Diversity Policy and Programs

Who We Are
What We Do
Where We’re Going
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 fourth issue of our annual report.

This year we are celebrating two milestones: the 25th Anniversary of the Summer Medical and Dental Education Program (SMDEP) and the 15th Anniversary of the Herbert W. Nickens Awards. For a quarter of a century, SMDEP has successfully empowered more than 22,000 students to consider careers in medicine and dentistry. Additionally, the Nickens Awards have supported over 100 leaders across varied disciplines and medical school faculty and students in making changes in education, health care, and communities across the United States. We look forward to many more years ahead supporting students, faculty members, and leaders who are committed to advancing diversity and health equity.

Building upon our work in recent years, we continue to support the competencies of leaders of diversity within academic medicine. With this goal in mind, we hosted the third annual Diversity and Inclusion Innovation Forum in partnership with the Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University. This year’s forum addressed how unconscious bias can manifest at medical schools and teaching hospitals with a focus on interventions and strategies used to mitigate bias in seven broad areas from student recruitment and admissions, to faculty advancement, to the delivery of competent, quality health care. Additionally, this year is the first release of a new online edition of Diversity in the Physician Workforce: Facts & Figures 2014. This new interactive format will increase the accessibility and interactivity of data pertaining to the demographic make-up of the nation’s physicians.

This year the AAMC is proud to become the first academic medical association to issue a comprehensive guide on advancing institutional culture and curriculum for individuals who are lesbian, gay, bisexual, transgender, gender nonconforming, or born with a difference of sex development (DSD). Implementing Curricular and Institutional Climate Changes to Improve Health Care for Individuals Who Are LGBT, Gender Nonconforming, or Born with DSD: A Resource for Medical Educators will enable institutions to advance their efforts to create a welcoming and inclusive educational infrastructure within health care that is responsive to the needs of people who are LGBT, gender nonconforming, or born with DSD, whether those individuals are patients, trainees, faculty, or administrators.

We’ve enhanced our efforts in developing an evidence base for strategies to develop a diverse and culturally prepared health workforce. This fall, through our learning collaborative, Urban Universities for HEALTH, we released a report entitled Holistic Admissions in the Health Professions: Findings from a National Survey. This project, funded by National Institutes of Health (NIH) and the Health Resources and Services Administration (HRSA), is the first large-scale study examining the impact of holistic review across multiple health disciplines at universities nationwide. The study finds that the majority of schools using holistic admissions report an increase in the diversity of their incoming classes and no change to measures of academic quality, student academic performance, or student retention.
Finally, in response to the needs of our constituents, the Group on Diversity and Inclusion Steering Committee led the creation of a recently released publication entitled *Diversity and Inclusion in Academic Medicine: A Strategic Planning Guide*. This resource provides a roadmap that will not only help members to comply with important diversity standards but also pave the way for developing and sustaining a climate of inclusion at our member institutions.

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.

Marc A. Nivet, Ed.D., MBA
Chief Diversity Officer
Diversity Policy and Programs
chiefdiversity@aamc.org
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 staff members at a recent staff advance at a member institution.

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, partnerships, and research. Contact Norma Poll-Hunter, Ph.D. ([npoll@aamc.org](mailto: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, Ph.D. ([lcastillopage@aamc.org](mailto:lcastillopage@aamc.org))

- **Public Health Initiatives:** Improving the integration of public health concepts into health professions education, and expanding and enhancing a diverse and prepared health workforce to improve health and health equity. Contact Malika Fair, M.D., M.P.H. ([mfair@aamc.org](mailto:mfair@aamc.org))

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

Outreach visits to medical schools and teaching hospitals. In the last year, Chief Diversity Officer Marc Nivet, Ed.D., MBA, visited 20 medical schools and teaching hospitals across the country, bringing the total number of campus visits during his four and a half year tenure to 93. 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 AAMC Minority Student Medical Career Fair.

NIH-R21 Grant: Reducing Physician Distribution Uncertainty in Spatial Accessibility Research (Grant ID: 1 R21 CA182874-01). Drs. Xierali and Nivet received a two-year grant in January 2014 from the National Cancer Institute to explore potential solutions to reduce physician distribution uncertainty and improve understanding of the probable patterns of physician distribution. The findings of this research will contribute to more informed decision-making and planning for the distribution of the U.S. physician workforce. This project is in collaboration with researchers from the University of Arkansas and the Robert Graham Center for Policy Studies in Primary Care and Family Medicine.

