

Diversity, Equity, and Inclusion (DEI) Committee Update

Chairs: Michael Cabana, Pat Brophy

March 3, 2024



DEI Committee Members

Michael Cabana, Pat Brophy Co-Committee Chairs

- Pedro de Alarcon University of Illinois, Peoria
- Erin Allen University of Washington (AAAP Rep.)
- Xylina Bean Meharry Medical College
- Patrick Brophy University of Rochester
- Michael Cabana Children's Hosp at Montefiore/Albert Einstein
- Loretta Cordova de Ortega University of New Mexico
- Phyllis Dennery Brown University
- Lewis First University of Vermont
- Lilia Parra-Roide Health Creighton University/Arizona
- Juan Salazar University of Connecticut
- Charles Schleien Hofstra/Northwell



DEI Committee

Accomplishments

Goals

Asks



DEI Committee

Accomplishments (2022 Survey & Dashboard)

Goals

Asks





DEI Committee Survey

September 2022



NOTES FROM THE ASSOCIATION OF MEDICAL SCHOOL PEDIATRIC DEPARTMENT CHAIRS, INC.



Diversity in Pediatrics Department Leadership Positions

Michael D. Cabana, MD, MPH^{1,2}, Pedro A. de Alarcon, MD³, Erin Allen, MHA⁴, Xylina D. Bean, MD⁵,
Patrick D. Brophy, MD, MHCDS^{6,7}, Laura Degnon, CAE⁸, Lewis R. First, MD, MSc⁹, Phyllis A. Dennergy, MD^{10,11},
Juan C. Salazar, MD, MPH^{12,13}, Charles Schleien, MD^{14,15}, Joseph W. St. Geme, III, MD^{16,17},
Lilia Parra-Roide, MD¹⁸, and Leslie R. Walker-Harding, MD^{4,19}

There is a recognized need to promote greater diversity in the pediatric workforce and pediatric academic leadership, aiming to achieve greater numbers of pediatricians who are under-represented in medicine (URM).¹ A department chair can play a prominent role in prioritizing URM recruitment as well as retention. In addition, if the chairs themselves self-identify as URM, they can also serve as visible leaders and role models for current and future URM trainees and faculty.² Other leadership roles, such as vice chair, division chief, fellowship director, or clinic director may have a similar effect.

