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 350 past participants of the AAMC Minority Faculty Career Development Seminar as well as other faculty across the nation and the globe to receive additional, diverse faculty career development opportunities throughout the year.

Additional resources are available at: http://bit.ly/126AAiN
Archives: http://bit.ly/1vaMjOe

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AAMC Seminars and Highlights

Save the Dates
The 2015 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.

Seminar: September 18-21, 2015; Atlanta, Georgia.
Information: Tai Conley, tconley@aamc.org

Optional Pre-Conference Workshop: Grant Writers Coaching Group for NIH Awards

The AAMC will also offer the Minority Faculty Career Development Seminar's Grant Writers Coaching Group for NIH Awards for faculty who are actively
working on an NIH Career Development (K or R) proposal. This program involves an on-site preconference training on September 18, 2015, from 8am-4pm, followed by 3 months of optional follow-up online sessions 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 for the coaching group is now available on our website External Link.

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
Online sessions for continued peer and coaching support

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

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AAMC Publications

*Implementing Curricular and Institutional Climate Changes to Improve Health Care for Individuals Who Are LGBT, Gender Nonconforming, or Born with DSD: A Resource for Medical Educators*

Written by the AAMC’s Advisory Committee on Sexual Orientation, Gender Identity, and Sex Development, *Implementing Curricular and Institutional Climate Changes to Improve Health*
Care for Individuals Who Are LGBT, Gender Nonconforming, or Born with DSD: A Resource for Medical Educators serves to:

- Provide education about the health needs of individuals who are LGBT, gender nonconforming, and/or born with DSD, and the role of academic medicine and the health care system in supporting these populations.
- Support medical schools by discussing how to integrate this content into medical education, with a focus on the role of institutional climates.
- Provide a framework to facilitate the assessment of learners, curricula, and institutions.
- Highlight national resources and curricular innovations within academic medicine.

This publication is for anyone who wants to become more familiar with medical education and desires to use medical school curricula and climate to address the health disparities and health care issues faced by these populations.

The State of Women in Academic Medicine: the Pipeline and Pathways to Leadership 2013-2014

This biennial report on the Women in Academic Medicine (WIMS) Benchmarking Survey has been completely redesigned to enrich your understanding of the state of women in medicine by providing multiple AAMC data sources, referencing scholars in academic medicine, and highlighting actionable strategies from the field with the goal of helping you to turn data into action to advance women at your institution.

Diversity in the Physician Workforce: Facts & Figures 2014

The 2014 edition of Diversity in the Physician Workforce: Facts & Figures marks the debut of an online, interactive report. This report provides a compendium of
detailed statistical information on demographics and practice patterns of the physician workforce that graduated from U.S. MD-granting medical schools.

Funding Opportunities

Mentored Career Development Award to Promote Faculty Diversity in Biomedical Research (K01)

This Funding Opportunity Announcement (FOA) invites applications to enhance the pool of highly trained investigators from diverse backgrounds underrepresented in research. It is targeted toward individuals whose basic, clinical, and translational research interests are grounded in the advanced methods and experimental approaches needed to solve problems related to cardiovascular, pulmonary, and hematologic diseases and sleep disorders in the general and health disparities populations.

This FOA invites applications from Institutions with eligible faculty members to undertake special study and supervised research under a mentor who is an accomplished investigator in the research area proposed and has experience in developing independent investigators.


National Institutes of Health Big Data to Knowledge (BD2K) Initiative Research Education: Massive Open Online Course (MOOC) on Data Management for Biomedical Big Data (R25)

The NIH Research Education Program (R25) supports research educational activities that complement other formal training programs in the mission areas of
the NIH Institutes and Centers. The over-arching goals of the NIH R25 program are to: (1) complement and/or enhance the training of a workforce to meet the nation's biomedical, behavioral and clinical research needs; (2) enhance the diversity of the biomedical, behavioral and clinical research workforce; (3) help recruit individuals with specific specialty or disciplinary backgrounds to research careers in biomedical, behavioral and clinical sciences; and (4) foster a better understanding of biomedical, behavioral and clinical research and its implications.

The over-arching goal of this Big Data to Knowledge (BD2K) R25 program is to support educational activities that complement and/or enhance the training of a workforce to meet the nation's biomedical, behavioral and clinical research needs. To accomplish the stated over-arching goal, this FOA will support creative educational activities with a primary focus on:

- Curriculum or Methods Development: In particular, the creation of a massive open online course (MOOC) that can be used by librarians, faculty, students and others to learn concepts, approaches and best practices in the area of data management, and also used in conjunction with local training activities about the management of biomedical Big Data.

**Deadline:** March 17, 2015.

**Information »**

**Exploratory Grant Award to Promote Workforce Diversity in Basic Cancer Research (R21)**

The purpose of this FOA is to enhance the diversity of the NCI-funded research workforce by supporting and recruiting eligible investigators from groups that have been shown to be underrepresented in the biomedical, clinical, behavioral, and social sciences workforce. This funding opportunity will also provide a bridge
to investigators that have completed their research training and may need extra time to develop a larger research project grant application.

