

Think. Teach. Do. *Belong.*

Enhancing Inclusivity at Boston University School of Public Health

Mid-Career Faculty Development Project 2021-2022



Project Team

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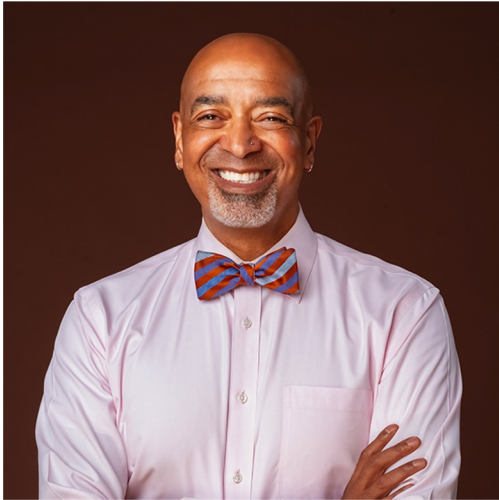
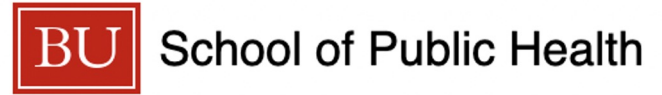
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Project Sponsors



Craig Andrade, RN,
MPH, DrPH
Associate Dean for
Practice



Yvette Cozier, DSc
Associate Dean for
Diversity, Equity,
Inclusion and Justice



Lisa Sullivan, PhD
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Education

Agenda

Project
Proposal

Data
Gathering

Findings

Recommendations

Sustainability

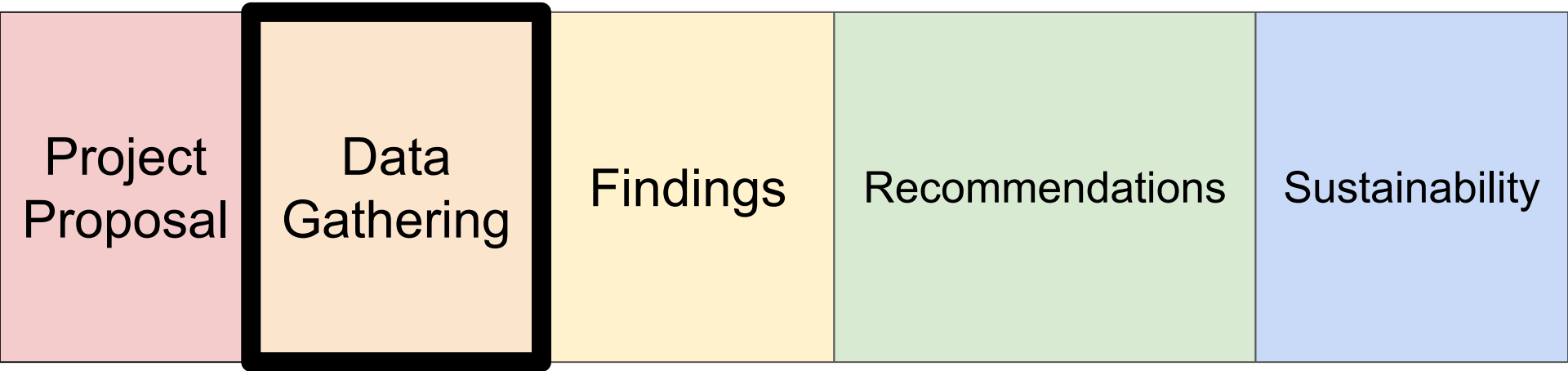
Project Proposal: Why

An inclusive environment is essential for a thriving and productive community, and for effective public health education, practice and innovation.

