**SYLK M. SOTTO SANTIAGO**

**(Sylk Sotto)**

CURRICULUM VITAE

Indiana University School of Medicine 545 Barnhill Dr., Emerson Hall 305

Department of Medicine Indianapolis, IN 46202

ssotto@iu.edu

**EDUCATION**

**UNDERGRADUATE**

Colorado State University Bachelor of Science, Chemistry 1999

**GRADUATE**

University of Denver

*Daniels College of Business* Master in Business Administration (MBA) 2003

 Concentration: Management, International Business

*Morgridge College of Education* Masters in Professional Studies in Healthcare 2011

Leadership (MPS)

 Concentration: Healthcare Policy, Law, and Ethics

Doctor of Education, Higher Education (Ed.D.) 2017

 Defense: Fall 2016

**FURTHER EDUCATION AND CERITIFICATIONS**

University of Michigan Certification, Mixed Methods Research 2019

Association of American Medical

Colleges (AAMC) Certification, Medical Education Research 2019

Association of American Medical Certification, Healthcare Executive in Diversity & 2021

Colleges (AAMC) Inclusion

**APPOINTMENTS**

**ACADEMIC**

|  |  |
| --- | --- |
| Indiana University School of Medicine, Indianapolis-IUPUI |  |
| Department of Medicine | Vice-chair for Faculty Affairs, Development, and Diversity (title change in 2022 | 8/2015-Present |
|  | Adjunct Lecturer | 8/2015-12/2016 |
|  | Adjunct Assistant Professor (*faculty rank start)* | 12/2016-6/2017  |
|  | Assistant Professor of Medicine (Tenure-Track) | 7/2017-7/2023 |
|  | Affiliate Faculty, Indiana CTSI & the Bioethics Subject Advocacy ProgramIU Center for Bioethics | 2017-20202020-Present |
|  | **Faculty Investigator, IU Center for Bioethics** | 2023-Present |
|  | **Vice-chair for Faculty Affairs and Professional Development;****Vice-chair for Diversity, Health Equity, and Inclusion****Associate Professor of Medicine (w. tenure)** | 2015-Present2023-Present |
| Indiana Clinical and Translational Sciences Institute (CTSI) | **Director, All IN for Health****Co-Director, Workforce Development****Chief Diversity Officer** | 2021-Present 2021-Present2023-Present |
| Indiana University Simon Comprehensive Cancer Center |  |  |
| Office of Community Outreach and Engagement | **Health Equity Lead/Liaison**DEI Consultant | 2022-Present |
|  |  |  |
| Indiana University, Bloomington | Affiliate Faculty, National Institute for Transformation and Equity | 2017-Present |

**OTHER ACADEMIC**

University of Michigan, Diversity Scholar, 2020-Present

LSA National Center Diversity Scholar Network

for Institutional Diversity

**ADMINISTRATIVE/PROFESSIONAL**

Colorado State University Research Associate 1998-2000

 Macromolecular Resources Facility

 DNA Synthesis and Sequencing Core.

 Fort Collins, CO

Atrix Laboratories, Inc. Analytical Chemist 1999-2000

 Department of Pharmaceutical

 Development, Division of Analytical

 Method Development and Drug Delivery

 Systems, Fort Collins, CO

University of Colorado Health Sciences Center Research Associate/Sr. PRA 2000-2006

(now, Anschutz Medical Campus)

Department of Medicine

Div. Pulmonary Sciences & Critical Care,

& Div. Medical Oncology

Denver, CO

University of Denver Research Compliance Manager/ 2006-2011

 Office of Research and Sponsored Officer

 Programs, Office of Vice Provost for

 Financial Affairs, Denver, CO

 {IRB, IACUC, IBC, HIPAA, COI, Export

 Controls, Accreditations, RCR,

 Research Ethics}

Research Compliance and Ethics Consultant 2007-2015

Human Participants (IRB),

Animal (IACUC) & Biosafety (IBC),

Research Ethics

University of Colorado Anschutz Medical Campus

 Department of Medicine, Administrator/ 2011-2015

 Div. Pulmonary Sciences & Critical Care Director of Finance and Administration

 Denver, CO

**LICENSURE/CERTIFICATION**

\*denotes in-rank

|  |  |  |
| --- | --- | --- |
| Certified Professional Institutional Animal Care and Use Committee (IACUC) Administrator (CPIA) | 20800122 | 2008-2013 |
| Certified Institutional Review Board (IRB) Professional (CIP) | 2112090 | 2011-2014 |
| Certification, Physician Peer Coaching The Physician Coaching Academy |  | 2019 |
| NRMN Certified Mentor/Facilitator  NIH, National Research Mentoring Network |  | 2019 |
| Certification, University of Colorado (via Coursera) Inclusive Leadership: The Power of Workplace Diversity |  | 2021 |
| Certification, Vanderbilt University (via Coursera) Enhancing the Recruitment of Minorities in Clinical  Trials |  | 2021 |
| Certification, Johns Hopkins University Bloomberg School of Public Health-Center for Health Equity (via Coursera) Foundations of Health Equity Research |  | 2022 |
| Certification, Johns Hopkins University Bloomberg School of Public Health-Center for Health Equity (via Coursera) Application of Health Equity Research Methods for  Practice and Policy |  | 2022 |

**PROFESSIONAL ORGANIZATIONS MEMBERSHIPS**

|  |  |
| --- | --- |
| \*denotes in-rankNational Council of University Research Administrators-Inst. Member (NCURA) | 2006-2012 |
| Public Responsibility in Medicine and Research (PRIM&R) | 2006-2012 |
| IACUC Administrators Association (IAA) | 2010-2015 |
| \*National Hispanic Medical Association (NHMA) | 2016-2017 |
| \*Alliance for Academic Internal Medicine (AAIM) | 2011-Present |
| \*Association for the Study of Higher Education (ASHE), Member, Reviewer | 2013-Present |
| \*Professional and Organizational Development Network in Higher Education (POD) | 2015-Present |
|  SIG: Healthcare Education | 2017-Present |
| \*Association of American Medical Colleges (AAMC)  | 2015-Present |
|  Group on Diversity and Inclusion (GDI) |  |
|  Group on Faculty Affairs (GFA) |  |
|  Group on Educational Affairs (GEA) |  |
| \*National Association of Diversity Officers in Higher Education (NADOHE) | 2018-Present |
| \*National Association of Medical Minority Educators (NAMME) | 2019-Present |

**RECOGNITIONS, HONORS AND AWARDS**

\*denotes in-rank

**TEACHING**

Indiana University Board of Trustees Teaching Award March 2021

In recognition of teaching excellence and contributions to medical education.

Distinguished Teaching Award June 2021

Indiana University School of Medicine, Department of Medicine.

In recognition of teaching excellence and contribution to medical education.

Mentoring

Outstanding 2021 IMPRS Mentor August 2021

Indiana University Medical Student Program for Research and Scholarship (IMPRS)

IMPRS is IU School of Medicine’s official office for medical student research.

**SERVICE**

Named Lecturer. March 2018

2nd Annual Dr. Patricia Treadwell Women in Medicine Series Lectureship.

Indiana University School of Medicine.

Title: Value My Culture, Value Me: The Importance of Culturally Relevant Mentoring

Named Lectureship in honor of Dr. Treadwell, the first African-American Woman Full

Professor at the School. The lectureship highlights the work of women leaders in

academic medicine

and at IUSM.

Engaged Teaching and Learning Faculty Development. Scholar Whispering. January 2020

Indiana University-Purdue University Indianapolis. Center for Teaching and Learning.

Celebration of Teaching and Engaged Learning. Honoring IUPUI faculty and staff who

have participated in sustained professional development that resulted in a change to a

course or experience that increased student engagement, learning and success.

Women Faculty Leader. Women’s History Month Leadership Awards. March 2020

Early Career Category.

Indiana University-Purdue University Indianapolis.

Faculty Inductee. Alpha Omega Alpha August 2020

Indiana University School of Medicine.

AOA is an honor medical society.  Members may be elected throughout their career

and epitomize professionalism, leadership, academic and clinical excellence, research,

community service…Membership especially significant as I am not a physician.

Outstanding Contributions to Inclusive Excellence June 2021

Indiana University School of Medicine, Department of Medicine.

In recognition of transformative leadership and outstanding contributions across all

missions.

Distinguished Service Award April 2022

Alliance for Academic Internal Medicine – Administrators of Internal Medicine.

In recognition for service to academic internal medicine and medical education,

exemplifying excellence in leadership.

Inclusive Excellence Award

Department of Medicine award. The award recognizes faculty, trainees, and staff for June 2022

outstanding efforts and achievements in diversity, equity, inclusion, cultural humility

and competence that advance health equity and inclusive learning, environments, and practices.

**PROFESSIONAL DEVELOPMENT**

\*denotes in-rank [Section refers to Professional Development Participation per IU CV template]

|  |  |  |
| --- | --- | --- |
| Title/Course | Organization/Provider | Year |
| Executive Leadership Program | Alliance for Academic Internal Medicine (AAIM) Executive Leadership Program | 2015 |
| Women in Medicine Leadership Forum  | AAIM Women in Medicine Leadership Forum  | 2015, 2021 |
| Minority Faculty Leadership  | Association of American Medical Colleges (AAMC) Minority Faculty Leadership  | 2016 |
| Internal Medicine Clinician Educator  | IUSM Internal Medicine Residency Annual Teaching Retreat | 2017 |
| Faculty Research Development Institute | IU-Minority Serving Institutions STEM Initiative, IU Bloomington | 2017, 2018 |
| Faculty Success Bootcamp | National Center for Faculty Development and Diversity-Faculty Success Bootcamp | 2017 |
| Using Restorative Justice Practices to Address Mistreatment and Improve Institutional Culture and Climate | Association of American Medical Colleges (AAMC)  | 2018 |
| Mentor-Train the Trainer | National Research Mentoring Network (NRMN) | 2018 |
| Women Leaders in Higher Education | HERS Institute For Women Leaders in Higher Education Competitively selected at IUPUI to attend residential leadership development program preparing women leaders in higher education. The prestigious HERS Institute was founded in 1972. | 2019 |
| Leading with Emotional Intelligence | Association of American Medical Colleges (AAMC)  | 2019 |
| Women in Medicine & Science (WIMS) Conference: Striving and Thriving in Tough Times: Career Strategies for Faculty in Academic MedicineCulture & Conversation: Race, Racism & the Role of Health Professionals Women in Medicine and Science Symposium: Why Capable People Suffer from the Imposter Syndrome and How to Thrive in Spite of ItUnderstanding Your Role: IUSM Mistreatment Prevention and Response SystemNegotiating the Divide: The Trend of Men Earning More than Women: Earn What You DeserveCulture & Conversation: Caring for the Hispanic/Latino(a) CommunityUnderstanding DACA and its SurvivalCultural Awareness Town Hall: The Health Systems Landscape and Latinos in Academic Medicine: A Hispanic Center of Excellence PerspectiveCulture & Conversation: What's with the Plus?: LGBTQ + Basics and BeyondCultural Awareness Town Hall: 14 Years Later - On Barriers to Healthcare Faced by the Hispanic/Latino Community of IndianapolisCulture & Conversation: Advocacy in our Changing Political ClimateCulture & Conversation: You Believe What?...The importance of religious diversity awarenessLeadership Series: Reducing Burnout and Promoting Engagement: Organizational Approaches to Promote Physician Well-BeingWomen in Medicine and Science Symposium: MeToo: Navigating Power Differentials, Sexism, and Gender Inequity in Academic MedicineFaculty Enrichment and Education Development: Exploring Culture, Race, Power and Privilege in Life and at WorkICARE (Implementing Conversations to Advance Racial Equity) | IUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and DiversityIUSM Office for Faculty Affairs, Professional Development, and Diversity | 2015201620172017201720172017201720172018201820182018201820192020 |
| Bias Reduction in Internal Medicine (BRIM)  | Bias Reduction in Internal Medicine (BRIM) | 2018 |
| Strategic Diversity Planning | National Association of Diversity Officers in Higher Education (NADOHE) | 2021 |
| Write to Change the World | The OpEd Project | 2021 |
| Shared Equity Leadership Learning Circles | American Council of Education | 2021 |
| Structural Racism in Biomedical Research | Association of American Medical Colleges (AAMC)- Collaborative for Health Equity, Act, Research, Generate Evidence (CHARGE) | 2021 |
| Promoting well-being across the medical education continuum | Association of American Medical Colleges (AAMC) | 2021 |
| Ohio State QualLab Advanced Methods Institute | The Ohio State University QualLabs | 2023 |

