



Diversity, **R**epresentation and
Inclusion for **V**alue in **E**ducation

ANNUAL REPORT

July 1, 2024 - June 30, 2025

TAN CHINGFEN GRADUATE SCHOOL OF NURSING
MORNINGSIDE GRADUATE SCHOOL OF BIOMEDICAL SCIENCES
T.H. CHAN SCHOOL OF MEDICINE
UMASS CHAN MEDICAL SCHOOL

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Welcome to the DRIVE Annual Report,

We invite you to learn about our progress over the last year and join with us as we work across our community to mitigate the impact of bias in our curricula and learning environments, and make space for conversations and growth. We hope to see you at a monthly meeting or discussion café (please see our website or reach out to DRIVE@UMassMed.edu for details and questions).

You are critical to our curricula and learning environment! As you review these pages and the resources on our continually evolving website umassmed.edu/drive we invite you to reflect on what you see, consider how you or your colleagues can contribute to DRIVE, and how we can continue to improve our support of faculty, staff and learners. We welcome your comments, feedback and participation — please share your ideas with us through our weblinks or by emailing DRIVE@UMassMed.edu.

Warmly,
The DRIVE Core Team

The DRIVE Core Team

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Priorities identified for AY 2024-2025

Resources to support educators and learners

Priority 2025	Status and plans
Create and share at least 2 new 'system practice guides'	Giving Actionable Feedback and Countering Implicit Bias ; added review of Systems Practice Guides to elective student responsibilities for '25-'26.
Draft and pilot 'inclusive bedside-bedside' workshop	Paused while clarifying federal guidelines and due to resource limitation.
Implement citation and eScholarship model to promote resource utilization	Updates to DRIVE homepage and added to student projects responsibilities for '25-'26 under resources .
Update DRIVE website and consider adding RSS feed and student project links	Website updated and student project links added for T.H. Chan SOM with ongoing outreach to other schools; determined not to add RSS; https://www.umassmed.edu/DRIVE/resources/student-projects/
Better integrate library guides into workshops and communication	Included in workshop slide and librarian with core team role for ongoing collaboration
Explore creating virtual bookshelf and related physical library resources	Collaborated on a tent card library initiative; decided not to pursue updated virtual bookshelf due to resource limitations.
Collect and share presentations and outputs related to DRIVE from UMass Chan community	Website updated with T.H. Chan SOM elective student projects on password protected SharePoint site; expansion goals.

Institutional *Engagement*

Priority 2025	Status and plans
Collaborate with faculty to increase use of DRIVE resources in Tan Chingfen GSN and Morningside GSBS	Ongoing outreach from core team representatives in those schools.
Develop models for electives, projects and monthly committee participation across 3 schools, GME and post-docs	Discussion at committee meetings and web ready to receive content.
Work with committee to increase engagement on DRIVE efforts	Specific connection with CEOD and DIO representatives.
Collaborate with the DIO to implement new strategic goals and a restorative justice model	DIO participation in monthly meetings, ready to support new modeling in the future.
Discuss DRIVE-related articles at least quarterly in interprofessional café	Change in café format, plan to launch September 2025.
Review consultation process	Completed and on website: https://www.umassmed.edu/DRIVE/resources/drive-consultation/

Impact

Priority 2025	Status and plans
Assess how the new café timing and structure impacts collaboration	Discussions during summer 2025 for fall implementation.
Track and report faculty workshop participation	Goal changed due to federal guidelines, now working with faculty teams and schools on request without centralized tracking.
Confirm DRIVE-related course evaluation questions across schools and begin data analysis	Paused due to staffing change, will return to process in 2025-2026 year if remains a priority.
Consider expanding commendation model to all schools	Effort moving forward as commendations received.
Create consistent models for collecting and sharing usage and impact data	Paused due to staffing changes, recommence in 2025-2026 if remains a priority.
Categorize faculty responses to feedback and share on the DRIVE website	https://www.umassmed.edu/DRIVE/home/our-impact/

Highlights from the Year**Workshops and Presentations**

- Tri-school orientation for Morningside GSBS, Tan Chingfen GSN, and T.H. Chan School of Medicine students
- Core skills, inclusive small groups and/or responding to microaggressions workshops for defined faculty groups including T.H. Chan School of Medicine Early Clinical Learning faculty, multiple curriculum committees, T.H. Chan School of Medicine peer mentors, UMass Chan's new faculty orientation, HEALL (UMass Chan Health Education Academy for Leadership and Learning) fellows, Tan Chingfen GSN faculty, Morningside GSBS faculty,
- New structured workshop for interprofessional Teachers of Tomorrow (TOT) attendees; Microaggressions

