

Group on
Diversity and Inclusion
GDI



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Business Meeting

Group on Diversity and Inclusion

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Association of
American Medical Colleges

Association of American Medical Colleges
Diversity Policy and Programs

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Business Meeting

Group on Diversity and Inclusion

Friday, November 6, 2015

3:30 - 5:00 pm

Hilton Baltimore

Key 5/6 + Corridor

**Group on Diversity and Inclusion (GDI)
GDI Business Meeting**

Contents

GDI Business Meeting Agenda.....	2
GDI Definitions.....	3
GDI Steering Committee	4
AAMC Data Services	6
GDI Annual Report.....	12
GDI Annual Report for AAMC Board of Directors	16
AAMC Councils.....	17
AAMC Organizations	18
AAMC Professional Development Groups and Forums	19
AAMC Advisory Panels.....	22
GDI Diversity Strategic Planning Publication.....	23
GDI Webinars.....	24
2016 CFAS/GDI/ORR Professional Development Conference	25
2016 CFAS/GDI/ORR Integrated Program Planning Committee	26
AAMC Member Medical Schools	27
GDI Future Meetings	28
Notes Page	29
Appendix: GDI Rules and Regulations	32

**Group on Diversity and Inclusion (GDI)
GDI Business Meeting**

Friday, November 6, 2015

3:30 – 5:00 pm

Hilton Baltimore, Key 5/6 + Corridor

Agenda

GDI Chair	Leon McDougle, MD, MPH
GDI Chair-elect	Joan Y. Reede, MD, MPH, MS, MBA
GDI Past Chair	David A. Acosta, MD, FAAFP
GDI Program Leader	Juan Amador, CAE

I. Welcome and Introductions

II. AAMC Data Services

III. GDI Annual Report

IV. Diversity and Inclusion in Academic Medicine: A Strategic Planning Guide

V. AAMC Chief Diversity Officer Marc Nivet, EdD, MBA

VI. Open Forum

VII. Transition

VIII. Summary Remarks and Adjournment

Group on Diversity and Inclusion (GDI)

GDI Definitions

About Diversity

Diversity as a core value embodies inclusiveness, mutual respect, and multiple perspectives and serves as a catalyst for change resulting in health equity. In this context, we are mindful of all aspects of human differences such as socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability and age.

About Inclusion

Inclusion is a core element for successfully achieving diversity. Inclusion is achieved by nurturing the climate and culture of the institution through professional development, education, policy, and practice. The objective is creating a climate that fosters belonging, respect, and value for all and encourages engagement and connection throughout the institution and community.

Health Equity*

Health equity is when everyone has the opportunity to attain their full health potential and no one is disadvantaged from achieving this potential because of their social position or other socially determined circumstance.

*Source: Centers for Disease Control and Prevention

**Group on Diversity and Inclusion (GDI)
GDI Steering Committee**

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**Group on Diversity and Inclusion (GDI)
GDI Steering Committee**

Council of Deans (COD) Liaison

Paul R. G. Cunningham, MD, FACS
Dean and Senior Associate Vice Chancellor
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East Carolina University
Brody School of Medicine

**Group on Faculty Affairs (GFA)
Chair**

Darshana Shah, PhD
Associate Dean, Faculty Affairs and
Professional Development
Marshall University Joan C. Edwards
School of Medicine

**GSA Committee on Student Diversity
Affairs (GSA COSDA) Chair**

Wanda D. Lipscomb, PhD
Senior Associate Dean
Diversity and Inclusion
Michigan State University
College of Human Medicine

LGBT Issue-based Representative

John Davis, MD, PhD
Associate Dean for Medical Education
The Ohio State University
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Group on Diversity and Inclusion (GDI) AAMC Data Services

Selected AAMC Data Resources

The Association of American Medical Colleges (AAMC) maintains a variety of data resources to support the mission of improving the nation's health by enhancing the effectiveness of academic medicine. Many of these resources are described below. Individuals associated with medical schools, professional organizations, federal agencies, and the AAMC use these resources for management, planning, evaluation, and research activities. Users may access many resources at <http://www.aamc.org/data>. If a resource is available online, the website is noted. Given the need to protect individual and institutional data, some resources have restrictions on access. For questions regarding these and other AAMC data resources, please click on the “Request AAMC Data” link on the bottom left of the <http://www.aamc.org/data> website.

Comprehensive Information

The **AAMC Data Book** collates a variety of historical and current information on medical schools, teaching hospitals, faculty, students, applicants, matriculants, graduates, GME programs, health care finances, and biomedical research. The *AAMC Data Book* is available for purchase as a paper publication through the AAMC Publications website. The AAMC Data Book tables are also available online to AAMC members at the password-protected website <http://www.aamc.org/data/databook>.

Analysis in Brief presents findings from a variety of AAMC data collections and research activities in a concise, two-page format. Published several times a year, the Analysis in Brief series addresses a wide range of topics that affect medical schools and teaching hospitals. The series can be found at <http://www.aamc.org/data/aib>.

The **Medical School Profile System** allows users to produce reports from the annual surveys of the Liaison Committee on Medical Education (LCME). Information is available on a variety of topics, such as on faculty counts, research grants and contracts, student counts, financial aid awards, graduate indebtedness, and revenue sources. Users can pull hundreds of data elements to build custom reports at the password-protected website <https://www.aamc.org/data/msps>.

The **Missions Management Tool** and the **Missions Dashboard** present information on medical schools in six domains. These domains relate to providing quality medical education, graduating a workforce to meet the nation's health needs, preparing a diverse workforce, fostering medical discovery, fulfilling the needs of the community, and graduating medical school classes with manageable debt. The Missions Management Tool presents information on the percentile ranking for medical schools in these domains, while the Missions Dashboard displays trend information on the six domains.

Group on Diversity and Inclusion (GDI)

AAMC Data Services

The **Organizational Characteristics Database** provides information on medical school organizational characteristics including the relationship of the medical school to its parent university, the research intensity of the medical school, and the legal structure of the medical school's practice plan. These data are updated annually and are available at the password-protected website <https://www.aamc.org/data/ocd>.

Compensation Information

The **Department and Division Administrator Compensation Survey Report** presents compensation information for administrators in basic and clinical science departments and divisions, centers, and institutes. The report is based on data collected from the Department and Division Administrator Compensation Survey and is emailed to participating Principal Business Officers.

The **Faculty Salary Survey Reports** display compensation in a number of ways, such as by department, degree, rank, region, and institutional ownership. Access to 15 years of standard tables is available to general users. Principal Business Officers and their designees can create custom benchmarking groups and data displays. These tables can be accessed at the password-protected website <https://services.aamc.org/fssreports>.