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| *Annual Meeting/Professional Development* | Year |
| Public Responsibility in Medicine and Research (PRIM&R) Annual Meeting | 2006-2011 |
| Best Practices in Animal Care and Biosafety Annual Meeting | 2012-2014 |
| Biennial Conference on Research Administration, NCURA & University of Denver | 2012, 2014 |
| Aspen Lung Conference, University of Colorado  | 2012-2015 |
| Diversity and Inclusion Summit, University of Colorado | 2012-2015 |
| University of Colorado Women Succeeding Symposium, University of Colorado | 2012-2015 |
| National Association of Diversity Officers in Higher Education (NADOHE) | 2015, 2020-21 |
| National Conference on Race and Ethnicity (NCORE)Professional and Organizational Development Network in Higher Education (POD Network) | 2016, 20192017 |
| Conference on Academic Research in Education (CARE) | 2018, 2020 |
|  And Ethnography and Qualitative Research Conference (EQRC) |   |
| Alliance for Academic Internal Medicine (AAIM) Annual Meeting | 2012-Present |
| Association for the Study of Higher Education Annual Meeting | 2013-Present |
| Association of American Medical Colleges (AAMC) Annual & Joint Meetings  | 2014-Present |
|  Conference for Council of Faculty and Academic Societies (CFAS) /  |  |
|  Group on Diversity and Inclusion (GDI) / |   |
|  Organization of Resident Representatives (ORR)/ |   |
|  Group on Faculty Affairs (GFA)/ |   |
|  Group on Women in Medicine and Science (GWIMS) |   |
|  Group on Business Affairs (GBA)/  |   |
|  Group on Institutional Planning (GIP)/ |   |
|  Group on Educational Affairs (GEA) |   |
| Association for Clinical and Translational Sciences  | 2022-Present |
|  Center for Leading Innovation & Collaboration | 2022 |

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**TEACHING/EDUCATION**

**TEACHING ASSIGNMENTS**

INDIANA UNIVERSITY SCHOOL OF MEDICINE

\*denotes in-rank

GRADUATE/POSTGRADUATE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course # | Title | Format | Role | Term | Est. Enrollment ea. Term |
| FCP-SPANISH | Foundations of Clinical Practice | Classroom/Small Group  | Co-Instructor | AY2017-Present | 12Eval.: 5.0/5.0 |
| G506 | Responsible Conduct of Translational Research | Classroom | InstructorLecturer | Sp 2018-Sp 2020Sp 2021 | 25 |
| G504 | Research Ethics | Classroom | Lecturer/Lecture | FA2018-Present | 25 |
| Elective | Addressing Microaggressions and Biases in Medical Education | Virtual | Co-Instructor | AY2019-Present | 1-5 |
| Elective | Medical Ethics | Virtual/Classrooj | Lecturer | Sp 2021-Present | 10 |

CONTINUING EDUCATION/PROFESSIONAL DEVELOPMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course # | Title | Format | Role | Term | Est. Enrollment ea. Term |
| PD | Business of Medicine Leadership Program | Classroom/Online | Developer/Instructor | Fa2017-Present | 25 |
| PD | Advanced Scholars Program for Internists in Research and Education (ASPIRE) | Classroom/Online | Advisor/Speaker |  2017- Present | 6-8 |
| PD | Strategic Equity and Inclusion Leadership Program | Classroom/Online | Developer/Instructor | Fa2021-Present | 10-12 |
| PD | Writing for Wellness | Classroom/Online | Developer/Instructor | Summer 2023-Present | 10-12 |
| PD | Health Equity in Research Scholars | Classroom/Online | Developer/Instructor | Summer 2023-Present | 18 |
| PD | KL2 Program/Indiana CTSI | Online | Instructor | 2022 | 8-10 |

**MENTORING**

\*denotes in-rank

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Institution | Name |   | Period | Current Appointment |
| Indiana University, Bloomington | Jacqueline Mac, PhD | Research Mentor,Dissertation Committee (PhD) | 2016-2020 | Assistant Professor (TT) |
| Indiana University School of Medicine | Chanelle Benjamin, MD | Medical Student | 2016-2019 | GI fellow  |
|   | Giovanni Rodriguez, MD | Medical Student | 2016-2020 | Emergency Medicine Chief Resident |
|   | Sarina Masso Maldonado, MD | Medical Student | 2017-2021 | General SurgeryResident |
|   | Carlos Martinez Licha, MD | Medical Student | 2017-2021 | Internal MedicineResident |
|   | Dorian Alcaide | Medical Student | 2020-Present |  MS4 |
|  | Molly Frank | Medical Student, IMPRS | 2020-Present | MS4 |
|   | Cynthia Ziwawo | Medical Student, IMPRS | 2021-Present | MS4 |
|  | Gavin Stamper | Medical Student | 2021-Present | MS3 |
|  | Conor Vinaixa | Medical Student, IMPRS | 2021-Present | MS3 |
|  | Rebecca Bruns | Medical Student, IMPRS | 2021-Present | MS3 |
|  | Rylee Friel | Medical StudentScholarly Concentration | 2022-Present | MS2 |
|  | Hannah Rondon | MD/PhD Student | 2023-Present | MS1 |
|  | Cameron Rostron | MD/PhD Student | 2023-Present | MS1 |
|   | Mahmoud Rahal, MD | Internal Medicine Resident | 2020-2021 | Fellow |
|  | Francesca Duncan, MD | Pulmonary and Critical Care Fellow | 2019-Present | Assistant Clinical Professor of Medicine |
| *Faculty* |
|   | Sahand Rahnama-Moghadam, MD | Asst. Clinical Professor (Derm/IM) | 2018-Present |   |
|   | Sacha Sharp, PhD | Asst. Professor (IM) | 2020-Present |   |
|   | Francesca Williamson, PhD | Asst. Professor (Pediatrics) |  2021-Present |   |
|  | Patricia Garcia, Psy.D. | Asst. Clinical Professor (PM&R) |  2022-Present |  |
|  | Anna Pendrey | Asst. Clinical Professor(Family Medicine) | 2022-Present |  |
|   *Postdoctoral Fellow* |
|  | Katy Ellis Hilts, PhD | Postdoctoral Fellow(IU School of Nursing) | 2022-Present |  |
|  *Other* |
| North Carolina A&T State University | Kheelum Brown, BA | Undergraduate Student | 2018-2019 |   |
|   | Zandra Mikell, BA | Undergraduate Student | 2018-2019 |   |
| University of Texas-Austin |  Kyleigh Braun | Undergraduate Student | 2023 |   |
| Rowan University College of Education | Dana Weiss, Ed.D. | Dissertation Committee (EdD) | 2019-2021 |  |
|  |
|  *International* |
| University of Botswana School of Medicine | Moagisi Mogalakwe | Fulbright Scholar-Hubert P. Humphrey in Higher Education Administration, Planning and Policy- Visiting Scholar | 2020-2021 | Faculty Manager (=Administrative Dean of Faculty Affairs) |

**TEACHING ADMINISTRATION AND CURRICULUM DEVELOPMENT**

**FACULTY AND PROFESSIONAL DEVELOPMENT**

\*denotes in-rank

University of Denver

Graduate Education, Lectures: 2006-2011

Research Ethics, Responsible Conduct of Research

University of Colorado Anschutz Medical Campus

 Research: Research Administration for Fellows and Early Career Faculty 2013

Underrepresented Faculty Leadership Development/Division-level 2014

Indiana University School of Medicine

 Program Revision, Diversity Recruitment Plan for Underrepresented Faculty 2017

 Leadership Committee member, expertise contribution based on dissertation

 and current research. Revision led to the School’s redeployment of funds.

 Now PLUS program.

 Curriculum Review: Social Science Medical Education Thread 2017-2018

 Member and expertise contribution-equity and inclusion-based curriculum design

 (changed to: Culturally Aware, Socially Responsible Curriculum)

 Curriculum Revision, Responsible Conduct of Translational Research, 2017-Present

 Research Ethics (G506, G504)

 Member and expertise contributions in research ethics.

 New Program Development, *Cross-Cultural Retreat for Medical Students*, 2018-Present

 Medical Student Affairs

 Member and content development for sessions on self-efficacy, team building, and microaggressions.

|  |  |
| --- | --- |
| Business of Medicine Leadership Program (expanded to School in 2018) | 2018-Present |
| IU Wells Center Supporting Academic Faculty During the COVID Pandemic Co-developed with Dept. Pediatrics (Dr. Linda DiMeglio) | April 2021 |

NATIONAL

 Toolkit for Designing a Quality Improvement Curriculum 2020

 with a focus on Health Disparities. Alliance for Academic Internal Medicine.

