



Tomorrow's Doctors, Tomorrow's Cures®

Diversity Policy and Programs

Who We Are

What We Do

Where We're Going

Learn

Serve

Lead





Tomorrow's Doctors, Tomorrow's Cures®

Friends and Colleagues,

The Diversity Policy and Programs (DPP) unit of the Association of American Medical Colleges (AAMC) is delighted to share with you a summary of our latest projects, publications, and partnerships in this third issue of our annual report.

Building upon our work in recent years, we continue to support the competencies of faculty and leaders of diversity within academic medicine. With this goal in mind, we have integrated new collaborative content into our [Minority Faculty \(MinFac\) Career Development Seminar](#). This year's seminar featured small group consultations, a coaching group for grant writers, and several new speakers, including Dr. Darrell Kirch. In addition, we're prepared to welcome a second cohort of students into our upcoming [Healthcare Executive Diversity and Inclusion Certificate Program](#).

This year has also seen the expansion of the [Diversity 3.0 Learning Series](#), which includes a webcast and supplemental guide on [Assessing Institutional Culture and Climate](#). Created in collaboration with leading experts, this webcast walks participants through the Diversity 3.0 framework, explains the elements of a comprehensive assessment of institutional culture and climate, and provides examples of how institutions might best utilize their findings to effect change.

Furthermore, we've enhanced our efforts in developing a robust set of metrics to prove the case for diversity. This fall, we received a supplemental grant from the Health Resources and Services Administration (HRSA) for *Urban Universities for HEALTH Improving Evidence in Admissions*. This project will build upon the existing goals of the [Urban Universities for HEALTH Learning Collaborative](#) by improving evidence for the use of admissions strategies that lead to a more diverse and culturally competent health workforce, with a particular focus on holistic admissions in nursing education.

Finally, this year we have welcomed a new [Group on Diversity and Inclusion \(GDI\) Steering Committee](#), led by Leon McDougle, M.D., to continue advocating for diversity and inclusion among all AAMC member communities. With these efforts and others outlined in this report, we hope that our valued partners and constituents are well informed of our ongoing work to realize the vision of diversity and inclusion as drivers of excellence.

If you have any questions, please do not hesitate to contact me or any DPP staff member. We are here to serve you.



Marc A. Nivet, Ed.D.
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Diversity Policy and Programs
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Diversity Policy and Programs

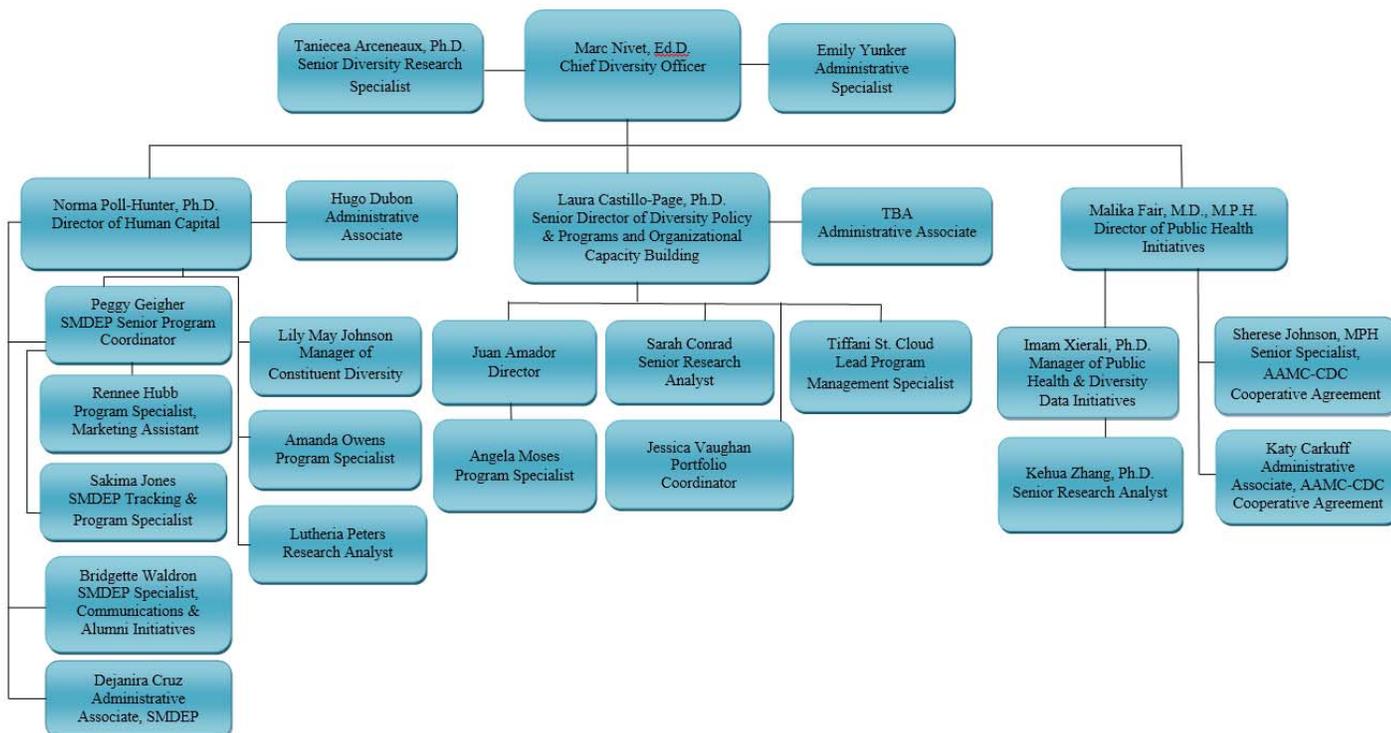
Diversity Policy and Programs (DPP) was established at the AAMC to ensure diffusion of promising practices that increase diversity within the faculty and student body of the nation’s medical schools and teaching hospitals. To accelerate the pace of change and ensure our members are capitalizing on the full range of talent, DPP has reframed and repositioned diversity and inclusion as drivers of institutional excellence with the target outcome of improving the health of all.

