Diversity Policy and Programs

Who We Are
What We Do
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Friends and Colleagues,

The Diversity Policy and Programs (DPP) unit of the Association of American Medical Colleges (AAMC) is delighted to share with you a summary of our latest projects, publications, and partnerships in this fifth issue of our annual report.

The AAMC sought to understand the decline in black males applying and matriculating to medical school by gathering the perspectives of 11 black premedical students, physicians, researchers, and leaders. *Altering the Course: Black Males in Medicine* captures major themes from the interviews and highlights research and data from various sources to build the narrative to understand these trends and find broad-based solutions to alter the trends for black men. We hope this report will prompt leaders to continue making diversity and inclusion a priority.

The [Summer Medical and Dental Education Program (SMDEP)](http://example.com) program kicked off the year commemorating the Foundation’s 25 year commitment to empowering more than 24,000 students interested in careers in medicine and dentistry. Activities included a national alumni conference and a host of other activities. RWJF also funded a study conducted by Mathematica Policy Research showing the impact of SMDEP in the medical and dental school community.

This year we launched a new initiative in partnership with our Scientific Affairs cluster and the Centers for Disease Control and Prevention (CDC) aimed at creating an evidence base for promising healthcare practices that improve health and reduce costs. [AAMC Accelerating Health Equity, Advancing Through Discovery (AHEAD)](http://example.com) seeks to identify, evaluate, and disseminate effective and replicable AAMC-member institution practices that improve community health and reduce health inequities. After a competitive award process, the AAMC selected three member institutions to participate in the inaugural AAMC AHEAD cycle.

The DPP unit launched the [2015 Mid-Career Minority Faculty Development Seminar](http://example.com) pilot, which was designed for individuals at the associate professor level who aspire to leadership positions. Forty participants joined us in Atlanta this September. Attendees were offered skill building and strategies for pursuing career advancement.

This October, in conjunction with the Association of Public and Land Grant Universities/Coalition of Urban Serving Universities (APLU/USU), DPP received a grant from the California Wellness Foundation. The grant will allow for the development of a tool that will assist leaders in measuring campus climate and culture and in making changes across the institution that support the success of diverse students and faculty in the health professions.

With these efforts and others outlined in this report, we hope our valued partners and constituents are well informed of our ongoing work to realize the vision of diversity and inclusion as drivers of excellence. If you have any questions, please contact me or any DPP staff member.

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Diversity Policy and Programs (DPP)

DPP was established at the AAMC to ensure diffusion of promising practices that increase diversity within the faculty and student body of the nation’s medical schools and teaching hospitals. To accelerate the pace of change and ensure our members are capitalizing on the full range of talent, DPP has reframed and repositioned diversity and inclusion as drivers of institutional excellence with the target outcome of improving the health of all.

DPP supports our member institutions’ diversity and inclusion efforts within the following portfolios:

- **Human Capital**: Cultivating the skills and behaviors of individuals along the medical continuum from aspiring physicians at the premedical stage to practicing physicians, faculty, researchers, and administrators through initiatives, partnerships, and research. Contact Norma Poll-Hunter, PhD (npoll@aamc.org).

- **Organizational Capacity Building**: Developing and improving organizational capacity building through services, reports, and training that strengthen leadership recruitment, retention, professional development, cultural competency, climate and culture assessment, and address diversity issues at the institutional level. Contact Laura Castillo-Page, PhD (lcastillopage@aamc.org).

- **Public Health Initiatives**: Improving the integration of public health concepts into medical education, and seeking to enhance and expand a diverse and culturally prepared health workforce. Contact Malika Fair, MD, MPH (mfair@aamc.org)

For additional information on the portfolios, please contact Diversity Policy and Programs at 202-828-0487 or visit www.aamc.org/diversity.
Collaborations
This past year, DPP has worked hard to cultivate relationships with groups within and outside the AAMC to elevate the profile of diversity and health equity work.

Outreach visits to medical schools and teaching hospitals
In the last year, Chief Diversity Officer Marc A. Nivet, EdD, MBA, visited 30 medical schools and teaching hospitals across the country, bringing the total number of campus visits during his 5½ year tenure to 123. During these visits, he builds understanding around the role of diversity as a driver of excellence in our member institutions and consults with leaders on concrete ways to enact systemic change and take advantage of opportunities provided by each school’s culture and climate.

