New Diversity and Inclusion Officer Toolkit

Group on Diversity & Inclusion (GDI)

In roles as Diversity, Equity and Inclusion leaders in our institutions, each of us is challenged to create our own understanding of how historic and structural racism, sexism, homophobia and other barriers to inclusion are woven into the fabrics of both ourselves and of our institutions. In 2015, the AAMC Group on Diversity and Inclusion and the Diversity Policy and Programs office of AAMC conducted a survey of diversity leaders and champions from across all US Medical schools. We found that the roles held by diversity leaders varied greatly by name and charge across institutions. In addition, there was considerable variation in the range of constituents served by diversity offices including faculty, residents, fellows and postdocs, students, administration, staff and community.

The GDI New Diversity and Inclusion Officer Toolkit has been assembled by the Group on Diversity and Inclusion Steering Committee using resources that they themselves found useful in advancing their own work and careers, as well as resources developed by the many groups, offices and programs of AAMC. Depending on which constituents you are responsible for in your role as a diversity and inclusion leader, you can find resources here that will be helpful to you as you work to embed equity, diversity and inclusion policies and processes into your institutional culture. These resources can help you advance equity, diversity and inclusion and equity in your institution while maintaining your personal balance in life.

 The growing recognition of the need for leadership in diversity and inclusion within our institutions as well as nationally is encouraging, but can create challenges when offices are under resourced for their charge. This problem is exacerbated when leaders have not been provided adequate training, exposure and mentoring to prepare them for their roles. Learning to attract and leverage resources is often a major challenge for new leaders entering the field. Leading diversity and equity often requires learning many skills we may not yet have learned or fully developed. The challenge of the work and the accompanying expectations can be balanced by identifying and using the rich network of support from the Group of Diversity and Inclusion nationally as well as identifying resources within your own institution and community.

If you are one of the new leaders in diversity and inclusion, welcome! We hope that you find this toolkit valuable. We invite you to become an active member of the Group on Diversity and Inclusion and use the meetings and the listserv to enter this rich network of collegial support!

Warmly,

Joan Reede, MD, MS, MPH, MBA   Edward J. Callahan, PhD
GDI Chair   GDI Chair – Elect

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This toolkit was created by the Group on Diversity and Inclusion Steering Committee Chairs and Steering Committee Regional Representatives

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Acknowledgements

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Diana M. Lautenberger, MA
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Diversity and Inclusion Leadership Survey

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Toolkit Rationale

Survey findings revealed that the majority of respondents (69%) were in their first diversity position and 53% had been in that position for three years or less. Critically, 85% stated that they had no professional mentor for their diversity and inclusion role. In presenting these results to the GDI Business Meeting in 2016, there was a strong call from members for resources to help new leaders better understand their roles in their institutions, while identifying ways of building skills to be more effective in their work. The GDI Steering Committee committed to creating a guide that would serve this purpose.

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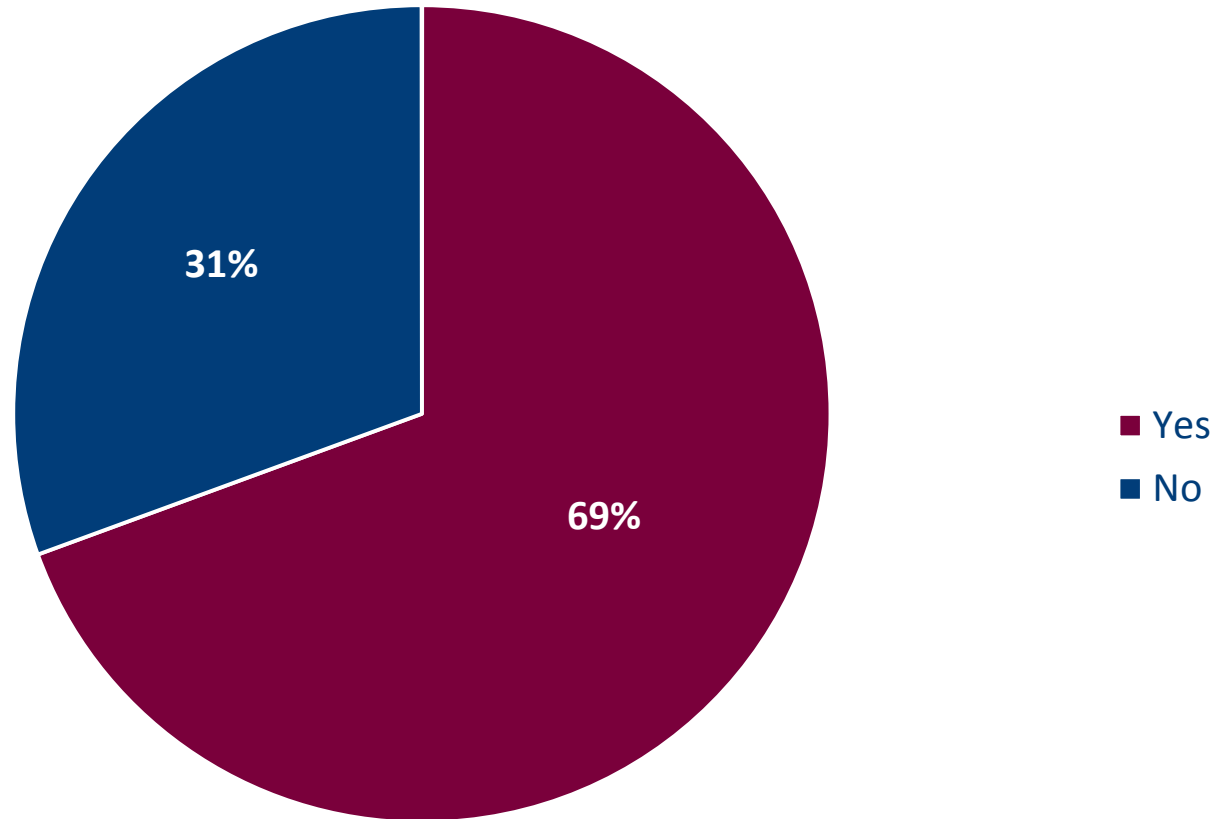# AAMC Diversity and Inclusion Leadership Survey, 2015

Purpose

- Learn background, training, and demographics

- Inform us of the varied institutional roles, priorities, and experiences

- Collect research on the role of Chief Diversity

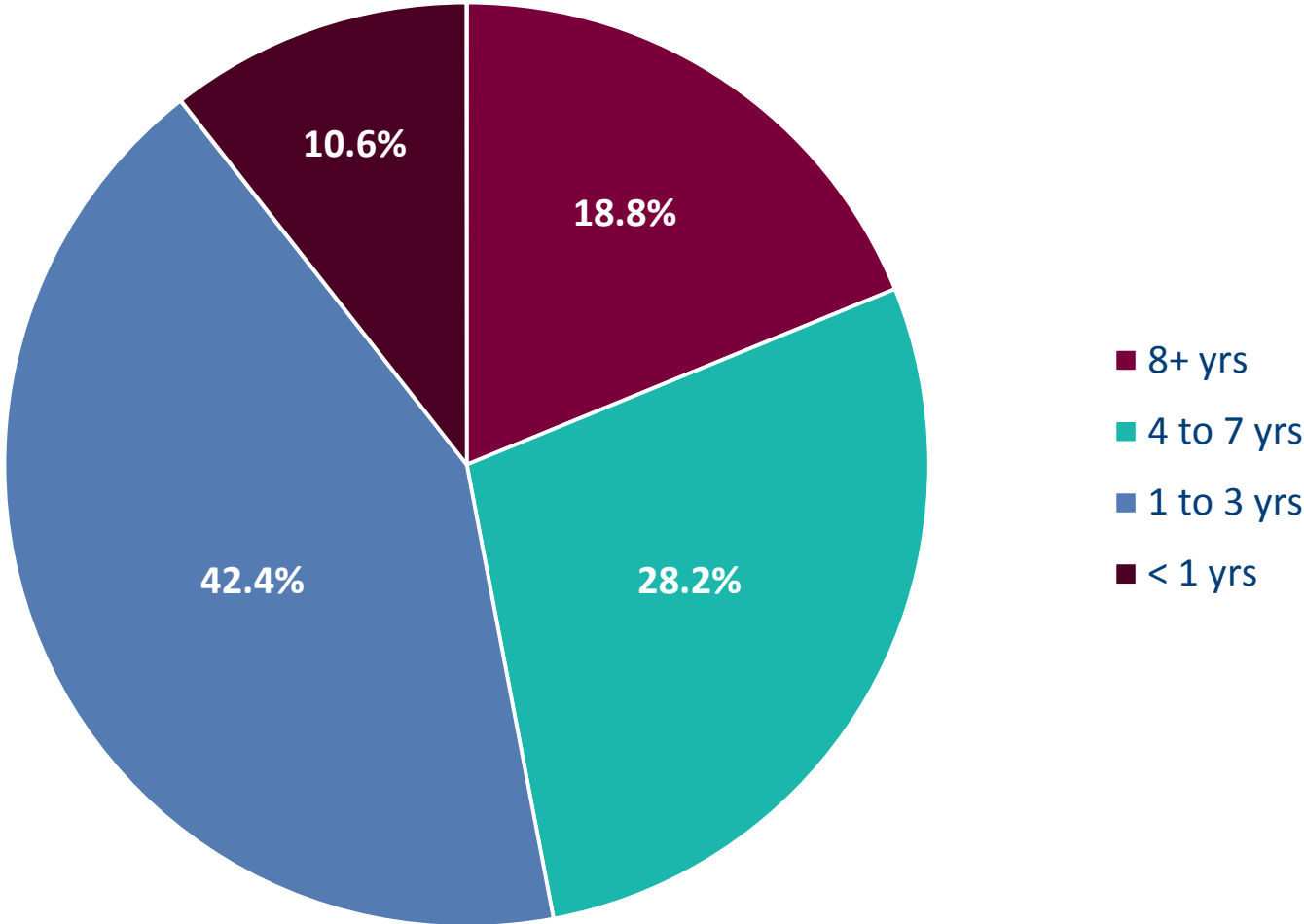## Officers or other Senior Diversity and Inclusion Leaders