Project Proposal: What

Identify meaningful interventions to advance
the culture of inclusivity

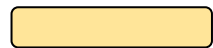
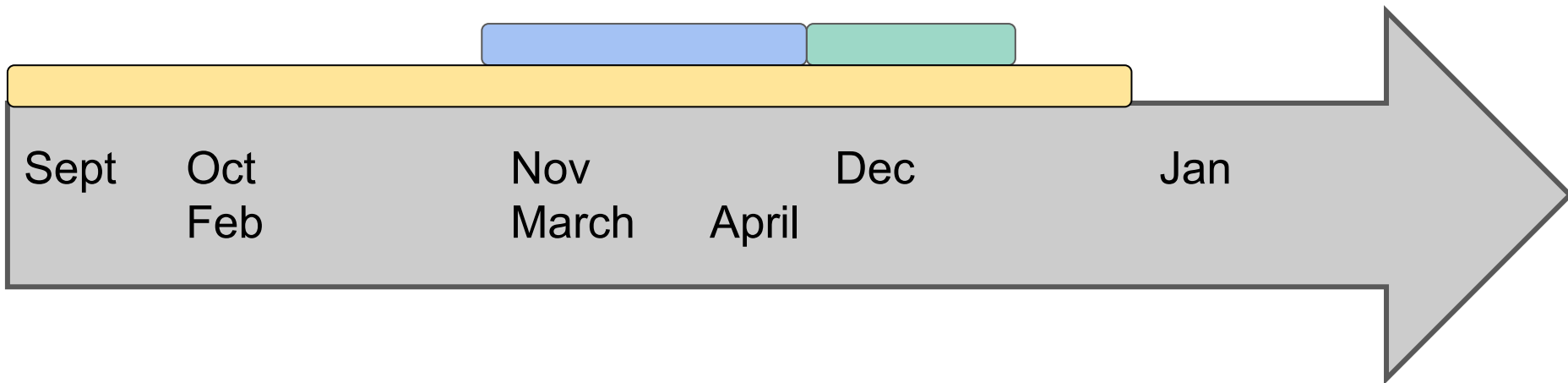
Agenda



Data and Perceptions

- Understand current state
- Identify meaningful experiences
- Identify opportunities for improvement

Timeline



Meetings with Key Opinion Leaders (KOLs)



Focus Groups



Survey

Participation

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graph TD; FG((FOCUS GROUPS)); S((SURVEY)); KOL((KOLs)); FG --- S; S --- KOL; FG --- KOL;
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FOCUS GROUPS

- Faculty (N=2)
- Staff (N=4)
- Students (N=0)

SURVEY

- Faculty (N=64)
- Staff (N=19)
- Students (N=3)

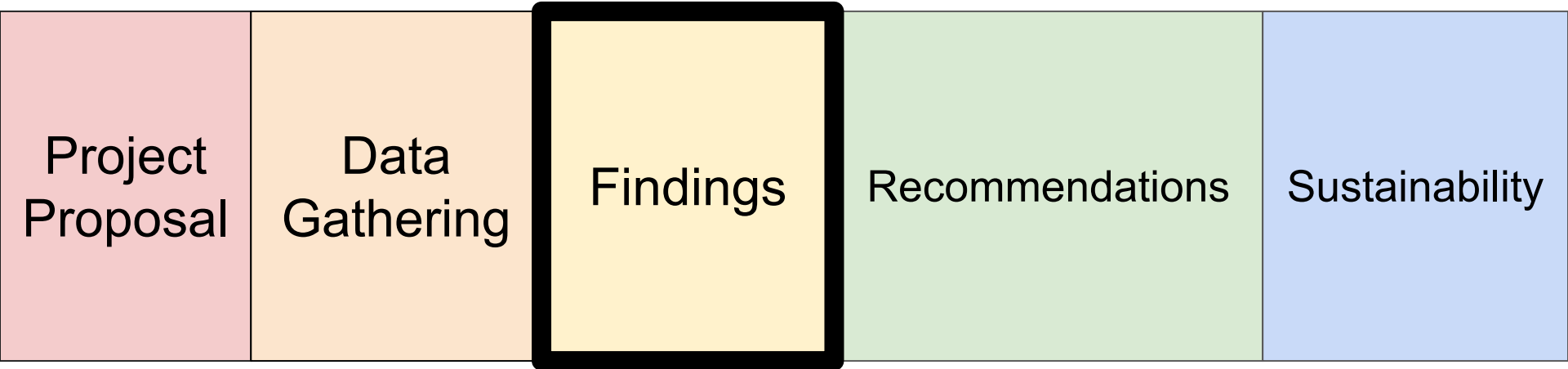
KOLs

- BU DEIJ Catalyst Grant Recipients
- Chair of Faculty Senate
- Sponsors

Questions

- Define an inclusive environment
- Describe an interaction around differences that went well
- Describe an interaction around differences that did not go well
- Describe an unexpected conversation around differences that felt uncomfortable

Agenda



Inclusive environment



*“One in which all members are **recognized** as individuals, **valued** for their contributions, allowed to share their opinions and are **heard and respected** for their skills and differences.”*

Participant

Positive Interactions

- Open & Receptive
- Respect & Anti-hierarchical
- Structure & Intentionality

“Students brought up issues they had encountered around gender, race and sexuality as topics that were either not brought up or that were brought up in a negative way...People took it to heart and used it moving forward to make changes.”

