

Duke University School of Medicine Appointment, Promotion and Tenure (APT) Framework for Scholarship in Justice, Equity, Diversity, Antiracism and Inclusion (JEDAI)

The Duke University School of Medicine (SOM) embraces scholarship in the domains of Justice, Equity, Diversity, Antiracism, and Inclusion (JEDAI)* as promotable activities. This document describes the types of JEDAI activities we wish to recognize through the promotion process. Consistent with Duke University strategic priorities around equity, diversity, and inclusion, the intent of this guidance is to emphasize the value of work in the JEDAI sphere across the broad context of diversity, inclusive of all individuals and groups marginalized by race, ethnicity, country of origin, sex, gender, gender identity, sexual orientation, body characteristics, (dis)/ability, alt abilities (e.g., neurodiversity), age, social class, education, vocation, and any other quality or characteristic. This guidance is applicable to both the Career Track and the Tenure Track promotion pathways. The [APT Faculty Career Track and Faculty Tenure Track guidelines](#) describe the specifics regarding the quality and impact required for scholarship to support a promotion in rank or a tenure decision. Scholarship in the JEDAI sphere can be demonstrated via traditional academic output (e.g., peer reviewed journal articles, conference presentations, grants, durable educational materials, etc.) as well as non-traditional productivity (e.g., advocacy work, contributions to EDI training and education, team science).

The SOM acknowledges that traditional modalities do not encapsulate the depth and breadth of JEDAI activities needed to shift our culture to being authentically welcoming, inclusive, and equitable, hallmarks of a **Just Culture** that we wish to see in our schools, workplaces, and communities. Also specifically acknowledged is that Black, Indigenous, and People of Color (BIPOC) individuals are frequently and disproportionately burdened by institutions and communities to represent the marginalized in committees, projects, tasks, and initiatives (aka the “Black tax” or “minority tax”). These efforts have rarely “counted” as promotable work.

This guidance is intended as a rubric for both the individual faculty member and Appointment, Promotion, and Tenure (APT) committees to describe and assess scholarship and impact in the JEDAI domains. Given the nuances of work in this sphere, faculty should anticipate describing their JEDAI work in the [Intellectual Development Statement](#) in order to tell the story and capture the arc of JEDAI scholarship. Faculty should use explicit examples of how efforts were inclusive of marginalized groups by considering outreach, timing, and structure of events, deliberateness in targeting specific groups of people¹, and dissemination of results beyond their Division, Department, and the SOM to regional and national audiences. In the Intellectual Development Statement, faculty should address the questions², How have you contributed to the generation of knowledge?; How have you contributed to the development of individuals?; How have you contributed to and shaped the culture of your community?; How have you contributed to the wider research community?; and How have you contributed to broader society?

*Justice, Equity, Diversity, Antiracism, and Inclusion (JEDAI): Justice is the guiding principle and rationale for equity, with diversity and inclusion being strategies (amongst others) to increase equity and justice. Antiracism names the specific sphere of work addressing the egregious and problematic inequity of systemic racism. *Words are important*, with the name of this sphere of work projecting the **Aim** and ultimate goal, a **Just Culture**. It invites inclusive consideration of tactics, strategies, projects, efforts, and output in this area to be recognizable, measurable, and promotable activities in their impact to bend the arc of history towards justice. The recommendations herein aim to embed JEDAI principles into the APT process. Of note, the JEDAI concept of justice is differentiated from and not being equated with our legal justice system.

School of Medicine Values	Duke University Health System Values
<ul style="list-style-type: none"> • Excellence in education, research, and patient care • Respect for and inclusion of people from all backgrounds • Commitment to service, solving real world problems • Sense of urgency in transforming discoveries into improved human health • Professionalism and integrity in all aspects of performance and effort 	<ul style="list-style-type: none"> • Caring for our patients, their loved ones and each other • Excellence • Safety • Integrity • Diversity • Teamwork

JEDAI Scholarship

Scholarship in the JEDAI sphere can occur across any of the dimensions of research, service / administration / leadership, education, and clinical care. **Examples** of JEDAI scholarship in SOM activities include, but are not limited to:

