

# **Wayne State University School of Medicine**

## **REPORT OF THE**

### **TASK FORCE FOR ENHANCEMENT OF RECRUITMENT AND RETENTION OF UNDER-REPRESENTED IN MEDICINE FACULTY AND SENIOR ADMINISTRATIVE STAFF**

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## **Executive Summary**

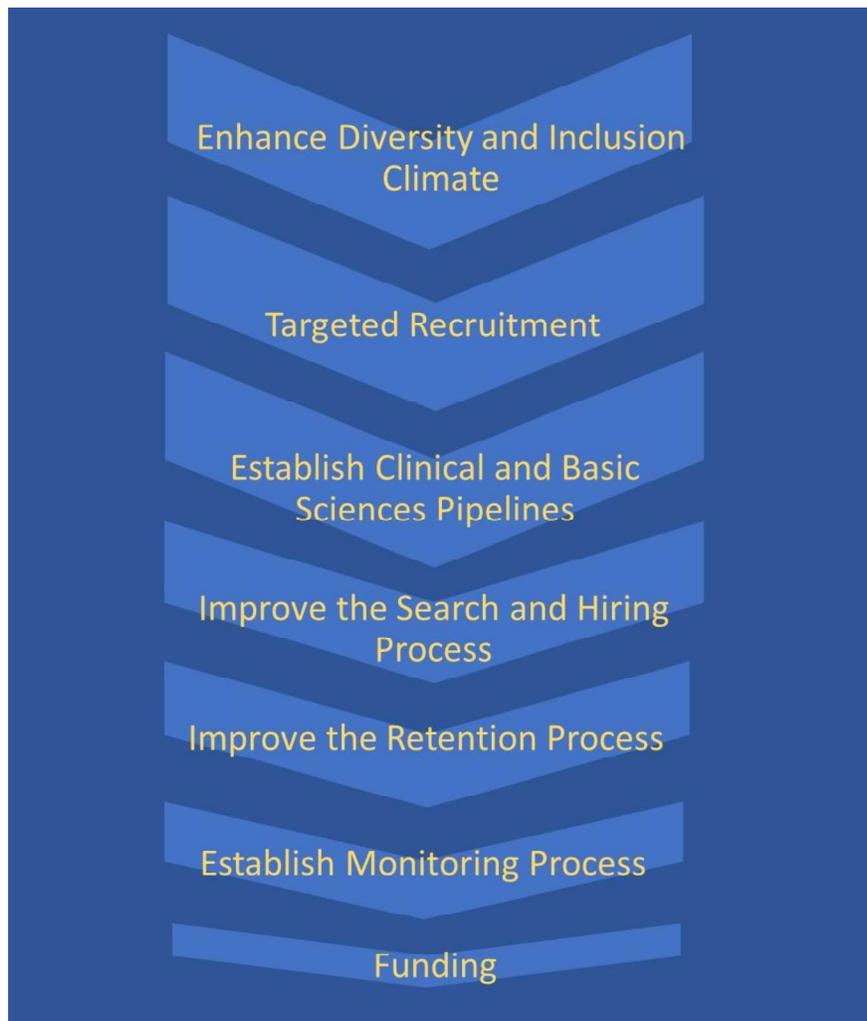
A deeply held commitment to diversity and inclusion has been a cornerstone of the Wayne State University School of Medicine (WSUSOM) at every level -- students, faculty, staff and administrative leadership -- throughout the school's long and distinguished history. That commitment has come under scrutiny in recent years and the medical school was cited by its accrediting body in 2015 for gaps in its diversity-related performance. Significant initiatives to enhance diversity in the student ranks were launched in April 2015 and those efforts have produced demonstrable increases in the percentage of "under-represented in medicine" (URiM) applicants and matriculants. However, URiM representation among the faculty and senior administrators of the School of Medicine has remained stagnant over the past five years.

In order to address the challenges of enhancing faculty and senior administrative diversity, the Dean of WSUSOM chartered a *Task Force on Under-Represented in Medicine Faculty/Senior Administrative Recruitment/Retention* in August 2019, co-chaired by the school's Vice Deans for Diversity & Community Affairs (Herbert Smitherman, M.D.) and Faculty Affairs & Professional Development (Basim Dubaybo, M.D.). Over a six-month period, the Task Force met on multiple occasions to review data, survey key stakeholder groups, brainstorm about diversity-related challenges and opportunities, review recruitment and hiring processes, and ultimately, to formulate recommendations. Those overarching recommendations fall in the following categories listed below and are also illustrated in the diagram on page 2.

### **Overarching Task Force Recommendations**

1. Assessment and Enhancement of Campus and WSUSOM Diversity Climate
2. Infrastructure to Monitor and Promote Enhancement of Diversity
  - a. Departmental Diversity Infrastructure
    - i. Associate Chair of Diversity & Diversity Advocacy in Each Department
    - ii. Diversity Council Comprised of Diversity Associate Chairs to Meet Quarterly
  - b. Accountability
    - i. Face-to-face Annual Reviews of Chair Performance
    - ii. 25% of Evaluation Metrics Tied to Diversity
3. Pipeline Programs
  - a. Internal Recruitment
    - i. Cultivating Residents, Fellows, Post Docs & Graduate Students as Faculty Prospects
  - b. External Recruitment
    - i. National Recruitment Strategies for Faculty/Senior Administrative Leaders
    - ii. Enhanced Relationships with Historically Black and Minority Serving Institutions
4. Career Management
  - a. Recruitment
  - b. Retention
  - c. Academic Promotion
  - d. Professional Development
  - e. Mentoring
5. Streamlining Search and Hiring Processes
6. Data Collection, Analysis and Continuous Quality Improvement (CQI) Processes
7. Budget and Resources

**Intentional Approach to Effect Change**



The Task Force believes in adopting an **intentional approach** that includes:

1. Recommitting to the WSUSOM's vision for a diverse institutional climate
2. Designing focused initiatives to promote diversity in the faculty and administrative recruitment, selection, hiring, development and retention processes
3. Establishing clinical and basic science pipelines
4. Creating appropriate data collection and analysis processes
5. Building necessary accountability mechanisms
6. Committing the resources required to accomplish the above, extensive, significant and measurable improvement in faculty and senior administrative diversity is an attainable goal.