- Administered to all Dean Designated GDI Representatives

- Survey response rate 65%

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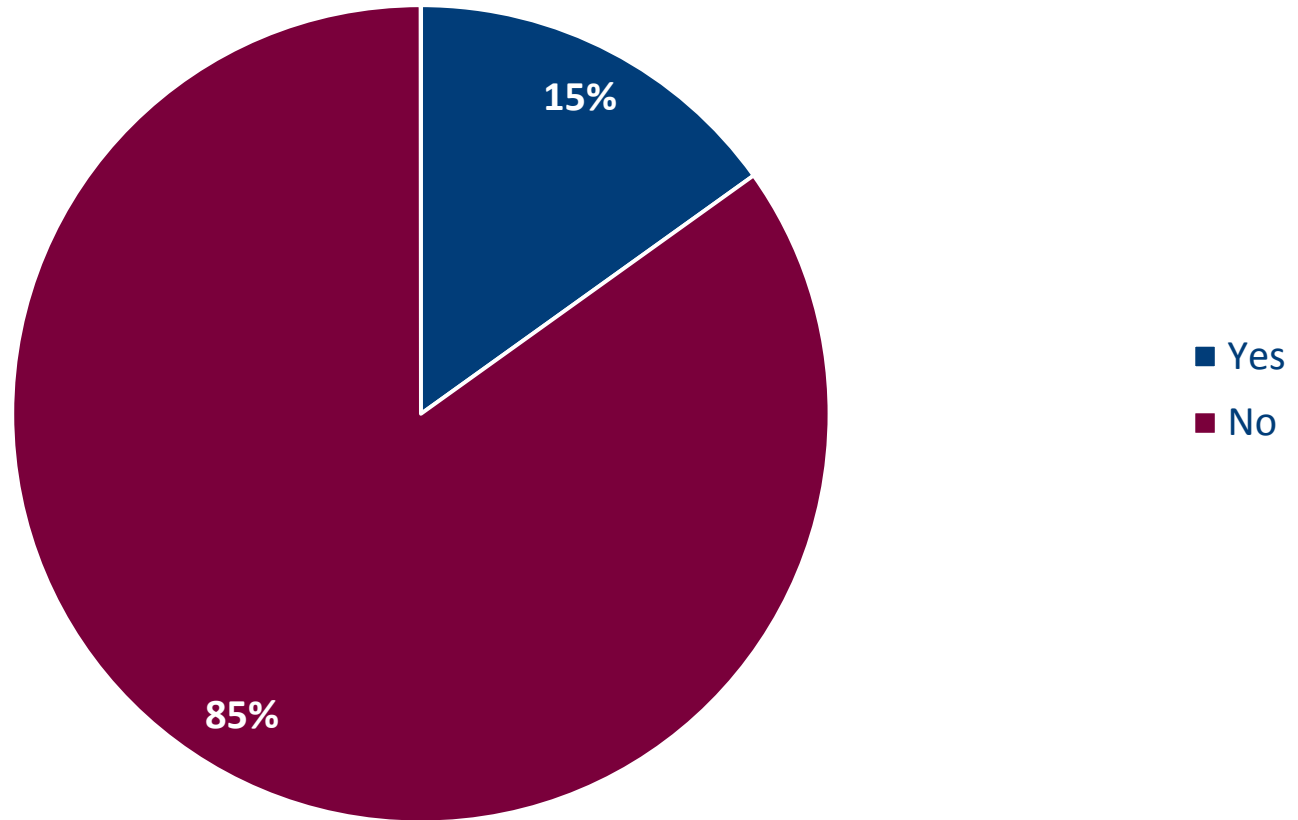# Is this your first Diversity and Inclusion leadership position? *(n=84)*

31%

69%

■ Yes
■ No

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Length of service in current position *(n=85)*

- 8+ yrs
- 4 to 7 yrs
- 1 to 3 yrs
- < 1 yrs

18.8%

10.6%

42.4%

28.2%

53% of D&I Leaders have been in the role 3 years or less

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Do you have a professional mentor in your Diversity and Inclusion leadership role? (n=86)

15%

85%

- Yes
- No

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Diversity and Inclusion Leadership Position Title *(n=86)*

Title	%
Associate Dean	33.7%
Assistant Dean	12.8%
Chief Diversity Officer	10.5%
Senior Associate Dean	8.1%
Director	5.8%
Vice Chancellor	4.7%
Vice Dean	4.7%
Vice President	4.7%
Chair/Co-Chair of Diversity Council/Committee	4.7%
No Formal Title	4.7%
Other	5.8%

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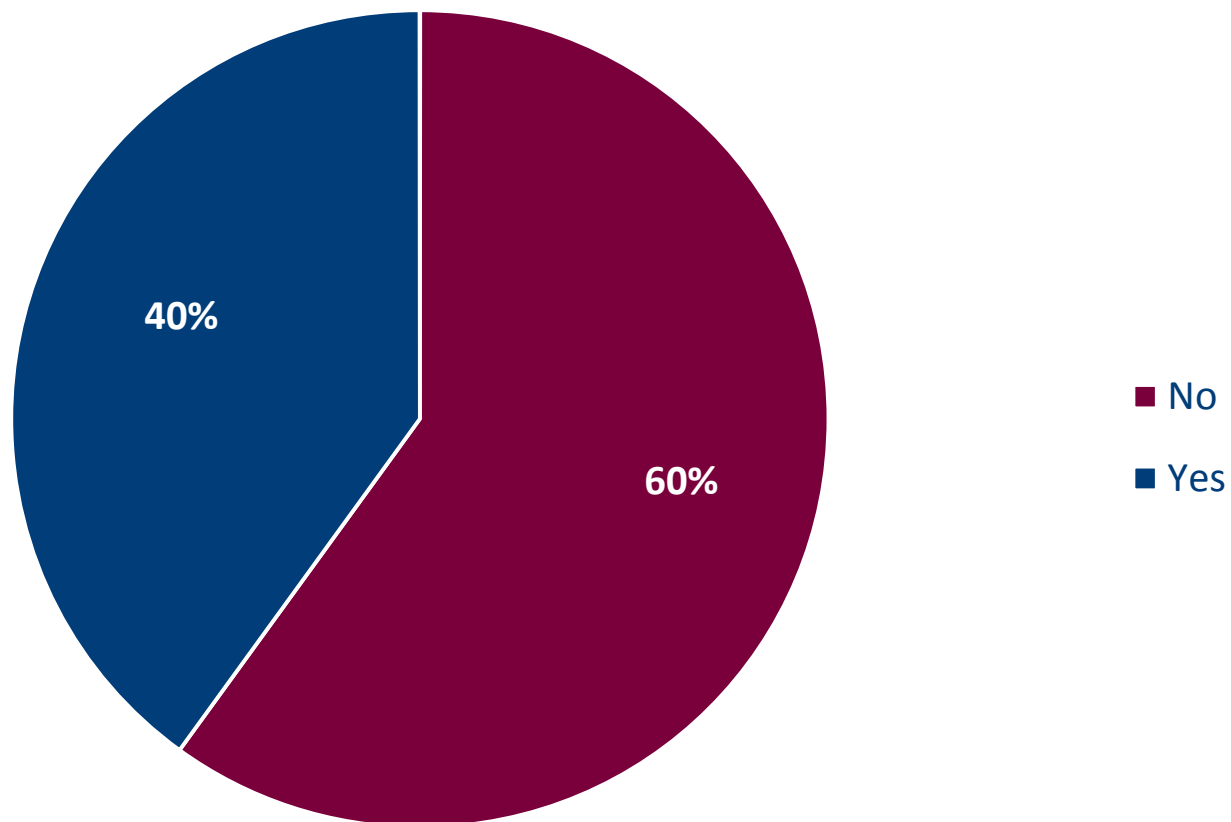# Percentage of time spent on Diversity and Inclusion related role/work *(n= 86)*
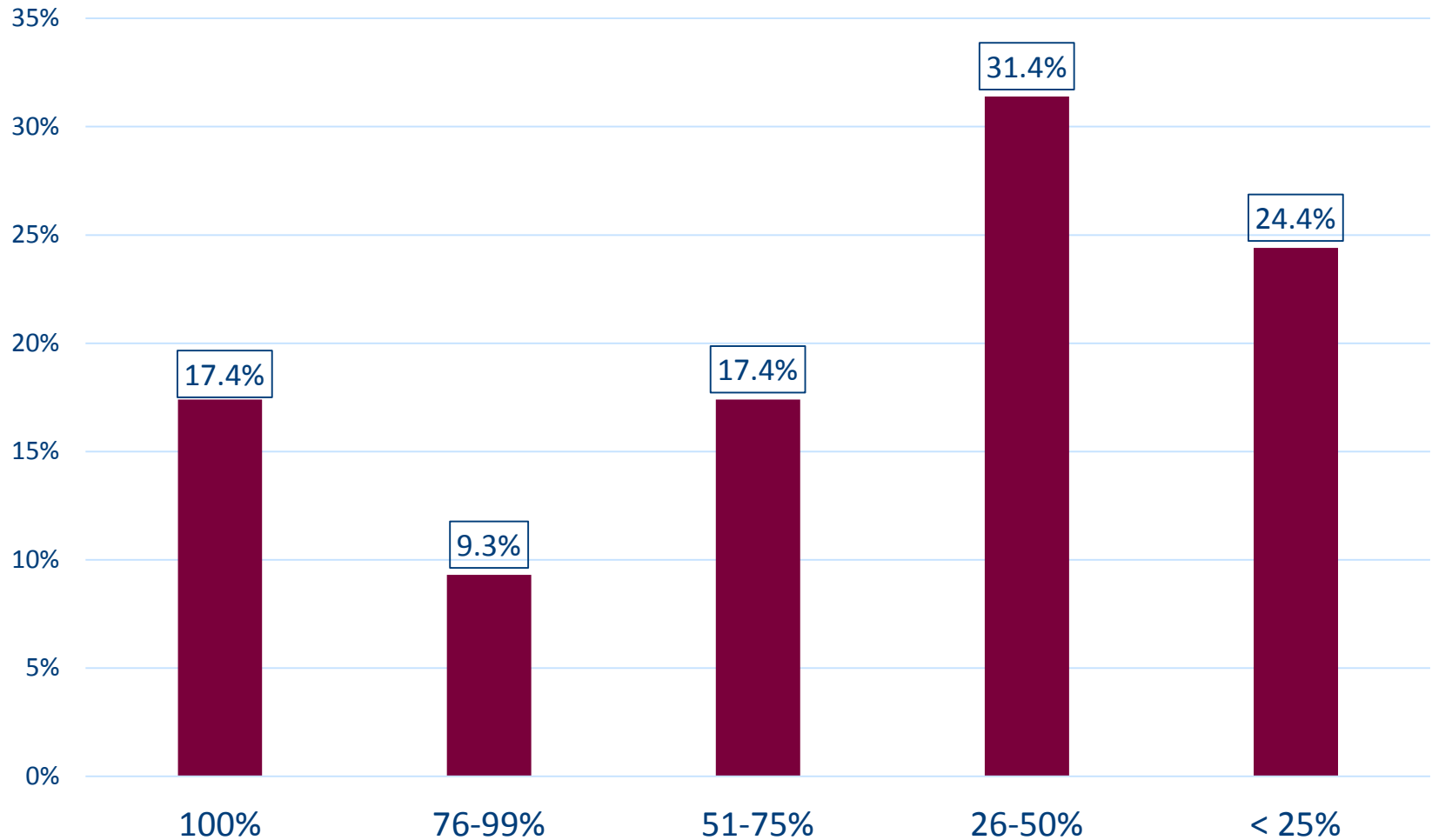
56% of D&I Leaders do diversity & inclusion work half time or less

