

ABSTRACT: 2018 ELAM Institutional Action Project

Project Title: Faculty Attitudes and Perceptions on the State of Diversity, Equity, and Inclusion at Emory University School of Medicine.

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Topic Category (choose 1): Administration Clinical Education Faculty Development Research

Background, Significance of project:

In 2016, diversity, equity, and inclusion (DEI) was identified as deficient at Emory University School of Medicine (EUSOM). Medical student focus groups were formed to identify attitudes and areas for improvement. Similarly, faculty attitudes needed to be examined.

Purpose/Objectives:

1. Examine the attitudes and perceptions of faculty regarding DEI at EUSOM.
2. Collect recommendations from faculty for improving the culture of DEI at EUSOM.
3. Present recommendations to the Dean.

Methods/Approach/Evaluation Strategy:

A school-wide email was sent biweekly for 6 weeks to EUSOM faculty inviting them to participate in an anonymous on-line survey and/ or participate in a focus group. Two focus groups were convened at each of three sites. Demographic information of focus group participants was collected. Anonymity was achieved by assigning each participant a number by which the demographic information, survey results, and focus group discussion were collected and attributed. Demographic information of the on-line survey was not available. First, analysis was performed of the survey data of the faculty focus group and on-line participants. Second, analysis was performed of the focus group discussions by identifying themes that were prevalent and ranking them by highest to lowest. We then compared results by gender, race, and rank.

Outcomes/Results:

42 faculty participated in the focus groups and 108 faculty completed the on-line survey. Of the 42, only 40 completed the demographic information sheet. The focus group participants were predominantly female (28 females, 10 males, and 2 others). The vast majority was Assistant Professor (n=23) as compared to Associate Professor (n=8) and Professor (n=9). 22/40 faculty were underrepresented minority and 19/40 were <45 years of age.

Survey results:

The attitude of “women and men have the same advancement opportunities” was most negative among females, Blacks, and Assistant Professors. The second highest concern “emphasis on retaining a diverse workforce” was most negative among males, Blacks, and Associate Professors. Faculty overwhelmingly strongly supported an Office of Diversity and Inclusion with faculty and staff in a dyad leadership role.

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Focus group results:

The top two concerns regarding an inclusive culture were lack of diverse leadership and lack of commitment/ investment to diversity. The top identified barrier to advancement was lack of transparency. The top two recommendations for recruitment and retention were acknowledge that diversity challenges are present and establish accountability mechanisms. When asked “the SOM will be a leaders in DEI when” the top two responses were when intentional proactive commitment and investment to DEI occurs and when there is a culture change.

Discussion/Conclusion with Statement of Impact/Potential Impact:

First and foremost, faculty strongly support establishing an Office of Diversity and inclusion in which there is a dyad leadership role (faculty and staff). Second, faculty prefer initiatives for retention of faculty, over recruitment of faculty. Third, faculty desire education about bias and microaggressions, mentorship programs, and recognition of value of all faculty. The results of the survey and focus groups will help guide the future course of DEI at EUSOM.