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Group on Diversity and Inclusion (GDI)
New Representative Engagement

GDI Steering Committee

Thursday, November 12, 2020
2:00 – 2:25 PM ET
## AAMC Affinity Groups

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<th>Council of Faculty and Academic Societies</th>
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<td>Organization of Student Representatives</td>
<td>Forum on Conflicts of Interest in Academe</td>
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<td>Chief Medical Officers Group</td>
<td>Compliance Officers Forum</td>
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<tr>
<td>Government Relations Representatives</td>
<td>Graduate Research, Education, and Training Group</td>
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<td>Group on Regional Medical Campuses</td>
<td>Group on Women in Medicine &amp; Science</td>
</tr>
<tr>
<td>Group on Resident Affairs</td>
<td>Group on Student Affairs</td>
<td></td>
</tr>
</tbody>
</table>

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[Image of AAMC logo]
GDI Website
www.aamc.org/gdi

Resources

Guides, Toolkits and Webinars
- Diversity and Inclusion Strategic Planning Toolkit
- The NIH Scientific Workforce Diversity Interactive Toolkit
- New Diversity and Inclusion Officer Toolkit (PDF)
- The Way Forward: A Logic Model for Diversity and Policy Programs
- Webinars

AAMC Programs and Initiatives
- Diversity and Inclusion Initiatives
- Health Equity Research and Policy

Data and Reports
- Diversity in Medicine: Facts and Figures 2019
- Physician Workforce Projections
- Medical Education FACTS
- Organizational Characteristics Database

Group on Diversity and Inclusion (GDI)

The Group on Diversity and Inclusion (GDI) supports the efforts of AAMC-member institutions and academic medicine to realize the benefits of diversity and inclusion in medicine and biomedical sciences.

Questions about GDI?

Spotlight

- IN-DEPTH
- Racism and Health

- FEATURED LINK
- Diversity and Inclusion Strategic Planning Toolkit

My AAMC Affinity Groups

View your AAMC Affinity Group participation including other members of your active Groups via the My AAMC Affinity Group page. Sign in required.

MY AFFINITY GROUPS
Share Resources with Your Colleagues

A private tool available only to members of the group and specific AAMC staff members with responsibilities for GDI.

The purpose of the Listserv is to offer an efficient way to discuss and seek solutions to topics relevant to the group, to engage in helpful dialogue, and to disseminate information.

Questions?
Juan Amador, director, Constituent Engagement, at jamador@aamc.org
Stephany Aguilar, administrative specialist, at saguilar@aamc.org
Learn Serve Lead 2020: The Virtual Experience
AAMC Townhall: Leadership in Diversity, Equity, and Inclusion: Getting to the New Normal for Learners, Faculty, and Staff
A Perspective from the Committee on Student Diversity Affairs (COSDA)
June 3, 2020

Ann-Gel S. Palermo, DrPH, MPH
National Chair, USA - COSDA
Associate Dean for Diversity & Inclusion in Biomedical Education
Associate Professor of Medical Education & Pediatrics
Icahn School of Medicine at Mount Sinai
New York, New York
Email: ann-gel.palermo@aamc.org

Conversation with Drs. Renee Navarro and David Skorton

Dr. J. Renee Navarro

Dr. David J Skorton

Understanding Intersectionality: bringing visibility to the experiences and perspectives of women of color

Speakers
Toi Harris, MD
Chiquita A. Collins, PhD
Yolanda Y. Wilson, PhD
Valencia Walker, MD
AAMC Leadership Team

David J. Skorton, MD
President & CEO

David A. Acosta, MD
Chief Diversity and Inclusion Officer

Diana Bourke
Chief Strategic Operations and Data Officer

Gabrielle V. Campbell, MBA, LLM
Chief Services Officer

Constance M. Filling, EdD
Chief Learning Officer

Karen Fisher, JD
Chief Public Policy Officer

Atul Grover, MD, PhD
Executive Director, AAMC Research and Action Institute

Bernard K. Jarvis, MBA, CPA
Chief Financial and Administrative Officer

Marc Levy, MBA
Chief Information Officer

Yvonne Massenburg, MBA
Chief Human Resources Officer

Ross McKinney Jr., MD
Chief Scientific Officer

Janis M. Orlowski, MD, MACP
Chief Health Care Officer

John E. Prescott, MD
Chief Academic Officer

Jennifer M. Schlener
Chief of Staff

Elisa K. Siegel
Chief Communications and Marketing Officer

Frank R. Trinity, JD
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Alison J. Whelan, MD
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Question and Answer Session
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Group on Diversity and Inclusion (GDI)
Business Meeting and Awards Recognition

