

AAMC Action Plan 3: Equip Medical Schools and Teaching Hospitals and Health Systems to Become More Inclusive, Equitable Organizations

Climate and Culture Assessment

Initiatives and Activities:

The AAMC will be developing a roadmap describing each of their culture and climate assessments including StandPoint Faculty and Staff Engagement Surveys, the Diversity, Inclusion, Culture, and Equity (DICE) Inventory, and the Foundational Principles of Inclusion Excellence (FPIE) assessment and workshop. This document will provide details on the purpose and use cases for each of these tools, as well as, how they can be accessed.

The Diversity Engagement Survey (DES) will not be included as a featured tool in the new roadmap. The DES was previously administered as a collaboration between the University of Massachusetts Medical School (UMass), DataStar, and the AAMC. Effective June 30, 2023, the AAMC and UMass ended the partnership that supports the administration of the DES. Moving forward, UMass will have full ownership and responsibility for administering the survey. The DES continues to be a valuable tool for medical schools and academic institutions as they assess strengths and opportunities to improve diversity, equity, and inclusion in their environments. Questions about the survey can be emailed to des@umassmed.edu.

Impact and Outcomes: Based on data collected from the COD Collective Action Initiative to Advance DEI, medical schools reported a continued need to regularly assess their climate and culture to create an equitable and inclusive workplace. The AAMC hopes that this roadmap will help to provide information needed to better leverage these available resources in medical schools' local assessment efforts. In addition to offering these tools, the AAMC also provides consultative support for collecting robust data, reporting findings, and interpreting data for action planning purposes.

Challenges and Opportunities: The COD CAI to Advance DEI posed unexpected challenges whereby conservative organizations issues FOIA requests for the results of participating public institutions. Additionally, with recent legislative changes, some schools are hesitant to assess DEI issues. However, it is critical that schools continue to assess their environments given the personal and professional impacts current events have on the everyday experiences of faculty and staff.

Gender Equity

This action plan seeks to create more inclusive, equitable environments in medical schools and teaching hospitals, so they can better attract and advance a diverse workforce and improve the health of all people.

Initiatives and Activities

- **Women of Color and Intersectionality Working Group:** The [Women of Color and Intersectionality Initiative](#) launched in 2020 as a pilot collaborative initiative to address the visibility, awareness, and advocacy of intersectionality and women of color in academic medicine, organized by the Group on Women in Medicine and Science (GWIMS) in partnership with AAMC Equity, Diversity and Inclusion (EDI), and multiple AAMC Affinity Groups. The goal of this initiative is to provide a

platform for women of color in academic medicine and their allies to advocate for the advancement of women of color in academic medicine through knowledge sharing, project development, and community building best practices. This time-bound initial project had three deliverable goals:

1. Produce a webinar series to provide foundational information on intersectionality and issues related to women of color.
 2. Update the Women of Color Toolkits (Individual and Institutional) that were originally created in 2015 with new information and a refresh of the content.
 3. Publish a scholarly manuscript examining issues of wellness for women of color.
- **Sexual Harassment Monograph:** The AAMC released a first-of-its-kind [report](#) analyzing the rates of sexual harassment in academic medicine in a new report, Understanding and Addressing Sexual Harassment in Academic Medicine. The AAMC began collecting experiences of sexual harassment, as well as perceptions about an institution’s ability to address harassment, in 2019 as part of the AAMC’s Standpoint Surveys program. This new publication reports on these data, as well as contains innovative practices from 9 institutions leading in this area.
 - **Gender Equity Strategic Focus Process:** The AAMC has a long history of addressing issues that impact women in medicine and science, and while this work has been important in moving gender equity in academic medicine forward, it has historically been narrow in its scope and siloed. To address these gaps and ongoing barriers to gender equity, the AAMC is conducting its first strategic exercise to identify priorities for the gender equity portfolio and strategically align all of the AAMC’s work in this area. This design process kicked off Summer 2022 with a mini gender equity summit, convening 8 organizations actively addressing gender equity in academic medicine. Through a series of appreciative inquiry-type activities to identify what issues are most urgent in gender equity, as well as what the AAMC is uniquely positioned to do, the gender equity portfolio is halfway through the planning process. This iterative process utilizes multiple stages of ongoing feedback and adjustment between external Steering Committees, an internal working group, and AAMC leaders.

