SUO Diversity Committee Update

Kourosh Parham, MD, PhD, FACS

November 5, 2022
2022 Update

Diversity Committee Mission

• To advance and improve culturally sensitive and effective otolaryngologic care by promoting cultural competency and a diverse physician workforce within otolaryngology-head and neck surgery.
2022 Update

Diversity Committee Membership

- Erynne Faucett, University of Arizona; Co-Chair
- Kourosh Parham, University of Connecticut; Co-Chair
- David Brown, University of Michigan, Immediate-Past Chair
- Scott Stringer, University of Mississippi
- Carrie Francis, University of Kansas, Past Chair
- Robert Buckmire, University of North Carolina
- Sydney Butts, SUNY Downstate
- Cristina Cabrera-Muffy, University of Colorado
2022 Update

Underrepresented in Medicine (URiM)

• Pre-June 2003
  – Blacks, Mexican-Americans, Native Americans (that is, American Indians, Alaska Natives, and Native Hawaiians), and mainland Puerto Ricans

• Post-June 2003
  – A shift in focus from a fixed aggregation of four racial and ethnic groups to a continually evolving underlying reality
  – The definition accommodates including and removing underrepresented groups on the basis of changing demographics of society and the profession
  – A shift in focus from a national perspective to a regional or local perspective on underrepresentation
  – Stimulate data collection and reporting on the broad range of racial and ethnic self-descriptions.
2022 Update

Diversity Committee

- Otolaryngology Medical Student Diversity Opportunities
  - URiM Away Rotation Scholarship
    - Requirements
      - Current M3/M4
        - US or Canadian
      - URiM
        - As defined by AAMC
    - Cannot combine with other Otolaryngology URiM travel awards
  - Application deadline May 15 of each calendar year
  - $2,000
2022 Update

Diversity Committee

- Otolaryngology Medical Student Diversity Opportunities
  - URiM Applicant Mentorship
    - All URiM Away Rotation Scholarship applicants who are interested are paired with SUO Diversity Committee member as a mentor
      - Assist applicants in the journey towards residency
2022 Update

Diversity Committee

- Otolaryngology Medical Student Diversity Opportunities
  - URiM Applicant Scholarship/Mentorship
    - 2022
      - 12 applicants
        - Carlos Xavier Castellanos, MD
          - Medical School: University of Southern California
        - Victor Albomoz Alvarez, MD
          - Medical School: Baylor College of Medicine
2022 Update

Diversity Committee

• Otolaryngology Medical Student Diversity Opportunities
  - URiM Applicant Scholarship/Mentorship
    • 2021
      - 11 applicants
        » Tolani Olonisakin, MD, PhD
          • Medical School: University of Pittsburgh
          • Residency: Johns Hopkins Hospital
        » Rahilla A Tarfa, MD, PhD
          • Medical School: University of Pittsburgh
          • Residency: University of Washington (7-year Program)
2022 Update

Diversity Committee

- Otolaryngology Medical Student Diversity Opportunities
  - Diversity Liaisons
    - Listing of residency programs with Diversity Liaisons
      - Name of liaison
      - E-mail contact information
2022 Update

Diversity Committee

• Otolaryngology Medical Student Diversity Opportunities
  – Visiting Clerkship Program
  • Listing of residency programs offering URiM away rotation stipend/scholarship
  • Up to $2,500
  • 15 programs and ASPO listed
  • Also listed a Summer Research Training Fellowship
2022 Update

Diversity Committee

• Coordinate representation of SUO at national and regional meetings
  – SNMA
  – LMSA
2022 Update

Diversity Committee
• Administrative Support
  – ACS
  • Emily Mauer
  • Katie Fitzgerald
SUO Diversity Committee Panel

Building an Inclusive Otolaryngology Residency Program: What Does It Take?

