UMass Chan
MEDICAL SCHOOL

DRIVE
Diversity, Representation and Inclusion for Value in Education

CATCH-UP REPORT

(shifting to the Academic Year)

January 1, 2023 – June 30, 2023

Contents

Welcome to DRIVE: *Diversity, Representation, and Inclusion for Value in Education*

The DRIVE core team welcome and thank you for taking the time to read our "annual" report. This edition is a 6-month catch-up to align our communications with the academic calendar. These pages share information about our progress towards DRIVE's mission of working to identify and mitigate bias across our curricula and learning environments, while also making space for and supporting conversations and learning about diversity, representation, and inclusion. UMass Chan is an institution devoted to discovery, health, and progress. DRIVE aims to build partnership across our Schools, Offices, and programs in support of that critical work.

We hope you will enjoy what you read and learn in the pages below and on our revamped website: https://www.umassmed.edu/drive to

- access helpful resources and tools including our one-pagers and interactive library guide,

- learn about and sign up for workshops,

- review reports on student and faculty engagement,

- request a presentation or consultation,

- and join our institutional collaboration!

We welcome your comments and feedback. Please contact us through the website links or at DRIVE@umassmed.edu to get involved!

DRIVE Goals

- To promote a representative and bias-free curriculum across our learning environments

- To enhance the accuracy, representation, and inclusion of diverse populations in all our educational activities

- To make space for critical conversations about diversity in teaching and learning across our community

from faculty "This was really enlightening, and I will take advantage of other DRIVE forums/workshops."

Core Leadership Team

- **Melissa Augustine, MLIS**; DRIVE Liaison from the Lamar Soutter Library, UMass Chan Medical School

- **Yasmin Carter, PhD;** DRIVE Director of Scholarship and Impact; Associate Professor of Translational Anatomy, T.H. Chan School of Medicine

- **Melissa Fischer, MD, MEd**; DRIVE Convener; Professor of Medicine, Assistant Vice Provost for Interprofessional and Instructional Innovation, UMass Chan Medical School

- **Bill M. Jesdale, PhD,** Director of Community Enhancement, Assistant Professor; Population & Quantitative Health Sciences, Morningside Graduate School of Biomedical Sciences

DRIVE Committee

The DRIVE Committee meets monthly and is composed of students, staff, and faculty from across the UMass Chan community including the Tan Chingfen Graduate School of Nursing, Morningside Graduate School of Biomedical Sciences, Graduate Medical Education, T.H. Chan School of Medicine, Office of Faculty Affairs and the Diversity and Inclusion Office. Email DRIVE@umassmed.edu to join!

DRIVE IMPACT ON THE COMMUNITY

Workshops and Independent Learning Module

- Online DRIVE Core Skills Workshops offered on scheduled dates and by request.

- T.H. Chan School of Medicine students in the Education Pathway participated in workshop training and utilized the DRIVE commitment slide in their required presentations.

- The workshop was presented on request to the Population and Quantitative Health Sciences Department, with widespread adoption of DRIVE Commitment Slide in all departmental courses.

- Presentation of DRIVE goals and resources to the Morningside Graduate School of Biomedical Sciences senior faculty.

- Completing a DRIVE workshop annually continues to be required by the TH Chan SOM for core faculty, others are encouraged.

- In this timeframe we held an additional 8 core skills workshops with 113 participants

- Expanded library guide visited 1246 times.

Created a new series of workshops for the regional Teaching of Tomorrow TOT program

- In April, the DRIVE team presented at the Teaching of Tomorrow (TOT) workshop in Northampton, MA. This session had 83 attendees from across the Northeast. Participants included a range of clinicians, nursing staff, and allied health professionals.

- Created a new workshop for the in-person regional, interprofessional TOT program
    - Applying the DRIVE lens to feedback and apology
    - After the workshop more than 95% of participants agreed they could name strategies for setting the context for an inclusive learning environment.
    - Multiple participants highlighted the value of feedback and apology frameworks.

- For 2024 will work with TOT to more fully integrate DRIVE principles throughout and continue to give a workshop at each of the TOT sessions.

Developed and piloted new Inclusive Small Group Teaching workshop

Following questions and feedback from faculty and learners we have developed a workshop that focuses on the skills needed to lead appropriate and inclusive small group sessions.