The **Group on Faculty Practice Executive Compensation Survey Report** provides information on compensation data on several key positions in practice plans. The report is based on data collected from the Group on Faculty Practice Executive Compensation Survey and is emailed to participating Executive Survey Contacts. The survey fields once every two years.

The **Mercer-Integrated Health Networks (IHN) Healthcare Systems & Hospitals Compensation Survey Report** summarizes executive compensation by position, including executives and department heads, for participating COTH institutions. The report is based on data collected in the Mercer-IHN Healthcare Systems & Hospitals Compensation Survey and is shared with participating COTH CEOs and survey contacts.

The **Report on Medical School Deans' Compensation** presents information on the compensation of medical school deans. The report is based on data collected from the Deans' Compensation Survey and is emailed to participating medical school deans.

The **Report on the Dean's Office Staff Compensation** presents information on the compensation of assistant, associate, and senior associate deans in Academic, Admissions, Business, Clinical, Diversity, Faculty, Student, and Research Affairs. The report is based on data collected from the Dean's Office Staff Compensation Survey and is shared with participating medical school deans and Principal Business officers.

Group on Diversity and Inclusion (GDI) AAMC Data Services

The **Resident/Fellows Stipends and Benefits Survey Report** presents information on the stipends and benefits paid to U.S. residents and fellows by post-graduate year, region, and type of institution. The report also includes resident counts, financing questions, health retirement, vacation, and other benefits questions. The reports can be found at <https://www.aamc.org/data/stipend/>. The survey fields once every two years.

Finances and Operations Information

The **AAMC-SACME Harrison Survey Report** presents information on activities, initiative, and finances related to continuing medical education at academic medical centers and teaching hospitals in the US and Canada. The reports are available at <https://www.aamc.org/initiatives/cei/>.

The **Council of Teaching Hospitals and Health Systems (COTH) Data Tool** allows users to produce reports from the Annual Survey of Hospital Operations and Financial Performance. Information is available on a variety of topics, such as on hospital net revenues, expenses, GME FTEs, bed counts, and transplants. Users can also download the Operations and Finance Annual Databook. These data are updated yearly and are available to participating COTH-member hospitals at <https://services.aamc.org/30/coth>.

The **Council of Teaching Hospitals and Health Systems (COTH) Quarterly Operations and Finance Survey Reports** presents information on a COTH hospital's quarterly financial and operating statements.

The **Curriculum Reports** provide dynamic, mobile-friendly graphics related to curriculum subject areas, topics, disciplines, specialties, and competencies included in both foundational and clinical learning experiences at medical schools. The reports are based on information from the LCME Part II Annual Medical School Questionnaire and the AAMC Curriculum Inventory. The reports are publically available at <https://www.aamc.org/initiatives/cir/curriculumreports/>.

The **Group on Business Affairs Metrics Surveys Report** presents information on clinical metrics, finance metrics, and research metrics. The reports are available to deans and members of the Group on Business Affairs at participating medical schools.

The **Group on Information Resources (GIR) IT Survey Report Tool** allows users to displays results from the GIR IT Survey, which collects data on IT offices, budgets, staffing, and technologies. Participating GIR representatives have access to the reporting tool. The tool can be found at the password-protected website: <https://services.aamc.org/gir>.

Group on Diversity and Inclusion (GDI)

AAMC Data Services

The **Group on Resident Affairs (GRA) Survey Report** presents information on GRA member background, responsibilities, and compensation and the GME office. Reports are available to GRA members at the password-protected website: <https://www.aamc.org/members/gra/resources>. A more detailed report is emailed to survey participants. The survey fields once every two years

The **Medical School Finance Tables** presents finance information from the Liaison Committee on Medical Education (LCME) Part I-A Annual Financial Questionnaire. The tables can be found at <https://www.aamc.org/data/finance/>.

The **Survey of AAMC Members' Compliance Activities Report** provides information about compliance officers and their responsibilities, budgets, staffing, and institutional compliance programs. The report is available to Compliance Officers' Forum members at the password-protect website at <https://www.aamc.org/members/cof/resources>. Participating individuals are emailed more detailed findings. The survey fields once every two years.

Faculty Information

The **Faculty Roster** contains data on full-time faculty and department chairs broken out by characteristics such as department, rank, degree, specialty, sex, and race/ethnicity. National aggregate data on full-time faculty for recent years are publicly available at <http://www.aamc.org/data/facultyroster/reports>. Additional reports, such as retention reports, promotion reports, alumni reports, demographic reports, educational reports, and other reports at the institutional and national levels, are available through the Faculty Roster's password-protected website <https://services.aamc.org/famous>. To request access to the password-protected site, potential users must contact the designated Faculty Roster Representatives at their medical school. A list of representatives by medical school can be found in the Member Directory at the password-protected website <http://www.aamc.org/data/facultyroster>.

The **Women in Medicine and Science Survey Report** presents information on the representation of women among students, residents, faculty, and administrative leaders in U.S. academic medicine. This report shows national aggregate data as well as data broken out by medical school. The most recent report can be viewed at <https://www.aamc.org/members/gwims/statistics/>. The survey fields once every two years.

Applicant, Student, Graduate, and Resident Information

The **FACTS** tables provide data on U.S. medical school applicants, matriculants, enrollments, students, and graduates. These tables also show information on MD/PhD students and on applicants to residency programs. These tables can be viewed at <https://www.aamc.org/data/facts>.

Group on Diversity and Inclusion (GDI) AAMC Data Services

The **Financial Aid Summary Report** presents information on grants, loans, indebtedness, cost of attendance, and related financial aid topics. The source is the LCME I-B Student Financial Aid Questionnaire and the Tuition and Student Fees Questionnaire.

The **Matriculating Student Questionnaire (MSQ) Report** is a tool medical schools use annually to evaluate programs and to improve the medical student experience by surveying incoming medical school students on preparing for the MCAT, pre-medical school experiences, personal characteristics, career aspirations, indebtedness, and thoughts about diversity via the Matriculating Student Questionnaire (MSQ). The last three years of the national report are available at <https://www.aamc.org/data/msq/>. Designated personnel at the participating schools receive school-specific reports.

The **Medical School Graduation Questionnaire (GQ) Report** is a tool U.S. medical schools use annually to evaluate programs and to improve the medical student experience. Information on the educational experiences, career intentions, and indebtedness of graduating medical students is obtained using the Medical School Graduation Questionnaire (GQ). The last three years of the national report are available at <https://www.aamc.org/data/gq/>. Designated personnel at the participating schools receive school-specific reports.

