Employee & Student Diversity Pipelines and Partnerships  
JABSOM Annual Report 2014 - 2015

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AAMC Diversity Officer  
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3.3 DIVERSITY/PIPELINE PROGRAMS AND PARTNERSHIPS

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.
Related to Satisfaction with Element 3.3, Diversity/Pipeline Programs & Partnerships

Medical education programs will be found to be satisfactory with Element 3.3 when they have ALL of the following:

- A mission-appropriate diversity policy with identification of diversity groups for students, faculty and senior administrative staff.

- Ongoing systematic recruitment and retention activities, e.g. pipeline programs and partnerships, to achieve mission-appropriate diversity outcomes in its students, faculty and senior administrative staff.

www.lcme/publications.htm
Methods to evaluate the effectiveness of activities to achieve the mission-appropriate diversity outcomes.

Evidence of effectiveness of the diversity efforts, including offers made and numbers reflecting progress in achieving mission-appropriate diversity outcomes.

Evaluation of the sufficiency of the numbers may consider the context of the institution, reasonable timelines for achieving measurable mission-appropriate diversity outcomes, and other supporting data indicative of success in achieving mission-appropriate diversity outcomes.
How are other medical schools doing?

LCME Citations related to Element 3.3

- 2009-2012 Of the 71 site visits conducted, 39% of schools had a citation
- Of the schools that received citations, 50% were due to a failure to clearly define categories and 61% lacked demonstrated effort.
- 2013-2015 27% of schools were NOT in compliance; and an additional 29% were in compliance with a need for monitoring

GDI Webinar on Element 3.3
September 24, 2015
Key Points Related to Element 3.3

- Have an institutional mission-related diversity that is measurable
- Demonstrate effort through pipeline programs that impact the local and national medical school applicant pool
- Demonstrate effort in diversifying faculty, particularly senior administrative staff
- Must have a method of tracking applicants, offers, and matriculants/hires in order to evaluate success recruitment and retention of diverse students and faculty
- Goal is to achieve student and faculty diversity in order to enhance the learning environment for all medical students
How are we doing?

- Institutional diversity policy formally approved in 2014
- JABSOM Diversity Dashboard group convened to monitor and report outcomes as outlined in the policy
- Today is the first annual diversity report to JABSOM Executive Committee
Institutional Diversity Statement

The John A. Burns School of Medicine (JABSOM) embraces diversity and inclusion as part of our shared Hawaiian, Asian and Pacific values. These shared values are responsive to our unique location in the center of the Pacific. We uphold that an environment of inclusiveness, equal opportunity and respect for the similarities and differences in our communities advances our mission of education, research and innovation, community service and clinical healing. JABSOM is committed to preparing a culturally competent health and science workforce that meets the needs of Hawaiʻi. We strive to reflect the demographics of Hawaiʻi, including representation of Native Hawaiians and Pacific Islanders, individuals from rural areas of Hawaiʻi, first generation college students and those from economically, socially, and educationally disadvantaged backgrounds. JABSOM is cultivating a transformative teaching and learning environment that promotes the recruitment and retention of students, faculty, and staff, who are representative of the diverse population of Hawaiʻi.
Objective 1 – Student Diversity

**Institutional Diversity Policy Objective 1.** The medical school supports initiatives including the ʻImi Hoʻōla Post-Baccalaureate Program, the Native Hawaiian Center of Excellence (NHCOE), the Area Health Education Center (AHEC) program and the Health Careers Opportunity Program (HCOP). These programs are designed to promote medical student diversity in the dimensions of gender, ethnicity, geographic origin and economic background, with the goal of having an inclusive student body that reflects the diversity of Hawaiʻi.

Activities & Outcomes to be monitored:

1. The medical school will maintain post-baccalaureate program and medical student admission policies and practices that are aligned with the institutional diversity policy.

2. The maintenance and/or growth of program to recruit or retain a diverse medical student body, with annual tracking of the results of these programs in terms of contributing to the diversity of the medical student body.

3. Diversity of the medical student body along the abovementioned dimensions will be tracked and reviewed on an annual basis. Progress will be made towards the objective by providing feedback to those involved in the admissions process and assessing the availability of scholarships and other incentives for qualified student applicants meeting diversity needs.
2225 Applicants
1970 Non-Residents
255 Residents

310 Interviews
110 Non-Residents
200 Residents

66 Matriculants
8 ‘Imi Ho‘ōla (14%)
10 Non-Residents
56 Residents

- AMCAS
- Letters of Recommendation
- JABSOM Essays
- Admissions Committee

JABSOM CLASS OF 2018

Source: JABSOM Admissions Database 2014-2015 AY
Matriculant Demographics Class of 2018

Gender

37 Males (56%)
29 Females (44%)

Self-Reported Ethnicity

Source: JABSOM OSA 2014-2015 AY
Matriculant Origin
Class of 2018

- 66 Matriculants
  - 56 Residents (85%)
    - 47 Honolulu County
  - 9 Neighbor Island (16%)
    - 7 Hawaii County
    - 1 Maui County
    - 1 Kauai County
  - 10 Non-Residents (15%)
    - 8 Continental US
    - 1 Guam
    - 1 Pohnpei

