

International Association of Medical Science Educators Webinar

Recruiting, Retaining and Developing a Diverse Faculty

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Objectives

- To describe the URM physician workforce gap and its potential impact on patient care and scientific innovation
- To explore best practices for recruiting of URM faculty
- To summarize strategies that have effectively been used to retain URM faculty

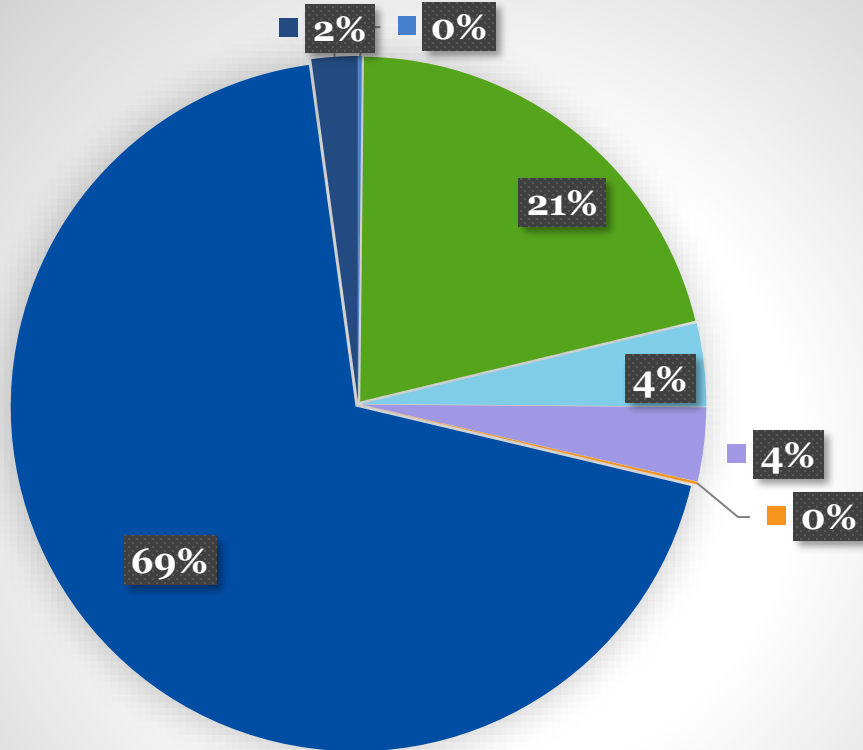
Of all the forms of inequity, injustice in health care is the most shocking and inhuman.

MLK 1966



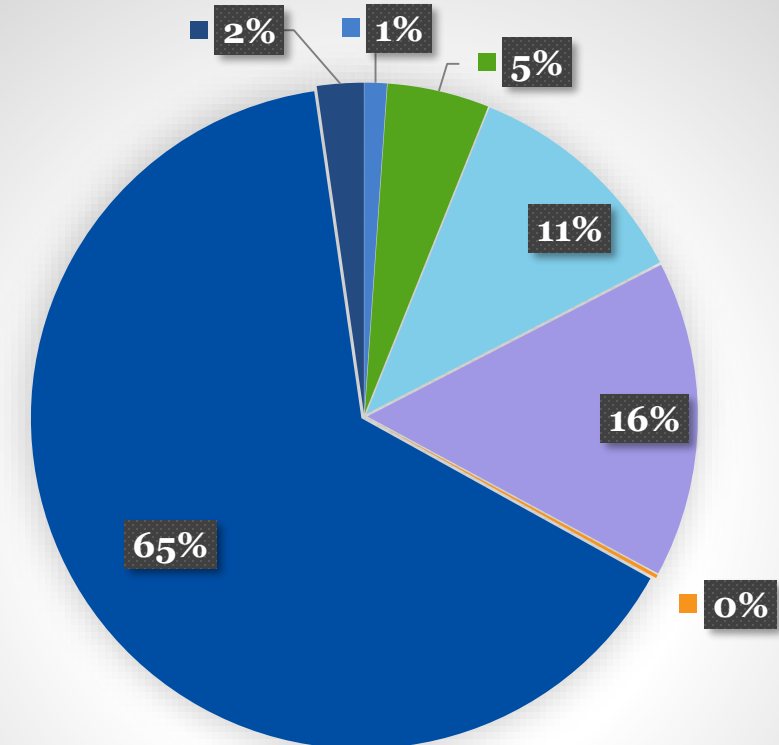
Demographic Data (Male & Female)

