

Tips for Hiring a Diverse Workforce – Lessons Learned from...Alabama?

Victor Sung, MD

Associate Professor, UAB Dept. of Neurology, Div. of Movement Disorders

Director, MS2 Neuroscience Module

Faculty Advisor, Asian Pacific American Medical Student Association

Faculty Advisor, Student Interest Group in Neurology

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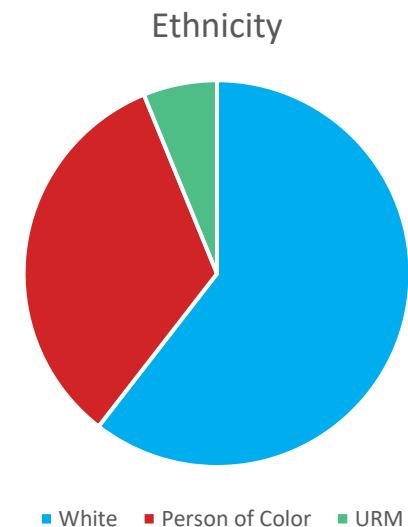
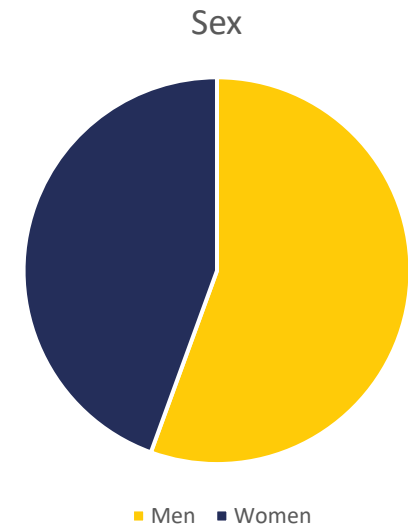
DISCLOSURES

- I have served as a consultant for Teva Neuroscience and Genentech, and none of their products will be discussed in this lecture



Background

- UAB Department of Neurology
 - Chair: David Standaert, MD, PhD
 - 81 total faculty (24 Basic Scientists, 57 Neurologists)
 - 36 women (44%)
 - 27 persons of color (33%); 5 URM (6%)
 - 39 age 40 or younger (48%)
- National Data for all Neurologists (AAN 2019)
 - 33% women
 - 31% persons of color, 10% URM



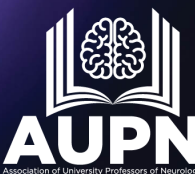
Building a Diverse Pipeline

- Diversity across all academic neurology departments is lacking
- Therefore not feasible to hire/poach from other departments
- Only way forward is to expand the hiring pool
 - Increase number of students choosing a career in neurology
 - Increase number of residents choosing a career in academic neurology
 - Increase diversity of those students/residents



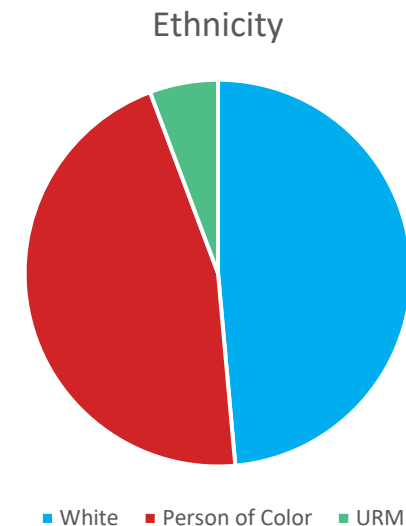
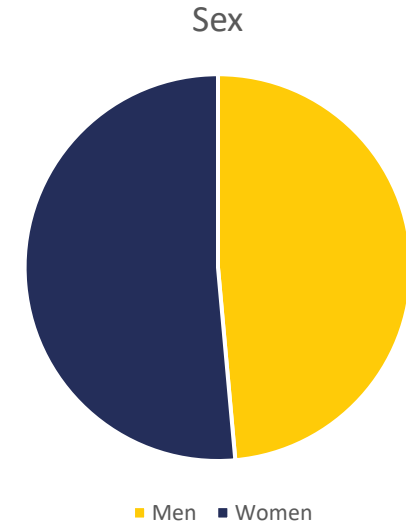
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Building a Diverse Pipeline

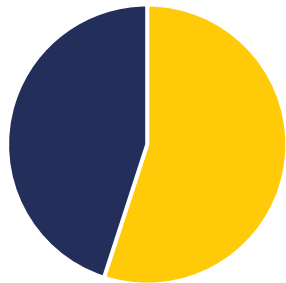
- UAB Neurology Residency
 - 9 residents per year, currently 35 total residents
 - 18/35 (51%) women
 - 16/35 (46%) persons of color, 2/35 (6%) URM
 - 9/35 (26%) former UAB students



Building a Diverse Pipeline

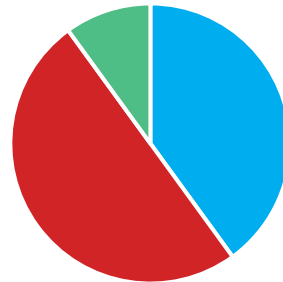
- UAB School of Medicine
 - 173 students per year
 - This year, **20** students (12%) applying for neurology residency
 - 9 women (45%); 10 persons of color (50%); 2 URM (10%)

