

# **Culturally Conscious Leadership in Action: Building the Leader's Capacity**

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LLO-8910: Capstone Seminar II

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August 2023

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## About the Author

My name is Ingrid M. Canady; I identify as an Afro-Latina immigrant woman. I migrated to the United States from Costa Rica in April 1989. For the last 34 years, I have navigated new language, culture, and social-political shifts that continue to mold and shape who I am today. My intersecting personal identities are- wife, mother, grandmother, sister, aunt, friend, best friend, deaconess, executive director, and the last three years, doctoral student. As a member of the educational field for over 26 years, I currently work for an organization that focuses on supporting historically minoritized and marginalized students and their families. This role has led me to serve as the agency's executive director. As the executive director, I had witnessed firsthand the frustration and challenges faced by administrators, educators, students, and families trying to navigate the educational maze-- a maze that I have had to navigate as an English learner, a homeless immigrant, and as a single parent on behalf of my children when they entered the educational system. As a non-English speaker, I have experienced marginalization and racist remarks associated with homelessness and shelter living. With my children, we became the "other" in a majority White community. My experiences have catalyzed my advocacy for transformational change toward equity and justice.

## Dedication

I dedicate this capstone project to everyone who believed I could become a doctor someday, beginning with my mother, Juana Francisca Apú Gutiérrez. Even though she only reached a third-grade education, she believed education was the door and the bridge to all possibilities. ¡Gracias, mamá!

To my husband, Kevin, who, from the moment we met, saw doctoral potential in me that I did not see. To my children Valerie, Christian, Kevin Jr., and son-in-law Mathew for understanding my fascination with learning and encouraging me along this long journey. To my grandson Kai and granddaughter Ava, Dr. Tita is all yours now.

To my spiritual leaders, Pastor Robert Mills and Dr. Elder India Mills, for their prayers. To my dearest friend, Alauna, for adding me to the tribe and showing me that I belong here. Moreover, to my capstone advisor, Dr. Nebel, for her understanding and guiding me through many challenging semesters.

## Executive Summary

The Yale Child Study Center (YCSC) is in New Haven, Connecticut, and it was founded in 1911 by Arnold Gesell, M.D., Ph.D., as the Yale Clinic of Child Development. The Center is the Department of Child Psychiatry for the Yale School of Medicine. The YCSC is internationally recognized for its contribution to child development and neuropsychiatric disorders, and it has catalyzed improving the mental health of children and families from birth through adolescence.

For the purpose of this project, the Center's leadership team is intentionally reviewing their philosophies, policies, structures, and practices through a racial equity lens to drive innovative and purposeful equity outcomes. By leveraging organizational accountability, current support systems, personal engagement, and team members' commitment, the leadership team strives to guide racial reflections, problem-solving, and decision-making. Therefore, I collaboratively engaged with the Center's Chair and Vice-chair in investigating the following research questions:

Research Question #1 (RQ1) Is the Center's current strategy aligned with the vision and mission of the organization?

Research Question #2 (RQ2) Does the organization's culture reflect its values and beliefs?

Research Question #3 (RQ3) What do the program leaders perceive as necessary factors to become a more equity-minded organization?

With the insights gained through this iterative reflective process, I sought to understand the connection between the Center's strategy, culture, and organization and how these drivers operate as tools that leaders must utilize to become racially conscious allies for the communities they support.

I used a qualitative data collection and interpretation approach to support the centralization of the Center's leadership as a catalyst for the sustainability of socially and racially conscious efforts for organizational impact. Using insights from Critical Race Theory (Delgado & Stefancic, 2001), *Intersectionality Theory* (Crenshaw, 1989), and *Transformational Leadership Theory* (Hay, 2006), I formulated the *Essential Drivers for Change* framework to delve deeper into the Center's strategy culture, and organization.

<sup>1</sup>The collection of data occurred in two phases. For phase I, I collected information to align the Center's diversity, equity, and inclusion mission and vision statements (RQ1). For this phase, I reviewed over 190 publicly available documents and information through the Center's website and provided by the Center's Vice-Chair. Phase II of the data collection entailed two focus groups and seven interviews (RQ1, RQ2, and RQ3). I selected the participants for phase II from a comprehensive list provided by the Center's Chair and Co-chair. I asked them to think about the participants as those who can provide insight from the lens of agitators, those who think the Center is not doing enough; supporters, those who think the Center is doing a great job; and neutrals, those who think their involvement in any effort is part of their job. Four participants attended the first focus groups, including leadership team members and staff members. For the second focus group, two members of the leadership team attended. Finally, I conducted interviews with seven members of the Center, including leadership team members.

To answer the research questions, I thematically aligned the research questions with the three essential drivers for change- strategy, culture, and organization. I color-coded the transcripts: strategy: yellow; organization: pink; and culture; orange.

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<sup>1</sup> I used pseudonyms to protect the confidentiality of all participants.

The following findings emerged:

Finding #1- Transparency and communication of the vision and mission are directly aligned with the leadership's commitment.

Finding #2- Using the leadership team and their level of expertise to communicate the Center's commitment had become an essential tool for intentional, culturally conscious transformation and sustainability.

Finding# 3- All Center units' strategic plans or direction need to focus intentionally on dismantling hierarchical policies and procedures that perpetuate power and privilege.

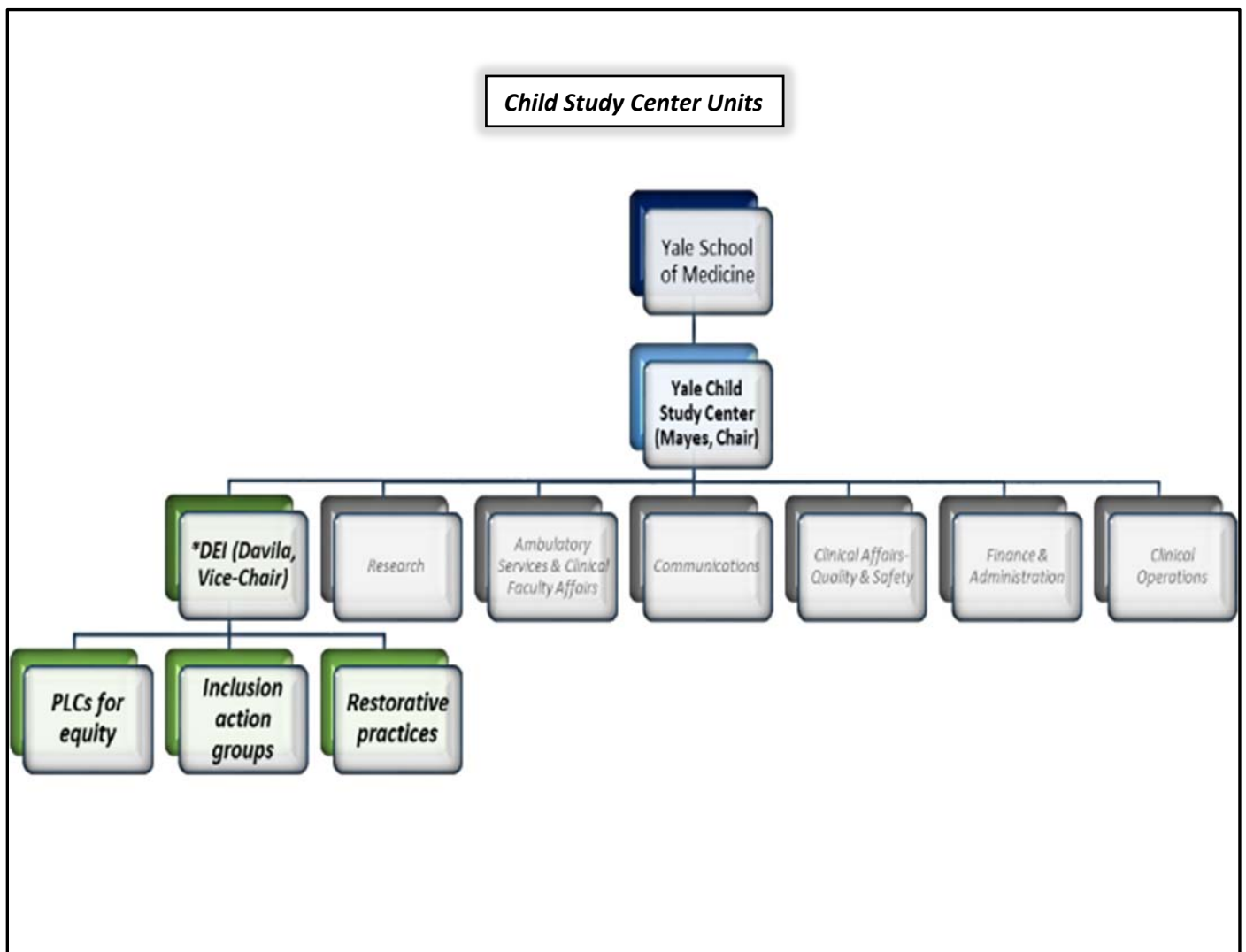
The study findings revealed the intersectionality between the Center's vision (strategy), its values and beliefs (culture), and the processes, structures, and policies defining its day-to-day operations. As a result, I am suggesting the following three recommendations: leverage community expertise, establish a mechanism to conduct an intersectional analysis and maintain momentum. These recommendations are in direct alignment with the drivers for impact. And if the Center's leadership implements the recommendations, it could position them at the forefront of their desired goal of establishing a systemic and cohesive approach to support their community.



