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ABOUT DRIVE

Diversity, Representation, and Inclusion for Value in Education.

The DRIVE Initiative is a shared effort across the Morningside Graduate School of Biomedical Sciences, Tan Chingfen Graduate School of Nursing, T.H. Chan School of Medicine, Diversity and Inclusion Office, Lamar Soutter Library, Continuing Medical Education, and Graduate Medical Education. Contact us 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

DRIVE members offer regularly scheduled core-skills workshops, grand rounds presentations, and direct consultations with individuals to achieve these goals. Topical workshops are currently in development to further faculty’s success in applying skills to small group, individual, laboratory, and bedside teaching. Workshops can be tailored to meet group, team, or departmental needs.

The DRIVE Curriculum Appraisal Tool (CAT) supports faculty to review and create inclusive and appropriate educational materials in a supportive learning environment. The CAT is divided into six sections which align with institutional objectives and address several key concepts with relevant probing questions and examples, as well as best practice and thought exercises. Working with learners, we have a DRIVE one-pager which outlines our philosophy and resources for those invited to teach from outside the institution, or limited teaching roles.

The Lamar Soutter Library curates an interactive library guide with expanded appraisal tools and linked resources for deeper exploration and to provide support to faculty making these improvements in their curricula.

The anonymous feedback tool to encourage all members of our community to share feedback and promote institutional learning.

* DRIVE resources are available on our website: https://www.umassmed.edu/drive

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, TH 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.

Committee Members

<table>
<thead>
<tr>
<th>T.H. Chan School of Medicine</th>
<th>Yasmin Carter, PhD; Melissa Fischer, MD, MEd; Heather-Lyn Haley PhD; Christine MacGinnis DO; Ben Smith, BA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morningside Graduate School of Biomedical Sciences</td>
<td>Daryl Bosco PhD, Rachel Gerstein PhD, Allison Keeler PhD, and, Bill Jesdale, PhD</td>
</tr>
<tr>
<td>Tan Chingfen Graduate School of Nursing</td>
<td>Susan Feeney PhD, Grace Schierber BSN, Rachel Niemiec FNP, Omanand Koul PhD, and Kenneth Peterson PhD, MS, FNP-BC</td>
</tr>
<tr>
<td>Diversity and Inclusion Office</td>
<td>Marlina Duncan EdD, Tiffany Cook MA, Jules Trobaugh MFA, and Angela Printy</td>
</tr>
<tr>
<td>Graduate Medical Education</td>
<td>Auralyd Padilla MD, Jojo Yeboa MD, Reid Evans PhD, and Deborah DeMarco MD</td>
</tr>
</tbody>
</table>
DRIVE IMPACT ON THE COMMUNITY

Workshops and Independent Learning Module

- Online DRIVE Core Skills Workshops offered twice every month
- Completing a DRIVE workshop annually became required by the TH Chan SOM for core faculty, others encouraged
- Expanded library guide visited 2672 times

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

- Created two new workshops for the regional interprofessional TOT program
  - Applying the curriculum appraisal tool to teaching resources (virtual)
  - In person core skills workshop, individualized to TOT needs
  - After our spring 2022 TOT workshop, 100% of participants agreed or strongly agreed that they could
    - name strategies for setting an inclusive learning environment;
    - identify at least 3 terms that had changed over time;
    - share changes to their teaching materials based on using our curriculum appraisal tool.

Created day-long Child Psychiatry retreat

- In May 2022 participated in the Child Psychiatry Training Retreat for faculty and residents, in person at Tower Hill. The morning focused on bias and the DRIVE core skills workshop and resources while the afternoon focused on providing faculty with skills in delivering challenging feedback to learners.
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.
- In 2022 we began to categorize feedback based on the 6 curriculum appraisal tool sections, and to report on those categories for clearer communication with institution (see the pie charts below, soon to be posted at: https://www.umassmed.edu/drive)
- Community members can find the Anonymous Feedback Tool in multiple places, including the DRIVE Web Page, Lamar Soutter Library Guide

Making DRIVE and inclusion more visible

- Shifted from DRIVE disclosure slide model to a commitment slide with goals for interactions in the learning environment
  - These updated DRIVE commitment slides are being incorporated into faculty presentations
  - Use this link to view and download the DRIVE Commitment Slides
- Updated DRIVE-specific end of block and individual faculty evaluation questions providing an opportunity for focused feedback from learners to support the creation of a bias-free learning environment.