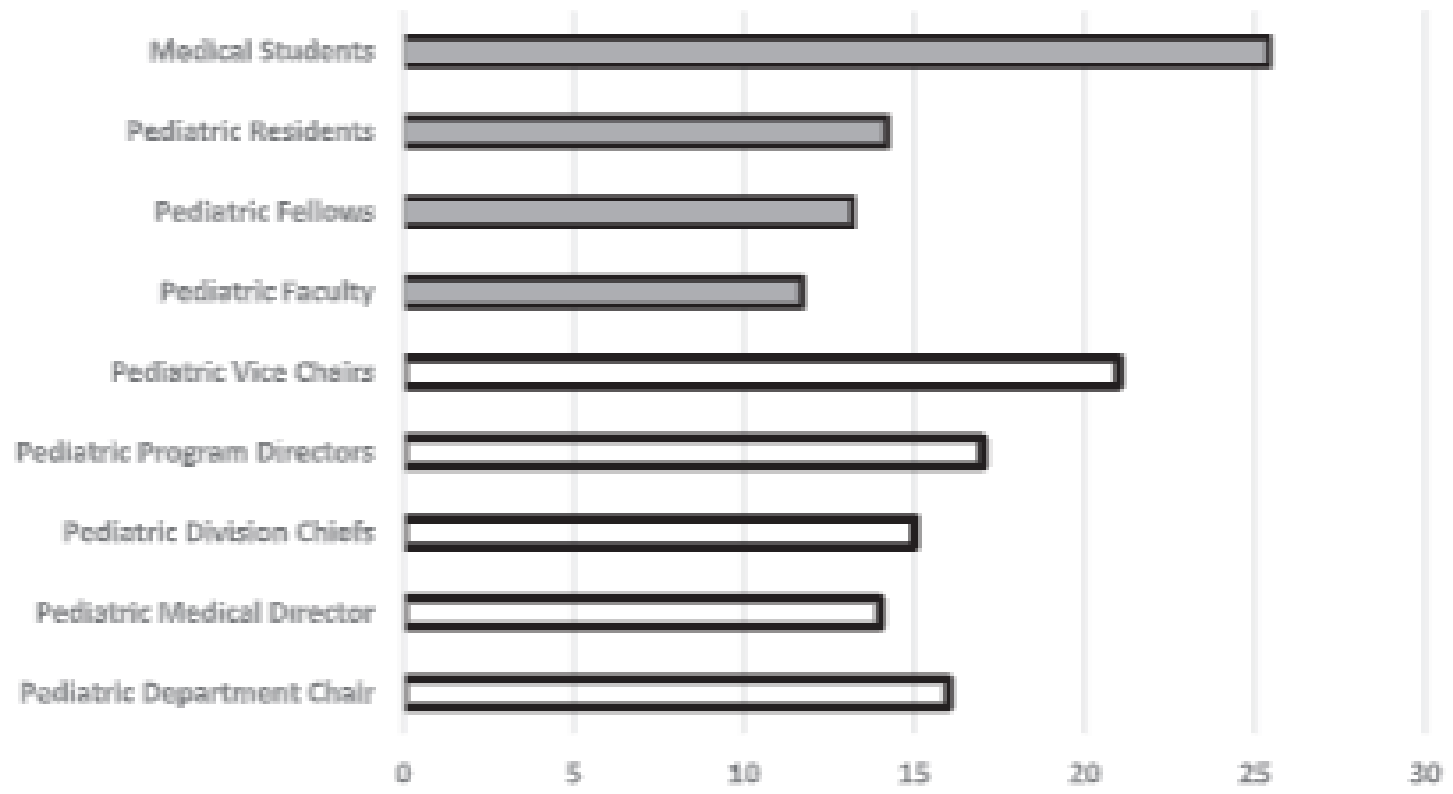
To understand the current diversity in leadership positions in academic pediatrics, we conducted a survey of medical

Islander, and/or mainland Puerto Rican. The definition also includes individuals who come from disadvantaged backgrounds.

We asked all chairs to describe their personal URM status. In addition, we asked chairs to provide information about the total number of positions and the number currently filled by URM faculty for each of the following leadership positions in their department of pediatrics: vice chairs, division directors, fellowship directors/program directors, and clinic directors.

We used simple counts and descriptive statistics. We used χ^2 tests and t tests to assess for differences between responding institutions and non-responding institutions. To assess for the generalizability of the results to all the AMSPDC in-





Data based on current survey

Data based on published literature

for medical students,⁸ pediatric residents,²⁰ pediatric fellows,¹¹ and pediatric faculty⁷

Figure. Comparison of URM percentages of medical students, pediatric trainees, faculty, and leadership.



NOTES FROM THE ASSOCIATION OF MEDICAL SCHOOL PEDIATRIC DEPARTMENT CHAIRS, INC.



Pediatric Department Approaches to Promote Diversity, Equity, and Inclusion

Michael D. Cabana, MD, MPH^{1,2}, Pedro A. de Alarcon, MD³, Erin Allen, MHA⁴, Xylina D. Bean, MD⁵, Patrick D. Brophy, MD, MHCDS^{6,7,†}, Loretta Cordova de Ortega, MD⁸, Laura Degnon, CAE⁹, Lewis R. First, MD, MSc¹⁰, Phyllis A. Dennery, MD^{11,12}, Juan C. Salazar, MD, MPH^{13,14}, Charles Schleien, MD^{15,16}, Joseph W. St. Geme, III, MD^{17,18}, Lilia Parra-Roide, MD¹⁹, and Leslie R. Walker-Harding, MD^{4,20}

Children represent the leading edge of demographic changes and the growing diversity of the US. According to the US Census, as of 2021, “minority” (Non-Hispanic Black, Non-Hispanic Asian, Native American, and Hispanic) children now constitute 44.9% of the childhood population less than 18 years of age. By 2050, it is projected that this will grow to over 50%.¹

The pediatric workforce that cares for these children does not mirror these demographics. Physicians from these demographic groups are under-represented in medicine (URiM). The Association of American Medical Colleges (AAMC) definition of URiM² refers to those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population. This definition includes individuals who identify as African American and/or Black, Hispanic/Latino, Native American (American Indians, Alaska Natives, and Native Hawaiians), Pacific Islander, and/or mainland Puerto Rican.