## Introduction

### Partner Organization:

<sup>2</sup>The Yale Child Study Center (YCSC) is in New Haven, Connecticut, and is the Department of Child Psychiatry for the Yale School of Medicine and Yale New Haven Hospital. Under its current infrastructure, the Yale School of Medicine encompasses approximately thirty departments; one of the departments is the YCSC.



<sup>2</sup> <https://medicine.yale.edu/childstudy/about/diversity/>

The Center's current director serves as the department chair and leads a team of seven vice-chairs that oversee the following areas 1) diversity, equity, and inclusion; 2) research; 3) ambulatory services and clinical faculty affairs; 4) communications; 5) clinical affairs, quality, and safety; 6) finance and administration, and 7) clinical operations. This capstone project, led by the Center's vice-chair, focused on diversity, equity, and inclusion.

The YCSC issued a commitment statement on its website that serves as the anchor for this project. The statement commits to valuing their community members and fostering equitable and inclusive culture through education, reflection, and intentional action. These words served as leverage points throughout the project.

## Area of Inquiry: Innovation in Practice

The United States has become a nation reflective of many different world countries. With this global interconnectedness comes the need to understand each other's uniqueness and our roles as members of the worldwide community. Therefore, organizations must be strategic, focused, and consistently supporting their staff while meeting their community's needs (Garcia et al., 2021). Creating a workforce that cares for racially diverse populations is a fundamental goal for any professional organization seeking to promote healing and unity.

Organizations also need to recognize that all wrongs cannot be corrected at once; however, there should be an effort to focus on what people can do to change the dynamics of injustice and oppressive practices. Along with the rest of the world, the leadership of the Yale YCSC witnessed the murder of George Floyd as he gasped for air under the oppressive choke of injustice on May 25, 2020. Like many organizations, the YCSC began to create opportunities for its community members to engage in healing discourse sessions about the tragic incident. The Yale School of Medicine (YSM) sought the support of one of its leaders, a woman of Color, to facilitate the healing sessions for the staff of its multiple units. Unfortunately, unidentified participants interrupted the initial session by making racist and derogatory remarks toward the facilitator. This unfortunate incident and related media coverage created an elevated dissonance within the YSM community. The facilitator resigned from her post as the Assistant Director of the Yale Center for Emotional Intelligence, citing racism in the workplace.

### Current Actions

The aftermath of the resignation of such a prominent member of the organization's community created a high turnover rate among racially diverse staff members and decreased

morale across the multiple divisions of the organization. As a result, the leadership began working earnestly to improve their culture by enacting better practices and policies with diversity, equity, and inclusion in mind. One of their first actions was establishing a Chief Diversity Officer position to incorporate Restorative Justice principles and practices, racial equity education, and creating a professional learning community.

### Purpose of Engagement and Inquiry

The YCSC leaders sought to understand better how their current structure of accountability, support systems, and their leadership's commitment to engaging in a reflective process could inform their future actions. They were eager to discover ways to become transformational change agents by interrupting historically racialized practices perpetuating injustice. They wanted to create a comprehensive and coherent personal and organizational accountability system that established a safe, supportive, and inclusive environment for all community members. All this is so they can continue to fulfill the YCSC's <sup>3</sup>core mission of improving the lives of children and families through research, service, and training.

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<sup>3</sup> <https://medicine.yale.edu/childstudy/about/diversity/>

## Synthesis of Literature

I approached this project by looking at the process like an artist would view a triptych: three distinct parts that create one whole picture. The project's triptych comprised developing a conceptual framework, designing research questions, and procuring data to interpret my findings. At the core of this study, my research questions centered on the intentional efforts of the YCSC's leadership team to become agents of transformational change by interrupting historically racialized practices that perpetuate injustice. As such, the literature review was framed under three categories: the conceptual framework theory, diversity, equity, and inclusive organizational practices, and diversity, equity, and inclusive leadership practices that combine education, reflection, and informed/intentional action.

Costanza-Chock (2020) asserts that to design for social justice is to account for the needs of the most marginalized. Likewise, The Aspen Institute's Roundtable on Community Change facilitates the understanding that to create environments for socially just practices; norms must be established to account for the voices that may not be at the table (Lawrence et al., 2009). The practical guide The Aspen Institute created also describes the multiple layers and barriers associated with the othering of humanity (p.7).

The American Society of Clinical Investigation (ASCI) published a viewpoint document in the 2020 Journal of Clinical Investigation, identifying the organization's deliberate path toward diversity, equity, and inclusion (Ware et al., 2020). The paper provides the following in-depth reflection about their urgency to address diversity- The diversity of the physician-scientist community must be addressed at all levels of academia and will require multifaceted efforts to eliminate both overt and subtle racial and gender bias and to create better access and opportunity

(p. 5031). The recognition by this well-known and respected organization in the field of scientific medicine sets the stage for the importance of committing to address diversity, equity, and inclusion at the organizational level.

However, to set the historical context of the importance of committing to addressing diversity, equity, and inclusion at the global level, the writings of W.E.B. Du Bois provide a natural canvas. W.E.B. Du Bois wrote in 1903 that "the problem of the Twentieth Century is the problem of the color-line" (Du Bois, 1968, p.13). The color line spoken by Du Bois continues to be visible today as many members of our society experience a lack of access to opportunities at all organizational levels.

In his writings, W.E. B. Du Bois recognizes that historically marginalized individuals are constantly presented with influential dynamics of power or lack thereof imposed by society. He writes, "It is a peculiar sensation, this double-consciousness, this sense of always looking at oneself through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity" (Du Bois, 1968, pp. 34-36). To recognize this internal conflict, as described by Du Bois, is to highlight that reality that historically minoritized individuals find themselves constantly needing to rise above such oppressive ideological ideas to find personal and social access to success. Today, over a hundred years later, W.E. B. Du Bois's writings, society continues to see incredible disparities associated with individuals of Color (Black and Brown) and their White counterparts.

On a more contemporary landscape, Brewis (2019) states that diversity refers to the heterogeneity within a defined population (p. 93). In organizational terms, this heterogeneity usually refers to organizations' senior management, employees, or customers. Regarding society,

diversity centers on demographics or social group characteristics such as gender, ethnicity, (dis)ability, age, sexual orientation, and religion (p. 93). Brewis' position regarding diversity serves as a platform to represent the complexity that the term diversity brings to organizational and social environments. This complexity opens the door for the multiplicity of dimensions that the word diversity presents, creating a fluidity of interpretations about the importance of diversity in the workplace and its repercussions on our social interactions. As stated by Harrison and Klein (as cited in Guillaume et al., 2013), depending on what point of view one takes, diversity might either refer to the distribution of differences among the members of a workgroup or organizations or dissimilarity of a focal individual from other group members or peers (p. 124).

Additionally, Guillaume et al. (2013) explain that diversity can be presented as an additive component of society or a subtractive aspect of an individual's life (p. 125). Diversity's complexity and multifaceted nature call for a more sophisticated and poignant argument to represent its importance within organizations and social environments. Nonetheless, many organizations that have developed diversity, equity, and inclusion (DEI) programs and initiatives continue to build approaches without accounting for the historical trends and realities that have placed organizations at a critical, decisive, and sometimes problematic situation or critical juncture. Nkomo et al. (2019) define a critical juncture as a point of a prospective strategic shift (p. 498). According to these researchers, if we stop focusing so much on what is wrong with DEI, we could position organizations and society on a path of historical healing by understanding critical historical events' role in developing personal and organizational identity. To this end, Nkomo et al. (2019) commented in their study that we know more about the adverse effects of diversity in the workplace than we do about the positive contributions of diversity (p.

499). Grubbs (2020) describes how she, a Black doctor, left academic medicine after fifteen years when she realized that "institutional and systemic racism... would never be acknowledged, much less addressed" (p. e25(1)). One step in the direction of action is the creation of policies that begin the process of DEI change (Ballard et al., 2020). The best policies are those that reflect a movement from "cosmetic diversity" to "concrete action" (Rankin et al., 2022, p. 3).