Building the Next Generation of Academic Physicians (BNGAP)
The AAMC has partnered with Building the Next Generation of Academic Physicians (BNGAP) to provide early career pipeline programs to encourage medical students and residents that are underrepresented in medicine to consider academic medicine careers.

In October 2015, the AAMC hosted the BNGAP Mid-Atlantic regional conference tailored to encourage trainees (medical students, residents, PhDs) who are underrepresented in medicine (women, LGBTQ, and racial and ethnic minorities) to explore a career in academic medicine.

During the 1 1/2 day event, learners were able to:
- Explore academic medicine careers to fit with their personal and professional interests.
- Navigate the array of academic medicine career paths and opportunities.
- Develop and enhance their academic medicine portfolio.
- Expand their network among academic medicine colleagues and role models.

Workshop topics include:
- Diversity and Inclusion in the Academic Medicine Workforce
- Academic Medicine Career Roles and Responsibilities
- Building a Supportive Career Team
- Leadership Development
- Educational Scholarship
- Research Scholarship
- Academic Medicine Career Portfolios and Promotion
- Finding an Academic Residency
- Finding an Academic Position After Residency

The AAMC has also partnered with BNGAP to host webinars on demystifying the field of academic medicine.
Every Day Bias Workshop for Healthcare Professionals
The AAMC has partnered with Cook Ross, Inc., a leading consulting firm in the country, to create the training in the science behind unconscious bias to help academic medical staff and faculty mitigate disparities across the medical education continuum.

The course is an evidence-based, dynamic one-day workshop in which you will explore how your assumptions impact choices around communication, innovation, hiring, engagement, management, promotion, marketing, and building organizational culture. This unique professional development opportunity is aimed at diversity leaders in academic medicine and other professionals in healthcare and biomedical research.

Minority Physician Organizations
DPP continues to partner with the major organizations representing racial and ethnic minority physicians – the Association of American Indian Physicians (AAIP), the National Hispanic Medical Association (NHMA), the National Medical Association (NMA), and the National Council of Asian Pacific Islander Physicians (NCAPIP) – on a range of projects and initiatives across the medical education continuum.

NIH-R21 Grant: Reducing Physician Distribution Uncertainty in Spatial Accessibility Research
Drs. Xierali and Nivet received a two-year grant in January 2014 from the National Cancer Institute to explore potential solutions to reduce physician distribution uncertainty and improve understanding of the probable patterns of physician distribution. The findings of this research will contribute to more informed decision-making and planning for the distribution of the U.S. physician workforce. This project is in collaboration with researchers from the University of Arkansas and the American Academy of Family Physicians.

Mentoring in Medicine, Inc. (MIM, Inc.)
Since 2006, MIM, Inc. has been instrumental in providing access and instruction to all students interested in the health professions. DPP continues strengthening the relationship with MIM by participating in events in Washington, D.C. and New York. MIM, Inc. participates in the annual AAMC Minority Student Medical Career Fair.

Tour for Diversity in Medicine (T4D)
Tour for Diversity in Medicine, the flagship program of Motivating Pathways Inc., completed their 7th educational bus tour October 2015. AAMC and DPP have been sponsors and partners of T4D since its launch in early 2012. This October, T4D visited three universities in Washington State and Oregon. Mentors, which included doctors and student-doctors from around the country, have visited 37 institutions and worked with over 2000 students interested in
the health professions. This number will only increase as the Tour continues plans to travel to minority serving and other economically disadvantaged institutions in Texas, California, Kansas, Nebraska, Illinois, and Iowa for 2016.

**Young Doctors DC (YDDC)**

YDDC is a local initiative that works with young men from Southeast Washington, D.C. In its inaugural year, Young Docs mentored and educated six high school students interested in health careers. Through summer programs and Saturday academies at Howard University, Young Docs are exposed to the medical career pipeline and health care professionals all over the Washington, D.C. area. During the spring, Young Docs facilitated blood pressure screenings during AAMC’s health fair and connected with SMDEP at Howard University during the summer.
New Initiatives and Publications

Over the past year, DPP strived to create new programs, initiatives, and publications that focused on embracing a broader definition of diversity and inclusions and supported our members’ efforts.