## **Background**

The Liaison Committee on Medical Education (LCME), which serves as the accrediting body for all allopathic medical schools in North America, undertook its most recent comprehensive review of the Wayne State University School of Medicine in 2015, at which time it issued citations in several areas, including under LCME Standard 3.3, which requires that:

*A medical school has effective policies and practices in place, and engages in ongoing, systematic, and focused recruitment and retention activities, to achieve mission-appropriate diversity outcomes among its students, faculty, senior administrative staff, and other relevant members of its academic community. These activities include the use of programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of program and partnership outcomes.*

At the time of the 2015 accreditation site visit, the School of Medicine was deemed to be "unsatisfactory" in its policies, programs and outcomes relating to both student and faculty/senior administrative staff diversity. At that time, the Dean assigned the task of improving SOM Student outcomes to the Vice Dean of Diversity and Community Affairs and improving SOM Faculty/Senior Administrative Staff to the Vice Dean of Faculty Affairs and Professional Development. Under the direction of the Vice Dean for Diversity & Community Affairs, the medical school immediately launched a transformational effort aimed at increasing student diversity, which yielded immediate success in reversing a 94% decline in under-represented minority student admissions per year between 1990 and 2006 and increasing the percentage of URiM students from 1% of the entering class in 2014 to 23% in 2016. As a result, in a subsequent 2017 review of information submitted by the School of Medicine, LCME changed its finding on Standard 3.3 from "unsatisfactory" to "satisfactory with need for monitoring", noting specifically that:

*The medical school has developed a diversity policy which includes specific mission-appropriate diversity outcomes. Multiple initiatives have been implemented resulting in significantly enhanced student diversity. Programs to promote **faculty and senior leadership** diversity have been developed, but data to evaluate the effectiveness of these programs are not yet available.*

Armed with data from a Continuous Quality Improvement (CQI) process and recognizing the need for further attention to faculty and senior leadership diversity, as well as effective mechanisms to monitor performance and assure sustainable success, the Dean of the School of Medicine met in August 2019 with the Vice Deans for Diversity & Community Affairs (Herbert Smitherman, M.D.) and Faculty Affairs & Professional Development (Basim Dubaybo, M.D.) and asked them to assume joint leadership and accept joint accountability for strengthening School of Medicine performance in the area of faculty and senior leadership diversity, initially by serving as Co-Chairs of a Task Force on Under-Represented in Medicine Faculty/Senior Administrative Recruitment/Retention, which was given the following charge:

*To provide clear recommendations, including policies and practices, to the School of Medicine and University Leadership, for ongoing, systematic, and focused activities that ensure the identification, recruitment, and retention to our academic community, of excellent and diverse faculty and senior administrative staff for our mission-directed diversity outcomes.*

## **Task Force Membership and Planning Process**

The Task Force on Under-Represented in Medicine Faculty/Senior Administrative Recruitment/Retention is comprised of the following representatives of the School of Medicine, university and faculty:

- Basim Dubaybo, M.D., Vice Dean of Faculty Affairs & Professional Development (Co-Chair)
- Herbert C. Smitherman, Jr., M.D., MPH, Vice Dean of Diversity & Community Affairs (Co-Chair)
- M. Safwan Badr, M.D., MBA, Chair of Internal Medicine
- Richard Baker, M.D., Vice Dean of Medical Education
- Boris Baltes, Ph.D., MBA, Associate Provost for Faculty Affairs & Associate Vice President of Academic Personnel
- Jason Booza, Ph.D., Assistant Dean of Continuous Quality Improvement & Compliance
- Marquita Chamblee, Ph.D., Associate Provost for Diversity/Inclusion & Chief Diversity Officer
- Joseph Dunbar, Ph.D., Director of Medical Student Research & Innovation
- Herman Gray, M.D., MBA, Chair of Pediatrics
- Melanie Hanna-Johnson, M.D., MHSA, Assistant Professor of Internal Medicine
- Linda Hazlett, Ph.D., Vice Dean of Research & Graduate Programs
- Tsveti Markova, M.D., Associate Dean of GME & Chair, Family Medicine
- Nada McIntyre, Senior Director, Faculty Affairs & Professional Development
- Latoya Riddle-Jones, M.D., Assistant Professor of Internal Medicine
- Charles Shanley, M.D., Vice Dean of Clinical Affairs & Professor of Surgery
- Doug Skrzyniarz, MHSA, Vice Dean of Finance & Administration
- Beena Sood, M.D., MS, Professor of Pediatrics
- Janice Timchuck, Chief of Staff, School of Medicine
- Patricia Wilkerson-Uddyback, M.D., Vice President of Academic & Community Affairs, Detroit Medical Center

Following four pre-planning meetings, the Task Force convened for six 90-minute meetings from late November 2019 through the end of January 2020 at which they reviewed "best practices" in diversity and inclusion from the literature and collective experiences of the members; reviewed data on trends in the racial, ethnic and gender make-up of the School of Medicine's faculty and senior leadership; reviewed existing faculty recruitment materials; reviewed and discussed preliminary findings of a Campus Climate Assessment undertaken by the university; reviewed university and medical school hiring processes; undertook brainstorming processes to identify specific diversity-related challenges and opportunities within the medical school; and formulated, debated and refined a series of focused recommendations aimed at achieving and maintaining optimal faculty and administrative diversity to support the missions of the School of Medicine. In addition, the Task Force Co-Chairs presented preliminary observations and recommendations to a meeting of the School of Medicine's Combined Chairs (Clinical & Basic Science) and sought input from that group.

## **Task Force Commitments and Terminology**

Wayne State University has long celebrated the diversity of its faculty, staff, student body and community as documented in the WSUSOM's 2015 Vision, Mission and Commitment Statements below:

### School of Medicine Vision

*Wayne State University School of Medicine faculty and staff will graduate a diverse group of physicians and biomedical scientists who will transform the promise of equal health into a reality for all.*

### School of Medicine Mission

*We will educate a diverse student body in an urban setting and within a culture of inclusion, through high quality education, clinical excellence, pioneering research, local investment in our community and innovative technology, to prepare physician and biomedical scientific leaders to achieve health and wellness for our society.*

### School of Medicine Commitment

*We are privileged to serve our community, state, nation, and the world as innovators in medicine, health, prevention and wellness.*

Furthermore, the University's current Strategic Plan contains a section devoted to Diversity and Inclusion that includes the following preamble:

*We strive to have an inclusive environment where diversity is valued broadly. We appreciate the ability of every person to contribute to our diversity of thought. We remain committed to improving the proportionate representation of groups that have historically suffered under-representation and seek to close the racial educational achievement gaps. Our rich multi-cultural experiences enable us to develop exportable programs and curricula, which provide leadership in a multi-cultural society.*

As a preamble to its own work and an adjunct to its charge from the Dean of the School of Medicine, the Task Force adopted its own preamble, which reads as follows:

*In order to have a robust academic and educational environment we must first value people for their differences given a pluralistic and culturally diverse society. Diversity and inclusion among the student body, faculty, staff and patients leads to better educational experiences, understanding and outcomes for all involved.*

In building a foundation for its work, the Task Force first sought to define terminology and the dimensions of the diversity challenge, both in academic medicine across the country and at the Wayne State University School of Medicine. In defining "under-represented minorities", the Task Force chose to adopt the term "under-represented in medicine" (URiM), coined by the Association of American Medical Colleges (AAMC) and defined by the AAMC as:

*Those racial, ethnic and gender populations that are under-represented in the medical profession relative to their numbers in the general population.*

The Task Force identified race/ethnicity (African-Americans, Hispanics/Latinos, and Native Americans, including Americans Indians, Alaskan Natives and Native Hawaiians), gender, and socioeconomic diversity as important components of the School of Medicine's interpretation of the AAMC definition.

