# Launching EDI Efforts Forward: How to Start and Sustain Professional Development

**Sally A. Arif, PharmD, BCPS, BCCP**
*Professor of Pharmacy Practice*
*Midwestern University College of Pharmacy-Downers Grove*
*Clinical Pharmacist, Rush University Medical Center*
*Founder & CEO, The Equity-Minded Collective*
*DEI Facilitator, The Nova Collective*
*sarif@midwestern.edu*

American Association of
**Colleges of Pharmacy** AACP

1

# Disclosures

- I have no relevant financial relationship(s) with ineligible companies to disclose.

AACP

2

# Learning Objective

- List approaches for EDI (equity, diversity, and inclusion) professional development by recognizing potential barriers and solutions.

- Identify topics to engage faculty in understanding DEIA concepts and cultivate ongoing dialogue and learning.

- Describe components of a faculty and staff development program that promotes equity-minded and inclusive teaching across a university setting.
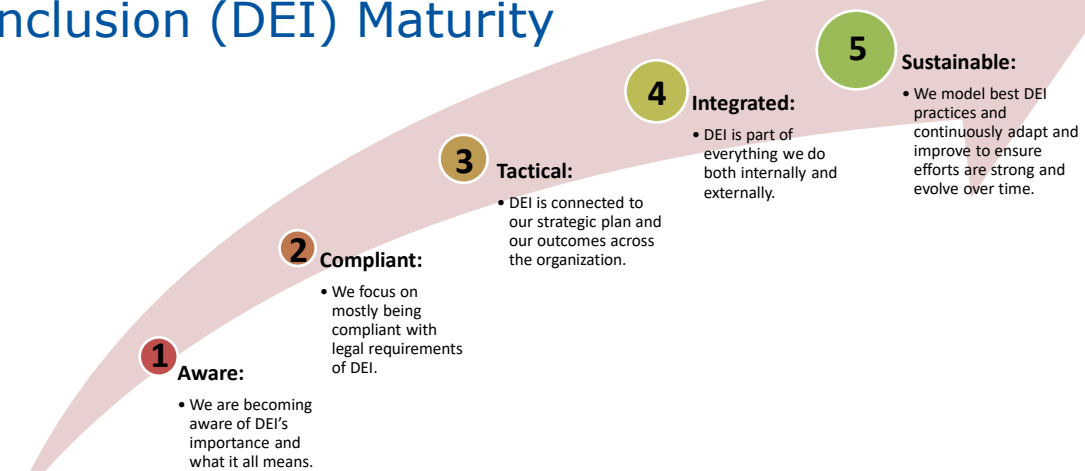
AACP

3

# Reflect

What professional development experience has had the most significant impact on your EDI awareness or growth?



AACP

4

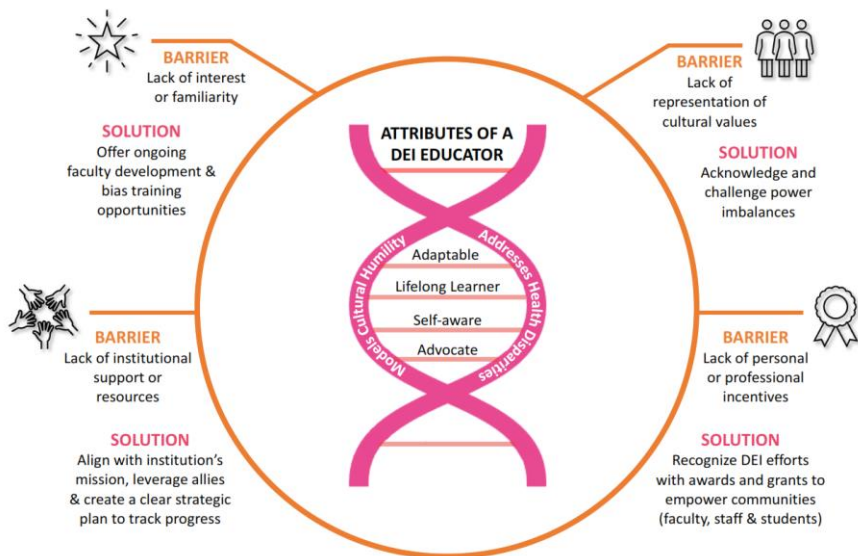# The 5 Stages of Diversity, Equity, Inclusion (DEI) Maturity

**5** Sustainable:
- We model best DEI practices and continuously adapt and improve to ensure efforts are strong and evolve over time.

