Documenting Our Commitment: The BU Profiles DEIA Tab

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Associate Dean for Diversity & Inclusion, *ad interim*,
BU School of Medicine
Associate Professor of Medicine – General Internal Medicine
Presentation Overview

- Discuss the importance of DEIA to institutional culture
- Examine allyship & advocacy
- Review how to describe DEIA work
  - Personal Statement
  - CV
  - BU Profiles DEIA Tab
- Produce drafts of DEIA statements
Diversity

Noun

Each individual is unique, and groups of individuals reflect multiple dimensions of identity: race, sex and gender, socio-economic status, sexuality, age, ability, national origin, religious beliefs, cognitive styles, personality, appearance, and much more. Valuing diversity means embracing and celebrating the rich dimensions of difference that exist in groups and eliminating interpersonal and institutional biases based on these differences.

Source
Southern Jamaica Plain Health Center

Listed under topic(s)
Justice, Equity, & Belonging
**Equity**

*Noun*

The state in which differences in life outcomes are not predicted by one's race, sex and gender, and other dimensions of identity, with specific emphasis on populations bearing the burden of inequities (e.g., people of color, women, LGBTQIA+ individuals). Valuing equity means engaging those most impacted by structural inequity in the creation and implementation of institutional policies, practices, and messages that eliminate unfair differences in outcomes, so everyone has the means and opportunity to improve the quality of their lives. Equity is both a process and an outcome.

Equity does not mean equality. Although both aim to achieve fairness, an equality approach treats everyone the same regardless of need, while an equity approach treats people differently and appropriately dependent on need.

**Source**

Adapted from [Southern Jamaica Plain Health Center](https://www.southernjamaicaplainhealthcenter.org/).

**Listed under topic(s)**

- Disability & Accessibility
- Justice, Equity, & Belonging
Inclusion

Noun

The fundamental and authentic integration of historically and currently excluded individuals and/or groups (e.g., Black, Indigenous, people of color, women, transgender and gender non-binary individuals, and the intersection of structurally marginalized identities) into positions, processes, activities, and decision and policy making in a way that shares power, values input and engenders belonging. In terms of understanding inclusion, we must understand who is excluded.

Source
Adapted from Southern Jamaica Plain Health Center, informed by the NIH and AAMC.
Accessibility

Noun

The "ability to access" the functionality of a system or entity, and gain the related benefits. The degree to which a product, service, or environment is accessible by as many people as possible. Accessible design ensures both direct (unassisted) access and indirect access through assistive technology (e.g., computer screen readers). Universal design ensures that an environment can be accessed, understood, and used to the greatest extent possible by all people.

Source
Harvard Human Resources Glossary of Diversity, Inclusion and Belonging (DIB) Terms
• **Inclusion** is being asked to dance
  - Belonging is you:
    - get to help choose the music
    - dance like no one is watching
  - **Uniqueness** is feeling like your dancing &
    musical taste contributes to the party
• **Equity** is how long you get to DJ & how much space you get on the dance floor
• **Accessibility** is ensuring that nothing prevents access to the dance floor
Why is it important?

• Awareness
• Increased range of ideas, opinions, & talents
  • Better understanding of diverse experiences & perspectives
• Better research, science, & health care
• Leads to more diversity
• Right thing to do

Promote our mission & vision
DEIA in the Workplace

Vision

“We see Boston University as a diverse, rich, safe culture where each individual is allowed to be themselves and make original contributions.

Mission:

“...advocate for diversity, equity, and inclusion on the Medical Campus for students, staff, and faculty on their journeys in education, research, and service.”

Promote our mission & vision
• Advocacy: “Championing another’s cause.” (Wade 2001: 66)

• Allyship: Commitment & effort to recognize one’s privilege & work in solidarity with oppressed groups for justice
  • End all forms of oppression, even those from which one may benefit
  • Reducing complicity in oppression & focus on promoting education & awareness

Documenting DEIA

- Articulate & celebrate commitment to pursuing DEIA in pursuit of excellence
- Advancing DEIA is central to institution’s past, present, & future
- Inclusive
- Reflects core values
- Essential to promoting:
  - Equitable patient care & health, research innovation, public trust, respect for each other
  - Recruitment, advancement, retention, & vitality of diverse faculty, staff, students, & trainees
Diversity Dimensions

- Abilities/Accessibility
  - Age/Aging
- First generation college student
  - Socioeconomic status
  - Gender
  - LGBTQIA+

- Immigration
  - Language
  - Race/Ethnicity
  - Spirituality/Religion
  - Other identities
Documenting DEIA

• Narrative on past, present, & planned contributions to principles of diversity, equity, inclusion, & accessibility
  • Statement unto itself
  • Incorporated into CV
  • Add to BU Profiles
Types of Contributions