Medical School Faculty by Sex and Race/Ethnicity, 2018



- American Indian or Alaskan native
- Asian
- Black or African American
- Hispanic, Latino or of Spanish origin
- Native Hawaiian or Other Pacific Islander
- White
- Multiple Race-Non-Hispanic

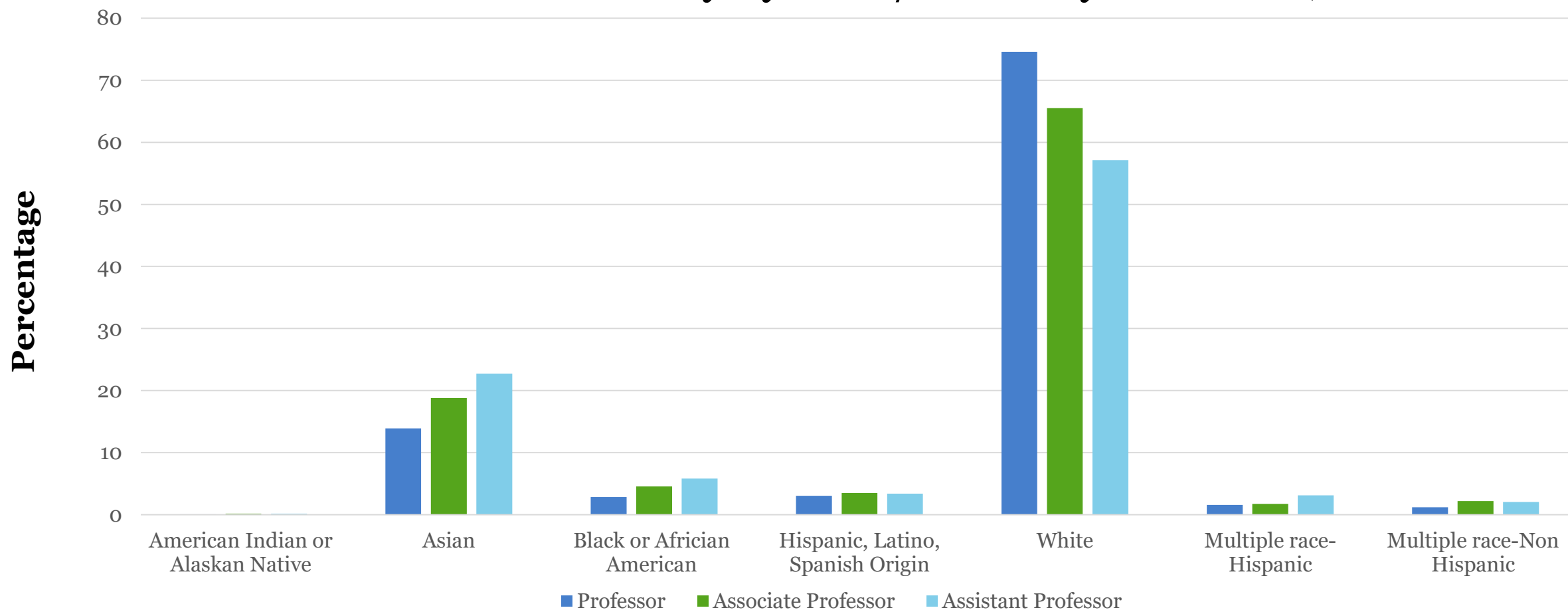
United States Census Data



- American Indian or Alaskan native
- Asian
- Black or African American
- Hispanic, Latino or of Spanish origin
- Native Hawaiian or Other Pacific Islander
- White
- Multiple Race-Non-Hispanic

