ABSTRACT: 2019 ELAM Institutional Action Project

Project Title: Recruitment and Retention of Underrepresented in Medicine (UIM) Faculty at UC Davis: Implementing a Departmental Diversity & Inclusion Officer Pilot Project

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Collaborators and Mentors: Colleen Clancy, PhD and Hendry Ton, MD, MS

Topic Category: Administration and Faculty Development

Background, Significance of Project: Despite a highly diverse medical student body, faculty at the UC Davis School of Medicine are, in general, below the national average in terms of groups traditionally underrepresented in medicine (UIM). Multiple initiatives and strategies have been initiated to address this issue, but there is an urgent need to improve diversity and inclusion (D&I) initiatives at the departmental level, while developing leadership skills and support for faculty that are interested in diversity and inclusion work.

Purpose/Objectives:
1. Collect and evaluate data on faculty attitudes and interest in diversity and inclusion at the departmental level
2. Implement a pilot project to select and train 5 selected departmental diversity and inclusion officers to conduct needs assessments, develop a departmental diversity and inclusion plan, and implement a diversity and inclusion project within their department
3. Evaluate the effectiveness of the pilot for expansion and dissemination

Methods/Approach/Evaluation Strategy:
A D&I Officer Implementation Committee was convened, consisting of members of the Vice Chancellor’s Advisory Committee on Faculty Excellence in Diversity. The committee selected five departments for D&I Officer implementation, and five matched “control” departments. Pretests of attitudes and beliefs about the Department’s D&I efforts was collected across the 10 departments. Buy in from chairs of pilot departments was sought, and an application process for the D&I officer was implemented, with a plan to select one representative D&I officer from each intervention department to participate in monthly training sessions, including leadership development, program development and implementation, and evaluation. D&I officers will form a community of support and peer-mentorship in order to effectively implement the work. Twelve and 24-month follow up of the program will be evaluated for officers and for departments, and compared to those departments that did not have a D&I officer.

Outcomes/Results:
Pre-test surveys are currently being implemented. We will assess the attitudes of faculty in the department before and after implementation, and will also measure changes in numbers of UIM faculty in departments over time. We will evaluate the program effectiveness, including satisfaction and mastery of D&I Officers.

Discussion/Conclusion with Statement of Impact/Potential Impact: The D&I Officer Pilot Program has the potential to represent an effective strategy to enhance recruitment and retention of UIM faculty at UC Davis Health. D&I Officers will have insight into the unique culture of their departments, and will learn tools needed to successfully conduct needs assessments and implementation of effective programs. In addition, D&I Officers will receive important leadership development skills, mentoring, and peer support that may aid in retention of talented faculty moving forward.
Background & Significance

Despite a diverse medical student body, faculty in many departments at UC Davis School of Medicine and Health System are below the national average in terms of groups traditionally underrepresented in medicine (UIM).

Multiple strategies and interventions have been initiated to address this issue, and progress is being made, but there is an urgent need to improve diversity and inclusion (D&I) initiatives at the departmental level, while developing leadership skills and providing support for faculty interested in diversity and inclusion work.

Methods/Approach/Evaluation Strategy

A D&I Officer Implementation Committee was convened, consisting of selected members of the Vice Chancellor’s Advisory Committee on Faculty Excellence in Diversity. The committee selected five departments for D&I Officer Implementation, and five matched “control” departments (matched in terms of Department size and style).

A pre-test survey was designed to compare departmental faculty knowledge, attitudes, and beliefs about the importance of diversity, equity, and inclusion, as well as to understand each department’s current efforts to increase faculty diversity. Existing and previous diversity, equity, and inclusion data was also evaluated and used to provide additional context. Buy-in and support (in the form of protected time) was sought from intervention departmental chairs.

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