

Minority Faculty Recruitment and Development

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As an institution, and usually as individuals, we believe that diversity and inclusion make for better education, better research, and a better environment.

Therefore, we want to hire, develop, and retain faculty members from populations underrepresented in biomedicine.

The US population is increasingly diverse, and therefore demands of the physicians of the future familiarity with diverse cultures and customs.

Special focus on this commitment:

- 2012 established position of Vice Dean for Faculty Development and Diversity

- Filled by national search

- Create a welcoming, energized, and collaborative climate for faculty, staff and students.



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Diversity Strategic Action Plan

Goal: “to increase diversity at all levels in the School of Medicine”

Increase the numbers of women, underrepresented minorities, LGBT in faculty and leadership positions.

Develop a pipeline approach to achieve the first goal.

Foster diversity of thought, approach, and creativity

Establish and maintain diversity as a high profile issue across the School of Medicine.



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Diversity Strategic Action Plan

Goal: “to increase diversity at all levels in the School of Medicine”

Office of Inclusion, Diversity & Equal Opportunity at the University developed “Diversity 360”
Program presented to over 200 faculty and 300 students
Many more sessions scheduled.

Develop broader sources of potential candidates for open faculty and leadership positions

Equity advisers in basic science departments

Faculty Council creates a Committee on Women and Minorities

Faculty development programs (more later)



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Developing a pipeline for faculty from underrepresented groups.

Identify excellent students in MD, MD-PhD, or PhD classes from underrepresented groups
Provide pathway to faculty for these students.

Host programs that bring faculty and students from underrepresented groups to campus.

Create collaborations with HBCUs

Longer pipeline from John Hay HS of Science and Medicine into the School of Medicine – hopefully beyond

Encourage efforts to recruit SOM students to residencies.



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Fostering Diversity of Thought and Action

Initiating a Quarterly speaker series

Initiating an endowed annual speaker forum connected to a symposium which will include faculty presentations on their work in diversity, both in the SOM and in their research.



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Diversity as a high profile issue

Annual report

Diversity needs assessment survey

Diversity Action Committee.



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Developing faculty from underrepresented groups.

Special care from chairs

Special set-aside time for institutional participation

FLEX

FRAME



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Directed by Sumita Khatri, MD (CCF)
With support from Lisa Mencini, Sr Assoc
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Year-long Experiential Program for Women Faculty

Executive Presence Skills

360° Assessment

Leading Relationships Program

DISC® evaluation

Fiscal Literacy Workshop

Resilience Workshop

Individual coaching sessions

Networking receptions

Meeting with key leadership at the School of Medicine



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57 *of 70* completed the program over its five years operation:

CCF	15	(+3)	CWRU	7	(+5)
UH	25	(+2)	MHMC	6	(+2)
VA	4	(+1)			
Full Prof	8	+ 2			
Assoc Prof	16	+ 5			
Assistant Prof	32	+ 6			
Other	1				

Acquired skills identified as most helpful

Presentation and public speaking skills (20%)

Executive presence (13%)

Developing awareness of strengths (10%)

Conflict management (10%)

Learn leadership/personality profiles (8%)

Comfort with self-promotion, networking (8%)



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Faculty Reaching for Academic Medical Excellence

- Program goal: to assist junior and mid-career level SOM faculty who self-identify as underrepresented in medicine to develop the skills necessary for success within academic medicine
- 8-month program focusing on:
 - The culture of academic medicine
 - Unconscious bias, race relations, URM and token membership
 - Mentorship and sponsorship
 - Grant development and management, including fiscal literacy
 - Improving teaching and presentation skills
 - Authorship and preparation of manuscripts
 - Development of individual career plans
 - Emotional intelligence
 - Appreciative inquiry
 - Enhancing communication and negotiation skills
 - Self-promotion
 - Self-care, including work-life balance and integration and mindfulness
 - Promotion and tenure standards and processes
- Program includes
 - Readings, guest presentations, practice exercises
 - Individual coaching sessions



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Strategies for the future

Continue attention to soliciting pools of candidates that may not be the traditional sources.

Continue to support faculty once hired.

Develop innovative approaches to recruiting and retaining faculty from underrepresented groups.

Reward chairs for such hires (e.g., another position for underrepresented faculty appointments)

More active partnerships with HBUCs.

Special attention to keeping in touch with alumni in this category, both MD and PhD.

SUGGESTIONS WELCOME FROM THIS FORUM!



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