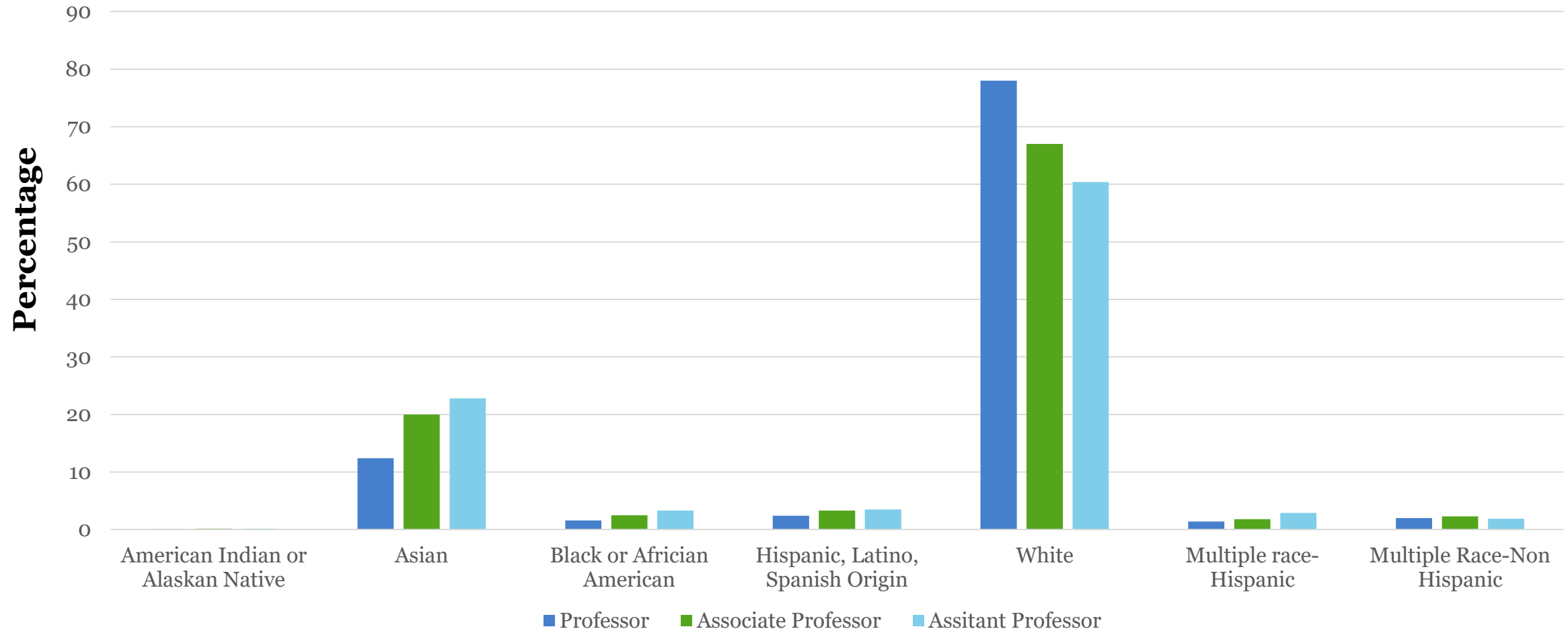
Demographic Chart

Female Medical School Faculty by Race/Ethnicity and Rank, 2018



Demographic charts (continued)

Male Medical School Faculty by Race/Ethnicity and Rank, 2018



Does Patient – Physician Race Concordance Matter!!

Race of Physician Predicts Race/Ethnicity of their Patients

Table II: Percent visits of each patient race/ethnicity group for each physician race/ethnicity group [95% Confidence Intervals] and (number of sampled visits)

PATIENTS PHYSICIANS	Non-Hispanic white	Non-Hispanic black	Asian/ Pacific Islander	Hispanic (all races)
Non-Hispanic white	84.3 [83.0, 85.7] (56,804)	7.4 [6.5, 8.2] (4,664)	1.9 [1.5, 2.2] (1,166)	5.9 [4.8, 6.9] (3,417)
Non-Hispanic black	40.7 [33.3, 48.0] (947)	46.8 [38.6, 55.0] (962)	1.6 [0.8, 2.5] (41)	10.7 [5.2, 16.3] (203)
Asian/ Pacific Islander	63.8 [58.1, 69.5] (6,582)	11.3 [8.7, 13.9] (1,059)	14.5 [10.0, 19.0] (1,108)	9.3 [6.6, 11.9] (808)
Hispanic (all races)	40.7 [31.0, 50.4] (1,500)	7.6 [4.0, 11.2] (248)	1.2 [0.7, 1.8] (44)	50.0 [38.4, 61.7] (1,476)
All Race/Ethnicities	77.2 [75.2, 79.2] (67,620)	9.2 [8.3, 10.0] (7,188)	3.4 [2.7, 4.1] (2,494)	9.4 [7.6, 11.3] (6,277)

*Number of sampled visits for All Race/Ethnicity category does not equal sum of the sampled visits among the listed Race/Ethnicity categories because "Other" physician race/ethnicity is not shown.

