Employee & Student Diversity Pipelines and Partnerships
JABSOM Annual Report
AY 2017-2018

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AAMC Diversity Officer
JABSOM Executive Committee
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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.**
Objective 1 – Student Diversity

Institutional Diversity Policy Objective 1. The medical school supports initiatives including the ‘Imi Hoʻōla Post-Baccalaureate Program, the Native Hawaiian Center of Excellence (NHCŒ), 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.
2231 Applicants
1969 (88%) Non-Residents
262 (12%) Residents

292 Interviews
94 (32%) Non-Residents
198 (68%) Residents

70 Matriculants
3 ‘Imi Ho‘ōla
10 Non-Residents
60 Residents

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

JABSOM 2017 Entering Class
Source: JABSOM Admissions Database AY 2017-2018
Matriculant Demographics
2017 Entering Class

- **Sex**
  - Female: 37 (53%)
  - Male: 33 (47%)

- **Race/Ethnicity**
  - Japanese, Japanese/White, Japanese/Other: 29%
  - Filipino, Filipino/White, Filipino/Other: 21%
  - Chinese, Chinese/Other: 17%
  - NHOP, NHOP/Other: 9%
  - Korean, Korean/White: 7%
  - White: 10%
  - Other Asian: 4%
  - Other: 2%
  - Decline: 4%

Source: JABSOM OSA/Admissions AY 2017-2018
Matriculant Origin

- 70 Matriculants
  - 60 Residents (86%)
    - 56 Honolulu County
    - 4 Neighbor Island
      - 1 Hawai‘i County
      - 3 Maui County
  - 10 Non-Residents (14%)
    - 7 Continental US
    - 1 Guam
    - 2 Canada

Source: JABSOM OSA/Admissions
AY 2017-2018
JABSOM 1st Generation College Students
2017 Entering Class

Yes: 5 students (7%)
No: 65 students (93%)

Source: JABSOM OSA/ADMISSIONS
AY2017-2018
JABSOM Diversity Pipeline Programs

- ‘Imi Ho‘ōla Post-Baccalaureate Program
- Native Hawaiian Center of Excellence (NHCOE)
- Area Health Education Center (AHEC)
- Health Careers Opportunity Program (HCOP)
Imi Ho ʻo ʻola: Participant Demographics
Class of 2016 - 2017

Gender
- Female: 6 (55%)
- Male: 5 (45%)

Race/Ethnicity
- Hawaiian: 2 (18%)
- Japanese: 1 (9%)
- South Asian Indian: 1 (9%)
- Filipino: 3 (28%)
- White: 1 (9%)
- Native American: 1 (9%)
- Korean: 1 (9%)
- Chamorro: 1 (9%)
ʻImi Hoʻōla: Student Geographic Origin

Source: IH Database AY2016-2017
ʻImi Hoʻōla: 1st Generation College Students
Class of 2016-2017

Source: IH Database AY2016-2017
ʻImi Hoʻōla Program

Class of 2016-2017

68 Applicants

11 Enrollees

3 Completers

Source: IH Database AY2016-2017
ʻImi Hoʻōla Student Matriculation Outcomes
Potential Contributors

- Less academically prepared students
- Personal Stressors
- New MCAT
- Key Staff change – The Learning Specialist (LS)
Recommendations:

- Better alignment and integration of curricular content across courses
- Practical reinforcement of foundational learning skills and study strategies
- Logistical program changes – Medical Biochemistry and Scientific Basis of Medicine now known as Humanism in Medicine
- Survey/Focus groups of ‘Imi graduates are being conducted to assess program strengths and challenges
- Study comparing program completers to non-completers to assess whether significant predictors of student success exist
NHCOE Native Hawaiian Student Pathway to Medicine (NHSPM)

- Strengthens NH pre-medical student competitiveness for medical school admission
- Faculty and peer mentor support utilizing pathway stories and cultural empowerment
- MCAT prep, application feedback, mock interviews, time management

Of 111 participants:
34% accepted into medical school
23% pursuing other health/social service careers
43% continuing to pursue medicine

Recent cohort of 15 students, about ½ attending colleges on continent and participating via ZOOM

6 of the 13 Native Hawaiian students who entered JABSOM in 2017 participated in NH Student Pathway to Medicine
Area Health Education Center (AHEC) and Health Careers Opportunity Program (HCOP)
Education, Training and Outreach

