

**DEPARTMENT OF HEALTH AND HUMAN SERVICES**

**Public Health Service**

**Grants for Centers of Excellence (COE) Bilingual and Bicultural Minority Pre-Faculty Fellowship Program**

**AGENCY:** Office of Minority Health, HHS.

**ACTION:** Notice of availability of funds and requests for applications.

This demonstration program is to assess whether formal pre-faculty development programs will increase underrepresented minorities in faculty positions in health professions schools for the purpose of incorporating linguistic and culturally appropriate curriculum models.

**AUTHORITY:** This program will be conducted under the authority of section 1707 of the Public Health Service Act, as amended in Public Law 101-527.

**AVAILABILITY OF FUNDS:** A total of \$650,000 is available for awards in FY 1995. It is projected that institutional awards of up to \$50,000 per fellow will be available to support up to 13 fellows per 12-month budget period. Each institution may request up to two fellows for the 2-year project period; the fellows are to be appointed for 2 years. Grant funds may be used for stipend, tuition, fees, and travel, inclusive of indirect costs.

**OBJECTIVE:** To increase the number of minority faculty in health professions schools and the number of linguistically and culturally competent health professionals to provide care to targeted minority populations.

**BACKGROUND:** The ability of health care providers to deliver services in a manner which is both linguistically and culturally appropriate to diverse minority populations is critical to achieving equity of access to health care. Institutions of higher education, especially in the health professions, are pivotal in preparing and training future health care providers in the acquisition of appropriate cultural and linguistic skills to serve diverse minority populations.

Data indicate a shortage of full-time faculty from underrepresented minority groups in health professions schools. About 4 percent of U.S. medical school faculty in 1992 (excluding those at six predominantly minority schools) were from underrepresented minority backgrounds. Of those, 2.0 percent were African-American, 2.2 percent were Hispanic, and 0.1 percent were Native American. The underrepresentation of Asian and Pacific Islander subgroups on

faculties is similarly acute. The data for schools of medicine are quite similar to schools of dentistry, pharmacy and other health professions schools.

Coupled with the paucity of underrepresented minorities on the faculty of health professions schools are the barriers faced by underrepresented minorities to receiving tenured appointments or decisionmaking positions in either the clinical or basic science arenas. Lack of opportunity to engage in meaningful research, develop teaching competence, engage in effective community service and secure the required publications for advancement are among those barriers. Others include misunderstandings regarding what is required of them, limited mentor guidance needed to surmount the politics of academia, and lack of protected time resulting in over-involvement with minority student problems and excessive committee assignments as a "minority representative." Most significant is the dearth of formal faculty development programs within the health professions schools designed to optimize achievement of junior minority faculty.

Major universities and colleges indicate that institutional barriers exist to the recruitment, training and retention of junior minority faculty. Moreover, one of the critical opportunities for intervention in this process is after individuals have completed their professional preparation (e.g., Dental School, Medical Specialty Residency, etc.) and before they qualify as candidates for an entry level junior faculty position.

This obstacle can be overcome by maximizing retention potential for academic careers during this interim period through the offering of Faculty Development Fellowships. Such fellowships would be designed to help junior minority faculty improve their competence in the following areas: Research methodology, development of research grant proposals, ability to work with diverse minority populations, teaching capabilities, and writing and publication skills. These Faculty Development Fellowships would provide the preparation necessary for minorities to qualify for faculty appointments and possibly prevent them from leaving their academic careers.

Appreciation and understanding of the language and culture of minority communities are critical to effectively providing health care. Increased numbers of linguistic and culturally competent minority faculty in health professions schools could significantly assist in addressing these issues with

respect to minority as well as majority health care providers. One promising means of attracting greater numbers of minorities into academic careers is through Faculty Development Fellowships. Through such fellowships, retention in the academic arena would be enhanced and research into minority health problems and the implications of linguistic and cultural barriers on the health of minority populations would be expanded.