**DEPARTMENT OF MEDICINE**

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| **NEW: PROFESSIONAL/PROGRAM DEVELOPMENT**  |
| *\**denotes in-rank*.* ***\**Developed and Lead:** |
| New Faculty Orientation | 2016-Present |
| Business of Medicine Leadership Program | 2017-Present |
| Writing Accountability Groups | 2018-Present |
| Promotion Accountability Groups | 2019-Present |
| Clinical Promotions Advisory Panel | 2019-Present |
| Responding to Instances of Racism, Discrimination and Microaggressions | 2019-Present |
| Dept. of Medicine, Summer Equity, Diversity, and Inclusion Series | 2020-Present |
| Strategic Equity and Inclusion-Pilot Course  | 2020 |
| Mid To Senior Leadership Development-Pilot  | 2020 |
| Promoting Inclusion and Equity Grants | 2020-Present |
|  Strategic Equity and Inclusion Leadership Program | 2021-Present |
|  Health Equity in Research Scholars (HERS) | Spring 2023 |
|  |  |
| ***\*Co-Developed and Co-Lead*** |  |
| Wellness Program DevelopmentFood for Thought (Faculty Commensality Program)Peer to Peer Coaching (Physician Peer Coaching) Wellness Virtual Check-ins (Faculty & Staff sessions) Writing for Wellness | 2018-Present |
| ***\*Advisor, Speaker, and Departmental Sponsor/Co-Lead*** 2017-Present Advanced Scholars Program for Internists in Research and Education (ASPIRE) |

**INVITED PRESENTATIONS-TEACHING**

\*denotes in-rank

|  |  |  |  |
| --- | --- | --- | --- |
| Institution | Title | Format | Date |
| LOCAL |  |  |  |
| IU School of Medicine | Foundations of Clinical Practice, | Lecture | Fall 2016 |
| Introduction to Cultural Competence and Humility |
| Marian University | Research Ethics and Research Protections | Lecture | Spring 2017 |
| IU, Bloomington | Introduction to Cultural Humility | Lecture | Summer 2018 |
| Charles W. Fairbanks,Center for Medical Ethics | Racial Disparities in Health Care | Lecture | Nov. 2020 |
| Department of Pediatrics  | Our Responsibility: Courageous Conversations about Race | Grand Rounds | July 2018 |
| Department of Surgery  | Unconscious/Implicit Bias and Practical Implications in Medical Education | Grand Rounds | Apr. 2019 |
| Department of Medicine  |  “What can I do?”: Faculty Actions that Advance Racial Equity in Academic Medicine  | Grand Rounds | July 2020 |
| Orthopedic Surgery | Promoting Racial Diversity in Academic Medicine:A Departmental Framework | Grand Rounds | Mar. 2021 |
| Charles W. Fairbanks,Center for Medical Ethics | Historical Context of Race in Medicine | Lecture | Feb. 2022, May 2023 |
| Morris Green ScholarsMorris Green Physician Scientist Development Program Coordinator, Peds. | Structural Inequities in Research  | Lecture | Fall 2021,Dec. 2022 |
| NATIONAL |  |  |  |
| University of Denver | Status of Faculty of Color in Higher Education and Academic Medicine | Lecture | Fall 2017, 2018 |
| California State University, Fresno | Experiences of Latinas in STEM, Higher Education, & Academic Medicine | Lecture & Panel | Fall 2019 |
| University of Missouri | Interprofessional EducationEmbracing Cultural Humility: A Model Towards Health Equity | IPE Grand Rounds | Nov. 2020 |

|  |  |  |  |
| --- | --- | --- | --- |
| University of Missouri | S.E.L.F.: A New Model for Cultural Humility | IPE Grand Rounds | Nov. 2022 |

**PEER-REVIEWED PRESENTATIONS-TEACHING**

\*denotes in-rank; †denotes Senior Author/Mentor

|  |  |  |
| --- | --- | --- |
| NATIONAL |  |  |
| Title | Organization | Date |
| Who Benefits? Interest convergence and organizational analysis of parent and family programming. Márquez Kiyama, J., Ramos Martínez, D., & **Sotto-Santiago, S**.  | Association for the Study of Higher Education (ASHE) | Nov. 2016 |
| Beyond traditional ways to navigate college: A content analysis of First-Year Experience seminars. Ramos Martínez, D., del Real Viramontes, J., & **Sotto-Santiago, S.** | Association for the Study of Higher Education (ASHE) | Nov. 2017 |

**RESEARCH**

**GRANTS/FELLOWSHIPS IN RESEARCH**

PENDING

U54-CA280897 (Clapp, Allen, Tucker Edmonds) FIRST Scientists Positioned to Advance Research eQuity (SPARQ)”- Sotto-Santiago Role: Co-Director, Faculty Development Core

ACTIVE RESEARCH GRANTS/FELLOWSHIPS

R25 TR004387 (Allen/Sotto-Santiago, MPIs) Indiana CTSI – R25 Program - Clinical and Translational Science Workforce Development through a Statewide Community College Partnership

FUNDED/COMPLETED RESEARCH GRANTS/FELLOWSHIPS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title | Granting Org/Agency | Role | % Effort | Amount | Dates |
| A Study of Underrepresented Faculty Development Programs | Professional and Organizational Development Network in Higher Education  | PI | 5% | $2,000  | 7/2017-9/2018 |
| Examining the Learning Environment and Faculty DevelopmentOpportunities for Internal Medicine Clerkships | Indiana University School of MedicineDexter Fellowship | PI |   | $27,128  | 7/2018-6/2019 |
| Socialization of Underrepresented STEM/Medicine doctoral students to faculty careers and academic leadership. | IUPUIFaculty Inclusive Excellence Grants | PI |   | $1,000  | 10/2019-10/2020 |
| Maximizing Investigator’s Research Award: Diversifying the Scientist Workforce. | NIH/NGIMS R35 GM12257(Carnes) | Consultant,Site Lead |   | $334,500  | 5/2017-1/2021 |
| Ethics and Health Equity: The Black & Latino/a/x Experience. | IUPUI - Enhanced Mentoring Program with Opportunities for Ways to Excel in Research (EMPOWER) | PI |  | $10,000 | 1/2021-12/2022 |

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| *TRAINING GRANTS (part of)* |
| IU Training Program in Molecular Physiology and Clinical Mechanisms of Lung Disease | NIH T32 HL091816 10(Geraci & Tepper) | Trainee Recruitment and Selection Committee |   | $245,539 |   |
| IU-Short-term Training Program in Biomedical Sciences | NHLBI T35 HL110854 08(Lahm & Herbert) | Mentor,T35 Institutional Advisory Committee |  | $250,698 |  |

**INVITED PRESENTATIONS – RESEARCH**

All in-rank

|  |  |  |
| --- | --- | --- |
| NATIONAL |  |  |
| Title | Organization |  Date |
| “I didn’t know what to say.” Responding to Racism, Discrimination, and Microaggressions. | University of Washington School of Medicine. Network of Underrepresented Residents and Fellows (NURF) Diversity Lecture Series. |  Jan. 2021 |
| [“Am I Really Good Enough?”: Black and Latinx Experiences with Faculty Development.”](https://quod.lib.umich.edu/t/tia/17063888.0039.205?view=text;rgn=main)  | Professional and Organizational Development in Higher Education (POD Network) - POD Scholarly Reads. | Mar. 2021 |
| Reframing Academic Productivity Conversations | Marie Hall Visiting Professorship Speaker. University of Texas Medical Branch, School of Health Professions.  | Apr. 2021 |
| Reframing Academic Productivity Conversations | NYU Langone/Long Island School of Medicine.  | Apr. 2021 |
| “All Faculty Matter”: Searching for Cultural Relevance in Faculty Development. | Marie Hall Visiting Professorship Speaker. University of Texas Medical Branch, School of Health Professions.  | May 2021 |

**PEER-REVIEWED PRESENTATIONS – RESEARCH**

\* denotes in-rank, †denotes Senior Author/Mentor

LOCAL

|  |  |  |
| --- | --- | --- |
| Title | Organization | Date |
| Perceptions of Internal Medicine Residents: Learning Environments, Reporting Structures, and Fitting in. **Sotto-Santiago, S**., Mac, J., Slaven, J., & Maldonado, M.  | IUSM Education Day-Selected Oral Platform Presentation. | Apr. 2021 |
| Poster Presentations \*denotes in-rank Black Lives Matter: Student Perspectives of Institutional Statements on Racial Incidents using LCME Standards as a Guide. Sacha Sharp, Alexis Umoye, Taylor Smith, Jamel Hill, Deena Mohamed, Nicole Messmore, Antwione Haywood, Sylk Sotto-Santiago. | IUSM Education Day-Selected Poster Presentation. | Apr. 2021 |

NATIONAL

\* denotes in-rank, Ç denotes Covid-19 prevented travel, †denotes Senior Author/Mentor

|  |  |  |
| --- | --- | --- |
| Title | Organization | Date |
| “You Eat What You Kill”: A Study of the Experiences of Underrepresented Faculty in Academic Medicine Utilizing and Adapting the Culturally Engaging Campus Environments (CECE) Model. | Association for the Study of Higher Education | Nov. 2016 |
| The Socialization, Mentoring, and Faculty Development Experiences of Black and Latinx Faculty in Academic Medicine.  | Association for the Study of Higher Education | Nov. 2017 |
| Racist Nativism: An Attack on Latinx Faculty Credibility.  | Association for the Study of Higher Education | Nov. 2017 |
| A New Framework for Cross-Culturally Relevant Mentoring in Higher Education. | Conference on Academic Research in Education. | Feb. 2018 |
| Development or Minoritization? Underrepresented in Medicine (UIM) Faculty and Faculty Developer Perspectives | Association for American Medical Colleges (AAMC) Group on Faculty Affairs. | July 2018 |
| ACGME Diversity Statements: Perspectives of EM and IM Residency Program Directors. Boatright, D., Martinez-Strengel, A., Balasuriya, L., & Sotto-Santiago, S. | Association for American Medical Colleges (AAMC) Group on Diversity and Inclusion. | May 2020 |
| Growing a diverse team through trainingopportunities and community partnerships toincrease diversity in research participation. Tucker Edmonds, B. Sotto-Santiago, S., Allen, M., Sanders, E., Drury, C., Hudson, B., Claxton, G., Hardwick, E., Wiehe, S. | Association for Clinical Translational Sciences | April 2021 |
| Health Equity Starts with Us; Recommendations from the Indiana Clinical and Translational Sciences Institute Racial Justice and Health Equity Task Force. Sotto-Santiago, S., Tucker Edmonds, B., Moe, S., Wiehe, S. | Association for Clinical Translational Sciences | April 2021 |
| Black Lives Matter: Medical Student Perspectives of Institutional Statements on Racial Incidents. Sharp S, Umoye A, Smith T, Hill J, Mohamed D, Messmore N, Haywood A, & Sotto-Santiago S.  | Association for the Study of Higher Education | Nov. 2021 |
| An Examination of Institutional Responses to (Anti)Racism. Sotto-Santiago S., Tyson M., Sharp S., Mac J., Yi V., Messmore N., and Haywood A. | Association for the Study of Higher Education | Nov. 2021 |
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Poster Presentations