Goals for the workshop include explaining the value of and best practices for creating an inclusive small group learning environment. Identifying and remedying personally mediated causes of marginalization. The workshop also provides space to actively practice strategies for addressing shared stories or experiences.

This workshop is now ready for dissemination to the larger UMass Chan community and registration is open on the website.
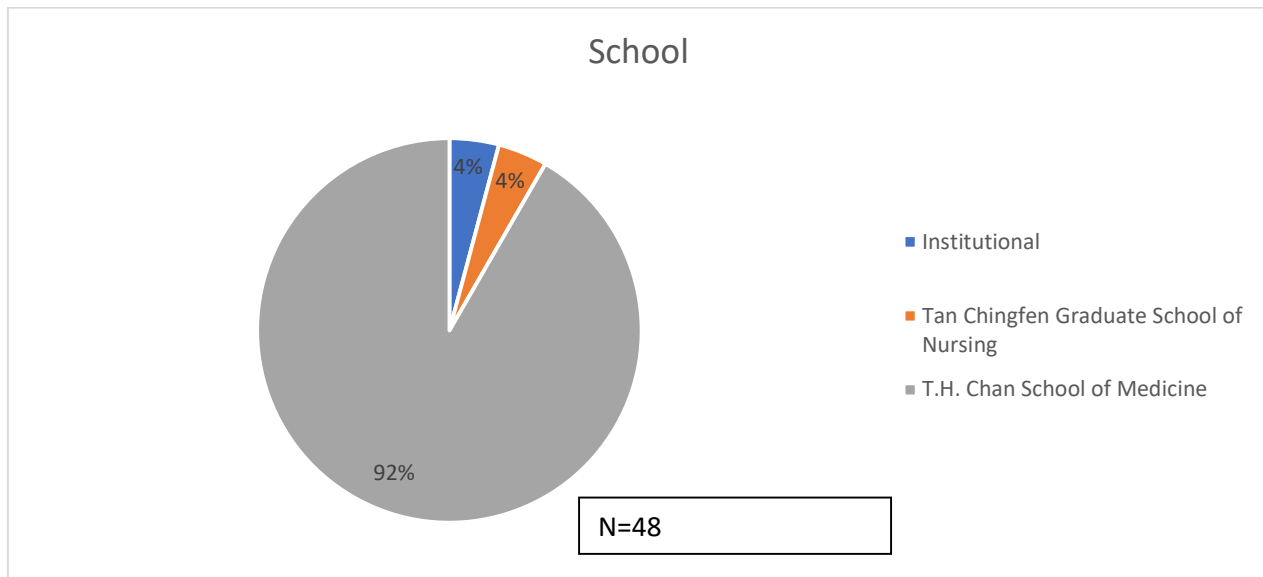
Created and disseminated 'Stoplight Terminology Guide'

- This 50-page document is available to UMass Chan students, faculty, and staff, including UMass Chan Baystate and UMass Memorial Medical Center users via the DRIVE website and the library guide.

- It aims to support faculty who want to make updates in their terminology to be more inclusive and provides definitions and recommendations on language from common idioms to field specific wording.

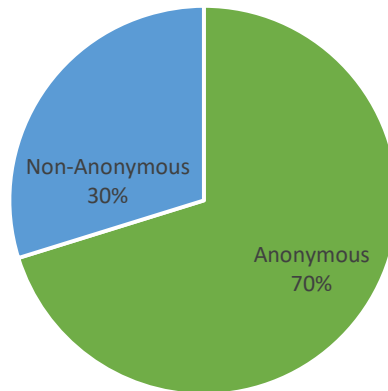- Recommendations are presented in a unique stoplight red/yellow/green format.

from faculty "Great workshop! I thought the updated curriculum appraisal tool, workshop discussion topics, and overall format of the session were helpful, engaging, and impactful. Thank you!"

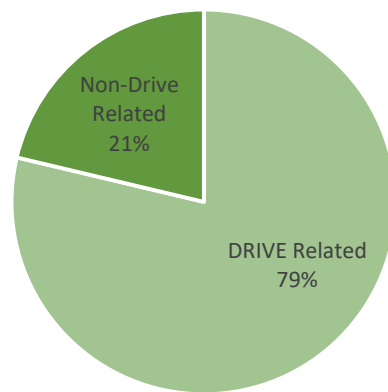**Amplifying the impact of the Anonymous Feedback Tool**

- The DRIVE Anonymous Feedback Tool provides all members of our community with a mechanism to communicate directly with DRIVE (either anonymously or confidentially as chosen by the user). No identifying information is required to fill out the form.