Systems Practice Guides

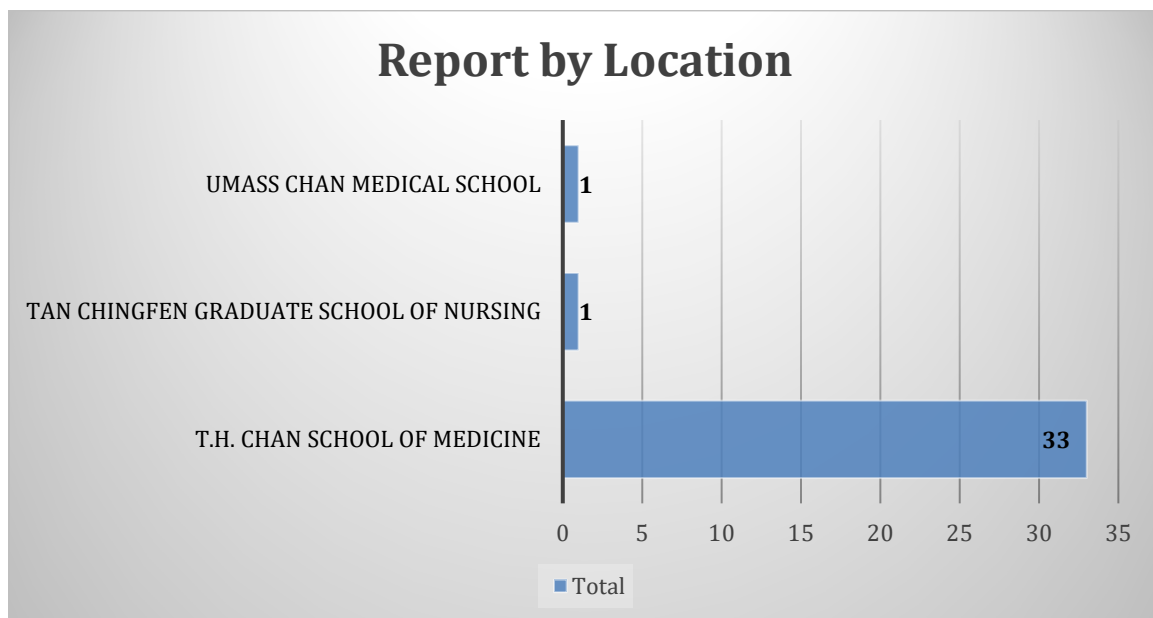
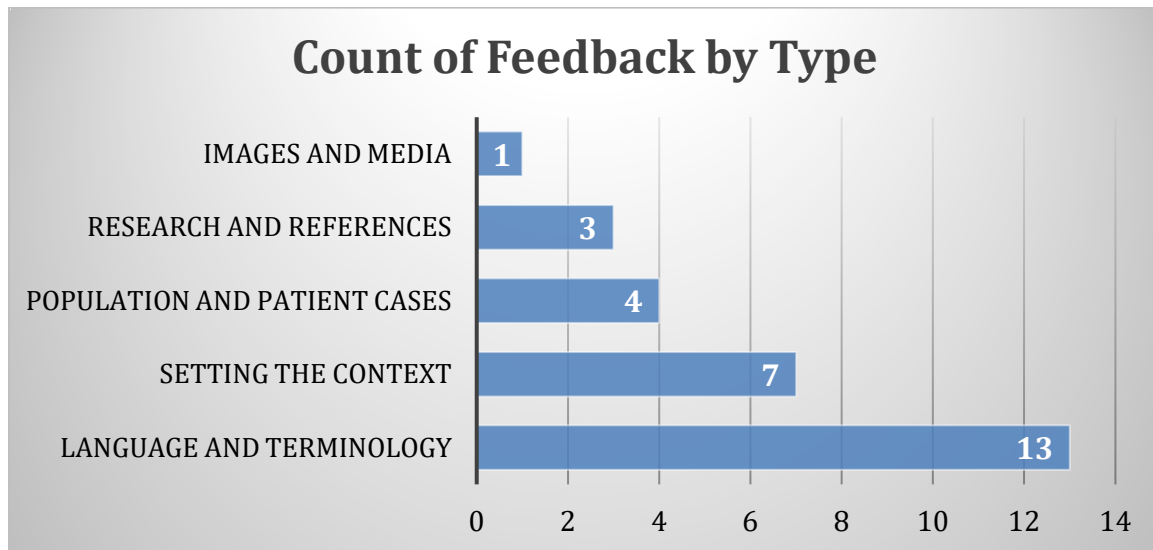
Our [Systems Practice Guides](#) are one-page resources designed to give tips for effective teaching in a welcoming and engaging learning environment. Each was created in response to needs identified during DRIVE Café, student electives or other discussions. Systems Practice Guides are available on the DRIVE website to facilitate use across the institution.

