BH DIVERSITY STATEMENT [approved by faculty January 2017]

The Department of Bioethics and Humanities is committed to diversity, inclusion, and equity in all facets of our scholarship, teaching, and service. We believe that the best work in bioethics is achieved when varied perspectives are incorporated, which requires a commitment to including underrepresented voices in our research, education, and practice. We are committed to furthering social, health, and healthcare equity as fundamental to work in bioethics. This entails partnering with minority and marginalized populations, initiating outreach with underrepresented and minority communities, and leading by example. In these regards and others, we strive to respect and promote diversity, inclusion, and equity by creating an environment that embodies these values in our (1) recruitment, (2) scholarship and research, (3) education, and (4) service.

Our goals in each of these areas are to:

**Recruitment**
- Conduct ongoing review and refinement of practices for recruiting and retaining students from diverse and underrepresented communities using annual surveys and other metrics aimed at identifying and eliminating implicit biases.
- Review and demonstrate effectiveness in recruiting and retaining faculty and staff from diverse and underrepresented communities.

**Scholarship and Research**
- Develop and pursue scholarship that explores the ethical foundations of social justice and equity, in the contexts of health and healthcare, biomedical and community-based research, and public and global health.
- Develop and pursue scholarship that encourages cross-cultural research and education.
- Pursue collaborative research with partners from minority and underrepresented communities.
- Design and conduct research that provides ethically salient information about the values, perspectives, and priorities of diverse and underrepresented individuals and communities.

**Education**
- Design and teach curricula that address the ethical foundations on which diversity, inclusion, and equity are built, including topics such as cross-cultural perspectives, theories of justice, health and healthcare disparities, and implicit bias, to students, clinical and research trainees, and graduate and undergraduate students.
- Review and revise curricula and programs to ensure they meet the educational needs of diverse populations and underrepresented students.
- Advocate for, and collaborate in, the design and adoption of curricula in other health sciences units that address the diversity, inclusion, and equity concerns of other disciplinary perspectives.

**Service**
- Identify opportunities to promote broader understanding of the ethical foundations of diversity, inclusion, equity and justice to a diverse range of communities and groups.
- Identify opportunities to promote cross-cultural dialogue, collaboration, and enrichment.
We collectively adhere to these goals and commit to holding one another, and the broader communities with which we are affiliated (scholarly, professional, and personal), accountable for ensuring that they are continually upheld and actualized.

Pertinent definitions & background info:
“...consistent with state law, the focus of diversity, equity and inclusion is not on the demographic background of faculty candidates but on the intellectual direction of their work and that work’s proven or potential impact.”

“...faculty whose research, teaching, mentoring, service and/or outreach interests promote the University’s goals of diversity, inclusion, equity, and equal opportunity.”

Expressions of diversity include, but may not be limited to, the following:

race, color, creed, religion, national origin, ethnicity, language, citizenship, sex, age, marital status, sexual orientation, gender-identity or expression, disability, socio-economic background, or status as a disabled veteran or Vietnam-era veteran, or other protected veterans. (Pulled from UW Affirmative Action Statement and University of Arizona diversity statement).