



# **Equity, Diversity, and Inclusion Cluster**

Portfolios, Initiatives and Programs

2024

# Table of Contents

	<b>Title</b>	<b>Page</b>
1.	Introduction	3
2.	Equity and Social Accountability Portfolio	4
3.	Equity and Social Accountability Portfolio – Programs & Initiatives	5
4.	Workforce Diversity Portfolio	9
5.	Workforce Diversity Portfolio – Programs & Initiatives	10
6.	Research, Leadership, and Institutional Transformation Portfolio	14
7.	Research, Leadership, and Institutional Transformation Portfolio – Programs & Initiatives	15
8.	AAMC Strategic Plan – EDI’s Collaborative Efforts	17
9.	Other Resources – Bibliography from EDI Team	19
10.	Appendix	23

## Introduction

The Equity, Diversity, and Inclusion (EDI) team has put together the EDI Portfolios: Programs, Initiatives and Programs to serve as a guide for all the work that the AAMC EDI does to assist you with the DEI work at your institutions (with an understanding that other DEI work is also taking place in other units within the AAMC and will not be mentioned here).

EDI consists of three portfolios: Equity and Social Accountability led by Malika Fair, MD, MPH; Workforce Diversity led by Norma Poll-Hunter, PhD; and Research, Leadership, and Institutional Transformation led by Taniecea Mallery, PhD.

The guide describes the mission and goals of each portfolio and highlights the current programs and initiatives, including resources. Links to access the resources are provided and include the name and contact information for the team member leading the activity. We have also highlighted those areas of the AAMC Strategic Action Plans where our EDI team is actively participating. Lastly, we have included a bibliography of some of the recent works by EDI leaders as an additional set of resources.

We hope that you find this guide useful and meaningful for your DEI work. We are interested in receiving any questions or suggestions you may have to improve this guide. We see this guide as a dynamic document that will evolve over time. Please contact Ash Carter at [ascarter@aamc.org](mailto:ascarter@aamc.org) to provide your input. We look forward to connecting with you and assisting you in your work.

Sincerely,



David A. Acosta, MD  
Chief Diversity and Inclusion Officer  
AAMC

## Equity and Social Accountability Portfolio

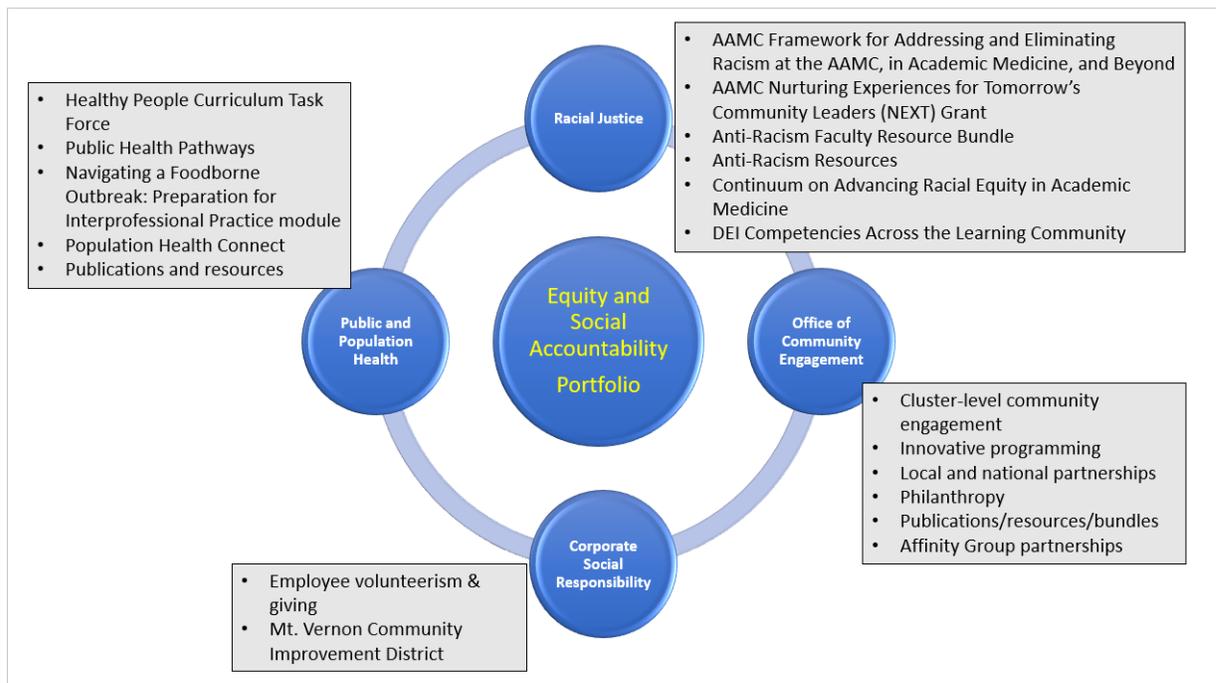
Senior Director: Malika Fair, MD, MPH, FACEP

The **Equity and Social Accountability (ESA) Portfolio** creates and champions solutions with multidisciplinary partners and our communities to advance equity, racial justice, population health, and accountability through a continuous equity improvement lens. We will assist the academic medicine community in becoming anti-racist leaders who acknowledge and understand systemic racial inequities and cultivate evidence-based policies and practices that promote racial justice and equity in our communities, education and research institutions, and health care systems.

The Equity and Social Accountability Portfolio aims to:

- Support and develop an emerging generation of physicians with an equity mindset who understand and practice public and population health principles;
- Promote constituent and staff involvement in local and national movements to advance racial justice;
- Encourage the inclusion of anti-racism, public and population health, and community engagement curricula in medical education, including experiential learning;
- Develop resources to assist the AAMC and members in fulfilling our anchor mission; and
- Increase the AAMC's social impact in Washington, D.C. to improve health outcomes in our surrounding communities through collaborations with local and national multidisciplinary partners.

The figure highlights the four focus areas for this portfolio with examples of the activities, programs and initiatives:



The Equity and Social Accountability portfolio aligns with the following AAMC strategic action plans: **Action Plan #1:** Strengthen the Medical Education Continuum for Transformed Health Care and Learning Environments; **Action Plan #3:** Equip Medical Schools and Teaching Hospitals and Health Systems to Become More Inclusive, Equitable Organizations; **Action Plan #4:** Increase Significantly the Number of Diverse Medical School Applicants and Matriculants; **Action Plan #7:** Improve Access to Health Care for All; **Action Plan #9:** Launch the AAMC as a National Leader in Health Equity and Health Justice.