Research

- Original research (integrative or creative) that documents health disparities and inequities in marginalized groups, identifies causes, or evaluates strategies to reduce disparities and inequities
- Intellectual themes that examine patterns of representation, incorporation, and inclusion
- External funding for research that focuses on justice, equity, diversity, antiracism, and inclusion
- Scholarly publication of manuscripts, publications, data sets, methodological practices, or theories that focus on justice, equity, diversity, antiracism, and inclusion
- Scholarly productivity presented via media (journalism, social, other digital formats) or other creative discourses focusing on justice, equity, diversity, antiracism, and inclusion
- Research regarding the clinical learning environment that focuses on justice, equity, diversity, antiracism, inclusion, and equitable opportunity
- Research in health education that contributes to justice, equity, diversity, antiracism, inclusion, and equitable opportunity
- Scholarly publication of metrics and research methods that more clearly characterize justice, diversity, equity, antiracism, and inclusion
- Dissemination and uptake of research practices and processes that lead to improvements in justice, diversity, equity, antiracism, and inclusion
- Documentation of how measures of justice, equity, diversity, antiracism, and inclusion have changed over time, reflecting impact of work
- Identifying, improving, and augmenting the involvement, participation, and outcomes of marginalized individuals and groups in research through engagement and the reducing of barriers
- Augmenting participation of marginalized patients and communities in relevant research committees
- Research that leads to changes in policy at local, state, or federal levels to reduce health disparities and inequities

Service, Administration, Leadership

- Active contribution to department, university, regional, or national committees related to justice, equity, diversity, antiracism, and inclusion
- Leadership and evaluation of initiatives at the department, institutional or national levels that promote justice, equity, diversity, antiracism, and inclusion
- Participation in organizing department, center, or institute campus-wide, statewide, regional, national, or international events that encourage self-reflection and education regarding issues of justice, equity, diversity, antiracism, and inclusion
- Participation in institutional efforts to interview, evaluate, and recruit leaders, faculty, learners, trainees, and staff from BIPOC and other marginalized groups
- Participation in department, SOM, university, regional, or national pathways or outreach activities for learners and trainees from marginalized groups in undergraduate, post-baccalaureate, and graduate programs (including graduate medical education)
- Participation in academic preparation, outreach, tutoring, pathway, mentoring, and other programs designed to remove barriers facing marginalized groups in medicine
- Demonstrated leadership in strengthening ties with Hispanic-serving institutions and historically Black colleges and universities (HBCUs) in the US to facilitate research and enhance the recruitment and retention of BIPOC learners, trainees, faculty, and staff
- Participation in initiatives of professional associations focused on justice, equity, diversity, antiracism, and inclusion resulting in durable, tangible work products
- Service on, or joint initiatives with, city, state, federal, or international government and non-government organizations with an emphasis on justice, equity, diversity, antiracism, and inclusion
- Service on local, statewide, or national committees focused on advocacy in the domains of justice, equity, diversity, antiracism, and inclusion
- Establishing effective collaboration with grass-roots organizations that focus on justice, equity, diversity, antiracism, and inclusion

Education

- Developing and evaluating courses or curricular materials that focus on themes of justice, equity, diversity, antiracism, and inclusion, particularly in the context of health and healthcare – for example:
 - Recognizing bias, to improve participant skills in mitigating bias
 - Informing about microaggressions (interactions or behaviors that communicate bias toward a marginalized individual or group), to improve participant skills in bystander intervention
 - Educating about the institutional and contextual history of systemic racism in the United States, Durham, and Duke
- Systematically reviewing, revising, and enhancing existing courses or curricular materials to embed principles of justice, equity, diversity, antiracism, and inclusion
- Mentoring or sponsorship of learners and trainees from BIPOC and other marginalized groups, targeting development of independent productivity
- Developing and evaluating programs, curricula, and strategies to enhance participation and engagement of learners and trainees from BIPOC and other marginalized groups
- Developing, implementing, leading, and evaluating programs to increase and foster a diverse pipeline of potential learners from BIPOC and other marginalized groups (e.g., grade school through undergraduate students)
- Leadership and development of faculty workshops to promote justice, equity, diversity, antiracism, and inclusion in the classroom, labs, workplaces, and clinical learning environment