The **Medical School Year Two Questionnaire (Y2Q) Report** is a tool U.S. medical schools use annually to evaluate programs and to improve the medical student experience. Information on the learning climate, adjustment to medical school, and future career plans of students in year two of medical school is obtained using the Medical School Year Two Questionnaire (Y2Q). Reports are available at <https://www.aamc.org/data/y2q/>.

National GME Census includes the GME Track Program Survey and the GME Track Resident Survey. The Program Survey collects information about individual residency programs, with the information going into FREIDA Online. The Resident Survey collects information on individuals who have started, completed, and continued training.

The **Post-MCAT Questionnaire (PMQ) Report** is a tool produced annually to help medical schools and pre-health advisors better understand MCAT preparation and the experiences and future plans of those considering medicine and other health and science careers. Reports are available at <https://www.aamc.org/data/pmq/>.

The **Report on Residents** is an online collection of data tables that provide information on certain characteristics of residency applicants and residents, as well as information on the outcomes of residents. This inaugural issue of the annual report pulls data from multiple sources of information to create tables that focus on issues across states, specialties, and phases of the GME continuum. The report is available at <https://www.aamc.org/data/421300/residentsreport.html>.

Group on Diversity and Inclusion (GDI)
AAMC Data Services

The **Student Records System (SRS)** houses secure, centralized enrollment information on the national medical student population and tracks student progress from matriculation through graduation. The collection of these data assists medical schools with meeting the Liaison Committee on Medical Education (LCME) requirements of reporting enrollment data and provides medical schools with benchmark enrollment, retention, and graduation data.

The **Tuition and Student Fees Reports** present historical information on tuition and student fees for each medical school for first-year resident and nonresident medical students. These reports are publically available at <https://services.aamc.org/tsfreports/>.

Group on Diversity and Inclusion (GDI)

GDI Annual Report

The GDI Steering Committee continues to devote its meetings to implementing and discussing outcomes for the GDI priorities—diversity and inclusion in faculty, graduate medical education, institutional climate, and professional development. All priorities are being developed and implemented by the GDI membership and cross-group collaborations.

Diversity and Inclusion in Faculty

- *AAMC Mid-Career Minority Faculty Seminar*—AAMC Diversity Policy and Programs and GDI partnered to discuss, develop, and implement the 2015 Mid-Career Minority Faculty Seminar pilot, which was designed for individuals at the associate professor level who aspire to leadership positions in academic medicine. GDI leaders were invited to offer career consultations, lead sessions, and help attendees expand networks.

- *Work Group to Define Faculty*—AAMC leadership requested the Council of Faculty and Academic Societies (CFAS) lead a multi-group effort, which includes GDI, GFA, GFP, GREAT, GRMC, and GWIMS, to define faculty and reach consensus on some of the key questions and issues related to who, exactly, comprises faculty at U.S. academic medical centers. The group will conclude its work by submitting a white paper to the AAMC Board of Directors stating its position and making recommendations.

- *Women of Color Project*—GWIMS Steering Committee is dedicating effort to a project focusing on women of color. GDI is a partner on this project through a number of collaborative activities. Three outcomes have been identified:
 1. AAMC Diversity Data Snapshot on women of color developed by GWIMS, GDI, and Diversity Policy and Programs
 2. AAMC Analysis in Brief publication on women of color, which was accepted October 2015
 3. GDI/GWIMS webinar on women of color highlighting conversations and work currently underway

All aspects of this collaboration will contribute to the joint 2017 GDI/GWIMS Professional Development Conference.

Group on Diversity and Inclusion (GDI)

GDI Annual Report

Diversity and Inclusion in Graduate Medical Education (GME)

AAMC launched *Optimizing Graduate Medical Education*, a comprehensive and sustained effort to strengthen graduate medical education. Work teams across the AAMC have been collaborating on this five-year road map in three focus areas—(1) investing in future physicians, (2) optimizing the environment for learning, care, and discovery, and (3) preparing physicians and physician scientists for the evolving demands of 21st century health care. GDI has supported these three focus areas in the following ways:

- *AAMC Optimizing GME Report*—GDI met with AAMC leadership to discuss and make recommendations during the development of the Optimizing GME Report. GDI recommendations were incorporated into the final report.
- *AAMC Optimizing GME Presentation*—During the 2015 GDI/GFA Professional Development Conference a major plenary session was dedicated to Optimizing GME. Both GDI and GFA members engaged in discussions on how to support this AAMC effort.
- *AAMC GME Initiative Poll on the Optimal Learning Environment*—All GDI members received a poll to request their feedback on identifying key elements of an optimal learning environment for all learners, for faculty, and for leaders with responsibility for the academic medicine enterprise.
- *AAMC Optimizing GME: Transforming the Learning Environment Webinar*—All GDI members were invited to participate in this webinar. John Prescott, MD, chief academic officer, and Ann Bonham, PhD, chief scientific officer, discussed efforts underway to optimize the environment for faculty and learners.

Group on Diversity and Inclusion (GDI) GDI Annual Report

Diversity and Inclusion in Institutional Climate

- *AAMC Medical School Year Two Questionnaire (Y2Q)*—GDI continues to advise the AAMC Student Survey Committee who created the Y2Q to explore multiple aspects of the student experience in medical schools, including the perceived learning environment, emotional climate and student well-being. In 2016, AAMC will release school-specific reports summarizing 2014 and 2015 Y2Q data that schools can use to help in their self-evaluation and self-improvement activities. In future years, annual reports will display the most recent three years of data.
- *Diversity Engagement Survey*—The GDI Steering Committee acknowledges the cadre of GDI leaders and AAMC staff who recently published *Measuring Diversity and Inclusion in Academic Medicine: The Diversity Engagement Survey (DES)*. The DES is a diagnostic tool that members can use for assessment, evaluation, and external benchmarking of institutional engagement and inclusion. Members can consider using the DES to measure how well their academic medical center is responding to the needs of the community (i.e., their students, faculty, and staff).
- *The Silent Curriculum*—The GDI Steering Committee commends Katherine Brooks, a fourth year medical student at Brown, for the recent article she published in *JAMA* on the impact of “A Silent Curriculum.” At the 2015 GDI/GFA Professional Development Conference, Dr. George Hill (Vanderbilt) and Ms. Judy Seidenstein (Duke) convened a special session with Katherine Brooks to discuss how to address the absence of a dedicated curriculum to address the impact of racism, bias, and health care disparities during the trainees’ learning process. Subsequently, with the additional leadership of Dr. Sherree Wilson (Iowa) and Dr. Darin Latimore (UC Davis), a follow-up survey to participants provided additional important thoughts and ideas on the topic recommending a continued conversation at Learn Serve Lead 2015 AAMC Annual Meeting.
- *Diversity and Inclusion Leadership Survey*—GDI, in partnership with Diversity Policy and Programs, developed and administered a new survey for chief diversity officers and other senior diversity and inclusion leaders at AAMC-member institutions. All Dean designated GDI leaders received this survey. Data will inform the field about the background, training, demographics, institutional roles, priorities, and experiences of senior diversity and inclusion leaders in academic medicine.
- *Diversity and Inclusion Strategic Planning*—A joint GDI/Group on Institutional Planning (GIP) Advisory Working Group has been established and charged with assisting and advising on the creation of a new web-based toolkit to accompany the *Diversity and Inclusion in Academic Medicine: A Strategic Planning Guide* publication. The toolkit will provide additional resources and sample documents to help in creating a diversity and inclusion strategic plan.