Sex



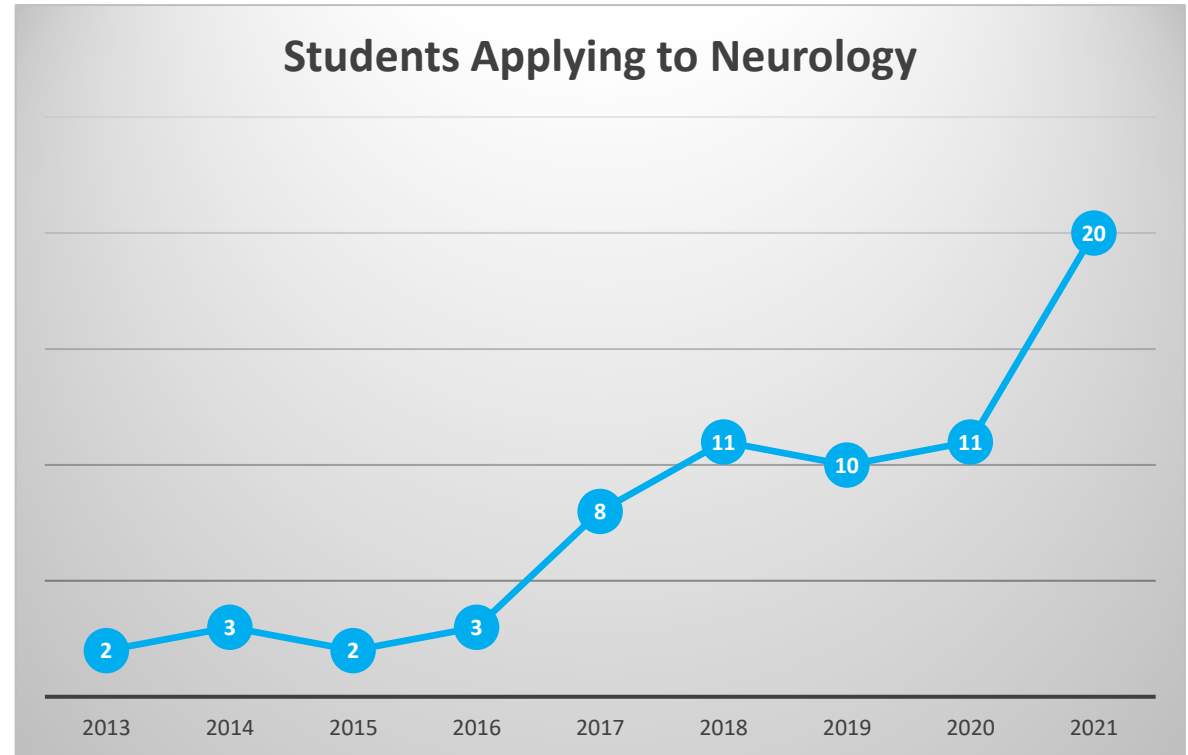
■ Men ■ Women

Ethnicity



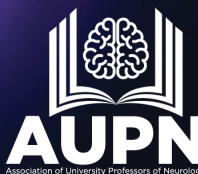
■ White ■ Person of Color ■ URM

Students Applying to Neurology



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The Pre-Clinical Pipeline Matters

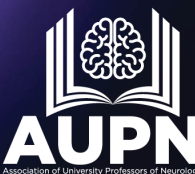
- Recent survey of black medical students found that career choice relied more heavily on pre-clinical experience¹
- Focus on Pre-Clinical Neuroscience Module
 - Reorganized lectures into themed weeks
 - Replaced lowest rated lecturers
 - Redesigned small group sessions
 - High impact patient presentations like a DBS patient
 - Went from lowest rated course in curriculum to highest rated and perennial award winner for best pre-clinical module

KM Railey, AR Spector, *J Natl Med Assoc.* 2021 Jul 23



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The Pre-Clinical Pipeline Matters

- ICM Preceptors / LC Mentors
 - Primary clinical mentoring positions in the SOM
 - Increased neurology faculty participation from 0% of preceptors to 20% of preceptors (largest involvement outside of internal medicine)
 - Groups with a neurology faculty preceptor/mentor averaging 20-30% of students choosing a career in neurology
- SIGN
 - Pre-COVID held social events with students, residents, and faculty
 - Largest event with 70 attendees
 - Facilitate shadowing and research opportunities



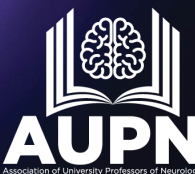
The Pre-Clinical Pipeline Matters

- Asian Pacific American Med Stud Assoc (APAMSA) / Latin Med Stud Assoc (LMSA) / Student Nat Medical Assoc (SNMA)
 - Neurology faculty serving as advisors
 - In first year serving as advisor for APAMSA, 4 of 5 officers chose neurology
- Though we still have a long way to go, we are making progress
- If we can do it in Alabama, so can you!



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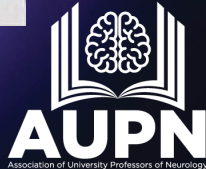


Thank you!!



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Putting Equity, Diversity, and Inclusion into practice

Alyx B. Porter MD, FAAN

Mayo Clinic

Associate Professor of Neurology

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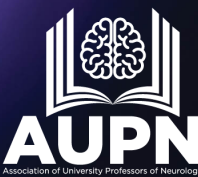


DISCLOSURES

None



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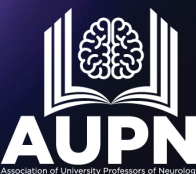
“OF ALL OF THE FORMS OF INEQUALITY,
INJUSTICE IN HEALTHCARE IS THE MOST
SHOCKING AND INHUMANE”

— *MARTIN LUTHER KING JR*



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Equality



Equity

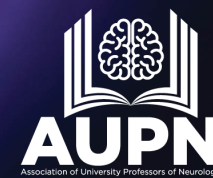


Justice



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Opportunities

- Equity, Inclusion and Diversity must be deliberately interwoven into the strategic mission, priorities, and culture of the institution, department and division
- Stakeholders at all levels must be represented at all levels beyond Diversity & Inclusion committees
- Community engagement
- Transparency

Stanford FC. The Importance of Diversity and Inclusion in the Healthcare Workforce. J Natl Med Assoc. 2020 Jun;112(3):247-249. doi: 10.1016/j.jnma.2020.03.014. Epub 2020 Apr 23. PMID: 32336480; PMCID: PMC7387183.



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Why NOW

- “there is a growing understanding of the relationship between providers’ work environment, patient outcomes and organizational performance”

Gill G.K., McNally M.J., Berman V.: Effective diversity, equity, and inclusion practices. Healthc Manag Forum 2018; 31: pp. 196-199

Gillespie J.J., Dunsire D., Luce C.B.: Attaining gender parity: diversity 5.0 and 10 best practices for global health care organizations. Health Care Manag 2018; 37: pp. 195-204.