- Clinical
- Mentoring
- Education/Teaching
- Research
- Administration
- Institutional Citizenship/Service
- Community Service

DEIA Activities

• Clinical:
  • Improving health of historically structurally marginalized individuals, such as individuals:
    • With a history of incarceration
    • Who are immigrants
    • Experiencing intimate partner violence
    • With a visual impairment
DEIA Activities

• Mentoring/Sponsoring:
  • Mentoring or sponsoring diverse faculty, staff, students, & trainees, e.g., individuals who are:
    • 1st generation college students
    • LGBTQIA+
    • Disabled
    • Racial/ethnic group underrepresented in STEM
DEIA Activities

• **Education/Teaching:**
  - Teaching students in the BUSM Summer Training as Research Scholars (STaRS) or equivalent departmental programs
  - Teaching about social determinants of health
  - Actively removing barriers to support the learning & participation of neurodiverse students in your teaching
  - Serving as committee member to promote resident diversity
DEIA Activities

- **Research:**
  - Developing a program to support trainees from structurally marginalized backgrounds & fostering their career development experiences in preparation for an independent career in health-related research
  - Developing a research program that investigates health inequities in health care delivery
DEIA Activities

• Administration:
  • Analyzing data & improving your clinic’s retention of diverse patients
  • Analyzing data & improving inequities in health metrics for your inpatient service
  • Leading a high school STEM summer program for structurally marginalized students
DEIA Activities

• Institutional citizenship/service:
  • Serving on committees that address the inclusion & welfare of students, staff & faculty from diverse groups & backgrounds
DEIA Activities

• Community Service (regional, national, international):
  • Serving on a Boston Public Health Commission’s Racism Task Force
  • Providing health screenings or talks at community centers & religious gatherings
  • Serving on the Massachusetts Commission on the Status of Women
  • Serving on the Massachusetts Committee on Lesbian, Gay, Bisexual, Transgender & Queer Matters
  • Serving on your national professional organization’s Diversity Committee
  • Co-authoring a scientific statement for national organization on Structural Determinants of Health or Accessibility
DEIA Statement
Example

“My commitment to diversity, equity and inclusion manifests in two primary ways. First, I serve on the Department’s Diversity Committee. My role thus far has been to assist in a faculty search by providing feedback on the diversity of the applicant pool, including advocating for applicants that augment the diversity of the applicants. Second, as a First Year Group leader, I am in charge of mentoring first year BBSP students and my students often include members of typically underrepresented groups in the sciences. As such, I do my best to provide these students with a nurturing environment during their first year, and routinely liaise with the IMSD program to foster their development. I also currently mentor one graduate student in my laboratory who comes from an under-represented group, and I have sought to provide them with a rich training environment. Through these experiences, I have become aware of how gender, race, and socioeconomic status influence training opportunities and outcomes, and how this hinders the diversification of the faculty body.”
“I am committed to promoting diversity, equity, and inclusion (DEI) in my clinical work, research and training programs. I have completed Bias 101 and Safe Zone training, and proudly display an equity sign on my laptop. On two occasions while using my laptop at a coffee shop, I have been approached by a complete stranger who said ‘thank you for your support’. In addition, 3 years ago I was asked to serve as a mentor to students enrolled in the UNC Science Enrichment Preparation (SEP) Program. SEP is an 8-week, honors-level academic enrichment program that targets first-generation, underrepresented minority, rural, and/or socioeconomically disadvantaged undergraduates seeking admission into graduate health professional programs. Students shadow a UNC faculty member in an area of their interest. Over the last 3 years I have mentored 4 students and remain a mentor to one of them. This activity is one of the most rewarding mentoring experiences for me because the students are eager, genuine and respond positively to any advice and guidance on their quest for a career in medicine. As I move forward in my career, I intend to continue to include issues of equity and inclusion in my bedside teaching. I commit to annually attending a seminar offered by the University Office of Diversity and Inclusion to learn more about the intersectionality of race, gender, and sexual orientation in clinical care and medical education, and to confront my own biases and the biases of our medical culture to improve inclusivity in my environment.”
Adding DEIA Activities to CV (BUSM)

- Under the heading labeled:

**Diversity, Equity, Inclusion, & Accessibility Activities**

- In between the sections on Teaching Experience & Responsibilities & Mentoring Activities
- Include activities’ date(s) & brief description
• **BU Profiles**: An open-source online research networking software tool
  
  - Enables individuals (either internal or external to BU) to locate potential collaborators & mentors by subject matter, name, institution, department, division, etc.
  