Group on Diversity and Inclusion (GDI) GDI Annual Report

Diversity and Inclusion in Professional Development

GDI Joint Conferences

- *2015 GDI/GFA Professional Development Conference*—Close to 400 medical school faculty members and administrators attended the GDI/GFA Professional Development Conference in San Juan, Puerto Rico. Members enjoyed the rich content, skill building, and networking experiences and returned to their institutions with solutions to challenges and enhanced capacity to make institutional change. GDI/GFA acknowledges and thanks the four LCME accredited U.S. medical schools in Puerto Rico for their partnership in supporting the conference:
 - Dr. Yocasta Brugal and San Juan Bautista School of Medicine
 - Dr. Edgar Colón and University of Puerto Rico School of Medicine
 - Dr. José Ginel Rodríguez and Universidad Central del Caribe School of Medicine
 - Dr. Olga Rodríguez de Arzola and Ponce School of Medicine and Health Sciences
- *2016 CFAS/GDI/ORR Professional Development Conference*—A joint conference March 3-5, 2016 (with an optional March 6 post conference event) in Salt Lake City, Utah, will bring diversity representatives, faculty members, and resident-physicians together to address various faculty challenges in academic medicine. A call for proposals is forthcoming.
- *2017 GDI/GWIMS Professional Development Conference*—GDI and GWIMS are in the process of confirming a joint professional development conference. More information to come.

GDI Webinars

- GDI hosted four webinars on the following diversity and inclusion topics:
 1. An Introduction to the LCME's Diversity Standard, October 2015
 2. GDI/GFA Professional Development Conference Orientation, June 2015
 3. Getting Started - Diversity and Inclusion in Academic Medicine: A Strategic Planning Guide Webinar, June 2015
 4. Building an LGBT Competent Health Workforce: Facilitators and Barriers, December 2014
- Recordings of all webinars are available at www.aamc.org/gdiwebinars

Group on Diversity and Inclusion (GDI)

GDI Annual Report for AAMC Board of Directors

Key Issues Shared with the AAMC Board of Directors

The GDI Steering Committee submits an annual report to the AAMC Board of Directors highlighting key issues for the group and responses to questions from the Board.

What are the top three institutional challenges or opportunities on minds of GDI members?

- *Addressing LCME Elements*—the GDI Steering Committee continues to provide opportunities and resources for supporting its members in addressing concerns and challenges in meeting the LCME diversity elements.
- *Diversity and Inclusion Strategic Planning*—the GDI Steering Committee continues to organize virtual and in-person learning opportunities to help members create a diversity and inclusion strategic plan.
- *Advancing Diversity and Inclusion*—members continue to reframe and reposition diversity and inclusion as drivers of institutional excellence with the target outcome of improving the health of all.

Questions for the GDI related to the AAMC Board of Directors (BOD)

What do you wish the BOD/Leadership knew about the challenges in your group's profession?

- Resistance to integrating diversity and inclusion across all mission areas and groups.
- Use of USMLE scores by program directors to select residents. Leadership needs to understand the unintended consequences of national policy adversely affecting diversity and inclusion.
- Lack of funding and sustainability challenges across the missions of diversity and inclusion, medical education, care delivery, and research.
- The tendency and extent of leaders to work in silos rather than exploring collaborations between groups to integrate diversity and inclusion to advance the health care for all.

What does your group want to know more about/learn more about/hear more about from the AAMC's leaders (BOD, etc.)?

The primary areas of interest among the GDI members include:

- How does the BOD discuss and implement the strategic framework for addressing social justice, social responsibility, and community engagement throughout academic medicine?
- How does the BOD discuss and address diversity and inclusion among the board and other senior leadership roles in academic medicine?

Prepared and submitted by the GDI Steering Committee. For questions, please contact the GDI Program Leader Juan Amador, CAE, at jamador@aamc.org or 202.862.6149.

Group on Diversity and Inclusion (GDI)

AAMC Councils

Council of Deans (COD)

The Council of Deans (COD) of the Association of American Medical Colleges has as its purpose the continuing improvement of the nation's medical schools. As an association of Deans of medical schools the Council identifies issues affecting academic medicine and develops strategies to achieve the various missions of medical schools. This body addresses: policies guiding the association in its service and advocacy functions; programs for the advancement of institutional management; and support for the deans' leadership role in guiding individual schools toward excellence in medical education, research and patient care.

Council of Faculty and Academic Societies (CFAS)

The Council of Faculty and Academic Societies (CFAS) is one of three governing councils of the AAMC, along with the Council of Deans (COD) and the Council of Teaching Hospitals and Health Systems (COTH). CFAS is presently comprised of almost 350 faculty representatives appointed by medical schools in consultation with their faculty, as well as by over 80 academic and scientific societies devoted to biomedical and behavioral research, medical and graduate education, and patient care.

The CFAS representatives include faculty from almost every medical discipline and includes both senior and junior faculty engaged in the various missions of medical schools and teaching hospitals. CFAS is charged with identifying critical issues facing faculty members of medical schools; providing a voice for faculty about those issues to the AAMC as they relate to creation and implementation of the AAMC's programs, services, and policies; and, serving as a communications conduit with faculty regarding matters related to the core missions of academic medicine.

Council of Teaching Hospitals and Health Systems (COTH)

The AAMC's Council of Teaching Hospitals and Health Systems (COTH) is composed of approximately 400 major teaching hospitals and health systems, including 64 Veterans Affairs Medical Centers. COTH was established in 1965 to provide representation and services related to the special needs, concerns, and opportunities facing major teaching hospitals in the United States and Canada. It serves as the principal source of hospital and health system input into overall AAMC policy and direction.

The Council's activities focus on issues of special and unique interest to the academic community and membership including Medicare direct and indirect medical education payments, disproportionate share payments, teaching physician regulations, coverage of investigational devices, and other focused areas.