[Boundary Statements](#)
[Content Disclosure](#)
[Countering Implicit Bias](#)

[How to give Actionable Feedback](#)
[Video Conference Camera Use](#)

Feedback

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, but submitters are encouraged to share contact information for clarification and to facilitate follow-up regarding impact. Feedback is categorized based on the 6-curriculum appraisal tool sections and reported on the DRIVE website



How Faculty Use Feedback

Faculty demonstrated a range of responsive actions following learner feedback, reflecting commitment to inclusive, learner-centered education. Their responses can be grouped into several key themes:

1. Acknowledgment and Apology

- Faculty directly acknowledged the impact of their language or content on learners.
- Some issued apologies to individuals or the broader learning community, signaling accountability and openness to growth.

2. Concrete Revisions to Teaching Materials

- Many faculty reported making specific changes to their materials, including:
 - Updating language to be more inclusive.
 - Replacing or modifying images and media.
 - Adjusting terminology (e.g., anatomical references) to better reflect diverse identities and experiences.

3. Engagement and Clarification

- Several faculty sought clarification from learners or colleagues, using the feedback as a springboard for dialogue.
- These conversations helped build community and fostered shared understanding and skill development.

4. Institutional Alignment and Resource Use

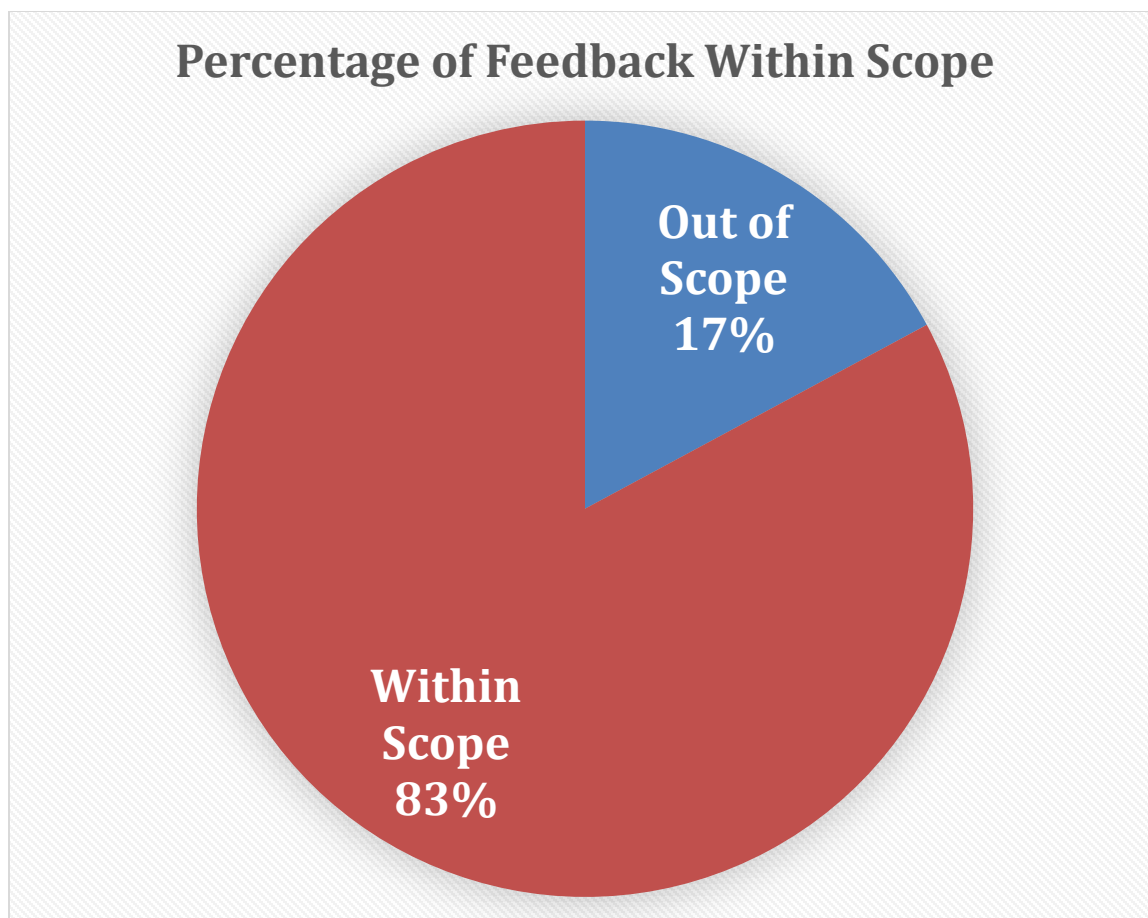
- Faculty referenced institutional resources like the DRIVE Library Guide and annual training requirements.
- Some noted that all educators had been alerted through curriculum committees, indicating systemic dissemination of feedback.