Source: JABSOM OSA 2014-2015 AY
JABSOM Diversity Pipeline Programs

- ‘Imi Hoʻōla Post-Baccalaureate Program
- Native Hawaiian Center of Excellence (NHCOE)
- Area Health Education Center (AHEC)
- Health Careers Opportunity Program
Mission is to improve health care for Hawai‘i and Pacific

“Opens the door” to medicine for individuals from disadvantaged backgrounds and diverse communities

Upon successful completion of the program, students enter JABSOM as first-year medical students

ʻImi Hoʻōla Class of 2011-2012
JABSOM Class of 2016
ʻImi Hoʻōla

Class of 2014-2015

67 Applicants

12 Enrollees

10 Completers
ʻImi Hoʻāla Student Demographics
Class of 2014 - 2015

Gender
- 2 Males (18%)
- 9 Females (82%)

Self-Reported Ethnicity
- Hawaiian 33%
- Chinese 25%
- Japanese 17%
- Korean 17%
- Filipino 8%
ʻImi Hoʻōla Student Geographic Origin
ʻImi Hoʻōla 1st Generation College Students Class of 2014-2015
ʻImi Hoʻōla Contributions to Native Hawaiian and Pacific Islander Diversity of JABSOM Graduates (1978-2015)

Totals

Hawaiian = 89/233 (38%)
Filipino = 60/185 (32%)
Chamorro = 19/34 (56%)
Samoan = 14/17 (82%)
Micronesian = 11/20 (55%)

ʻImi Hoʻōla Graduates = 242
JABSOM Graduates = 2,245

Source: JABSOM OSA & ʻImi Hoʻōla Alumni Database (1978-2015)
Native Hawaiian Center of Excellence (NHCOE)

- NHCOE seeks to improve the health of Native Hawaiians through education, research, and community partnerships.
- Focus is to empower Native Hawaiian students and faculty to succeed in medicine and other health professions.

NHCOE faculty partner with community physicians and JABSOM students to conduct recruitment visits on Hawaiʻi Island and Lanaʻi.
NHCOE
Strengthening Educational Pipeline for Native Hawaiian Students

Pre-Medical Students
- Health Careers Presentations statewide (K-12, college)
- Native Hawaiian Pathways to Medicine Program
- Native Hawaiian Interdisciplinary Health Program
- Nānākuli Pathways to Health

Medical Students
- Step 1 and 2 United States Medical Licensing Exam Preparation
- Funding to support student health disparities research and presentation at national conferences
- Advising and mentoring services for Native Hawaiian medical students
- Leads all cultural competency training at JABSOM
NHCOE Outcomes 2009 - 2014

- Over 4,500 K-12 and college students exposed to the health professions
- 96 JABSOM students and graduates have come through the NHCOE pipeline (NHCOE Fellowship, Rural Health Training Support)
- 57 Native Hawaiians trained through the Pathway to Medicine Program and the Native Hawaiian Interdisciplinary Health Program
- 100% of JABSOM 1st and 2nd year medical students undergo cultural competency training
Area Health Education Center (AHEC)  
Pre-Medical and Medical Student Initiatives

- Teen Health Camp and Teen Mentorship Academy
- Ku I Ka Mana (Waimanalo)
- High School and College Student Outreach
- Speaker’s Bureau
- Science Teacher Training
- Pre-Health Career Corps Program
- HOSA and Health Careers Opportunity Program support
- Medical Student Mentorship Program Support
- Pre-Health Advising Center Support
- Health Career Navigator Book

Teen Health Camp was created in 2010 by JABSOM medical students and public health students and is directly supported by AHEC. Teresa Schiff (on far left) is one of the founding student members.
AHEC Education, Training and Outreach Initiatives
2014-2015 Outcomes

- Health careers recruitment activities for 3,433 students
- 8,000 hours of CME for over 2,000 providers
- Interprofessional training for 300 students/year in Hawai‘i and Pacific
- Annual Health Workforce Summit
- State Loan Repayment Program
- Hawai‘i Health Workforce Committee
- Physician Workforce Assessment for State of Hawai‘i
- Hawai‘i Health Workforce Advisory Board

- Offers opportunities to disadvantaged students to develop skills to successfully enter and complete health professional schools
- 414 high school & college students participated in residential summer programs; 900 hands-on health career exploration activities; 3,000 on-campus visits to UH-Mānoa and Kapiʻolani CC
- Partnership with Philippine Medical Association of Hawaii (PMAH) to mentor students interested in health professions
- New HCOP grant received in 2015

Brian Imada (on far right) is an HCOP and ‘Imi Hoʻōla graduate. He is now a 4th year JABSOM student.