**4** Integrated:
- DEI is part of everything we do both internally and externally.

**3** Tactical:
- DEI is connected to our strategic plan and our outcomes across the organization.

**2** Compliant:
- We focus on mostly being compliant with legal requirements of DEI.

**1** Aware:
- We are becoming aware of DEI's importance and what it all means.

Based on Ella Washington; The Five Stages of DEI Maturity : Harvard Business Review

AACP

5

# Integrating EDI into HealthCare Professional Programs

**BARRIER**
Lack of interest or familiarity

**SOLUTION**
Offer ongoing faculty development & bias training opportunities

**BARRIER**
Lack of representation of cultural values

**SOLUTION**
Acknowledge and challenge power imbalances

**ATTRIBUTES OF A DEI EDUCATOR**

Models Cultural Humility — Addresses Health Disparities

- Adaptable
- Lifelong Learner
- Self-aware
- Advocate

**BARRIER**
Lack of institutional support or resources

**SOLUTION**
Align with institution's mission, leverage allies & create a clear strategic plan to track progress

**BARRIER**
Lack of personal or professional incentives

**SOLUTION**
Recognize DEI efforts with awards and grants to empower communities (faculty, staff & students)

*Copyright Equity-minded Collective LLC*

AACP

6

"A journey of a thousand miles begins with a single step."
- Lao Tzu

American Association of
Colleges of Pharmacy AACP

7

# Getting Started:
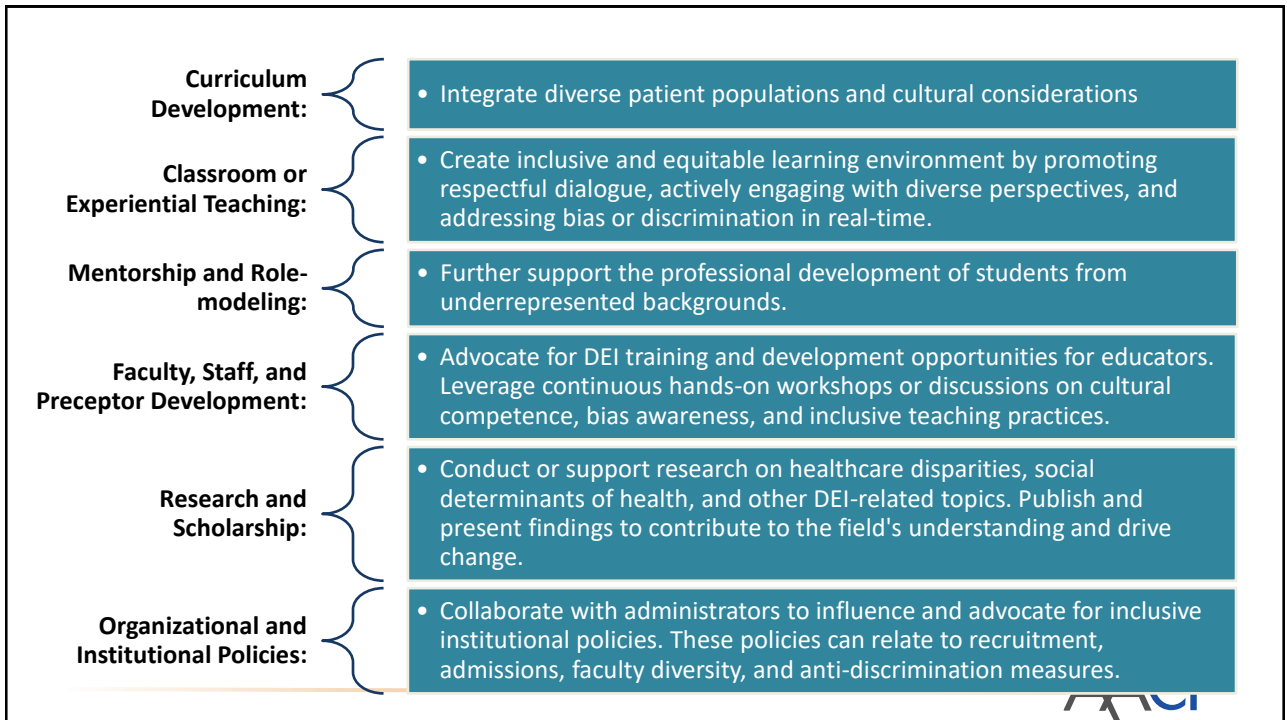## Setting DEI Goals and Initiatives

**Workforce**
(culture/climate)

**Curriculum and Pedagogy**

American Association of
Colleges of Pharmacy AACP

8

| | |
|---|---|
| **Curriculum Development:** | • Integrate diverse patient populations and cultural considerations |
