



INDIANA UNIVERSITY
SCHOOL OF MEDICINE

**DIVERSITY,
EQUITY
AND INCLUSION**

TASK FORCES

QUARTERLY UPDATE: APRIL 2021

DIVERSITY EFFORTS

WELCOME LETTER



IU School of Medicine community members gathered virtually for the second round of diversity town hall events in February 2021. More than 360 faculty members, staff and learners attended, providing insight and feedback to the diversity, equity and inclusion (DEI) task forces formed last fall. Having so many community members from all areas of the school participate is heartening. The insights and ideas shared during the town halls are highly valued and will be considered as the diversity task forces continue with their important work.

Additional feedback on broader issues of DEI at IU School of Medicine included:

- Addressing DEI during the annual review, evaluations and promotion and tenure process for faculty
- Having diversity leadership embedded in every department to decentralize the DEI work.
- Broadening considerations beyond race, ethnicity and gender and including gender identity, religion, socio-economic status, age, geography of origin and residence, sexual orientation, disability, work style and other aspects of human attributes and behaviors.
- Amplifying communication support to ensure consistent messaging to change culture
- Focusing on DEI in recruitment at all levels: medical students, residents, graduate programs, postdocs, faculty and staff
- Increasing diversity at the leadership level and amongst the faculty to reflect the diversity of the student population
- Considering DEI in regional campus placements so URM students feel part of a supportive community
- Aligning DEI efforts across partner institutions

A core theme in the feedback is the need for increasing the visibility of DEI events across the school, in addition to the events hosted by FAPDD. There is now a central diversity events page at medicine.iu.edu/about/diversity/events.

There has been record-breaking registration and attendance of marquee diversity events this quarter:

Stepping Stones of Women in Leadership – Through this leadership series, faculty, staff and learners can learn about the career development journeys of successful women. During the session, a woman in medicine or science is interviewed about the stepping stones that led to her career success. Engagement with this event has more than doubled in comparison to previous years.

Cultural Awareness Town Hall – The cultural awareness town hall is an annual event held in January. Registration for this year's event, "Systemic Racism in Legislative and Administrative Decisions: Lessons Learned from COVID-19," tripled in comparison to previous years.

Patricia Treadwell, MD, Women in Medicine Lecture – Honoring the legacy of Patricia Treadwell, MD, and her 40 years of service to the IU School of Medicine community, this lecture explores how the intersections of race and gender affect academic medicine and the health sciences professions. Engagement with this event has more than doubled in comparison to previous years.

LGBTQ+ Virtual Health Care Conference – The two-day virtual event is designed for healthcare professionals, learners, researchers, patients, community organizations and interested community members who seek to understand the unique health considerations and barriers to health care in the LGBTQ+ population. Attendance quadrupled to over 900 professionals from a variety of disciplines across the state and the nation.

We appreciate how the IU School community has demonstrated their commitment to DEI in so many ways, from starting conversations within their sphere of influence to participating in educational and other events and much more. We look forward to sharing our progress on making the IU School of Medicine more welcoming and inclusive in the quarters ahead.

HONOR CODE TASK FORCE



Honor Code Task Force
Antwione Haywood, PhD, and Mary Dankoski, PhD

The task force continues its work through three subcommittees, each co-chaired by a faculty member and a student:

- Revisions to the Honor Code language (Marti Reeser, EdD and Deena Mohamed)
- Professional development and remediation (Liam Howley, MD, Mitch Goldman, MD and Trilliah Fazle)
- Stakeholder engagement (Chemen Neal, MD, and Aaron Gilani)

Key Actions This Quarter

- Starting in February, the task force presented the revised honor code to existing committees (including the Faculty Steering Committee and Basic Science and Clinical Chair Councils) for initial review. The honor code, and future companion policy, will be shared broadly throughout the community for additional vetting and input.

Feedback

- Ensure Honor Code sanctions have “teeth” to them so that violations are appropriately addressed for true accountability.
- Emphasize professionalism in response to criticisms in an effort to minimize defensive rebuttals.
- More communication of Honor Code expectations to all community members—faculty, staff and learners.
- Clearly define what “not tolerating discrimination” means.

Future Efforts

- Circulate a draft of the Honor Code for public review by the end of May.
- Circulate a draft of the Honor Code companion policy for committee review by the end of August.