  - Offers traditional contact information & how individuals are connected to others in the larger BU research community via data-mining tools
DEIA Tab: BU Profiles

- Overview
- DEIA
- Other Positions
- Honors
- Research
- Publications
- Social/Media
- Keywords
- Mentoring
- Contact Info
DEIA Tab: Opportunity to document the activities of your CV that highlight your commitment to DEIA

- Organize/group by organization, date, role
DEIA Tab: BU Profiles

About Profiles Research Networking Software

Frequently Asked Questions

- What should go on the Diversity, Equity, Inclusion and Accessibility (DEIA) tab?
  
  On the BU Profiles edit screen (see how to edit) there is an item titled "Diversity, Equity, Inclusion and Accessibility (DEIA)." When populated and set to visibility, it allows the public to view on a profile.

  When writing your diversity, equity, inclusion and accessibility narrative, you may find the BU BMC Glossary of Culture Transformation (https://www.bmc.org/glossary/culture-transformation) and other resources on the BUMC Medical Group’s "Equity, Inclusion and Inclusion" website useful (https://www.bmc.org/health), as well as BUMC Health Equity Accelerator at (https://www.bmc.org/health)

Examples of DEIA in BU Profiles:
- Karen E. Jusko
- Varsha Ramakrishnan
- Eric Buehner
- Tatjana Hwang
- Danielle A. Jarrett
- Kathy Savitt
- Leryn Dufrene
- Eulen Morgan
- Emilia Benjamin
- For additional samples, click here

Consider broadly reflecting on:
- Your values related to diversity
- Your experiences working with diverse populations

https://profiles.bu.edu/about/default.aspx?tab=faq#deia
Diversity, Equity, Inclusion and Accessibility

Dr. Bryant is dedicated to increasing diversity in the field of medicine and creating a working and learning community that advocates to eliminate health disparities.

Dr. Bryant has a passion for and has given multiple regional and national lectures on increasing diversity in the field of medicine and advocating for healthier equity. She has served as a liaison for our department’s JEDI (Justice Equity Diversity and Inclusion) residency committee for recruitment of underrepresented in medicine (URIM) applicants. The program increased the percentage of URIM residents from 10% to 21% in a 4-year period. And 65% of our residents are women. She has led and facilitated microaggression bystander training workshops in the emergency department that included M.D.s, N.R.s, C.N.A.s, coordinators and safety officers to create a supportive learning and working environment. This workshop is now catching fire throughout the country after Dr. Bryant ran the same workshops at regional conferences including Boston University Women in Medicine and Science Professional Development series and the BUVM/McKearn Educational Day, and nationally for Emergency Medicine (EM) conferences including Council of EM Residency Directors (CORD) and Society for Academic Emergency Medicine (SAEM). Another national Emergency Medicine society, American Academy of Emergency Medicine (AAEM) even named their Diversity & Inclusion committee JEDI as well.

Dr. Bryant has demonstrated leadership skills as Vice President of Operations of New England Medical Association (NEMA) which serves as the collective voice of Black physicians in the New England area. NEMA has partnered with major healthcare institutions including Boston Medical Center and has had multiple meetings, either in-person or webinars for Black physicians including topics on wellness, financial stability, patient advocacy and networking. The organization has had webinars for non-physicians in the community including “Impact of Race and Trauma on Pediatric Mental Health” and “Mental Health in the Black Church.” They were champions for helping to fight vaccine hesitancy during this COVID-19 pandemic including have Black physicians volunteer to give vaccines at the Reggie Lewis Center located in the middle of Roxbury last February.
Kaku So-Armah, PhD

Diversity, Equity, Inclusion and Accessibility

The populations and problems on which my lab is focused has attracted scientists to our lab from groups underrepresented in the biomedical research workforce. We encourage people to come to our lab bringing their full authentic selves in our pursuit of inclusive excellence.

We recognize, value and leverage the power of diverse backgrounds, experiences, and perspectives in solving complex problems. To this end, I am the founding Director of the Inclusion Diversity & Equity in Addiction medicine. Addiction health professions, and Addiction research IDEA(A) program. Through strategic partnerships with existing Science Technology Engineering and Mathematics (STEM) programs, IDEA(A) engages earlier stage learners (high school, undergrad, med students) motivating them to consider addiction-related careers. IDEA(A) also supports early stage faculty to successfully compete for addiction-related funding by linking people with great ideas to people with existing grants eligible for supplemental NIH funding.

IDEA(A)-workforce development initiative complements my work on the leadership team of the Grayken Center for Addiction Anti-racism Approach to Substance Use Treatment working group. Our working group is building the evidence base from published literature and the expertise of people with lived experiences of substance use to: 1) identify ways to improve substance use treatment for minority populations at Boston Medical Center and beyond; 2) identify and prioritize gaps in research which, if filled, could catalyze the improvement of substance use treatment for minority populations.

