How to use a DEI Toolkit to meet the DEI competencies

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Disclosures

- No financial disclosures

Objectives

- Review DEI competencies
- Share the MITE DEI toolkit
- Provide opportunity for self reflection with identity wheel
- Review a faculty evaluation that incorporates review of DEI
- Self-assessment of DEI

Background

Clinician Educator Supplemental Guide

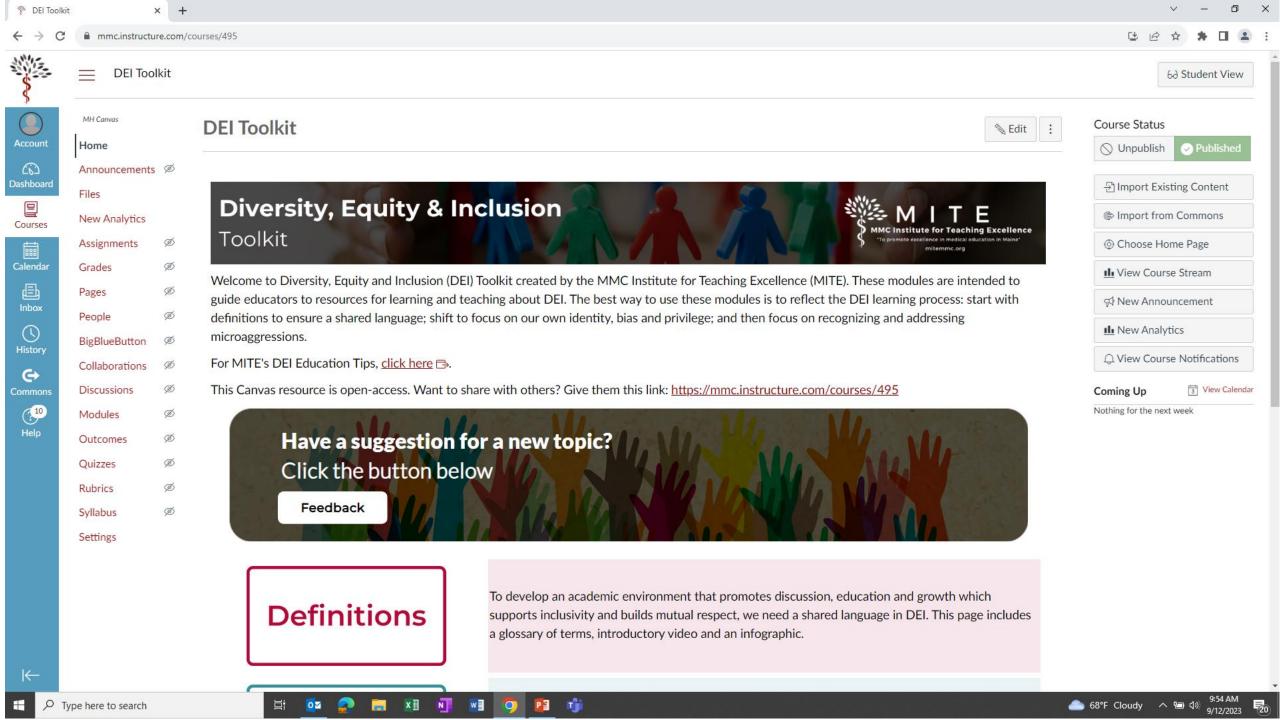| Diversity, Equity, and Inclusion (DEI) in the Learning Environment	
Overall Intent: To acknowledge and address the numerous factors in diversity, equity, and inclusion that affect learners, the learning environment, and patient care	
Milestones	**Examples**
Level 1 *Defines diversity, equity, inclusion, racism, and oppression (structural, institutional, interpersonal, and internalized) and their impact on the learning environment*	• (U/G/C): Provides examples of commitment to self-reflection and growth in DEI such as reading, attending courses, small-group learning, or individual coaching • (U/G/C): Completes unconscious bias training and other professional development to raise self-awareness, knowledge, and skills in DEI • (U/G/C): Describes systemic disadvantages and racism within the health care system and educational programs
Level 2 *Identifies inequities and applies strategies to mitigate racism and oppression and develop a diverse, inclusive, and equitable learning environment*	• (U/G/C): Follows specific steps to demonstrate allyship when witnessing a microaggression • (U/G/C): Creates a welcoming and inclusive environment and actively engages all learners regardless of race, ethnicity, gender, sexual orientation, and/or ability • (U/G/C): Gives examples of systemic racism and a strategy used to address it within the local environment
Level 3 *Applies best practices in diversity, equity, inclusion, and anti-oppression in one's own learning environment*	• (U/G/C): Advocates for allyship and DEI values in all venues, including large groups, committees, and department meetings • (U/G/C): Uses inclusive language to address learners, colleagues, and patients • (U/G/C): Uses an inclusive range of images and case studies when teaching
Level 4 *Designs learning experiences that engage and support persons from diverse backgrounds, orientations, abilities, experiences, and perspectives*	• (U/G/C): Conducts ongoing DEI needs assessments for the learning environments • (U/G/C): Develops or replicates DEI initiatives in multiple venues • (U/G/C): Measures the impact of DEI programs • (U/G/C): Is recognized as an expert in DEI best practices or programs
Level 5 *Role models and advocates for best practices in diversity, equity, and inclusion in the learning environment, and works to systemically address inequities*	• (U/G/C): Institutes a DEI program within an educational curriculum that is based on assessment of needs • (U/G/C): Provides examples of leading others–informally or formally–to advance DEI initiatives • (U/G/C): Uses the local Community Health Needs Assessment (CHNA) to tailor educational experiences • (U/G/C): Collects race, language, and other community-level data to identify local disparities in care and incorporate it into teaching and learning practices • (U/G/C): Implements strategies to recruit, retain, and support diversity in all forms among leaders, faculty members, and learners
Assessment Models or Tools	• Diversity, Inclusion, Culture, and Equity (DICE): https://store.aamc.org/diversity-inclusion-culture-and-equity-dice.html.