DPP supports our member institutions’ diversity and inclusion efforts within the following portfolios:

- **Human Capital:** Cultivating the skills and behaviors of individuals along the medical continuum from aspiring physicians at the premedical stage to practicing physicians, faculty, researchers, and administrators, through initiatives and research. Contact Norma Poll-Hunter (npoll@aamc.org)
- **Organizational Capacity Building:** Developing and improving organizational capacity building through services, reports, and training that strengthen leadership recruitment, retention, and professional development, cultural competency, climate and culture assessment, and address diversity issues at the institutional level. Contact Laura Castillo-Page (lcastillopage@aamc.org)
- **Public Health Initiatives:** Improving integration of public health concepts and professional collaboration into health profession education aimed at expanding and enhancing a culturally sensitive, diverse, and better prepared health workforce to improve health and health equity. Contact Malika Fair (mfair@aamc.org)

For additional information on the portfolios, please contact Diversity Policy and Programs at 202-741-6478.

Diversity Policy and Programs Organizational Chart



Education and Learning Achievements

DPP celebrated several milestones in 2013. These are just some of the notable projects we have completed.

Fiscal Year 2013 Staff Publications and Articles

- Nivet MA, Berlin A. (2014) Workforce Diversity and Community-Responsive Healthcare Institutions. *Public Health Reports*. Expected publication, January/February 2014.
- Kirch DG, Nivet, MA. (2013) Increasing Diversity and Inclusion in Medical School to Improve the Health of All. *Journal of Healthcare Management*. September/October 2013, Vol. 58, No. 5, pp. 311-13.
- Nivet MA, Berlin A. (2013) Diversity by Design. *Journal of Graduate Medical Education*. September 2013, Vol. 5, No. 3, pp. 526-527.
- Nivet MA. (2012) Commentary: Diversity and Inclusion in the 21st Century: Bridging the Moral and Excellence Imperatives. *Academic Medicine*. 87(11): 1458-1460.
- Sánchez JP, Peters L, Lee-Rey E, Strelnick H, Garrison G, Zhang K, Spencer D, Ortega G, Yehia B, Berlin A, Castillo-Page L. (2013) Racial and Ethnic Minority Medical Students' Perceptions of and Interest in Careers in Academic Medicine. *Academic Medicine*. 88(9):1299-1307. doi:10.1097/ACM.0b013e31829f87a7.
- Page, K, Castillo-Page, L, Poll-Hunter, N, Garrison, G, Wright, S. (2013) Assessing the Evolving Definition of Underrepresented Minority and Its Application in Academic Medicine. *Academic Medicine*. 88(1):67-72. doi:10.1097/ACM.0b013e318276466c.
- Snashall J, Fair M, Scott J, Carpenter C. (2013) A Novel Approach to Incorporating Evidence-based Medicine Into an Emergency Medicine Clerkship. *Academic Emergency Medicine*. 20(3):295-299. doi:10.1111/acem.12089.
- Voorhees, J.R., Xierali, I.M., Bazemore, A.W., Phillips, R.L., Jaén, C.R., & Puffer, J.C. A small percentage of family physicians report time devoted to research. *Journal of the American Board of Family Medicine*. 26(1): 7-8, 2013.
- Xierali, I.M., Tong, S.T., Petterson, S.M., Puffer, J.C., Phillips, R.L., & Bazemore, A.W. Family physicians are essential for mental health care delivery. *Journal of the American Board of Family Medicine*. 26(2): 114-115, 2013.
- Chen, C.P., Xierali, I.M., Piwnica-Worms, K., & Phillips, R.L. The redistribution of graduate medical education positions in 2005 failed to boost primary care or rural training. *Health Affairs*. 32(1): 102-110, 2013.