Young Doctors DC (YDDC). YDDC is a local initiative that works with young men from Southeast Washington, DC. In its inaugural year, Young Docs mentored and educated six 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 2014 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 (AAIP), the National Hispanic Medical Association (NHMA), the National Medical Association (NMA), and the National Council of Asian Pacific Islander Physicians (NCAPIP) – on a range of projects and initiatives across the medical education continuum, including a session at the 2014 Annual Meeting.
Jennifer H. Madans, Ph.D. The AAMC-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.

Sheryll Cashin, J.D. Diversity Policy and Programs invited Sheryll Cashin, Professor of Law at Georgetown University, to speak about her new book, Place, Not Race: A New Vision of Opportunity in America. In her book, Cashin reimagines affirmative action and champions place-based policies, arguing that college applicants who have thrived despite exposure to neighborhood or school poverty are deserving of special consideration. Those blessed to have come of age in poverty-free havens are not. Sixty years since the historic decision, we’re undoubtedly far from meeting the promise of Brown v. Board of Education.

Cashin offered a new framework for true inclusion for the millions of children who live separate and unequal lives. Her proposals include making standardized tests optional, replacing merit-based financial aid with need-based financial aid, and recruiting high-achieving students from overlooked places, among other steps that encourage cross-racial alliances and social mobility.

Ivory A. Toldson, Ph.D. AAMC’s Student Affairs and Programs and Diversity Policy and Programs sponsored a joint Professional Development Seminar with Dr. Ivory A. Toldson, Deputy Director for The White House Initiative on Historically Black Colleges and Universities, who shared his ground-breaking research on African American male achievement within a rich discussion steeped in pipeline challenges to medical school. Toldson illuminated some of the barriers and facilitators to achievement, as well as the unique role of Historically Black Colleges and Universities (HBCUs) in educating and nurturing the next generation of black male physicians.
New Initiatives

**ProjectMED.** The AAMC’s ProjectMED challenges medical schools and teaching hospitals to engage community partners and develop new models to work with local elementary schools, high schools, colleges, and community-based organizations to increase the diversity of future physicians and scientists.

To participate in this initiative, medical schools and teaching hospitals were invited to form a team led by a medical student, resident, or graduate student in partnership with community members to produce a 5-minute video proposing an innovative way their institution would like to engage individuals within the K-12 public education system. The top three videos will receive seed funding to implement their innovative programming in their community: First place, $7,000. Second place, $5,000. Third place, $3,000. [Click here to view videos.](#)

**AAMC-CDC Public Health Policy Fellowship.** As part of AAMC’s Cooperative Agreement with the Centers for Disease Control and Prevention (CDC), the AAMC-CDC Public Health Policy Fellowship will commence in summer 2015 to provide experiential public health policy learning opportunities for early-career physicians. This fellowship is sponsored by CDC’s Centers, Institutes, and Offices (CIOs) in partnership with the Academic Partnerships to Improve Health (APIH) and enhances collaboration between clinicians and public health professionals. Fellowship positions are full-time, paid opportunities for the duration of 12 months at CDC headquarters, a CDC regional office, or state and local health department.

Fellows acquire skills and knowledge in the public health sciences to enhance their medical careers and contribute to public health policy and practice focused on issues of national importance during their training.

**Workforce Improvement Project: Interprofessional Simulation Training in Population Health.** Through the AAAM-CDC Cooperative Agreement, the APIH partners, the Association of American Medical Colleges (AAMC), 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), were jointly awarded supplemental funding in September 2014 to develop a web-based interprofessional digital training simulation that will provide health practitioners and medical, nursing, and public health students with experiential learning in population health-focused care. This digital training simulation will be available to all faculty and students and will involve building skills in interprofessional population health information and disease surveillance at the public health and primary care level. This and future modules are intended to provide a virtual population health-based interdisciplinary experience for institutions with nascent interprofessional programs and provide an alternative educational platform for established programs.
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 (RWJF) with the goal of increasing diversity in medicine and dentistry. The program prepares 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, nearly 6,000 scholars have graduated from M.D. granting institutions and dental schools 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.