- Feedback is categorized based on the six curriculum appraisal tool sections, and reported on the DRIVE website (see the pie charts below)

- Response to feedback adjusted after discussion with community members to
    - Respect individual choice regarding how to receive feedback
    - Improve reporting to community (when anonymous) and individuals (when names are submitted)

- Two core team members participated in multi-day Restorative Justice training sponsored by the Diversity and Inclusion Office to help advance this initiative and integrate into DRIVE efforts around feedback and the learning environment.

- Community members can find the Anonymous Feedback Tool in multiple places, including the DRIVE Web Page, Lamar Soutter Library Guide

- During this time DRIVE received n=48 comments using the anonymous feedback tool. See charts below for details.

School

Legend:
- Institutional (4%)
- Tan Chingfen Graduate School of Nursing (4%)
- T.H. Chan School of Medicine (92%)

N=48

Feedback Submissions

Non-Anonymous
30%

Anonymous
70%

Feedback Recieved via DRIVE reporting tool

Non-Drive
Related
21%

DRIVE Related
79%

Individual Feedback By Category

2%

6%

19%

23%

4%

46%

- Setting the Context
- Language & Terminology
- Research & References
- Population & Patient Cases
- Closing the Loop
- Images and Media
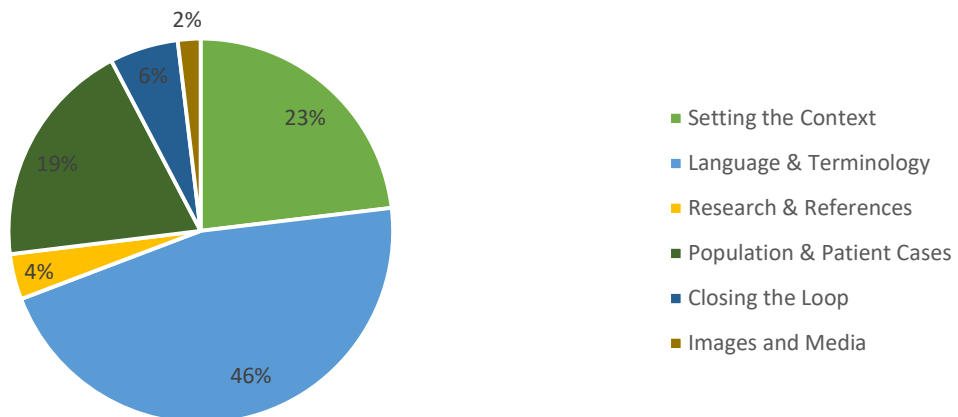
Making DRIVE and inclusion more visible

- Commendation Letter initiative launched in the TH Chan School of Medicine to recognize faculty who are named by learners as exemplars of integrating diversity and inclusion in their teaching. Recognized faculty receive a letter signed by the Dean and Vice Chancellor for Diversity copied to their Chair. Relevant Assistant Deans are also informed.

    o Faculty recognized in this time period included:

        ▪ Lisa Hall Ph.D. - Department of Neurology

          Learner comments included "*I want to shout out three things in this category I thought were so well done in P1: ...and Lisa Hall's commitment throughout to presenting genetics in a gender- and race-diverse way. The Diversity in Genetics lecture was awesome and memorable, and a great example of humane AND evidence-based science.*"

        ▪ Beth Eagleson M.D. - Department of Medicine at UMass Chan – Baystate

          Learner comments included "… *the PURCH lecture about trauma-informed care by Beth Eagleson (all students should have to hear this!)*"

        ▪ Yasmin Carter Ph.D. - Department of Radiology

          Learner comments included "*Please have Dr. Carter teach whenever and whatever they want to teach. They are a phenomenal.*" … Dr. Carter's sex & gender lecture on day one (yes!)"

- Faculty efforts to support diversity, equity, and inclusion are vital to the success of UMass Chan medical school and as such are featured in Section IX of the Annual Performance Review (APR). This letter provides evidence of the success of the faculty members in this area and can be included in their Annual Performance Review.

