Writing a Personal EDIIA Statement

References and useful frameworks:

Sylvester, C.-Y., Sánchez-Parkinson, L., Yettaw, M., & Chavous, T. (2019). The Promise of Diversity Statements: Insights and a Framework Developed from Faculty Applications. Currents, 1(1), 151-170; https://quod.lib.umich.edu/cgi/p/pod/dod-idx/promise-of-diversity-statements-insights-and-a-framework.pdf?c=currents;idno=17387731.0001.112;format=pdf

Beck, S. L. (2018). Developing and writing a diversity statement. Vanderbilt University Center for Teaching. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/developing-and-writing-adiversity-statement/

An EDIIA statement describes your commitment to and achievements in advancing EDIIA goals. Statements may include areas of leadership, strategies to engage learners and faculty or to increase access, retention and support success of underrepresented in higher education, strategies to creating a research environment and in carrying out research to best address needs in relation to specific communities and populations and advocacy activities aiming to address EDIIA with and in our communities.

Examples may be related to contributions through the scholarly understanding of barriers, racial/ethnic minorities, women, learners with disabilities, and other members of equity-deserving groups in higher education, as may be evidenced by life experiences and educational background.

Other Examples:

- ability to identify and address barriers facing specific equity-deserving groups in fields where they are underrepresented.

- participation in educational programs to support underrepresented learners or faculty.

- commitment to allyship through learning about structural inequities through participation in professional development programs/ institutional EDIIA initiatives

- leadership or initiatives to advance equitable access to higher education for equity-deserving groups.

- engagement with underserved populations and any experience you bring to the scholarship, teaching, and learning mission of the university (e.g. departmental or institutional committees or task force groups).

- local or national service related to EDIIA through professional societies and organizations, scholarship, practice, or policy efforts to advance EDIIA or social justice for underrepresented or equity-deserving groups (university, community, national, levels).
- community engagement/outreach activities relevant to advancing EDIIA, such as volunteer activities or advising.
- pedagogy to address and respond to learning needs of learners to address EDIIA or needs of patient populations from diverse backgrounds.
- development of curricula, professional development activities to address implicit bias.
- strategies towards integrating EDIIA into clinical, research and educational settings.
- strategies towards bringing in diverse perspectives into teaching methods and approaches.
- Specific research strategies to address issues such as race, gender, diversity, equity, and inclusion, health disparities.

Considerations for Applicant in Submitting EDIIA Work

☐ Did you provide an EDIIA or vision statement in your dossier? (Did your demonstrate evidence of commitment, own learnings/ experiences and contributions)

☐ Did you describe clear aims/goals for the EDIIA activity (activities)?

☐ Did you describe how you reflected on what scholarly or other outcomes and impacts matter to you? To others in your field? Academic community at large? Your societal or community partners? Other key stakeholders?

☐ Did you clearly describe your role in the activities? If the EDIIA initiative involved a team or group did you provide a clear description of **your** role or contribution?

☐ Did you provide clear descriptions of the activities/ initiative to show evidence of excellence? (e.g., using clear description of processes involved, outcomes, with rationale and examples)

☐ Did you describe your shared values with key stakeholders that were advanced by your scholarly activities? Are you aware of how others benefit from your EDIIA related scholarly activities?

☐ Did you have opportunities to engage with the beneficiaries of your EDIIA related work? If so, did you provide descriptions and any evidence of outcomes? (e.g., emails or letters from community members or leaders demonstrating impact to community, community testimonials)

☐ Did you describe evaluated or reported on outcomes and impacts from the EDIIA activities? (Quantitative and/or qualitative evaluation of activities/ initiatives; observed or measured outcomes relative to the EDIIA initiative).

☐ Have you included *audience-specific*, evidence-based impact narratives that clearly capture who benefited, how they benefited, and the role you played in delivering these benefits?

☐ Was the work disseminated? Were there dissemination strategies applied (communities/ articles peer-reviewed/non-peer-reviewed, rounds, films, policymakers/newsletters, reports, etc.) related to the EDIIA activity/activities?

☐ Did the activities/ initiatives have impacts locally, nationally, internationally? Did you provide evidence to support the impacts?

Equity, Diversity, Indigeneity, Inclusion and Accessibility (EDIIA)

Reviewer Template				
	Absent (Little or no evidence)	**Competent-** (Evidence & activities described represent general expectation of all faculty)	**Excellent** (Strong evidence with examples and clear descriptions/ sustained track record)	**N/A**
Description of EDIIA Initiative(s) **Type**: ☐ Education ☐ Research ☐ Clinical ☐ Health Services ☐ Community Engagement ☐ Innovation ☐ Other (specify):				
Provision of a EDIIA statement related to initiative(s)	☐	☐	☐	☐
Clear aims/goals for EDIIA activity (activities)	☐	☐	☐	☐
Goals were based upon community/population identified needs/strengths. Or description of values-based framework or a rationale?	☐	☐	☐	☐
Clear description of activity/activities, including specific examples of process or outcomes/ product(s) that contribute to academic enterprises	☐	☐	☐	☐
Activities and/or processes were developed with community partners (if applicable)	☐	☐	☐	☐
Role of Applicant in EDIIA Initiative				
Clear description and evidence of the **applicant's role** in the EDIIA initiative(s) Is the candidate the leader of the EDIIA? Or part of a team? Candidate brought the vision or implemented the idea? What steps or tasks were completed by the candidate and were they distinct from other faculty or participants? Evidence of participation in specific activities, or only one or two limited activities (e.g., limited in terms of time, investment, or role).	☐	☐	☐	☐
Impact & Significance of EDIIA initiative(s)				
Evidence of significant impacts or change to community/population/policy/clinical practice/institutional or on learners (Descriptions of activities are brief, vague, nominal, or peripheral (e.g., "I was on a committee on diversity for a year")? versus more detailed, specific descriptions.	☐	☐	☐	☐
Evidence that outcomes have led to improvements, new approaches or better understanding in service/quality of care/processes/policy change/ procedure change, or reorganization (vague descriptions? or more specific examples? clear descriptions of outcomes)	☐	☐	☐	☐
Any evidence of adoption of approach or use of product by others locally? (e.g., other departments/clinical institutions/ communities)	☐	☐	☐	☐
Any evidence of adoption of approach or use of product by others regionally, nationally, or internationally?	☐	☐	☐	☐
Quantitative and qualitative evaluation of program/activities/ initiatives (observed or measured outcomes relative to the EDIIA initiative).	☐	☐	☐	☐
Non-conflicted letters from community members/leaders demonstrating impact to community (e.g. community testimonials)?	☐	☐	☐	☐
Non-conflicted and colleague letters demonstrating impact at institution, community/institution, etc. (National and International; Local; Provincial)?	☐	☐	☐	☐
Evidence of sustained relationships/partnerships with community/organizations/populations (e.g., How will the EDIIA initiative be sustained?)	☐	☐	☐	☐
Dissemination/Knowledge Translation				
Were there dissemination strategies applied (communities/ articles peer-reviewed/non-peer-reviewed, rounds, films, policymakers/newsletters, reports, etc.) related to the EDIIA activity/activities?	☐	☐	☐	☐

Dissemination to the scholarly/trainee/non-scholarly peer/lay community (evidence of dissemination)	☐	☐	☐	☐