- Xierali, I.M., Hsiao, C.J., Puffer, J.C., Green, L.A., Rinaldo, J.C., Bazemore, A.W., Burke, M.T., & Phillips, R.L. The rise of electronic health record adoption among family physicians. *Annals of Family Medicine*. 11(1): 14-19, 2013.
- Xierali, I.M. The characteristics and distribution of International Medical Graduates from mainland China, Taiwan, and Hong Kong in the US. *GeoJournal*. 78(1): 139-150, 2013.
- Liaw, W., Bazemore, A.W., Xierali, I.M., Diller, P., Masahiro, M., & Walden, J.B. The association between global health training and underserved care: early findings from two longstanding tracks. *Family Medicine*. 45(4): 263-267, 2013.

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- Xierali, I.M., Phillips, R.L., Puffer, J.C., Green, L.A., & Bazemore, A.W. Factors affecting family physician electronic health record adoption. *Journal of the American Board of Family Medicine*. 26(4):388-393, 2013.
 - Xierali, I.M., Castillo-Page, L., Zhang, K., Gampfer, K.R., & Nivet, M.A. The urgency of physician workforce diversity. *Academic Medicine*. In Press. 2013.
 - Zhang, K., Xierali, I.M., Castillo-Page, L., & Nivet, M.A. Students' top factors in selecting medical schools. *Academic Medicine*. In Press. 2013.

Thought Leaders Series - In August 2013, the CDC Cooperative Agreement hosted a Professional Development Seminar with Jennifer H. Madans, Ph.D. of the National Center for Health Statistics (NCHS). Dr. Madans is a distinguished statistician and epidemiologist with a world-wide reputation as a leader in the development and use of quality health information. She is responsible for the overall plan and development of the NCHS's data collection and analysis programs concentrating her research efforts on data collection methodology, measurement of health, and functioning and health services. She introduced staff to the portfolio of NCHS surveys and data collection systems using examples and how NCHS data have been used to address emerging issues of population health and health care.

Collaborations

Over the past year, DPP has made it a priority to cultivate relationships with groups within and outside the AAMC to elevate the profile of diversity and health equity work and connect initiatives to raise impact.

Outreach visits to medical schools and teaching hospitals. In the last year, Chief Diversity Officer Marc Nivet, Ed.D., visited 21 medical schools and teaching hospitals across the country, bringing the total number of campus visits during his three and a half year tenure to 73. During these visits, he builds understanding around the role of diversity as a driver of excellence in our member institutions, and consults with leaders on concrete ways to enact systemic change and take advantage of opportunities provided by each school's culture and climate.



Mentoring in Medicine, Inc. Since 2006 Mentoring in Medicine, Inc, (MIM, INC) has been instrumental in providing access and instruction to all students interested in the health professions. DPP continues strengthening the relationship with MIM by participating in events in DC and New York. MIM, Inc. participates in the Annual Minority Student Career Awareness Workshops and Recruitment Fair.

Tour for Diversity in Medicine completed their 4th educational bus tour September 2013. AAMC and DPP have been sponsors and partners of T4D since its launch in early 2012. This September, the Tour for Diversity visited six universities and colleges on the eastern seaboard. Mentors, which included doctors and student-doctors from around the country, have visited 23 institutions and worked with over 1000 students interested in the health professions. This number will continue to grow as the Tour debuted its high school program at Georgetown University.

