

Title: Who is Teaching Our Preclinical Medical Students?



PRESENTER:
Adina Harri

BACKGROUND: Historically, preclinical medical faculty have not represented their student body or the population at large. However, the Association of American Medical Colleges (AAMC) Faculty Roster demonstrates that over the past 20 years there are increasing numbers of basic science female faculty teaching medical students than there have been in the past. However, the AAMC Faculty Roster does not demonstrate whether this current population of faculty members teach in small-group courses that offer high contact and mentorship opportunities with preclinical medical students.

METHODS

1. A qualitative survey sent to the Senior Associate Dean of Medical Education (SADME) at a representative sample of medical schools gathered demographic data on small group clinical skills faculty.
2. Two 15–30-minute informational interviews were conducted with SADMEs to understand the program context.
3. Answers to interviews were transcribed; survey data was analyzed qualitatively in context of existing AAMC data

RESULTS

- 9 out of 32 schools responded.
- 1 school reported male-predominant pre-clinical faculty; 5 reported female-predominant pre-clinical faculty; 3 reported an even split.
- Most institutions' pre-clinical faculty were predominantly white and held assistant or associate professor positions
- Order of specialties represented: primary care, medical specialty, surgical specialty
- Only 2 institutions indicated a mix of volunteer and compensated faculty, most were compensated

Female faculty are volunteering more time to teach preclinical medical students

- Female faculty predominantly represented
- Procedural specialties underrepresented
- Most faculty hold assistant or associate professor roles
- Compensation and culture of medical education may be creating strongest incentives
- More national scale efforts needed to gather this data

Voices from Qualitative Interviews:

Cost incentives: [Our] "compensation goes through departments...so if faculty are retired there's no department to receive compensation."

Medical culture incentives: "...more and more women are following education tracts for promotion than men, who follow more clinical and research tracts. I don't exactly know why..."



Average % by sex	
Male	Female
37.4	62.1

Average % by self-reported race					
White	Black	American Indian/Alaska Native	Asian or Pacific Islander	Hispanic or Latino	Multiple
66.7	11.14	0	15.0	10.1	0.3

Average % by rank				
Instructor	Assistant Professor	Associate Professor	Full Professor	Professor Emeritus
10.1	57.1	14.7	13	0.6

Average % by specialty			
Primary care	Medical specialty	Surgical specialty	Other
57.7	24.9	14	5.7

More Voices from Qualitative Interviews:

[Our program] "is very low in terms of procedural specialists...that is because of the pay. We pay at an internal medicine rate, not at a surgeon rate."

"What I do see...for female students that are going to go into things like orthopedics or general surgery or other very competitive long residencies...they really do value and need a female role model. Men also value those same experiences...having proceduralists "in the trenches" with regard to medical student education does, I feel, help...any students see themselves in that specialty. "