**SMDEP National Alumni Advisory Board.** To date, SMDEP, and its predecessor programs MMEP and SMEP, have grown a network of over 26,000 alumni. The Alumni Advisory Board represents 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.

**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.
SMDEP 2014 Milestones

25th Anniversary. In 2014, SMDEP celebrates 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.

All alumni are invited to attend the Alumni Summit in Washington, DC on December 5-6. For more details, visit www.smdep.org

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.

U.S. Department of Health and Human Services, Office for Civil Rights Guest Lectures. SMDEP piloted these guest lectures to offer scholars information on the impact of civil rights laws on health care disparities, specifically addressing Title VI. The lectures focused on the relevance of civil laws to health care practice and eliminating health disparities, identifying and addressing potential discrimination under Title VI of the Civil Rights Act of 1964, applying the law to a hypothetical health care scenario. The lectures took place at all 12 SMDEP sites and were led by the Office of Civil Rights regional contacts.

Redesigned SMDEP Web based application system. The SMDEP Application Online system will be redesigned for the 2014/2015 application season to replace the system that was built in the late 1990’s before hacking was commonplace and the Internet was primary mode of communication with SMDEP constituency.

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 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.
Urban Universities for HEALTH Improving Evidence in Admissions.

Urban Universities for HEALTH received supplemental funding in September 2013 from Health Resources and Services Administration to conduct a study on holistic review in the health professions. The National Study on Admissions in the Health Professions is the first large-scale national study to examine the prevalence and effectiveness of holistic review. More than 100 universities participated in the study, with 228 individual health professions schools providing data on their practices and outcomes. Survey respondents self-reported their use of holistic review, but they also reported their schools’ actual admissions practices. The study confirms what has been found in smaller studies conducted by individual institutions: holistic review leads to more diversity in the classroom and successful academic outcomes for students. A final report highlighting key findings and recommendations for university leaders, health profession deans, and policymakers was released in September 2014.

AAMC-CDC Cooperative Agreement. During the summer of 2011, DPP welcomed into its portfolio of work the AAMC's Cooperative Agreement with the Centers for 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 fourteen-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.

The cooperative agreement drives improvement of health outcomes by strengthening academia's linkages to public health practice through improved integration of public health concepts into health profession education, increased hands-on experience for students and residents working with communities, and an expanded fellowship model that opens the door for field placements in health agencies and communities. The AAMC-CDC Cooperative Agreement provides opportunities for activities led by AAMC, including the:

- 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.
- Workforce improvement projects to assess mobile health clinic activities and their impact on population health according to the nine public health quality aims and the development of a set of population health and system-based practice milestones to facilitate the integration of public health in GME program curricula.
- AAMC-CDC Cooperative Agreement Webinar Series to promote increased public health awareness throughout the AAMC and medical education community.
- Public Health in Medical Education Online Community of Practice to provide a virtual space for medical educators to forge relationships and develop innovative curricula that improves the public health content along the continuum of medical education.
- AAMC-CDC Public Health Policy Fellowship which provides experiential learning opportunities in public health at the CDC beginning in summer 2015 for early-career physicians to ensure they understand their roles in the public health system and how policies impact individual and population health.
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 in November of each year.

Minority Serving Institutions Outreach Highlights

- **Unified Directory.** In 2014, 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 2014 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 2014, DPP hosted its annual Minority Faculty Career Development Seminar in Vancouver, British Columbia, attended by 125 faculty from the US and Canada. 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.

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. These consultations were purposely meant to be unstructured to allow for open discussion related to participants’ specific needs.

Grant Writers Coaching Group for NIH Awards is designed for faculty who are preparing proposals for NIH K awards, and it was expanded this year to include R 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 program’s goal 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 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 2015 meeting will be held September in Atlanta.

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 Data Snapshots. This is an electronic newsletter containing relevant news sources, data points, and research findings related to diversity in higher education, academic medicine, and health equity. New snapshots are produced every other month.
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 lead a seminar on unconscious bias for health professions audiences. This 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. In 2015, three one-day labs will be held around the country and a new Train The Trainer program will train participants to teach a workshop on unconscious bias at their home institutions.

