Student & Employee Diversity Pipelines and Partnerships
JABSOM Annual Report AY 2018-2019

Winona Kaalouahi Lee, MD
AAMC Diversity Officer
June 30, 2019
1st Annual JABSOM Diversity Matters Day  
April 25, 2019

Diversity Game Changers  
Plenary Session  
Drs. Dean Hamer, David Sing & Lisa Montes

Health Careers Exploration  
Kamehameha Kapalama HS students

Rise of the Wahine:  
Champions of Title IX  
Film Screening  
Winona Lee, Yunji de Nies, Dave Shoji, Beth McLachlin, & Jill Nunokawa
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 ʻImi Hoʻōla Post-Baccalaureate Program, the Native Hawaiian Center of Excellence (NHCNE), 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.
Increase in Native Hawaiian and Filipino JABSOM graduates

- The largest number of Native Hawaiian students (12 out of 73) in the history of the school received their MDs in 2019.
- Filipino graduates from JABSOM also showed an increase from past years.
- JABSOM’s kīhei ceremony and UH Mānoa’s FilGrad ceremonies celebrated the students’ accomplishments.

Number of UH minority medical school graduates rises

By Kristens Consilho
kconsilho@staradvertiser.com

The University of Hawaii has seen a record number of minority medical student graduates despite low numbers of Native Hawaiians and Filipinos in college.

Out of 73 graduates, 12 were Native Hawaiians, double the amount in the previous year. Another 12 graduates were Filipino, compared with four in 2018.

The University of Hawaii John A. Burns School of Medicine has ramped up efforts to close the gap for minority students pursuing medical careers.

"Historically it really has to do with being in a group that is more underprivileged. They don’t have the same type of access to resources to prepare themselves for higher education. They also lack the role models in the community," said Dr. Winoa Nesiona Lee, JABSOM’s diversity officer, who oversees the Imi Hoola program, a yearlong program that helps disadvantage students gain access to medical school.

"These students from Native Hawaiian and Filipino groups typically come from working families and immigrant families. They have difficulty pursuing higher education, much less professional degrees like medicine," Lee said.

Native Hawaiians make

Please see DOCTORS, B5
2050 Applicants
1785 (87%) Non-Residents
265 (13%) Residents

275 Interviews
107 (39%) Non-Residents
168 (61%) Residents

72 Matriculants
11 ‘Imi Ho‘ōla
10 Non-Residents
51 Residents

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

JABSOM 2018 Entering Class

Source: JABSOM Admissions Database AY 2018-2019
Matriculant Demographics
2018 Entering Class

Sex

- Female: 32 (44%)
- Male: 40 (56%)

Race/Ethnicity

- Japanese, Japanese/White, Japanese/Other: 15%
- Chinese, Chinese/Other: 13%
- Filipino, Filipino/White, Filipino/Other: 11%
- NHOPI, NHOPI/Other: 14%
- Korean, Korean/White: 7%
- Other Asian: 11%
- Other: 4%
- White: 25%

Source: JABSOM OSA/Admissions AY 2018-2019
Matriculant Origin

- 72 Matriculants
  - 62 Residents (86%)
    - 50 Honolulu County
    - 9 Neighbor Islands
      - 2 Hawaiʻi County
      - 2 Kauaʻi County
      - 5 Maui County
    - 3 Pacific Islands
      - 2 Guam
      - 1 CNMI
  - 10 Non-Residents (14%)
    - 8 Continental US
    - 2 Canada

Source: JABSOM OSA/Admissions AY 2018-2019
JABSOM 1st Generation College Students 2018 Entering Class

Source: JABSOM Diversity Survey 2018
ʻImi Hoʻōla Program

Class of 2017-2018

61 Applicants

12 Enrollees

11 Completers

Source: IH Database AY2017-2018
ʻImi Hoʻōla: Student Demographics
Class of 2017 – 2018 (Matriculants to JABSOM in 2018)

