MINORITY FACULTY RECRUITMENT AND RETENTION

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Minority Affairs Committee Scientific Workshop
American College of Epidemiology Annual Meeting

September 12, 2009

OUTLINE

- U.S. Demographics
- Representation of minorities in health professions
- Importance of faculty diversity
- Minority faculty perceptions of academics
- Recruitment of minority faculty
  - Barriers
  - Strategies to enhance recruitment
- Retention of minority faculty
  - Barriers
 - Strategies to enhance recruitment
- "Tales from the field"

U.S. DEMOGRAPHICS

THE CHANGING RACIAL AND ETHNIC DEMOGRAPHIC PROFILES OF THE U.S.

According to the U.S. Census Bureau:

- Between 2000 and 2020, the number of non-white Americans is expected to rise by 50%

- By the year 2050, it is estimated that 25% of the U.S. population will be Hispanic-Latino

- By the year 2100, non-Hispanic whites will make up only 40% of the U.S. population

- By the year 2050, minorities -- Hispanic, black, Asian, American Indian, Native Hawaiian, Pacific Islander or mixed race -- will account for 54% of the U.S. population

U.S. CENSUS PROJECTIONS (%), 2004-2050

U.S. Census Projections (%), 2004-2050
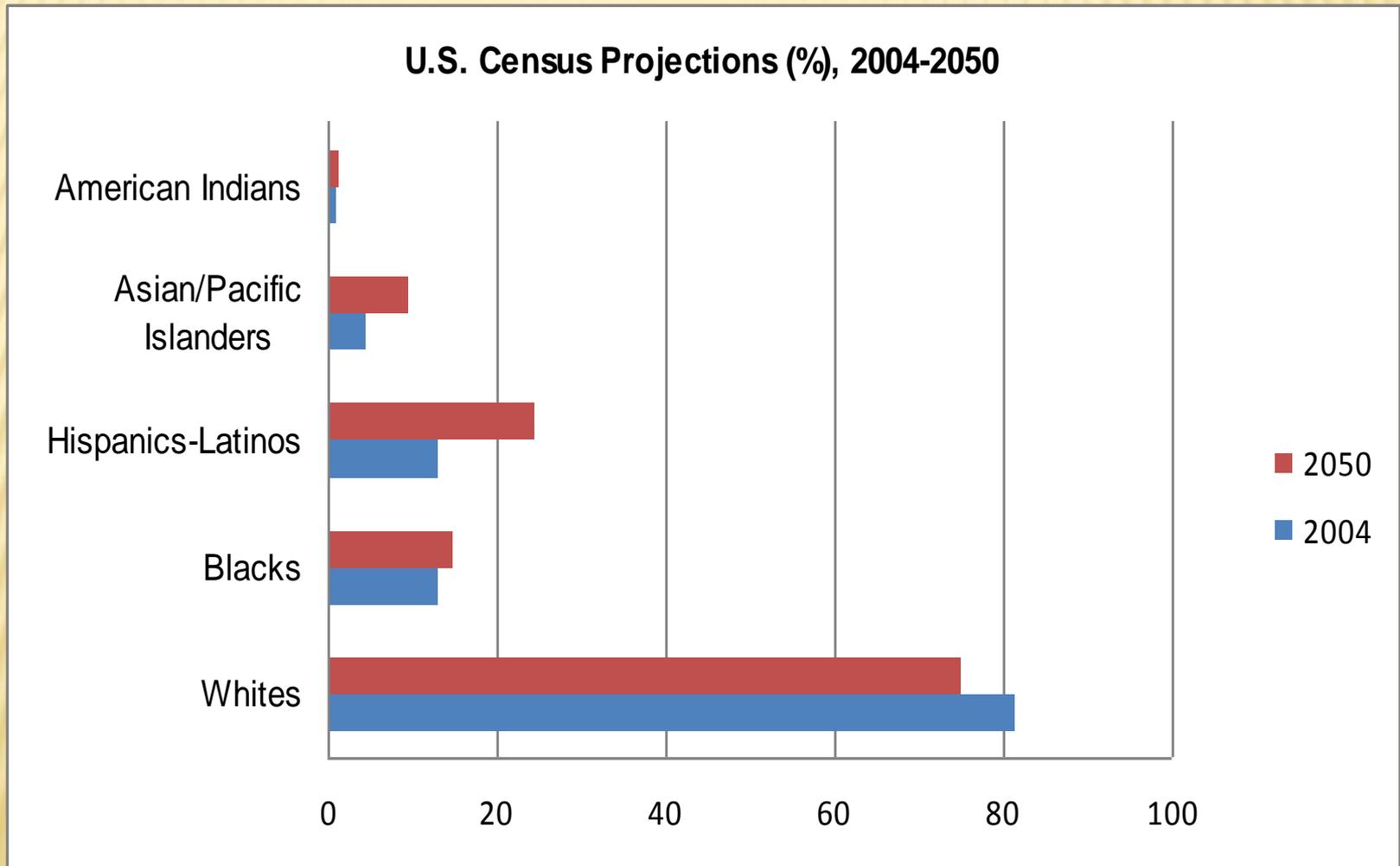
DIVERSITY IN HEALTH PROFESSIONS