Some examples in the literature of comprehensive policies include those that demonstrate how change is to be enacted (Rankin et al., 2022), describe how you will cultivate an anti-racist institution (Ballard et al., 2020), and include DEI in professional competencies (Garcia et al., 2021). Furthermore, Garcia et al. (2021) note that "diversity discourse without an explicit discussion around equity does not lead to systemic change and may reinforce hegemonic perspectives and behaviors" (p. 138). Statements that merely espouse DEI but are not accompanied by policies that equip leaders with resources to act are performative (Garcia et al., 2021). Roberson (2006) and Shore et al. (2018) recommend moving forward with a comprehensive approach bolstered by multi-level engagement, which distinguishes between diversity (heterogeneity with intersectionality) and inclusion (all identities can authentically be present, participate, and grow), which is likely to improve leadership and elevate the community.

However, bad policies, such as those focusing only on compositional diversity but omitting equity and inclusion, may hamper DEI success (Garcia et al., 2021). Rankin et al. (2022) advocate for organizational policy and research documents that mirror, elaborate upon, and/or integrate the organization's DEI statements. Simply stating that an organization will do better without matching actions and evidence-based policy to that statement actually stalls DEI efforts (Kraus et al., 2022).



In an earlier study, Sabharwal (2014), while noting the absence of studies investigating outcomes associated with inclusion versus diversity alone, found that diversity initiatives positively impacted organizational performance only when coupled with inclusion practices. "The results show that improving organizational performance requires leadership dedicated to fostering inclusion and that can empower employees to influence work group decisions" (p. 211). Winters (2014), Shore et al. (2018), and Mmeje et al. (2020) had similar findings indicating that diversity hiring practices alone do not move the needle toward moral or business objectives.

We should not dismiss the reality that centuries after the abolishment of slavery, the country has made progress toward acknowledging the contributions of Black, Indigenous, and People of Color. Additionally, throughout the years, federal and state legislation has made it possible for individuals from minoritized communities to have access to employment and opportunities under the protection of the law (Nkomo et al., 2019).

As the racial and ethnic demographics of contemporary U.S. continues to shift, organizations are presented with the critical need to create culturally responsive working environments that respect and value all their employees (Fassinger, 2008). These dramatic changes represent the need for a strong workforce that embodies strong organizations and individuals to meet global markets and industry demands.

Tapia (2020), in his book *The Inclusion Paradox*, points out that organizations that identify their employees' needs and focus on organization-specific solutions regarding DEI have a more solid platform for success (p.125). Furthermore, those solutions must target the underrepresented groups the organization seeks to support. Groups such as women, employees of Color, and LGBTQ+ employees can benefit from the recruitment, retention, and promotion reflective of their group membership representation.

Tapia adds that organizations must avoid the vortex of resisters-the 15% of individuals that do not agree with the organization's DEI efforts and focus on the promising practices that lead to organizational success. Promising practices such as visible role models, working parent support groups, a bias-free daily experience, formal sponsorship, and structural interventions create more just environments for members of historically marginalized groups and have proven to yield positive outcomes (p.160).

Leaders need to guide members of their team to find solutions to problems that have not yet been addressed (Heifetz, 1994, as cited in Fullan, 2001). A leader must know about the change process in an institutional setting to implement any change successfully. And as the leader moves forward with any new effort, they must be confident of their positionality and that there is a sufficient level of trust among the staff to proceed; this is particularly true of any action regarding diversity, equity, and inclusion. An elevated level of trust is necessary not because of the desired outcome of such an effort but because of the deep and personal connections that staff members may encounter throughout any change process focused on DEI. Facilitating an organization's culture shift entails deep reflection regarding individuals' perceptions, values, and beliefs. The leader must recognize the highly individual nature of this change to ensure that the overall organization's goals remain intact and obtainable. Leaders that understand that change is a process and that change towards racial equity and social justice requires a deeper level of patience to see results, can see the process through while overseeing innovation and organizational growth (Fullan, pp. 40- 41).

## Conceptual Framework

My approach to supporting the leadership of the Yale Child Study Center was grounded in the conceptual foundations of critical race theory (CRT), intersectionality theory, and transformational leadership theory. A brief overview of each of the theories follows.

### Critical Race Theory

From a historical perspective, CRT's foundational premise resides within the legal field. At the core of the theory, race, racism, and social justice serve as the canvas to frame the experiences of minoritized communities in relation to their environmental context. Legal scholars such as Derrick Bell, Allan Freeman, and Richard Delgado, through research and advocacy, began to delve deeper into the social systems that create opportunities for its White citizens while hindering the social mobility of its Black, Brown, and Indigenous citizens (Delgado & Stefancic, 2001, p. 2).

Seeking to answer questions such as what does race have to do with the judicial system? What does race have to do with health? What does race have to do with wealth? What does race have to do with social status? and so on, legal scholars explored the dynamics of power and privilege and their direct link to the perpetuation of historical and structural racism that has impacted the lives of minoritized communities for centuries. These legal scholars developed CRT as a bridge to understanding the connection between historically minoritized individuals' identities and how social and political systems operate to provide them access and opportunities or deny them entry. (Delgado & Stefancic, 2001, pp. 4-5). It is this fundamental premise that makes the theory critical.

CRT operates under several basic tenets or themes to explore this critical dynamic. The first tenet centers on the permanence of racism by implying that systemic racism operates daily as part of the social machine and finds ways to accentuate and perpetuate its presence (Delgado & Stefancic, 2001, p. 16). In simpler terms, racism is part of the fabric of the social system. The next tenet, whiteness as property brings to the forefront the concept that Black members of society historically were identified as property; therefore, they were sold, purchased, and disposed of (Delgado & Stefancic, 2001, pp. 40-41). By contrast, to be White was associated with wealth and privilege and the power to purchase human life. Another basic tenet of the theory is counter-storytelling, or counter-narrative (Delgado & Stefancic, 2001, pp. 42-43). This tenet serves to understand that each member of society has a story to tell; however, the way by which the stories are told is influenced by the individuals' racial identity. And finally, the tenet of interest convergence relates to the idea that the experiences and needs of minoritized individuals are used to benefit those in power (Delgado & Stefancic, 2001, pp. 39-41). Through the years, legal and educational scholars have used CRT as a tool to engage in profound discourse about the interactions of society, the individual, and the environment and how these interactions collude to create or maintain power and privilege.

In an exploratory qualitative research study, a group of researchers found that the tenets of CRT impacted the medical educational journey of a group of Black male students (Acheampong, et al., 2019). The critical race theory tenets of the permanence of racism and counter-storytelling (Delgado & Stefancic, 2001) framed the development of their survey to determine the stress level experienced by Black male students concerning their academic success, access to diverse mentors, and overall well-being. When applying their interpretive phenomenological analysis (Acheampong, et al., 2019) to the survey responses, their findings

revealed that race significantly affected the level of stress the participants experienced during their academic journey. The theme of lower academic expectations compared to their White counterparts' assumed high performance ran across the participants' narratives. The lack of mentors of Color to support their journey also surfaced as a cohort experience. This qualitative exploratory study undergirds CRT's principle that race, racism, and social justice serve as the canvas to frame the experiences of minoritized communities in relation to their environmental context (Delgado & Stefancic, 2001).

In another study, Pulliam (2017) used the foundational tenets of CRT to explore the development of a logic model-based course for social workers focusing on the importance and impact of social justice principles for social work (p. 420). Pulliam's proposed logic model intersects the National Association of Social Workers values of "service, social justice, dignity and worth of a person, the importance of human relationships, integrity, and competence" (p. 414) with the tenets of CRT. The exploratory research notes that centralizing race as an anchor to evaluate social workers' interactions with their clients can promote the clients' agency and sense of belonging (p. 417).

In a conceptual exploration study, Kozleski et al., 2020 examined the role of power within organizational systems and the implication for special education leadership. The authors used CRT and disability studies (DS) as a frame by centering systemic oppression as a marker to explore the experiences of students identified with a disability (p. 489). The authors assert through their research that by using CRT and DS as a theoretical frame, educators can experience individual mindset shifts that could accommodate and consciously address the unequal distribution of power within the educational field (Kozleski et al., 2020, p. 495). In conclusion,

critical race theory creates a dynamic to explore and understand how systems of oppression and injustice perpetuate themselves to maintain hierarchical power.

## Intersectionality

Crenshaw (1989) introduced intersectionality as a theoretical framework from the perspective of legal feminist theory by exploring how women of Color had access to or were denied entry into job opportunities where quotas for protected classes were to be met. Her analysis led to the discovery that when gender was a factor as an established quota, women of Color were at a disadvantage (Crenshaw, 1989, pp. 139-140). For instance, if the employer hired a White woman instead of a well-qualified woman of Color, the employer met the gender quota. She argues that a person's racial identity is used as a tool for discrimination (Crenshaw, 1989, p. 140). Considering this, Crenshaw defines intersectionality as those aspects that define an individual's identity and how those identity-defining factors contradict or oppose society's standards set by those in power (Crenshaw, 1989, p. 141). To this end, intersectionality is not only about multiple identities, such as racial, ethnic, language, gender, or age but also about how the system sees these identities differently.

