



# **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:



YOU ARE  
HERE

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: "The Challenging Task of Diversifying the Faculty in Academic Medicine" – L. Castillo-Page et al.  
"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%)

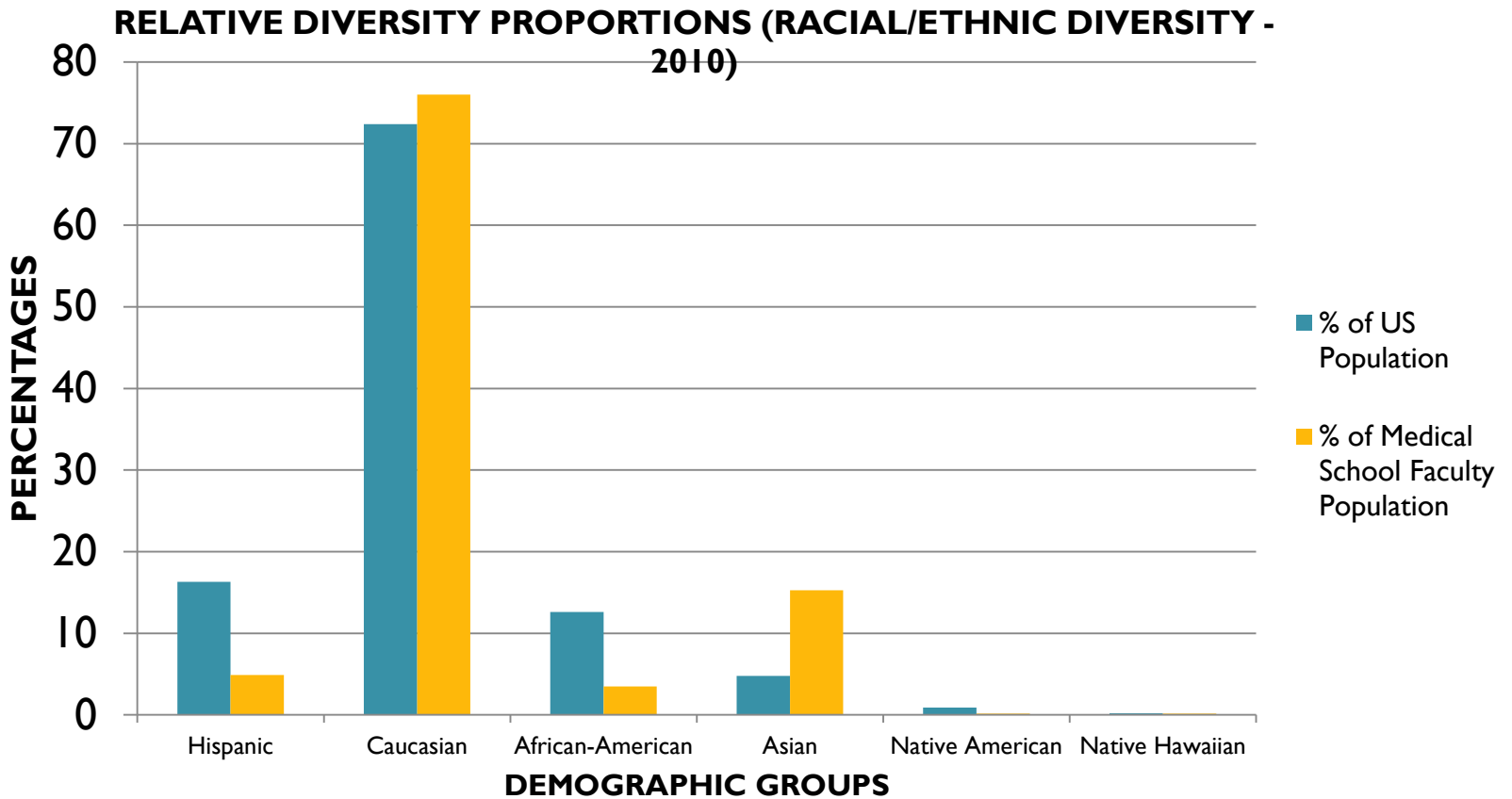
African-American, Native American, Native Hawaiian – US Population: **13.7%**