November 5, 2022
Building an Inclusive Otolaryngology Residency Program: What Does It Take

Panel Members

• Kourosh Parham, University of Connecticut
  – Building interest in otolaryngology

• Robbi Kupfer, University of Michigan
  – Recruitment

• Cristina Cabrera-Muffly, University of Colorado
  – Retention
Inclusive Residency Programs

Diversity in residency training

- Improves health outcomes of our diverse patient population
- Learning to work with healthcare team with diverse backgrounds
- Improves diversity in healthcare workforce
Healthcare disparity

• Differences in access to medical care and variations in rates of disease between population groups defined by sociodemographic characteristics
Inclusive Residency Programs

National issue

• Historically minoritized communities, such as Black and Hispanic populations, lag behind White populations in health outcome measures
Inclusive Residency Programs

Overcoming the care gap

• Requires multiple parallel initiatives
• One approach: Improve diversity in healthcare workforce
  – Increases cultural competency
  – Improves access for the underserved
  – Broadens research agendas
Inclusive Residency Programs

Demographics

• Underrepresented in medicine
  – Including African American, Hispanic, American Indian and certain Asian subgroups
  • One third of US population
    – African Americans 13.6%
    – Hispanics 18.9%
  • Disproportionally underrepresented in the physician workforce
    – African Americans 5.0% (6.3% of medical students)
    – Hispanics 5.8% (5.1% of medical students)
    – American Indian/Alaskan Natives 0.3%
• <15% of resident workforce
Inclusive Residency Programs

National issue

• AMA links shortage of black physicians with:
  – Reduced access to medical care
  – Less effective medical care
  – Worse health outcomes among Black patients
Inclusive Residency Programs

Role of residency programs
• Gatekeepers of the physician workforce
• ACGME common program requirement
  – Programs must implement policies and procedures that relate to recruiting and retaining a diverse and inclusive workforce of residents and faculty
Inclusive Residency Programs

Diversity in ACGME

- Courtesy of David Brown, MD
Inclusive Residency Programs

Diversity in otolaryngology residency programs

  - Surveyed 105 program directors (15 years of experience)
    - Response rate 30%
  - Over one-third of responding programs had matriculated 1 or fewer underrepresented in medicine residents
  - A statistically significant association between the number of underrepresented in medicine faculty and the number of underrepresented in medicine residents matriculated
Diversity in otolaryngology residency programs

  - Compared otolaryngology and general surgery programs
    - Only 18% of general surgery programs and 19% of otolaryngology programs had department-level D&I initiatives
    - An increase in the proportion of female residents across all residency programs if
      - the program mentioned D&I on their website
      - the program reported a D&I initiative
Diversity in otolaryngology residency programs

  - 10-year diversity initiative to increase women and URM faculty
  - Creation of a climate of diversity, aggressive recruitment, achievement of parity of salary at rank regardless of gender or minority status, provision of mentorship to women and URM faculty, and increasing the pipeline of qualified candidates
    - women clinical faculty increased from 5.8% to 23.7%
    - women at associate professor rank increased from 0 to 8
    - URM increased from 2 to 4
    - URM full professors increased from 0 to 1
Diversity in otolaryngology leadership

- Uppal et al. Laryngoscope 2022; doi.org/10.1002/lary.29957.
  - 262 chairs/chiefs, 117 residency program directors, 92 society leaders
  - Residencies:
    - 78.63% non-Hispanic (NH) White
    - 16.03% NH Asian
    - 1.91% NH Black
    - 1.15% Latinx
  - Societies:
    - 84% non-Hispanic (NH) White
    - 11% NH Asian
    - 2% NH Black
    - 2% Latinx
Inclusive Residency Programs

Diversity in otolaryngology residency programs

  - 2018, Otolaryngology
  - Acceptance rates
    - Female 34%
    - Hispanics 3%
    - African Americans 2.5%
Inclusive Residency Programs

Diversity in otolaryngology applicants

- ERAS

<table>
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<tr>
<th>Number of Applicants</th>
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By Gender

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By Self-Identified Race/Ethnicity (Alone or in Combination)

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Inclusive Residency Programs

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# Inclusive Residency Programs

## Diversity in otolaryngology applicants

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  – Building interest in otolaryngology

• Robbi Kupfer, University of Michigan
  – Recruitment

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Building Interest in Otolaryngology
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Building Interest in Otolaryngology

Programs to define priorities in diversity

- Cognizant of local and national trends/needs
- Program priorities toward inclusivity
Building Interest in Otolaryngology

Promote inclusivity

- Women
- URiM
  - Hispanic/Latinx
  - Black/AA
- LGBTQIA+
- MD vs DO
- Handicapped
  - e.g., Hearing impaired
- Religion
- ...