Group on Diversity and Inclusion (GDI) AAMC Organizations

Organization of Resident Representatives (ORR)

Established in 1991 to provide a venue for resident physician input into the development of Association policy, the ORR is also designed as a leadership opportunity for trainees interested in academic medicine. The ORR contributes to policy development and programmatic activities of the AAMC through liaison appointments to varied association committees and affinity groups. The general membership meets twice a year, during the fall AAMC annual meeting and concurrently with the spring meeting of the Council of Faculty and Academic Societies (CFAS). Two ORR members are appointed for two-year terms by CFAS societies representing either department chairs or program directors of the 24 American Board of Medical Specialties (ABMS) recognized general specialties.

Residents are to be selected democratically by their peers when possible. To be eligible for the ORR, residents must be actively enrolled in a residency or fellowship program at the time of appointment, and no two residents appointed by the same society may be in the same residency program

Organization of Student Representatives (OSR)

The OSR is charged with the representation of undergraduate medical student body of the U.S. to the academic medicine community; the OSR's constituency comprises all medical students. The concerns of the OSR lie exclusively within academic medicine and medical education.

OSR representatives are selected by AAMC member medical schools to monitor activities at their institutions, represent student opinions to the OSR Administrative Board (Ad Board), and relay national OSR and AAMC priorities to the students and staff of their institutions. OSR representatives may include up to one primary and three alternate institutional representatives from each of the 141 U.S. LCME accredited medical schools. OSR associate representatives are medical students who are enrolled in Canadian medical schools, though they do not have voting privileges.

Group on Diversity and Inclusion (GDI)

AAMC Professional Development Groups and Forums

Chief Medical Officers Group (CMOG)

The Chief Medical Officers Group (CMOG) provides information, networking opportunities, and professional development resources for CMOs and other physicians who lead clinical programs in AAMC member organizations. Participants have titles such as CMO, Vice Dean for Clinical Affairs, Vice President for Medical Affairs, Medical Director, or Chief of Staff (especially in Veterans Affairs organizations).

Compliance Officers' Forum (COF)

The purpose of the COF is to provide educational opportunities for compliance officers at AAMC member institutions and to provide venues for sharing information on compliance issues.

Forum on Conflicts of Interest in Academe (FOCI-A)

The purpose of FOCI-A is to provide education and guidance on conflict of interest, leadership in the development and application of conflict of interest standards, a resource for policy makers, media, and the public on conflict of interest issues, and a national forum on conflict of interest discussion, policy development, and implementation.

Government Relations Representatives (GRR)

The Government Relations Representatives (GRR) Group consists of individuals responsible for federal government relations at medical schools, and teaching hospitals. GRR members are appointed by their dean or hospital CEO. Leadership for the group is provided by a steering committee of individuals nominated by their peers to assist in meeting planning, coordinate professional development activities for GRRs, and advise on legislative strategies for medical schools and teaching hospitals.

Group on Business Affairs (GBA)

The mission of the Group on Business Affairs is to: advance administrative and fiscal management in support of medical education, research, and health care; establish better communication among its members; and serve in a resource and advisory capacity to the AAMC. Members are the staff of medical schools and academic health centers who have significant administrative responsibilities in the areas of clinical research and general institutional administration, with particular emphasis on financial planning and operations.

Group on Diversity and Inclusion (GDI)

The Group on Diversity and Inclusion (GDI) serves as a national forum and recognized resource to support the efforts of AAMC member institutions and academic medicine at the local, regional, and national levels to realize the benefits of diversity and inclusion in medicine and biomedical sciences.

Group on Diversity and Inclusion (GDI)

AAMC Professional Development Groups and Forums

Group on Educational Affairs (GEA)

The mission of GEA is to promote excellence in the education of physicians throughout their professional lives and, thereby, to contribute to improving the health of the public. The GEA is open to individuals with professional responsibility in medical student, resident, and continuing medical education, designated by deans, hospital directors, or academic societies. The GEA is organized in four regions: Southern, Central, Northeast, and Western. The GEA is also organized in sections reflecting the continuum of medical education: Undergraduate Medical Education (UGME); Graduate Medical Education (GME); Continuing Medical Education (CME); and Research in Medical Education (RIME).

Group on Faculty Affairs (GFA)

The GFA supports institutional leaders in the development and enactment of policies and programs that advance the academic missions of teaching, research, and clinical care. The GFA's mission is to build and sustain faculty vitality in medical schools and teaching hospital. The GFA does this by supporting faculty affairs deans and administrators in their development and implementation of institutional policies and professional development activities that advance the academic missions of teaching, research, and clinical care.

Group on Faculty Practice (GFP)

The purpose of GFP is to advance the clinical mission of academic medical centers through the development of policies and models that embrace the fundamental importance of the faculty practice in health care delivery, clinical care, medical education, and research.

Group on Institutional Advancement (GIA)

The GIA is composed of medical school and teaching hospital professionals working in: alumni affairs, development, marketing, public affairs, and public relations. The GIA is the only national institutional advancement group devoted exclusively to issues affecting academic medicine. Its goal is to enhance awareness and support for medical education, health care, and biomedical research.

Group on Information Resources (GIR)

The purpose of the GIR is to provide a forum for individuals in relevant roles of leadership and responsibility to promote excellence in the application and integration of information resources in academic medicine, including medical education, clinical care, medical and health sciences research, health science libraries, public health, and institutional planning.

Group on Diversity and Inclusion (GDI)

AAMC Professional Development Groups and Forums

Group on Institutional Planning (GIP)

The primary purposes of the GIP are to: enhance the planning skills and knowledge base of its members; establish an active network of communication among its members; and serve as a planning resource to the AAMC. With a membership of 1,100, the GIP attracts planners from across the spectrum of academic medicine, including those from medical schools, medical centers, hospitals, and other health system organizations.

Group on Research Advancement and Development (GRAND)

GRAND provides a national forum for the promotion, support, development, and conduct of biomedical research in medical schools and teaching hospitals, through the exchange of information and the examination of issues critical to the research enterprise.

Group on Graduate Research, Education, and Training (GREAT)

The GREAT Group provides professional development to, and fosters the exchange of information and ideas among, the faculty and administrative leaders of biomedical PhD, MD-PhD, and postdoctoral programs. The Group functions as a national forum to help these programs achieve their goal of educating successful biomedical researchers.

Group on Regional Medical Campuses (GRMC)

The Group on Regional Medical Campuses (GRMC) recognizes the wide range of responsibilities inherent in providing quality medical programs on regional campuses, and the increasingly important role such programs serve in the preparation of tomorrow's doctors.

Group on Resident Affairs (GRA)

The Group on Resident Affairs provides information, networking, and professional development programs to help members meet their responsibilities as Graduate Medical Education (GME) leaders in AAMC-member medical school, hospitals, and academic societies.