## Equity and Social Accountability Portfolio – Programs and Initiatives

Program/Initiative	Description	Lead/Contact Info
<b>Racial Justice</b>		
AAMC Framework for Addressing & Eliminating Racism in the AAMC, in Academic Medicine, and Beyond	In October 2020, the AAMC released this Framework that outlines four pillars of work that will guide the AAMC's efforts to create a shared vision of the AAMC and academic medicine institutions as diverse, equitable, inclusive, and anti-racist organizations. <b>Access at:</b> <a href="https://www.aamc.org/addressing-and-eliminating-racism-aamc-and-beyond">https://www.aamc.org/addressing-and-eliminating-racism-aamc-and-beyond</a>	Malika Fair <a href="mailto:mfair@aamc.org">mfair@aamc.org</a>
Anti-Racism Resources	This website contains helpful definitions, video resources, and examples of anti-racism in practice within U.S. medical schools and teaching hospitals. Helpful AAMC publications, reading lists, and other resources are included. <b>Access at:</b> <a href="https://www.aamc.org/what-we-do/equity-diversity-inclusion/anti-racism-resources">https://www.aamc.org/what-we-do/equity-diversity-inclusion/anti-racism-resources</a>	Katrice Cain <a href="mailto:kcain@aamc.org">kcain@aamc.org</a>
AAMC Nurturing Experiences for Tomorrow's Community Leaders (NEXT) Grant	This award provides funding to institutions to develop or enhance a learning opportunity for medical students, residents, and other interprofessional learners that seeks to improve community health and eliminate health disparities while applying population health leadership principles and promoting collaboration among diverse stakeholders. <b>Access at:</b> <a href="#">AAMC Nurturing Experiences for Tomorrow's Community Leaders (NEXT) Grant   AAMC</a>	Katrice Cain <a href="mailto:kcain@aamc.org">kcain@aamc.org</a>
DEI Competencies Across the Learning Continuum	This work aims to provide a standard set of expectations or outcomes along this developmental continuum of medical students, residents and practicing physicians. <b>Access at:</b> <a href="#">Diversity, Equity, and Inclusion Competencies Across the Learning Continuum   AAMC</a>	Kamilah Weems <a href="mailto:kweems@aamc.org">kweems@aamc.org</a>
DC Academic Medicine Collaborative for Health Equity: Medical Education	Faculty from AAMC member institutions across the District of Columbia identified a need to address racism and bias within the curriculum for physicians in training. This Collaborative subgroup focused on strategies to examine, revise, and enhance anti-racism curriculum for medical students and residents. The effort resulted in the Anti-racist Resources for Faculty Development bundle accessible through AAMC's virtual online community.  <b>Access through the AAMC Communities Network at:</b> <a href="https://communities.aamc.org/resource-bundle-pages/anti-racism">https://communities.aamc.org/resource-bundle-pages/anti-racism</a>	Clarence Fluker <a href="mailto:cfluker@aamc.org">cfluker@aamc.org</a>

Office of Community Engagement		
AAMC Community Collaborations	<p>The AAMC’s initiatives and projects support our member institutions in forging collaborative relationships with their communities. This type of partnership means sharing expertise, resources and responsibility with communities for achieving shared goals. The AAMC is committed to supporting its member institutions in building partnerships and cultivating trust as anchor institutions in their communities.</p> <p><b>Access at:</b>  <a href="#">Community Collaborations   AAMC</a></p>	<p>Clarence Fluker  <a href="mailto:cfluker@aamc.org">cfluker@aamc.org</a></p>
Community Collaboration and Engagement Resource Bundle	<p>AAMC has developed a new resource collection describing the importance of community engagement to advance health equity and improve population health.</p> <p><b>Access through the AAMC Communities Network at:</b>  <a href="https://communities.aamc.org/resource-bundle-pages/community-engagement">https://communities.aamc.org/resource-bundle-pages/community-engagement</a></p>	<p>Clarence Fluker  <a href="mailto:cfluker@aamc.org">cfluker@aamc.org</a></p>
Publications	<p><i>Community Engagement at the AAMC: Highlights from 2022</i> This report demonstrates the AAMC commitment to having a greater social impact in Washington, DC through its philanthropic efforts, employee volunteerism, and innovative programming.</p> <p><b>Access at:</b>  <a href="https://www.aamc.org/media/48996/download?attachment">https://www.aamc.org/media/48996/download?attachment</a></p>	<p>Clarence Fluker  <a href="mailto:cfluker@aamc.org">cfluker@aamc.org</a></p>

Publications cont'd	<p><i>Health Equity in Academic Medicine: Recommendations from an AAMC Community Roundtable in Washington, D.C.</i> In July 2020, the AAMC convened a meeting with representatives from academic medicine, public health, and community-based organizations in the Washington, D.C., area to discuss how to address health and health care inequities in the region.</p> <p><b>Access at:</b>  <a href="https://store.aamc.org/health-equity-in-academic-medicine-recommendations-from-an-aamc-community-roundtable-in-washington-d-c.html">https://store.aamc.org/health-equity-in-academic-medicine-recommendations-from-an-aamc-community-roundtable-in-washington-d-c.html</a></p>	Clarence Fluker <a href="mailto:cfluker@aamc.org">cfluker@aamc.org</a>
	<p><i>Now Is Our Time to Act: Why Academic Medicine Must Embrace Community Collaboration as Its Fourth Mission</i>  See reference #22.</p>	Malika Fair <a href="mailto:mfair@aamc.org">mfair@aamc.org</a>
<b>Corporate Social Responsibility</b>		
DC Academic Medicine Collaborative for Health Equity: Social Accountability	<p>Health care institutions in the District of Columbia expressed interest in improving racial equity by addressing social determinants of health. This goes beyond addressing social needs at the bedside to working in partnership with communities, organizations, and residents to have an upstream impact on health. This Collaborative subgroup focused on addressing racial inequities across hiring practices, procurement, investments, and other tools of corporate social responsibility. In September 2023, AAMC hosted a roundtable that included representatives from member institutions, DC government and education partners to discuss promising practices and promote information sharing that can help lead to more inclusive hiring of DC residents in academic health centers.</p>	Clarence Fluker <a href="mailto:cfluker@aamc.org">cfluker@aamc.org</a>