\*denotes in-rank

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| Engaging the public in bidirectional communications to increase research literacy and improve the health of Indiana residents through All IN for Health. Delp, L., Hudson, B., Drury, C., Claxton, G., Sotto-Santiago, S.  | Association for Clinical Translational Sciences | April 2022 |
| Do they REALLY Trust Us?": Results of the Relationship of Trust and Research Engagement Survey of the Indiana CTSI and All IN for Health Initiative. Sotto-Santiago, S., Hudson, B., Claxton, G., Moe, S., & Wiehe, S. | Center for Leading Innovation and CollaborationAssociation for Clinical Translational Sciences | November 2022 |
| Socialization of Women Trainees toAcademic Medicine Faculty Careers. Sotto-Santiago, S., Stamper, G. & Mac, J. | Association for American Medical Colleges (AAMC) Group on Women in Medicine and Science (GWIMS) | November 2022 |
| ”Promote Women”: Lessons in climate, professional fulfillment and benevolent sexism. Sotto-Santiago, S. & Brown, C. | Association for American Medical Colleges (AAMC) Group on Women in Medicine and Science (GWIMS) | November 2022 |

**AREA OF EXCELLENCE: SERVICE**

**COMPLETED SERVICE GRANTS**

|  |  |  |  |  |  |
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| Title | Granting Org/Agency | Role | %  | Amount | Dates |
| Bridging the GAP in STEM Education by Building Experiential Teaching Capacity | Indiana University, BloomingtonIU-Minority Serving Institutions STEM Initiative Grant | Co-PI |   | $48,858  | 5/2018-7/2019 |

**UNIVERSITY SERVICE**

**DEPARTMENT OF MEDICINE**

All in-rank

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| Task/Committee | Role | Dates |
| Strategic Plan | Lead and Implementer | 2015-2020 |
| Promotion and Tenure Dept. Committee | Ex-Officio Member | 2015-Present |
| Women in Medicine and Science | Lead | 2016-Present |
| Equity & Inclusion Group | Lead | 2017-Present |
| Clinical Executive Steering Committee | Member | 2018-Present |
| Inclusive Excellence Award | Selection Committee | 2018-Present |
| Dexter Medical Education Research Fellowship  | Selection Committee | 2019-Present |
| Outstanding Mentor Award | Selection Committee | 2019-Present |
| Promoting Inclusion & Excellence Grants | Selection Committee | 2020-Present |
| Bookclub, Women In Medicine | Lead, Co-Lead | 2016-Present |
| Department of Medicine & IU Health *Just Medicine,* Bookclub | Lead, Co-Lead | 2021 |
|   |
| *Search Committees* |
| Pulmonary & Critical Care, Division Chief |  Member | 2016 |
| Precision Medicine, Director |  Member | 2016 |
| Clinical Pharmacology, Division Director |  Member | 2018 |
| IU Center for Aging Research (IUCAR) |  Member | 2018 |
| Cardiology, Division Chief |  Member | 2019 |
| Infectious Diseases, Division Chief |  Co-Chair | 2020 |

**SCHOOL**

All in-rank

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| Indiana University School of Medicine Role Dates |
| Diversity Council | Member, Co-Chair (2016-2021) | 2015-Present |  |
| Women Advisory Council | Member | 2015-Present |  |
| Faculty Development Coordinating Committee | Member | 2016-Present |  |
| Faculty Steering Committee | Member | 2018-2020 |  |
| Student Success Ad-Hoc Committee | Member | 2016-Present |  |
| LCME Element 3 (Diversity) | Member | 2016 |  |
|  Learning Environment | Small-Group, Sub-element lead |   |  |
| IUSM Strategic Plan |   |   |  |
|  Working Group #3 (Diversity) | Member | 2017 |  |
| IUSM Wellness Initiative | Member | 2017 |  |
| Culturally Appropriate and Socially ResponsibleMedical Education Thread | Member | 2017-2018 |  |
| Multicultural Physician Alliance | Faculty Advisory Board | 2019-Present |  |
| ICAN, Data Safety Monitoring Board | Member | 2019-2021 |  |
| Health & Wellness Advisory Council | Member, DEI Task Force | 2019-Present |  |
| Diversity (DEI) Task Force, Data & Metrics  Chair, Data Sustainability | Member | 2020-2021 |  |
|  *Search Committees* |   |   |  |
| Director, Office of Diversity Affairs |  Member | 2018 |  |
| Chief Technology Officer |  Member | 2019 |  |
| Chief Wellness Officer |  Member | 2019 |  |
| Assistant Dean, Diversity Affairs |  Co-Chair | 2020 |  |
| Faculty, Health Equity IU Health, School of Medicine Regenstrief Institute  |  Co-Chair | 2023 |  |

**CAMPUS**

All in-rank

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| Task/Committee | Role | Dates |
| McDonald-Merrill-Ketcham Lecture (Department of Medicine & IUPUI Law) | Member | 2017-Present |
| IUPUI Faculty Council (IFC) | Member | 2018-2020 |
| IUPUI Joseph T. Taylor Diversity Award  Selection | Member | 2020 |
| IUPUI Mentoring & Coaching Coalition | Member | 2020-Present |
| IUPUI Antiracist Reading Group  | Group Lead/Facilitator | 2020-2021 |
| IUPUI Chancellor’s Diversity Cabinet | Member | 2020-Present |
| IUPUI Task Force: Antiracist Policies and Procedures Review | Co-Lead | 2020-Present |

Indiana Clinical and Translational Science Institute (I-CTSI)

 \*denotes in-rank

Task Force: Racial Justice and

Health Equity Co-Lead 2021-2022

IU Simon Comprehensive Cancer Center

\*denotes in-rank

Task Force: DEI Member, Subcommittee Lead 2022

Plan to Enhance Diversity (PED) Professional Member, Professional Development 2022-Present

Development Task Force Subcommittee Lead

**Other University**

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| --- | --- | --- | --- |
| Institution |   | Role | Dates |
| University of Denver |
|   | Institutional Review Board | Director, Member | 2006-2012 |
|   | Institutional Animal Care and Use Committee | Director, Member | 2006-2012 |
|   | Institutional Biosafety Committee | Director, Member | 2006-2013 |
| University of Colorado Anschutz Medical Campus & Bioscience Park |
|   | Isogenis, Inc. Institutional Animal Care and Use  | Vice-Chair, Member | 2007-2015 |
|   | Isogenis, Inc. Institutional Biosafety Committee | Vice-Chair, Member | 2007-2016 |
| University of Colorado Hospital |
|   | Ethics Committee | Member  | 2014-2015 |

**PROFESSIONAL SERVICE**

REGIONAL

\*denotes in-rank

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| Task/Committee | Activity/Role | Dates |
| Mile-High IRB Consortium, Colorado | Coordinator, Member | 2006-2015 |
| Midwest Research Consortium for Health, (MARCH) Data Safety Monitoring Board | Member | 2017-2020 |
| Central Region-Group on Educational Affairs | Member | 2018-2020 |

NATIONAL

\*denotes in-rank

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| Task/Committee | Role | Dates |
| IACUC Administrators Association  |
|  Professional Ethics Committee  Membership Committee | MemberMember | 2011-2015 |
| Administrators of Internal Medicine (AIM) |
|  Council Member | Council | 2014-2018 |
|  President (3 yr. term: President-Elect, President,  Past-President) | President | 2018-2021 |
| Alliance for Academic Internal Medicine (AAIM) |
|  Diversity and Inclusion Committee | Member | 2015-2017 |
|  Board of Directors | Member | 2018-2021 |
|  Board of Directors Diversity Liaison | Liaison | 2018-2021 |
|  Healthcare Disparities Collaborative | Facilitator, Member | 2019-2020 |
|  Compensation Committee | Chair | 2020-2021 |
|  President & CEO Search Committee | Member | 2021-Present |
| Association for the Study of Higher Education (ASHE) | Member & Conference Reviewer | 2016-Present |
| Professional & Org Development (POD Network) | Member | 2018-Present |
|  Healthcare Educational Developers | Member-at-Large (2018-19) | 2018-Present |
| Association of American Medical Colleges (AAMC) |
|  Group on Diversity and Inclusion | Member & Conference Reviewer | 2015-Present |
|  Group on Faculty Affairs | Member & Conference Reviewer | 2016-Present |
|  Group on Educational Affairs | Member & Conference Reviewer | 2018-Present |
|  Herbert Nickens Faculty Fellowship Award | Selection Committee | 2023-Present |
| The Generalist in Medical Education | Conference Reviewer | 2020 |
| Latino Medical Student Association (LMSA) LIDERes Program | Speaker | 2020-2022 |
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| Journal Reviewer |
| Journal of Health for the Poor & Underserved | 2018- Present |
| Journal of Health Equity | 2019- Present |
| Journal of Healthcare Leadership | 2020- Present |
| Academic Medicine | 2021- Present |
| Journal of General Internal Medicine | 2021- Present |
| MedEd Portal | 2021- Present |
| BMJ Medical Education | 2022-Present |