SOCIETY OF UNIVERSITY
OTOLARYNGOLOGISTS
HEAD & NECK SURGEONS

UCONN HEALTH
Building Interest in Otolaryngology

Promote inclusivity
– Be consistent
Building Interest in Otolaryngology

Start early

• Health Career Opportunity Programs
  – URiM
    • High school and college students
    • Bridge to the Future Science Mentoring Program
    • Summer Research Fellowship (32 hrs res, 8 hr clinic; 9 weeks)
Building Interest in Otolaryngology

Start early
- Summer Research Fellowship
  - Undergraduate students
  - Medical students (1st year)
Building Interest in Otolaryngology

Medical students

• Institutional
  – ENT Interest Group
  – Residency Fairs
  – Otolaryngology electives
  – Local chapters: LMSA/SNMA
  – Women in Surgery/WIO
Building Interest in Otolaryngology

Medical students

• National
  – LMSA
  – SNMA
  – SUO
  – Diversity Committee Membership
  – Mentorship
Building Interest in Otolaryngology

Medical students
• Institutional
  – ENT Interest Group
• Surveyed medical students and residents
  – A majority of medical students noted that interest groups play a role in influencing their interest in a medical specialty (56%)
  – Medical students who attended Oto-HNS interest group were more likely to consider applying for otolaryngology residency
  – Residents who attended interest group meetings were more likely to be influenced to apply to otolaryngology than those that did not attend
Medical students
• Institutional
  – ENT Interest Group
      – Starting a medical student interest group in otolaryngology may be an excellent way to foster interest in our specialty
      – Logistics of starting a club and organizing a clinical skills session
      – Early exposure to otolaryngology through shadowing in the operating room and research projects were initiated
      – Sustainability: funding and succession planning
Building Interest in Otolaryngology

Medical students
• Institutional
  – ENT Interest Group
    • Student run
    • Faculty advisor
    • Organized events
    • Participation of faculty
      – Diverse/All
      – Visibility
      – Availability for mentorship
Building Interest in Otolaryngology

Medical students

- Institutional
  - National ENT Interest Group
  - https://www.headmirror.com/noig

National Otolaryngology Interest Group (NOIG) of Headmirror
Building Interest in Otolaryngology

Medical students
- Visiting Externship for Students Underrepresented in Medicine
- Research year fellowship
Building Interest in Otolaryngology

Residents

- Engagement:
  - Leadership
  - Mentorship
  - Teaching
  - Community
Inclusive Residency Programs

Contact:

Parham@uchc.edu
Cell: 860-471-6428
Building an Inclusive Residency: Recruitment Strategies

Robbi Kupfer, MD
Residency Program Director
University of Michigan
Inclusive Recruitment

How do we select/rank applicants?  Which applicants choose us?
Selection/Ranking

Holistic review, bias training, behavioral based interviewing

Selection committee membership, faculty, residents

Inclusion as a departmental shared value
Holistic review

“Flexible, individualized way of assessing an applicant’s capabilities, by which balanced consideration is given to experience, attributes, and academic metrics and, when considered in combination, how the individual might contribute value to the program’s mission and goals.”

–AAMC
Institutional Mission, Goals & Diversity Interests

Screening Interviewing Selecting

Selection Criteria

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Our ideal recruit

Outstanding applicant who will flourish in a collaborative and diverse residency; someone who has shown either by distance traveled and/or experiences thus far that they have the ability and passion to become a leader in our field
How do we demonstrate to applicants that they belong in our program?
At The Black Otolaryngologist Network, we promote Black excellence and advancement in otolaryngology through mentorship, sponsorship, community building, and advocacy.
Program Overview
Diversity, Equity & Inclusion

Otolaryngology DE&I Committee

The Diversity, Equity and Inclusion Committee was created by Dr. Charles J. Krause to offer a safe space to share personal experiences, educational resources, and DEI initiatives to help combat racism, support health equity and inclusion within the otolaryngology community.

