

Training from a DEI perspective Scribe document

Please note and remind yourself frequently: The intent of this document is for it to lead to a public-facing record of your workgroup’s activity. By the day of the Summit it will be accessible to anyone at the Summit, and after the Summit it will be turned into a fully public-facing document. This means that although you should take notes however makes sense for you, it will be important to refine the notes to be comprehensible to others.

Guiding Committee:

Elizabeth Yeater	James Li	Omar Gudino	Nick Eaton	Sandra Barrueco
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Moderator: Joanne Davila

Scribe: James Li

Describe intended product of the workgroup:

Who is willing to lead on this topic (future efforts at the Summit and beyond):

Main Notes Area

Initial meeting of the guiding committee on Training from a DEI Perspective

Location, date and time: Zoom; April 25th, 2023 at 10am CST

In attendance (alphabetical): Sandra Barrueco, Nick Eaton, Omar Gudino, James Li, and Elizabeth Yeater.

Summary of the major topics discussed:

1) Scope of the WG

- All guiding committee members agreed to focus on generating ideas about how to instantiate DEIJ and antiracism into CS training (teaching, research, clinical), rather than on addressing DEIJ issues that other WGs will be tackling (e.g., graduate recruitment and admissions, accountability, health and well-being of the CS academic community, etc.)

2) Discussion and ideas about training from a DEIJ perspective

- Criticism of “infusion model”
 - Shared frustration around the current “infusion model” wherein DEIJ topics are meant to be incorporated into all aspects of CS training that checks all the boxes per APA, but there is:
 - no accountability

- no way to measure competency
 - a “community of colleagues...not well prepared” and may be nervous to teach about DEIJ and antiracism in CS, etc.
 - “Need to strengthen the current body of faculty across the nation” in DEIJ and antiracism issues in CS, but this also requires faculty to buy in. How?
- Shared resources for DEIJ content in CS
 - CS programs all teach on the same difficult topics, for which not all faculty have expertise.
 - May be more effective and efficient to disseminate short videos (possibly by DEIJ domain experts?), with discussion points to encourage both faculty and student participation
 - Suggestion of a model syllabus across the different CS courses
 - Suggestion of making recorded lectures or full courses available (e.g., psychopathology, assessment) with DEIJ and antiracism content incorporated
 - Concern raised that having a full course might lead to an easy way out for some faculty to continue neglecting DEIJ and antiracism in their own work/teaching
 - Another concern raised that this might lead to administrators at certain institutions to question whether such important courses are even needed anymore if they are already offered virtually by others
 - Resources might already be available from PCSAS/APCS to build out toolbox/shared resources via a website
 - Might want to look to other organizations that already offer such resources (e.g., ABCT) and ways to improve upon them if necessary
- Leverage graduate student interest and expertise on DEIJ and antiracism issues
- Clinical issues in training around of DEIJ and antiracism
 - Acknowledgement that CS programs are situated in different parts of the country that may have more/less access to diversity for clinical training than others
 - Workshops could provide critical training opportunities for students who do not have access to diverse populations
- Criticism of quantitative methods in CS
 - Important to emphasize that certain quantitative methods perpetuate problems in DEIJ and CS
 - We should look to other fields/disciplines that capture differences better than CS
 - Example of sociologists and ethnographies

3) Discussion of intended product of the WG

- Two potential products were discussed, but the guiding committee ultimately agreed that the most impactful product would be a **website** (or virtual toolbox)

with shared resources on CS related DEI/J materials (e.g., teaching, research, clinical) that can be used across CS programs, and that can be the foundation for conducting research on the success of the use of the resources.

- Caution that the toolbox must be structured and guided for CS trainers so that it doesn't end up becoming a data repository without any integration.
- The materials/approach can also be studied empirically for their impact.
- Paper
 - Guiding committee also discussed the possibility of a paper that would outline CS core philosophies and how each would be centered around DEI/J, with proposed guidelines, etc.
 - Paper could clearly articulate what expected competency in DEI/J and antiracism would look like for CS students
 - Provide a rationale for where this all coming from
 - Emphasize how a focus on DEI/J actually makes the field of CS stronger (examples from papers on community engagement improving trauma research)
 - Outline requirements for programs/students to demonstrate competency in X number of things re: DEI/J.
 - E.g., weakness in established quantitative methods and measurement wherein focusing on averages end up masking differences
 - Acknowledgement that this might be at odds with the inherent flexibility in training that the CS model supposedly calls for
 - Issues were raised with respect to how much such a paper would move the needle in CS training, especially given that there are already a lot of papers like this out there (e.g., Buchanan et al., 2021; Rodriguez-Seijas et al., 2023).