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Neurodisparity

- Advances have had limited impact for women, diverse, and socioeconomically challenged populations
 - Black patients and Hispanic patients were 30% and 40%, less likely than white patients to see an outpatient neurologist
 - Black patients had greater neurology-related emergency department (ED) visits, inpatient hospitalizations, and hospitalization costs compared to white patients
 - Black, Hispanic, and Native American patients have decreased access to high-volume stroke centers and IV thrombolysis
 - A study on trigeminal neuralgia found that race was a significant determining factor for a patient having an appropriate intervention, even when controlling for insurance and socioeconomic status



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Marulanda-Londoño ET,. *Neurology*. 2019
Kimball MM. *J Stroke Cerebrovascular disease* 2014
Begley CE *Epilepsia* 2009
Wallace J J *racial Ethnic Health Disparities*. 2018



GENDER EQUITY IN MEDICINE

FIRST WOMAN
PHYSICIAN IN THE
US

1840's

Elizabeth Blackwell

FIRST BLACK
WOMAN PHYSICIAN

1860

Rebecca Lee Crumpler

TITLE IX

1972

Women matriculants:

9.6% 1965

29% 1980

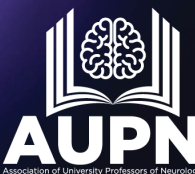
46% 2000

50% 2019



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BIAS IMPACT PROFESSIONAL ADVANCEMENT¹

1995

1979 faculty

24 medical schools

60% women

9% of men

GENDER BIAS IN ACADEMIC MEDICINE²

2014

1066 faculty

66% women

10% men

INEQUITABLE TREATMENT BY ALLIED HEALTH

2020

434 Allied Health Staff

136 Physicians

62% of Physicians

32% Allied Health staff

TIME TO
INTERVENE

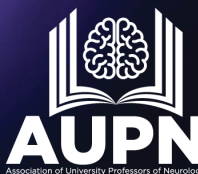
1. Carr PL, Ash AS, Friedman RH, et al. Faculty perceptions of gender discrimination and sexual harassment in academic medicine. *Ann Intern Med* 2000Jun;132(11):889-96. DOI:<https://doi.org/10.7326/0003-4819-132-11-200006060-00007>

2. Jagsi R, Griffith KA, Jones R, Perumalswami CR, Ubel P, Stewart A. Sexual harassment and discrimination experiences of academic medical faculty. *JAMA* 2016 May;315(19): 2120-1. DOI: <https://doi.org/10.1001/jama.2016.2188>



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EMORY UNIVERSITY
EMORY UNIVERSITY, GEORGIA

DIRECTOR OF ADMISSIONS

August 5, 1959

Mr. Marion Gerald Hood
607 Pool Road, Apt. #1
Griffin, Georgia

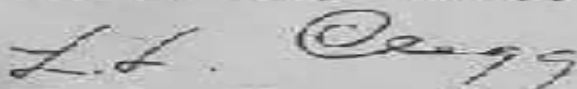
Dear Mr. Hood:

Acknowledgment is made of your letter of July 30, enclosing your application for admission to our School of Medicine.

I am sorry I must write you that we are not authorized to consider for admission a member of the Negro race.

I regret that we cannot help you.

Yours very truly,



L. L. Clegg
Director of Admissions

LLC:ow

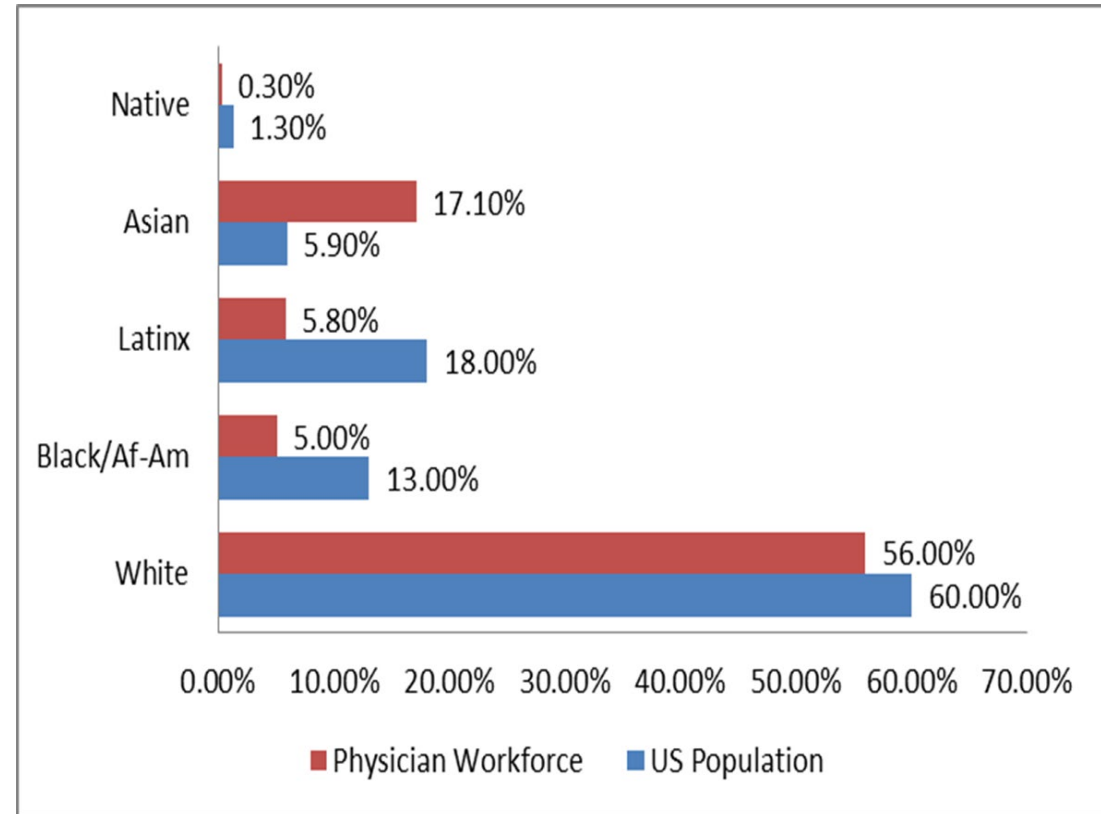
P.S. I am returning herewith your \$5.00 application fee.