Public and Population Health		
Public Health Pathways	Public health training opportunities across the education continuum. <b>Access at:</b> <a href="#">Public Health Pathways   Students &amp; Residents (aamc.org)</a>	Katy Carkuff-Corey <a href="mailto:kcarkuff@aamc.org">kcarkuff@aamc.org</a>
Interprofessional Training	Module: <i>Navigating a Foodborne Outbreak: Preparation for Interprofessional Practice</i> <b>Access at:</b> <a href="#">APIH (navigatinganoutbreakmodule.org)</a>	Katy Carkuff-Corey <a href="mailto:kcarkuff@aamc.org">kcarkuff@aamc.org</a>
Population Health Connect	<i>Population Health Connect Newsletter</i> <b>Access at:</b> <a href="https://www.aamc.org/population-health-connect-newsletter">https://www.aamc.org/population-health-connect-newsletter</a>	Jaylan Weaver <a href="mailto:jweaver@aamc.org">jweaver@aamc.org</a>
Publications	<i>Public and Population Health in U.S. Medical Education: A Review of Guidance in Extraordinary Times</i> <b>Access at:</b> <a href="https://doi.org/10.1097/ACM.0000000000005208">doi: 10.1097/ACM.0000000000005208</a>	Malika Fair <a href="mailto:mfair@aamc.org">mfair@aamc.org</a>
	<i>Teaching Public and Population Health in Medical Education: An Evaluation Framework</i> <b>Access at:</b> <a href="https://doi.org/10.1097/ACM.0000000000003737">doi: 10.1097/ACM.0000000000003737</a>	Malika Fair <a href="mailto:mfair@aamc.org">mfair@aamc.org</a>
Member of the Healthy People Curriculum Task Force	<i>Healthy People Curriculum Task Force – Association for Prevention Teaching and Research (APTR) (aptrweb.org)</i> <b>Access at:</b> <a href="https://www.aptrweb.org/general/custom.asp?page=HPC_Taskforce">https://www.aptrweb.org/general/custom.asp?page=HPC_Taskforce</a>	Malika Fair <a href="mailto:mfair@aamc.org">mfair@aamc.org</a>

## Workforce Diversity Portfolio

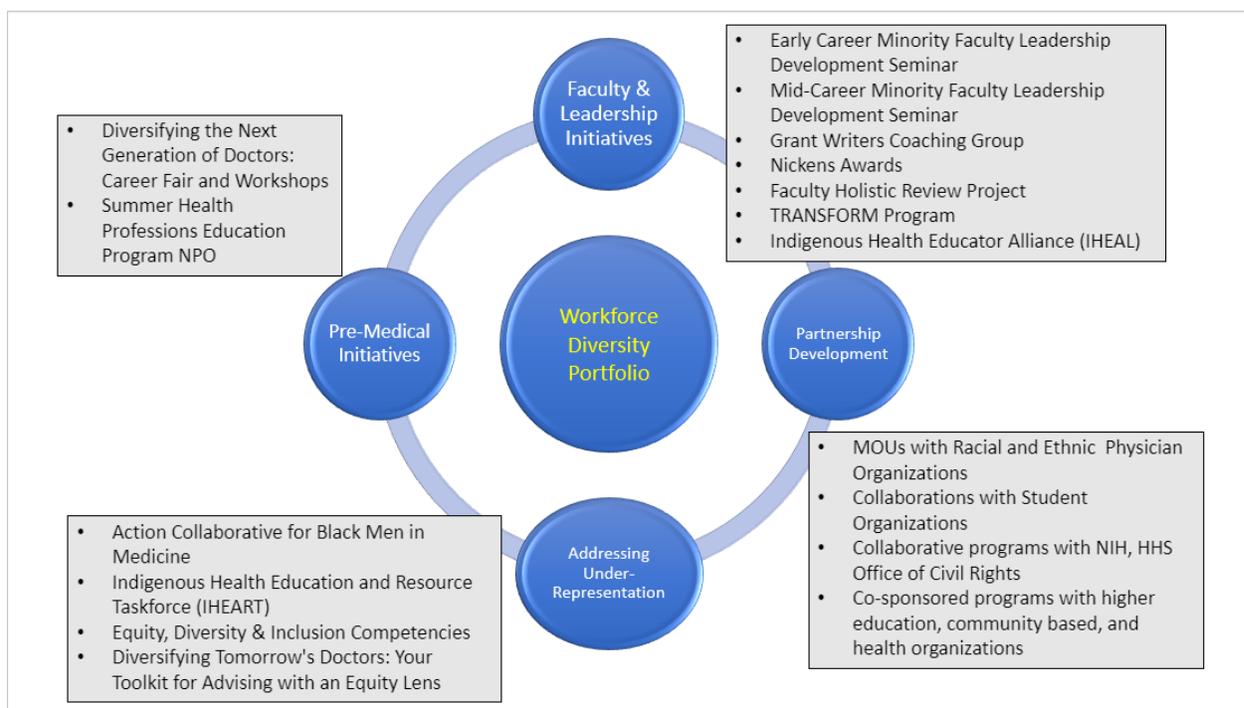
Senior Director: Norma Poll-Hunter, PhD

The mission of the **Workforce Diversity Portfolio** is to be a catalyst for the development of a diverse, culturally responsive healthcare workforce prepared to address societal health needs. Through the development of research, programs and strategic partnerships, the portfolio strives to inspire the next generation of physicians, faculty, and leaders, and facilitate an accessible and inclusive pathway to a career in healthcare and academic medicine.

The Workforce Diversity portfolio aims to:

- Develop programs and initiatives that attract and support historically underrepresented faculty and leaders to thrive in academic medicine;
- Create and lead programs that improve access to information and resources for students who are underrepresented in the health professions;
- Grow and sustain active collaborations with organizations that leverage resources and support mutually beneficial opportunities to increase workforce diversity; and
- Maximize the use of data, research, and evaluation to inform, build evidence, and stimulate action that advances diversity and culturally responsive education and training in the health professions.

The figure highlights the four focus areas for this portfolio with examples of the activities, programs and initiatives:



Our mission and focus areas are in alignment with many of the AAMC Strategic Action Plans: **Action Plan #1.** Strengthen the Medical Education Continuum; **Action Plan #2.** Extend AAMC's Leadership Role in Helping Students; **Action Plan #3.** Equip Medical Schools and Teaching Hospitals and Health Systems to Become More Inclusive, Equitable Organizations; **Action Plan #4.** Increase Significantly the Number of Diverse Medical School Applicants and Matriculants; and **Action Plan #6.** Enhance the Skills and Capacity of People in Academic Medicine