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

Race/Ethnicity
- Hawaiian: 2 (18%)
- Chinese: 3 (27%)
- Filipino: 4 (37%)
- African American: 1 (9%)
- Taiwanese: 1 (9%)
ʻImi Hoʻōla: Student Geographic Origin

Source: IH Database AY2017-2018
ʻImi Hoʻōla: 1st Generation College Students Class of 2017-2018

Source: IH Database AY2017-2018
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.
4th Annual Women in Medicine Forum

“The advancement of women in medicine and in our larger society requires us to incorporate four kinds of power [expert, reward, reverent, generative] to create new cultural narratives where women build and direct power that end the current sociocultural inequities and hierarchy that ignore the voice and presence of women.”

~ Dr. Naleen Andrade
JABSOM Employee Overview

- Faculty: 369 (65%)
- APT: 108 (19%)
- Grad Asst: 56 (10%)
- Leadership: 20 (3%)
- Civil Service: 16 (3%)

N = 569

SOURCE: JABSOM HR AY 2018-2019
All Departments  
(N = 569)

Sex

- Male: 262 (46%)
- Female: 306 (54%)
- Intersex: 1 (0%)

Race/Ethnicity

- White: 28%
- Japanese: 28%
- Chinese: 12%
- Filipino: 6%
- South Asian, Asian Indian: 4%
- Other Asian: 6%
- Hispanic or Latino: 3%
- Mixed Race/Ethnicity: 3%
- NHOPI / AIAN: 9%
- African American: 1%

SOURCE: JABSOM HR AY 2018-2019
Leadership  
(n = 20)

Sex

- Female: 7 (35%)
- Male: 13 (65%)

Race/Ethnicity

- White: 6 (30%)
- Japanese: 5 (25%)
- NHOPi: 3 (15%)
- South Asian, Asian Indian: 2 (10%)
- Hispanic/Latino: 1 (5%)
- Filipino: 1 (5%)
- Chinese: 2 (10%)

SOURCE: JABSOM HR AY 2018-2019
Faculty
(n = 369)

Sex

- Male: 190 (52%)
- Female: 178 (48%)
- Intersex: 1 (0%)

Race/Ethnicity

- White: 117 (32%)
- Japanese: 94 (25%)
- Chinese: 43 (12%)
- Mixed Race: 13 (4%)
- Filipino: 16 (4%)
- South Asian/Asian Indian: 19 (5%)
- Other Asian: 24 (7%)
- NHOPI: 27 (7%)
- Hispanic/Latino: 12 (3%)
- African American: 4 (1%)

SOURCE: JABSOM HR AY 2018-2019
Staff
(n = 180)

Sex

- Female: 121 (67%)
- Male: 59 (33%)

Race/Ethnicity

- Japanese: 60 (33%)
- Chinese: 21 (12%)
- NHOPI / AIAN: 22 (12%)
- White: 38 (21%)
- Other Asian: 9 (5%)
- African American: 5 (3%)
- Filipino: 18 (10%)
- Hispanic/Latino: 4 (2%)
- Mixed Race: 3 (2%)

SOURCE: JABSOM HR AY 2018-2019
Summary

- JABSOM’s admissions and pipeline (pathway) programs are aligned with its institutional policy and are effective contributors to student diversity within JABSOM

- Strengths – Increase in NHOP\-I students and matriculants from rural areas, particularly from neighboring islands, Strong representation of women among students and faculty/staff

- Challenges – Need to continue to expand pathways/pipelines for first generation college students
Mahalo

- JABSOM Diversity Task Force and Diversity Dashboard Working Group
- Dr. Mālia Purdy, Dept of Native Hawaiian Health
- Dr. Ivy Nip Asano, JABSOM Director of Admissions
- Mr. Craig Morimoto, Registrar/Admissions Officer, Office of Student Affairs
- Ms. Kathy Matsumoto, Interim Director JABSOM Human Resources