Researchers have approached the study of intersectionality and its implications for implementation and future research from the lens of participants as intersectionally sensitive (McBride et al., 2015). These studies have focused on how race and gender intersect in the labor market (Browne & Misra, 2003, as cited in McBride et al., 2015); in the field of medicine, a large-scale survey of nurses revealed differentiated treatment based on the participants' race, citizenship, and gender (Rakoviski & Price-Glynn, 2010, as cited in McBride et al., 2015). Other studies conducted by Wilton (2011) and Rafferty (2012) linked academic attainment, ethnicity,

and gender to graduate level, employment, and wages. Intersectionality-sensitive studies challenge all fields to exhibit a high level of consciousness relevant to the individual's multiple identities to advance a social justice agenda (Harris & Patton, 2018).

### Transformational Leadership

To understand transformational leadership, we need first to understand the definitions of transformation and change. Transformation is the movement, strategy, and plan that occurs every time an internal or external force causes change within the environment. In contrast, change is a predictable or unpredictable altering shift (Yulk, 2002). Change happens as a natural phenomenon, while transformation is the action taken to address the natural phenomenon. So, transformational leaders clearly understand this distinction when it comes to leadership and are proactive rather than reactive to environmental shifts (Yulk, 2002). Transformational leadership theory sets the basis for leaders to look at all the aspects that make their organizations function while positioning themselves as guides for foresight and innovation. Transformational leaders constantly think about each member of their team in relation to the organization's vision, mission, processes, policies, and products to ensure a seamless balance between people and service (Hay, 2006, pp. 3-7). This combination of inward operation and outward services becomes a motivating factor for the transformational leader.

The transformational leader capitalizes on change and thrives in motivating others to see the possibilities within the change. Transformational leaders are not stagnant; they closely analyze their environment's social and political context and build coalitions with their community members to adapt, adjust, renew, and innovate. Therefore, transformational leadership as a theory encourages transformational leaders to be modeling agents for

encouragement, guidance, mentoring, effective communication, visioning, and persistence, to name a few characteristics of the theory (Hay, 2006, p. 8).

Transformational leadership has been studied using descriptive research methods and longitudinal intensive case studies (Yulk, 2002). These studies aimed to identify thematically traits associated with the 'leaders' personal attributes and impact on their followers (Bennis, 1959). Using archival document review searches, unstructured interviews, and observations of high-level corporate and public sector leaders (Roberts, 1985, as cited in Yulk, 2002), researchers found that these leaders demonstrated passion, a clear vision, and commitment to their organization. When these traits were present, a direct link was made between the followers' attitude and the leader's charisma resulting in a collective pursuit for positive organizational outcomes (Bennis, 1959).

### The Three Drivers for Impact

Knowing that I would be trying to understand the intent of the YCSC (Yale Child Study Center) leadership to move beyond the incident fallout, how they envisioned that movement, and their capacity to engage in that work, I understood that the theories would further develop as I gathered data. Consequently, I recognized that the work was evolving at the outset, and the need to craft a YCSC-specific framework arose. Therefore, using the principles gathered through the literature review and the original framing theories of critical race theory, intersectionality theory, and transformational theory, I created the Essential Drivers for Change to frame the project. Under this concept, the conceptual framework of the three drivers for impact surfaced (see Figure #1).



Figure #1



The framework is built on the premise that three drivers must be in place for organizations seeking to understand better how their accountability and support systems can guide community members as they strive to become culturally responsive change agents.

The first driver focuses on a sound strategy that is clearly articulated and meaningful for all community members. The second driver identifies the organization's structures, processes, and policies as well-defined within formal or informal action protocols. And third, the organization's culture adjusts with the times and offers opportunities for reflection and change.

Strong and pervasive leadership underpins strategic success and impact at the core of organizational sustainability (See Table 1 for conceptual definitions of the drivers).

**Table 1**

<b>Concept</b>	<b>Definition</b>
<b>Strategy</b>	<sup>4</sup> For this research, strategy is defined as a careful plan or method for achieving a particular goal, usually over an extended period.
<b>Organization</b>	<sup>5</sup> For this research, organization is defined as a group of people who work together in an organized way for a shared purpose.
<b>Culture</b>	<sup>6</sup> For this research, culture is defined as collective thoughts, habits, attitudes, feelings, and patterns of behavior.

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<sup>4</sup> <https://www.britannica.com/dictionary/strategy>

<sup>5</sup> <https://dictionary.cambridge.org/us/dictionary/english/organization>

<sup>6</sup> <https://lighthouseconsulting.com/creating-a-culture-strategy/>

## Project Questions

The following research questions embedded within the conceptual framework explored the relationship between the strategy, organization, and culture as critical drivers for capacity building and sustainability of the leadership team of the partner organization.

*Research Question #1*            Is the current strategy aligned with the vision and mission of the organization?

*Research Question #2*            Does the organization's culture reflect its values and beliefs?

*Research Question #3.*            What do the program leaders perceive as necessary factors to become a more equity-minded organization?

## Project Design

This project was designed to provide recommendations to the Yale Child Study Center as they strive to engage and sustain its intentional review of its philosophies, policies, structures, and practices through an equity lens to drive innovation and purposeful equity outcomes. I worked closely with the Center's co-chair to collaboratively develop the project's structural phases to gather the leadership team's and community members' input to explore their current practices to create a culturally responsive and inclusive environment centered on trust and collegiality. *The Three Drivers for Leadership Impact* conceptualized the problem/issue by focusing on the strategy, the organization, and the Center's culture.

I developed an inquiry-based design to evaluate the extent by which members of the leadership team see the alignment of their strategy with their vision and mission, how their policies and procedures reflect the Center's values, and what they perceive as necessary factors to sustain their equity-minded approaches.

## Data Collection

The collection of data focused on a two-phase approach. Phase I concentrated on collecting information to align the Center's diversity, equity, and inclusion mission and vision statements. For this phase, I reviewed over 190 publicly available information through the Center's website and documents provided by the Center's Vice-Chair. See Appendix A for website coding and categorization.

Phase II of the data collection entailed two focus groups and seven interviews. I selected the participants for phase II from a comprehensive list provided by the Center's Chair and Co-

chair. As per my request, I asked them to think about the participants as those who can provide insight from the lens of agitators (those who think the agency is not doing enough), supporters (those who think the agency is doing a great job), and neutral (those who think their involvement in any effort is part of their job). Four participants, including members of the leadership team and staff members, attended the first focus group. For the second focus group, two members of the leadership team attended. The second and final phase of the inquiry approach involved leadership interviews with six members of the Center, including leadership team members.

### Guidance for Evaluating Websites and Policy Documents

One method for evaluating DEI messaging on websites and social media is comparing messaging and presence before and after adopting a DEI mission and vision (Johnson et al., 2021). This approach might be a good measure of whether there has been a meaningful change to the website and digital presence. However, this alone does not help determine the degree to which external messaging is consistent with a DEI statement or mission. For that, Rankin et al. (2022) provide a guiding protocol for evaluating the websites of five institutions of higher education (p 6). See protocol here. The questions in the document were answered by students

assisting in the research. Nevertheless, I replicated the process and produced reliable results due to the similar nature of

**Table 2. Website review protocol**

Web pages	Questions asked about each page
University home page; Screenshot of home page and image(s) at time of collection	<ul style="list-style-type: none"> <li>• URL</li> </ul>
Generic capstone page (if exists); Center for Teaching and Learning (or similar) page? Paired with other "high impact" practices?	<ul style="list-style-type: none"> <li>• First impression: Describe what you see and feel at first glance</li> <li>• Photos: Who is in the photos? How, if at all, does it represent diversity, the "good student"?</li> </ul>
Our individual program page (where applicable)?	
Current student page	
Future student page	<ul style="list-style-type: none"> <li>• What descriptors are used to describe capstones?</li> </ul>
About Us/Life at... type pages	
Equity/Diversity Office page (if exists)	<ul style="list-style-type: none"> <li>• What descriptors are used to describe diversity</li> </ul>
Aboriginal student/multicultural student affairs	
Student organizations, groups, clubs, etc.	<ul style="list-style-type: none"> <li>• Are diversity and capstone discussed together?</li> </ul>
Disability Office	<ul style="list-style-type: none"> <li>• What headings are used?</li> </ul>
Additional areas that come up when using search terms in university search feature (i.e. courses, offices, projects, events, admissions, access/disability office)	
Strategic agenda/plan document	<ul style="list-style-type: none"> <li>• What is the prominent message of the page?</li> </ul>
Policy library (for university and/or faculty) search under policies and procedures?	
Student handbook - program entry	<ul style="list-style-type: none"> <li>• Is there a video? What does it contain?</li> </ul>
Unit/subject guide	

the organizations. Furthermore, the tool was adapted for reviewing policy statements and other social media presence (See Appendix A).