Accreditation (COCA) accredited osteopathic medical school or Chair of a hospital sponsored Department of Pediatrics that is affiliated with an LCME or COCA accredited allopathic medical school and that has an ACGME-approved pediatric residency program. The inclusion of osteopathic colleges was relatively new at the time of the survey; 148 (86%) of the 172 eligible chairs were members of AMSPDC.

We used the Association of American Medical Colleges definition of URiM.² This cross-sectional survey was distributed to all member department chairs in September 2022 and again in October 2022. The study was approved by the Albert Einstein College of Medicine institutional review board.

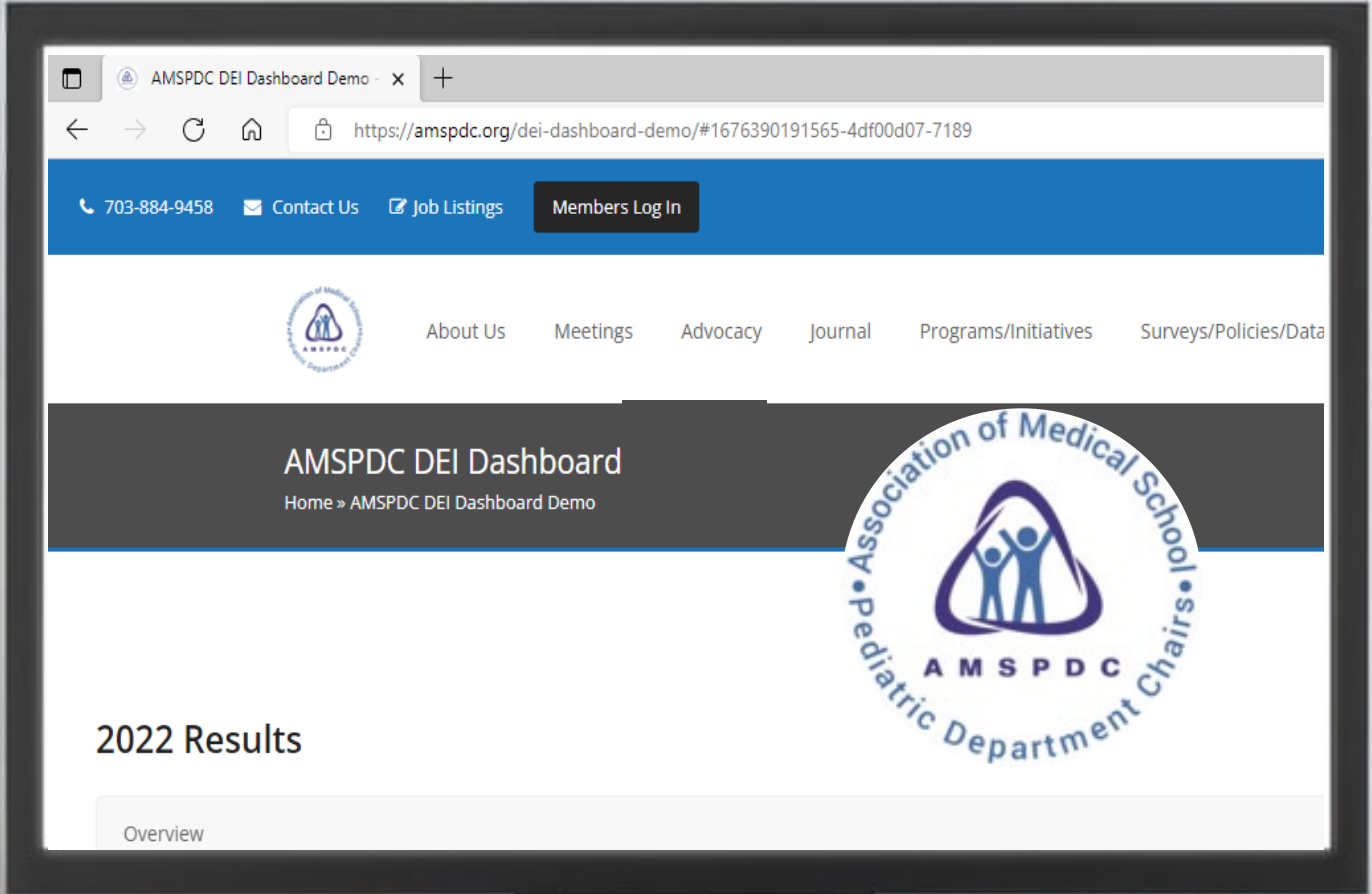
Respondents were asked to indicate if their department offered any training for the following topics: implicit bias, anti-racism, microaggressions, and general information regarding disparities to each of the following groups: faculty, staff, and trainees. Respondents were also asked if the training was mandatory for any of the three groups, if trainees and