| **Classroom or Experiential Teaching:** | • Create inclusive and equitable learning environment by promoting respectful dialogue, actively engaging with diverse perspectives, and addressing bias or discrimination in real-time. |
| **Mentorship and Role-modeling:** | • Further support the professional development of students from underrepresented backgrounds. |
| **Faculty, Staff, and Preceptor Development:** | • Advocate for DEI training and development opportunities for educators. Leverage continuous hands-on workshops or discussions on cultural competence, bias awareness, and inclusive teaching practices. |
| **Research and Scholarship:** | • Conduct or support research on healthcare disparities, social determinants of health, and other DEI-related topics. Publish and present findings to contribute to the field's understanding and drive change. |
| **Organizational and Institutional Policies:** | • Collaborate with administrators to influence and advocate for inclusive institutional policies. These policies can relate to recruitment, admissions, faculty diversity, and anti-discrimination measures. |

9

# Leadership Commitment

- Secure commitment from program leadership to prioritize and support DEI initiatives.

- Identify equity champions in senior leadership levels who will advocate and serve as role models.

- Make sure they understand why professional development is valuable.

AACP

10

# Accountability

- Identify DEI work as a strategic imperative for your program.
  - Horizontal reach, not vertical when setting goals

- Resource allocation:
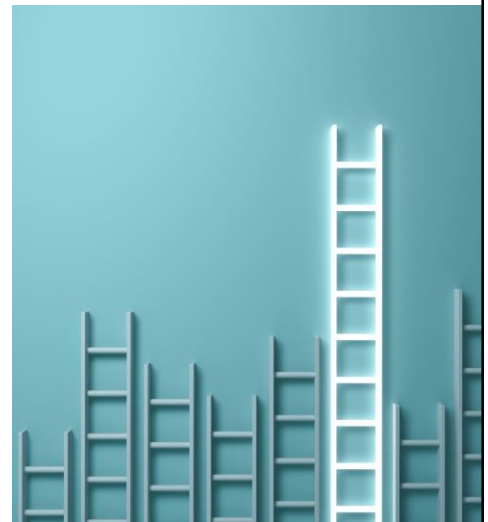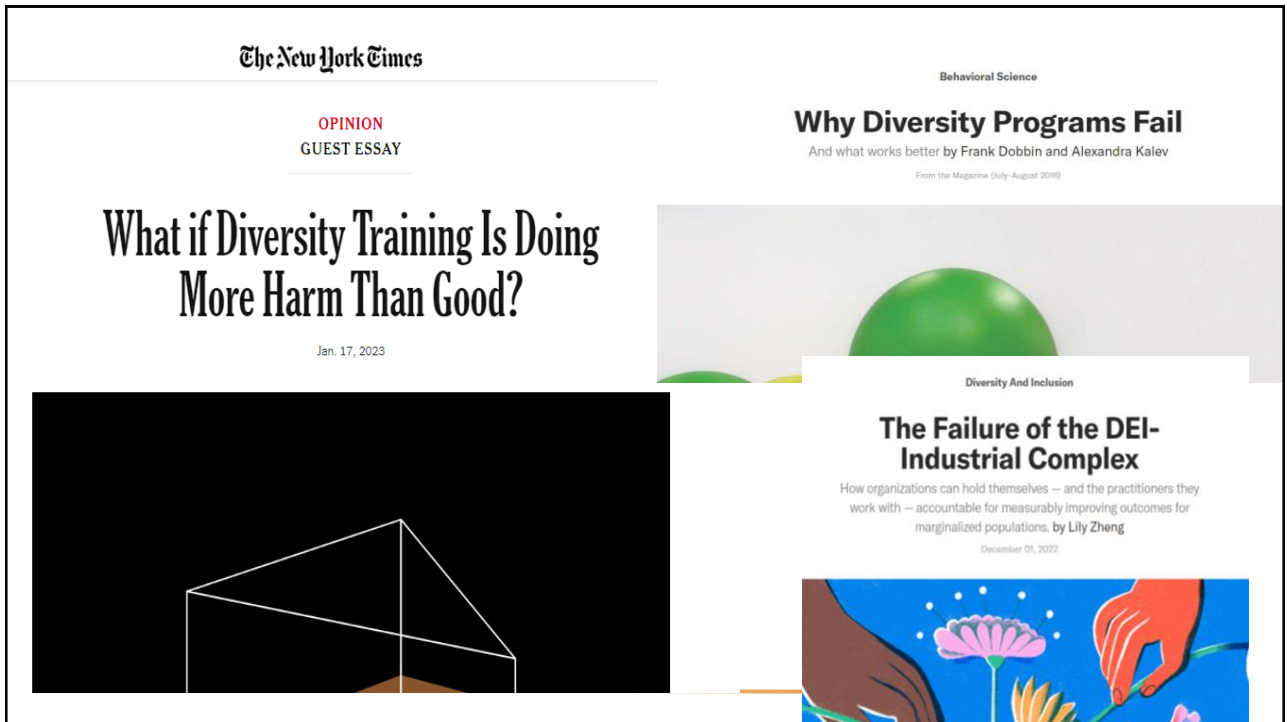  - Financial
  - Time
  - Space
  - Personnel