**INVITED PRESENTATIONS-SERVICE**

LOCAL

All in-rank

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| Title | Organization | Date |
| Literature Review: Underrepresented Faculty in Academic Medicine | IUSM Diversity Council | Feb. 2016 |
| Faculty Panel: Diverse Careers in STEM | Diversity Enrichment, and Achievement Program (DEAP). IUPUI. | Aug. 2017 |
| Conducting Culturally Competent Research | Bioethics and Subject Advocacy Program (BSAP). Translational Research Ethics and Applied Topics. Indiana Clinical and Translational Sciences Institute (CTSI) | Nov. 2017 |
| The Blind Spot in Graduate Admissions (Implicit Bias) | Indiana BioMedical Gateway (IBMG) Program for PhD Study at IUSM. Graduate School Admissions Committee.  | Nov. 2017 |
| Building Allyships and Active (By)Standers | Adolescent Health Program. IUSM | Jan. 2018 |
| Culturally Relevant Mentoring | Dr. Patricia Treadwell Women in Medicine and Science Lecture Series. IUSM. | Mar. 2018 |
| Inclusive Mentoring | IUSM, Graduate Division, Post-Doc Office.  | Apr. 2018 |
| Building Your Lab. Arrizabalaga G, & Sotto-Santiago S. | IU-MSI STEM Initiative. Faculty Research Development Institute. IU Bloomington. | July 2018 |
| Pathways to Medical Careers | Project Stepping Stones for Indiana Latinx High School Students | June 2018 |
| Cultural Humility: Treating the Patient, not an entire Culture | IUH. Palliative Care | Sept. 2018 |
| Culturally Relevant Mentoring. Welch J, Pettit K, Sotto-Santiago S.  | IUSM. Faculty Affairs, Professional Development, and Diversity. Leadership Series | Dec. 2018 |
| Implicit Bias. Tori A, & Sotto-Santiago S. | IUSM Clerkship Summit.  | Feb. 2019 |
| Financing an Academic Medicine Career | Building the Next Generation of Academic Physicians (BNGAP) at IUSM. | Feb. 2019 |
| Racism and Microaggressions. Duncan F, Smith J, & Sotto-Santiago S. | IUSM. Division of Pulmonary Sciences and Critical Care Medicine. Chest Conference. | June 2019 |
| Responding to Instances of Racism, Discrimination, and Microaggressions.  | IUSM. Department of Family Medicine | Aug. 2019 |
| Responding to LGBTQ Microaggressions | IUPUI, C3 Leadership Program. | Aug. 2019 |
| Culturally Relevant Mentoring | IUSM. Academy of Teaching Scholars. Faculty Affairs, Professional Development, and Diversity. | April 2020 |
| Intro to Racial Bias & Health Disparities in Medicine | IUSM. Internal Medicine Residency Program. Intern Orientation | July 2020 |
| Cultural Humility | IUSM Department of Family Medicine. Chief Resident Education. | Aug. 2020 |
| Importance of Diversity, Equity, and Inclusion in Academic Medicine. | Academic Medicine Career Development Conferences for Diverse Medical Students and Residents | Aug. 2020 |
| Actions that Advance Racial Equity. | IUSM Medical Student Education Diversity, Equity, and Inclusion (DEI) Series | Sept. 2020 |
| I Didn’t Know What to Say,,, | Eskenazi Health. Leadership Series. | Sept. 2020 |
| Advancing health equity, diversity, and inclusion: The Trainees Role?  | IUSM. Medical Scientist Training Program. | Sept. 2020 |
| Equity, Diversity, and Inclusion-How does It Impact me?.  | Department of Medicine Administrative Retreat with IUHealth & IU Health Physicians | Dec. 2020 |
| What does mentoring in a culturally relevant way mean at a time of a transparent racism, pandemic, death, and insurrection? | Coaching and Mentoring Coalition. IUPUI | Jan. 2021 |
| Responding to Microaggressions | IUSM Clinical Research Education Series (CRES).  | May 2021 |
| Cultural Humility | IUSM Department of Family Medicine. Chief Resident Education. | July 2021 |
| Advancing Racial and Health Equity Conversations through Cultural Humility.  | IUSM Department of Biostatistics | Aug. 2021 |
| Culturally Relevant Research: Humility, Safety, and Ethics | IUSM. Children’s Health Services Research | Oct. 2021 |
| Diversity in Research | IUSM. Department of Physical and Rehabilitation Medicine and Rehabilitation Hospital of Indiana | Oct. 2021 |
| Unconscious Bias | IUH. Hospitalist Seminar Series | Oct. 2021 |
| Department of Internal Medicine: Embedding Equity through Clinical Operations | IUSM Leadership Development Series in DEI. Faculty Affairs, Professional Development, and Diversity. | Oct. 2021 |
| Identifying and Mitigating Bias in Peer Review | Indiana Clinical and Translational Sciences Institute (CTSI) KL2 Scholars Program | Nov. 2021 |
| Cultural Humility: The Underlying Principle in the Belmont Report | Bioethics and Subject Advocacy Program (BSAP): Translational Research Ethics and Applied Topics. Indiana Clinical and Translational Sciences Institute (CTSI) | Dec. 2021 |
| Wellness + Equity, Inclusive Physician Efforts | IUSM Department of Family MedicineChief Resident Education | May 2022 |
| Holistic Interviewing: How to check our biases.Sotto-Santiago, S. & Fettig, L. | IUSM Department of MedicineMedicine Grand Rounds | August 2022 |
| Avoiding Health Equity Tourism:Thinking Intentionally About ResearchDesign | Division of Pulmonary and Critical Care Medicine | August 2022 |

REGIONAL

All in-rank

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| Title | Organization | Date |
| Racial Bias & Health Inequities in Medicine | North Central Indiana Mental Health Summit | Nov. 2020 |
|  “To Label or not to label”: Reconsidering the Impact of Words in Academic Medicine. | Indiana Area Health Education Center (AHEC) | April 2021 |
|   “Look, we have diverse faculty.” : The experiences of diverse faculty beyond the institutional posters | Purdue University. Department of Psychology | Oct. 2021 |
| Cultural Humility: A Foundation for Advancing Racial and Health Equity Conversations | American College of Physicians, Indiana Chapter. | Nov. 2021 |
| Cultural Humility | Community Health  | May 2022 |
| The challenge of “You can’t improve what you can’t measure.” In DEI | Indiana-Association of Institutional Research | May 2023 |
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NATIONAL

\*denotes in-rank

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| Title | Organization | Date |
| Research Administration Workshop | Alliance for Academic Internal Medicine (AAIM), Administrators of Internal Medicine (AIM) | 2013 |
| Experienced Administrator’s Advice for New Administrators. David B, Fawthrop M, Hager D, & Sotto-Santiago S. | Alliance for Academic Internal Medicine (AAIM), Administrators of Internal Medicine (AIM) | 2015 |
| The Administrator’s Role in Diversity and Inclusion | Administrators of internal Medicine, Alliance for Academic Internal Medicine. | Feb. 2016 |
| Career Development for Clinician Educators: Securing Promotion. Geraci M, Buckley J, & Sotto-Santiago S. | Alliance for Academic Internal Medicine (AAIM) | Sept. 2016 |
| Experienced Administrator’s Advice for New Administrators. David B, Fawthrop M, & Sotto-Santiago S. | Alliance for Academic Internal Medicine (AAIM), Administrators of Internal Medicine (AIM) | Mar. 2017 |
| Recruitment and Residency Interview Skills. Sotto-Santiago S, Tori A, & Buckley J. | Ponce Health Sciences University, Puerto Rico | Feb. 2019 |
| Recruitment and Residency Interview Skills. Sotto-Santiago S, Tori A, & Buckley J. | University of Puerto Rico School of Medicine  | Feb. 2019 |
| Negotiation: Focus on the WIN-WIN. | American Diabetes Association. Women Interprofessional Network (WIN). Professional Development Conference. | Nov. 2019 |
| Strategic Approaches in Diversity, Equity, and Inclusion. Manning K, Bussey-Jones J, and Sotto-Santiago S. | Alliance for Academic Internal Medicine (AAIM) | Mar. 2020 |
| Resist and Restore: What to do in the aftermath of racism, discrimination, and microaggressions. |  American Medical Women Association. AMWA Leads Meeting. | Mar. 2020 |
| Actions We Can Take to Advance Equity in Academic Medicine. | University of Arizona Health Sciences. Office of Equity, Diversity, and Inclusion. | Jul-2020 |
| Promising & Best Practices in the Recruitment, Retention & Promotion of Hispanic Faculty. Moreno F & Sotto-Santiago S. | University of New Mexico Health Sciences & Latino Medical Student Association. | Oct. 2020 |
| Cultural Humility: A Framework Towards Health Equity.  | Colorado State University & Northern Colorado Medical Society.  | Feb. 2021 |
| Cultural Humility: A Foundation for Advancing Racial Equity Conversations | Henry Ford Health System. Detroit, MI. | Feb. 2021 |
| Making a Decision About an Academic Faculty Track  | National Latino Medical Student AssociationLIDEReS Program for Early Career Faculty | March 2021 |
| Intersectionality in Cancer Care. Advancing Equity in Medicine: considering Intersectionality In Medical education and Workforce development  | American Society of Clinical Oncology.  | June 2021 |
| Responding to the Discriminatory Patient. Slurs, Slander and Rejection of Care Panel. | American Medical Association | June 2021 |
| An Introduction to Cultural Humility | Georgetown-MedStar Rehabilitation Network. Washington, DC.  | Sept. 2021 |
| Plenary: Cultural Humility: A Foundation for Racial Equity in Academic Rehabilitation Medicine. | American Congress Rehabilitation Medicine. Annual National Meeting Plenary Speaker | Sept. 2021 |
| Inclusive and Culturally Responsive Mentoring. | American Congress Rehabilitation Medicine. Annual National Meeting  | Sept. 2021 |
| “I didn’t know what to say.” Responding to Racism, Discrimination, and Microaggressions. Sotto-Santiago S, Duncan F, & Smith J. | American Congress Rehabilitation Medicine. Annual National Meeting  | Sept. 2021 |
| Tools for Responding to Racism, Discrimination and Microaggressions | University of Pennsylvania | Oct. 2021 |
| Responding to Racism with Antiracist Frameworks in Academic Medicine. | National Academies of Science, Engineering, and Medicine | ~~Nov. 2021~~ Rescheduled for 2022 |
| Cultural Humility:  A Foundation for Racial Equity Workshop Part 1 and Part 2 | Driscoll Children’s Hospital, Corpus Christi, TX | Jan & Feb 2022 |
| Making a Decision About an Academic Faculty Track  | Latino Medical Student AssociationLIDEReS Program for Early Career Faculty | March 2022 |
| Equity-Mindedness: The Real Culture Change | American Society of Pediatric Hematology/Oncology | May 2022 |
| Tools to Respond to Instances of Racism, Discrimination, and Microaggressions | Northwestern University, Department of Medicine | January 2023 |
| Avoiding Health Equity Tourism:Thinking Intentionally About ResearchDesign | Northwestern University, Department of Medicine | February 2023 |
| "Do they REALLY Trust Us?: An exploration of trust and trustworthiness within a volunteer research registry” | University of Pittsburgh, Department of Medicine | February 2023 |
| Equity & Wellness: A Call for more inclusive physician wellness efforts | Southeast Michigan Center for Medical Education | April 2023 |

INTERNATIONAL

\*denotes in-rank

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| Title | Organization | Date |
| Globalizing Diversity and Inclusion Research: Designing a Transnational Approach to Promoting Educational Access and Equity for Racial and Minoritized Communities around the World | Summit Panelist. The Expertise Centre for Diversity Policy (ECHO), Netherlands. |  January 2020 |
| Moving from Theory to Praxis: *Creating Antiracist and Inclusive Campus Environments*: What are some best practices for creating racially just and inclusive educational environments?  | The Expertise Centre for Diversity Policy (ECHO), Netherlands. |  January 2020 |

**PEER-REVIEWED PRESENTATIONS- SERVICE**

LOCAL

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| --- | --- | --- |
| Title | Organization | Date |
| Building Professional Networks through Mentorship | University of Colorado. CU Women’s Symposium | 2013 |
| Underrepresented Early Career Faculty in Academic Medicine | University of Denver. College of Education-Department of Higher Education-Graduate Symposium. | 2014 |
| Academic Female Leadership | University of Colorado. CU Women’s Symposium | 2014 |
| Cultivating a Supportive Environment. Panel. Yi V, Lovendahl R, Ramos R, Saelua N, Sotto-Santiago S, Trebil K, Tyson M, & Vigil D. | University of Denver. DU’s Women’s Conference: Inspiring the Power of Possibility. | 2015 |
| IUSM RIME Faculty Learning Communities: a great way to become more involved in med ed research. Mitchell S, Boyer T, Kochhar K, Sotto-Santiago S. | IUSM Education Day | April 2022 |
| Latinidad y Antirracismo: Fostering Antiracism Conversations in Medical Education. Bolivar A, Hentz E, Hernandez-Mondragon, & Sotto-Santiago S. | IUSM Education Day | April 2022 |