In its accreditation findings, LCME defines "senior leadership" as those individuals in a medical school's organizational hierarchy whose titles reflect responsibilities at the Dean or Chair levels. Given the focus in its charge and the critical importance of maintaining diversity not only at the most senior leadership levels, but also within the positions that most often develop individuals for future roles as Deans and Chairs, the Task Force adopted a more expansive definition of "senior leadership" that includes the Dean, Vice Deans, Senior/Associate/Assistant Deans, Department Chairs, Associate Department Chairs, Residency Program Directors, School of Medicine Directors (when those individuals are not represented by the American Association of University Professors and hold a School of Medicine faculty appointment), and Vice Presidents at the university level who hold School of Medicine faculty appointments.

### **Overview of Diversity Data**

In reviewing available data on diversity in academic medicine, the Task Force noted that while African-Americans and Latinos comprise 28% of the U.S. population, they account for only 15.2% of all medical students and 9.1% of all medical faculty, demonstrating that the URiM challenge is national in scope and not limited to Wayne State University or Detroit and southeast Michigan. Data from the AAMC's recently released *Diversity in Medicine: Facts and Figures 2019* further confirm the national scope of the diversity challenge, noting that in 2018-19, African-Americans and Hispanics/Latinos accounted for 14.6% of the medical school applicant pool and 13.3% of matriculants at U.S. medical schools. The same patterns exist at the faculty level, where in 2018, the largest proportions of medical school faculty were White (63.9%) and Asian (19.2%). Only 3.6% of full-time faculty in 2018 were Black or African-American, and 5.5% were Hispanic/Latino. The AAMC data also show that of the total medical school faculty across the U.S., men (58.6%) continue to predominate, with the percentage of males being highest at the Professor and Associate Professor ranks.

Within the Wayne State University School of Medicine, data collected at the time of the 2015 LCME site visit indicated that women accounted for 34% of faculty positions and URiMs accounted for 6% of faculty positions. Comparable WSUSOM data for 2019 show women occupying 34.89% of faculty positions, with URiMs at 6.91% -- virtually unchanged over the past five years. 2019 data for senior leadership positions in the School of Medicine show 17% of such positions occupied by women and 4.2% occupied by URiMs, with both figures slightly down compared with similar data from 2016.

Conversely, on the medical student front, where major interventions were launched in April 2015, women now constitute 51% of the student class, with URiMs accounting for 22%. Since 2014, there has been a 220% increase in total student applications; a 300% increase in URiM applications and offers; and a 985% increase in URiM matriculants.

In addition to reviewing and discussing diversity-related statistical information from both national and local levels, the Task Force also reviewed preliminary results from a structured Campus Climate Assessment undertaken by Wayne State University in 2018. Those results indicated that School of Medicine staff were more positive about the campus climate than staff in other areas of the university, with 77.0% of medical school staff rating their environment as Good or

Very Good versus 59.2% for all other university staff. At the other end of the scale, just 2.2% of School of Medicine staff rated their environment as Poor or Very Poor versus 9.2% for all other university staff. Among students, the survey results were very similar for School of Medicine students and all other students at Wayne State, with 74.0% of medical school students rating their environment as Good or Very Good versus 75.4% for all other university students. At the other end of the scale, 3.9% of School of Medicine students rated their environment as Poor or Very Poor versus 4.4% for all other university students. However, the Climate Assessment results were strikingly lower for School of Medicine faculty than for all other Wayne State University faculty, with 54.4% of medical school faculty rating their environment as Good or Very Good versus 67.5% for all other university faculty. At the other end of the scale, 14.1% of medical school faculty rated their environment as Poor or Very Poor versus 6.2% for all other university faculty. This suggests a level of frustration and dissatisfaction among School of Medicine faculty that is significantly greater than that of staff and students in the medical school and significantly greater than that of peer faculty members in non-medical school Wayne State University academic disciplines.

## **Task Force Findings and Observations**

Informed by the data described above, as well as their own personal and professional experiences at Wayne State University and elsewhere, the Task Force engaged in extensive brainstorming about challenges/opportunities in achieving and maintaining optimal diversity in the School of Medicine. A number of recurring themes emerged from the brainstorming sessions, including the following:

### **Assessment of Diversity and Inclusion Climate at WSUSOM**

A Campus Climate Assessment is an important step by an institution to seek to understand, both qualitatively and quantitatively, their current campus environment, experiences, practices and overall milieu regarding diversity and inclusion. That understanding should be based on a broad definition of diversity that includes gender, ethnicity, national origin, race, age, sexual orientation, disability, socioeconomic background and religious background.

The preparation of a plan to address diversity and inclusion challenges should therefore start with a climate assessment that must include input from all constituencies: faculty (both tenure track and non-tenure track), staff, students, and alumni. From the beginning the head of the institution (President, Chancellor) should publicly show interest and support for the assessment, a resulting plan and its implementation. There must also be a top down endorsement and promotion of diversity and inclusion principles by the organization's leadership.

Research has shown that increasing diversity and inclusion in organizations and the workplace is not only a matter of social justice, it engenders a broad sense of institutional fairness; critical to any organization's success. It suggests that including diverse voices and experiences in an inclusive way, makes organizations more knowledgeable, sensitive, efficient, effective, creative, and most importantly successful. Examples cited claim that increased diversity and inclusion affords organizations rich opportunities to respond more effectively to the challenges of society that require multiple perspectives and broad approaches to increasingly complex social problem-solving.

