Development of an Academic Medicine Career Guide for Medical Students to Enhance Diversity in the Academic Medicine Workforce

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AAMC Annual Conference, November 4, 2012
Objectives

- To describe the current data on diversity within the academic physician workforce

- To describe three current institutional models to heighten awareness and interest among diverse medical students for an academic career

- To discuss the development of an academic medicine career resource guide to inform and prepare students for an academic career
Session Schedule

• 11:15-11:25 Introduction and background
• 11:26-11:50 Institutional models to heighten medical student awareness and interest in academic medicine careers
• 11:51-12:00 Review proposal for BNGAP’s academic medicine resource guide
• 12:01-12:35 World Cafe
• 12:36-12:45 Summary of discussion and collective next steps
“Academic Medicine encompasses the traditional tripartite mission of educating the next generation of physicians and biomedical scientists, discovering causes of and cures for disease, and advancing knowledge of patient care while caring for patients...highlighting the interrelationships among teaching, research and service....”

Kanter, SL. What is Academic Medicine? Acad Med. March 2008; 83(3); 205-6
Physician Workforce: Representation vs. Critical Mass

Figure 14: U.S. MD Physicians by Graduation Year, Race, and Ethnicity, 1978 - 2008

Note: The data include U.S. medical school graduates from 1978 to 2008 only. N = 471,409.
*Asian includes Chinese, Filipino, Korean, Japanese, Vietnamese, Indian/Pakistani, and Other Asian.
**Hispanic or Latino includes Mexican American, C'wealth Puerto Rican, Mainland Puerto Rican, and Other Hispanic.
***From 1997 to 2000, the category “American Indian/Alaska Native” also included Native Hawaiian.
Prior to 1997 and since 2001, this category only includes American Indian/Alaska Native.
## Population and Workforce Demographics (2009)

<table>
<thead>
<tr>
<th></th>
<th>US Population</th>
<th>Med School Graduates</th>
<th>US Physicians</th>
<th>Med School Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>65.6%</td>
<td>65.4%</td>
<td>75.0%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Black</td>
<td>12.2%</td>
<td>6.7%</td>
<td>6.3%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.4%</td>
<td>20.0%</td>
<td>12.6%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15.4%</td>
<td>6.7%</td>
<td>5.5%</td>
<td>4.2%</td>
</tr>
<tr>
<td>NA/PI</td>
<td>0.9%</td>
<td>0.9%</td>
<td>0.5%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Multiple</td>
<td>1.5%</td>
<td></td>
<td></td>
<td>2.4%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td>7.9%</td>
</tr>
</tbody>
</table>

Slide provided by Cynthia E. Boyd, M.D., MBA, FACP, Associate Vice President, Chief Compliance Officer, Rush University Medical Center
Academic Medicine Faculty

- 6.4% of medical school faculty are Hispanic and African-American. (AAMC Faculty Roster 2011...*excludes Puerto Rico and HBCU’s)

- Only 1060 Hispanics and 447 African Americans attained rank of full professor. (AAMC Faculty Roster, 2011)

- NIH found that minority investigators are less likely to be funded despite similar achievements. (Ginther et al.)

- Currently, only 13% of female faculty are full professors compared with 30% of male faculty. 13% of medical school deans are women. (2012 AAMC Women’s Benchmark Report)

- Data regarding Sexual Orientation?
Medical Student Interest in Academic Medicine

- A lower proportion of URM medical students than non-URM medical students reported interest in an academic medicine career upon entering medical school (AAMC Matriculating Student Questionnaire).

- At the end of medical school, URM in comparison to non-URM continued to express significant disinterest in academic medicine careers (AAMC Graduate Student Questionnaire).


Is interest re-cultivated during residency?

- **NO.** Straus et al. in their systematic review of the literature on career choice in academic medicine found that as residents progress through residency they become less interested in this area, highlighting the need to do a better job promoting and cultivating career interests in academic medicine among trainees in their formative training.

BUILDING THE NEXT GENERATION OF ACADEMIC PHYSICIANS INITIATIVE

A Commitment to the Diversity of the Pipeline into Academic Medicine

John Paul Sanchez, MD, MPH

PI, Building the Next Generation of Academic Physicians Initiative
Hispanic Center of Excellence
Chairperson, LGBT Steering Committee, Office of Student Affairs
Albert Einstein College of Medicine
Develop a diverse academic medicine workforce that will train medical students and residents to effectively address evolving health care needs and work towards health equity in the U.S.
Collaboration

A growing Initiative...
(institutional partnerships)
MENTORS

INSTITUTIONAL ADVISORS

BNGAP | Building the Next Generation of Academic Physicians

ORGANIZATIONAL LEADERS

CHAMPIONS

SUPPORTERS
Building the Next Generation of Academic Physicians

- Conduct an initial and ongoing assessment of medical student, resident, and faculty interest in, pursuit of, and success along an academic medicine career.

- Develop and implement a strategy to assist a diverse group of medical students, residents, and faculty interested in academic medicine in assessing and achieving their personal and professional goals.