FACULTY, STAFF & LEARNER TRAINING TASK FORCE



Faculty, Staff and Learner Training Task Force
[*Megan Palmer, PhD*](#), and [*Gustavo Arrizabalaga, PhD*](#)

The task force continues its work through four subcommittees:

- Learner training
- Staff training
- Faculty training
- Bias training

Key Actions This Quarter

- Worked with IU Health to add a specific competency focused on DEI to the IU Health physician leadership competency model.
- Create a school-wide diversity events page that lists all diversity events across the School of Medicine.

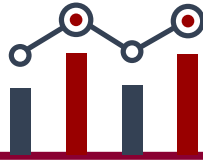
Feedback

- Develop a central place for departments and divisions to pull resources to lead DEI efforts in their respective areas.
- Have training opportunities available for all levels: executive, faculty, staff, postdocs, fellows, residents and students.
- Implement training on what to do if one witnesses discrimination-guidance on how to respond in the moment.
- Provide opportunities for intergenerational conversations around race.
- Make funding available for faculty, staff or learners who want to hold events or form groups (i.e., a book club) that would contribute to DEI goals.
- Create resources outlining tangible, practical recommendations for individuals to apply in their daily interactions, and send out regular (i.e., monthly) communication with these resources.

Future Efforts

- Unconscious bias training will be included as part of new staff and resident/fellow orientation programs.
- Medical student orientation will include a day of DEI education via the program *Differences Matter*.
- Inclusive teaching was added as a competency for the self-paced IU School of Medicine Academy of Teaching Scholars Program (ATS). As such, a search is underway for a faculty member to create faculty development materials related to inclusive teaching. This role is expected to be filled by the end of June.
- Subcommittees focused on staff, learners and faculty are drafting proposals for additional recommended training activities to share in June.
- Departments are expected to update their departmental diversity plans.
- All leaders in departments are expected to complete at least two hours of DEI training in 2021.

DATA & CLIMATE TASK FORCE



Data and Climate Task Force
[Patricia Treadwell, MD](#), and [Amy Ribera, PhD](#)

The task force continues its work through three subcommittees:

- DEI Dashboard
- Climate Data
- Sustained Data

Key Actions This Quarter

- The task force updated the [IU School of Medicine Fact Sheet](#) to include a broader range of social identities in an effort to move beyond the Underrepresented in Medicine (URM) dichotomous labeling. The purpose is to lay the foundation for being more inclusive in the reporting and minimize feelings of othering.

Feedback

- Asian American is a broad category that should be further defined with subcategories to avoid perpetuating the model minority myth.
- Include LGBTQ+ groups.
- Include diversity representation for school leadership.
- Evaluate how the data compares to other institutions.

Future Efforts

- The task force will propose a project timeline, equity/climate data indicators to be featured, and guidelines for data transparency and accessibility. The proposal will be included in a final report by the end of July.
- Recommend ways to consolidate existing resources of climate data (surveys, focus groups, open letters, etc.) to enhance opportunities for DEI collaboration across local units and organizational learning.
- Recommend an external climate assessment and administration timeline that will provide baseline data for all IU School of Medicine constituents on a continual basis.
- Leverage equity-minded strategic planning, monitoring, reporting, and assessments already occurring within local units and at IUPUI. Discuss resources needed to scale-up these best practices for broader impact.

PRIMARY CARE REAFFIRMATION FOR INDIANA MEDICAL EDUCATION (PRIME) HRSA GRANT

Primary Care Reaffirmation for Indiana Medical Education (PRIME) HRSA Grant
[Bradley Allen, MD, PhD](#), and [Paul Wallach, MD](#)

The PRIME team continues its work to improve preparation of IU School of Medicine medical graduates in primary care delivery to the underserved and vulnerable communities and build graduates expertise in awareness and advocacy skills to address health care disparities related to systemic racism through three new curricular threads and one new competency.

Curricular Threads

- Principles of Primary Care (with focus on telemedicine and point-of-care-ultrasound)
- Care for the Medically Underserved and Vulnerable Communities
- Health Equity and Care of the Underserved: Education on the Impact of Systemic Racism and Caring for Indiana's Black Communities

7th IU School of Medicine Competency

- Health Equity, Diversity, and Inclusion

Key Actions

- Project leaders continue to develop and enhance curriculum based on the prioritized needs of the current IU School of Medicine curriculum and the needs of Indiana.
- Supplemental funds have been used to create additional professional development opportunities in DEI for student, staff, and faculty around the state.
- Launched internal search for Associate Director for the Academy of Teaching Scholars. This individual will develop an institution-wide strategy for incorporating inclusive teaching and equity in the learning environment throughout the educational spectrum of medical students, residents, fellows and doctoral trainees.