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

Hispanic – US Population: **16.3%**

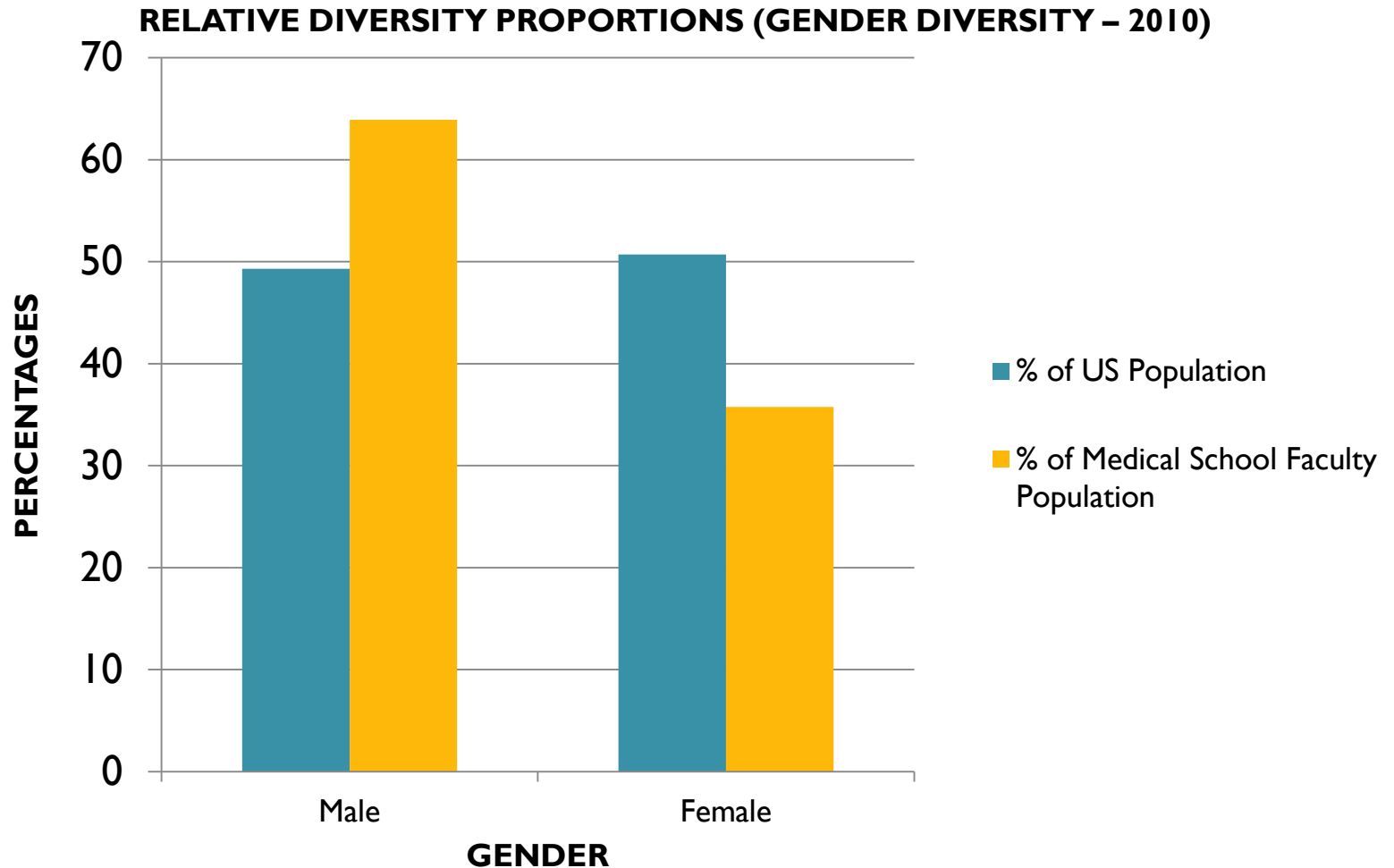
Hispanic – Faculty Population: **4.9%**

# Faculty Diversity Today



Sources: United States Census 2010, AAMC Faculty Roster System

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# 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)
  - 1<sup>st</sup> ... 10<sup>th</sup>
- 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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