I co-direct the Providence/Boston Center for AIDS Research (CFAR) Diversity Equity Inclusion and Belonging Program. This initiative provides training, research experiences and mentorship to earlier and later stage learners interested in the field of HIV/AIDS.

As chair of the Boston University School of Medicine Faculty Development and Diversity Committee, I have led, helped organize, and participated in the Boston University site for Bias Reduction in Internal Medicine clinical trial, the Conversations on Race/Equity discussion series; and the OMW Reads book club.

As a Black, African, man, I benefit from every second I invest pushing Boston University towards inclusive excellence. More importantly, my children, and children that look like my children, and people who think differently from me and my children will also benefit from this investment.

Let’s do this, together.
Emelia J. Benjamin, MD, ScM

Overview | DEI | Other Positions | Research | Publications | SocialMedia | Honors | Keywords | Mentoring | Contact Info

Associate Provost for Faculty Development
Boston University Medical Campus
MD, Case Western Reserve University
ScM, Harvard School of Public Health
Promotions: shepherders

Websites
- Boston Medical Center Provider Profile
- Whittaker Cardiovascular Institute Training Program
- LinkedIn
- Google Scholar
- ResearchGate
- Building Your CV and Criteria for Academic Promotion / Presentation

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Diversity, Equity, Inclusion and Accessibility

Activities Promoting Diversity, Equity, Inclusion, Belonging, and Uniqueness:

Cardiovascular Medicine is the most male dominated of the internal medicine specialties, and among the least diverse of all the specialties in academic medicine. Hence, I have been committed to diversity, equity, and inclusion (celebrating belonging and uniqueness) as an excellence imperative in academic health sciences my entire career. In addition, I started my internship at Boston City Hospital in 1983 with a profound commitment to serve structurally disadvantaged and minority communities. I consider it a profound honor to work at a hospital (Boston City Hospital, now called Boston Medical Center) that promotes exceptional care without exception. In my national organizations, research and scientific publications, I have advocated to ensure that academic health sciences becomes more diverse, equitable, and inclusive, and that women, minority groups, social determinants of health are appropriately treated to eliminate workforce and health inequities.

Institutional and National Equity Awards

1999 - SUGM, Gender Equity Award, American Medical Women’s Association
2012 - Association of Black Cardiologists Dr. Daniel D. Savage Memorial Science Award
2012 - American Heart Association, Women in Cardiology Mentoring Award, National Clinical Cardiology Council
2015 - Alliance for Academic Internal Medicine Diversity, Equity, and Inclusion Award
2021 - National Institute of Health Office of Research on Women’s Health Team Member, $50,000 Enhancing Faculty Gender Diversity Prize awarded to Boston University

Institutional Roles Promoting Diversity, Equity, Inclusion, and Belonging:

Boston University
Boston University Medical Campus, Leadership Roles
5/1/2015-present - Assistant Provost for Faculty Development, BUMC
4/1/2001-2015 - Associate Provost for Faculty Development, BUMC
2008-present - Vice Chair, Faculty Development and Diversity, Department of Medicine

BU Specific Committees

2015-2016 - Chair, Women’s Leadership Task Force
2016-present - Ex-Officio Member, Diversity - Inclusion Advisory Council
2017-present - Ex-Officio Member, Women’s Leadership Advisory Board

BU-specific Faculty Development Programs

2014-present - Underrepresented Racial and Ethnic Career Development Program, Co-Founder, facilitator, since 2016, Advisor, 10-month longitudinal leadership and career development program for under-represented minority (URM) faculty members.

https://profiles.bu.edu/Emelia.Benjamin
Dr. Rubenstein has incorporated DEU initiatives into his research and teaching practice. Dr. Rubenstein co-leads research and services projects with local community organizations that serve individuals with developmental disabilities. Through a BUSPH practice innovation award, Dr. Rubenstein and Special Olympics Massachusetts have utilized MPH Practicum students to create data systems for Special Olympics Massachusetts and create a curriculum and train adults with intellectual disability in being part of a research team. After the training, a participant has joined Dr. Rubenstein’s lab and contributes as a co-author and advisor surrounding Down Syndrome related topics. Dr. Rubenstein has also partnered with LAMINDO (DSC), a non-profit organization that promotes Down Syndrome research, to develop and implement a survey for caregivers of adults with Down Syndrome.

In general, Dr. Rubenstein’s work focuses on improving the health and well-being surrounding a marginalized group, those with intellectual and developmental disabilities. His work focuses on documenting and improving pregnancy outcomes, identifying the intersection of childhood disability and homelessness, and health and health care use in the Medicaid system. As part of these studies, Dr. Rubenstein incorporates stakeholder feedback through community advisory boards, ensuring research is for the population rather than on it.