**Sum of rows does not equal 100%, as "Other" category for patient race/ethnicity is not shown.

Simon, A.E., et al., "Physician-Patient Race Concordance from the Physician Perspective," J Natl Med Assoc. 105; 150-156; 2013.

Does Patient-Physician Race Concordance Matter

“The Effect of Race and Race Concordance on Patient-Physician Communication: A Systematic Review of the Literature”

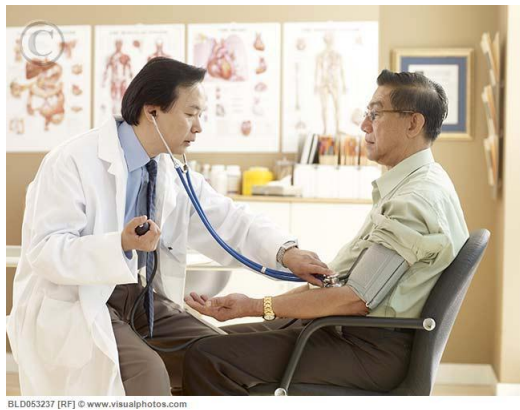
Results

- Black/African American patients report poorer patient-physician communications than white patients do. (38 out of 66)
 - Less information given
 - Less partnership building
 - Less participation in decision-making
 - Shorter visits
 - Worse non-verbal communications

Does Patient-Physician Race Concordance Matter



11 out of 12 studies show poorer communication between physician-patient if there is a racial/ethnic discordance.



What have other Industries taught us about the Value of Diversity

- **Social Scientist Contribution:**

- Groups comprised of cognitive diverse individuals develop more effective approaches to solving complex problems relative to groups that are not cognitively diverse

-Hong L., Page SE., 2004

- **Corporate World Contribution:**

- Sex (Gender)-diverse management teams out-perform others across financial performance measures such as, average economic growth, return on equity and debit/equity ratio

-Rohner V., Dougan B., 2012

- **Higher Education Contribution:**

- Diversity among faculty and student bodies is beneficial for student learning, skill development, and for advancing intellectual engagement and democratic outcomes

- Dendon N., Chang MJ., 2019

Diversity Among Scientific Collaborations

- The more racially/ethnically diverse the authors of a manuscript, the higher the likelihood:
 - Manuscript will be published in a high impact journal
 - Manuscript will be cited
- Publications with at least one female co-author tend to be cited more than manuscripts with no female co-authors
- Publications with women in both first and last author position tend to be cited more often

1. Freeman, R., Huang W., “ Collaborating with People Like Me: Ethnic Coauthor ship within the United States.” J. Labor Economics, Vol. 33 (3) 2015.
2. Campbell L.G., et. al., “Gender-Heterogenous Walking Groups Provide Higher Quality Science.” PLUS-ONE, Vol. 8 (10) 2013.

Recruitment

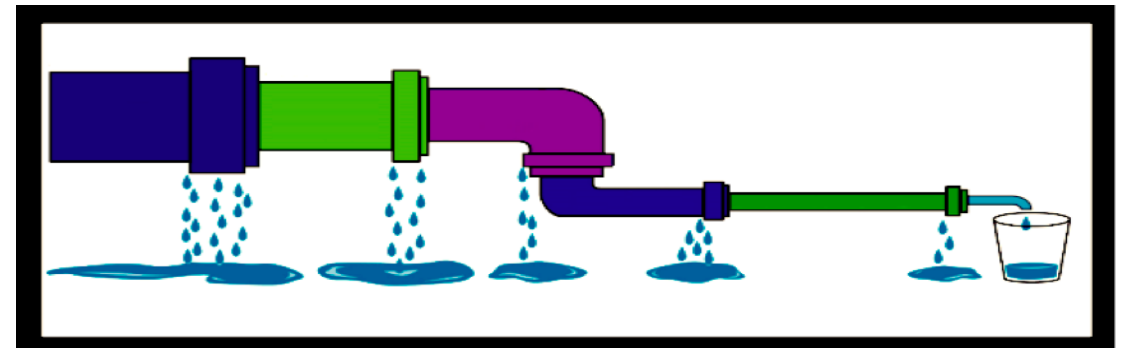
Retention

Developing Diverse Leaders

Recruitment

Develop Your Own Pipeline

- Cultivate and mentor URM medical students, residents, and fellows
 - URM Faculty: URM Medical Student Mentorship Program
 - Networking events between learners and URM learners
- Develop an environment of inclusion so that learners can envision themselves as future faculty
 - Health Equity Curriculum
 - More aggressively addressing concerns of microaggression, harassment and discrimination
- Dinners where URM faculty talk to URM learners about the specialty
- R.E.S.T. lecture series
- URM Alumni invited to give talk over a meal