AAMC AHEAD (Accelerating Health Equity, Advancing through Discovery)

AAMC AHEAD 2015: Medical-Legal Partnerships is supported by the AAMC and a cooperative agreement from the CDC. AAMC AHEAD seeks to identify, evaluate, and disseminate effective and replicable AAMC-member institution practices that improve community health and reduce health inequities. After a competitive award process, Children’s National Health System—Healthy Together-Children’s Law Center, Emory University School of Medicine—Health Law Partnership, and Indiana University School of Medicine—Eskenazi Health Medical-Legal Partnership were selected to collectively create a body of evidence that measures the impact of their medical-legal partnerships (MLP) on health inequities at the local level. This inaugural learning cohort is currently developing and implementing metrics to evaluate established medical-legal partnerships over the next three years on community health measures, cost savings to the health system, and learner outcomes.

AAMC LGBT, Gender Nonconforming, and DSD Health Faculty Development Video Series

In collaboration with the Josiah Macy Jr. Foundation, the AAMC is releasing faculty development videos on LGBT and DSD health care throughout 2015 and 2016. These videos, organized around 15 topical LGBT and DSD health care areas, will assist faculty in developing the skills needed to effectively teach LGBT and DSD health to medical students.

Altering the Course: Black Males in Medicine

The AAMC sought to understand the decline in black males applying and matriculating to medical school by gathering the perspectives of 11 black premedical students, physicians, researchers, and leaders. The interviews explored factors that may contribute to low application rates, experiences along the career pathway, and the role of academic medicine in altering the course.

This report captures the major themes from the interviews and highlights research and data from various sources to build the narrative to understand these trends and find broad-based solutions to alter the trends for black men.

The hope is that this report will prompt leaders in academic medicine to make
diversity and inclusion a priority, and help them rethink and renew your existing initiatives, including reviewing and updating current admissions policies and practices, thinking creatively about formal and informal efforts to engage black men and their communities, conducting community outreach, and more.

Assessing Change: Evaluating Cultural Competence Education and Training
Research shows that cultural competence education and training enhances knowledge, communication skills, and awareness of biases and health disparities among trainees and health professionals. Medical educators are faced with identifying gaps in cultural competence education and training, designing and evaluating curricula, and assessing progress toward program objectives.

To help educators identify curricular strategies and evaluation tools for re-use or enhancement, the AAMC commissioned an expert panel to review cultural competence studies that measured learner changes in attitudes, knowledge, and skills. This guide, which is based on the panel’s findings, provides these resources for educators and researchers:

- An overview of studies, which includes surveys and assessments of knowledge, skills, and attitudes related to cultural competence, developed into an inventory to provide easy access to existing tools
- Tools for assessing survey characteristics to determine quality and psychometric properties of existing surveys
- Sample evaluation frameworks to bring together curriculum and evaluation planning

Clinical Vignettes to Improve Provider Communication Skills
The Advisory Committee has created a set of 20 clinical vignettes that providers, residents, and students can use to refine their communications skills with LGBT and gender nonconforming patients. Topics include:

- Assessing Minority Stress and Risk Behaviors
- Breast Cancer Screening and Prevention
- Family Counseling and Coming Out
- Queer Family Building
- Sexual Practices History and Counseling

… and many more!

Diversity and Inclusion Culture & Climate Self-Assessment Tool and Scorecard
The AAMC’s Diversity Policy and Programs unit, in conjunction with the Association of Public and Land Grant Universities/Coalition of Urban Serving Universities (APLU/USU), received a grant from the California Wellness Foundation in
October 2015. The grant will allow for the development of a tool that will assist leaders in measuring campus climate and culture and in making changes across the institution that support the success of diverse students and faculty in the health professions. This self-assessment tool will be developed by content area experts and will be based on the AAMC’s previously developed Diversity 3.0 Framework. The tool and scorecard will be piloted at eight California public medical schools and health professional schools and will result in a validated self-assessment tool and scorecard that will enable universities to systemically measure and improve programs, practices, and policies to increase the success their of diversity and inclusion efforts in medicine and the health professions.