11

# Metrics and Sustainability

- Set clear, sustainable, measurable outcomes that align with mission and vision.

- Continuously collect data to assess effectiveness and identify gaps
  - Analyze baseline data to understand root causes
  - Potential measures: satisfaction, knowledge gain, behavior and attitude change, student outcomes

- Utilize feedback for ongoing improvement



12

The New York Times

OPINION
GUEST ESSAY

## What if Diversity Training Is Doing More Harm Than Good?

Jan. 17, 2023

Behavioral Science

## Why Diversity Programs Fail

And what works better by Frank Dobbin and Alexandra Kalev

From the Magazine (July-August 2016)

Diversity And Inclusion

## The Failure of the DEI-Industrial Complex

How organizations can hold themselves — and the practitioners they work with — accountable for measurably improving outcomes for marginalized populations. by Lily Zheng

December 01, 2022

13

---

# Moving Beyond the HR Modules



**Culture Transformation:**

- Content is adaptable and participants have regular feedback
- Responsive to evolving needs and goals/values of the institution
- Incorporates discussions on social justice
- Tailored to the context of higher education and healthcare
- Promotes a culture of continuous learning and growth mindset
- Fosters community building

**Professional Development for Action requires:**

- Connection, self-reflection, mobilization towards institutional change

Beach & Cox, 2009; Cox, 2001; Desrocher, 2010; and Hubball and Beach, 2004.

**AACP**

14

# Moving Beyond One-off Lectures and Seminars

- Embed EDI into regular departmental/unit staff meetings
- Discussion-based workshops
- Retreats or breaks that exploring art, music, and movement
- Reconnect participants to their bodies (e.g. rest, pleasure, joy, and connection)
- Community service projects
- Book clubs, gaming

- Leverage partnerships to bring in diverse perspectives and resources.
  – Integrate various cultural viewpoints that expand perspective and building exposure points to "others"
  – Invite students and trainees
  – Community members

AACP

15

# What are Common Topics to Integrate?

**Foundational:**
- Shared language; knowledge about historical context of oppression
- Unconscious/implicit bias & microaggression intervention
- Exploring social identities mapping/ power & privilege
- How to practice active allyship

**Tailored:**
- LGBTQIA+ and gender inclusivity
- Religious sensitivity
- Navigating generational diversity
- Cultural competency/humility
- Inclusive leadership
- Disability inclusion
- Social Determinants of Health

**Instructional and Inclusive Practices:**
- Anti-racist pedagogy
- Decolonizing the curriculum
- Equity-minded assessments
- Universal Design of Learning (UDL)
- Culturally responsive teaching
- Diversifying case-based learning (CBL)
- URM recruitment & retention
- Restorative justice/conflict resolution

AACP

16

## 5 ways to Cultivate Engagement in EDI Training

1. Bring in guest speakers and trainers
2. Conduct surveys to determine training gaps
3. Offer a variety of accessible training formats
4. Integrate DEI into performance metrics
5. Provide regular involvement opportunities beyond training



17

## A Cautionary Tale of Invisible Labor and Burnout…

- **BIPOC or URM Faculty and the "Minority Tax"**
  - Unrecognized extra efforts and contributions
  - Often involves emotional and mentorship labor
  - Can lead to burnout and delays in scholarly productivity, promotion, etc.