Unfortunately, among the faculty represented in higher education, diversity remains an issue. And, the proportion of diverse individuals in positions of leadership in academia has been decreasing, even among minority-serving institutions. Also, research documents underrepresented minorities and women continue to suffer widespread discrimination in many forms. The key is that the majority of recommendations to increase diversity and inclusion efforts will not occur spontaneously and will require financial resources, which demands commitment from the top authorities of the University, from the board of trustees to the Deans' level.

Wayne State University (WSU) therefore initiated a Campus-wide Climate Survey in 2018. WSU's first-ever campus climate study began with a survey launch on January 16, 2018 to measure perceptions and experiences of diversity, inclusiveness, fairness, conduct, safety, support and opportunities for advancement and academic success. Pre-survey interviews were held with senior leaders and post-survey focus groups to learn more about key survey findings are expected.

For the Climate Study, Climate was defined as “*the atmosphere of a university as perceived by its members... (and) reflected in its structures, policies, and practices; the demographics of its members; the attitudes and values of its members and leaders; and the quality of personal interactions. It includes perceptions of diversity, inclusion, respect, accessibility, support and opportunities for advancement*”.

The Specific study goals of the Wayne State University Climate Survey are:

1. Identify what is working to build a positive environment
2. Discover challenges that exist within our community
3. Develop strategic initiatives to build upon successes while addressing challenges

The specific data results of the SOM Climate survey are in the Data section of this report. Summarized, the data shows that Student responses at the SOM are consistent with responses at the other Schools within the university. Staff have more favorable responses than other Schools within the university. However, SOM faculty have significantly poorer responses than the other Schools within the university. So, there is work to do and ideally, the recommendations and resources proposed in this report are a start to ensure that all of the constituents of the University and the School of Medicine are supported.

#### *Enhancement of Campus and WSUSOM Diversity Climate*

- ✓ Practical efforts to enhance diversity across the WSUSOM must, of necessity, be decentralized to reflect differences in departmental structures, specialty-specific differences in faculty needs and recruitment dynamics, and the reality that recruitment and hiring decisions reside primarily with chairs and program leaders.
- ✓ While the WSUSOM Vision, Mission and Commitment Statements appropriately reflect the medical school's views on the importance of diversity, they are not reinforced by any practical operational policies or practices that compel departmental leaders to include diversity among their priorities or hold them accountable for their performance in this area.
- ✓ There is no current mechanism to solicit, analyze or act upon faculty and senior leadership input of the strengths and weaknesses of the diversity climate within the WSUSOM.

### Diversity Planning and Promotion of Diversity

- ✓ A conscious, intentional, focused and unwavering commitment to raising the profile of diversity within the medical school and meeting specific performance targets is critical to long-term success. Because recruitment and retention issues can be very different across basic science and clinical departments, as well as across the various specialties of medicine, Department Chairs are the linchpins in building a welcoming culture for faculty candidates from all backgrounds. Enhanced leadership engagement, particularly from Chairs and the Dean's Office, is a necessary first step, but must be accompanied by the development of a structured Diversity Plan, with department-specific performance targets, that can serve as a touchstone for ongoing efforts. Finally, infrastructure and accountability recommendations/resources for improved diversity performance must be an integral part of the future promotion of diversity.
- ✓ There is not currently an organized, focused and intentional recruitment plan for building the complement of URiM faculty in the School of Medicine.
- ✓ Diversity interventions must be self-sustaining, reasonably related to institutional and departmental performance targets, and attractive to URiM faculty and staff.
- ✓ The School of Medicine, especially at the Vice Dean and Chair levels, should reflect the optimal diversity mix that the medical school seeks.

### Pipeline Programs

- ✓ In addition to the deliberations of the Task Force, the findings and observations in this area were informed by a survey of several department chairs, programs directors and engaged faculty members (see Exhibit I)
- ✓ Survey analysis reveals inconsistent baseline knowledge of existing pipelines and limited efforts to tap into these resources. The interactions between programs and possible candidates are not governed by consistent and reliable policies and procedures.
- ✓ At present, School of Medicine relationships with health system affiliates are often strained and are haphazard at best when it comes to recruitment of prospective URiM faculty members. There is no systematic effort to identify the career aspirations of URiM physicians in residency and fellowship programs or to nurture relationships with individuals who might be promising faculty candidates.
- ✓ Broader off-campus URiM faculty recruitment activities are also disorganized and there is no significant focus on building relationships with medical schools at Historically Black Colleges and Universities (HBCUs) or other minority-serving institutions.
- ✓ Existing marketing and recruitment materials are dated and no longer convey a contemporary message to modern URiM populations. Similarly, advertising for faculty positions often is placed in high-end specialty-specific journals that may not be primary sources of information for URiM candidates. Inadequate attention has

been paid to social media and word-of-mouth communication with peer medical schools as vehicles for reaching prospective URiM faculty candidates.

- ✓ Similar recruitment themes apply to graduate student (MS, MPH, Ph.D., M.D./Ph.D.) recruitment and the subsequent recruitment of basic science and other non-clinical faculty and administrative leaders.

#### Professional Development and Career Management

- ✓ From the moment a URiM faculty candidate enters the recruitment/hiring process, a clear plan and associated support for short- and long-term success should be developed. At present, such planning for academic promotion and career/leadership development is highly variable and virtually non-existent in some departments
- ✓ In most instances, support for URiM faculty in the pursuit of scholarly activity (e.g., seeking grants, pursuing publication, etc.) is limited and highly variable across departments and disciplines.
- ✓ There is no organized system in place within the School of Medicine to align academic career development and leadership development opportunities, such as AAMC courses and other organized development activities, with the career interests of URiM faculty.
- ✓ The School of Medicine has no structured mentoring program to support retention and encourage young URiM faculty members in their early careers.

#### Search and Hiring Processes

- ✓ The Wayne State University processes for hiring faculty and granting faculty appointments are extraordinarily cumbersome and time-consuming, putting the School of Medicine at a disadvantage when competing with peer institutions for URiM faculty candidates.

#### Data Collection and Monitoring

- ✓ At present, there is limited ongoing data collection to inform and support the recruitment of URiM faculty. Among the most urgent data needs are a) an inventory of URiM faculty in all School of Medicine departments, b) a regular faculty and senior leadership survey to augment and further illuminate the findings in the Campus Climate Assessment, c) routine benchmarking reports comparing the School of Medicine's diversity performance against peer institutions and national data, and d) annual departmental reports, prepared by Vice Deans and Chairs, that reflect the medical school's defined diversity objectives.

#### Budget and Resources

- ✓ There is not currently an organized infrastructure to support the development of greater diversity in the School of Medicine's faculty and senior leadership positions, nor are resources allocated specifically to rectifying or remediating the various shortcomings identified above.