Future Efforts

We are continually working on the items outlined below:

- Rapid refinement of the IU School of Medicine health equity, diversity, and inclusion competency objectives for addition to undergraduate competencies using the recently released Association of American Medical Colleges (AAMC) DEI competency draft as a starting point.
- Develop pilot curricular initiatives to approve and implement in the summer and fall of 2021.
- Create pilot programs for student engagement in community-based public health measures with the IU School of Medicine Clinical and Translational Sciences Institute (CTSI) program, along with one-year fellowships for students interested in pursuit of Master's in Public Health training with a focus in a health disparities track.
- Solicit ongoing input from statewide health care providers, IU School of Medicine Diversity Council and Faculty Affairs, Professional Development and Diversity (FAPDD), and underserved communities to prioritize all components of curricular and competency development.
- Work with FAPDD to develop a faculty development plan to improve teaching and role modeling of care for vulnerable communities statewide.

HOLISTIC STUDENT SUCCESS & ADVOCACY (HSSA)



HOLISTIC STUDENT SUCCESS & ADVOCACY (HSSA) *[Chemen Neal, MD](#)*

The purpose of HSSA is to integrate DEI expertise and support to continue the creation of an inclusive environment for the diverse student body at IU School of Medicine.

Additionally, HSSA will provide advocacy expertise for all students who meet with the Student Promotions Committee.