- Fully redesigned the DRIVE website with community input to maximize "no wrong door" engagement.

    o Redesigned home page with fingertip access to "what we do" annual reports

    o Easily accessible registration for DRIVE-led workshops, cafes, and events

        ▪ Branded workshops to help community differentiate between "reducing bias in the curriculum" and "facilitating inclusive small group teaching"

    o Resource guides for faculty, students, and our community that feature strong visuals and narrative descriptions to improve diversity, representation, inclusion, and to reduce bias in the curriculum.

    o Seamless connection to our sister site hosted by the Lamar Soutter Library that includes expanded access to the curriculum appraisal tool and more.

Utilization of DRIVE commitment slide

- A pilot study was undertaken to determine the utilization of DRIVE commitment slide in the TH Chan SOM new Vista Curriculum. This study was in part a result of student representative comments at the Discovery Curriculum Committee (DCC) meeting, that learners felt faculty who did not use the slide were less committed to creating appropriate materials.

- 4 blocks were included in the study with a full week of session materials being examined for each block including LFTs.

- A total of 84 sessions were examined. 10 utilized the DRIVE commitment slide, 14 utilized an adapted version of the slide or a DRIVE statement, 60 sessions included no reference to DRIVE or its principles (see figure below).

- Results of the study were disseminated at curriculum committee meetings and a new adapted DRIVE commitment statement was created and incorporated into all forthcoming Independent Learning Modules (ILMs) through a collaboration with I.T. Next steps include incorporation of the slide into a template made available to all T.H. Chan School of Medicine faculty.
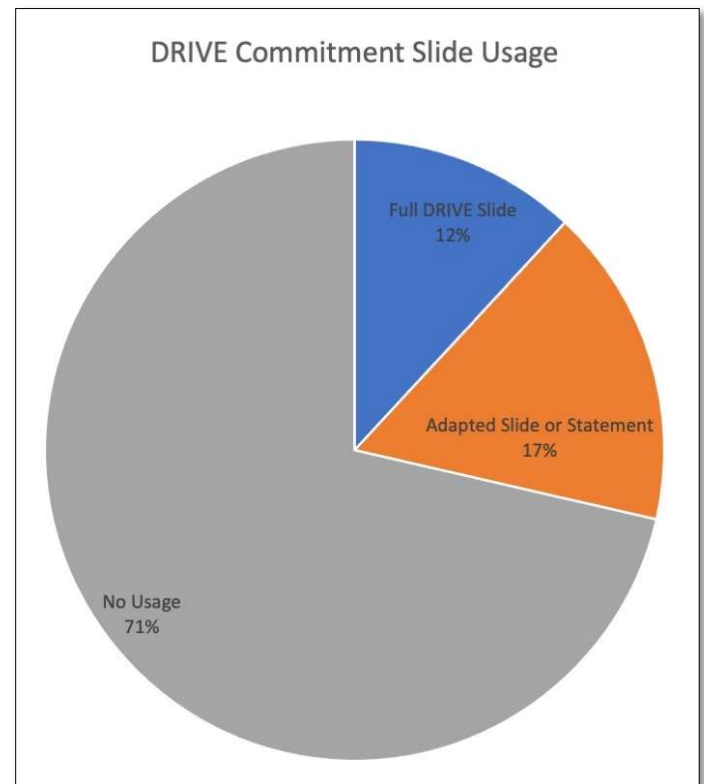
SCHOLARSHIP AND DISSEMINATION

Rachel Gerstein, Yasmin Carter, Heather-Lyn Haley, Christine MacGinnis, Kenneth Peterson, Susan Hogan, Amanda Whitehouse, Omar Taweh, Oghomwen Igiesuoboro, Carly Herbert, Melissa Fischer; DRIVE: Diversity, Representation, and Inclusion for Value in Education – interprofessional faculty development for a bias-free curriculum at UMass Chan Medical School. *J Immunol* 1 May 2023; 210 (1_Supplement): 231.01. https://doi.org/10.4049/jimmunol.210.Supp.231.01

MONDAY DRIVE-IN CAFÉ

Open meetings for all members of the UMass Chan community held by zoom every Monday at noon, co-facilitated with institutional partners to engage in shared discussion around initiatives and our learning environment and make space for conversation about subjects related to diversity, equity, inclusion and belonging. In the fall we added formal discussion topics for part of each hour.

