The Diversity and Faculty Development Digest (DiFac)

Volume 26

The Diversity and Faculty Development Digest (DiFac) is produced quarterly by the Association of American Medical Colleges (AAMC), Diversity Policy and Programs. The digest highlights research funding opportunities, professional development opportunities, and the latest research and reports related to faculty professional development and health equity research. In addition, relevant AAMC resources and opportunities, and other special faculty news or highlights are provided. Please follow the link below to join our LinkedIn group and network with over 200 past participants of the AAMC Minority Faculty Career Development Seminar and to receive additional, diverse faculty career development opportunities throughout the year.

Additional resources are available at: http://bit.ly/126AAiN

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(1) AAMC Seminars and Highlights

Save the Dates!

The 2014 Minority Faculty Career Development Seminar

Date: September 5-8, 2014

Optional Pre-Conference Workshop: 'K' Writers Coaching Group
Date: September 5, 2014; Vancouver, British Columbia

Minority Faculty Career Development Seminar

The Association of American Medical Colleges popular Minority Faculty Career Development Seminar is designed for junior faculty (senior clinical and research fellows, instructors, and assistant professors) and post docs (MD, MD/PhDs and PhDs) who aspire to leadership positions in academic medicine.

This 3-day seminar provides participants with real-world guidance and tools for pursuing career advancement in academic medicine, developing key professional competencies, building skills in grant writing and communications, and expanding their network of colleagues and role models. Bringing together both junior faculty from the United States and Canada, this year's seminar will be a multicultural experience that facilitates information sharing and networking.

Learning objectives include:

- Identify professional development goals and design a career path, and the tools on how to get there
- Understand the realities of advancement in academic medicine by exploring the requirements for appointment, promotion, and tenure, and how to plan your own progress through the system
- Develop key professional competencies in academic and organizational leadership
- Build skills in grant writing and communications
- Expand your network of colleagues and role models

Information: Lily May Johnson, lmjohnson@aamc.org.

'K' Writer's Coaching Group

The AAMC will also offer the Minority Faculty Career Development Seminar's 'K' Writers Coaching Group for faculty who are actively working on an NIH Career Development (K) proposal. This program involves an on-site preconference training on September 5, 2014, from 8am-4pm, followed by 3 months of optional, follow-up and support. Participation in the
Minority Faculty Career Development Seminar is not required to participate in the Coaching Group. Information on eligibility and the application process will be available in April 2014.

This program will provide:

- Sessions on developing grant writing skills
- Direct hands-on assistance with proposal preparation
- Detailed feedback on strategies to improve the design and writing of their proposals.

Registration and Travel Notes
Registration will open in May 2014. Meeting information will be updated online once available: https://www.aamc.org/meetings/

- Registration Process: The registration process includes a letter of support from the attendees' department Chair, Division Chief or Dean, a pre-seminar survey, and selection of breakout sessions
- Consulting Sessions: You will have the opportunity to sign up for small group career consultation sessions.
- Passports: US citizens require a passport to enter Canada. If you do not currently have a passport learn how to apply, and consider working to obtain one now: http://1.usa.gov/KzWVmV

Questions? Lily May Johnson, lmjohnson@aamc.org.

Special Call for Proposals: Faculty Diversity and Inclusion in Academic Medicine

The AAMC Group on Diversity and Inclusion (GDI) is pleased to announce a call for proposals for scholarship on faculty diversity and inclusion. Embracing faculty diversity as a core aspect of the education, service and research missions will position Academic Health Centers to serve as leaders in advancing health equity.

GDI is interested in articles that: (1) examine the implementation and outcomes of institutional policies that address faculty diversity recruitment, retention and advancement; (2) illustrate the development and use of novel metrics for monitoring change in faculty diversity and inclusion; (3) describe theory- and evidence- based faculty diversity and inclusion programs and their outcomes; (4) present research that examines the factors that facilitate or hinder achieving faculty diversity; and (5) demonstrate through research and/or program intervention how faculty diversity and inclusion contribute to institutional mission attainment.

Diversity

Diversity as a core value embodies inclusiveness, mutual respect and multiple perspectives and serves as a catalyst for change; encompasses socioeconomic status, race, ethnicity,
language, nationality, sex, gender identity, sexual orientation, religion, geography, disability, age and individual aspects such as personality, learning styles and life experiences.