**Diversity Engagement Survey (DES) Publication**
A cadre of GDI leaders and AAMC staff recently published *Measuring Diversity and Inclusion in Academic Medicine: The Diversity Engagement Survey*. The report discusses the Diversity Engagement Survey (DES) as a diagnostic and benchmarking tool in order to produce a culturally competent healthcare workforce that advances high-quality research.

**Enhancing Institutional Diversity through Inclusion of All Sexual Orientations and Gender Identities**
This webinar thoroughly defines diversity and addresses the need to include sexual orientation, gender identity, and gender expression in an academic health center’s vision for diversity. Presenters highlight both actions taken by institutions in order to include all sexual orientations and gender identities, and key elements in their diversity strategies. It also identifies institution-specific opportunities to incorporate sexual orientations and gender identity into pre-existing diversity initiatives.

**Genitourinary Care for Transgender Men**
Competency-based teaching resources are in high demand with the increasing push for curricula to be competency-based in order to provide quality care to all patients. This is particularly true when training physicians to care for individuals who are lesbian, gay, bisexual, transgender (LGBT), gender nonconforming (GNC), and/or born with differences of sex development (DSD), as the persistence of discrimination and health disparities suggests gaps in physician competence. This case study aims to support the acquisition of competence in caring for transgender patients using the specifiers of competence delineated by the American Association of Medical Colleges Advisory Committee on Sexual Orientation, Gender Identity, and Sex Development.

**Integrating LGBT Health into Medical Education**
Kristen Eckstrand, Past Chair of the Advisory Committee, a former MD-PhD student, of the Neuroscience Graduate Program at Vanderbilt University School of Medicine and Co-Director of the Vanderbilt Program for LGBTI Health provides an overview of the method Vanderbilt is using to integrate LGBT patient care into its medical school curriculum. Dr. Eckstrand covers how Vanderbilt selected and pursued a model of curriculum change management to integrate LGBT health into medical education, and how said curriculum change was evaluated.
A Leader’s Role in Addressing LGBT Health in Academic Medicine

Engaged leadership is a cornerstone of addressing diversity and inclusion because of their ability to view organizations from a macroscopic perspective and initiate and implement change. Leaders have the ability to hard-wire LGBT diversity and inclusion into education, patient care, faculty affairs, policies, and performance metrics. The speakers provide an overview of LGBT health disparities, identify the current gaps in LGBT academic medicine, highlight the role of leadership in successful LGBT initiatives, and outline easy ways for leadership to integrate and evaluate LGBT initiatives at their own institutions.

MedEdPORTAL® LGBT and DSD Health Curriculum Collection

MedEdPORTAL® is a cross-indexed suite of services that equips educators, administrators and students in the health education professions with effective and efficient teaching and assessment resources. MedEdPORTAL’s® Lesbian, Gay, Bisexual, Transgender (LGBT), and Differences of Sex Development (DSD) Patient Care Collection serves as the online destination for identifying, developing, and sharing resources aimed at improving health education in support of providing comprehensive patient care for LGBT, gender nonconforming, and DSD patient populations. Kristen Eckstrand, MD, PhD and Jennifer Potter, MD serve as the associate editors of this collection.

Mid-Career Minority Faculty Development Seminar (Mid-C MinFac)

The Mid-C MinFac Seminar is designed for individuals at the associate professor level and addresses the specific needs of mid-career faculty from a culturally responsive approach offering skill building and strategies for pursuing career advancement in academic medicine, networking opportunities, executive coaching sessions, curriculum vitae 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. This seminar was delivered through a blended learning model that consists of: virtual learning sessions/webinars; a 1 ½ day in-person meeting; post-seminar activities (optional executive coaching and observational learning opportunities).

Seminar objectives included:

- 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
Public Health Pathways
As part of the AAMC-CDC Cooperative Agreement, the AAMC launched a web-based directory of public health training opportunities for learners across the education continuum in January 2015. Public Health Pathways is a searchable database of domestic and international public health internships, fellowships, rotations, residencies, and volunteer positions. Students, physicians, scientists, and other allied health professionals who are interested in pursuing practical experiences in public health can find over 200 opportunities in academic, government, and community settings.

Reasons to Add and Not to Add “I” (Intersex) to LGBTQ in Healthcare
Some have moved to add "I" (for intersex) to LGBTQ in healthcare conversations. During this engaging and interactive webinar, Alice Dreger, Ph.D. and Pidgeon Pagonis discuss this issue. Topics include the reasons for and benefits of adding “I” to LGBTQ, as well as the potential harms and confusions that may arise from said addition.