## **Task Force Recommendations**

The Task Force believes strongly that sustainable success in building and maintaining a more diverse faculty and senior leadership cadre in the School of Medicine requires a multi-faceted approach, built around 1) a focused and intentional action plan, 2) enhanced leadership engagement and accountability, particularly at the Dean's Office and Chair levels, and 3) an organizational structure and budget/resources that are aligned with the medical school's diversity objectives. To that end, the Task Force offers the following specific recommendations:

### **Articulating a Clear Direction and Creating an Accountable Culture/Climate**

- ✓ Recognizing the importance of accountability and the critical role of departmental leadership in faculty recruitment processes, develop and implement an annual performance review process for Chairs that puts 25% of its weight on diversity-related performance metrics.
- ✓ Identify an "Associate Chair of Diversity & Inclusion" (Diversity Advocate) within the faculty in each medical school department to serve on faculty search committees and assure adequate attention to identification of diverse applicant pools and keeping diversity considerations at the forefront of recruitment/selection processes. These diversity advocates should be provided with adequate protected time and support to fulfill these important responsibilities.
- ✓ Establish a School of Medicine Diversity Council, co-chaired by the Vice Deans of Faculty Affairs/Professional Development and Diversity/Community Affairs, and comprised of departmental Associate Chairs of Diversity & Inclusion and other diversity advocates and/or key stakeholders. This Council could be a subcommittee or integrate with the current SOM Diversity Advisory Council (DAC) of the Dean. The Council should meet no less than quarterly to review and analyze benchmarking data, assess School of Medicine progress and performance on diversity-related matters, produce an annual report on diversity and inclusion within the School of Medicine, and where appropriate, formulate and recommend policies and initiatives that advance the school's diversity objectives.
- ✓ Refresh, reiterate and broadly publicize the formal School of Medicine policy statement relating to the essential contribution of diversity to the medical school's environment and commitment to the pursuit of academic excellence.
- ✓ Develop a prospective, intentional and detailed School of Medicine URiM Recruitment Plan. Drawing upon national data and in alignment with the strategic priorities of the School of Medicine, establish specific and measurable objectives and timelines for enhancing the diversity of the school's faculty and senior leadership.

### **Internal and External Pipeline Enhancement**

- ✓ Recognizing that residents/fellows in affiliated graduate medical education (GME) programs, particularly those sponsored by and based at Detroit Medical Center facilities, represent the most concentrated and geographically proximate pool of future faculty candidates available to the School of Medicine, develop a comprehensive plan for engaging this population. Such a plan should, at a minimum, include initiatives for increasing the diversity of the resident/fellow group

taking part in these programs, identifying those whose performance and career interests make them potential faculty candidates, and nurturing and supporting those individuals as they progress through their training with an eye toward retaining them as faculty members upon their completion of their GME programs.

- ✓ Similar and equally structured, formal and intentional plans should be developed to promote initiatives to identify and recruit 1) graduate and postgraduate students and fellows into WSUSOM basic sciences programs, and 2) individuals for senior administrative and leadership positions.
- ✓ A detailed plan to improve utilization of pipelines to recruit faculty in basic and clinical sciences, as well as senior leadership positions, has been developed and is appended to this report (Exhibit II).
- ✓ Departmentally-based Diversity Advocates are essential to the success of URiM recruitment efforts and as such, should be embedded into processes used to recruit from any and all pipelines.
- ✓ Identify and implement specific initiatives to support Chairs and others with recruitment responsibilities in carrying out diversity-related aspects of their work.
- ✓ Establish a more comprehensive and focused plan for building relationships with Historically Black Colleges and Universities, with specific attention to the four HBCU medical schools in the U.S. (Howard University, Meharry Medical College, Morehouse School of Medicine, and Charles Drew University) and other HBCUs with medical education programs.
- ✓ Undertake a comprehensive review of existing marketing and recruitment materials with a goal of making revisions to modernize the School of Medicine's message and strengthen diversity-related messaging. Such a review should also include specific recommendations on the more effective use of social media and journal-based advertising in making connections with URiM target audiences.

#### *Professional Development and Career Management*

- ✓ Develop processes to assure that immediately upon hiring, each new URiM faculty is assisted in developing a personal plan for their professional growth that covers, at a minimum, specific direction on roles/responsibilities, performance expectations, and opportunities for professional development, participation in committee work, and other leadership activities that contribute to promotion/advancement. Chairs, division directors and others overseeing URiM faculty should assure that support and protected time is available for professional development activities and that an explicit plan is in place for the development of the scholarly activities and leadership interests of each URiM faculty member.
- ✓ Establish a structured Mentoring Program for URiM faculty that aligns each such individual at or below the Associate Professor level with a more senior faculty advisor who can assist and support him/her in the pursuit of career aspirations. Assure that a Mentoring Program includes mechanisms for valuing faculty/senior staff who serve as mentors.

- ✓ Make available protected time and a pool of funds to support URiM faculty participation in professional development, academic/scholarly development, and leadership development programming at the medical school, university and national levels. Take a more active and intentional role in identifying URiM candidates for such programs and encourage their participation.

#### Streamlined Search and Hiring Processes

- ✓ In conjunction with appropriate university representatives, appoint an ad hoc work group to undertake a comprehensive review of current search, selection, hiring and faculty appointment processes with a goal of reducing the number of redundant steps, making better use of electronic approvals, increasing flexibility in the management of faculty FTEs, and reducing the average start-to-finish time for faculty hires to no more than 4-6 months.
- ✓ Delegate to the Office of Faculty Affairs and Professional Development the task of providing OEO training at the WSUSOM
- ✓ Create standing search committees in each WSUSOM clinical and basic science department to assure consistent involvement of departmental Diversity Advocates and other diversity-sensitive committee members

#### Benchmarking, Data Collection & Analysis, and CQI

- ✓ Undertake an inventory of URiM faculty in all School of Medicine departments and programs, as well as URiM residents/fellows in affiliated GME programs, and assure that this information is updated on a regular basis.
- ✓ Collect and analyze diversity-related data from the AAMC, other national sources, and where available, peer institutions, and regularly benchmark the School of Medicine's diversity initiatives/outcomes and diversity-related staffing and resource commitments, against those external data sources.
- ✓ Design and conduct a regular faculty and senior leadership survey to augment and further illuminate the findings in the Campus Climate Assessment.
- ✓ Establish requirements and processes for developing 1) an annual report from the Dean's Office on diversity and inclusion within the School of Medicine, and 2) annual reports to the Dean from each School of Medicine department that reflect the school's defined diversity objectives and the department's performance in aligning with them.