Physician Workforce

AAMC 2019 Diversity Report

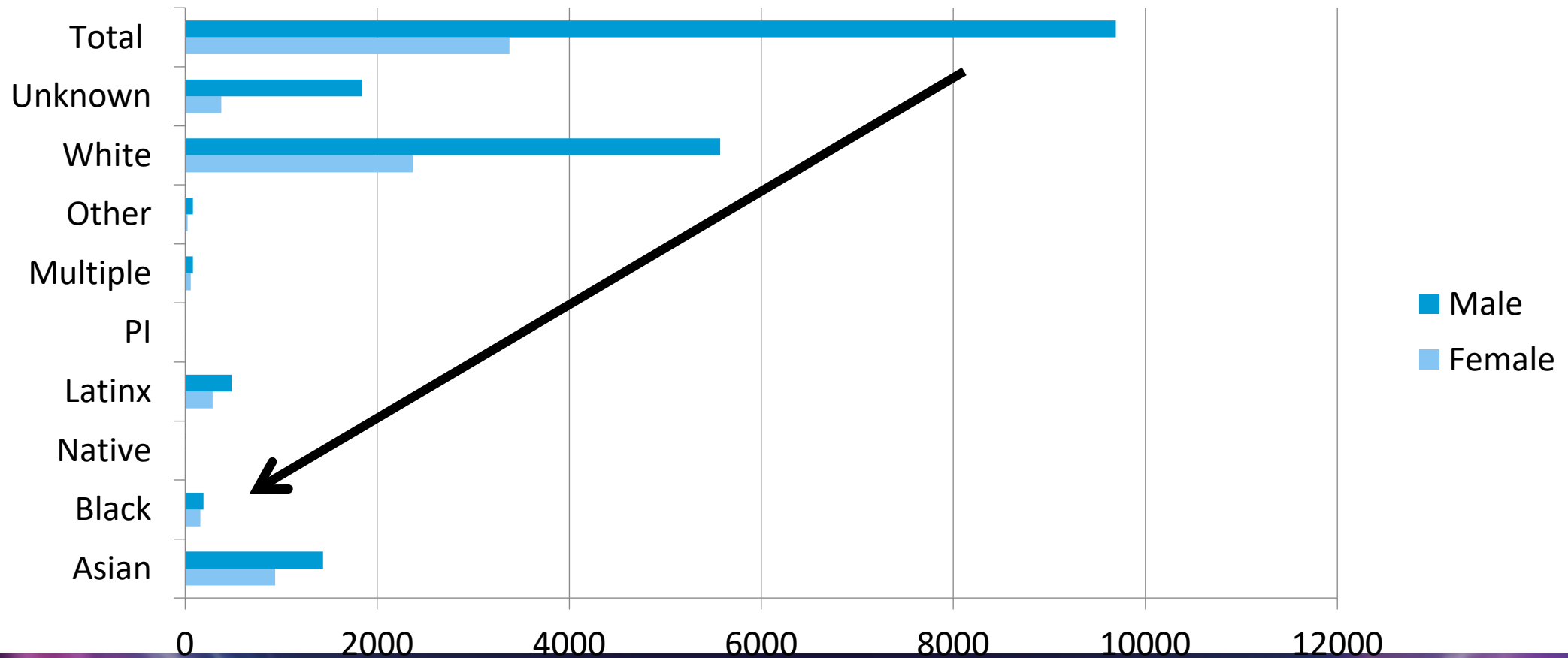
- 56.2% White
- 17.1% Asian
- 5.8% Hispanic/Latino
- 5.0% Black/African American
- 0.3% Native
- 13.7% unknown