Group on Student Affairs (GSA)

The purpose of the Group on Student Affairs (GSA) is to advance medical education and, specifically, to represent the interests of medical schools and medical students in the areas of student admissions, student affairs, student financial aid, student diversity affairs, and student records.

Group on Women in Medicine and Science (GWIMS)

The mission of the GWIMS is to advance the full and successful participation of women in all roles within academic medicine, and to provide a venue for women to participate in advancing the AAMC mission to improve the nation's health. The GWIMS aims to serve as a national forum to advance women's success in medicine and science by addressing: gender equity, recruitment and retention, awards and recognition, and career advancement.

Group on Diversity and Inclusion (GDI)

AAMC Advisory Panels

Advisory Panel on Health Care Delivery

Monitors significant trends and emerging issues in the health care financing and delivery system to assess the implications for the academic medical community. Panel membership comprises representatives across the spectrum of the AAMC membership, including COOH CEOs, medical school deans, faculty practice representatives and academic clinical physicians. The Panel provides advice and counsel to AAMC staff and, as appropriate, makes recommendations to the AAMC leadership on potential Association policy statements or initiatives.

Advisory Panel on Medical Education

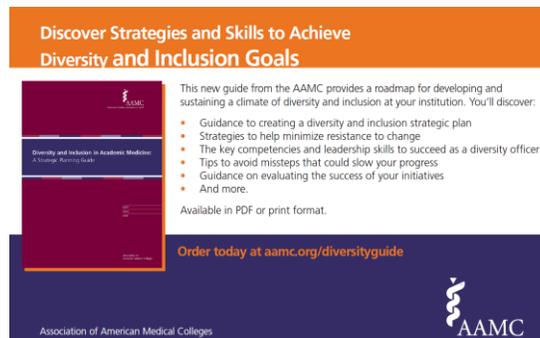
The Advisory Panel on Medical Education will serve in a deliberative capacity as an external barometer on issues spanning the medical education continuum with the ultimate goal of improving the nation's health care. As thought leaders, the panel will offer forecasting and guidance to the AAMC on issues germane to the medical education continuum and support the AAMC's commitment to serving medicine's social contract and ensuring the public trust.

Advisory Panel on Research

Biomedical, behavioral and health sciences research ranks among this nation's most critical priorities and key public investments. The Association of American Medical Colleges (AAMC) and its members are committed to ensuring the continued strength of a broad-based national research program to improve the nation's health. Congress and the American public have also affirmed their strong support for continued progress in medical research through generous investments in the National Institutes of Health, the primary source of federal support for biomedical and health sciences research, as well as through the Agency for Healthcare Research and Quality, the Department of Veterans Affairs, the Centers for Disease Control and Prevention, and other agencies. These agencies in turn are principal sponsors of research at AAMC member medical schools and teaching hospitals. Given the importance of this federal-academic partnership in medical research, it is incumbent upon the AAMC to represent the views of research institutions and individual scientists effectively and authoritatively, and to fulfill all responsibilities that this representation entails. To assist the Association in meeting this mandate, the AAMC established an advisory panel in 1991 to guide the Association's efforts in biomedical research advocacy, education, policy formulation, and strategy development.

Group on Diversity and Inclusion (GDI) Diversity and Inclusion in Academic Medicine: A Strategic Planning Guide

In 2014, the GDI Diversity Strategic Planning Working Group developed a strategic plan resource for GDI members that helps build their capacity for integrating new or existing diversity and inclusion initiatives within their institutions. The GDI Diversity Strategic Planning Working Group was comprised of GDI representatives from each region and who have the expertise in this area and chaired by Maria Soto-Greene.



In 2015, a joint GDI/Group on Institutional Planning (GIP) Advisory Working Group was established and charged with assisting and advising on the creation of a new web-based toolkit to accompany the *Diversity and Inclusion in Academic Medicine: A Strategic Planning Guide* publication. The toolkit will provide additional resources and sample documents to help in creating a diversity and inclusion strategic plan.

GDI/GIP Advisory Working Group

GDI Members	GIP Members
<p>Lynn Gordon, MD, PhD Senior Associate Dean, Diversity Affairs University of California, Los Angeles David Geffen School of Medicine</p>	<p>Basma Selim, PhD Executive Director, Planning and Knowledge Management University of Central Florida College of Medicine</p>
<p>David McIntosh Assistant Dean for Diversity Texas A&M Health Science Center College of Medicine</p>	<p>Karen Smith Planning Manager, Joint Office of Strategic Planning Washington University School of Medicine</p>
<p>Deborah L. Plummer, PhD Vice Chancellor, Diversity and Inclusion University of Massachusetts Medical School</p>	<p>Elaine Van der Put, PhD, MSPH Chief Strategy Officer University of Miami Miller School of Medicine Chief of Strategic Operations University of Miami Clinical and Translational Science Institute</p>

Group on Diversity and Inclusion (GDI) GDI Webinars

GDI regularly hosts live, recorded webinars on a variety of topics of interest to members. Here are some of the most recent webinars. Visit www.aamc.org/gdiwebinars

An Introduction to the LCME's Diversity Standard

Element 3.3, Diversity/Pipeline Programs and Partnerships, formerly known as IS-16 in the older LCME standard formatting has neither changed in its intent nor changed in the challenge of explaining and understanding how the LCME approaches this important aspect of the academic and learning environment. In this 60 minute webinar, both Co-Secretaries for the LCME, Dr. Barbara Barzansky and Dr. Dan Hunt, provide an overview of the LCME's most recent discussions as outlined in the LCME Consensus Statement Element 3-3.

GDI/GFA Professional Development Conference Orientation Videos

These three short webinars will help members with an orientation to the AAMC, the Diversity Policy and Programs unit, and the Group on Diversity and Inclusion.

Getting Started - Diversity and Inclusion in Academic Medicine: A Strategic Planning Guide Webinar

This webinar provides a general overview of strategic planning, identifies the groundwork necessary to create institutional buy-in and commitment, identifies champions: the crucial leaders needed to endorse and support the strategic planning process, and discusses the value of metrics in establishing rationale for change and evaluation method for success.

Building an LGBT Competent Health Workforce: Facilitators and Barriers

This interactive webinar presents current research on the relationship between Lesbian, Gay, Bisexual & Transgender (LGBT) health and the health care system from those receiving services and from the provider. Also, the webinar is designed to be interactive and move beyond the mere presentation of research to foster dialogues around LGBT health and the health workforce.