#### Resources and Funding

- ✓ Success in carrying out institutional priorities in all areas are dependent upon the alignment of staff, supporting resources and funding with the desired processes and outcomes. Recognizing that improving faculty and senior leadership diversity is an institutional priority that will require resources, a preliminary budget for the work recommended in this report is appended as Exhibit III.

## **Summary and Conclusion**

While a respect for, and commitment to, diversity and inclusion has long been an integral part of the fabric of the Wayne State University School of Medicine, recent LCME findings, increasing attention to diversity from the AAMC and other national policymaking bodies, and the work of the Task Force suggest that a renewed and comprehensive institutional effort to assure diversity within the ranks of the medical school's students, faculty, staff and senior leadership is required. When taken together, the above recommendations are intended to be transformative by strengthening the institutional climate and culture, building stronger pipeline programs and recruitment/hiring processes, and supporting retention of the best and brightest URiM faculty members by nurturing their career development as academicians and leaders.

*The Task Force gratefully acknowledges the invaluable support and contributions of Kate Laimbeer, Program Management Specialist, Office of Faculty Affairs & Professional Development; Robert Reaves, MBA, Director of Accreditation; and Alan Burgener, MHA, Consultant, in the organization of the Task Force's meetings and the development of this report.*

**Exhibit I: Pipeline Survey Results: Optimizing the Pipeline Process**

	<b>Clinical</b>	<b>Basic Sciences</b>
<b>What are your internal pipelines?</b>	Wayne State Medical students OB/Gyn interest group DMC mentor program. <b>Internal medicine residents.</b> <b>Collaboration with WSUSOM</b> <b>Personal and Faculty relationships. Our Residents DMC Residents. Local practicing physicians</b> <b>Residency programs, but there has been hiring freeze for clinical faculty for several years, and the residents are being hired by other institutions</b>	N/A <b>The IMSD program [R25GM058905.</b> <b>Unfortunately, NIH is terminating the R25 mechanism. S. Lanier is leading an initiative to get a new T32 to replace and expand it.</b>
<b>What external pipelines are available?</b>	Rotators from outside institutions that come to do their electives here at our program. <b>Website, ERAs, external rotators.</b> <b>The DMC participates in a program hosting High School Students from Detroit Public Schools. Drs. Melanie Hanna-Johnson and Patricia Wilkerson-Uddyback would be best to describe the details of the endeavor.</b> <b>Historically Black Colleges and Universities. Student NMA. State Medical Schools. Faculty relationships.</b> <b>Other residency programs in the area and SEMCME</b> <b>Again, there was freeze in hiring</b>	National pool of junior faculty and senior postdoctoral fellows. <b>The IMSD goes to national meetings like ABRCMS [Annual Biomedical Research Conference for Minority Students]</b>
<b>How do we reach out to internal and external candidates?</b>	Walk with a doc" for first year students Ob/Gyn interest group for second year students. Procedure night for second year students. Faculty advising dinners and meetings with third year students. <b>We do not reach out, they apply through ERAS.</b> <b>We send URM Faculty to annual SNMA meeting as part of recruitment</b> <b>We can solicit candidates via traditional and social media</b> <b>Personal contacts from our faculty</b>	National Ads, professional contacts. <b>This is not standardized.</b>

<p><b>What information and material do you share with them?</b></p>	<p>How to develop a strong resumes Guidance with planning of year 4 electives to maximize their chances Reviewing their applications (CV, cover letter, research). Research opportunities at WSU/DMC to make them strong applicants. <b>We share the website link about the program and a link to program brochure.</b> <b>Normal recruitment information which is NOT currently structured to highlight URM Opportunities</b> <b>Job description. Ideal candidate description</b> <b>Dept web site and other descriptions of key areas</b></p>	<p>Job descriptions, available resources, current strength, promising development in Detroit. One set of information for all applicants; essentially "look at the website"</p>
<p><b>How do we select candidates for interviews? (Exclusion/inclusion criteria)</b></p>	<p>Step scores (minimum of 210 for cut off). Research in the field of Ob/Gyn Extracurricular activities. Step failure is an exclusion criterion. I relax the criteria for minorities and also for Wayne State students. <b>After reviewing all applicants through ERAS eligible ones are invited:</b> <b>1- all Internal candidates are interviewed regardless of scores of exam results</b> <b>2- External candidates are invited if no failure in USMLE (a predictor of passing ABIM exams), and no red flag in references (Particularly PD).</b> <b>Our Diversity and Inclusion Council Chair Dr. Hanna-Johnson reviews all ERAS applicants and provides a list to program leadership of viable candidates</b> <b>I would prefer seeing all candidates unless a candidate is specifically not qualified. Interest in our patient population motivation are important as well as more traditional criteria</b> <b>Broad search, based on job description and holistic review</b></p>	<p>No preclusion. Inclusion of high scored candidate in research strength, educational potential, expertise areas fit the Department, and overall personal and quality. <b>We often have a shortage of qualified applicants and so typically interview all who are likely to meet the criteria for the award of a fellowship. We also interview those who have a research deficiency that could be satisfied to allow for admission with a year delay.</b></p>

<p><b>Interview Process</b>  <b>- Who Interviews</b>  <b>- Incentives</b>  <b>- Tours</b>  <b>- Promotional Materials</b>  <b>- Follow-up Process</b></p>	<p>Program Director interviews every candidate. Beside the PD, all candidates are interviewed by three faculty members and one resident          We have a candidate dinner the night before the interview day, which is attended only by residents and candidates.          There is a committee panel from faculty (at least 3 members) who interview all candidates          _ Chief fellows make a tour          _ PD provide a brief presentation on the program to all candidates          _ A fellow will join the candidates in round table to answer any question          _ A formal behavioral evaluation is completed by each member of the panel and a score is given (1-5)          _ Follow up after the match (for PCCM fellowship strictly in the match) and follow up as needed after the interview for outside match tracks (CCM).  <b>URM candidates run through the same interview procedure as all other candidates</b>  <b>Interview committee of diverse faculty members. No current promotional material. Promote WSU and Detroit. City Tours. Aggressive follow up.</b>  <b>Search committee and key faculty interview and follow up</b></p>	<p>A WSU OEO approved search committee to screen, interview and recommend to the Chair, then negotiation of package, making offer and recommend the Dean for appointment.          Who: faculty committee plus meetings (normally lunch) with one or more current students. Incentives: some targeted fellowships available. Tours: ad hoc. Promotional materials: none. Follow-up process: responsibility of chair of recruitment committee.</p>
<p><b>Match list criteria</b></p>	<p>Scores from individual interviewers          I personally make sure the group is diverse and has representation from all ethnic groups and minorities.          We have a rank meeting to discuss the preliminary rank list and move up or down the candidates based on the consensus in the meeting.          The list is based on average score during interview by at least three faculty members. The faculty committee meet before ranking day and review all</p>	<p>N/A</p>