Population Estimates from US Census July 1, 2019



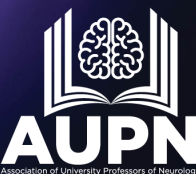
AAMC Diversity Report 2019

Neurology

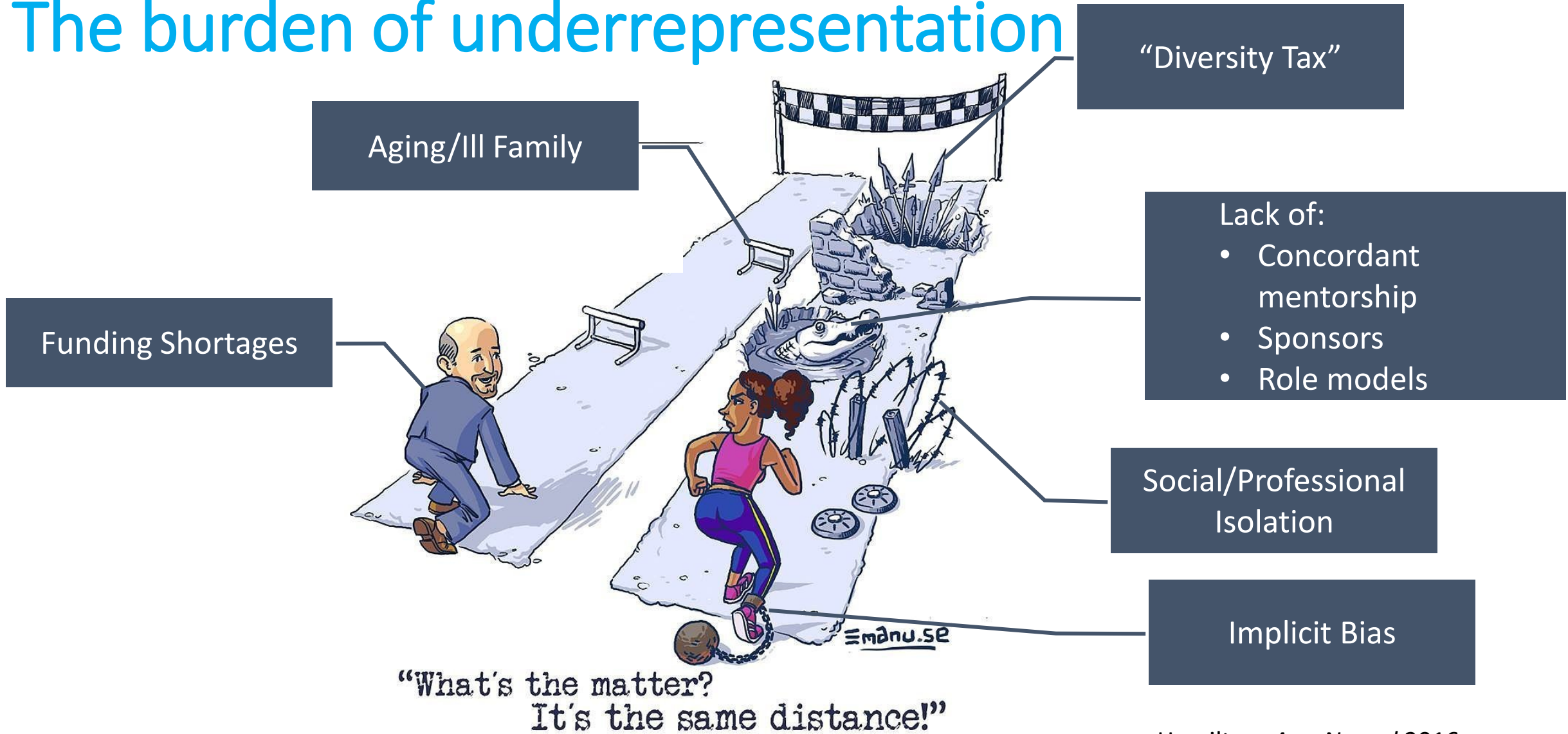


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The burden of underrepresentation



Hamilton. *Ann Neurol* 2016



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Opportunities

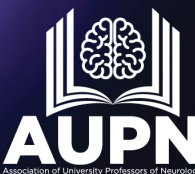
- Equity, Inclusion, and Diversity has to be deliberately interwoven into the strategic mission, priorities, and culture of the institution, department and division
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Thank you

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@PorterAlyx

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BNGAP Building the
Next Generation of
Academic Physicians



MedEdPORTAL[®]
The Journal of Teaching and Learning Resources

**ACADEMIC
MEDICINE**
Journal of the Association of American Medical Colleges

 **UNM**
SCHOOL of MEDICINE

PRE-FACULTY DEVELOPMENT:

A Critical Factor in Diversifying Health Professions Faculty

John Paul (J.P.) Sánchez, MD MPH

President, BNGAP Inc.

Executive Director, LMSA Inc.

Associate Editor, MedEdPORTAL

Editorial Board, Academic Medicine

*Executive Associate Vice Chancellor, DE&I,
Health Sciences Center, UNM*

[@BNGAP_JPS](#)

Learning Objectives

- List challenges to cultivating diverse future faculty
- Define pre-faculty development
- Identify opportunities, as early as college, to engage future faculty



Pathway to Public Health and Medicine



When did you first gain formal guidance on becoming an Educator or Faculty Member? What did role models or mentors share about their journey?

'Serendipity'

'Happenstance'

'incidental'

HRSA Sex, Race, and Ethnic Diversity of U.S. Health Occupations (2011-2015) 2017 Report

Table 2: U.S. Health Occupations¹ by Race/Ethnicity, 2011-2015

	Hispanic	Non-Hispanic					
		White	Black	Asian	American Indian/ Alaska Native	Native Hawaiian and Other Pacific Islander	Multiple/ Other Race
U.S. Workforce ² (#)	25,776,728	102,850,895	18,597,223	8,534,837	902,977	251,578	2,910,645
U.S. Workforce ² (%)	16.1	64.4	11.6	5.3	0.6	0.2	1.8
Health Occupations³							
Community and Social Services Occupations							
Counselors	10.7	64.6	18.8	2.8	0.8	0.1	2.2
Social Workers	12.0	60.6	21.5	3.0	0.8	0.1	2.0
Life, Physical, and Social Sciences Occupations							
Psychologists	6.3	83.5	4.9	3.4	0.2	(0.0)	1.6
Health Diagnosing and Treating Practitioners Occupations							
Advanced Practice Registered Nurses ⁴	4.5	84.0	5.7	4.1	0.2	NR	1.3
Chiropractors	3.7	86.7	1.9	5.4	0.5	NR	1.8
Dentists	6.1	74.8	3.0	14.3	(0.1)	NR	1.7
Dietitians and Nutritionists	8.5	68.7	15.0	6.0	0.3	(0.1)	1.4
Optometrists	3.9	78.4	1.8	13.7	NR	NR	1.8
Pharmacists	3.7	70.4	5.9	17.9	0.2	0.1	1.8
Physicians	6.3	67.0	4.8	19.6	0.1	0.0	2.1
Physician Assistants	10.0	72.7	7.1	7.3	0.6	NR	2.2
Occupational Therapists	4.0	83.8	4.4	6.6	0.2	NR	1.1
Physical Therapists	4.8	77.8	4.4	11.1	0.2	(0.1)	1.6



Approximate Hispanic, African-American/Black, and American Indian/Alaska Native* Population and US Workforce Demographics by Discipline, 2015