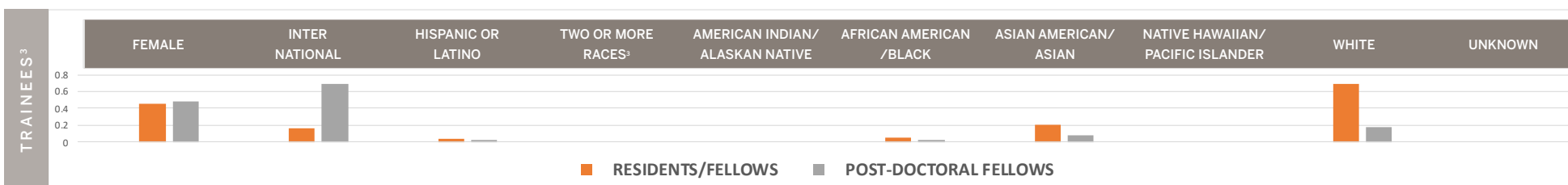
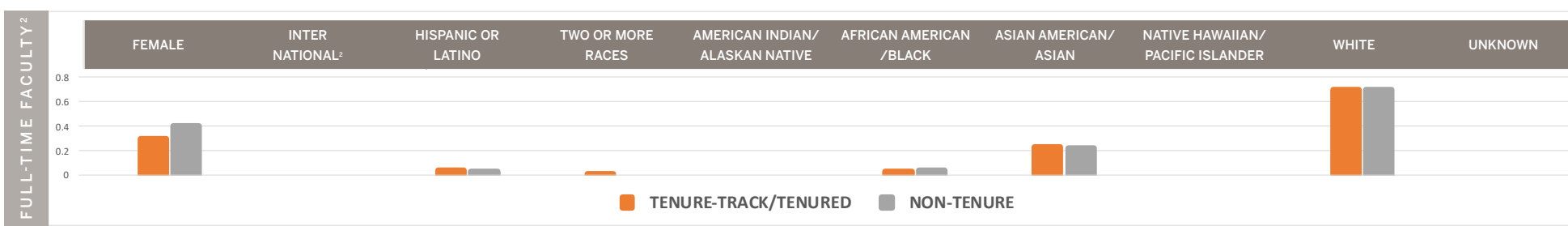
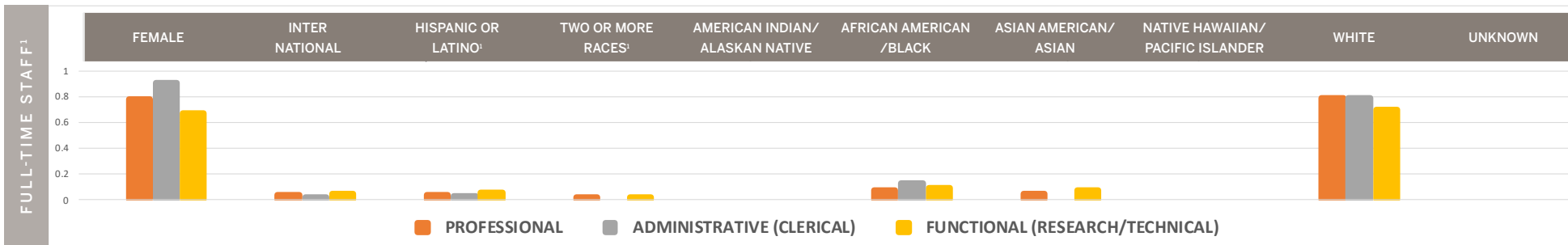
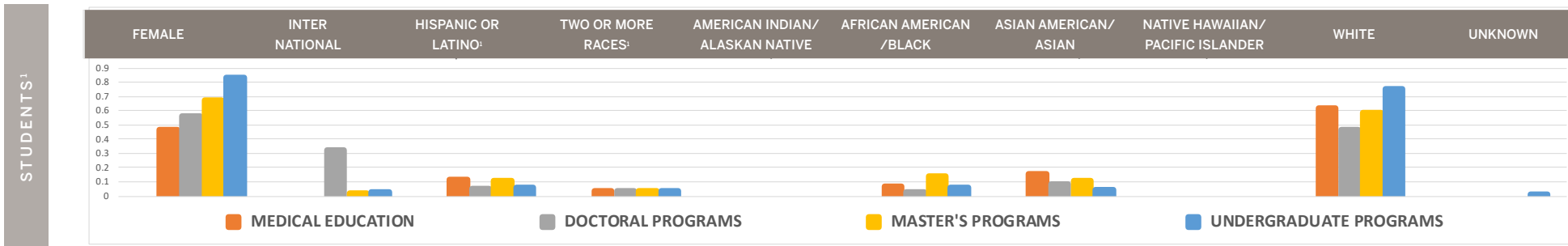
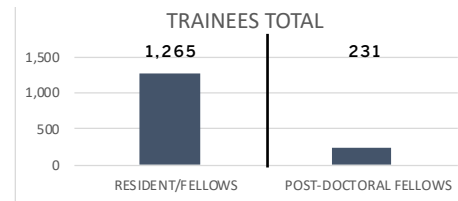
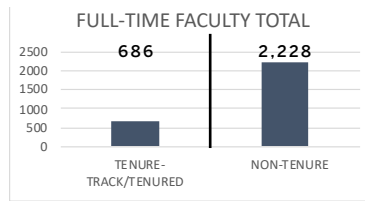
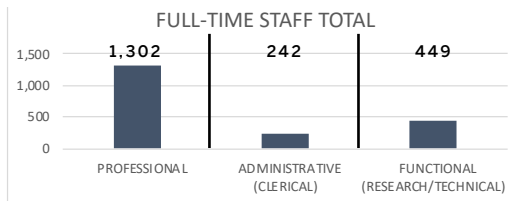
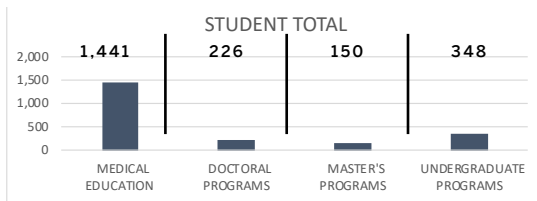
Key Actions This Quarter

- Created LEAD Scholars Program; Phase 1 pilot workshops are underway.
- Created Student Promotions Committee Advocacy Program.
- Provided individualized student support and engagement.
- In February 2021, the Regional Campus Learning Environment Task Force was charged with developing guidelines for improving the learning environment on regional campuses so that underrepresented in medicine students feel more supported in completing multiple phases of training at a regional site. The recommendations will be submitted by the end of April.