**Inclusion**

Inclusion is a core element for successfully achieving diversity. Inclusion is achieved by nurturing the climate and culture of the institution through professional development, education, policy, and practice. The objective is creating a climate that fosters belonging, respect, and value for all and encourages engagement and connection throughout the institution and community. Examples of questions that submitted proposals might address include:

- What factors (individual, group, institutional, community) influence the achievement of faculty diversity?
- How does consideration of intersectionality (e.g., simultaneous consideration of the multiple dimensions of diversity) influence policy formulation and implementation, program design and development and/or the conduct of research?
- Do faculty diversity and inclusion impact institutional capacity to achieve organizational mission?

GDI invites you to submit a manuscript proposal (not to exceed 300 words) and your complete contact information to guest editor Joan Reede, M.D., M.P.H., MS, MBA, for her review. Proposals for this GDI call must be submitted to the GDI Program Leader Juan Amador at jamador@aamc.org. Authors of selected proposals will be invited to develop a full length scholarly work and should be prepared to do so following specified publication guidelines, such as *Academic Medicine*: [http://bit.ly/L3mkpw](http://bit.ly/L3mkpw). Decisions on proposals will be reached by April 3, 2014 and the final manuscripts will be due June 3, 2014.


**Information:** Juan Amador, [jamador@aamc.org](mailto:jamador@aamc.org)

**Leadership Education and Development (LEAD) Certificate Program**

The Leadership Education and Development (LEAD) Certificate Program is an intensive, two-year, cohort-based leadership development program that provides the knowledge, skills, values, and practical experience educational professionals in academic medicine need to be successful leaders. This program is designed primarily for early to mid-career faculty responsible for or aspiring to educational leadership in academic medicine.

Through evidence-based, collaborative learning, and reflective practice, LEAD addresses the following leadership domains:

- Setting direction and vision
• Developing and maintaining organizational efficiency (i.e., administration and management)
• Leading by developing others
• Leading by developing the organization

Upon completion of the certificate program, you will be able to:

• Apply relevant theoretical frameworks of educational leadership to guide ongoing leadership development and actions in various situations
• Provide a solid rationale for using leadership theories to guide practice
• Differentiate between administration, management, and leadership, and explain how each contributes to effective educational leadership
• Demonstrate leadership behaviors that include effective communication, supervision, strategic planning, and organizational development (e.g., creating a shared vision, developing people and capacity, facilitating effective change)
• Use reflective practice and feedback to develop and continuously refine your personal leadership style and effectiveness
• Apply leadership concepts and principles at your own institution


(2) AAMC Publications

The Report on Medical School Faculty Salaries 2012-2013

The Report on Medical School Faculty Salaries 2012-2013 is based on fiscal year 2013 salary data submitted from 140 accredited medical schools in United States for the 2013 AAMC Faculty Salary Survey. The report includes the following sources of compensation: fixed/contractual salary, medical practice supplement, bonus/incentive pay, and uncontrolled outside earnings.

This 315-page report provides:

• Total compensation statistics for six faculty ranks in 88 departments/specialties.
• Thirty-three tables that present the total compensation attributable to teaching, patient care, or research for 101,945 full-time medical school faculty.
• Tables showing the 25th percentile and 75th percentile, as well as the mean and median, for each combination of faculty rank and faculty department/specialty.
• Number of faculty in each total compensation statistic.

AAMC Members: $131.00
Non-Members, Non-Profit: $263.00
Non-Members, For-profit: $466.00
For AAMC member institutions, the member price is reflected in the shopping cart after you log in.

For nonmember/non-profit organizations, please call 202-828-0416 or email publications@aamc.org.

State Physician Workforce Data Book 2013 (PDF)

This report examines current physician supply and retention, medical school and osteopathic school enrollment, and graduate medical education in the United States. This resource is an update to the 2011 edition and provides data breakdowns by each state.

Information: www.aamc.org/publications

Our Moment of Truth

AAMC President and CEO Darrell G. Kirch, M.D., delivered "Our Moment of Truth" at Learn, Serve, Lead: The AAMC 2013 Annual Meeting in Philadelphia, November 2, 2013. This publication presents his remarks in essay form.