DIVERSITY IN HEALTH PROFESSIONS

	US Population %		2004 Health Professions Graduates, %		
	Current (2000 Census)	Projected (Year 2050)	Medicine	Dentistry	Public Health (Doctoral)
White, non-Hispanic	69.4	50.1	64.0	63.1	75.3
Asian/Pacific Islander	3.7	8.2	20.0	24.7	8.3
African Amer.	12.3	14.6	6.5	4.5	4.7
Hispanic	12.5	24.4	6.4	6.3	2.4
Native Amer./ Alaskan Native	0.9	1.8	0.6	0.3	0.3
Non-URM totals	73.1	58.3	84.0	87.8	83.6
URM totals	25.7	40.8	13.5	11.1	7.4

DIVERSITY: DEFINITION AND GENERAL PRINCIPLES

HOW IS DIVERSITY DEFINED?

Diversity has been defined as "acknowledging, understanding, accepting, valuing, and celebrating differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice, and public assistance status"
(Esty et al., 1995)

Diversity is defined as "...[the] experiences and perspectives of students, staff, and faculty as they relate to race, gender, age, class, sexuality, culture, nationality, disability, religion, and region...."
(The University of North Carolina at Chapel Hill)

WHY IS DIVERSITY IMPORTANT?

Diversity in its various forms has several benefits, including:

- ✖ It improves innovation, creativity, and motivation
- ✖ It attracts and retains highly competent personnel
- ✖ It enriches the quality of research, teaching, and practice by expanding ideas, approaches, and perspectives
- ✖ It strengthens cultural values

HOW IS DIVERSITY DEFINED?

* A diverse workforce results in:
  + Diverse researchers and research staff
  + Diverse health care providers
  + Diverse policy makers
  + Diversity in research priorities and portfolios

* Better provision of health care
  + Improved access
  + Enhanced patient-provider communication

* Enhancement of the Pipeline

IMPORTANCE OF A DIVERSE FACULTY

* Minority faculty are underrepresented in universities today compared to U.S. racial/ethnic demographics
* Minorities represent approximately one-third of the U.S. population but only 7.4% of faculty at U.S. Schools of Public Health (2004 data)
* It is important to have (representative) faculty who reflect the racial, ethnic, and socioeconomic make-up of the U.S. and/or a specific U.S. region
* Health care disparities fall along racial, ethnic, and socioeconomic levels
* Diverse faculty serve as role models for students
* Diverse faculty represent/project diversity in thoughts, opinions, and discussions

BENEFITS OF A DIVERSE FACULTY TO MINORITY FACULTY

* They can see and interact with people who "look like them"

* They can represent "their people"

* They are able to encourage "their people"

* They are able to recognize that "nothing can stop them"

