



INDIANA UNIVERSITY SCHOOL OF MEDICINE

Example Faculty Activities Toward Diversity, Equity and Inclusion

FACULTY AFFAIRS and PROFESSIONAL DEVELOPMENT

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 cultural and intellectual diversity and 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.

Health Disparities among Historically Marginalized Communities

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, those in rural areas, and/or immigrant status.

Grounded in the Physician’s Oath

Today’s version of the Physician’s Oath from the Declaration of Geneva of the World Medical Association (2017) includes a commitment of medical trainees and physicians to prevent “consideration of religion, nationality, race, age, gender, sexual orientation, disabilities, party politics or social standing” from intervening between their duty and their patient.

Example Faculty Activities Toward Diversity, Equity and Inclusion

Listed below are example faculty activities across the Research, Teaching and Service missions.

RESEARCH

Grants

- Across the spectrum of research (basic, translational, clinical, health services, social science, etc), grants or research projects that address health disparities and/or differences in therapeutic efficacy across populations

Discovery/Creative Activity

- Efforts to elevate collection/data development practices to be more inclusive and equitable and to better represent a diverse range of voices and perspectives
- Scholarship in the form of publications, conference presentations, invited lectures or presentations in other forums (e.g. internet) regarding research or activities addressing health disparities
- Scholarship/research/creative activity focused on historically marginalized and diverse communities (e.g., community engaged research)
- 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 related research

TEACHING

Instruction

- Inclusive teaching practices (e.g., pedagogy, 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 on topics from multiple scholarly perspectives
- Faculty for related 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 or scholarly projects that include objectives related to historically marginalized communities
- Scholarship in the form of publications, invited lectures, conference or other presentations describing research or activities that relate to health equity and/or inclusive pedagogies
- National, international, local, and/or community-based awards and/or recognitions for related work
- Faculty Academy on Excellence in Teaching (FACET) and/or Academy of Teaching Scholars membership based on related 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

SERVICE

Awards

- National, international, local (campus), and/or community-based awards and/or recognitions for related 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 inclusive excellence
- Leading/delivering related 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 on campus and/or beyond that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for students, faculty, and/or staff
- Expansion of clinical services focused on access for underserved patients and/or eliminating health inequities
- Providing exposure to a broad and diverse range of research

Community

- Chairing or serving on a community board linked to the advancement of inclusive excellence
- Community-based outreach to historically marginalized communities (e.g., programming for K-12 students, community organizations, religious institutions, rural communities, workshops for high school students to address LGBTQ+ awareness and resources)
- Activities and consulting work (paid or unpaid) related to community activities and organizations

EXAMPLE FACULTY ACTIVITIES

Profession

- Local and/or national related service to the discipline (e.g., elected position in local or national organization, service on related committees)
- Policy development, quality improvement efforts, and other service to the profession that has significant impact on inclusion-related outcomes
- Providing peer review for journals, conferences and granting agencies that disseminate and/or fund related scholarship

Faculty Development and CME

- Faculty development toward increasing one's self-awareness and knowledge
- 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 inclusive pedagogies