Future Efforts

- Plan the LEAD Scholars Program phase 2 intensive pilot, to launch May 2, 2021. The summer pre-matriculation program will be expanded from a one-week program to a four-week program. The four-week program will launch July 6, 2021.
- Recruit additional advocates for the Student Promotions Committee Advocacy Program.
- Continue to host individual student meetings and campus-specific group meetings.
- Regional Campus Placement & Climate Task Force will submit findings and recommendations to leadership in May.

APPENDIX: IU SCHOOL OF MEDICINE DIVERSITY FACT SHEET ACADEMIC YEAR 2020-2021



APPENDIX: IU SCHOOL OF MEDICINE DIVERSITY FACT SHEET ACADEMIC YEAR 2020-2021

	TOTAL	FEMALE	INTER NATIONAL	HISPANIC OR LATINO	TWO OR MORE RACES	AMERICAN INDIAN/ALASKAN NATIVE	AFRICAN AMERICAN / BLACK	ASIAN AMERICAN/ASIAN	NATIVE HAWAIIAN/PACIFIC ISLANDER	WHITE	UNKNOWN
STUDENTS¹											
MEDICAL EDUCATION	1,441	47.0%	<1.0%	11.5%	3.9%	0.0%	6.5%	15.5%	0.0%	62.2%	<1.0%
GRADUATE: DOCTORAL PROGRAMS	226	56.2%	32.3%	5.3%	4.0%	0.0%	3.1%	8.4%	0.0%	46.9%	<1.0%
GRADUATE: MASTER'S PROGRAMS	150	67.3%	2.0%	10.7%	3.3%	0.0%	14.0%	10.7%	0.0%	58.7%	<1.0%
UNDERGRADUATE PROGRAMS	348	83.6%	3.2%	6.0%	3.4%	0.0%	6.3%	4.6%	0.0%	75.6%	1.1%
FULL-TIME STAFF¹											
PROFESSIONAL	1,302	77.9%	3.5%	3.5%	1.8%	<1.0%	7.2%	4.8%	<1.0%	78.8%	<1.0%
ADMINISTRATIVE (CLERICAL)	242	90.5%	2.5%	2.9%	<1.0%	<1.0%	12.8%	<1.0%	0.0%	79.3%	<1.0%
FUNCTIONAL (RESEARCH/TECHNICAL)	449	67.2%	5.1%	5.3%	2.4%	<1.0%	9.1%	7.8%	0.0%	69.5%	<1.0%
FULL-TIME FACULTY²											
TENURE-TRACK/TENURED	686	30.0%	--	3.6%	1.3%	0.0%	2.6%	22.9%	0.0%	70.1%	<1.0%
NON-TENURE	2,228	40.2%	--	3.1%	<1.0%	<1.0%	4.2%	21.7%	<1.0%	69.7%	<1.0%
TRAINEES³											
RESIDENTS/FELLOWS	1,265	45.4%	15.9%	4.5%	--	<1.0%	5.4%	20.0%	0.0%	69.5%	0.0%
POST-DOCTORAL FELLOWS	231	48.9%	68.4%	2.2%	<1.0%	0.0%	2.2%	8.2%	<1.0%	18.2%	0.0%
STATE OF INDIANA⁴											
POPULATION ESTIMATES, 2019	6,731,219	50.7%	--	7.3%	2.2%	0.4%	9.9%	2.6%	0.1%	84.8%	--

¹IU STUDENT AND STAFF DATA FOLLOWS FEDERAL REPORTING GUIDES CATEGORIZING INDIVIDUALS WHO SELECTED MORE THAN ONE RACE OR ETHNICITY INTO INTERNATIONAL, HISPANIC OR LATINX, OR TWO OR MORE RACES. SEE IURR DATA GUIDE FOR MORE INFORMATION ABOUT LOGIC APPLIED. THE ORDER OF RACE OR ETHNICITY CATEGORIES, FIRST, FOLLOWS LOGIC APPLIED, AND THEN, ALPHABETICALLY LISTS SINGLE-SELECTED CATEGORIES.
²IU SCHOOL OF MEDICINE FACULTY DATA SYSTEM DOES NOT REPORT INTERNATIONAL STATUS AS A RACE OR ETHNICITY CATEGORY.
³IU SCHOOL OF MEDICINE RESIDENCY DATA SYSTEM DOES NOT REPORT 'TWO OR MORE RACES' AS A CATEGORY.
⁴SOURCE: U.S. CENSUS BUREAU