

To the Feinberg Community,

We would first like to again thank you all for your commitment to change and the need for greater diversity and inclusion at Feinberg. Beginning the summer of 2020, our students and faculty have worked diligently to be agents of change. The Committee on Justice and Equity (CJE) was a collective effort to evaluate our current environment and make recommendations for improvement. We recognize that this was a labor of love and feeling of social responsibility for all who were involved in this process. There were six subcommittees that met throughout the summer and submitted final recommendations that were ultimately compiled and forwarded to Dean Neilson for review. Student representatives met with Dean Neilson March 2021 to discuss the submitted document and recommendations. Fulfilling the commitment to transparency and continued open communication, please find the document that was submitted to Dean Neilson and the responses to the requests either at the AWOME level or at the dean's level. The summary statement attached was a compilation of the six summary reports submitted by each subcommittee. Included in this document is a document identifying the dedicated staff and faculty that are committed to our diversity and inclusion efforts at Feinberg. Additionally, as a reminder, the subcommittees have been incorporated into the structure of various existing Feinberg committees, including the task force on inclusion and bias and are still very much functioning. If there are any additional questions or concerns, please feel free to contact me at k-gates@northwestern.edu.

Sincerely,

Khalilah Gates, MD

Task Force on Inclusion and Bias

Dear Dean Neilson,

In response to the ongoing calls for further work on diversity and inclusion, the students of Feinberg, along with our dedicated faculty, formed the Committee on Justice and Equity (CJE) to evaluate areas we would like to see improved at Feinberg to continue to create and maintain an inclusive environment committed to training future physicians to be just and equitable in life and in practice. CJE consisted of six subcommittees comprised of students and faculty. Please find below a summary of the recommendations from the CJE. Thank you for the opportunity and space for change.

A. Curriculum Subcommittee Recommendations

- a. **Longitudinal Curriculum:** We believe Feinberg graduates should demonstrate competency and acquisition of an essential set of knowledge and skills that will allow them to be effective practitioners who will identify and address health inequities. We propose the addition of a longitudinal, credit-based system of both mandatory and optional components that will supplement the current curriculum and enable opportunities for engagement with community organizations. Expertise and leadership from the Institute for Public Health and Medicine will be critical.

i. Feinberg response

1. A new position was created to serve as the director of Population Health and Equity Education. The director will serve in multiple capacities including interfacing with IPHAM and clinical affiliates
2. ECMH-Community Partnerships being expanded, with addition of several new ECMH opportunities in underserved communities.
3. There will be some health and society electives will be offered during the humanities elective cycles.

- b. **Reform of Current HEA Curriculum:** There are elements in the current Health Equity and Advocacy curriculum that we recommend be evaluated and restructured. We have suggested several evidence-based recommendations for each of the four major elements. Sustaining and expanding access to medical Spanish is also of critical importance.

i. Feinberg response

1. Health equity and advocacy curriculum undergoing revision with further expansion into M3 and M4 year.
2. Students have been invited to participate in the GME sponsored Health Equity Week this April 2021.
3. There has been funding and continued commitment to medical Spanish resources for our students.

- c. **Training Responsible and Anti-Bias Academicians:** Reforms to the current AOSC and MDM curricula are needed to enable students to evaluate and mitigate bias in medical research. We recommend enhancing and supporting health equity research and mentorship through IPHAM and its Centers.

- i. **Feinberg response**

- 1. Education leadership is aligning and consolidating research ethics training. This training will enhance components to address issues in research, bias, and populations not addressed through research questions.
 - 2. IPHAM will provide more research opportunities for our students.

B. Assessment Subcommittee

- a. **Transition grading system to a pass/fail system in core clerkships starting with the Class of 2023:** Documented bias in core clerkship assessment contributes to inequity in clerkship grading and potentially in Match outcomes. We assert that tiered grading of core clerkships undermines the goal of assessment as a tool for learning and should be abolished. Additionally, we believe that pass/fail grading will allow students to feel more comfortable reporting mistreatment, allowing for further improvement of our learning environment.

- i. **Feinberg response**

- 1. A pass/fail system is currently under consideration. There is a task force led by Brigid Dolan which is composed of students and faculty to thoroughly evaluate the impact of adopting a pass/fail system and make recommendations to the Curriculum Committee.

- b. **Tiered grading for advanced clerkships:** We propose that advanced clerkships should continue to utilize a tiered grading system with close monitoring of differences in advanced clerkship grades that are the results of bias against minoritized and marginalized groups of students.

- i. **Feinberg response:** This is being taken into consideration by the task force, pending implementation of a pass/fail recommendation (see above).

- c. **Assessment of the impact of a shift to pass/fail grading:** With the transition to pass/fail grading, recurring and detailed monitoring will be required.