**Group on Diversity and Inclusion (GDI)
2016 CFAS/GDI/ORR Professional Development Conference**



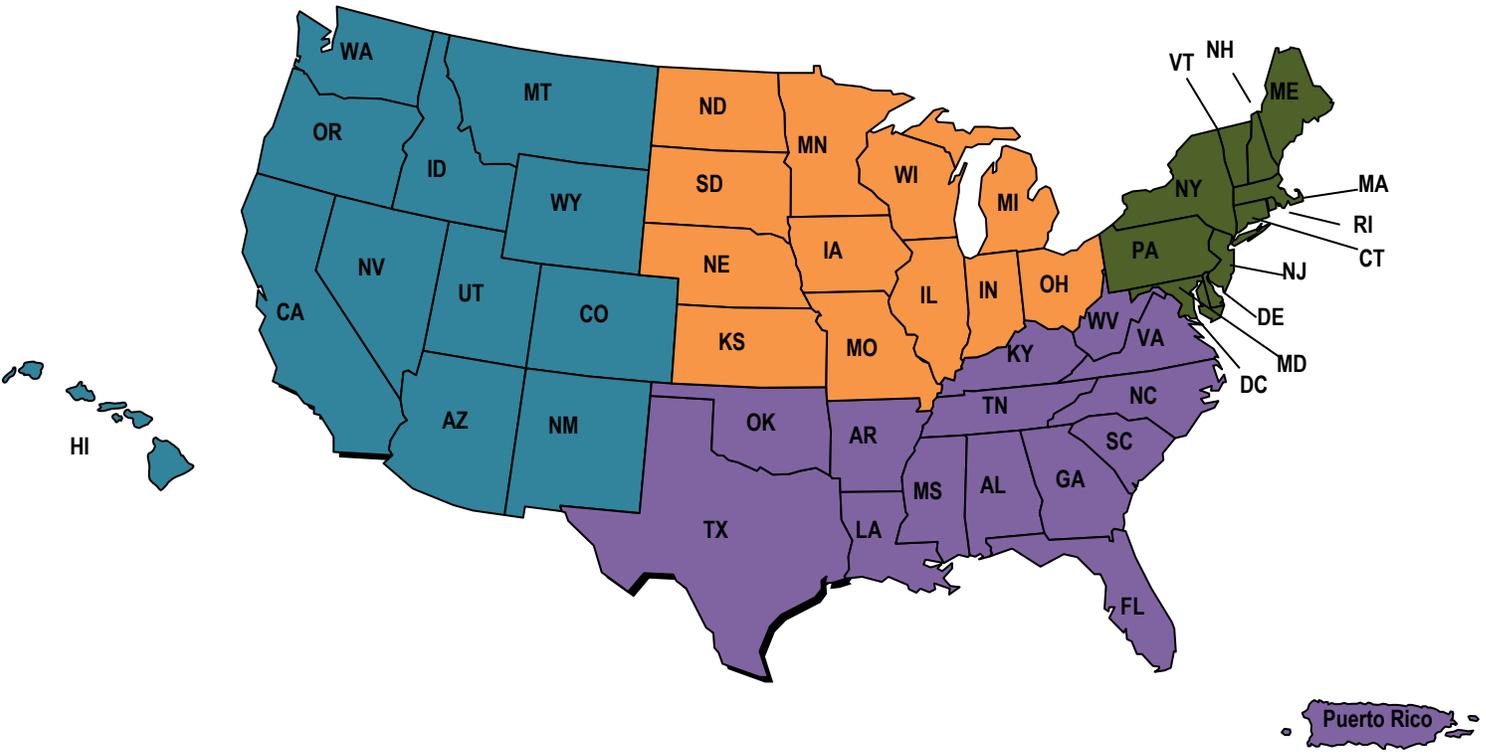
Note: GDI Post-Conference Event on March 6, 2016

Group on Diversity and Inclusion (GDI)
2016 CFAS/GDI/ORR Integrated Program Planning Committee

CFAS Co-Chair	GDI Co-Chair	ORR Co-Chair
Scott D. Gitlin, MD Associate Professor of Hematology/Oncology University of Michigan Medical School	J. Renee Navarro, MD, PharmD Vice Chancellor, Diversity and Outreach Professor of Anesthesia and Perioperative Care University of California, San Francisco, School of Medicine	Matthew McDougall, MD Sanford School of Medicine of the University of South Dakota American Association of Chairs of Departments of Psychiatry
CFAS Group Program Leader	GDI Group Program Leader	ORR Group Program Leader
Eric Weissman Senior Director and CFAS Program Leader AAMC	Juan Amador, CAE Director and GDI Program Leader AAMC	Alexis Ruffin Director and ORR Program Leader AAMC
CFAS Committee Member	GDI Committee Member	ORR Committee Member
Michael E. Engel, MD, PhD, FAAP Assistant Professor, Department Pediatrics University of Utah School of Medicine	Adam Aponte, MD Assistant Dean for Diversity and Inclusion Hofstra North Shore - LIJ School of Medicine	Pennie Huggins Cuevas, MD New York State Preventive Medicine Program Association for Prevention Teaching and Research
CFAS Committee Member	GDI Committee Member	ORR Committee Member
Rebecca S. Evangelista, MD Associate Professor, Surgery Georgetown University School of Medicine	Cheryl Brewster, EdD Assistant Dean for Diversity Florida International University Herbert Wertheim College of Medicine	Daniel Hashimoto, MD, MS Massachusetts General Hospital Association for Surgical Education
CFAS Committee Member	GDI Committee Member	ORR Committee Member
Samuel C. Matheny, MD, MPH The Nicholas J. Pisacano MD Chair of Family and Community Medicine; Assistant Provost, Global Health Initiatives University of Kentucky College of Medicine	Will Ray Ross, MD, MPH Associate Dean for Diversity Associate Professor of Medicine Washington University in St. Louis School of Medicine	Johanna Von Hofe, MD Association of Professors of Gynecology and Obstetrics University of Alabama Birmingham

Group on Diversity and Inclusion (GDI)
AAMC Member Medical Schools

Central Region	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin
Northeast Region	Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont
Southern Region	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, Puerto Rico, South Carolina, Tennessee, Texas, Virginia, West Virginia
Western Region	Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming
Canada	Alberta, British Columbia, Manitoba, Newfoundland/Labrador, Nova Scotia, Ontario, Quebec, Saskatchewan



Group on Diversity and Inclusion (GDI)
GDI Future Meetings

2016

March 3-5, 2016	Joint Professional Development Conference of CFAS/GDI/ORR	Salt Lake City, UT	Open to All
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Note: GDI Post-Conference
Event on March 6, 2016

November 11-15, 2016	AAMC Annual Meeting	Seattle, WA	Open to All
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2017

November 3-7, 2017	AAMC Annual Meeting	Boston, MA	Open to All
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2018

November 2-6, 2018	AAMC Annual Meeting	Austin, TX	Open to All
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Appendix: GDI Rules and Regulations

Group on Diversity and Inclusion (GDI)

Rules and Regulations

I. Name

The name of the organization shall be the Group on Diversity and Inclusion of the Association of American Medical Colleges (AAMC), herein after referred to as the GDI.

