

A Collaborative Approach to Create Champions for Diversity, Equity, & Inclusion

Kevin Roby¹, Tracey A.H. Taylor, PhD², Suzan Kamel-ElSayed, MVD, PhD², Berkley Browne, Ph.D., L.P.C., C.W.P.³, Deirdre Pitts, Ph.D., MAOM, SCP-IPMA⁴, Ann Voorheis-Sargent, Ph.D.⁵, Robin Rivest, M.Ed., MBA⁶

¹Class of 2022 MD Candidate OUWB; ²Associate Professor; ³Assistant Dean for Student Affairs & Career Development; ⁴Associate Dean for Academic & Faculty Affairs, Diversity & Inclusion; ⁵Director, Center for Excellence in Medical Education; ⁶Director of Curriculum Data Management

Introduction

The OUWB Diversity Champion Program is informed by medical and higher education research that highlight the importance of sense of belonging and inclusive learning and professional work environments. The intent behind this program is to train a cohort of individuals who would go beyond awareness to fight injustice, cultivate equity and inclusion, and effectively engage the institutional transformation process throughout the community.

1: Define the Role of Champions

1. Develop strategies for fostering a sense of belonging for students, faculty, and staff
2. Promote an inclusive environment where students, faculty, and staff feel safe and supported
3. Provide training and development for OUWB and the surrounding community
4. Create and implement programs that bring diverse perspectives to OUWB
5. Collaborate with campus and community partners to recruit and retain a diverse population of students, staff, and faculty
6. Coordinate services and programming that improves retention and transition for students from underrepresented populations

Aims and Objectives

Our objective is to describe the creation of an innovative Diversity, Equity, and Inclusion (DEI) initiative called the Diversity Champion Program.

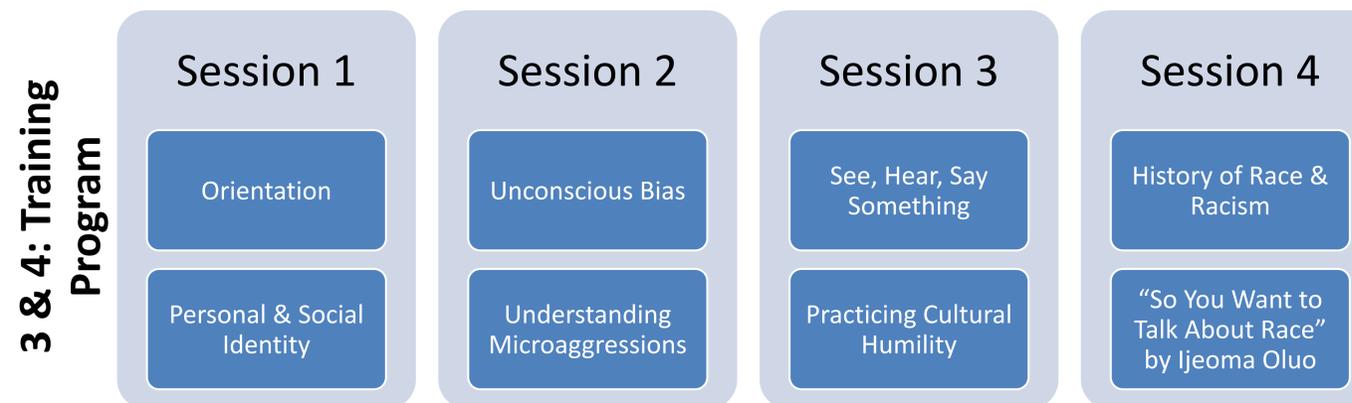
Approach

Diversity Champions serve the OUWB mission and support diversity efforts across the University and the Health System. We defined five stages for the development of the program:



2: Rubric for Champion Selection

	Exceeds - 2	Meets - 1	Does not Meet - 0
Ability to Serve in the Role (Form Responses: Q8 & 9)	Thoughtful response that demonstrates passion and commitment and awareness of relevant issues facing our community	Expressed general interest and minimal awareness of relevant issues	Limited response; does not fully answer question
Ability to Recruit and Train Others (Form Responses: Q10)	Shared relevant experiences of advocacy and leadership	Minimal experiences with limited experiences of advocacy and leadership	Limited response; does not fully answer question



- 5: Champion Projects** Each champion classification shall serve their peer groups by fostering key relationships, serving as listening ears and advocates for matters of diversity and inclusion, and advising administration of concerns that have surfaced within their peer groups.

Evaluation Plan

Program effectiveness will be evaluated one year post implementation and be compared to pre-program survey results. Participants will evaluate the effectiveness of each training session. Accountability of the champions by attending training and participation is essential. This program is largely transferrable to other medical education programs; however, program success relies on sponsorship from administration.

Expected Results

We expect to create resident, student, staff, and faculty champions that will have a deep understanding of the objectives from the training sessions and will apply those values to real-world scenarios. Our champions will advocate, promote, and help lead the charge of DEI for OUWB by working in conjunction with the OUWB DEI Council to help ensure that our mission of a diverse and inclusive community is realized. This will enhance the learning environment and facilitate opportunities for successes of underrepresented populations.

Discussion

This program has been one of the early cornerstones of the OUWB DEI council. In our increasingly culturally aware society, we envision this program gaining importance towards achieving the goals of OUWB. With the guidance of the training, we seek to create champions that will apply their knowledge to real-life situations. Early challenges included scheduling conflicts which were solved with make-up sessions and assignments. Future monthly meetings will involve discussions with specific examples of champions navigating new conflicts by implementing skills gained from the program, LGBTQIA, and others. We will continue to train aspiring champions and integrate Continuing Education sessions for current champions.

References

- Berray, M. 2019. Campus partnerships for promoting equity, diversity and inclusion. *J Acad Librarianship*. 45:102014.
- Grieco, C. A., Naha, U., Palermo, A. G., Currence, P., Teraguchi, D. H. (2019). Promoting and supporting diversity in medical school: The case for holistic student affairs. *CGSA-SGSA-COSR Joint Regional Meeting*. Louisville, KY.
- Hardeman, R., Perry, S., Phelan, S. M., Prezedworski, J. M., & Burgess, D. J. (2016). Racial identity and mental well-being: The experience of African American medical students. *Journal of Racial & Ethnic Health Disparities*, 3(2), 250-258.
- Lawrence. 1995. The id, the ego, and equal protection: Reckoning with unconscious racism. In *Critical race theory: The key writings that formed the movement* (pp. 235-256). New York: The New Press.
- Stewart. 2018. Minding the gap between diversity and institutional transformation: Eight proposals for enacting institutional change. *Teachers College Record*, 120(140308), 1-14.
- Tang, Hernandex, Adams. 2004. "Learning by Teaching": A peer-teaching model for diversity training in medical school. *Teach Learn Med*. 16:60-63.