




The  **DRIVE Initiative:**
Diversity, Representation, and Inclusion for Value in Education

Addressing **Bias** in the Curriculum

 **UMass Chan**
MEDICAL SCHOOL

 **UMass Memorial**
Health Care

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DRIVE
Diversity, Representation and Inclusion for Value in Education

Our intent is to promote inclusive learning while avoiding bias.

If you identify opportunities for addressing bias or improving representation in the course content or instructional delivery, I encourage you to share them with either:

- Any of us
- The Drive Initiative at DRIVE@umassmed.edu or you can scan the QR code to send feedback **anonymously** to DRIVE



I commit to apply the DRIVE goals

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Agenda

- **Describe** the DRIVE Initiative
- Describe DRIVE **tools and resources** available to support you.
- **Sign up** for the DRIVE independent learning module and workshop

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The goals of **DRIVE**

- To promote a **representative and bias-free curriculum** across our learning environments
- To enhance the **accuracy, representation,** and **inclusion** of diverse populations in our educational activities
- To make **space** for **conversations** to advance inclusivity within our community

IMPACT 2025 Education

Nurturing a diverse and inclusive learning environment:

“Providing curricula and learning environments that effectively address bias”

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Ethnicity **Mental Health** **Disability**

Immigration Status **Sexual Orientation** **Sex and Gender**

Poverty **National Origin**

Substance Use **Weight**

Race **Age**

We all have bias, and bias has many dimensions

DRIVE partners with students, faculty and staff to create tools to support you in addressing implicit and explicit biases in our learning environment

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Our students report **bias** that **interrupts** their learning, and they are quick to recognize **success**.

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T.H. Chan School of Medicine
"It would be great to have a wider racial diversity [...] represented on the panel discussing their experiences. This perspective is fundamentally essential to understand a broader range of patient experiences, especially when it comes to racism or microaggressions in medicine... Thank you!"

Tan Chingfen Graduate School of Nursing
My small group leader provided "the ultimate example of what it means to value all aspects of the care team.."

Morningside Graduate School of Biomedical Sciences
"...The winners of the poster session were all female [...] One of the male professors [at my table] exclaimed that the poster session must be rigged. The other laughed in response."

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The **DRIVE** Initiative is here to help by...

Providing **tools** and **information** to increase awareness of and sensitivity to bias in educational activities and materials

Offering **resources** and **education** for faculty to help align teaching materials and the learning environment with our values of diversity and inclusion

Engaging faculty and learners in the **assessment** of teaching and education to promote bias-free and representative educational experiences for all

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DRIVE Tools

Umassmed.edu/drive
libraryguides.umassmed.edu/drive

- **Trainings**
 - *Independent Learning Module*
 - *DRIVE Core Skills Workshop*
 - *Small Groups Workshop*
 - *Implicit Bias Workshop*
- **Curriculum Appraisal Tool**
- **The DRIVE Commitment Slide**
- **The DRIVE Feedback Tool**
- **Our Stoplight Terminology Guide**
- **Systems Practice Guides**



TRANSGENDER AND MARGINALIZED GENDERS

Outdated Terms to Avoid	Related terms to approach with caution	Preferred term, synonyms	Explanation
Berdache (?)		Two-spirit (preferred)	Describes a person who embodies aspects. This is a well-known Native American, Algonquian (?)
Biological Female/Male ²	Natal Sex; Assigned Female/Male ²	Sex assigned at birth (SAAB)	A person's sex is assigned at birth several genitalia or appearance is ambiguous, or assigned to determine the sex [14]

Systems Practice Guide: Content Disclosures
Tips for Teaching Success

Background/Rationale

- Topics that may be upsetting should be disclosed to allow learners and instructors to prepare, and to support psychological safety.
- Content disclosures delivered immediately before upsetting material can produce more anxiety than they allay.
- Timing, framing, and offering alternate educational opportunities are key to successful content disclosures.

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Thank you and Welcome to UMass Chan!

How can you get involved with DRIVE?

ILM: <https://www.umassmed.edu/DRIVE/workshops>

SIGN UP FOR A WORKSHOP

Reach out via email: DRIVE@umassmed.edu

Zoom address on [umassmed.edu/DRIVE](https://www.umassmed.edu/DRIVE)