**Diversity** is bringing humans with different backgrounds to the table.
**Equity** is correcting justice and fairness while addressing historical privilege and oppression.
**Inclusion** is inviting humans to speak and encouraging them to lead.

The committee meets once monthly and all are encouraged to join.

Diversity Champion

Dr. Shannon Fayson serves as the Resident Liaison for the DEI committee where she advocates for diversity within the residency program and department. In addition to the committee, Dr. Fayson is also an advocate for health equity and currently participating in Michigan Medicine’s Healthcare Equity and Quality Scholars Program (HEQSP). Dr. Fayson is also the founder of The Black Otolaryngologist Network, a virtually-based organization that aims to build a strong community, support network, and mentorship among Black Otolaryngologists.
Michigan Otolaryngology

Our highly qualified physicians and care givers have the experience you want when you, a family member or friend need outstanding treatment.
## Diversity Liaisons

<table>
<thead>
<tr>
<th>Residency Program Name</th>
<th>Diversity Liaison Name</th>
<th>Diveristy Liaison Email</th>
<th>Region</th>
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<td>Albert Einstein College of Medicine</td>
<td>Waleed Abuzeid</td>
<td><a href="mailto:wabuzeid@montefiore.org">wabuzeid@montefiore.org</a></td>
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<td>Boston University Medical Center Program</td>
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<td>Case Western Reserve University Program</td>
<td>Nicole Maronian</td>
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Diversity, Equity, Inclusion, and Justice

Navigating Bias on Interview Day: Strategies for Charting an Inclusive and Equitable Course

Kamna Singh Balhara, MD, MA
P. Logan Weygandt, MD, MPH
Michael R. Ehmann, MD, MPH, MS
Linda Regan, MD, MEd

Journal of Graduate Medical Education, August 2021
HEALTH EQUITY VISITING CLERKSHIP

During this month-long rotation, I was challenged but at the same time supported academically, professionally and personally. The experience solidified my decision to pursue an Otolaryngology residency at the best program in the country.

TERRANCE PLEASANT
Michigan Medicine PGY1 Otolaryngology
Commit to sustained efforts to build an inclusive culture

Ensure your **process** is free from bias and highlights your efforts toward inclusion

Get the right **people** in your department and on your committee
Building an inclusive Otolaryngology Residency Program - Retention

CRISTINA CABRERA-MUFFLY, MD
ASSOCIATE PROFESSOR
UNIVERSITY OF COLORADO SCHOOL OF MEDICINE
Disclosure

Current Program Director
Latina, she/her/hers
Objectives

- Describe best practices for retention of a diverse trainee group.
- Identify strategies for mentorship and inclusion of a diverse trainee group.
Orientation and the Intern Year

Clear and open support
- Create a community
- Check in

Provide resources
- Minority and Allied Resident Council (MARC)
- Collaboration with other departments
Mentorship and Remediation

- Connect trainees with mentors
  - Concordant if possible
  - National groups (SNMA, LMSA, Black Otolaryngology Network)

- When concerns arise
  - Listen and ask questions
  - Consider whether bias is present
Some Black physicians say they were pushed out of hospitals due to racial discrimination in medical workforce
Scenario 1

Black resident gets asked to mop a patient’s room when he is rounding with the team.

- Check in with resident
- Bystander training for department
- Address with nursing supervisor
Scenario 2

During a Clinical Competency Committee meeting, a committee member says he was impressed by how a Latina resident is so “articulate”.

- Address why this is a charged term
- Implicit bias training for department committees
Scenario 3

Gay resident who wears a wedding band gets asked by faculty if he will be bringing his “wife” to graduation.

- Check in with resident
- Address with faculty member (apology?)
- Implicit bias training for department
Resources