

PRELIMINARY REPORT OF THE P&S TASK FORCE ON DIVERSITY

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INTRODUCTION

The forerunner of today's College of Physicians and Surgeons was created in 1814 when the medical faculties of Columbia College and the College of Physicians and Surgeons merged. In 1860, the "new" College of Physicians and Surgeons became the medical department of Columbia College but remained a separate institution. It was not until 1891 that the College of Physicians and Surgeons was incorporated into Columbia University as its medical school. In 1911, an alliance was formed between Columbia and the Presbyterian Hospital, and in 1928, this alliance became physically expressed on a new campus in Washington Heights as the Columbia-Presbyterian Medical Center, the first academic medical center in the United States.

Today, Columbia University is one of the great universities of the world, and the College of Physicians & Surgeons one of the leading medical schools. However, as at other leading medical schools and universities in the United States, the diversity of the College of Physicians and Surgeons' faculty, although among the top three Ivy League institutions, does not adequately reflect the population at large nor are there systematic initiatives in place to improve diversity at P&S and eliminate historic inequities.

The University's President and Provost have forcefully articulated why diversity matters and Columbia's commitment to it. Last year, the Provost charged each of the Schools to develop a plan to achieve the goal of advancing diversity at Columbia. In July, 2011, Dean Lee Goldman appointed a Task Force to review current faculty diversity, address potential barriers to improved faculty diversity, and make strategic recommendations that would enhance diversity at the College of Physicians & Surgeons. This is the preliminary report of that task force.

DIVERSITY IS IMPORTANT

The Task Force emphatically and unanimously affirmed the University's position that diversity is important and an issue that should engage not only the P&S administration but the Faculty at large. We agree with the President and Provost that excellence and diversity are inextricably linked, and we believe that different experiences, perspectives and values are essential elements that enrich every dimension of our work. In a world in which global boundaries are steadily shrinking, and multinational scientific, educational and clinical collaborations are increasingly important, Columbia's continuing preeminence depends on its ability to attract and successfully nurture the development of individuals from the most diverse talent pool. Because we believe that a university cannot be truly great without a genuinely diverse faculty, it follows that diversity must be a core academic value – an essential component - for the College of Physicians & Surgeons and for each of its departments and administrative units. A diverse faculty not only facilitates culturally competent medical education and clinical care, but it also brings important and different perspectives to the research agenda.

CURRENT STATUS

Diversity Profiles at the College of Physicians and Surgeons

The most recent data from the AAMC listing full-time medical school faculty by race/ethnicity are from 2011. In that survey, P&S was listed as having 1831 faculty members, of whom 62% were white, 13% were Asian, 5% were African-American, 5%,Hispanics, 2% were multiracial, and 13% were listed as “unknown” or “other.” There were no Native Americans or Pacific Islanders.

Columbia’s own data for the clinical and basic health sciences (2011) divide faculty into tenured and tenure-track. Among all (clinical and basic) tenured faculty, 89% were white, there was one African-American (<1%), and 10% Asians. Only 20% of tenured faculty members were women. Among tenure-track faculty members, 70% were white, 20% were Asian, and 7% were African-American, Hispanic or Native American, and 3% unknown. Looking at the Basic Health Sciences separately, 90% of tenured faculty members were white, 10% were Asian, and there were no African-Americans or Hispanics. Among basic science tenure-track faculty members, 77% were white, 17% were Asian, and 2% (n=1) were African-American or Hispanic (not specified), with 4% unknown. In the Clinical Health Sciences, 88% of tenured faculty were white, 11% were Asian, and 1% (n=1) were African-American or Hispanic, with 1% unknown. Among clinical tenure-track faculty, 67% were white, 22% were Asian, and (2% unknown) 9% (n=13) were African-American or Hispanic. The largest number of women and under-represented minorities were in clinical ranks. Among clinical professors, 85% were white, 3% were African-American, 5% Hispanic, and 6% were Asian. Women accounted for 27% of this group. At the clinical assistant professor level, 64% were white, 22% were Asian, and 5% were African-American. In this group, 53% were women, 7% Hispanic, and 2% unknown. Columbia’s data are generally congruent with the diversity profiles of other universities included in the AAMC database. Task Force members view these data as unacceptable.

We reviewed websites of peer institutions for diversity data and also had conversations with senior administrators at some of those schools. Outcome data regarding the effectiveness of interventions on diversity profiles are generally lacking or show little improvement to date. An exception is Stanford which has closely monitored search processes and made specific efforts to increase the diversity among applicant pools. However, this effort has involved mainly clinical lines at the medical school and not tenured faculty positions.

Potential Barriers to Recruiting Diverse Faculty

The following factors represent possible barriers to improved diversity among faculty recruits:

- Absence of strong and consistently articulated institutional values related to diversity.
- Small, often tiny, recruitment pools for research intensive positions because of highly specific areas of research which are the focus of most such recruitments, and the expensive requirements for scientific research.

