

Jada Bussey-Jones, MD, FACP, Emory University School of Medicine

Background

- Underrepresented in medicine (URiM) faculty report less mentorship, more bias, & a higher share of non-career advancing activities
- As a consequence, URiM are more likely to remain in rank longer and leave academia
- This results in loss of human capital and the documented benefits of diversity
- Additionally, there is high turnover cost to institutions

URiM Faculty Development Program

Goals

- Augment peer mentoring and sense of community
- Enhance career development skills
- Facilitate discussions about navigating academia as a URiM faculty member
- Create a more inclusive environment

Methods

Planning phase

- Stakeholder engagement
- Focus groups
- Review best practices, literature
- Review baseline data (turnover, promotion)

Implementation phase

- School of medicine & department of medicine collaboration
- 5-month program (virtual and in-person)
- Traditional & unique topics for URiM faculty (imposter syndrome, diversity as a “super power”)

Program Components



Results

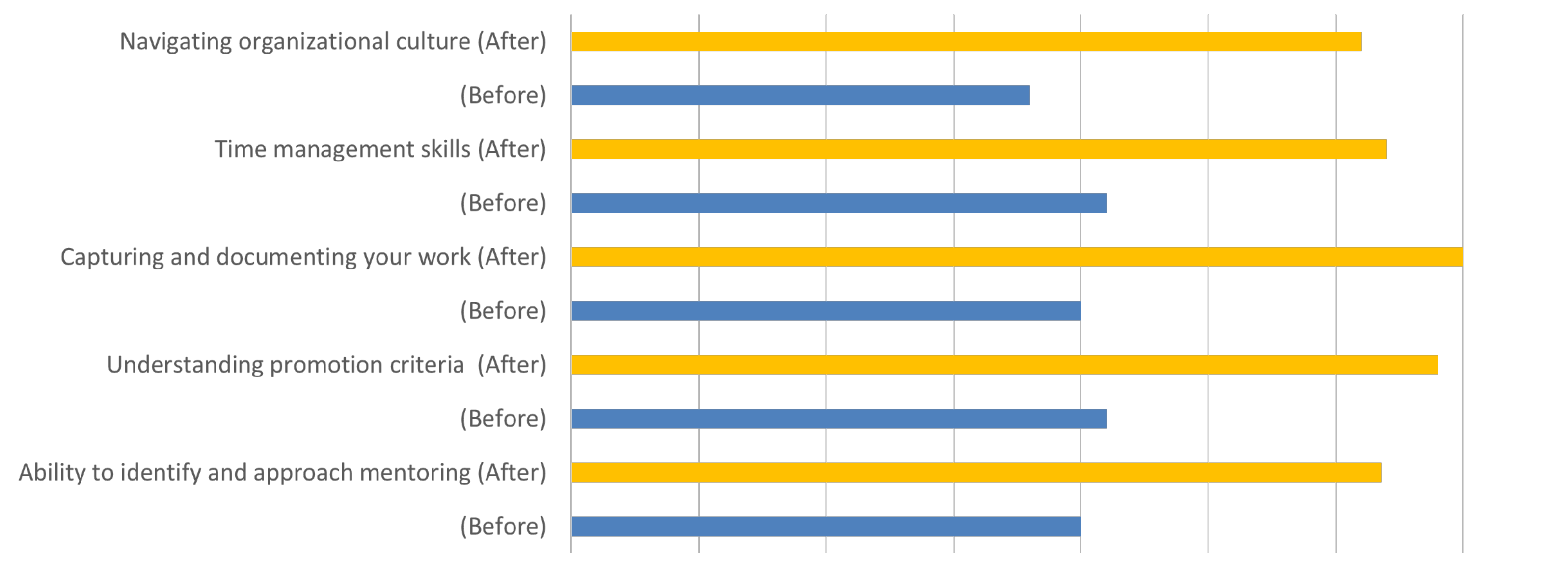
Pre-Intervention

- Competitive, 50 applicants for 15 slots
- Pre-intervention survey similar to national trends
 - 75% observed/ experienced bias
 - 62% considered leaving Emory

Post-intervention

- 100% satisfied w/ program
- 100% plan more prof. dev, committees, find mentor
- 90% expect to be at Emory in 5 years
- Ongoing collaboration (1 abstract, 1 paper submitted)
- New plans - roles, positions, promotion
- **Coach Leaders** 100% participation, positive views, acceptable time commitment

After/ Before responses
Average weighted response



Faculty Coach Feedback

"I absolutely LOVED getting to know XX and must admit that she is a superstar on her own. I'm not sure that I actually helped her in any way and probably got more out of our relationship that she did. THANK YOU so much for inviting me to participate."

"I really enjoyed interacting with my mentee! She said will be calling on me again in the future."

"Thank you for the opportunity to participate. It's tough to know if a positive impact was made. It will be great to see the long term impact and outcome of this program."

Discussion / Lessons Learned

- Program w/ peer mentoring and coaching elements can support URiM participants collectively and individually
- Augments traditional professional development with content unique to the URiM experience in academic medicine
- Stronger collegial bonds (inclusion) within the academic medicine community may also result
- Tangible impact of twin pandemics (Covid & social justice) in discussions

Next Steps

- Analysis of qualitative interviews
- Compare questionnaire of participants vs. applicants not selected
- One year follow up questionnaire
- Social event(s) for ongoing network among participants
- Tracking participant outcomes

Acknowledgments/ Collaborators

Vikas Sukhatme, Carolyn Meltzer, Sheryl Heron, Carlos Del Rio, Ted Johnson, Caroline Moore, John Otis Blanding, DOM DEI Council, the FAALI office, RYSE participants and coaches