Background

Diversity, Equity, and Inclusion Competency Milestones
Developed by the Association of Family Medicine Residency Directors' Diversity and Health Equity Task Force
February 2021

AFMRD

Personnel and Pathway: Faculty

Level 1- Recruitment	Level 2- Community	Level 3- Mentorship	Level 4- Retention	Level 5- Leadership
Clear department benchmarks/goals for diversity in the workforce	On-boarding includes diversity training	Formal mentorship process for URiM junior faculty	Integration and recognition of systemic oppression in compensation package	Diversity present in senior management and when important programmatic decisions are made
Intentional recruitment process	On-going required DEI faculty development	Training on mentoring across difference for all faculty	Recognition of DEI work as equivalent to other clinical duties (funding, FTE, support)	Program leadership works actively with Institutional Leadership to advance DEI initiatives
Best practices to reduce bias in review and interview of applicants	Supported opportunities for community and/or student pathway engagement	Integration of DEI participation into annual reviews		(See Institutional Milestone)
Integration and recognition of systemic oppression in interview and hiring process				

☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐

Comments:

Not Yet Completed Level 1   ☐

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DEI Toolkit

63 Student View

DEI Toolkit

✎ Edit   ⋮

Course Status

⊘ Unpublish   ✓ Published

Navigation

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Diversity, Equity & Inclusion
Toolkit

MITE
MMC Institute for Teaching Excellence
"To promote excellence in medical education in Maine"
mitemmc.org

Welcome to Diversity, Equity and Inclusion (DEI) Toolkit created by the MMC Institute for Teaching Excellence (MITE). These modules are intended to guide educators to resources for learning and teaching about DEI. The best way to use these modules is to reflect the DEI learning process: start with definitions to ensure a shared language; shift to focus on our own identity, bias and privilege; and then focus on recognizing and addressing microaggressions.

For MITE's DEI Education Tips, click here ⬚.

This Canvas resource is open-access. Want to share with others? Give them this link: https://mmc.instructure.com/courses/495

Have a suggestion for a new topic?
Click the button below

Feedback

Definitions

To develop an academic environment that promotes discussion, education and growth which supports inclusivity and builds mutual respect, we need a shared language in DEI. This page includes a glossary of terms, introductory video and an infographic.

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Nothing for the next week

Finding the DEI Toolkit

- https://mmc.instructure.com/courses/495
  - Can add to your toolbar
  - This is an open access Canvas course – feel free to share the link widely

- Request to be added as a user to Canvas

Definition - glossary

Full Glossary | Click a term to view its definition below. Definitions are listed in alphabetical order.