Young Doctors DC. YDDC is a local initiative that works with young men from Southeast Washington, DC. In its inaugural year, Young Docs mentors and educates 6 high school students interested health careers. Through summer programs and Saturday academies at Howard University, Young Docs are exposed to the medical career pipeline and health care professionals all over the Washington, D.C. area. During the summer, Young Docs connected with SMDEP at Howard, and in October 2013 participated in a sponsored program at the AAMC.

Minority Physician Organizations. DPP continues to partner with the major organizations representing racial and ethnic minority physicians – the Association of American Indian Physicians, the National Hispanic Medical Association, and the National Medical Association – on a range of projects and initiatives across the medical education continuum. DPP is also working with leadership at the National Council of Asian Pacific Islander Physicians (NCAPIP) to explore opportunities to work together to advance diversity and health equity.

New Initiatives

[The Diversity 3.0 Learning Series](#), a department-wide effort, is a set of online, on-demand video resources on a range of diversity and inclusion topics. The Diversity 3.0 Learning Series includes interviews with thought leaders and experts, faculty career development webinars, guidance on institutional strategic planning, and presentations on innovative programs at AAMC member institutions.

Professional Development

- Building Your Research-based Career
- The Essentials of Time Management Webinar

Organizational Development

- GDI Navigator to Excellence - Strategic Planning Webinar
- GDI Navigator to Excellence: Publishing the Results of Scholarly Work in Medical Education: The Art of Writing and Getting Published
- GDI Navigator to Excellence: Using Social Media to Advance Research
- Integrating LGBT Health into Medical Education
- The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies with Scott E. Page
- Exploring Unconscious Bias in Academic Medicine with Howard Ross
- Camden Coalition of Health Providers

[Assessing Institutional Culture and Climate Webcast](#). This multimedia webcast, created in collaboration with experts in the field of institutional culture, walks participants through the Diversity 3.0 Framework, explains what elements should be included in a comprehensive assessment of institutional culture and climate, and provides examples of how institutions might best utilize their findings to effect change.

Institutional Culture and Climate

Assessment Services. Staff members from the AAMC, in collaboration with experts throughout the country, are developing tools and resources to help medical schools understand and measure their climate and culture for diversity and inclusion. These resources will allow our constituents to identify factors that influence climate and culture, relate those factors to its institutions overall effectiveness, develop customized approaches for climate and culture assessments, identify ways to leverage findings from those assessments as a means of effecting institutional change, and assess baseline strengths and areas for improvement related to inclusion and diversity efforts.

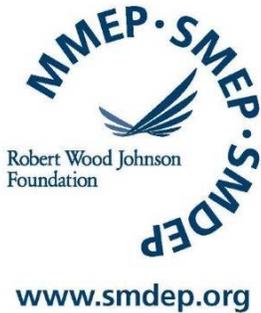
[Health Careers E-PREP \(Effective Practices and Resources for Enrichment Programs\)](#)

[iCollaborative Collection](#) is designed to highlight innovative programs developed and delivered for K-16 students to diversify the health professions. The goal of this online collection is to develop and maintain a repository of effective programs that demonstrate impact with outcomes data, and preview new and innovative initiatives. This collection will provide the mechanism to collect information and serve as an open forum for the exchange of ideas and best practices. It will allow institutions and organizations to share programmatic strategies and successes in promoting diversity in the health professions. The collection features programs, resources, and brochures from programs all over the country.

[Public Health Collection](#). MedEdPORTAL's Public Health Collection serves as the online destination for identifying, developing, and sharing resources aimed at improving the public health content along the continuum of medical education. Through the AAMC-CDC Cooperative Agreement, the collection supports the goals of the Academic Partnerships to Improve Health (APIH) to share and promote public health education resources to enhance the teaching of population health concepts.

Sustaining Initiatives

In the last year, these sustaining projects have built on DPP's history of leadership in diversity and inclusion throughout academic medicine.



[The Summer Medical and Dental Education Program \(SMDEP\).](#)

SMDEP is a national academic enrichment program managed through a collaboration between AAMC and the American Dental

Education Association (ADEA) and generously funded by the Robert Wood Johnson Foundation (RWJFRWJF) with the goal of increasing diversity in medicine and dentistry. The program works to diversify the health professions by preparing college students underrepresented in medicine and dentistry through the provision of academic enrichment in the basic sciences and math, clinical experiences, career development activities, learning and study skills seminars, and health policy and financial planning workshops. Since 1987, RWJF has made a multimillion dollar investment to support the program sites and the National Program Office housed at AAMC to expand the applicant pool to medical and dental schools. The AAMC and ADEA provide technical assistance and direction to 12 US medical schools and nine dental schools operating as joint program sites. To date, 5,048 program scholars have graduated from M.D. granting institutions, and over 2,300 are currently enrolled in medical and dental school or pursuing careers in other health professions. Tracking data also show that students not applying to medical or dental school are choosing careers in the biomedical sciences, public health, nursing, other health professions, education, and law with a focus on health care issues.