- **Shared Responsibility:**
  - Avoid assigning DEI work solely to individuals based on their identity
  - Distribute responsibilities rather than placing the burden on individuals from minoritized backgrounds.

- **Role of Active Allyship**

AACP

18

# Allyship

**Allyship is the journey that a person consciously works for social justice for a group without identifying as a member of that group.**

**A** - Always centre the impacted

**L** - Listen and learn from those who live in oppression

**L** - Leverage your privilege

**Y** - Yield the floor

Arif S, Afolabi T, Manzor-Mitrzyk B, et al. *Authentic allyship should be part of our professional development*. AJPE 2023.

AACP

19

# Summarize

**Avoid**
- Looking for a silver-bullet/quick win
- Check boxing mindset
- Sitting in a comfort zone and expecting change
- Not measuring progress

**Do instead**
- Think long-game and measure change
- Get support from leadership and link to goals
- Challenge existing practices
- Build a community of allies

AACP

20

# Case Study:

*Midwestern University*

21

# What we knew…

- It is challenging to change institutional and personal culture to promote actionable DEI efforts in higher education.

- Most health science faculty are not comfortable working with culturally diverse students or implementing inclusive teaching practices.

- Student learners continue to diversify and brave conversations are needed to advance equity-minded practice both inside and outside the classroom.

- The 2021 AACP Strategic Plan Priority Area #3 highlights the need to promote faculty development around DEI across institutions of higher learning.

Mantzourani E, Courtier N, Davies S, Bean G. Perceptions of faculty in health care and social sciences on teaching international students. Curr Pharm Teach Learn. 2015;7(5):635-644.
https://www.aacp.org/sites/default/files/2021-09/aacp-strategic-plan--2021-2024.pdf

AACP

22

# Programmatic Considerations

*Is DEI content a priority and embedded into our strategic plan? If not, who are our champions to support and hold us accountable?*

Administrative support

Curricular integration

*Where are current gaps in DEI knowledge?*

*How do we assure we avoid minority/culture taxation? What are our specific and measurable goals?*

DEI Committee workload

Resources

*Are we appropriately resourced (including funding) for sustainable action?*

AACP

23

# Midwestern University's Goal and Challenge

**Glendale, AZ**

**Downers Grove, IL**

- Cultivate equity-mindedness and inclusive teaching to create a learning and campus environment where all students feel safe, supported, and encouraged to reach their learning potential regardless of cultural background or identity.

- How do we promote on-going learning programs for the educator and staff member amidst the realities of busy workloads and physical distance?
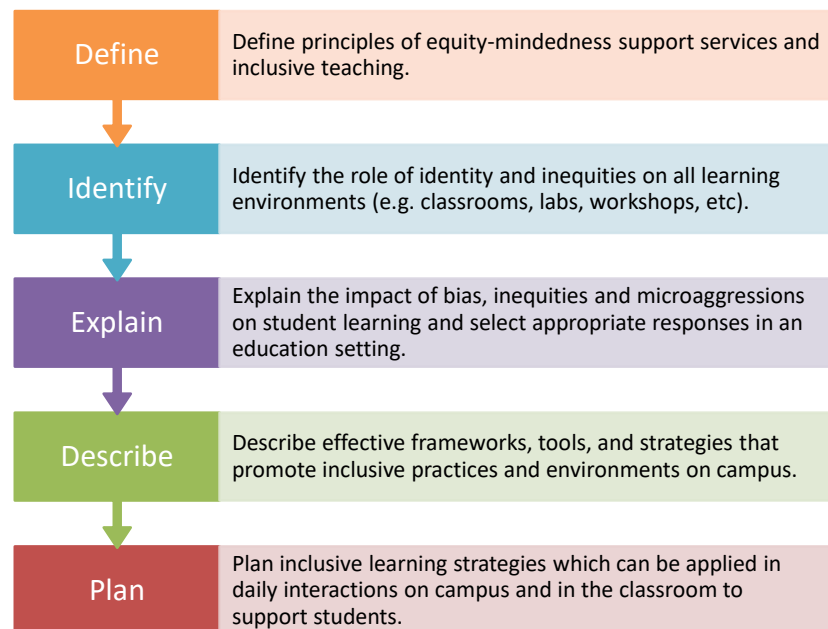
AACP

24

## Inclusion, Diversity, and Equity in Academics (IDEA) Certificate Program

- Year long, virtual program for timely and informed conversations to improve faculty and staff understanding around DEI concepts and practices.

