

# Challenges Faced by Medical Students, Residents, Faculty Historically Excluded from Opportunities in Higher Education



*“...the legacy of exclusion in higher education is becoming ever more difficult to ignore given the country’s growing diversity and heartbreaking scenes that have played out across higher education the past year.”*



Kathryn Peltier Campbell,  
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# Challenges Faced by HURGMBS\* in Higher Education

Odom KL et al, Acad Med 2007;Dyrbye LN et al, Mayo Clin Proceedings, 2006; COGME, 2005

<ul style="list-style-type: none"><li>• Lack of exposure to minority faculty or health care providers</li><li>• Lack of minority faculty or health care provider role models &amp; mentors</li><li>• Difficulties in acculturation to culture of medicine</li><li>• Undesirable geographic distance of school from student's home and community</li><li>• <b>Mistreatment</b></li><li>• <b>Microaggressions</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Isolation/marginalization</b></li><li>• <b>Racial biases, prejudice, discrimination</b></li><li>• <b>Stereotype threat</b></li><li>• <b>Imposter syndrome</b></li><li>• Poor performance on standardized examinations (e.g. USMLE Boards)</li><li>• High indebtedness</li><li>• Unequal balance in the types of financial aid availability (scholarships-to-loans ratio)</li></ul>
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*\*Historically underrepresented groups in medicine & biomedical sciences*

# Practice “Conscious Inclusion”

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## INCLUSION EXCELLENCE

- **Differences** are valued and leveraged
- **Authenticity** and **intersectionality** are valued & embraced
- **Safe environment** to share their voices openly (*brave spaces*)
- Everyone feels **validated, valued** and **respected**
- Sense of **belongingness** → part of the *fundamental fabric* of the organization
- **Intentionality** to identify exclusionary practices & deconstruct structures, policies, processes, prevailing traditions, & norms
- **Investment in success** (career development, recognition awards)
- Everyone is held **accountable** for diversity and inclusion efforts

AAMC Diversity Policy & Programs, *Foundational Principles of Inclusion Excellence*, 2017

# Achieving Inclusion Excellence in Academic Medicine

## Foundational Principles of Inclusion Excellence Toolkit

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### Achieving Inclusion Excellence in Academic Medicine

#### Foundational Principles of Inclusion Excellence

In an organization that has achieved inclusion excellence:

1. There is demonstrated commitment to diversity.
  - Diversity is clearly visible and present throughout the organization and valued by all departmental units and at all levels of responsibility.
  - The workforce reflects the demographics of the community (ies) that the organization is and serves.
  - There is an understanding that diversity is about human differences which are welcomed and leveraged.
  - The benefits of structural and cognitive diversity are recognized, valued and embraced.
2. Intersectionality and authenticity are recognized, valued, and embraced.
  - All employees and learners are viewed holistically - that is, there is an appreciation that employees and learners have multiple identities that extend beyond the organization. The intersection of these multiple identities is encouraged, celebrated, and valued.
  - Authenticity is valued. Employees and learners feel safe and are free to express their identity and behave truthfully in the learning and workplace environment.
3. Employees and learners are part of the fundamental fabric of the organizational community.
  - A culture of civility and respect for all employees and learners is promoted and sustained levels regardless of position stature within the organization.
  - All employees and learners feel a true sense of belonging through a culture of interconnectedness. There is a high level of engagement.
  - There is an organizational commitment to ensure a no tolerance policy against all forms of discrimination within the system.
  - Mission, values, operations, and services reflect the contributions and interests of the wide diversity of cultural and social identity groups.
4. Talent optimization is practiced, and differences are recognized, leveraged and rewarded.
  - Talent optimization is recognized, valued and embraced - that is, the traditional and non-traditional skills, aptitudes, educational experiences, bases of knowledge, personal potential life experiences of each employee and learner.
  - The building capacity, infrastructure and governance to optimize, utilize and leverage the diverse talents and skills has been instilled.
  - Processes to recognize, acknowledge and reward the diverse contributions and achievements of employees and learners at all levels have been established.
5. There is equitable access to opportunity.
  - Policies and practices are in place concerning equality and employee rights, welfare, working conditions, and fair recruitment, hiring and retention practices.



### Achieving Inclusion Excellence in Academic Medicine

#### Foundational Principles of Inclusion Excellence

Instructions: For each foundational principle cited below, indicate where you believe your institution is currently at. Please circle the appropriate response.

#### 1. Demonstrated commitment to diversity.

- a. Diversity is clearly visible across the major departments within the institution and at all levels of responsibility. The workforce reflects the demographics of the communities served. Human differences are welcomed, valued, respected and utilized.
- b. Diversity is somewhat visible across some (< 30%) of the departmental units and facilities within the institution and at some levels of responsibility, and efforts have been made to identify the demographics of the communities served. Human differences are welcomed, valued, and respected where at least 50% feel that their differences are valued and utilized.
- c. The importance of diversity is realized, but is not demonstrated. Discussions are underway on developing strategic plans to diversify the institutional workforce at all levels. There is growing sentiment that human differences are important.
- d. There is no demonstrated commitment or evidence of enhancing diversity in the institutional workforce. The institution states that they understand the value of diversity but state that they cannot find the diverse talent as "it's just not out there". Human similarities are felt to be more important than human differences.

#### 2. Intersectionality and authenticity are recognized, valued and embraced.

- a. All employees are viewed and respected as whole persons with multiple identities which extend beyond the departmental units and facilities. Employees feel that their workplace environment is safe and allows employees to be authentic (behave truthfully to who they are). Employees feel validated and have a sense of belonging.
- b. All employees are respected. Employees feel somewhat safe in their workplace environment but they do not feel that they can be authentic. Most employees feel validated for their work but not necessarily for the multiple identities they possess.
- c. Some employees feel respected. Employees feel that their workplace environment is not a safe one where they can be authentic. Some employees feel validated only for their work, while the majority feel underutilized.
- d. There is no demonstrated commitment or evidence by the institution towards a holistic view of their employees. The institution demonstrates a lack of awareness regarding the importance of employee authenticity, and the need for employees to have a safe workplace environment where they can feel validated, valued, and have a sense of belonging.



Instructions: Please transfer your answers from the survey to the grid below. For each of the foundational principles, place a check in the appropriate box to the right that corresponds to how you responded. Then

No demonstrated  
commitment or  
evidence

On the  
threshold  
(awareness)

Beginning  
commitment

Demonstrated  
commitment &  
excellence

commitment to diversity.				
2. Intersectionality and authenticity are recognized, valued and embraced.				
3. Employees and learners are part of the fundamental fabric of the organizational community.				
4. Talent optimization is practiced, and differences are recognized, leveraged and rewarded.				
5. There is equitable access to opportunity.				
6. Transparent, effective communication and information sharing are the norm.				
7. There is demonstrated alignment with organizational mission, values and a culture of inclusion.				
8. There is demonstrated commitment to community engagement.				
9. Shared accountability and responsibility are the expectation.				
TOTAL SCORE	/9	/9	/9	/9

Developed by David Acosta, AAMC Diversity Policy and Programs, 5/25/2017