In teaching and advising, Dr. Rubenstein aims to ensure DEU through increasing accessibility in the classroom and ensuring appropriate compensation for students in his lab. Dr. Rubenstein is proactive in taking trainings and keeping up with the latest technology to provide an inclusive lab and classroom.
Vasan S. Ramachandran, MD

Professor
Boston University School of Medicine
Dept of Medicine
Preventive Medicine & Epidemiology

MD, All India Institute of Medical Science (AIIMS)
MBBS, All India Institute of Medical Science (AIIMS)
DM, All India Institute of Medical Science (AIIMS)

Overview DEIA Other Positions Research Publications Social/Media RECENT Honors Keywords Mentoring Contact Info

Diversity, Equity, Inclusion and Accessibility

Statement on Diversity, Equity, Inclusion, and Access

Context and understanding. As an immigrant and a foreign medical graduate from a developing country, I have navigated my professional advancement in the US with a heightened awareness of the challenges encountered by individuals who might be perceived as belonging to a non-majority group. My experiences have sensitized me to the necessity of active, intentional, and ongoing engagement with the diversity of fellow humans and developing a deeper understanding of their lived experiences within institutions, systems, and society. I strive to understand, respect, and celebrate all cultural values and experiences, be authentic about sharing my vulnerabilities, and offer others a ‘safe and brave space’ to voice theirs. I believe that our overall human experiences are richer when we share, assimilate and integrate while maintaining our roots.

My initial medical training in India sensitized me to the critical role of social determinants of health in influencing health care access and disease risk. Working at a tertiary referral care hospital in New Delhi, I daily encountered impoverished patients presenting with very advanced stages of diseases because they could not afford medical care and they delayed seeking care until it was unavoidable. My subsequent work directing the first School of Public Health in Kerala re-emphasized the importance of social determinants of health and structural determinants of equity. Kerala is a beacon for ‘good health at low cost’. The factors responsible for Kerala’s excellent public health metrics (such as very low infant and maternal mortality rates) include the high level of literacy, the empowerment of women, low levels of child poverty, and a robust network of community health care centers that ensure easy access to preventive health care. Working in a developing country has strengthened my belief that diversity, equity, inclusion, and justice are foundational requirements for public health.

Service-related Contributions. As a mentor and a Section Chief, I have embraced mentoring of women, those with a different gender or sexual orientation, and those from a structurally disadvantaged and marginalized background. These experiences have enriched my growth as a mentor. As the Director and PI of two training programs (T32 and P30), I have built mentoring support groups for minority scholars of the Department of Medicine at BUMC. I have broadened my search and recruitment strategies of faculty, post-doctoral fellows, and resident scholars using a framework of an inclusive and diverse selection committee and a thoughtful process that prioritizes representation and weights life experiences in parallel with academic credentials. I am actively building relational connections with HBCUs and HSIs for this purpose. As part of an inclusive retention strategy, I advocate for the support, development, and advancement of staff, faculty, and trainees during their employment/training using a framework customized to their individual needs and expectations and informed by their background.

As the Principal Investigator of the Framingham Heart Study (FPS), I have ensured that participants from our modest-sized non-White cohorts are approached with respect, understanding, and recruitment staff who communicate with non-English speakers in their native language. Spanish versions of our consent forms and websites facilitate this strategy. I have led efforts to ensure that all FPS data and biosamples requests include our non-White (CMM) cohorts. Researchers have to clarify explicitly if they deviate from our overarching policy of inclusivity. As a study-wide policy, we have assumed the representation of biosamples from our non-White cohorts in TOPMed whole genome sequencing and omic-arrays. The FPS team (staff and investigators) belong to a diverse group, and we have actively supported funding of diversity supplements.

Research-related Contributions. I have been working with NHLBI non-White cohorts for over two decades. I have co-authored twenty Publications using Jackson Heart Study data, which highlight the burden of cardiovascular disease in Blacks. Seminal publications include the development of a cardiovascular disease (CVD) risk prediction score (PMCS1159262) and an investigation of the natural history of prevalent cardiovascular disease failure in women (PMCS2097433). The latter underscored the substantial burden of prevalent cardiovascular disease remodeling in middle-aged Black adults. I am a multi-PI on an NIH grant (R01HL136286), collaborating with the Hispanic Community Health Study and mentoring junior investigators from this study. I am also a multi-PI on another NIH grant (R01HL143295) that returns genetic results (pathogenic variants) to participants in FPS and the Jackson Heart Study. I have advocated for building equitable approaches to returning genetic results to non-White people.