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Table II. Department approaches to recruitment, retention and assessment of diversity, equity, and inclusion (n = 66)

Activity	Frequency (%)
Assessment of department leadership diversity	52 (79%)
Inclusion of race and ethnicity in evaluating department turnover	51 (77%)
Department process to assess the diversity, climate, and/or retention	33 (50%)
Presence of a department diversity recruitment plan	38 (58%)
Presence of a formal department faculty retention program for underrepresented faculty	9 (14%)



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AMSPDC DEI Dashboard

Home » AMSPDC DEI Dashboard Demo



2022 Results

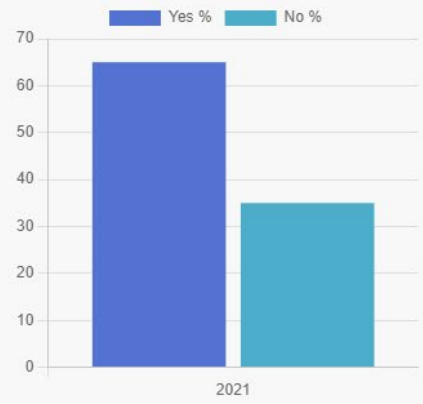
Overview



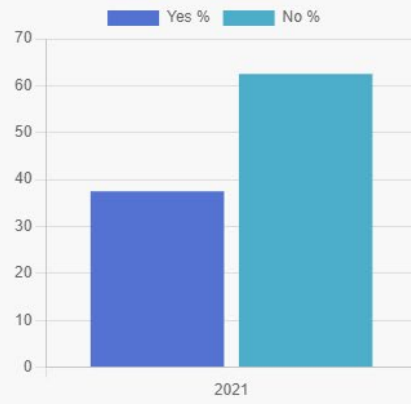
- Recruitment
- Retention
- Department Leadership
- Accountability
- Residency Training
- Continuing Education

Faculty Retention

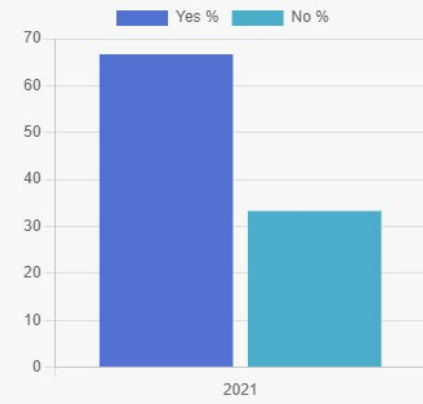
Dept Has Formal Faculty Retention Program for UIM Faculty (n=40)



Faculty Retention Program for UIM Faculty Based in Dept (n=8)



Willing to Share Faculty Retention Program (n=3)



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Accomplishments

Goals—Tool Kit (in progress)

Asks





Toolbox

Faculty Development

Assessment Tools

Background Resources

- Administrative Tools
 - DEI Vice Chair job descriptions
 - Best practices for faculty searches & recruitment
 - Examples of Incorporation of DEI activities in the faculty promotion
 - Systems to report issues of bias, racism or microaggressions
 - Term limit policies (examples, commentaries)



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Send us any tools that you've successfully developed
Survey 2024



**COMING
SOON**

DEI Committee
Survey

September 2024

