



INDIANA UNIVERSITY
SCHOOL OF MEDICINE

**DIVERSITY,
EQUITY
AND INCLUSION**

TASK FORCE

QUARTERLY UPDATE: JANUARY, 2021

DIVERSITY EFFORTS

WELCOME LETTER



Last fall, hundreds of learners, faculty and staff participated in a series of town hall sessions focused on diversity, equity and inclusion (DEI) at Indiana University School of Medicine.

Input received during this “listening tour” helped to provide insight into the areas many attendees believe need to improve – changes that will help to ensure that everyone in the school community, including faculty, staff and learners on each of IU School of Medicine’s nine campuses, feels welcomed, valued and heard.

These town halls were the result of a renewed focus on diversity efforts at the school following the racial reckoning that swept the United States in the late spring and summer months of 2020. This past summer, IU School of Medicine Dean Jay L. Hess, MD, PhD, MHSA, announced a number of actions to be implemented in the next year.

Along with the [appointment of Patricia Treadwell, MD](#), professor emeritus of pediatrics and dermatology, as the inaugural chief diversity officer and special advisor to the dean, Hess also announced the formation of three [Diversity Task Forces](#).

These task forces are charged with evaluating existing data on the state of representational diversity at IU School of Medicine and making recommendations for new climate assessment methods; creating opportunities for increased training on unconscious bias, microaggressions, cultural humility and bystander interventions; and updating the IU School of Medicine Honor Code and creating educational materials and resources about professional behavior.

After months of meeting, those task forces—made up of a wide range of participants including 40 faculty, nine residents, 25 students and 16 staff—share the first quarterly update of the initiative in this report.

The report also includes an update on the progress of the [PRIME grant](#), a \$7 million Health Resources & Services Administration (HRSA) grant to help the school educate medical students to better care for underserved populations.

In addition to those efforts, additional DEI efforts at the school this quarter included:

Addressing biases and microaggressions in medical education

Much of clinical medical education uses patient cases to teach students about clinical reasoning or medical knowledge. However, some of the cases express the intrinsic bias of the case creator or serve as a microaggression toward the students utilizing the case in order to learn. To address this problem, Faculty Affairs, Professional Development and Diversity (FAPDD) designed a [research elective for medical students](#) to address bias and microaggressions in our curriculum to improve the learning environment and, ultimately, patient care.

Under faculty supervision, more than 45 students reviewed literature on bias and qualitative research methods in medical education. They reformulated more than 1,500 cases to mitigate intrinsic bias and microaggressions and include evidence-based information about health care disparities and structural and social determinants of health for each case scenario. The recommendations have been sent to the curricular team and the course directors. The team will continue to work through more cases in all phases of the curriculum in the upcoming months.

Working with IU Health and Eskenazi Hospitals to address mistreatment

After several incidents of disrespectful and discriminatory behavior by other health care workers were reported by faculty, residents and students through our [online mistreatment incident form](#), IU School of Medicine leadership addressed mistreatment with IU Health and Eskenazi hospitals’ leadership, and actions have already been taken at individual and system levels. Diversity Affairs leadership will continue to collaborate with these health care systems to prevent these events from happening again. Thank you to the school community for bringing these incidents to our attention.

Launching ICARE (Implementing Conversations to Advance Racial Equity)

The [ICARE series](#) seeks to prepare persons, affiliated with the institution, to lead action and conversations to address systematic racism and race inequities. While this series is open to all members of the IU School of Medicine community, the target audience is non-minoritized people, seeking to reach those whose identity is connected with the larger white racial group. As of today, more than 80 members of our school have gone through this training. Different cohorts have been created for faculty and staff, and for students and trainees.

A complete list of diversity events can be found on the [FAPDD website](#).

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

- A SWOT analysis was conducted on the current honor code language, based on published literature regarding elements of an effective honor code and professionalism domains.
- A draft revision of the honor code is under review by the task force. The revised language focuses on how the school's core values of excellence, respect, integrity, diversity and cooperation are put into action. The intent is to articulate community expectations.
- A companion policy to the honor code, focused on how the honor code is used, is in early draft form.