## Data Collection Protocols

### Focus Group Protocol

I developed a brief five-question protocol (See Appendix B) to engage in discourse with focus group participants. I originally planned to conduct one focus group but completed two focus groups to accommodate participants' schedules. A list of interested community members generated by the Chair and Vice-chair informed the selection of the participants.

### Tools for Leadership Interviews

While I had developed a preliminary interview protocol (See Appendix C), I continued to look to prior literature to inform the approach to interviewing the Center's leadership regarding their practices and their view of what is necessary to become a more equity-minded organization. Mmeje et al. (2020) developed several surveys in their efforts to understand employee perception as they developed departmental DEI strategy and action. Their tools, like the one below, help craft questions that address precisely what the research questions seek to understand (p. 718).

The data collection methodology included interviewing seven members of the Center, including members of the leadership team. I selected the participants from the same list the

Statement	n/N <sup>a</sup>	%
Practitioners in our unit understand how conscious or unconscious biases about our patients or their family members can directly influence differences in quality of care and outcomes.	45/67	67.2
We are aware of how differences in culture and belief systems affect patient-provider communication, particularly during periods of stress.	49/67	73.1
We thoroughly assess the presence of nonmedical (socioeconomic, cultural, educational, language) factors that may affect the trajectory of patient care.	42/67	62.7
We have systems in place to assess the experience of our patients and family members throughout an episode of care and to adjust our activities and plans if barriers to optimal patient care are identified.	38/67	56.7
We are confident in our skills in deescalation and empathy when patients and families are experiencing high levels of stress because of their own or their loved ones' health concerns.	47/65	72.3
Would you be interested in additional training related to unconscious bias, cultural diversity, or deescalation to continue to build awareness and skills to improve care of patients and their families?	50/65	76.9

<sup>a</sup> N values may differ for each question because of missing responses.  
Mmeje. Promoting diversity, equity, and inclusion. *Am J Obstet Gynecol* 2020.

Chair and Vice-chair provided. I requested that when thinking about participants, they focus on racial diversity and diverse perspectives. The diverse perspectives were to include agitators, supporters, and neutrals.

## Timeline

<i>Data Source</i>	<i>Approach</i>	<i>Literature Support</i>	<i>Dates</i>
<b>Website Analysis</b>	I began the project by familiarizing myself with the content of the YCSC's website, specifically those items that directly aligned with the research questions. I reviewed the organization's equity statement and identified themes within the statement. I collected news articles that provided historical content and context about the YCSC's related need to elevate DEI efforts as an organizational priority. I also reviewed their website content and cataloged the titles of articles. The categorization centered on content about race/ethnicity, gender, cognitive differences, or article titles containing keywords like diversity, equity, and inclusion.	Johnson et al. (2021) Rankin et al. (2022) Ravitch and Carl (2021)	January-March 2023
<b>Focus Group</b>	Focus groups were conducted in April and May. The focus groups included seven members of the leadership team. Initially, the project design called for only one focus group; but two were conducted to accommodate participants' schedules.	Galloway and Ishimaru (20019)  Sabharwal (2014)	Focus Group #1 April 28, 2023 Focus Group#2 May 2, 2023
<b>Interviews</b>	Individual interviews were scheduled with members of the leadership team. The individual interviews sought out the perspective of members from the community, including Agitators, Supporters, and neutrals, to delve deeper into the leaders' perspectives and organizational efforts to intentionally become a racially conscious organization.	Mmeje et al. (2020) Ravitch and Carl (2021)	April 24, 2023, to May 4, 2023

## Analysis

I recorded and transcribed the focus groups and interviews verbatim using the Otter.ai software application. I also added numbers to the respective transcripts to easily find and cite the participants' responses. For coding purposes, I was initially looking for leadership, equity, inclusion, and belonging patterns. The first review yielded helpful information; I directed my second and third reviews of the transcripts to the conceptual framework. Through this approach, I developed a coding chart that included four columns identifying the framework drivers and the three research questions (See Appendices D and E). Moreover, under the framework column, I organized the columns by the drivers and color-coded each driver as follows: **strategy- yellow**; **organization-pink**; and **culture-orange**. Finally, I added the participants' responses and the identified line numbers under each research question.



## Findings

The purpose of this qualitative capstone project was to support the YCSC's leaders in reviewing their current structure of accountability, support systems, and their leadership's commitment to engage in a reflective process that could inform their future culturally conscious actions. The following findings emerged because of the study:

### Finding 1

**Transparency and communication of the vision and mission are directly aligned with the leadership's commitment.**

According to Rankin et al. (2022) the best organizational policies are those that reflect and demonstrate movement from cosmetic diversity to concrete action (p. 3). The 'authors' statement regarding the importance of clear and action-driven policies sets the foundation for what the YCSC's leaders were trying to achieve when they made their commitment statement public. They knew that their learning community would hold them accountable to the statement. During the interviews and focus groups, transparency and intention surfaced when I asked RQ#1. A participant stated, “I think we are on the right path; I think it [strategy] needs to continue with the intensity that is now”. Another participant shared, “There have been more deliberate efforts toward it [strategy]”.

The Center's website review, as an additional component of the data collection methodology, also demonstrated an alignment with the vision and mission as the keywords of DEI, race/ethnicity, and gender were prominent as resources offered to the community (see Appendix A). Tapia (2020) posits that organizations that identify their needs and focus on organization-specific solutions regarding DEI have a more solid platform for success (p.125).

The following statement by one of the Center's social workers confirms Tapia's assertion when he commented, “The Child Study Center has taken the steps, not just conversation, but actions towards real change.” As leaders trying to influence a system that has perpetuated normative behavior within the academy for hundreds of years, the Center's leadership team can have a long-lasting impact on the implementation and sustainability of the program and services they facilitate for the Center.

## Finding 2

**Using the leadership team and their level of expertise to communicate the Center's commitment has become an essential tool for intentional, culturally conscious transformation and sustainability.**

“As a member of the Center, I consider it a priority to participate in the activities that the department organizes” (Leadership member interviewee). At the core of leadership, leaders need to guide members of their team to find solutions to problems that have not yet been addressed (Heifetz, 1994, as cited in Fullan, 2001). I open the explanation of this finding with a quote from one of the participants because the statement shows the direct connection to Heifetz's argument regarding the essential role leaders play in guiding innovation. Because transformational leaders capitalize on change and thrive in motivating others, the leaders at the YCSC are positioned to serve as models for culturally conscious action that can lead to change. The YCSC is an incubating source of talent, from clinicians to world-renowned researchers in the field of child development; their expertise can be used to encourage new pathways to discovering new insights toward racial and social healing and advancing the social justice agenda for their organization.

YCSC is a research-focused entity, and this standing provides an opportunity for the creativity of their scientific investigators to contribute to diversity and inclusion not only from their personal perspective but by increasing their contributions to the academy. Ware et al. (2020) acknowledge that efforts to improve the physician-scientist community's consciousness can reduce racially present gaps and create better access and opportunity for their community (p. 5031). The following statement was shared by a Center's psychiatrist when I asked him about his personal identity and his role; his statement subscribes to Ware et al. (2020). "As a psychiatrist and a researcher, I try to come up with new discoveries that will help us better treat disorders like obsessive-compulsive disorder and ADHD. I do genetic research, and in my laboratory, I make sure I train my team members to be aware of the ethnic identities of our research participants".

The reflective and introspective nature of culturally conscious leaders and practitioners recognizes the importance of establishing a balance and awareness of cultural interactions between oneself, clients, and co-workers (Hopf et al, 2021). During my interviews, many leadership team members shared their thoughts about how their identities and roles converged when they reflected on the nature and impact of their contributions to the Center. A medical doctor stated, "I thought it was important to be involved in improving equity at the Center, equity among staff and faculty, and also equity in the treatment of kids." Statements like this one reiterate the essential role of leaders as tools for engaging and sustaining equity efforts at the organizational level.

