

Diversity, Equity, and Inclusion Leadership Track

Diversity, equity, and inclusion (DEI) is a heavily debated value system and business strategy in the United States and globally. The subject matter, which evokes emotions for many, has data-driven underpinnings as well as moral and ethical foundational principles. Nevertheless, DEI has not been readily adopted in medicine, as evidenced by an abundance of literature that describes perpetual lack of diversity for faculty with senior rank in academic medicine, for senior leadership in organized medicine, membership on editorial boards for medical journals, diversity admission and retention statistics for medical school and post-graduate medical training, and diversity statistics for membership and leadership in for-profit and not-for-profit health care organizations.

The Association of American Medical Colleges and the American College of Graduate Medical recommend that graduate and post-graduate medical education programs address diversity, equity, and inclusion and related subjects such as health care disparities, harassment, and anti-discrimination.

Although these curricula are now more widespread, a focus on health care disparities and strategies to utilize tools and resources that support delivery of health care to vulnerable patient communities may be complemented by curricula that are focused on developing DEI as a strategic competency and improving the capabilities of post-graduate medical trainees to pursue career pathways as leaders in medicine, academia, research, and public advocacy through intentional engagement in DEI.

The *University of Connecticut Diversity, Equity, and Inclusion Leadership Track* is a multi-disciplinary curriculum with a 2-year base requirement and optional advanced electives that focus on experiential learning and application of acquired knowledge, insights, and skills in the third year.

The baseline curriculum includes completion of a quality improvement or research initiative in areas related to DEI in medicine. A monthly didactic and self-paced learning program is designed with a framework: Awareness, Reflection, Empowerment, Action (A.R.E.A.). The Awareness, Empowerment, and Action modules build on one another and they incorporate in-person seminars with on-line, self-paced learning programs from the Institute for Healthcare Improvement (IHI) as well as video-recordings of lecture programs from invited faculty that have been cultivated specifically for the DEI Leadership Track.

The curriculum begins by defining areas of scholarship and professional engagement that are related to DEI and the practice of medicine, it progresses by assisting learners to develop tools for addressing topics related to DEI and population health, and the curriculum concludes with presentation of leadership pathways in DEI that include, but are not limited to, academia, volunteerism, global health, philanthropy, hospital administration, public policy, legislative advocacy, organized medicine, and private industry research. Throughout the base curriculum, reflection exercises will be led by residents and fellows who are faculty in the leadership track. Tools to support reflection exercises include surveys, videos, podcasts, journal articles, and social media apps.

The objective of the curriculum is to prepare post-graduate medical education learners to engage career pathways where they will intentionally engage leadership in DEI. The learning opportunities include, but are not limited to, understanding the relevance of DEI to population health management and awareness of the evidence that diversity of identity and, therefore, diversity in cognitive perspectives, is important to complex problem solving in teams such as medical specialties that work in a coordinated manner to optimize medical care for all patients with consideration of the barriers to health care for vulnerable patient sub-populations.

Post-graduate year two (PGY2) trainees will be the focus for enrollment, and PGY1 learners may also be enrolled on a selected basis. Interested post-graduate trainees are encouraged to [*submit an application*](#). Approximately 10 trainees will be invited to participate in the DEI Leadership Track each year. This is an extra-curricular learning track with endorsement from University of Connecticut Graduate Medical Education.