The link below contains a vast reference library of publications and resources including studies related to diversity and inclusion.

Pathway to Science Diversity “must read” reference list

<http://pathwaystoscience.org/resources.aspx#mustread>

**Accreditation –** The ACGME common program requirements taking effect in July 2019 have a new core requirement for a mission-driven systematic recruitment and retention of a diverse workforce.The LCME has a similar statute. Programs affiliated with a University may request a copy of LCME standard 3.3 that includes this data for faculty, senior administrators and staff.

*"I.C. The program, in partnership with its Sponsoring Institution, must engage in practices that focus on mission-driven, ongoing, systematic recruitment and retention of a diverse and inclusive workforce of residents, fellows (if present), faculty members, senior administrative staff members, and other relevant members of its academic community. (Core)*

*Background and Intent: It is expected that the Sponsoring Institution has, and programs implement, policies and procedures related to recruitment and retention of minorities underrepresented in medicine and medical leadership in accordance with the Sponsoring Institution’s mission and aims. The program’s annual evaluation must include an assessment of the program’s efforts to recruit and retain a diverse workforce, as noted in V.C.1.c).(5).(c)."*

**Curriculum -** Curricula to promote diversity and inclusion among your trainees and faculty (e.g. microaggressions)

1. Harvard Implicit Bias testing – offers free online testing for implicit bias providing individual results.

<https://implicit.harvard.edu/implicit/>

* Multiple implicit association tests available (examples below)
  + Sexuality
  + Race
  + Age
  + Gender-science
  + Gender – career
  + Religion
  + Asian
  + Arab-Muslim

1. Stanford Unconscious Bias Course (CME credit) – free online 1 hour CME course

<https://med.stanford.edu/cme/courses/online/Bias.html>

* Describe the effects of unconscious bias in everyday interactions with patients, students, colleagues, and team members.
* Apply specific “bias-busting” techniques that can be used in the medical and academic environment.
* Identify where personal unconscious biases may reside across gender, race/ethnicity, and/or cultural attributes in the workplace.
* Develop strategies to correct personal unconscious biases in daily interactions.

1. The Science of Diversity and the Impact of Implicit Bias – Hannah Valentine, MD (NIH) – PDF PowerPoint providing

<https://diversity.nih.gov/sites/coswd/files/images/2017-12/implicit_bias_talk_for_toolkit_pdf_508c_0.pdf>

1. Women in Science and Engineering Leadership Institute – University of Wisconsin, Madison

<http://wiseli.engr.wisc.edu/breakingbias.php>

* Breaking the Bias Habit®: A Workshop to Promote a Diverse, Welcoming, and Inclusive Campus
* Breaking the Bias Habit®: A Workshop to Promote Gender Equity

1. NIH Diversity workforce toolkit – geared mostly toward recruiting researchers/faculty, but principles can be applied to residency recruitment - available for download at <https://diversity.nih.gov/>
2. AAMC Diversity and Inclusion Strategic Planning toolkit - <https://www.aamc.org/members/gdi/449844/diversity-inclusion-toolkit-introduction.html>

* <https://www.aamc.org/members/gdi/439476/diversity-inclusion-toolkit.html>
* Diversity 3.0 Learning Series - <https://www.aamc.org/initiatives/diversity/learningseries/>

**Recruitment -** bias reduction-training resources for your interviewers and ranking committee

1. Harvard Implicit Bias testing – offers free online testing for implicit bias providing individual results.

<https://implicit.harvard.edu/implicit/>

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1. NIH Diversity workforce toolkit – geared mostly toward recruiting researchers/faculty, but principles can be applied to residency recruitment - available for download at <https://diversity.nih.gov/>
2. LGBT Inclusion resources

* Mansh M, Garcia G, Lunn MR. “From Patients to Providers: Changing the Culture in Medicine Toward Sexual and Gender Minorities.” *Academic Medicine* 2016 90(5): 574-580.
* Mansh M et al. “Sexual and Gender Minority Identity Disclosure During Medical Education: “In the Closet” in Medical School.” *Academic Medicine* 2015 90(5): 634-644

**Research -** Development and tracking of standardized outcomes of diversity and inclusion on the annual MPPDA PD survey

1. American Association for the Advancement of Science. (2011) [Measuring Diversity: An evaluation guide for STEM graduate program leaders](http://www.nsfagep.org/files/2011/04/MeasuringDiversity-EvalGuide.pdf).

A Final Product of an Evaluation Capacity Building Project Funded by the National Science Foundation (NSF) Division of Research on Learning in Formal and Informal Settings and the Alliances for Graduate Education and the Professoriate Program (AGEP)

1. Clewell, B.C. & Fortenberry, N. (Eds.), Bramwell, F., Campbell, P.B., Clewell, B.C., Davis, D., Fortenberry, N., García, A., Nelson, D., Thomas, V.G., Stoll, A. (2009) [Framework for Evaluating Impacts of Broadening Participation Projects: Report from a National Science Foundation Workshop](http://www.ibparticipation.org/pdf/framework-evaluating-impacts-broadening-participation-projects_1101.pdf). The National Science Foundation

This report grew out of a workshop sponsored by the National Science Foundation (NSF) in Arlington, Virginia, on April 17-18, 2008. The workshop was structured around responding to two questions: What metrics should be used for project monitoring? What designs and indicators should be used for program evaluation? The workshop resulted in providing information for NSF about what it should require for program monitoring and for program evaluation and advice and data gathering information relevant to awardees.

**Transition – consideration for work around the subjects below. Health disparities is an ACGME CLER objective and is in many ways relatable to many of the specific populations requiring transition.**

LGBTQ health

Health Disparities