## Workforce Diversity Portfolio – Programs and Initiatives

Program/Initiative	Description	Lead/Contact Info
<b>Faculty &amp; Leadership Initiatives</b>		
AAMC Minority Faculty Leadership Development Seminars (Early and Mid-Career)	<p>Two seminars are held each year – one for early-career faculty and another for mid-career faculty at the Associate level. Each seminar brings together faculty from across the U.S. and provides participants with real-world guidance and tools for pursuing career advancement in academic medicine.</p> <p><b>Access at:</b>  <a href="https://www.aamc.org/professional-development/leadership-development/minfac">https://www.aamc.org/professional-development/leadership-development/minfac</a></p>	<p>Ryan Henyard  <a href="mailto:rhenyard@aamc.org">rhenyard@aamc.org</a></p>
Grant Writers Coaching Group	<p>The AAMC's Grant Writers Coaching Group for NIH Awards program supports faculty who are actively working on a NIH Career Development (K or R) proposal.</p> <p><b>Access at:</b>  <a href="https://www.aamc.org/what-we-do/equity-diversity-inclusion/grant-writers-coaching-group">https://www.aamc.org/what-we-do/equity-diversity-inclusion/grant-writers-coaching-group</a></p>	<p>Ryan Henyard  <a href="mailto:rhenyard@aamc.org">rhenyard@aamc.org</a></p>
Herbert W. Nickens Awards	<p>These AAMC Awards recognize senior leaders, medical students, and assistant level faculty, who have made outstanding contributions to promoting diversity in medical education and health care equity in the United States.</p> <p><b>Access at:</b>            Herbert W. Nickens Award  <a href="https://www.aamc.org/what-we-do/aamc-awards/nickens">https://www.aamc.org/what-we-do/aamc-awards/nickens</a></p> <p>Herbert W. Nickens Faculty Fellowship  <a href="https://www.aamc.org/what-we-do/aamc-awards/nickens-faculty-fellowship">https://www.aamc.org/what-we-do/aamc-awards/nickens-faculty-fellowship</a></p> <p>Herbert W. Nickens Medical Student Scholarships <a href="https://www.aamc.org/what-we-do/aamc-awards/nickens-medical-student-scholarships">https://www.aamc.org/what-we-do/aamc-awards/nickens-medical-student-scholarships</a></p>	<p>Angela Moses  <a href="mailto:amoses@aamc.org">amoses@aamc.org</a></p>
Faculty Holistic Review Project	<p>A collaborative project with Medical Education focused on applying the tenets of holistic review to faculty hiring practices.</p> <p><b>Access at:</b>  <a href="#">Advancing Holistic Review for Faculty Recruitment and Advancement</a></p> <p><a href="#">Advancing Equity in Academic Medicine Through Holistic Review for Faculty Recruitment and Retention</a></p>	<p>Norma Poll Hunter  <a href="mailto:npoll@aamc.org">npoll@aamc.org</a></p>

TRANSFORM Program	<p>A NIH-NIGMS supported grant with the University of Pittsburgh SOM, OHSU Northwest Native American Center of Excellence (COE), Rutgers New Jersey Medical School Hispanic COE, Meharry Medical College to plan, implement and evaluate a hybrid, longitudinal leadership development program to increase the diversity of researchers who aspire to the professor level and senior leadership in academic medicine.</p> <p><b>Access at:</b>  <a href="https://www.icre.pitt.edu/transform/index.html">https://www.icre.pitt.edu/transform/index.html</a></p>	<p>Ryan Henyard  <a href="mailto:rhenyard@aamc.org">rhenyard@aamc.org</a></p>
Indigenous Health Educator Alliance (IHEAL)	<p>IHEAL is a national collective of scholars and leaders committed to advancing the inclusion of Indigenous principles and practices in health professions education and training. AAMC is partnering with IHEAL to develop a special collection for Academic Medicine that focuses on Indigenizing Healthcare. The collection will include articles on any of the following subjects: medical education, Indigenous healthcare workforce development, health centers and traditional Indigenous medicine.</p> <p><b>Access at:</b>  <a href="#">Indigenous Health Educators Alliance (IHEAL)   AAMC</a></p>	<p>Ryan Henyard  <a href="mailto:rhenyard@aamc.org">rhenyard@aamc.org</a></p>
<b>Partnership Development</b>		
Racial and Ethnic Minority Physician; Medical Student; Community Based, Grassroots and Higher Education Organizations	<p>AAMC efforts to build and/or enhance established relationships with organizations that focus on advancing diversity in medicine, science and more broadly in higher education through co-sponsored programs and initiatives.</p>	<p>Kimberly Bellamy  <a href="mailto:kbellamy@aamc.org">kbellamy@aamc.org</a></p>
<b>Addressing Under-Representation</b>		
Action Collaborative for Black Men in Medicine	<p>A network community focusing on systems-based solutions to increase the representation and success of Black men interested in medicine sponsored by the AAMC and the National Medical Association (NMA).</p> <p><b>Access at:</b>  <a href="https://www.aamc.org/what-we-do/equity-diversity-inclusion/action-collaborative-black-men-medicine">https://www.aamc.org/what-we-do/equity-diversity-inclusion/action-collaborative-black-men-medicine</a></p>	<p>Kimberly Bellamy  <a href="mailto:kbellamy@aamc.org">kbellamy@aamc.org</a></p>

<p>Indigenous Health Education and Resource Taskforce (IHEART)</p>	<p>The Indigenous Health, Education, and Resource Taskforce (IHEART), a national collaborative to address the dearth of American Indian and Alaska Native (AIAN) individuals entering the health professions. IHEART includes health professions educators, learners, organizational leaders, and community members who are committed to AIAN communities and workforce diversity. IHEART is led by the Association of American Indian Physicians, American Indian Higher Education Consortium, Association of Native American Medical Students, the Indian Health Service and AAMC.</p>	<p>Norma Poll-Hunter <a href="mailto:npoll@aamc.org">npoll@aamc.org</a></p>
<p>Diversifying Tomorrow’s Doctors: Your Toolkit for Advising with an Equity Lens</p>	<p>“Diversifying Tomorrow’s Doctors: Your Toolkit for Advising with an Equity Lens,” is a standardized training and complementary educational materials to enhance the professional development of individuals advising students who are interested in pursuing medicine. The pre-medical advising training is under development as eLearning modules to address the specific needs of students who are historically underrepresented and supplement the resources developed by NAMME, NAAHP, and NACADA for Pre-Health advisors.</p>	<p>Kimberly Bellamy <a href="mailto:Kbellamy@aamc.org">Kbellamy@aamc.org</a></p>
<p>Publications</p>	<p><i>Altering the Course: Black Males in Medicine</i> <a href="https://store.aamc.org/altering-the-course-black- males-in-medicine.html">https://store.aamc.org/altering-the-course-black- males-in-medicine.html</a></p> <p><i>Action Collaborative for Black Men in Medicine. Strategy Summit Proceedings, October 2022. Washington, DC: AAMC and NMA, 2023.</i> <a href="https://www.aamc.org/media/70081/download?attachment">https://www.aamc.org/media/70081/download?attachment</a></p> <p><i>Reshaping the Journey: American Indians and Alaska Natives in Medicine</i> <a href="https://store.aamc.org/reshaping-the-journey-american-indians-and-alaska-natives-in-medicine.html">https://store.aamc.org/reshaping-the-journey-american-indians-and-alaska-natives-in-medicine.html</a></p> <p><i>Diversity among Hispanic/Latinx US Physicians</i> <a href="https://www.aamc.org/media/56736/download">https://www.aamc.org/media/56736/download</a></p>	<p>Norma Poll-Hunter <a href="mailto:npoll@aamc.org">npoll@aamc.org</a></p>