- ▸ Belonging
- ▸ Bias
- ▸ Discrimination
- ▸ Diversity
- ▸ Equality
- ▸ Equity
- ▸ Health Equity
- ▸ Identity
- ▸ Inclusion
- ▸ Institutional Racism
- ▸ Intersectionality
- ▸ Justice
- ▸ Macroaggression
- ▸ Microaggression
- ▸ Positionality
- ▸ Prejudice
- ▸ Privilege
- ▸ Racism
- ▸ Stereotype
- ▸ Systemic Equity

Glossary

▶ **Discrimination**

▼ **Diversity**

Any of the multiple dimensions of identity and experience including (but not limited to) race, ethnicity, gender, gender identity & expression, sexual orientation, socio-economic status, age, disability, religious beliefs, political beliefs, or other ideologies.

▶ **Equality**

▶ **Equity**

▶ **Health Equity**

▼ **Identity**

An individual's multidimensional sense of self, developed over time, and influenced by interpersonal and collective factors.

▶ **Inclusion**

▶ **Institutional Racism**

▼ **Intersectionality**

The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups. Kimberlé Crenshaw coined the term.

▶ **Justice**

▶ **Macroaggression**

▶ **Microaggression**

▶ **Positionality**

▶ **Prejudice**

Identity: Identity is an individual's multidimensional sense of self, developed over time, and influenced by interpersonal and collective factors. This page includes an introductory video, group learning activities, videos, additional resources and an infographic

Activities   Resources   Reducing the Burden of Diversity Tax   Videos   Infographic

How do you identify yourself? ↪

Worksheet from rightsED. © Australian Human Rights Commission 2010 | www.humanrights.gov.au/education/young_people_in_the_workplace ↪

Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege ↪

From the MSW@USC, the online Master of Social Work program ↪ at the University of Southern California.

This toolkit is meant for anyone who feels there is a lack of productive discourse around issues of diversity and the ro
Perhaps you are a teacher, youth group facilitator, student affairs personnel or manage a team that works with an un
identity and the dynamics of power and privilege or help build greater self-awareness.

The activities are intended for groups of 10 to 60 people. For larger groups, you can break into multiple sessions with
toolkit outlined here may be used as a guideline and can be modified to better fit your group's unique needs.

Interactive Diversity Exercises | A Booklet of Interactive Exercises to Explore Our Differences ↪

From the Stockton University Committee for Diversity, Equity and Affirmative Action (October 14, 2011). This bookle
in human experience, before dealing with more challenging issues of diversity such as oppression, inequality, prejudic

Identity Wheel Activity ↪

From the University of Michigan College of Literature, Science, and the Arts. The Identity Wheel activity encourages
or more keenly felt at different times, and how those identities impact the ways others perceive or treat them.

Writing for Change - Raising Awareness of Difference, Power, and Discrimination ↪

From Learning for Justice ↪.

🔒 sites.lsa.umich.edu/inclusive-teaching/social-identity-wheel/

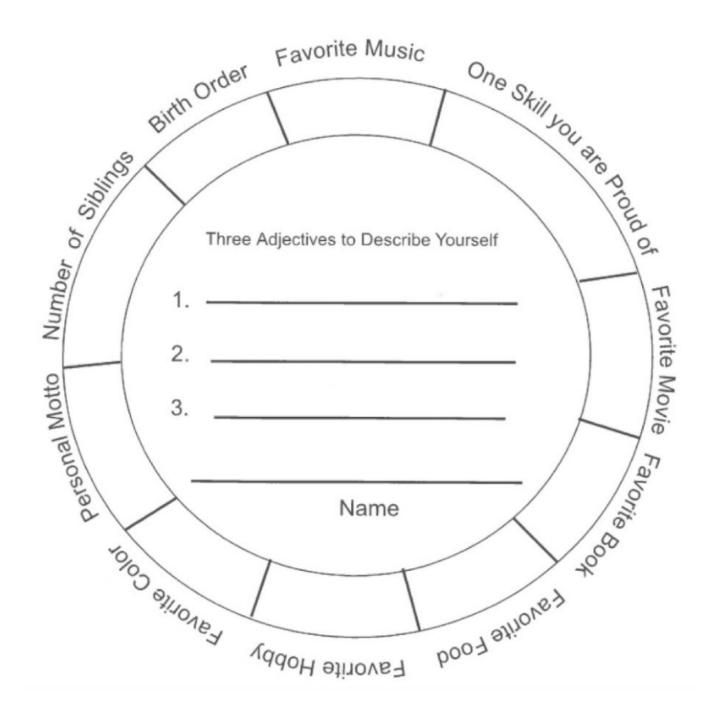**LSA INCLUSIVE TEACHING**
UNIVERSITY OF MICHIGAN