Information: www.aamc.org/publications

(3) Funding Opportunities

Small Grants Program for Cancer Epidemiology (R03)
Sponsor: National Cancer Institute/NIH/DHHS

The National Cancer Institute (NCI) invites applications for research on cancer etiology and epidemiology. The overarching goal of this FOA is to provide support for pilot projects, testing of new techniques, secondary analyses of existing data, development and validation of measurement methods, linkage of genetic polymorphisms with other variables related to cancer risk, and development of innovative projects for more comprehensive research in cancer etiology and epidemiology.

Deadline: March 18, 2014
Information: http://1.usa.gov/1bkjA32
E-mail: vermam@mail.nih.gov or call: 301-594-7344

NIAMS Small Grant Program For New Investigators (R03)
Sponsor: National Institute of Arthritis & Musculoskeletal & Skin Diseases/NIH/DHHS
National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMS) invites applications to stimulate and facilitate the entry of promising new investigators into research on arthritis and musculoskeletal and skin diseases and injuries. This FOA will provide support for pilot research that is likely to lead to a subsequent individual research project grant (R01). Key public health problems addressed by this research include osteoporosis, osteoarthritis, orthopaedic disorders and injuries, including sports medicine and regenerative medicine and the muscular dystrophies.

Deadline: March 20, 2014

Information: http://1.usa.gov/1ocE2Gb
E-mail: mancinim2@mail.nih.gov or call: 301-594-5032

(4) Professional Development Opportunities

The Institute for Healthcare Advancement's 13th Annual Health Literacy Conference

The theme of the Institute for Healthcare Advancement's 13th Annual Health Literacy Conference is "Operational Solutions to Low Health Literacy: At the Intersection of the Affordable Care Act and Health Literacy." Conference planners aim to infuse the conference with a strong focus on the Affordable Care Act, and how health literacy fits into the puzzle.

Here are a few highlights:

Live, National, Interactive Event: Stories and Lessons from the Intersection of the Affordable Care Act and Health Literacy

On Wednesday, May 7 at noon, we will convene to talk about the effects of health literacy on the Affordable Care Act. Did you implement a program? Did you have successes or see failures? What worked? What didn't work? How will you change what you do when open enrollment begins again in October? We want to hear your stories, your lessons, your programs. Joining us at the conference? We'll treat you to lunch and give you the opportunity to listen live and in person. Unable to be with us? No worries, just click on the link we'll provide and watch and listen right from your computer. More details to come so stay tuned...

Special ACA Section in the Poster Session

In addition to showcasing the best of programs/services and research as we always do, we'd like to see your poster on your experiences with taking health literacy requirements into consideration when working with the Affordable Care Act. Our Call for Poster Abstracts is open now. Click here to read about how to submit your poster.

Plenary and Breakout Sessions
We have a number of plenary and breakout sessions that are themed with the Affordable Care Act. Please take a moment to browse the brochure and the agenda. Not terribly interested in the Affordable Care Act? Not to worry, we have plenty of content on other areas and topics as well. But we felt strongly that this major social experiment called for us to turn out attention to how health literacy affects these efforts, now and going forward.

Conference: May 7-9, 2014; Irvine, California.  

(5) Research and Reports

5.1 Diverse Faculty Professional Development

Pharmacology scholars challenge institutions to increase cultural sensitivity in hiring practices and policies for an environment that nurtures diversity growth.


Scholars discuss the benefit for junior faculty development and student engagement when institutional practices support career training and research by faculty in minority-serving institutions.


Authors suggest that faculty and students have similar challenges in academic medicine, proposing institutions create additional initiatives and programs to increase recruitment and retention.


Authors highlight the success of online learning in promoting faculty development, suggesting more research that aims to understand the principles governing faculty engagement and success.

Researchers suggest that educators seek change across the profession and take advantage of the tension created by standardization and diversity in influencing medical students’ professional identity construction.


Authors describe the enhanced experience perceived by undergraduate faculty participating in a professional development workshop using perspectives of faculty from a diverse group of institutions.


Nursing scholars describe a successful program preparing minority nurses into the fields of faculty education and research.