Pre-Medical Programs		
RWJF Summer Health Professions Education Program	<p>The Summer Health Professions Education Program (SHPEP) is a free academic and career enrichment program focused on improving access to information and resources for college students interested in the health professions.</p> <p><b>Access at:</b>  <a href="https://www.shpep.org">https://www.shpep.org</a></p>	<p>Harold Baker  <a href="mailto:hbaker@aamc.org">hbaker@aamc.org</a></p>
Diversifying the Next Generation of Doctors: Career Fair and Workshops.	<p>Diversifying the Next Generation of Doctors: Career Fair and Workshops.</p> <p><b>Access at:</b>  <a href="https://students-residents.aamc.org/minorities-medicine/diversifying-next-generation-doctors-career-fair-and-workshops-0">https://students-residents.aamc.org/minorities-medicine/diversifying-next-generation-doctors-career-fair-and-workshops-0</a></p>	<p>Angela Moses  <a href="mailto:amoses@aamc.org">amoses@aamc.org</a></p>

## Research, Leadership, and Institutional Transformation Portfolio

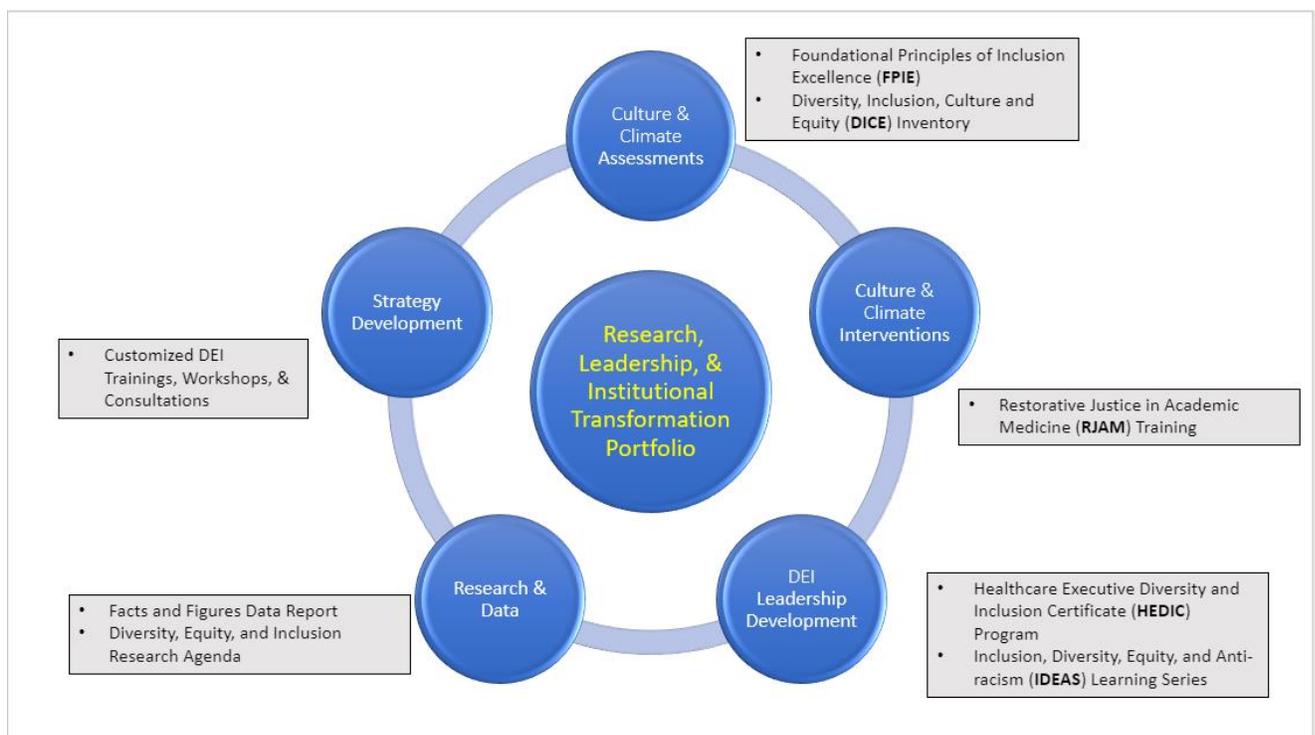
Senior Director: Taniecea Mallery, PhD

The mission of the **Research, Leadership, and Institutional Transformation (ReLIT) Portfolio** is to advance learning and workplace environments towards achieving an inclusive culture and emerging as equity-minded medical schools, teaching hospitals, and health systems. We serve our members by promoting and assisting in strategy development and implementation of equity, diversity and inclusion initiatives, providing leadership professional development, climate and culture assessment tools, interventions, and resources, and disseminating research and data to inform decision-making and best practices.

The Research, Leadership, and Institutional Transformation portfolio aims to:

- Develop and promote culture and climate assessments that help medical schools, teaching hospitals, and health systems assess their diversity, equity, and inclusion efforts;
- Create educational initiatives that help build capacity for organizational culture and climate that is inclusive and equity-minded;
- Deliver professional development offerings that equip leaders to advance diversity, equity, and inclusion at their institutions; and
- Leverage data and produce impactful research that leads to a deeper understanding of diversity, equity, and inclusion in academic medicine.

The figure highlights the five focus areas for this portfolio with examples of the activities, programs and initiatives:



The Research, Leadership, and Institutional Transformation portfolio aligns with the following AAMC strategic action plans: **Action Plan #1:** Strengthen the Medical Education Continuum for Transformed Health Care and Learning Environments; **Action Plan #3:** Equip Medical Schools and Teaching Hospitals and Health Systems to Become More Inclusive, Equitable Organizations; **Action Plan #4:** Increase Significantly the Number of Diverse Medical School Applicants and Matriculants; and **Action Plan #6.** Enhance the Skills and Capacity of People in Academic Medicine.