Peek M.E., et al., "URM Candidate Are Encouraged to Apply: A national Study to Identify Effective Strategies to Enhance Racial and Ethnic Faculty Diversity in Academic Departments of Medicine". Acad. Med. ; 88 (3) 405-412, March 2013.

Recruitment

Faculty

Social Networking

- Informal list of candidates generated by URM faculty, Diversity committee or other “connected” faculty

National Conferences

- Who are the URM’s that are presenting
- Which URM’s science looks exciting and or promising

Peek M.E., et al., “URM Candidate Are Encouraged to Apply: A national Study to Identify Effective Strategies to Enhance Racial and Ethnic Faculty Diversity in Academic Departments of Medicine”. Acad. Med. 88 (3) 405-412, March 2013.

Recruitment

Faculty

Search Committee

- Unconscious Bias Training
- Diversity of Committee
 - Race/Ethnicity
 - Gender
 - Age/Rank
- Senior members of the Institute change the committee
- Structural Search Process
 - Advertise where diverse candidates might be
 - Personally contact URM candidates, do not rely on search firm
 - Make sure the search process is a pleasant/equitable one

“URM candidates are encouraged to apply, in the job posting, was noted as the single most effective strategy”.

Christopher D. Lee. *Search Committees: A Comprehensive Guide to Successful Faculty, Staff, and Administrative Searches*. 2nd edition. Sterling, VA: Stylus Publishing, 2014.

Recruitment

Faculty

Recruitment Package

- Salary
- Start up packages (Be creative: housing, loan forgiveness, bonus, college tuition, spousal placement)
- Development funds
- Protected time

Yale University 50 million Faculty Excellence and Diversity Initiative (5 year initiative)

- Facilitated 65 recruits campus wide over 3 years
- Funds support up to 50% of faculty salary for up to 3 years
- Funds can be used for non-salary

[Faculty.yale.edu/faculty-excellence-and-diversity](https://faculty.yale.edu/faculty-excellence-and-diversity)

Recruitment

Do You Have Critical Mass?

“People tend to feel comfortable once there is a like enough of a critical mass.... We haven’t gotten past that stage. We are kind of stuck.... It has to get past the point of feeling like you are a token person”.

Cohort Recruitment

Kaplan, S.E., et al., “Challenges in Recruiting Retaining and Promoting Racially and Ethnically Diverse Faculty,” J Natl Med Assoc, Vol. 110 (1) 58-65, 2018.

Recruitment



Retention

Developing Diverse Leaders

URM Professional Development and Networking

VS

Inclusive Cultures Where URM's feel they Belong

Retention

UC San Diego School of Medicine Case Study (1999-Present)

- Junior faculty development program National Center for Leadership in Academic Medicine (NCLAM)
- URM's and Women over represented
- Salary equity study and adjustments (50% decline in gender inequity)
- Sponsor travel to AAMC faculty development seminars
- Female gender and URM specialty networking and celebration workshops
- Climate survey (develop program based on results) Every 4-5 years
- Family friendly policies

Wingned D., et al. "Faculty, Equity, Diversity Culture and Climate Change in Academic Medicine. A Longitudinal Study," J Natl Med Assoc, Vol 111 (1) 44-53, 2019.

Daley S., et al., "Improving the Retention of Underrepresented Minority Faculty in Academic Medicine," J Natl Med Assoc, Vol 98 (9) 1435-1440, 2006.

Retention

Results

Among all faculty employed 2005

- 58% were still Employed
 - 58% men
 - 60% women
 - 60% URM

UCSD's data suggest that there is not a difference in faculty attrition based on gender or URM status

Retention

M.O.R.E. (Minority Organization for Retention and Expansion)

Mission- To accelerate the appointment and retention of underrepresented minority faculty members and enhance their professional environment



Retention

M.O.R.E.