Impact and Outcomes

- **Women of Color and Intersectionality Working Group:**
 1. Held a three-part webinar series on the topics of 1) Women of Color as Leaders, 2) Wellness for Women of Color, and 3) A Conversation between Women of Color and White Women, with over 2,500 registrants.
 2. Successfully updated the [two toolkit chapters](#) with new information and uploaded them to the WOC website prior to LSL 2022. The new WOC toolkits have had over 300 views and more than 120 downloads since Nov. 2022.
 3. WOC manuscript is in production and the writing group currently has a first draft complete.
- **Sexual Harassment Monograph:**
 1. The website had 2,600 pageviews and the report had a total of 1,008 downloads
 2. An accompanying webinar, part of the AP3 IDEAS Webinar Series, to discuss the results had 150 attendees.
 3. Report authors were invited to the White House to present this information to Office of Science and Technology Policy staff.

- **Gender Equity Strategic Focus Process**

1. The gender equity portfolio has preliminarily identified three priority areas to address:
 - Leadership development, advancement, and promotion and tenure for all marginalized genders
 - Engaging all allies in addressing harmful dominant culture norms
 - Addressing pay inequities and other institutional structures that impact compensation
2. Achieved leadership approval of the preliminary focus areas and plan.
3. Launched an internal gender equity audit to identify other gender equity work going on across the organization.

Challenges and Opportunities

- Creating leadership accountability for DEI goals.
- Moving beyond “preaching to the choir” – we always have the same people show up to trainings, webinars, and engage in institutional efforts. How do we reach those who are not necessarily resistant, but just agnostic to DEI efforts? DEI resistance is very real, but there is a greater number of people at institutions who just don’t care or aren’t engaged.
- Approaching work truly intersectionally. For example, anti-racism and gender equity work are often siloed, and institutions still lack resources to approach this work through an intersectional lens, so they are often implemented independently of one another, instead of collaboratively.
- Opportunities: collaboration between DEI, WIMS, LGBTQ+, etc. offices (many are being combined at institutions) to bring accountability metrics and practices to leadership.

Restorative Justice in Academic Medicine (RJAM) Facilitator Training**Initiatives and Activities**

Restorative Justice (RJ) is an ethical framework that focuses on creating positive, just, and equitable relationships – positive relationships based on empathy and care, just relationships based on accountability and obligations, and equitable relationships based on mutual recognition, dignity, and respect.

At the core of RJ is a collaborative decision-making process that includes victims, offenders, and others seeking to hold offenders accountable by having them (1) accept and acknowledge responsibility for their offenses, (2) to the best of their ability repair the harm they caused to victims and communities, and (3) work to reduce the risk of repeating their offense by building positive social ties to the community.

AAMC, in collaboration with the University of San Diego Center for Restorative Justice, initially piloted the Restorative Justice in Academic Medicine Facilitator training in 2020. Since the initial cohorts in 2020, the AAMC has held three additional trainings with plans to administer at least two trainings per year. Each cohort can have a maximum of 45 participants.

This program welcomes faculty and staff from medical schools, teaching hospitals, and allied health professionals who would like to learn a relational framework that can help them navigate difficult issues (e.g., academic integrity, campus climate, Title IX, DEI, misconduct), and how to respond to instances

of individual or communal harm in ways that support active accountability, deeper understanding, shared decision making, and the prevention of future harms. Additionally, this workshop will help practitioners develop the skills to create more supportive, inclusive, and resilient learning communities while fostering a sense of belonging for all stakeholders.

Impact and Outcomes: RJAM training provides members of the academic medicine community with a new tool and techniques to build community and address mistreatment at their institutions. The impact of the Training program is reflected in the accomplishment of the broader goals of AP3: 1) to build foundational knowledge to advance diversity, equity, inclusion, and anti-racism; 2) to develop more equity-minded, inclusive, and anti-racist leaders in academic medicine; and 3) to support the strategic integration of diversity, equity, inclusion, and anti-racism into member institutions' policies, practices, and community collaborations. One dimension of success in providing value to constituents is determined by participants' satisfaction with the course and their eventual implementation of RJ practices at their institutions. The impact of the RJAM Facilitator Training program is measured and collected through surveys and constituent feedback/testimonials. The February 2023 cohort survey, 94% left the program with ideas for strategic action and/or for implementing restorative practices in their work and 91% were completely satisfied with the program.

Challenges and Opportunities: The RJAM program has proven to be successful with many individuals interested in participating; however, AAMC capacity is currently limited to two trainings per year. The AAMC is currently reviewing opportunities to explore new and/or expanded models of the RJAM training to reach more institutions.