co-facilitators:
Morningside Graduate School of Biomedical Sciences – Rachel Gerstein, PhD Tan Chingfen
Graduate School of Nursing – Susan Feeney PhD and Ken Petersen PhD MS, FNP-BC

T.H. Chan School of Medicine – Mary O'Brien MD

UMass Chan Graduate Medical Education – Reid Evans, PhD

- Discussion topics included:

  - January: Open discussion

  - February: Closing the Loop

  - March: DRIVE and the Curriculum Committee

  - April: Mice as an Example for DRIVE Trainings {used as a workshop example}

  - May: Identifying Common Goals, or "Situation Crafting"

  - June: Content Notifications (aka Trigger Warnings) {led to System Practice Guide, and an example for DRIVE workshops}

STUDENT ELECTIVES

Course Description

- T.H. Chan School of Medicine, Advanced Studies elective

- Working with the DRIVE faculty, students identify and discuss the ways in which bias may appear in medical education, assist in creating and improving resources such as the DRIVE Curriculum Appraisal Tool, apply the Tool to curricular materials, and partner with faculty to address issues of bias appropriately.

- Learners complete a related project and present it to the DRIVE team (listed below)

Learners

- Enrolled in the DRIVE Elective in this timeframe

Learner	Project
Sarah Calove	Leading Discussions Regarding Populations You Don't Identify With
Maimuna Ahmad	Cultural Humility and Goals of Care (GOC) Conversations
Ashvin Antony	Legacy Project: Leading Discussions Regarding Populations You Don't Identify With

from the student elective "Would recommend this elective to every student to learn the mission of DRIVE and for a great reminder that we have faculty at this institution who are committed to making changes for the better."

PRIORITIES for AY 2023-2024

focus on access, communication, engagement, and impact:

Access

- Partner with learners and instructors about program implementation, growth, impact and implications
- Implement advanced, small group workshops
- Hire and retain a project manager to support and help drive initiatives
- Create and share 'Best Practice' resources for topics discussed at Cafés
- Provide continually improved core workshops to specific populations and broadly to the Community, explore requirement for schools beyond TH Chan core faculty

Communication

- Update and improve DRIVE Website
    - Plans include adding a related RSS feed, posting graphics regarding feedback and response data: providing password protected links to student elective materials
- Enhance library resources
    - Integrate library guide more effectively into workshop and communication
    - Explore virtual bookshelf and physical library space for DRIVE resources
- Expand usage of the DRIVE commitment slide
    - Incorporate into core template and faculty handbook in the T.H. Chan School of Medicine
    - Work with EPS in the Vista Curriculum to ensure usage by faculty.
    - Work with faculty to expand usage in the Tan Chingfen Graduate School of Nursing and the Morningside Graduate School of Biological Sciences.

Engagement

- Promote engagement of learners and partners across all three schools and GME, as well as regionally (such as TOT)
    - Increase active participation in committee work
    - Identify ways to support learners from Tan Chingfen and Morningside more effectively
    - Collaborate with diversity liaisons or other groups to coordinate efforts institutionally
    - Work with students in TH Chan SOM Pathways (educator, social justice and advocacy and others)
- Increase collaboration with the Diversity and Inclusion Office to implement new strategic
- plan pillars and collaborate on Restorative Justice model
- Incorporate discussion of DRIVE-related scholarly articles at least quarterly during DRIVE- In Cafés
- Implement new consultation process utilizing self-reflected curriculum appraisal tool form and individualized discussion
- Update ILM with more inclusive video and other examples
- Track and report required participation

Impact

- Expand DRIVE-specific course and faculty evaluation questions to Morningside Graduate School of Biomedical Sciences and consideration of expanding commendation process to that School.
- Implement a model for collecting and sharing impact data more consistently
    - Advance longitudinal data, consider measures beyond feedback and response
    - Utilize DRIVE website and identify other mechanisms
- Promote opportunities for professional development and scholarship
- Expand categorization of faculty response to anonymous feedback and share data on DRIVE website.
- Promote effective anonymous feedback utilization across the educational community
- Explore methods to track longitudinal student comments on diversity in various evaluation and feedback reports.