Financial Planning Workshops are offered by SMDEP each summer. The two half-day workshop is designed to educate scholars on financial management and provide them with the tools, resource material, and information to minimize the discernment of finances as an obstacle to pursuing a health professions education. The goal of the workshop is to inform scholars about the costs of medical and dental school and to reduce perceptions of cost as a barrier by teaching financial principles and management strategies.

Health Policy Seminars have been instituted by SMDEP for the inclusion of health policy in the curriculum. It is taught by the health policy staff at their respective program sites. The scholars have discussions on the health policy making process, health care financing, policy analysis and determinants of health, and the role of health policy.

Physician Assistant Education Program (PAEA). SMDEP is collaborating with PAEA as a means of offering scholars information and resources about other health professions. SMDEP co-sponsored a webinar with PAEA focused on the history of the physician assistant (PA) profession, how to prepare academically for the PA program, and the overall role of a PA in the medical profession. The discussion was led by Shani Fleming, Scholarly Work and Research Coordinator at Anne Arundel Community Colleges' Physician Assistant Program.

25th Anniversary. In 2014, SMDEP will celebrate its 25th Anniversary. Planned 25th Anniversary activities include an Anniversary Celebration Tour, which will engage with alumni, stakeholders, and partners at various meetings and conferences across the country and a memory book to document the rich history of SMDEP through stories and interviews from alumni, program leaders, and other stakeholders.

SMDEP 2013 Milestones

Funding renewal -- The RWJF Board of Trustees approved a one-year renewal of SMDEP funding for up to \$4.6 million to continue its important work in fiscal year 2014.

[SMDEP National Alumni Advisory Board.](#)

To date, SMDEP, and its predecessor programs MMEP and SMEP, have grown a network of over 21,000 alumni. During the AAMC Annual Meeting, the National Program Office will convene its board meeting with 12 alumni from across the nation representing practicing physicians and dentists, researchers, current undergraduate college students, and other health professionals. The goal of the Board is to advise the program on alumni engagement and support recruitment and outreach efforts.

[The new SMDEP Website](#) launched in July 2013. The website redesign will make it easier to learn about the program, find and share information, resources, and best-practices, and connect with the program and alumni. The upgrade includes easier navigation, new features like “Share your Story” and a mobile-friendly version.

[Urban Universities for HEALTH](#) (Health Equity through Alignment, Leadership and Transformation of the Health Workforce) is a national learning collaborative comprised of urban university presidents and health leaders across disciplines. Our mission is *to enhance and expand a culturally sensitive, diverse, and prepared health workforce that improves health and reduces health disparities in urban communities*. Launched in 2012, Urban Universities for HEALTH is a partnership effort of the AAMC and the Coalition of Urban Serving Universities/Association of Public and Land-grant Universities (USU/APLU) and is currently funded through a cooperative agreement with the NIH National Institute on Minority Health and Health Disparities (NIMHD).

The Urban Universities for HEALTH Learning Collaborative convened more than 50 university leaders in Chicago, Illinois, this year to discuss evidence-based approaches for developing institutional health workforce goals and metrics. Each demonstration site has formed a university-wide team, including deans in dentistry, nursing, medicine, public health, and allied health professions. The demonstration sites are capturing local data, evaluating current strategies, and driving improvements to university programs in order to graduate a diverse health workforce that meets community needs and reduces health disparities.

The Urban Universities for HEALTH website was launched in July 2013. The site includes information on our five demonstration sites: Cleveland State University/Northeast Ohio Medical University; University of Cincinnati; University of Missouri Kansas City; University of New Mexico; and SUNY Downstate, as well as information on the project, its core areas of impact, resources, and best practices. View it at www.urbanuniversitiesforhealth.org

A supplemental grant was also awarded to Urban Universities for HEALTH, *Urban Universities for HEALTH Improving Evidence in Admissions*, from the Health Resources and Services Administration (HRSA) in September 2013. This project will build on the existing goals of the Learning Collaborative by improving evidence for, and use of, admissions strategies that lead to a more diverse and culturally competent health workforce, with a particular focus on holistic admissions in nursing.