- Leadership and development in the evaluation of teaching and learning activities (scholarship of education), including workshops, research projects, and conferences at the intersection of curriculum development and justice, equity, diversity, antiracism, and inclusion
- Leading faculty initiatives to enable and empower faculty to improve faculty teaching and assessment skills to promote justice, equity, diversity, antiracism, and inclusion
- Leading quality improvement initiatives to address antiracism and promote justice, equity, diversity, and inclusion to measurably improve the learning environment within SOM programs
- Leadership in state, regional, national, and international educational organizations (e.g., accreditation entities, professional associations)
- Developing recruitment and selection strategies that address justice, mitigate bias, improve inclusion, and measurably increase the number of BIPOC learners, faculty, staff, and leaders within the SOM
- Developing, implementing, and evaluating assessment tools that address justice, mitigate bias, and more inclusively reflect performance of learners, faculty, staff, and leaders

Clinical

- Working with marginalized individuals and groups to produce demonstrable improvement in outcomes and reduction in inequities
- Participation or leadership in addressing health equity in patient care, including QI work, development of protocols, registries, and metrics, and authoring of clinical practice guidelines that specifically address health equity in the clinical domain
- Application of quality improvement methodologies or implementation science that results in goal setting, interventions, and measurable improvements in justice, equity, diversity, antiracism, and inclusion for learners, faculty, staff, patients, and community
- Review of clinical tools such as guidelines and clinical algorithms that identifies bias and improves aspects reflective of justice, equity, diversity, antiracism, and inclusion
- Improving accessibility and relevance of electronic health record information to marginalized individuals and groups to enhance communication and understanding through optimization of language, reduction of physical and non-physical barriers
- Augmenting patient and community participation in relevant clinical committees
- Identifying marginalized individuals and groups currently “left out” of Duke’s clinical initiatives and working to improve their involvement, participation, clinical care, and outcomes

Impact of JEDAI Scholarship

Tangible output of JEDAI scholarship should be documented, especially publications, durable work products and other artifacts of JEDAI work. Examples of scholarly effort related to JEDAI work can include, but are not limited to, the examples below. APT committees are tasked with evaluating the **impact** of scholarship, a task which can be challenging to attribute to JEDAI activities. Traditional metrics used to judge impact (publications, presentations, citation impact metrics, etc.) are unlikely to sufficiently document the totality of effort in the JEDAI sphere.³ Evaluations, recognition (e.g., interviews, media / press), awards (program, division, department, institution, local, regional, national, international), non-traditional bibliometrics (altmetrics), acknowledgement of uptake of JEDAI scholarship at other schools, clinical impact, and results of JEDAI work are distinctly useful in the assessment of impact, particularly of non-traditional scholarship. Faculty are strongly encouraged to document all work in the JEDAI sphere, represent the work via the Intellectual Development Statement, and discuss that work periodically with their mentors and at least annually with their Department or Division leadership during their annual review.

The following tables provides examples of JEDAI scholarly effort and suggested approaches for evaluating the impact of those activities.

JEDAI Research	Assessment of Impact
Peer-reviewed journal articles	<p>Similar and consistent with traditional assessments of impact, per SOM and Department APT guidelines and policies</p> <p>Recognition of impact through acknowledgements and awards (program, division, department, institution, regional, national, international)</p> <p>See also: Duke SOM Digital Scholarship Framework Duke SOM Advocacy Scholarship Framework</p>
Non-peer reviewed publications	
Institutional and organizational reports, analyses, and presentations	
Posting of data sets, methodological practices, theories or creative discourses	
Professional association clinical practice guidelines, health policy statements, other consensus statements	
Legislative briefs, advocacy statements	
Grant authoring resulting in external funding	
Media (journalism, social, blogs, websites, other digital platforms)	
Publication of curricula, durable educational materials, recruitment and selection practices, assessments and other tools	

