



Actions We Can Take to Advance Equity in Academic Medicine

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INDIANA UNIVERSITY SCHOOL OF MEDICINE

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FULFILLING *the* PROMISE

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UAHS Diversity Mission

Given these values, we strive to create a climate where engagement, equity, and inclusion are practiced and valued by all. All stakeholders (i.e., learners, faculty, staff, community members and partners) have a shared responsibility to promote diversity as a core commitment and strategic element of our ongoing pursuit of excellence. UAHS will become an exemplary leader in creating an inclusive and welcoming environment wherein everyone can learn, develop, innovate and flourish

DISCLOSURES

- No Conflict of Interest or Commitments
- Opinions are my own and do not represent those of my institution, affiliates, or professional societies
- I have my own biases like everyone else.



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During our time together

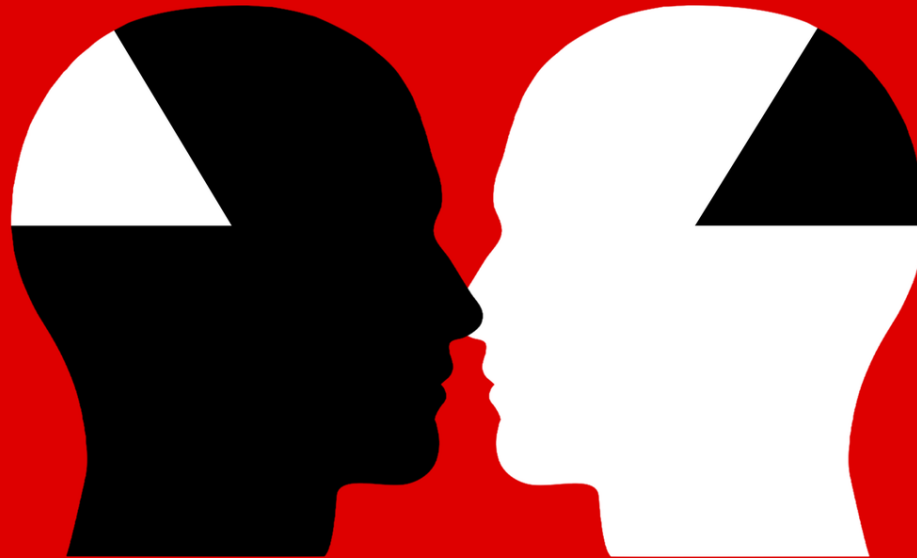
Reflection.

Action.

Repeat.



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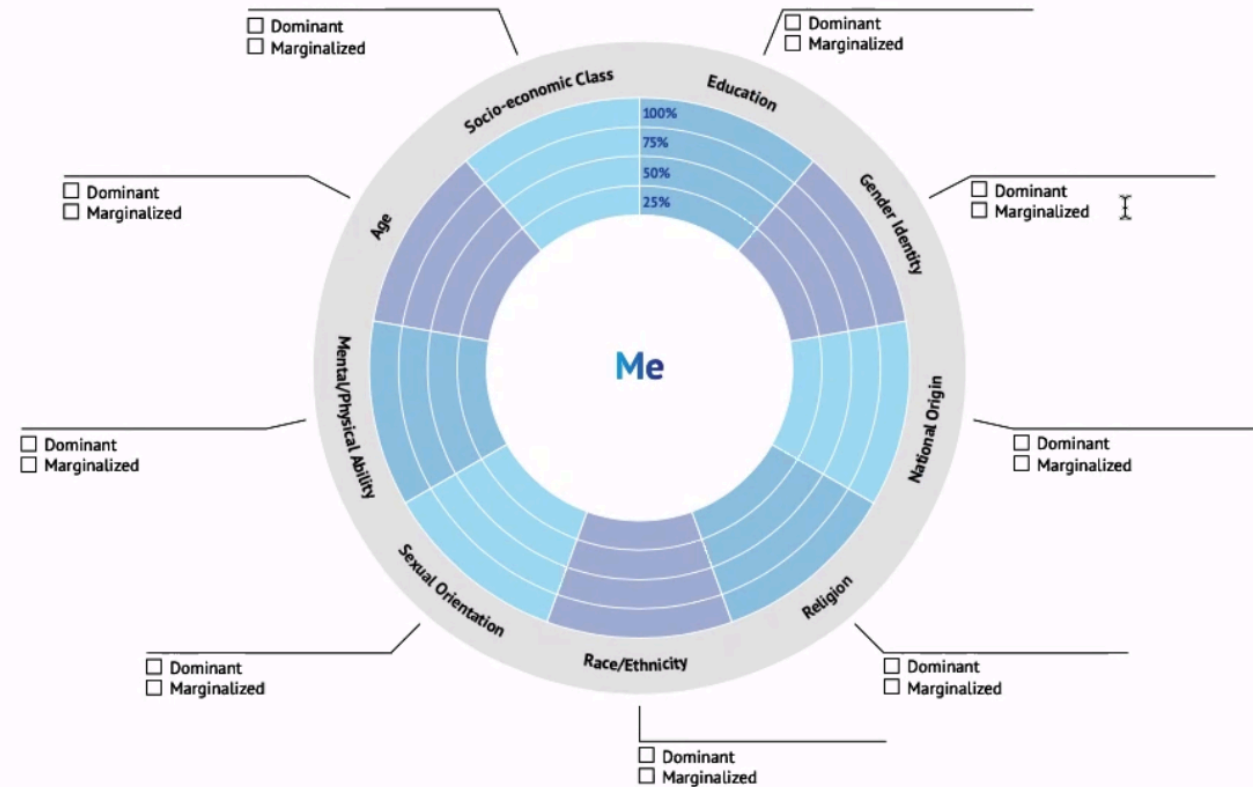
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WHAT CAN I DO?