**Deadline:** June 22, 2015.

[Information »](#)

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**Professional Development Opportunities**

**Call for Papers: The New Public Library of Science (PLOS) Collection About The Relationships of Education, Health, and Skills in Improving the Lives of Adults and Their Families**

The U.S. National Institutes of Health (the Eunice Kennedy Shriver National Institute for Child and Human Development (NICHD), the Office of Behavioral and Social Sciences Research (OBSSR)) and the U.S. Department of Education (Office of Career, Technical, and Adult Education (OCTAE)) are pleased to announce a call for research papers on the relationship of education and skills to public health for adults and their families, particularly for those most at risk for poor educational, economic and health outcomes. This collaboration reflects a shared commitment to increasing the evidence base for the work that these agencies perform and to making that evidence freely available for all. The theme of the call is: Improving the Lives of Adults and Families: Identifying Individual and Systems-level Factors Relating Education, Health, Civic Engagement, and Economic Well-being.

**Submission Deadline:** February 13, 2015.

[Information »](#)
**Call for Papers: The Impact of the Patient Protection and Affordable Care Act for an Open Access, Supplement Issue of the *American Journal of Public Health***

The *American Journal of Public Health* (AJPH), in collaboration with the Jayne Koskinas Ted Giovanis Foundation for Health and Policy (JKTG Foundation), will publish an open access, supplement issue on the Impact of the Patient Protection and Affordable Care Act (PPACA). The JKTG Foundation president, Ted Giovanis, and JKTG Foundation vice president for research and policy, J. Graham Atkinson, will serve as guest editors. Original papers that focus on the impacts of the PPACA including affordability and access to health care, out-of-pocket costs of care, financial condition of health care providers including changes in charity care and bad debts, quality of care, and more should be submitted.

**Deadline:** January 10, 2015.

Information »

**Call for Papers: A Special Issue of Health Education & Behavior, Non-Communicable Disease in Africa and the Global South**

*Health Education & Behavior* (HE&B) seeks to publish a special issue of the journal focused on global health promotion science, policy and practice that addresses non-communicable diseases (NCDs) in Africa, with potential implications for other regions in the global south. The goal of the special issue is to draw attention of transdisciplinary researchers and practitioners engaged in health promotion research to the increasing NCD burden in the African region.

**Submission Deadline:** January 15, 2015.

Information: Deborah Gordon-Messer, Editorial Manager:

dgordonmesser@sophe.org

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Research and Reports

**Diverse Faculty Professional Development**

Results from a recent survey of faculty attitudes towards teaching and research roles show that a low value is attributed to teaching achievements relative to the value of the intellectual work environment, flexible work hours, inspirational colleagues, and work diversity. The authors infer that these findings indicate a need to support the teaching researcher.


Scholars describe results of a reflective analysis that show the practical value in an established online Health Professions Educator Certificate Program for faculty. Results of the analysis show that the program helps faculty deal with gaps between education needs and realities such as different settings and time schedules.


Scholars describe the results of a qualitative study that aimed to investigate the ethnic/racial diversity in the community college faculty search process. Results of the analysis revealed themes around the communication of diversity’s value, diversity’s role at the institution, and the role of the chair and administration.

Scholars evaluated the impact of diversity training on university faculty by assessing changes in implicit associations and explicit attitudes toward women in science, technology, engineering, and mathematics (STEM). Results of the analysis show that personal implicit associations about women in STEM improved for men, but not for women who already tended toward more positive implicit associations at pre-test.


Evaluation findings of a two-day 'Mentoring the Mentors' workshop for faculty in academic research show that didactic and interactive content led to high rates of satisfaction with the program and statistically significant improvements in self-appraised mentoring skills. Program content included topics such as informing students and faculty about the diversity of opportunities available for research and special projects during medical school and beyond; leadership styles; emotional intelligence; and, specific tools and techniques for effective mentoring.

Information: Johnson, M. O., & Gandhi, M. (2014). A mentor training program improves mentoring competency for researchers working with early-career investigators from underrepresented backgrounds. *Advances in Health Sciences Education, 1-7.*
Authors describe a two-year graduate medical education (GME) track for residents that aims to train future physicians to lead quality improvement (QI) efforts. The track is intended to align the quality goals of the University of Pennsylvania Health System. It includes a core curriculum, integration into an interprofessional health care leadership team that is accountable for quality and safety outcomes on a hospital unit, a capstone QI project, and mentorship.


Recent study findings show that black Americans use bonding, code switching and individualism as functions of a racial identity when navigating a predominantly white institution (PWI) or university as a mainstream environment. Data suggest very little bonding took place across the study’s three subsamples (i.e., students, frontline staff, and faculty) and bonding practiced by black Americans at this PWI was found to exist most often within subpopulations, specifically within students and frontline staff.


Proceedings show the major foci of the 2013 Leaders in Medicine’s (LIM) 5th Annual Research Symposium. The LIM symposium provides a forum for LIM as well as non-LIM medical students to present their research work as either an oral or poster presentation. Student oral presentation topics
included aboriginal identity, ethnic minority status, and prenatal depressive symptoms in a longitudinal pregnancy cohort.


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**Research and Reports**

**Health Equity**

Scholar describes efforts of large hospitals and academic medical centers to address the social determinants of health in the institutions’ local communities. Efforts include blood pressure screenings at a housing project and building civic partnerships to "reach into the fabric of a community."