Washington university school of medicine  
PLAN FOR PROMOTING DIVERSITY AND INCREASing representation of

UNDERREPRESENTED minority faculty

**Faculty Diversity Subcommittee**

**October 31, 2005**

**Approved by Executive Faculty – October 2005**

**Purpose:** To promote a broad diversity within the Washington University School of Medicine (WUSM) community and to enhance recruitment and retention of highly qualified underrepresented minority (URM) faculty members.

**Background:** WUSM is committed to promoting diversity within its student and faculty bodies and to increasing the number of URM faculty members. As an educational institution, WUSM strives for the educational benefits of a diverse student body. WUSM believes that student body diversity entails many dimensions, and is advanced on campus by having a broad variety of cultural, socioeconomic, racial, ethnic, gender, geographical, and other distinctive backgrounds and perspectives. As an employer and medical care provider, WUSM seeks to enhance the racial and ethnic diversity of its faculty to better serve its community and improve its public health commitment and research portfolio. WUSM believes that the current underrepresentation of minority faculty members impairs its ability to recruit and retain qualified minority faculty and students, thereby preventing WUSM – including faculty, students and patients – from realizing the full benefits of a diverse medical community. Accordingly, the Faculty Diversity Subcommittee of the Academic Affairs Committee proposes this plan as a means of achieving these goals.

**Plan Overview:** The Subcommittee supports the “pipeline” approach as a way of increasing the number of URM faculty members and enhancing the overall diversity of the student and faculty bodies. The pipeline approach is based on the concept that aggressive efforts to attract medical students, residents and fellows from a variety of backgrounds, and to provide them with a nurturing environment that will facilitate career development, will enhance WUSM’s ability to recruit and retain URM faculty members. If students, residents and fellows feel that the WUSM environment is a diverse and welcoming one in which they will feel comfortable and be successful, then such individuals are more likely to stay at WUSM as faculty. Likewise, the Subcommittee believes that diversity within the student and faculty bodies will be attractive to URM faculty at other institutions when considering employment at WUSM.

Accordingly, this plan makes specific proposals – such as scholarships, a visiting medical student program, and other efforts – to enhance the overall diversity of participants in WUSM’s medical school, resident and fellowship programs. The plan also makes specific proposals – such as a Faculty Incentive Fund and recruiting efforts – to increase the number of URM faculty members. Those proposals are set out below.

### Section I: URM Faculty

In an effort to ameliorate the underrepresentation of minority faculty and the adverse effects of such imbalance, and in furtherance of the University’s Affirmative Action Plan, the following plan is recommended to enhance recruitment and retention of URM faculty members. The plan is designed to comply with the guidelines on voluntary affirmative action employment programs promulgated by the Equal Employment Opportunity Commission to effect “the clear Congressional intent to encourage voluntary affirmative action.”

The first part of this section consists of a statistical analysis demonstrating the existence of manifest imbalances in the racial and ethnic composition of the WUSM faculty. The second part of this section sets out mechanisms by which WUSM departments, divisions and managers may attempt to correct those imbalances. As this plan is designed to attain, rather than maintain, racial and ethnic balance within the WUSM, the efficacy and objectives of the plan should be reviewed on an annual basis.

**A. Analysis**

Consistent with EEOC guidelines, WUSM has undertaken a statistical analysis to determine whether racial and ethnic imbalances exist within its faculty. The analysis looks at the URM composition of three data sets – WUSM students, AAMC students, and AAMC faculty – that serve as a proxy for the pool from which WUSM faculty are drawn, and compares that data to the URM composition of the WUSM faculty. This analysis is based on data reasonably available to WUSM at this time.

The AAMC currently defines underrepresented minority groups as Black, Native American (includes American Indians, Alaska Natives and Native Hawaiians) and Hispanic. Except as otherwise noted, this plan adopts the current AAMC definition of URM.[[1]](#footnote-1)

1. WUSM Student Data

* Of the 123 students in the 2005 WUSM entering class, 6 (4.9%) were African American, 5 (4.0%) were Hispanic, and none were Native American.
* In 2003, (the last year Consortium data was available) URM students accounted for 12% of the entering class at WUSM, the second lowest percentage among the 13 consortium medical schools.
* While applications to WUSM by URM students have steadily increased over the past five years (2000-2005), the percent of accepted URM applicants who matriculate is approximately 25%, the second lowest among consortium schools, as noted in the 2003 Consortium school comparison.
* African-American students, who in 2004 received an average of 3.9 acceptances to medical school per student, remain the most difficult group to recruit, given the small applicant pool and the competition from top institutions. For comparison, the entire 2004 entering WUSM class received 2.7 acceptances to medical school per student.