### Finding 3

**All Center units' strategic plans or direction need to focus intentionally on dismantling hierarchical policies and procedures that perpetuate power and privilege.**

Regarding diversity, equity, inclusion, and belonging at the YCSC, six units of the Center seek guidance directly from the DEI vice-chair. The equity officer has developed within her unit a guiding path to create a cohesive movement towards their leadership commitment; however, when asked the leaders from the other Center units, their responses did not reflect an established network or agreement regarding the need for their units also to have a guiding path to achieving equity. Cohesiveness and coherence of the effort rely solely on the DEI unit, even though multiple participants referenced their contributions to improving or sustaining a culture at YCSC that is conducive to advancing DEI efforts. As stated by an interview participant, "I think some of the initiatives that we've been working on have been phenomenal. I think we're now at this juncture where we've done a lot of the foundational work, and now it's how do we keep it going and how do we come in more intentional as we continue to roll this out to the next phase". Another participant stated, " I think that the people that are leading it [DEI] right now, I fully believe that they're with the right mentality, and they're pushing towards creating that more equitable environment". The participants' statements highlight that efforts toward equity consciousness are taking place for some community members, yet those efforts may be disjointed. Langenhove and Harré (1994) explained that the leader's positionality and in-depth knowledge of their cultural tools or arsenal to mediate change is essential when striving to create inclusivity within their work environments. Even though creating the Diversity, Equity, and Inclusion officer position signals that the Center's efforts are not temporary or just another initiative, ownership and accountability of the efforts can't rely solely on that role. As cited by an interview participant, "The existence of a Diversity Equity and Inclusion officer position within our department is, I think, an indicator of progress, and she [officer] has worked very hard to create opportunities for learning." Sabharwal (2014) reinforces the role of leaders in improving

organizational' outcomes by empowering employees as contextual decision-makers (p. 211). Wenger (2012) asserts that: Creating a workforce that supports the racially diverse organization population is a fundamental goal for any professional development organization that seeks to promote healing while recognizing that there should be an effort to focus on what people can, in figurative terms, do to change the dynamics of injustice (p. 20). Therefore, as stated by the American Society of Clinical Investigation (2020), eliminating overt and subtle racial and gender bias at the organizational level will require multifaceted and strategic efforts to see intentional change (p. 5031). Baum, 2021 asserts that for organizations to maintain a transparent and relevant cultural of change, all organization efforts must be consistent and easily understood by all community members (p.14). This approach has a high potential for organizational success.

#### *An observation worth noting*

While conducting the interviews, I noticed a unique pattern when I asked the participants to describe their identities. To my surprise, many used racially and culturally conscious language to describe themselves. For example, a participant had this to say, "I am a white neuro-typical, non-disabled Euro-American cisgender heterosexual, English-speaking male of elevated socio-economic status." (personal communication, April 24, 2023). Another participant described herself as follows " I am a white cisgender straight woman; I am able-bodied. I do not have any disabilities. I have a lot of privilege in terms of my economic background." (personal communication, May 11, 2023). The statements of both participants are linked to the Resource Guide for Advancing Racial Equity & Transforming Government (2015) message that accentuates capacity-building as a critical component of any large-scale organizational effort striving to advance racial equity (p. 21). Both participants displayed racial identification knowledge that could be associated with the Center's efforts to provide professional learning to

advance their leadership commitment statement when using racial language to identify themselves.

## Recommendations

The study findings revealed the intersectionality between the Center's vision (strategy), its values and beliefs (culture), and the processes, structures, and policies defining its day-to-day operations. Using the information I gathered through the website review, publically available documents, interviews, and focus groups, I am providing the YCSC with three recommendations: leverage community expertise, establish a mechanism to conduct an intersectional analysis, and maintain momentum.

### Recommendation # 1- Leverage community expertise

The Yale Child Study Center, by its history, service, and mission, hosts human talent and expertise contributing to the internal organization's well-being and external community health and growth. To become a racially conscious learning community, the Center's leadership needs to leverage its community expertise to catalyze its diversity, equity, inclusion, and belonging efforts forward. Developing the leaders' will, skill, and knowledge to address the demands of the current reality of the nation is essential to affirm the leaders' effectiveness to be racially aware of their impact on the organization's success (Darling- Hammond et al., 2017; Singleton & Linton, 2014; Wenger, 2012). To this end, and to leverage their community expertise, I recommend the following:

1. Development of YCSC speaker's bureau: Create a list of volunteer leadership team members that will be willing to serve as speakers to present and facilitate discussion during their already established professional learning sessions.

2. The future research agenda protocol: Create a list of research interest topics aligned with specific social justice and racial equity areas. This suggestion can serve as a leverage point to promote and garner support from possible research funders.

### Recommendation #2-Establish a Mechanism to Conduct an Intersectional Analysis

The Center's leadership team is committed to aligning its practices and policies with its strategy and has made some improvements over the last three years. For instance, participants noted the creation of the Chief Diversity Officer position and the composition of a group they call a "Diversity Action Group" that has helped catalyze efforts to advance discussions about areas of concern, such as their hiring procedures and clinical practices, for which they were able to make some changes. However, to understand the challenges that some of their community members face and to improve their experience, the Center needs to recognize the overlapping and interdependent nature of systemic oppressive practices by working to develop more inclusive policies that award and recognize the contributions of all members of the community regardless of their racial identity and academic levels. The Center should conduct a series of focus groups by role affinity that explicitly ask participants to share their perspectives. For example, during one of the focus groups participants shared a Center policy that recognizes the contributions of higher ranking community members such as Ph.D.'s through an internal newsletter when published or recognized by outside sources. However, that level of recognition doesn't exist when a Master's Academic level member of their community achieves any particular distinction. The information gathered from the focus groups could contribute to the Center's strategic plan to address inequities and injustice, as identified by their commitment statement.



### Recommendation #3- Maintain Momentum

Through the Center's leadership constant championing, the YCSC has been relatively successful at communicating both externally and internally in a way that is consistent with their mission/vision statements. The website review revealed consistent attention to DEI on YCSC's News and Events page on their public-facing website (Appendix A). However, a more organized internal strategy is necessary if the YCSC leadership is to meet their strategic approach action truly. Specifically, since the YCSC mission/vision is thematically centered around education, reflection, and informed action, for their policy and practice to be consistent, they need a solid communication strategy with a multi-level planned engagement, like that recommended by Amonoo et al. (2022), Mmeje et al. (2020) and Rankin et al. (2022).

Amonoo et al. (2022) encourage organizations to first ensure that they have a clear understanding of the importance of and need for DEI at all levels. Thereafter, they suggest that clear communication to all stakeholders describe the design and implementation plan for achieving DEI. Amonoo et al. (2022) also argue for promoting DEI initiatives at all levels of the organization, not just the leaders. Organizations should seek to intentionally center DEI efforts in all internal and external communication at the outset (Schuster et al., 2020). It is not enough to simply state the intent to change, but communication must also demonstrate how the organization has changed and what changes are on the horizon (Rankin et al., 2022).

Along those lines, using social media as a means to send a strong message to constituents about what is planned and what has been done helps to improve DEI outcomes (Johnson et al., 2022). It is not enough to have internal communication that promotes DEI efforts. It is necessary to examine how an organization uses social media and other methods of external communications to promote more than just short-term, immediate needs (Cardona, 2021). In a

study of library websites, Ely (2021) found that organizing content that centers and promotes DEI was more effective than simply stating a DEI mission and vision on the public-facing website.

Furthermore, after Michigan University announced new DEI mandates, Mmeje et al. (2020) studied their own Department of Obstetrics and Gynecology at the Michigan University Medical School and found that without frequent, consistent, transparent communication, transformation would not occur. They noted that holding town hall meetings and engaging all employees in decision-making helped integrate words and actions in a “bottom-up” approach. Mmeje et al. (2020) note that the investment and integration that occurred in their department were largely due to how they communicated and engaged all stakeholders (outside of patients).

## Limitations

I have identified two potential limitations of this capstone.

### 1. Participant Bias

Because participants of the research study were aware of the topic of the project, the answers they provided were driven by strong racial equity terminology. Therefore, some of the data may be biased toward the answer they may have thought I wanted to hear.

### 2. Interpretation Bias

Another limitation of the study is my already established working relationship with the Chair and Co-chair of the Center. Multiple participants during the interview mentioned that relationship and the support they have received through the services that the agency I oversee has provided to the Yale Child Study Center.

## Conclusion

The central focus of this iterative qualitative study involved "people" - people making decisions that affect other people and how those decisions shape and reshape the system. These interlocking interactions revealed the fascinating nature of systemic movement and flow as one system component impacted another. I was fascinated by the level of engagement demonstrated by the interview and focus group participants. Even though the interviews and focus groups only lasted about an hour, the participants were willing to share with me how important it was to be part of the Center. While recognizing that they still had a long way to go to become racially conscious leaders, they knew that they were forging a collective and intentional path ahead and that this thing called social justice and racial justice had become part of their organizational consciousness. The following participant statement summarizes the accomplishments of the Center's leadership strategy so far "We talk about it [DEI] every week, So I think it is becoming part of the department's consciousness (personal communication, April 24, 2023).

At a time when the national demographic landscape rapidly changes, it is increasingly imperative that people and organizations be both responsible and responsive concerning diversity, equity, and inclusion. Moreover, national attention on social justice issues illuminating the plight of historically marginalized people and our personal convictions to create and motivate change should always compel us to work towards addressing DEI-related issues in meaningful ways as opportunities arise. The YSCS is intentionally working towards that goal, and I am grateful that through this project, I had the opportunity to learn from their experience.