- Rural Health Training Initiative offers med students clinical experiences within VA Pacific Islands Health Care System in American Samoa, Guam, Palau, Kauaʻi and Hawaiʻi Island

- Hawaiʻi Pre-Health Career Corps for HS and college students

- Health Career Navigator Book and Student Companion

- JABSOM Tours, Teen Health Camps (first THC held in Molokaʻi)

- Annual Hawaiʻi Health Summit
Objective 2 – Faculty Diversity

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 Hawaiʻi 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)

Sex

- Female: 12 (67%)
- Male: 6 (33%)

Race/Ethnicity

- Japanese: 8 (44%)
- White: 6 (33%)
- Chinese: 2 (11%)
- Native or Part Hawaiian: 1 (6%)
- Korean: 1 (6%)

SOURCE: JABSOM HR AY 2017-2018
JABSOM Employees

All departments
(n = 497)

Sex

- Male: 243 (48.89%)
- Female: 253 (50.91%)
- Intersex: 1 (0.02%)

Race/Ethnicity

- Japanese: 35%
- White: 28%
- Chinese: 10%
- Filipino: 5%
- Other Asian: 6%
- NHOPI: 7%
- Asian Indian: 4%
- Hispanic/Latino: 2%
- Mixed Race: 2%
- African American: 1%

Intersex individuals are born with any of several variations in characteristics including chromosomes, gonads, genitals, or sex hormones due to combinations of chromosomal genotype other than XY-male and XX-female and according to the UN Office of the High Commissioner for Human Rights, “do not fit the typical definitions for male or female bodies.”

SOURCE: JABSOM HR AY 2017-2018
**JABSOM Employees**

**Faculty**  
(n = 389)

**Sex**
- Male: 209 (53.73%)
- Female: 179 (46.01%)
- Intersex: 1 (0.26%)

**Race/Ethnicity**
- White: 33%
- Japanese: 25%
- Chinese: 11%
- NHOPI: 8%
- Other Asian: 7%
- Asian Indian: 6%
- Filipino: 4%
- Hispanic or Latino: 3%
- Mixed Race: 2%
- African American: 1%

**Source:** JABSOM HR AY 2017-2018
JABSOM Employees

Staff
(n = 108)

Sex

- Male: 34 (31%)
- Female: 74 (69%)

Race/Ethnicity

- Japanese: 47%
- Chinese: 11%
- White: 19%
- Filipino: 9%
- Other Asian: 3%
- Native Hawaiian: 6%
- Mixed Race: 2%
- African American: 2%
- Hispanic/Latino: 1%

SOURCE: JABSOM HR AY 2017-2018
Women Faculty at JABSOM

- JABSOM ranked in top 10% among all accredited schools for its proportion of women faculty members (AAMC)

- Dr. Jill Omori honored with UHM Robert W. Clopton Award for Distinguished Community Service

- Dr. Dee-Ann Carpenter awarded the Board of Regents Medal for Excellence in Teaching

- Dr. Lucia Seale received the Dean’s Award at the 2018 JABSOM Biomedical Sciences and Health Disparities Symposium

Women’s Leadership Panel
Drs. Kamal Masaki, Marla Berry, Jill Omori, Leimomi Kanagusuku
3rd annual Women in Medicine Session
September 2017
Summary

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

- Strengths – Expansion of recruitment efforts via AHEC and HCOP, Successful pathway programs for NH pre-meds via NHCOE, Strong female student, faculty, and staff representation, Increase in NHOPI matriculants.

- Challenges – Need to examine strategies to increase matriculants from neighbor islands, Provide feedback/input to UHM HR regarding self-identification categories/options.
Mahalo

- JABSOM Diversity Task Force and Diversity Dashboard Working Group
- Ms. Mālia Purdy, Graduate Assistant, Department of Native Hawaiian Health
- Dr. Ivy Nip Asano, Director of Admissions
- Mr. Craig Morimoto, Registrar/Admissions Officer, Office of Student Affairs
- Mr. Jeffery Long, Senior Lead HR Specialist, JABSOM Human Resources
- Dr. Kelley Withy, Director, AHEC & HCOP
- Dr. Sasha Fernandes, NHCOE Pre-Health Professions Coordinator