Official workgroup meeting on Training from a DEI Perspective

Location, date and time: EPNEC at Washington University in St. Louis, May 4, 2023 at 10:30am CST

Key questions about DEI training

- 1) How programs will integrate DEI
- 2) Development of a product that can serve as a resource for CS programs to share and disseminate

Notes from small group discussion #1: How might we make sure that a DEI focus is no longer in a silo in CS training programs?

Justin Lavner, Khrystal Johnson, Lauren Weinstock, Jacqueline Moses, Nicholas Eaton

What does it mean to be siloed?

DEIJ is treated as a niche within clinical science. There is no holistic integration into clinical science as a whole. Folks who work in this area are marginalized, and their focus

Methodological approaches are not valued (e.g., qualitative approaches). We might have one diversity course—which in itself is siloed. We often have a week at the end of a course that deals with diversity.

What about the infusion model? It feels as though it has failed in many ways. Many programs have moved toward having a course focused on DEIJ, which is not ideal but it has preserved DEIJ as a content area for training rather than reducing it to asterisks on syllabi. However, the end goal feels as though it perhaps should be infusion—but true, total infusion. There is quite likely also a need for a focused educational experience on DEIJ, though, where it can be discussed in and of itself rather than as a topic within broader course topics.

Professors aren't trained in these issues. The workload isn't equitable—marginalized folks do the heavy lifting.

For infusion models (or DEIJ training in general), why do most programs? Are we checking off APA boxes or do we actually care? Are we demonstrating things to accreditors? If we actually care, why? And should we do a better job of communicating that to our trainees, the rest of the field, etc.?

Majority Voices and Lack of Humility

It's interesting that faculty are allowed to say "I don't know" in their courses about DEIJ but not other topics. "I don't know the literature on racial trauma-related interventions" seems more OK for an intervention instructor to say than a statistics teacher saying, "I don't know how data outliers impact statistical results" and for the conversation to end there.

The voices we frame are those largely of white, cis/het authors. There are templates that deconstruct syllabi that integrate different perspectives. Kim Case has something like this.

People have already done the work. Why are we not listening? Intersectionality did not come from psychology.

Are people afraid of covering these topics?

Trying anyway would make students more comfortable. We could model more professional humility as faculty. It's OK to not know—we need to work collaboratively to find the answers. Not showing the professional confidence that is expected of faculty. We often outsource this stuff.

Modeling

One way to end the cycle is to model appreciation and humility of DEIJ issues.

How do we shift the field to valuing DEIJ work?

Open data means that people consent to giving their information to specific researchers, but it also means that regardless of their consent anyone who has any agenda can use their data for any purpose.

Open science means we need to relax our a priori expectations about how things go in the real world.

There is no mention of qualitative research methods. Is empirical research ethical?

Incentive structures need to change.

Can we make materials/lectures by experts available? Is this outsourcing? It's not outsourcing if there's a collaborative effort where faculty and students negotiate the materials together. We're helping people do their research and helping programs meet the needs of their students and their communities.

Notes from small group discussion #2: How might we make sure that CS programs center training around DEI while still allowing for flexibility in training? (James)

Members: Christina Balderrama-Durbin (Binghamton), James Li (University of Wisconsin-Madison), Leslie Robinson (Memphis)