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Institutional stakeholders your unit charged with supporting *(n=84)*

Stakeholder	Percentage
Administration	65.5%
Faculty	85.1%
Residents, Fellows, and Postdocs	59.8%
Students	89.7%
Staff	59.8%
Community	47.1%

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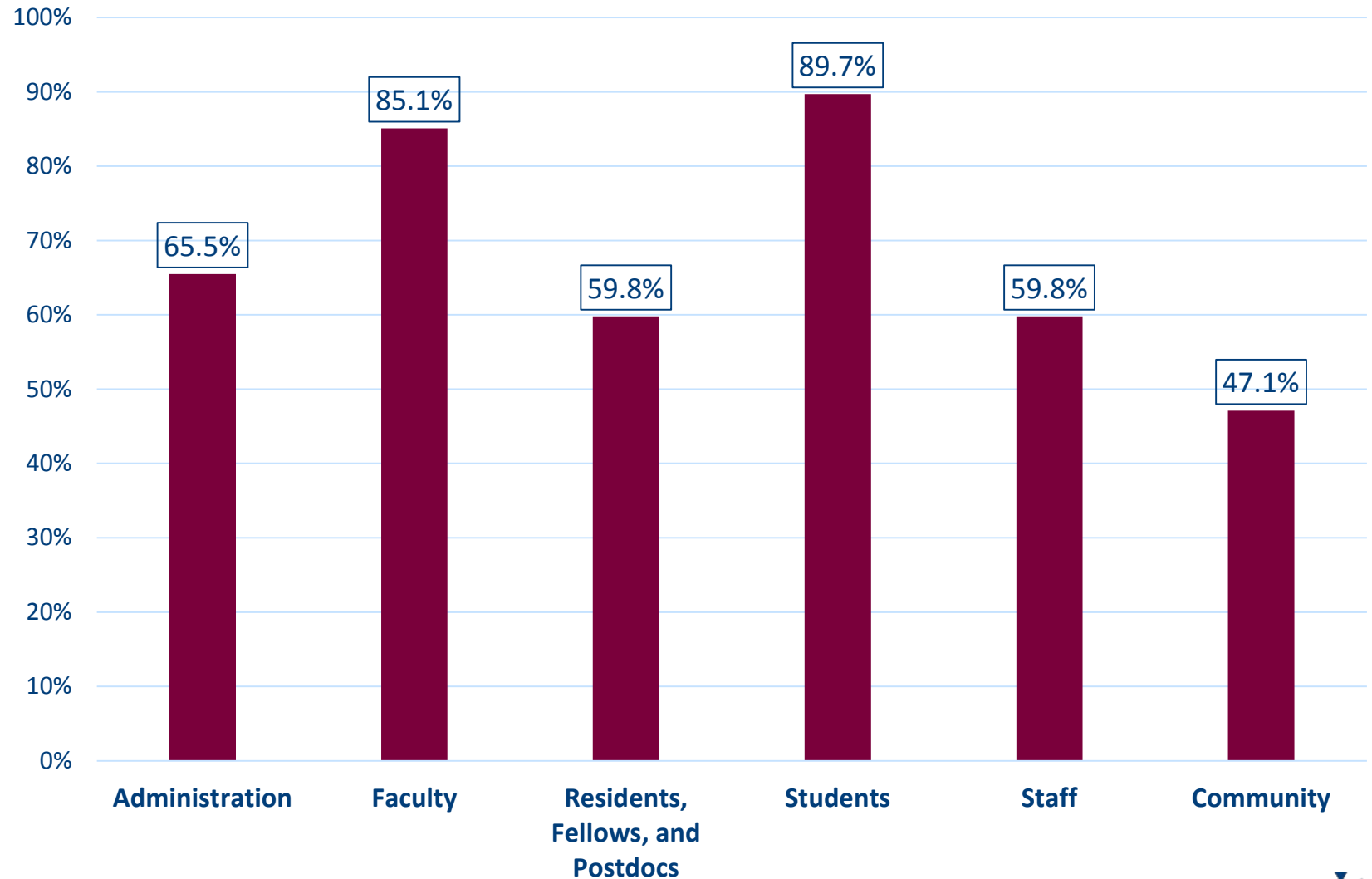
Have you considered departing your Diversity and Inclusion leadership role in the last year? (n=85)

40%

60%

- No
- Yes

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In what area is the Diversity and Inclusion department/unit housed? *(n=85)*

Pie chart data:
- Academic Affairs — 7%
- Community Engagement/Outreach — 2%
- Dean's Office — 45%
- Faculty Affairs — 5%
- Human Resources — 1%
- President/Chancellor's Office — 12%
- Provost's Office — 2%
- Student Affairs — 7%
- Other (please specify) — 19%