	<p>candidates and vote on these candidates. Then PD upload the final rank list to NRMP.</p> <p>Similar to all applicants but we maintain a holistic approach to previous USMLE performance etc...</p> <p>Holistic review of candidates</p>	
<b>Post-match communication survey</b>	<p>Have not done that in the past</p> <p>N/A</p> <p>We do not currently have one.</p> <p>Good Idea.</p> <p>Very positive, through ERAS</p>	N/A
<b>Additional Comments</b>	NO RESPONSE	N/A

## **Exhibit II: Effectuating the Pipelines**

The taskforce surveyed a number of clinical and basic sciences leaders in the school of medicine to examine what pipelines they are aware of and have utilized in the past to recruit for their faculty slots. The following specific questions were asked:

1. What are your internal pipelines?
2. What external pipelines are available?
3. How do we reach out to internal and external candidates?
4. What information and material do you share with them?
5. How do we select candidates for interviews? (exclusion/inclusion criteria)
6. "Interview Process"
  - Who Interviews
  - Incentives
  - Tours
  - Promotional Materials
  - Follow-up Process
7. Match list criteria
8. Post-match communication survey
9. Additional Comments

The results of the survey are showing in EXHIBIT I. It is clear from analyzing these responses that there are inconsistencies in knowledge about and utilization of internal and external sources of trainee and faculty candidates. In general, there are no deliberate attempts to seek out candidates who meet the diversity definition. The recruitment process is largely passive and not holistic. There are no recruitment fairs or site visits to potential recruitment sites. The amount of literature or promotional material about our programs and our environment are limited. The interview teams may not include individuals with backgrounds similar to the candidates we are interested in attracting. There are no tours of the University of the city of Detroit and no follow up process to show candidates our level of interest in their candidacy.

The taskforce believes that in order to increase the pool of women or URiM candidates for faculty and senior staff positions, we have to develop processes that intentionally seek out these candidates. The processes would serve as pipelines for existing and future vacancies. The taskforce believes these pipelines need to be effectuated at multiple levels:

### **A. Trainees:**

1. In Basic Sciences Departments
  - a. Graduate Programs
    - On a regular basis, graduate officers or designees should reach out to WSU Student Interest Groups and encourage the students to apply to their programs. Graduate officers should also establish recruitment fairs locally or at other universities
    - Develop a program to incentivize the recruitment of URiM post-docs to all of the basic science biomedical departments.
    - Our graduate programs should also be visible at local, regional and national conferences where students attend
    - Programs should screen candidates for interview using a holistic approach

- The interview process should be friendly to a diverse group of candidates. The interview team should include women and URiM faculty members.
- The interview process should include distribution of diversity friendly promotional material and tours of the campus of WSU and the city of Detroit and other relevant sites
- We need to reach out to the candidates after the interview to maintain close personal relations with graduate students who are a good fit
- We need to communicate with graduate students of interest to us who did not select us with a survey to identify what the barriers were and how we can improve
- Chairs will hold graduate officers accountable for implementing these strategies
- Search and selection Committees should include a diversity advocate

b. Postdoctoral Fellows

- On a regular basis, Principle Investigators or designees should reach out to applicable doctoral programs in the vicinity or across the US to encourage them to apply as postdoctoral student.
- Encourage recruitment of post docs coupled with National Societies identification of potential URiM candidates.
- Our research programs should also be visible at local, regional and national conferences where postdoctoral students attend such as the Neuroscience, FASEB, ARVO and other large international meetings.
- The PI should screen candidates for interview using a holistic approach
- The interview process should be friendly to a diverse group of candidates. The interview team should include women and URiM faculty members.
- The interview process should include distribution of diversity friendly promotional material and tours of the campus of WSU and the city of Detroit and other relevant sites
- We need to reach out to the candidates after the interview to maintain close personal relations with candidates who are a good fit
- When selecting final candidates, the criteria for selection must be holistic
- We need to communicate with candidates of interest to us who did not select us with a survey to identify what the barriers were and how we can improve
- Chairs will hold PI's accountable for implementing these strategies
- Search and selection Committees should include a diversity advocate

2. In clinical departments

a. Residents

- On a regular basis, program directors or designees should reach out to WSU Student Interest Groups and encourage the students to apply to their programs. Program directors should also establish recruitment fairs locally or at other universities with emphasis on graduates of HBCU institutions.
- Our programs should also be visible at local, regional and national conferences where students attend such as the ACP, AMA, and NMA
- Programs should screen candidates for interview using a holistic approach

- The interview process should be friendly to a diverse group of candidates. The interview team should include women and URiM faculty members.
  - The interview process should include distribution of diversity friendly promotional material and tours of the campus of WSU and the city of Detroit and other relevant sites
  - We need to reach out to the candidates after the interview to maintain close personal relations with candidates who are a good fit
  - When selecting final candidates, the criteria for selection must be holistic
  - We need to communicate with candidates of interest to us who did not select us with a survey to identify what the barriers were and how we can improve
  - Chairs will hold program directors accountable for implementing these strategies
  - Search and selection Committees should include a diversity advocate
- b. Fellows
- On a regular basis, program directors or designees should reach out to applicable residency programs in the vicinity or across the US to encourage them to apply to our programs. Program directors should also establish recruitment fairs locally or at other medical centers with emphasis on graduates of HBCU institutions
  - Our programs should also be visible at local, regional and national conferences where residents attend such as the ACP, AMA, specialty societies and NMA
  - Programs should screen candidates for interview using a holistic approach
  - The interview process should be friendly to a diverse group of candidates. The interview team should include women and URiM faculty members.
  - The interview process should include distribution of diversity friendly promotional material and tours of the campus of WSU and the city of Detroit and other relevant sites
  - We need to reach out to the candidates after the interview to maintain close personal relations with candidates who are a good fit
  - When selecting final candidates, the criteria for selection must be holistic
  - We need to communicate with candidates of interest to us who did not select us with a survey to identify what the barriers were and how we can improve
  - Chairs will hold program directors accountable for implementing these strategies
  - Search and selection Committees should include a diversity advocate

## **B. Faculty**

### 1. In Basic Sciences Departments

- On a regular basis, recruitment committees should reach out to applicable programs in the vicinity or across the US (e.g., Howard and other URiM intensive schools) to encourage them to apply as faculty.
- Make faculty recruitment more intentional to target URiM candidates.