As a scientist, I have directly drawn attention to the importance of addressing health disparities and working towards health equity in my publications and national presentations. In a recent review in the Journal of Circulation on the future of cardiovascular epidemiology (PMID 34505670), I emphasized the critical need to evaluate and address social determinants of health as upstream mediators of race-related disparities in CVD. Earlier this year, I published a detailed in silico cohort study in a major medical journal (PMCD467930) that drew attention to substantial differences in predicted CVD risk for Black versus White adults with identical risk factor profiles using the AHA pooled cohort equations. I emphasized that these race-related differences in predicted risk were biologically improbable and raised the possibility that using these risk equations can result in judicialized approaches to medical decision-making. I questioned the continued use of race as a risk prediction tool; it can perpetuate race as a valid medical construct. I suggested (as a possible solution) that cause-specific social determinants of health might be a reasonable substitute for the race term in these risk prediction equations. At a major BUMC CTSA symposium, I explicitly addressed the complex history of recruitment of non-White participants in FPS.

https://profiles.bu.edu/Vasan.Ramachandran#div_deij
I am a primary care internist and researcher committed to improving health care outcomes and equity, and to helping build a more diverse workforce in medicine.

As a clinician, I strive to deliver high-quality and patient-centered care regardless of race, ethnicity, language, and sexual or gender identity. Family planning is a right, and I am honored to support individuals in choosing if, when, and how they want to have children. I am also committed to being accessible to postpartum individuals, who face many barriers to health care, through both in-person and virtual clinics.

As a researcher, my work focuses on preventive care (usually sexual and reproductive health care) in particular for structurally marginalized communities. My present work aims to improve continuity of care and preventive care after pregnancy complications such as pre-eclampsia and gestational diabetes, which are associated with future chronic disease.

In addition, I am particularly interested in helping to train, mentor, and sponsor individuals from underrepresented groups in medicine, such as people of color and first-generation college graduates, to build a workforce for the future that both reflects and meets the needs of our diverse patients.

Institutional Roles Related to DEA
9/2021-present Assistant Director, Women's Health Network
3/2020-present Member, Faculty Development & Diversity Committee

Externally Funded Grants
4/1/2022-3/31/2025 American Heart Association Career Development Award
Yvette C Cozier, DSc

Associate Dean for Diversity, Equity, Inclusion, and Justice
Boston University School of Public Health
East of Chasms Office

BPh, Boston University School of Public Health
ESc, Boston University School of Public Health

Websites
- School of Public Health Faculty

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Diversity, Equity, Inclusion and Accessibility

- Co-investigator, Black Women's Health Study (2004-present)
- Designed and teach Social Epidemiology (SPH EP777) (2009-present)
- Chair of the BUSPH Diversity, Equity, Inclusion, and Justice (DEIJ) committee
- Co-lead with the Medical Campus Associate Deans and Directors of Diversity and Inclusion
- Conduct DEIJ training for SPH (search committee)
- Host quarterly 'Coffee Chats' for students, faculty, staff and postdoctoral associates
- Sponsor SPH Reach the School of Public Health's one-to-one mentorship program. Since 2016, the program has hosted alumni on campus and integrated selected books into the SPHMBP Core curriculum
- Serve as Co-sponsor (with the Associate Provost for Community and Inclusion) for the Diversity, Equity and Inclusion (DEI) pillar of the University Strategic Plan. In this role, I helped to launch the HUS SJ 101: Social Justice Systems, a new undergraduate Hub course on social and racial justice, scheduled to roll out in Fall 2022.
- Serve on the university-wide Recruitment Committee organized through the Office of Diversity and Inclusion (ODI)
- Serve as faculty advisor/mentor to the Students of Color for Public Health student group
- Co-chair the Anti-racism Committee in the Department of Epidemiology
- Complete biennial SJU mandatory online Title IX training.
- Moderate sessions on diversity and inclusion during the annual BUSPG all-school retreat.
- Past Chair of the Boston University Faculty Council Equity and Inclusion Committee.
- Past Chair of the Boston University Faculty Assembly Nominating Committee.
- External DE activities include: Member of the Massachusetts Department of Public Health COVID-19 Health Equity Advisory Group, Social Determinants of Health Working Group (2020-2021)
- Co-chair and co-teach a Society of Epidemiology Research (SERR) pre-conference workshop on "Inclusive Teaching in Epidemiology" (2020-present)
- Foundation for Sarcoidosis Research (FSR), Women of Color (WOC) Clinical Advisory Committee (2020-present)
Diversity, Equity, Inclusion and Accessibility

I am deeply committed to diversity, equity, inclusion, and accessibility in my clinical work as well as my scholarly pursuits. In my daily life I strive to promote a welcoming environment where all feel valued and empowered, regardless of their background. My passion involves addressing social determinants of health both on a global and local scale. Over the years I have had the privilege to help start up a free health clinic focusing on underprivileged immigrants in Worcester, MA, collaborate on a project to assess the burden of injury in rural Gujarat, India, then help implement a trauma registry at a local hospital. As a trauma and acute care surgeon at BUMC I always aim to provide the best and most compassionate care for all while continuously striving for surgical equity as faculty leader of the education branch of the Socially Responsible Surgery group.
Tuhina Neogi, MD, PhD