- i. Advanced clerkships should continue to utilize a tiered grading system with close monitoring of racial differences in advanced clerkship grades
 - ii. Match outcomes should be monitored yearly following a change in clerkship grading schemas.
 - iii. Reports of mistreatment should be monitored regularly to evaluate potential trends

- d. **Implementation:** Implementation of the proposed system will require additional funding resources to support curriculum redesign within the Phase 2 curriculum and additional assessment in the Phase 3 curriculum.
 - i. **Feinberg response:** As stated above, the pass/fail system in its entirety is being evaluated and with that will be discussions on implementation which will require additional resources and support.

C. Admissions Subcommittee

- a. **Additional financial assistance for applicants:** Application fees and interview costs can serve as barriers to entry for marginalized populations including URM, first-generation students and students from lower socio-economic backgrounds We recommend increased stipends for travel, internet access (for interviews during COVID-19), and application fee waivers for medical school applicants who self-identify as being from groups historically underrepresented in medicine or who are economically disadvantaged.
 - i. Medical school applicants identified through the AAMC Med-MAR (Medical Minority Applicant Registry) or AAMC FAP (Fee Assistance Program) would be eligible.
 - ii. **Feinberg response**
 1. There are ongoing discussions about possible transition to permanent virtual interviewing.
 2. The admissions committee currently provides fee waivers and will re-evaluate need with potential for increasing the waivers.
 3. ODI currently covers some costs for airfare for second look. This could be expanded with additional funding that is currently being discussed.

D. Faculty and Learning Environment Subcommittee

- a. **Enhancement of URM recruitment:** We propose significant enhancement, recruitment and retention efforts for diverse faculty and trainees at Feinberg including groups identifying as underrepresented in medicine, with a specific goal of doubling the current proportion of UIM faculty. This will necessitate creating metrics to measure progress on this goal to maintain accountability, as well as pursuing cohort-based and/or cluster hiring practices to allow for collaboration and additional support for these faculty and trainees
 - i. **Feinberg response**
 1. Linda Suleiman has been given additional support for Minority Faculty Association (MFA) and serves as the Assistant Dean for Medical Education. She focuses on faculty and GME recruitment and DEI education.
 2. There is a new program administrator position created in ODI to support CQI and coordination efforts in this area.

3. Jonathan Moreira has joined ODI with a focus on recruitment and retention of Latinx students and faculty.
 4. FSM is offering two funded positions through Starzl academy for URM clinical fellows.
 5. A new domain of Community Engagement was added for Clinician Educators to more formally recognize activities in this area for promotion.
- b. **Centralized educational resources:** We recommend development of centralized resources for ongoing faculty and trainee development in racial justice, inclusion and bias, and creating inclusive learning environments. This may require development of an innovative training model and provision of additional incentives to further faculty participation. Additionally, centralized resources should be provided for collaboration with non-Feinberg Northwestern University and Chicago Community expertise on diversity, equity and inclusion.
- i. **Feinberg response**
 1. An Implicit Bias module created with LCW consulting firm is now required of all faculty, trainees, students. This module has been circulated amongst faculty, staff, and trainees as of March 2021.
 2. There is a new Associate Provost for Diversity at NU working with Clyde Yancy to create “train the trainer” model.
 3. Sustained dialogue expanded to staff and college mentors. We are hoping to expand this to teaching faculty as well for the upcoming academic year.
 4. Khalilah Gates is receiving additional ODI support for Faculty Development and is working in collaboration with FAME to expand faculty outreach and education.
- c. **Intentional engagement of URM faculty for education:** We support intentional recruitment of URM faculty to participating in educational activities. For this to be effective, we believe we should provide compensation for resources for Northwestern University and Chicago community experts who can provide content expertise directly to medical students in both the small and large group activities.
- i. **Feinberg response**
 1. Module leaders actively recruiting diverse faculty for teaching.
 2. Sustained dialogue leadership engaged to train college mentors.
- d. **Enhancement of the diversity and availability of CAPS.** In efforts to create a more inclusive mental and emotional wellness experience, we recommend an increase in Black and Indigenous providers and LGBTQ+ providers in the CAPS program who represent the diversity of backgrounds within the medical school. Additionally, we would recommend expansion of the hours at Chicago CAPS such that appointments are available for students on at least three weekday evenings and at least one weekend per week. We recommend consideration of an

increase in the number of providers at Chicago CAPS by at least one full-time therapist and one full-time psychiatrist to meet the needs of the Feinberg community.

i. Feinberg response

1. Hours have been expanded to evenings, as has been announced to the Feinberg community.
2. Dean Neilson is aware that students would like additional staff, including a psychiatrist. Ways and opportunities to enhance CAPS continue to be part of a larger university discussion.