Reflect on your own identity and privilege.

Group Identity Wheel



Developed by Mayes & Pinnock Fitts 2019 for "Fifth Domain Coaching." All rights reserved.

WHAT IS YOUR POSITIONALITY?

Visible Organizational Markers

- What is my role within the organization?
- Where do I sit in the organizational hierarchy?
- What is my sphere of influence?
- Who is impacted by my position/role?
- How am I impacted by others' decisions?

Individual Markers (Not always visible)

- Gender
- Race
- Ethnicity
- Class
- Age
- Culture
- Religion
- Sexuality
- Ableness



INSTITUTION



COMMUNITY



CLINICAL



EDUCATION



RESEARCH



FACULTY



STAFF



STUDENTS



TRAINEES



PATIENTS

WHERE TO START?

1. Reflect on your own identity, privilege, and positionality?
2. Commit to be part of equity, diversity, inclusion, and justice (DEIJ) efforts.
3. Engage in equity-based professional development.



ISTOCK/BENJAMINEC

COMMUNITY

1. Learn the history of the land and communities where your school of medicine is located.
2. Speak up against injustice and discrimination!
3. Engage with community members and service organizations.
4. Suggest diverse patients, families, and communities be included in committees.
5. Advocate for an institutional quality strategy that commits to addressing health and healthcare disparities.
6. Role model patient advocacy.

COMMUNITY

1. Show up at public events such as rallies, lectures, town-halls, etc.
2. Pour into economic improvement by adhering to supplier diversity.
3. Stay up to date with geopolitical, and local events that affect your colleagues and learners.



EDUCATION AND DEVELOPMENT

1. Ensure that the medical education curriculum is culturally relevant, competent...*and humbled?*
2. Review representation in regard to the content, speakers and consultants you invite to campus.
3. Learn about student activism and social movements.
4. Engage and share the burden with minoritized/faculty of color.

INSTITUTION

1. **Ask about the staff of color at your institution.**
2. **Ask leaders for transparency.**
3. **Invest in much needed diverse leadership.**
4. **Ask yourself if the representation is adequately diverse, and if the decision is equitable when you are part of decision-making committees.**
5. **Know what EDIJ resources are already available at your institution.**

RESEARCH

1. Practice culturally competent and inclusive research
2. Contribute and perform research that addresses health disparities



Image from: <https://www.ahsnetwork.com/nhs-research-innovation-priorities>

INDIVIDUAL

1. When you make a mistake while trying to promote racial equity, admit it.
2. Consider meaning of words and what they may message depending on context.
3. Do not opt for a path of least resistance in fear of being labeled as a “troublemaker”.
4. Be uncomfortable and vulnerable.
5. Acknowledge that you have biases even if you identify as an “ally”.
6. Take the time to learn names and how to correctly pronounce them.