- Individuals in these small research-intensive pools are highly desirable and aggressively recruited, so that P&S must have resources to compete effectively with peer institutions.
- Such resources, which are related to the substantial laboratory space, personnel and expensive equipment requirements of these individuals, typically amount to several million dollars.

Now is the Time

This is a particularly opportune time for P&S to develop an action plan to increase faculty diversity. This is because a similar effort to improve diversity among P&S medical students, although still a work in progress, has been encouragingly successful. In addition, the diversity of postgraduate clinical trainees is substantial, and both of these groups form an important pipeline for clinical faculty recruitment. However, without a significant increase in the number of women and under-represented minority faculty, especially in senior ranks and research intensive tracks, there will be inadequate role models and mentors to sustain the improved diversity of recent and future incoming medical students and trainees. Equally undesirable, failure to improve faculty diversity will likely be perceived as a clear indication both to potential students and postdoctoral fellows, and to new or junior faculty candidates that Columbia does not encourage or support the development of academic careers for women and under-represented minorities. Finally, by not drawing from the largest potential faculty pool, Columbia will be self-imposing limits in its goal of excellence in all aspects of its mission.

We believe that it is urgent for P&S take immediate action to initiate changes that will assure improved diversity of our faculty over time.

RECOMMENDATIONS

Recommendations are organized into the following five categories:

- A. Leadership
- B. Identification and Development of Faculty Diversity Pipelines
- C. Recruiting Strategies
- D. Strategies to promote Inclusion and Success of a Diverse Faculty
- E. Measurement of Outcomes

Leadership

1. There must be accountability of leadership at every level to consider diversity in faculty recruitments. Active support of diversity should be a metric in evaluation of P&S leaders.
2. P&S leaders must clearly articulate the importance of faculty diversity and provide incentives for recruitment and support of diverse faculty.

Identification and Development of Faculty Diversity Pipelines

3. Each P&S Department should develop its own plan to increase the recruitment of women and under-represented minorities to its faculty. Each plan should include specific goals and strategies that address potential barriers to such recruitment, as well as initial recruitment, inclusion and success of these recruits. As clinical departments often identify future junior faculty members from among their residents and fellows, plans should include possible mechanisms to help broaden applicant pools using this pipeline. Early identification and subsequent nurturing of under-represented minority trainees will increase the potential to recruit and retain our best clinical trainees as members of the faculty.
4. Basic science departments have more challenges in recruiting diverse faculty because the applicant pool is much smaller than for clinical sciences, and basic science departments rarely recruit their own postdoctoral fellows to their faculty. Because this practice is common among peer institutions, we recommend the formation of a consortium of peer institutions that would identify promising women and under-represented minority basic scientists, thereby creating a pool of candidates from which these institutions might competitively recruit.
5. Maintain contact with and assist minority trainees even when they seek further training at premier institutions away from P&S. Such training often enriches their academic profile and makes them attractive and competitive as future faculty members.
6. Network systematically with those senior women and under-represented minority faculty members, both inside and at peer institutions outside Columbia, who are in positions to identify promising faculty candidates.
7. Develop a program of formal visiting professorships in which senior women and minority faculty from other institutions visit Columbia and interact with our faculty for several days or up to a week. Similar arrangements could be reciprocal between peer institutions and involve both clinical and basic science disciplines. This clearly signals P&S' interest in and commitment to a more diverse community.

Recruitment Strategies

8. All faculty recruitments should involve a formal external search that describes the available pool of potential applicants and includes specific steps that have been crafted to appeal especially to women and under-represented minorities. Before final selections are made, the search process would require certification that all possible women and under-represented minority candidates had been reviewed. Search committees and searches should be vetted to ensure broad efforts to attract a diverse pool of candidates. Search committees should be routinely and systematically informed about the unconscious biases and stereotype threats that tend to affect women and under-represented minority recruits most adversely. Monitoring and support of search processes must be done centrally (Dean's Office).

9. Recruitment of women and under-represented minorities at all ranks would be greatly enhanced by formalizing partnerships between departments and the University that offer enhanced incentives specifically designed to build a more diverse faculty. For example, the effort would be greatly facilitated if there were a mechanism by which the University provides 50% of the costs involved in such recruitments and also shares in providing salary support for these individuals during the first three years of appointment. In order to provide a competitive edge for P&S, university funding levels could be even higher when recruitments involve accomplished senior minority faculty members.
10. Recruitment of senior tenured research faculty presents special challenges. These individuals are the most expensive to recruit as discussed above, and the number of such individuals is small, often even tiny. In such cases, the University should provide up to \$1 million to add to the departmental recruitment package of any minority candidate who is awarded tenure in addition to providing partial salary support during the first three years of appointment. We emphasize, however, that recruitment of tenured minority faculty will almost certainly have the greatest impact and long-term effect on improving faculty diversity. This is because recruitment of such individuals is highly visible, will impact mentoring of more junior faculty, have an immediate effect on how the institution is perceived, and add substantively to the institution's leadership.
11. Funds also need to be available in cases where family-oriented incentives are critical to a successful recruitment. For example, recruitment sometimes depends on assisting the candidate's spouse or partner find a position. Other family-oriented incentives might include flexible work hours and day-care support for infants and small children.