Future Efforts

- Work continues on remediation and professional development pathways. This subcommittee continues to discuss current state and desired state regarding reporting methods, remediation approaches and sanctions. There is continued discussion regarding expanding the mistreatment reporting system to other types of concerns.
- The stakeholder subcommittee has developed a robust plan for vetting the proposed revisions to the honor code and companion policy across the community. This group continues to discuss ways to make the honor code a meaningful commitment across the community.

Background Research/Materials Informing the Task Force

- Literature review on best practices regarding professionalism initiatives at other academic medicine centers.
- Data reviewed by task force include the IU School of Medicine mistreatment system reports, and GQ data regarding student mistreatment, faculty professionalism, and items regarding the benefits of diversity.
- The task force also reviewed 11 policies that pertain to professional conduct across IU School of Medicine, IU, IU Health and IU Health Physicians.

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

- Diversity item was added to faculty annual review form.
- The IU School of Medicine leadership competency model will include specific competency focused on diversity, equity and inclusion (DEI). This was previously embedded in other competencies. Discussions are ongoing with IU Health about adding this to their physician leadership competency model.
- DEI training for department leaders and creation of department diversity plans will be goals for the department chairs this year.
- Completed an inventory of DEI trainings offered by FAPDD, ODA, graduate division, medical education, graduate medical education and human resources requested (See Table 1).

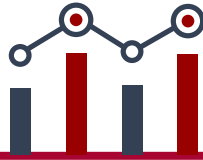
Future Efforts

- Discussions are ongoing with IU Health about adding DEI competencies to their physician leadership competency model.
- Expand DEI training inventory to incorporate training available through IUPUI and IU Bloomington.

Background Research/Materials Informing the Task Force

- Data suggests mandatory diversity-related trainings have limited effect on changing culture and reaching institutional goals.
- Serial trainings are more effective than one-and-done efforts.
- In-person trainings that include discussion and reflection are more effective than online modules.
- Bias training is more effective when it incorporates concepts of racism, privilege, and microaggressions for context.
- For learners and trainees, DEI needs to be incorporated into curriculum and competency for effectiveness.
- For staff, the diversity in roles, reporting structure and types of positions presents a challenge for training.

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

- DEI dashboard subcommittee has begun drafting data visualization mock-ups highlighting representational diversity, equity process indicators and inclusive climate proxies for students, trainees (post-docs/residents/fellows), faculty and staff.
- The climate data subcommittee inventoried all existing IU School of Medicine surveys administered to students, trainees, faculty and staff and identified items related to diversity equity and inclusion.

Future Efforts

- Members determined a high-level school fact sheet featuring key statistics from the DEI dashboard should be compiled and posted on the main website.
- Determine elements of an ideal climate survey and an administration timeline.
- Sustained data subcommittee discussed current evaluation practices and the heightened need to scale up centralized support for DEI initiatives happening in functional units, departments, divisions and regional campuses.

Background Research/Materials Informing the Task Force

- DEI dashboard subcommittee members weighed in on the dashboard's intended purpose, selection filters, data source of truth, development timeline and level of access to internal/external stakeholders.
- Literature on best practices in DEI assessment, evaluation, inclusive excellence and capacity building informed the work of each subcommittee centering common values of equity-mindedness with increased transparency, accountability and communication. This is an effort to restore and establish trust among the IU School of Medicine community.