This is an innovative program which will maximize the academic career potential of minority individuals who have completed their health professions preparation but are not yet competitive as candidates for "new" junior faculty positions. This will be accomplished by preparing such individuals for faculty appointments (tenure track or equivalent) in a manner that assures sound academic careers; and by developing them in linguistically and culturally appropriate competencies relevant to targeted minority populations. Ultimately, this program will provide for an increase in the number of minority faculty in health professions schools and the number of linguistically and culturally competent health professionals to provide care to targeted minority populations.

**ELIGIBILITY:** Only centers of Excellence (COEs) grantees currently funded under section 739 of the Public Health Service Act, as amended by the Health Professions Education Extension Amendments of 1992, Public Law 102-408, are eligible to apply. The COEs are entities in the health professions schools known to have the capacity to comprehensively address health related language and cultural issues among targeted minority populations both within the academic setting and in the community. Further, the administrative unit, including program staff, and institutional infrastructure is already in place and funded through the COE grant to execute the initiative. Applications will not be accepted from any other organizations.

**PROJECT REQUIREMENTS:** Each project funded under this grant program is expected to meet the project requirements listed below:

1. Select Fellows: Identify and recruit individuals who meet the following criteria for fellows:

(A) Be a citizen of the United States, a noncitizen national, or a foreign national having in his or her possession a visa (or green card) permitting permanent residence in the United States;

(B) Meet the definition for underrepresented minority;

(C) Have completed a doctoral level degree in a relevant science in a school accredited by a body or bodies approved by the Secretary of Education; and

(D) Plan to complete the grant-supported program and follow an academic career in a health professions school.

2. Prepare Fellows for Faculty Appointments: The health professions school pre-faculty development preparation program must be a year-round formal fellowship program not to exceed a period of 2 years. To prepare fellows for faculty appointments, the fellowship program should include at least the following: Enhancement of discipline specific competencies; preparation in the areas of education and pedagogical skills, academic leadership, research and research methodology, research grant preparation/acquisition, administration, and writing for publication, and community service.

3. Develop Linguistic and Culturally Appropriate Competencies: The fellowship program should seek to enhance the fellow's own cultural competence through delivery of services to minorities that necessitates focus on linguistic and cultural health delivery issues and approaches. Additional activities would involve but would not be limited to the following: Conduct of research in selected priority areas of minority health and into the implications of language and cultural issues on the health of minority populations; initiation of programs designed to increase the numbers and types of health care providers trained to serve limited English-speaking populations; and involvement in the training of health care providers in cultural competency.

4. Provide a Mentor: Identify a senior tenured faculty member who will provide direct supervision of the fellow and formal ongoing mentoring (transfer of knowledge, skills and abilities) relevant to advancement in an academic health profession setting.

5. Engage the Fellows in Research: As part of their preparation, fellows must be engaged in research regarding the recognition of language and cultural barriers to the provision of health care, including services to limited-English-speaking populations and development of language and culture curriculum models for health professions schools.

6. Appoint Fellows to Junior Faculty Positions: The institution must make a commitment to appoint fellows as junior faculty members upon successful completion of the fellowship program and assure salary for at least 2 years beyond the fellowship.

**DEFINITIONS:** For purposes of this grant program the following definitions apply:

- *Bilingual and Bicultural*—a person who has a broad knowledge of two languages and the cultures in which they are spoken and is able to communicate and deliver the message in the language and cultural context in which they are spoken.

- *Cultural Competency*—a set of academic and interpersonal skills that allow individuals to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups. This requires a willingness and ability to draw on community-based values, traditions, and customs and to work with knowledgeable persons of and from the community in developing focused interventions, communications, and other supports.

- *Health Professions Schools*—schools of allopathic or osteopathic medicine, dentistry and pharmacy.

- *Limited English-speaking*—individual whose primary language is other than English and who must communicate in that language if the individual is to have an equal opportunity to participate effectively in and benefit from aid, service or benefit provided.

- *Pre-Faculty Development Program*—a formal, systematic training program to develop the knowledge, skills and abilities necessary to be competitive for junior faculty tenured or equivalent positions.

- *Stipend*—a payment made to an individual under a fellowship or training grant in accordance with preestablished levels to provide for the individual's living expenses during the period of training.