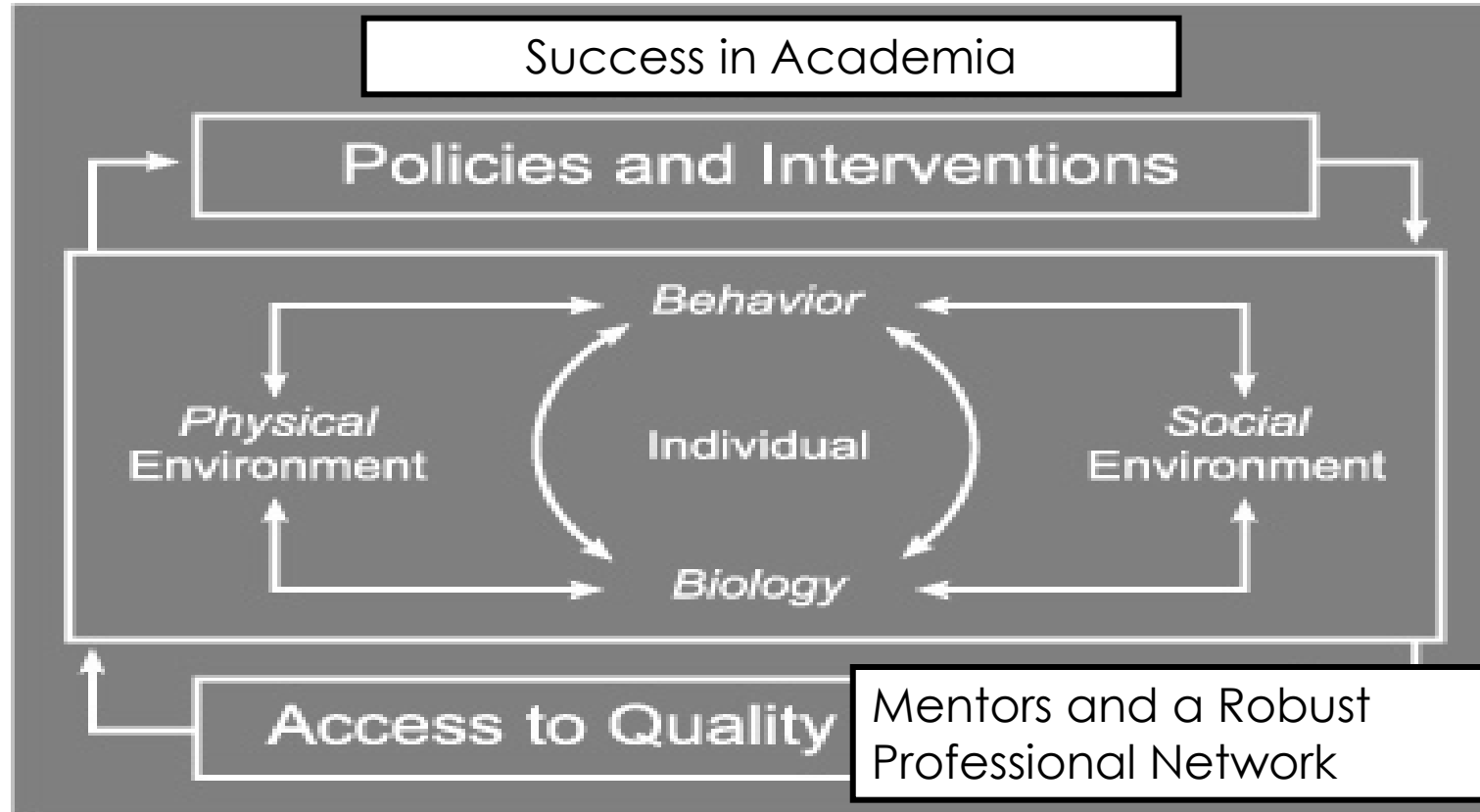
	Population %	Graduate Students %	Clinicians %	Faculty %
Physician Assistant	30	10	11	10
Medicine	30	15	10	7
Dentist	30	12	7	15

* = American Indian or Alaska Native plus Native Hawaiian and Other Pacific Islanders for data of census, graduates, and faculty.



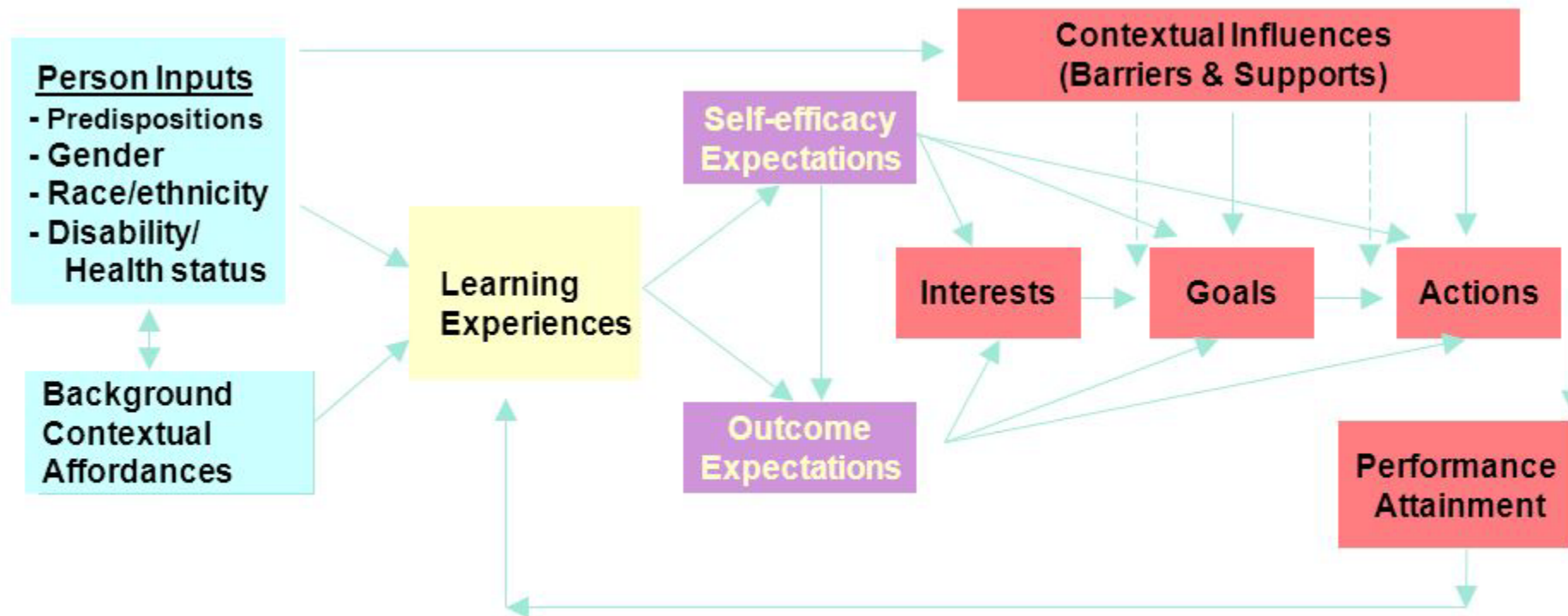
What factors influence an individual's trajectory to a faculty career?