- Consideration of DEI should be factored into all aspects of CS training, including in teaching of statistics and research design
 - Our science has been overly focused on means, not the SD.
 - APA wanted a dedicated course on DEI so faculty began to drop DEI from their courses
- Consider a mandate on infusion of DEI in CS coursework and other aspects of training - couched in the context of scaffolding and support - “we will work with you to address DEI in your training”
 - Mandate should have some expectations about quality mentorship (i.e., how to teach, here’s what it might look like, it’s an expected component in tenure evaluation?)
 - Colloquia, use things faculty are familiar with already and use it as an opportunity to teach faculty about DEI in CS
 - Website of shared resources on training?
- Consideration of state laws that might prohibit a specific focus on DEI issues in the classroom
 - High quality infusion of DEI in training might actually get around this
 - Maintain flexibility in the curriculum - what some faculty might object to is the need to add “one more course” - just infuse so it’s not more courses
- How to center DEI in clinical training?
 - Faculty should work to ensure there are diverse clinical (and research) experiences for students
 - Funding for programs to put a bigger push on dissemination/evaluating outcomes
 - Measures of efficacy?
 - Funding could be internal (e.g., course release for faculty?) or from other organizations (e.g., academy)?
 - Maybe the academy could establish a graduate student fellowship centered around training and research in DEI?

Notes from small group discussion #3: How might we conceptualize and measure good DEI outcomes in clinical science training programs? (Omar)

Program (students AND faculty)

- Recruitment, retention, and success
- Ongoing assessment of needs and strengths
- Not focused on remediation

Culture and climate

- Learning as part of the scientific process
- Socialization process for programs to be talking and addressing DEI
- Culture of learning and humility

Individual

Coming in with

- Knowledge
- Awareness
- Lived experience
- Comfort
- Commitment and passion

Clinical Science

- Knowledge of the scientific foundation and the history of DEI and science
- Skills (talking about DEI with clients; review of research with eye towards DEI)
- Awareness of how DEI is embedded within
- Personalization and thinking of people within a broader context (individual, context and system)
- Co-creation of knowledge (CBPR)
- Training to think about clinical science from a public health model
- Science-practice-impact - long term outcome beyond the integration
- What is the model we would create now?

Notes from small group discussion #4: How might we help people consider the importance of centering DEI in CS training? (Liz)

- Increasing incentives for DEI markers of success
 - Taking diverse/first gen students who might need more scaffolding
 - Awards for faculty for mentoring students
 - Beyond publications!
 - Reward service (which doesn't typically fit under tenure/promotion)
 - Accreditation constraints
 - Moving beyond checking a box, but more of a holistic approach
 - Collaborate with students who know more about DEI than faculty

Notes from small group discussion #5: How might a DEI focus make clinical science better? (Sandra)

Members:

Jeffrey Hecker (Maine), Marisol Perez (ASU), Katie Dixon-Gordon (UMASS-Amherst), Sandra Barrueco (Catholic University)

1. Action-oriented focus on "how"
2. Discussed Video training approach into syllabi and courses
3. Create Research toolkit for implementation into courses
 - a. Qualitative/ Quantitative
4. Create Panels of paid DEI experts consultants for clinical programs and clinical science (such as we do with statisticians)
5. Faculty development and support

- a. Developing mentorship between advanced faculty and beginning mentors
 - b. Adjust tenure and promotion criteria (fyi, APA is developing)
- 6. Study/analyze impact of what we decide to do
 - a. Potential Funding agencies (NSF/HRSA)
- 7. Review what has already been done or in development
 - a. ACUTE program with DEI curriculum
 - b. Tools that role model
 - c. MOSAIC mentorship vs sole membership
 - d. FYI: APA has 10 videos in development (including system-centered)

Parking Lot

The parking lot is for anything that was noted during the group that does not fit well on the topic. You may wish to refer this information to other groups after your group meets.

Create/disseminate climate surveys? Another way to track progress?

Joanne summary - four themes that emerged from WG discussion

- Theme 1: Socialize everyone to have cultural humility, should be a guiding approach in our programs
 - Setting expectations about mentorship
 - Training faculty w/diverse backgrounds
 - “Supportive mandate”
 - Leverage things that already exist for many of us to educate (department colloquium)
 - Models already exist to center DEIJ into training, use them creatively
- Theme 2: Incentivizing DEIJ work
 - In a way that supports research, teaching, service,
 - Awards? Fellowships?
- Theme 3: Take a collaborative approach so folks are more likely to come onboard
 - Recognize strengths that students bring, early career professionals
- Theme 4: Use and share existing resources
 - Shared resources/website to ensure we can disseminate DEIJ relevant material in CS
 - E.g., short videos from domain experts, with discussion points?