



INDIANA UNIVERSITY SCHOOL OF MEDICINE

## **Example Faculty Activities Toward Diversity, Equity and Inclusion**

FACULTY AFFAIRS | PROFESSIONAL DEVELOPMENT | DIVERSITY

# Definitions

## Diversity

Perceived human differences in appearance, thinking, and actions, shaped by historical and social systems of advantage and disadvantage. Diversity includes, but is not limited to, intersectional identities formed around ideas and experiences related to race, ethnicity, class, color, gender identity, gender expression, sexual orientation, age, size, disability, veteran status, national origin, religion, language, and/or marital status.

## Equity

The promotion of access, opportunity, justice, and fairness through policies and practices that are appropriate for specific individuals and groups. While the term “equality” recognizes a common humanity, “equity” recognizes the distinct needs of individuals and groups, which cannot be addressed with generalized solutions that fail to acknowledge structural inequities.

## Underrepresented in Medicine (URiM)

Per the Association of American Medical Colleges, underrepresented in medicine means those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population. For accreditation with the Liaison Commission on Medical Education (LCME), each medical school must designate which populations meet this definition for their particular institution.

## Inclusion

An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and considered. While “diversity” ensures adequate representation of human difference, “inclusion” solicits and centers diverse contributions.

## Historically Marginalized Communities

Populations that have been relegated to positions of lesser importance or power in society through systemic disadvantage or exclusion over time from full participation in social, economic, educational, and/or cultural life. Disparities may exist for members of historically marginalized communities in such issues as employment, legal rights, and access to services; in healthcare, disparities may be observed in access to care, receiving a lesser standard of care or differential treatment by healthcare providers, and/or receiving treatment that does not meet their needs. The term is broad and encompasses those underrepresented in medicine as well as members of other communities including but not limited to women, LGBTQ+ individuals, those with different physical or cognitive abilities, indigenous persons, those of low socioeconomic status, and/or immigrant status.

*Document developed by: Susan Gunst, PhD (Chair, IUSM Promotion & Tenure Committee); Jamie Jones, MD (Chair, IUSM Lecturer & Clinical Track Promotions Committee); Joseph Croffie, MD (elected member, IUSM L&C Committee); Deanna Willis, MD, MBA (elected member, IUSM P&T Committee); Gustavo Arrizabalaga, PhD; DuyKhanh (Mimi) Ceppa, MD; Neelam Chand, SHRM-SCP, SPHR; Mary Dankoski, PhD; Kristine Mosier, DMD, PhD; Megan Palmer, PhD; Max Schmidt, MD, PhD; Sylk Sotto, EdD, MPS, MBA; Mike Weiss, MD, PhD*

# Example Faculty Activities Toward Diversity, Equity and Inclusion

Listed below are example faculty activities across the Research, Teaching and Service missions. Such activities can be documented for the purpose of the annual faculty review and/or highlighted in promotion and tenure dossiers as work consistent with the School and campus values.

## RESEARCH

### Grants

- Across the spectrum of research (basic, translational, clinical, health services, social science, etc), grants or research projects that include objectives addressing the health of particular populations including those historically marginalized and/or that address differences in therapeutic efficacy, health disparities, health care, or health care delivery related to marginalized communities

### Discovery/Creative Activity

- Scholarship in the form of publications, conference presentations, invited lectures or presentations in other forums (e.g. internet) regarding research or activities addressing the health of particular populations including those historically marginalized and/or that address differences in therapeutic efficacy, health disparities, health care, or health care delivery related to marginalized communities
- Scholarship/research/creative activity focused on historically marginalized and diverse communities (e.g., community engaged research)
- Efforts to elevate collection/data development practices to be more inclusive and equitable and to better represent a diverse range of voices and perspectives.
- Recruitment and/or retention of diverse research teams/personnel
- Research collaborations with faculty at Minority Serving Institutions (MSIs) and/or those institutions that predominantly serve historically marginalized populations (including internationally)
- National, international, local (campus), and/or community-based awards and/or recognitions for DEI research

# TEACHING

## Instruction

- Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)
- Organizing, directing, teaching, or participating as an instructor in courses, modules and/or workshops designed for historically marginalized students and trainees
- Curriculum development and/or revision related to DEI topics
- Faculty for DEI presentations/workshops for (students, residents, fellows, peers etc.) on a local, regional, national level
- Sponsoring fellowships and training awards designed to support career development for historically marginalized students, residents, fellows, or faculty
- Grants scholarly projects that include objectives related to DEI or that serve communities of color or other historically marginalized communities
- Scholarship in the form of publications, invited lectures, conference or other presentations describing research or activities that relate to DEI educational objectives and/or inclusive pedagogies
- National, international, local, and/or community-based awards and/or recognitions for DEI work
- Faculty Academy on Excellence in Teaching (FACET) and/or Academy of Teaching Scholars membership based on DEI work

## Mentoring

- Intentional advising and/or mentoring underrepresented and/or international learners (including undergraduate, medical and graduate students, residents, and fellows)
- Serving as an advisor to a student organization related to underrepresented and/or historically marginalized groups
- Mentoring faculty and staff from underrepresented groups
- Mentoring faculty engaged in community-based research
- Mentoring students, trainees, faculty and/or staff on work related to DEI

## SERVICE

### Awards

- National, international, local (campus), and/or community-based awards and/or recognitions for DEI work

### Department, School, Health System, and University

- Chairing or serving on division, department, school, health system, and/or campus committees, task forces or working groups pertaining to DEI work
- Leading/delivering DEI professional development programming
- Serving on search committees that focus on attracting diverse faculty and/or staff applicants
- Participate in active recruitment of diverse students and trainees at all levels
- Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff)
- Expansion of clinical services focused on diverse patient populations, access for underserved patients, clinical work toward eliminating health inequities
- Providing exposure to the research produced by underrepresented groups in open knowledge environments

### Community

- Chairing or serving on a Community board linked to the advancement of DEI \
- Community-based outreach to historically marginalized communities (e.g., programming for K-12 students, community organizations, religious institutions, workshops for high school students to address LGBTQ+ awareness and resources)
- Activities and consulting work (paid or unpaid) related to DEI community activities and organizations
- Any efforts to increase the presence of underrepresented groups and communities in open platforms

## **Profession**

- Local and/or national service to the discipline related to DEI (e.g., elected position in local or national organization, service on DEI committees)
- Policy development, quality improvement efforts, and other service to the profession that has significant impact on DEI-related outcomes
- Providing exposure to the research produced by underrepresented groups in open knowledge environments
- Providing peer review for journals and conferences that disseminate scholarship related to DEI, as well as granting agencies that fund DEI-related activities

## **Faculty Development and CME**

- Faculty development toward increasing one's self-awareness and knowledge, e.g., engaging in CME and/or professional development events, programs, modules, or workshops on DEI topics such as microaggressions, unconscious bias, upstander training; culturally relevant mentoring; inclusive teaching; DEI reading groups
- Attending grand rounds, other CME activities, and/or research seminars on topics related to health inequities and/or care for underserved or marginalized communities
- Providing or receiving peer review of teaching or scholarly/curricular materials for the enhancement of DEI and/or inclusive pedagogies