



Figure 1. Hours of faculty attendance per conference day in pre-intervention period (Year 1) vs post-intervention period (Year 2).

Table 1. Parameter estimates for Interrupted Time Series Analysis.

Parameter	Estimate	Standard Error	Probability	Confidence Interval Lower Limit	Confidence Interval Upper Limit
Baseline non-CME	10.75365	2.59	<.0001	5.6773	15.83
Slope non-CME first year	-0.05323	0.1033	0.6074	-0.2557	0.1492
Interruption non-CME	1.215265	3.7053	0.7436	-6.0471	8.4776
Slope change year 2 non-CME	0.058925	0.1553	0.7052	-0.2455	0.3633
CME baseline difference from non-CME	0.341894	5.4782	0.9504	-10.3955	11.0792
CME slope difference first year	0.004289	0.2156	0.9842	-0.4184	0.4269
CME interruption difference from non-CME	10.62122	7.8616	0.1797	-4.7875	26.03
CME slope change difference from non-CME slope year 2	-0.24109	0.3048	0.4309	-0.8385	0.3564

13 A Double-Edged Sword: A Qualitative Study of the Minority Tax in Academic Emergency Medicine Faculty

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Background: The ‘minority tax’ is the additional burden placed on minoritized faculty in advancing diversity, equity, and inclusion (DEI). Given the paucity of research, we examined the various impacts of the minority tax in academic emergency medicine (EM) faculty.

Objectives: To investigate the minority tax in academic EM by exploring pathways to DEI leadership, assessing its impact on professional development, personal experiences, and strategies for addressing and mitigating its effects.

Methods: Using a phenomenological framework, we explored the lived experiences of the minority tax by EM faculty through virtual semi-structured interviews. We identified participants through purposive sampling and included 21 diverse academic EM faculty from various

academic departments with leadership experience in DEI. We coded transcripts of participant interviews and developed themes via consensus.

Results: Participants reported varied impacts of the minority tax on professional advancement, describing DEI work as often undervalued. Emotional toll and potential for burnout were significant, often related to feelings of tokenism and underrepresentation in leadership roles. However, positive aspects included personal fulfillment and networking opportunities. Most participants actively mentored others, emphasizing mentorship being critical for career progression and personal support. Strategies suggested for addressing the minority tax included increased leadership support, improved compensation for DEI work, and increased involvement of non-minoritized colleagues in DEI initiatives.

Conclusions: The minority tax in academic EM presents a complex challenge with both negative and positive aspects. While it may offer opportunities for academic advancement, it also poses risks for burnout and professional stagnation. Effective solutions require systemic changes, including recognition of DEI efforts in career progression and broader engagement across all faculty demographics.

Table 1. Themes and quotes from qualitative analysis of semi-structured interviews.

Theme	Illustrative Quotes
Pathways to DEI Leadership	<p>“I never set out in the open to be [a DEI leader] one day, it was never the plan ... I feel like my own internal pressure to do it because if I don't, it won't get done.”</p> <p>“There was no one else there to do the work. And this is stuff that I'm passionate about.”</p>
Professional and Personal Impacts	<p>“You're there representing or at least demographically representing someone, but you don't have voice to do anything different. And when you would raise issues, you would create some tension.”</p> <p>“There are these pressures, when you're sort of like managing early, when you see a need, you feel this responsibility to step up, and no one else will or it won't get done.”</p>
Strategies to Address and Mitigate the Tax	<p>“People have this assumption that you can only be involved in diversity stuff if you're a minority. And I think that's actually horrible. I think DEI efforts need to be everyone. Equity is something that should apply to literally every single person, that's part of the definition of equity.”</p> <p>“I feel like with a lot of diversity things, we talk about them within our diversity circles. So, the same people get it over and over again. I think our allies have to be more engaged ... sometimes you have to put your neck out there to support and help your minoritized colleagues.”</p>