

| PMID     | TITLE   | AUTHORS  | JOURNAL/BOOK   | PUBLICATION YEAR | SUMMARY  | CATEGORY  | TYPE               |
|----------|---|--|----------------|------------------|--|---|--------------------|
| 32704594 | Changes to the ACGME Common Program Requirements and Their Potential Impact on Emergency Medicine Core Faculty Protected Time | Sarah M Greenberger, John T Finnell Zrd, Bernard P Chang, Nishi Gang, Shawn M Quinn, Steven Bird, Deborah B Diercks, Christopher I Doty, Fiona E Galliano, Maria E Moreira, Megan L Ranney, Loren Rives, Chad S Kessler, Bruce Lo, Gillian Schmitz | AEM Educ Train | 2020             | The Accreditation Council for Graduate Medical Education (ACGME), which regulates residency and fellowship training in the United States, recently revised the minimum standards for all training programs. These standards are codified and published as the Common Program Requirements. Recent specific revisions, particularly removing the requirement ensuring protected time for core faculty, are poised to have a substantial impact on emergency medicine training programs. A group of representatives and relevant stakeholders from national emergency medicine (EM) organizations was convened to assess the potential effects of these changes on core faculty and the training of emergency physicians. We reviewed the literature and results of surveys conducted by EM organizations to examine the role of core faculty protected time. Faculty nonclinical activities contribute greatly to the academic missions of EM training programs. Protected time and reduced clinical hours allow core faculty to engage in education and research, which are two of the three core pillars of academic EM. Loss of core faculty protected time is expected to have detrimental impacts on training programs and on EM generally. We provide consensus recommendations regarding EM core faculty clinical work hour limitations to maintain protected time for educational activities and scholarship and preserve the quality of academic EM. | distribution of supported research time   | program evaluation |
| 31160738 | Underrepresented faculty play a disproportionate role in advancing diversity and inclusion                                    | Miguel F Jimenez, Theresa M Lavery, Sara P Bombaci, Kate Wilkins, Drew E Bennett, Liba Pejchar   | Nat Ecol Evol. | 2019             | A diverse and inclusive scientific community is more productive, innovative and impactful, yet ecology and evolutionary biology continues to be dominated by white male faculty. We quantify faculty engagement in activities related to diversity and inclusion and identify factors that either facilitate or hinder participation. Through a nationwide survey, we show that faculty with underrepresented identities disproportionately engage in diversity and inclusion activities, yet such engagement was not considered important for tenure. Faculty perceived time and funding as major limitations, which suggests that institutions should reallocate resources and reconsider how faculty are evaluated to promote shared responsibility in advancing diversity and inclusion.   | other contributions<br>distribution of supported research time<br>distribution of institutional resources | data driven        |