



TOP 10 REFLECTIONS FROM THE 2024 EQUITY IN MEASUREMENT AND ASSESSMENT CONFERENCE

The second Equity in Measurement and Assessment Conference (EMAC), sponsored by NBME, ABMS, ABIM and AAMC, convened leading experts in measurement, assessment, medical education and diversity, equity and inclusion (DEI). Together, we continued to tackle a pivotal question within medical education assessment: How can we ensure that every individual, regardless of their background, has an equitable opportunity to demonstrate their knowledge and skills?

Read our thoughts from the conference below and further engage with the learnings on the [2024 EMAC page](#).



Since the [inaugural EMAC](#) in 2023, all four sponsoring organizations have reinforced their commitment to DEI, integrating these principles into their missions, strategies, staffing and daily operations, demonstrating continued dedication despite rising backlash.



Educational initiatives can play a key role in shaping the future of medical education. Efforts such as pathway programs and targeted grants aim to foster early interest in medicine among young learners, with the goal of diversifying the physician population.



Ensuring fair and equitable assessments is a priority. There are newer explorations where we can investigate the development of health equity content, the inclusion of diverse patient characteristics and the creation of anti-bias content aimed at actively disrupting stereotypes and addressing multiple systems of inequality.



Addressing racial inequities in health outcomes, assessment practices, medical education and physician practice is crucial. Ongoing progress in DEI initiatives, innovative assessment methods and the inclusion of diverse perspectives are essential for creating equitable assessments that do not perpetuate these inequities.



Elevating learners' voices is essential to ensure their diverse perspectives are heard and considered as we aim to positively impact their educational experience.



6

Ensuring equitable assessments for learners with disabilities requires reducing procedural barriers, increasing transparency and providing adequate support and accommodations. Assessments should measure learners' knowledge and skills, not their ability to navigate the testing process.



7

Differentiating between issues related to assessment content and those related to outcomes and uses is important, as each requires distinct interventions to address effectively.



8

There are creative ways of using artificial intelligence (AI) to support equity and justice in medical education assessment. As the technology evolves, ensuring the ethical use of generative AI in these assessments is critical.



9

Addressing bias, ensuring fairness and remaining vigilant in improving and enhancing AI technology should be a collaborative endeavor to support effective and equitable assessments.



10

Collaboration among medical schools and organizations is vital to effectively address DEI challenges, emphasizing the power of community, accountability and collective action as we move forward.

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