GDI Steering Committee

Thursday, November 12, 2020
2:30 – 4:00 PM ET
2008 – 2018: Ten Years of the AAMC Group on Diversity and Inclusion (GDI)

Celebrating 10 Years of Diversity and Inclusion in Academic Medicine

Purpose, Mission and Goals

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. The 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.

The GDI is founded on the 30-year experience and expertise already in place within the Minority Affairs Section of the Group on Student Affairs. As the GDI seeks to assist in the advancement of diversity across the entire professional spectrum, it will also underscore the importance of addressing the issues related to those historically underrepresented in medicine and never lose sight of the ultimate goals of providing care to the underserved and eliminating health disparities.

It is the goal of the Group on Diversity and Inclusion to align its efforts with those of the AAMC to assist medical schools, teaching hospitals, academic and professional societies in navigating these challenges, strengthening the communities we serve, and improving the health of the public with a critical focus on the benefits of diversity in medicine and biomedical sciences.

Creating Common Definitions

In 2009 the GDI collaborated with AAMC staff to create unified definitions around diversity, inclusion and health equity that the academic medicine community still uses today.

What is 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.

What does Health Equity look like?

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.

What is 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 to create a climate that fosters belonging, respect, and value for all and encourages engagement and connection throughout the institution and community.

For more information: www.aamc.org/members/gdi

The History of GDI: 10 Years of Progress, Collaborations, and Impact

GDI Leadership – Creating a Foundation for Growth

Cynthia Boyd, MD MBA (2008 Founding Chair)
Maria Soto-Greene, MD (2009-11)
David Acosta, MD, FAAFP (2011-13)
Leon McDougle, MD MPH (2011-13)
Joad Reed, MD MPH MS MBA (2015-17)
Ed Callahan, PhD (2017-19)

GDI Meeting Collaborations

2016 GDI/GIMD/CSHJ National Meeting, Austin
2015 GDI/GIMD/CIMD National Meeting, New Orleans
2012 GIMD/GDI Professional Development Conference, Indiana
2013 GDI Professional Development Conference, Toronto
2014 GIMD/GIMD/CIMD Joint Professional Development Conference, Salt Lake City
2015 GDI/GIMD/CIMD National Meeting, San Juan
2016 CSF/CSHJ/CIMD Joint Professional Development Conference, Salt Lake City
2017 GDI/GIMD/CIMD National Meeting, Palm Springs
2018 GDI 10th Anniversary Celebration: Tomorrow’s Leaders: Bridging Boundaries Through Equity, New Orleans

Strategic Outcomes and AAMC Collaborations

- GDI Orientation Guide
- LGBT Faculty Sites for the GIA New Member Toolkit
- AAMC Collection of Data on Sexual Orientation and Gender Identity
- AAMC Compensation of the Dean’s Office Staff Survey
- AAMC Core Entrustable Professional Activities for Entering Residency
- GDI and holistic review initiative partnership to advance diversity in UME to GME admissions
- AAMC Learner Misrepresentation Statement
- LGBT data collection in the Matriculating Student Questionnaire (MSQ)
- AAMC Healthcare Executive Diversity and Inclusion Certificate Program
- GDI Diversity and Inclusion Leadership Survey
- AAMC Mid-Career Minority Faculty Leadership Seminar
- Virtual Town Hall – National Dialogue on the Medical Faculty Life Cycle Project
- The New Diversity & Inclusion Officer Toolkit
- Integrating Disability into Medical School Curriculum: Practical Strategies & Resources Webinar
Group on Diversity and Inclusion Agenda