Participant

Negative Interactions

- Defensive
- Lack of understanding
- Disrespect & Unheard

“[They] just did not understand the perspective of the other side and the passion and pain that is felt when talking about subjects that include racism”

Participant

Unexpected Conversations

→ Assumptions & Bias

→ Hierarchy

→ Disrespect

“It's tough calling folks out in the moment in the classroom when something goes wrong...you don't want to publicly flog someone, yet you also need to model appropriate responses. Tough to do this on your feet. Requires practice.”

Participant

Summary of the Data

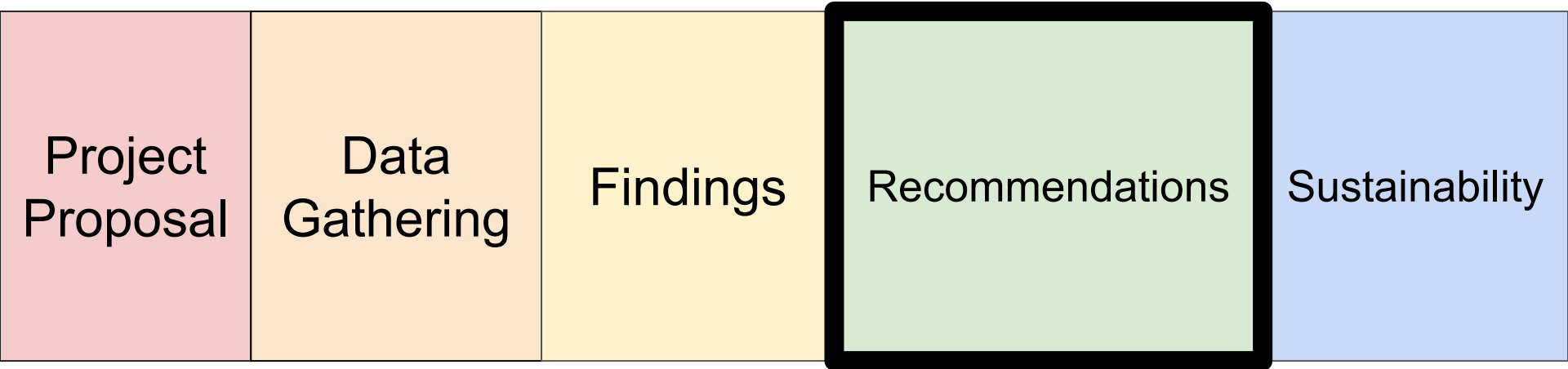


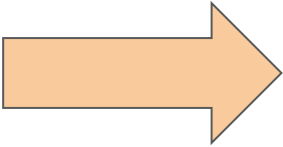
Limitations

→ Student voice is missing

→ Hearing from the choir

Agenda



AWARENESS  **PRACTICE**

Recommendations

→ Communication

→ Collaboration

→ Classroom Toolkit

→ Communities of Practice

Recommendations



Communication

- Use website to drive engagement
- Focus on BUSPH efforts
- Expand media

Recommendations



Collaboration

- Department Inclusion Councils
 - ◆ Prioritize interventions
 - ◆ Provide consultations

Recommendations



Classroom

- Classroom agreements
- Intentional syllabus content
- DEIJ criterion on evaluation

Recommendations



**Communities
of Practice**

→ BUSPH

- ◆ Community training
- ◆ Diversity statement workshop
- ◆ Activist Lab
- ◆ Speakers/Panels
- ◆ Affinity groups