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Appendix A-Website Review

Keywords- DEI (6 posts)	Race/Ethnicity (19 posts)	Gender- Related (14 posts)	Cognitive Differences (22 posts)
<a href="https://medicine.yale.edu/childstudy/news-article/how-equitable-covid-19-vaccine-distribution-impacts-global-health/">https://medicine.yale.edu/childstudy/news-article/how-equitable-covid-19-vaccine-distribution-impacts-global-health/</a>	<a href="https://medicine.yale.edu/childstudy/news-article/meharry-medical-students-join-yale-family/">https://medicine.yale.edu/childstudy/news-article/meharry-medical-students-join-yale-family/</a>	<a href="https://medicine.yale.edu/childstudy/news-article/sleep-smart-intervention-shows-promising-results-for-women-suffering-from-sleeping-problems-depression-and-anxiety/">https://medicine.yale.edu/childstudy/news-article/sleep-smart-intervention-shows-promising-results-for-women-suffering-from-sleeping-problems-depression-and-anxiety/</a>	<a href="https://www.wtnh.com/news/health/yale-researchers-studying-autism-in-girls-hoping-to-unlock-universal-clues-for-all/">https://www.wtnh.com/news/health/yale-researchers-studying-autism-in-girls-hoping-to-unlock-universal-clues-for-all/</a>
<a href="https://time.com/6071580/teletherapy-mental-health/">https://time.com/6071580/teletherapy-mental-health/</a>	<a href="https://pro.psycom.net/special_reports/bipoc-mental-health-awareness-racism-in-psychiatry/systemic-racism-and-racial-targeting-in-mental-health-care">https://pro.psycom.net/special_reports/bipoc-mental-health-awareness-racism-in-psychiatry/systemic-racism-and-racial-targeting-in-mental-health-care</a>	<a href="https://www.nimh.nih.gov/news/events/2021/gender-differences-in-bipolar-disorder-across-the-life-span-through-an-intersectional-lens">https://www.nimh.nih.gov/news/events/2021/gender-differences-in-bipolar-disorder-across-the-life-span-through-an-intersectional-lens</a>	<a href="https://psychotherapy.psychiatryonline.org/doi/10.1176/appi.psychotherapy.20210011">https://psychotherapy.psychiatryonline.org/doi/10.1176/appi.psychotherapy.20210011</a>
<a href="https://academic.oup.com/jpepsy/advance-article/doi/10.1093/jpepsy/jsab076/6328981">https://academic.oup.com/jpepsy/advance-article/doi/10.1093/jpepsy/jsab076/6328981</a>	<a href="https://medicine.yale.edu/childstudy/news-article/yuen-discusses-aapi-mental-health-in-american-journal-of-psychiatry-podcast/">https://medicine.yale.edu/childstudy/news-article/yuen-discusses-aapi-mental-health-in-american-journal-of-psychiatry-podcast/</a>	<a href="https://medicine.yale.edu/childstudy/news-article/its-time-to-take-womens-health-seriously/">https://medicine.yale.edu/childstudy/news-article/its-time-to-take-womens-health-seriously/</a>	<a href="https://news.yale.edu/2021/08/05/study-finds-children-autism-respond-well-puppets">https://news.yale.edu/2021/08/05/study-finds-children-autism-respond-well-puppets</a>
<a href="https://medicine.yale.edu/childstudy/news-">https://medicine.yale.edu/childstudy/news-</a>	<a href="https://journals.lww.com/academicmedicine/Abstract/9000/Moving_Beyond_Implicit_Bias_in_Antiracist_Academ">https://journals.lww.com/academicmedicine/Abstract/9000/Moving_Beyond_Implicit_Bias_in_Antiracist_Academ</a>	<a href="https://www.youtube.com/watch?v=sjC">https://www.youtube.com/watch?v=sjC</a>	<a href="https://www.nimh.nih.gov/news/events/2021/gender-differences-in-bipolar-disorder-across-the-life-">https://www.nimh.nih.gov/news/events/2021/gender-differences-in-bipolar-disorder-across-the-life-</a>

<a href="#">article/ycsc-medical-legal-partnership-first-of-its-kind/</a>	<a href="#">ic.96431.aspx?utm_source=sfmc&amp;utm_medium=&amp;utm_campaign=&amp;utm_content=</a>	<a href="#">RZta3PIU&amp;t=2369s</a>	<a href="#">span-through-an-intersectional-lens</a>
<a href="https://link.springer.com/article/10.1007/s10597-022-00937-7">https://link.springer.com/article/10.1007/s10597-022-00937-7</a>	<a href="https://medicine.yale.edu/childstudy/news-article/investidate-a-video-game-empowering-black-teens-to-prioritize-their-health/">https://medicine.yale.edu/childstudy/news-article/investidate-a-video-game-empowering-black-teens-to-prioritize-their-health/</a>	<a href="https://fnb-reporter.com/comorbidity-issues-in-gender-diverse-youth-the-tangled-web/">https://fnb-reporter.com/comorbidity-issues-in-gender-diverse-youth-the-tangled-web/</a>	<a href="https://www.yalemedicine.org/news/early-autism-diagnosis">https://www.yalemedicine.org/news/early-autism-diagnosis</a>
<a href="https://law.yale.edu/yls-today/news/medical-legal-partnerships-advocate-equitable-care?utm_source=YaleToday&amp;utm_medium=Email&amp;utm_campaign=YT_YaleToday-Staff_6-27-2022">https://law.yale.edu/yls-today/news/medical-legal-partnerships-advocate-equitable-care?utm_source=YaleToday&amp;utm_medium=Email&amp;utm_campaign=YT_YaleToday-Staff_6-27-2022</a>	<a href="https://www.statnews.com/2022/01/26/how-black-hair-racism-affects-mental-health-care/">https://www.statnews.com/2022/01/26/how-black-hair-racism-affects-mental-health-care/</a>	<a href="https://www.houstonchronicle.com/opinion/editorials/article/Editorial-Paxton-Abbott-LGBTQ-trans-youth-Texas-16948475.php">https://www.houstonchronicle.com/opinion/editorials/article/Editorial-Paxton-Abbott-LGBTQ-trans-youth-Texas-16948475.php</a>	<a href="https://www.springer.com/gp/book/9783030709129">https://www.springer.com/gp/book/9783030709129</a>
	<a href="https://www.cbsnews.com/video/expert-on-mental-health-depression-and-suicide-in-black-youth/">https://www.cbsnews.com/video/expert-on-mental-health-depression-and-suicide-in-black-youth/</a>	<a href="https://medicine.yale.edu/childstudy/news-article/oped-project-elevates-voices-of-women-and-underrepresented-faculty-at-yale/">https://medicine.yale.edu/childstudy/news-article/oped-project-elevates-voices-of-women-and-underrepresented-faculty-at-yale/</a>	<a href="https://link.springer.com/chapter/10.1007/978-3-030-70913-6_4">https://link.springer.com/chapter/10.1007/978-3-030-70913-6_4</a>
	<a href="https://www.newsweek.com/we-should-teaching-critical-race-theory-kids-it-has-done-right-opinion-1677698">https://www.newsweek.com/we-should-teaching-critical-race-theory-kids-it-has-done-right-opinion-1677698</a>	<a href="https://www.psychiatrictimes.com/view/disentangling-the-web-comorbidity-issues-in-gender-">https://www.psychiatrictimes.com/view/disentangling-the-web-comorbidity-issues-in-gender-</a>	<a href="https://medicine.yale.edu/childstudy/news-article/blumberg-led-research-team-awarded-grant-for-bipolar-disorder-study/">https://medicine.yale.edu/childstudy/news-article/blumberg-led-research-team-awarded-grant-for-bipolar-disorder-study/</a>

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	<a href="https://medicine.yale.edu/childstudy/news-article/covid-minority-impact-study/">https://medicine.yale.edu/childstudy/news-article/covid-minority-impact-study/</a>	<a href="https://law.yale.edu/yls-today/news/new-report-refutes-flawed-science-texas-and-alabama-transgender-legal-actions">https://law.yale.edu/yls-today/news/new-report-refutes-flawed-science-texas-and-alabama-transgender-legal-actions</a>	<a href="https://medicine.yale.edu/childstudy/news-article/jonas-receives-grant-to-study-bipolar-disorder/">https://medicine.yale.edu/childstudy/news-article/jonas-receives-grant-to-study-bipolar-disorder/</a>
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	<a href="https://medicine.yale.edu/childstudy/news-article/celebrating-black-history-month/">https://medicine.yale.edu/childstudy/news-article/celebrating-black-history-month/</a>	<a href="https://baptistnews.com/article/panel-of-medical-professionals-skewers-texas-and-alabama-actions-against-transgender-health-care-separate-study-finds-most-children-who-transition-stick-with-their-choice/">https://baptistnews.com/article/panel-of-medical-professionals-skewers-texas-and-alabama-actions-against-transgender-health-care-separate-study-finds-most-children-who-transition-stick-with-their-choice/</a>	<a href="https://medicine.yale.edu/childstudy/news-article/yale-researcher-seeks-to-understand-the-biology-behind-autism-spectrum-disorder/">https://medicine.yale.edu/childstudy/news-article/yale-researcher-seeks-to-understand-the-biology-behind-autism-spectrum-disorder/</a>