JEDAI Service, Administration, and Leadership	Assessment of Impact
Committee membership or leadership	Description of role and committee accomplishments (describe explicit contributions to efforts, especially those that contributed to change ^{4,5}); results reflecting attributable effects of the work (e.g., community diversity in terms of percentage of faculty, staff, trainees, and learners from marginalized groups)
Strategic planning	Authoring, dissemination, or implementation of strategic plan to increase JEDAI principles ⁶
Recruitment, retention, and promotion of BIPOC faculty, staff, trainees, and learners	Delineation of role and contributions to work to increase recruitment and retention of BIPOC faculty, staff, trainees, and learners, with documentation of specific efforts and results
Developing or leading pathway programs to encourage marginalized individuals to pursue careers in the medical and health professions	Quantity, quality, and reach of programs and influence on learners
Leadership or participation in local, statewide, or federal legislative or other government-oriented initiatives	Delineation of role and contributions to development and authoring of policy and position papers; presentations, media appearances, or other engagements
Establishing community partnerships with marginalized groups	Description of level of communication and engagement by impacted community

	partners, with documentation of evaluations or other recognition of impact of work
Leadership or membership in local, regional, or national initiatives / task forces	Description of responsibilities and accomplishments of the work, with documentation of public and/or scientific dissemination of the work and results
Service as journal editor, associate editor, or assistant editor, or special editions / thematic publications of non-dedicated journals	Delineation of roles and responsibilities, duration of service, impact of involvement

JEDAI Education	Assessment of Impact
Program development, course specification, curriculum development, education of faculty, trainees, and learners, other learning activities	Description of uptake and dissemination, including participant evaluations; accreditation acknowledgement of successful initiatives
Mentoring, counseling, or advising BIPOC faculty, trainees, and learners	Sponsorship of BIPOC faculty, trainees, or learners in grants, projects, programs, policies; engagement with student organizations, with documentation of positive evaluations
Visiting professorships, invited lectures	Reflection on context of meeting / conference, visibility and reach of venue, actions resulting from engagement
Conference / workshop leadership and organization	Delineation of roles and responsibilities, development of derivative impact such as publications, research projects, concepts for new curriculum development, participant evaluations
Leadership of local, regional, national, or international education organizations	Description of positions and responsibilities; roles in the development and execution of initiatives and programs
External funding	External review leading to success in obtaining private or public grant support for meetings, programs, curricula, or courses

JEDAI Clinical	
Leadership or participation in developing and implementing approaches to address health equity in patient care	Results of efforts (e.g., QI projects) to achieve improvements in health equity
Leadership and development of clinical protocols and practice guidelines targeting health equity	Implementation of standardized approaches that address health equity in patient care
Purposefully developing and maintaining a large clinical presence with marginalized individuals as patients with a greater underlying burden of disease or adverse social determinants of health	Patient panel demographics with improved health outcomes

Providing clinical outreach in non-traditional settings	Reach, influence, implementation, and durability of systematic approaches to extended outreach
Developing or leading public health interventions that address inequities and needs of marginalized groups	Articulation of the level of engagement with public health officials; level of participation in implementation, oversight, and evaluation of programs; adoption of public health efforts by public health officials; with description of resulting changes or outcomes

References:

1. DigitalMeasures@OregonState. Inclusive - DEI - Improve Your Reporting. Oregon State University. Accessed May 20, 2021. <https://digitalmeasures.oregonstate.edu/training/inclusive-dei-improve-your-reporting>
2. Hatch A, Curry S. Changing how we evaluate research is difficult, but not impossible. *eLife*. 2020;9:e58654. doi:10.7554/eLife.58654
3. Schimanski LA, Alperin JP. The evaluation of scholarship in academic promotion and tenure processes: Past, present, and future. *F1000Research*. 2018;7. doi:10.12688/f1000research.16493.1
4. Cervantes L, Keniston A, Burden M. Advancing Diversity, Equity, and Inclusion in Hospital Medicine. *J Hosp Med*. 2021;16(4). doi:10.12788/jhm.3574
5. West MA, Hwang S, Maier RV, et al. Ensuring Equity, Diversity, and Inclusion in Academic Surgery: An American Surgical Association White Paper. *Ann Surg*. 2018;268(3):403-407. doi:10.1097/SLA.0000000000002937
6. Mmeje O, Price EAN, Johnson TRB, Fenner DE. Galvanizing for the future: a bottom-up departmental approach to diversity, equity, and inclusion. *Am J Obstet Gynecol*. 2020;223(5):715.e1-715.e7. doi:10.1016/j.ajog.2020.07.030

Acknowledgement:

Principal authors of this guidance: Gregory E. Sawin, MD, MPH, Gerald S. Bloomfield MD, MPH, Christopher B. Newgard, PhD, Wei Jiang, MD, and James E. Tcheng, MD.