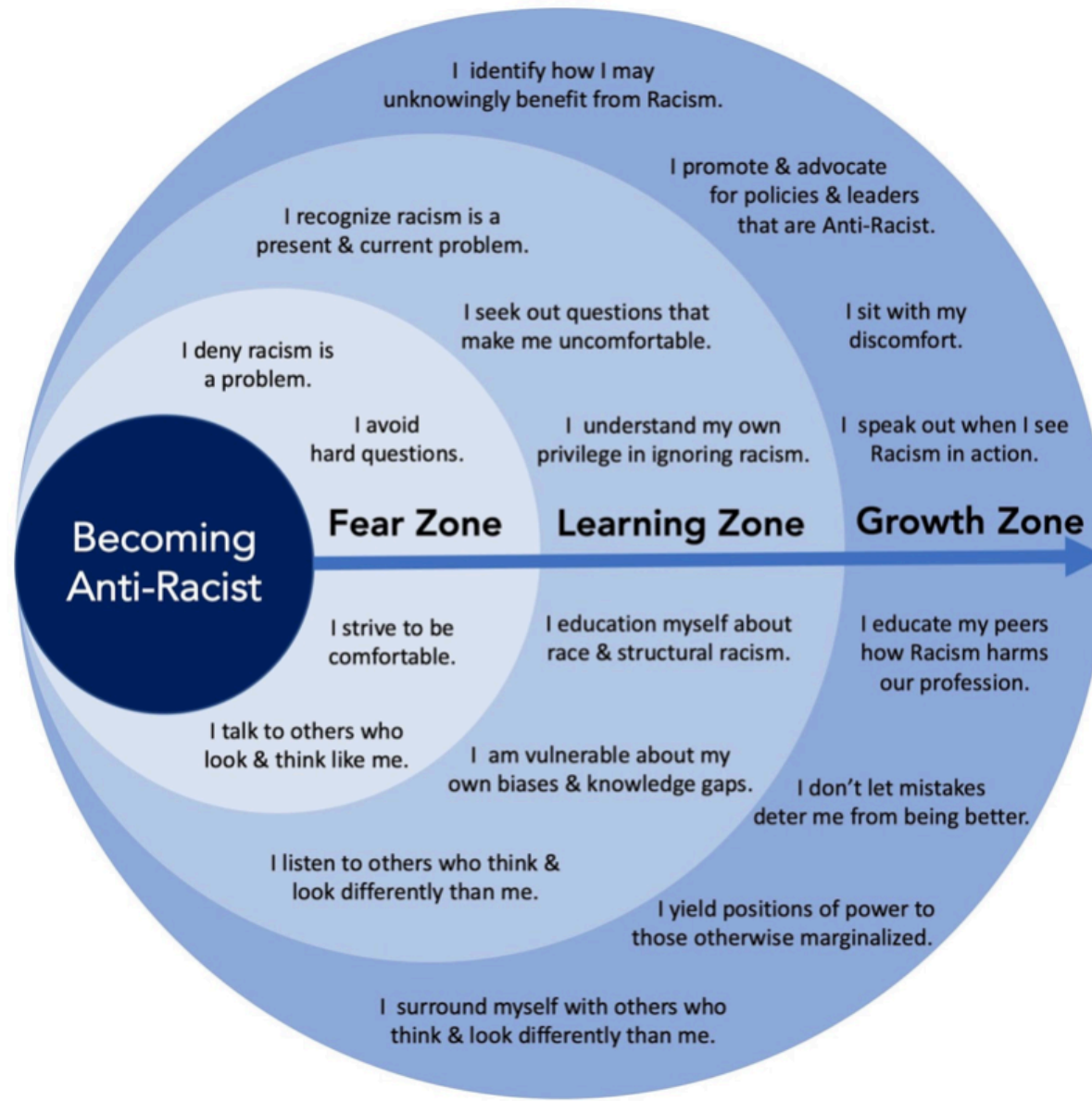
INDIVIDUAL

1. Understand different communication styles and develop skills in communication across cultures.
2. Call for recruitment practices of faculty/staff/leadership and trainees that guarantee a diverse pool of candidate.
3. Engage with students and trainees in ways that are holistic.

PERSONAL CALL TO ACTION



Kirsten Ulve



Andrew M. Ibrahim, MD, MSc
UMichSurgery

PERSONAL CALL TO ACTION

1. Select # items you would like to address.
2. Think about the structural barriers and possibilities.
3. How will you measure your success?
4. How will you celebrate your contribution?

ANTI-RACISM: FIXED TO GROWTH MINDSET

@HOLISTICALLYGRACE

FIXED - COMFORT

"I DON'T KNOW WHERE TO START OR WHAT TO SAY"

"I DON'T WANT TO GET IT WRONG OR GET CALLED OUT"

"IT WON'T MAKE A DIFFERENCE WHAT I DO, NOTHING IS GOING TO CHANGE"

"I DON'T GET INVOLVED IN POLITICS. I DON'T HAVE TIME"

GROWTH - COURAGE

"FIRST I WILL LISTEN/READ/WATCH. I WILL SPEAK AGAINST INJUSTICE"

"I WILL MAKE MISTAKES, NO DOUBT ABOUT IT. I WILL BE GRATEFUL FOR THE LESSON"

"THINGS HAPPEN WHEN I TAKE RISKS AND BECOME PART OF SOMETHING BIGGER"

"THIS IS A HUMAN RIGHTS ISSUE. THIS MATTERS, I WILL MAKE TIME"



Q & A



Image from: <https://www.soappresentations.com/how-to-handle-a-q-a-session/>



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