- Develop a recruitment pool so that when an opportunity arises to hire an excellent URiM faculty candidate there are not the usual bureaucratic impediments.
- Advertise faculty positions at the national society level and not just the elitist venues.
- Our faculty recruitment efforts should also be visible at local, regional and national conferences where potential faculty attend such as the Neuroscience, FASEB, ARVO and other large international meetings.
- The committee should screen candidates for interview using a holistic approach
- The interview process for a faculty candidate should be friendly to a diverse group of candidates. The interview team should include women and URiM faculty members.
- The interview process should include distribution of diversity friendly promotional material and tours of the campus of WSU and the city of Detroit and other relevant sites
- We need to reach out to the faculty candidates after the interview to maintain close personal relations with candidates who are a good fit
- When selecting final faculty candidate, the criteria for selection must be holistic
- We need to communicate with candidates of interest to us who did not select us with a survey to identify what the barriers were and how we can improve
- Chairs will hold themselves and their recruitment committee accountable for implementing these strategies
- Search and selection Committees should include a diversity advocate

## 2. In clinical departments

- On a regular basis, program directors or designees should reach out to applicable residency and fellowship programs in the vicinity or across the US to encourage them to apply to our programs. Program directors should also establish recruitment fairs locally or at other medical centers with emphasis on graduates of HBCU institutions.
- Our programs should also be visible at local, regional and national specialty conferences, promote our programs and seek out appropriate candidates
- The interview process should be friendly to a diverse group of candidates. The interview team should include women and URiM faculty members.
- The interview process should include distribution of diversity friendly promotional material and tours of the campus of WSU and the city of Detroit and other relevant sites
- Candidates should also meet with successful like-minded junior faculty who have success stories to discuss
- Opportunities to meet with SOM leadership and information about the climate, growth potential, support, mentorship and other attractive attributes need to be emphasized by senior leaders
- Collaborative programs and thematic recruitment should also be emphasized when appropriate

- Available financial incentives need to be discussed such as loan repayment and moving expenses and signing bonuses
- We need to reach out to the candidates after the interview to maintain close personal relations with candidates who are a good fit
- We need to communicate with candidates of interest to us who did not select us to identify what the barriers were and how we can improve
- Chairs and directors will be held accountable for implementing these strategies
- Search and selection Committees should include a diversity advocate

### **C. Senior Administrator Staff**

- On a regular basis, Chairs, program directors and other individuals in positions of leadership across all departments, institutes, centers, and offices, should mentor junior associates for the purpose of promoting the leadership potential of these associates.
- Our programs should network at local, regional and national specialty conferences, promote our programs and seek out appropriate candidates
- Interested and qualified candidates must be invited to visit the campus, interact with our students, trainees and faculty, and present scientific or clinical or administrative work in appropriate venues.
- If a candidate is considered for an available senior administrative staff position, the interview process should be friendly to a diverse group of candidates. The interview team should include women and URiM faculty members.
- The interview process should include distribution of diversity friendly promotional material and tours of the campus of WSU and the city of Detroit and other relevant sites
- Candidates should also meet with successful like-minded junior faculty who have success stories to discuss
- Opportunities to meet with SOM leadership and information about the climate, growth potential, support, mentorship and other attractive attributes need to be emphasized by senior leaders
- Collaborative programs and thematic recruitment should also be emphasized when appropriate
- Available financial incentives need to be discussed such as loan repayment and moving expenses and signing bonuses
- We need to reach out to the candidates after the interview to maintain close personal relations with candidates who are a good fit
- We need to communicate with candidates of interest to us who did not select us to identify what the barriers were and how we can improve
- Chairs and directors will be held accountable for implementing these strategies
- Search and selection Committees should include a diversity advocate

**D. Promotional Material**

WSUSOM will have a standard promotional packet to be distributed widely as well as specifically with sought out candidates for training and faculty positions. Packet will include historical and contemporary areas of distinction, notable people, and other achievements. Packet must be developed in collaboration with the Office of Faculty Affairs, Office of Diversity and inclusion, Office of Development and marketing office. Packet must also be downloadable from the WSUSOM website.

**E. Interview Teams**

Interview teams must be convened with deliberate attention to including individuals and activities that enhance and celebrate diversity. A diversity advocate must be included among the membership.

**F. WSU Tour Details**

A standard university tour should be developed for promotional purposes and scheduled on a regular basis. Candidates for training and faculty positions should be introduced to our campus through a tour that highlights the University as well as the school of medicine. There should be opportunities to visit areas of distinction and interact with a diverse group of students, faculty, and staff.

**G. City Tour Details**

A standard tour of the City and Detroit and surrounding area should be developed for promotional purposes and scheduled on a regular basis. Candidates for training and faculty positions should be introduced to our region through a tour that highlights Metro Detroit area and its diverse population. There should be opportunities to visit areas of distinction, establishments, restaurants, museums and others and interact with a diverse group of individuals.

**H. Recruitment Incentives**

Each SOM department should develop a recruitment packet that includes incentives relevant to that department. The Office of Faculty Affairs will disburse and oversee the use of incentives.

**I. Leadership Involvement**

Interview and site visits to the SOM or its program should include opportunities for the candidates to meet with our leaders and feel the strong support our leaders have for a climate of diversity and inclusion.

**Exhibit III: Proposed Budget**

	<b>Office of Faculty Affairs</b>	<b>Office of Diversity and Inclusion</b>
<b>Staff</b>		
2 Data Analysts	\$150,000	
<b>Faculty Development Programs</b>		
Lecture Series	50,000	\$50,000
Degree programs	150,000	
Others	25,000	
<b>Awards and Honoraria</b>	150,000	50,000
Recognition Awards		
University Awards		
National Awards		
Speaking Expenses		
<b>Outreach and Engagement</b>		
Recruitment Specialist	150,000	
Promotion of SOM at National level		120,000
<b>Travel</b>		
Staff Development	25,000	25,000
<b>Infrastructure</b>		
As needed	10,000	
<b>Promotional Material</b>	25,000	25,000
On-Boarding, Orientation & Recruitment		
<b>Incentives</b>		
Departmental	250,000	
Cost of Mentorship	250,000	
<b>Total</b>	<b>\$1,235,000</b>	<b>\$270,000</b>