- 50 participants selected from all college programs & service units.

- Subject matter experts guide participants through:
  1. using actionable strategies when evaluating their own knowledge and skills around DEI.
  2. best practices using real-world scenarios and breakout groups to highlight how to interact with all types of learners.
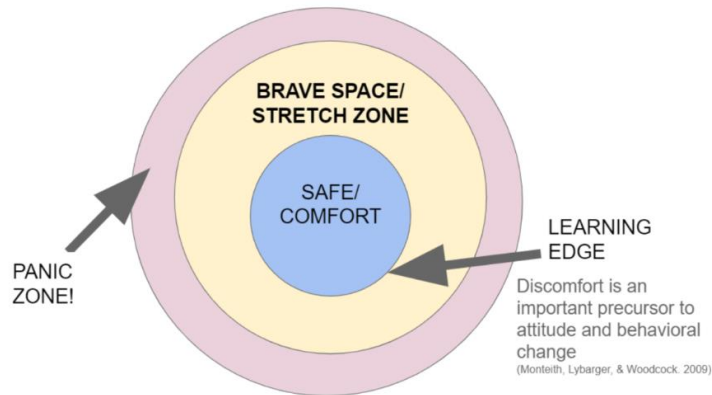
AACP

25

---

## IDEA Certificate Program Learning Objectives

| | |
|---|---|
| **Define** | Define principles of equity-mindedness support services and inclusive teaching. |
| **Identify** | Identify the role of identity and inequities on all learning environments (e.g. classrooms, labs, workshops, etc). |
| **Explain** | Explain the impact of bias, inequities and microaggressions on student learning and select appropriate responses in an education setting. |
| **Describe** | Describe effective frameworks, tools, and strategies that promote inclusive practices and environments on campus. |
| **Plan** | Plan inclusive learning strategies which can be applied in daily interactions on campus and in the classroom to support students. |

AACP

26

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."- *Martin Luther King Jr.*



**BRAVE SPACE/ STRETCH ZONE**

**SAFE/ COMFORT**

**PANIC ZONE!**

**LEARNING EDGE**

Discomfort is an important precursor to attitude and behavioral change
(Monteith, Lybarger, & Woodcock. 2009)

Arao B, Clemens K. From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. In: Landreman LM, ed. *The Art of Effective Facilitation: Reflections from Social Justice Educators*. 1st ed. Routledge; 2013:135-150.

AACP

27

---

# "Brave Spaces"

"Rather than focusing on issues of safety, I think that a feeling of community creates a sense that there is a shared commitment and a common good that binds us" – *Bell Hooks*

- **Definition:**
  - Environment for open, honest EDI discussions
  - Encourages stepping into discomfort

- **Key Characteristics:**
  - Risk-taking and sharing experiences
  - Active listening and empathy

- **Creating a Brave Space:**
  - Promote openness to diverse perspectives
  - Support individuals sharing challenging experiences
  - Establish ground rules or "norms" for respectful communication

Arao B, Clemens K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. In  Landreman (Ed). Sterling, VA. Stylus.

AACP

28

# Establishing Community Norms

| | | | |
|---|---|---|---|
| Stay present, engaged, and relax your breath | Practice empathy and compassion (no blame, no shame) | Listen with curiosity and ask open-ended questions | Set aside your judgments as they arise (no guilt) |
| Honor the silence | Call out "the ouch" | Get comfortable with uncertainty | Embrace the discomfort |

Costino, K. (2018). Equity-minded faculty development: An intersectional identity-conscious community of practice model for faculty learning. *Metropolitan Universities, 29*(1), 117–136.

AACP

29

# IDEA Program Design

**Session 1**
- DEI vocabulary
- Team-based learning (TBL) to identity implicit biases and microaggressions in the educational setting.

**Session 2**
- Staff: Social identity mapping. Tools to reduce bias and microaggressions.
- Faculty: Strategies to combat inequities in courses.

