Many medical schools have cultivated diversity in their student body, staff, and faculty. However, the presence of diversity itself is not enough to generate the social accountability for which medical schools strive. Inclusion is essential in creating a respectful learning environment that invites all learners to fully engage and fulfill their potential. This workshop will demonstrate inclusion strategies at several institutions and allow participants to advance ideas for implementation in their own setting.

Presenters:
- Sara Tariq, MD, Assistant Dean for Clinical Education, University of Arkansas School of Medicine
  Dr. Tariq will present the faith-based work she has led.
- Cedric Bright, MD, Assistant Dean for Admissions and Director of Special Programs, University of North Carolina School of Medicine
  Dr. Bright will present UNC’s work on Dismantling Racism.
- Kenya McNeal-Trice, MD, Pediatric Residency Program Director, University of North Carolina School of Medicine
  Dr. McNeal-Trice will lead the train-the-trainer activity with Dr. Trice.
- Tyler McKinnish, Medical Student, University of North Carolina School of Medicine
  Mr. McKinnish will present UNC’s work on LGBTQ+ inclusion.
- Rodney Trice, EdD, Assistant Superintendent of Equity Programs, Wake County Public Schools System, North Carolina
  Dr. Trice will lead the train-the-trainer activity with Dr. McNeal-Trice.
- Elizabeth Baxley, MD Senior Associate Dean for Medical Education, The Brody School of Medicine at East Carolina University
  Dr. Baxley will present Brody’s Curriculum as a Means to Inclusivity.
- Kendall M. Campbell, MD Associate Dean for Diversity and Inclusion, The Brody School of Medicine at East Carolina University
  Dr. Campbell will present Brody’s Heart to Heart Conversations.
- Christana “Sola” Ajewole, Medical Student (MS4), The Brody School of Medicine at East Carolina University
  Ms. Ajewole will present regarding Brody’s National Issues Forums.

Facilitator: Julie Story Byerley, MD, MPH, Vice Dean for Education, University of North Carolina School of Medicine

Dr. Byerley has been involved in many of the described efforts and has lots of experience facilitating large group sessions well. With so many presenters in this session, the facilitator role is important for keeping the session on track and delivered in a timely manner.

Learning Objectives: Participants will:
- Understand the concept of inclusion, beyond simply the presence of diversity
- Participate in a train-the-trainer model to demonstrate the difference between diversity and inclusion
- Review a variety of inclusion activities developed and implemented at presenter institutions
- Develop inclusion activities to implement in their home institution

Session Plan: Diversity encompasses multiple facets and has been shown to benefit our teaching, clinical and research efforts. For decades, medical schools have worked to enhance diversity for the purpose of creating a socially responsible work force. While there is still a long way to go for most medical schools to achieve student populations that mirror their communities, strides have been made toward diversification. However, challenges remain. Tensions related to diversity have been especially prevalent in our country over the last year. Medical schools must address these tensions to reap the benefits of the diversity they strive to achieve within their student body.

Being meaningfully included in the learning environment is essential for the success of all of our students, especially those who are traditionally underrepresented in medicine. Perspectives can be broadened by diversity only from true engagement of individuals with differing backgrounds. Society as a whole and learner groups specifically must progress from simply appreciating the presence of diversity to engaging with that diversity in a truly inclusive
environment, promoting the sharing of ideas and the gaining of new knowledge.

This workshop will celebrate diversity and take the movement one step further toward inclusion. This active workshop will challenge participants to push themselves outside of their comfort zone to engage across differences. This workshop is intended to be both inspiring and practical – inviting participants to review projects to enhance inclusion in the institutions of the presenters and subsequently consider how to address inclusion in their home environment. After overview of multiple examples of concrete actions at several institutions, time will be provided to allow the development of inclusion activities to implement within home institutions.

Session plan:
5 minutes
**Introduction**
Discussion of Diversity versus Inclusion
Slides
Objective 1

15 minutes
**Train-the-Trainer Activity**
Interactive engagement activity designed to demonstrate inclusion versus diversity based on racial or ethnic differences
Presentation Slides and Handouts
Objective 2

5 minutes
**Debriefing of Activity**
Facilitated debriefing with active audience participation regarding insight gained from the exercise.
Individual Worksheet/Handout
Objective 2

15 minutes
**Present and Demonstrate Inclusion Efforts Implemented at Several Institutions**
University of North Carolina School of Medicine – Dismantling Racism in the curriculum, LGBTQ-Inclusive Efforts
University of Arkansas School of Medicine- Faith-based work
Brody School of Medicine at East Carolina University - National Issues Forums, Heart to Heart Conversations, Curriculum as a Means to Inclusivity
Presentation Slides
Objective 3

15 minutes
**Small Group Activity**
Attendees break up into small groups by table
Facilitated development of inclusion activity at attendee institutions
Each group will be provided a rubric for guidance on developing, implementing, and evaluating of activities, programs, or curriculum
Individual Worksheet/Handout
Objective 4

5 minutes
**Conclusion and Action Plan**
Individual Worksheet/Handout
Objective 4


Level of Audience: Early-career

Focus of Presentation: UME, GME, CME, Continuum

AUTHORS/INSTITUTIONS: J.S. Byerley, K. McNeal-Trice, T. McKinnish, Pediatrics, University of North Carolina, Chapel Hill, North Carolina, UNITED STATES|S. Tariq, Internal Medicine, University of Arkansas School of Medicine, Little Rock, Arkansas, UNITED STATES|C. Bright, Internal Medicine, University of North Carolina, Chapel Hill, North Carolina, UNITED STATES|R. Trice, Wake County Public Schools, Raleigh, North Carolina, UNITED STATES|E. Baxley, K. Campbell, C. Ajewole, The Brody School at East Carolina University, Greenville, North Carolina, UNITED STATES|