## 2. AAMC Student Data

AAMC data on medical students graduating in 2004 indicate that, of the 15,821 graduates, 1040 (6.6%) were African American, 1007 (6.4%) were Hispanic, and 126 (0.8%) were Native American.

The AAMC Medical School Graduation Questionnaire for 2004 indicates that, of the 10,893 medical school graduates responding, 6.4% were African American, 6.1% were Hispanic, and 0.7% were Native American.

## 3. AAMC Faculty Data

According to the AAMC, as of December 31, 2004, the racial and ethnic composition of faculties at United States medical schools was as follows:

* Of the 12,555 **Instructors** at U.S. medical schools, 556 (4.4%) were African American, 589 (4.7%) were Hispanic, and 19 (0.15%) were Native American.
* Of the 46,032 **Assistant Professors** at U.S. medical schools, 1931 (4.2%) were African American, 2280 (4.9%) were Hispanic, and 55 (0.12%) were Native American.
* Of the 24,763 **Associate Professors** at U.S. medical schools, 639 (2.6%) were African American, 862 (3.5%) were Hispanic, and 15 (0.06%) were Native American.
* Of the 27,528 **Professors** at U.S. medical schools, 349 (1.3%) were African American, 748 (2.7%) were Hispanic, and 21 (0.08%) were Native American.
* In summary, of the 110,878 **total AAMC faculty** at all ranks, 3475 (3.1%) were African American, 4479 (4.0%) were Hispanic, and 110 (0.10%) were Native American.

The AAMC Faculty Roster Report Generator indicates that as of 2004, WUSM ranked as follows out of 125 medical schools (data includes faculty on all tracks):

* Tied for 50th in the total number of African-American faculty;
* Tied for 42nd in the total number of Hispanic faculty;
* Tied for 63rd in the total number of Native-American faculty.

4. WUSM Faculty Data

As of February 2005, the racial and ethnic composition of the WUSM faculty was as follows:

* Of the 364 **Instructors** on all tracks (i.e., Investigator, Clinician and Research tracks), 7 (1.9%) were African American, 8 (2.2%) were Hispanic, and 0 were Native American.
* Of the 482 **Assistant Professors** on all tracks, 11 (2.3%) were African American, 11 (2.3%) were Hispanic, and 0 were Native American.
* Of the 351 **Associate Professors** on all tracks, 6 (1.7%) were African American, 7 (2.0%) were Hispanic, and 0 were Native American.
* Of the 351 **Professors** on all tracks, 1 (0.28%) was African American, 9 (2.6%) were Hispanic, and 0 were Native American.
* In summary, of the 1548 **total WUSM faculty** at all ranks and on all tracks, 25 (1.6%) were African American, 35 (2.3%) were Hispanic, and 0 were Native American.

The following chart compares the data listed above concerning the percentages of URM faculty members at WUSM and U.S. medical schools:

Faculty Data: WUSM\* and AAMC\*\*

|  |  |  |
| --- | --- | --- |
|  | Professor | |
|  | WUSM  N = 351 | U.S. Med. Schools  N = 27,528 |
| African American | 1 (0.28%) | 349 (1.3%) |
| Hispanic | 9 (2.6%) | 748 (2.7%) |
| Native American | 0 | 21 (0.08%) |
|  | | |
|  | **Associate Professor** | |
|  | WUSM  N = 351 | U.S. Med. Schools  N = 24,763 |
| African American | 6 (1.7%) | 639 (2.6%) |
| Hispanic | 7 (2.0%) | 862 (3.5%) |
| Native American | 0 | 15 (0.06%) |
|  | | |
|  | **Assistant Professor** | |
|  | WUSM  N = 482 | U.S. Med. Schools  N = 46,032 |
| African American | 11 (2.3%) | 1931 (4.2%) |
| Hispanic | 11 (2.3%) | 2280 (4.9%) |
| Native American | 0 | 55 (0.12%) |
|  | | |
|  | **Instructor** | |
|  | WUSM  N = 364 | U.S. Med. Schools  N = 12,555 |
| African American | 7 (1.9%) | 556 (4.4%) |
| Hispanic | 8 (2.2%) | 589 (4.7%) |
| Native American | 0 | 19 (0.15%) |
|  | | |
|  | **Total** | |
|  | WUSM  N = 1548 | U.S. Med. Schools  N = 110,878 |
| African American | 25 (1.6%) | 3475 (3.1%) |
| Hispanic | 35 (2.3%) | 4479 (4.0%) |
| Native American | 0 | 110 (0.10%) |

\* WUSM data current as of February 2005.