5. Barriers and Reflections

- A few faculty expressed willingness to change but cited institutional or curricular constraints.
- Others reflected on the scope of their sessions and the need for clearer expectations or curriculum alignment.

6. Forward-Looking Actions

- Plans were made to:
 - Discuss feedback with guest speakers.
 - Incorporate local perspectives (e.g., refugee health session revisions).
 - Provide additional self-learning materials for students.



DRIVE works with the Office of Student Life, Title IX, and other offices to share feedback that falls outside its scope or is relevant to their work.

TH Chan SOM DRIVE Advanced Studies Elective

Working with the DRIVE faculty, students complete a one-month elective reviewing, revising and improving existing materials and creating new resources. We are exceedingly proud of the work our elective students have prepared over the past academic year. These projects are accessible via SharePoint site *Requires UMass Chan credentials to view.

Author	Title
Annie Geiger	Improving Representation of Skin of Color in the Pre-Clinical Dermatology Curriculum
Odel Zadeh	Tips on Inclusive Language for Persons with a Disability - Adapted from the Americans with Disabilities Act
Emily Caggiano	Ageism: Combination of Prejudice, Stereotypes, and Discrimination against People Based on their Age
Natalie Sorial	Student Perspectives on Opportunities to Reduce STEP-I Failure Rates at UMass Medical School {no link – confidential internal report}

Author	Title
Sheerin Zarinafsar	<u>Improving the DRIVE Feedback Mechanism</u>
Angela Ling	<u>Clinical Guide for BIPOC Mental Health</u>
Kurren Parida	<u>Depression in Medicine: Healing the Youngest Healers</u>
Meti Debela	<u>Recognizing and Addressing Microaggressions in the Clinical Setting</u>
Danielle Li	<u>The Impact of Stigma on Individuals with Borderline Personality Disorder in the Clinical Setting: Current Challenges and Pathways to Better Care</u>
Jennifer Marino	<u>The Language of Addiction: A Clinical Conversation and Terminology Guide</u>
Jennifer LaPalme	• <u>The Care of Trans and Gender Diverse Patients</u> • <u>Taking an Inclusive Sexual History</u> • <u>Gender Affirming Care in Trans and Gender Diverse Children and Adolescents</u>
Abhinaya Gunasekar	<u>Understanding Refugees: Statistics and Cultural Humility</u>
Sarah Danforth	<u>Talking about Weight: A Clinical Conversation Guide</u>
Daniel Ugochukwu	<u>Language in the Electronic Medical Record</u>
Omar Taweh	<u>Middle Eastern, Muslim, and Arab: A Language and Concept Guide</u>
Noah Kelleher	<u>A Guide for Medical Providers who Speak Additional Languages</u>

Priorities for AY 25-26

DRIVE continues to assess and align our mission and values with those of UMass Chan. For the coming AY 25-26 we have defined the following Resources, Engagement and Impact priorities. Broadly our focus is on QI and reach, rather than creation of new resources:

- Collaboration and allyship with student and affinity groups
- Formalizing student electives that meet requirements of Tan Chingfen GSN and Morningside GSBS
- Sharing relevant data and increasing clarity and support regarding feedback
- Implementation and evaluation of revised Café model
- Resource review and improvement, including workshops for audiences by request

Resources to support educators and learners

Priority 2025
Implementing new process for review, revision and maintenance of resources
Promoting valuable resource use
Formalizing follow up to new faculty orientation
Exploring opportunities to embed resources with new Canvas learning management system framework
Encouraging eScholarship submission/increasing impact via citing DRIVE materials
Sharing student projects and presentations on internal SharePoint site

Institutional **Engagement**

Priority 2025
Collaborating and aligning with other campus organizations to identify value-supported opportunities
Partnering with branch campus and pathways
Developing 3-school opportunities for learners and educators
Integrating relevant article discussion at cafes

Impact

Priority 2025
Formally assessing new Café structure in winter
Analyzing DRIVE-specific quantitative course evaluation data
Reviewing related comments on other student evaluations

We welcome you to share ideas for other resources or priorities that would be valuable to you at a committee meeting, DRIVE Cafe or through DRIVE@umassmed.edu.