Employee & Student Diversity
Pipelines and Partnerships
JABSOM Annual Report
2015 - 2016

Winona Kaʻalouahi Lee, MD
AAMC Diversity Officer
JABSOM Executive Committee
September 16, 2016
Overview

- LCME Standard 3.3
- Institutional Diversity Statement
- Student and Faculty Diversity
- Women Faculty
- Diversity Highlights on JABSOM website
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.
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
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 Hawai‘i. We strive to reflect the demographics of Hawai‘i, including representation of Native Hawaiians and Pacific Islanders, individuals from rural areas of Hawai‘i, 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 Hawai‘i.
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 Hawai‘i. We strive to reflect the demographics of Hawai‘i, including representation of Native Hawaiians and Pacific Islanders, individuals from rural areas of Hawai‘i, 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 Hawai‘i.
Objective 1 – Student Diversity

Institutional Diversity Policy Objective 1. The medical school supports initiatives including the ‘Imi Ho‘ōla 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 Hawai‘i.

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 programs 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.
2457 Applicants
2165 Non-Residents
292 Residents

336 Interviews
131 Non-Residents
205 Residents

70 Matriculants
8 ‘Imi Ho‘ōla (11%)
11 Non-Residents
59 Residents

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

Source: JABSOM Admissions Database 2016-2017 AY
Matriculant Demographics
2016 Entering Class

Gender

- 41 Males (59%)
- 29 Females (41%)

Self-Reported Ethnicity

- Japanese, Japanese/White, Japanese/Other: 24%
- Chinese, Chinese/Other: 20%
- Filipino, Filipino/White, Filipino/Other: 10%
- NHOP, NHOP/Other: 12%
- Korean, Korean/White: 7%
- White: 7%
- Other Asian: 14%
- Other: 2%
- Decline: 4%

Source: JABSOM OSA 2016-2017 AY
Matriculant Origin

- 70 Matriculants
  - 59 Residents (84%)
    - Honolulu County
    - 3 Neighbor Island
      - 2 Hawaii County
      - 1 Maui County
  - 11 Non-Residents (16%)
    - 9 Continental US
    - 1 Guam
    - 1 Canada

Source: JABSOM OSA 2016-2017 AY
JABSOM 1st Generation College Students
2016 Entering Class

Source: JABSOM Diversity Survey 2016
JABSOM Diversity Pipeline Programs

- ‘Imi Hoʻōla Post-Baccalaureate Program
- Native Hawaiian Center of Excellence (NHCOE)
- Area Health Education Center (AHEC)
- Health Careers Opportunity Program
ʻImi Hoʻōla
“Those Who Seek to Heal”

- Mission is to improve health care for Hawaiʻi 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 2015-2016
JABSOM Class of 2020
ʻImi Hoʻōla

Class of 2015-2016

65 Applicants

12 Enrollees

8 Completers
ʻImi Hoʻōla Student Demographics
Class of 2015 - 2016

Gender

5 Males (42%)
7 Females (58%)

Self-Reported Ethnicity

- Filipino 4 (34%)
- Korean 1 (8%)
- Chamorro 1 (8%)
- Hawaiian 1 (8%)
- South Asian Indian 1 (8%)
- Chinese 4 (34%)
‘Imi Hoʻōla 1st Generation College Students
Class of 2015-2016
ʻImi Ho ʻōla Contributions to Native Hawaiian and Pacific Islander Diversity of JABSOM Graduates (1978-2016)

![Bar chart showing contributions of different ethnic groups to JABSOM graduates.]

- Native Hawaiian: 90/236 (38%) 236/2308 (10%)
- Filipino: 62/184 (34%) 184/2308 (8%)
- Chamorro: 20/36 (56%) 36/2308 (2%)
- Samoan: 14/16 (89%) 16/2308 (1%)
- Micronesian: 12/20 (60%) 20/2308 (1%)

ʻImi Ho ʻōla Graduates = 253
JABSOM Graduates = 2,308

Source: JABSOM OSA & ʻImi Ho ʻōla Alumni Database (1978-2016)
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

**Faculty**
(n = 18)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Self-Reported Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Males (28%)</td>
<td>Japanese 50%</td>
</tr>
<tr>
<td>13 Females (72%)</td>
<td>White 33%</td>
</tr>
</tbody>
</table>

- Japanese 50%
- White 33%
- Chinese 11%
- Native or Part Hawaiian 7%
JABSOM Employees

All departments
(n = 501)

Gender

- Female: 251 (50%)
- Male: 250 (50%)

Self-Reported Ethnicity

- White: 33%
- Japanese: 29%
- Chinese: 11%
- Filipino: 5%
- Hispanic/Latino: 3%
- NHOP: 7%
- SA/AI: 4%
- Mixed Race: 2%
- African American: 1%
**JABSOM Employees**

**Faculty**
(n = 401)

### Gender

- Female: 46%
- Male: 54%

### Self-Reported Ethnicity

- White: 36%
- Japanese: 28%
- Korean: 9%
- NHOPi: 7%
- Hispanic or Latino: 3%
- Filipino: 4%
- Mixed Race: 2%
- SA/AI: 5%
- African American: 1%
JABSOM Employees

**Staff**
(n = 100)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>33</td>
<td>33%</td>
</tr>
<tr>
<td>Females</td>
<td>67</td>
<td>67%</td>
</tr>
</tbody>
</table>

**Self-Reported Ethnicity**

- Japanese: 43%
- Native Hawaiian: 7%
- Filipino: 8%
- Chinese: 11%
- Mixed Race: 2%
- Asian: 4%
- African American: 2%
- White: 22%
- Native Hawaiian: 7%
- Hispanic/Latino: 1%
Women Faculty at JABSOM

- JABSOM ranked 8th among 129 medical schools across the nation for its percentage of women faculty (AAMC, 2014)

- Women comprise 46% of faculty at JABSOM with many holding leadership roles (i.e. department Chairs, CFO, Directors)

- Mentoring programs and initiatives such as the Women in Medicine Talk Story and student led Women’s Interest Group (WIG) offer formal and informal guidance and support

Dr. Lee Buenconsejo-Lum and Dean Hedges
2nd annual Women in Medicine Talk Story Session
September 15, 2016
JABSOM Website – Diversity Programs
Summary

- JABSOM’s pipeline programs and admissions demonstrate substantial effort and committed resources aligned with its institutional-wide diversity policy

- Strengths – First generation college students, Female faculty representation

- Challenges – Increasing neighbor island and Native Hawaiian & other Pacific Islander student recruitment

- Student and faculty diversity outcomes will continue to be tracked annually and opportunities to foster diversity will be highlighted on the JABSOM website
Mahalo

- JABSOM Diversity Task Force and Diversity Dashboard Working Group
- Dr. Richard Kasuya, Co-Chair Diversity Task Force
- Ms. Malia Purdy, Department of Native Hawaiian Health
- Dr. Ivy Nip Asano, Admissions
- Mr. Jeffery Long, Human Resources