Nursing scholars suggest a lack of studies on strategies to help a culturally diverse faculty succeed, and provide a summary of strategies and factors for success in academia.


Author discusses the efforts of researchers working on the development of an inclusive and nurturing workplace environment for diverse populations of students, faculty, and staff in higher education.


Study suggests improving the health outcomes for the changing demography in the US requires a national strategy to address organizational change in the academic and practice workforce.
5.2 Health Equity

Scholars argue that the efforts of doctors and medical schools require the support of partnerships with communities as well as with academic medical centers to develop and implement programs that address diversity and inclusion, increase access to health care, and raise awareness about population-based health inequities.


The authors describe the community engagement consulting model developed by the North Carolina Translational and Clinical Sciences Institute. The authors highlight the value of community expertise within academia and how compensating community experts for their help benefits both the university and community.


The researchers report on the results of a medical interpreter training program implemented with thirty-eight students who had no formal medical interpreter training. Results showed that 18% more students passed oral assessment; a 19% increase in mean scores for written assessments. There were also positive increases in self-ratings of knowledge, skills, and confidence.


The scholars report on an evaluation about the efficacy of a culturally tailored, Spanish-language, computer physical activity intervention for Latina adults. Using random samples, the Spanish-language intervention showed that it was effective in increasing moderate-to-vigorous activity among participants.

Research conducted at one medical school shows that clinical faculty have limited training in cultural competency, and reported a need for improvement in many areas of multicultural health.


The research team evaluated the effects of a multipayer patient-centered medical home on health care utilization and quality. Measures included changes in hospital admissions, emergency department visits, and 6 process measures of quality of care. After two years, outcomes included improvements in the medical home recognition scores and also a reduction in the ambulatory care sensitive emergency department visits.


5.3 National Institutes of Health (NIH) Highlights

COMING SOON! Join the NIH for the "Transforming Diversity in Research Training" Interactive Discussion Forum!

The NIH will be launching an online discussion forum to stimulate conversations about novel and creative strategies needed to engage a diverse student pool in the early phases of biomedical research training, sustain their interest, and enable success at each career phase. Subscribe to our email list to receive updates, or check back on this website for updates. We anticipate this forum will be available in January.

Information: [http://1.usa.gov/1lAXbjJ](http://1.usa.gov/1lAXbjJ)

The NIH Intramural Research Program

The Intramural Research Program (IRP) is the internal research program of the National Institutes of Health (NIH), known for its synergistic approach to biomedical science. Early-career opportunities and more senior positions are available for highly motivated and dedicated candidates. Find the IRP career that is right for you:


Information: [http://1.usa.gov/1fdPd9L](http://1.usa.gov/1fdPd9L)
Office of Intramural Training and Education's Hyperlinks to Fellowships and Positions of Interest to fellows

Information: https://www.training.nih.gov/
Information: http://1.usa.gov/1iYa70k

Link to NIH Jobs
Information: http://www.jobs.nih.gov/

Searchable Database of All NIH Intramural Research Projects

Annual reports are available from 1998 onwards for all NIH Intramural Programs established prior to 1998. For the National Center for Complementary and Alternative Medicine (NCCAM), reports are available beginning in 2002. For the National Institute of Biomedical Imaging and Bioengineering (NIBIB), reports are available beginning in 2005. Reports dating back to 1999 have bibliographies, if provided by the investigator. 1998 reports do not contain bibliographies

Information: http://1.usa.gov/1fdQf5J

NIH's Clinical Training Opportunities

The Office of Clinical Research Training and Medical Education (OCRTME) encourages you to explore the training and education opportunities offered by the NIH Clinical Center, America's research hospital—from high school to college and medical school, and throughout your career.

Information: http://1.usa.gov/1iYqtpQ
Information: http://1.usa.gov/1iM73oL

NIH Common Fund Diversity Initiatives

The NIH Common Fund Diversity Initiatives are intended to support transformative and innovative approaches to unify and strengthen institutions and faculty dedicated to the recruitment and retention of diverse scientists. The long-term goal of this program is to catalyze a systematic culture change in the biomedical research training environment to have a broad impact on scientists from underrepresented backgrounds. To achieve this goal, this program is intended to synergize with ongoing efforts to increase the diversity of the biomedical research workforce, and successful approaches developed by this program will be broadly disseminated to have an impact at a national level.