INCLUSIVE TEACHING @ U-M ⌄   TESTIMONIALS ⌄   PLANNING ⌄

Home » Sample Activities » Social Identity Wheel

Social Identity Wheel

31 Comments / Group Development, Large Activity Lesson Plan, Online Activity Lesson Plan, Sample Activities, STEM Activity Lesson Plan / By pabdoo

Social Identity Wheel

Three Adjectives to Describe Yourself

1. _____

2. _____

3. _____

_____
Name

Birth Order · Favorite Music · One Skill you are Proud of · Number of Siblings · Favorite Movie · Personal Motto · Favorite Book · Favorite Color · Favorite Hobby · Favorite Food

Bias:

Office of Faculty Development

UNMC

Calendar of Events ∨   Teaching ∨   Career ∨   **Faculty Resources** ∨   🔍

engaging diverse populations of learners. Taking a closer look at the content we present is a crucial first
step in creating more positive health science education outcomes. When creating or reviewing curriculum
consider using the **Bias Checklist***.

Checklist

Use Checklist

Search Committee Resources

Additional Faculty Resources

**This checklist was developed by Dr. Amy Caruso Brown at SUNY Upstate Medical University. Access to
the checklist has been granted to the University of Nebraska Medical Center by Dr. Caruso Brown.*

How to Use

The Upstate Bias Checklist is designed for faculty to use when developing or assessing content for
medical and health professions students and trainees. The questions within the checklist encourage
reflection on how race, gender, and other socioeconomic factors are represented in your content. The tool
is intended to be self-explanatory and suitable for self-assessment.

The checklist is applicable to a variety of types of content, including but not limited to:

— Lectures

— Slides

— Notes

Privilege

From MITE, click here ↓ to download this infographic

MMC INSTITUTE FOR TEACHING EXCELLENCE

PRIVILEGE

DIVERSITY, EQUITY & INCLUSION (DEI) TOOLKIT

Privilege is an unearned benefit, advantage, favor, or right that a person receives by nature of their identity.

Think about marginalization and privilege as two sides of a coin. Our identities are complex and we all likely have aspects of both.
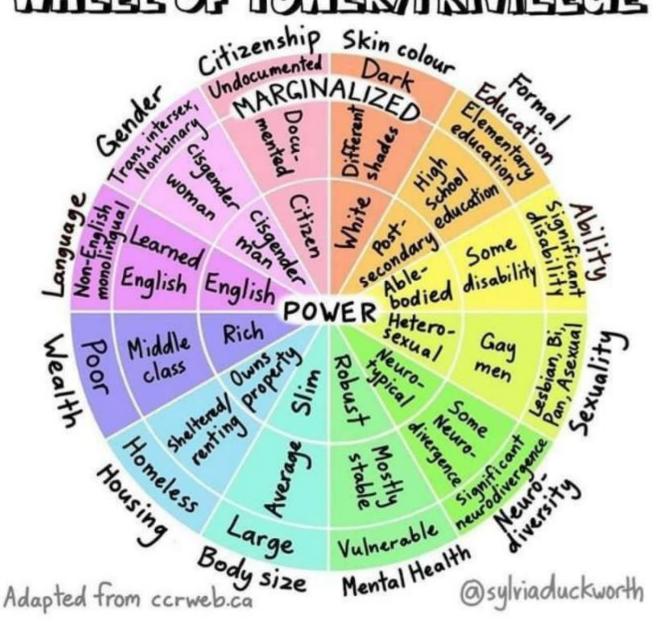
TAILWINDS & HEADWINDS

Our tailwinds, or our areas of privilege, are those forces that push us along, that propel us toward our goal. We didn't necessarily 'earn' those privileges but we were granted them.

