

MFL Project Executive Summary: Think. Teach. Do. *Belong.*
Enhancing Inclusivity at the Boston University School of Public Health (BUSPH)

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Significance:	<p>An inclusive environment is essential for a thriving and productive community centered on effective public health education, practice and innovation. We worked to identify the current state of inclusivity, its strengths and weaknesses, and top priorities from faculty, staff, and students. We aim to propose meaningful interventions to further advance the culture of inclusivity at BUSPH, as well as all institutions across the BU Medical Campus.</p>
Process/Methods:	<p>Conversations with key opinion leaders (Sponsors, Department Chairs, faculty senate) took place across the duration of the project. Focus groups for faculty and staff were completed to understand the strengths and weaknesses of the work already done at BUSPH. A survey was distributed to faculty, staff and students across the BUSPH community to capture a narrative of experiences across the institution. IRB approval was obtained (study H-42015).</p>
Results:	<p>Data across faculty/staff demonstrates an appreciation for the available self-learning resources. However, participants share there remains a disconnect to these resources and desire engaging in more practice, in a safe space where mistakes are welcome, and seek a humanization to existing resources.</p>
Limitations:	<p>The impact of the ongoing pandemic challenged recruitment. Despite best attempts, there is a lack of student voice in the collected data.</p>
Innovation/The Ask:	<p>Data collected and analyzed from this project have informed the following innovation: The Five C’s: Communication, Collaboration, Classroom, Communities of Practice, and Culture Communication: engagement with website, highlight ongoing efforts, expansion of internal media Collaboration: department inclusion councils Classroom: classroom agreements, intentional syllabus content, DEIJ criteria and reviews Communities of Practice: BUSPH and department (ie: activist lab, affinity groups, training, projects) Culture: leading by example, training</p>
Sustainability:	<p>The creation of an inclusive and equitable culture requires ongoing effort. BUSPH leadership can facilitate messaging that diversity, equity, inclusion and social justice (DEIJ) are important, valued, and a prerequisite for excellence. To sustain this practice, data informs the following recommendations:</p> <ul style="list-style-type: none"> ● DEIJ work is intentionally woven through the processes and structure of the institution ● BUSPH Leadership demonstrates commitment to DEIJ by incorporating DEIJ activities into the annual evaluation for all faculty including the leadership team, and staff. ● Development of inclusion councils integrated within each department where members who rotate onto the council are provided the opportunity as part of their core duties and without taking on additional work. In addition, we recommend that students, staff and faculty be recognized publicly for their work on the council. ● Annually leadership provides insight to the larger community on what has been learned over the previous year about DEIJ activities and utilizes findings from campus and climate surveys, including metrics and narratives of lived experiences to identify/minimize barriers to an inclusive environment. ● Celebrating success of initiatives that will engage, excite and help build and sustain initiatives.