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 underserved and build their expertise in 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, POCUS)
- 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

- Developed, submitted and received approval from HRSA to use additional funds to support additional attention on diversity, equity and inclusion (DEI) curriculum and competency development to address healthcare disparities with a focus on systemic racism.
- Recruited and hired the PRIME grant support team and identified faculty leaders for several of the project arms.
 - Dr. Maria Robles - Principles of Primary Care Thread
 - Dr. Lindsey Reese - Telemedicine
 - Dr. James Wilcox - POCUS
 - Dr. Juan Carlos Venis - Care for the Medically Underserved and Vulnerable Communities Thread
 - Dr. Maryann Chimhanda - Health Equity and Care of the Underserved: Education on the Impact of Systemic Racism and Caring for Indiana's Black Communities Thread
 - TBD - Health Equity, Diversity, and Inclusion Competency
 - Liza Sumpter - PRIME Program Manager
 - Emily Laughlin - PRIME Program Coordinator
 - Dr. Katherine Chartier - PRIME Instructional Design Consultant
- Charged the project leaders to initiate curriculum development and enhancement based on the prioritized needs of the current IU School of Medicine curriculum and the needs of Indiana.

Future Efforts

- Rapid refinement of the IU School of Medicine health equity, diversity and inclusion competency objectives for addition to our undergraduate competencies using the recently released AAMC DEI competency draft as a starting point.
- Develop pilot curricular initiatives to approve and implement in the summer and fall of 2021.
- Solicit ongoing input from our Diversity Council, Office of Diversity Affairs (ODA), and statewide health care providers of the underserved to prioritize all components of curricular and competency development.
- Work with ODA and Faculty Affairs, Professional Development and Diversity (FAPDD) to develop a faculty development plan to improve teaching and role modeling of care for the underserved statewide.

Background Research/Materials Informing the Task Force

- The grant team has been surveying the literature for innovative ideas to meet the prioritized needs of IU School of Medicine and Indiana communities.
- AAMC DEI Competency and Telehealth competencies templates.

TABLE 1 – SUMMARY OF DEI TRAINING AT IU SCHOOL OF MEDICINE

SPONSORING OFFICE/ DEPARTMENT	NAME OF TRAINING/ WORKSHOP/SESSION/CLASS	TARGET AUDIENCE	FREQUENCY	MANDATORY (Y/N)
IU School of Medicine Graduate Division, IBMG Program	IBMG Admissions Committee Diversity Training	Faculty on Admissions Committee	Yearly	N
	Unconscious and Everyday Bias (NPFO)	All new hires with IUHP and all new faculty hired by IU School of Medicine.	Monthly (Every NPFO)	Y
	Unconscious and Everyday Bias	Available to all stakeholder groups at IU School of Medicine. <i>Tailored upon request.</i>	Upon request	N
	Unconscious and Everyday Bias in Management	Managers and supervisors. Participants in the BEST program <i>(hosted by the Department of Medicine).</i>	Annual	N
	Promotion and Tenure workshop for URM and Women Faculty	Any faculty members who identify as URM or Woman	Annual workshop alternating for URM and Women Faculty	N
	Talking about Sex	Faculty who teach in the undergraduate medical education curriculum.	Yearly	N
	Acting against disrespect: Responding to incidents of disrespectful or discriminatory behaviors from patients and visitors.	Healthcare providers and trainees	Program is currently in development, but could be offered monthly or upon request	N
Faculty Affairs, Professional Development and Diversity	LGBTQ Health Care Conference	Healthcare providers, trainees, community	Annual	N
	Microaggressions and Microresistance	Historically delivered to trainees <i>(specifically graduate and medical students)</i>	Annually at Cross Cultural Student Success Retreat and also available upon request	N
	ICare: Implementing conversations to advance racial equity	Open to all Faculty, learners and staff but targeted to Non-minoritized individuals.	Ongoing series. Cohort based, four 2-hour workshop to complete the program	N
	Safe Space Training	Available to all stakeholder groups at IU School of Medicine. <i>Tailored upon request.</i>	Upon request	N
	Addressing Biases and Microaggressions in Medical Education	Medical students who sign up to this elective	Monthly	N
	Culture and Conversation	All IU School of Medicine community	Monthly	N
	Cultural Awareness Townhalls	All IU School of Medicine community	Yearly	N
GME-diversity training	Cultural competency training	Residents and fellows	Once in their training	Y