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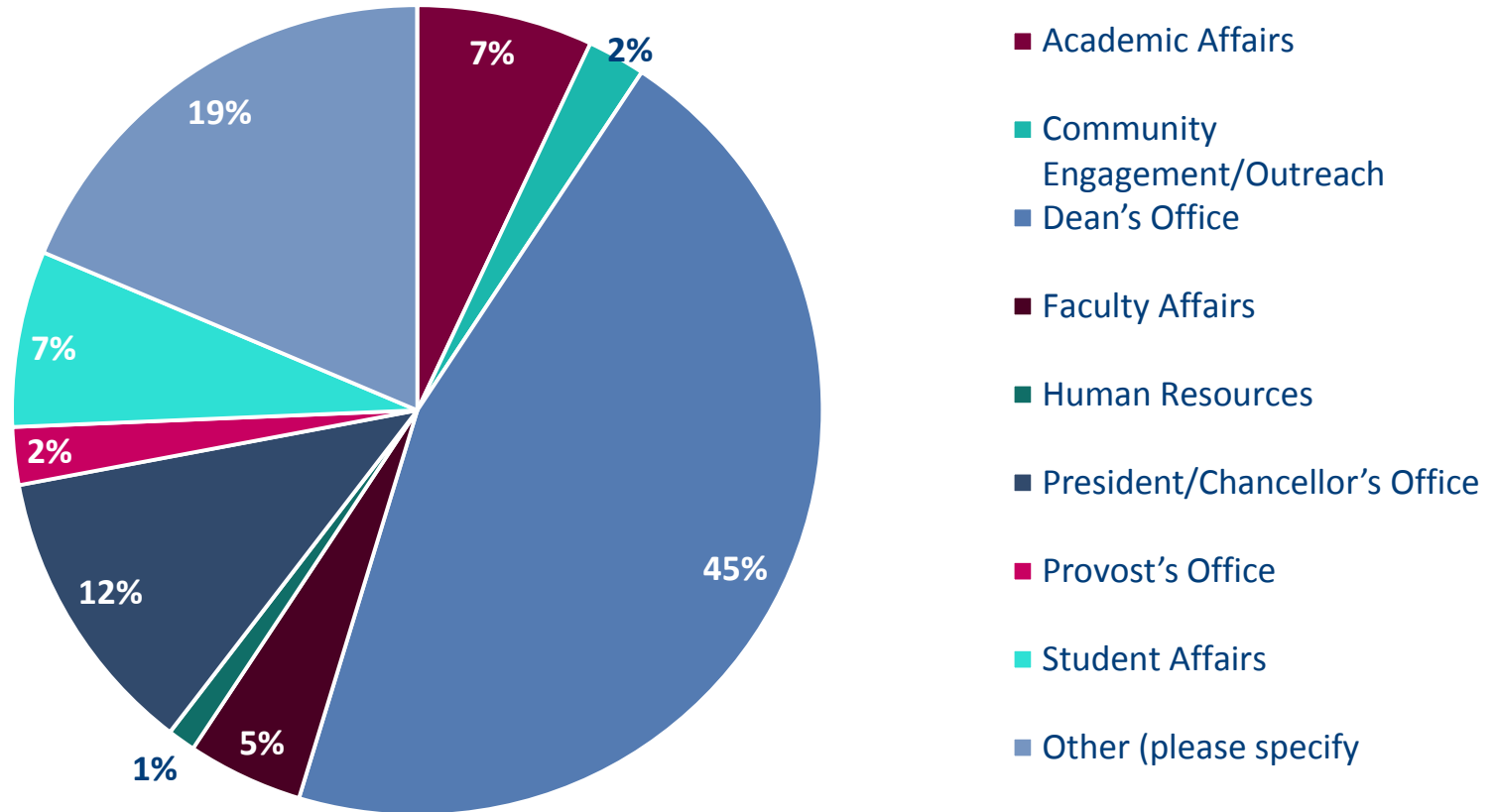
Top institution-level Diversity and Inclusion Priorities *(n =79)*

Diversity & Inclusion Priorities	Ranking
Diversifying Student-Faculty Pipeline	High
LCME Element 3.3	High
Culturally Competent Clinical Care	High
Institutional Climate and Culture	High
Equitable Search and Hiring	Moderate
Equitable Advancement, Promotion and Tenure	Moderate
Diversity Assessment and Evaluation	Moderate
Community Engagement	Moderate
Professional Development	Low
Sexual Orientation and Gender Identity Policies	Low
Disability Services, Accommodations, and Supports	Low
Leave and Career Flexibility for Parents	Low

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What is your D&I department/unit's fiscal year institutional budget (excluding grants)? *(n=77)*

- $1M+ — 11%
- $500K-$999K — 13%
- $100K-$499K — 30%
- $1-$99K — 32%
- $0 — 14%

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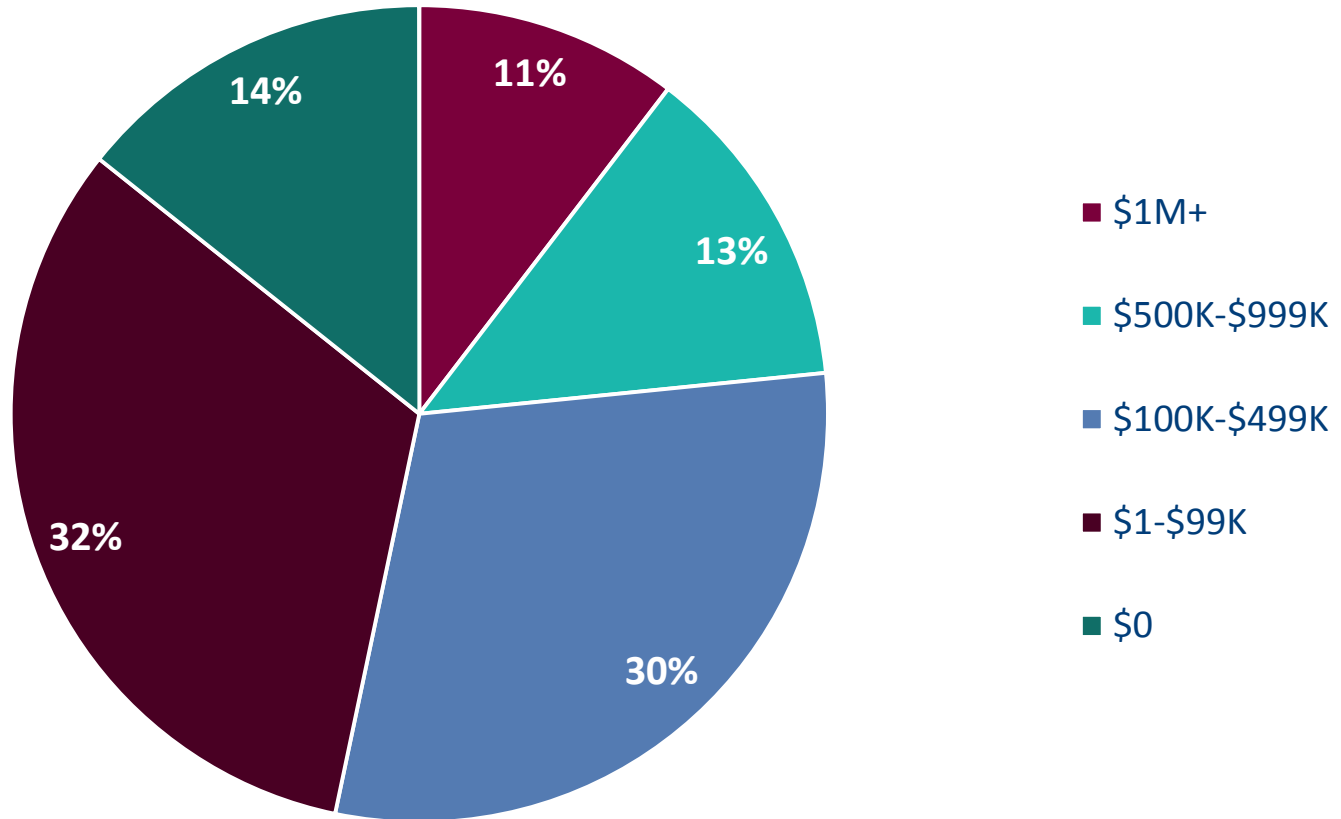
What is your D&I department/unit's fiscal year grant budget (excluding institutional funding)? *(n=76)*