**Session 3**
- Authentic allyship and anti-racism practice.
- Bias bystander intervention techniques and practice.
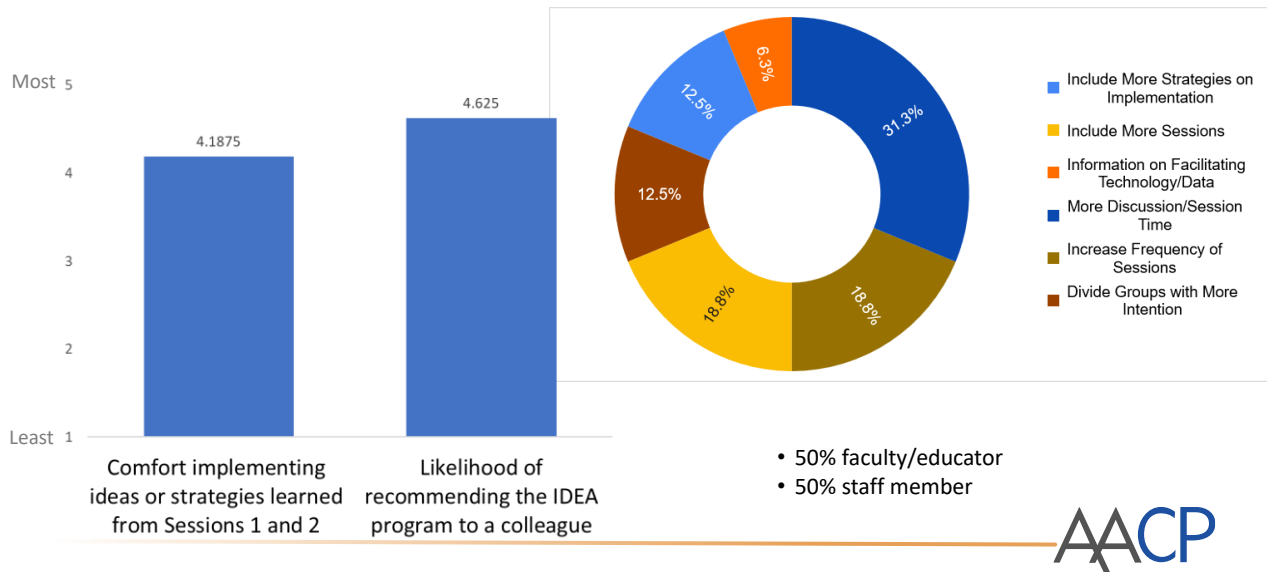
**Session 4**
- Staff and faculty panel presentation of implemented DEI activities across both campuses.

- Reflective narrative assignments after each session to reinforce concepts and growth mindset.
- Upon completing all 4 sessions, participants awarded a certificate from the MWU Office of Diversity, Equity, & Inclusion.

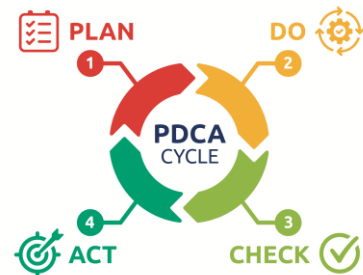AACP

30

# IDEA Program Participant Feedback (midpoint)



- 50% faculty/educator
- 50% staff member

31

# Moving Forward



- Expand on sessions and frequency
- Consider affinity groups
- Mentorship and peer evaluation opportunities
- Create a capstone or portfolio requirement
- Follow up with graduates to assess DEI maturity within each program.

32

# Key Takeaways

**Persistence:**
• Creating inclusive cultures takes time and intentional effort.
• Acknowledge and overcome challenges with dedication.

**Metrics:**
• Incorporate DEI principles into strategic planning and key performance measures.

**Adaptive DEI Goals:**
• DEI efforts require short- and long-term goals.
• Adapt initiatives to evolving needs and challenges.

**Collective Responsibility:**
• DEI success hinges on everyone's engagement.
• Recognize that it's a shared responsibility for the entire organization, including leadership.

33

# Critical Self-Reflection (Team Time)

▪ Which attributes are we still developing in the EDI space? (Wish list)

▪ What barriers are hindering our development in EDI?

▪ To what degree are we willing to disrupt in the status quo?

▪ What solutions are needed to overcome any points of resistance?

AACP

34

"Be hopeful, be optimistic. Never, ever be afraid to make some noise and get in good trouble, necessary trouble. Each generation must do its part to create a more fair, more just society."    - John Lewis

AACP

35