## Research, Leadership, and Institutional Transformation Portfolio – Programs and Initiatives

Program/Initiative	Description	Lead/Contact Info
<b>Culture &amp; Climate Assessments</b>		
Diversity Engagement Survey (DES)	A 22-question culture and climate assessment tool administered on the institutional and/or school level which could be used to assess baseline strengths and areas for improvement related to inclusion and diversity efforts. The DES was previously administered as a collaboration between the University of Massachusetts Medical School (UMass) and the AAMC. Effective June 30, 2023, the AAMC and UMass ended the partnership that supports the administration of the DES. Moving forward, UMass has full ownership and responsibility for administering the survey. Contact UMass Chan for more information: <a href="mailto:des@umassmed.edu">des@umassmed.edu</a>	Asinia Crawford <a href="mailto:acrawford@aamc.org">acrawford@aamc.org</a>  Taniecea Mallery <a href="mailto:tmallery@aamc.org">tmallery@aamc.org</a>
Foundational Principles of Inclusion Excellence (FPiE) Toolkit	This 9-question culture and climate assessment toolkit is a uniquely designed qualitative tool that provides organizations with an opportunity to better understand how key collaborators view the organization’s commitment towards inclusion excellence through rich, in-depth discussions. <b>Access at:</b> <a href="https://store.aamc.org/foundational-principles-of-inclusion-excellence-fpie-toolkit.html">https://store.aamc.org/foundational-principles-of-inclusion-excellence-fpie-toolkit.html</a>	Antonio Bush <a href="mailto:abush@aamc.org">abush@aamc.org</a>  David Acosta <a href="mailto:dacosta@aamc.org">dacosta@aamc.org</a>
Diversity, Inclusion, Culture, and Equity (DICE) Inventory	This 89-question inventory tool is a specialty product designed for academic medicine professionals striving to understand and improve the diversity and inclusion within their institution. <b>Access at:</b> <a href="https://store.aamc.org/diversity-inclusion-culture-and-equity-dice.html">https://store.aamc.org/diversity-inclusion-culture-and-equity-dice.html</a>	Antonio Bush <a href="mailto:abush@aamc.org">abush@aamc.org</a>  Taniecea Mallery <a href="mailto:tmallery@aamc.org">tmallery@aamc.org</a>
<b>Culture &amp; Climate Interventions</b>		
Restorative Justice in Academic Medicine (RJAM)	This facilitator training program provides guidance to effectively incorporate the practice of Restorative Justice (RJ) for advancing equity, diversity, and inclusion in academic medicine. <b>Learn more at:</b> <a href="https://cloud.email.aamc.org/RJAM">https://cloud.email.aamc.org/RJAM</a>	Angela Moses <a href="mailto:amoses@aamc.org">amoses@aamc.org</a>

<b>DEI Leadership Development</b>		
Healthcare Executive Diversity and Inclusion Certificate (HEDIC) Program	<p>This executive certificate program is an intensive academic program of diversity education specifically designed to develop the competencies leaders need to drive diversity as a core component of excellence in health care, and to become the next generation of chief diversity officers in academic medicine.</p> <p><b>Access at:</b>  <a href="https://www.aamc.org/professional-development/leadership-development/hedic">https://www.aamc.org/professional-development/leadership-development/hedic</a></p>	<p>Asinia Crawford  <a href="mailto:acrawford@aamc.org">acrawford@aamc.org</a></p>
Inclusion, Diversity, Equity, and Anti- racism (IDEAS) Learning Series	<p>The IDEAS Learning Series is a monthly webinar series that brings in experts from across academic medicine.</p> <p><b>Access at:</b>  <a href="#">AAMC IDEAS Learning Series</a></p>	<p>Tiffani St.Cloud  <a href="mailto:tstcloud@aamc.org">tstcloud@aamc.org</a></p>
<b>Research &amp; Data</b>		
Facts & Figures Data Report	<p>This report series features a compendium of detailed statistical information on race, ethnicity, and gender patterns in U.S. medical education and practice patterns of the physician workforce.</p> <p><b>Access at:</b>  <a href="https://www.aamc.org/data-reports/workforce/report/diversity-facts-figures">https://www.aamc.org/data-reports/workforce/report/diversity-facts-figures</a></p>	<p>Antonio Bush  <a href="mailto:abush@aamc.org">abush@aamc.org</a></p> <p>Charity Miller  <a href="mailto:chmiller@aamc.org">chmiller@aamc.org</a></p>
Diversity, Equity, and Inclusion Research	<p>The new research agenda addressing pertinent topics in DEI is being developed. We are interested in gaining your input and guidance for those areas on which the AAMC should focus.</p>	<p>Antonio Bush  <a href="mailto:abush@aamc.org">abush@aamc.org</a></p>

## AAMC Strategic Plan – EDI’s Collaborative Efforts

AAMC Strategic Action Plan – access at <https://strategicplan.aamc.org/>

Strategic Action Plan	EDI’s Role	EDI Staff Involved
<b>Action Plan #1: Strengthen medical education.</b> Lead: Dorothy Andriole	Ensuring an equitable & inclusion learning and workplace environments across the continuum.	Malika Fair Norma Poll Taniecea Mallery
<b>Action Plan #2: Support students.</b> Lead: Steve Fitzpatrick	Ensuring that the unique challenges & barriers encountered by learners who are historically underrepresented are recognized, addressed & mitigated through an equity lens as they navigate the medical educational continuum & transition points.	Norma Poll
<b>Action Plan #3: Focus on inclusivity.</b> Lead: Malika Fair	Contributing to the development, design & implementation of an anti-racism roadmap Released Foundational Principles of Inclusion Excellence Toolkit – monitoring utility and outcomes. Released Diversity, Inclusion, Culture and Equity Inventory – monitoring utility and outcomes. COD planning to use tool and share data. See gender equity initiatives above.	Malika Fair Taniecea Mallery Antonio Bush Katrice Cain Tiffani St. Cloud Angela Moses Katy Carkuff-Corey Clarence Fluker Charity Miller Jaylan Weaver
<b>Action Plan #4: Diversify tomorrow’s doctors.</b> Lead: Geoff Young	Guiding the development of initiatives and programs and providing content expertise.	Norma Poll Harold Baker Kimberly Bellamy Sakima Jones Antonio Bush
<b>Action Plan #5: Prioritize research.</b> Lead: Rebekah Curlew	Developing, designing and implementing pathway for biomedical science careers	Antonio Bush
<b>Action Plan #6: Evolve leadership skills.</b> Lead: Tracey Pickard	Support and providing SME. Holistic hiring practices for faculty.	Norma Poll Malika Fair Taniecea Mallery
<b>Action Plan #7: Improve access.</b> Lead: Rocha McCoy	Providing racial equity/racial justice lens in work on telehealth, mental health, rural health and	Malika Fair Norma Poll

	vaccine hesitancy.	
<b>Action Plan #8: Advance knowledge.</b> Lead: Atul Grover	Providing support and SME. Serving on internal advisory board.	David Acosta Malika Fair
<b>Action Plan #9: Promote health equity and health justice.</b> Lead: Philip Alberti	Providing support and assistance where needed	Interim – Malika Fair
<b>Action Plan #10: Adapt to change.</b> Lead: Ann Steinecke	Providing support and SME.	Malika Fair David Acosta