- ■ $1M+
- ■ $250K-$999K
- ■ $100K-$249K
- ■ $50K-$99K
- ■ $1-$49K
- ■ $0

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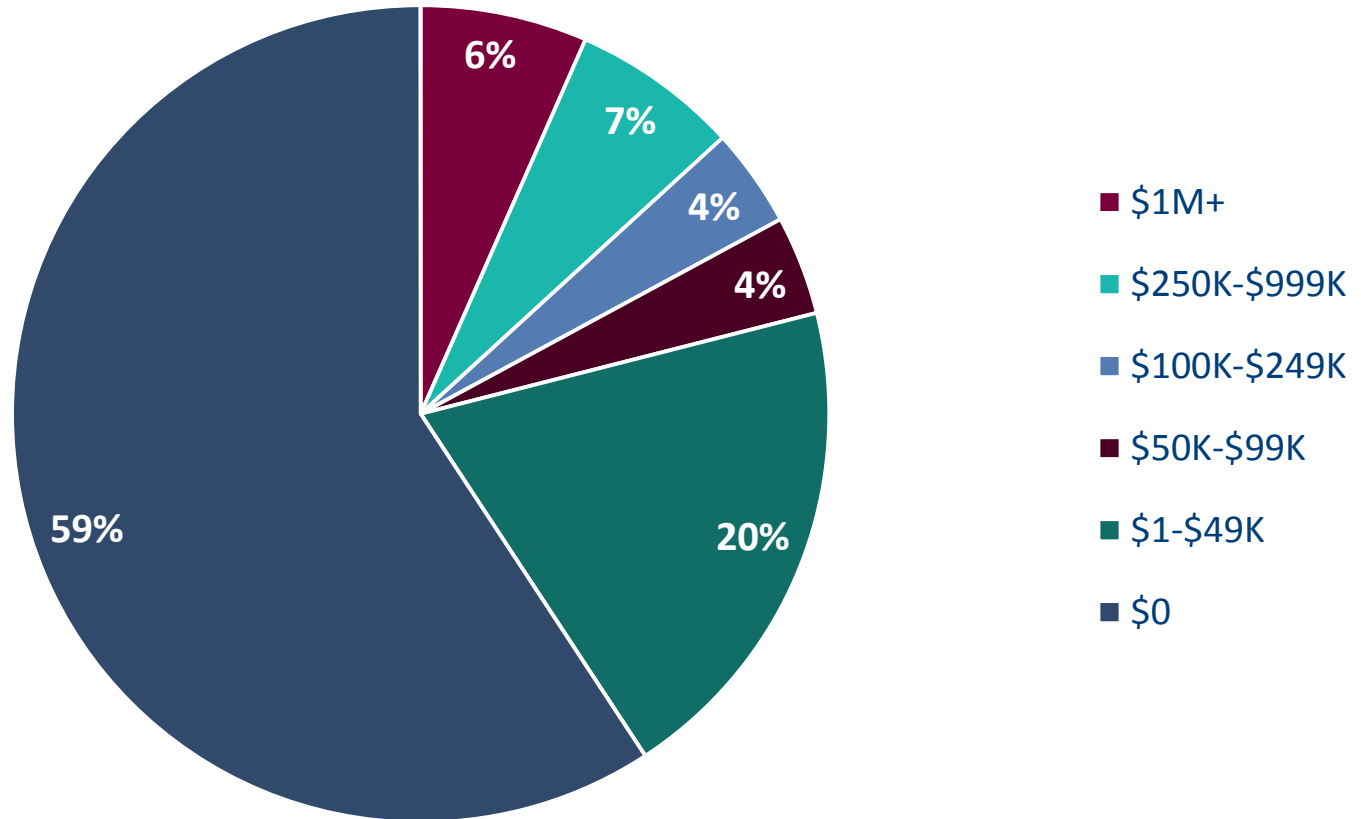
Top ranked barriers to success in Diversity and Inclusion position *(n=81)*

	Top Barriers
1	**Limited Funding/Budget**
2	**Time Constraints/Not Enough Time for Role**
3	**Lack of Professional/Support Staff**
4	**Limited Institutional Engagement**

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Functional areas that are unstaffed or understaffed *(n=55)*
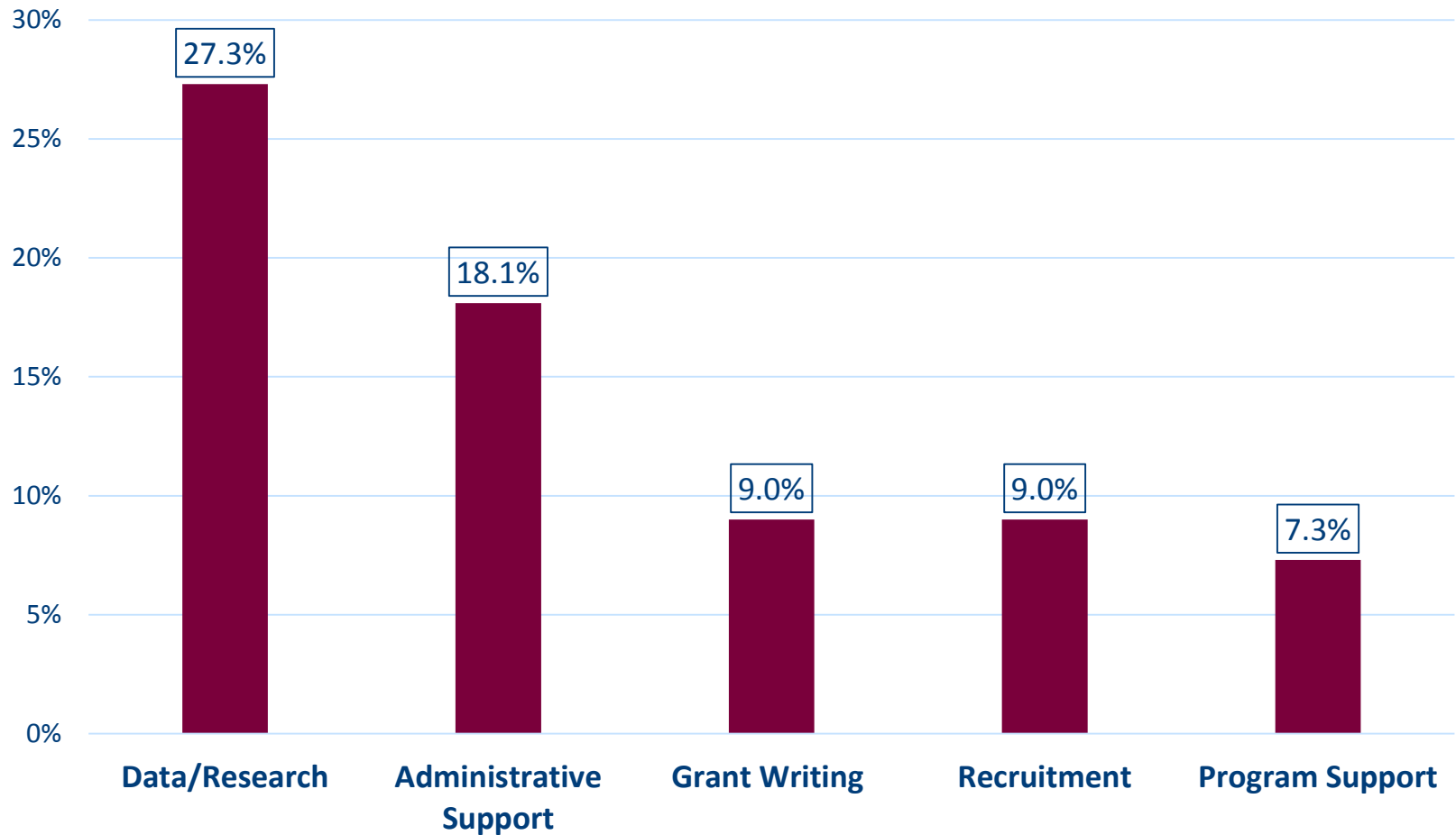
Resources to Help you Succeed

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"Your present circumstances don't determine where you can go; they merely determine where you start."

Nido Qubein

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Human Capital Resources

A. **Asking for what you want, space and assistants**

- Negotiating for what you need
    - Strategies for Cultivating Career Satisfaction and Success through Negotiation

B. **Managing people**

- Management/Supervising 101
    - Keeping the Right People
- Teamwork
    - Managing through Teamwork for Maximum Performance

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Starting an Office from Scratch

A. **Starting an Office**

- How to Start a WIMS Office
  - How to Start and Maintain a Robust WIMS Organization

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Building a Budget

A. **Departmental Budgets**

- Best Practices to Get Budget for Your Diversity Department

- Budget and Staffing

B. **Academic Medicine Finances**

- Financing the Academic Mission: How Medical Schools Work

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Creating a Strategic Plan

A. Strategic Planning

- Creating and Implementing Strategic Plans

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Diversity & Inclusion in Academic Medicine Strategic Planning Guide

The Diversity and Inclusion in Academic Medicine Strategic Planning Guide was produced by a multi-disciplinary team of experts, provides a roadmap that will not only help you to comply with important diversity standards, but also to pave the way for developing and sustaining a climate and culture of inclusion at your institution.

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Communicating your Strategic Plan

- [Teleconference - Communicating Your Strategic Plan to Enlighten, Convince, Motivate, and Align](#)

Competencies That Will Help You Succeed

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"Learn to be quiet enough to hear the genuine within yourself so that you can hear it in others."

Marian Wright Edelman

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Strategic Vision & Executive Acumen

The CDO must have intimate understanding of his or her organization's core mission and the ability to understand the big picture issues facing health care and academic medicine specifically.

Characteristics	Specific Traits
■ Perspective regarding the shifting identity of today's patient, the realities of ethnic and racial health disparities, and their implications for health care ■ Perspective regarding shifting hospital standards of care, national health care reform, and the evolution of medical school accreditation standards and their implication for health care ■ Ability to cultivate a vision, strategic plan, and engage others based on the strategic landscape of academic medicine that informs every other aspect	■ Analytical ability ■ Ethical decision making ■ Financial understanding ■ Fundraising skills ■ Intellectual acumen ■ Manage teams ■ Multi-tasking ■ Problem solving ■ Resilience ■ Strategist ■ Succession planning ■ Visionary perspective

Source: Association of American Medical Colleges: The Role of the Chief Diversity Officer in Academic Health Centers.

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Change Management Expertise & Will

The ability to engage stakeholders in change efforts that are incremental or transformational, leveraging evidenced-based practice, data, and a focus on achieving results even in the face of obstacles.

Characteristics	Specific Traits
▪ Ability to build a collaborative vision for change ▪ Skills to develop and implement diversity plans and strategies ▪ Ability to manage the change journey as a process of building systems, capacity, and new behavior ▪ Focus on change goals even in the face of resistance ▪ Focus on change that is both incremental and transformative	▪ Ability to execute ▪ Monitor, facilitate, develop ▪ accountable techniques ▪ Operates with a sense of urgency ▪ Outcomes-driven ▪ Systems thinking orientation ▪ Total Quality Management expertise

Source: Association of American Medical Colleges: The Role of the Chief Diversity Officer in Academic Health Centers.