Poster Presentations

 \*denotes in-rank

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| Allies Welcomed to Advance Racial Equity (AWARE) Faculty Seminar Series: Program Design and Implementation. Tucker Edmonds B, Neal C, Shanks A, Scott N, Robertson N, Rouse C, Bernard C, Sotto-Santiago S.  |  IUSM Education Day | Apr. 2021 |

REGIONAL

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| Title | Organization | Date |
| IACUC Protocol Review | IACUC Administrators Association. Western Region Conference.  | 2013 |
| The IACUC: CROs & Biotech Specific Issues | Best Practices in IACUC Administration. IACUC Administrators Association (IAA) Western Region Conference. | 2014 |
| IACUC Membership: Community Members’ Role | IACUC Administrators Association. Western Region Conference.  | 2014 |

NATIONAL

\*denotes in-rank; †denotes Senior Author/Mentor; Ç denotes Covid-19 prevented travel

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| Title | Organization |  Date |
| Working with the IRB at your Institution | Association for Education in Journalism and Mass Communication. 93rd Annual Conference.  | 2010 |
| The IACUC and Clinical Research Organizations (CRO) & Biotechs. | Public Responsibility in Medicine and Research (PRIM&R) National IACUC Conference | 2014 |
| Promoting Collaborative Environments | Alliance for Academic Internal Medicine (AAIM), Administrators of Internal Medicine (AIM) | 2015 |
| Utilization of Conceptual and Theoretical Frameworks in Academic Medicine. Sotto-Santiago S & Porter P. | Association of American Medical Colleges (AAMC) GDI/GWIMS.  |  Mar.2017 |
| Silos to Synergy: Strategic Coalition Building. Collins C, Porter P, Sotto-Santiago S, Moses A. | Association of American Medical Colleges (AAMC) GDI/GWIMS.  | May 2017 |
| Increasing Hispanic Healthcare Workforce: An example of Collaboration between Academia and Community Health Services. Sotto-Santiago S & Sevilla-Martir J. | National Hispanic Medical Association | May 2017 |
| (Dis)Incentivizing Patient Satisfaction: Bias against Women and UIM Clinical Faculty. Sotto-Santiago S & Rohr-Kirchgraber T. | Association of American Medical Colleges (AAMC) GDI/GWIMS.  | May 2017 |
| Our Responsibility: Courageous Conversations about Race, Equity, and Inclusion. | Alliance of Academic Internal Medicine | April 2018 |
| Business of Medicine Professional Development. Sotto-Santiago S & Geraci M.  | Alliance of Academic Internal Medicine |   April 2018 |
| Transforming Operations and Physician Engagement in an Academic Outpatient Practice: A Commitment to Lean Management. Ober M, McHenry L & Sotto-Santiago S. | Alliance of Academic Internal Medicine. | April 2018 |
| IUSM and LCME: Lessons Learned from Element 3.3. Austrom M, Tori A, Sotto-Santiago S, Patrick S. | AAMC Group on Diversity and Inclusion (GDI) | May 2018 |
| I belong: Fostering a sense of belonging among students identified as URM through the creation of a cross-cultural cohort program. Sharp S, Haywood A, & Sotto-Santiago S. | Association of American Medical Colleges (AAMC) Group on Student Affairs.  | April 2019 |
| Re-envisioning the Business Case for Diversity and Inclusion through Metrics and Measurements. Sotto-Santiago S & Mac J. | Alliance of Academic Internal Medicine. | April 2019 |
| “I didn’t know what to say”: A Workshop on How to Respond to Instances of Racism, Discrimination, and Microaggressions. Mac J, Duncan F, & Sotto-Santiago S.  | Alliance of Academic Internal Medicine. | April 2020 |
| Fostering a sense of belonging among students identified as underrepresented in medicine. Tori A, Sharp S, Haywood A, Sotto-Santiago S & Rucker S. AAMC Group on Diversity and Inclusion. May 2020 | AAMC Group on Diversity and Inclusion. | May 2020 |
| Making Space for Community, Support, and Healing in Racial Equity Higher Education Work. Brooms D, Tuitt F, Sotto-Santiago S, Castillo-Montoya M, Wright-Mair R, Martinez J, LePeau L | Association for the Study of Higher Education. |  Nov. 2020 |
| Growing a Diverse Team through Training Opportunities and Community Partnerships to Increase Diversity in Research Participation. Allen M, Claxton G, Drury C, Hudson B, Sander E, Sotto-Santiago S, Tucker Edmonds B, Wiehe S. | Association for Clinical and Translational Science. Translational Science 2021 |  Mar. 2021 |
| Black Lives Matter: Student Perspectives of Institutional Statements on Racial Incidents Using LCME Standards as a Guide. Sharp S, Umoye A, Smith T, Hill J, Mohamed D, Messmore N, Haywood A, Sotto-Santiago S. |  AAMC Group on Educational Affairs. | April 2021 |
| Diagnosing and Treating Microaggressions and Racism in Your Healthcare Team. Duncan F, Smith J, Johnson M, Sotto-Santiago S. | American Thoracic Society. | May 2021 |
| Looking Beyond the United States Ivory Tower to Expand the Scope of Anti-Racism Work Globally. Tuitt F, Tupan-Wenmo M, Sotto-Santiago S. | National Association of Diversity Officers in Higher Education. | March 2022 |
| Advancing Health Equity and Anti-Racist Strategies on Campus. Sotto-Santiago S, Lamba S, Poll N, Jacobs N. | National Association of Diversity Officers in Higher Education. Health Equity Track. | March 2022 |
| Framework to Action: Developing Antiracist Medical Educators. Sotto-Santiago S, Lamba S, Poll N. | AAMC Group on Diversity and Inclusion. | March 2022 |
| Intersectionality of Residency Wellness and DEIJ Efforts: An Innovative Think Tank. Alexander A, Reed K, Sotto-Santiago, S. | Society of Academic Emergency Medicine | May 2022 |
| Framework to Action: Developing Antiracist Medical Educators and Scholar Practitioners. Sotto-Santiago S, Lamba S, Poll N. | AAMC Group on Faculty Affairs. | July 2022 |
| Making the Invisible Visible: DEI Pathways to Promotion with Institutional Accountability. Sotto-Santiago S, Soto-Greene M, Conwell W, & Gibau G | AAMC Group on Faculty Affairs/Group on Diversity and Inclusion joint meting | June 2023 |

Poster Presentations

\*denotes in-rank;  Ç denotes Covid-19 prevented travel

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| Title | Organization |  Date |
| Implementing an Electronic Protocol Submission-and-Review System: After the Webinars, what comes next? Tips from Two Colorado Institutions. Evelyn A. Swiss, Janell A. Barker, and Sylk Sotto-Santiago.  | Public Responsibility in Medicine and Research (PRIM&R) Advancing Ethical Research Conference | 2008 |
| Small Institutions, Small Animal Care and Use Programs: Lessons Learned at the University of Denver and its AAALAC Accreditation Process. Sylk Sotto-Santiago, Joe Angleson, and Ron Banks. | Public Responsibility in Medicine and Research (PRIM&R) Advancing Ethical Research Conference | 2010 |
| Advancing the Utilization of Conceptual and Theoretical Frameworks in Academic Medicine. Sylk Sotto-Santiago and Paul Porter | National Conference on Race and Ethnicity in American Higher Education (NCORE). | 2016 |
| (Dis)Incentivizing Patient Satisfaction: A Departmental Study with Possible Bias against Women and URM Clinical Faculty. Sylk Sotto-Santiago, Mike Ober, Mark Geraci.  | Alliance for Academic Internal Medicine (AAIM) | 2017 |
| Developing the Business Acumen of Current and Future Leaders in Academic Medicine. Shawn Patrick, Megan Palmer, Mary Danksoki, Sylk Sotto-Santiago, & Susannah Gawor. |  Association of American Medical Colleges-Group in Faculty Affairs/Group on Women in Medicine and Science | 2019 |
| Re-envisioning the Business Case for Diversity, Equity, and Inclusion. Sylk Sotto-Santiago and Catherine Garzio. Table Topic. | Association of American Medical Colleges Group on Diversity and Inclusion/ Group on Business Affairs  |  2019 |
| Developing the Business Acumen of Current and Future Leaders in Academic Medicine. Shawn Patrick, Megan Palmer, Mary Dankoski, Susannah Gawor, Sylk Sotto-Santiago | Association of American Medical Colleges Group on Faculty Affairs and Group on Women in Medicine and Science |  2019 |
| “And the Pendulum Swings: Benevolent Sexism in the TimesUp Healthcare Era”. Sylk Sotto-Santiago, Catherine Sears and Cynthia Brown. | Association of American Medical Colleges Learn Serve Lead. |  2019 |
|  #failfest: A sisterhood celebration of "failing up". Sylk Sotto-Santiago, Erin Crowley, and Cynthia Brown | Association of American Medical CollegesLearn Serve Lead. |  2019 |
| Collaborating to Promote Inclusive Mentoring Relationships in Biomedical Science Research. Tara Hobson, Matt Allen, Julie Welch, Gustavo Arrizabalaga, Brittney-Shea Herbert, Tammy Sajdyk, Sylk Sotto-Santiago. | Association of American Medical Colleges Group on Faculty Affairs |  2020 |
| Fostering a sense of belonging among students identified as underrepresented in medicine. Antwione Haywood, Sacha Sharp, Sydney Rucker, Sylk Sotto-Santiago, Richard Brown, and Gustavo Arrizabalaga. | Association of American Medical Colleges Group on Diversity and Inclusion (GDI) & Health Workforce Research Joint Conference  |  2021 |
| Health Equity Starts with Us: Recommendations from the Indiana Clinical Translational Institute Racial Justice and Health Equity Taskforce. Sotto-Santiago S, Tucker-Edmonds B, Wiehe S, & Moe S.  | Association for Clinical and Translational Science | April 2022 |
| Engaging in bidirectional communication to increase research literacy and improve the health of Indiana residents through All IN for Health. Sotto-Santiago S, Claxton G, Delp L, Drury, S, & Hudson B. | Association for Clinical and Translational Science | April 2022 |
| I am interested!”: Lessons Learned from the All IN for Health/Indiana CTSI Health Advisory Board. Sotto-Santiago S, Wiehe S, Claxton G, Delp L, Hudson B, Moe S. | Association for Clinical and Translational Science | April 2023 |
| Do they REALLY Trust Us?: The Importance of Trust and Trustworthiness in All IN for Health. Sotto-Santiago S, Hudson B, Claxton G, Delp L, Lynch D, Wiehe S, Moe S. | Association for Clinical and Translational Science | April 2023 |
| La Entrevista: Lessons from Puerto Rico Medical Schools and Indiana University | Association of American Medical Colleges-Group in Faculty Affairs/Group on Diversity and Inclusion | June 2023 |