Teaching Differences of Sex Development, Part 1
In part 1 of this 2 part video, Jennifer Potter, M.D. and Katharine Baratz Dalke, M.D. discuss how to effectively teach differences of sex development (DSD). The discussion includes: a brief history of DSD health care and disparities, appropriate communication methodologies between patients and family, and the need to include DSD related content in all medical education institutions. Katharine Baratz Dalke, MD is the Chief Resident in the Department of Psychiatry, at the Hospital of the University of Pennsylvania.

Teaching Differences of Sex Development, Part 2
In part 2 of this 2 part video, Jennifer Potter, M.D. and Katharine Baratz Dalke, M.D. discuss how to effectively teach differences of sex development (DSD). This discussion includes compassionate doctor-patient/parent communication methodologies, treatment options, and challenging the notion that sex, gender, and sexual orientation is a binary concept.
Sustaining Initiatives
In the last year, these sustaining projects have built on DPP’s history of leadership in diversity and inclusion throughout academic medicine.

APIH AAMC-CDC Cooperative Agreement
Through Academic Partnerships to Improve Health (APIH), the Centers for Disease Control and Prevention (CDC) awarded the AAMC and three other national academic associations funds to support the enhanced teaching of population health concepts and provide practical, hands-on experience at the community level for public health, medical, and nursing students. Established in 2000 and most recently renewed in August 2012 for a period of five years, the cooperative agreement between the AAMC and CDC seeks to build public health workforce capacity and improve health outcomes of individuals and communities. During its fifteen-year history, the AAMC-CDC Cooperative Agreement has provided nearly 200 grants to medical schools, teaching hospitals, and health-related organizations for extramural and in-house projects working to reconcile the fields of public health and medicine.

The AAMC-CDC Cooperative Agreement provides opportunities for several activities led by the AAMC, including the:
- **AAMC-CDC Public Health Policy Fellowship**, which provides early-career physicians with one-year public health policy-focused training experiences at CDC.
- **MedEdPORTAL® Public and Population Health Collections** -- free, cross-indexed suites of services comprised of public and population health educational tools and resources for health professionals.
- **Workforce Improvement Projects** to assess mobile health clinics’ impact on population health according to the nine public health quality aims and to support the development of a set of population health and system-based practice milestones to facilitate the integration of public health in graduate medical education (GME) program curricula.
- **The AAMC-CDC Webinar Series** to promote increased public health awareness and encourage inclusion of public health perspectives throughout the medical education community. Recent webinar topics have explored innovative medical school curricula on epidemiology and biostatistics and environmental health.

The Diversity 3.0 Learning Series
The Diversity 3.0 Learning Series includes interviews with thought leaders and experts, faculty career development webinars, guidance on institutional strategic planning and culture and climate assessment, and presentations on innovative programs at AAMC member institutions. In our most recent installment of the Diversity 3.0 learning series, Kristen Eckstrand, MD, PhD and Andrew Hollenbach, PhD interview four experts on gender identity and transgender health. In these engaging conversations, the participants discuss gender identity development, creating a supportive and welcoming clinical environment.
environment for transgender patients, the key concepts health professionals should know about transgender health, and where and how to best include these topics in the medical education curriculum.

**The Diversity and Faculty Development Digest (DiFac)**
DiFac is produced quarterly by the AAMC and DPP. The digest highlights research funding opportunities, professional development opportunities, and the latest research and reports related to faculty professional development and health equity research. In addition, relevant AAMC resources and opportunities, and other special faculty news or highlights are provided. Digest subscribers are also connected to a network with over 400 past participants of the AAMC Minority Faculty Career Development Seminar on LinkedIn. This group receives faculty career development opportunities throughout the year and are able to connect with diverse faculty across the nation.

**Diversity Engagement Survey (DES)**
In collaboration with the University of Massachusetts Medical School (UMMS), the AAMC developed 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 faculty, staff, and students).