## Other Resources – Bibliography from EDI Team (Acosta, Fair, Mallery, Poll-Hunter)

1. Chin MH, MPH, Afsar-Manesh N, Bierman A, Chang C, Colón-Rodríguez C, Dullabh P, Guadalupe Duran D; **Fair M**, Hernandez-Boussard T, Hightower M, Jain A, Jordan W, Konya S, Holliday Moore R, Tyree Moore T, Rodriguez R, Shaheen G, Page Snyder L, Srinivasan M; Umscheid C, Ohno-Machado L, Guiding Principles to Address the Impact of Algorithm Bias on Racial and Ethnic Disparities in Health and Health Care. *JAMA Network Open*. 2023;6(12):e2345050. doi:10.1001/jamanetworkopen.2023.45050
2. Maeshiro R, Jarris YS, Prunuske J, Carney JK, Strelnick AH, Townsend JM, Krane NK, Johnson SB, Howley LD, Cashman SB, Deyton LR, Ortega LA, Lebowitz B, **Fair M**. Public and Population Health in U.S. Medical Education: A Review of Guidance in Extraordinary Times. *Academic Medicine*. 2023 Mar 9.
3. **Poll-Hunter NI**, Brown Z, Smith A, Starks SM, Gregory-Bass R, Robinson D, Cullins MD, Capers Q 4th, Landry A, **Bush A**, **Bellamy K**, Lubin-Johnson N, **Fluker CJ**, **Acosta DA**, Young GH, Butts GC, Bright CM. Increasing the Representation of Black Men in Medicine by Addressing Systems Factors. *Acad Med*. 2023 Mar 1;98(3):304-312.
4. **Acosta DA**, **Skorton DJ**. Making “good trouble”: Time for organized medicine to call for racial justice in medical education and health care. *Am J Med* 2021; 134(10):1203-1209.
5. **Acosta DA**, **Lautenberger D**, Castillo-Page L, **Skorton DJ**. Achieving gender equity is our responsibility: Leadership matters. *Acad Med* 2020;95(10): 1468-1471.
6. **Acosta DA**. Achieving excellence through equity, diversity and inclusion. *AAMCNews Insights*, January 14, 2020. Access at [https://www.aamc.org/news-insights/achieving-excellence-through-equity-diversity-and-inclusion?utm\\_source=newsletter&utm\\_medium=email&utm\\_campaign=AAMCNews&utm\\_content=01152020](https://www.aamc.org/news-insights/achieving-excellence-through-equity-diversity-and-inclusion?utm_source=newsletter&utm_medium=email&utm_campaign=AAMCNews&utm_content=01152020)
7. **Acosta DA**. Attacks on Diversity, Equity and Inclusion in Education, Chapter 5. In: National Academy of Science, Engineering and Medicine (NASEM), *The Impacts of Racism and Bias on Black People Pursuing Careers in Science, Engineering and Medicine: Proceedings of a Workshop*. Washington, D.C.: The National Academies Press, 2020.
8. **Acosta DA**, **Poll-Hunter N**. Diversity and Inclusion in the Academic Medicine Workforce, Chapter 2. In: *Succeeding in Academic Medicine: A Roadmap for Diverse Medical Students and Residents*. Editor: Sanchez JP. New York, NY: Springer Publishing, Inc., 2020.
9. Castillo-Page L, **Poll-Hunter N**, **Acosta DA**, **Fair M**. The Inconvenient Truth About Unconscious Bias in the Health Professions, Chapter 2. In: *Diversity and Inclusion in Quality Patient Care: Your Story/Our Story – A Case-Based Compendium*, 2<sup>nd</sup> Edition. Editors: Martin ML, Heron S, Moreno-Walton L, Strickland M. Cham, Switzerland: Springer International Publishing AG, part of Springer Nature, 2019.
10. Ortega P, Perez N, Robles B, Turmelle Y, **Acosta DA**. Strategies for teaching linguistic preparedness for physicians: Medical Spanish and global linguistic competence in undergraduate medical education. *Health Equity* 2019; 3(1); <https://doi.org/10.1089/heq.2019.0029> .
11. Ortega P, Perez N, Robles B, Turmelle Y, **Acosta D**. Teaching medical Spanish to improve population health: Evidence for incorporating language education and assessment in U.S. medical schools. *Health Equity* 2019; 3(1): <https://doi.org/10.1089/heq.2029.0028> .

12. Mehta LS, Fisher K, Reszut AK, Lipner R, Mitchell S, Dill M, **Acosta DA**, Oetgen WJ, Douglas PS. Current Demographic Status of Cardiologists. *JAMA Cardiol* 2019; 4(10): 1029-1033.
13. **Acosta DA**, Karp D. Restorative justice as the Rx for mistreatment in academic medicine: Applications to consider for learners, faculty and staff. *Acad Med* 2018; 93(3): 354-356.
14. **Acosta DA**. Accountability in Medicine: What Can Medical Schools Do to Address the Crisis, Chapter 7. In: National Academy of Science, Engineering and Medicine, *An American Crisis: The Growing Absence of Black Men in Medicine and Science*. Washington, DC: The National Academies Press, 2018.
15. **Acosta DA**. Reflections on the Workshop and Final Thoughts, Exploring Accountability in Medicine and What Health Professional Schools Can Do to Address the Crisis, Chapter 11. In: National Academy of Science, Engineering and Medicine, *An American Crisis: The Growing Absence of Black Men in Medicine and Science*. Washington, DC: The National Academies Press, 2018.
16. **Acosta DA**. Creating a Diverse and Inclusive Environment. In: National Academy of Medicine, *Establishing Clinician Well-Being as a National Priority*. Washington, D.C.: The National Academies Press, 2018.
17. Ackerman-Barger P, **Acosta DA**, Bakerjian D, Murray-Garcia J, Ton H. Chapter 21. Equity Pedagogy: Applying Multicultural Education in Health Professions Learning Environments. In: *The Health Professions Educator: A Practical Guide for New and Established Faculty*, Editors: Kayingo G., McCoy Hass V. New York, NY: Springer Publishing Company, LLC, 2018.
18. Sheikh U, **Acosta DA**, Freischlag J, Young H., Villablanca A. "Developing diverse leaders in academic health centers: A prerequisite to quality health care?", *Am J Med Qual* 2018; 33(4):440-442.
19. **Acosta DA**, **Poll Hunter N**, Eliason J. Trends of racial and ethnic minority applicants and matriculants to U.S. medical schools, 1980-2016. *AAMC Analysis in Brief*, November 2017, Vol. 17(3).
20. **Acosta DA**, Ackerman-Barger K. Commentary: Breaking the silence: Time to talk about race and racism. *Acad Med* 2016; 92(3): 285-288.
21. Sanchez JP, **Poll-Hunter N**, **Acosta DA**. Advancing the Latino physician workforce: Population trends, persistent challenges, and new directions. *Acad Med*. 2015; 90(7): 849-853.
22. **Acosta DA**, Aguilar-Gaxiola S. Academic health centers and care of undocumented immigrants in the United States: Servant leaders or uncourageous followers? *Acad Med*. 2014; 89(4): 540-543.
23. **Acosta DA**. Using a community-participatory approach to teaching medical students about minority health and health disparities: The Community-Based participatory curriculum development tool. *Hawaii J Med & Pub Hlth* 2013;72(8) Suppl.3.
24. Mullan F, **Fair M**, Meiri A, Zeidan A, O'Donnell SD, Darcy-Mahoney A, et al. Beyond Flexner: A novel framework to implement the social mission of medical education. *Educ Health Prof* 2021;4:50-7.
25. Alberti P, **Fair M**, **Skorton DJ**. Now is our time to act: Why academic medicine must