INTERNATIONAL

\*denotes in-rank;  Ç denotes Covid-19 prevented travel

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| Title | Organization | Date |
| Globalizing Diversity and Inclusion Research: Envisioning a Transnational Approach for Addressing Racial Equity in Education. Tuitt F, Howard L, Castillo-Montoya M, Sotto-Santiago S.  | World Education Research Association. Spain | July 2020 |

**SCHOLARSHIP AND PUBLICATIONS**

**PEER REVIEWED**

**JOURNAL ARTICLES**

\*denotes in-rank

Pulmonary Diseases §denotes manuscript contributions: Research Methods, Data Collection and Analysis, and Edits

1. **§**Hoshikawa Y, Nana-Sinkam P, Moore MD, **Sotto-Santiago S,** Phang T, Keith RL, Morris KG, Kondo T, Tuder RM, Voelkel NF, Geraci MW Hypoxia induces different genes in the lungs of rats compared with mice *Physiol Genomics*. 2003;12(3):209-219. Published 2003 Feb 6. doi:10.1152/physiolgenomics.00081.2001
2. **§**Nana-Sinkam P, Golpon H, Keith RL, Oyer RJ, **Sotto-Santiago S** , Moore MD, Franklin W, Nemenoff RA, Geraci MWProstacyclin in human non-small cell lung cancers. *Chest*. 2004;125(5 Suppl):141S. doi:10.1378/chest.125.5\_suppl.141s
3. **§**Bull TM, Coldren CD, Moore M, **Sotto-Santiago S,** Pham DV, Nana-Sinkam SP, Voelkel NF, Geraci MW. Gene microarray analysis of peripheral blood cells in pulmonary arterial hypertension. *Am J Respir Crit Care Med*. 2004;170(8):911-919. doi:10.1164/rccm.200312-1686OC
4. **§**Keith RL, Miller YE, Hudish TM, Girod CE, **Sotto-Santiago S,** Franklin WA, Nemenoff RA, March TH, Nana-Sinkam SP, Geraci MW. Pulmonary prostacyclin synthase overexpression chemo prevents tobacco smoke lung carcinogenesis in mice. *Cancer Res*. 2004;64(16):5897-5904. doi:10.1158/0008-5472.CAN-04-1070
5. **§**Bull TM, Coldren CD, Nana-Sinkam P, **Sotto-Santiago S,** Moore M, Voelkel NF, Geraci MW. Microarray analysis of peripheral blood cells in pulmonary arterial hypertension, surrogate to biopsy. *Chest*. 2005;128(6 Suppl):584S. doi:10.1378/chest.128.6\_suppl.584S
6. **§**Nana-Sinkam P, Oyer RJ, Stearman RS, **Sotto-Santiago S,** Moore MD, Bull TM, Grady MC, Choudhery Q, Nemenoff RA, Lane K, Loyd JE, Geraci MW. Prostacyclin synthase promoter regulation and familial pulmonary arterial hypertension. *Chest*. 2005;128(6 Suppl):612S. doi:10.1378/chest.128.6\_suppl.612S
7. **§**Nana-Sinkam SP, Lee JD, Stearman R, Sakao S, **Sotto-Santiago S,** Voelkel NF, Geraci MW. Prostacyclin synthase in smoking-related lung disease. *Proc Am Thorac Soc*. 2006;3(6):517. doi:10.1513/pats.200603-074MS
8. **§**Nana-Sinkam SP, Lee JD, **Sotto-Santiago S**, Stearman RS, Keith RL, Choudhury Q, Cool C, Parr J, Moore MD, Bull TM, Voelkel NF, Geraci MW. Prostacyclin prevents pulmonary endothelial cell apoptosis induced by cigarette smoke. Am J Respir Crit Care Med. 2007;175(7):676-685. doi:10.1164/rccm.200605-724OC
9. **§**Bull TM, Meadows CA, Coldren CD, Moore M, **Sotto-Santiago S,** Nana-Sinkam SP, Campbell TB, Geraci MW. Human herpesvirus-8 infection of primary pulmonary microvascular endothelial cells. Am J Respir Cell Mol Biol. 2008;39(6):706-716. doi:10.1165/rcmb.2007-0368OC

*Publication gap due to administrative leadership positions and career interests.*

\* denotes in-rank; ^denotes Corresponding author/ “co-first author”; † denotes Senior Author/Mentor

SERVICE

1. **Sotto-Santiago S.**, Slaven J., Rohr-Kirchgraber T. **(2019)** [(Dis)Incentivizing Patient Satisfaction Metrics: The Unintended Consequences of Institutional Bias](https://pubmed.ncbi.nlm.nih.gov/30729230/). [*Health Equity.*](https://www.ncbi.nlm.nih.gov/pubmed/30729230) 2019 Feb 4;3(1):13-18. doi: 10.1089/heq.2018.0065. 2019.
2. Tori, A. J., **Sotto-Santiago, S.,** Sharp, S., & Mac, J. **(2019).** [Defining Student Success in Academic Medicine](https://sites.kowsarpub.com/jme/articles/105644.html). *Journal of Medical Education*, *17*(3).
3. **Sotto-Santiago, S**. **(2019).** [Time to reconsider the word minority in academic medicine](https://www.jstor.org/stable/pdf/26894228.pdf). *Journal of Best Practices in Health Professions Diversity, 12*(1), 72-78.
4. **Sotto-Santiago, S.**, Mac, J, Duncan, F, Smith, J. **(2020)**. “[I didn’t know what to say.”: Responding to Racism, Discrimination, and Microaggressions with the OWTFD Approach](https://doi.org/10.15766/mep_2374-8265.10971)”. *Meded Portal*. <https://doi.org/10.15766/mep_2374-8265.10971>
5. **Sotto-Santiago, S.,** Sharp, S., & Mac, J. **(2020).** “[The Power of Social Media in the Promotion and Tenure of Clinician Faculty](https://doi.org/10.15766/mep_2374-8265.10943)”. *Meded Portal*. <https://doi.org/10.15766/mep_2374-8265.10943>
6. **Sotto-Santiago S**, Dilly C, O’Leary H, Craven H, Kara A, Brown C, Kressel A, Rohr-Kirchgraber T, DiMeglio L. **(2021)** [Reframing Productivity, Promotion and Tenure As a Result of the COVID-19 Pandemic](https://www.ingentaconnect.com/content/magna/jfd/2021/00000035/00000001). *Journal of Faculty Development*, 35(1).
7. **Sotto-Santiago S**, Ansari-Winn D, Neal C, & Ober M**. (2021).** [Equity + Wellness: A Call for More Inclusive Physician Wellness Efforts.](https://doi.org/10.15694/mep.2021.000099.1) *MedEd Publish*. <https://doi.org/10.15694/mep.2021.000099.1>
8. Tucker-Edmonds B, Neal C, Shanks A, Scott N, Robertson S, Rouse C, Bernard C, **Sotto-Santiago S. (2021)**. [Allies Welcomed to Advance Racial Equity (AWARE) Faculty Series: Design and Implementation.](https://journals.sagepub.com/doi/full/10.1177/23821205211034940) *Journal of Medical Education and Curricular Development.* doi:[10.1177/23821205211034940](https://doi.org/10.1177/23821205211034940). Contribution: senior, writer and editorial review.
9. **Sotto-Santiago S,** Poll-Hunter N, Trice T, Buenconsejo-Lum L, Golden S, Howell J, Jacobs N, Lee W, Mason H, Ogunyemi D, Crespo W, & Lamba S. **(2021).** [Framework for Developing Anti-racist Medical Educators and Practitioner Scholars.](https://journals.lww.com/academicmedicine/abstract/9000/a_framework_for_developing_antiracist_medical.96569.aspx) *Academic Medicine.*
10. **\*Sotto-Santiago S**, Johnson M, Genao I. [Breaking Barriers to Diversify the Physician Workforce: Research and Practice](https://www.frontiersin.org/articles/10.3389/fpubh.2023.1190382/full). *Front. Public Health. Sec Public Health Policy*. 11.2023  [doi: 10.3389/fpubh.2023.1190382](https://doi.org/10.3389/fpubh.2023.1190382)

RESEARCH

1. **Sotto-Santiago, S.**, Saelua, N., Tuitt, F. **(2019)** [“All Faculty Matter”: The Continued Search for Culturally Relevant Practices in Faculty Development](https://podnetwork.org/content/uploads/All-Faculty-Matter.pdf). *Journal of Faculty Development*. Volume 33. September 2019. Pp.83-94(12).
2. **Sotto-Santiago, S**. **(2020).** [“Am I Really Good Enough?”: Black and Latinx Experiences with Faculty Development.”](https://quod.lib.umich.edu/t/tia/17063888.0039.205?view=text;rgn=main) *To Improve the Academy, Journal of Educational Development.* Vol.39, No. 2 (Fall 2020).
3. **Sotto-Santiago S**. **(2021).** [Black and Latinx Faculty Perspectives on Diversity and Inclusion; A Case for Inclusive Excellence in Academic Medicine](https://www.jstor.org/stable/27007257?seq=1#metadata_info_tab_contents). *Journal of Best Practices in Health Professions Diversity.* vol. 13, no. 1, 2020, pp. 44–55. *JSTOR*, www.jstor.org/stable/27007257.
4. **Sotto-Santiago S**, Mac J, Slaven J, Maldonado M. **(2021).** [A Survey of Internal Medicine Residents: Their Learning Environments, Bias & Discrimination Experiences, and their Support Structures.](https://www.dovepress.com/a-survey-of-internal-medicine-residents-their-learning-environments-bi-peer-reviewed-fulltext-article-AMEP) Advances in Medical Education and Practice. 12:697-703. https://doi.org/10.2147/AMEP.S311543
5. Martinez-Strengel A, Balasuriya L, Black A, Berg D, Genao I, Cary P. Gross M, Keene D, Latimore D, **Sotto-Santiago S**, Boatright D. **(2021).** P[erspectives of internal medicine residency program directors on the Accreditation Council for Graduate Medical Education (ACGME) diversity standards](https://link.springer.com/article/10.1007/s11606-021-06825-2#citeas). *Journal of General Internal Medicine.*  *J GEN INTERN MED* (2021). https://doi.org/10.1007/s11606-021-06825-2Contribution: recruitment, data collection, editorial review and writing
6. **Sotto-Santiago S**, Vigil D. **(2021)*.*** [Racist Nativism in Academic Medicine: An Analysis of Latinx Faculty Experiences.](https://www.tandfonline.com/doi/full/10.1080/09518398.2021.1956617) *International Qualitative Studies in Education*. doi:[10.1080/09518398.2021.1956617](https://doi.org/10.1080/09518398.2021.1956617)
7. **Sotto-Santiago S**, Sharp S, Mac J, Messmore N, Haywood A, Tyson M, & Yi V. **(2021).** [Reclaiming the Mission of Academic Medicine: An Examination of Institutional Responses to (Anti)Racism.](https://pubmed.ncbi.nlm.nih.gov/34616971/) *AEM Education and Training.*
8. **\*Sotto-Santiago, S.,** Mac, J. & Genao, I. “[Value my culture, value me”: a case for culturally relevant mentoring in medical education and academic medicine](https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-023-04148-w#citeas). BMC Med Educ 23, 229 (2023). https://doi.org/10.1186/s12909-023-04148-w