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Political Savvy

The ability to leverage a political style of leadership that aligns the interests of multiple stakeholders using a team-centered approach that is always mindful of competing interests and the need to create alignment.

Characteristics	Specific Traits
▪ Ability to understand the political challenges of diversity ▪ Ability to align the competing interests of multiple parties ▪ Ability to use conflict, negotiation, and coalition-building techniques to accomplish change	▪ Building strategic alliances ▪ Conflict resolution ▪ Decisiveness ▪ Establish credibility ▪ Lobbying skills ▪ Negotiation skills ▪ Tact ▪ Political expertise ▪ Resolution development

Source: Association of American Medical Colleges: The Role of the Chief Diversity Officer in Academic Health Centers.

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Persuasive Communicator & Framer of Information

The ability to speak and write in a clear and concise manner that frames diversity as fundamental to organizational excellence, inspiring others, aligning the organizations and the community's interests, and at times leveraging diverse language skills.

Characteristics	Specific Traits
▪ Ability to communicate persuasively in written and verbal forms ▪ Ability to leverage the diversity 3.0 narrative of why diversity is relevant and critical in the 21st century ▪ Ability to leverage the language of academic medicine and the health care industry in general ▪ Ability to inspire others and inspire them to action ▪ Diverse language skills and abilities	▪ Ability to communicate effectively ▪ Coaching senior leaders ▪ Communicate across differences ▪ Communicate the value of diversity ▪ Communicate with majority culture ▪ Influence without authority ▪ Multi-lingual ▪ Translate messages

Source: Association of American Medical Colleges: The Role of the Chief Diversity Officer in Academic Health Centers.

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Ability to Navigate the Culture of Academic Medicine

The ability to successfully navigate the hierarchy, tradition, competitiveness, and at times, the exclusionary culture of academic medicine.

Characteristics	Specific Traits
▪ Diversity and health equity expertise ▪ Ability to navigate the culture of higher education generally ▪ Ability to navigate the culture of the health care industry ▪ Ability to navigate the medical school and hospital culture specifically	▪ Knowledge of medical school culture ▪ Knowledge of hospital culture ▪ Connecting diversity and inclusion with the clinical experience

Source: Association of American Medical Colleges: The Role of the Chief Diversity Officer in Academic Health Centers.

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Innovators DNA

Because the field of strategic diversity leadership is still evolving and change always takes place in a particular organizational context, the CDO must possess the DNA of an innovator.

Characteristics	Specific Traits
▪ Ability to associate across contexts ▪ Ability to question their organization around issues of diversity ▪ Ability to observe and define new ways of doing things ▪ Ability to network and learn from others ▪ Focus on experimenting and trying new ideas to spark change	▪ Entrepreneurial spirit ▪ Risk-taker ▪ Experimentation ▪ New initiatives

Source: Association of American Medical Colleges: The Role of the Chief Diversity Officer in Academic Health Centers.

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Cultural Intelligence & Technical Mastery of Diversity & Inclusion Strategy

The CDO's must have a high degree of cultural intelligence and technical mastery of diversity and inclusion strategy in academic medicine.

Characteristics	Specific Traits
▪ Knowledge of the cultures of diverse groups ▪ Savvy ability to lead cross-cultural groups ▪ Technical mastery of recruitment and retention of diverse students, faculty, and staff ▪ Technical mastery of diversity and intergroup relations ▪ Technical mastery of how to infuse diversity into curriculum and clinical experiences ▪ Technical mastery of diversity procurement	▪ Adult learning theory ▪ Inclusive mindset ▪ Openness to difference ▪ Self-awareness ▪ Social conscience ▪ Strategic sourcing of diverse talent ▪ Curriculum change ▪ Sourcing diverse vendors ▪ Building diversity talent pipelines

Source: Association of American Medical Colleges: The Role of the Chief Diversity Officer in Academic Health Centers.

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Suggested Reading List for Emerging Leaders

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Issues in Race and Racism

- Alexander, M. The New Jim Crow. New York: New Press, 2012.

- Baptist, E. The Half Has Never Been Told.: Slavery and the Making of American Capitalism. New York: Basic Books, 2014.

- Chong, Nilda. The Latino Patient, A Cultural Guide for Health Care Providers. Yarmouth, Maine: Intercultural Press, 2002.

- Coates, T. Between the World and Me. New York: Spiegel and Grau, 2015.

- Coates, T. We Were Eight Years in Power- an American Tragedy. New York: One World, 2017.

- Crass, Chris, Towards the "Other America". Anti-Racist Resources for White People Taking Action for Black Lives Matter. St. Louis, MO: Chalice Press, 2015.

- Matthew, D.B. Just Medicine: A Cure for Racial Inewaulity in American Health Care. New York: New York University Press, 2015.

- Tatum, Beverly Daniel. Why Are All the Black Kids Sitting Together in the Cafeteria? And other conversations about race. New York: Basic Books, 1997.

- Tatum, Beverly Daniel. Can We Talk About Race? And other conversations in an era of school resegregation. Boston: Simmons College/Beacon Press, 2007.

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LGBT and Disability

- Association of American Medical Colleges: Curriculum Inventory Reports. Available

- Healthy People 2010, as cited in Long-Bellil LM, Robey KL, Graham CL, et al: Teaching medical students about disability: the use of standardized patients. Acad Med 2011;86: 1163–70

- HolderM,Waldman HB, Hood H: Preparing health professionals to provide care to individuals with disabilities. Int J Oral Sci 2009;1:66–71

- Iezzoni LI: Going beyond disease to address disability. N Engl J Med 2006;355:976–9

- 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. Washington, DC (free: downloadable: https://members.aamc.org/eweb/upload/LGBTDSD%20Publication.pdf

- Institute of Medicine. Committee on Lesbian, Gay, Bisexual, and Transgender Health Issues and Research Gaps and Opportunities; Board on Health of Select Populations. The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding. Washington, DC: National Academies Press; 2011.

- Nosek MA, Howland C, Rintala DH, et al: National study of women with physical disabilities: final report. Sex Disabil 2001;19:5

- Reis JP, Breslin ML, Iezzoni LI, et al: It takes more than ramps to solve the crisis of healthcare for people with disabilities. Chicago: Rehabilitation Institute of Chicago; 2004

- Mock, J. Redefining Realness. New York: Atria, 2014.

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Women

- Strategies for Advancing the Careers of Women of Color in Academic Medicine – Institutional and Individual Strategies, GWIMS Toolkit Chapters 5, 12.

- Pololi, L. Changing the Culture of Academic Medicine; perspectives of women faculty. Dartmouth, 2010.

- Collection of *Academic Medicine* articles on women in medicine and science.

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Mission & Motivation

- One more time: How do you motivate employees?, F Herzberg (2003) Harvard Business Review

- Coaching for Performance by John Whitmore

Acquiring and Exercising Informal Power

- Harnessing the Science of Persuasion, R Caldini, 2001 Harvard Business Review

- Sources of Power in Managing with Power, j Pfeffer 1992

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Hiring and Recruitment

- 21st Century Talent spotting, by C Fernandez-Araoz, 2014 Harvard Business Review

- The definitive guide to recruiting in good times and bad, B Groysberg and N Nohria, and C Fernandez-Araoz, 2009, Harvard Business Review

- Wilson, Trevor. The Human Equity Advantage. Beyond Diversity to Talent Optimization. Mississaugua, Ontario: Jossey-Bass. 2013.

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Communication and Personal Effectiveness

- Banaji, M.R., Greenwald, A.G. Blind Spot: Hidden biases of good people. New York, New York: Delacorte Press, 2013.

- Fierce Conversations by Scott

- Patterson, K., Grenny, J., Maxfield, D., Mc Millan, R. Switzler, A. Crucial Conversations. New York: McGraw Hill, 2012

- Ross, H.J. Everyday Bias. Identifying and navigating unconscious bias in our everyday lives. Lanham, Md: Rowhan and Littlefied, 2014.

- The Power of a Positive NO by William Ury

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Leading Change

- Changing Minds: The Art and Science of Changing Our Own and Other People's Minds, Howard Gardner, Harvard Business School press, 2006

- Immunity to Change by Robert Kegan and Lisa Lahey

- Influence, by K Patterson, J Grenny, D Maxfield, R McMillon and A Switzler, 2008

- Leading Change, John Kotter, Harvard Business School Press, 1996

- Our Iceberg is Melting, John Kotter & Holger Rathgeber, 2005

- Racial Change the Quiet Way, Debra Meyerson, 2001 Harvard Business Review

- Who Killed Change:, Ken Blanchard and John Britt Judd Hoekstra and Pat Zigarmi, 2009

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Negotiation & Conflict Resolution

- Ask for It by Linda Babcock and Sara Laschever

- Coping with Difficult People by Robert Bramson

- Difficult Conversations by Douglas Stone, Bruce Patton and Sheila Heen

- Hicks, D. Dignity: Its essential role in resolving conflict. New Haven, Ct. and London: Yale University Press, 2011.