- embrace community collaboration as its fourth mission. *Acad Med*. 2021 Aug 24 DOI: 10.1097/ACM.0000000000004371
26. Nerlinger AL, Alberti PM, Gilbert AL, Goodman TL, **Fair MA**, Johnson SB, Pettignano R. Evaluating the efficacy of medical-legal partnerships that address social determinants of health. *Prog Community Health Partnerships*. 2021;15(2):255-264. DOI: 10.1353/cpr.2021.0027
  27. **Fair MA**, Johnson SB. Addressing racial inequities in medicine. *Science*. 2021 Apr 23;372(6540):348-349.
  28. Johnson SB, **Fair MA**, Howley LD, Prunuske J, Cashman SB, Carney JK, Jarris YS, Deyton LR, Blumenthal D, Krane NK, Fiebach NH, Strelnick AH, Morton-Eggleston E, Nickens C, Ortega L. Teaching public and population health in medical education: An evaluation framework. *Acad Med* 2020 Dec;95(12):1853-1863.
  29. **Fair M**, “Why is my community suffering more from COVID-19?” *AAMCNews*, May 20, 2020 <https://www.aamc.org/news-insights/why-my-community-suffering-more-covid-19>
  30. Blanchard J, Haile-Mariam T, Powell NN, Terry A, **Fair M**, Wilder M, Nakitende D, Lucas J, Davis G, Haywood Y. “For Us, COVID-19 Is Personal” *Acad Emergency Medicine* 2020 Jul;27(7):642-64.
  31. **Mallery T**, Mittman I, Castillo-Page L, Eliason J, Navarro JR. A stochastic model of consensus reaching in committee decisions for faculty advancement, promotion and tenure: Does diversity matter? *J Nat Med Assoc* 2019; 111(4): 418-426.
  32. Grbic D, Gunter B, **Poll-Hunter N**, Youngclaus JA, Shader M, Addams AN, Young GH, Szenas PL. Association Between a Medical School Applicant's Community College Attendance and the Likelihood of Application Acceptance: An Investigation of Select Medical School Characteristics. *Acad Med*. 2023 Nov 1;98(11):1294-1303.
  33. 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. A framework for developing antiracist medical educations and practitioner-scholars. *Acad Med* 2022;90(1):41-47.
  34. Blakley-Harris T, Jacobs N, **Fuqua CF**, Lyness JM, Smith PO, **Poll-Hunter NI**, Piggott C, Monroe AD. Advancing equity in academic medicine through holistic review for faculty recruitment and retention. *Acad Med* 2021, doi: 10.1097/ACM.0000000000004568
  35. Grbic D, **Poll-Hunter N**, Felida N, Andriole DA. Association of summer college academic enrichment program participation with medical student diversity and intent to practice in underserved areas. *JAMA Network Open* 2021;4(2):e2034773.
  36. McKinney RE, **Poll-Hunter N**, Howley LD. The current state of efforts to address disparities, racism and cultural humility in medical education. *Am J Bioeth*. 2021 Sep;21(9):1-3.
  37. South-Paul JE, Campbell KM, **Poll-Hunter N**, Murrell AJ. Mentoring as a buffer for the syndemic impact of racism and COVID-19 among diverse faculty within academic medicine. *International J Environ Res and Pub Hlth* 2021;18(9): 4921.
  38. Zhang, L., Lee, E. S., Kenworthy, C. A., Chiang, S., Holaday, L., Spencer, D. J., **Poll-Hunter, N.**, & Sánchez, J. P. (2019). Southeast and East Asian American medical students’ perceptions of careers in academic medicine. *Journal of Career Development*, 46(3), 235-250.
  39. Sánchez, N. F., **Poll-Hunter, N.**, Spencer, D. J., Lee-Rey, E., Alexander, A., Holaday, L.

- & Sánchez, J. P. (2018). Attracting diverse talent to academia: perspectives of medical students and residents. *Journal of Career Development*, 45(5), 440-457.
40. Sánchez, N. F., Callahan, E., Brewster, C., **Poll-Hunter, N.**, & Sánchez, J. P. (2018). The future LGBT health professional: perspectives on career and personal mentorship. *LGBT Health*, 5(3), 212-220.
41. **Poll-Hunter, N. I.**, Young, G. H., & Shick, M. (2017). Values Guide Us in Times of Uncertainty: DACA and Graduate Medical Education. *Academic Medicine*, 92(11), 1512-1514.
42. Sánchez, J. P., **Poll-Hunter, N.**, Stern, N., Garcia, A. N., & Brewster, C. (2016). Balancing two cultures: American Indian/Alaska Native medical students' perceptions of academic medicine careers. *Journal of Community Health*, 41(4), 871-880.
43. **Poll-Hunter, N.**, & Conrad, S. S. (2016). Applying Weiss's theory of change to the evaluation of premedical programs. *Academic Medicine*, 91(5), 745.
44. Yehia, B.R., Cronholm, P.F., Wilson, N., Palmer, S. C., Sisson, S. D., Guilliam, C., **Poll-Hunter, N. I.** & Sanchez, J.P. (2014). Mentorship and pursuit of academic medicine careers: A mixed methods study of residents from diverse backgrounds. *BMC Medical Education*, 14:26.
45. Page, K.R., Castillo-Page, L., **Poll-Hunter, N.**, Garrison, G., & Wright, S.M. (2013) Assessing the evolving definition of underrepresented minority and its application in academic medicine. *Academic Medicine*, 88 (1), 67-72.
46. Dill, M., & **Poll-Hunter, N. I.** (2010). AM Last Page: Increasing Workforce Diversity. *Academic Medicine*, 85 (1): 179.

## APPENDIX

### Research, Leadership, and Institutional Transformation Portfolio – Areas of Impact

#### Our Areas of Impact

##### 1 Dismantling institutional barriers to access and success

Diversity in medical education is essential to the health of all. However, access to and success in medical education remains a challenge for many individuals, particularly those who have been historically underserved. Our work seeks to critically examine and address barriers to access and success for learners, faculty, and staff, while leveraging data and research to evaluate interventions that bolster the values of diversity, equity, and inclusion in academic medicine.



##### 2 Building leadership competencies that help transform institutions

Cultivating an equitable and inclusive environment requires strong leadership armed with a unique set of skills. These include emotional intelligence, cultural humility, authentic relationship building, and the ability to strategically align DEI goals with the broader institutional mission, among others. We create evidence-based learning communities to build leadership competencies that cultivate and activate transformational leadership to advance diversity, equity, and inclusion in academic medicine.



##### 3 Harnessing the power of collaboration to expand data, resources, and opportunity

Increasingly, collaboration has proven to be an integral strategy for addressing system-level inequities that impact academic medicine. Organizational partnerships help to align goals across the continuum of academic medicine and increase the collective impact of DEI efforts. Our work seeks to leverage collaboration for expanding access to data, resources, and opportunity, while developing and empowering leaders in academic medicine to create systems change.