- *Underrepresented minority*—with respect to a health profession, racial and ethnic populations that are underrepresented in the health professions relative to the number of individuals who are members of the population involved. This definition encompasses Blacks, Hispanics, and Native Americans including Native Hawaiians and potentially various subpopulations of Asian and Pacific Islander individuals. Applicants must provide evidence that any particular subgroup of Asian and Pacific Islander individuals is underrepresented in a specific discipline.

**NATIONAL HEALTH OBJECTIVES FOR THE YEAR 2000:** The Public Health Service is committed to achieving the health promotion and disease prevention objectives of Healthy People 2000, a PHS led national activity for setting priority areas. This program is related to

the objectives of improving access to and availability of primary care services for all Americans, especially the underserved populations. Potential applicants may obtain a copy of Healthy People 2000 (Full Report; Stock No. 017-001-00474-0) or Healthy People 2000 (Summary Report; Stock No. 017-001-00473-1) through the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402-9325 (Telephone 202-783-3238).

**SMOKE-FREE WORKPLACE:** The Public Health Service strongly encourages all grant recipients to provide a smoke-free workplace and to promote the nonuse of all tobacco products. In addition, Public Law 103-227, the Pro-Children Act of 1994, prohibits smoking in certain facilities (or in some cases, any portion of a facility) in which regular or routine education, library, day care, health care or early childhood development services are provided to children.

**AWARD CRITERIA:** Funding decisions will be determined by the Office of Minority Health and will be based on the recommendations/ratings of review panels, program balance, including geographic and race/ethnicity distribution, and health problem area.

**REVIEW CRITERIA:** The following are criteria for review of applications for this program:

1. The degree to which the proposed project plan meets the project requirements.

2. The degree to which the senior faculty are committed to and involved in the training of the fellows:

3. The extent to which the project systematically evaluates the administration of the program and the degree to which program and educational objectives are met.

4. The administrative, management, and resource capability of the applicant to carry-out the proposed project in a cost-effective manner.

5. The potential for the applicant to continue the program without Federal support after completion of the approved project period.

**APPLICATION REQUESTS:** Application form PHS 6025-1 will be mailed to currently funded COE grantees. Questions regarding grants policy and business management issues should be directed to: Ms. Carolyn A. Williams, Grants Management Officer, Office of Minority Health, Rockwall II Building, Suite 1000 (10th Floor), 5515 Security Lane, Rockville, MD 20852, Telephone: (301) 594-0758 FAX: (301) 443-8280. Completed applications should be submitted to the Grants Management Office at the above address.

If additional programmatic information is needed, please contact: Ms. Hazel R. Farrar, Program Analyst, Division of Program Coordination, Office of Minority Health, Rockwall II Building, Suite 1000 (10th Floor), 5515 Security Lane, Rockville, MD 20852, Telephone: (301) 594-0769, Fax: (301) 443-8280.

**REVIEW OF APPLICATIONS:** Applications will be screened upon receipt. Those that are judged to be incomplete, nonresponsive or nonconforming will be returned without comment. Applications judged to be complete, conforming, and responsive will be reviewed for technical merit in accordance with PHS policies.

Applications will be evaluated by Federal reviewers. Applicants are

advised to pay close attention to program guidelines, and the general and supplemental instructions provided in the application kit.

The deadline date for receipt of applications is (enter 30 days from date of publication). Applications will be considered to be "on time" if they are either:

(1) *Received at the above address on or before* the established deadline date, or

(2) *Sent on or before* the established deadline date and received in time for orderly processing. (Applicants should request a legibly dated U.S. Postal Service postmark or obtain a legibly dated receipt from a commercial carrier or U.S. Postal Service. Private metered postmarks shall not be accepted as proof of timely mailing.)

Late applications will not be accepted for processing and will be returned to the applicant.

This program is not subject to the provisions of Executive Order 12372, Intergovernmental Review of Federal Programs (as implemented through 45 CFR part 100) and is not subject to the Public Health System Reporting Requirements.

There is no CFDA number for this program since it is viewed as a one-time project.

Dated: February 22, 1995.

**Clay E. Simpson, Jr.,**

*Acting Deputy Assistant Secretary for  
Minority Health.*

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