The Facts and Figures Data Series. These reports provide a compendium of detailed statistical information on race, ethnicity, gender, and age as well as other diversity related variables in medical education and the physician workforce. A new report is released bi-annually and includes a decade worth of trending information for select topics. Beginning in 2014, the report will now be published in an interactive, online format. Click here for past reports and here for the new online report.

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 piloted with students, faculty and staff at UMMS as well as at 14 other accredited medical schools throughout the United States. Ten schools have participated since the pilot. The Diversity Engagement Survey is available now. Please click here to find out more and order.

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 academic medicine community. Following each forum, a resource is created to assist the academic medicine community advance its work around the topical area.

Forum Publications
- 2012: The Role of Chief Diversity Officers in Academic Health Centers
- 2014: Diversity and Inclusion in Academic Medicine: A Strategic Planning Guide
- 2015: Addressing Unconscious Bias in Academic Medicine (Forthcoming)
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
- Camden Coalition of Health Providers
- Building Your Research-based Career
- The Essentials of Time Management Webinar
- Charting a Course as a Clinician Investigator
- A Leaders Role in Addressing LGBT Health
- Navigating through Agency for Healthcare Research Career Development Opportunities

Organizational Development
- GDI Navigator to Excellence - Strategic Planning Webinar
- Integrating LGBT Health into education
- The Difference with Scott E. Page
- Exploring Unconscious Bias in Academic Medicine with Howard Ross

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.

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.
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. This year we commemorate the 15th anniversary of the Nickens Awards.

- The **Herbert W. Nickens Award** is a leadership award 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. At Learn Serve Lead: The 2014 AAMC Annual Meeting, DPP recognizes the 2014 recipient to “Celebrate the Life, Legacy and Mission of a National leader.”

**Minority Student Medical Career Fair.** This event, which occurs in conjunction with Learn Serve Lead: The 2014 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 journey. Click here for participant’s registration information.
Education and Learning Achievements

AAMC Reports


Fiscal Year 2014 Staff Publications and Articles


Sexual Orientation, Gender Identity, and Sex Development Committee

Background
In collaboration with the Advisory Committee on Sexual Orientation, Gender Identity, and Sex Development, Diversity Policy and Programs serves and leads the academic medicine community to:

1. Advance the health care of individuals who are lesbian, gay, bisexual, transgender, (LGBT), gender nonconforming, and/or born with differences of sex development (DSD).
2. Provide the academic medicine community resources to advance the care and climate for of individuals who are lesbian, gay, bisexual, transgender, (LGBT), gender nonconforming, and/or born with differences of sex development (DSD).
3. Educate the academic medicine community regarding effective methods to teach LGBT and DSD health.
4. Provide professional development opportunities to practicing physicians on LGBT and DSD health.

Project Resources
Professional Competency Objectives to Improve Health Care for People Who Are or May Be LGBT, Gender Nonconforming, and/or Born with DSD. In order to develop competencies specifically to address the needs of the populations described in this publication, the committee started with the 20 most applicable of the Reference List of General Physician Competencies and created a total of 30 competencies to address the specific needs of these populations. To access these competencies, please visit: www.mededportal.org/lgbt.

MedEdPORTAL LGBT and DSD Curriculum Project. MedEdPORTAL is a cross-indexed suite of services that equips educators, administrators and students in the health education professions with effective and efficient teaching and assessment resources. MedEdPORTAL’s Lesbian, Gay, Bisexual, Transgender (LGBT), and Differences of Sex Development (DSD) Patient Care Collection serves as the online destination for identifying, developing, and sharing resources aimed at improving health education in support of providing comprehensive patient care for LGBT and DSD-affected individuals. To learn more, submit a resource, or become a peer reviewer, please visit: www.mededportal.org/lgbt.

Implementing Curricular and Institutional Climate Changes to Improve Health Care for Individuals Who Are LGBT, Gender Nonconforming, or Born with DSD: A Resource for Medical Educators. Authored by the AAMC Advisory Committee on Sexual Orientation, Gender Identity, and Sex Development, this publication serves to:

1. Provide education about the health needs of individuals who are LGBT, gender nonconforming, and/or born with DSD, and the role of academic medicine and the health care system in supporting these populations.
2. Support medical schools by discussing how to integrate this content into medical education, with a focus on the role of institutional climates.
3. Provide a framework to facilitate the assessment of learners, curricula, and institutions.
4. Highlight national resources and curricular innovations.
To download the publication, please visit the publications site following November 11th: www.aamc.org/publications.

