**Diversity, Equity, and Inclusion Leadership Track**

Diversity, equity, and inclusion (DEI) is a value system that supports awareness and accountability for holistically evaluating diversity and promoting equity and inclusion in opportunities for professional development. In the healthcare industy, DEI competencies can also create organizational value by enhancing the abilities of healthcare institutions to promote systems-based practice, increase the effectiveness of multi-specialty health care coordination, address the needs of vulnerable patient communities, and improve healthcare treatment and outcomes for all.

The Association of American Medical Colleges (AAMC) and the American College of Graduate Medical Education (ACGME) recommend that graduate and post-graduate medical training address diversity, equity, and inclusion and related subjects such as health care disparities, patient-centered care, implicit bias, structural bias, social influencers of health, harassment, allyship, and anti-discrimination. Although these curricula are now more widespread, a focus on health care disparities and resources that support delivery of health care to vulnerable patient communities may be complemented by curricula 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 training in DEI.

The *University of Connecticut Diversity, Equity, and Inclusion Leadership Track* is a 2-year, multi-disciplinary curriculum. A monthly didactic program is designed with a framework: Awareness, Reflection, Empowerment, Action (A.R.E.A.). The Awareness, Empowerment, and Action modules incorporate monthly in-person seminars supplemented with on-line, self-paced learning programs selected from the ACGME Equity Matters. The monthly curriculum profiles leaders from the University of Connecticut School of Medicine, its affiliated health centers, and leaders in healthcare from across the United States.

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 connected with 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. Reflection exercises are incorporated through discussions groups, a book club, and community engagement exercises. During the second year, trainees are supported to perform quality improvement, advocacy, education, or community engagement initiatives that they will share at the conclusion of the course during a graduation ceremony.

The curriculum supports post-graduate medical trainees to holistically consider career pathways for leadership in medicine through an educational experience that supports trainees to evaluate their value systems, identities, and lived experiences and broadens trainee awareness of data and methods to advance health care in a delivery model that prioritizes accountability for access to care, cost of care, equity in treatment and outcomes of health care, and also prioritizes physician engagement and physician well-being.

Post-graduate year two (PGY2) trainees or beyond will be the focus for enrollment. PGY1 learners may 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.