\*\* AAMC data current as of December 31, 2004.

\* \* \*

The population comprised of URM WUSM students and of URM graduating medical school students and Instructors/Assistant Professors at other U.S. medical schools (particularly other consortium schools) is the best available approximation of the qualified URM applicant pool for positions as WUSM Instructors and Assistant Professors; the data for URM Assistant Professors and Associate Professors at WUSM and other U.S. medical schools is the best available approximation of the qualified URM applicant pool for positions as WUSM Associate Professors; and the data for URM Associate Professors and Professors at WUSM and other U.S. medical schools is the best available approximation of the qualified URM applicant pool for positions as WUSM Professors.

Using those comparisons, the data set forth above demonstrate that manifest imbalances exist in the representation of African Americans, Hispanics and Native Americans on the WUSM faculty. Furthermore, these imbalances may be self-perpetuating, in that they may make WUSM less attractive to applicants and potential applicants, as well as to existing faculty. WUSM has therefore determined that affirmative measures are necessary to attract, hire and retain qualified URM applicants for all faculty positions.

**B. Recommendations**

The Subcommittee recognizes that attracting well-established URM faculty from other institutions to WUSM may be quite challenging due to many factors. Therefore, early identification and supportive mentoring of URM in a highly invigorating environment is most likely to be successful in increasing the number of URM faculty.

1. URM Junior Faculty (Instructors and Assistant Professors)

As the positions in which most appointments and vacancies occur each year at WUSM, and as the pool from which a significant proportion of promotions and appointments to higher ranks are made, imbalances in the Instructor and Assistant Professor positions affect the composition of the entire WUSM faculty. This plan emphasizes the importance of entry-level (junior faculty) appointments to the positions of Instructor and Assistant Professor on all tracks (i.e., Investigator, Clinician and Research tracks), and advocates development of a mechanism of funding – a “Faculty Incentive Fund” – in support of junior URM faculty. The Subcommittee believes that the junior faculty incentive fund will be a motivation for those URM in the pipeline at WUSM to want to stay here. The Subcommittee also believes that this mechanism will allow the most flexibility to those involved in faculty recruitment at WUSM (Division Chiefs, Department Chairs, Deans) to attract and maintain candidates for the pipeline at various levels. Specifically, the following steps are recommended:

* In seeking to fill Instructor and Assistant Professor positions, WUSM departments shall make reasonable efforts to expand the applicant pool by identifying qualified underrepresented minority candidates. A department that successfully appoints or promotes an underrepresented minority to the position of Instructor or Assistant Professor will be eligible to receive a grant from the Faculty Incentive Fund, which shall be established in conjunction with this Plan. Upon appointing or promoting an underrepresented minority to an Instructor or Assistant Professor position, a department may submit an application for a Faculty Incentive Fund grant to the Faculty Incentive Fund Committee. The application shall provide information concerning the new faculty member and the efforts undertaken by the department to identify underrepresented minority candidates for the position. The Committee shall consider an application for a Faculty Incentive Fund grant at the conclusion of the fiscal year in which the appointment was made. Awards of Faculty Incentive Fund grants are contingent upon availability. Awards may not exceed 25% of the salary and fringe benefits for years 1-3 of the appointment plus 25% of the non-salary start-up costs for those years.
* Yearly evaluation of each URM faculty member by a group of senior faculty members.
* Equity in start-up packages for all new recruits within each Division/Department.

## URM Senior Faculty (Associate Professors and Professors)

The following steps are recommended:

* For all senior positions that become vacant at WUSM (i.e., endowed chairs, leadership positions, Division or Department heads), whenever possible, every effort should be made to include in the recruitment committee at least one senior WUSM URM faculty member.
* For all senior positions that become vacant at WUSM (i.e., endowed chairs, leadership positions, Division or Department heads), whenever possible, every effort should be made to interview for the position at least one senior, qualified URM faculty member (from WUSM or elsewhere).