Strategies to Promote Inclusion and Success of Diverse Faculty

12. Mentoring junior faculty is a critical institutional obligation, and this is particularly true for women and under-represented minorities. These groups of faculty are less likely to find the mentorship and sponsorship necessary for career advancement and success. In addition to the traditional academic mentor, minority faculty members should be offered, where possible, "minority mentors" who are sensitive to their unique concerns and needs.
13. Education of the University community about the special challenges for women and diverse faculty should be widely available and required for units that are actively hiring. Because of the small numbers of women and minority senior faculty, the burden of mentoring junior faculty members needs to be widely distributed, which means that the capacity of the entire faculty to mentor across gender, cultural and diversity boundaries needs to be increased.
14. A special focus should be directed to recruiting more senior women and under-represented minority faculty, because such individuals bring accomplishments to P&S that will enrich the environment, clearly indicate the College's commitment

to our faculty's diversity, and may also encourage talented junior faculty to develop their careers at P&S. Indeed, we recommend that when women and under-represented minorities are recruited, they are encouraged to become active mentors and promoters of minority students, residents, postdoctoral fellows and new faculty members. In addition, they will add important strength in helping educate the larger faculty community on the importance of culturally sensitive mentoring. Finally, we recommend that a standing "Mentorship Team" that includes women and minority faculty, as well as Dean's office representatives, be created to provide ongoing oversight of the faculty mentoring at P&S.

15. We recommend that the Dean appoint a standing committee that is specifically constituted to monitor the recruitment and academic progress of women and minority faculty members. This should include review of exit interviews that should be required of all minority faculty members who leave the institution.
16. We strongly encourage tolerance and respect for the broad range of differences across the P&S community. Creation of a "team environment" where all are respected and valued will encourage women and under-represented minority faculty candidates to view Columbia P&S as a supportive and hospitable environment that invests in and nurtures the success of the entire community.
17. We encourage recognition of, and tolerance for, different paths and different kinds of work that are legitimate, valuable and influential.

Outcome Measures

To measure our progress to enhanced faculty diversity, we will develop three-year goals and quantitative metrics for each of the four major categories of recommendations listed above. These will likely include such measures as the percent of departments and administrative units with websites that contain statements committing to diversity, the percentages of women and minorities in the pipeline (house staff, postdoctoral fellows, new junior faculty hires), specific changes in recruitment efforts, and differences in rates of house staff and faculty promoted or leaving the University. However, before we finalize these, we will seek input from experts in defining and measuring expectations, assessing climate change and outcome measures.

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Diversity and Inclusion at Johns Hopkins University

<http://www.hopkinsmedicine.org/diversity/>

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Minority Affairs and Diversity in Medical Education

<http://www.meded.umn.edu/minority/>

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Stanford University Office of Diversity

<http://med.stanford.edu/diversity/>

University of Pennsylvania's Plan for Faculty Diversity

<http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>

University of Washington's Plan for Faculty Diversity

<http://www.washington.edu/diversity/divappraisalsecVIII.html>

1. Leadership
 - a. Percent of departments and administrative units with diversity built into mission or vision statements
 - b. Percent of departments and administrative units with websites that contain statements committing to diversity
 - c. Percent of departments and administrative units with plans to increase trainee and faculty diversity
2. Identification and Development of Faculty Diversity Pipelines
 - a. Percent of women and minorities in entering house staff.
 - b. Percent of women and minorities in postdoctoral fellows
 - c. Percent of women and minorities among interviewed candidates for new or open faculty positions within the previous academic year
 - d. Percent of women and minorities in new faculty hires
3. Recruitment Strategies
 - a. Percent of department's postdoctoral fellows in the previous year that were women or under-represented minorities
 - b. Percent of department's faculty in the previous year that were women and under-represented minorities
 - c. Percent of new postdoctoral fellows hired in the previous academic year that were women or under-represented minorities
 - d. Percent of new faculty members hired in the previous academic year that were women or under-represented minorities
 - e. Percent of new faculty hires in the previous academic year that were recruited as part of a national search
 - f. Percent of new postdoctoral fellows hired in the previous academic year that were recruited as part of a national search
 - g. Number and names of P&S women and under-represented minorities contacted as part of faculty searches in the previous academic year
 - h. Number of former minority house staff and faculty members contacted as part of faculty searches in the previous academic year
4. Strategies to Promote Inclusion and Success of Diverse Faculty
 - a. Difference in rate of house staff leaving in the previous academic year between under-represented minorities and non-URM faculty
 - b. Differences in rate of faculty leaving in the previous academic year between under-represented minorities and non-URM faculty
 - c. Differences in rate of faculty promoted in the previous academic year between under-represented minorities and non-URM faculty
 - d. Differences in rate of tenure nominations in the previous academic year between under-represented minorities and non-URM faculty

