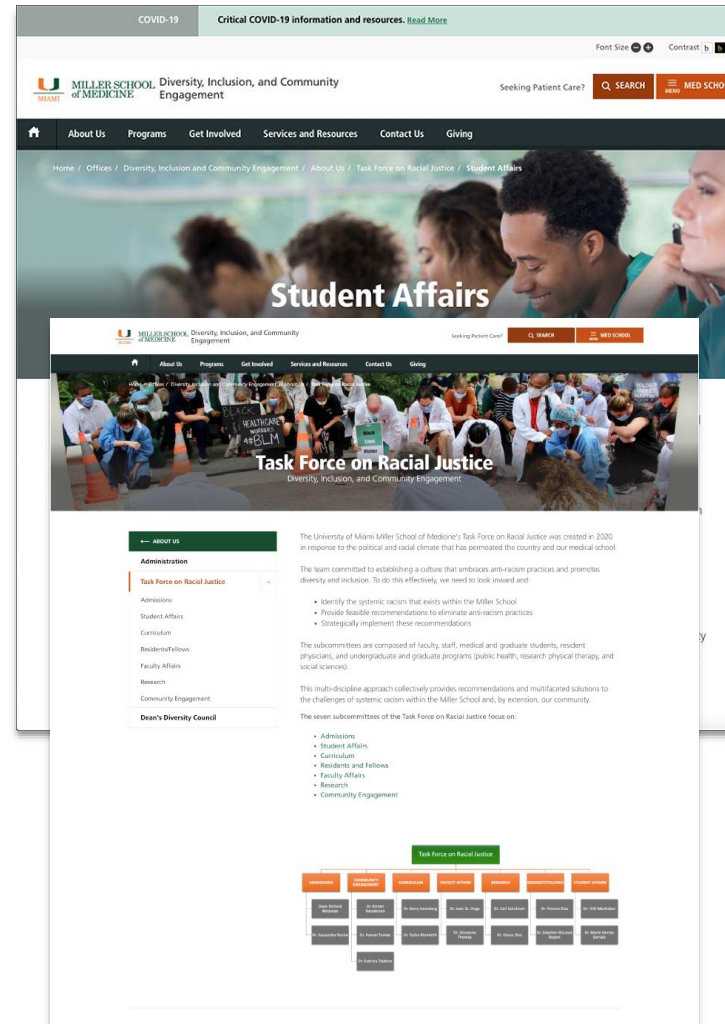
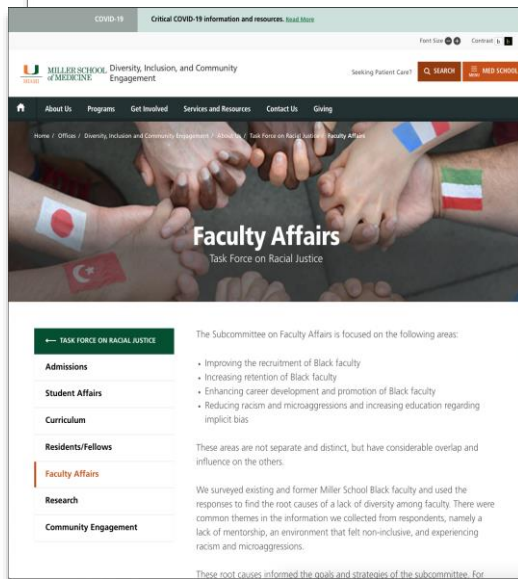
### ➤ Improve Health of Minority Communities

- Partner with community to develop strategies to increase access to care
- Align university research interests with community healthcare interests to address gaps

# Next Steps after the Task Force

- Work of implementation transitions to the **Dean's Diversity Council**
  - Representation from UMMSOM Departments, Offices and Institutes
  - Representatives from Student Organizations (e.g. SNMA, LMSA, SGA, etc.)
- Establishment of a TFRJ dashboard to monitor our progress
- Creation of a new Task Force on Racial Justice website

# Task Force on Racial Justice Website



# Thank you

# Office of Diversity, Inclusion, and Community Engagement

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