- Welcome and GDI Steering Committee Introductions
- GDI Accomplishments and Collaborations
- AAMC Diversity Policy and Programs
- Question and Answer Session
- Awards Celebration
  - AAMC GDI Exemplary Leadership Award
  - AAMC Herbert W. Nickens Faculty Fellowship Award
  - AAMC Herbert W. Nickens Medical Student Scholarship Awards
- GDI Chair Closing Remarks
GDI Steering Committee Members
GDI Steering Committee

Chair
Renee Navarro

Chair-elect
Chiquita Collins

Immediate Past Chair
Edward Callahan

AAMC Director
Juan Amador
GDI Steering Committee

Central Region
Iris Romero

Northeast Region
Yolanda Haywood

Southern Region
Rene Salazar

Western Region
Nicole Jacobs
GDI Steering Committee

Council of Deans

Group on Faculty Affairs

Group on Student Affairs-Committee on Student Diversity Affairs

Organization of Resident Representatives

Bonita F. Stanton
Lisa D. Cain
Ann-Gel S. Palermo
Versha Pleasant
GDI Steering Committee

LGBTQ Issue-Based

Ana E. Núñez

Disability Issue-Based

Feranmi O. Okanlami
GDI Accomplishments and Collaborations
GDI Strategic Priorities

Institutional Culture and Climate

Graduate Learners

Faculty

Community Engagement
GDI Accomplishments and Collaborations

- COVID-19 and Systemic Racism
- GDI Needs Assessment
- Webinars
- Advising the AAMC
- Conversation with David Skorton, MD, AAMC President and CEO
- AAMC Strategic Plan
AAMC Diversity Policy and Programs
Question and Answer Session
AAMC GDI Exemplary Leadership Award
GDI Mission
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.

GDI Exemplary Leadership Award
This award recognizes innovative leadership and impact from an individual or team responsible for developing and implementing an outstanding and highly effective program that demonstrates evidenced-based best practices for enhancing diversity and inclusion in academic medicine and biomedical sciences.
AAMC Group on Diversity and Inclusion

2020 GDI EXEMPLARY LEADERSHIP AWARD

Quinn Capers IV, MD, FACC, FSCAI
Vice Dean for Faculty Affairs
Professor of Medicine
The Ohio State University
Wexner Medical Center
Academic Medical Centers
Bold Anti-Racism Statements

**Black Lives Matter**
See our statement, resources - services for Black & African American students, and resources for allies.

"It's key that we keep anti-racism top-of-mind as we continue to support our students, each other, and the vital work we all do. We all know that statements are not actions; the College's Diversity committee, the College leadership teams, and many others are actively discussing next steps for action."

---ADVISOR RENK

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THE CHANCELLOR'S
21-DAY ANTI-RACISM CHALLENGE
August 2, 2020 - September 4, 2020

Alzheimer's and Cognition Center
UNIVERSITY OF COLORADO ANSHUTZ MEDICAL CAMPUS
"Healthy Brain Aging Duringardo’s Hero"

Our Center's Anti-Racism Statement

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Statement on Racial Injustice
The staff of the Massachusetts Alzheimer’s Disease Research Center (MADRC), the Harvard Aging Brain Study, and the Center for Alzheimer Research and Treatment are fully committed to racial and social justice. We value ALL people and strive everyday to help bridge the gap of inequity in healthcare and research.

MADRC’s work is informed by collaboration with a number of organizations that focus on serving specific communities such as African Americans and Latinos. We value our discussions with the leaders of these groups as they provide valuable perspectives to incorporate into our community outreach and education programs.

The horrific, violent crimes in Minnesota, Georgia and elsewhere recently against Black people, including George Floyd, Ahmaud Arbery and Breonna Taylor, underscore the fact that there is much more work to be done to combat racism and inequity across the country and here in our own community. We continue to stand with the members of the Black community as we work toward change and combat hatred.

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21-DAY ANTI-racism CHALLENGE

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The Most Powerful Anti-Racism Statement That Medicine Can Make is …

- To Diversify Our Ranks!
From Emory University, Aug 5, 1959

“Dear Mr. ___________

I am sorry I must write you that we are not authorized to consider for Admission a member of the Negro Race.”
Implicit Racial Bias in Medical School Admissions
Quinn Capers IV, MD, Daniel Clinchot, MD, Leon McDougle, MD, and Anthony G. Greenwald, PhD

Abstract

Problem
Implicit white race preference has been associated with discrimination in the education, criminal justice, and health care systems and could impede the entry of African Americans into the medical profession, where they and other minorities remain underrepresented. Little is known about implicit racial bias in medical school admissions committees.