Thank you for your time and consideration of our recommendations. We look forward to working with you as we move forward in our quest for continued diversity, equity, and inclusion at Feinberg.

Sincerely,

The Feinberg Committee on Justice and Equity

Domain	Descriptions
Faculty Development	Khalilah Gates receives support from ODI for faculty development role-will be working with all FSM programs and departments to provide development on implicit bias, microaggressions and other DEI topics
	An implicit Bias module has been developed with LCW consulting firm that will be required of all trainees and faculty at Feinberg. Roll out in February
	Sustained Dialogue leadership will be training all college mentors on creating inclusive environments and how to have difficult conversations
	DEI resources on FAME webpage will be curated and expanded and linked to on ODI website for use by all faculty
	Many departments have created positions for vice chairs of diversity and inclusion or DEI committees
	ODI will hold annual meeting with departmental DEI leadership to share best practices in development and recruitment
	Small group guides on creating an inclusive educational environment have been disseminated to all small group faculty
	All faculty completing any assessment must attest to having reviewed assessment specific bias module
	Sustained dialog has been expanded to Feinberg staff
	All faculty, residents and fellows must use the bias checklist found on the ODI website for any presentations, conferences etc.
	Bias reporting and follow-up has been added to agendas of all Phase and Clerkship Directors meetings
Resident/Fellow Development	Implicit bias module as above
	Annual health disparities week for GME (students invited) will be held this April
	All residents who are filling out any assessment must attest to having reviewed assessment specific bias module
Student learning Environment	Bias reporting expanded to PT, PA, NUPOC and Grad school
	monthly summary of bias reports is sent to all students
	Module leaders will be reporting on adjustments made in response to bias reports during each plenary session
	Bystander training is provided for all M1s, M2s and M3s
	AWOME meeting quarterly with all affinity groups
	Pronouns added to faculty database
	Coordinators actively planning small group and clerkship placements to insure support for UiM students and opportunities for interaction with UiM faculty

	Mistreatment reporting on evaluations modified with student input- annual presentation by Bob Brannigan on actions taken in response to reports to "close the loop"
	Jonathan Moreira receiving support from ODI to work with LMSA
	New support group for first generation medical students started
Curriculum	Phase 1 HEA curriculum revised for AY20-21
	Expansion of HEA curriculum into phases 2 and 3
	Funding and resources secured for enhanced health and society leadership and community/ECMH partnerships
	IPHAM and AWOME working together to ensure community participation to ensure they reflect benefit for community residents, organizations, and neighborhoods.
	Review of all sessions in all Phase 1 modules using Bias checklist
	Active recruitment of more diverse faculty for teaching in all modules; New Repro GU module director Nelson Bennett recruited
	Student attendance at HEA curricular offerings now required
	Research ethics curriculum revised to include equity and inclusion
	MDM altered EBM article review checklist altered to include equity issues
	Students invited to participate in health disparities week put on by GME
	Development of new safe-space module
	FSM is asking each department to identify all race based algorithms and asking for concrete justification of their applicability based on broadly accepted evidence or consensus nationally
Faculty Recruitment/retention	Minority Faculty Association (MFA) under leadership of Linda Suleiman will get more support from new program director being hired in ODI
	MFA held mentoring workshop for promotion for UIM faculty in February 2021
	Jonathan Moreira receiving support from ODI to work on recruitment for Latinx faculty
	FSM will offer two annually funded positions through the Starzl Academy to support URM clinical fellows for three years beyond ACGME training in order to immerse themselves in a well-funded research program to develop skills and sufficient data to successfully compete for a K-award followed by appointment to the investigator track at the school of medicine.
	ODI will hold annual meeting with departmental DEI leadership to share best practices in recruitment and retention
	New domain of "community engagement" added to faculty promotion track

Student and resident recruitment	Establishment of Student Admissions Subcommittee on Justice and Equity to support ongoing admissions recruitment
	Developed training for all UME and GME interviewers: Unconscious Bias: Awareness, Impact and Strategies in Higher Medical Education Recruitment
	Utilized a standardized interview question on health equity developed in partners with CJE Subcommittee (Cycle 2021)
	Direct Recruitment with HBCUs and institutions supplying high number of URM to medical school - hosted webinars 2020, plan annually
	Direct outreach to URM and LGBTQ+ interviewed and accepted students in partnership with ODI/affinity groups/DHW
	Annual Second Look symposium Advancing Diversity in Medicine (started 2020)
	Annual Implicit Bias training for executive committee on admissions
	Active participation in SNMA, LMSA regional and national meetings
	Programming in partnership with NU Pre-Health Advising and MAPS chapter - fireside chats, webinars
	Funding secured for additional program director to support some of the above initiatives
ODI-general	Diversity operations meeting expanded
	ODI virtual Town Halls and Open Houses