- Open to any faculty member who self identifies as URM
- Meet once a month over extended lunch
 - Topics include;
 - Appointments and promotion groups
 - Increase URM presence in leadership
 - Internal and external grant opportunities
 - Resources to handle bias and discriminatory behavior
- Annual Welcome Reception
 - Invitees: students, staff, faculty, community doctors, and leadership (approx. 200 attendees)
- Annual Professional Development Retreat (approx. 40 participants)
 - The role of mentors, sponsors, and professional networks in career success
 - Creating a more inclusive environment
- Junior faculty mentorship program (by senior URM faculty)



Retention

Office of Diversity, Equity and Inclusion Initiatives

- Junior faculty coaching program
 - 6 sessions, 1.5 hours each
 - Self assessment of personal strengths and areas of growth
 - Develop strategies to maximize strengths while working on weaknesses
 - Develop 1-5 year professional development strategic plan
- AAMC Minority Professional Development Programs
 - 5 faculty registered to go to mid-career seminar for URM faculty
 - 7 junior faculty attended the “ Minority Faculty Leadership Development Seminar” June 2019
- Public Voices Fellowship
 - Quarterly sessions with media experts
 - Learn to write OpEd editorials and similar opinion pieces for public media



Recruitment

Retention

Developing Diverse Leaders

Developing Diverse Leaders



Developing Diverse Leaders

Coaching

Usually a short-term “task-oriented process” that strictly focuses on job performance or professional development

Mentorship

Helping a mentee achieve personal and career development by serving as their advisor, providing support, while sharing knowledge and skills

Sponsorship

Active support by someone in the organization who has significant influence on decision-making processes and or resources and who is advocating, protecting and fighting for career advancement on behalf of the individual

Raphael J.L., “ The Role of Sponsorship in Achieving Workforce Diversity in Academic Pediatrics.” Pediatrics; 144 (2) 1-4, 2019.

Developing Diverse Leaders

“A coach tells you what to do”

“A mentor will listen to you and speak with you”

“A sponsor will talk about you”

Developing Diverse Leaders

One Mentor or Several: That is the Question

One Mentor: Benefits	One Mentor: Protentional Negative
Increase job satisfaction	Mentor maintain power & influence delaying mentee's independence
Increase job engagement	Promotes "sameness" which might limit innovative approach
Lower turnover intentions	Potential to be exploitative
Improved research skills	One person cannot be expert in all things
Increased publications	
Award more grants	

Note: Mentee perception

Bussey-Jones, 2006; Baugh & Scandura 1999; Lankau & Scandura 2002; Payne & Huffman 2005

Developing Diverse Leaders

Developmental Network (multiple mentors)

Benefits:

- Increase job satisfaction
- Lower turnover intentions
- Increase objective and subjective career success

Potential Negatives:

- Conflicting advice

Result: Cognitive diversity of the mentors improves outcomes



Wasserstein, Questberg & Shea, 2007; Peluchette & Jeanquant 2007

Developing Diverse Leaders



Benefits:

- Multiple perspectives
- Mentorship at multiple levels
- Can accommodate more junior faculty/learner

Potential Negatives:

- Scheduling
- Competition between mentees
- Competing priorities
- Commitment



Developing Diverse Leaders

Compatibility Matters

Satisfaction with Mentorship > > Mentorship Quality > > Mentorship Quantity

“...I’ve found that it is really how well you get along with your mentor that matters...
It’s not simply about picking someone from a list nor can you simply be assigned a mentor...”



Developing Diverse Leaders

Sponsorship

- Publicly advocates for a protégé
- Actively seeks out opportunities for a proteges career advancement
- Actively gets protégé into a role, assignment or position that advances your career



Raphael J.L., “ The Role of Sponsorship in Achieving Workforce Diversity in Academic Pediatrics.” Pediatrics; 144 (2) 1-4, 2019.

URM Professional Development and Networking VS

Inclusive Cultures Where URM's feel they Belong

Developing Diverse Leaders

The most excellent URM faculty may not be able to thrive in a culture of bias, hostility and or exclusion

- How are you monitoring the experience of your URM faculty?
 - Climate survey
 - Engagement survey
 - Burnout survey
 - Focus group
 - One on one check in
 - Exit interviews

Developing Diverse Leaders

The most excellent URM faculty may not be able to thrive in a culture of bias, hostility and or exclusion

When problems are identified does senior leadership act swiftly to resolve them?

Thank You!