→ Department

- ◆ Inclusion Council
- ◆ Equity Rounds
- ◆ DEIJ in faculty review

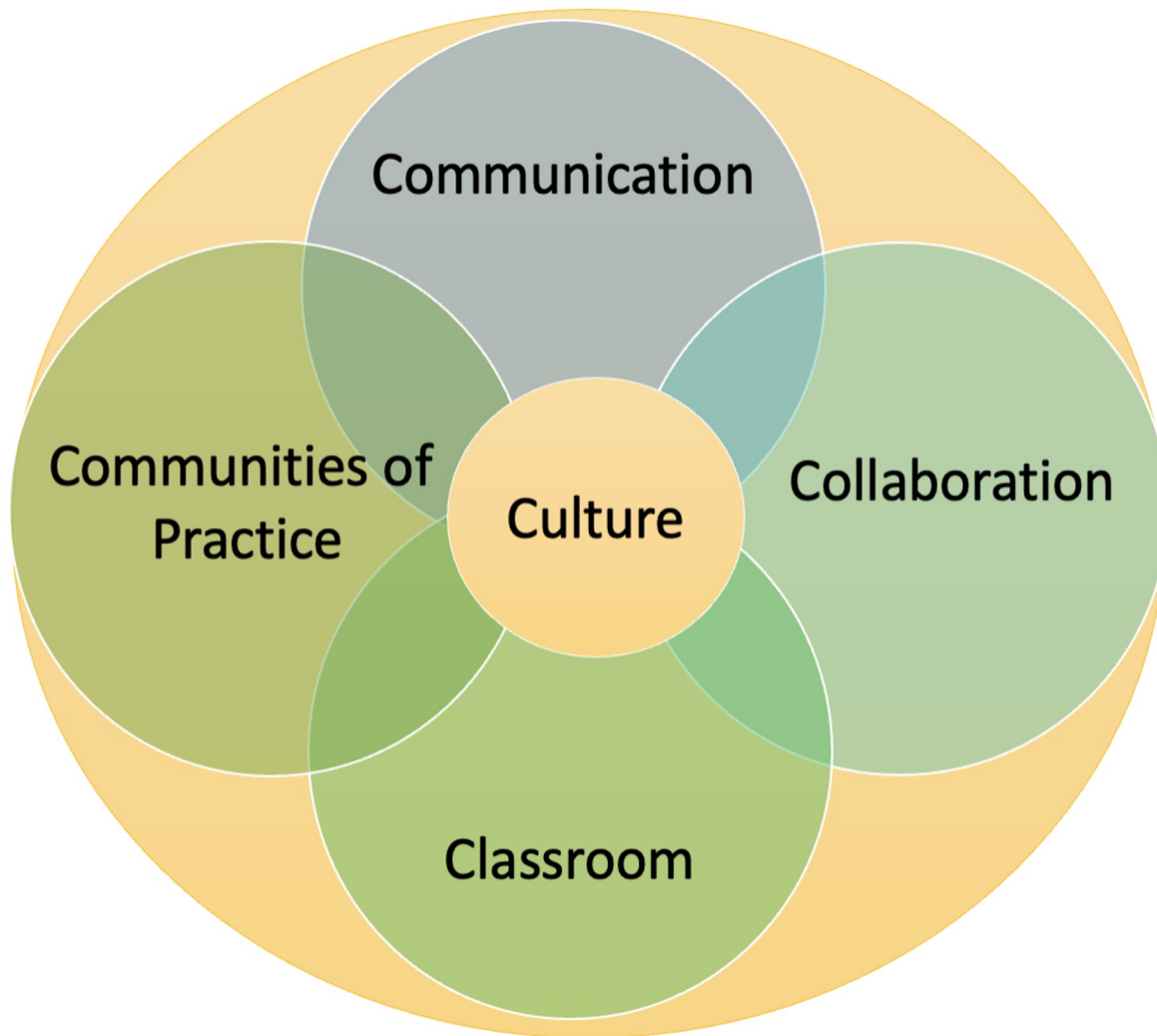
Recommendations

Community Training



**Communities
of Practice**

- Microaggression/Upstander Training
- Oops, Ouch, Whoa



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Sustainability

Sustainability



Vision
and
Guidance



Professional
Development



Protected
Time and
Money



Transparency:
Metrics and
Lived
Experiences



Recognition and
Celebrating
Success

Conclusion

*“We aim not just to sustain, but to **constantly improve our inclusive culture**, striving to get better at being better with the belief that embracing diversity cannot live in a statement alone”*

A Call to Action

*“I think people want action... and so much of this work isn't about action right away. It's about building **relationships** and **trust** and naming what's not named, and being very explicit about things that aren't usually talked about... I think that takes a long time, and a lot of **process**....”*

Participant

Thank you!

Dr. Lisa Sullivan
Dr. Craig Andrade
Dr. Yvette Cozier



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The Mid-career Faculty Leadership Program
Faculty, staff and students in the BUSPH community
Dr. Angie Harris

END