Professor
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MD, University of Toronto
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Websites
- Rheumatology Faculty
- Boston Medical Center Provider Profile
- ResearchGate

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Diversity, Equity, Inclusion and Accessibility

As Chief of Rheumatology, I have launched and supported a number of DEIA-related initiatives, including as examples: monthly Section-wide JEDI (Justice, Equity, Diversity, Inclusion) meeting involving staff, trainees, and faculty at which we address DEI topics of relevance to medicine, academia, work environment, interpersonal interactions, structural/systemic policies, etc.; a standardized and structured fellowship interview process with a DEI lens; programs focused on health equity for our patients.

At the institutional level, I have served on: Women’s Leadership Advisory Board; Diversity & Inclusion Advisory Council; BMC’s Equity Acceleratory Research Working Group (“WS4”)

COVID-19-related DEI activities at BU:

- I am co-PI with Dr. Megan Ran-Adir on the 2022 Dorns Duke Charitable Foundation COVID-19 Fund to Retain Clinical Scientists to provide support to faculty whose research was disrupted by the adverse effects of the pandemic, compounded by caregiving responsibilities.

- In the earliest phase of the COVID-19 pandemic, our patients at BMC were among the most affected people in the city, yet pharmaceutical companies were not bringing their clinical trials to our institution. I worked closely with a multidisciplinary group, the Clinical Trials Office, and BMC leadership to bring one of the first therapeutic trials to BMC to better serve our patients, who are often from backgrounds traditionally excluded from clinical trials. We were among the highest recruiting sites, and we had the most diversity, with ~80% speaking a first-language other than English.

https://profiles.bu.edu/Tuhina.Neogi#div_deij
Carl G Streed Jr, MD MPH FACP
Assistant Professor
Boston University School of Medicine
Dept of Medicine
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MD Johns Hopkins University School of Medicine
MPH Harvard School of Public Health

Profile Attributes

Diversity, Equity, Inclusion and Accessibility

To achieve equity in health care access, health, and individual and community well-being, I actively incorporate the principles of diversity, equity, inclusion, and accessibility in my work as a clinician-investigator. As an out gay man, I know my experiences of marginalization DO NOT inherently imbue me with knowledge and understanding of anyone else's experience of marginalization in our societies. As such, in my personal and professional pursuits for a more equitable and inclusive society, I have focused on elevating voices often ignored and reductively powered. My clinical, training, advocacy, and research initiatives regarding the health and well-being of marginalized populations and groups, particularly sexual and gender minorities (e.g., lesbian, gay, bisexual, transgender, and queer [LGBTQ] persons), have been used to influence and inform institutional, state, and federal policy as well as clinical care, academic research, and scholarship.

Some DEIA focused activities and research include the following:

Institutional & National Equity Awards:
2011: Diversity Leadership Award, Johns Hopkins Diversity Leadership Council
2012: Second Generation of LGBTQ Leaders, White House Office of Public Engagement
2016: Service Award, Johns Hopkins Bayview Medical Center
2017: Student Award, World Professional Association for Transgender Health

Institutional Roles Promoting Diversity, Equity, Inclusion, & Justice
2014-2016: Diversity Leadership Council, Johns Hopkins University
2016-2018: Dean's LGBTQ Advisory Committee, Harvard Medical School

BU Specific Committees
2016-present: Diversity and Inclusion Council, Boston University Medical Group

National Roles Promoting Diversity, Equity, Inclusion, Belonging, & Justice
2011-2013: Medical Student Representative, American Medical Association Advisory Committee on LGBTQ Issues
2013-2014: Board Member, GLMA: Health Professionals Advancing LGBTQ Equality
2015-2017: Resident/Fellow Representative, American Medical Association Advisory Committee on LGBTQ Issues
2015-2019: Vice-Chair, American Medical Association Advisory Committee on LGBTQ Issues
2019-2017: Chair, American Medical Association Advisory Committee on LGBTQ Issues
2015-2020: American Medical Association Ambassadors Steering Committee
2020: Diversity, Equity, Inclusion Working Group, Faculty for General Internal Medicine
2021-present: Young Physician Representative, American Medical Association Advisory Committee on LGBTQ Issues
2021-present: Board Member, US Professional Association for Transgender Health
2021-present: President-Elect, US Professional Association for Transgender Health
2020-present: President, Caucasian American Transgender Association (CAT)

Websites
- Boston Medical Center Provider Profile
- ORCID ID:
- My NCBI Bibliography
- LinkedIn
- Google Scholar

ORCID ID: 0000-0003-3075-253X

Streed's Networks
Click the Take All links for more information and interactive visualizations.