CDC Cooperative Agreement. During the summer of 2011, DPP welcomed into its portfolio of work the AAMC's Cooperative Agreement with the Centers of Disease Control and Prevention (CDC). Established in 2000 and most recently renewed in August 2012 for a period of five years, the cooperative agreement between the AAMC and the CDC seeks to "strengthen collaboration between the disciplines of academic medicine and public health." During its twelve-year history, the CDC Cooperative Agreement has provided nearly 200 grants to medical schools, teaching hospitals, and health-related organizations for extramural and in-house projects working to reconcile the fields of public health and medicine. This cooperative agreement involves collaboration with three academic partner associations: American Association of Colleges of Nursing (AACN), Association of Schools and Programs of Public Health (ASPPH), and the Association for Prevention Teaching and Research (APTR).

The new CDC Cooperative Agreement provides opportunities for activities led by AAMC, including:

1. MedEdPORTAL Public Health Collection, which is a free, cross-indexed suite of services comprised of public health educational tools and resources available for health professionals.
2. A workforce improvement project to assess mobile health clinic activities and their impact on population health according to the nine public health quality aims developed by the U.S. Department of Health and Human Services Office of Healthcare Quality.
3. A workforce improvement project to develop a set of population health and system-based practice milestones to facilitate the integration of public health in GME program curricula.

Healthcare Executive Diversity and Inclusion Certificate Program. This is an intensive academic program designed to develop the competencies health professional leaders need to drive diversity as a core component of excellence in health care. The program combines distance and in-person learning methodologies to fit the schedules of constituent leadership. Participants in the program examine diversity, cultural competence, and inclusion through six learning modules to be completed over the span of a six month period. The goal of the program is to produce a community of leaders who will deliver a health care system that provides quality, comprehensive care to all patient populations. After a successful pilot year, this program joins a robust line-up of AAMC leadership development offerings and helps fulfill the AAMC's strategic imperative to create a culturally competent, diverse, and prepared health and biomedical workforce to improve health and health equity. **Applications are due each November and the program runs January through June.**

Diversity Engagement Survey. Colleagues from the University of Massachusetts Medical School (UMMS) collaborated with staff from the AAMC to create the Diversity Engagement Survey—a 22 item questionnaire assessing three workforce engagement clusters: vision/purpose, camaraderie, and appreciation. This survey was administered to students, faculty, and staff at UMMS as well as at 14 other accredited medical schools throughout the United States. The Diversity Engagement Survey is available now. [Please click here to find out more and order.](#)

Minority Serving Institutions Outreach Highlights

- **Unified Directory.** In 2013, staff throughout AAMC collaborated to build a unified directory of contacts at minority-serving institutions for individuals who serve as their institution's pre-health advisor. The list provides minority serving institutions and advisors with vital information to ensure that they and their students have updated information about medical careers, medical school application procedures, and AAMC programs and services.
- **Medical School Information Workshop** was held in June 2013 and was sponsored by the Maryland Department of Health and Mental Hygiene, Office of Minority Health and Health Disparities (MHHD), and the AAMC. The workshop brought together health program administrators and advisors from Maryland's Community Colleges and Historically Black Colleges and Universities.
- **Health Professions Open House.** DPP participated in Prince George's Community College's first annual Health Professions Open House at the Prince George's Center for Health Sciences, Largo, Maryland. Students were provided with information on the Pre-Med process and SMDEP.

The Diversity and Faculty Development

Digest (DiFac) is produced quarterly by the AAMC and DPP. The digest highlights research funding opportunities, professional development opportunities, and the latest research and reports related to faculty professional development and health equity research. In addition, relevant AAMC resources and opportunities, and other special faculty news or highlights are provided. Digest subscribers are also connected to a network with over 180 past participants of the AAMC Minority Faculty Career Development Seminar on LinkedIn. This group receives additional, diverse faculty career development opportunities throughout the year and are able to connect with diverse faculty across the nation.