Approach
To measure implicit racial bias, all 140 members of the Ohio State University College of Medicine (OSUCOM) admissions committee took the black–white implicit association test (IAT) prior to the 2012–2013 cycle. Results were collated by gender and student versus faculty status. To record their impressions of the impact of the IAT on the admissions process, members took a survey at the end of the cycle, which 100 (71%) completed.

Outcomes
All groups (men, women, students, faculty) displayed significant levels of implicit white preference; men ($d = 0.697$) and faculty ($d = 0.820$) had the largest bias measures ($P < .001$). Most survey respondents (67%) thought the IAT might be helpful in reducing bias, 48% were conscious of their individual results when interviewing candidates in the next cycle, and 21% reported knowledge of their IAT results impacted their admissions decisions in the subsequent cycle. The class that matriculated following the IAT exercise was the most diverse in OSUCOM's history at that time.

Next Steps
Future directions include preceding and following the IAT with more robust reflection and education on unconscious bias. The authors join others in calling for an examination of bias at all levels of academic medicine.
Q3 “Diversity is a driver of excellence in healthcare delivery,” in other words, the more diversity represented amongst your health care providers, the better the care delivered to patients. Do you believe this statement is true?

Answered: 110  Skipped: 0

Yes

No

Maybe
Enhancing Diversity In Medicine

Deep Pipeline
- High School
- Elementary School (Exposure)

Short Term Pipeline
- College Premed Students
- Medical Students (Mentoring/Advising/Shadowing/Coaching)

“End Game” Selection Processes
- Admissions/GME Selection Committees
  - Trained in:
    - Mission-Based Selection Processes
    - Holistic Review
    - Bias Mitigation
Ohio State University-Columbus City Schools K-12 Health Sciences Academy
The OSU African American Male Mentoring Roundtable
Selection Strategies …

The Ohio State University College of Medicine seeks to recruit self-directed learners who are driven to become empathetic physicians providing evidence-based, compassionate medical care.

The Admissions Committee will assemble a class that displays diversity in background and thought, strong intellect, and the potential to improve people’s lives through innovation in research, education and community service.

OSU MCAT vs On-Time Graduation
Make “Ability to Enhance Diversity/Cultural Competency of Program” **A Top Priority** When Ranking GME Candidates

1. Letters do not specifically cite diversity/cultural competence as a trait

2. **Community outreach activities**: From med school through cardiology fellowship. Activities such as volunteering at health fairs or free clinics?

   - 1. None
   - 2. 1 activity
   - 3. 2 or more separate activities

3. **Exposure to different cultures**: From college through cardiology fellowship, separate from patient care duties, has candidate had longitudinal experiences with cultures different from their own? Examples: study abroad, overseas global health activity, longitudinal volunteering at free clinic/Hispanic clinic/clinic that targets underserved/disadvantaged populations

   - 1. No experience
   - 2. 1 experience
   - 3. More than 1 experience

**Clinical Exposure**: From medical school through cardiology fellowship, did candidate train in a program that serves a large volume of underserved/disadvantaged patients, i.e., county hospitals, city hospitals, hospitals founded to provide charity care?
Kneeling for
Congratulations Dr. Capers!
AAMC Herbert W. Nickens Awards
Closing Remarks
Joint AAMC Group on Diversity and Inclusion and Health Workforce Research Conference
May 5-7, 2021

2021 GDI Program Planning Committee
A medical school’s most valuable asset is its faculty and staff

In the wake of COVID-19, it has never been more important for medical schools to assess what their faculty and staff need to be successful and feel supported.

**StandPoint Surveys** offer a series of robust custom engagement surveys that delve into the unique workplace factors at academic health institutions, providing you with actionable data for improvement.

[aamc.org/standpointsurveysupport](http://aamc.org/standpointsurveysupport)
Please Complete Your Evaluation!