INCREASING DIVERSITY: GENERAL PRINCIPLES

Increasing diversity in academic institutions should address and/or be demonstrated in the following areas:

- Institutional Commitment: To recruiting and retaining diverse faculty, student, and staff

- Faculty: Recruitment, retention, mentoring, and promotion of diverse faculty

- Students: Recruitment, retention, targeted funding, leadership opportunities encouraging leadership by minority students

INCREASING DIVERSITY: GENERAL PRINCIPLES

- <u>Staff:</u> Recruitment and retention of diverse staff; training/support services for staff to deal with diverse students and faculty

- <u>Curriculum</u>: Courses, activities, or projects to provide students with opportunities to learn about health disparities and the multicultural context of health

- <u>Research</u>: Faculty and students should engage in research on the role of diversity in health status, the impact of race, gender, etc. on health status and health disparities.

MINORITY FACULTY PERCEPTIONS OF ACADEMICS

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- **Flexibility**
  - The flexibility of an academic career ("academic freedom") is often considered a positive aspect of academics by minority faculty
  - However, many new minority faculty are disappointed that academics do not involve a standard 40-hour work week as they might have expected

- **Environment**
  - Some minority faculty have expressed that the academic environment is cold and negative --- issues cited include negative departmental politics, issues of trust with academic staff, and unrealistic expectations from superiors about work

MINORITY FACULTY PERCEPTIONS OF ACADEMICS

* Teaching
  + Generally positively viewed by most faculty, perceived to be rewarding and worthwhile
  + However, most minority faculty expressed that teaching loads should be reduced for junior faculty and those with heavy clinical or service duties

* Research
  + Faculty generally enjoy their research activities, particularly if they are complimented by clinical, service, and/or teaching
  + However, faculty feel overburdened, with inadequate time to conduct research and too much time spent obtaining grants and publishing papers
  + Minority faculty also often express that there are limitations in research facilities and inadequacies in research mentoring

MINORITY FACULTY PERCEPTIONS OF ACADEMICS

× **Training**
  + Minority faculty are often not clear on the qualifications and training necessary to become an academic
  + Most often believe that tenure and promotion guidelines ranged from too rigid to unclear

× **"Taboo" subjects**
  + Excellence vs. diversity – are minorities also the best candidates??
  + Lack of awareness about importance of diversity, e.g., not incorporating health disparities or minority-focused research into curricula
  + Resentment about "preferential" treatment for minorities

PERCEIVED DISADVANTAGES OF BEING A MINORITY IN ACADEMICS

- **Race or ethnicity**
  - Fewer opportunities for networking, including social outings, with colleagues of similar race/ethnicity
  - Feeling of invisibility to colleagues
  - Potential for insensitive comments about minorities by other faculty
  - Underrepresented females may feel even more disadvantaged

- **Foreign-born status**
  - English language fluency issues
  - Issues related to having an accent

- **Professionals relationships**
  - limited informal mentoring from persons of similar race/ethnicity

MINORITY FACULTY RECRUITMENT: CHALLENGES, STRATEGIES, AND POSSIBLE SOLUTIONS

BARRIERS TO RECRUITMENT

* "Soloism"
  + Referring to faculty members being one or one of very few underrepresented minorities in a department

* Limitations of faculty recruitment efforts
  + No/few underrepresented minorities in applicant pools
  + No/few underrepresented minorities on search committees
  + Search committee processes may not emphasize importance/efforts to recruit minorities
  + Retention plans are often not presented to potential candidates, so less incentive to accept position

BARRIERS TO RECRUITMENT

* Financial considerations/concerns
* Competing offers
* Family considerations
* Unwilling to relocate
* Fear of change
* Experiences with discrimination from faculty and peers

* Limited pipeline

BARRIERS TO MINORITIES IN THE PUBLIC HEALTH EDUCATION PIPELINE

* Parent's education and income
* Lack of encouragement from family and peers
* Perceived lower prestige of public health relative to medicine or dentistry
* Lack of role models
* Lack of mentors
* Lack of minority faculty in academic institutions