**The Facts and Figures Data Series**
The Facts and Figures report series provides recurring, detailed data on salient diversity and inclusion topics in medical education and the physician workforce. The 2014 Physician Workforce Facts and Figures highlights the demographics and practice patterns of active U.S. physicians and the Medical Education Facts and Figures includes demographic data on U.S. medical education, including applicant, students, and faculty. The 2014 report was the inaugural year of converting the Facts and Figures into an online, interactive edition of the series.
Grant Writers Coaching Group for NIH Awards

The Grant Writers Coaching Group is designed for faculty who are preparing proposals for NIH K awards, and it was expanded last year to include R awards. The Coaching Groups are led by Dr. Rick McGee, Associate Dean for Faculty Recruitment and Professional Development at Northwestern University Feinberg School of Medicine and Dr. Daniel Jay, Professor of Developmental, Molecular and Chemical Biology, Sackler School of Graduate Biomedical Sciences, Tufts University. The program’s goal is to build on existing support the faculty member receives from their institution to submit a competitive proposal. Coaching Group participation includes the following activities: submission of application materials prior to the conference; a full day pre-conference seminar; and follow up virtual biweekly group meetings to facilitate ongoing review and discussion about proposals for a duration of 2-3 months depending on the participant’s needs and interests. The one day pre-conference meeting is held in collaboration with the AAMC Minority Faculty Career Development Seminar. The 2016 program will be held in September in San Antonio, Texas.

Healthcare Executive Diversity and Inclusion Certificate Program

This is an intensive academic program designed to develop the competencies health professional leaders need to drive diversity as a core component of excellence in health care. The program combines distance and in-person learning methodologies to fit the schedules of constituent leadership.

Participants in the program examine diversity, inclusion, and health equity through six learning modules which are completed over the span of a six month period. Applications for the 2016 cohort are due December 11, 2016.

Since the Healthcare Executive Diversity and Inclusion Certificate program launched, 41 participants from the following institutions have developed the competencies needed to drive diversity and inclusion as core components of excellence in health care:

- American Association of Colleges of Nursing
- American Dental Education Association
- Athens Regional Health System
- Duke University School of Medicine
- Eastern Virginia Medical School
- Frank H. Netter MD School of Medicine at Quinnipiac University
- Georgetown University School of Medicine
- Massachusetts General Hospital
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- Medical University of South Carolina, College of Health Professions
- Medical University of South Carolina, College of Medicine
- New York University School of Medicine
- Robert Wood Johnson Foundation, New Careers in Nursing
- Chicago Medical School at Rosalind Franklin University of Medicine & Science
- Rush Medical College of Rush University Medical Center
- Sidney Kimmel Medical College at Thomas Jefferson University
- Sophie Davis School of Biomedical Education, City College of New York
- Southern Illinois University School of Medicine
- Temple University School of Medicine
- Texas Tech University Health Sciences Center School of Medicine
- The George Washington University School of Medicine & Health Sciences
- The Ohio State University Wexner Medical Center
- The University of Mississippi Medical Center
- University of Alabama at Birmingham, School of Medicine
- University of Arizona College of Medicine, Phoenix
- University of California, Davis, School of Medicine
- University of Florida College of Medicine
- University of Iowa Roy J. and Lucille A. Carver College of Medicine
- University of Louisville School of Medicine
- University of Minnesota Medical School
- University of North Carolina at Chapel Hill School of Medicine
- University of Texas Health Science Center, San Antonio School of Medicine
- University of Texas Southwestern Medical Center
- University of Virginia School of Medicine

Herbert W. Nickens Awards

Herbert W. Nickens, MD, was the founding vice president of the AAMC’s Division of Community and Minority Programs, which is now the Diversity Policy and Programs unit. Each year the Herbert W. Nickens Awards honors individuals who show leadership in eliminating health care disparities. This year we recognize the 16th anniversary of the Nickens Awards.

- The Herbert W. Nickens Award is a leadership award given to an individual who has made outstanding contributions to promoting justice in medical education and health care equities in the US. The recipient receives a $10,000 award and presents the Nickens Lecture at Learn Serve Lead: The AAMC Annual Meeting.
- The Herbert W. Nickens Faculty Fellowship is awarded to an outstanding junior faculty member who has demonstrated leadership in the United States in addressing educational, societal, and health care needs of racial and ethnic minorities, and is committed to a career in academic medicine. The recipient receives a $15,000 grant to
support his or her academic and professional activities.

