

Equity Agenda Guideline: A Roadmap for Infusing Equity and Social Justice into Health Professions Education

This resource is designed to be used with the web-based resource www.equitymidwifery.org. Each section refers to one or more webpages that contain relevant information, resource lists, and illuminating quotations from qualitative research. See also [Related Publication in the Journal of Midwifery and Women's Health](#)

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| <p>A. Faculty, Staff and Preceptor Development and Retention</p> <ol style="list-style-type: none"> 1. Training for all faculty, staff & preceptors <ol style="list-style-type: none"> a. A short course or single workshop is not able to provide enough depth or breadth b. Explores power, privilege, implicit bias, stereotype threat, equity and social justice pedagogies, microaggressions, racism, intersectionality* c. Requirement for in-depth training d. Regular continuing education opportunities after the completion of a more detailed training 2. Strategic planning related to faculty, staff and preceptors regarding equity <ol style="list-style-type: none"> a. Climate and retention analysis and planning (related to faculty & staff) b. See also recruitment (section G) c. Promoting representation in leadership 3. Tenure and promotion considerations include equity assessment | <p>B. Curriculum and Learning</p> <ol style="list-style-type: none"> 1. Required course early in program <ol style="list-style-type: none"> a. Encourages the development of critical consciousness so students can understand their role in issues of social power and dominant social norms b. Explores power, privilege, implicit bias, microaggressions, racism, intersectionality, clinical work in a cross-racial context c. Short courses are not able to provide enough depth or breadth d. Electives do not allow everyone to experience the same opportunities for learning; the course should be mandatory for all students, faculty, and staff from the dominant racial/ethnic group (e.g., in the US, this usually means white people) e. Consider a parallel course or breakout sessions for students of color or those from under-represented groups who likely have the need for their own course content (possibly including healing resources and focusing on strengths) and sharing spaces, and who may be at risk for microaggression stress during discussions of race with dominant-culture participants f. Consider the value of cross-racial team teaching 2. Second required course <ol style="list-style-type: none"> a. Following the development of critical consciousness, students can be more effective in cultural humility or creating a culturally safe practice b. Examines health care disparities, health equity, social determinants of health, structural competency 3. Issues related to equity, anti-racism, intersectionality and cross-cultural interactions woven throughout the entire program curriculum <ol style="list-style-type: none"> a. Every course and syllabi updated and regularly evaluated <ol style="list-style-type: none"> i. Equity impact analysis b. Complete curriculum evaluation to incorporate <ol style="list-style-type: none"> i. Race-conscious curricula ii. Intersectionality iii. Equity pedagogy iv. Acknowledging and combating implicit bias v. Acknowledging and combating institutionalized racism vi. Structural competency vii. Requirements and best practices related to equity and cultural humility/sensitivity from accreditation and certification bodies <ol style="list-style-type: none"> 1. See related ICM competencies 4. Commitment to preparing students well in the first year to facilitate a safer, more affirming and welcoming climate |
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| <p>C. Climate and Belonging</p> <ol style="list-style-type: none"> 1. Equity/social justice-themed student organizations and/or access to others at other educational programs 2. Forum(s) held on equity-related topics 3. Support groups and/or access to those at other educational programs <ol style="list-style-type: none"> a. See peer support 4. See also retention (section D) regarding creating safer and more culturally engaging, affirming and welcoming learning environments 5. Climate assessment | <p>D. Retention of Underrepresented Students & those of Color</p> <ol style="list-style-type: none"> 1. Scholarships and Financial Aid <ol style="list-style-type: none"> a. Race-conscious b. Need-based c. First generation students d. Funding beyond just tuition 2. Safer and more culturally engaging, affirming and welcoming learning environments <ol style="list-style-type: none"> a. See climate & belonging (section C) b. See also curriculum & learning (B) c. See also faculty & staff training (A) d. See also policies & statements (E) e. See representation in leadership f. See also cross-racial teams g. See also healing resources and focusing on strengths 3. Mechanism for faculty/student conflict resolution <ol style="list-style-type: none"> a. Consider who prevails as power imbalance exists 4. Comprehensive Mentorship Program <ol style="list-style-type: none"> a. Paid mentors b. Recognition of unpaid mentorship work 5. Access to a diverse learning support community <ol style="list-style-type: none"> a. All expenses paid gathering times with students from other programs important for isolated students b. Facilitating peer support opportunities 6. Academic support as needed and strengths-based approaches to learning and advising | <p>E. Policies, Statements, Reports, Reviews and Planning</p> <ol style="list-style-type: none"> 1. Mission/Vision Statement(s) - consider the role for equity and/or social justice in guiding documents <ol style="list-style-type: none"> a. Goals b. Commitments 2. Dedicated Equity Plan 3. Equity incorporated into broader Strategic Plan if exists 4. Formal reporting on equity 5. Use of Equity scorecard and/or Equity Impact Analyses 6. 5 year administration review incorporates equity assessment |
| <p>F. Infrastructure, System Strengthening and Capacity Building</p> <ol style="list-style-type: none"> 1. Equity Committee <ol style="list-style-type: none"> a. May also include Social Justice focus 2. Equity Change Team 3. Climate analysis <ol style="list-style-type: none"> a. Ex: Culturally Engaging Campus Environment (CECE) assessment 4. Ombudsperson 5. Incentive grants related to equity promotion and/or learning 6. Equity leadership awards 7. Scholarships and Financial Aid - see also retention (section D) and recruitment (G) 8. Mentorship program(s) - see also retention (section D) 9. Capital campaigns include equity goals and consider the need for counter spaces | <p>G. Recruitment of Underrepresented Groups</p> <ol style="list-style-type: none"> 1. Faculty of color and other underrepresented groups 2. Students of color and from other underrepresented marginalized groups 3. Scholarship Opportunities & Financial Aid 4. Strategic recruitment considerations, planning and evaluation <ol style="list-style-type: none"> a. Dedicated faculty and staff recruitment specialist focused on equity b. Future faculty recruitment database c. Required equity training for student and faculty search committee members d. Strategic funding earmarked for hiring underrepresented faculty and staff | <p>H. Evaluation</p> <ol style="list-style-type: none"> 1. Conduct process evaluations to assess efforts towards equity <ol style="list-style-type: none"> a. Outcomes evaluation <ol style="list-style-type: none"> i. Assess progress toward improving equity for students ii. Assess progress toward improving equity for faculty and staff iii. Assess progress toward improving racial climate <ul style="list-style-type: none"> o Assess progress toward improving the cultural humility and sensitivity of students |