BARRIERS TO MINORITIES IN THE PUBLIC HEALTH EDUCATION PIPELINE

* Lack of traditional educational path
* Poor performance on standardized tests
* Lack of financing for college and graduate school
* Undesirable geographic distance of school from student's home and community
* Difficulties in acclimation to majority culture
* Racism and prejudice

STRATEGIES TO ENHANCE RECRUITMENT

* Establish a diverse, well-educated pipeline
* Understand and address the unique needs of culturally diverse faculty
* Visible institutional commitment to minority recruitment and retention
* Diversity recruitment and advertisements and posters
* Institutional emphasis on recruitment of minority students
* Provide information about the area to alleviate concerns

Distribution of Masters and Doctoral Students by Race/Ethnicity, Fall 2006
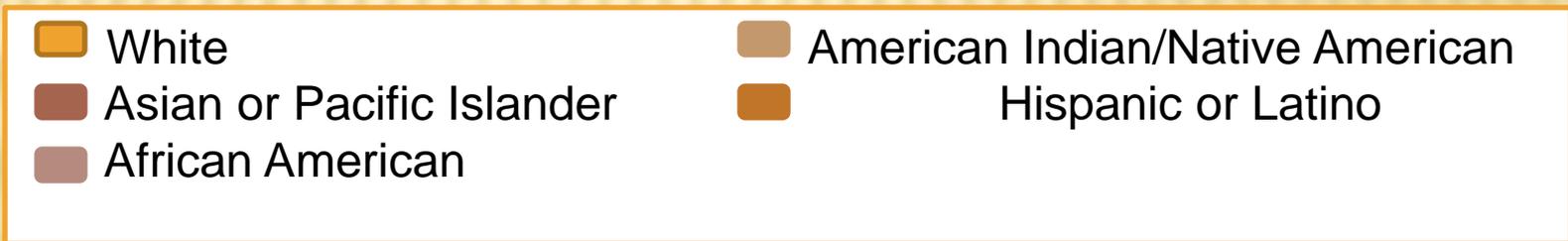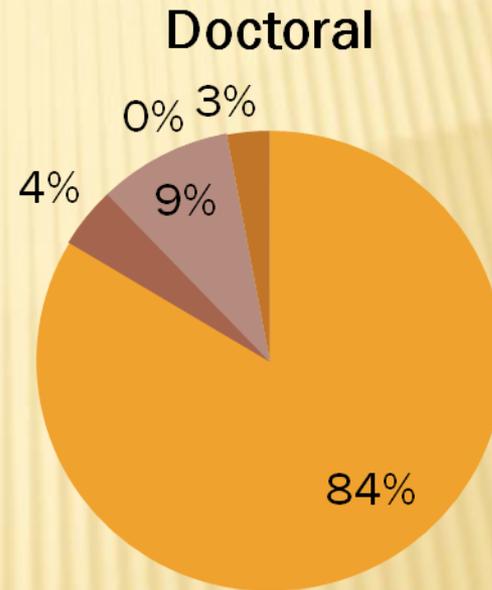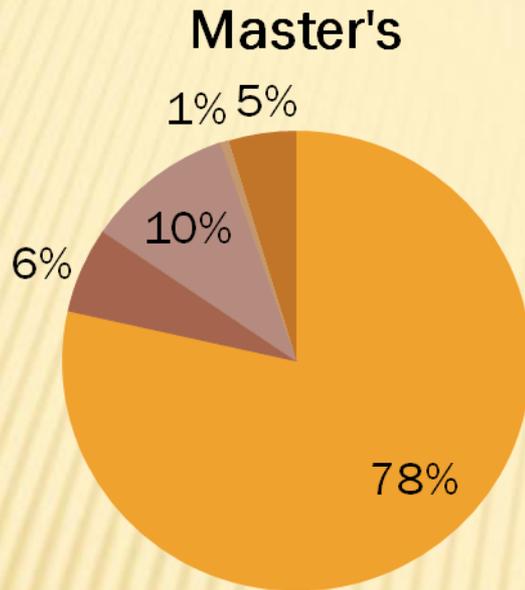
STRATEGIES TO ENHANCE RECRUITMENT