AAMC Faculty Development Video Series. In collaboration with the Josiah Macy Jr. Foundation, the AAMC will begin releasing faculty development videos on LGBT and DSD health care beginning January 2015. These videos, organized around 15 topical LGBT and DSD health care areas, will assist faculty in developing the skills needed to effectively teach LGBT and DSD health to medical students. To access these videos, please visit: www.aamc.org/diversity.
AAMC Advisory Committee on Sexual Orientation, Gender Identity, and Sex Development

Chair

Kristen L. Eckstrand, Ph.D.
Co-Director,
Vanderbilt Program for LGBTI Health
M.D. Candidate, Class of 2015
Vanderbilt University Medical Center

Members

Carey Roth Bayer, Ed.D., R.N., C.S.E.
Associate Professor in the Departments of
Community Health and Preventive
Medicine/Medical Education
Morehouse School of Medicine
Associate Director of Educational Leadership
Satcher Health Leadership Institute

Alice Dreger, Ph.D.
Professor of Clinical Medical Humanities and
Bioethics
Northwestern University Feinberg School of
Medicine

Andrew D. Hollenbach, Ph.D.
Associate Professor of Genetics
Louisiana State University Health Sciences Center

Brian Hurley, M.D., M.B.A.
National VA Quality Scholar
Department of Psychiatry
Greater Los Angeles VA Healthcare System
David Geffen School of Medicine
University of California, Los Angeles

Scott Leibowitz, M.D.
Head Child and Adolescent Psychiatrist
Gender and Sex Development Program
Ann & Robert H. Lurie Children’s Hospital of Chicago
Assistant Professor of Psychiatry and Behavioral
Sciences
Northwestern University Feinberg School of Medicine

Jennifer Potter, M.D.
Associate Professor of Medicine
Harvard Medical School
Director of the Women's Health Center
Beth Israel Deaconess Medical Center
Director of the Women's Health Program
Fenway Health

Jason Satterfield, Ph.D.
Director of Behavioral Medicine
Professor of Clinical Medicine
University of California, San Francisco

Andrés F. Sciolla, M.D.
Medical Director of Northgate Point Clinic
Associate Professor in the Department of
Psychiatry and Behavioral Sciences
University of California, Davis

AAMC Staff Contact

Tiffani St.Cloud, C.P.C.
Lead Program Management Specialist
Association of American Medical Colleges
tstcloud@aamc.org
202-828-0891
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.

Strategic Planning Publication. GDI, along with a multi-disciplinary team, developed the AAMC Diversity and Inclusion in Academic Medicine: A Strategic Planning Guide, which provides a roadmap for the process of diversity and inclusion strategic planning, identifies specific strategies to meet diversity and inclusion goals, includes tips for working with leadership, and explores the skills and competencies needed to succeed as a diversity officer. Now available at www.aamc.org/publications

AAMC Core Entrustable Professional Activities for Entering Residency. The GDI Steering Committee discussed, reviewed, and provided significant feedback and recommendations to ensure that issues surrounding race/ethnicity, disability, sexual orientation, gender, and social and cultural determinants of health were included in this important curriculum guide.

Group on Diversity and Inclusion (GDI) and Academic Medicine. In collaboration with Academic Medicine, the GDI Steering Committee developed the “Special Call for Proposals for Faculty Diversity and Inclusion in Academic Medicine.” Over 45 members submitted abstracts and 15 were invited to submit a manuscript. A GDI Review Committee met to review, discuss, and finalize recommendations for 10 final submissions. The goal is to publish a collection in a future issue of Academic Medicine, which is the official, peer-reviewed journal of the AAMC. The guest editor is Joan Reede, M.D., M.P.H, M.S., M.B.A., Harvard Medical School, GDI Chair-elect.