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	<a href="https://medicine.yale.edu/childstudy/news-article/native-american-behavioral-health-and-psychotherapy-research-lab/">https://medicine.yale.edu/childstudy/news-article/native-american-behavioral-health-and-psychotherapy-research-lab/</a>	<a href="https://www.romper.com/parenting/mental-health-parenting">https://www.romper.com/parenting/mental-health-parenting</a>	<a href="https://medicine.yale.edu/childstudy/news-article/yale-csc-research-featured-in-autism-advocate-parenting-magazine/">https://medicine.yale.edu/childstudy/news-article/yale-csc-research-featured-in-autism-advocate-parenting-magazine/</a>
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	<a href="https://yaledailynews.com/blog/2022/04/29/claires-cornercopia-works-with-yale-organizations-to-empower-local-women-and-at-risk-youth%E2%80%A2/">https://yaledailynews.com/blog/2022/04/29/claires-cornercopia-works-with-yale-organizations-to-empower-local-women-and-at-risk-youth%E2%80%A2/</a>		<a href="https://www.spectrumnews.org/news/researchers-advocates-rush-to-aid-autistic-ukrainians/">https://www.spectrumnews.org/news/researchers-advocates-rush-to-aid-autistic-ukrainians/</a>
	<a href="https://www.parents.com/kindred/what-is-vicarious-racism-and-how-does-it-affect-children/">https://www.parents.com/kindred/what-is-vicarious-racism-and-how-does-it-affect-children/</a>		<a href="https://bronx.news12.com/yale-study-children-with-autistic-sibling-may-develop-emotional-difficulties">https://bronx.news12.com/yale-study-children-with-autistic-sibling-may-develop-emotional-difficulties</a>
	<a href="https://medicine.yale.edu/childstudy/news-article/new-asian-american-early-">https://medicine.yale.edu/childstudy/news-article/new-asian-american-early-</a>		<a href="https://medicine.yale.edu/childstudy/news-article/yale-inp-student-">https://medicine.yale.edu/childstudy/news-article/yale-inp-student-</a>

	<a href="#"><u>educators-project-addresses-experiences-of-racial-aggression/</u></a>		<a href="#"><u>april-pruitt-receives-autism-science-foundation-grant/</u></a>
	<a href="https://www.washingtonpost.com/outlook/2022/06/08/slavery-racism-drive-toxic-double-standard-about-breastfeeding/"><u>https://www.washingtonpost.com/outlook/2022/06/08/slavery-racism-drive-toxic-double-standard-about-breastfeeding/</u></a>		<a href="https://static1.squarespace.com/static/5d8231090c0fae752c3993d7/t/627292338e00d12e2e0aedf4/1651675716811/Brief_Spotlight+on+Autism%2C+Exec+Functions%2C+RULER.pdf"><u>https://static1.squarespace.com/static/5d8231090c0fae752c3993d7/t/627292338e00d12e2e0aedf4/1651675716811/Brief_Spotlight+on+Autism%2C+Exec+Functions%2C+RULER.pdf</u></a>
			<a href="https://medicine.yale.edu/childstudy/news-article/new-video-highlights-pioneering-autism-research-at-yale-child-study-center/"><u>https://medicine.yale.edu/childstudy/news-article/new-video-highlights-pioneering-autism-research-at-yale-child-study-center/</u></a>
			<a href="https://www.npr.org/2003/12/27/1572632/study-ties-brain-abnormality-to-bipolar-disorder"><u>https://www.npr.org/2003/12/27/1572632/study-ties-brain-abnormality-to-bipolar-disorder</u></a>
			<a href="https://www.autismparentingmagazine.com/study-siblings-emotional-deficits/"><u>https://www.autismparentingmagazine.com/study-siblings-emotional-deficits/</u></a>



## Appendix B- Focus Group Protocol Questions

### **Focus Group Protocol Questions**

1. What characteristics, traits, contributions, and behaviors do you think are most valued and rewarded at the Center?
2. Are the employee training and induction programs promoting inclusivity?
3. How is the Center demonstrating that diversity & Inclusion is one of its priority areas?
4. Are the Center's employees demonstrating a commitment to creating an inclusive environment?
5. Where do you think the Center can improve to become more diverse and inclusive going forward?

## Appendix C-Interview Protocol Questions

### Interview Protocol Questions

1. How would you describe your personal identity?
2. Why are you interested in equity-minded initiative for the Center?
3. Based on your professional identity, what role do you see yourself playing in improving the Center's culture?
4. In what ways do you perceive the Center seeks to fulfill its DEI-related mission and vision statements? (Where is evidence of this?).
5. What internal factors do you believe propel the Center's DEI-related efforts?
6. What external factors do you believe constrain the Center's DEI-related efforts?
7. What internal factors do you believe propel the Center's DEI-related efforts?
8. What external factors do you believe constrain the Center's DEI-related efforts?
9. Based on your professional identity & history at the Center, what do you believe needs to change for equity-minded initiatives to succeed?
10. Is there anything else that you would like to share?

**Interviews Coding Chart**

***Culturally Conscious Leadership in Action: Building the Leaders' Capacity***

Framework Drivers/Concepts	Question #1 Is the Organization's current strategy aligned with its vision and mission?	Question #2 Does the culture of the organization reflect its values and beliefs?	Question #3 What do the program leaders perceive to be necessary factors to become a more equity-minded team and/or organization?
Strategy: Vision, mission, goals, priorities	<ul style="list-style-type: none"> <li>▪ Simmons 65:69; 162:167</li> <li>▪ Williams, 205:207 (1)</li> <li>▪ Williams, 220:225; 234:238</li> <li>▪ Champlain 34:36; 67:70</li> <li>▪ Walton 31:33; 98:102</li> <li>▪ Florio 8:12; 135; 162:166</li> <li>▪ Douglas 17:22; 27:29;45:48; 175:177</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simmons 86:88</li> <li>▪ Avery 21:25</li> <li>▪ Champlain 134:140</li> </ul>	<ul style="list-style-type: none"> <li>▪ Avery 32:35</li> <li>▪ Williams 246:254; 260-267</li> <li>▪ Champlain 153:154</li> <li>▪ Wlaton72:75</li> <li>▪ Florio224:226</li> </ul>
Organization: Policies, philosophies, processes	<ul style="list-style-type: none"> <li>▪ Avery 89:95; 214:216</li> <li>▪ Florio 47:71; 95</li> <li>▪ Douglas 23:25; 110:114; 127:129</li> </ul>	<ul style="list-style-type: none"> <li>▪ Avery 214:216</li> <li>▪ Williams 214-217</li> </ul>	<ul style="list-style-type: none"> <li>▪ Avery 57:62; 86:89; 240:243</li> <li>▪ Champlain 86:90; 128:133; 156:166; 219-221</li> <li>▪ Walton 28:31; 35:38</li> <li>▪ Douglas 201:202</li> </ul>
Culture: Values, assumptions, and beliefs, conscious or unconscious	<ul style="list-style-type: none"> <li>▪ Simmons, 15:17; 59:61; 103:108</li> <li>▪ Avery, 136:143)</li> <li>▪ Florio 80:83; 32:37; 39:40; 97:98; 189:195; 260:263</li> <li>▪ Douglas 39:41; 78:81</li> </ul>	<ul style="list-style-type: none"> <li>▪ Florio 203:205; 168:170; 244:247</li> </ul>	<ul style="list-style-type: none"> <li>▪ Avery 151; 57:62; 241:243</li> <li>▪ Florio 87:89; 118:129; 227:228</li> <li>▪ Douglas 116; 219:236</li> </ul>

Appendix E- Focus Groups Coding Chart

**Focus Groups Coding Chart**

***Culturally Conscious Leadership in Action: Building the Leaders' Capacity***

<p><b>Framework Drivers/Concepts</b></p>	<p><b>Question #1 Is the Organization's current strategy aligned with its vision and mission?</b></p>	<p><b>Question #2 Does the culture of the organization reflect its values and beliefs?</b></p>	<p><b>Question #3 What do the program leaders perceive to be necessary factors to become a more equity-minded team and/or organization?</b></p>
<p>Strategy: Vision, mission, goals, priorities</p>	<ul style="list-style-type: none"> <li>▪ Group #1 61; 204:206; 211:216; 148:150</li> <li>▪ Group#2 78:83; 86:87; 100:103</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group #1 204:206; 315:316</li> </ul>	
<p>Organization: Policies, philosophies, processes</p>	<ul style="list-style-type: none"> <li>▪ Group #1 150:153; 184:187; 320:324</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group #1 83:86; 144:147</li> <li>▪ Group#2 42:46</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group#1 116</li> </ul>
<p>Culture: Values, assumptions, and beliefs, conscious or unconscious</p>	<ul style="list-style-type: none"> <li>▪ Group #2 151:157; 169:175</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group #1 9:10; 29:31; 33:34; 40:41; 45:47</li> <li>▪ Group #2 8:31; 46:49</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group#1 209:210</li> </ul>