- Job advertisement language that is demonstrably solicits applications from of minorities
- Competitive job offers
- Generous relocation packages
- Provide employment services/opportunities for spouses/partners

MINORITY FACULTY RETENTION:
CHALLENGES, STRATEGIES, AND POSSIBLE SOLUTIONS

BARRIERS TO RETENTION OF MINORITY FACULTY

* Loneliness
* Alienation
* Isolation
* Language barriers
* Discrimination
* Peers' lack of understanding about cultural differences
* Low salaries, particularly at 9-month institutions
* Inadequate understanding of the tenure process
* Lack of adequate mentoring
* Lack of institutional commitment

STRATEGIES TO ENHANCE RETENTION

* Conduct detailed, cross-cutting orientation for new minority faculty
* Hold monthly, then quarterly meetings with department heads
* Provide guidance to minority faculty from more experienced faculty members
* Foster socialization, e.g., develop social networks that can help with teaching and research, decrease role strain, and enable friendships
* Encourage flexibility, e.g., telecommuting, support for professional development

STRATEGIES TO ENHANCE RETENTION

* Provide support, ranging from offering technical assistance to demonstrating appropriate attitudes and demeanor

* Facilitate collaborations and sharing of ideas among new minority faculty and other faculty members across campus

* Allow for mistakes

* Offer rewards, e.g., monetary compensation, compliments, nominations for awards, etc.

STRATEGIES TO ENHANCE RETENTION

* Highly visible institutional "advocate"

* Faculty development seminars
  + focusing on teaching, administrative skills, research training, and team/project management

* Grant-writing training sessions

* <u>Mentoring</u> network or formal mentoring programs

ROLE OF MENTORING IN RETENTION

- Mentorship is widely viewed as the most influential way to help in the successful development and retention of minority faculty

- Mid- and senior-level faculty should receive training that enables them to be non-threatening and non-judgmental, effective mentors

Faculty Mentoring Continuum

Initiation $\longrightarrow$ **Cultivation** $\longrightarrow$ **Separation** $\longrightarrow$ **Redefinition**

Engagement Phase	Active Phase	Ending Phase	Collegiality or Friendship Phase
➢Establishing identity of dyad as entity	➢Confirmation of role	➢Physical and emotional separation	➢Supportive colleagues
➢Forging attachment to another	➢Mutuality of self-disclosure	➢Obtaining closure	➢Possible friendships
	➢Clear relational boundaries		
	➢Information sharing		

PROBLEM-SOLVING SUGGESTIONS FROM JUNIOR MINORITY FACULTY

- More start-up funds and pilot funds/grants for junior faculty

- More competitive salaries (with industry and government)

- Promotion and tenure guidelines should be clearer

- Promotion and tenure should be targeted to faculty's individual clinical and academic strengths

- Strong mentoring programs, targeted to individual faculty

Model for Exemplary Strategies to Recruit and Retain Minority Faculty

Interested Individuals, Organizations and Groups within the Community

Interested Individuals, Organizations and Groups within the Community

Recruitment

Recruiters, Advisors

Marketing and Information

Hiring and Orientation

Administrators, Faculty, Students and Staff

Retention

Administrators, Faculty, and Staff

Support

Climate

Resources

Administrators, Faculty, and Staff

Mentors

Successful Progress in Program

Mentors

Intellectually Stimulating Academic Environment

Promotion and Tenure

Modified version of Bessett's model

"TALES FROM THE FIELD" – MY UNC EXPERIENCE

WHAT IS UNC-SPH DOING TO INCREASE DIVERSITY?

* Commitment of Gillings School of Global Public Health Dean Barbara Rimer

* Appointment of Special Assistant to the Dean for Diversity
  + Mission: To increase minority faculty recruitment and retention and assist with improving minority student enrollment throughout the UNC School of Public Health, as well as cultivate an environment that advances research related to health disparities.

