**Advancing Equity in Learning Compendium:**

*Call for resources that support an equitable learning environment*

The Association of American Medical Colleges (AAMC) plays a key role in leading and supporting academic medicine to effect social change through the training of health care professionals, public advocacy, and legislative initiatives to advance population health. One priority area to enact broad-based improvement is by advancing equity in the learning environment.

The AAMC’s Advancing Equity in Learning Compendium is a collection of timely and diverse materials that support an anti-racist, inclusive, and equity-centered learning environment. The Compendium features clinical experiences, lectures, educational frameworks, guidelines, assessment tools, checklists, and more. Resources are organized by the competency domains described in the [AAMC Diversity, Equity, and Inclusion Competencies Across the Learning Continuum](#).

While any eligible submission will be considered, the AAMC is particularly interested in materials that address the following competency domains:

- **Advocating for Equity in Health and Health Care**
  Practices that influence decision-makers and other stakeholders to support or implement system-level policies and practices that contribute to realizing health equity.

- **Advocating for Inclusive Practices and a Healthy and Inclusive Environment**
  Practices that ensure patients, families, and communities have an equal voice and equal access to services and resources needed for optimal patient care.

- **Advocating for Diverse Health Care Team and System**
  Actions that promote social, economic, educational, and policy changes that advocate for achieving optimal learning, health, and well-being within the health care team and the system.

- **Practicing Anti-Racism and Critical Consciousness in Health Care**
  Educational and clinical practices that seek to revise and correct local, state, and national policies, institutional practices, and cultural misrepresentations that enable and perpetuate racial bias and race-based health care inequities.

All submissions are reviewed by a committee comprised of national DEI educators and administrators using a standardized rubric. Submissions should include a brief description of the resource, learning objectives if appropriate, and additional tools that aid in the implementation of the resource (e.g., checklists, worksheets, lesson plans, cases, or lecture outlines).

The Advancing Equity in Learning Compendium is a living collection of resources. Submissions that are accepted for inclusion are posted to the website and reviewed for accuracy and relevance on a regular basis.

**SUBMIT A RESOURCE**

**Opportunity for Scholarship and Mentorship**

MedEdPORTAL is the AAMC’s journal of teaching and learning resources, indexed in PubMed and searchable in MEDLINE. The journal’s [Diversity, Equity, and Inclusion Collection](http://mededportal.org) serves as the scholarly compliment to the Advancing Equity in Learning Compendium and contains peer-reviewed publications that advance institutional efforts in creating a diverse and inclusive culture that drives equitable clinical, educational, research, and service excellence. MedEdPORTAL publications are stand-alone, complete teaching or learning modules that have been implemented and evaluated with medical trainees or practitioners. Authors who are interested in receiving scholarly credit for their work are encouraged to visit [MedEdPORTAL](http://mededportal.org) for more information.