**PUBLISHED ABSTRACTS**

1. **Sotto-Santiago, S.,** Edmonds, B., Wiehe, S., & Moe, S. (2022). [Health Equity Starts with Us: Recommendations from the Indiana Clinical and Translational Sciences Institute Racial Justice and Health Equity Task Force](https://www.cambridge.org/core/journals/journal-of-clinical-and-translational-science/article/192-health-equity-starts-with-us-recommendations-from-the-indiana-clinical-and-translational-sciences-institute-racial-justice-and-health-equity-task-force/BA9989488F4297FE39597A90CF9C6F7B). Journal of Clinical and Translational Science, 6(S1), 27-27. doi:10.1017/cts.2022.96
2. **Sotto-Santiago S**, Wiehe S, Claxton G, Delp L, Hudson B, Moe S. 244 “I am interested!”: Lessons Learned from the All IN for Health/Indiana CTSI Health Advisory Board. J Clin Transl Sci. 2023 Apr 24;7(Suppl 1):75. doi: 10.1017/cts.2023.311. PMCID: PMC10129641.
3. **Sotto-Santiago S**, Hudson B, Claxton G, Delp L, Lynch D, Wiehe S, Moe S. 245 Do they REALLY Trust Us?: The Importance of Trust and Trustworthiness in All IN for Health. J Clin Transl Sci. 2023 Apr 24;7(Suppl 1):75. doi: 10.1017/cts.2023.312. PMCID: PMC10129802.

**JOURNAL ASSOCIATE/GUEST EDITOR**

1. Journal: Frontiers in Public Health. Edition: *Breaking Barriers to Diversify the Physician Workforce.* Edited by: Genao I (Yale), **Sotto-Santiago S.** (Indiana University), & Johnson M (UCSF). 2022.

**NON-PEER REVIEWED**

\*denotes in-rank

ARTICLES IN ELECTRONIC MEDIA

1. Castillo-Montoya, M., Ramirez, J., Wright-Mair, R., **Sotto-Santiago, S.**, LePeau, L. A., & Brooms, D. R. (2020, March 31). [Movidas: Globalizing Strategies for Advancing Racial Equity](https://diverseeducation.com/article/170618/). *Diverse Issues in Higher Education*. (Specific section: Urgency and Co-Option of Diversity; final review and edits)
2. Rohr-Kirchgraber, T., **Sotto-Santiago, S.**, Brown, C., Donegan, D., Crowley, E., Sharp, S., Dilly, C., O'Leary, H. (2020). [The guilt of not being on the front lines of the pandemic](https://www.kevinmd.com/blog/2020/04/the-guilt-of-not-being-on-the-frontlines-of-the-pandemic.html)*. MedPage’s KevinMD.com*.
3. **Sotto-Santiago, S.,** Bussey-Jones, J., Genao, I., Maldonado, M., Manning, K., & Moreno, F. (2020, September). [42 Ways to Advance Racial Equity in Academic Medicine](https://www.kevinmd.com/blog/2020/09/42-ways-to-advance-racial-equity-in-academic-medicine.html). *MedPage’s KevinMD.com*.
4. **Sotto-Santiago, S.** (2020, September). [An Introduction to Antiracist Medical Education](https://www.kevinmd.com/blog/2020/09/what-is-anti-racist-medical-education.html). *MedPage’s KevinMD.com*.

**BOOK CHAPTERS**

1. Meyer, J. D., & **Sotto-Santiago, S.** (2017). Faculty Affairs. In *An Administrator's Guide to Departments of Internal Medicine* (5th ed.). Alliance for Academic Internal Medicine (AAIM). (+Senior Author)
2. **Sotto-Santiago, S.**, & Moreno, F. Hispanic Faculty Development In Latinx/Hispanic Medical Students: More Than a Century of Presence, Activism, and Leadership (J. P. Sanchez, Ed.). In Press: 2022
3. \*Castillo-Montoya M, **Sotto-Santiago S.**, Bolitzer L. Teaching, Learning, and Curriculum section of Higher Education: Handbook of Theory and Research. Chapter: Reimagining Faculty Development: Activating Instructional Development for Diversity, Equity, and Inclusion. Scheduled for Press: 2023.
4. **\*Sotto-Santiago, S**. Teaching equality, diversity, and inclusion in healthcare. ABC of Equality, Diversity & Inclusion in Healthcare. (UK). Scheduled for press: 2023.
5. **\*Sotto-Santiago, S.,** de la Rosa, JM., & Garcia, M. Making a Decision About an Academic Faculty Track. In LIDEReS (LHS+ Identity, Development, Empowerment, and Resources Seminar). (J. P. Sanchez, Ed.). In Press: 2023.

**PUBLISHED/RETRIEVABLE CURRICULA**

1. Curet,K., Goldberg, T., Schulz, T., & **Sotto-Santiago, S.** (2020) [Toolkit for Designing a Quality Improvement Curriculum with a focus on Health Disparities](https://higherlogicdownload.s3.amazonaws.com/IM/fecab58a-0e31-416b-8e56-46fc9eda5c37/UploadedImages/Documents/resources/QI_Toolkit-_AAIM_Health_Disparities_Sub_Group.pdf). Alliance for Academic Internal Medicine.
2. **Sotto-Santiago S**, Bolivar A, Hentz E, Haywood J, Hernandez-Mondragon R. (2021). *Latinidad y Antirracismo*: Fostering Antiracist Conversations in Medical Education. <https://scholarworks.iupui.edu/handle/1805/28002>

**PUBLISHED/RETRIEVABLE PRESENTATIONS**

1. **Sotto-Santiago S.**, Sevilla-Martir J. [Increasing Hispanic/Latinx Healthcare Workforce via Academic Medicine-Community Health Partnership.](https://scholarworks.iupui.edu/handle/1805/26138) Article based on presentation to the National Hispanic Medical Association May 2017; Washington DC. Published June 15, 2021. <http://hdl.handle.net/1805/26138>
2. **Sotto-Santiago S**. [Our Responsibility: Courageous Conversations about Race, Equity, and Inclusion](https://www.im.org/resources/diversity-inclusion). Alliance of Academic Internal Medicine. 2018. <https://www.im.org/resources/diversity-inclusion>
3. **Sotto-Santiago S.,** Mac J[.Re-Envisioning the Business Case for Diversity and Inclusion through Metrics and Measurements](https://hl.im.org/resources/diversity-inclusion). 2019. <https://hl.im.org/resources/diversity-inclusion>
4. **Sotto-Santiago S.** [“What can I do?”: Faculty Actions that Advance Racial Equity in Academic Medicine](https://www.youtube.com/watch?v=IU56YOLyZXI&list=PLflFTfLTVMWXML_pagFk5sH3otPi3Z_XZ&index=2). July 2020.

**PRE-PUBLICATIONS**

1. Thornsberry T, Connors J, Welch J, Hayden J, Hartwell J, Ober M, **Sotto-Santiago S**, Draucker C, Wasmuth S, Boustani M, Overley A, Monahan P, Kroenke K. Addressing Mental Health Needs of Health Care Workers through Peer Support Groups During the COVID-19 Crisis. December 2020. <http://hdl.handle.net/1805/25634>
2. **Sotto-Santiago S**, Ober M, Neal C, & Geraci M. Leading with Wellness in Mind: Lessons in Academic Leadership During a Pandemic. Dec. 2021. <https://hdl.handle.net/1805/28001>

**MEDIA**

1. **Sotto-Santiago, S**. (2018). The Administrator’s Role in Diversity and Inclusion[. LinkedIn](https://www.linkedin.com/pulse/diversity-inclusion-academic-medicine-business-role-sylk/).
2. **Sotto-Santiago, S.** (2018). Interview by Dr. Dianne Ansari-Winn for The Doctor’s Life Podcast. Topic: The Experiences of Black and Latinx Faculty in Academic Medicine and its possible connection to Wellness and Physician Burn Out. <https://itunes.apple.com/us/podcast/the-doctors-life/id1207593260?mt=2>.
3. **Sotto-Santiago, S.** (2020). Interview by Dr. Brian Williams for Race, Violence, and Medicine Podcast. Topic: Rethinking the term “minority” in medicine. [https://brianwilliamsmd.com/podcast/https://brianwilliamsmd.com/podcast/](https://brianwilliamsmd.com/podcast/https%3A/brianwilliamsmd.com/podcast/)
4. **Sotto-Santiago, S** & Tucker-Edmonds, B. (2021). The Importance of Diversity and Equity in Medicine and Research. Interview by Dr. Aaron Carrol. Healthcare Triage Podcast. <https://allinforhealth.info/resources/htpodcast/>
5. **Sotto-Santiago, S,** Nephew, L, Moe, S (2021). Changes in Health Research. WFYI All IN. <https://www.wfyi.org/programs/all-in/radio/changes-in-health-research>
6. **Sotto-Santiago, S**. (2022). Leading with wellness and equity in mind. Faculty Focus Podcast by Dr. Kimberly Skarupski. <https://www.facultyfocus.com/faculty-focus-live-podcast/>
7. **\*Sotto-Santiago, S**. (2023). The intersection of health equity and research ethics. Interview by Dr. Aaron Carrol. Healthcare Triage Podcast.

**THESIS/DISSERTATION**

1. Sotto Santiago, S. “Operationalizing Research Compliance and Ethics in the Healthcare System” (2011). *MPS* *Thesis/Capstone.* <http://digitalcommons.du.edu/ucol_hcl/1/>
2. Sotto Santiago, S**.** "What Gets Lost in the Numbers: A Case Study of the Experiences and Perspectives of Black and Latino Faculty in Academic Medicine" (2017). *Dissertation/Doctoral Research* <http://digitalcommons.du.edu/he_doctoral/1> Advisors: Drs. Judy Kiyama Marquez, Samuel Museus, and Frank Tuitt

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