Concepts
- Cardiovascular Diseases
- Gender Identity
- Transsexualism
- Sex Reassignment Surgery
- Transgender Persons

See all (150+ concepts)

Media Mentions
- WBUR
- The Independent
- The Conversation
- AMBC

Co-Authors
- Sloan, Calvin
- Suarez Zarate, Sebastian
- Zimmern, Aron
- Ireland, Michael
- Siegel, Jennifer

See all (16) people

Similar People
- Gaba, Sandra
- Shephard, Jillian
- Bergher, Ulrike
- Gorenfeld, Henrik
- Cahill, Sean

See all (60) people

Same Department
- Armenio, Vincent
- Loyo-Gordon, Sandra
- Bethalwall, Shakti Sutra
- Schwartz, Brian
- Goff, Carl Michal

Search Department

https://profiles.bu.edu/Carl.Streed
Karen E. Lasser, MD, MPH

Professional
Boston University School of Medicine
Dept. of Medicine
General Internal Medicine
MD, Cornell University Medical College
MPH, Harvard School of Public Health

Websites
- CARE Unit Faculty
- School of Public Health Faculty
- Boston Medical Center Provider Profile
- ResearchGate
- Google Scholar
- LinkedIn

ORCID: 0000-0003-3777-5075

Overview DEI Other Positions Research Publications Social Media Honors Keywords Mentoring Contact Info

Diversity, Equity, Inclusion and Accessibility

I started my internship at Boston City Hospital in 1995 with a deep commitment to serve structurally disadvantaged and minority communities. I am proud to work at a hospital (Boston City Hospital, now called Boston Medical Center) that promotes exceptional care without exception.

As a health equity researcher, I have recognized the importance of diversity, equity, and inclusion throughout my entire career. Virtually all of my mentors have been women and/or individuals from historically underrepresented groups. As an Associate Professor of GIM, in response to glaring racial disparities in the proportion of female members promoted to the rank of Associate Professor and Professor at BUMC, I focused on supporting and mentoring faculty historically underrepresented in medicine in the promotions process.

More recently, I have been working with BUMC’s Diversity Office to design a faculty recruitment process. I have developed a Recruitment Search Protocol to mitigate bias and encourage the recruitment and hiring of faculty identified as women and/or being from underrepresented groups. In developing our recruitment search process, I performed a literature review and identified best practices from institutions successful in diversifying their faculty. I also developed a plan to ensure BU’s faculty development programs promote thinking and belonging to ensure retention of new faculty hires. I identified best practices and strategies to reviewing case studies of best practices proven effective at peer institutions, conducting a literature review of barriers to faculty retention, examining faculty experiences at BU, and identifying best practices across BU.

I have also supported diversity, equity, and inclusion nationally, through the Society of General Internal Medicine. I have been a member of the Health Equity Task Force for many years, and have served as the Chair of the Editorial Board of the Journal of General Internal Medicine (JGIM) since May 2021. As Chair, I have initiated discussions with the Editors and Editorial Board about how to make JGIM an anti-racist journal. We have transformed about how to diversify the Journal at all levels, authors, Associate Editors, Editorial Board Members, and Editorial team. In my role as Chair, I will lead the Search Committee to identify the next Editorial Team of JGIM to implement a Recruitment Search Protocol to mitigate bias in the process, and ultimately to hire a more diverse Editorial team.

Academic medicine can be challenging to navigate, particularly for women and individuals from underrepresented groups. With regard to my background, my late father grew up in Bogota, Colombia and was a native Spanish speaker, and much of my family now lives in Peru. Given my background, I am a particularly strong mentor for women and LBTIX faculty.

Please see my list of publications for examples of my research in health equity.

https://profiles.bu.edu/Karen.Lasser
Reflection

1. Reflect on inclusion work
2. Review CV & DEIA work
3. Draft/revise DEIA statement
In Breakout Rooms (or in pairs or small groups)

1. Reflect on & discuss inclusion work
2. Review CV & DEIA work
3. Provide feedback on DEIA statement draft
Wrap Up

1. Allyship & advocacy
2. Importance of DEIA to workplace
3. Importance of documenting DEIA
QUESTIONS?

acharris@bu.edu or
bumcfdd@bu.edu
Additional Resources

- https://profiles.bu.edu/about/default.aspx?tab=faq#deia
- https://careerservices.upenn.edu/application-materials-for-the-faculty-job-search/diversity-statements-for-faculty-job-applications/
- https://cft.vanderbilt.edu/guides-sub-pages/developing-and-writing-a-diversity-statement/