Under-Represented Minority Faculty Recruitment Policies in U.S. Medical Schools: An Environmental Scan

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Project Overview

Investigates associations between minority faculty development programs in US medical schools and faculty diversity rates at those schools.

TIMELINE:

KEY TERMS:
Under-Represented in Medicine (URM) - Racial and ethnic populations underrepresented in the medical profession relative to their numbers in the general population

AAMC Faculty Roster System – Database of medical school faculty statistics maintained by Association of American Medical Colleges
Benefits of Faculty Diversity

- Diverse provider workforce
  - Enhanced patient-provider relationship
  - Underserved populations

- Diverse researcher workforce
  - Diverse perspective on popular areas of study
  - New research interests

- Diverse educator workforce
  - Increasingly diverse medical student body

Sources:
- “Under-Represented Minority Faculty Recruitment Programs in U.S. Medical Schools: An Environmental Scan” – J. Guevara
Barriers to Faculty Diversity

- Feelings of social isolation

- Demand to do “minority-related activities”
  - E.g. mentoring, community involvement, committee appointments, etc.

- Lower career satisfaction
  - Minorities less likely to be promoted than non-minorities
  - Minorities transition out of academia sooner than other faculty

Faculty Diversity Today

Mean Faculty URM Proportion: **8.71%**
- Range 2% - 35% (HBCUs – 70%)

African-American, Native American, Native Hawaiian – US Population: **13.7%**
African American, Native American, Native Hawaiian – Faculty Population: **3.8%**

Hispanic – US Population: **16.3%**
Hispanic – Faculty Population: **4.9%**

Sources: United States Census 2010, AAMC Faculty Roster System
Faculty Diversity Today

RELATIVE DIVERSITY PROPORTIONS (RACIAL/ETHNIC DIVERSITY - 2010)

PERCENTAGES

% of US Population

% of Medical School Faculty Population

DEMOGRAPHIC GROUPS

Hispanic  Caucasian  African-American  Asian  Native American  Native Hawaiian

Sources: United States Census 2010, AAMC Faculty Roster System
Faculty Diversity Today

RELATIVE DIVERSITY PROPORTIONS (GENDER DIVERSITY – 2010)

Sources: United States Census 2010, AAMC Faculty Roster System
Study Significance

- Prevalence of faculty diversity programs unknown
  - Findings will describe percentage of medical schools with faculty diversity programs

- Association between faculty diversity programs and diversity outcomes unclear
  - Findings will direct the “next steps” in faculty diversity efforts
Primary Objective

“To identify and categorize programs targeting minority faculty development at U.S. medical schools using an environmental scan.”

- Descriptive aim – no hypotheses
- Four program domains: mentorship, career development, social support, financial support
Secondary Objective

“To determine associations between program domains and minority faculty statistics at U.S. medical schools”

HYPOTHESES:

A) Factors from each of the four domains will independently be positively associated with the proportion of URM faculty.

B) Factors in combination across domains will be more strongly associated with the proportion of URM faculty than factors in isolation.

C) These factors will be associated with the proportion of URM faculty separately among both newly recruited faculty and newly promoted faculty.
Methods – Phase III: Data Collection and Recording

- Website searches
- Subject recruitment
- Key informant interviews
- Interview transcriptions
Methods – Phase IV: Data Analysis

- Race
- Sex
- Faculty Rank
  - Instructor, Asst Professor, Assoc Professor, Professor
- Track
  - Tenure, Clinician-Educator, Other
- Department
  - Clinical, Basic Science, Other
- Degree
  - MD, PhD, MD/PhD
- Faculty Size (tertiles)
  - Small, Medium, Large
- School Rank (deciles)
  - 1st … 10th
- Region of Country
  - West, South, Midwest, Northeast
- Funding Type
  - Public, Private
Results
My Roles

• Data Collection
  ◦ Subject Recruitment/Interviews
  ◦ Website searches
  ◦ Data recording

• Primary Data Analysis
  ◦ Summary statistics
    • United States Census 2010, AAMC Faculty Roster System
What Have I Learned?

• Thinking cap required!
  ◦ Avoiding human error
  ◦ Interview techniques
  ◦ Solving problems

• Data as a Second Language

• Research Rocks!
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- Dr. James Guevara
  - Principal Investigator

- Ms. Emem Adanga
  - Project Supervisor

Source: US Census 2010