- Facilitate and evaluate the outcomes and impact of this initiative.
BUILDING OUR NETWORK
Institutions
Organizations
Individuals

RESEARCH
Drafts of 6 Original Research Papers
Compendiums of Organizational, Institutional, and Specialty Society Efforts

PROFESSIONAL DEVELOPMENT
Academic Medicine Resource Guide
Conference Presentations/Trainings

POLICY

Albert Einstein College of Medicine (Pre-Faculty Conference)
AAMC-DPP +BNGAP (Pre-MinFAC)
New Jersey Medical School-UMDNJ (NE BNGAP Conference)
BUILDING THE NEXT GENERATION OF ACADEMIC PHYSICIANS
PRE-FACULTY ACADEMIC MEDICINE CAREER DEVELOPMENT CONFERENCE
FOR STUDENTS

The purpose of the conference is to help students become aware of and familiar with resources to explore academic medicine as a career option

SUNDAY, NOVEMBER 18, 2012
8:30 AM - 2:00 PM
LUBIN DINING HALL

TOPICS INCLUDE:

ACADEMIC MEDICINE CAREERS AND OPPORTUNITIES
Edward R. Burns, M.D.
Executive Dean

DIVERSITY AND INCLUSION
Marc Nivet, Ph.D.
Chief Diversity Officer, Association of American Medical Colleges

STUDENT PANEL

ACADEMIC MEDICINE RESEARCH TRACK
Ellie Schoenbaum, M.D.
Director, Clinical Research Training Program

ACADEMIC MEDICINE EDUCATOR TRACK
Martha S. Grayson, M.D. and Pablo A. Joo, M.D.
Senior Associate and Assistant Dean of Medical Education

MENTORING
Genevieve S. Neal-Perry, M.D., Ph.D.
Associate Dean for Diversity Mentoring

Please RSVP by November 1, 2012 to Student-activities@einstein.yu.edu

This event is in conjunction with student chapters of the American Medical Association, American Medical Student Association, the American Medical Women’s Association, Einstein Pride, the Latino Medical Student Association, the Student National Medical Association, and the Einstein Minority Scientist Association.
Established in 1991 and funded by Health Resources and Services Administration (HRSA).

Hispanic graduates tripled over 20 year period:
- Pre-HCOE (1972-1992) – 104 graduates
- Post-HCOE (1993-2011) – 311 graduates

Groom our own: Academic medicine pipeline for medical students and residents.

Hispanic faculty above national average at 5.5%.

Robust Hispanic faculty development program which includes research and scholarship.

Comprehensive cultural competency curriculum, co-curricular activities, grand rounds, and faculty development impacting faculty, staff, administrators, and 700 students.

Transformed institutional culture.
Meet with students or residents to discuss interest in an academic career.

Sponsor attendance at national meetings where they can present abstracts or posters, or have the opportunity to serve as co-presenters alongside our faculty.

Encourage participation in the NJMS Summer Student Biomedical Research Program or other similar programs such as NHMA Resident Leadership Program, the Howard Hughes Medical Institute and Doris Duke to name a few.
Professional Development

• Mentoring is a key component.

• Building a relationship so that ongoing follow up occurs regularly and at critical times in a career.

• Development of an individualized academic action plan with timelines is critical. This allows the student, resident, and once he/she becomes a faculty to monitor progress towards achievement of goals.
Resource Guide

- **BNGAP Draft**
  Academic Medicine Career Guide for Medical Students

Academic Medicine Career Guide: Teaching, Research, Service, Leadership, and Patient Care

Building the Next Generation of Academic Physicians Initiative (BNGAP) – supported by the Hispanic Center of Excellence at the Albert Einstein College of Medicine

2012

BNGAP Building the Next Generation of Academic Physicians
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   6. Personal Life
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VIII. Sample Timeline

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Discussion Questions (20 minutes for table discussion)

- In respect to heightening awareness and interest in academic medicine careers among medical students...
  - What efforts have been implemented by your institution?
  - What content in the draft resource guide do you find useful?
  - What additional information or tools should be added to the guide?... in respect to teaching, research, service, and administration?
What efforts have been implemented by your institution?

What content in the draft resource guide do you find useful?

What additional information or tools should be added to the guide?... in respect to teaching, research, service, and administration?
Collective Next Steps

- We need your help with the following vital work:
  - Information to support the Compendiums
    - Compendium of Current Medical School Activities and Resources in Promoting Academic Medicine Careers Among Diverse Medical Students
    - Compendium of Organizational Activities and Resources in Promoting Academic Medicine Careers Among Diverse Students and Residents
    - Compendium of Specialty Society Efforts in Promoting Academic Medicine Careers Among Diverse Residents
  - Development of the Academic Medicine Resource Guide for Medical Students
  - Development of BNGAP Co-Sponsored Conferences in 2013 (Pre-MinFAC – New Orleans, NE Conference-New Jersey Medical School-UMDNJ)
  - Webinar Series on Careers in Academic Medicine for Medical Students and Residents
Thank You

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