Information: http://commonfund.nih.gov/diversity/

Women of Color Research Network
The Women of Color Research Network is an online community that aims to address the challenges faced by all women and minorities who are entering and advancing in scientific careers. The network is associated with creating awareness about efforts for supporting women of color and everyone who value diversity in the scientific workforce!

Information: www.wocrn.nih.gov

Mid-Atlantic Higher Education Recruitment Consortium (HERC)

Information: www.midatlanticherc.org

NIH Clinical Center Grand Rounds

The National Institutes of Health Clinical Center, America's research hospital is located on the NIH campus in Bethesda, Maryland. Through clinical research, clinician-investigators translate laboratory discoveries into better treatments, therapies, and interventions to improve the nation's health. The NIH Clinical Center Grand Rounds schedule is located online and includes a video archive of past events.

Information: http://1.usa.gov/LSnX8Y
Archives: http://1.usa.gov/1ogkfWg

National Institute of Health: Wednesday Afternoon Lecture Series (WALS)

The NIH Director's Wednesday Afternoon Lecture Series, colloquially known as WALS, is the highest-profile lecture program at the NIH. Lectures occur on most Wednesdays from September through June from 3:00 to 4:00 p.m. in Masur Auditorium, Building 10 on the NIH Bethesda campus. Each season includes some of the biggest names in biomedical and behavioral research. The goal of the WALS is to keep NIH researchers abreast of the latest and most important research in the United States and beyond. An added treat is the annual J. Edward Rall Cultural Lecture, which features top authors and other cultural icons. All speakers are nominated by the NIH community. The schedule and video archives are available online.

Information: http://wals.od.nih.gov/
Archives: http://1.usa.gov/1aRSkZl

(6) Faculty Spotlight

Gary C. Butts, M.D., a faculty affiliate of the Association of American Medical Colleges, Diversity Policy and Programs' Faculty Initiatives has been named Chief Diversity and Inclusion Officer for the Mount Sinai Health System and Senior Associate Dean for Diversity Programs, Policy and Community Affairs for the Icahn School of Medicine at Mount Sinai. In these roles, Dr. Butts is responsible for oversight, management, and integration of the Mount
Sinai Health System’s diversity programs and policies with a goal to reaffirm diversity and inclusion as an integral core institutional value and resource across the Health System.

Information: http://bit.ly/1ogl1Te

Hannah Valantine, M.D., a faculty affiliate of the Association of American Medical Colleges, Diversity Policy and Programs’ Faculty Initiatives has been named NIH’s first Chief Officer for Scientific Workforce Diversity. Dr. Valantine will lead NIH’s effort to diversify the biomedical research workforce as the first Chief Officer for Scientific Workforce Diversity. Dr. Valantine will lead NIH’s effort to diversify the biomedical research workforce by developing a vision and comprehensive strategy to expand recruitment and retention, and promote inclusiveness and equity throughout the biomedical research enterprise.

Information: http://1.usa.gov/1ierDhl

Michael V. Drake M.D., a faculty affiliate of the Association of American Medical Colleges, Diversity Policy and Programs' Faculty Initiatives has been named the 15th president of Ohio State. Trustees voted unanimously in favor of University of California, Irvine chancellor Michael Drake to become the 15th president of Ohio State. Dr. Drake is an ophthalmology professor who also is a published textbook author. In 2005 he was named the fifth chancellor of UC Irvine, where he also served as a professor. Under his tenure, undergraduate applications at Irvine increased more than 90 percent and the four-year graduation rate rose by nearly 20 percent. In 2006, Dr. Drake oversaw the creation of the first new public law school in California in more than 40 years. He also launched new programs in public health, pharmaceutical sciences and nursing science tailored to meet the community’s hiring needs.

At Ohio State, Dr. Drake will lead one of the nation's largest public universities, one with a national profile in both academics and sports. In addition to its undergraduate academic programs, medical school and hospital, and high-profile sports teams, Ohio State also has professional schools for business, law and pharmacy, among many others.

Information: http://bit.ly/1bSAjrW