Participants
(N = 414)

Gender

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<thead>
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<th>Gender</th>
<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Males</td>
<td>62</td>
<td>15%</td>
</tr>
<tr>
<td>Females</td>
<td>350</td>
<td>84.5%</td>
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<tr>
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<td>2</td>
<td>.5%</td>
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Self-Reported Ethnicity

- Filipino: 48.3%
- Other Pacific Islander: 26.6%
- Other: 14.4%
- Hawaiian: 9.6%
- Other Asian: 4.4%
- No Data: 3.1%
- Caucasian: 3.1%
- Hawaiian: 3.1%
- Other: 3.1%
- Other: 3.1%
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Objective 2

Institutional Diversity Policy Objective 2. The medical school is committed to creating a diverse workplace within the school, whereby faculty, staff and administrative leadership reflect the ethnic diversity of Hawai‘i and promotes gender equity.

Activities & Outcomes to be monitored:

1. The medical school will establish hiring policies and practices that are aligned with the institutional diversity policy.

2. Diversity of the faculty, staff and administrative leadership of the school along the abovementioned dimensions will be tracked and reviewed on an annual basis.

3. Progress will be made towards the objective by providing feedback to those involved in the selections process and assessing the strategies used to enhance the diversity of qualified applicants.
JABSOM Office of the Dean

**Overall**
*(n = 81)*

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<th>Gender</th>
<th>Self-Reported Ethnicity</th>
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<tbody>
<tr>
<td>27 Males (33%)</td>
<td>African American 4%</td>
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<tr>
<td>54 Females (67%)</td>
<td>Filipino 6%</td>
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- Japanese 47%
- White 18%
- Chinese 15%
- Other Asian 4%
- NHLOPI 6%
- Mixed 2%

**Self-Reported Ethnicity**
Faculty
(n = 14)

Gender

3 Males
(21%)

11 Females
(79%)

Self-Reported Ethnicity

Japanese 50%

White 22%

Chinese 21%

Native or Part Hawaiian 7%
JABSOM Office of the Dean

**Staff**

(n = 67)

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<th>Gender</th>
<th>Self-Reported Ethnicity</th>
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<tbody>
<tr>
<td>24 Males (36%)</td>
<td>Japanese (46%)</td>
</tr>
<tr>
<td>43 Females (64%)</td>
<td>Chinese (13%)</td>
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</table>

Other breakdowns include:
- Black or African American (4%)
- White (15%)
- Vietnamese (2%)
- Filipino (7%)
- Native of Part Hawaiian (6%)
- Mixed Race/Ethnicity (3%)
- Mixed Asian (2%)
JABSOM Employee

Overall
(n = 461)

Gender

- 230 Males (49.9%)
- 231 Females (50.1%)

Self-Reported Ethnicity

- White 38%
- Japanese 24%
- Chinese 12%
- Filipino 4%
- Korean 3%
- Native Hawaiian 6%
- Other Asian 7%
- Mixed 2%
- African American 1%
- Hispanic/Latino 3%
JABSOM Employee

Faculty

(n = 419)

Gender

222 Males (53%)
197 Females (47%)

Self-Reported Ethnicity

White 38%
Chinese 12%
Filipino 4%
Hispanic or Latino 3%
NHOPI / AIAN 7%
Japanese 23%
Other Asian 6%
Korean 3%
Mixed Race/Ethnicity 1%
Black or African American 1%
Mixed Asian 1%
JABSOM Employee

Staff
(n = 42)

Gender

8 Males
(19%)

34 Females
(81%)

Self-Reported Ethnicity

Japanese 41%

Chinese 7%

Filipino 5%

Hispanic or Latino 3%

Native or Part Hawaiian 7%

White 29%

Vietnamese 2%

Korean 2%

Mixed Race/Ethnicity 2%

Mixed Asian 2%
JABSOM HR Initiatives

- JABSOM HR monitors employee data using HR DataMart (system that stores/archives personnel data)

- JABSOM HR is developing a recruitment training which will cover University and JABSOM policies, procedures and practices related to recruitment

- Each Department has the opportunity to identify underrepresented groups and JABSOM HR can assist in identifying additional venues for advertisement to increase outreach to these groups
Diversity Report Summary

- JABSOM’s diversity policy demonstrates the institution’s commitment to increasing diversity of the students and faculty that will ultimately enhance the learning environment for all students.

- Key pipeline programs have demonstrated success and we will continue to monitor its outreach to the community and impact on JABSOM’s student population.

- JABSOM HR will continue to promote faculty and staff diversity in its recruitment initiatives.
Next Steps

- Ensure that admissions policies (i.e. post-baccalaureate and JABSOM) and employee hiring policies are aligned with the institutional diversity policy
- Increase awareness of the diversity policy and pipeline efforts among JABSOM students, faculty and staff
- Develop, maintain and expand programs that recruit and retain diverse students, faculty and staff
- Continue to track and review diversity of medical students, faculty, staff and leadership on an annual basis
Mahalo

- JABSOM Diversity Task Force and Diversity Dashboard Working Group
- Dr. Richard Kasuya, Co-Chair Diversity Task Force
- Dr. Ivy Nip Asano, Admissions
- Ms. Marilyn Nishiki, JABSOM Registrar
- Jeff Long, Human Resources
- Dr. Kelley Withy, AHEC
- Ms. Agnes Malate, HCOP
- Dr. Malia Lee, NHCOE
- Ms. Celeste Wong, 'Imi Ho'ola
- Ms. Malia Purdy, Department of Native Hawaiian Health