*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!”*
• DRIVE met new learners from our 3 graduate schools at the Tri-school orientation, where we highlighted the QR code on badge buddy tags received by all, and passed out bookmarks with DRIVE information
  • Samples of badge buddies and bookmarks below

**Bookmark**

![Badge Buddy](image1)

**Separate versions created for students at each school**

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**The DRIVE Goals**

- Promote a representative and bias-free curriculum across our learning environments
- Enhance the accuracy, representation, and inclusion of diverse populations in all our educational activities
- Make space for critical conversations about diversity in teaching and learning across our community

**RESOURCES:**

- Core skills workshops
- DRIVE-in cafés
  Mondays @ Noon
- Educational consultations
- Anonymous feedback tools
- Interactive library guide
- Commitment agreement and slides
- 4th year SOM Student electives

**ANONYMOUS REPORTING TOOL**

To submit anonymous feedback on lecture materials, presentations, or the learning environment please use our QR Code

![QR Code](image2)

**HOW TO GET INVOLVED**

For links to cafes, workshops or if you have any feedback, questions, suggestions, resources or wish to get involved

Please contact us via [DRIVE@umassmed.edu](mailto:DRIVE@umassmed.edu)

Or visit our website [www.umassmed.edu/DRIVE](http://www.umassmed.edu/DRIVE)
AAMC National Conference Presentation - November, 2022: Building an Interprofessional Approach Towards a Representative and Bias-Free Curriculum at the UMass Chan Medical School -- Developing and Implementing DRIVE: Diversity, Representation, and Inclusion for Value in Education. Yasmin Carter PhD1, Heather-Lyn Haley PhD1, Christine MacGinnis, DO2, Kenneth Peterson, PhD FNP3, Susan Hogan MD1, Amanda Whitehouse, BS1, Omar Taweh, BA1, Oghomwen Igeusioboro, BS1, Carly Herbert, BS1, and Melissa A. Fischer MD MEd1

Purpose

Based medical education is born out from environments and those who teach and learn within them, and lead for the transformation of educational disparities. The AAMC invites a range of faculty and learners to build back and support for educational innovations for UMass Chan Medical School to identify and mitigate bias in inter-institution teaching and learning, and for higher.

By engaging faculty and staff from curricular, service, or learning environments.

To reduce the visibility, representation, and elimination of diverse communities in our activities and activities.

To foster open dialogue and opportunities to discuss, share, and learn from the experiences of others.

Methodology

Building on the experience of the AAMC, the project involves identifying and implementing strategies to reduce bias in educational environments.

AAMC DRIVE Initiative:

Diversity

Representation

Inclusion

Value

Educational equity.

Innovative teaching methods.

Collaborative learning experiences.

Addressing implicit biases.

Continuous improvement.

Figure 1: Building an Interprofessional Approach

Approach

AAMC DRIVE Initiative:

Building on the AAMC DRIVE Initiative, the project involves identifying and implementing strategies to reduce bias in educational environments.

Figure 2: Building an Interprofessional Approach

Discussion

The AAMC DRIVE Initiative aims to promote and implement educational research through a range of initiatives, including the development of programs and strategies to reduce bias in educational environments.

Challenges

Despite the challenges, the AAMC DRIVE Initiative has made significant progress in reducing bias in educational environments.

Next Steps

The AAMC DRIVE Initiative is committed to continuing its efforts to reduce bias in educational environments and will continue to work towards these goals.

Acknowledgements

The AAMC DRIVE Initiative would like to acknowledge the contributions of all those involved in the project and thank them for their support.

References

1. AAMC National Conference Presentation - November, 2022: Building an Interprofessional Approach Towards a Representative and Bias-Free Curriculum at the UMass Chan Medical School -- Developing and Implementing DRIVE: Diversity, Representation, and Inclusion for Value in Education. Yasmin Carter PhD1, Heather-Lyn Haley PhD1, Christine MacGinnis, DO2, Kenneth Peterson, PhD FNP3, Susan Hogan MD1, Amanda Whitehouse, BS1, Omar Taweh, BA1, Oghomwen Igeusioboro, BS1, Carly Herbert, BS1, and Melissa A. Fischer MD MEd1

2. The AAMC DRIVE Initiative Development Lab.

3. The AAMC DRIVE Initiative Educational Equity Program.

4. The AAMC DRIVE Initiative Collaborative Learning Experiences.

5. The AAMC DRIVE Initiative Addressing Implicit Biases.

6. The AAMC DRIVE Initiative Continuous Improvement.

7. The AAMC DRIVE Initiative Research and Development.

8. The AAMC DRIVE Initiative Innovation and Impact.


10. The AAMC DRIVE Initiative Resources and Information.

11. The AAMC DRIVE Initiative Contact Information.
• Dr. Yasmin Carter was the subject matter expert on a 3D Female Anatomy Teaching Model that aims to improve inclusiveness in anatomical education. This model is actively used in the T.H. Chan School of Medicine in their ‘female-first’ model of learning:
  o Watch: Introducing the full female model
  o “New App-Based 3-D Anatomy Model May Be a Game Changer for Women’s Health.” Healthline

• Stemmler submission - submitted LOI for 2021 Stemmler grant funding: Using Artificial Intelligence to measure the efficacy of a diversity, equity, and inclusion intervention for improving bias in curricular materials, assessments, and the learning environment. While not selected, valuable feedback was received and will be used in future submissions
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 - Daryl Bosco, PhD
Tan Chingfen Graduate School of Nursing - Ken Petersen PhD MS, FNP-BC
T.H. Chan School of Medicine - Mary O’Brien MD
UMass Chan Graduate Medical Education - Reid Evans, PhD