II. Mission

The mission of the GDI is to serve as a national forum and recognized resource to support the efforts of AAMC member institutions and academic medicine at the local, regional, and national levels to realize the benefits of diversity and inclusion in medicine and the biomedical sciences.

III. Purpose

The purpose of the GDI is to unite expertise, experience, and innovation to inform and guide the advancement of diversity and inclusion throughout academic medicine and the community.

IV. Membership

A. Voting Members

The voting membership shall consist of persons appointed by the deans of medical school members, including affiliate and provisional members of the AAMC that have matriculated at least one class of medical students. The person appointed will be the faculty member or administrator who is responsible for institutional multicultural/diversity affairs. Voting member(s) shall serve at the pleasure of the appointing authority. Each school shall be entitled to one vote, irrespective of the number of persons appointed to the group.

B. Non-voting Members

1. Individual members. Medical school faculty members and administrators and representatives of AAMC member teaching hospitals and academic societies who have strong interests or expertise in minority/multicultural/diversity affairs may become non-voting members of the GDI.

2. Other members. Members appointed to the GDI by the deans of medical schools that have not matriculated a class of medical students will be non-voting members until such time as a first medical school class is admitted.

C. Officers

The officers of the GDI shall include a Chairperson, a Chairperson-Elect, an Immediate-Past Chairperson, and Group Program Leader. All officers, except the Group Program Leader, must be voting members of the GDI at the time of election.

The Chairperson-Elect shall be elected to a two year term by a simple majority of the voting membership. At the end of this term of office the Chairperson-elect shall succeed to the office of Chairperson.

The term of the Chairperson shall be for two years and shall commence at the adjournment of the GDI Business Meeting at which their term of office as Chairperson-Elect expires. The Chairperson of the Group may not serve consecutive terms as Chairperson.

The Group Program Leader shall be an AAMC staff member appointed by the AAMC President. The Group Program Leader shall coordinate the provision of appropriate staff support and assist in the general direction of the GDI.

Contact with major related organizations outside the Group shall be coordinated with the GDI Program Leader.

V. Committee(s)

A. Steering Committee

The GDI Steering Committee shall be composed of the Chairperson, the Chairperson-Elect, and the Immediate-Past Chairperson and such additional members as described below.

Additional members of the GDI Steering Committee shall be:

Central Region Representative

Northeast Region Representative

Southern Region Representative

Western Region Representative

Council of Deans (COD) Representative

Chair or Designee of an AAMC Member Community

Group on Student Affairs Committee on Diversity Affairs (GSA-CODA) Chair

Issue-based Representative

Issue-based Representative

Issue-based Representative

Issue-based Representative

Issue-based Representatives shall be appointed to the Steering Committee at the discretion of the Chairperson for the purpose of either creating a liaison with organizations that hold a strong interest in the mission of the group or bringing in expertise or points of view. There shall be no more than four issue-based representatives on the GDI Steering Committee.

A majority of the voting Steering Committee members shall be representatives appointed to the GDI by medical school deans.

The GDI Steering Committee shall manage the affairs of the Group.

A Steering Committee member who is no longer employed by the appointing medical school may complete an elected term on the Steering Committee only if he or she continues employment with an AAMC member medical school, academic society, or teaching hospital.

B. Nominating Committee

A Nominating Committee, appointed every other year by the Steering Committee, shall be chaired by the Immediate-Past Chairperson.

The Nominating Committee shall make nominations for the Chairperson-Elect and other open positions, and such nominations shall be publicized in advance to the membership with specific date and time when balloting shall open and close. Members, providing the consent of the nominee has been received, may make additional nominations from the floor, unless the election is by electronic ballot, in which case, additional nominations must be made at least 30 days before for the election is held.

The Nominating Committee will recommend to the Steering Committee any replacement Officer or Officer-Elect, if the previously elected person is unable to serve. The Steering Committee will then make such replacement appointment, and these will remain effective until the next Group election.

C. Other Standing or Ad Hoc Committees

Other Standing or Ad Hoc GDI Committees may be authorized by vote of the Steering Committee of the Group.

Appointment to Committees shall be made by the GDI Chairperson with the approval of the Steering Committee.

Committee Chairpersons shall be appointed by the GDI Chairperson.

The Standing Committees and their functions shall be reviewed periodically by the Steering Committee. Those committees no longer needed may be dissolved upon recommendation of the Steering Committee.

Descriptions of the purpose and functions of each Group committee shall be appended to the Rules and Regulations. The committee description shall not be considered an official part of the Rules and Regulations. Major changes in the committee descriptions shall be made only by or with the approval of the GDI Steering Committee.

VI. Meetings and Quorums.

Meetings may be designated as opened or closed. Attendance at closed meetings is limited to AAMC members and persons specifically invited.

A business meeting of the GDI membership shall be held at least annually.

The Steering Committee shall meet in person or by conference call. Conference calls or electronic communication may be used to conduct business of the Steering Committee and may be used, when practical, in place of other regular meetings. Fifty percent of the Steering Committee will constitute a quorum.

Fifty percent of the voting members attending a regularly scheduled meeting or conference that includes a business meeting shall constitute a quorum at the Group's business meeting.

Formal actions may be taken and elections held at meetings of the membership or the Steering Committee at which a quorum is present. At such meetings, decisions will be made by majority vote of those qualified to vote, or in the case of the Steering Committee by majority vote or by consensus.

Action and elections may be held by electronic ballot using tools suitable for this purpose provided by the AAMC. In each such case, the forwarding communication shall specify the date and time when the balloting shall close. Where actions or elections are taken by electronic ballot, the decision will be determined by a majority of votes cast within the specified timeframe.

In the conduct of meetings, the order of business shall be under the direction of the Chairperson who shall make all parliamentary decisions. Such decisions may be reversed by a two-thirds majority of the voting members present and voting.

VII. Amendments

Subject to the approval of the AAMC Board of Directors, these Rules and Regulations may be amended or repealed and new Rules and Regulations may be adopted by a two-thirds vote of the voting members present at any regular meeting of the Group for which prior written notice of the proposed changes has been given.

Appendices

- A. Committees, names, purposes, and functions
- B. Dates of Adoption and Amendment of the Rules and Regulations
- C. Rules of Procedures for Group if necessary

Approved by the AAMC Board of Directors, June 25, 2009

Amended and approved by the AAMC Board of Directors, December 2011



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