- The **Herbert W. Nickens Medical Student Scholarships** consist of five scholarships given to outstanding students entering their third year of medical school who have shown leadership in efforts to eliminate inequities in medical education and health care and in addressing educational, societal, and health care needs of racial and ethnic minorities in the United States. Each recipient receives a $5,000 scholarship.

The awards are funded by the Herbert W. Nickens Memorial Fund which was established by the AAMC to continue to advance Dr. Nickens’ lifelong concerns about the educational, societal, and health care needs of minorities. At Learn Serve Lead 2015: The AAMC Annual Meeting, DPP recognizes the 2015 recipient to “Celebrate the Life, Legacy and Mission of a National Leader.”

**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.**

Authored by the AAMC Advisory Committee on Sexual Orientation, Gender Identity, and Sex Development, this publication serves to:

1. Provide education about the health needs of individuals who are LGBT, gender nonconforming, and/or born with DSD, and the role of academic medicine and the health care system in supporting these populations.
2. Support medical schools by discussing how to integrate this content into medical education, with a focus on the role of institutional climates.
3. Provide a framework to facilitate the assessment of learners, curricula, and institutions.
4. Highlight national resources and curricular innovations.

**Minority Faculty Career Development Seminar (MinFac)**

In September 2015, DPP hosted its annual MinFac Seminar in Atlanta, Georgia, attended by 150 faculty from across the US. This three-day professional development seminar is designed for junior faculty (senior clinical and research fellows, instructors, and assistant professors) and post docs (MD, DO, MD/PhDs and PhDs) who aspire to leadership positions.

Seminar objectives included:

- Assisting participants in identifying their professional development goals and designing a career path, and the tools on how to get there
- Providing attendees with an understanding of the realities of advancement in academic medicine through the exploration of the requirements for appointment, promotion, and tenure, as well as assisting attendees in planning their own progress through the system
• Developing key professional competencies in academic and organizational leadership
• Building skills in grant writing and communications
• Helping participants expand their network of colleagues and role models

Participants were able to sign up for small group consultation sessions designed to provide them with an opportunity to meet in small groups with faculty and speakers.

Minority Student Medical Career Fair
This event, which occurs in conjunction with Learn Serve Lead 2015: The AAMC Annual Meeting, welcomes students interested in medical careers for a day of workshops and networking opportunities. During this event, local students who would like to “Explore the Possibilities in Medicine and Science” have the opportunity to meet diversity affairs, admissions, financial aid, PhD, and MD-PhD program directors and other administrators. Students will also experience round table discussions with current medical students from U.S. medical schools. The AAMC services (e.g. MCAT/AMCAS and others) also sponsors a workshop to help students navigate their medical school journey.

Professional Competency Objectives to Improve Health Care for People Who Are or May Be LGBT, Gender Nonconforming, and/or Born with DSD
In order to develop competencies specifically to address the needs of the populations described in this publication, the committee started with the 20 most applicable of the Reference List of General Physician Competencies and created a total of 30 competencies to address the specific needs of these populations.

The Summer Medical and Dental Education Program (SMDEP)
SMDEP is a national academic enrichment program managed through a collaboration between the AAMC and the American Dental Education Association (ADEA) and generously funded by the Robert Wood Johnson Foundation (RWJF) with the goal of increasing diversity in medicine and dentistry. The program prepares college students underrepresented in medicine and dentistry through the provision of academic enrichment in the basic sciences and math, clinical experiences, career development activities, learning and study skills seminars, and health policy and financial planning workshops. The AAMC and ADEA provide technical assistance and direction to 12 US medical schools and nine dental schools operating as joint program sites.

2014 marked the 25th Anniversary of the program that included a variety of commemorative activities, including a national alumni conference in Washington, D.C. and a publication highlighting the program impact that features alumni from the start of the program in 1989.
Program Outcomes and Impact
To date, over 6,000 scholars have graduated from MD and DO granting institutions and dental schools, and over 2,300 are currently enrolled in medical and dental school or pursuing careers in other health professions. Data also shows that students not applying to medical or dental school are choosing careers in the biomedical sciences, public health, nursing, other health professions, education, and law with a focus on health care issues. In January, RWJF released the impact study conducted by Mathematica Policy Research that demonstrates the influence of SMDEP.