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Leveraging Networks

- Smith, Daryl. Diversity's Promise for Higher Education: Making it Work. Baltimore, MD: Johns Hopkins Press, 2009.

- The People who Make Organizaitons Go or Stop, R. Cross and L Prusak, 2002, Harvard Business Review

- Why Men Still Get More Promotions than Women, H Ibarra, Carer and Silva, 2010, Harvard Business Review

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Resilience, Persistence and Self

- Brown-Glaude, W.R. (Ed.) Doing Diversity in Higher Education: Faculty leaders share challenges and strategies. New Brunswick, New Jersey: Rutgers University Press. 2009

- Dear White Boss, Keith Caver and Ancella Livers, 2002 Harvard Business Review

- Execute Past Your Failures pp 119-141, F Johansson, 2006 in The Medici Effect: What Elephants and Epidemics Can Teach Us about Innovation, Harvard Business School Press

- Fixing Leadership Failures: You Can Handle the Truth, ,P Pfeffer, pp 1993-220, in Leadership, Harper Collins, 2015

- Leadership and Self Deception: Getting out of the boxz, The Arbinger Institute, 2010

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What You Need to Know About Your Institution

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The only way to discover the limits of the possible is to go beyond them into the impossible.

Arthur C Clarke

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Understand Your Institutions Sphere

- Elam C. Stratton T, Hafferty F. Haidet P. Identity, Social Networks, and Relationships: Theoretical Underpinnings of Critical Mass and Diversity. Academic Medicine, Vol. 84, No. 10 / October 2009 Supplement. DOI: 10.1097/ACM.0b013e3181b370ad. https://www.researchgate.net/profile/Terry_Stratton/publication/51439716_Identity_Social_Networks_and_Relationships_Theoretical_Underpinnings_of_Critical_Mass_and_Diversity/links/00b7d52c1cfbad0722000000/Identity-Social-Networks-and-Relationships-Theoretical-Underpinnings-of-Critical-Mass-and-Diversity.pdf

- Jeannette E. South-Paul, MD, Loren Roth, MD, MPH, Paula K. Davis, A. Terence Chen, Anna Roman, PhD, Audrey Murrell, PhD, Chenits Pettigrew, EdD, Candi Castleberry-Singleton, MBA, and Joel Schuman, MD. Building Diversity in a Complex Academic Health Center. Academic Medicine, Vol. 88, No. 9 / September 2013. doi: 10.1097/ACM.0b013e31829e57b0.

- Karen L. Cropsey, Saba W. Masho, Rita Shiang, Veronica Sikka, Susan G. Kornstein, Carol L. Hampton, and and the Committee on the Status of Women and Minorities, Virginia Commonwealth University School of Medicine, Medical College of Virginia Campus. Journal of Women's Health. September 2008, 17(7): 1111-1118. https://doi.org/10.1089/jwh.2007.0582http://online.liebertpub.com/doi/abs/10.1089/jwh.2007.0582.

- Peek M, Kim K, Johnson J, Vela M. "URM Candidates Are Encouraged to Apply": A National Study to Identify Effective Strategies to Enhance Racial and Ethnic Faculty Diversity in Academic Departments of Medicine. Academic Medicine, Vol. 88, No. 3. March 2013. doi: 10.1097/ACM.0b013e318280d9f9.

- Pololi L, Evans A. Gibbs B, Krupat E, Brenna R, Civian J. The Experience of Minority Faculty Who Are Underrepresented in Medicine, at 26 Representative U.S. Medical Schools. Acad Med. 2013;88:1308–1314. doi: 10.1097/ACM.0b013e31829eefff. http://journals.lww.com/academicmedicine/fulltext/2013/09000/The_Experience_of_Minority_Faculty_Who_Are.36.aspx.

- Smith D. Building Institutional Capacity for Diversity and Inclusion in Academic Medicine. Academic Medicine: November 2012 - Volume 87 - Issue 11 - p 1511–1515 doi: 10.1097/ACM.0b013e31826d30d5.

- Striving Toward Excellence: Faculty Diversity in Medical Education. https://members.aamc.org/eweb/upload/Striving%20Towards%20Excellect%20Faculty%20Diversity%20in%20Med%20Ed.pdf

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Assess Your Institution's Climate and Capacity

Taking over an existing Process? Evaluate your office and programs, are they effective?

- Andrulis D, Delbanco T, Avakian L, Shaw-Taylor Y. Conducting a Cultural Competence Self-Assessment. Protocol for Health Care Organizations and Systems. https://rmhpcommunity.org/sites/default/files/resource/Cultural%20Competence%20Self-Assessment.pdf.

- Committee on Institutional and Policy-Level Strategies for Increasing the Diversity of the U.S. Healthcare Workforce. (2004). In the Nation's Compelling Interest: Ensuring Diversity in the Health Care Workforce. Washington, DC: National Academies Press.

- Diversity and Inclusion in Academic Medicine: A Strategic Planning Guide. https://members.aamc.org/eweb/DynamicPage.aspx?Action=Add&ObjectKeyFrom=1A83491A-9853-4C87-86A4-F7D95601C2E2&WebCode=PubDetailAdd&DoNotSave=yes&ParentObject=CentralizedOrderEntry&ParentDataObject=Invoice%20Detail&ivd_formkey=69202792-63d7-4ba2-bf4e-a0da41270555&ivd_prc_prd_key=A61BF25C-9C23-4E0B-9691-59565C3956D1.

- Faculty Cluster Hiring for Diversity and Institutional Climate. http://urbanuniversitiesforhealth.org/media/documents/Faculty_Cluster_Hiring_Report.pdf.

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- Kania J, Kramer M. Collective Impact. Stanford Social Innovation Review Winter 2011. https://ssir.org/images/articles/2011_WI_Feature_Kania.pdf.

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Identify your allies across the campus

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Work with the External Community

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Understand Institutional Policies Regarding Policy/Legal Action

- Roadmap to Diversity and Educational Excellence: Key Legal and Educational Policy Foundations for Medical Schools https://members.aamc.org/eweb/DynamicPage.aspx?Action=Add&ObjectKeyFrom=1A83491A-9853-4C87-86A4-F7D95601C2E2&WebCode=ProdDetailAdd&DoNotSave=yes&ParentObject=CentralizedOrderEntry&ParentDataObject=Invoice%20Detail&ivd_formkey=69202792-63d7-4ba2-bf4e-a0da41270555&ivd_prc_prd_key=04060E12-64A5-49B7-BBEB-EDBD085CB9DF.

- The Fifth Circuit Court of Appeal's Second Ruling in Fisher v. University of Texas The Decision and Its Implications. Prepared on Behalf of the College Board's Access & Diversity Collaborative. College Board. July 31, 2014. https://secure-media.collegeboard.org/digitalServices/pdf/diversity/adc-summary-and-analysis-of-5th-circuits-june-2014-decision-in-fisher.pdf.

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Sustaining Yourself as a Diversity & Inclusion Officer

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If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep moving forward.

Martin Luther King, Jr.

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The role of a CDO can be a very challenging position at any institution depending on the support structure in place. Many CDOs have somewhat limited resources including personnel. It is critical in this case to develop internal and external supports. Identifying champions within your institution is key and tapping into our increasing network of CDOs around the country is absolutely needed to attain sustainable success. Here are some recommendations to help address this issue.

How do CDOs Support Each Other or Themselves to Navigate these Roles Over Time

Creating a network of supporters internally and externally will be keys to success for any CDO.

Here are some ways to create or connect with external supporters:

- Join the GDI Listserve (gdi@lists@aamc.org). This list serve is a great place to make inquiries to colleagues, share challenges and how to address them, and stay up to date with trends as well as best/better practices

- National Association of Diversity Officers in Higher Education (NADOHE)

- Diversity Inc. Best Practices

- Equity of Care

- Inside Higher Ed- Diversity Matters

- National Medical Association

- National Hispanic Medial Association

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AAMC Groups That Have Collaborated With GDI

- Group on Business Affairs

- Group on Faculty Affairs

- Group on Women in Medicine & Science

- Group on Resident Affairs

- Group on Information Resources

- Group on Institutional Advancement

- Group on Student Affairs

- Council of Faculty and Academic Societies

- Organization of Student Representatives

- Organization of Resident Representatives

- Group on Regional Medical Campuses

- Other AAMC Affinity Groups

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The Role of Sponsors and Mentors

Resources for mentors: https://www.aamc.org/download/431626/data/toolkit-mentorshipmentor.pdf

Resources for mentees: https://www.aamc.org/download/431626/data/toolkit-mentorshipmentor.pdf

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Advisory Groups

Building institutional allies and stakeholders to consider in building your diversity & inclusion efforts through other groups:

- Medical School Deans

- Departmental Chairs

- Students

- Residents

- Business Employee Resource Groups (BERG) and Human Resources

- Faculty and Faculty Associations

- Community Partners

- Residency and fellowship directors

- Public Relations

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AAMC Professional Development Toolkits and Resources

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"You become strong by doing the things you need to be strong for. This is the way genuine learning takes place. That's a very difficult way to live, but it has served me. It's been an asset as well as a liability."