AAMC Statement on the Learning Environment. GDI continued to focus on learner mistreatment and differential treatment. The GDI Steering Committee supported the AAMC Statement on the Learning Environment and recommended exploring the start of task force consisting of members from GDI, COD, COTH, CFAS, GFA, GREAT, GSA, GWIMS, OSR, and ORR to address this important topic.

- AAMC LGBT Data Collection. GDI continued to discuss and advance the next steps for collecting data on sexual orientation and gender identity. The first AAMC survey to include these questions was the Matriculating Student Questionnaire (MSQ) launched in June 2014.
• **Group on Diversity and Inclusion (GDI), Group on Student Affairs (GSA), Organization of Student Representatives (OSR) National Meeting.** The conference theme was “Anchored in Quality: Navigating Changing Currents in Health Care.” Members of GDI, GSA, and OSR were encouraged to submit collaborative sessions for faculty members, administrators, and medical students. Concurrent sessions and posters described innovative programs, policies, projects, and practices that work well to meet current administrative, faculty related, and educational goals with the potential to impact the medical school environment and the future of medicine across North America and globally.

• **GDI Webinars.** GDI co-sponsored and hosted seven webinars on important diversity and inclusion topics like accreditation and the new LCME standards, strategic partnerships, health equity, and LGBT health.

**Group on Diversity and Inclusion Steering Committee**

**Chair**
Leon McDougle, M.D., MPH  
Chief Diversity Officer  
Associate Professor, Family Medicine  
Associate Dean, Diversity and Inclusion  
The Ohio State University  
Wexner Medical Center

**Past Chair**
David Acosta, M.D., FAAFP  
Associate Vice Chancellor, Diversity and Inclusion, UC Davis Health System  
Senior Associate Dean for Equity, Diversity & Inclusion and Health Sciences Clinical Professor, UC Davis School of Medicine

**Chair-Elect**
Joan Y. Reede, M.D., MPH, MS, MBA  
Dean, Diversity and Community Partnership  
Associate Professor of Medicine  
Harvard Medical School

**GDI Program Leader**
Juan Amador, CAE  
Director, Diversity Policy and Programs  
Program Leader for GDI  
Association of American Medical Colleges
Central Region Representative
Kevin Jerome Watt, M.D.
Assistant Dean of Diversity and Inclusion
Wright State University
Boonshoft School of Medicine

Northeast Region Representative
David McKnight, M.D., M.H.Sc.
Associate Dean, Equity and Professionalism
University of Toronto Faculty of Medicine

Southern Region Representative
Mekbib Gemeda, MA
Vice President of Diversity and Inclusion
Eastern Virginia Medical School

Western Region Representative
Edward J. Callahan, Ph.D.
Associate Dean for Academic Personnel
Professor of Family and Community Medicine
University of California, Davis School of Medicine

Council of Deans Liaison
Paul R. G. Cunningham, M.D., F.A.C.S.
Dean and Senior Associate Vice Chancellor for Medical Affairs
East Carolina University
Brody School of Medicine

Group on Faculty Affairs Chair-Elect Liaison
Darshana Shah, Ph.D.
Associate Dean, Faculty Affairs & Professional Development
Marshall University Joan C. Edwards School of Medicine

GSA Committee on Student Diversity Affairs Chair Liaison
Wanda Lipscomb, Ph.D.
Senior Associate Dean for Diversity and Inclusion
Associate Dean for Student Affairs
Associate Professor of Psychiatry
Michigan State University
College of Human Medicine

Resident Issues-based Representative
Colin Stewart, M.D.
Associate Training Director, Child and Adolescent Psychiatry
Assistant Professor of Clinical Psychiatry and Pediatrics
Georgetown University Medical Center

Disability Issues-based Representative
Lisa I. Iezzoni, M.D., MSc
Professor of Medicine
Harvard Medical School
Director, Mongan Institute for Health Policy
Massachusetts General Hospital

Teaching Hospitals Resident Issues-based Representative
Peter F. Rapp, M.H.A.
Executive Vice President, Oregon Health & Science University and CEO, OHSU Healthcare
Oregon Health & Science University

LGBT Issues-based Representative
John Davis, M.D., Ph.D.
Associate Dean for Medical Education
The Ohio State University College of Medicine

For Information
Visit www.aamc.org/gdi.