TAILWINDS

Our headwinds, or our areas of marginalization, are those aspects of our identities, our inclusion in certain groups, that push us or hold us back, that make our paths forward

WHEEL OF POWER/PRIVILEGE

Citizenship · Skin colour · Formal Education · Ability · Sexuality · Neurodiversity · Mental Health · Body size · Housing · Wealth · Language · Gender

MARGINALIZED

POWER

Undocumented · Documented · Citizen · Different shades · Dark · White · High School education · Elementary education · Post-secondary education · Significant disability · Some disability · Able-bodied · Heterosexual · Gay men · Lesbian, Bi, Pan, Asexual · Neuro-typical · Some Neuro-divergence · Significant neurodivergence · Robust · Mostly stable · Vulnerable · Slim · Average · Large · Owns property · Sheltered/renting · Homeless · Rich · Middle class · Poor · English · Learned English · Non-English monolingual · Cisgender man · Cisgender woman · Trans, intersex, Non-binary

Adapted from ccrweb.ca

@sylviaduckworth

Microaggressions

Articles | Workshops | Videos | Collections | Books | Research & Policy Centers | Infographics

Addressing Microaggressions in Academic Health: A Workshop for Inclusive Excellence (Ackerman-Barger, Jacobs, Orozco & London, 2021) | MedEdPortal

Health profession schools have acknowledged the need for a diverse workforce by increasing diversity in recruitment, but little has been done to build inclusive excellence in learning environments. Microaggressions and other forms of mistreatment can increase stress levels and depression and negatively impact academic performance. To increase student performance, retention, and wellness, mitigating microaggressions is needed to promote an inclusive culture.

We designed this workshop as a framework to think critically about microaggressions, how they impact the health professions academic environment, and how administrators, faculty, and students can promote inclusion excellence. The workshop included a presentation discussing microaggression theory, seven cases describing microaggressions in the health professions education environment, and discussion and facilitator guides.

ERASE-ing Patient Mistreatment of Trainees: Faculty Workshop (Wilkins, Goldenberg & Cyrus, 2019) | MedEdPortal

Mistreatment of physicians by patients is a long-standing phenomenon that has garnered increased attention recently. Medical students and residents also experience mistreatment, and many supervising physicians do not know how to recognize it or respond appropriately. Little guidance exists as to how faculty should best address these situations. We developed, taught, and evaluated a stepwise approach to help faculty physicians manage patient mistreatment of trainees (residents and students).

Incorporation of DEI in Faculty Assessment

1* Overall comments about this faculty's impact on the training program. Please consider providing examples of specific areas in which this faculty excels and areas in which this faculty could improve, using kind and constructive language:

> Comment *

2 Develops a climate conducive to learning by:
   a. Creating an inclusive environment
   b. Acknowledging a need for psychological safety and admits their own personal limitations
   c. Identifying how one's own biases can impact clinical care and the learning environment
   d. Recognizing and responding to microaggressions that arise

○ Yes, Consistently
○ Yes, but not consistently
○ No – does not often do this
○ No opportunity to assess

> Comment

3 Actively engages learners by:
a. Asking questions in a professional manner, incorporating bedside teaching, emphasizing problem solving and clinical reasoning skills
b. LISTENING to learners
c. Creating an environment of inquiry and focused education based on specialty

○ Yes, Consistently
○ Yes, but not consistently
○ No – does not often do this
○ No opportunity to assess

Self-Assessment

- Self-reflect – tool from Central Vancouver Multicultural Society
  - Permission via their website to use and adapt the self-assessment

  - Value diversity
  - Be aware of areas of discomfort
  - Understand impact of racism, sexism, homophobia

Awareness		Never	Sometimes/occasionally	Fairly Often/Pretty Well	Always/very well	Not Applicable
Value Diversity	I view difference as positive and a reason to celebrate.					
Know myself	I have a clear sense of my own ethnic, cultural and racial identity.					
Share my culture	I am aware that in order to learn more about others I need to understand and be prepared to share my own culture.					
Be aware of areas of discomfort	I am aware of my discomfort when I encounter differences in race, color, religion, sexual orientation, language, and ethnicity.					
Check my assumptions	I am aware of the assumptions that I hold about people of cultures different from my own.					
Challenge my stereotypes	I am aware of my stereotypes as they arise and have developed personal strategies for reducing the harm they cause.					
Reflect on how my culture informs my judgement	I am aware of how my cultural perspective influences my judgement about what are 'appropriate', 'normal', or 'admirable' behaviors, values, and communication styles.					
Accept ambiguity	I accept that in cross cultural situations there can be uncertainty and that can cause uneasiness.					
	I take the time needed to get more information in cross cultural situations.					
Be curious	I take any opportunity to put myself in places where I can learn about difference and create relationships.					

Resources

- https://www.cvims.org/resources/cultural-competency/