Audre Lorde

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Professional Development

- [A Case-Based Approach to Chair Development](#)

- [ABC's of Team Leadership in Emergency Medicine](#)

- [Academic Writing Workshop for Medical School Faculty](#)

- [Conducting Effective Faculty Annual Reviews: A Workshop for Academic Leaders](#)

- [Getting Promoted: Turning your Clinical Work into Scholarship](#)

- [Giving Effective Feedback: A Faculty Development Online Module and Workshop](#)

- [Interprofessional Team Training Scenario](#)

- [Leading Innovative Projects: Essential Skills for Academic Faculty](#)

- [Meeting Optimization Program: A "Workshop in a Box" to Create Meetings That Are Transformational Tools for Institutional Change](#)

- [Navigating the Transition to a New Leadership Position: Moving on and Moving up](#)

- [Step by Step Guide for Program Development](#)

- [Structuring the Mentoring Relationship: Expectations and Boundaries](#)

- [Using the AAMC Toolbox for Evaluating Educators: You be the Judge!](#)

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Professional Development

- Becoming a Skilled Mentor: Tools, Tips, & Training Vignettes

- Crafting a Fundable Grant

- Junior Faculty Development Program Using Facilitated Peer Mentoring

- Managing through Teamwork for Maximum Performance

- Medical Emergency during Flight: A team-building exercise

- Part-time Faculty in Academic Medicine, Individual and Institutional Advantages

- Preparing Successful Award Nominations

- Professional Development Planning for Academic Faculty

- Strategies for Cultivating Career Satisfaction and Success through Negotiation

- The Art of Successful Nominations

- Transitioning to a New Role: Practical Tips on Navigating From One Chapter to the Next

- Workshop Preparation and Presentation

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Academic Career Development

- [A New Investigator's Journal: Writing a Foundation Grant](#)

- [Academic Transitions – Saying Goodbye, Shifting into Neutral, and Moving Forward (FV Feature)](#)

- [Advice for Faculty Entering Academic Medicine](#)

- [Aim to Support a Career Cycle of Vitality](#)

- [Building Knowledge and Community: The Native Investigator Development Program](#)

- [Community-based Research](#)

- [Educational Scholarship: How Do We Define and Acknowledge It?](#)

- [Maintaining Vitality in Academic Medicine](#)

- [On Transitions](#)

- [Pathways and Practices to Educational Scholarship](#)

- [Preparing Your Curriculum Vitae (FV Feature)](#)

- [Reflections about and Visions for Educational Scholarship (FV Feature)](#)

- [Scholarship and Impact of Community Based Research](#)

- [The Art of Successful Nominations (Chertoff)](#)

- [The Educator Portfolio: A Tool for Career Development](#)

- [Train a Powerful Voice](#)

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Leadership Development

- AAMC Leadership Development
- Integrity in Academic Medicine: Case Studies

Organizational Development

- [Peer Coaching to Counteract Organizational Silence and Foster a Culture of Dialogue](#)

- [How to Start and Maintain a Robust WIMS Organization](#)

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Certificate and Leadership Programs

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Medical Education Research Certificate (MERC)

The Medical Education Research Certificate (MERC) program is intended to provide the knowledge necessary to understand the purposes and processes of medical education research, to become informed consumers of the medical education research literature, and to be effective collaborators in medical education research. Workshop topics include:

- Data Management and Preparing for Statistical Consultation

- Formulating Research Questions and Designing Studies

- Hypothesis-driven Research

- Measuring Educational Outcomes with Reliability and Validity

- Introduction to Qualitative Data Collection Methods

- Program Evaluation and Evaluation Research

- Questionnaire Design and Survey Research

- Searching and Evaluating the Medical Education Literature

- Scholarly Writing: Publishing Medical Education Research

Learn more: https://www.aamc.org/members/gea/merc/

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AAMC Leadership Education and Development (LEAD)

The AAMC Leadership Education and Development (LEAD) Certificate Program is an intensive, one-year, cohort-based leadership development program that provides a firm foundation in the best practices and recognized theoretical models of effective educational leadership that are key to advancing medical education at all levels. Participants (Fellows) gain knowledge, skills, values, and real-life application that faculty and professionals in academic medicine need to be successful educational leaders. LEAD is offered as a national program offered in four concurrent cohorts, one based in each of the four regions of the AAMC Group on Educational Affairs.

Upon completion of the LEAD certificate program, you will be able to:

- Apply relevant theoretical frameworks of educational leadership to guide ongoing leadership development and effective actions in various situations

- Provide a solid rationale for using leadership theories to guide practice

- Differentiate between administration, management, and leadership, and explain the contribution of each to performing as an effective educational leadership

- Demonstrate leadership behaviors that include effective communication, supervision, strategic planning, and organizational development (e.g., creating a shared vision, developing people and capacity, facilitating effective change)

- Use reflective practice and feedback to develop and continuously refine their personal leadership style and effectiveness

- Develop supportive relationships with others to facilitate one's leadership career aspirations.

Learn more: https://www.aamc.org/members/gea/lead/

Minority Faculty Leadership Development Seminar

The three-day Minority Faculty Leadership Development Seminar brings together junior faculty from across the United States and provides participants with real-world guidance and tools for pursuing career advancement in academic medicine, developing key professional competencies, building skills in grant writing and communications, and expanding their network of colleagues and role models.

At the completion of the sessions, you will be able to:

- Identify professional development goals and design a career path, and the tools on how to get there

- Understand the realities of advancement in academic medicine through the exploration of the requirements for appointment, promotion, and tenure, and how to plan your own progress through the system

- Develop key professional competencies in academic and organizational leadership

- Build skills in grant writing and communications

- Expand your network of colleagues and role models

Learn more: https://www.aamc.org/members/gea/lead/

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Mid-Career Minority Faculty Leadership Seminar

The Mid-Career Minority Faculty Leadership Seminar (Mid-Career MinFac) will address the specific needs of mid-career faculty from a culturally responsive approach while offering skill building and strategies for pursuing career advancement in academic medicine. This professional development seminar provides networking opportunities, small group executive coaching sessions, CV review for career development planning, as well as observational learning opportunities where participants will be matched with a senior faculty member outside of their institution.

At the completion of the sessions, you will be able to:

- Assess professional development goals and identify strategies and tools for promotion and tenure

- Develop key professional competencies in academic leadership

- Enhance leadership skills in the areas of communication, team building, change management and work/life balance

- Expand your network of colleagues and sponsors

Learn more: https://www.aamc.org/members/leadership/catalog/452848/mid-careerminorityfacultyleadershipseminar.html

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Early-Career Women Faculty Leadership Development Seminar

This popular and highly interactive seminar provides women at the assistant professor or instructor level with the knowledge and skills required to navigate the academic medicine enterprise as well as continue on the path to leadership.

This three and a half-day seminar is designed for women physicians and scientists holding medical school appointments at the instructor or assistant professor level, and in the early stages of leadership positions within their discipline, department or institution. The seminar will present participants with a foundation for modeling leadership behavior and assist in creating individual leadership goals. Participants will gain insights into the realities of building a career in academic medicine and science. There will also be a focus on expanding your network of colleagues with the facilitation of peer discussion, small-group career advancement toolbox sessions, and various networking activities. Additionally, there will be an emphasis on establishing wellness practices and applying new skills to practice as participants return to their institution. Attendees will develop academic medicine and science career building skills such as communication, conflict management, and financial acumen, and employ strategic thinking about their career and leadership development.

Seminar faculty from schools throughout the United States and Canada have been chosen for their specialized knowledge in particular areas and demonstrated leadership capabilities. They offer valuable information, inspiring stories, and practical advice to support career advancement.

At the completion of the sessions, you will be able to:

- Integrate new leadership competencies and skills

- Gain insights into overcoming challenges of building a career in academic medicine and science

- Expand their network of colleagues

- Identify skill areas in need of further development

Learn more: https://www.aamc.org/members/leadership/catalog/323134/earlycareerwomenfacultyleadershipdevelopmentseminar.html

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Mid-Career Women Faculty Leadership Development Seminar

This leadership development seminar focuses on women physicians and scientists holding medical school appointments at the associate professor level, and holding leadership positions within their discipline, department or institution. The seminar's three and a half day curriculum is designed to provide mid-career faculty with the knowledge and skills required to continue advancing to leadership roles in academic medicine. This intensive and highly interactive seminar emphasizes the skills needed to advance to senior roles within academic medicine and provides time for participants to strategically reinvigorate and realign their career with their goals. The seminar covers leadership topics relevant to mid-career women faculty, such as: communication, overcoming challenges in the changing landscape of academic medicine, negotiation, wellness, politics, etc. all of which are central to being a leader at your academic health center. The personalized curriculum and interactivity of this seminar will help you and your peers discover pathways to leadership and brainstorm ways to advance women in academic medicine and science.

Attendees will develop academic medicine and science career building skills and employ strategic thinking about their career and leadership development.

At the completion of the sessions, you will be able to:

- Visualize potential paths to leadership, and develop career plans to advance toward that vision

- Identify networks of mentors and colleagues in academic medicine and science

- Acquire tools and skills necessary for leading teams toward improved organizational and individual performance

Learn more: https://www.aamc.org/members/leadership/catalog/323118/midcareerwomenfacultyleadershipdevelopmentseminar.html

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