• Informal topics included:
  o September: Giving and receiving feedback, Expressing vulnerability
  o October: Accessibility of physical spaces, Terminology

• Formal monthly topics for DRIVE Cafés were initiated in May of 2022, with:
  o May: Inclusive small group teaching
  o June: Connecting across programs and initiatives
  o July: Website updates for increased participation and usage
  o August: One-pager review
  o September: Simulation Month
  o October: Stoplight Terminology Guide
  o November: Consultations
  o December: Apologies

from the student electives “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.”
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 - January 1, 2022 - December 31, 2022

<table>
<thead>
<tr>
<th>Learner</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richa Chhaya</td>
<td>Consultant for two OSTI Cases</td>
</tr>
<tr>
<td>Danielle Coderre</td>
<td>Small Group Workshop: Apologizing - How Do We Get it Right?</td>
</tr>
<tr>
<td>Kevin Enabulele</td>
<td>Case Exercise: Bias-free Medical Documentation</td>
</tr>
<tr>
<td>Ukpong Etteh</td>
<td>Small Group Workshop: Antiracism in Medicine</td>
</tr>
<tr>
<td>Emily Farbman</td>
<td>Created New Learning Materials for GYN/GU: Promoting Inclusion of the Disabled Community in Pelvic Exam Education</td>
</tr>
<tr>
<td>Jennifer Ho</td>
<td>Infographic: Social Capital</td>
</tr>
<tr>
<td>Alexander Kaplan</td>
<td>Recorded a Testimonial Video in Support of DRIVE Curriculum Appraisal Tool</td>
</tr>
<tr>
<td>Mary Marchese</td>
<td>Created New Learning Materials for GYN/GU: Promoting Inclusion of the Disabled Community in Pelvic Exam Education</td>
</tr>
<tr>
<td>Annie McClements</td>
<td>Updated Section of UMass Chan DEI Glossary with Appropriate Terms for Referring to Indigenous People</td>
</tr>
<tr>
<td>Eileen McGarry</td>
<td>Created New Learning Materials for DCS: Guide for Medical Interactions with Asexual People</td>
</tr>
<tr>
<td>Eve Manghis</td>
<td>Review P1 Slides for Visual Elements Depicting Various Body Shapes and Sizes</td>
</tr>
<tr>
<td>Linh Nguyen</td>
<td>Small Group Workshop: Examining the Practice of Race Based Medicine and the Language Surrounding Race in Clinical Cases</td>
</tr>
<tr>
<td>Hayley Schachter</td>
<td>Small Group Workshop: Medical Student Response to Microaggressions</td>
</tr>
<tr>
<td>Mina Zhang</td>
<td>Infographic: Communicating with Gender Diverse People</td>
</tr>
</tbody>
</table>
SUMMARY OF DRIVE 2022 PRIORITIES

• Maintain and promote DRIVE Website Description (ongoing)
• Continue to engage learners across all-schools (ongoing)
• Update DRIVE consultation process (completed)
• Complete and implement advanced workshops (small group completed, bedside/benchside in planning phase)
• Explore methods to track longitudinal student comments on diversity in various evaluation and feedback reports (ongoing)
• Increase collaboration with the Diversity and Inclusion Office to implement new strategic plan pillars (established DIO team member participation on DRIVE committee, ongoing)
• Continue to renew CME Credits for DRIVE Workshops, expanding to include ILM - (completed)
• Implement a model for collecting data/ DRIVE impact more consistently (redesign completed, data collection ongoing)
• Re-designed the weekly café engaging co-sponsors from all 3 schools, GME and the library (completed)
• Developing new ILM focused on ‘Setting the Context’ (ongoing)

PRIORITIES for 2023

focus on access, communication, engagement and impact:

Access

• Partner with learners and instructors about program implementation, growth, impact and implications
• Complete and implement advanced, small group workshops
• Provide continually improved core workshops to specific populations and broadly to the community
  o Explore requirement for schools beyond TH Chan core faculty

Communication

• Update and improve DRIVE Website
  o Enhance access to resources and sharing initiatives and outcomes
  o 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
  o Integrate library guide more effectively into workshop and communication
  o Explore virtual bookshelf and physical library space for DRIVE resources
  o Create and disseminate a DRIVE Terminology Guide to support inclusive language usage across the institution.

Engagement

• Promote engagement of learners and partners across all 3 schools and GME, as well as regionally (such as TOT)
  o Increase active participation in committee work
  o Identify ways to support learners from Tan Chingfen and Morningside more effectively
  o 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)

- Focused implementation with Dept of Population and Quantitative Health Sciences as pilot implementation of DRIVE faculty resources for Morningside GSBS
- 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

**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.