* Assistant Dean for Students

* Health Disparities is one of the 6 priority topic areas for the school
  + Global Health, Obesity, Health Dissemination and Translation, Water, Cancer, and Preparedness are the others

WHAT IS UNC-SPH DOING TO INCREASE DIVERSITY?

Increase recruitment and retention of underrepresented minority faculty

- Multi-pronged approach including, but not limited to the following strategies and action steps:
  - Revised employment advertising to emphasize our interest in and commitment to recruiting minority faculty
  - Created an "informational brochure highlighting salient aspects of the Triangle area" that is sent to potential recruits
  - Identify minorities to recruit for postdoctoral and faculty positions
  - Support faculty exchanges with minority-serving institutions
  - Create a speaker series that includes minority faculty

WHAT IS UNC-SPH DOING TO INCREASE DIVERSITY?

Increase recruitment and retention of underrepresented minority faculty...

+ The Special Assistant to the Dean for Diversity serves as a resource to faculty search committees

+ The Special Assistant interacts with every potential minority recruit

+ The Special Assistant visits colleges/universities and attend scientific conferences that have large participation of underrepresented minorities

+ Strengthen mentoring programs for junior minority faculty

+ Establish formal mechanisms to evaluate departments on the diversity of their faculty

WHAT IS UNC-SPH DOING TO INCREASE DIVERSITY?

Increase the number of underrepresented minority students

- To enhance our pipelines of qualified applicants and support of current students:

  - Increase funding (stipends, scholarships) for graduate students

  - Strengthen relationships with UNC summer enrichment programs and seek funding for summer programs

  - Network with local and national minority serving institutions

  - Maximize use of community resources (e.g., Minority Health Conference and Minority Student Caucus) for recruitment

WHAT IS UNC-SPH DOING TO INCREASE DIVERSITY?

Increase the number of underrepresented minority students

- + Seek external funding for summer programs

- + Expand orientations and other support programs

- + Strengthen relationships with community leaders of color

- + Establishing formal mechanisms to evaluate departments on diversity of the student body

WHAT IS UNC-SPH DOING TO INCREASE DIVERSITY?

Integrate health disparities and minority-related health issues into the curriculum

- Conduct a comprehensive review of the syllabi of all core courses to identify those that include any content (module, case-study, and/or section) on health disparities
  - will be used to establish benchmarks/targets for evaluation

- Assess student satisfaction with integration of diversity and health disparities into curricula via surveys of student body

- Identify formal mechanism(s) to evaluate departments on diversity in the curriculum

WHAT IS UNC-SPH DOING TO INCREASE DIVERSITY?

Cultivate a climate that advances respectful discussions of diversity

- Have conducted a wide-ranging survey of faculty, students and staff to collect data on the climate, or culture, at the SPH as it relates to diversity
  - data will be sorted by various demographic characteristics such that the survey will provide qualitative data about areas that need improvement
  - survey data will be used to develop action strategies

- Work with the Minority Student Caucus to identify students' concerns and address them

WHAT IS UNC-SPH DOING TO INCREASE DIVERSITY?

Community Outreach and Authentic Partnerships

- ✖ Become a truly engaged institution and cultivate authentic partnerships with local communities in which there are racial and ethnic health disparities
  - + such relationships will focus efforts on and provide the tools and skills necessary to ultimately eliminate these disparities

- ✖ Being spearheaded and led by Community-Campus Partnerships for Health (CCPH) Kellogg Engaged Institution Program within the SPH

CONCLUSIONS

* It is generally accepted that diversity is beneficial in a variety of contexts

* Increasing diversity in academia, the health care workforce, and governmental agencies is critical to the elimination of health disparities because diversity results in:

  + More culturally relevant research into social, behavioral, cultural, and psychological contributors to disparities
  + Broadened research agenda and funding opportunities for health disparities research
  + More choices and better health care experiences for minorities
  + More culturally competent workforce