**Section II: Students, Residents, Fellows**

WUSM is committed to assembling a class of medical students, residents and fellows that is exceptionally academically qualified and broadly diverse. Fostering the educational benefits that flow from a diverse student body is essential to WUSM’s role as an educational institution and its obligation to train students to practice effectively in a diverse medical community. WUSM values a broad diversity, one that includes racial and ethnic diversity but also a variety of other distinctive backgrounds, experiences and perspectives. The Subcommittee expects that enhancing diversity in this manner will also have a positive effect on the recruitment and retention of URM faculty members.

In order to work toward a more diverse student body, the Subcommittee recommends the following:

A. Medical School and Graduate Students

* Provide greater opportunities for diverse students by increasing scholarship support, with the goal of WUSM being in the top third of consortium schools with respect to scholarship support. As of 2004, WUSM ranked among the lower third of consortium medical schools in total need-based and merit scholarships.
* Use scholarship funding to increase the diversity of the WUSM student body, in a manner and to the extent permissible by the law.
* Develop and fund visiting medical student programs to expose diverse students to WUSM.
* See Appendix 1: Executive Summary Office of Diversity

B. Residents

* Provide funds in the form of small grants to get residents with diverse backgrounds involved in research during their clinical years.
* Identify mentors early during residency training.

C. Fellows

* Develop specific WUSM research fellowships to allow mentoring of trainees with diverse backgrounds. These fellowships would be financially supported for a minimum of two years. Most of the fellows would be candidates to become junior faculty.

#### Section III: Oversight

The Subcommittee suggests that the above recommendations be overseen and compliance with them monitored by the Dean. In order to assess the success of the implementation of these recommendations and their effectiveness, the Subcommittee requests that an annual report dealing with these issues be submitted by the Dean’s office to the Subcommittee in September of each year. After review of the report, the Subcommittee will make additional recommendations and/or modifications to this plan as warranted.

***Appendix 1. Executive Summary from the Office of Diversity Programs***

**The mission of the Office of Diversity Programs is to promote cultural diversity within the student body and the entire academic community as a means of enhancing the educational environment at Washington University School of Medicine.**

A major activity of the Office of Diversity is recruitment at undergraduate colleges, universities, and select science and medical-exposure programs across the country. The Office of Diversity sponsors re-visiting program designed to encourage accepted students who are underrepresented in medicine to enroll at the School of Medicine. The program allows the student to take an in-depth look at the School of Medicine through a series of on-campus and off-campus activities. The program also provides visiting students with ample opportunity to know each other, and to meet currently enrolled students, faculty and administration. Select students are invited to interview for the medical school’s Distinguished Student Scholarships.

The Office of Diversity supports the pipeline approach, as described in the recommendations of the Faculty Diversity Subcommittee, as this approach has been shown at other institutions to be the most successful and cost-effective way of developing underrepresented minority residents, fellows and junior faculty who will assume leadership roles at Washington University School of Medicine.

**The Office of Diversity sponsors a number of outreach programs throughout the educational pipeline to enhance the exposure and preparation of underrepresented minority students and other students from disadvantaged groups who are interested in careers in:**

1. The Health Professions Fair provides a forum for St. Louis City and County high school students to explore various health related career opportunities. The program is sponsored by the Office of Diversity Programs at WUSM and the St. Louis Public Schools' Office of Community-Based Resources. Each year approximately 180 students from area schools are selected to participate in the fair.

2. The Saturday Scholars Program is sponsored by the School of Medicine in collaboration with the St. Louis Public Schools' Office of Community-Based Resources. Students from area high schools are selected by their science teachers to attend this four-week human anatomy and physiology course taught by Dr. Will Ross with first and second year medical student

3. The Research Apprenticeship Program is collaboration between the Office of Diversity Programs at WUSM, the Young Scientist Program, and the Department of Biology at Washington University. This summer program provides high school students with an eight week laboratory research experience that introduces them to careers in science.  We also collaborate with the Division of Biology and Biomedical Sciences in their BioMed Rap program, a similar research program for exceptional students interested in pursuing biomedical research careers. The Summer Scholars Program and Summer Undergraduate Research Fellows Program are supervised by Dr. Sarah Elgin and are funded by a Howard Hughes Medical Institute award:

The Summer Scholars Program in Biology and Biomedical Research is offered each year to students interested in becoming science majors who will enter Washington University as freshmen in the fall semester. The 2004 Summer Scholars program included nine men and ten women (two African-American males, three African-American females, and one Hispanic female. Of the 16 Summer Scholars graduating with a B.A., B.S., and/or M.S. this year, six were awarded their degree *summa cum laude*, two *magna cum laude*, one *cum laude*, and three with College Honors (75% honors). Most (14 of 16) are clearly continuing in science, medicine, or engineering. In the past we have found that only 2/3 to 3/4 of the Summer Scholars have graduated with a clear intent to pursue a career in science, medicine, or engineering.