SMDEP National Alumni Advisory Board
To date, SMDEP, and its predecessor programs Minority Medical Education Program (MMEP) and Summer Medical Education Program (SMEP), have grown a network of over 24,000 alumni. The Alumni Advisory Board represents 12 alumni from across the nation representing practicing physicians and dentists, researchers, current undergraduate college students, and other health professionals. The goal of the Board is to advise the program on alumni engagement and support recruitment and outreach efforts. By the end of the year, they will launch a scholarship program for alumni.

Funding renewal -- The RWJF Board of Trustees approved a one-year renewal of SMDEP funding for up to $4.6 million to continue its important work in fiscal year 2016.

Urban Universities for HEALTH
(Urban Universities for HEALTH (HEalth Equity through Alignment, Leadership and Transformation of the HEalth Workforce) is a national learning collaborative comprised of urban university presidents and health leaders across disciplines. Our mission is to enhance and expand a culturally sensitive, diverse, and prepared health workforce that improves health and reduces health disparities in urban communities. Launched in 2012, Urban Universities for HEALTH is a partnership effort of the AAMC and the Coalition of Urban Serving Universities/Association of Public and Land-grant Universities (USU/APLU) and is currently funded through a cooperative agreement with the NIH National Institute on Minority Health and Health Disparities (NIMHD).

The Urban Universities for HEALTH Learning Collaborative demonstration sites are capturing local data, evaluating current strategies, and driving improvements to university programs in order to graduate a diverse health workforce that meets community needs and reduces health disparities. The Learning Collaborative continues to work toward developing a metrics dashboard for key community health workforce measures that can be customized at the institutional level to enhance the health workforce of urban communities.
Urban Universities for HEALTH Faculty Cluster Hiring for Diversity and Institutional Climate

Urban Universities for HEALTH released a report in April 2015, *Faculty Cluster Hiring for Diversity and Institutional Climate*, highlighting the emerging practice of faculty “cluster” hiring that can be used to increase faculty diversity and create a more inclusive campus climate. The report is the product of research conducted with universities that have developed cluster hiring programs. Evidence from this study and others suggest that diversity and an inclusive campus climate are critically important for institutional excellence.
AAMC GDI Member Community

DPP supports the AAMC Group on Diversity and Inclusion (GDI) whose membership consists of faculty or administrators designated by the medical school deans who have responsibility for institutional multicultural and diversity affairs. The designated GDI representatives focus on diversity and inclusion in faculty, graduate medical education, and professional development/institutional culture, and serve as the primary contact to the AAMC on these issues. Deans are also encouraged to look across the institution and recommend individual GDI representatives who have strong interest and expertise in minority/multicultural/diversity affairs.

Addressing Liaison Committee on Medical Education (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. Both LCME Co-Secretaries lead an engaging and interactive webinar sponsored by GDI, Understanding the Diversity Element from the LCME Point of View Webinar, focusing on the LCME Element 3.3, Diversity/Pipeline Programs and Partnerships.

Diversity and Inclusion Strategic Planning. The GDI Steering Committee continues to organize learning opportunities to help members create a diversity and inclusion strategic plan. A joint GDI/Group on Institutional Planning (GIP) Advisory Working Group was established and charged with 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.

Getting Started - Diversity and Inclusion in Academic Medicine: A Strategic Planning Guide Webinar was sponsored by GDI, Group on Faculty Affairs (GFA), and GIP. The presenters provided a general overview of strategic planning, identified the groundwork necessary to create institutional buy-in and commitment, identified champions and crucial leaders needed to support the strategic planning process, and discussed the value of metrics in establishing rationale for change and evaluation methods for success.

Diversity and Inclusion Leadership Survey. GDI, in partnership with DPP, developed and will administer a new survey for chief diversity officers and other senior diversity and inclusion leaders at AAMC-member institutions. Data will inform the field about the background, training, demographics, institutional roles, priorities, and experiences of senior leaders in academic medicine.

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. The conference theme was “Together Supporting Today’s and Tomorrow’s Faculty.” 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.
AAMC Group on Diversity and Inclusion (GDI) Steering Committee

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For More Information
Visit www.aamc.org/gdi.
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Publications

AAMC Analysis in Brief

Fiscal Year 2015 Staff Publications and Articles