Determinants of Health IN ACADEMIA



Courtesy of David Satcher, MD, PhD &
Eve J. Higginbotham SM, MD

Social Cognitive Career Theory



Modified model of SCCT (Lent, Brown, & Hackett, 1994)

Reported Challenges to Pursuing Faculty Careers by UIM Trainees

Self-doubt About Being Good Enough

"I don't know that my grades are as stellar as they should be because I picture an academic teacher as somebody with excellent grades and I'm just kind of a floater. I'm not really someone who stands out academically. I mean, obviously we all stand out as medical students, but among those I'm pretty average. I would love to do it but I don't think I have the research or the academic excellence." (NA)

Parents View of Clinical Versus Faculty Careers

"I think a lot of people in our parents' generation, especially among Asian immigrants, is that they see medicine as the 'iron rice bowl.' Basically, once you get the training, you can keep on eating out of it with a steady income and steady job."

Difficulty Finding LGBT Mentors

"I haven't had any mentors, and I feel like because I lack that I kind of want to provide support later on. There are no mentors who do research or teaching in LGBT health or who are out or who are supporting or very supportive of people who might be out in academic medicine." (LGBT)



Pre-Faculty Development

To provide trainees with foundational self-efficacy, knowledge, skills, and experiences to be successfully appointed, and eventually promoted and tenured within an academic institution.

(Sánchez J.P. and Williams V., 2019)



What formal pre-faculty development programs or activities were you a part of?



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Building the
Next Generation of
Academic Physicians

Our mission is to help diverse trainees
become aware of, interested in and
prepared to explore academic
careers

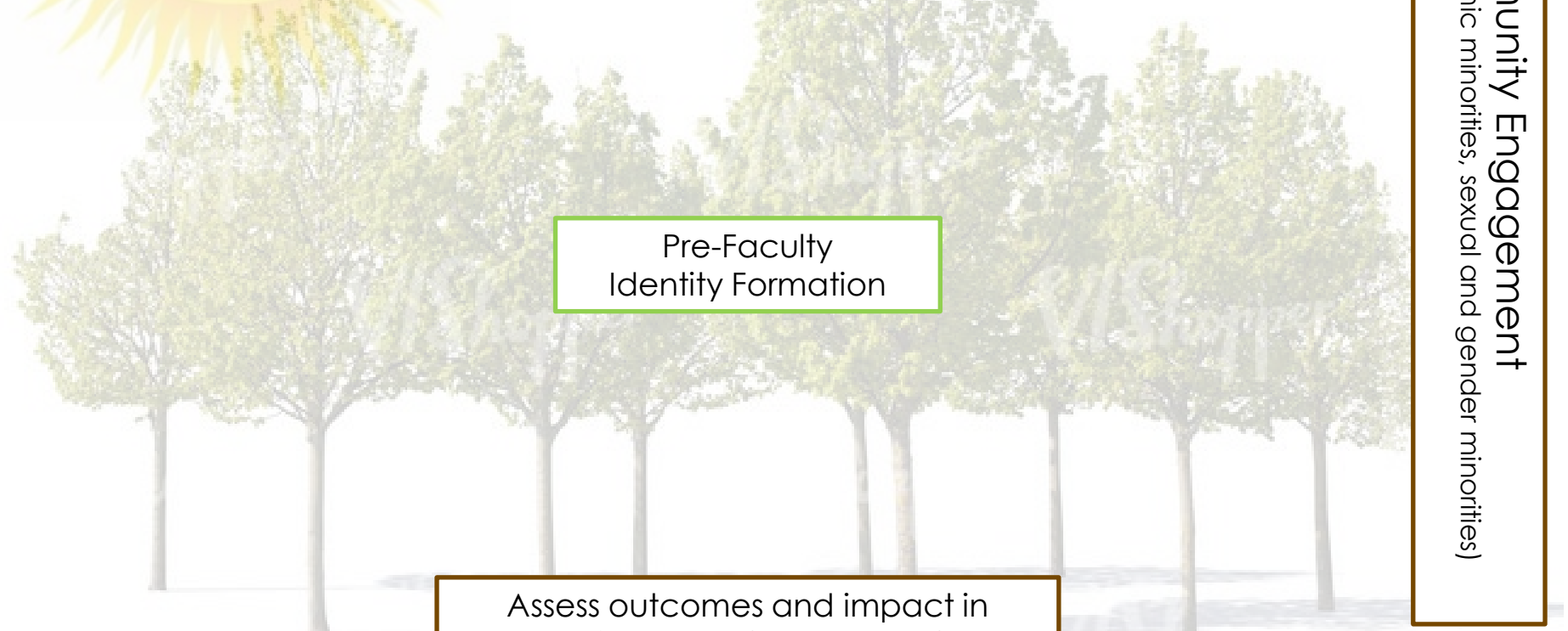
www.bngap.org



Building
Community

Transforming
Minority Tax to
Capital

Career Knowledge
and Skills



Pre-Faculty
Identity Formation

Assess outcomes and impact in
supporting a pre-faculty workforce

Assess diverse trainees perceptions
of academic careers

Develop educational interventions to
support a diverse pre-faculty workforce

Community Engagement
(women, racial and ethnic minorities, sexual and gender minorities)



Nursing, Pharmacy, Public Health, Dental, Medicine

Career Knowledge and Skills

Curricula for college,
graduate students,
fellows, post-doctoral
trainees

Transforming Minority Tax to Capital

Writing Fellowship
Publishing Opportunities

Building Community

Website
Conferences
E-Newsletter
Institutional Chapters
National Center for Pre-
Faculty Development