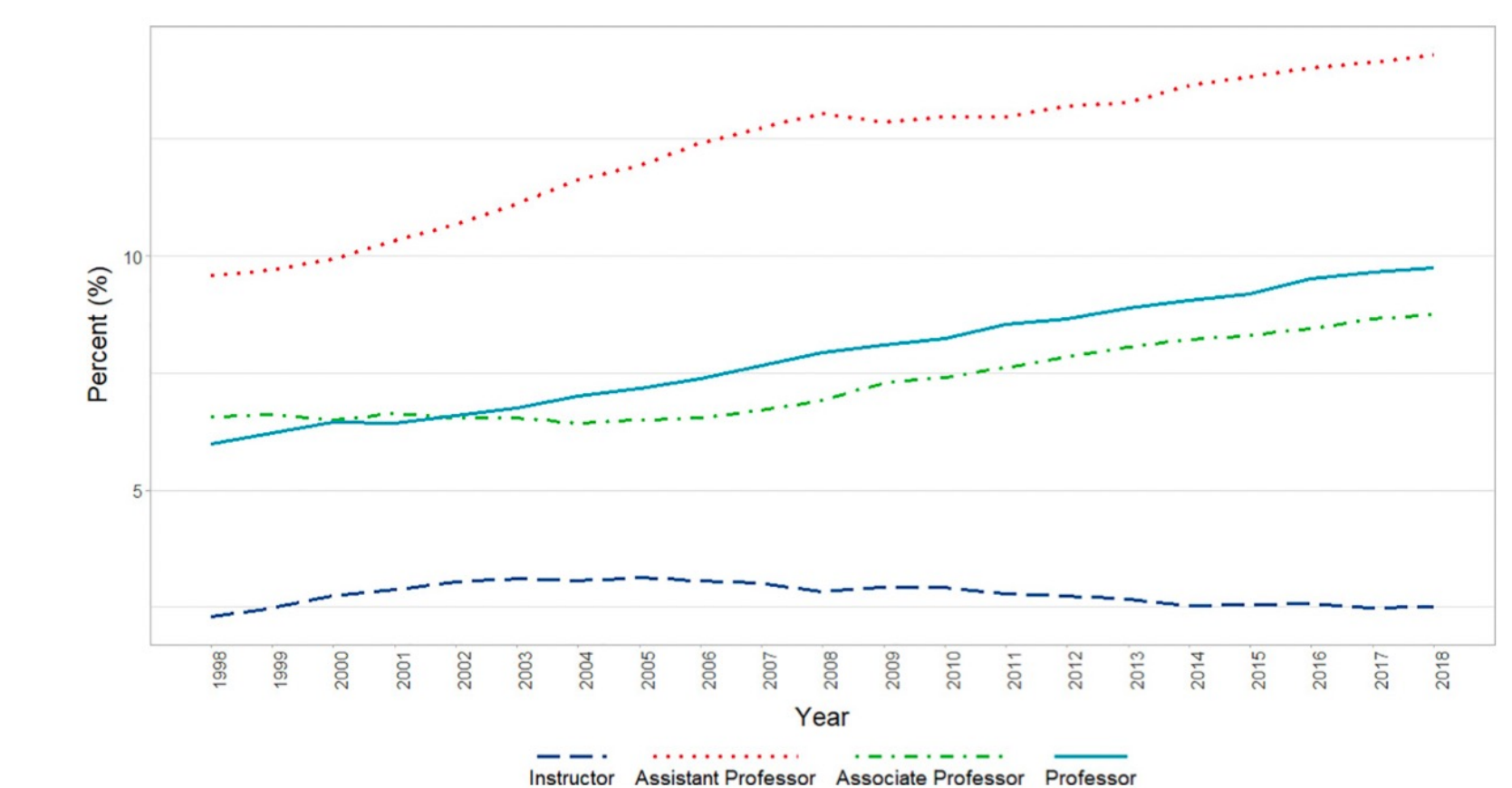


Fig 2. Changes in percent female faculty by year and rank (1998–2018). Graphical representation of raw percentages, unadjusted for autocorrelation, of full-time basic science faculty at U.S. Medical schools from December 31, 1998 to December 31, 2018; reported by faculty who identify as Female at the rank of Instructor, Assistant Professor, Associate Professor, and Professor.

Table 11: U.S. Medical School Faculty by Sex, Race/Ethnicity, and Rank, 2020

The table below displays the number of full-time faculty at all U.S. medical schools as of December 31, 2020 by sex, race/ethnicity, and rank. To allow for unadjusted counts of faculty, the "Multiple Race - Hispanic" break-out includes all faculty who are reported as Hispanic and at least one other race/ethnicity. The "Multiple Race - Non-Hispanic" break-out includes all faculty who are reported as more than one race/ethnicity, but who are not reported as Hispanic.

Race/Ethnicity	Professor	Associate Professor	Assistant Professor	Instructor	Other	Total
Male						
American Indian or Alaskan Native	30	43	64	8	0	145
Asian	3,964	4,729	10,457	1,656	613	21,419
Black or African American	497	564	1,507	177	39	2,784
Hispanic, Latino, or of Spanish origin	648	713	1,685	287	63	3,496
Native Hawaiian or Other Pacific Islander	9	16	52	21	2	100
White	21,793	15,017	26,964	3,838	1,102	68,715
Other	81	152	574	88	16	811
Multiple Race - Hispanic	455	488	1,351	116	44	2,455
Multiple Race - Non-Hispanic	620	517	887	117	18	2,160
Unknown	427	517	1,541	390	303	3,178
Total Male	28,554	22,757	45,082	6,714	2,200	105,307
Female						
American Indian or Alaskan Native	9	28	69	18	6	130
Asian	1,561	3,007	9,684	1,660	494	16,406
Black or African American	307	706	2,459	351	101	4,064
Hispanic, Latino, or of Spanish origin	317	490	1,498	356	84	2,745
Native Hawaiian or Other Pacific Islander	3	15	24	16	3	61
White	7,682	9,714	23,363	5,658	1,368	47,785
Other	24	93	469	175	9	770
Multiple Race - Hispanic	168	309	1,287	192	64	2,000
Multiple Race - Non-Hispanic	208	305	886	176	30	1,605
Unknown	142	319	1,314	999	814	3,608
Total Female	10,421	15,068	41,243	9,751	2,759	79,174

Note: These tables exclude 201 faculty with missing sex data.
Source: AAMC Faculty Roster, December 31, 2020 snapshot, as of December 31, 2020.

Adina Harri, Roshini Pinto-Powell, Sandra Wong