Minority Faculty Career Development

Seminar. In September 2013, DPP hosted its annual Minority Faculty Career Development Seminar in New Orleans, Louisiana. This three-day professional development seminar is designed for junior faculty (senior clinical and research fellows, instructors, and assistant professors) and post docs (MD, DO, MD/PhDs. and PhDs.) who aspire to leadership positions in academic medicine. Seminar objectives included:

- Assisting participants in identifying their professional development goals and designing a career path, and the tools on how to get there.
- Providing attendees with an understanding of the realities of advancement in academic medicine through the exploration of the requirements for appointment, promotion, and tenure, as well as assisting attendees in planning their own progress through the system.
- Developing key professional competencies in academic and organizational leadership
- Building skills in grant writing and communications
- Helping participants expand their network of colleagues and role models

Participants had the opportunity to sign up for small group consultation sessions designed to provide them with an opportunity to meet in small groups with faculty and speakers. Activities included review of CVs, consultation on academic portfolio materials, and/or information about career and professional development. These consultations were purposely meant to be unstructured to allow for open discussion related to participants' specific needs. Lee Hamm, MD, Senior Vice President and Dean, Tulane University School of Medicine welcomed participants during the Opening Reception. There were 121 faculty participants at this year's meeting.

2014 Minority Faculty Career Development Seminar will be held September 5-8, 2014, in Vancouver, British Columbia. Note: U.S. citizens require a passport to enter Canada.

K-Writers Coaching Group is designed for faculty who are preparing proposals for NIH K awards. The Coaching Group is led by Dr. Rick McGee, Associate Dean for Faculty Recruitment and Professional Development at Northwestern University Feinberg School of Medicine. The goal of the K Writers Coaching Group is to build on existing support the faculty member receives from their institution to submit a competitive proposal. Coaching Group participation includes the following activities: submission of K application materials prior to the conference; a full day pre-conference seminar; and follow up virtual biweekly group meetings to facilitate ongoing review and discussion about proposals for a duration of 2-3 months depending on the participant's needs and interests.

The one day pre-conference meeting is held in collaboration with the Minority Faculty Career Development Seminar. The 2014 meeting will be held on Friday, September 5, 2014, Marriott Vancouver Pinnacle Downtown, Vancouver, British Columbia. Note: U.S. citizens require a passport to enter Canada. For dates and locations go to: www.aamc.org/meetings

Learning Lab on Unconscious Bias in the Health Professions. DPP has partnered with Cook Ross, an exceptional diversity and inclusion consultancy with an expertise in training and facilitation, to adapt a seminar on unconscious bias for health professions audiences. Cook Ross has developed an intensive and dynamic three-day learning lab which examines how unconscious biases develop, how they influence perceptions and decision making, and their impact on institutional diversity and inclusion efforts. This unique professional development opportunity for diversity leaders in academic medicine and other healthcare professionals incorporates the principles of culturally competent care and health equity. Please contact DPP to inquire about participation as slots are limited.

Lesbian, Gay, Bisexual, Transgender, and/or Disorders of Sex Development-affected Patient Care Curriculum Project. Diversity Policy and Programs, in collaboration with the Josiah Macy, Jr. Foundation, is funding this project to create a set of resources on integrating LGBT and DSD-affected patient care into the medical school curriculum. The project has three final deliverables: a set of curriculum integration objectives for LGBT health and disorders of sex development, a MedEdPORTAL collection of educational resources, and a publication of best practices and innovative ideas that schools can use to assist them in adopting the curricula and utilizing the curriculum integration objectives. The curriculum integration objectives were released and MedEdPORTAL site has been launched. The best practices publication will be released in November 2014. For more information: <http://www.mededportal.org/lgbt>.

Tool for Assessing Cultural Competence Training (TACCT). TACCT is a self-administered assessment tool that can be used by medical schools to examine all components of the entire medical school curriculum. TACCT enables schools to identify gaps and redundancies in their curricula, which will enable schools to make the best use of opportunities and resources.

Diversity Facts and Figures Data Series. These publications provide a compendium of detailed statistical information on race, ethnicity, and gender as well as other diversity related variables in medical education and the physician workforce. A new monograph is released every two years and includes a decade worth of trending information for select topics. [Diversity in Medical Education: Facts and Figures 2012](#)
[Diversity in the Physician Workforce: Facts & Figures 2010](#)

Herbert W. Nickens Awards



Herbert W. Nickens, M.D., was the founding vice president of the AAMC's Division of Community and Minority Programs, which is now the

Diversity Policy and Programs unit. Each year the **Herbert W. Nickens Awards** honors individuals who show leadership in eliminating health care disparities.