The Summer Undergraduate Research Fellowship Program. In the spring of 2004, 58applications were received; all but two were judged by faculty reviewers to be worthy of support. By encouraging faculty mentors to provide partial support from their research grants, 36 WU/HHMI Fellowships were awarded under this grant. This group of Fellows included 19 women and 6 minority students.

**The Office of Diversity promotes an atmosphere of multiculturalism on the campus through a variety of activities:**

1. Every January, all members of the University community (i.e., Washington University School of Medicine and the main campus) and the local community are invited to attend an evening lecture in celebration of the life and work of Dr. Martin Luther King, Jr.

2. Diversity Week, a lunch time series that further explores multiculturalism and effective health care delivery. Featured lecturers include faculty from the medical school as well as experts from the St. Louis community. Students also participate in diversity panel discussions and a multiethnic dinner.

3. The Fall Orientation retreat begins with an evening diversity workshop that allows students to explore ways to communicate and relate to others in cross-cultural situations through small group discussions and diversity exercises. The all-day ROPES course offers activities that facilitate individual growth and promotes teamwork.

4. The Office of Diversity co-sponsors the Salute to Excellence in Healthcare Banquet, a premier event which honors prominent minority healthcare providers and awards scholarships to St. Louis students.

5. The Homer G. Phillip Public Health Lecture highlights former faculty and staff of the historic Homer G. Phillips Hospital in St. Louis and reinforces the positive relationship between Washington University and local physicians.

**The Office of Diversity is directly involved in the improvement of the public’s health and reduction of health care disparities in St. Louis through:**

1. Supervision of the Saturday Neighborhood Health Clinic and Latino Health Clinic, sponsoring the Public Health Interest Group.
2. Overseeing the implementation of integrated network delivery initiatives and monitoring of public health through the Regional Health Commission, Missouri Foundation for Health, and the Area Resources for Community Health Boards.
3. Leadership in the Mound City Medical Association.
4. Improving health literacy through publications in the St. Louis American newspaper and the St. Louis Black Pages Magazine.

**Major goals of the Office of Diversity for fiscal year 2005 include:**

1. Completing a database of minority students, residents, fellows and faculty at the medical school.
2. Tracking outcomes of high school and college students who have participated in our outreach programs.
3. Submitting a proposal to initiate a Summer Medical Exposure Program at Washington University School of Medicine (currently six programs nationally).
4. Accelerating residency recruitment through formation of a Visiting Clerkship Program, creation of resident-specific recruitment information, and on-site recruitment at select medical schools, updating Diversity Brochures.

**Proposed Visiting Clerkship Program**

1. Students will be invited to apply to 4th year clerkships and will be accepted after current Washington University School of Medicine students make their first choice.
2. The clerkship may encompass a maximum of 12 weeks.
3. Visiting students will be informed of a decision during the month of April.
4. All accepted students must provide documentation that they are “in good standing at their respective medical schools.
5. Housing will be provided at Olin Residence Hall, and malpractice coverage will be extended to visiting medical students.
6. Students will be required to undergo HIPAA and OSHA training.
7. Clerkship applications and a directory of available electives will be available online.

**Summary:**

Over the past nine years, the Office of Diversity Programs has been successful in recruiting African-American students that make up to 12% of the medical school class. The average GPA of the fourteen underrepresented minority students in the 2004 first year class is 3.74 and the average MCAT was 33. Three of the students are in the Medical Scientist Training Program. For the first time at Washington University, three African American students have been inducted into the honor society Alpha Omega Alpha. It is the hope of the Office of Diversity that the best and brightest underrepresented students are being recruited and that these will be prepared to continue to pursue careers in academic medicine, and that many will remain at Washington University for residency training, fellowship, and as faculty members at the School of Medicine.

1. The AAMC includes only Mexican-Americans and mainland Puerto Ricans in its definition of Hispanic. This plan construes the term Hispanic in a broader sense, including as well those from the Caribbean and Central and South America. As a practical matter, the precision with which both the AAMC and WUSM can categorize faculty depends on the specificity with which the faculty self-identify. [↑](#footnote-ref-1)