4. Critical Transitions: Finding Your Academic Residency, Fellowship, or First Academic Position

3. Engagement and Leadership in Academic Medicine Curricula for Diverse Medical Students Residents, and Fellows

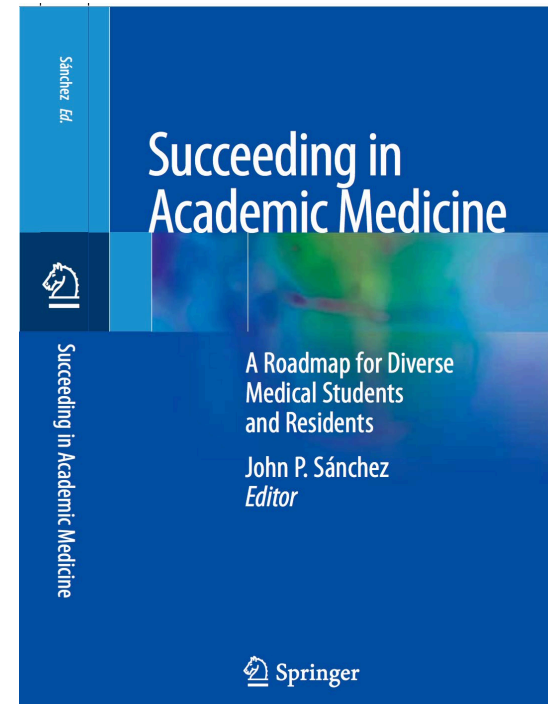
- a. 4 modules under MedEdPORTAL review
- b. **Book being drafted**

2. Academic Career Development Curricula for Diverse Dental and Medical Students, Residents, and Fellows

- a. 12 MedEdPORTAL modules published
- b. **Book – Succeeding in Academic Medicine: A Roadmap for Diverse Medical Students and Residents**

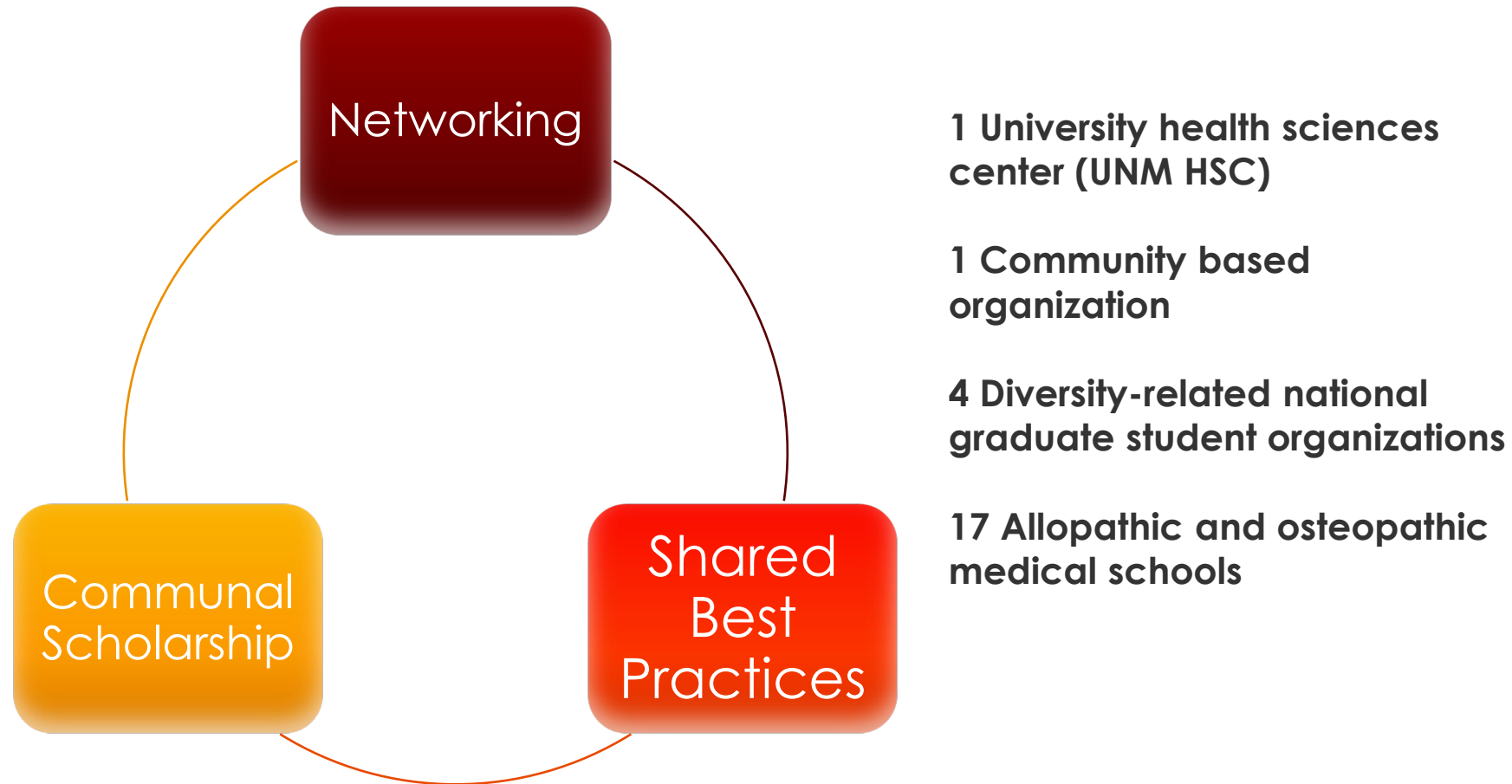
1. Health Related Academic Career Development Curricula for Undifferentiated College and Post-Bacc Students

- a. **Book accepted**





National Center for Pre-Faculty Development



Next Steps

- Let a diverse trainee know - “I want you to be a future faculty member!”
- Discuss the concept of pre-faculty development
- Collaborate to build formal inter-professional, scholarly pathway programs for diverse pre-faculty





For further information
bngapinc@gmail.com