- The [Herbert W. Nickens Award](#) is given to an individual who has made outstanding contributions to promoting justice in medical education and health care equities in the United States. The recipient receives a \$10,000 award and presents the Nickens Lecture at the AAMC Annual Meeting.
- The [Herbert W. Nickens Faculty Fellowship](#) is awarded to an outstanding junior faculty member who has demonstrated leadership in the United States in addressing educational, societal, and health care needs of racial and ethnic minorities, and is committed to a career in academic medicine. The recipient receives a \$15,000 grant to support his or her academic and professional activities.
- The [Herbert W. Nickens Medical Student Scholarships](#) consist of five scholarships given to outstanding students entering their third year of medical school who have shown leadership in efforts to eliminate inequities in medical education and health care and in addressing educational, societal, and health care needs of racial and ethnic minorities in the United States. Each recipient receives a \$5,000 scholarship.

The awards are funded by the Herbert W. Nickens Memorial Fund which was established by the AAMC to continue to advance Dr. Nickens' lifelong concerns about the educational, societal, and health care needs of minorities. [View information about the awards and a list of past recipients here.](#)

In 2014, the AAMC will host a series of activities to commemorate the 15th anniversary of these awards.

[Minority Student Medical Career Awareness Workshops and Recruitment Fair](#). This event, which occurs in conjunction with the AAMC Annual Meeting, welcomes students interested in medical careers for a day of workshops and networking opportunities. During this event, local students who would like to “Explore the Possibilities in Medicine” have the opportunity to meet diversity affairs, admissions, financial aid, PhD, and MD-PhD program directors and other administrators. Students will also experience round table discussions with current medical students from U.S. medical schools. AAMC services (e.g. MCAT/AMCAS and others) also sponsors a workshop to help students navigate their medical school application process. For student information, visit www.aamc.org/medicalcareerfair.

2nd Annual Diversity and Inclusion Innovation Forum. The diversity and inclusion innovation forum annually convenes a group of thought leaders on a diversity, inclusion, or health equity topic of interest to the broader academic medicine community. The topic of the 2013 forum was diversity strategic planning. For this project, we collaborated with members of the Group on Diversity and Inclusion to create a guiding publication for institutions seeking to integrate their diversity, inclusion, and health equity goals into their strategic planning process. The publication will be released in early 2014. In 2012, the following monograph was produced: [The Role of Chief Diversity Officers in Academic Health Centers](#).

GDI Member Community

DPP supports the AAMC Group on Diversity and Inclusion (GDI) whose membership consists of faculty or administrators, designated by the medical school deans, who have responsibility for institutional multicultural and diversity affairs. The designated GDI representatives focus on diversity and inclusion in faculty, graduate medical education, and professional development/institutional culture, and serve as the primary contact to AAMC on these issues. Deans are also encouraged to look across the institution and recommend individual GDI representatives who have strong interest and expertise in minority/multicultural/diversity affairs.

- **2013 Group on Diversity Inclusion (GDI) Professional Development Conference**
- In May 2013 the Group on Diversity and Inclusion (GDI) held their first stand-alone professional development conference entitled “*Realizing Full Potential: The Next Generation of Work on Diversity and Inclusion.*” The conference's purpose was to highlight the next generation of work on diversity and inclusion necessary for achieving excellence.
- **GDI and Academic Medicine Collaborations.** GDI continue to collaborate with the goal of helping GDI representatives submit scholarly work to increase the diversity and inclusion content. GDI representatives will soon receive an announcement for a call for papers for an upcoming collection in *Academic Medicine* focused on faculty diversity and inclusion in academic medicine. The final collection will consist of six peer-reviewed articles with an accompanying commentary.
- **GDI/COD Collaboration on Learner Mistreatment and Differential Treatment.** The GDI Steering Committee engaged the COD Advisory Board to request support for addressing learner mistreatment and differential treatment. The COD Administrative Board has drafted a statement that will be vetted with the full COD membership at their Business Meeting. Should the statement be adopted by the COD, the goal is to advance the statement for consideration and action by the AAMC’s Board of Directors. GDI representatives will also soon receive an announcement for a call for papers for an upcoming collection in *Academic Medicine* focused on learner mistreatment and differential treatment in academic medicine. The final collection will consist of six peer-reviewed articles with an accompanying commentary.
- **2013 AAMC Medical Student Life Survey.** GDI continued to advance and discussed the next steps for the collection of data on sexual orientation and gender identity. Survey questions were included in the 2013 AAMC Medical Student Life Survey and data will be made available at this year’s annual meeting.

Group on Diversity and Inclusion Steering Committee

Chair

Leon McDougle, M.D., M.P.H.
Associate Professor, Family Medicine
Associate Dean, Office for Diversity and
Inclusion
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